



UWISON BScN

PROFILE OF THE BACHELOR OF SCIENCE DEGREE IN NURSING
PRE REGISTRATION

2014

[UWISON BScN]

Pre-Registration Curriculum

PROFILE OF THE BACHELOR OF SCIENCE DEGREE IN NURSING

UNIVERSITY OF THE WEST INDIES SCHOOL OF NURSING (UWISON), St. Augustine

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TABLE OF CONTENTS

	<i>Page</i>
PROFILE	ii
Acknowledgements	1

Introduction	2
Values	3
Vision.....	3
Mission	3
Programme Goals	4
Programme Objectives	4
Programme Design	5
Programme Entry Requirements	6
Certification	7
Career Opportunities	7
Curriculum Structure	8
Clinical Practicum	11
Summary.....	13
Analysis of the Curriculum	14
Course Description.....	15
CURRICULUM	16
Philosophy	17
Conceptual Framework	20
Organizational Framework	20
Curriculum Aim and Objectives	23
COURSES	26
Course Sequence	27

YEAR 1: SEMESTER I	28
FOUN 1101/FD11A: Caribbean Civilisation	29
PSYC 1000: Introduction to Psychology: Developmental, Social, Abnormal	42
NURS 1109: Human Anatomy and Physiology 1	49
NURS 1110: Biochemistry	83
NURS 1111: Microbiology	99
NURS 1112: Patient and Health Care Worker Safety	117
 YEAR 1: SEMESTER II	137
FOUN 1001/FD10A: English for Academic Purposes	138
SOCI 1002/SY14G: Sociology for the Caribbean.....	143
NURS 1113: Health Informatics	148
NURS 1114: Human Anatomy and Physiology II	154
NURS 1115: Nutrition	163
NURS 1116: Epidemiology	171
 YEAR 2: SEMESTER I	177
NURS 2010: Introduction to Professional Nursing	178
NURS 2011: Health Promotion	203
NURS 2012: Human Pathophysiology	238
NURS 2013: The Nursing Process and Health Assessment	281
NURS 2014: Community Health Nursing	307
NURS 2015: Community Health Nursing Clinical Practicum	332
 YEAR 2: SEMESTER II.....	339
NURS 2016: Diet Therapy	340
NURS 2017: First Aid & Basic Life Support	383

NURS 2018: Pharmacology & Therapeutics in Nursing	405
NURS 2019: Concepts Applied to Nursing	424
NURS 2020: Concepts Applied to Nursing Clinical Practicum	440
SOCI 1005/SY16C: Intro. Statistics for the Behavioural Sciences	449
YEAR 3: SEMESTER I	459
NURS 3010: Research Methodology	460
NURS 3011: Mental Health Nursing	474
NURS 3012: Mental Health Nursing Clinical Practicum	487
NURS 3013: Nursing Care of Adults (19-64 yrs.)	493
NURS 3014: Nursing Care of Adults Clinical Practicum	528
YEAR 3: SEMESTER II	540
NURS 3015: Nursing Care of Older Adults (65+yrs.)	541
NURS 3016: Nursing Care of Older Adults Clinical Practicum	560
NURS 3017: Parent Child Nursing	567
NURS 3018: Parent Child Nursing Clinical Practicum	591
YEAR 4: SEMESTER I	601
NURS 4010: Nursing Care of Children and Adolescent (1 month-18 yrs.)	602
NURS 4011: Nursing Care of Children and Adolescent Clinical Practicum	649
NURS 4012: Nursing Care of Patients in Specialized Care Settings.....	656
NURS 4013: Nursing Care of Patients in Spec. Care Settings Clinical Practicum	682
YEAR 4: SEMESTER II	688
NURS 4014: Research Project	689

NURS 4015: Leadership & Management in Nursing	694
NURS 4016: Leadership & Management in Nursing Practicum	718
YEAR 4: SEMESTER III	722
NURS 4017: Clinical Internship	723
NURS 4018: Senior Nursing Review	730

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INTRODUCTION

The UWISON St. Augustine, Pre-Registration Nursing degree prepares graduates for beginning level professional positions within the legal and ethical frameworks of professional nursing, in a variety of health care settings with patients across the lifespan and for advancement to graduate studies.

The programme builds on a foundation of knowledge in science, humanities and related professional disciplines, emphasizing critical thinking, evidence-based practice, health and human functioning, care and therapeutics, and scholarship. The graduates must sit the Regional Examination for Nurse Registration (RENR). Successful candidates are eligible to receive the Nursing Council of Trinidad and Tobago registration and licensure, a requirement for practice in Trinidad and Tobago and other CARICOM jurisdictions.

The programme provides learning experiences in a variety of inpatient clinical settings and community health agencies, health centres/clinics, and homes serving people of all ages, families and communities. Nursing courses include theory and integrated laboratory activities concurrent with supervised clinical practical experiences. Students will gain an understanding of and respect for the increasing complexity across the wellness-illness continuum and the associated dynamics of care.

VALUES

The core values of the UWISON, St. Augustine are excellence, integrity, caring, mutual respect, loyalty and commitment to the standards of UWI, UWISON, and the nursing/midwifery professions, professionalism, and consistent quality in service and evidence-based practice.

VISION

To be a dynamic force in the nursing arena of Trinidad and Tobago and the Caribbean with international collaboration that would enhance the stature of nursing education in the region. Its focus is to provide a foundation for advanced learning and graduate studies in nursing and other related fields.

MISSION

To prepare nursing professionals for leadership in nursing education, management, clinical and other professional roles within the health care delivery service. Educational opportunities will be available at the undergraduate, graduate and continuing education levels in order to enhance the quality of nursing care throughout the Caribbean region.

PROGRAMME GOALS

The goals of the programme are to prepare graduates who will:

1. Be eligible to apply for entry to the General Registry for Nurses of the Nursing Council of the Republic of Trinidad and Tobago or any other nursing legislative body in the CARICOM region and globally;
2. Display effective critical thinking, interpersonal relationships, caring, professional responsibility and accountability;
3. Use the nursing process as a framework to provide safe evidence-based nursing care to patients and their families at any stage of the life cycle, along the wellness-illness continuum within the ethical-legal frameworks of nursing practice.

PROGRAMME OBJECTIVES

The programme is designed to:

1. Prepare graduates at the baccalaureate level for beginning practice in multifaceted health care environments and for advancement to graduate education;
2. Prepare graduates in critical thinking, and problem solving through scholarship and research;
3. Prepare graduates capable of integrating ethical principles, legal and professional accountability, and responsibility in the delivery of evidence-based nursing care to individuals of all ages, families, and community;
4. Prepare graduates for leadership positions within the health care and related services nationally and globally;
5. Provide an educational environment and learning opportunities for students to broaden and deepen knowledge and skills in the clinical and functional areas of nursing;

6. Provide a forum for critical analysis, problem-solving, development and application of theory to nursing practice.

PROGRAMME DESIGN

1. The curriculum is designed to meet the mandatory requirements of the University of the West Indies and the Nursing Council of Trinidad and Tobago.
2. The programme of study is offered on a **full time** and on a **part time** basis.
The full time programme requires a minimum of four (4) academic years and one (1) summer semester and a maximum of eight (8) academic years.
3. The **full time** programme comprise 130 credits accomplished over four (4) academic years, eight (8) semesters and one (1) summer session of ten (10) weeks. The courses cover both theory and integrated clinical practice; the programme credit weightings are:
 - University required courses 6 credits 5%
 - Support courses 40 credits 31%
 - Professional courses 81 credits 62%
 - Elective 3 credits 2%
4. The curriculum content is based on a life cycle approach. Themes woven throughout the course of study include critical thinking, wellness-illness, health promotion, basic needs, and factors influencing health, community resources, and development of self-care skills.
5. Clinical experiences occur in a variety of health care facilities, both private and public, where professional performance is expected, critical thinking and evidence-based practice is emphasised. The students will gain competency through integrated theory and practice in the island's health care facilities.
6. Passes in all courses must meet the requirements of the University of the West Indies. All nursing courses, both theory and related clinical practicum are compulsory and must be successfully completed.
7. The Bachelor of Science degree in nursing is awarded on successful completion of the programme of study.

1. The **part time** programme will require a minimum of eighteen (18) semesters and a maximum of thirty (30) semesters, pursued in **NOT** less than three (3) and **NOT** more than nine (9) credits in semesters 1 and 2 of any year.
2. A part time candidate may pursue all the credits offered during Summer School, providing that the pre-requisites have been successfully completed.

PROGRAMME ENTRY REQUIREMENTS

1. In order to be eligible for entry to the programme of study for the Bachelor of Science degree in Nursing (Pre-Registration), applicants must:

Have obtained passes in the Caribbean Secondary Education Certificate (CSEC) Examination –grades 1 or 11 (111 accepted from June 1998) or the General Certificate Examination (GCE) Ordinary Level-grades A, B, & C, Caribbean Advanced Proficiency Examination (CAPE) or an approved equivalent, in at least five (5) subjects. The required subjects are:

- a. English Language **OR** Communication Studies (CAPE);
 - b. One subject from Mathematics **OR** Pure Mathematics (CAPE), **OR** Applied Mathematics (CAPE);
 - c. One subject from Biology or Human & Social Biology, and
 - d. Two other subjects.
-
- i. *Successful candidates are required to obtain permits as student nurses from the Nursing Council of Trinidad and Tobago.

**The Nursing Council of Trinidad and Tobago requires that candidates obtain passes at CXC-grades 1 or 11, (111 accepted only from June 1998); or GCE-Grades A, B, or C. General proficiency English Language is compulsory and a certificate showing evidence of training in mathematics or principles of Accounts at Secondary level for a minimum of three (3) years. The Council requires that candidates for registration must be 17 years and not more than 45 years of age.*

OR

1. Persons of the age of 21 years and over, who do not otherwise satisfy the requirements set out above for admission into the programme, may nonetheless qualify for entry based on their overall experience, and professional and academic attainments. Such persons will be required to submit a curriculum vitae with full details of their experience and continuing education activities along with their applications, and to take tests and/or be interviewed.
2. Applicants are required to:
 - i. Be at least 17 years at the time of admission to the programme;
 - ii. Provide two (2) letters of recommendation – academic/employment and character (sent directly by the referees to the Office of Admissions, UWI, St. Augustine);
 - iii. Provide transcripts of secondary or tertiary level education (sent directly by the institution to the Office of Admissions, UWI, St. Augustine).
3. Applicants may also be required to submit to a personal interview.

CERTIFICATION

The Bachelor of Science degree in nursing is awarded on successful completion of the programme of study. Graduates are eligible to write the Nursing Council of Trinidad and Tobago approved and administered by the Regional Examination for Nurse Registration (RENR) to obtain the Registered Nurse title, a requirement for practicing nursing legally.

There is no intermediate award.

CAREER OPPORTUNITIES

Graduates of the programme duly registered by the Nursing Council of Trinidad and Tobago should find employment as Registered Nurses in the private and public health sectors in Trinidad and Tobago and elsewhere, providing they meet jurisdiction licensing requirements.

CURRICULUM STRUCTURE

Theory: 1 Credit = 12 Hours; Lab 1 Credit = 36 Hours; Clinical Practicum: 1 Credit = 48 Hours

Course Code	Course	Credit	Hours
YEAR 1: SEMESTER 1			
FOUN 1101/FD11A	Caribbean Civilisation	3	36
PSYC 1000	Introduction to Psychology: Developmental, Social, Abnormal	3	36
NURS 1109	Human Anatomy & Physiology 1	3 (2T, 1L)	60
NURS 1110	Biochemistry	3 (2T, 1L)	60
NURS 1111	Microbiology	3 (2T, 1L)	60
NURS 1112	Patient & Health Care Worker Safety	3 (2T, 1L)	60
ELPT	English Language Proficiency Test (ELPT) (can be written prior to entry into the programme. If failed, students must pass UC010 as Pre-requisite for FOUN 1101/FD11A	0	
	TOTAL	18	312
YEAR 1: SEMESTER II			
FOUN 1001/FD10A	English for Academic Purposes	3	36
SOCI 1002/SY14G	Sociology for the Caribbean	3	36
NURS 1113	Health Informatics	3 (2T, 1L)	60
NURS 1114	Human Anatomy & Physiology II	3 (2T, 1L)	60
NURS 1115	Nutrition	2	24
NURS 1116	Epidemiology	3	36
	TOTAL	17	252
	YEAR 1 TOTAL	35	564
YEAR 2: SEMESTER 1			
NURS 2010	Introduction to Professional Nursing	3	36
NURS 2011	Health Promotion	3 (2T, 1L)	60
NURS 2012	Human Pathophysiology	3	36
NURS 2013	The Nursing Process & Health Assessment	3 (2T, 1L)	60
NURS 2014	Community Health Nursing	3	36
NURS 2015	Community Health Nursing Clinical Practicum	3	144
	TOTAL	18	372
YEAR 2: SEMESTER II			
NURS 2016	Diet Therapy	2	24
NURS 2017	First Aid & Basic Life Support	2 (1T, 1L)	48
NURS 2018	Pharmacology & Therapeutics in Nursing	3 (2T, 1L)	60
NURS 2019	Concepts Applied to Nursing	3 (2T, 1L)	60
NURS 2020	Concepts Applied to Nursing Clinical Practicum	3	144
SOCI 1005/SY16C	Introductory Statistics for the Behavioural Sciences	3	36
	TOTAL	16	372
	YEAR 2 TOTAL	34	744

Course Code	Course	Credit	Hours
YEAR 3: SEMESTER 1			
NURS 3010	Research Methodology	3	36
NURS 3011	Mental Health Nursing	3 (2T, 1L)	60
NURS 3012	Mental Health Nursing Clinical Practicum	3	144
NURS 3013	Nursing Care of Adults	4 (3T, 1L)	72
NURS 3014	Nursing Care of Adults Clinical Practicum	4	192
TOTAL		17	504
YEAR 3: SEMESTER II			
NURS 3015	Nursing Care of Older Adults	3 (2T, 1L)	60
NURS 3016	Nursing Care of Older Adults Clinical Practicum	3	144
NURS 3017	Parent Child Nursing	3 (2T, 1L)	60
NURS 3018	Parent Child Nursing Clinical Practicum	4	192
TOTAL		13	456
YEAR 3 TOTAL		30	960
YEAR 4: SEMESTER 1			
NURS 4010	Nursing Care of Children & Adolescents	3 (2T, 1L)	60
NURS 4011	Nursing Care of Children & Adolescents Clinical Practicum	4	192
NURS 4012	Nursing Care of Patients in Specialized Care Settings	3 (2T, 1L)	60
NURS 4013	Nursing Care of Patients in Specialized Care Settings Clin. Practicum	4	192
TOTAL		14	504
YEAR 4: SEMESTER II			
NURS 4014	Research Project	3	36
NURS 4015	Leadership & Management in Nursing	3 (2T, 1L)	60
NURS 4016	Leadership & Management in Nursing Practicum	4	192
Free/General Elective		3	36
TOTAL		13	324
YEAR 4: SEMESTER III			
NURS 4017	Clinical Internship	4	192
NURS 4018	Senior Nursing Review	0	192
TOTAL		4	384
YEAR 4 TOTAL		31	1,212
PROGRAMME TOTAL = 130 Credits			

TOTAL PROGRAMME THEORY HOURS	996
TOTAL PROGRAMME: LAB. HOURS	648
TOTAL CLINICAL HOURS	1920
TOTAL PROGRAMME HOURS	3,564

CLINICAL PRACTICUM

1. *Formula: Total hours (hours per day x days per week x number of weeks)
= hours divided by 48 (48 practicum hour = 1 credit) = # credit hours*
2. Candidates must attend and pass the clinical practicum experience to progress in the programme.
3. Hours include time for seminars, group meetings and mentoring by supervisors.

Year 2: Semester I

Course: Community Health Nursing Clinical Practicum
Credits: 3
Hours: 144

Field training at approved sites from Mondays to Fridays, for seven (7) hours per day for twenty and half (201/2) days = 144 hrs. ÷ 48 = 3 credits

Year 2: Semester II

Course: Concepts Applied to Nursing Clinical Practicum
Credits: 3
Hours: 144

Field training at approved sites from Mondays to Fridays, for seven (7) hours per day for twenty and half (201/2) days = 144 hrs. ÷ 48 = 3 credits

Year 3: semester I

Course: Mental Health Nursing Clinical Practicum
Credits: 3
Hours: 144

Field training at approved sites from Mondays to Fridays, for seven (7) hours per day for twenty and half (201/2) days = 144 hrs. ÷ 48 = 3 credits

Course: Nursing Care of Adults Clinical Practicum
Credits: 4
Hours: 192

Field training at approved sites from Mondays to Fridays, for seven (7) hours per day for twenty and half days (201/2) days = 192 hrs. ÷ 48 = 4 credits

Year 3: semester II

Course: Nursing Care of Older Adults Clinical Practicum
Credits: 3
Hours: 144

Field training at approved sites from Mondays to Fridays, for seven (7) hours per day for twenty and half (201/2) days = 144 hrs. ÷ 48 = 3 credits

Course: Parent Child Nursing Clinical Practicum
Credits: 4
Hours: 192

Field training at approved sites from Mondays to Fridays, for seven (7) hours per day for twenty and half days (201/2) days = 192 hrs. ÷ 48 = 4 credits

Year 4: Semester I

Course: Nursing Care of Children & Adolescents Clinical Practicum
Credits: 4
Hours: 192

Field training at approved sites from Mondays to Fridays, for seven (7) hours per day for twenty seven and half (271/2) days = 192 hrs. ÷ 48 = 4 credits

Course: Nursing Care of Patients in Specialized Care Settings Clinical Practicum
Credits: 4
Hours: 192

Field training at approved sites from Mondays to Fridays, for seven (7) hours per day for twenty seven and half (271/2) days = 192 hrs. ÷ 48 = 4 credits

Year 4: Semester II

Course: Leadership & Management in Nursing Practicum
Credits: 4
Hours: 192

Field training at approved sites from Mondays to Fridays, for seven (7) hours per day for twenty seven and half (271/2) days = 192 hrs. ÷ 48 = 4 credits

Year 4: semester III

Course: Clinical Internship

Credits: 4

Hours: 192

Field training at approved sites from Mondays to Fridays, for seven (7) hours per day for twenty seven and half (271/2) days = 192 hrs. ÷ 48 = 4 credits

SUMMARY

Total number of days 226.5 (including the senior Nursing Review)

Total credits 36

Total clinical hours 1,728 (excluding the senior Nursing Review)

ANALYSIS OF THE CURRICULUM

Total Credits 130

University Required Courses

FOUN 1101/FD11A: Caribbean Civilization	3 credits
FOUN 1001/FD10A: English for Academic Purposes	<u>3 credits</u>

TOTAL 6 credits (5%)

Support Courses

PSYC 1000: Introduction to Psychology: Developmental, Social, Abnormal	3 credits
SOCI 1002/SY14G: Sociology for the Caribbean	3 credits
SOCI 1005/SY16C: Intro. Statistics for the Behavioural Sciences	3 credits
NURS 1109: Human Anatomy & Physiology 1	3 credits
NURS 1110: Biochemistry	3 credits
NURS 1111: Microbiology	3 credits
NURS 1113: Health Informatics	3 credits
NURS 1114: Human Anatomy & Physiology 11	3 credits
NURS 1115: Nutrition	2 credits
NURS 1116: Epidemiology	3 credits
NURS 2012: Human Pathophysiology	3 credits
NURS 2016: Diet Therapy	2 credits
NURS 2018: Pharmacology & Therapeutics in Nursing	3 credits
NURS 3010: Research Methodology	<u>3 credits</u>

TOTAL 40 credits (31%)

NURSING COURSES

NURS 1112: Patient & Health Care Worker Safety	3 credits
NURS 2010: Introduction to Professional Nursing	3 credits
NURS 2011: Health Promotion	3 credits
NURS 2013: The Nursing Process & Health Assessment	3 credits
NURS 2014: Community Health Nursing	3 credits
NURS 2015: Community Health Nursing Clinical Practicum	3 credits
NURS 2017: First Aid & Basic Life Support	2 credits
NURS 2019: Concepts Applied to Nursing	3 credits
NURS 2020: Concepts Applied to Nursing Clinical Practicum	3 credits
NURS 3011: Mental Health Nursing	3 credits
NURS 3012: Mental Health Nursing Clinical Practicum	3 credits
NURS 3013: Nursing Care of Adults (19-64 yrs.)	4 credits
NURS 3014: Nursing Care of Adults Clinical Practicum	4 credits
NURS 3015: Nursing Care of Older Adults	3 credits
NURS 3016: Nursing Care of Older Adults Clinical Practicum	3 credits
NURS 3017: Parent Child Nursing	3 credits
NURS 3018: Parent Child Nursing Clinical Practicum	4 credits
NURS 4010: Nursing Care of Children & Adolescents	3 credits
NURS 4011: Nursing Care of Children & Adolescents Clinical Practicum	4 credits
NURS 4012: Nursing Care of Patients in Specialized Care Settings	3 credits
NURS 4013 Nursing Care of Patients in Spec. Care Settings Clinical Practicum	4 credits
NURS 4014: Research Project	3 credits
NURS 4015: Leadership & Management in Nursing	3 credits
NURS 4016: Leadership & Management in Nursing Practicum	4 credits
NURS 4017: Clinical Internship	4 credits
NURS 4018: Senior Nursing Review	<u>0 credits</u>
TOTAL	81 credits
	62/%

Elective

Free/General Elective	<u>3 credits</u>
TOTAL	3 credits/2%

Curriculum

PHILOSOPHY

We believe:

A **human being** is a complex individual with physical, psychological, emotional and spiritual dimensions who behaves as a unified whole. As a rational being, the individual constantly strives toward achieving maximum potential. The uniqueness and complexity of the individual have their most eloquent and visible expression in the quintessential interplay of body, mind and spirit, which makes a person human. The body acts, the mind learns and engages in critical thinking, and the spirit shares and provides caring that transcends one's ordinary physical environment. The resulting dynamism is a state of wellness-illness or balance, which, for each person throughout the life cycle, is continually being achieved.

Society provides the milieu in which individuals, families, communities and nations live and actualize their beliefs, customs, values and ways of knowing. Though normally constructed by its members, society is also influenced by the environment, geo-socio-political factors, culture, religion, economic activity, and resources. These social realities have a pervasive and enduring influence on the wellness-illness and the health perceptions and practice of the individual.

Health is a relative state along the wellness-illness continuum includes the physical, psychological, spiritual and socio-cultural domains. It is achieved when the individual, family and community successfully adapt and respond to internal and external forces in the environment. Harmony of body, mind and spirit enables human beings to attain and maintain optimal wellness; to nurture their lives in enriching, creative, and constructive ways; to respect all living beings as well as the environment; to share thoughts and feelings; to engage in meaningful interpersonal relationships, and to respond appropriately and effectively to the challenges of life including illness and the experience of dying.

Health care is a basic human right. It focuses on all persons throughout the life cycle and in all phases of wellness-illness. It is comprehensive and continuous, involving health promotion and maintenance, the prevention of disease, restorative care and rehabilitation. Health care must be available, accessible, acceptable and affordable to the community in meeting its identified health needs. It must encourage active participation of the individual, family and community and mobilize all available resources.

The **nursing** profession is essential to society and an integral part of the health care system of any country. Requiring specialized education in theory and practice, nurses are concerned with

human beings in all phases of wellness and illness throughout the life cycle. Professionalism and ethical conduct are intertwined in nursing, both of which are continually being informed and improved by scholarly enquiry, critical thinking, evidenced-based practice, and research. In this most sensitive and personal of human services, therapeutic interpersonal relationships are as important as clinical interventions and the concerns of patients must be given priority.

Nursing is both art and science incorporating theory and practice and providing care and caring. The profession uses the nursing process as a framework for the management of evidence-based nursing practice. In upholding professional standards nursing uses a proactive approach in meeting the needs of the individual, family and community. The profession encompasses functional and clinical nursing, and research.

Education is a dynamic lifelong process, requiring active involvement of the learner. It embraces and builds on the individual's life experiences. Education involves the acquisition of knowledge, the use of critical thinking, and the development skills and attitudes to help the individual function as a productive member of society and the profession. It prepares individuals to critically reflect on life situations, assimilate new information, and apply it to new and familiar situations.

Nursing education is multidisciplinary in nature. It takes place within an educational institution and leads to a degree in higher learning. Nursing education equips a person to combine caring, critical thinking, the nursing process and interpersonal relationships to deliver evidence-based practice to individuals, families and communities in a variety of settings throughout the life cycle and in all phases of wellness-illness.

Undergraduate nursing education is the entry point into profession of nursing is obtained in a multidisciplinary education setting. It provides a broad, sound foundation for graduate education, and it fosters a commitment to learning as a lifelong endeavour.

Graduate nursing education builds on the foundation laid through undergraduate nursing education. It prepares the nurse for greater responsibility in leadership and in the functional and clinical dimensions of nursing. It enables the experienced nurse to concentrate on a selected area of evidence-based practice to develop expertise through educational programmes. It affords the learner theoretical depth and breadth and an equally strong clinical or functional exposure supported by evidence-based practice.

The clinical and functional choices encompass nursing care at specialized or advanced practice levels in primary, secondary or extended care facilities, educational institutions, and the work place. All graduate students are involved in research activity, writing and publication in collaboration with academic staff. Graduate education is conducted in an environment, which stimulates critical thinking, fosters scholarly discourse, and facilitates the learner's oral and written expression in the analysis of nursing, health and other complex issues.

The learner is an adult who brings unique capabilities and ambitions to a university's education. The nursing learner acquires education and applies the learning to evidence-based nursing practice, which is necessary to be safe, competent, confident, thinking, caring practitioners; to be eligible for registration and licensure with the appropriate statutory body; and to be clinically and functionally prepared. The learner is an informed, responsible and self-directed individual who has the responsibility to participate actively in the learning experience; to use effectively the multidisciplinary, social and cultural resources of the university; to achieve educational, professional and personal goals, and to make substantive contributions to society.

Learning is the acquisition and integration of knowledge, skills and attitudes, which are manifested by cognitive and behavioural changes. Human beings have their own peculiar learning processes based on cognitions, critical thinking, experience and reflection. Learning is a dynamic and cyclical process enhanced by feedback. It is a responsibility shared by both learner and teacher.

The **teacher** facilitates, counsels, guides and assists the learner in realizing the learning objectives and draws on the learner's experiential resources. It is the teacher's responsibility to use effective interpersonal relationships, to be adequately equipped and attitudinally prepared to counsel and mentor students, to creatively structure and guide the theoretical and clinical learning activities in a way that promotes learner engagement, to challenge students to think critically and perform at their best, to set standards of excellence, to engage in research-based education and evidence-based nursing practice, and to role model professional behaviour.

Research provides a means for advancement of the nursing profession. It is pivotal in nursing education and evidence-based practice. Research requires exploration of ideas, enquiry, rigor, critical thinking, analysis, and synthesis to develop theory and add to the body of nursing knowledge.

CONCEPTUAL FRAMEWORK

The conceptual framework for the BScN curriculum reflects the philosophy of the nursing programme as it further develops the concepts of caring, interpersonal relationships, life cycle, wellness-illness continuum, critical thinking, nursing process and evidence-based nursing practice. The framework enables graduates of UWISON to combine critical thinking, interpersonal relationships and nursing process to engage in evidence-based nursing practice for individuals, families, communities and organizations throughout the life cycle and across the wellness-illness continuum in the context of caring (Figure, page 31).

Caring incorporates hope and commitment and centres on preserving the dignity and humanity of the patient. It is the essence of nursing and the central and unifying concept of the curriculum as it is of nursing practice. Caring occurs at a level deeper than physical interactions and includes philosophical, ethical and historical enquiry and studies of nursing. It embraces reflective, subjective and interpretative qualities, as well as the behaviours of attentive listening, comforting; patience, responsibility, touch, sensitivity, respect and the provision of information to enable patient and family make informed decisions.

ORGANIZING FRAMEWORK

The description of the conceptual framework reflects the continuity, sequences and integration of the curriculum content, and includes vertical and horizontal strands as the curriculum organizing framework.

Vertical strands allow for continuity, depth, breadth and sequence. There are three vertical strands: the patient, life cycle, and the wellness-illness continuum.

The patient

Is viewed as proceeding from the individual level to the familial, then community and societal. The nursing student initially examines simple, normal processes within each dimension of human life and progresses to recognize and analyze complex, integrated processes and patterns of human interaction within individuals, family systems, social milieu and national contexts. Such recognition guides the nurse-patient partnership in identifying and responding to basic human needs generated by the patient striving toward actualization of his/her potential.

Life cycle

Is chronological as well as developmental; hence human dimensions are explored from their genesis to their eventual manifestations in human form and function. At each phase of the life cycle, patients' experiences present needs and interactions unique to the respective phase that have lasting influence on the well-being of the patient. The nursing student is therefore prepared to assess and respond to the patients' needs in a manner that best fits patients' developmental demands.

Wellness-illness continuum

A multidimensional – physical, intellectual, emotional, spiritual, social, environmental, occupational representation of the dynamic movement of the person between levels of wellness to ill-health (dying and death). It is influenced by the individual's response to internal and external stressors in a constantly changing environment. The nursing student builds on an understanding of normal health patterns among patients in varying health care settings to developing, implementing and evaluating interventions to assist the person to achieve high level wellness or to adapt to progressively decreasing levels of health.

Horizontal strands allow for the integration of the curriculum content. The strands are: the nursing process, interpersonal relationship, critical thinking, and evidence-based nursing practice.

The nursing process

A dynamic, problem-solving framework for managing wholistic care of the individual, family and community. It is the application of critical thinking to diverse patient situations. It also incorporates bio-ethical and legal principles and wellness-illness constructs in assessing, planning, implementing and evaluating nursing care, based on the identification of patients' strengths, weaknesses, risks and problems.

Interpersonal relationship

An empathic interaction that develops in the teaching-learning environment and is characterized by mutual acceptance and respect. It is an active process conveyed through shared understanding in a non-judgmental or non-punitive environment that encourages selfexpression and ongoing development of knowledge and skills essential for effective interaction. This

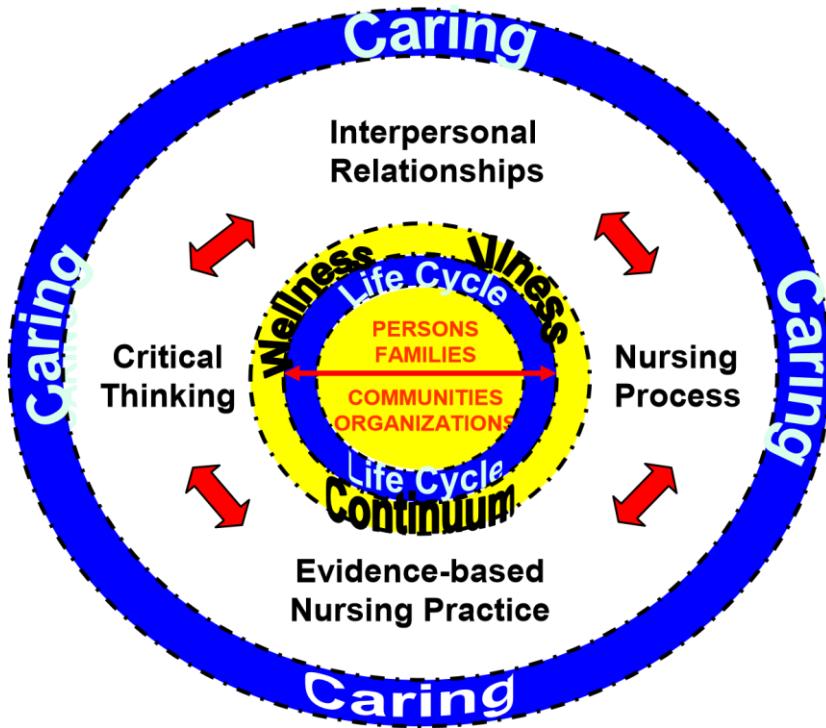
relationship allows for transfer to a therapeutic interpersonal relationship in which the student, the patient, the family, and the community work together to recognize, clarify, and define existing strengths and problems.

Critical thinking

A multidimensional, meta-cognitive activity involving deductive, inductive, informal and practical reasoning. The critical thinker interprets, analyzes, infers, explains, evaluates and constantly monitors one's own thinking, using universal criteria. These abilities facilitate scientific reasoning, which includes the nursing process, decision-making and analysis of challenging issues. Critical thinking skills develop overtime through varied experiences is a life-long process requiring self awareness, knowledge and practice. They are essential for the use of evidence and facilitate accountability and responsibility in practice.

Evidence-based nursing practice

A systematic approach to providing quality nursing care to individuals, families and communities. It uses effective and efficient nursing interventions, based on the best available theory and evidence derived from research findings and clinical expertise. It requires critical appraisal of research evidence and application of valid and reliable research findings to clinical decision-making, based on patient needs and preferences.



CURRICULUM AIM AND OBJECTIVES

Aim

The aim of the programme is to prepare a generalist nurse capable of functioning at the beginning level in primary, secondary and tertiary health care settings, providing safe evidence-based care to individuals of all ages, families and communities at any stage of the wellness-illness continuum. The graduate functions within the professional ethical and legal frameworks dependently, independently and collaboratively as a member of the health team; applying a range of critical thinking skills, existing and new theoretical concepts to clinical practice, as well as the care arenas in a complex, ever-changing health care system.

Objectives

The curriculum objectives reflect the seven (7) concepts of the conceptual framework. At the completion of the programme, the graduates will be able to:

Professional practice and management

1. Synthesize theoretical and empirical knowledge from the humanities, the physical, biological and behavioural sciences with nursing decision-making;
2. Analyze the influence of environmental, geo-socio-political, cultural, and religious factors on the wellness-illness of individuals, families, groups and communities;
3. Incorporate current theories, scientific knowledge, critical thinking and clinical judgement in the assessment, planning, implementation, coordination, facilitation and evaluation of evidence-based nursing care to individuals of all ages, families and communities along the wellness-illness continuum in a variety of settings;
4. Demonstrate caring, compassion and respect for individuals across the lifespan, families and groups within differing cultural, socio-economic and political contexts;
5. Collaborate with patients, families, health team and inter-sectoral groups in the planning and implementation of health care of individuals, families and groups;
6. Demonstrate effective communication skills and interpersonal relationships in conveying oral information, as well as preparing accurate, objective, and concise written reports in accordance with relevant policies;
7. Prepare and implement appropriate teaching and counselling strategies to assist individuals, families, and communities manage care, promote and maintain wellness, and make informed decisions;
8. Incorporate information technology in the management of patient care and patient care facilities;
9. Recognize, implement and support educational and other processes to promote best practices, continuous quality improvement initiatives within the health system at institutional and national levels;
10. Engage in research, applying research-based knowledge from nursing and the sciences to professional practice;

11. Demonstrate awareness of the existing health care system and its policies influencing patient care;
12. Demonstrate competence and socio-political skills in assisting individuals, families, and communities mobilize resources to meet identified health needs;
13. Contribute to the health status of the country and region by planning and/or engaging in health promotion activities;

Professional, ethical and legal practice

14. Respect the values, customs, religious beliefs and practices of patients, families, and communities;
15. Practise safely, competently, ethically and in accordance with professional regulations, national laws, policies and procedural guidelines;
16. Accept responsibility and accountability for one's own professional judgment and actions;
17. Accept responsibility for personal and professional growth and development by remaining current in new advances, developments, and research;
18. Develop leadership skills to promote development of the profession;
19. Satisfy the requirements of Nursing Council of Trinidad and Tobago for registration and licensure.

COURSES

COURSE SEQUENCE

YEAR 1: SEMESTER 1	YEAR 1: SEMESTER II
1. Caribbean Civilisation 2. Introduction to Psychology: Developmental, Social, Abnormal 3. Human Anatomy & Physiology 1 4. Biochemistry 5. Microbiology 6. Patient & Health Care Worker Safety	1. English for Academic Purposes 2. Sociology for the Caribbean 3. Health Informatics 4. Human Anatomy & Physiology II 5. Nutrition 6. Epidemiology
YEAR 2: SEMESTER 1	YEAR 2: SEMESTER II
1. Introduction to Professional Nursing 2. Health Promotion 3. Human Pathophysiology 4. The Nursing Process & Health Assessment 5. Community Health Nursing 6. Community Health Nursing Clinical Practicum	1. Diet Therapy 2. First Aid & Basic Life Support 3. Pharmacology & Therapeutics in Nursing 4. Concepts Applied to Nursing 5. Concepts Applied to Nursing Clinical Practicum 6. Intro. Statistics for the Behavioural Sciences
YEAR 3: SEMESTER 1	YEAR 3: SEMESTER II
1. Research Methodology 2. Mental Health Nursing 3. Mental Health Nursing Clinical Practicum 4. Nursing Care of Adults (19-64 yrs.) 5. Nursing Care of Adults Clinical Practicum	1. Nursing Care of Older Adults 2. Nursing Care of Older Adults Clinical Practicum 3. Parent Child Nursing 4. Parent Child Nursing Clinical Practicum
YEAR 4: SEMESTER 1	YEAR 4: SEMESTER II
1. Nursing Care of Child & Adolescents 2. Nursing Care of Child & Adolescents Clinical Practicum 3. Nursing Care of Patients in Specialized Care Settings 4. Nursing Care of Patients in Specialized Care Settings Clinical Practicum	1. Research Project 2. Leadership & Management in Nursing 3. Leadership & Management in Nursing Practicum
YEAR 4: SEMESTER III	
1. Clinical Internship 2. Senior Nursing Review	

Year 1: Semester I

YEAR 1: SEMESTER I

COURSE TITLE: CARIBBEAN CIVILISATION

COURSE CODE: FOUN1101/FD11A

DURATION: 36 Hours

CREDITS: 3

PRE-REQUISITE: Matriculation Requirements

COURSE DESCRIPTION

This course is designed to give students a survey of the Caribbean's history and culture, commencing with the arrival of the Neo-Indian peoples (ca. 5000BCE) through to the present day Caribbean. The course stresses the commonality of the region, comprising more than individual island nations or linguistic groups. The idea of *civilisation* is key to comprehending the Caribbean's progression through time and will play an important role in understanding the cultural, economic, social and intellectual trends and their supportive institutions that have emerged in the Caribbean. While the course focuses on the similarities in the Caribbean, it also highlights the differences that have emerged because of colonialism, demography, climate and historical progress. The course aims to stimulate students' interests in the concept of a Caribbean civilisation and places it within the context of understanding their individual lives and the lives of those around them.

LEARNING OUTCOMES

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

1. Develop an awareness of the main processes of cultural development in Caribbean societies, highlighting the factors, the problematic and the creative output that have fed the emergence of Caribbean identities;

2. Develop a perception of the Caribbean as wider than island nations or linguistic blocs;
3. Stimulate students' interest in and commitment to Caribbean civilisation in the furtherance of their own self-definition.

CONTENT OUTLINE

UNIT 1: THE CONCEPT OF CIVILISATION

Hours: 3 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Describe the role of historical enquiry in the recording of past civilisations;
2. Explain the myth of Pre-history;
3. Discuss the meaning 'culture' in the context of 'civilisation;'
4. Assess the factors that account for varying civilisations.

Content

1. The Myth of Pre-History
2. Defining Civilisation & Culture
3. Varying Civilisations.

UNIT 2: DEFINING A CARIBBEAN CIVILISATION: THE INDIGENOUS SETTLERS

Hours: 3 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Identify the Caribbean region in the context of the world;
2. Explain the organisation and distribution of early Amerindian civilisation in the Caribbean;
3. Discuss the characteristics of neo-Indian lifestyles.

Content

1. Defining the Caribbean
2. Interpreting the neo-Indian lifestyles
3. Demography of the early Amerindian peoples.

UNIT 3: THE DIVERSIFIED CARIBBEAN IN THE SIXTEENTH & SEVENTEENTH CENTURIES

Hours: 3**Theory**

Specific Objectives

At the end of the unit, the student will be able to:

1. Identify the factors that underlay and made possible 15th and 16th century voyages of exploration by Europeans;
2. Account for the various agricultural activities in the Caribbean prior to the establishment of sugar cane;
3. Discuss the reasons why sugar became the dominant plantation crop in the Caribbean by the 20th century;
4. Trace some of the factors that contributed to the complexity of the Caribbean society: its diversity, its multinational beginnings and its earliest introduction to globalisation by being integrated into a world economy.

Content

1. Maritime exploration and the interlopers
2. Agricultural change and the emergence of 'King Sugar'
3. Labour diversity and demographic change in Caribbean 'frontier' society.

UNIT 4: ENSLAVEMENT & FREEDOM OF WEST AFRICANS IN THE CARIBBEAN

Hours: 4 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Discuss slavery as an economic mode of production in Africa and the Caribbean;
2. Assess the impact of the slave trade on African civilisation;
3. Discuss manumission in Caribbean chattel slavery;
4. Evaluate the 'collaborative' relationship between enslaved people working in the Great House and the white plantocracy;
5. Assess the self-liberation ethos of the enslaved and their resistance on the plantations.

Content

1. Comparing West African Slavery & Caribbean Chattel Slavery
2. Enslavement on Caribbean Sugar Estates
3. Freedom lost, freedom regained on Caribbean sugar estates.

UNIT 5: EMANCIPATION, MIGRATION & EAST INDIAN INDENTURESHIP

Hours: 4 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Assess the apprenticeship system within the context of emancipation;
2. Discuss the labour problems experienced by the planters in the nineteenth century;
3. Evaluate the impact of the various nineteenth century labour experiments on cultural diversification in the Caribbean;
4. Evaluate whether Indentureship was an opportunity for advancement for the Indians in the Caribbean;
5. Assess the impact of Indian Indentureship on Caribbean society.

Content

1. The end of British Caribbean 'Chattel' Slavery
2. Attempts at solving the 'Labour Problem' in the 19th century
3. Indian Indentureship and Caribbean Society.

UNIT 6: CARIBBEAN IDENTITY: DEFINING A CARIBBEAN SELF

Hours: 4 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Identify those factors, which make the definition of a Caribbean identity problematic;
2. Define the term 'diaspora' and examine the concept of a diasporic double-consciousness;
3. Explain the different models of Caribbean society (Creole, Plural).

Content

1. Forging an Identity
2. The Shaping of Caribbean Identity: Twentieth Century USA Imperialism.

UNIT 7: RELIGION & EDUCATION

Hours: 4 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Evaluate the relationship between religion and education;
2. Describe the role of religion and education in the establishment and preservation of a 'Euro-centred' status quo in the Caribbean;
3. Identify the religion-based historical linkages that influenced the development of social norms, attitudes and customs in the Caribbean.

Content

1. Religion as a socialising agent
2. Religion and education in the formation of Caribbean Society.

UNIT 8: CARIBBEAN CULTURAL EXPRESSIONS

Hours: 3 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Discuss the contribution of Caribbean cultural expressions to the emergence of Caribbean civilisation;
2. Trace the evolution of various festivals in the region;

3. Identify the role of festivals and music in the region.

Content

1. Caribbean festivals
2. Caribbean music.

UNIT 9: CARIBBEAN SEXUALITY & GENDER RELATIONS

Hours: 3 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Relate Victorian gender ideology to androcentric historiography in the region;
2. Explain the contributions to and manifestations of gender roles over time in Caribbean society;
3. Discuss the concept of hegemonic masculinity in relation to Caribbean society.

Content

1. Gender in the Caribbean
2. Tracing gender issues in the Caribbean Society
3. Caribbean masculinity.

UNIT 10: WRITING THE DIVERSIFIED CARIBBEAN

Hours: 5 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Discuss the written history of the region as rooted in Eurocentric perspectives;
2. Trace the genesis and development of Caribbean writing;
3. Assess the value of the Caribbean perspective in historical writing for the region.

Content

1. The 'How' of Caribbean History
2. The Genesis of Caribbean Writing: Trying to give the story from the 'local' perspective
3. Critiquing the Caribbean perspective.

Teaching/Learning Methodologies

- Lecture/Discussion

Areas used for Learning

- Classroom
- Library

Student Assessment

Course work **40%**

- Mid-semester examination: multiple-choice

Final examination: multiple-choice **60%**

Required Reading

UNIT 1: The Concept of Civilisation

Marwick, Arthur (2001). History: Essential knowledge about the past. Chapter 2, pages 22-50.

The new nature of history: Knowledge, evidence, language. New Hampshire: Palgrave MacMillan.

Stavrianos L. S. (1999). First Eurasian civilizations, 3500-1000 BCE. Chapter 3, pages 43-63.
The world to 1500: A global history. New Jersey: Prentice Hall.

UNIT 2: Defining the Caribbean

Josephs, Aleric (2010). Indigenous societies of the Circum-Caribbean and South America,' in, *The Caribbean, the Atlantic world and global transformation*, pages 3-20. Social History Project. UWI, Mona.

UNIT 3: The Diversified Caribbean in the 16th and 17th Centuries

Stavrianos L. S. (1999). First Eurasian civilizations, 3500-1000 BCE. Chapter 3, pages 365-382. *The world to 1500: A global history*. New Jersey: Prentice Hall.

Stavrianos L. S. (1999). First Eurasian civilizations, 3500-1000 BCE. Chapter 3, pages 383-395. *The world to 1500: A global history*. New Jersey: Prentice Hall.

UNIT 4: Enslavement and Freedom of Africans in the Caribbean

Williams, Eric (2003). King sugar. Chapter 9, pages 111-135, in *From Columbus to Castro: the history of the Caribbean 1492-1969*. London: Andre Deutsch.

Michael Craton, Michael (1997). Forms of resistance to slavery', in UNESCO's *General history of the Caribbean vol. III: The slave societies of the Caribbean*, pages 222-261. UNESCO Publishing.

UNIT 5: Emancipation, Migration and Immigration

Marshall, Woodville (1996). 'We be wise to many more tings': Blacks' hopes and expectations of emancipation' in *Caribbean freedom: Economy and society from emancipation to the present*, pages 1220. Kingston: Ian Randle.

Williams, Eric (2003). The ordeal of free labour. Chapter 18, pages 328-346, in *From Columbus to Castro: The history of the Caribbean 1492-1969*. London: Andre Deutsch.

Williams, Eric (2003). Asian immigration, Chapter 19, pages 347-360, in *From Columbus to Castro: The history of the Caribbean 1492-1969*. London: Andre Deutsch.

UNIT 6: Caribbean Identity

Alleyne, Mervyn (2005). The Caribbean, Chapter 5, pages 80-113 in *Race and ethnicity in the Caribbean and the world. Jamaica, Barbados, Trinidad and Tobago*. University of the West Indies Press.

Nettleford, Rex (1998). The melody of Europe, the rhythm of Africa' in *Mirror, mirror: identity, race and protest in Jamaica*, pages 171-211. Kingston: LMH Publishing.

UNIT 7: Religion, Education and Caribbean Family Life

Moore, Brian & Johnson Michele (2004). Schooling for God and empire: The ideology of colonial education, Chapter 7, pages 205-244, in *Neither led nor driven*. Kingston: University of the West Indies Press.

Mutabaruka (2006). Rasta from experience', Chapter 3, pages 21-41, in *Rastafari: A universal philosophy in the third millennium*. Kingston: Ian Randle Publishers.

UNIT 8: Caribbean Cultural Expressions

Mansingh, Ajai & Mansingh, Laxmi. ,The Creolisation of hosay', *Caribbean Quarterly*, 41, No.1 (March 1995), pages 25-39.

Burton, Richard D.E. (1995). Cricket, carnival and street culture in the Caribbean, in *Liberation cricket: West Indies cricket culture*, pages 89-106. Kingston: Ian Randle Publishers.

UNIT 9: Caribbean Sexuality and Gender Relations

Moitt, Bernard (1995). Women, work and resistance in the French Caribbean during slavery, 1700-1848, in *Engendering history: Caribbean women in historical perspective*, pages 155-175. Kingston: Ian Randle Publishers.

Downes, Aviston (2004). Boys of the empire, in *Interrogating Caribbean masculinities: theoretical and empirical analyses*, pages 105-136. Barbados, Trinidad and Tobago: University of the West Indies Press.

UNIT 10: Writing the Diversified Caribbean

Higman, Barry (1999). The Development of historical disciplines in the Caribbean in UNESCO's *General history of the Caribbean vol. VI*, pages 3-18: *Methodology and historiography of the Caribbean*. UNESCO Publishing.

YEAR 1: SEMESTER I

Course Calendar

CARIBBEAN CIVILIZATION

CREDITS 3 36 HOURS

Session	Topics
Week 1	<p>Unit 1: The concept of Civilization</p> <ul style="list-style-type: none"> • Describe the role of historical enquiry in the recording of past civilizations; • Explain the myth of Pre-history; • Discuss the meaning 'culture' in the context of 'civilisation'; • Assess the factors that account for varying civilisations.
Week 2	<p>Unit 2: Defining a Caribbean civilization: the Indigenous settlers</p> <ul style="list-style-type: none"> • Identify the Caribbean region in the context of the world; • Explain the organisation and distribution of early Amerindian civilisation in the Caribbean; • Discuss the characteristics of neo-Indian lifestyles.
Week 3	<p>Unit 3: The Diversified Caribbean In The Sixteenth & Seventeenth Centuries</p> <ul style="list-style-type: none"> • Identify the factors that underlay and made possible 15th and 16th century voyages of exploration by Europeans; • Account for the various agricultural activities in the Caribbean prior to the establishment of sugar cane; • Discuss the reasons why sugar became the dominant plantation crop in the Caribbean by the 20th century; • Trace some of the factors that contributed to the complexity of the Caribbean society: its diversity, its multinational beginnings and its earliest introduction to globalization by being integrated into a world economy.
Week 4& 5	<p>Unit 4: Enslavement & Freedom Of West Africans In The Caribbean</p> <ul style="list-style-type: none"> • Discuss slavery as an economic mode of production in Africa and the Caribbean;

Session	Topics
	<ul style="list-style-type: none"> • Assess the impact of the slave trade on African civilisation; • Discuss manumission in Caribbean chattel slavery; • Analyse some of the gender issues in plantation life and the physical abuse of the enslaved; • Evaluate the ‘collaborative’ relationship between enslaved people working in the Great House and the white plantocracy; • Assess the self-liberation ethos of the enslaved and their resistance on the plantations.
Week 6& 7.	<p>Unit 5: Emancipation, Migration & East Indian Indentureship</p> <ul style="list-style-type: none"> • Assess the apprenticeship system within the context of emancipation; • Discuss the labour problems experienced by the planters in the nineteenth century; • Evaluate the impact of the various nineteenth century labour experiments on cultural diversification in the Caribbean; • Evaluate whether Indentureship was an opportunity for advancement for the Indians in the Caribbean; • Assess the impact of Indian Indentureship on Caribbean society.
Week 8	<p>Unit 6: Caribbean Identity: Defining A Caribbean Self</p> <ul style="list-style-type: none"> • Identify those factors, which make the definition of a Caribbean identity problematic; • Define the term ‘diaspora’ and examine the concept of a diasporic double-consciousness; • Explain the different models of Caribbean society (Creole, Plural).
Week 9	<p>Unit 7: Religion & Education</p> <ul style="list-style-type: none"> • Evaluate the relationship between religion and education; • Describe the role of religion and education in the establishment and preservation of a ‘Euro-centred’ status quo in the Caribbean;

Session	Topics
	<ul style="list-style-type: none"> • Identify the religion-based historical linkages that influenced the development of social norms, attitudes and customs in the Caribbean
Week 10	<p>Unit 8: Caribbean Cultural Expressions</p> <ul style="list-style-type: none"> • Discuss the contribution of Caribbean cultural expressions to the emergence of Caribbean civilisation; • Trace the evolution of various festivals in the region; • Identify the role of festivals and music in the region.
Week 11	<p>Unit 9: Caribbean sexuality & gender relations</p> <ul style="list-style-type: none"> • Relate Victorian gender ideology to androcentric historiography in the region; • Explain the contributions to and manifestations of gender roles over time in Caribbean society; • Discuss the concept of hegemonic masculinity in relation to Caribbean society.
Week 12	<p>Unit 10: Writing The Diversified Caribbean</p> <ul style="list-style-type: none"> • Discuss the written history of the region as rooted in Eurocentric perspectives; • Trace the genesis and development of Caribbean writing; • Assess the value of the Caribbean perspective in historical writing for the region.
Week 13	Review and pre final examinations

COURSE TITLE:	INTRODUCTION TO PSYCHOLOGY: SOCIAL, DEVELOPMENTAL, ABNORMAL
COURSE CODE:	PSYC1000
DURATION:	36 Hours
CREDITS:	3
PRE-REQUISITE:	Matriculation Requirements

COURSE DESCRIPTION

This is an introductory level or foundational survey course, which provides an introduction to psychology. Psychology is a discipline concerned with human thought, emotion, and behaviour. The science and practice of psychology are based on knowledge developed from both human and animal research. The course will therefore introduce many key topics, and specifically those in the sub-fields of developmental, abnormal, and social psychology. After a brief introduction to the history of the discipline and the research methods that provide the foundation for psychological investigation and knowledge building, the focus will be on the subareas of developmental, personality, and social psychology. Students will be able to appreciate the similarities and differences among these three sub-areas after completing PSYC 1000/PS10A.

LEARNING OUTCOMES

At the end of the course, students will:

1. Be aware of the ways that psychologists think about and approach questions of mind and behaviour;
2. Distinguish between the science of psychology and common sense explanations of behaviour;
3. Be familiar with the body of knowledge, research findings, and underlying principles that currently exist in the field;

4. Demonstrate an introductory level of understanding of theories and concepts in the areas of developmental, abnormal and social psychology;
5. Feel stimulated to think about how the material we cover in class applies to their daily life;
6. Apply psychological principles to their own lives and to issues facing Caribbean people.

COURSE CONTENT & SCHEDULE

WEEK 1: INTRODUCTION: WHAT IS PSYCHOLOGY?

- Definition
- History of psychology
- Psychology: Science or Common sense

WEEK 2: RESEARCH IN PSYCHOLOGY

- Research methods
- Ethical issues in research
- Psychology: Who and What
- Contemporary perspectives in Psychology

WEEK 3: HUMAN DEVELOPMENT I

- Prenatal period to Early Childhood period
- Motor, perceptual, brain, sensory, and cognitive development

WEEK 4: HUMAN DEVELOPMENT II

- Moral, emotional, and temperament development
- Adolescence to Adulthood period of development
- Death and dying

WEEK 5: THEORIES OF PERSONALITY I

- Psychodynamic perspective
- Sigmund Freud/Psychoanalytic approach
- Neo- Freudians

WEEK 6: THEORIES OF PERSONALITY II

- Behavioural-Learning Perspective: Classical conditioning (Pavlov & Watson); Operant
- Conditioning (Skinner)
- Albert Bandura/Observational learning
- Humanistic-Existential perspective
- Carl Rogers/Person Centred approach
- Abraham Maslow/Hierarchy of needs

WEEK 7: MID-SEMESTER EXAMINATION

WEEK 8: PSYCHOLOGICAL DISORDERS

- Cognitive perspective
- Trait and Biological perspective
- Measuring Personality
- Historical and current view of mental disorders

WEEK 9: PSYCHOTHERAPY AND TREATMENT

- Assessment and diagnosis – DSM-IV
- Mental disorders (nature and causes)
- What is psychotherapy?
- Approaches to psychotherapy

WEEK 10: NATURE OF SOCIAL PSYCHOLOGY

- What is Social Psychology? – Definitions and faces of social psychology
- Social psychological subject matter
- Differences between social psychology, sociology and psychology

WEEK 11: RECIPROCAL INFLUENCES BETWEEN INDIVIDUALS AND SOCIETY

- Self and Identity
- Attraction
- Social cognition and social perception

WEEK 12: RECIPROCAL INFLUENCES BETWEEN INDIVIDUALS AND SOCIETY

- Attitudes
- Social Influence
- Group influences

WEEK 13: (Last class meeting)

- Review Session

Note: This outline is subject to adjustments based on the faculty member's discretion.

Teaching/Learning Methodologies

- Lecture/Discussion

Areas used for Learning

- Classroom
- Library

Student Assessment

Course work **50%**

- Mid-semester examination: multiple-choice

Final examination: multiple-choice **50%**

Required Reading

Lilienfeld, S. O., Lynn, S. J., Namy, L. L., & Woolf, N. J. (2011). Psychology: From inquiry to understanding. Upper New Saddle, NJ: Pearson.

Recommended Reading

Wade, C., & Tavris, C. (2010). Psychology. Upper New Saddle, NJ: Pearson Education.

Course Calendar**INTRODUCTION TO PSYCHOLOGY: SOCIAL,
DEVELOPMENTAL, ABNORMAL****Credits 3, 36 hours**

Session	Topics
Week 1	UNIT 1: INTRODUCTION: WHAT IS PSYCHOLOGY? <ul style="list-style-type: none"> • Definition • History of psychology • Psychology: Science or Common sense
Week 2	UNIT 2: RESEARCH IN PSYCHOLOGY <ul style="list-style-type: none"> • Research methods • Ethical issues in research • Psychology: Who and What • Contemporary perspectives in Psychology
Week 3	UNIT 3: HUMAN DEVELOPMENT I <ul style="list-style-type: none"> • Prenatal period to Early Childhood period • Motor, perceptual, brain, sensory, and cognitive development
Week 4	UNIT 4: HUMAN DEVELOPMENT II <ul style="list-style-type: none"> • Moral, emotional, and temperament development • Adolescence to Adulthood period of development • Death and dying
Week 5	UNIT 5: THEORIES OF PERSONALITY I <ul style="list-style-type: none"> • Psychodynamic perspective • Sigmund Freud/Psychoanalytic approach • Neo- Freudians
Week 6	UNIT 6: THEORIES OF PERSONALITY II <ul style="list-style-type: none"> • Behavioural-Learning Perspective: Classical conditioning (Pavlov & Watson); Operant • Conditioning (Skinner) • Albert Bandura/Observational learning

	<ul style="list-style-type: none"> • Humanistic-Existential perspective • Carl Rogers/Person Centred approach • Abraham Maslow/Hierarchy of needs
	MID TERM EXAMINATION
Week 7	UNIT 7: PSYCHOLOGICAL DISORDERS <ul style="list-style-type: none"> • Cognitive perspective • Trait and Biological perspective • Measuring Personality • Historical and current view of mental disorders
Week 8	UNIT 8: PSYCHOTHERAPY AND TREATMENT <ul style="list-style-type: none"> • Assessment and diagnosis DSM-IV • Mental disorders (nature and causes) • What is psychotherapy? • Approaches to psychotherapy
Week 9	UNIT 9: NATURE OF SOCIAL PSYCHOLOGY <ul style="list-style-type: none"> • What is Social Psychology? – Definitions and faces of social psychology • Social psychological subject matter • Differences between social psychology, sociology and psychology
Week 10	UNIT 10: RECIPROCAL INFLUENCES BETWEEN INDIVIDUALS AND SOCIETY <ul style="list-style-type: none"> • Self and Identity • Attraction • Social cognition and social perception
Week 11	UNIT 11: RECIPROCAL INFLUENCES BETWEEN INDIVIDUALS AND SOCIETY <ul style="list-style-type: none"> • Attitudes • Social Influence • Group influences
Week 12	<ul style="list-style-type: none"> • Review Sessions

COURSE TITLE:	HUMAN ANATOMY AND PHYSIOLOGY 1
COURSE CODE:	NURS 1109
DURATION:	60 Hours
CREDITS:	3 (2 Theory, 1 Lab)
PRE-REQUISITE:	Matriculation Requirements
CO-REQUISITE:	Biochemistry, Microbiology

COURSE DESCRIPTION

An organ to system approach, the correlation between anatomical structure and physiological functions, the interaction of chemicals, tissues, organs and organ systems in the maintenance of homeostasis is presented in this course. The course is divided into two parts. **Part 1** introduces anatomy and physiology and focus on the integumentary, musculo-skeletal, nervous, endocrine, and respiratory systems. **Human Anatomy and Physiology II** covers the remaining body systems, and is taught in the second semester. Laboratory exercises are included in both courses.

LEARNING OUTCOMES

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

1. Understand the meaning of anatomical and physiology terms used in this course;
2. Describe the structure and characteristics of living matter;
3. Name the primary and secondary chemical elements of the body;
4. Use correct anatomical terms to describe body directions, regions, and body planes or sections;
5. Explain the structure and functions of the basic tissues of the human body;
6. Describe the organization and structural units of the body;

7. Describe the structure and function of the integumentary, musculoskeletal, nervous, endocrine, and respiratory systems;
8. Understand the histological structure of bone and the differences between compact and spongy bone;
9. Comprehend the characteristics and functions of cell types of the bone;
10. Understand the process of bone formation;
11. Understand the repair processes of bone;
12. Explain the role of the musculo-skeletal system in providing support and movement of the body;
13. Describe the transmission of nerve impulse;
14. Explain the role of the sense organs, nervous and endocrine systems in controlling and integrating the body's functions;
15. Describe the main hormones and their effects on the body;
16. Explain the process of respiration;
17. Recognize the primary and secondary elements and their abbreviations found in the body;
18. Differentiate between the discrete and integrated structures and functions of each system within the human body;
19. Determine the functions of the human body in relation to its chemical, cellular, tissue, organ, and system structures;
20. Integrate anatomic and physiological concepts into science-laboratory-based exercises;
21. Recognize the importance of the knowledge of human anatomy and physiology as a prerequisite for nursing care of patients;

CONTENT OUTLINE

UNIT I: INTRODUCTION TO ANATOMY & PHYSIOLOGY

Hours: 4 Theory

Specific Objectives

At the end of the unit, the student will be able to:

- Define terms used in this unit;
- Describe the type, structure and characteristics of living matter;
- Discuss the primary and secondary elements found in the body;
- Identify the anatomic directions, planes, positions, and cavities of the body;
- Identify the structural units of the body;
- Explain the location, structure and function of the basic tissues of the human body;
- Describe the types, location, and function of the membranes of the human body;
- Name the systems of the body;
- Identify diagnostic clinical technology instruments used in diagnosing select body parts.

Content

1. Definition Anatomy

- Physiology

- Biology
- Gross anatomy
- Microscopic anatomy
- Cytology
- Histology

2. Living matter

- Definition
- Types
 - Solids
 - Liquids
 - Gases

3. Structure of matter

- Molecules
 - Atoms: protons, electrons, neutrons
- Ions
 - Definition
- Electrolytes
 - Types
 - Functions
- pH

4. Characteristics of living matter

- Metabolism
- Growth
- Reproduction
- Adaptation
- Organization

5. Elements

- Compounds
- Mixture

6. Chemical elements

- Primary bio-elements
 - Carbon

- Hydrogen
 - Oxygen
 - Nitrogen
 - Sulphur
 - Phosphorous
-
- Other chemical elements
 - Sodium
 - Chloride
 - Calcium
 - Magnesium
 - Potassium
 - Iodine
 - Iron
 - Barium
 - Cobalt
 - Copper
 - Gold
 - Lead
 - Mercury

7. Anatomic directions Anterior (ventral)

- Posterior (dorsal)
- Distal
- Proximal
- Medial
- Dorsal
- Ventral
- Lateral
- Superior
- Inferior
- Caudal

8. Anatomical body planes

- Frontal
- Horizontal
- Median
- Sagittal

9. Body positions

- Supine
- Prone
- Dorsal recumbent
- Lithotomy
- Knee-chest
- Sims'/Lateral
- Trendelenburg & modified Trendelenburg
- Sitting
- Fowler's

10. Main body cavities & functions

- Cranial
- Vertebral
- Thoracic
- Abdominal
- Pelvic

11. Structural units of the body

- Chemical
- Cellular (**covered in Biochemistry**)
- Tissue
- Organ
- Organ system

12. Tissues & membranes

A. Tissues

- Definition
- on
- Basic types & functions
 - Epithelium
 - Connective

- Muscle
- Nervous

B. Membranes

- Definition
- Types, location, functions
 - Mucous
 - Serous
 - Cutaneous
 - Synovial

13. Clinical technology diagnostic instruments

- X-rays
- Computerized tomography (CT) scans
- Magnetic resonance imaging (MRI)
- Spiral CT scans
- Ultrasound images
- Digital subtraction angiography images (DSA)
- Position emission tomography (PET) scans.

UNIT 2: INTEGUMENTARY SYSTEM (SKIN, NAIL & HAIR)

Hours: 4 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Identify the different layers of the skin and their structure and functions;
2. Discuss the structure and functions of the accessory structures of the skin;
3. Compare the two kinds of glands in the skin based on structure and secretion;

4. Discuss the functions of the skin;
5. Explain the importance of sweating;
6. Explain the role of the skin in regulating body temperature;
7. Explain the term pigment and its role in skin colour differences among people;
8. Discuss the growth and repair process of the skin and accessory structures.

Content

1. Skin structure & functions
 - Epidermis & cells
 - Dermis & cells
 - Hypodermis: blood vessels & nerve cells
2. Accessory structures: structure & functions
 - Sweat gland
 - Sebaceous gland
 - Hair
 - Nail
3. Functions of the skin
 - Protection
 - Regulation of body temperature
 - Sensation
 - Absorption
 - Excretion
4. Pigment & functions
5. Growth & repair of skin & accessory structures.

UNIT 3: MUSCULO-SKELETAL SYSTEM

**Hours: 4 Theory
12 Practical**

Specific Objectives

At the end of the unit, the student will be able to:

1. Discuss the organization of the skeletal system;
2. Discuss the classification, types, location, structure and functions, the blood and nervous supply of bones, joints, cartilages and muscles;
3. Discuss the formation, growth and repair process of bones, joints, cartilages and muscles;
4. Discuss the chemical composition of bone;
5. Describe the effects of diet on bone development in children and bone maintenance in older adults;
6. Compare and contrast the structure of the four (4) bone classes; providing examples of each class;
7. Identify bone markings;
8. Locate the major cartilages of the adult skeleton;
9. Discuss the functional properties of the types of cartilages;
10. Describe the location, structure and function of skeletal, smooth and cardiac muscles;
11. Describe the current concept of muscle contraction based on three (3) factors – neuroelectrical, chemical and energy sources;
12. Compare isotonic and isometric contractions;
13. Discuss the importance of structure.

Content

A. Skeletal System

- o Skeletal organization

- Appendicular skeleton
 - Upper limbs
 - Lower limbs
 - Axial skeleton
 - Skull bones & markings
 - Skull cranial bones & facial bones
 - Vertebrae
 - Ribs & sternum
- Skeletal system/Bones
 - Classification & structure of bone
 - Parts of a long bone
 - Flat bone
 - Chemical composition of bone
 - Bone formation, growth & repair
 - Factors influencing formation
 - Growth of bones
 - Ossification
 - Bone function
 - Articular system/Joints: classifications, structure & function of each
 - Functional classifications
 - Synarthrodial: immovable
 - Amphiarthrodial: Slightly
 - Diarthrodial: Slightly
 - Anatomical classifications
 - Fibrous
 - Cartilaginous
 - Synovial
 - Types of joint movements
 - Gliding
 - Angular
 - Special

- Lifespan structural & functional changes
 - Fontanels
 - Epiphyseal plates
 - Fibrocartilage losses: water, flexibility
 - Collagen
 - Movement

B. Muscular system

- Types, origin, insertion, structure, functions of muscles
 - Skeletal
 - Cardiac
 - Smooth
- Sliding filament theory
- Physiology of muscle contraction
 - Tonus
 - Stimulation
 - Contraction
 - Response to stimuli
- Muscle-bone interactions
 - Lever system
 - Flexors
 - Extensors
 - Abductors
 - Adductors

C. Tendons & ligaments

D. Mechanics of movement by leverage

E. Posture

- Definition
- Maintenance

- Importance to body as a whole.

UNIT 4: NERVOUS SYSTEM

Hours: 4 Theory

8 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Discuss the structural and functional divisions of the nervous system;
2. List the basic functions of the nervous system;
3. Identify the structural and functional classification of neurons;
 4. Describe resting membrane potential including its resting membrane electrochemical basis;
5. Discuss the nerve impulse transmission mechanism;
6. Explain the mechanism of the reflex arc;
7. Describe the process of brain development;
8. Name the major regions of the adult brain;
9. Describe the three major regions of the brain stem, and the general function of each;
10. Describe the gross and microscopic structure of the spinal cord;
11. List the major spinal cord tracts, describing each in terms of its origin, termination, and function;
12. Discuss the formation, characteristics and functions of the cerebro-spinal fluid;
13. Describe the peripheral nervous system;

14. Explain the sympathetic and parasympathetic nervous system mechanisms;
15. Describe the twelve (12) pairs of cranial nerves and the body region and structures innervated by each;
16. Distinguish between autonomic and somatic reflexes;
17. Outline the structure, functions and related physiology of the sense organs

Content

1. Organization of the nervous system
2. Neurophysiology
 - Basic principles of electricity
 - The resting membrane potential: the polarized state
 - Membrane potentials as signals
 - The synapse
 - Postsynaptic potentials & synaptic integration
 - Neurotransmitters & their receptors
3. Basic concepts of neural integration
 - Organization of neurons: neuronal pools
 - Types of circuits
 - Patterns of neural processing
4. Developmental aspects of neurons
5. The brain
 - Regions & organization of the brain
 - Ventricles of the brain
 - The cerebral hemispheres
 - The diencephalons
 - The brain stem
 - The cerebellum
 - Functional brain systems
 - Protection of the brain

- Homeostatic imbalances of the brain

6. The spinal cord

- Gross anatomy and protection of the spinal cord
- Cross sectional anatomy of the spinal cord
- Developmental aspects of the CNS
- Embryonic development of the brain and spinal cord
- Diagnostic procedures for assessing central nervous system (CNS) dysfunction

7. The peripheral nervous system (PNS)

- Sensory receptors
- Nerves & associated ganglia
- Motor endings

8. Cranial nerves

9. Spinal nerves

- General features of spinal nerves
- Innervations of specific body regions

10. Reflex Activity

- Components of a reflex arc
- Spinal reflexes

11. Developmental aspects of the PNS

12. The Autonomic Nervous System (ANS)

- Comparison of the somatic & autonomic nervous system
- Divisions of the ANS

13. Anatomy of the ANS

- Parasympathetic (cranio-sacral) division

- Sympathetic (Thoraco-lumbar)division
- Visceral reflexes

14. Physiology of the ANS

- Neurotransmitters & receptors
- The effects of drugs
- Interactions of the autonomic divisions
- Control of autonomic functioning

15. Homeostatic imbalances of the ANS

16. Developmental aspects of the ANS

17. Sensory integration – reception to perception

- General organization of the somato-sensory system

18. Motor integration – intension to effect

- Levels of motor control
- Homeostatic imbalances of motor integration

19. Higher mental functions

- Brain wave patterns & the electro encephalogram (EEG)
- Consciousness
- Sleep & sleep-wake cycles
- Memory

20. Developmental aspects of the special senses

21. The chemical senses -- tongue & nose: taste & smell

- Structure of the tongue & nose
- Taste buds & the sense of taste
- The olfactory epithelium & the sense of smell

- Homeostatic imbalances of the chemical senses
- Diagnostic instruments of the nose

22. The eye: vision

- Accessory structures of the eye
- Structure of the eyeball
- Physiology of vision
- Diagnostic instruments of the eye

23. The ear: hearing & balance

- Structure of the ear
- Sound & the mechanisms of hearing
- Homeostatic imbalances of hearing
- Mechanisms of equilibrium & orientation
- Diagnostic instruments of the ear.

UNIT 5: ENDOCRINE SYSTEM

Hours: 4 Theory

4 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Identify the endocrine organs/glands and their location;
2. Describe the structure and function of each of the endocrine glands;
3. Distinguish between endocrine and exocrine glands;
4. List the functions of hormones;

5. Classify hormones into their major chemical categories;
6. Discuss the effects of the major hormones on the body;
7. Explain the hypothalamus and prostaglandin regulations of the functions of the endocrine system;
8. Describe the relationship of the nervous and endocrine systems in the control and integration of body functioning;
9. Describe the body's response to stress;
10. Define homeostasis and its significance;
11. Discuss the factors affecting homeostasis;
12. Describe feedback mechanism and its involvement in maintaining body homeostasis;
13. Describe the effects of aging on the endocrine system functioning.

Content

- Endocrine system
 - Developmental aspects
- Glands: structure & functions
 - Definition
 - Types & functions of each
 - Endocrine
 - Exocrine
- Major endocrine organs: location, structure, function, hormones
 - Pituitary
 - Thyroid
 - Parathyroid
 - Adrenal

- Ovaries
- Testes
- Pineal
- Thymus
- Pancreas (islets of Langerhans)
- Exocrine glands: location, structure, function, hormones
 - Salivary
 - Bile-producing glands of the liver
 - Pancreas (pancreatic fluid)
 - Gastric
- Hormones
 - Types
 - Chemistry
 - Mechanisms of hormone action
 - Hormone target cell specificity
 - Half-life, onset & duration of hormone activity
 - Control of hormone release
- Regulatory mechanisms
 - Hypothalamus
 - Prostaglandin
- Stress syndrome
 - Definition
 - Concepts
 - Stressors
 - Mechanism of stress
- Homeostasis
 - Definition
 - Purpose
 - Significance
 - Mechanism
 - Factors affecting homeostasis
 - Feedback mechanism & maintenance of homeostasis

- Effects of the aging process on the endocrine system.

UNIT 6: RESPIRATORY SYSTEM

Hours: 4 Theory

12 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Define terms used in the respiratory system;
2. Outline the developmental aspects of the respiratory system;
3. Name the organs of the respiratory system;
4. Locate the upper respiratory organs on a diagram,
5. Describe the structure and functions of the upper respiratory organs;
6. Describe the macroscopic and microscopic anatomy of the lung;
7. Locate the lower respiratory organs on a diagram;
8. Describe the structure and functions of the lower respiratory organs;
9. Describe the general functions of the respiratory system;
10. Explain the physiology of ventilation, arterialisation, alveolar exchange, and gas transport;
11. Name the instruments used to measure lung volumes;
12. Relate one law concerning gas to the internal respiratory process;
13. Outline the role of the respiratory system in the maintenance of acid-base balance;
14. Describe the physiological factors which regulate respiration;
15. Discuss the physiology of speech.

Content

1. Definition of respiratory system terminologies
2. Developmental aspects of the respiratory system
3. Organs of the respiratory system

Upper respiratory organs: structure & function

- Mucous membranes
- Nose
- Nasal cavity
- Para-nasal sinuses
- Pharynx
- Larynx

Lower respiratory organs: structure & function

- Trachea
- Bronchial tree
- Lungs
- Divisions

1. Functions of the respiratory system

- Ventilation of the lungs
- Extraction of oxygen from the air & transfer to bloodstream
- Excretion of carbon dioxide & water vapour
- Maintenance of acid base of the blood

2. Physiology of respiration

- Pulmonary ventilation
- External respiration
- Transport of respiratory gases
- Internal respiration
- Types of breathing
- Cellular respiration

3. Selected principles of gases

- Dalton's law
- Boyle's law
- Gaseous exchange in lungs

4. Diagnostic instrument (s) used in measuring lung volume

5. Regulation of respiration
6. Role of respiratory system in maintaining acid-base balance
 - o pH of blood
 - o Oxygen
 - o Carbon dioxide
 - o Haemoglobin
7. Physiology of speech.

Teaching/Learning Methodologies

- o Lecture/Discussion
- o Demonstration
- o Charts & Models
- o PowerPoint presentation
- o Laboratory sessions
- o Diagramming
- o Case studies
- o Student-led presentations

Area used for Learning

- o Classroom
- o Library
- o Anatomy laboratory
- o Clinical Learning Centre (Nursing Skills Laboratory)

Learning Experiences

- o Laboratory exercises
- o Use of diagnostic instruments of the nervous system including the sensory organs

Required Skills

1. Identification of gross & microscopic anatomical parts

2. Assessment of body symmetry

Student Assessment

Course work	50%
▪ Individual assignment	10%
▪ Group assignment	10%
▪ In-course test: multiple-choice items	30%
Final written examination: objective-type items	50%

Required Reading

McConnell, T. H. & Hull, K. L. (2011). Human form and function: Essentials of anatomy& physiology. Philadelphia: Wolters Kluwer, Lippincott Williams & Wilkins.

Recommended Reading

Cohen, B. J. & Taylor, J. (2005). Memmler's structure and function of the human. Philadelphia: Lippincott, Williams & Wilkins.

Shier, D., Lewis, R. & Butler, J. (2002). Hole's human anatomy & physiology. New York: McGraw Hill.

Tortora, Gerard J. & Derrickson, Bryan H. (2011). Principles of anatomy and physiology. Somerset, New Jersey: John Wiley & Sons.

Web Resources

Paul A. J. Kolarsick, P., Kolarsick, M., Goodwin, C. (2011). Anatomy & physiology of the skin. *Journal of the Dermatology Nurses Association*, 3(4), 1-11. Doi: 10.1097/JDN.0b013e3182274a98.

Helpful notes on anatomy and physiology of all body systems retrievable at
<http://www.teachpe.com/anatomy/index.php>

Animated and interactive presentation of the digestive system retrievable at
http://highered.mcgraw-hill.com/sites/0072495855/student_view0/chapter26/animation_organisms_of_digestion.html

Course Calendar**HUMAN ANATOMY AND PHYSIOLOGY I****CREDITS 3 HOURS 60**

Session	Topics
Week 1& 2	<p>UNIT I: INTRODUCTION TO ANATOMY & PHYSIOLOGY</p> <ul style="list-style-type: none"> • Define terms used in this unit; • Describe the type, structure and characteristics of living matter; • Discuss the primary and secondary elements found in the body; • Identify the anatomic directions, planes, positions, and cavities of the body; • Identify the structural units of the body; • Explain the location, structure and function of the basic tissues of the human body; • Describe the types, location, and function of the membranes of the human body; • Name the systems of the body; • Identify diagnostic clinical technology instruments used in diagnosing select body parts.
Week 3 & 4	<p>UNIT 2: INTEGUMENTARY SYSTEM (SKIN, NAIL & HAIR)</p> <p>At the end of the unit, the student will be able to:</p> <ul style="list-style-type: none"> • Identify the different layers of the skin and their structure

Session	Topics
	<p>and functions;</p> <ul style="list-style-type: none"> • Discuss the structure and functions of the accessory structures of the skin; • Compare the two kinds of glands in the skin based on structure and secretion; • Discuss the functions of the skin; • Explain the importance of sweating; • Explain the role of the skin in regulating body temperature; • Explain the term pigment and its role in skin colour differences among people; • Discuss the growth and repair process of the skin and accessory structures.
Week 5 & 6	<p>UNIT 3: MUSCULO-SKELETAL SYSTEM</p> <p>Theory & Practical</p> <p>Skeletal System</p> <ul style="list-style-type: none"> • Skeletal organization • Appendicular skeleton • Upper limbs • Lower limbs <p>Axial skeleton</p> <ul style="list-style-type: none"> • Skull bones & markings • Skull cranial bones & facial bones • Vertebrae • Ribs & sternum • Skeletal system/Bones • Classification & structure of bone

Session	Topics
	<ul style="list-style-type: none"> • Parts of a long bone • Flat bone <ul style="list-style-type: none"> • Chemical composition of bone • Bone formation, growth & repair • Factors influencing formation • Growth of bones • Ossification • Bone function <p>Articular system/Joints: classifications, structure & function of each</p> <ul style="list-style-type: none"> • Functional classifications <ul style="list-style-type: none"> ◦ Synarthrodial: immovable ◦ Amphiarthrodial: slightly ◦ Diarthrodial: freely movable ◦ Anatomical classifications • Fibrous • Cartilaginous • Synovial <p>Types of joint movements</p> <ul style="list-style-type: none"> • Gliding • Angular • Special <p>Lifespan structural & functional changes</p> <ul style="list-style-type: none"> • Fontanelles • Epiphyseal plates • Fibrocartilage losses: water, flexibility • Collagen • Movement <p>Muscular system</p> <ul style="list-style-type: none"> • Types, origin, insertion, structure, functions of muscles <ul style="list-style-type: none"> ◦ Skeletal ◦ Cardiac ◦ Smooth • Sliding filament theory • Physiology of muscle contraction <ul style="list-style-type: none"> ◦ Tonus

Session	Topics
	<ul style="list-style-type: none"> ○ Stimulation ○ Contraction ○ Response to stimuli ● Muscle-bone interactions <ul style="list-style-type: none"> ○ Lever system ○ Flexors ○ Extensors ○ Abductors ○ Adductors ● Tendons & ligaments ● Mechanics of movement by leverage ● Posture <ul style="list-style-type: none"> ○ Definition ○ Maintenance ○ Importance to body as a whole.
Week 7 & 8	<p>UNIT 4: NERVOUS SYSTEM : THEORY & PRACTICAL</p> <p>Organization of the nervous system</p> <p>Neurophysiology</p> <ul style="list-style-type: none"> ● Basic principles of electricity ● The resting membrane potential: the polarized state ● Membrane potentials as signals ● The synapse ● Postsynaptic potentials & synaptic integration ● Neurotransmitters & their receptors <p>Basic concepts of neural integration</p> <ul style="list-style-type: none"> ● Organization of neurons: neuronal pools ● Types of circuits ● Patterns of neural processing <p>Developmental aspects of neurons</p> <ul style="list-style-type: none"> ● Regions & organization of the brain ● Ventricles of the brain ● The cerebral hemispheres ● The diencephalons ● The brain stem

Session	Topics
	<ul style="list-style-type: none"> • The cerebellum • Functional brain systems • Protection of the brain • Homeostatic imbalances of the brain <p>The spinal cord</p> <ul style="list-style-type: none"> • Gross anatomy and protection of the spinal cord • Cross sectional anatomy of the spinal cord • Developmental aspects of the CNS • Embryonic development of the brain and spinal cord • Diagnostic procedures for assessing central nervous system (CNS) dysfunction <p>The peripheral nervous system (PNS)</p> <ul style="list-style-type: none"> • Sensory receptors • Nerves & associated ganglia • Motor endings <p>Cranial nerves</p> <p>Spinal nerves</p> <ul style="list-style-type: none"> • General features of spinal nerves • Innervation of specific body regions • Reflex activity • Components of a reflex arc • Spinal reflexes <p>Developmental aspects of the PNS</p> <p>The Autonomic Nervous System (ANS)</p> <ul style="list-style-type: none"> • Comparison of the somatic & autonomic nervous system • Divisions of the ANS <p>Anatomy of the ANS</p> <ul style="list-style-type: none"> • Parasympathetic (cranio-sacral) division • Sympathetic (Thoraco-lumbar)division • Visceral reflexes

Session	Topics
	<p>Physiology of the ANS</p> <ul style="list-style-type: none"> • Neurotransmitters & receptors • The effects of drugs • Interactions of the autonomic divisions • Control of autonomic functioning <p>Homeostatic imbalances of the ANS</p> <p>Developmental aspects of the ANS</p> <p>Sensory integration – reception to perception</p> <ul style="list-style-type: none"> • General organization of the somato-sensory system <p>Motor integration – intension to effect</p> <ul style="list-style-type: none"> • Levels of motor control • Homeostatic imbalances of motor integration <p>Higher mental functions</p> <ul style="list-style-type: none"> • Brain wave patterns & the electro encephalogram (EEG) • Consciousness • Sleep & sleep-wake cycles • Memory <p>Developmental aspects of the special senses</p> <p>The chemical senses -- tongue & nose: taste & smell</p> <ul style="list-style-type: none"> • Structure of the tongue & nose • Taste buds & the sense of taste • The olfactory epithelium & the sense of smell • Homeostatic imbalances of the chemical senses • Diagnostic instruments of the nose <p>The eye: vision</p> <ul style="list-style-type: none"> • Accessory structures of the eye • Structure of the eyeball • Physiology of vision

Session	Topics
	<ul style="list-style-type: none"> • Diagnostic instruments of the eye <p>The ear: hearing & balance</p> <ul style="list-style-type: none"> • Structure of the ear • Sound & the mechanisms of hearing • Homeostatic imbalances of hearing • Mechanisms of equilibrium & orientation • Diagnostic instruments of the ear.
Week 9 & 10	<p>UNIT 5: ENDOCRINE SYSTEM : Theory & Practical</p> <p>Endocrine system</p> <ul style="list-style-type: none"> • Developmental aspects <p>Glands: structure & functions</p> <ul style="list-style-type: none"> • Definition • Types & functions of each • Endocrine • Exocrine <p>Major endocrine organs: location, structure, function, hormones</p> <ul style="list-style-type: none"> ○ Pituitary ○ Thyroid ○ Parathyroid ○ Adrenal ○ Ovaries ○ Testes ○ Pineal ○ Thymus ○ Pancreas (islets of Langerhans) <p>Exocrine glands: location, structure, function, hormones</p> <ul style="list-style-type: none"> ○ Salivary ○ Bile-producing glands of the liver ○ Pancreas (pancreatic fluid) ○ Gastric <p>Hormones</p> <ul style="list-style-type: none"> ○ Types

Session	Topics
	<ul style="list-style-type: none"> ○ Chemistry ○ Mechanisms of hormone action ○ Hormone target cell specificity ○ Half-life, onset & duration of hormone activity ○ Control of hormone release <p>Regulatory mechanisms</p> <ul style="list-style-type: none"> ● Hypothalamus ● Prostaglandin <p>Stress syndrome</p> <ul style="list-style-type: none"> ○ Definition ○ Concepts ○ Stressors ○ Mechanism of stress <p>Homeostasis</p> <ul style="list-style-type: none"> ○ Definition ○ Purpose ○ Significance ○ Mechanism ○ Factors affecting homeostasis ○ Feedback mechanism & maintenance of homeostasis <ul style="list-style-type: none"> ● Effects of the aging process on the endocrine system.
Week 11 & 12	<p>UNIT 6: RESPIRATORY SYSTEM Theory & Practical</p> <p>Definition of respiratory system terminologies</p> <p>Developmental aspects of the respiratory system</p> <p>Organs of the respiratory system</p> <ul style="list-style-type: none"> ● Upper respiratory organs: structure & function <ul style="list-style-type: none"> ○ Mucous membranes ○ Nose ○ Nasal cavity

Session	Topics
	<ul style="list-style-type: none"> ○ Para-nasal sinuses ○ Pharynx ○ Larynx ● Lower respiratory organs: structure & function <ul style="list-style-type: none"> ○ Trachea ○ Bronchial tree ○ Lungs ○ Divisions ● Functions of the respiratory system <ul style="list-style-type: none"> ○ Ventilation of the lungs ○ Extraction of oxygen from the air & transfer to bloodstream ○ Excretion of carbon dioxide & water vapour ○ Maintenance of acid base of the blood ● Physiology of respiration <ul style="list-style-type: none"> ○ Pulmonary ventilation ○ External respiration ○ Transport of respiratory gases ○ Internal respiration ○ Types of breathing ○ Cellular respiration ● Selected principles of gases <ul style="list-style-type: none"> ○ Dalton's law ○ Boyle's law ○ Gaseous exchange in lungs ● Diagnostic instrument (s) used in measuring lung volume ● Regulation of respiration ● Role of respiratory system in maintaining acid-base balance <ul style="list-style-type: none"> ○ pH of blood ○ Oxygen ○ Carbon dioxide ○ Haemoglobin <p>Physiology of speech.</p>

Session	Topics
Week 13	Review and tests

COURSE TITLE: **BIOCHEMISTRY**

COURSE CODE: **NURS 1110**

DURATION: **60 Hours**

CREDITS: **3 (2 Theory, 1 Lab)**

PRE-REQUISITE: **Matriculation Requirements**

COURSE DESCRIPTION

An understanding of the concepts of biochemistry necessary for an appreciation of the body's biochemical reactions, thus enabling nurses to relate the knowledge of biochemistry to wellness and illness. The course also allows the student to explore biochemical reactions affecting homeostasis and to discuss concepts and functions pertinent to the chemistry of the human body.

LEARNING OUTCOMES

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

1. Describe the study of biochemistry;
2. Understand the structure and function of an atom;
3. Recognize the structure and functions of a cell;
4. Describe genetic code and control of gene expression;
5. Describe the structure ,functions and replication of DNA;
6. Describe RNA and protein synthesis;
7. Understand metabolic pathways;
8. Explain the importance of enzymes, co-enzymes and vitamins in metabolic pathways;
9. Describe the metabolism of proteins, carbohydrates, fats, lipids and amino acids;
10. Comprehend the term homeostasis and its role in maintaining functions;

11. Summarize the current view of the biochemical basis of cancer.

CONTENT OUTLINE

UNIT 1: MOLECULES & CHEMICAL REACTIONS

**Hours: 8 Theory
12 Practical**

Specific Objectives

At the end of the unit, the student will be able to:

1. Discuss the study of biochemistry;
2. Discuss the structure & function of an atom;
3. Describe types of cells and their characteristics;
4. Describe the structure and functions of cell;
5. Differentiate between acids and bases and organic & inorganic chemistry
6. Discuss the process of cellular metabolism;
7. Describe the chemical composition of the plasma membrane and its relation to membrane functions;
8. Describe the movement of substances across cell membrane;
9. Relate the plasma membrane structure to active and passive transport;
10. Define membrane potential and explain how the resting membrane potential is maintained;
11. Differentiate between hydration, dehydration, and hydrolysis;
12. Identify the various stages of mitosis;

13. Identify the changes in DNA content and chromosome number as cells progress through the cell-cycle and mitosis;
14. Describe DNA replication;
15. Explain the major differences and similarities of the synthesis of DNA and RNA;
16. Discuss the translation of the genetic code;
17. Discuss genetic inheritance;
18. Describe the role of DNA and RNA on types of protein production in a cell;
19. Explain metabolic pathways;
20. Identify special cells and their roles;
21. Describe the development of carcinogenic cells.

Content

- Study of biochemistry
- Definition of atom
- Structure & function of an atom
- Difference between
 - Acids & bases
 - Organic & inorganic chemistry
- Definition
 - Cell
 - Eukaryotic
 - Prokaryotic
 - Hydration
 - Dehydration
 - Hydrolysis
 - Nucleic Acid
 - Nucleotides
 - Ribose/Deoxyribose
 - Deoxyribonucleic Acid (DNA)
 - Ribonucleic Acid (RNA)
 - Purines

- Types of cells & their characteristics
 - Nucleated
 - Non-nucleated
- Cell Structure
 - Cell plasma membrane
 - Nucleus & nucleolus
 - Cytoplasm
 - Cytoplasmic organelles, e. g., mitochondria
 -
- Cell Functions
 - Reproduction: mitosis, meiosis, RNA, DNA replication & protein synthesis
 - Development
 - Transport mechanisms
 - Delivery of materials to cells
 - Removal of materials from the blood
 - Regulating mechanisms
- DNA & RNA—chemistry & structure
- DNA replication & repair—information storage
- RNA replication—information transmission
- Genetic code
 - Definition
 - Translation & the genetic code
 - Genetic inheritance
- Cell physiology
 - Cell membrane
 - Active transport
 - Passive transport

- Resting membrane
 - Body water components
 - Intracellular fluid
 - Extracellular fluid
 - Plasma lymph
 - Interstitial fluid
 - Products of cell
- Principles of hydration, dehydration, hydrolysis
 - Process of cellular respiration
 - Glycolysis
 - Krebs' cycle
 - Electron transport
 - Special cells: structure & function
 - Micro-villi
 - Cilia
 - Flagella
 - Molecular basis of cancer.

UNIT 2: AMINO ACIDS & PROTEIN

Hours: 4 Theory
12 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Define the terms protein, amino acid, enzyme, co-enzyme;
2. Identify the twenty common amino acids;
3. Differentiate between essential and non-essential amino acid;

4. Discuss amino acids, types, structure, functions;
5. Discuss the formation, types, structure and functions of protein;
6. Outline the process of protein metabolism and synthesis.

Content

- Definition
 - Protein
 - Amino Acid
 - Enzyme
 - Co-enzyme
- Amino Acids: types, structure, function of each
- Essential & non-essential amino acid
- Protein: formation, types, structure
- Functions of protein
 - Catalysts
 - Storage & transport
 - Structural
 - Mechanical
 - Decoding information
 - Hormones & hormone receptors
 - Specialized functions, e.g., antibodies
- Protein metabolism & synthesis
 - Role of DNA, RNA (mRNA, tRNA, and rRNA).

UNIT 3: CARBOHYDRATES

Hours: 8 Theory

12 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Define the terms carbohydrate, monosaccharide, and polysaccharide;
2. Identify the types of carbohydrate;
3. Define simple and complex carbohydrate;
4. Describe the difference between simple and complex carbohydrate;
5. Discuss process of carbohydrate metabolism;
6. Discuss the role of carbohydrate in maintaining homeostasis.

Content

- Definition
 - Carbohydrate
 - Monosaccharide
 - Polysaccharide
- Types of protein: structure, functions
 - Monosaccharide
 - Polysaccharide
- Functions of carbohydrate
- Carbohydrate metabolism
 - Stages
- Metabolic pathways
- Gluco-regulation & homeostasis.

UNIT 4: LIPIDS, ENZYMES, CO-ENZYMEs, VITAMINS

Hours: 4 Theory

4 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Define lipids, triglyceride, fatty acids, lipoprotein, acetone, cholesterol;
2. Identify the different types and classes of lipids and their functions;
3. Explain the structure and functions of lipoproteins;
4. Describe the production of ketone bodies;
5. Discuss fatty acid metabolism;
6. Explain the regulation of cholesterol metabolism;
7. Define vitamin and cofactor;
8. Describe the function of vitamins and cofactors, providing examples of each group;
9. Define enzyme and co-enzyme;
10. Discuss the structure & function of enzymes and co-enzymes;
11. Explain the role of enzymes into metabolic pathways;
12. Define hormone;
13. Identify the types of hormones, structure and functions;
14. Discuss the process of hormone secretion;
15. Define immunoglobulin and immunity;
16. Discuss types, structure and synthesis of immunoglobins;
17. Discuss the concept of immunity.

Content

A. Lipids

- Definition
 - Lipids
 - Triglyceride
 - Fatty acids
 - Lipoprotein
 - Acetone
 - Cholesterol
- Types of fat
 - Monosaturated
 - Polysaturated
 - Saturated
- Classes of lipids & functions
 - Non-saponifiable
 - Saponifiable
 - Fatty acids
 - Triglycerides
 - Phosphoglycerides
- Fatty acids metabolism
- Regulation of cholesterol metabolism

B. Vitamins

- Definition
- Types, structure & functions
- Vitamins & synthesis of coenzymes

C. Enzymes & Co-enzymes

- Definition
- Properties, classification
- Structure & function of enzymes & co-enzymes
- Enzymes & metabolic pathways

D. Hormones

- Definition
- Types, structure
- Functions of hormones
- Process of hormones secretion
- Definition of immunoglobulin & immunity
- Types of immunoglobulin
- Synthesis of immunoglobulin
- Concept of immunity.

Teaching/Learning Methodologies

- Lecture/Discussion
- Audiovisual aids
- PowerPoint presentation
- Laboratory sessions
- Individual/Small group assignments

Areas used for Learning

- Classroom
- Library
- Clinical Learning Centre (Nursing Skills Laboratory)
- Laboratory

Learning Experiences

- Laboratory exercises

Required Skills

1. Measuring and rationalizing intake and output of fluids

Student Assessment

Course work	100%
• Written objective-type examination	50%
• Lab activities	20%
• Group presentations	30%

Required Reading

Burtis C., Ashwood E. (2007). Tietz textbook of clinical chemistry. Philadelphia: W. B. Saunders Co.

Recommended Reading

Anthikad, Jacob (2004). Biochemistry for nurses. New Delhi: Jaypee Brothers Medical Publishers.

Course Calendar**BIOCHEMISTRY****60 Hours Theory and Lab**

Session	Topics
Week 1 to 3	<p>UNIT 1: MOLECULES & CHEMICAL REACTIONS</p> <p>Content</p> <ul style="list-style-type: none"> • Study of biochemistry • Definition of atom • Structure & function of an atom • Difference between <ul style="list-style-type: none"> ◦ Acids & bases ◦ Organic & inorganic chemistry • Definition <ul style="list-style-type: none"> ◦ Cell ◦ Eukaryotic ◦ Prokaryotic ◦ Hydration ◦ Dehydration ◦ Hydrolysis ◦ Nucleic Acid ◦ Nucleotides ◦ Ribose/Deoxyribose ◦ Deoxyribonucleic Acid (DNA) ◦ Ribonucleic Acid (RNA) ◦ Purines • Types of cells & their characteristics <ul style="list-style-type: none"> ◦ Nucleated ◦ Non-nucleated ◦ Cell structure <ul style="list-style-type: none"> ◦ Cell plasma membrane ◦ Nucleus & nucleolus ◦ Cytoplasm

	<ul style="list-style-type: none"> ○ Cytoplasmic organelles, e. g., mitochondria ● Cell function ○ Reproduction: mitosis, meiosis, RNA, DNA replication & protein synthesis ○ Development ○ Transport mechanisms ○ Delivery of materials to cells ○ Removal of materials from the blood ○ Regulating mechanisms ● DNA & RNA—chemistry & structure ● DNA replication & repair—information storage ● RNA replication—information transmission ● Genetic code <ul style="list-style-type: none"> ○ Definition ○ Translation & the genetic code ○ Genetic inheritance ● Cell physiology <ul style="list-style-type: none"> ○ Cell membrane ○ Active transport ○ Passive transport ○ Resting membrane ○ Body water components ○ Intracellular fluid ○ Extracellular fluid ○ Plasma lymph ○ Interstitial fluid ○ Products of cell ● Principles of hydration, dehydration, hydrolysis ● Process of cellular respiration <ul style="list-style-type: none"> ○ Glycolysis ○ Krebs' cycle ○ Electron transport ● Special cells: structure & function <ul style="list-style-type: none"> ○ Micro-villi ○ Cilia ○ Flagella
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	<ul style="list-style-type: none"> • Molecular basis of cancer.
Week 4 to 6	<p>UNIT 2: AMINO ACIDS & PROTEIN</p> <p>Definition</p> <ul style="list-style-type: none"> ○ Protein ○ Amino Acid ○ Enzyme ○ Co-enzyme <ul style="list-style-type: none"> • Amino Acids: types, structure, function of each • Essential & non-essential amino acid • Protein: formation, types, structure • Functions of protein <ul style="list-style-type: none"> ○ Catalysts ○ Storage & transport ○ Structural ○ Mechanical ○ Decoding information ○ Hormones & hormone receptors ○ Specialized functions, e.g., antibodies <p>Protein metabolism & synthesis</p> <ul style="list-style-type: none"> ○ Role of DNA, RNA (mRNA, tRNA, and rRNA).
Week 7 to 9	<p>UNIT 3: CARBOHYDRATES</p> <ul style="list-style-type: none"> • Definition <ul style="list-style-type: none"> ○ Carbohydrate ○ Monosaccharide ○ Polysaccharide • Types of protein: structure, functions <ul style="list-style-type: none"> ○ Monosaccharide ○ Polysaccharide • Functions of carbohydrate • Carbohydrate metabolism <ul style="list-style-type: none"> ○ Stages ○ Metabolic pathways

	<ul style="list-style-type: none"> • Gluco-regulation & homeostasis.
Week 10 to 12	<p>UNIT 4: LIPIDS, ENZYMES, CO-ENZYMEs, VITAMINS</p> <p>Lipids</p> <ul style="list-style-type: none"> • Definition <ul style="list-style-type: none"> ○ Lipids ○ Triglyceride ○ Fatty acids ○ Lipoprotein ○ Acetone ○ Cholesterol • Types of fat <ul style="list-style-type: none"> ○ Monosaturated ○ Polysaturated ○ Saturated • Classes of lipids & functions <ul style="list-style-type: none"> ○ Non-saponifiable ○ Saponifiable ○ Fatty acids ○ Triglycerides ○ Phosphoglycerides • Fatty acids metabolism • Regulation of cholesterol metabolism <p>Vitamins</p> <ul style="list-style-type: none"> • Definition • Types, structure & functions • Vitamins & synthesis of coenzymes <p>Enzymes & Co-enzymes</p> <ul style="list-style-type: none"> • Definition • Properties, classification • Structure & function of enzymes & co-enzymes • Enzymes & metabolic pathways <p>Hormones</p> <ul style="list-style-type: none"> ○ Definition ○ Types, structure ○ Functions of hormones

	<ul style="list-style-type: none">○ Process of hormones secretion○ Definition of immunoglobulin & immunity○ Types of immunoglobulin○ Synthesis of immunoglobulin○ Concept of immunity.
Week 13	Review and tests

COURSE TITLE:	MICROBIOLOGY
COURSE CODE:	NURS 1111
DURATION:	60 Hours
CREDITS:	3 (2 Theory, 1 Lab)
PRE-REQUISITE:	Matriculation Requirements
CO-REQUISITE:	Biochemistry, Human Anatomy & Physiology I

COURSE DESCRIPTION

An introduction to the history of microbiology, eukaryotic and prokaryotic cell structure and taxonomy. The course also covers the diversity of microbes, as well as their nutritional needs, growth and reproduction. In addition, the course focuses on the control of microbes by physical and chemical agents, microbial ecology, pathogenicity, immunity and immune response. Laboratory exercises are included.

LEARNING OUTCOMES

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

1. Outline briefly the major historical developments in microbiology;
2. Define the common terms used in microbiology;
3. Develop an awareness and appreciation for microscopic organisms in the environment;
4. Understand the principles underlying the classification of micro-organisms;
5. Differentiate among the characteristics of micro-organisms;
6. Describe basic foundation of the cellular structure of eukaryotic and prokaryotic microorganisms;
7. Understand the importance of micro-organisms as agents of infectious diseases;
8. Understand the factors, which influence the growth and reproduction of microorganisms;

9. Analyze techniques used in the identification of bacteria;
10. Determine physical and chemical methods available to control micro-organisms;
11. Explain the relationship between the host and micro-organisms and the disease process;
12. Understand the factors, which aid the spread of infections and their resultant effects;
13. Analyze the life-cycles of selected microbes to determine relevant management modalities;
14. Demonstrate knowledge of the immune process and immunity;
15. Relate the role of the immune system to the prevention and transmission of infections;
16. Recognize the role of the nurse in the use of micro-organisms as a diagnostic aid in health care.

COURSE OUTLINE

UNIT 1: INTRODUCTION TO MICROBIOLOGY

Hours: 2 Theory

4 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Give a brief overview of the historical development of microbiology;
2. Define microbiology;
3. Classify micro-organisms;
4. Explain the difference in cellular structure of eukaryotic and prokaryotic microorganisms;
5. Explain the importance of micro-organisms as agents of infectious diseases;

6. Discuss laboratory safety and use of laboratory equipment.

Content

1. Brief history of microbiology
2. Definition of microbiology
3. Classification of micro-organisms
 - Pathogenic organisms
 - Non-pathogenic organisms
 - Groups
 - Bacteria: cocci, bacilli, spirilla and spirochetes
 - Fungi
 - Protozoa
 - Viruses
4. Cellular structure of prokaryotes & eukaryotes
5. Micro-organisms as agents of infectious diseases in
 - Food & beverage industry
 - Environmental science
 - Biotechnology
6. The laboratory
 - Safety rules
 - Use of the microscope.

UNIT 2: MAIN GROUPS OF MICRO-ORGANISMS

Hours: 2 Theory
3 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Review the main groups of micro-organisms of medical importance;
2. List the characteristics of each group of micro-organisms;
3. Identify structures that are unique to each group of micro-organisms;
4. Name emerging micro-organisms.

Content

- Main groups of micro-organisms
 - Species of bacteria
 - Species of protozoa
 - Species of fungi
 - Species of viruses
- Characteristics of each group of micro-organisms
 - Bacteria
 - Fungi
 - Algae
 - Protozoa
 - Viruses
- Emerging micro-organisms.

UNIT 3: PROKARYOTIC & EUKARYOTIC CELL BIOLOGY

**Hours: 3 Theory
4 Practical**

Specific Objectives

At the end of the unit, the student will be able to:

1. Outline the basic difference between prokaryotic and eukaryotic cells;
2. Explain the structure of the prokaryotic cell membrane and the mechanisms whereby substances are transported across the membrane;
3. Explain the principles of the Gram stain and the differences between the cell wall of Gram-positive and Gram-negative bacteria;
4. Describe the bacterial endospore as a very heat resistant cell type formed under certain conditions;
5. Outline the different methods used in the investigation of cell structure and cell function.

Content

- Distinctive features of prokaryotic & eukaryotic cells
- Structure of prokaryotic cell membrane
- Mechanisms by which substances are transported across the membrane
- Principles of Gram stain
- Differences between Gram positive & Gram negative bacteria
- Bacterial endospore: heat resistant cell type
- Methods used to investigate cell structure & cell function
 - Ultra centrifugation
 - Culturing
 - Staining
 - Slide preparation
 - Sample care & storage.

UNIT 4: BACTERIA

**Hours: 3 Theory
4 Practical**

Specific Objectives

At the end of the unit, the student will be able to:

1. Name the various shapes and structures of bacteria;
2. Describe the appendages and inclusions of various species of bacteria;
3. Distinguish between simple, differential and special stains.

Content

- Cell shape
 - Spherical cell
 - Cylindrical cell
 - Spiral-shaped bacteria: three forms
 - Comma shaped bacteria: vibrios
 - Coiled bacteria with external flagella: spirilla
 - Coiled & very flexible with internal filament called spirochetes
- Cell arrangement
 - Bacteria appear as single cells
 - Pairs of cocci: diplococci
 - Clusters of cocci: staphylococci
 - Chains of cocci: streptococci
- Appendages and inclusions of various species of bacteria

- Distinguishing features of stains
 - Simple
 - Differential
 - Special.

UNIT 5: MICROBIAL GROWTH & REPRODUCTION

Hours: 3 Theory
4 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Explain binary fission in bacteria;
2. Define microbial growth;
3. Explain the growth cycle of bacteria;
4. Explain methods of quantitative estimation of growth of bacteria;
5. Describe the effect of environmental factors on microbial growth;
6. Describe the effect of nutritional and physical factors on microbial growth.

Content

- Binary fission in bacteria
- Definition of microbial growth
- Growth cycle of bacteria
 - Lag phase
 - Logarithmic (log) growth phase
 - Stationary phase

- Death phase
- Methods of quantitative estimation of growth
 - Viable & direct microscopic count
- Environmental factors of microbial growth
 - Temperature
 - pH
 - Water availability
 - Oxygen availability
- Nutritional factors of microbial growth
 - Nutrients essential for growth
 - Carbon
 - Hydrogen
 - Oxygen, nitrogen
 - Trace elements
- Physical factors of microbial growth.

UNIT 6: PREVENTION & CONTROL OF MICRO-ORGANISMS

Hours: **4 Theory**
 8 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Identify environmental and physiological factors that increase the risk of transmission of infectious diseases;
2. Discuss the control of micro-organisms process;
3. Differentiate between concept of sterilization and disinfection;
4. Classify micro-organisms control methods;

5. Explain how physical, chemical, and chemotherapeutic agents may control microorganisms.

Content

- Environmental & physiological factors influencing risk of disease transmission
- Control of micro-organisms process
- Differentiation of sterilization & disinfection
- Types of controlling micro-organisms & their definition
 - Physical agents
 - Chemical agents
 - Chemotherapeutic agents, e.g., antibiotics
- Action of each agent in the control of micro-organisms.

UNIT 7: HOST-MICROBE RELATIONSHIPS & DISEASE PROCESSES

Hours: **3 Theory**
 4 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Discuss various host-microbe relationships;
2. Outline Koch's postulates;
3. Describe kinds of diseases;
4. Explain how micro-organisms cause disease.

Content

- Host-microbe relationships
 - Symbiosis
 - Contamination
 - Infection
 - Diseases
- Koch's postulates
- Kinds of diseases
 - Infectious
 - Non-infectious
 - Communicable
 - Non-communicable
- The role of micro-organisms in disease causation.

UNIT 8: BASIC PRINCIPLES OF SPECIFIC IMMUNITY & IMMUNIZATION

Hours: **4 Theory**

5 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Outline the concept of immunology and immunity;
2. Outline basic characteristics of the immune system;
3. Explain the concept of immunization;
4. Understand the hazards and benefits of vaccination.

Content

- Terms and concepts of immunology and immunity: infectivity; pathogenicity; virulence; antigenicity, non-specific defences
- Characteristics of immune system
 - Immunity
 - Host defense
 - Antigens & antibodies
- Types of immunity
 - Active
 - Passive
- Immunization
- Hazards of vaccinations
- Benefits of vaccinations.

Teaching/Learning Methodologies

- Lecture/Discussion
- PowerPoint presentation
- Individual study guide activities
- Laboratory sessions
- Individual/Small group activity

Areas used for Learning

- Classroom
- Library
- Clinical Learning Centre (Nursing Skills Laboratory)
- Laboratory

Learning Experiences

- Use of microscopes
- Carrying out methods of staining in laboratory
- Monitoring growth in liquid media by colony counts
- Compiling laboratory reports

Required Skills

1. Collection of specimens
2. Use of microscopes

Student Assessment

Course work	40%
• Student presentations	20%
• Laboratory activities	20%

Final Examination	60%
• Written objective-type test	

Required Reading

Murray, P. R., Rosenthal, K.S. & Pfaller, M.A (2009). Medical microbiology.
Missouri: C. V. Mosby.

Recommended Reading

Gould Dinah, Brooker Christine (2000). Applied microbiology for nurses. Basingstoke, UK:
MacMillan Publishers.

Gladwin M. et al (2007). Clinical microbiology made ridiculously simple. Miami, FL:
Medmaster Inc.

Course Calendar**MICROBIOLOGY****CREDITS 3 HOURS 60**

Session	Topics
Week 1 and 2	<p>UNIT 1: INTRODUCTION TO MICROBIOLOGY</p> <ul style="list-style-type: none"> • Brief history of microbiology • Definition of microbiology • Classification of micro-organisms <ul style="list-style-type: none"> ▪ Pathogenic organisms ▪ Non-pathogenic organisms ▪ Groups <ul style="list-style-type: none"> ○ Bacteria: cocci, bacilli, spirilla and spirochetes ○ Fungi ○ Protozoa ○ Viruses • Cellular structure of prokaryotes & eukaryotes • Micro-organisms as agents of infectious diseases in <ul style="list-style-type: none"> ○ Food & beverage industry ○ Environmental science ○ Biotechnology • The laboratory <ul style="list-style-type: none"> ○ Safety rules ○ Use of the microscope.
Week 3	<p>UNIT 2: MAIN GROUPS OF MICRO-ORGANISMS</p> <ul style="list-style-type: none"> • Main groups of micro-organisms <ul style="list-style-type: none"> ○ Species of bacteria ○ Species of protozoa

Session	Topics
	<ul style="list-style-type: none"> ○ Species of fungi ○ Species of viruses ● Characteristics of each group of micro-organisms <ul style="list-style-type: none"> ○ Bacteria ○ Fungi ○ Algae ○ Protozoa ○ Viruses ● Emerging micro-organisms.
Week 4 and 5	<p style="text-align: center;">UNIT 3: PROKARYOTIC & EUKARYOTIC CELL BIOLOGY</p> <ul style="list-style-type: none"> ● Distinctive features of prokaryotic & eukaryotic cells ● Structure of prokaryotic cell membrane ● Mechanisms by which substances are transported across the membrane ● Principles of Gram stain ● Differences between Gram positive & Gram negative bacteria ● Bacterial endospore: heat resistant cell type ● Methods used to investigate cell structure & cell function <ul style="list-style-type: none"> ○ Ultra centrifugation ○ Culturing ○ Staining ○ Slide preparation <p style="text-align: center;">Sample care & storage.</p>
Week 6 and 7	<p style="text-align: center;">UNIT 4: BACTERIA</p> <ul style="list-style-type: none"> ● Cell shape <ul style="list-style-type: none"> ● Spherical cell ● Cylindrical cell ● Spiral-shaped bacteria: three forms ● Comma shaped bacteria: vibrios

Session	Topics
	<ul style="list-style-type: none"> • Coiled bacteria with external flagella: spirilla • Coiled & very flexible with internal filament called spirochetes <p>Cell arrangement</p> <ul style="list-style-type: none"> • Bacteria appear as single cells • Pairs of cocci: diplococci • Clusters of cocci: staphylococci • Chains of cocci: streptococci <ul style="list-style-type: none"> • Appendages and inclusions of various species of bacteria • Distinguishing features of stains <ul style="list-style-type: none"> • Simple • Differential • Special.
Week 8	<p style="text-align: center;">UNIT 5: MICROBIAL GROWTH & REPRODUCTION</p> <ul style="list-style-type: none"> • Binary fission in bacteria • Definition of microbial growth • Growth cycle of bacteria <ul style="list-style-type: none"> ○ Lag phase ○ Logarithmic (log) growth phase ○ Stationary phase ○ Death phase • Methods of quantitative estimation of growth <ul style="list-style-type: none"> ○ Viable & direct microscopic count • Environmental factors of microbial growth <ul style="list-style-type: none"> ○ Temperature ○ pH ○ Water availability ○ Oxygen availability

Session	Topics
	<ul style="list-style-type: none"> • Nutritional factors of microbial growth <ul style="list-style-type: none"> ◦ Nutrients essential for growth ◦ Carbon ◦ Hydrogen ◦ Oxygen, nitrogen ◦ Trace elements • Physical factors of microbial growth.
Week 9 and 10	<p style="text-align: center;">UNIT 6: PREVENTION & CONTROL OF MICRO-ORGANISMS</p> <ul style="list-style-type: none"> • Environmental & physiological factors influencing risk of disease transmission • Control of micro-organisms process • Differentiation of sterilization & disinfection • Types of controlling micro-organisms & their definition <ul style="list-style-type: none"> ◦ Physical agents ◦ Chemical agents ◦ Chemotherapeutic agents, e.g., antibiotics • Action of each agent in the control of micro-organisms.
Week 11	<p style="text-align: center;">UNIT 7: HOST-MICROBE RELATIONSHIPS & DISEASE PROCESSES</p> <ul style="list-style-type: none"> • Host-microbe relationships <ul style="list-style-type: none"> ◦ Symbiosis ◦ Contamination ◦ Infection ◦ Diseases • Koch's postulates

Session	Topics
	<ul style="list-style-type: none"> • Kinds of diseases <ul style="list-style-type: none"> ◦ Infectious ◦ Non-infectious ◦ Communicable ◦ Non-communicable • The role of micro-organisms in disease causation.
Week 12	<p style="text-align: center;">UNIT 8: BASIC PRINCIPLES OF SPECIFIC IMMUNITY & IMMUNIZATION</p> <ul style="list-style-type: none"> • Terms and concepts of immunology and immunity: infectivity; pathogenicity; virulence; antigenicity, non-specific defences • Characteristics of immune system <ul style="list-style-type: none"> • Immunity • Host defense • Antigens & antibodies • Types of immunity <ul style="list-style-type: none"> • Active • Passive • Immunization • Hazards of vaccinations • Benefits of vaccinations.
Week 13	Review and tests

COURSE TITLE: **PATIENT AND HEALTH CARE WORKER SAFETY**

COURSE CODE: **NURS 1112**

DURATION: **60 Hours**

CREDITS: **3 (2 Theory, 1 Lab)**

CO-REQUISITE: **Microbiology**

COURSE DESCRIPTION

This theory and clinical practice course provides the student with key concepts and principles of infection prevention and control, injection safety, and blood safety, which are fundamental to safe nursing practice.

LEARNING OUTCOMES

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

1. Review the epidemiology of disease transmission;
2. Demonstrate knowledge of the spread of organisms in health care settings;
3. Apply concepts of microbiology to infection prevention and control;
4. Analyze factors that influence the outcome of an exposure;
5. Demonstrate knowledge of the main components of infection prevention and control;
6. Understand the policies and guidelines of infection prevention and control;
7. Explain the benefits to patients and health care workers of adhering to scientifically accepted principles and practices of infection prevention and control;
8. Explain the nurse's responsibility for monitoring compliance of infection prevention and control practices of those for whom she/he is responsible;
9. Recognize strategies for preventing transmission of pathogenic organisms;

10. Describe circumstances requiring use of personal protective equipment and other barriers to prevent patient or health care worker contact with potentially infectious material;
11. Describe specific practices and settings that increase the opportunity for exposure to health care workers and patients.
12. Understand occupational control measures and their hierarchy;
13. Demonstrate knowledge of the application of these controls measures and hierarchy in the prevention and management of exposures;
14. Recognize occupational health strategies for preventing bloodborne diseases and other communicable diseases in health care workers.

CONTENT OUTLINE

UNIT 1: MAJOR COMPONENTS OF INFECTION PREVENTION & CONTROL

Hours: 4 Theory

4 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Review the modes and mechanisms of transmission of pathogenic organisms in the health care setting;
2. Define major concepts of infection prevention and control;
3. List the main components of infection prevention and control;
4. Discuss each component listed above;
5. Identify specific barriers or personal protective equipment for patient and healthcare worker protection from exposure of potentially infectious material;
6. Discuss the importance of the correct application of reprocessing methods for assuring the safety and integrity of patient care equipment;
7. Discuss the creation and maintenance of a safe environment for patient care through application of infection prevention and control policies and guidelines.

Content

- Review of modes & mechanisms of transmission of pathogenic organisms in the health care settings
- Definition of terms
 - Asepsis
 - Medical asepsis
 - Surgical asepsis
 - Aseptic technique
 - Isolation
 - Reverse isolation
 - Barrier
 - Barrier nursing
 - Nosocomial infection
 - Bloodborne pathogens/disease
 - Universal precautions
 - Standard Precautions
 - Basic precautions
 - Transmission-based precautions
 - Air-borne precautions
 - Droplet precautions
 - Contact precautions
 - Personal protective equipment (PPE)
- Main components of infection prevention & control
 - Isolation
 - Standard Precautions
 - Transmission-based Precautions
 - Disinfection & Sterilization
 - Housekeeping
 - Health Care Waste

Management Risk

Management.

UNIT 2: MANAGEMENT OF INFECTION PREVENTION & CONTROL

**Hours: 8 Theory
16 Practical**

Specific Objectives

At the end of the unit, the student will be able to:

1. Discuss levels of responsibility for infection prevention and control;
2. Identify the individual's professional responsibility for maintaining a safe patient care environment;
3. Discuss the quality assurance framework for infection prevention and control;
4. Outline the use of occupational controls to reduce the opportunity for patient and health care worker contact with potentially infectious material for bloodborne pathogens.

Content

- Levels of responsibility Ministry of Health
 - Parish
 - District
 - Health care facility
 - Community
 - Individual
 - Health professionals educational institutions
 - Regulatory Bodies
 - Professional Associations

Quality assurance framework

- Infection prevention & control policies
- Roles & responsibilities of

- Infection Prevention & Control Committee
- Infection Prevention & Control Officer
- Occupational control measures & hierarchies
 - Elimination of hazards
 - Work practice controls
 - Administrative controls
 - Engineering controls
 - Personal protective equipment.

UNIT 3: INJECTION SAFETY

**Hours: 4 Theory
12 Practical**

Specific Objectives

At the end of the unit, the student will be able to:

1. Define the term injection safety;
2. Explain the World Health Organization/Safe Injection Global Network (WHO/SIGN) strategies for injection safety;
3. Identify the nine 'rights' of injection safety;
4. Discuss 'best' practices for injection safety;
5. Discuss adverse events associated with injections;
6. Discuss the role of the provider, administrator, and receiver of injections;
7. Discuss the role of the community in injection safety;
8. Discuss the management process for health care workers with needlestick and other sharps injuries.

Content

- Definition of term injection safety
- WHO/Safe Injection Global Network (SIGN) safe injection strategies
 - Behaviour change of patient & health care workers

- Availability of essential supplies & equipment
- Appropriate & safe waste disposal
- Nine 'rights' of injection safety
 - Right patient
 - Right drug
 - Right formulation
 - Right injection equipment
 - Right dosage
 - Right time
 - Right route
 - Right storage
 - Right method of disposal
- 'Best' practice
 - Definition
 - Associated activities
- Adverse events
 - Definition
 - Types
 - Management
- Roles & responsibilities of
 - Prescriber of injections
 - Provider/administrator of injections
 - Receiver of injections
 - Community
- Needlestick & other sharps injuries
 - Definition
 - Post-exposure prophylaxis (PEP) management.

UNIT 4: BLOOD SAFETY

Hours: 8 Theory

4 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Define blood transfusion related terms;
2. Describe the various blood products, uses & storage;
3. Explain the 'rights' of blood transfusion;
4. Explain the hospital standard operation procedures for the blood transfusion process;
5. Discuss the respective roles and responsibilities of clinical and blood bank staff in ensuring the safety and availability of blood products for transfusion;
6. Discuss the hospital procedure for ordering, collection, storage, transportation and administration of blood products, and for monitoring the transfused patient;
7. Identify the reactions and infections resulting from blood transfusion;
8. Discuss the management of blood transfusion reactions.

Content

- Definition Blood products
 - Rhesus factor
 - ABO groups
 - ABO blood groups antigens & antibodies
 - Compatibility
 - Incompatibility
 - Blood cold chain
- Blood & blood products uses & storage conditions
 - Types
 - Whole Blood
 - Plasma
 - Platelets
 - Uses

- Storage
- 'Rights' of blood transfusion
 - 'Right' blood
 - 'Right' patient
 - 'Right' time
 - 'Right' environment
- Hospital standard procedures (SOP) for blood transfusion process
 - Ordering blood & blood products for elective surgery
 - Ordering blood & blood products in an emergency
 - Completing blood request form
 - Taking pre-transfusion sample
 - Collecting blood & blood products from blood bank
 - Storing & transporting blood & blood products including storage in clinical area
 - Identity checks
 - Patient identity
 - Blood pack
 - Compatibility label
 - Documentation
 - Administering blood & blood products including final patient identity check
 - Recording transfusion in patient records
 - Monitoring process for transfused patient
 - Before starting transfusion
 - Immediately after transfusion is started
 - 15 minutes after starting transfusion
 - At least every hour during & after transfusion
 - Monitoring information
 - At each stage, record the following
 - Patient's general appearance
 - Vital signs: TPR, B/P
 - Fluid balance: oral & I/V intake; urinary output
 - Record
 - Time of starting transfusion
 - Time transfusion is completed
 - Volume & type of all products transfused

- Donation numbers of all products transfused
- Any adverse effects
- Roles & responsibilities of clinical & blood bank staff in blood safety & availability
- Hospital procedure for ordering, collection, storage, transportation & administration of blood products,& for monitoring the transfused patient
- Reactions of blood transfusion

a. Acute complications

Category 1: Mild reactions

- Moderate–severe hypersensitivity (severe urticarial reactions)

Category 2: Moderately severe reactions

- Febrile non-haemolytic reactions:
 - Antibodies to white cells, platelets
 - Antibodies to proteins, including IgA
- Possible bacterial contamination (early signs)
- Pyrogens

Category 3: Life threatening reactions

- Acute intravascular haemolysis
- Bacterial contamination & septic shock
- Fluid overload
- Anaphylactic reactions
- Transfusion-associated lung injury

b. Delayed complications

Categories

- i. *Transfusion-transmitted infections*
 - HIV-1 & HIV-2
 - HTLV-I & II
 - Viral hepatitis B & C
 - Syphilis
 - Chagas disease

- Malaria
- Cytomegalovirus
- Other rare infections: e.g. human parvovirus B19 & hepatitis A

ii. *Other delayed complications of transfusion*

- Delayed haemolytic reaction
- Post-transfusion purpura
- Graft vs. host disease
- Iron overload (in patients who receive repeated transfusions)

8. Infections resulting from blood transfusion

- Screening
- Infections
 - HIV
 - Hepatitis B
 - Hepatitis C
 - Syphilis
 - Chagas disease
 - Malaria
 - Creutzfeldt-Jakob disease (CJD)
 - Other

9. Management & investigations of blood transfusion reactions according to category

- Signs & symptoms
- Investigation
- Prevention
- Management
- Recording
- Reporting.

Teaching/Learning Methodologies

- Lecture/Discussion
- PowerPoint presentation
- Demonstration

- Case study

Areas used for Learning

- Classroom
- Library
- Clinical Learning Centre (Nursing Skills Laboratory)
- Clinical areas

Learning Experiences

- Visits to clinical areas to observe injection safety
- Visits to Blood Bank to observe blood collection and storage process

Required Skills

1. Hand hygiene
2. Standard Precautions

Student Assessment

Course work 50%

- Case Study 20%
- Clinical Experience 30%

Final Examination 50%

- Written objective-type examination

Required Reading

International Labour Organization (ILO). (2005). Joint ILO/WHO guidelines on health services and HIV/AIDS. Geneva: Author.

Reid, Una V. (2008). Manual of infection prevention and control policies and guidelines. Port of Spain, Trinidad & Tobago: Author. Available on the Internet.

WHO/AFRO/JSI/ Reid, Una V.: (2005). DO NO HARM: Injection safety in the context of infection prevention and control. Facilitators' guide. Washington, DC: Author.

WHO/Una V. Reid (2008). WHO best practices for injections and related procedures toolkit. Geneva: Author.

Recommended Reading

WHO. (2011). Patient safety curriculum guide. Multi-professional edition. Retrieved from http://whqlibdoc.who.int/publications/2011/9789241501958_eng.pdf

WHO websites on Blood Safety, Injection Safety, Infection Prevention & Control

CDC websites: topic related.

Course Calendar**PATIENT CARE WORKER SAFETY****CREDITS 3 HOURS 60**

Session	Topics
Week 1 to 3	<p>UNIT 1: MAJOR COMPONENTS OF INFECTION PREVENTION & CONTROL</p> <ul style="list-style-type: none"> • Review of modes & mechanisms of transmission of pathogenic organisms in the health care settings • Definition of terms <ul style="list-style-type: none"> ○ Asepsis ○ Medical asepsis ○ Surgical asepsis ○ Aseptic technique ○ Isolation ○ Reverse isolation ○ Barrier ○ Barrier nursing ○ Nosocomial infection ○ Bloodborne pathogens/disease ○ Universal precautions ○ Standard Precautions ○ Basic precautions ○ Transmission-based precautions ○ Air-borne precautions ○ Droplet precautions ○ Contact precautions ○ Personal protective equipment (PPE) • Main components of infection prevention & control <ul style="list-style-type: none"> ○ Isolation ○ Standard Precautions ○ Transmission-based Precautions

Session	Topics
	<ul style="list-style-type: none"> ○ Disinfection & Sterilization ○ Housekeeping ○ Health Care ○ WasteManagemet ○ Risk Management.
Week 4 to 6	<p>UNIT 2: MANAGEMENT OF INFECTION PREVENTION & CONTROL</p> <ul style="list-style-type: none"> • Levels of responsibility Ministry of Health <ul style="list-style-type: none"> ○ Parish ○ District ○ Health care facility ○ Community ○ Individual ○ Health professionals educational institutions ○ Regulatory Bodies ○ Professional Associations • Quality assurance framework <ul style="list-style-type: none"> ○ Infection prevention & control policies ○ Roles & responsibilities of Infection Prevention & Control Committee ○ Infection Prevention & Control Officer • Occupational control measures & hierarchies <ul style="list-style-type: none"> ○ Elimination of hazards ○ Work practice controls ○ Administrative controls ○ Engineering controls ○ Personal protective equipment.
Week 7 and 8	<p>UNIT 3: INJECTION SAFETY</p> <ul style="list-style-type: none"> • Definition of term injection safety • WHO/Safe Injection Global Network (SIGN) safe injection strategies <ul style="list-style-type: none"> ○ Behaviour change of patient & health care workers

Session	Topics
	<ul style="list-style-type: none"> ○ Availability of essential supplies & equipment ○ Appropriate & safe waste disposal ● Nine 'rights' of injection safety <ul style="list-style-type: none"> ○ Right patient ○ Right drug ○ Right formulation ○ Right injection equipment ○ Right dosage ○ Right time ○ Right route ○ Right storage ○ Right method of disposal ● 'Best' practice <ul style="list-style-type: none"> ○ Definition ○ Associated activities ● Adverse events <ul style="list-style-type: none"> ○ Definition ○ Types ○ Management ● Roles & responsibilities of <ul style="list-style-type: none"> ○ Prescriber of injections ○ Provider/administrator of injections ○ Receiver of injections ○ Community ● Needlestick& other sharps injuries <ul style="list-style-type: none"> ○ Definition ○ Post-exposure prophylaxis (PEP) management.
Week 9 to 12	<p>UNIT 4: BLOOD SAFETY</p> <ul style="list-style-type: none"> ● Definition Blood products

Session	Topics
	<ul style="list-style-type: none"> ○ Rhesus factor ○ ABO groups ○ ABO blood groups antigens & antibodies ○ Compatibility ○ Incompatibility ○ Blood cold chain ● Blood & blood products uses & storage conditions <ul style="list-style-type: none"> ○ Types ○ Whole Blood ○ Plasma ○ Platelets ○ Uses ○ Storage ● 'Rights' of blood transfusion <ul style="list-style-type: none"> ● 'Right' blood ● 'Right' patient ● 'Right' time ● 'Right' environment ● Hospital standard procedures (SOP) for blood transfusion process <ul style="list-style-type: none"> ● Ordering blood & blood products for elective surgery ● Ordering blood & blood products in an emergency ● Completing blood request form ● Taking pre-transfusion sample ● Collecting blood & blood products from blood bank ● Storing & transporting blood & blood products including storage in clinical area ● Identity checks <ul style="list-style-type: none"> ○ Patient identity ○ Blood pack ○ Compatibility label ○ Documentation ● Administering blood & blood products including final patient identity check ● Recording transfusion in patient records ● Monitoring process for transfused patient

Session	Topics
	<ul style="list-style-type: none"> ○ Before starting transfusion ○ Immediately after transfusion is started ○ 15 minutes after starting transfusion ○ At least every hour during & after transfusion • Monitoring information • At each stage, record the following <ul style="list-style-type: none"> ○ Patient's general appearance ○ Vital signs: TPR, B/P ○ Fluid balance: oral & I/V intake; urinary output • Record <ul style="list-style-type: none"> ○ Time of starting transfusion ○ Time transfusion is completed ○ Volume & type of all products transfused ○ Donation numbers of all products transfused ○ Any adverse effects • Roles & responsibilities of clinical & blood bank staff in blood safety & availability • Hospital procedure for ordering, collection, storage, transportation & administration of blood products, & for monitoring the transfused patient • Reactions of blood transfusion <ul style="list-style-type: none"> a. Acute complications <p><i>Category 1: Mild reactions</i></p> <ul style="list-style-type: none"> • Moderate–severe hypersensitivity (severe urticarial reactions) <p><i>Category 2: Moderately severe reactions</i></p> <ul style="list-style-type: none"> • Febrile non-haemolytic reactions: <ul style="list-style-type: none"> ○ Antibodies to white cells, platelets ○ Antibodies to proteins, including IgA • Possible bacterial contamination (early signs)

Session	Topics
	<ul style="list-style-type: none"> • Pyrogens <p><i>Category 3: Life threatening reactions</i></p> <ul style="list-style-type: none"> • Acute intravascular haemolysis • Bacterial contamination & septic shock • Fluid overload • Anaphylactic reactions • Transfusion-associated lung injury <p>b. Delayed complications</p> <p>Categories</p> <ul style="list-style-type: none"> iii. <i>Transfusion-transmitted infections</i> <ul style="list-style-type: none"> • HIV-1 & HIV-2 • HTLV-I & II • Viral hepatitis B & C • Syphilis • Chagas disease • Malaria • Cytomegalovirus • Other rare infections: e.g. human parvovirus B19 & hepatitis A iv. <i>Other delayed complications of transfusion</i> <ul style="list-style-type: none"> • Delayed haemolytic reaction • Post-transfusion purpura • Graft vs. host disease • Iron overload (in patients who receive repeated transfusions) <p>10. Infections resulting from blood transfusion</p> <ul style="list-style-type: none"> • Screening • Infections <ul style="list-style-type: none"> ○ HIV ○ Hepatitis B ○ Hepatitis C ○ Syphilis

Session	Topics
	<ul style="list-style-type: none"> ○ Chagas disease ○ Malaria ○ Creutzfeldt-Jakob disease (CJD) ○ Other <p>11. Management & investigations of blood transfusion reactions according to category</p> <ul style="list-style-type: none"> ● Signs & symptoms ● Investigation ● Prevention ● Management ● Recording ● Reporting.
Week 13	Review and tests

Year 1: Semester II

YEAR 1: SEMESTER II

COURSE DESCRIPTION

ENGLISH FOR ACADEMIC PURPOSES

COURSE TITLE:

COURSE CODE:

FOUN1001/FD10A

DURATION:

36 Hours

CREDITS:

3

PRE-REQUISITE:

A pass in the English Language Proficiency Test or its equivalent

Purpose

English for Academic Purposes is designed to help students to critically engage with texts, research and write effective essays for academic audiences, and participate intelligently in oral and written discussions on a variety of topics, while developing an understanding of the linguistic context in which they operate in the Caribbean. Students in the social sciences are expected to demonstrate an awareness of the emphasis and perspective of their discipline. The course aims to provide students with requisite techniques for reviewing, questioning, analysing texts related to the social sciences.

CONTENT

- English for Academic Purposes and You (LOB)
- Researching for Academic Writing
- Developing Critical Thinking Skills
- Language and Communication
- Ethics and Academic Writing
- Reflective writing

LEARNING OUTCOMES

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

UNIT 1 - ENGLISH FOR ACADEMIC PURPOSES AND YOU

- Review, question, and analyse texts related to the social sciences;
- Define the Caribbean community and identify language-related issues that affect communication in one or more language communities in the Caribbean;
- Distinguish academic writing from other kinds of writing;

UNIT 2- COMMUNICATING IN THE RHETORICAL CONTEXTS (LOB)

- Decode meaning in samples of academic writing;
- Respond critically to a variety of texts, identifying the rhetorical context and evaluating rhetorical strategies;

UNIT 3- DEVELOPING CRITICAL THINKING SKILLS

- Assess the needs of their audience and summarise material appropriately;
- Engage in various stages of the writing process and write an effective documented expository essay;

UNIT 4- LANGUAGE AND COMMUNICATION

- Consult the Internet, library databases and other information sources for research and use information appropriately in assignments;

UNIT 5 - ETHICS AND ACADEMIC WRITING

- Use approved citation and documentation techniques to incorporate information from credible sources;

UNIT 6 – REFLECTIVE WRITING

- Present ideas individually and in groups;
- Discuss and critically evaluate oral presentations and written passages.

ASSESSMENT

Course Work Assessment:	100%
• Reflective Writing – (Total)	25%
• Documented Research Essay – (Total)	45%
• Evaluation of Source Materials	20%
• Group Oral Presentations & Performances	10%

Teaching/Learning strategies

The course includes elements of both practice and theory. The sessions will include a mixture of Seminar / Tutorials, Lecture / Discussion, Student / group presentation and assignment. During the sessions you will be expected to participate in the discussions. There will also be some independent study of the course notes and readings for the assignments. The assignments - you are expected to reflect on what you have learnt and apply it to practical situations or health services.

Required Reading

Bazerman, C. (2010). *The informed writer: Using sources in the disciplines*. Fort Collins: CO.
Retrieved from <http://wac.colostate.edu/books/informedwriter/>

Kirschner, L., & Mandell, S. (2010). *The brief Wadsworth handbook*. Boston: Wadsworth.

Lowe, C., & Zemliansky, P. (Eds.) (2010). *Writing spaces: Readings on writing*, Vol. 2. Anderson, SC: Parolor Press. Retrieved from <http://wac.colostate.edu/books/writingspaces> and <http://writingspaces.org/essays>.

Ramsay, P. et al (2008). *Blooming with the pouis*. Kingston: Ian Randle.

Ward, D. & Vander Lei, E. (2008). *Real texts: Reading and writing across the disciplines*. Pearson/Longman.

A suitable undergraduate-level Dictionary and Thesaurus.

YEAR 1: SEMESTER II

Course Calendar

ENGLISH FOR ACADEMIC PURPOSES

CREDITS 3 HOURS 36

Session	Topics
Week 1	UNIT 1: COURSE ORIENTATION- INTRODUCTION AND COURSE OVERVIEW <ul style="list-style-type: none"> • English for Academic Purposes and You
Week 2	UNIT 2: COMMUNICATING IN THE : RHETORICAL CONTEXTS
Week 3	UNIT 3: RESEARCHING FOR ACADEMIC WRITING <ul style="list-style-type: none"> • Submit Reflective Essay #1 10 %
Week 4	UNIT 4: DEVELOPING CRITICAL THINKING SKILLS (EVALUATING SOURCES) OF THE ENSLAVED AND THEIR RESISTANCE ON THE PLANTATIONS.
Week 5 & 6	UNIT 5: LANGUAGE AND COMMUNICATION <ul style="list-style-type: none"> • Documented Essay Plan - 10%]
Week 7	UNIT 6: ETHICS AND ACADEMIC WRITING <ul style="list-style-type: none"> • Evaluation of Source Material 20%
Week 8 & 9	UNIT 7: WORKING WITH SOURCES <ul style="list-style-type: none"> • Peer Critique 5 %
Week 10	UNIT 8: REVISING AND EDITING <ul style="list-style-type: none"> • Essay 30%
Week 11	UNIT 9: ORAL PRESENTATION (LOB)

Session	Topics
	<ul style="list-style-type: none"> • Caribbean society.
Week 12	UNIT 10: REFLECTIVE WRITING <ul style="list-style-type: none"> • Group Presentations & Performances (10%)
Week 13	Individual Reflections Final Reflective Essay (15%)

ADDITIONAL INFORMATION

Attendance

Students must attend the course of study in the order prescribed in the Student handbook as per UWI regulations. They will not be eligible for a pass grade, unless they have passed all Coursework evaluations. **Attendance in an excess of 75% is mandatory in all courses.**

Absences

Students are required to inform the Office of the Director of the University of the West Indies School of Nursing (UWISON), Course instructor of any absence from any part of the course. A written excuse or medical certificate must be submitted to the Administrative Assistant of University of the West Indies School of Nursing within 7 days of the missed session.

COURSE DESCRIPTION

COURSE TITLE: **SOCIOLOGY FOR THE CARIBBEAN**

COURSE CODE: **SOCI 1002/SY14G**

DURATION: **36 Hours**

CREDITS: **3**

PRE-REQUISITE: **Matriculation Requirements**

PURPOSE

This course provides an introduction to the problems, issues, themes and main ideas of sociology. It is intended to provide basic social facts about the Caribbean and other similar developing societies, and to enable students to adopt a scientific approach to understanding and interpreting social phenomena. Sociology for the Caribbean lays the foundation upon which advanced academic work in sociology and the other social sciences can be built. Furthermore, the course enables students to tackle contemporary policy problems in a theoretically and empirically informed manner.

CONTENT

- What is sociology?
- Basic sociological concepts
- Sociological perspectives
- Caribbean society and culture
- Social stratification
- Models of Caribbean society
- Family and gender

LEARNING OUTCOMES

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

UNIT 1: WHAT IS SOCIOLOGY? BASIC SOCIOLOGICAL CONCEPTS; SOCIOLOGICAL PERSPECTIVES

- Apply sociology's basic concepts and forms of analysis and interpretation to the Caribbean;

UNIT 2: CARIBBEAN SOCIETY AND CULTURE;

- Explain the main aspects of modern social life in the Caribbean;
- Analyse the reasons for crime;

UNIT 3: SOCIAL STRATIFICATION

- Discuss critically, accounting for the phenomenon of social inequality;
- Explain the social structures of the contemporary Caribbean;

UNIT 4: MODELS OF CARIBBEAN SOCIETY

- Analyse non-Caribbean cultural practices and social structures

UNIT 5: FAMILY AND GENDER

- Investigate social phenomena in the region using social sciences research methodologies.

ASSESSMENT

Course Work Assessment: **40%**

- Group assignment 15%
- Mid-semester examination: multiple choice questions 15%
- Individual assignment 10%

Final examination **60%**

Teaching/Learning strategies

The course includes elements of both practice and theory. The sessions will include a mixture of Seminar / Tutorials, Lecture / Discussion, Student / group presentation and

assignment. During the sessions you will be expected to participate in the discussions. There will also be some independent study of the course notes and readings for the assignments. The assignments - you are expected to reflect on what you have learnt and apply it to practical situations or health services.

REQUIRED READING

Macionis, J., & Plummer, K. (2005). Sociology: A global introduction. Essex: Pearson Prentice Hall.

RECOMMENDED READING

Barrow, C., & Reddock, R. (2001). Caribbean sociology: Introductory readings. Kingston: Ian Randle Publishers.

Haralambos, M., & Holborn, M. (2008). Sociology: Themes and perspectives (7thed.). London: Harper Collins Publishers.

Worsley, P. (1991). The new modern sociology readings. London: Penguin UK.

Gaspard-Richards, D., Deochan, V., & Berkley, B. (1998). Introduction to sociology: Study guide. Bridgetown, Barbados: University of the West Indies Distance Education Centre.

Course Calendar**ENGLISH FOR ACADEMIC PURPOSES****CREDITS 3 36 HOURS**

Session	Topics
Week 1 & 2	Unit 1: Course Orientation-Introduction and Course Overview •Introduction to sociology
Week 3	Unit 2: Basic Sociological Concepts •Assignment#1
Week 4 & 5	Unit 3: Sociological perspectives
Week 6 & 7	Unit 4: Caribbean Society and Culture • Midterm Assignment
Week 8 & 9	Unit 5: Social Stratification
Week 10 & 11	Unit 6: Family and Gender
Week 12 & 13	Review for final exam

ADDITIONAL INFORMATION**Attendance**

Students must attend the course of study in the order prescribed in the Student handbook as per UWI regulations. They will not be eligible for a pass grade, unless they have passed all Coursework evaluations. **Attendance in an excess of 75% is mandatory in all courses.**

Absences

Students are required to inform the Office of the Director of the University of the West Indies School of Nursing (UWISON), Course instructor of any absence from any part of the course. A written excuse or medical certificate must be submitted to the Administrative

Assistant of University of the West Indies School of Nursing within 7 days of the missed session.

COURSE DESCRIPTION

COURSE TITLE:	HEALTH INFORMATICS
COURSE CODE:	NURS 1113
DURATION:	60 Hours
CREDITS:	3 (2 Theory, 1 Lab)
PRE-REQUISITE:	Matriculation Requirements

PURPOSE

This course introduces the student to health informatics. Emphasis is placed on current trends and concerns in information management in healthcare including legal, social, cognitive and economic issues. It also links information with the utilization of technology to support nursing practice and assists learners to contribute to the development of information systems to promote quality in nursing care. Students will apply critical thinking skills to examine the various ways in which technology can support evidence-based information to improve the quality of nursing care.

CONTENT

- Introduction to computers
- introduction to health & nursing informatics
- Health informatics system

LEARNING OUTCOMES

At the end of the unit, the student will be able to:

1. Understand basic computer terminology;
2. Understand the meaning and functions of networks;
3. Describe the term social media and their uses;
4. Comprehend the various forms of e-health;

5. Demonstrate the ability to use technology of the Internet/Web, Social Media Networks for health care information access, communication and interactivity;
6. Explain the impact of information technology on nursing practice, patient care and nursing education;
7. Analyze the social, ethical, legal and economic issues of information technology in nursing and health systems documentation;
8. Integrate ethical, legal and confidentiality principles and institutional protocols in the use of health information systems in managing administrative and patient documentation systems;
9. Employ computer technology applications designed for clinical nursing practice and nursing education in simulated patient care nursing education projects;
10. Utilise health information systems in the conduct of scientific enquiry.

UNIT 1: INTRODUCTION TO COMPUTERS

- Describe the evolution of computer technologies, Internet, and the World Wide Web (WWW);
- Define basic terms used in computer technology and information systems;
- List the major types of network configurations;
- Identify the categories of computers;
- Identify the components and their roles of a typical computer system;
- Develop basic skills in computer programmes such as Microsoft Word, PowerPoint, and Excel.

UNIT 2: INTRODUCTION TO HEALTH & NURSING INFORMATICS

- Define e-health;
- Discuss the various categories of e-health;
- Define nursing informatics and associated terms;
- Discuss the distinction between data, information, and knowledge;
- Describe computer applications in health care and the nursing profession;

- Identify the types of computer technology used in nursing education, and their application in the teaching/learning environments;
- Discuss the impact of computer technology on health care and nursing;
- Examine the use of e-health, tele-health and tele-nursing, social media networks to deliver health and nursing care at a distance;
- Identify the benefits of computer technology in health care and nursing;
- Apply computer technology in simulated patient care and nursing education situations;
- Explore ethical considerations in nursing informatics.

UNIT 3: HEALTH INFORMATIC SYSTEM

- Define terms applicable to health information system;
- Discuss the need for a health information system;
- Identify the types and use of data routinely collected in the health system;
- Identify essential public health data;
- Outline minimum data set for public health;
- Apply abbreviations and terminologies used in the health system appropriately;
- Discuss the recording and reporting process;
- Discuss ethical and legal issues of health systems records and reports.

Teaching/Learning Methodologies

- Lecture/Discussion
- Practice sessions at the computer laboratory
- PowerPoint presentation
- Simulation
- Workshop
- Tutorial
- Computer lab

ASSESSMENT

Course Work Assessment: **40%**

- Individual assignment (project) 15%

• Web site critique	10%
• Midterm assignment	15%
Final Examination:	60%

TEACHING STRATEGIES

The course includes elements of both practice and theory. The sessions will include a mixture of Seminar / Tutorials, Lecture / Discussion, Student / group presentation. During the sessions you will be expected to participate in the discussions. There will also be some independent study of the course notes and readings for the assignments. The assignments - you are expected to reflect on what you have learnt and apply it to practical situations or health services.

REQUIRED READING

Hebda, T., Mascara, C., Czar, P. (2004). Handbook of informatics for nurses and health care professionals. . Upper Saddle River, New Jersey: Prentice Hall.

RECOMMENDED READING

Conrick, M. (2006). [Health informatics: Transforming healthcare with technology](#). Australia: Thomas Nelson.

Course Calendar**HEALTRH INFORMATICS****CREDITS 3 HOURS 36**

Session	Topics
Week 1 & 4	Unit 1: Course Orientation- Introduction and Course Overview <ul style="list-style-type: none"> •Introduction to computers •Uses, function & maintenance •Assignment#1
Week 5- 8	Unit 2: Introduction to Health & Nursing informatics <ul style="list-style-type: none"> • Technology components of Informatics
Week 9 & 11	Unit 3: Health Informatics System <ul style="list-style-type: none"> •Role of Informatics in the Health Care delivery System •Assignment#2
Week 12 & 13	Review for final exam

ADDITIONAL INFORMATION**Attendance**

Students must attend the course of study in the order prescribed in the Student handbook as per UWI regulations. They will not be eligible for a pass grade, unless they have passed all Coursework evaluations. **Attendance in an excess of 75% is mandatory in all courses.**

Absences

Students are required to inform the Office of the Director of the University of the West Indies School of Nursing (UWISON), Course instructor of any absence from any part of the course. A written excuse or medical certificate must be submitted to the Administrative Assistant of University of the West Indies School of Nursing within 7 days of the missed session.

COURSE DESCRIPTION

COURSE TITLE:	HUMAN ANATOMY AND PHYSIOLOGY II
COURSE CODE:	NURS 1114
DURATION:	60 Hours
CREDITS:	3 (2 Theory, 1 Lab)
PRE-REQUISITE:	Human Anatomy & Physiology I

PURPOSE

Human Anatomy and Physiology II is a continuation of **Human Anatomy and Physiology 1**. The course examines the structure and function of the cardiovascular, lymphatic, digestive, urinary, and reproductive systems. Laboratory exercises will allow the students to focus on the examination of selected parts of these systems through histological and skeletal preparations.

CONTENT

- Cardio-vascular system
- Lymphatics system
- Digestive system
- Urinary system
- Reproductive System

LEARNING OUTCOMES

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

1. Understand the meaning of common terms used in the course;
2. Describe the general structures and functions of the cardiovascular, lymphatic, digestive, urinary and reproductive systems;

3. Understand the principles underlying the functions of the cardiovascular, lymphatic, digestive, urinary and reproductive systems;
4. Distinguish between pulmonary, coronary and systemic circulation;
5. Explain the role of the digestive system in the body's metabolism of nutrients;
6. Describe the role of the urinary system in maintaining water and electrolyte balance;
7. Describe the function of the kidneys in maintaining pH homeostasis in the body;
8. Recognize the process of urine formation;
9. Describe the process of the reproductive cycle in the female reproductive system;
10. Explain the process of embryology;
11. Explain foetal development;
12. Apply the biochemical processes to the study of this course.

UNIT 1: CARDIO-VASCULAR SYSTEM

Identify the divisions of the circulatory system;

- Describe the structure and functions of the types of blood vessels;
- Differentiate between the structure and functions of arteries and veins;
- Describe the functions of blood;
- Describe the composition, sites of production and functions of cellular parts of blood and plasma;
- Explain the process of blood cells formation and destruction;
- Describe the formation of haemoglobin;
- Classify the different types of blood cells;
- Discuss the characteristics of the blood cells relative to their function;
- Identify the constituents of blood plasma and their functions;
- Explain the characteristics of the ABO and Rh types of blood groups;
- Outline the purpose and mechanism of blood coagulation;
- Describe the location, structure and functions of the heart and its great vessels;
- Describe the circulatory system;
- Describe the structure and functional features of the conducting system of the heart;
- Differentiate between systemic, pulmonary, portal and foetal circulations;
- Describe the conducting system of the heart and the control of blood flow;

- Describe the stages of a cardiac cycle;
- Differentiate between systolic and diastolic blood pressure;
- Define cardiac output;
- Explain the factors, which influence cardiac output.

UNIT 2: LYMPHATIC SYSTEM

- Describe lymph, lymph formation, circulation, and the lymphatic system;
- Discuss the structure and function of the lymphatic system;
- Discuss the location, structure and functions of the lymphatic glands;
- Describe the organization and function of the immune system;
- Discuss the concept of immunity;
- Discuss natural immune and acquired immune;
- Discuss the immune response;
- Describe the cells of the immune system; location, function, life cycle;
- Identify the inter-relationship of the lymphatic and circulatory systems.

UNIT 3: DIGESTIVE SYSTEM

- Discuss the processing of food in the digestive system;
- Discuss the structure and functions of the digestive system;
- Distinguish between mechanical digestion and chemical digestion;
- Discuss the general structure of the digestive system;
- Discuss the layers of the wall of the digestive system;
- Identify the regions of the digestive system;
- Name the organs of the digestive system, their structure and function;
- Discuss the role of the accessory organs in digestion;
- Discuss the role of the mouth, teeth, salivary glands, stomach, small and large intestines in the digestive process;
- Describe the process of swallowing;
- Discuss the absorption of nutrients in the digestive system;
- Discuss the process of defecation;
- Describe the functions of the liver;
- Differentiate between the exocrine and endocrine functions of the pancreas;

- Discuss the functions and control of the major digestive enzymes;
- Define metabolism;
- Discuss the metabolic process of carbohydrates, fats and proteins;
- Define basic metabolic rate;
- Discuss the factors which influence the metabolic rate.

UNIT 4: URINARY SYSTEM

Identify the functions of the urinary system;

- Discuss the components of the urinary system, their location, structure and functions;
- Differentiate between the structure and function of the male and female urethra;
- Describe the physical and chemical characteristic of urine;
- Explain the flow of urine through the ureters;
- Explain the physiology of micturition;
- Identify principles underlying fluid and electrolyte balance;
- Explain the mechanisms by which the body obtains, distributes and excretes fluid to maintain homeostasis;
- Compare the composition and volume of body fluid in the intra-cellular and extracellular compartments;
- Explain the role of buffers in the maintenance of acid base balance;
- Differentiate metabolic acidosis from respiratory acidosis and metabolic alkalosis from respiratory alkalosis;
- Distinguish between respiratory and urinary mechanism in maintaining acid-base balance.

UNIT 5: REPRODUCTIVE SYSTEM

- Discuss the functions of the reproductive system;
- Describe the stages of maturation of the reproductive organs;
- Discuss the organization of the male reproductive system, the organs, location, structure and function;
- State the composition of the seminal fluid;

- Trace the route of seminal fluid from its formation in the gonads to the exterior;
- Discuss the hormones of the male reproductive system and their functions;
- Explain the effects of testosterone on the male body;
- Discuss the male sexual response and hormonal control;
- Identify the functions of the female reproductive system;
- Describe the location, structures and function of the female reproductive system;
- Explain the structure and function of the accessory glands and ducts of the female reproductive system;
- Describe the location, structure and function of the mammary glands;
- Describe the hormonal control of breast development and lactation;
- Discuss the female reproductive cycle;
- Discuss the phases of the menstrual cycle;
- Discuss the hormones of the female reproductive tract and their effects on the menstrual cycle;
- Distinguish between menarche, climacteric and menopause in terms of hormonal activity;
- Explain the process of embryology;
- Discuss the physiology of the sex act;
- Explain the process of foetal development;
- Describe the similarities and differences between the male and female reproductive systems.

Teaching/Learning Methodologies

- Lecture/Discussion
- Demonstration
- Charts & Models
- PowerPoint presentation
- Laboratory sessions
- Diagramming
- Case studies
- Student-led presentations

STUDENT ASSESSMENT

Course work	40%
• Individual assignment	15%
• Group assignment	10%
• In-course test: essay & multiple-choice items	15%
Final written examination	60%

REQUIRED READING

McConnell, T. H. & Hull, K. L. (2011). Human form and function: Essentials of anatomy & physiology. Philadelphia: Wolters Kluwer, Lippincott Williams & Wilkins.

RECOMMENDED READING

Cohen, B. J. & Taylor, J. (2005). Memmler's structure and function of the human. Philadelphia: Lippincott, Williams & Wilkins.

Shier, D., Lewis, R. & Butler, J. (2002). Hole's human anatomy & physiology. New York: McGraw Hill.

Tortora, Gerard J. & Derrickson, Bryan H. (2011). Principles of anatomy and physiology. Somerset, New Jersey: John Wiley & Sons.

WEB RESOURCES

Paul A. J. Kolarsick, P., Kolarsick, M., Goodwin, C. (2011). Anatomy & physiology of the skin.

Journal of the Dermatology Nurses Association, 3(4), 1-11. Doi: 10.1097/JDN.0b013e3182274a98

Helpful notes on anatomy and physiology of all body systems retrievable at
<http://www.teachpe.com/anatomy/index.php>

Animated and interactive presentation of the digestive system retrievable at
http://highered.mcgraw-hill.com/sites/0072495855/student_view0/chapter26/animation_organs_of_digestion.html

Course Calendar**HUMAN ANATOMY AND PHYSIOLOGY II****CREDITS 3 HOURS 36**

Session	Topics
Week 1 -3	Unit 1: Course Orientation <ul style="list-style-type: none"> • Introduction and Course Overview •Introduction to cardio-vascular system •Assignment#1
Week 4 & 5	Unit 2: Understanding the Lymphatic System <ul style="list-style-type: none"> • What is the lymphatic system • Roles and function of the Lymphatic System
Week 6-8	Unit 3: Understanding the Digestive System <ul style="list-style-type: none"> • What is the digestive System •Roles & function of the Digestive System •Midterm Assignment
Week 9 & 10	Unit 4: Understanding the Urinary System <ul style="list-style-type: none"> • What is the Urinary System • Roles and function of the Urinary System • Assignment#2
Week 11	Unit 5: Understanding the Reproductive System <ul style="list-style-type: none"> • What is the Reproductive System • Roles and function of the Reproductive System
Week 12 & 13	Review session(s) for final exam

ADDITIONAL INFORMATION

Attendance

Students must attend the course of study in the order prescribed in the Student handbook as per UWI regulations. They will not be eligible for a pass grade, unless they have passed all Coursework evaluations. **Attendance in an excess of 75% is mandatory in all courses.**

Absences

Students are required to inform the Office of the Director of the University of the West Indies School of Nursing (UWISON), Course instructor of any absence from any part of the course. A written excuse or medical certificate must be submitted to the Administrative Assistant of University of the West Indies School of Nursing within 7 days of the missed session.

COURSE DESCRIPTION

COURSE TITLE: NUTRITION

COURSE CODE: NURS 1115

DURATION: 24 Hours

CREDITS: 2

PRE-REQUISITE: Biochemistry

PURPOSE

This course introduces the students to the principles of human nutrition and current dietary trends across the lifecycle. It emphasizes nutrients, food sources and functions in the body, nutrients and the relationship to health throughout the lifespan of the Caribbean people with a focus on Jamaica. Content includes cultural and economic influences on dietary practices.

CONTENTS

- Basic concepts of nutrition
- Nutritional requirements & resource and special groups
- Nutritional status of the community

LEARNING OUTCOMES

- At the end of the unit, the student will be able to:
- Understand basic nutritional terms used in the course;
- Explore the history of nutrition and its importance as a science;
- Comprehend the classification, source and human requirements of food nutrients;
- State the scientific principles of nutrition;
- Understand dietary standards such as Dietary Reference Intakes and the Food Pyramid;
- Utilize knowledge of essential food nutrients in health;
- Appreciate the influence of cultural and socio-economic factors on the Jamaican family diet;

- Analyze the biological and psycho-social factors, which influence the eating habits of individuals throughout the lifecycle;
- Determine the nutritional requirements of the individual throughout the lifecycle;
- Utilize knowledge of the methods used to assess the nutritional status of Individuals, families and communities;
- Understand the influence of international, regional and national agencies, institutions and organizations involved in nutrition;
- Apply the Daily Food Choices for Healthy Living for adults and older children in the Caribbean to the planning of nutritional meals for various age groups;
- Explore the adequacy of different dietary practices in Jamaica;
- Explore current nutritional information;
- Teach individuals and families methods of economically maximizing nutritional value from foods;
- Understand food safety issues.

UNIT 1: BASIC CONCEPTS OF NUTRITION

- Discuss the history and importance of nutrition as a science;
- Define the terms protein, carbohydrates, fats, minerals, vitamins and calories/joules;
- Describe the classification and sources of the essential nutrients;
- Identify local sources of food and their nutrients;
- Identify the major functions of the various nutrients;
- Relate the functions of nutrients to the body's requirements;
- Discuss the concepts of energy metabolism;
- Explain the role of water in biological function;
- Relate the needs for nutrients to basic human needs.

UNIT 2: NUTRITIONAL REQUIREMENTS & RESOURCES

- Relate biological needs for nutrients to the concept of dietary allowances;
- Explain the rationale for dietary allowances;
- Identify some variables, which should be considered in determining recommended dietary allowances;
- Use food composition tables in the analysis and planning of diets;
- Design a form for taking of dietary history;

- Classify foods into six food groups;
- Describe the Caribbean diet in terms of major nutrient sources;
- Use the daily Food Choices for Healthy Living for adults and older children in the Caribbean to plan nutritional meals for various age groups;
- Investigate the adequacy of different dietary practices in Jamaica;
- Explain the role of human milk in infant nutrition;
- Discuss cultural, social and economic factors, which influence the Jamaican family diet;
- Analyze national diets for nutritional composition;
- Design diets for individuals or families using the multi-mix principle and food composition tables.

UNIT 3: NUTRITIONAL REQUIREMENTS OF SPECIAL GROUPS

- Describe nutritional requirements during pregnancy;
- Explain the nutritional cost of pregnancy;
- Explain the effects of the nutritional status of the pregnant woman on the foetus and the infant;
- Describe the effects of nutrition on the mother during the lactating period;
- Describe the physiology of lactation;
- Explain the importance of breast feeding in infant nutrition;
- Discuss barriers to breast feeding;
- Assess the nutritional status of special groups;
- Describe special nutritional needs of the infant, pre-school child, school child and adolescent;
- Prepare balanced diets for the infant and pre-school child;
- Explain the relationship between the nutritional status and developmental and learning abilities of the growing child;
- Discuss the factors, which influence the nutritional status of the adult and the elderly;
- Identify the special nutritional needs of the institutionalized groups.

UNIT 4: NUTRITIONAL STATUS OF THE COMMUNITY

- Identify the tools used to assess the nutritional status of the community;
- Relate the impact of nutritional status of the population on the nation's health and development.

UNIT 5: NUTRITION IN COMMUNITY HEALTH CARE

- Identify the health service institutions in the community;
- Describe the types of nutritional related services available to the individual, family and community;
- Name the international, regional, national and local agencies/organizations, which contribute to the nutritional status of individuals, family and community;
- Identify key environmental factors, which influence nutrition;
- Discuss effective approaches and methods considered useful in nutrition education;
- Plan nutrition education sessions for individuals, families and groups;
- Implement nutrition education session on a selected nutritional topic for individuals, families and groups;
- Discuss food safety and related issues.

ASSESSMENT

Course work	40%
○ Group Assignment	15%
○ Individual assignment	15%
○ Midterm Evaluation	10%
Final examination	60%

Teaching/ Learning Methodologies

- Lecture/Discussions
- PowerPoint presentations
- Demonstration
- Individual/Small group assignments

REQUIRED READING

Geissler, Catherine & Powers, Hilary. (2008). Human nutrition. New York: Elsevier.

Gibney, M., Margetts, B., Kearney, J., & Arab (2004). L. Public health nutrition. Oxford: Blackwell Publishing Company.

RECOMMENDED READING

Caribbean Food & Nutrition Institute. (Current Ed.). Recommended dietary allowances. Kingston, Jamaica: Author.

Caribbean Food & Nutrition Institute (Current Ed.). Food composition table for the EnglishSpeaking Caribbean. Kingston, Jamaica: Author.

Caribbean Food & Nutrition Institute (Current Ed.). Meal planning for diabetics. Kingston, Jamaica: Author.

WEB RESOURCES

Duff, E.M., O'Connor, A., McFarlane-Anderson, N., Wint, Y.B., Bailey E.Y. & Wright-Pascoe,

R.A. (2006). Self-care, compliance and glycaemic control in Jamaican adults with diabetes mellitus. *West Indian Medical Journal* 55 (4), 232-236.

O'Connor, A., McFarlane-Anderson, N., Duff, E.M.W., Wright-Pascoe, R. & Wint, Y.B. (2006).

High levels of isoprostanes in Jamaican adults with diabetes mellitus. *International Journal of Diabetes and Metabolism* 14, 46-49.

BMI categories. (2005). World Health Organization. Retrieved from
<http://www.bmicalculatorsite.com/bmi-categories.html>

FAO/WHO (2004). Vitamin and mineral requirements in human nutrition. Report of a joint FAO/WHO expert consultation, Bangkok, Thailand, September 1998. Retrieved on April 3, 2009 from:

[http://www.idpas.org/pdf/JointFAOWHOExpertConsultationOnHumanVitaminMineral RequirementsPreliminaryReportOnRecommendedNutrientIntakes.pdf](http://www.idpas.org/pdf/JointFAOWHOExpertConsultationOnHumanVitaminMineralRequirementsPreliminaryReportOnRecommendedNutrientIntakes.pdf)

Course Calendar**NUTRITION****CREDITS 3 36 HOURS**

Session	Topics
Week 1 -3	Unit 1: Course Orientation <ul style="list-style-type: none"> • Introduction and Course Overview • Basic concepts of nutrition • Assignment #1
Week 4 & 5	Unit 2: Nutritional requirements & resources <ul style="list-style-type: none"> • Understanding food groups • Dietary Needs • Dietary planning
Week 7-9	Unit 3: Nutritional requirements of special groups <ul style="list-style-type: none"> • Nutrition in pregnancy • Nutrition in the life-cycle
Week 10 & 12	Unit 4: Nutritional status of the Community <ul style="list-style-type: none"> • What is the Nutritional status of the community • Nutrition in the Community • Agencies of community healthcare
Week 12 & 13	Review session(s) for final exam

ADDITIONAL INFORMATION**Attendance**

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Absences

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COURSE DESCRIPTION

COURSE TITLE:	EPIDEMIOLOGY
COURSE CODE:	NURS 1116
DURATION:	36 Hours
CREDITS:	3
PRE-REQUISITE:	Microbiology
CO-REQUISITE:	Health Informatics

PURPOSE

This course introduces the student to the key concepts of epidemiology. It examines the modes of disease transmission characteristics of communicable diseases, methods of prevention, at the local, regional and international levels. Students will be guided in the identification of sources of data, the use of appropriate measures of calculations, the analysis and interpreting of data and the application of findings to infection prevention and control.

CONTENT

- Epidemiology principles
- Infectious disease process
- The epidemiology of selected diseases of public health significance
- Prevention & control of communicable diseases of public health significance
- **HIV/AIDS**

LEARNING OUTCOMES

At the end of the unit, the student will be able to:

- Understand the basic principles and approach of epidemiology;
- Demonstrate knowledge of the inter-related elements of epidemiology;
- Apply epidemiological principles to the study of diseases;
- Explain the key components of epidemiology data;
- Know the sources of epidemiology data;

- Understand the measures of calculation used in epidemiology study;
- Classify communicable diseases according to their origin;
- Understand the characteristics of the diseases, which may cause epidemics;
- Demonstrate knowledge of HIV/AIDS;
- Understand the natural history of selected communicable diseases of public health significance;
- Describe the process of transmission of micro-organisms in the health care settings;
- Analyze data from reliable sources on the incidence and prevalence of communicable diseases of public health significance;
- Demonstrate knowledge of screening tests which are carried out for early detection of diseases;
- Describe methods of surveillance, calculating infection rates, and analyzing data;
- Comprehend the calculation of the various tables and figures used to illustrate survey findings;
- Evaluate risk factors among population groups for the occurrence of communicable diseases;
- Apply knowledge of the dynamics of the spread of communicable diseases of public health significance to infection prevention and control;
- Describe country-specific list of notifiable diseases;
- Understand international, regional, and national laws and regulations applicable to the prevention and control of communicable diseases internationally and nationally;
- Describe the prevention and control of nosocomial infections in health care facilities;
- Describe general and specific measures for prevention and control of communicable diseases to include involvement of health care workers, patients, families, and population groups;
- Understand epidemiological study designs, which are conducted to determine causation of diseases;
- Formulate plans for the investigation of outbreaks of specific diseases.

UNIT 1 - EPIDEMIOLOGY PRINCIPLES

- Define the terms epidemiology and epidemiology approach;
- Discuss the uses of epidemiology;
- Explain each phase of the epidemiological approach;

- Identify the key components of epidemiology data and sources of the data;
- Discuss the types of data, various methods of data collection, and the different means and interpretation of data;
- Calculate incidence and prevalence rates of selected diseases;
- Identify relation between incidence and prevalence of selected disease
- Define screening as a measure to detect diseases;
- Determine validity and reliability of screening tests;
- Describe the concepts and methods of surveillance;
- Construct the various tables and figures;
- Present epidemiology information, using tables and figures;
- Discuss the concept of screening, its importance and types.

UNIT 2: INFECTIOUS DISEASE PROCESS

- Define related terms;
- Discuss the dynamics of disease transmission;
- Identify the inter-related elements of epidemiology;
- Classify the mechanisms of disease transmission;
- Discuss the concepts of infection and infectivity;
- Define the term nosocomial infection;
- Explain the methods of transmission of nosocomial infections;
- Describe the methods of preventing the transmission of nosocomial infections;
- Discuss the risk factors among population groups for the occurrence of communicable diseases.

UNIT 3: THE EPIDEMIOLOGY OF SELECTED DISEASES OF PUBLIC HEALTH SIGNIFICANCE

- Name the diseases on the country-specific list of notifiable diseases;
- Describe the natural history of communicable diseases of public health significance;
- Describe several common resistant organisms and problem infections.

UNIT 4: PREVENTION & CONTROL OF COMMUNICABLE DISEASES OF PUBLIC HEALTH SIGNIFICANCE

- Describe general measures for prevention of communicable and specific diseases;
- Describe country-specific disease surveillance process;
- Discuss international and national laws and regulations, which are enacted for prevention of communicable diseases;
- Conduct investigations of epidemics of specific communicable diseases;
- Collect relevant data on the occurrence of communicable diseases;
- Use data on the occurrence of communicable diseases in planning programmes for infection prevention and control.

UNIT 5: HIV/AIDS

- Provide background information on HIV/AIDS;
- Discuss the epidemiology of HIV/AIDS;
- Explain the pathology of HIV/AIDS;
- Discuss the ethical and legal issues of HIV/AIDS;
- Explore the current management of HIV/AIDS.

TEACHING/LEARNING METHODOLOGIES

- Lecture/ Discussion
- Self study
- PowerPoint presentation
- Individual/Small group activities

ASSESSMENT

Course work	40%
• Midterm examination:	15%
• Individual student presentation	10%
• Small group presentation	15%

Final examination: **60%**

REQUIRED READING

Swanson Janice M. & Albrecht, Mary M. (1990). Community health nursing. Philadelphia: W.B. Saunders.

Valanis, Barbara (1999). Epidemiology in nursing and health care. Stamford, Connecticut: Appleton & Lange.

RECOMMENDED READING

World Health Organization (Current Ed.) International travel and health vaccination requirements and advice. Geneva: Author.

Caribbean Epidemiology Centre/Pan American Health Organisation/World Health Organization (Current Ed.). Public health surveillance: A Caribbean communicable disease surveillance manual for action. Port of Spain, Trinidad & Tobago: Author.

List of Jamaica Notifiable Diseases.

Surveillance and other reports from Ministry of Health, etc.

ILO, UNAIDS, WHO websites on HIV/AIDS.

Course Calendar**EPIDEMIOLOGY****CREDITS 3 36 HOURS**

Session	Topics
Week 1 -3	Unit 1: Course Orientation- Introduction and Course Overview <ul style="list-style-type: none"> • Introduction to Epidemiology Principles • Assignment #1
Week 4 & 5	Unit 2: Infectious Disease Process <ul style="list-style-type: none"> • Disease Transmission • Methods of prevention & control • Population Risks
Week 6 & 7	Unit 3: The Epidemiology Of Selected Diseases Of Public Health Significance <ul style="list-style-type: none"> • Name the diseases on the country-specific list of notifiable diseases; • Describe the natural history of communicable diseases of public health significance; • Describe several common resistant organisms and problem infections. <p><u>Midterm Assignment</u></p>
Week 8 & 9	Unit 4: Prevention & Control Of Communicable Diseases Of Public Health Significance <ul style="list-style-type: none"> • Conduct investigations of epidemics of specific communicable diseases; • Collect relevant data on the occurrence of communicable diseases; • Use data on the occurrence of communicable diseases in planning programmes

Session	Topics
Week 10 & 11	Unit 5: HIV/AIDS <ul style="list-style-type: none">• Provide background information on HIV/AIDS;• Discuss the epidemiology of HIV/AIDS;• Explain the pathology of HIV/AIDS;• Discuss the ethical and legal issues of HIV/AIDS;• Explore the current management of HIV/AIDS.
Week 12 & 13	Review session(s) for final exam

ADDITIONAL INFORMATION

Attendance

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Absences

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YEAR 2: SEMESTER 1

COURSE TITLE:	INTRODUCTION TO PROFESSIONAL NURSING
COURSE CODE:	NURS 2010
DURATION:	36 Hours
CREDITS:	3
PRE-REQUISITE:	Matriculation Requirements

COURSE DESCRIPTION

This course introduces students to the evolution of nursing and nursing practice as a profession. It examines the theories of nursing, nursing as a profession and the requirements for practicing as a Registered Nurse. The historical, philosophical, scientific, ethical and legal bases for the profession are explored. Students will critically analyse the influence of religious, military, socioeconomic, geopolitical, legislative, technological, scientific and organizational factors on the development of the profession. The impact of nursing legends on the advancement of nursing locally, regionally and internationally will also be explored.

PUROPSE/ RATIONALE

The purpose of this course is to sensitize students to the art and science of the nursing profession.

AIMS/ GOALS

This course aims to inform individuals entering the profession about the historical, developmental, present and future perspectives of nursing. As students gain knowledge and insight into the nursing profession, they will progressively develop and understand the various roles of nurses as professionals.

GENERAL OBJECTIVES/ LEARNING OUTCOMES

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

1. Outline the development of nursing internationally from the middle ages to the present time;
2. Recognize the varying influences of socioeconomic, geopolitical, religious, technological and legislative influences, on the development of nursing as a profession and on the practice of nursing;
3. Comprehend the functions of national, regional and international organizations related to nursing;
4. Describe the influences of international, regional and national nurse leaders on the development of nursing;
5. Understand the organization and administration of the Jamaica health care system
6. Understand the roles and functions of health care institutions;
7. Understand the roles and functions of members of the multi-disciplinary health care team in Trinidad & Tobago
8. Demonstrate knowledge of the roles and functions of Labour Unions as it relates to the profession of nursing;

9. Comprehend the concepts of profession and professionalism;
10. Demonstrate knowledge of select theories of nursing;
11. Argue concepts associated with the nature of nursing knowledge and nursing as an academic discipline, a caring profession and a science;
12. Understand the meaning of nurse and the roles of the professional nurse;
13. Describe the concepts of ethics and values;
14. Explain the elements of nursing code of ethics;
15. Understand the laws, which govern nursing practice in Trinidad & Tobago;
16. Differentiate the roles and functions of professional and regulatory nursing organizations locally, regionally and internationally;
17. Apply knowledge of the law as it relates to the practice of nursing in Trinidad & Tobago.

CONTENT OUTLINE

UNIT 1: THE CONTEXTUAL FRAMEWORK FOR NURSING EDUCATION & PRACTICE

Hours: 12 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Analyse the historical contexts of nursing evolution;
2. Discuss the impact of geopolitical, socioeconomic and scientific factors on the development of nursing nationally, regionally and globally;
3. Describe the regional and local health care contexts for 21st century nursing practice;
4. Examine the contributions of selected nursing legends to the advancement of nursing as a profession nationally, regionally and globally;
5. Specify the roles and functions of nursing regulatory bodies and nursing organizations.

Content

1. Historical overview: evolution of nursing from the middle ages to the present time
 - International influences
 - Social & technological influences
 - Wars of Crusaders (middle ages)
 - Military nursing orders
 - The Reformation (15-16th centuries)
 - The Renaissance
 - Sterilization
 - Immunization
 - The Crimean War (1854-1856)
 - Mary Seacole

- Florence Nightingale
 - The Industrial Revolution
 - Elizabeth Fry
 - Surgical advances
 - Development of vaccination
 - Discovery of penicillin
 - Discovery of insulin
 - Other
 - World War I (1914)
 - Red Cross Society
 - Demands on health care
 - World War II (1939-1945):
 - Demands on health care
 - Current influences
 - International & national terrorism
 - The economy & labour markets adjustments
 - Demography
 - Epidemiology
 - Socio-cultural, political
2. Science & information technology
3. Globalization
- International Agreements: World Trade Organization
 - Millennium Development Goals (MDGs)
 - Economic development & the MDGs achievement
 - Effects on nursing
4. Professional organizations/agencies associated with nursing: roles & functions
- International/United Nations
 - Food & Agricultural Organization (FAO)
 - Caribbean Food & Nutrition Institute (CFNI)
 - International Labour Organization (ILO)
 - Pan American Health Organization (PAHO)
 - United Nations Education, Scientific and Cultural Organization (UNESCO)

- United Nations Family Planning Agency (UNFPA)
- United Nations Children Funds (UNICEF)
- World Health Organization (WHO)
- Other
- Other International
 - Canadian International Development Agency (CIDA)
 - United States Aid for International Development (USAID)
 - International Council of Nurses (ICN)
 - World Council of Churches
 - Peace Corps
 - Project Hope
 - Other

5. Regional influences

- Colonial period – 18th to early 19th century
- Post-colonial & Post-emancipation period – late 19th century to present
 - Crisis of 1930 – Moyne Commission
 - West Indies Federation
 - Caribbean Community (CARICOM)
 - Health policies/The Council for Human & Social Development
 - (COHSAD)/Conference of Health Ministers
 - Caribbean Regional Public Health Agency (CARPHA)
 - Regional Nursing Body (RNB)
 - Advanced Nursing Education Programmes, 1966 to present

6. National influences

- Colonial period – late 18th to early 20th century
- Post-colonial period – 1962 to present
 - Socio-economic & political advances
 - Demands on health care

7. Nursing perspectives

- Development of professional organizations: roles & functions
 - Trinidad & Tobago Registered Nurses Association
 - Trinidad & Tobago Association of Midwives
- Development of legislative bodies

- Nurses & Midwives Act
- Nursing Council of Trinidad & Tobago
- Nursing leaders & their influences
 - Global
 - Regional
 - National
- Nursing in the 21st Century
 - Social forces affecting nursing
 - Future of nursing

8. Professional Nurses Organizations

- Local: Trinidad & Tobago Registered Nurses Association
- Regional: Caribbean Nurses Organization (CNO)
- International: International Council of Nurses (ICN)
- International: International Confederation of Midwives (ICM)

9. Nursing education

- Levels
 - Pre-service
 - Post-basic
 - Advanced
 - Continuing education
 - In-service education
- Nursing/Midwifery schools/programmes nationally & regionally.

UNIT 2: PROFILE OF THE NATIONAL HEALTH SYSTEM

Hours: 8 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Discuss the national health policy of Trinidad & Tobago;

2. Examine the organizational structure and administration of Trinidad & Tobago health system;
3. Discuss the levels of health care and the various health care settings providing care;
4. Name the social services contributing to health care;
5. Identify other agencies associated with health care;
6. Identify members of the health care team and their respective roles;
7. Explain factors influencing the provision of health care in Trinidad & Tobago;
8. Discuss the financing of the health service;
9. Discuss the challenges to health care provision;
10. Discuss the emerging trends and issues in the health care delivery systems nationally and globally;
11. Discuss the role of nursing in meeting the challenges of the health care system;
12. Discuss the influences of Labour Unions on health care provision.

Content

1. Profile of Trinidad & Tobago health system
 - National Health Policy
 - National Health Plan
2. Health care system
 - Organization
 - Management
 - Regulations
3. Levels of health care services & related institutions
 - Primary
4. Factors influencing health care delivery
 - Socio-economic
 - Cultural
 - Political
 - Managerial
5. Emerging trends, issues & challenges in health care systems nationally & globally
 - Availability

- Access
- Civility
- Equity
- Demography
- Epidemiology
- Socio-cultural, economic, political forces

6. Nursing response to health care challenges

- Legislation
- Education
- Professional practice
- Research
- Involvement in policy formulation

7. Labour Unions

- Types
- Roles
- Functions
- Influences on care provision.

UNIT 3: THE THEORETICAL & PROFESSIONAL FRAMEWORKS FOR NURSING

Hours: 8 Theory
Specific Objectives

At the end of the unit, the student will be able to:

1. Examine the criteria of a profession and the extent to which nursing meets these criteria;
2. Describe the nature of nursing as a science, a caring profession and an academic discipline;
3. Discuss concepts of nursing theory;
4. Discuss the importance of a theoretical framework in nursing;
5. Analyse the scope of nursing practice within the framework of selected nursing theories.

Content

1. Criteria of a profession (Flexner & Pavalko)
2. Definition of nurse & nursing
3. Nursing as art & science
4. Concepts of nursing theories & importance to nursing practice
5. Categories of selected nursing theories & application to nursing practice

A. Need/Problem- oriented

- Florence Nightingale
- Faye Glenn Abdellah
- Virginia Henderson
- Dorothea E. Orem
- Lydia E. Hall
- Jean Watson
- Maslow hierarchy

B. Interaction-oriented

- Hildegard E. Peplau
- Ida Jean Orlando
- Imogene M. King

C. System-oriented

- Dorothy E. Johnson
- Callista Roy
- Betty Neumann
- Madeleine M Leininger

D. Energy field

- Martha E. Rogers
- Rosemarie Rizzo Parse
- Margaret Newma

UNIT 4: ETHICAL & LEGAL FRAMEWORK

Specific Objectives

At the end of the unit, the student will be able to:

1. Describe the concepts of ethics and values;
2. Explain the elements of nursing code of ethics;
3. Explain the structure and functions of the Nursing Council of Trinidad & Tobago
4. Determine the elements of ethical and legal frameworks for professional nursing practice;
5. Differentiate between registration, licensure and re-licensure;
6. Discuss the registration, licensure and re-licensure process of nurses and midwives in Jamaica and the legal implications for nursing practice;
7. Compare the functions of the Nursing Council of Trinidad & Tobago and the Trinidad & Tobago Registered Nurses Association;
8. Differentiate between personal and professional values, beliefs and attitudes;
9. Discuss specific ways in which the ethical and legal frameworks for professional nursing practice inform nursing decisions;
10. Differentiate between the assault and battery, negligence and malpractice, libel and slander, unintentional and intentional torts, false imprisonment and restraint;
11. Describe the regulations governing personnel;
12. Identify the rights of the patient and his/her family to have optimal health care;
13. Discuss the legal responsibilities of nurses in providing patient care;
14. Identify areas of potential liability in nursing practice and the actions nurses can implement to avoid these problems;
15. Explain the role of the nurse in the Informed Consent process;
16. Utilize professional frameworks to solve ethical dilemmas that arise in nursing situations.

Content

1. Ethical framework for professional nursing practice
 - Theories & principles of ethics
 - Professional values, beliefs & attitudes
 - ICN Code of Ethics, 2012
 - Nursing Council of Trinidad & Tobago Code of Professional Conduct
 - Ethical dilemmas in nursing practice

- Issues related to health care practitioners (the disabled nurse; the nurse with positive HIV, etc).
- Contemporary ethical situations (abortion, discontinuation of life, quality of life issues, transplantation, do not resuscitate, HIV/AIDS)
- Freedom of information vis-à-vis confidentiality

Legal framework in nursing practice

- Nurses and Midwives Act, Trinidad & Tobago
- Definition
 - Registration
 - License
 - Re-licensure
- Registration, license & re-licensure process for nurses & legal implications for nursing practice
- Scope of practice
- Standards of practice

2. Description of terms

- Crime
- Tort
- Negligence
- Malpractice
- Defamation
- Slander
- Libel
- Fraud
- Assault
- Battery
- Tort
- Privileged communication
- Contract
- Wills
- Homicide

Legal issues in nursing

- Patients' rights
- Informed Consent
- Abuse
- Accidents & incidents

- Law of tort (negligence, defamation, slander, etc.)
- Professional liability
- Accountability & responsibility
- Laws pertaining to children, adults, etc.
- Institutional policies
- Rights of the individual
- Disciplinary process
- Conflict resolution
- Litigation
- Criminal offences
- Documentation & reports

5. Nurse's legal responsibilities for patient care

- Admission of patients: policy, procedures
- Patient's property: care & disposal
 - General
 - In an emergency
 - For the mentally ill
 - Outpatient
 - Deceased patient
- Admission of patients with special problems: policy procedures
 - Mentally ill
 - Suspected rape
 - Attempted suicide
 - Gunshot & other type injuries
- Compulsory admission & retention of the mentally ill & patients with communicable diseases
- Accidents/incidents: methods of reporting, legal implications
 - Falls: out of bed, in the bathroom, from chairs, etc.
- Patient's will & other legal documents
 - Discharge of the patient: policy, procedure
 - Discharge of patients contrary to medical advice

Births & deaths

- Registration in hospital, community
- Informed Consent for operation & other invasive procedures
 - Adult
 - Dependent adult
 - Minor/independent minor
 - Married women
 - Separated women
 - In accidents or other emergencies

6. Legislation affecting nursing

- Medical errors
- Faulty techniques
- Accidental burns
- Injuries caused by mentally disturbed patients
- Accidents due to the physical structure of the hospital
- Other incidents

7. Rights of the patient & family

- Participating in own care
- Optimum care
- Refusal of care

8. Legal responsibilities of faculty & students

9. Legal responsibilities of the educational institution

10. Personnel regulations

- Customer service
- Public service regulations
- Liability for acts of staff
- Personal liability of staff
- Injuries to staff and visitors
- Accidents
- Contract of education/training institutions.

Teaching/Learning Methodologies

- Lecture/Discussion
- PowerPoint presentation
- Individual/small group activities
- Problem-based learning
- Concept mapping
- Debate
- Role-play

Areas used for Learning

- Classroom
- Library
- Computer Lab
- Nursing Skills Laboratory
- The Nursing Council of Trinidad & Tobago Headquarters
- Trinidad & Tobago Registered Nurses Association Headquarters
- Archives

Learning Experiences

- Visits to archives, libraries, hospitals, Nursing Council of Trinidad & Tobago, Trinidad & Tobago Registered Nurses' Association, other related agencies, to collect data for history of nursing projects and practices

Required Skills

1. Internet & Archive search

Student Assessment

Course work **40%**

- Individual project
- Small group project & presentations

Final examination:

• Objective-type items **60%**

Required Reading

Aruba Nurses Organization. History of the Caribbean Nurses Organization.

http://www.arubanurses.com/index.php?option=com_content&view=article&id=88&Itemid=139&lang=en

Carnegie, E. (1995). The Path We Thread: Blacks in Nursing Worldwide 1854-1994. NLN Press

Hewitt, Hermit H. (2004). Trailblazers in nursing education: A Caribbean perspective. Jamaica: Canoe Press.

Hunte, Eleane I. (2009). The unsung nightingales. The development of nursing in Barbados, 1844 – 2000). Author: Upper Collymore Rock, St. Michaels, Barbados

Ian Frazier/Pamela Hosang. Mary Seacole and Caribbean Nurses.http://www.newyorker.com/talk/2011/04/25/110425ta_talk_frazier
International Council of Nurses (2012. Code of ethics. Geneva: Author.

Taylor, Carol R., Lillis, Carol, LeMone, Priscilla & Lynn, Pamela (2011). Fundamentals of nursing: The art and science of nursing care. Philadelphia: Wolters Kluwer, Lippincott, Williams & Wilkins.

The Nursing Council of Trinidad & Tobago Code of professional conduct for Registered Nurses, Midwives and Enrolled Assistant Nurses.

The Nurses and Midwives Act, Trinidad & Tobago

Recommended Reading

Basford, L. and Slevin, O. eds. (2003). Theory and practice of nursing: An integrated approach. Cheltenham: Nelson Thornes.

Baughan, J., and Smith, A. (2009). Caring in nursing practice. Essex: Pearson.

Berman, A., Snyder, Shirlee J., Kozier, B. & Erb, G. (2010). Fundamentals of nursing: Concepts, process and practice. New Jersey: Pearson Prentice Hall.
Definition of Nursing: The International Council of Nurses. Retrieved from <http://www.icn.ch/abouticn/icn-definition-of-nursing/>

Guido, Ginny W. (2008). Legal and ethical issues in nursing. New Jersey: Prentice Hall.

Joel, Lucille A. (2003). Kelly's dimensions of professional nursing. New York: McGraw Hill.

Cherry, B., & Jacob, Susan R. (2002). Contemporary nursing: Issues, trends and management. St Louis: Mosby.

Course Calendar**INTRODUCTION TO PROFESSIONAL NURSING****CREDIT 3 HOURS 36**

Session	Topics
Week 1 to 3	<p style="text-align: center;">UNIT 1: THE CONTEXTUAL FRAMEWORK FOR NURSING EDUCATION & PRACTICE</p> <p>1. Historical overview: evolution of nursing from the middle ages to the present time</p> <ul style="list-style-type: none"> • International influences <ul style="list-style-type: none"> ◦ Social & technological influences • Wars of Crusaders (middle ages) <ul style="list-style-type: none"> ◦ Military nursing orders • The Reformation (15-16th centuries) • The Renaissance <ul style="list-style-type: none"> ◦ Sterilization ◦ Immunization • The Crimean War (1854-1856) <ul style="list-style-type: none"> ◦ Mary Seacole ◦ Florence Nightingale • The Industrial Revolution <ul style="list-style-type: none"> ◦ Elizabeth Fry ◦ Surgical advances ◦ Development of vaccination ◦ Discovery of penicillin ◦ Discovery of insulin ◦ Other • World War I (1914) <ul style="list-style-type: none"> ◦ Red Cross Society ◦ Demands on health care • World War II (1939-1945): <ul style="list-style-type: none"> ◦ Demands on health care • Current influences <ul style="list-style-type: none"> ◦ International & national terrorism ◦ The economy & labour markets adjustments

Session	Topics
	<ul style="list-style-type: none"> ○ Demography ○ Epidemiology ○ Socio-cultural, political <p>2. Science & information technology</p> <p>3. Globalization</p> <ul style="list-style-type: none"> ● International Agreements: World Trade Organization ● Millennium Development Goals (MDGs) ● Economic development & the MDGs achievement ● Effects on nursing <p>4. Professional organizations/agencies associated with nursing: roles & functions</p> <ul style="list-style-type: none"> ● International/United Nations <ul style="list-style-type: none"> ○ Food & Agricultural Organization (FAO) ○ International Labour Organization (ILO) ○ Pan American Health Organization (PAHO) ○ United Nations Education, Scientific and Cultural Organization (UNESCO) ○ United Nations Family Planning Agency (UNFPA) ○ United Nations Children Funds (UNICEF) ○ World Health Organization (WHO) ○ Other ● Other International <ul style="list-style-type: none"> ○ Canadian International Development Agency (CIDA) ○ Canadian University Services Overseas (CUSO) ○ United States Aid for International Development (USAID) ○ International Council of Nurses ○ World Council of Churches ○ Peace Corps ○ Project Hope ○ Other <p>5. Regional influences</p>

Session	Topics
	<ul style="list-style-type: none"> • Colonial period – 18th to early 19th century • Post colonial& Post-emancipation period – late 19th century to present <ul style="list-style-type: none"> ◦ Crisis of 1930 – Moyne Commission ◦ West Indies Federation ◦ Caribbean Community (CARICOM) ◦ Health policies/The Council for Human & Social Development ◦ (COHSAD)/Conference of Health Ministers ◦ Caribbean Regional Public Health Agency (CARPHA) ◦ Regional Nursing Body (RNB) ◦ Advanced Nursing Education Programmes, 1966 to present <p>6. National influences</p> <ul style="list-style-type: none"> • Colonial period – late 18th to early 20th century • Post-colonial period – 1962 to present <ul style="list-style-type: none"> ◦ Socio-economic & political advances ◦ Demands on health care <p>7. Nursing perspectives</p> <ul style="list-style-type: none"> • Development of professional organizations: roles & functions <ul style="list-style-type: none"> ◦ Trinidad & Tobago Registered Nurses Association • Development of legislative bodies <ul style="list-style-type: none"> ◦ Nurses & Midwives Act, Trinidad & Tobago ◦ Nursing Council of Trinidad & Tobago • Nursing leaders & their influences <ul style="list-style-type: none"> ◦ Global ◦ Regional ◦ National • Nursing in the 21st Century <ul style="list-style-type: none"> ◦ Social forces affecting nursing ◦ Future of nursing <p>8. Professional Nurses Organizations</p>

Session	Topics
	<ul style="list-style-type: none"> • Local: Trinidad & Tobago Registered Nurses Association Trinidad & Tobago Association of Midwives • Regional: Caribbean Nurses Organization (CNO) • International: International Council of Nurses (ICN) • International: International Confederation of Midwives (ICM) <p>9. Nursing education</p> <ul style="list-style-type: none"> • Levels <ul style="list-style-type: none"> ◦ Pre-service ◦ Post-basic ◦ Advanced ◦ Continuing education ◦ In-service education • Nursing/Midwifery schools/programmes nationally & regionally.
Week 4 to 6	<p>UNIT 2: PROFILE OF THE NATIONAL HEALTH SYSTEM</p> <ol style="list-style-type: none"> 1. Profile of health system Trinidad & Tobago of <ul style="list-style-type: none"> • National Health Policy • National Health Plan 2. Health care system <ul style="list-style-type: none"> • Organization • Management • Regulations 3. Levels of health care services & related institutions <ul style="list-style-type: none"> • Primary 4. Profile of Jamaica health system <ul style="list-style-type: none"> • National Health Policy • National Health Plan 5. Health care system <ul style="list-style-type: none"> • Organization • Management

Session	Topics
	<ul style="list-style-type: none"> • Regulations <p>6. Levels of health care services & related institutions</p> <ul style="list-style-type: none"> • Primary <p>7. Factors influencing health care delivery</p> <ul style="list-style-type: none"> • Socio-economic • Cultural • Political • Managerial <p>8. Emerging trends, issues & challenges in health care systems nationally & globally</p> <ul style="list-style-type: none"> • Availability • Access • Equity • Demography • Epidemiology • Socio-cultural, economic, political forces <p>9. Nursing response to health care challenges</p> <ul style="list-style-type: none"> • Legislation • Education • Professional practice • Research • Involvement in policy formulation <p>10. Labour Unions</p> <ul style="list-style-type: none"> • Types • Roles • Functions • Influences on care provision.
Week 7 to 9	<p>UNIT 3: THE THEORETICAL & PROFESSIONAL FRAMEWORKS FOR NURSING</p> <p>1. Criteria of a profession (Flexner, Pavalko & others)</p> <p>2. Definition of nurse & nursing</p> <p>3. Nursing as art & science</p> <p>4. Concepts of nursing theories & importance to nursing practice</p> <p>5. Categories of selected nursing theories & application to</p>

Session	Topics
	<p>nursing practice</p> <p>A. Need/Problem-oriented</p> <ul style="list-style-type: none"> • Florence Nightingale • Faye Glenn Abdellah • Virginia Henderson • Dorothea E. Orem • Lydia E. Hall • Jean Watson • Maslow hierarchy <p>B. Interaction-oriented</p> <ul style="list-style-type: none"> • Hildegard E. Peplau • Ida Jean Orlando • Imogene M. King <p>C. System-oriented</p> <ul style="list-style-type: none"> • Dorothy E. Johnson • Callista Roy • Betty Neumann • Madeleine M Leininger <p>D. Energy field</p> <ul style="list-style-type: none"> • Martha E. Rogers • Rosemarie Rizzo Parse • Margaret Newman.
Week 10 to 12	<p>UNIT 4: ETHICAL & LEGAL FRAMEWORK :</p> <ol style="list-style-type: none"> 1. Ethical framework for professional nursing practice <ul style="list-style-type: none"> • Theories & principles of ethics • Professional values, beliefs & attitudes • ICN Code of Ethics, 2012 • Nursing Council of Trinidad & Tobago Code of Professional Conduct • Ethical dilemmas in nursing practice <ul style="list-style-type: none"> ○ Issues related to health care practitioners (the disabled nurse; the nurse with positive HIV,

Session	Topics
	<p>etc).</p> <ul style="list-style-type: none"> ○ Contemporary ethical situations (abortion, discontinuation of life, quality of life issues, transplantation, do not resuscitate orders, HIV/AIDS) ○ Freedom of information vis-à-vis confidentiality <p>2. Legal framework in nursing practice</p> <ul style="list-style-type: none"> ● Nurses and Midwives Act, Trinidad & Tobago ● Definition <ul style="list-style-type: none"> ○ Registration ○ License ○ Re-Licensure ● Registration, license & re-licensure process for nurses & legal implications for nursing practice ● Scope of practice ● Standards of practice <p>3. Description of terms</p> <ul style="list-style-type: none"> ● Crime ● Tort ● Negligence ● Malpractice ● Defamation ● Slander ● Libel ● Fraud ● Assault ● Battery ● Tort ● Privileged communication ● Contract ● Wills ● Homicide <p>4. Legal issues in nursing</p> <ul style="list-style-type: none"> ● Patients' rights ● Informed Consent

Session	Topics
	<ul style="list-style-type: none"> • Abuse • Accidents & incidents • Law of tort (negligence, defamation, slander, etc.) • Professional liability • False imprisonment & restraints • Accountability & responsibility • Laws pertaining to children, adults, etc. • Institutional policies • Rights of the individual • Disciplinary process • Conflict resolution • Litigation • Criminal offences • Documentation & reports <p>11. Nurse's legal responsibilities for patient care</p> <ul style="list-style-type: none"> • Admission of patients: policy, procedures • Patient's property: care & disposal <ul style="list-style-type: none"> ○ General ○ In an emergency ○ For the mentally ill ○ Outpatient ○ Deceased patient • Admission of patients with special problems: policy procedures <ul style="list-style-type: none"> ○ Mentally ill ○ Suspected rape ○ Attempted suicide ○ Gunshot & other type injuries • Compulsory admission & retention of the mentally ill & patients with communicable diseases • Accidents/incidents: methods of reporting, legal implications <ul style="list-style-type: none"> ○ Falls: out of bed, in the bathroom, from chairs, etc. • Patient's will & other legal documents <ul style="list-style-type: none"> ○ Discharge of the patient: policy, procedure ○ Discharge of patients contrary to medical advice • Births & deaths

Session	Topics
	<ul style="list-style-type: none"> ○ Registration in hospital, community ● Informed Consent for operation & other invasive procedures <ul style="list-style-type: none"> ○ Adult ○ Dependent adult ○ Minor/independent minor ○ Married women ○ Separated women ○ In accidents or other emergencies 12. Legislation affecting nursing <ul style="list-style-type: none"> ● Medical errors ● Faulty techniques ● Accidental burns ● Injuries caused by mentally disturbed patients ● Accidents due to the physical structure of the hospital ● Other incidents 13. Rights of the patient & family <ul style="list-style-type: none"> ● Participating in own care ● Optimum care ● Refusal of care 14. Legal responsibilities of faculty & students 15. Legal responsibilities of the educational institution 16. Personnel regulations <ul style="list-style-type: none"> ● Customer service ● Public Service Regulations Trinidad & Tobago ● Liability for acts of staff ● Personal liability of staff ● Injuries to staff and visitors ● Accidents ● Contract of education/training institutions.
Week 13	Review and tests

COURSE TITLE:	HEALTH PROMOTION
COURSE CODE:	NURS 2011
DURATION:	60 Hours
CREDITS:	3 (2 Theory, 1 Lab)
PRE-REQUISITE:	Introduction to Psychology: Developmental, Social, Abnormal, Sociology for the Caribbean, Nutrition

COURSE DESCRIPTION

This course explores concepts of health, primary health care, health promotion, health protection and illness prevention throughout the lifespan. It introduces the student to factors influencing health and wellness and the strategies for promotion and maintenance of health in the individual, family, and community. Concepts, models and strategies of health promotion including international, regional and national policies, charters and declarations, as well as issues and barriers to health promotion are explored.

PURPOSE/RATIONALE

The purpose of this course is to assist students in understanding the concepts related to health and the role nurses play as health care professionals in promoting and maintaining the health of a nation.

AIMS/ GOALS

The main aim of this course is for students will develop an understanding and appreciation of health and health promotion. It also sets the stage for their further development as health care professions.

LEARNING OUTCOMES

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

1. Comprehend the basic terms and key concepts, terms relating to health promotion;
2. Explain the Alma Ata Declaration ,Health for All by the Year 2000` and beyond;
3. Demonstrate knowledge of Jamaica's perspectives of primary health care;
4. Demonstrate knowledge of factors contributing to the health of the individual, family and community;
5. Comprehend the meaning of a healthy lifestyle;
6. Recognize the features of a healthy family;
7. Understand the determinants of health;
8. Understand the rationale for the establishment of Wellness/Wellbeing Centres in Government and Non-Governmental Organizations (NGOs);
9. Explore selected models of health promotion;
10. Examine select international and national perspectives of health promotion;
11. Analyze the components of common natural remedies/therapies for healthy lifestyle;
12. Illustrate the significance of natural remedies and therapies on the healing process;
13. Explore issues and barriers impacting on health promotion;
14. Demonstrate basic teaching techniques in health promotion and education;
15. Participate in the planning and management of a health exposition incorporating the principles of health promotion;
16. Appreciate the nurse's role as an agent of behaviour change for healthy lifestyle.

CONTENT OUTLINE

UNIT 1: BASIC HEALTH CONCEPTS

Hours: 2 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Define terms and concepts related to health promotion;
2. Describe the characteristics of a healthy family;
3. Explain the factors affecting individual, family and community health;
4. Discuss factors affecting lifestyle practices;

5. State the responsibilities of the individual for maintaining safety in the home and community;
6. Identify agencies responsible for safety in the environment.

Content

1. Definition of terms & concepts

- Wellness/Wellbeing
- Health
- Holistic health
- Health-illness continuum
- Health behaviours
- Health gains
- Health outcomes
- Equity in health
- Health promotion
- Lifestyle
- Healthy lifestyle
- Risk behaviours
- Advocacy for health
- Empowerment
- Community action for health
- Alliances

2. Concepts of wellness/wellbeing of

- Individual
 - Physical
 - Psychosocial
 - Cultural
 - Spiritual
 - Financial
- Family
 - Dynamics
 - Psychosocial
 - Cultural
 - Financial
 - Environmental

- Cognitive
 - Community
 - Dynamics
 - Development
 - Environment
3. Factors affecting health
- a. **Biological**
 - Age
 - Gender
 - b. **Psychosocial**
 - Sexuality
 - Sexual self-concept
 - Gender and sexual identity
 - Self-confidence, self-esteem
 - Self-actualization
 - Belonging
 - Environmental mastery
 - Coping mechanisms
 - Adequacy in love, work, play, interpersonal relationships
 - c. **Spiritual beliefs & spirituality**
 - d. **Lifestyle**
 - Use of alcohol, tobacco, drugs
 - Leisure/recreation/activity
 - Health seeking behaviours
 - Health belief model
 - Hygiene
 - Stress management
 - Diet
 - Spirituality
 - Elimination
 - Other
 - Factors affecting lifestyle practices
 - Education
 - Religion
 - Culture
 - Socio-economic status

- Political factors
- Other

e. Environmental

- Healthy environs
- Factors contributing to healthy environs
 - Pollution
 - Humidity
 - Ventilation
 - Use of open spaces, e.g., parks
 - Vector control
 - Environmental sanitation
 - Water quality
 - Lighting & Housing
 - Town & Country Planning laws
 - Safety, privacy
 - Effects of housing & overcrowding on health

4. Responsibility of individuals, families, communities for healthy lifestyle

5. Community agencies, personnel & their role

- Communication system
- Transportation system
- Telecommunication
- Safety: work, play, home, community, health care agencies
 - Personal protective equipment
 - Storage, use and disposal of insecticides, detergents, etc.
 - Sanitation of swimming pools &beaches
 - Safety railings on bridges, etc.
 - Roads & road safety
 - Fire escapes, panic bars, etc.

UNIT 2: CONCEPTS OF PRIMARY HEALTH CARE

Hours: 2 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Define primary health care;
2. Discuss the Declaration of Alma Ata & its strategy for primary health care;
3. Discuss the elements, principles & application of primary health care in Trinidad & Tobago
4. Describe the components of health promotion;
5. Discuss the determinants of health relative to health promotion;
6. Identify factors influencing wellbeing of the individual, family, and community.

Content

1. Alma Ata Declaration
2. Primary health care
 - Definition
 - History
 - Elements
 - Principles
 - Programmes
3. Determinants of health
 - Income
 - Heredity
 - Family size, age distribution
 - Social status
 - Education
 - Employment
 - Spirituality
 - Environment
4. Human development indicators

- Life expectancy at birth
- Percentage population smoking
- Percentage population overweight
- HIV/Aids prevalence rate
- Mental health
- Substance abuse
- Accidents
- Environment
- Access to quality health care
- Education

5. Factors influencing wellbeing

- Spiritual
- Cultural
- Physical environment
- Socio-economic environment
- Political environment
- Community epidemiology
- Community development
- Health and development policies
- Health services
 - Availability
 - Accessibility
 - Coverage
 - Equity
 - Life changing events

6. Origin & rationale for health promotion

7. Health promotion

- Principles
- Elements

8. Scope of health promotion

- Individual
- Family
- Community
- Schools
- Organizations/agencies

- Health care facilities
- Workplace.

UNIT 3: INTERNATIONAL, REGIONAL & NATIONAL POLICIES ON HEALTH PROMOTION

Hours: 3 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Discuss the fundamental conditions and resources for health;
2. Discuss the principles and elements of the *World Health Organization, Ottawa Charter for Health Promotion, the Caribbean Charter for Health Promotion, and the Jakarta Declaration on Health Promotion into the 21st Century*;
3. Explain the elements and scope of Trinidad & Tobago's perspective on health promotion;
4. Identify wellness centres in government and non-government organizations.

Content

1. Fundamental conditions and resources for health

- Peace
- Shelter
- Education
- Food
- Income
- Stable eco-system
- Sustainable resources
- Social justice and equity

2. *World Health Organization health promotion*

- Definition of promotion

- Programmes & activities

3. *Ottawa Charter for Health Promotion*

- Actions/Elements
 - Building healthy public policy
 - Create supportive environments
 - Strengthen community action
 - Develop personal skills
 - Re-orient health services

4. Perspectives of *Caribbean Charter for Health Promotion*

- Policy
- Rationale
- Concept of health promotion in the Caribbean context
- Opportunities
 - Elements of the Charter
 - Formulating healthy public policy
 - Reorienting health services
 - Empowering communities to achieve well being
 - Creating supportive environment
 - Developing/increasing personal health skills
 - Building alliances with special emphasis on the media

5. Principles and scope of the *Jakarta Declaration on Health Promotion into the 21st Century*

- Social responsibility
- Investments for health development
- Partnerships for health
- Community capacity and empowerment
- Individual empowerment
- Infrastructure for health promotion

Application of the *Caribbean Charter for Health Promotion to the Caribbean Cooperation in Health III (CCH)*

- Goal of the *Caribbean Cooperation in Health*
- Regional health priorities

6. Trinidad & Tobago's perspective on health promotion

- Policy
- Vision
- Mission
- Conceptual framework
 - Determinants of health
 - Research
 - Multidisciplinary
 - Personal, family, community responsibility
 - Inter-sectoral collaboration
- Health promotion priorities
 - Wellness programmes: Government, NGOs
 - Wellness/Wellbeing Centres: Government, NGOs.

UNIT 4: COMMON NATURAL REMEDIES & TREATMENTS

Hours: 4 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Define natural remedy/treatment, hydrotherapy, massage;
2. Describe common natural remedies/treatments used for health promotion;
3. Explain the importance of natural remedies and therapies in health promotion;
4. Identify the benefits of hydrotherapy;
5. Demonstrate techniques used in massage therapy;
6. State the advantages and disadvantages of a plant based diet;
7. Select foods that will promote proper nutrition and mental health;
8. Plan a balanced plant based diet;
9. Discuss the components and meaning of an exercise programme;
10. Justify the benefits of aerobic, weight bearing and stretching exercises on different body systems;
11. Illustrate the relationship between exercise and bone health, cardiovascular, mental and spiritual health;
12. Discuss the overall benefits of exercise;

13. Design a feasible exercise programme for a busy schedule.

Content

A. Natural Remedies/Therapies

1. Definition: natural remedy/treatment, hydrotherapy, massage
2. Types of natural remedies/treatments
3. Importance of natural remedies & therapies
4. Benefits of hydrotherapy
5. Techniques of massage therapy

B. Nutrition for Life

1. The plant-based diet
2. Strategies for positive change in behaviour
3. Diet & mental health

C. Exercise/Fitness for Life

1. Definition of exercise
2. Components of an exercise programme
3. Effects of exercise on bone, cardio-vascular, mental & spiritual health
4. Benefits of exercise.

UNIT 5: ISSUES RELATED TO HEALTH PROMOTION

Hours: 5 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Discuss issues related to health promotion and their impact on the health of individuals, families and community;
2. Discuss barriers to health promotion;

3. Describe the role of the professional nurse in health promotion.

Content

1. Issues of health promotion

- Lack of consensus on the meaning of health promotion
- Lack of a healthy policy
- Scope of health promotion programmes
- Approaches & strategies for health promotion
- Consumer involvement in health promotion activities
- Focus of health services resources, primary care vs. secondary care
- Focus of external source(s) of funding
- Health insurance schemes & benefits

2. Barriers to health promotion

- Socio-economic
- Cultural
- Political
- Inequity
- Vested interests of media, business, and academic establishments
- Lack of healthy policy
- Lack of dedicated infrastructure for health promotion
- Mal-distribution of health resources, primary vs. secondary care
- Lack of appropriate skills for health promotion

3. Role of the nurse in health promotion

- Advocate
- Educator
- Counsellor
- Clinician
- Change agent.
- Policy maker

UNIT 6: STRATEGIES FOR HEALTH PROMOTION

Hours: **8 Theory**

36 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Identify strategies for promoting individual, family, or community health;
2. Identify the local and national services that affect the promotion of health;
3. Define education, and community health education;
4. Discuss theories of learning;
5. Discuss the principles of learning;
6. Identify factors affecting the teaching/learning process;
7. Identify principles of adult education;
8. Discuss the strategies for effective behaviour change;
9. Discuss models and approaches for health education;
10. Collect information necessary for health education;
11. Develop lesson plans for teaching selected topics and target groups;
12. Use appropriate teaching/learning strategies in educating the individual, family and community;
13. Identify materials to be used in teaching/learning activities;
14. Design material to be used in teaching/learning activities;
15. Explain the use of special programmes and campaigns in health promotion and maintenance.

Content

1. Definition
 - Education
 - Community education
2. Strategies for health promotion
 - Healthy lifestyle
 - Nutrition & diet
 - Exercise
 - Spiritual & mental wellbeing
 - Emotional intelligence

- Healthy environment
- Healthy communities
- Healthy schools

2. Learning theories Behaviour

- Cognitive
- Humanistic

3. Principles of learning

- Motivation
- Perception
- Readiness
- Attitudes
- Set
- Client participation
- Client satisfaction
- Environment

4. Factors affecting learning

- Age
- Learner's expectation
- Teacher's expectation
- Needs
- Values
- Personality
- Environment
- Teaching skills

5. Education adults: andragogy

- Principles
- Needs assessment
- Self-directed
- Learning environment
 - Trust
 - Respect
 - Physical comfort
- Freedom of expression
- Involvement

- Appraisal of progress

6. Strategies for affecting behaviour change

- Imperial rational (information transmission)
- Normative re-educative
- Power cohesive

7. Health education

- Models
- Approaches
 - Individual
 - Group
 - Mass media

8. Information for planning community health education

- Population
- Age groups
- Gender
- Cultural patterns
- Socio-economic status
- Health needs & health problems
- Community resources & community leaders

9. Steps in planning community education

- Review existing data on community
- Collect data on community
- Analyze & interpret data
- Set priorities with community involvement
- Set overall objectives
- Assess barriers
- Identify community resources
- Set timetable
- Develop plan of action
- Define objectives
- Outline content

- Identify methodology for implementation
- Establish community participation
- Identify staff requirements
- Evaluate

11. Lesson planning

- Problem statement
- Objectives
- Ideas/concepts
- Audience-primary & secondary
- Methodology
- Teaching aids
- Evaluation

12. Teaching/learning strategies

- Lecture
- Lecture/discussion
- Small group discussion
- Demonstration
- Role play
- Project presentation
- Seminars
- Case studies
- Workshops

13. Teaching/learning materials/aids

- Electronic
- Chalk board
- Posters, flyers, charts, cards
- Displays
- Bulletin boards
- PowerPoint presentation
- Audio-visual tapes
- Other

14. Development of teaching/learning materials

- Types

- Selection
- Process
- Use
- Evaluation

15. Campaigns/programmes for health promotion

- Mental health
- Life-style: high risk groups: mothers, infants, adolescents, the elderly: immunization, nutrition, other
 - Social services status
 - Campaigns against use of tobacco, drugs of abuse
 - Rehabilitation programmes: self-care, public facilities
 - Skill development programmes
- Control of urbanization: Town Planning & Control
 - Adequate infrastructure
 - Adequate utilities
- Control of ecological balance
 - Sustainable development
 - Watershed protection
 - Programmes for reforestation, protection of flora and fauna
- Control of toxic substances, use & disposal
 - Industrial wastes, insecticides,
 - Atmospheric pollutants
- Local & national services
 - National Fire Safety Services
 - National water supply policy
 - Refuse disposal services
 - Disease prevention & control measures
 - Disaster preparedness & emergency management
 - Social services: the poor, disabled, abandoned other.

Teaching/Learning Methodologies

- Lecture/Discussion
- PowerPoint presentations
- Demonstration
- Individual/Small group activities
- Role Play
- Workshops using media, performing and visual arts
- Demonstration of various health education methods

Areas used for Learning

- Classroom
- Library
- Clinical Learning Centre (Nursing Skills Laboratory)
- Health centres/clinics
- Community
- Children's homes
- Schools
- Wellness Centres, government and non-government organizations

Learning Experiences

- Visit to water treatment plant to identify stages of purification
- Visits to sewage disposal plant to observe treatment of sewage
- Visits to food manufacturing plants to observe precautions taken to ensure safety of the product
- Visits to industrial plants to identify safety precautions taken to prevent injury to workers and/or community
- Planning & implementing a teaching programme on health promotion
- Production of selected basic health education messages
- Participating in planning and management of health exposition

Required Skills

1. Computer skills in use of the Internet & PowerPoint development
2. Communication
3. Teaching

4. Public Speaking
5. Designing health education and health promotion messages for audiences:
 - The School system – Kindergarten to Tertiary Level
 - The Work place – Farm, industry, commerce
 - The Community at large – social groupings; family and individuals across the life cycle

Student Assessment

Course work

40%

- Each student will design and present a health promotion message for a selected audience

Final examination

60%

- Essay and multiple choice items.

Required Reading

Pender, N., Murdaugh, C., Parsons, M. (2008). Health promotion in nursing practice. Upper Saddle River, NJ: Prentice Hall.

Ranking, S., Stallings, K., & London, F. 2005. Patient Education in Health and Illness, 5th Ed. Lippincott Williams & Wilkins

Caribbean Charter for Health Promotion <http://www.cepis.ops-oms.org/bvsdeps/fulltext/declarationCar.pdf>.

Recommended Reading

Bastable, S. B. (2008). Nurse as educator. Sudbury, MA: Jones & Bartlett

Davidson W., Wright V. & Lowe H. (2002). The wellness handbook: Your guide to healthy living. Kingston, Jamaica. Pelican Publishing Ltd.

Ottawa charter for healthpromotion. Ottawa: Canadian Public Health Association.

<http://www.phac-aspc.gc.ca/ph-sp/docs/charter-chartre/index-eng.php>

Pan American Health Organization (2007). Renewing primary health care in the Americas:

A position paper of the Pan American Health Organization/World Health Organization.

<http://apps.who.int/medicinedocs/en/m/abstract/Js19055en/>

The Jakarta declaration on health promotion into the 21st

century.<http://www.who.int/healthpromotion/conferences/previous/jakarta/declaration/en/>

World Health Organization<http://www.who.int/healthpromotion/en/>

Other web sites.

Course Calendar

HEALTH PROMOTION

CREDITS 3 60 HOURS

Session	Topics
Week 1to 2	<p>UNIT 1: BASIC HEALTH CONCEPTS</p> <p>1. Definition of terms & concepts</p> <ul style="list-style-type: none"> • Wellness/Wellbeing • Health • Holistic health • Health-illness continuum • Health behaviours • Health gains • Health outcomes • Equity in health • Health promotion • Lifestyle • Healthy lifestyle • Risk behaviours • Advocacy for health • Empowerment • Community action for health • Alliances <p>2. Concepts of wellness/wellbeing of</p> <ul style="list-style-type: none"> • Individual <ul style="list-style-type: none"> ◦ Physical ◦ Psychosocial ◦ Cultural ◦ Spiritual ◦ Financial • Family <ul style="list-style-type: none"> ◦ Dynamics ◦ Psychosocial ◦ Cultural ◦ Financial ◦ Environmental ◦ Cognitive

Session	Topics
	<ul style="list-style-type: none"> • Community <ul style="list-style-type: none"> ◦ Dynamics ◦ Development ◦ Environment <p>3. Factors affecting health</p> <p>f. Biological</p> <ul style="list-style-type: none"> • Age • Gender <p>g. Psychosocial</p> <ul style="list-style-type: none"> • Sexuality • Sexual self-concept • Gender and sexual identity • Self-confidence, self-esteem • Self-actualization • Belonging • Environmental mastery • Coping mechanisms • Adequacy in love, work, play, interpersonal relationships <p>h. Spiritual beliefs & spirituality</p> <p>i. Lifestyle</p> <ul style="list-style-type: none"> • Use of alcohol, tobacco, drugs • Leisure/recreation/activity • Health seeking behaviours • Health belief model • Hygiene • Stress management • Diet • Spirituality • Elimination • Other • Factors affecting lifestyle practices <ul style="list-style-type: none"> ◦ Education ◦ Religion

Session	Topics
	<ul style="list-style-type: none"> ○ Culture ○ Socio-economic status ○ Political factors ○ Other <p>j. Environmental</p> <ul style="list-style-type: none"> • Healthy environs • Factors contributing to healthy environs <ul style="list-style-type: none"> ○ Pollution ○ Humidity ○ Ventilation ○ Use of open spaces, e.g., parks ○ Vector control ○ Environmental sanitation ○ Water quality ○ Lighting ◎ Housing ○ Town & Country Planning laws ○ Safety, privacy ○ Effects of housing & overcrowding on health <p>4. Responsibility of individuals, families, communities for healthy lifestyle</p> <p>5. Community agencies, personnel & their role</p> <ul style="list-style-type: none"> • Communication system • Transportation system • Telecommunication • Safety: work, play, home, community, health care agencies <ul style="list-style-type: none"> ○ Personal protective equipment ○ Storage, use and disposal of insecticides, detergents, etc. ○ Sanitation of swimming pools &beaches ◎ Safety railings on bridges, etc. ○ Roads & road safety ○ Fire escapes, panic bars, etc.
Week 3	<p>UNIT 2: CONCEPTS OF PRIMARY HEALTH CARE</p> <ol style="list-style-type: none"> 1. Alma Ata Declaration 2. Primary health care

Session	Topics
	<ul style="list-style-type: none"> • Definition • History • Elements • Principles • Programmes <p>3. Determinants of health</p> <ul style="list-style-type: none"> • Income • Heredity • Family size, age distribution • Social status • Education • Employment • Spirituality • Environment <p>4. Human development indicators</p> <ul style="list-style-type: none"> • Life expectancy at birth • Percentage population smoking • Percentage population overweight • HIV/Aids prevalence rate • Mental health • Substance abuse • Accidents • Environment • Access to quality health care • Education <p>5. Factors influencing wellbeing</p> <ul style="list-style-type: none"> • Spiritual • Cultural • Physical environment • Socio-economic environment • Political environment • Community epidemiology • Community development

Session	Topics
	<ul style="list-style-type: none"> • Health and development policies • Health services <ul style="list-style-type: none"> ◦ Availability ◦ Accessibility ◦ Coverage ◦ Equity ◦ Life changing events 6. Origin & rationale for health promotion 7. Health promotion <ul style="list-style-type: none"> • Principles • Elements 8. Scope of health promotion <ul style="list-style-type: none"> • Individual • Family • Community • Schools • Organizations/agencies • Health care facilities • Workplace.
Week 4 to 6	<p style="text-align: center;">UNIT 3: INTERNATIONAL, REGIONAL & NATIONAL POLICIES ON HEALTH PROMOTION</p> <ul style="list-style-type: none"> 1. Fundamental conditions and resources for health <ul style="list-style-type: none"> • Peace • Shelter • Education • Food • Income • Stable eco-system • Sustainable resources • Social justice and equity 2. <i>World Health Organization health promotion</i>

Session	Topics
	<ul style="list-style-type: none"> • Definition of promotion • Programmes & activities <p>3. <i>Ottawa Charter for Health Promotion</i></p> <ul style="list-style-type: none"> • Actions/Elements <ul style="list-style-type: none"> ◦ Building healthy public policy ◦ Create supportive environments ◦ Strengthen community action ◦ Develop personal skills ◦ Re-orient health services <p>4. Perspectives of <i>Caribbean Charter for Health Promotion</i></p> <ul style="list-style-type: none"> • Policy • Rationale • Concept of health promotion in the Caribbean context • Opportunities <ul style="list-style-type: none"> ◦ Elements of the Charter ◦ Formulating healthy public policy ◦ Reorienting health services ◦ Empowering communities to achieve well being ◦ Creating supportive environment ◦ Developing/increasing personal health skills ◦ Building alliances with special emphasis on the media <p>5. Principles and scope of the <i>Jakarta Declaration on Health Promotion into the 21st Century</i></p> <ul style="list-style-type: none"> • Social responsibility • Investments for health development • Partnerships for health • Community capacity and empowerment • Individual empowerment • Infrastructure for health promotion <p>6. Application of the <i>Caribbean Charter for Health Promotion to the Caribbean</i></p> <p><i>Cooperation in Health III (CCH)</i></p> <ul style="list-style-type: none"> • Goal of the <i>Caribbean Cooperation in Health</i> • Regional health priorities

Session	Topics
	<p>7. Jamaica's perspective on health promotion</p> <ul style="list-style-type: none"> • Policy • Vision • Mission • Conceptual framework <ul style="list-style-type: none"> ◦ Determinants of health ◦ Research ◦ Multidisciplinary ◦ Personal, family, community responsibility ◦ Inter-sectoral collaboration • Health promotion priorities <ul style="list-style-type: none"> ◦ Wellness programmes: Government, NGOs ◦ Wellness/Wellbeing Centres: Government, NGOs.
Week 7	<p>UNIT 4: COMMON NATURAL REMEDIES & TREATMENTS</p> <p>A. Natural Remedies/Therapies</p> <ol style="list-style-type: none"> 1. Definition: natural remedy/treatment, hydrotherapy, massage 2. Types of natural remedies/treatments 3. Importance of natural remedies & therapies 4. Benefits of hydrotherapy 5. Techniques of massage therapy <p>B. Nutrition for Life</p> <ol style="list-style-type: none"> 1. The plant-based diet 2. Strategies for positive change in behaviour 3. Diet & mental health <p>C. Exercise/Fitness for Life</p> <ol style="list-style-type: none"> 1. Definition of exercise 2. Components of an exercise programme 3. Effects of exercise on bone, cardio-vascular, mental & spiritual health 4. Benefits of exercise.

Session	Topics
Week 8	<p>UNIT 5: ISSUES RELATED TO HEALTH PROMOTION</p> <p>1. Issues of health promotion</p> <ul style="list-style-type: none"> • Lack of consensus on the meaning of health promotion • Lack of a healthy policy • Scope of health promotion programmes • Approaches & strategies for health promotion • Consumer involvement in health promotion activities • Focus of health services resources, primary care vs. secondary care • Focus of external source(s) of funding • Health insurance schemes & benefits <p>2. Barriers to health promotion</p> <ul style="list-style-type: none"> • Socio-economic • Cultural • Political • Inequity • Vested interests of media, business, and academic establishments • Lack of healthy policy • Lack of dedicated infrastructure for health promotion • Mal-distribution of health resources, primary vs. secondary care • Lack of appropriate skills for health promotion <p>3. Role of the nurse in health promotion</p> <ul style="list-style-type: none"> • Advocate • Educator • Counsellor • Clinician • Change agent.
Week 9 to 12	<p>UNIT 6: STRATEGIES FOR HEALTH PROMOTION</p> <p>1. Definition</p> <ul style="list-style-type: none"> • Education • Community education <p>2. Strategies for health</p>

Session	Topics
	<p>promotion</p> <ul style="list-style-type: none"> • Healthy lifestyle <ul style="list-style-type: none"> ◦ Nutrition & diet ◦ Exercise ◦ Spiritual & mental wellbeing ◦ Emotional intelligence • Healthy environment • Healthy communities • Healthy schools <p>3. Learning theories Behavior</p> <ul style="list-style-type: none"> • Cognitive • Humanistic <p>4. Principles of learning</p> <ul style="list-style-type: none"> • Motivation • Perception • Readiness • Attitudes • Set • Client participation • Client satisfaction • Environment <p>5. Factors affecting learning</p> <p>Age</p> <ul style="list-style-type: none"> • Learner's expectation • Teacher's expectation • Needs • Values • Personality • Environment • Teaching skills <p>6. Education adults:</p>

Session	Topics
	<p>andragogy</p> <ul style="list-style-type: none"> • Principles • Needs assessment • Self-directed • Learning environment <ul style="list-style-type: none"> ◦ Trust ◦ Respect ◦ Physical comfort • Freedom of expression • Involvement • Appraisal of progress <p>7. Strategies for affecting behaviour change</p> <ul style="list-style-type: none"> • Imperial rational (information transmission) • Normative re-educative • Power cohesive <p>8. Health education</p> <ul style="list-style-type: none"> • Models • Approaches <ul style="list-style-type: none"> ◦ Individual ◦ Group ◦ Mass media <p>9. Information for planning community health education</p> <ul style="list-style-type: none"> • Population • Age groups • Gender • Cultural patterns • Socio-economic status • Health needs & health problems • Community resources & community leaders <p>10. Steps in planning</p>

Session	Topics
	<p>community education</p> <ul style="list-style-type: none"> • Review existing data on community • Collect data on community • Analyze & interpret data • Set priorities with community involvement • Set overall objectives • Assess barriers • Identify community resources • Set timetable • Develop plan of action • Define objectives • Outline content • Identify methodology for implementation • Establish community participation • Identify staff requirements • Evaluate <p>11. Lesson planning</p> <ul style="list-style-type: none"> • Problem statement • Objectives • Ideas/concepts • Audience-primary & secondary • Methodology • Teaching aids • Evaluation <p>12. Teaching/learning strategies</p> <ul style="list-style-type: none"> • Lecture • Lecture/discussion • Small group discussion • Demonstration • Role play • Project presentation • Seminars • Case studies • Workshops

Session	Topics
	<p>13. Teaching/learning materials/aids</p> <ul style="list-style-type: none"> • Electronic • Chalk board • Posters, flyers, charts, cards • Displays • Bulletin boards • PowerPoint presentation • Audio-visual tapes • Other <p>14. Development of teaching/learning materials</p> <ul style="list-style-type: none"> • Types • Selection • Process • Use • Evaluation <p>15. Campaigns/programmes for health promotion</p> <ul style="list-style-type: none"> • Mental health • Life-style: high risk groups: mothers, infants, adolescents, the elderly: immunization, nutrition, other <ul style="list-style-type: none"> ◦ Social services status ◦ Campaigns against use of tobacco, drugs of abuse ◦ Rehabilitation programmes: self-care, public facilities ◦ Skill development programmes • Control of urbanization: Town Planning & Control <ul style="list-style-type: none"> ◦ Adequate infrastructure ◦ Adequate utilities • Control of ecological balance <ul style="list-style-type: none"> ◦ Sustainable development ◦ Watershed protection ◦ Programmes for reforestation, protection of flora and fauna • Control of toxic substances, use & disposal <ul style="list-style-type: none"> ◦ Industrial wastes, insecticides, ◦ Atmospheric pollutants • Local & national services <ul style="list-style-type: none"> ◦ National Fire Safety Services

Session	Topics
	<ul style="list-style-type: none">○ National water supply policy○ Refuse disposal services○ Disease prevention & control measures○ Disaster preparedness & emergency management○ Social services: the poor, disabled, abandoned other.
Week 13	Review and tests

COURSE TITLE:	HUMAN PATHOPHYSIOLOGY
COURSE CODE:	NURS 2012
DURATION:	36 Hours
CREDITS:	3
PRE-REQUISITE:	Human Anatomy & Physiology 1 & II

COURSE DESCRIPTION

A study of the structural and physiological changes occurring in the body as a result of disease processes. The course introduces students to the concepts of abnormality and provides information on the sequel of diseases, alterations in body structure, body functions, and associated clinical manifestations.

PURPOSE/ RATONALE

This course exposes students to the concept of illness and its effects on the functioning of the human body systems. It offers a platform for comparison of normal to abnormal.

GOALS/ AIMS

As students study through this course they would be able to analyse and identify pathological processes; and critically synthesise information as they explore/link to ways to maintain health and restore wellness as health care professionals.

LEARNING OUTCOMES

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

1. Demonstrate understanding of the basic terminologies used in pathophysiology;
2. Understand the causes of disease and the body's response to disease agents;
3. Describe the causes, clinical manifestations, related physiology of treatment, and effects of disorders of the systems of the body;
4. Explain changes in electrochemical elements of intracellular and extracellular compartments of the body by analysing laboratory findings;
5. Recognize diseases caused by defective genes and chromosomes;
6. Understand the causes, body's response and classification of inflammation;

7. Differentiate between hereditary and teratogenic mechanisms;
8. Understand the nature of cancer, theories of causes, common carcinogens and the physiology of treatment;
9. Recognize differences between benign and malignant tumours;
10. Recognize the importance of early detection and treatment of malignancies;
11. Understand the effects of disorders of the pituitary gland on the functions of all other endocrine glands;
12. Describe the disorders of the liver, biliary tract, pancreas and their effects on general nutrition;
13. Explain the aetiology, incidence, complications and treatment of metabolic disorders in the child and adult;
14. Comprehend the congenital anomalies affecting the male and female reproductive systems;
15. Understand the principles of antigen-antibody reactions;
16. Understand the effects of fluid and electrolyte imbalance on body functions;
17. Understand the causes, pathophysiological mechanism and physiology of treatment of disorders of circulation, transportation and respiration;
18. Gain an understanding of mental illness with reference to its pathology and causes.

CONTENT OUTLINE

UNIT I: INTRODUCTION TO PATHOPHYSIOLOGY

Hours: 2 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Define terms relating to pathophysiology;
2. Discuss the major causes of diseases;
3. Differentiate between hereditary diseases and developmental defects;
4. Identify the body's responses to disease agents;
5. Describe the inflammatory process;

6. List the classifications of inflammation;
7. Give example of diseases according to their classification.

Content

1. Definition of terms

- Pathophysiology
- Disease
- Syndrome
- Idiopathic
- Aetiology Prognosis
- Hereditary

2. Causes of disease

A. Developmental defects

- Infections
- Toxic chemicals & drugs
- Radiation
- Birth Injury
- Idiopathic

B. Biological agents

- Micro-organisms
 - Bacteria
 - Virus
 - Fungus
 - Protoza
 - Ricketts

Macro-organisms

- Helminths

C. Physical agents

- Trauma to tissues resulting in dysfunction
 - Radiation
 - Electricity
 - Extremes of temperature

- Accidental trauma

- Other

D. Chemical interruptions

- Ingested
- Absorption through the skin
- Inhaled
- Other

E. Deficiencies & excesses of essential body requirements

- Nutrients
- Hormones
- Oxygen
- Enzymes

F. Indirect causes

- Psychological reactions
- Changes in autonomic innervation

3. Body's responses to disease

agents

- Inflammation
 - Classification of inflammation
 - Duration of reaction
 - Structure affected
 - Nature of exudates
 - Aetiologic agents
- Degenerative changes
 - Necrosis
 - Atrophy
 - Hypertrophy
 - Metaplasia
 - Neoplasia
- Immune response.

UNIT 2: GENETIC & TERATOGENIC DISEASE MECHANISMS

Hours: 2 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Define terms relevant to the unit;
2. Differentiate between hereditary and teratogenic causes of diseases;
3. Name the diseases resulting from disorders of genetic mechanisms;
4. List the conditions resulting from chromosomal defects;
5. List the disorders of protein, lipid and carbohydrate metabolism;
6. List disorders due to genetic disturbances of connective tissues, muscles and the haemopoietic system;
7. Outline present theories of the causation of cancer;
8. Describe the cellular pathogenesis of cancer;
9. Describe the body's response to the invasion of cancer cells;
10. Describe the common treatment modalities of cancer;
11. Discuss the prevention genetic diseases;
12. Describe the characteristics of benign tumours;
13. State the classification of benign tumours.

Content

1. Definition of terms
 - Genes
 - Chromosomes

- Mutation
 - Teratogenic
 - Autosomes
 - Trisomes
 - Neoplasms
 - Benign
 - Malignant
 - Other
2. Genetics
- Human genes
 - Mutations
 - Normal differentiation
 - Hereditary mechanisms
 - Genetic loci
 - Genetic expression: Sickle cell anaemia
 - Other known genetic diseases: Phenylketonuria
3. Teratogenic mechanisms
- Chromosomal defects
 - Sex chromosomes
4. Gross structural organ defect
- Congenital anomalies
 - Modes of action of teratogenesis
 - Maternal factors in teratogenesis
 - Maternal rubella
- Genetic metabolic disorders
- Disorders of carbohydrate metabolism
 - Disorders of lipid metabolism
 - Disorders of protein metabolism
 - Disorders of purine & pyrimidine metabolism
5. Disorders of metal metabolism

- Wilson's disease
 - Haemochromatosis
6. Genetic tissue disorders
- Disorders of connective tissue & muscles
7. Disorders of the haemopoetic system & blood
- Sickle cell disease
 - Glucose 6-phosphate dehydrogenase deficiency (G6PD)
 - Thalassemia
 - Hereditary spherocytosis
8. Pathophysiology of neoplastic diseases
- Nature of cell proliferation
 - Types of neoplasm: definition, characteristics & classification
 - Nature of cancer
 - Theories of carcinogenesis & common carcinogens
 - Body's responses
 - Immunologic responses to cancer cells
 - Anorexia – cachexia syndrome
 - Tumour – host interaction & incidence
 - Skin cancer
 - Cancer of the gastro-intestinal tract, pancreas
 - Cancer of the brain, spinal cord & sensory organs
 - Cancer of the kidneys, bladder
 - Cancer of male & female reproductive organs
 - Leukaemias & lymphomas
 - Cancer therapy
 - Surgery
 - Radiation therapy
 - Chemotherapy
 - Cancer immunotherapy
 - Other.

UNIT 3: DISORDERS OF THE MUSCULO-SKELETAL SYSTEM

Hours: 3 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Define the terms used in the unit;
2. List the causes of disorders of the musculo-skeletal system;
3. Identify the clinical manifestations of musculo-skeletal disorders;
4. Explain the pathophysiology of the common manifestations;
5. Describe the investigative methods and procedures used to diagnose disorders of the musculo-skeletal system;
6. Describe the physiology of therapy.

Content

1. Definition of terms
 - Arthritis
 - Ankylosis
 - Arthrodesis
 - Bursitis
 - Dislocation
 - Fracture
 - Kyphosis
 - Sprain
 - Traction
 - Contracture
 - Myositis
 - Myopathy
 - Scoliosis
 - Other

2. Causes of musculo-skeletal disorders

- Infections including communicable diseases
- Trauma
- Tumours
- Degeneration
- Metabolic
- Vitamin deficiency
- Auto-immune reactions
- Erythematosus
- Other

3. Common clinical manifestations of musculo-skeletal disorders

4. Physiology of treatment.

UNIT 4: DISORDERS OF THE NERVOUS SYSTEM

Hours: 3 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Classify the causes of damage to the nervous system;
2. List the causes of disorders of the nervous system;
3. Describe the general manifestations of neurological disorders;
4. Identify the clinical manifestations resulting from cell damage, cell hyperactivity and synaptic malfunctions;
5. Differentiate between upper and lower motor neurone lesions;
6. Describe the manifestations resulting from interference in the formation and circulation of cerebro-spinal fluid;
7. Identify the clinical manifestations resulting from trauma to brain tissue;
8. Describe the clinical manifestations of degeneration of nerve tissue;
9. Discuss causes, clinical manifestations and treatment of acute and chronic infections and of communicable diseases as listed in the unit;
10. Describe the clinical manifestations of infections, and sensory and motor cell damage to the inner ear;

11. Discuss the aetiology, incidence, clinical manifestations, complications and treatment of cataract and glaucoma;
12. Identify common problems associated with defective musculature of the eye;
13. Recognize clinical manifestations of common infections of the eye;
14. Identify the clinical manifestations of speech dysfunction;
15. Interpret the data received from laboratory investigations;
16. Use the knowledge gained to administer supportive care.

Content

1. Causes of damage to the nervous system

- Trauma
- Infections
- Degeneration
- Structural defects
- Tumors
- Blood flow disruption
- Autoimmune disorders
- Causes of organic disease

2. Disorders of the nervous system

- **Vascular**
 - Stroke
 - Transient ischemic attack (TIA)
 - Subarachnoid, subdural & extradural haemorrhage
 - Haematoma
- **Infections**
 - Meningitis
 - Encephalitis
 - Polio
 - Epidural abscess
- **Structural**
 - Brain or spinal cord injury
 - Bell's palsy
 - Cervical spondylosis
 - Carpal tunnel syndrome
 - Brain or spinal cord tumours
 - Peripheral neuropathy
 - Guillain-Barre syndrome

- **Functional**
 - Headache
 - Epilepsy
 - Dizziness
 - Neuralgia
- **Degeneration**
 - Parkinson's disease
 - Multiple sclerosis
 - Amyotrophic lateral sclerosis (ALS)
 - Huntington's chorea
 - Alzheimer's disease

3. General manifestations of neurological disorders
4. Disorders in neural regulation
5. Neuropathies
 - Disorders of cranial nerves: causes & clinical manifestations
6. Sensory organs disorders
 - Visual impairment
 - Auditory problems
 - Nasal impairment
 - Speech dysfunction
7. Physiology of treatment.

UNIT 5: DISORDERS OF THE ENDOCRINE SYSTEM

Hours: 3 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Define terms listed in the unit;
2. Describe the results of hypo and hyper secretion of the anterior lobe of the pituitary gland;
3. Describe the clinical manifestations of malfunctioning of the posterior lobe of the pituitary gland;
4. Distinguish between the effects of hypersecretion and hyposecretion of the thyroid glands;
5. Describe the effects of over and under secretions of the parathyroid glands;
6. State the clinical manifestations of adrenal medullary and adrenal cortex dysfunction;
7. Describe the pathophysiology of the islets of Langerhans in the child and the adult;
8. Describe physiology of treatment; showing its relationship to cause and effect of the endocrine disorders;
9. State the effects of endocrine dysfunction on growth and development, chemical homeostasis and energy production.

Content

1. Definition of terms
 - Endocrine gland
 - Exocrine gland
 - Hormone
 - Homeostasis
2. General manifestations of alterations in gland function & hormonal secretions
 - Anterior pituitary gland

- Posterior pituitary (hypothalamus)
- Thyroid gland
- Parathyroid glands
- Adrenal glands
- Islets of Langerhans
- Gonads

3. Physiology of treatment.

UNIT 6: DISORDERS OF THE REPRODUCTIVE SYSTEM

Hours: 3 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Define the relevant terms as listed in the unit;
2. Identify common disorders and their manifestations of the female and male reproductive systems;
3. Identify the manifestations of sexually transmitted infections in the female and male;
4. List the disorders and their manifestations of the breasts;
5. List the manifestations of carcinoma of the breasts, uterus and ovaries;
6. Describe the physiology of treatment of common pathological conditions of the female and male reproductive organs;
7. Recognize the manifestations of internal bleeding as occurs in an ectopic pregnancy.

Content

1. Female reproductive system
 - Definition of terms
 - Pudenda
 - Infertility

- Puberty
- Myometrium
- Ovulation
- Genotype
- Mammary
- Other

- Causes of malfunction
- General manifestations of disorders

2. Physiology of treatment

3. Disorders of the breasts

- Congenital
- Inflammatory
- Structural defects

4. Neoplastic disorders

- Benign
- Galactocia
- Papillomata
- Fibro-adenoma

5. Malignancy: carcinoma of the breasts, ovaries, uterus & its manifestations

6. Physiology of treatment

7. Male reproductive system

- Definition of terms
 - Spermatogenesis
 - Hermaphrodite
 - Hypospadias
 - Epispadias
 - Orchitis
 - Perionies' disease

8. Causes of malfunction

- Congenital anomalies
- Infections including sexually transmitted infections
- Traumatic states
- Neoplasms
- Hyperplasia

9. Manifestations of disorders

10. Sexually transmitted infections: female & male

- Types
- Causes
- Manifestations
- Treatment

11. Physiology of treatment.

UNIT 7: DISORDERS OF THE ALIMENTARY CANAL & ACCESSORY ORGANS OF DIGESTION

Hours: 3 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Name the common causes of dysfunction of the alimentary canal and the accessory organs of digestion;
2. List the clinical manifestations of alimentary disorders;
3. Discuss preventative measures of dental problems;
4. Describe the disorders of the oesophagus and their effects on deglutition;
5. List the disorders of the stomach and duodenum;

6. Compare gastric and duodenal ulcers;
7. List common disorders of the peritoneum and intestines;
8. Describe the pathophysiology of common communicable diseases affecting the alimentary canal and the accessory digestive organs;
9. Describe the pathological process of intestinal obstruction and its effect on absorption;
10. Describe the pathology of neoplasm of the peritoneum and the small intestine;
11. Identify the causes of malabsorption;
12. Describe the clinical manifestations of malabsorption;
13. List the disorders of the rectum and anus;
14. Describe the manifestations of haemorrhoids;
15. List the pathological conditions of the liver;
16. Compare and contrast hepatitis with cirrhosis of the liver in relation to aetiology, pathogenesis and clinical manifestations;
17. List common pathologies of the gall bladder;
18. Identify the pathogenesis and clinical manifestations of disorders of the gall bladder;
19. List the disorders of the pancreas;
20. Identify associated health risks for obese persons;
21. State the basic physiological causes of obesity;
22. List the effects of obesity on the individual;
23. Describe the effects of starvation on the body;
24. Identify the clinical manifestations of malnutrition;
25. List the disorders of vitamin deficiency;
26. Relate the various disorders discussed to the principles of nutritional balance.

Content

1. Causes of alimentary dysfunction
2. Manifestations of alimentary disorders
3. Mouth & salivary gland disorders
4. Disorders of deglutition & oesophagus
5. Gastric & duodenal disorders
6. Disorders of the peritoneum & intestines
7. Disorders of the rectum & anus
8. Disorders of the liver, biliary tract & pancreas
9. Physiology of treatment
10. Excesses & deficiency states in nutritional dysfunction

- Nutritional excesses – obesity & associated risks
 - Nutritional deficiencies
11. Influencing factors of excesses & deficiencies in nutritional dysfunction
- Genetic
 - Socio-cultural
 - Economic
 - Emotional
 - Lifestyle
12. Hunger, satiety & effects on body systems
13. Physiology of treatment.

UNIT 8: DISORDERS OF THE AUTO-IMMUNE SYSTEM INCLUDING THE SKIN

Hours: 3 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Relate the disorders of the immune system, the infectious process, and coagulation disorders to systems theory and their effects on the healthy state;
2. Describe the normal immune response functions as a body defence;
3. Explain the possible mechanisms of immune deficiencies with reference to normal T cell and B cell function;
4. Discuss the symptoms and management of T cell and B cell immune deficiencies;
5. Explain the process of atrophy as an alteration of normal immunity;
6. Describe the signs and symptoms and possible treatment of atrophy;
7. Describe the normal development of self-immunity and factors that influence its development;
8. Relate the interaction of the body's defences and barriers to infectious diseases;
9. Discuss the differential leukocyte response to various infectious agents and the normal pattern of leukocyte response in an acute infection;
10. Describe the interacting factors that are responsible for normal coagulation and the ways that the normal pattern can be altered;
11. Discuss common abnormalities of coagulation including the effects of abnormal coagulation on the maintenance of the healthy state;

12. Describe the role of platelets and how their function may be disturbed;
13. Discuss the skin as a reflection of systemic body reactions.

Content

1. Antigen-antibody reactions
 - Antigens
 - Antibodies (immuno-globulins)
 - Nature of the antigen anti-body reaction
 - Serologic responses
2. Agglutination
 - Blood transfusion reactions
 - Erythroblastosis foetalis
3. Cells of the immune system
 - B cells
 - T cells
 - Transfer factor
 - Null cells
4. Disease states
 - Immunodeficiency states
 - Stem cell, B cell, T cell immunodeficiency
5. Physiology of treatment
6. Allergy
 - Mechanism of IgE – produced allergy
 - Theories of atrophy
7. Physiology of treatment
8. Immune complex disease
 - Auto-immunity

- A model of auto-immune disease: Systemic lupus erythematosis
9. Association of HL-A - antigens & disease
 - Disease model of acute infection: otitis media
10. Physiology of treatment
11. Disorders of coagulation
12. Disorders of platelets
 - Disease model of coagulation deficiency: Haemophilia
13. Disorders & manifestations of the skin
14. Physiology of treatment.

UNIT 9: FLUID & ELECTROLYTE IMBALANCE

Hours: 3 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Define related terms listed in the unit;
2. List causes of fluid deficit;
3. Describe the pathophysiological effects of fluid deficit on the body;
4. List causes of fluid excess;
5. Describe the pathophysiological results of fluid excess on the body;
6. Define electrolyte imbalance;
7. State the relationship of electrolyte imbalance to fluid balance;
8. Describe specific types of electrolyte imbalance;
9. State the aetiological factors of the specific types of electrolyte imbalances;
10. Describe pathophysiological results of the specific types of electrolyte imbalances;
11. Explain the pathophysiology of acid-base imbalance;
12. Describe the procedures used to diagnose and to treat electrolyte and acid-base imbalances;

13. Describe the relationship between disorders of the skin, cardiovascular, nervous, endocrine, urinary, digestive and respiratory systems and fluid and electrolyte imbalances;
14. Utilize knowledge gained to prevent fluid and electrolyte imbalances in patients at risk and to solve existing problems with fluid and electrolyte imbalances.

Content

1. Definition of terms

- Hydrogen Ion
- Cations
- Anions
- Atom
 - Element
- Compound
- pH scale
- Electricity
- Osmosis
- Acidosis
- Alkalosis

2. Causes of fluid deficit

- Excess loss
- Insufficient intake
- Deficiency in electrolytes

Effects of fluid deficit

3. Causes of fluid excess
 4. Effects of fluid excess
 - Cardio-pulmonary congestion
5. Specific electrolyte imbalances
 - Sodium depletion: causes & effects
 - Sodium excess: causes & effects
 - Potassium depletion: causes & effects

- Potassium excess: causes & effects
 - Calcium depletion: causes & effects
 - Calcium excess: causes & effects
 - Magnesium depletion: causes & effects
 - Magnesium excess: causes & effects
 - Other
6. Acid-base imbalances
- Respiratory alkalosis
 - Respiratory acidosis
 - Metabolic alkalosis
 - Metabolic acidosis
7. Investigative & therapeutic measures
- Blood studies – gases, electrolytes
 - Urine analysis
 - Fluid replacement
 - Observation.

UNIT 10: DISORDERS OF THE RENAL SYSTEM

Specific Objectives

At the end of the unit, the student will be able to:

1. Identify five causes of impairment to renal function;
2. Describe the manifestations of impaired renal function;
3. List the disorders of renal dysfunction;
4. Recognize the manifestations of bladder disorders;

5. List the causes attributing to bladder dysfunctions;
6. List the disorders of the ureters and urethra;
7. Describe the physiology of treatment of each area of dysfunction.

Content

1. Causative factors of renal impairment
2. Manifestations of impaired renal function
3. Disorders involving renal dysfunction
4. Disorders & causes of the bladder
5. Disorders of the ureters & urethra
6. Investigative & diagnostic measures
7. Physiology of treatment.

UNIT 11: DISORDERS OF THE TRANSPORTATION OF NUTRIENTS & GASES

Hours: 3 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. List the major components responsible for the transportation of nutrients and gases;
2. List the major causes of disorders of the cardiovascular system;
3. Describe the common congenital anomalies responsible for disorders of the cardiovascular system;
4. List the clinical manifestations of the common inflammatory diseases of the heart;

5. List conditions, which may be classified as ischaemic heart diseases;
6. Compare and contrast angina pectoris and myocardial infarction in relation to clinical manifestations;
7. Describe conditions, which result from conduction disturbances;
8. Describe and contrast the decompensatory measures of the heart;
9. Describe the common vascular disorders and their manifestations;
10. Explain the types, causes and pathology of hypertension;
11. Describe the pathology of the medical and surgical treatment of conditions of the heart and blood vessels;
12. List the causes of anaemia and give an example of each;
13. Describe polycythaemia;
14. List the disorders of leucocytes;
15. List the clinical manifestations of leukaemia;
16. State possible causes of agranulocytosis;
17. Describe Hodgkin's disease;
18. List the conditions caused by blood clotting problems;
19. State the pathology and clinical manifestations of haemophilia;
20. Describe defibrillation syndrome;
21. List the reactions of the body to incompatible blood;
22. List common disorders of the respiratory system;
23. Explain the pathophysiologic process of the common respiratory disorders;
24. Describe causes and clinical manifestations of respiratory disorders;
25. State the predisposing factors to the development of respiratory disorders;
26. Explain the physiologic basis of treatment in respiratory disorders;
27. Describe pathophysiology of communicable diseases frequently affecting the cardiovascular and respiratory systems.

Content

1. Pathophysiology of the transportation of nutrients & gases
2. Causes of cardiovascular alteration
3. Inflammatory disease involving heart structure
4. Deficient blood supply to heart (ischaemic disease)
5. Conduction disturbances

6. Decompensation/heart failure
7. Vascular diseases
8. Hypertension: types, causes, clinical manifestations
9. Common manifestations of cardiovascular disorders
10. Physiology of treatment
 - Medical
 - Surgical

BLOOD DYSCRASIAS

1. Anaemias
2. Depressed production of blood
3. Excessive destruction of blood
4. Polycythemia
5. Leukocyte disorders
6. Disorders of clotting
7. Increased clotting
8. Incompatible blood
9. Respiratory disorders
10. Physiology of treatment
 - Medical
 - Surgery.

UNIT 12: PSYCHOPATHOLOGY

Hours: 2 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. List the causes of mental illnesses;

2. Elaborate the causative factors of mental illness;
3. List the classification of mental disorders;
4. Describe the pathophysiology of acute brain disorders;
5. Differentiate between psychotic and psycho-neurotic disorders;
6. State the developmental dynamics of four major mental disorders;
7. List the types of schizophrenic reactions;
8. List the types of personality disorders;
9. Describe clinical manifestations of common personality disorders;
10. State the classification of mental deficiency;
11. List the psychopathological disorders arising during infancy, childhood and adolescence;
12. Describe the common manifestations of mental illnesses in childhood and adolescence;
13. List the psychological factors, which may affect physical conditions.

Content

1. Factors influencing mental illness
 - Biological factors
 - Psychosocial factors
 - Environmental factors
2. Classification of mental disorders – (I) Organic Mental; (II) Senility; (III) Drug-Induced
(DMS-IV-TR)
 - Major mental disorders: signs & symptom
3. Disorders of infancy, childhood, adolescence, adult
4. Psychological factors affecting physical conditions
5. Physiology of treatment of mental disorders
 - Therapeutic environment
 - Psychoanalysis
 - Psychotherapy
 - Occupational & recreational therapy
 - Psychodrama
 - Physical therapies

- Electroconvulsive therapy
- Surgery
- Drugs (see Pharmacology, Part II, Unit I)
- Community psychiatry.

Teaching/Learning Methodologies

- Lecture/Discussion
- PowerPoint presentations
- Problem Based Learning (PBL)
- Individual/Small group work
- Assigned reading
- Clinical observations

Areas used for Learning

- Classroom
- Library
- Nursing Skills Laboratory
- Psychiatric wards
- Outpatient clinics
- Health centres/clinics
- Learning Experiences
- Observation of patients with different genetic and mental disorders
- Visit to Pathology Dept.
- Visit to Haematology Unit
- Visit to Cancer Society / Oncology Unit

Student Assessment

Course work	50%
● Individual ● Small group presentation (PBL) ● End of module quizzes	

Final examination:	50%
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- Objective-type items EXAMINATION

Required Reading

Porth, C. M. & Matfin, G. (2009). Pathophysiology concepts of altered health states. Philadelphia: Lippincott Williams & Wilkins.

Smeltzer, S.C., Bare, B.G., Hinkle, J. L. & Cheever, K.H. (2010) Brunner & Suddarth's textbook of medical-surgical nursing. Philadelphia: Lippincott Williams & Wilkins.

Recommended Reading

Braun, C. A. & Anderson, C. M. (2007). Pathophysiology functional alterations in human health. Philadelphia: Lippincott Williams & Wilkins.

Selected articles from the International *Journal of physiology, pathophysiology and pharmacology*; accessible at www.ijppp.org

Course Calendar**HUMAN PATHOPHYSIOLOGY****CREDITS 3 HOURS 36**

Session	Topics
Week 1	<p>UNIT I: INTRODUCTION TO PATHOPHYSIOLOGY</p> <p>1. Definition of terms</p> <ul style="list-style-type: none"> • Pathophysiology • Disease • Syndrome • Idiopathic • Aetiology • Prognosis • Hereditary <p>.. Causes of Diseases</p> <p>Developmental defects</p> <ul style="list-style-type: none"> • Infections • Toxic chemicals & drugs • Radiation • Birth Injury • Idiopathic <p>Biological agents</p> <ul style="list-style-type: none"> • Micro-organisms <ul style="list-style-type: none"> ○ Bacteria ○ Virus ○ Fungus ○ Protozoa ○ Ricketts • Macro-organisms <ul style="list-style-type: none"> ○ Helminths

	<p>A. Physical agents</p> <ul style="list-style-type: none">• Trauma to tissues resulting in dysfunction<ul style="list-style-type: none">◦ Radiation◦ Electricity◦ Extremes of temperature◦ Accidental trauma◦ Other <p>B. Chemical interruptions</p> <ul style="list-style-type: none">• Ingested• Absorption through the skin• Inhaled• Other <p>C. Deficiencies & excesses of essential body requirements</p> <ul style="list-style-type: none">• Nutrients• Hormones• Oxygen• Enzymes <p>D. Indirect causes</p> <ul style="list-style-type: none">• Psychological reactions• Changes in autonomic innervation <p>1. Body's responses to disease agents</p> <ul style="list-style-type: none">• Inflammation<ul style="list-style-type: none">◦ Classification of inflammation◦ Duration of reaction◦ Structure affected◦ Nature of exudates◦ Aetiologic agents• Degenerative changes<ul style="list-style-type: none">◦ Necrosis◦ Atrophy◦ Hypertrophy◦ Metaplasia◦ Neoplasia
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	<ul style="list-style-type: none"> • Immune response.
Week 2	<p>UNIT 2: GENETIC & TERATOGENIC DISEASE MECHANISMS</p> <p>1. Definition of terms</p> <ul style="list-style-type: none"> • Genes • Chromosomes • Mutation • Teratogenic • Autosomes • Trisomes • Neoplasms • Benign • Malignant • Other <p>Genetics</p> <ul style="list-style-type: none"> • Human genes <ul style="list-style-type: none"> ◦ Mutations ◦ Normal differentiation ◦ Hereditary mechanisms ◦ Genetic loci ◦ Genetic expression: Sickle cell anaemia • Other known genetic diseases: Phenylketonuria <p>Teratogenic mechanisms</p> <ul style="list-style-type: none"> • Chromosomal defects • Sex chromosomes <p>Gross structural organ defect</p> <ul style="list-style-type: none"> • Congenital anomalies • Modes of action of teratogenesis • Maternal factors in teratogenesis • Maternal rubella

Genetic metabolic disorders

- Disorders of carbohydrate metabolism
- Disorders of lipid metabolism
- Disorders of protein metabolism
- Disorders of purine & pyrimidine metabolism

Disorders of metal metabolism

- Wilson's disease
- Haemochromatosis

Genetic tissue disorders

- Disorders of connective tissue & muscles

Disorders of the haemopoietic system & blood

- Sickle cell disease
- Glucose 6-phosphate dehydrogenase deficiency (G6PD)
- Thalassemia
- Hereditary spherocytosis

Pathophysiology of neoplastic diseases

- Nature of cell proliferation
- Types of neoplasm: definition, characteristics & classification
- Nature of cancer
- Theories of carcinogenesis & common carcinogens
- Body's responses
 - Immunologic responses to cancer cells
 - Anorexia – cachexia syndrome
- Tumour – host interaction & incidence
 - Skin cancer
 - Cancer of the gastro-intestinal tract, pancreas
 - Cancer of the brain, spinal cord & sensory organs
 - Cancer of the kidneys, bladder
 - Cancer of male & female reproductive organs
- Leukaemias & lymphomas
- Cancer therapy
 - Surgery

	<ul style="list-style-type: none"> <input type="radio"/> Radiation therapy <input type="radio"/> Chemotherapy <input type="radio"/> Cancer immunotherapy <input type="radio"/> Other.
Week 3	<p>UNIT 3: DISORDERS OF THE MUSCULO-SKELETAL SYSTEM</p> <p>1. Definition of terms</p> <ul style="list-style-type: none"> • Arthritis • Ankylosis • Arthrodesis • Bursitis • Dislocation • Fracture • Kyphosis • Sprain • Traction • Contracture • Myositis • Myopathy • Scoliosis • Other <p>2. Causes of musculo-skeletal disorders</p> <ul style="list-style-type: none"> • Infections including communicable diseases • Trauma • Tumours • Degeneration • Metabolic • Vitamin deficiency • Auto-immune reactions • Erythematosus • Other <p>3. Common clinical manifestations of musculo-skeletal disorders</p> <p>4. Physiology of treatment.</p>

Week 4	<p>UNIT 4: DISORDERS OF THE NERVOUS SYSTEM</p> <ol style="list-style-type: none">1. Causes of damage to the nervous system<ul style="list-style-type: none">• Trauma• Infections• Degeneration• Structural defects• Tumors• Blood flow disruption• Autoimmune disorders• Causes of organic disease2. Disorders of the nervous system<ul style="list-style-type: none">• Vascular<ul style="list-style-type: none">◦ Stroke◦ Transient ischemic attack (TIA)◦ Subarachnoid, subdural & extradural haemorrhage◦ Haematoma• Infections<ul style="list-style-type: none">◦ Meningitis◦ Encephalitis◦ Polio◦ Epidural abscess• Structural<ul style="list-style-type: none">◦ Brain or spinal cord injury◦ Bell's palsy◦ Cervical spondylosis◦ Carpal tunnel syndrome◦ Brain or spinal cord tumours◦ Peripheral neuropathy◦ Guillain-Barre syndrome• Functional<ul style="list-style-type: none">◦ Headache◦ Epilepsy◦ Dizziness◦ Neuralgia• Degeneration<ul style="list-style-type: none">◦ Parkinson's disease
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	<ul style="list-style-type: none"> ○ Multiple sclerosis ○ Amyotrophic lateral sclerosis (ALS) ○ Huntington's chorea ○ Alzheimer's disease <p>General manifestations of neurological disorders</p> <p>Disorders in neural regulation</p> <p>Neuropathies</p> <ul style="list-style-type: none"> ● Disorders of cranial nerves: causes & clinical manifestations <p>Sensory organs disorders</p> <ul style="list-style-type: none"> ● Visual impairment ● Auditory problems ● Nasal impairment ● Speech dysfunction <p>Physiology of treatment.</p>
Week 5	<p>QUIZ 1- Unit 1-4</p> <p>UNIT 5: DISORDERS OF THE ENDOCRINE SYSTEM</p> <p>1. Definition of terms</p> <ul style="list-style-type: none"> ● Endocrine gland ● Exocrine gland ● Hormone ● Homeostasis <p>2. General manifestations of alterations in gland function & hormonal secretions</p> <ul style="list-style-type: none"> ● Anterior pituitary gland ● Posterior pituitary (hypothalamus) ● Thyroid gland ● Parathyroid glands ● Adrenal glands

	<ul style="list-style-type: none"> • Islets of Langerhans • Gonads <p>Physiology of treatment.</p>
Week 6	<p>UNIT 6: DISORDERS OF THE REPRODUCTIVE SYSTEM</p> <ol style="list-style-type: none"> 1. Female reproductive system <ul style="list-style-type: none"> • Definition of terms <ul style="list-style-type: none"> • Pudenda • Puberty • Infertility • Myometrium • Ovulation • Genotype • Mammary • Other • Causes of malfunction • General manifestations of disorders 2. Physiology of treatment 3. Disorders of the breasts <ul style="list-style-type: none"> • Congenital • Inflammatory • Structural defects 4. Neoplastic disorders <ul style="list-style-type: none"> • Benign • Galactocia • Papillomata • Fibro-adenoma 5. Malignancy: carcinoma of the breasts, ovaries, uterus & its manifestations

	<p>6. Physiology of treatment</p> <p>7. Male reproductive system</p> <ul style="list-style-type: none"> • Definition of terms <ul style="list-style-type: none"> ○ Spermatogenesis ○ Hermaphrodite ○ Hypospadias ○ Epispadias ○ Orchitis <p>8. Causes of malfunction</p> <ul style="list-style-type: none"> • Congenital anomalies • Infections including sexually transmitted infections • Traumatic states • Neoplasms • Hyperplasia <p>9. Manifestations of disorders</p> <p>10. Sexually transmitted infections: female & male</p> <ul style="list-style-type: none"> • Types • Causes • Manifestations • Treatment • Physiology of treatment.
Week 7	<p>UNIT 7: DISORDERS OF THE ALIMENTARY CANAL & ACCESSORY ORGANS OF DIGESTION</p> <p>1. Causes of alimentary dysfunction</p> <p>2. Manifestations of alimentary disorders</p> <p>3. Mouth & salivary gland disorders</p> <p>4. Disorders of deglutition & oesophagus</p> <p>5. Gastric & duodenal disorders</p> <p>6. Disorders of the peritoneum & intestines</p> <p>7. Disorders of the rectum & anus</p> <p>8. Disorders of the liver, biliary tract & pancreas</p>

	<p>9. Physiology of treatment</p> <p>10. Excesses & deficiency states in nutritional dysfunction</p> <ul style="list-style-type: none"> • Nutritional excesses – obesity & associated risks • Nutritional deficiencies <p>11. Influencing factors of excesses & deficiencies in nutritional dysfunction</p> <ul style="list-style-type: none"> • Genetic • Socio-cultural • Economic • Emotional • Lifestyle <p>12. Hunger, satiety & effects on body systems</p> <p>13. Physiology of treatment.</p>
Week 8	<p>UNIT 8: DISORDERS OF THE AUTO-IMMUNE SYSTEM INCLUDING THE SKIN</p> <p>1. Antigen-antibody reactions</p> <ul style="list-style-type: none"> • Antigens • Antibodies (immuno-globulins) • Nature of the antigen anti-body reaction • Serologic responses <p>2. Agglutination</p> <ul style="list-style-type: none"> • Blood transfusion reactions • Erythroblastosis foetalis <p>3. Cells of the immune system</p> <ul style="list-style-type: none"> • B cells • T cells • Transfer factor • Null cells <p>4. Disease states</p> <ul style="list-style-type: none"> • Immunodeficiency states • Stem cell, B cell, T cell immunodeficiency

	<ol style="list-style-type: none">5. Physiology of treatment6. Allergy<ul style="list-style-type: none">• Mechanism of IgE – produced allergy• Theories of atrophy7. Physiology of treatment8. Immune complex disease<ul style="list-style-type: none">• Auto-immunity• A model of auto-immune disease: Systemic lupus erythematosis9. Association of HL-A - antigens & disease<ul style="list-style-type: none">• Disease model of acute infection: otitis media10. Physiology of treatment11. Disorders of coagulation12. Disorders of platelets<ul style="list-style-type: none">• Disease model of coagulation deficiency: Haemophilia13. Disorders & manifestations of the skin14. Physiology of treatment.
Week 9	<p>QUIZ 2- UNITS 5-8</p> <p>UNIT 9: FLUID & ELECTROLYTE IMBALANCE</p> <ol style="list-style-type: none">1. Definition of terms<ul style="list-style-type: none">• Hydrogen Ion• Cations• Anions

	<ul style="list-style-type: none">• Atom• Element• Compound• pH scale• Electricity• Osmosis• Acidosis• Alkalosis
	<p>2. Causes of fluid deficit</p> <ul style="list-style-type: none">• Excess loss• Insufficient intake• Deficiency in electrolytes
	<p>3. Effects of fluid deficit</p>
	<p>4. Causes of fluid excess</p>
	<p>5. Effects of fluid excess</p> <ul style="list-style-type: none">• Cardio-pulmonary congestion
	<p>6. Specific electrolyte imbalances</p> <ul style="list-style-type: none">• Sodium depletion: causes & effects• Sodium excess: causes & effects• Potassium depletion: causes & effects• Potassium excess: causes & effects• Calcium depletion: causes & effects• Calcium excess: causes & effects• Magnesium depletion: causes & effects• Magnesium excess: causes & effects• Other
	<p>7. Acid-base imbalances</p> <ul style="list-style-type: none">• Respiratory alkalosis

	<ul style="list-style-type: none"> • Respiratory acidosis • Metabolic alkalosis • Metabolic acidosis <p>8. Investigative & therapeutic measures</p> <ul style="list-style-type: none"> • Blood studies – gases, electrolytes • Urine analysis • Fluid replacement • Observation
Week 10	<p>UNIT 10: DISORDERS OF THE RENAL SYSTEM</p> <ol style="list-style-type: none"> 1. Causative factors of renal impairment 2. Manifestations of impaired renal function 3. Disorders involving renal dysfunction 4. Disorders & causes of the bladder 5. Disorders of the ureters & urethra 6. Investigative & diagnostic measures 7. Physiology of treatment.
Week 11	<p>UNIT 11: DISORDERS OF THE TRANSPORTATION OF NUTRIENTS & GASES</p> <ol style="list-style-type: none"> 1. Pathophysiology of the transportation of nutrients & gases 2. Causes of cardiovascular alteration 3. Inflammatory disease involving heart structure 4. Deficient blood supply to heart (ischaemic disease) 5. Conduction disturbances 6. Decompensation/heart failure 7. Vascular diseases 8. Hypertension: types, causes, clinical manifestations 9. Common manifestations of cardiovascular disorders 10. Physiology of treatment <ul style="list-style-type: none"> • Medical

	<ul style="list-style-type: none"> • Surgical <p>BLOOD DYSCRASIAS</p> <ol style="list-style-type: none"> 1. Anaemias 2. Depressed production of blood 3. Excessive destruction of blood 4. Polycythaemia 5. Leukocyte disorders 6. Disorders of clotting 7. Increased clotting 8. Incompatible blood 9. Respiratory disorders 10. Physiology of treatment <ul style="list-style-type: none"> • Medical • Surgery.
Week 12	<p>QUIZ 3- UNITS 9-11</p> <p>UNIT 12: PSYCHOPATHOLOGY</p> <ol style="list-style-type: none"> 6. Factors influencing mental illness <ul style="list-style-type: none"> • Biological factors • Psychosocial factors • Environmental factors 7. Classification of mental disorders – (I) Organic Mental; (II) Senility; (III) Drug-Induced (DMS-IV-TR) <ul style="list-style-type: none"> • Major mental disorders: signs & symptom 8. Disorders of infancy, childhood, adolescence, adult 9. Psychological factors affecting physical conditions 10. Physiology of treatment of mental disorders <ul style="list-style-type: none"> • Therapeutic environment • Psychoanalysis • Psychotherapy • Occupational & recreational therapy • Psychodrama

	<ul style="list-style-type: none">• Physical therapies<ul style="list-style-type: none">◦ Electroconvulsive therapy◦ Surgery◦ Drugs (see Pharmacology, Part II, Unit I)◦ Community psychiatry.
Week 13	Review

COURSE TITLE: THE NURSING PROCESS AND HEALTH ASSESSMENT

COURSE CODE: NURS 2013

DURATION: 60 Hours

CREDITS: 3 (2 Theory, 1 Lab)

PRE-REQUISITE: Human Anatomy & Physiology 1 & II, Patient & Health Care

Worker Safety, Health Informatics

COURSE DESCRIPTION

This course introduces the student to the nursing process and health assessment of well individuals throughout the lifecycle. The nursing process framework is used for interviewing, data collection and performing physical assessment. Opportunities are provided for students to engage critical thinking skills in data collection and health assessment with healthy individuals of all ages through interviewing and performing physical examination. The importance of cultural, gender and religious diversity in health assessment and the provision of health and nursing care are introduced.

PURPOSE/ RATIONALE

This course is designed to familiarise the nursing student with the tool that is fundamental to nursing, the nursing process. Students will utilize assessment skills and apply the nursing process to plan care for individuals throughout the life cycle.

GOAL/AIM

The central aim of this course is to help individuals develop skills and competence in using the nursing process, data collection methods, and physical assessment to make informed decisions in the delivery of nursing care. Students would be able to practice critical thinking at various levels of their development.

LEARNING OUTCOMES

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

1. Utilize the dimensions of cultural health in assessment, planning, implementation, and evaluation of nursing care;
2. Appreciate the concepts of religion, cultural diversity and gender in data collection, health assessment and providing nursing care;
3. Observe the patient and family religious beliefs when performing health assessment and giving care;
4. Examine the influence of the main religions on health, health care practice and management of patient care;
5. Understand the concept of communication and the communication process;
6. Appreciate effective communication process;
7. Understand the therapeutic communication process;
8. Describe process of interviewing;
9. Demonstrate effective use of communication skills and interpersonal relationship in the conduct of health assessment;
10. Understand the problem-solving process;
11. Comprehend the components of the nursing process;
12. Integrate knowledge of biological, behavioural and social sciences into the planning and conducting health assessment of patients along the life cycle;
13. Utilize the nursing process in the assessment, identification and analysis of health status of the individual, family and community;
14. Use common theories of growth and development to assess the needs of self and other healthy people;
15. Assess the physical, bio-psychosocial, and spiritual practices that promote wellbeing across the life cycle;
16. Demonstrate beginning level competence in performing health assessment;
17. Demonstrate critical thinking in interpreting data from history taking and physical assessment;
18. Understand normal laboratory values;
19. Explain the ethical and legal guidelines in the conduct of health assessment and planning of nursing care;
20. Document assessment findings in a logical, concise format.

CONTENT OUTLINE

UNIT 1: CULTURE, RELIGION & HEALTH

Hours: **2 Theory**

Specific Objectives

At the end of the units, the student will be able to:

1. Discuss the influences of culture, gender and patients' health beliefs and responses to health and health care;
2. Identify main religious beliefs and countries of predominant practice;
3. Discuss the main tenets of the identified religions;
4. Discuss the influence of religious beliefs on health, health care practice and patient care;
5. Discuss health challenges in performing health assessment and giving care;
6. Show sensitivity to patients and families of various religious beliefs.

Content

1. Influence of culture & gender on patient care
 - Patients' beliefs about health
 - Level of education
 - Economic status
 - Cultural norms
 - Gender & health beliefs
2. Main world religions, country of practice & respective tenets
 - Buddhism
 - Christianity
 - Confucianism
 - Hinduism
 - Islam
 - Judaism
 - Shinto
 - Sikhism
 - Rastafarism

3. Influence on health care, health care practice & nursing management.

UNIT 2: COMMUNICATION PROCESS

Hours: 4 Theory

8 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Define terms communication, communication process, therapeutic communication
2. Identify the elements of the communication process;
3. Identify ways of communicating
4. Name potential barriers in a communication process;
5. Discuss the barriers influencing the communication cycle;
6. Practice active listening;
7. Apply the art of body language for positive effect;
8. Identify tips to improve verbal and non-verbal communication;
9. Identify types of communication;
10. Describe the methods of communication used by members of the health team;
11. Outline the phases, principles and components of therapeutic communication;
12. Practice interviewing, communicating with patients, reporting and recording, and therapeutic communication, and process recording;
13. Discuss the purpose and techniques of interviewing;
14. Discuss the barriers to effective interpersonal relationship.

Content

1. Definition
 - Communication
 - Communication process
 - Therapeutic communication
 - Interviewing
 - Interpersonal relationship

2. Ways of communicating

- Spoken word
- Written word
- Visual images
- Body language

3. Elements of the communication process

- Context
- Sender
- Message Medium
- Receiver
- Feedback

4. Barriers to communication

5. Essentials of effective communication

6. Methods of improving level of communication

- Hearing vs. listening
- Body language tips

7. Types of communication

- Downward
- Upward
- Lateral or horizontal

8. Communicating with members of the health team

- Method: formal, informal
- Tools

9. Therapeutic communication

- Principles
- Phases
- Techniques
- Barriers
- Process recording

10. Interviewing process

- Purpose
- Techniques of interviewing
- Observations during interview
- Essential conditions of interviewing
- Relationship between interviewer & interviewee
- Reporting & recording the interview

11. Interpersonal relationships

- Factors influencing professional interpersonal relationships.

UNIT 3: CRITICAL THINKING & EVIDENCE-BASED PRACTICE

Hours: 2 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Explain the importance of critical thinking in nursing;
2. Discuss definitions of, characteristics of, and skills used in critical thinking;
3. Identify the major factors affecting critical thinking;
4. Explore ways to enhance and develop critical thinking skills as applied to nursing;
5. Set personal goals for developing critical thinking skills;
6. Demonstrate methodologies for searching databases for reliable evidence;
7. Distinguish among sources of evidence relevant to patient care practices;
8. Evaluate the quality of evidence in guiding best nursing practice decisions;
9. Discuss specific advantages and disadvantages of using evidence in nursing practice.

Content

A. Critical thinking process

1. Definition

2. Critical thinking dispositions
3. Critical thinking skills
4. Steps
 - Knowledge
 - Comprehension
 - Application
 - Analysis
 - Synthesis
 - Evaluation
5. Factors affecting critical thinking

B. Evidence-based practice

- 1 Development of research in nursing
- 2 Evaluating sources of information
- 3 Searching data bases
- 4 Use of research evidence in nursing education & practice
- 5 Advantages & disadvantages of evidence-based practice.

UNIT 4: DOCUMENTATION

Hours: **3 Theory**
4 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. State the guidelines for documentation as outlined by Weber & Kelley (2010);
2. Discuss the purposes of documentation;
3. Justify types of information for documentation;

4. List methods of nursing documentation;
5. Explain types of records and their use (e.g., Kardex, fluid balance, medication, temperature, pulse and respiration records) in nursing documentation;
6. Discuss legal implications of documentation.

Content

1. Ethical & legal issues in documentation & communication
2. Methods of documentation
 - SOAPIE
 - ADPIE
3. Guidelines & principles for documentation
4. Types of patient records
5. Electronic data recording
6. Principles of communication in nursing
7. Recording & reporting in nursing practice.

UNIT 5: THE NURSING PROCESS

Hours: **4 Theory**
 8 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Define the term problem-solving;
2. Describe the problem-solving process;
3. Define the term nursing process;
4. Discuss the components of each phase of the nursing process;
5. Discuss the steps of the assessment phase;

6. Differentiate between nursing and medical diagnosis;
7. Describe the elements of the nursing care plan;
8. Explain the steps in planning nursing care;
9. Identify nursing diagnoses from data obtained in the simulated assessment;
10. Explain the process of the nursing care plan implementation;
11. Identify the purpose of evaluation of nursing care plans;
12. State the methods used in the evaluation of nursing care;
13. Explain the relationship between the problem solving method and the nursing process;
14. Identify the elements of the discharge planning process;
15. Apply the nursing process to plan care for a simulated patient.

Content

A. Problem-solving

1. Definition
2. Process
 - Collection of data
 - Analysis of data
 - Statement of the problem
 - Formulation of the plan of action
 - Implementation of plan
 - Evaluation of outcomes

B. Nursing process

1. Definition
2. Components
 - Assessment
 - Planning
 - Implementation
 - Evaluation
 - Discharge planning & follow-up of care
3. Designing a nursing care plan

4. Ethical & legal considerations in the use of the nursing process
- C. Comparison of the problem-solving method and the nursing process
- D. Application of the nursing process.

UNIT 6: ASSESSMENT OF HEALTH STATUS OF THE INDIVIDUAL AT STAGES OF THE LIFE CYCLE

Hours: **6 Theory**
12 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Review stages of the lifecycle;
2. Define health assessment;
3. Identify the purpose of data collection;
4. List categories of information contained in a health history;
5. Describe the data requirements for each category of health history;
6. Obtain a health history;
7. Record data collected from the patient's history and physical assessment in a concise, accurate, and logical sequence;
8. Describe the use of inspection, palpation, auscultation and percussion as techniques for the physical assessment;
9. Identify equipment for performing examination of each body system;
10. Describe proper positioning of the patient for the assessment of each body system;
11. Discuss strategies to promote physical and psychological comfort during a physical examination;
12. Describe the physical assessment of each body system in a systematic manner;
13. Demonstrate skill in performing a safe and accurate health assessment;
14. Demonstrate critical thinking in the ability to analyze assessment data;
15. Describe findings using concise, descriptive terminology;
16. Develop a nursing diagnosis and plan for a well patient based on the health history and physical examination;
17. Discuss diagnostic tests relative to treatment modalities;

18. Discuss the ways in which a patient's perception of health affects their health history report;
19. Describe methods to incorporate health teaching into the physical assessment.

Content

A. Stages of the life cycle

- The neonate – 0 – 28 days
- The infant – 29 days – 1 year
- The toddler – 2 – 3 years
- The pre-school child – 4 – 5 years
- The school child – 6 – 12 years
- The adolescent – 13 – 18 years
- The adult – 19 – 64 years
- The elderly – 65 years and over

B. Physical assessment

1. Health assessment

- Definition
- Purpose

2. History taking & health assessment

- Interviewing & communication
 - Phases of the interview
 - Types of communication
 - Obtaining health history

3. The complete health history: lifecycle approach

- Sources of history
- Biographical data
- History of present illness
- Social history
- Lifestyle practices
- Past medical & surgical history
- Family history
- Review of systems

- Functional assessment
- Perception of health

4. General observation

- Behaviour
- Mobility
- Physical appearance
- Body structure
- Measurement – height & weight
- Vital signs
- Religion & cultural considerations

5. Methods of assessment

- Observation
- Inspection
- Palpation
- Percussion
- Auscultation

6. Required equipment

7. Preparation of patient

- Privacy and confidentiality

8. Introductory physical assessment of normal body form & function

- Physical assessment: general survey
- Skin, hair and nails
- Head, neck and lymph nodes
- Eyes, ears, nose and sinus
- Mouth and throat
- Breasts and lymph nodes
- Thoracic and lung
- Heart and neck vessel
- Peripheral vascular
- Neurologic
- Abdomen
- Male & female genitalia
- Anus, rectum & prostate
- Musculoskeletal
- Integration of 'head to toe' physical assessment

- Anthropometric assessment of nutritional status
- BMI promotion of healthy life practices related to nutrition

Identification of normal laboratory values

9. Strategies for health teaching during health assessment.

UNIT 7: ASSESSMENT OF THE FAMILY & COMMUNITY

Hours: **3 Theory**
 4 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Take a family health and social history;
2. Identify risk factors for family health;
3. Develop a plan of care for a family based on data from the health and social history;
4. Conduct an assessment of the community.
5. Record data collected from the community assessment in a concise, accurate, and logical sequence;
6. Demonstrate beginning skill in analyzing community health assessment data.

Content

A. Psychosocial status of the family

1. Family membership
 - History
 - Living conditions
 - Education
 - Employment status
 - Risk for health problems

B. Community

1. Sources for community health assessment data
2. Major aspects of community assessment
 - Environmental status
 - Public facilities
 - Housing
 - Health & social services
 - Transportation, communication
 - Recreational facilities, parks, green areas
 - Safety
 - Politics & government
3. Recording and reporting findings: subjective data, objective data.

Teaching/Learning Methodologies

- Lecture/Discussion
- PowerPoint presentation
- Individual/Small group activities
- Role Play/Simulation
- CD Rom presentations/Internet access
- Tutorials
- Practical demonstration & return demonstration
- Simulation
- Problem-based clinical conferences

Areas used for Learning

Classroom

Library

Computer Laboratory

Nursing Skills Laboratory

Community

Primary and secondary health care settings

Learning Experiences

- Visits to library, hospitals, health centres/clinics for history taking, physical examination of patients
- Practicing interviewing skills
- Planning care for a simulated patient

Required Skills

1. Interviewing
2. Observation
3. Taking of health history
4. Developmental, nutritional, & mental status assessment
5. Use of examination techniques & equipment
6. Assessment & recording of vital signs
7. Physical assessment of organ systems
8. Family assessment
9. Community assessment
10. Reporting & recording of assessment
11. Analysis of findings
12. Nursing diagnosis
13. Planning care
14. Managing laboratory specimens
15. Documentation including electronic processes

Student Assessment

Course work	100%
• Evaluation of students during the performance of core nursing skills	
Interview, history taking and documentation of data	15%
Physical assessment (practical)of all the systems for 3 assessments valued at 15% each	45%
Quizzes – Objective type	40%

Required Reading

Lynn, P. (2011). Taylor's clinical nursing skills: A nursing process approach. Philadelphia: Wolters Kluwer, Lippincott Williams & Wilkins.

- Weber, J., & Kelley, J. (2010). Health assessment in nursing. Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins.
- Carpenito-Moyet, L.J. (2007). Understanding the nursing process: Concept mapping and careplanning for students. Philadelphia: Lippincott Williams & Wilkins.

Recommended Reading

Cauthorne-Burnette, T.D, Zator Estes, (2009). Health Assessment & physical examination, clinical companion. Philadelphia: Lippincott, Williams & Wilkins.

Andrews, M.M., & Boyle, J.S. (2002). Transcultural concepts in nursing care. Philadelphia: Lippincott Williams and Wilkins.

D'Avanzo, C., & Geissler, E.M. (2003). Pocket guide to cultural health assessment. St. Louis, MO: Mosby.

Leininger, M. & McFarlane, M. (2002). Transcultural nursing: Concepts, theories, research & practice. New York: McGraw Hill Professional.

Oldmeadow, Harry (200). Crossing religious frontiers. Bloomington, Indiana: World Wisdom.

Spector, R.E. (2000). Cultural diversity in health and illness. Upper Saddle River NJ: Prentice-Hall.

Internet [http://www.mapsofworld.com/world-religion-](http://www.mapsofworld.com/world-religion-map.htm)

[map.htm](http://www.mapsofworld.com/world-religion-map.htm)

<http://www.factmonster.com/ipka/A0921143.html>

Course Calendar

THE NURSING PROCESS AND HEALTH ASSESSMENT

CREDITS 3 60 HOURS

Session	Topics
Week 1	<p>UNIT 1: CULTURE, RELIGION & HEALTH</p> <ol style="list-style-type: none"> 1. Influence of culture & gender on patient care <ul style="list-style-type: none"> • Patients' beliefs about health • Level of education • Economic status • Cultural norms • Gender & health beliefs 2. Main world religions, country of practice & respective tenets <ul style="list-style-type: none"> • Buddhism • Christianity • Confucianism • Hinduism • Islam • Judaism • Shinto • Sikhism • Rastafarism 3. Influence on health care, health care practice & nursing management.
Week 2	<p>UNIT 2: COMMUNICATION PROCESS</p> <ol style="list-style-type: none"> 1. Definition <ul style="list-style-type: none"> • Communication • Communication process • Therapeutic communication • Interviewing

	<ul style="list-style-type: none"> • Interpersonal relationship <p>2. Ways of communicating</p> <ul style="list-style-type: none"> • Spoken word • Written word • Visual images • Body language <p>3. Elements of the communication process</p> <ul style="list-style-type: none"> • Context • Sender • Message Medium • Receiver • Feedback <p>4. Barriers to communication</p> <p>5. Essentials of effective communication</p> <p>6. Methods of improving level of communication</p> <ul style="list-style-type: none"> • Hearing vs. listening • Body language tips <p>7. Types of communication</p> <ul style="list-style-type: none"> • Downward • Upward • Lateral or horizontal <p>8. Communicating with members of the health team</p> <ul style="list-style-type: none"> • Method: formal, informal • Tools <p>9. Therapeutic communication</p> <ul style="list-style-type: none"> • Principles • Phases • Techniques • Barriers • Process recording <p>10. Interviewing process</p>
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	<ul style="list-style-type: none"> • Purpose • Techniques of interviewing • Observations during interview • Essential conditions of interviewing • Relationship between interviewer & interviewee • Reporting & recording the interview • Phases of the interview <p>11. Obtaining the complete health history: lifecycle approach</p> <ul style="list-style-type: none"> • Sources of history • Biographical data • History of present illness • Social history • Lifestyle practices • Past medical & surgical history • Family history • Review of systems • Functional assessment • Perception of health <p>12. Interpersonal relationships</p> <ul style="list-style-type: none"> • Factors influencing professional interpersonal relationships. <p>Assignment # 1- Interview and health history</p>
Week 3	<p>UNIT 3: CRITICAL THINKING & EVIDENCE-BASED PRACTICE</p> <p>A. Critical thinking process</p> <ol style="list-style-type: none"> 1. Definition 2. Critical thinking dispositions 3. Critical thinking skills 4. Steps <ul style="list-style-type: none"> • Knowledge • Comprehension • Application

	<ul style="list-style-type: none"> • Analysis • Synthesis • Evaluation <p>5. Factors affecting critical thinking</p> <p>B. Evidence-based practice</p> <ol style="list-style-type: none"> 1. Development of research in nursing 2. Evaluating sources of information 3. Searching data bases 4. Use of research evidence in nursing education & practice 5. Advantages & disadvantages of evidence-based practice.
Week 4	<p>UNIT 4: DOCUMENTATION</p> <ol style="list-style-type: none"> 1. Ethical & legal issues in documentation & communication 2. Methods of documentation <ul style="list-style-type: none"> • SOAPIE • ADPIE 3. Guidelines & principles for documentation 4. Types of patient records 5. Electronic data recording 6. Principles of communication in nursing 7. Recording & reporting in nursing practice. <p>Assignment #2- Data Documentation</p>
Week 5	<p>UNIT 5: THE NURSING PROCESS</p> <p>A. Problem-solving</p> <ol style="list-style-type: none"> 1. Definition 2. Process <ul style="list-style-type: none"> • Collection of data • Analysis of data • Statement of the problem • Formulation of the plan of action • Implementation of plan

	<ul style="list-style-type: none"> • Evaluation of outcomes <p>B. Nursing process</p> <ol style="list-style-type: none"> 1. Definition 2. Components <ul style="list-style-type: none"> • Assessment • Planning • Implementation • Evaluation • Discharge planning & follow-up of care 3. Designing a nursing care plan 4. Ethical & legal considerations in the use of the nursing process <p>Comparison of the problem-solving method and the nursing process</p> <p>Application of the nursing process.</p>
Week 6 to 10	<p>UNIT 6: ASSESSMENT OF HEALTH STATUS OF THE INDIVIDUAL AT STAGES OF THE LIFE CYCLE</p> <p>A. Stages of the life cycle</p> <ul style="list-style-type: none"> • The neonate – 0 – 28 days • The infant – 29 days – 1 year • The toddler – 2 – 3 years • The pre-school child – 4 – 5 years • The school child – 6 – 12 years • The adolescent – 13 – 18 years • The adult – 19 – 64 years • The elderly – 65 years and over <p>B. Physical assessment</p>

	<ol style="list-style-type: none">1. Health assessment<ul style="list-style-type: none">• Definition• Purpose2. History taking & health assessment3. General observation<ul style="list-style-type: none">• Behaviour• Mobility• Physical appearance• Body structure• Measurement – height & weight• Vital signs• Religion & cultural considerations4. Methods of assessment<ul style="list-style-type: none">• Observation• Inspection• Palpation• Percussion• Auscultation5. Required equipment6. Preparation of patient<ul style="list-style-type: none">• Privacy and confidentiality7. Introductory physical assessment of normal body form & function<ul style="list-style-type: none">• Physical assessment: general survey• Skin, hair and nails• Head, neck and lymph nodes• Eyes, ears, nose and sinus• Mouth and throat• Breasts and lymph nodes• Thoracic and lung• Heart and neck vessel• Peripheral vascular• Neurologic• Abdomen• Male & female genitalia• Anus, rectum & prostate
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	<ul style="list-style-type: none"> • Musculoskeletal • Integration of 'head to toe' physical assessment • Anthropometric assessment of nutritional status • BMI promotion of healthy life practices related to nutrition <ol style="list-style-type: none"> 10. Identification of normal laboratory values 11. Strategies for health teaching during health assessment. <p>WEEK 7- QUIZ 1</p>
Week 11	<p>UNIT 7: ASSESSMENT OF THE FAMILY & COMMUNITY</p> <p>A. Psychosocial status of the family</p> <ol style="list-style-type: none"> 1. Family membership <ul style="list-style-type: none"> • History • Living conditions • Education • Employment status • Risk for health problems <p>B. Community</p> <ol style="list-style-type: none"> 1. Sources for community health assessment data 2. Major aspects of community assessment <ul style="list-style-type: none"> • Environmental status • Public facilities • Housing • Health & social services • Transportation, communication • Recreational facilities, parks, green areas • Safety • Politics & government 3. Recording and reporting findings: subjective data, objective data.
Week 12	Practical
Week 13	Final quiz

COURSE TITLE:	COMMUNITY HEALTH NURSING
COURSE CODE:	NURS 2014
DURATION:	36 Hours
CREDITS:	3
PRE-REQUISITE:	Sociology for the Caribbean, Epidemiology, Nutrition,

Health Promotion, The Nursing Process & Health Assessment

COURSE DESCRIPTION

This course introduces the student to the foundations of community-based nursing, focusing on health of the family and community. Principles, theories, and concepts of community health are utilized to generate an understanding of the roles and functions of community health nurses. Cultural, lifestyle, socioeconomic, environmental, epidemiological influences and community resources on health promotion and protection in individuals, families and communities are examined. The related clinical practicum is provided in **Community Health Nursing Clinical Practicum**.

PURPOSE/ RATIONALE

Through this course the student nurse would be sensitised to the concept of community health.

GOALS/AIMS

The student nurse will be able to understand the role of the community health nurse/ district health visitor and develop an appreciation for role of members of the community in health care.

LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to:

1. Explain the concepts of health, public health, community health, health continuum, health promotion;
2. Explain the differences between community health, public health and primary health care;
3. Describe the dimensions of health;
4. Explain the levels of community-based practice;
5. Explain the levels of prevention;
6. Describe the essential public health functions;
7. Utilize theoretical and empirical knowledge from previous courses to gain an understanding of individuals, families, groups and communities;
8. Understand the concepts of a healthy family, healthy school, and a healthy community;
9. Comprehend the conceptual frameworks for community health nursing, family and community assessment;
10. Utilize the levels of prevention in prioritizing the health needs of communities and populations;
11. Examine legal, cultural, ethical, and legislative issues, which influence the practice of public health;
12. Participate in efforts initiated by community groups to positively affect the health status of communities;
13. Apply epidemiologic principles to the study of the health of a community;
14. Utilize appropriate communication processes in coordination with other members of the health team in the health care of individuals and families in the community;
15. Describe the role of the nurse in the prevention, promotion, and maintenance of health and disease prevention in the community.

CONTENT OUTLINE

UNIT 1: INTRODUCTION TO COMMUNITY HEALTHNURSING

Hours: 2 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Define the concepts of health, community health, public health, and health promotion, population of aggregate;
2. Discuss the dimensions of health;
3. Identify the levels of community-based practice;
4. Discuss the essential public health functions;
5. Discuss levels of prevention;
6. Identify aggregates in the community with specific health needs;
7. Discuss the settings for community health and community health nursing practice;
8. Define the standard of care for each setting;
9. Discuss public health laws as exists in Trinidad & Tobago

Content

1. Definition
 - Health
 - Public health
 - Community health

- Health promotion
- Population of aggregate

2. Dimensions of health

- Physical
- Social
- Intellectual
- Emotional
- Spiritual
- Occupational
- Environmental

3. Levels of prevention

- Primary
- Secondary
- Tertiary

4. Essential public health functions

- Monitoring, analysis, evaluation of health status
- Public health surveillance
- Health promotion
- Social participation
- Policy formulation & analysis
- Laws & regulations enactment, monitoring and enforcement
- Equitable access to care
- Human resource development
- Quality assurance/Continuous quality improvement (CQI)
- Research
- Disaster management and mitigation

5. Population of aggregate

- Children
- Women
- Pregnant & lactating women
- Men
- Elderly

6. Components of community health practice

- Promotion of health
 - Prevention of health problems
 - Treatment of disorders
 - Rehabilitation
 - Evaluation
7. Settings for community nursing practice
- Facilities
 - Standard of care for each setting
 - Services provided at each setting
 - Role & functions of staff at each facility
 - Factors affecting community based care & community health nursing practice
8. Public health laws & regulations in Trinidad & Tobago.

UNIT 2: THEORETICAL BASIS OF COMMUNITY HEALTH NURSING

Hours: 4 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Discuss the characteristics of community health nursing;
2. Discuss societal influences on community-oriented, population-focused nursing practice;
3. Discuss the roles and responsibilities of the nurse in community health;
4. Discuss the theoretical basis of community health nursing;
5. Apply the nursing process to the community health assessment;
6. Visit community health facilities to observe the nurse's role in community health.

Content

1. Characteristics of community health nursing practice
2. Societal influences on community-oriented, population-focused nursing
 - Communication technology
 - Genetic engineering
 - Global economy
 - Climate changes
3. Role of the nurse in community health
 - Clinician
 - Educator
 - Administrator
 - Consultant
 - Researcher
4. Theories & models for community health nursing practice
 - Nightingale's theory of environment
 - Orem's self care model
 - Pender's health promotion model
5. Use of the nursing process in assessing community health.

UNIT 3: THE FAMILY AS UNIT OF CARE

Hours: 6 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Discuss terms and concepts of family and family health;
2. Discuss the family developmental tasks;
3. Discuss the characteristics of a healthy family;

4. Discuss the effects of family health on the individual and the family;
5. Identify the steps in a successful family health intervention;
6. Discuss the family and community health assessments frameworks;
7. Assist families to identify and use community resources in promoting health;
8. Define the term 'family at risk';
9. Discuss the two foci of family health visits: education and health promotion.

Content

1. Definition
 - Family
 - Family health
2. Family developmental tasks
3. Characteristics of a healthy family
4. Effects of family health on the individual
 - Positive influences
 - Negative influences
5. Effects of family health on the community
 - Positive influences
 - Negative influences
6. Conceptual frameworks
 - Interactional frameworks
 - Structural-functional frameworks
 - Developmental frameworks
7. Family health assessment

- Assessment tools
 - Conceptual framework
 - Assessment categories/framework for data collection & analysis
 - Indicators for family level of functioning
- 8. Data collection categories
 - Family demographics
 - Physical environment
 - Psychological & spiritual environment
 - Family structure, roles & functions
 - Family values & beliefs
 - Family communication patterns
 - Family decision-making patterns
 - Family problem-solving patterns
 - Family coping patterns
 - Family health behaviour
 - Family social & cultural patterns
- 9. Subset of each data collection category
 - Family strengths & self-care capabilities
 - Family stresses & problems
 - Family resources
- 10. Data analysis & documentation
- 11. Indicators of 'family at risk'
 - Family crisis: definition
 - Types of family crisis
 - Developmental
 - Situational
 - Family violence against children
 - Child neglect
 - Child Abuse
 - Emotional Abuse
 - Physical Abuse
 - Sexual Abuse
 - Domestic violence
 - Substance abuse
 - Reporting abuse

10. Role of the community health nurse in caring for families in crisis
11. Home visit
 - Purpose
 - Preparation
 - Required nursing skills.

UNIT 4: THE COMMUNITY AS UNIT OF CARE

Hours: 6 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Discuss community dynamics;
2. Discuss the types and functions of a community;
3. Identify the components of a healthy school;
4. Discuss the components of a healthy community;
5. Outline the components of a community assessment;
6. Formulate community level diagnosis;
7. Identify the indicators of changing health needs in a selected community;
8. Define term 'community at risk';
9. Identify nursing interventions for selected community health problems;
10. Define the characteristics of a healthy school, and of a healthy community.

Content

1. Community dynamics
2. Types of community: geographic, common interest, etc.
3. Functions of a community
4. Community needs assessment framework
 - Demographic & socio-economic characteristics
 - Vital statistics
 - Disease incidence & prevalence for leading causes of morbidity & mortality
 - Local factors affecting health
 - National & community priorities
 - Health care facilities, staffing & patterns of utilization
 - Social programmes & staff
5. Sources of community data
 - Primary & secondary sources
 - Internal sources
 - National sources
6. Data analysis & diagnosis
 - Process of analysis
 - Community diagnosis formation
 - Community diagnosis
7. Documentation of findings
8. 'At risk' community
9. Nursing interventions
10. Characteristics of a healthy school
11. Characteristics of a healthy community.

UNIT 5: THE ENVIRONMENT & COMMUNITY HEALTH

Hours: 6 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Define environmental health;
2. Discuss concepts and theories central to environmental health;
3. Discuss major global environmental concerns;
4. Identify primary environmental threats to individuals, families and communities;
5. Examine industrial chemicals, which threaten the general welfare of communities;
6. Explain the concept of sustainable development;
7. Analyze the threat of and protective measures against bioterrorism;
8. Discuss relevant national environmental regulations;
9. Propose professional nurses' role in environmental health.

Content

1. Definition
 - Environmental health
 - Ecology
 - Ecosystem
 - Eco-tourism
 - Sustainable development
2. Concepts & theories central to environmental health
 - Preventive approach
 - Ecologic perspective
3. Major global environmental concerns
 - Over population
 - Air pollution
 - Acid rain, ozone depletion & global warming
 - Water pollution
 - Unhealthy or contaminated food & milk

- Waste disposal
- Safety in the home, worksite, & community

4. Environmental health programmes

- Water supply & quality
- Waste management
- Food & milk safety
- Vector control
- Pollution: air, noise, beach
- Housing
- Bioterrorism

5. National environmental health regulations.

UNIT 6: PROMOTING & PROTECTING THE HEALTH OF WORKING POPULATION

Hours: **6 Theory**

Specific Objectives

At the end of the unit, the student will be able to:

1. Discuss environmental factors affecting the workplace;
2. Discuss work-related health problems;
3. Discuss occupational health programmes;
4. Identify the role of the occupational health nurse.

Content

1. Environmental work factors

- Physical
- Chemical
- Biological
- Ergonomic
- Psychosocial

2. Work-related health problems
 - Occupational diseases
 - Health problems related to ergonomics
 - Work-related emotional disturbances
 - Work place violence
3. Occupational health programmes
 - Disease preventive
 - Health promotion & protection
4. Role of the occupational health nurse.

UNIT 7: HEALTH PROMOTION, RISK REDUCTION & HEALTH TEACHING

HOURS 6 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Review national policies for health promotion;
2. Propose priority areas for nursing research for health promotion;
3. Distinguish between patient education and health education;
4. Formulate health teaching strategies for individuals, families, and groups in the community;
5. Implement health teaching activities for individuals, families, and groups in the community;
6. Explain the factors to be assessed in the evaluation of effectiveness of health teaching.

Content

1. Review of national health promotion policies & plan
2. National priority areas of health promotion

3. Definition & differentiation
 - Patient education
 - Health education
4. Review of the teaching process
5. Role of the community health nurse in health promotion & health teaching
6. Framework of teaching plan for individual, family, group community.

Teaching/Learning Methodologies

- Lecture/Discussion
- Demonstration
- PowerPoint presentation
- Case studies

Areas used for Learning

- Classrooms
- Libraries
- Nursing Skills Laboratory
- Communities

Learning Experiences

- Walking survey in a community
- Observation visits with the Public Health Inspector:
 - Water Filtration Plant
 - Sewage Plant
 - Abattoir
 - Milk and Ice Cream Production Plant
 - Environmental Health Unit, Ministry of Health
- Visits to schools & communities to assess healthy schools and communities
- Visits to the health centres/clinics to observe the role of the Public Health Nurse

- Non Governmental Organizations (NGO)

Required Skills

1. Community health assessment
2. Family health assessment
3. Preparation of epidemiological reports
4. Data collection, analysis, interpretation & documentation of findings
5. Health teaching plan development, implementation & evaluation
6. Health counselling

Student Assessment

Course work **40%**

- Assignment -Group and individual assignment:
 - (A) Groups of 5-7 students will critically assess selected communities using community health indicators; and
 - (B) Each student will prepare a report on one assigned element of the community.

Final examination **60%**

- Essay and multiple choice items.

Required Reading

Anderson, E. T. McFarlane, J. (2008). Community as partner. Philadelphia: Lippincott Williams & Wilkins.

Sines, D., Saunders, M. Forbes-Burford, J. (2009). Community health care nursing. Oxford: Wiley-Blackwell.

Recommended Reading

Cox, C & Hill, M. (2010). Professional issues in primary care nursing. Oxford: Wiley-Blackwell.

World Health Organization (Current edition). International travel and health. Vaccination requirements and advice. Geneva: Author.

Surveillance and other reports from Ministry of Health.

USEFUL LINKS

A Day in the Life of Public Health: <http://www.apha.org/career/dayinlife.htm>

Public Health Nursing Section of APHA: <http://www.csuchico.edu/~horst/>

Ten Essential Services of Public Health:

<http://www.apha.org/ppp/science/10ES.htm> WHO

Website:http://www.who.int/healthy_settings/types/schools/en/index.html

Course Calendar

COMMUNITY HEALTH NURSING

CREDITS 3 HOURS 36

Session	Topics
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Session	Topics
Week 1& 2	<p style="text-align: center;">UNIT 1: INTRODUCTION TO COMMUNITY HEALTH NURSING</p> <p>1. Definition</p> <ul style="list-style-type: none"> • Health • Public health • Community health • Health promotion • Population of aggregate <p>2. Dimensions of health</p> <ul style="list-style-type: none"> • Physical • Social • Intellectual • Emotional • Spiritual • Occupational • Environmental <p>3. Levels of prevention</p> <ul style="list-style-type: none"> • Primary • Secondary • Tertiary <p>4. Essential public health functions</p> <ul style="list-style-type: none"> • Monitoring, analysis, evaluation of health status • Public health surveillance • Health promotion • Social participation • Policy formulation & analysis • Laws & regulations enactment, monitoring and enforcement • Equitable access to care • Human resource development • Quality assurance/Continuous quality improvement (CQI) • Research

Session	Topics
	<ul style="list-style-type: none"> • Disaster management and mitigation <p>5. Population of aggregate</p> <ul style="list-style-type: none"> • Children • Women • Pregnant & lactating women • Men • Elderly <p>6. Components of community health practice</p> <ul style="list-style-type: none"> • Promotion of health • Prevention of health problems • Treatment of disorders • Rehabilitation • Evaluation <p>7. Settings for community nursing practice</p> <ul style="list-style-type: none"> • Facilities • Standard of care for each setting • Services provided at each setting • Role & functions of staff at each facility • Factors affecting community based care & community health nursing practice <p>8. Public health laws & regulations in Jamaica.</p>
Week 3	<p style="text-align: center;">UNIT 2: THEORETICAL BASIS OF COMMUNITY NURSING</p> <ul style="list-style-type: none"> 1. Characteristics of community health nursing practice 2. Societal influences on community-oriented, population-focused nursing <ul style="list-style-type: none"> • Communication technology • Genetic engineering

Session	Topics
	<ul style="list-style-type: none"> • Global economy • Climate changes <p>3. Role of the nurse in community health nursing</p> <ul style="list-style-type: none"> • Clinician • Educator • Administrator • Consultant • Researcher <p>4. Theories & models for community health nursing practice</p> <ul style="list-style-type: none"> • Nightingale's theory of environment • Orem's self care model • Pender's health promotion model <p>5. Use of the nursing process in assessing community health.</p>
Week 4	<p>UNIT 3: THE FAMILY AS UNIT OF CARE</p> <ol style="list-style-type: none"> 1. Definition <ul style="list-style-type: none"> • Family • Family health 2. Family developmental tasks 3. Characteristics of a healthy family 4. Effects of family health on the individual <ul style="list-style-type: none"> • Positive influences • Negative influences 5. Effects of family health on the community <ul style="list-style-type: none"> • Positive influences • Negative influences 6. Conceptual frameworks <ul style="list-style-type: none"> • Interactional frameworks • Structural-functional frameworks • Developmental frameworks

Session	Topics
	<p>7. Family health assessment</p> <ul style="list-style-type: none"> • Assessment tools <ul style="list-style-type: none"> ◦ Conceptual framework ◦ Assessment categories/framework for data collection & analysis ◦ Indicators for family level of functioning <p>8. Data collection categories</p> <ul style="list-style-type: none"> • Family demographics • Physical environment • Psychological & spiritual environment • Family structure, roles & functions • Family values & beliefs • Family communication patterns • Family decision-making patterns • Family problem-solving patterns • Family coping patterns • Family health behaviour • Family social & cultural patterns <p>9. Subset of each data collection category</p> <ul style="list-style-type: none"> • Family strengths & self-care capabilities • Family stresses & problems • Family resources <p>10. Data analysis & documentation</p> <p>11. Indicators of 'family at risk'</p> <ul style="list-style-type: none"> • Family crisis: definition • Types of family crisis <ul style="list-style-type: none"> ◦ Developmental ◦ Situational • Family violence against children <ul style="list-style-type: none"> ◦ Child neglect ◦ Child abuse ◦ Emotional abuse ◦ Physical abuse

Session	Topics
	<ul style="list-style-type: none"> ○ Sexual abuse ○ Domestic violence ○ Substance abuse ○ Reporting abuse <p>10. Role of the community health nurse in caring for families in crisis</p> <p>11. Home visit</p> <ul style="list-style-type: none"> • Purpose • Preparation • Required nursing skills.
Week 5 to 7	<p>UNIT 4: THE COMMUNITY AS UNIT OF CARE</p> <ol style="list-style-type: none"> 1. Community dynamics 2. Types of community: geographic, common interest, etc. 3. Functions of a community 4. Community needs assessment framework <ul style="list-style-type: none"> • Demographic & socio-economic characteristics • Vital statistics • Disease incidence & prevalence for leading causes of morbidity & mortality • Local factors affecting health • National & community priorities • Health care facilities, staffing & patterns of utilization • Social programmes & staff 5. Sources of community data <ul style="list-style-type: none"> • Primary & secondary sources • Internal sources • National sources

Session	Topics
	<p>6. Data analysis & diagnosis</p> <ul style="list-style-type: none"> • Process of analysis • Community diagnosis formation • Community diagnosis <p>7. Documentation of findings</p> <p>8. 'At risk' community</p> <p>9. Nursing interventions</p> <p>10. Characteristics of a healthy school</p> <p>11. Characteristics of a healthy community.</p>
Week 8 to 10	<p style="color: orange;">Week 7- Assignment # 1 (A)</p> <p style="text-align: center;">UNIT 5: THE ENVIRONMENT & COMMUNITY HEALTH</p> <p>1. Definition</p> <ul style="list-style-type: none"> • Environmental health • Ecology • Ecosystem • Eco-tourism • Sustainable development <p>2. Concepts & theories central to environmental health</p> <ul style="list-style-type: none"> • Preventive approach • Ecologic perspective <p>3. Major global environmental concerns</p> <ul style="list-style-type: none"> • Over population • Air pollution • Acid rain, ozone depletion & global warming • Water pollution • Unhealthy or contaminated food & milk • Waste disposal

Session	Topics
	<ul style="list-style-type: none"> • Safety in the home, worksite, & community <p>4. Environmental health programmes</p> <ul style="list-style-type: none"> • Water supply & quality • Waste management • Food & milk safety • Vector control • Pollution: air, noise, beach • Housing • Bioterrorism <p>5. National environmental health regulations.</p>
Week 11	<p>UNIT 6: PROMOTING & PROTECTING THE HEALTH OF WORKING POPULATION</p> <p>1. Environmental work factors</p> <ul style="list-style-type: none"> • Physical • Chemical • Biological • Ergonomic • Psychosocial <p>2. Work-related health problems</p> <ul style="list-style-type: none"> • Occupational diseases • Health problems related to ergonomics • Work-related emotional disturbances • Work place violence <p>3. Occupational health programmes</p> <ul style="list-style-type: none"> • Disease preventive • Health promotion & protection <p>4. Role of the occupational health nurse.</p>

Session	Topics
Week 12	<p>UNIT 7: HEALTH PROMOTION, RISK REDUCTION & HEALTH</p> <p>TEACHING</p> <ul style="list-style-type: none"> 1. Review of national health promotion policies & plan 2. National priority areas of health promotion 3. Definition & differentiation 4. Patient education 5. Health education 6. Review of the teaching process 7. Role of the community health nurse in health promotion & health teaching <p>Framework of teaching plan for individual, family, group community.</p>
Week 13	Review

COURSE TITLE:	COMMUNITY HEALTH NURSING CLINICAL PRACTICUM
COURSE CODE:	NURS 2015
DURATION:	144 Clinical Hours
CREDITS:	3
PRE-REQUISITE:	Community Health Nursing

COURSE DESCRIPTION

This course focuses on community health and community health nursing in the community. Guided clinical experiences are provided at selected community-based agencies and organizations to enable students to assess the health of a community, practice health teaching, and observe the role of members of the health team in the practice environments. Students will demonstrate progressive independence in selected areas of experience in the community.

PURPOSE

Students will be able to gain first-hand knowledge and experience about community health through interaction with the community and various agencies.

GOALS/ AIMS

The student experience will be enriched as students become empowered by participating in health care in the various community settings. Vital links between health, wellness, health promotion, illness and health assessment will be made. Prior learning will be incorporated with new knowledge as students seek to apply theory to practice.

LEARNING OUTCOMES

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

1. Apply epidemiological methods and findings in family and community health assessment;

2. Perform family and community health assessment;
3. Identify families and communities 'at risk';
4. Implement health education programmes within communities;
5. Participate in supportive efforts initiated by community groups to affect health status of the community.

CONTENT OUTLINE

Content

- Family assessment, planning & implementation of care
- Community assessment
- Analysis, diagnosis, & documentation of data
- Care plan
- Observation of community health care delivery to patients of all ages.

Teaching/Learning Methodologies

- Lecture/Discussion
- PowerPoint presentations
- Case studies
- Individual/Small group activities
- Clinical Skills Workbook

Areas used for Learning

- Community
- Health centres/clinics
- Nursing Skills Laboratory

Learning Experiences

- Assignments to communities
- Walking survey in a community
- Observation visits with the Public Health Inspector:
 - Water Filtration Plant
 - Sewage Plant
 - Abattoir
 - Milk and Ice Cream Production Plant
 - Public Health Unit
- Visits to schools & communities to assess healthy schools and communities
- Visits to the health centres/clinics to observe the role of the Public Health Nurse

- Non Governmental Organizations (NGO)

Required Skills

1. Family and community assessment
2. Data collection, analysis, interpretation
3. Documentation of findings
4. Preparation of epidemiological reports
5. Health counselling
6. Design and mount health messages to promote health based on community assessment
7. Develop, implement and evaluate health teaching plan
8. Contributing ideas and actions in community meetings

Student Assessment

Course work	60%
• Each student will conduct a community assessment & documentation 30%	
• Each student will design a health promotion intervention 30%	

Final examination: essay and multiple choice items. **40%**

Required Reading

- Sines, D., Saunders, M. Forbes-Burford, J. (2009). Community health care nursing. Oxford: Wiley-Blackwell
- Anderson, E. T. McFarlane, J. (2008). Community as partner. Philadelphia: Lippincott Williams & Wilkins.

Recommended Reading

Cox, C & Hill, M. (2010). Professional issues in primary care nursing. Oxford: Wiley-Blackwell.

World Health Organization (Current edition). International travel and health. Vaccination requirements and advice. Geneva: Author.

Surveillance and other reports from Ministry of Health.

USEFUL LINKS

A Day in the Life of Public Health: <http://www.apha.org/career/dayinlife.htm>

Public Health Nursing Section of APHA: <http://www.csuchico.edu/~horst/>

Ten Essential Services of Public Health: <http://www.apha.org/ppp/science/10ES.htm>

WHO Website:http://www.who.int/healthy_settings/types/schools/en/index.html

Course Calendar

COMMUNITY HEALTH VISITING CLINICAL PRACTICUM

CREDITS 3 HOURS 144

Session	Topics
Week 1 TO 4	<ul style="list-style-type: none"> • Family assessment, planning & implementation of care • Community assessment • Analysis, diagnosis, & documentation of data • Care plan <p>Observation of community health care delivery to patients of all ages</p> <p><i>Areas used for Learning</i></p> <ul style="list-style-type: none"> • Community • Health centres/clinics • Nursing Skills Laboratory <p><i>Learning Experiences</i></p> <ul style="list-style-type: none"> • Assignments to communities • Walking survey in a community • Observation visits with the Public Health Inspector: <ul style="list-style-type: none"> ○ Water Filtration Plant ○ Sewage Plant ○ Abattoir ○ Milk and Ice Cream Production Plant ○ Environmental Health Unit, Ministry of Health • Visits to schools & communities to assess healthy schools and communities • Visits to the health centres/clinics to observe the role of the Public Health Nurse • Non Governmental Organizations (NGO)

Session	Topics

Year 2: Semester II

YEAR 2: SEMESTER II

COURSE TITLE:	DIET THERAPY
COURSE CODE:	NURS 2016
DURATION:	24 hours
CREDITS:	2
PRE-REQUISITE:	Nutrition, Human Pathophysiology

COURSE DESCRIPTION

The focus of this course is dietary management of common nutritional problems found in individuals, families and communities. Emphasis will be placed on the dietary management of individuals with diabetes mellitus, cardiovascular and renal diseases, malnutrition, burns, and obesity. Diet management is applied throughout the respective nursing courses.

PURPOSE/ RATIONALE

The purpose of this course is to expose students to the need for proper dietary management of individuals experiencing specific health problems.

AIMS/GOALS

Students will develop knowledge and understanding of diet therapy for individuals with stated adverse health states.

LEARNING OUTCOMES

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

1. Demonstrate knowledge of the diet requirements of common and chronic non communicable diseases ;

2. Apply knowledge of concepts of nutrition in dietary management;
3. Recognize the principles of dietary management of individuals at stages of the life cycle with common health disorders;
4. Apply principles of nutrition and dietary management in the teaching of individuals and families in the community;
5. Appreciate the role of the nurse in diet therapy of individuals and families.

CONTENT OUTLINE

UNIT 1: PRINCIPLES OF NUTRITION THERAPY & THE ROLE OF THE NURSE

Hours: 2 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Describe the effects of institutional experiences on the individual's nutritional intake;
2. Explain the basis for determining the therapeutic nutritional requirements of the individual;
3. Use the concept of diet therapy in planning menus for patients;
4. Identify ways of incorporating dietary management in the nursing care plan;
5. Describe the role of the nurse in providing nutritional care to institutionalized individuals.

Content

A. The institutionalized patient

1. Individual differences
 - Age
 - Gender
 - General condition
 - Health disorder
 - Nutritional status
 - Socio-cultural, economic background
 - Other related personal characteristics

Psychological impact of illness

- Emotional needs
- Ability to cope
- Institutional setting

2. Impact on food behaviour

- Loss of appetite
- Acceptance or rejection of food
- Failure to eat

B. Nutritional needs in patient care

1. Basis for determining needs

- Medical diagnosis
- Nutritional status assessment
- Diet history

2. Prescribed medical treatment

- Normal diet
- Modified diet

3. Nursing care plan

- Analysis of food intake
- Plan & implement diet instruction
- Identify follow-up care needs
- Other assistance as required

C. Concepts of diet therapy

1. Purpose

2. Modifications

- Normal needs
- Nutrients
- Energy
- Texture, shape, form of food
- Preparation, flavouring, seasoning

3. Acceptability to patient

D. Role of the nurse in nutritional care

1. Coordinator of care & services

- Physician
- Dietician & dietary department
- Other health team members
- Patient & family
- Follow-up care & referral

2. Interpreter & communicator

- Explain treatment
- Interpret rationale for diet
- Assist in food selection & appearance
- Assure ordering & receipt of prescribed diet

3. Teacher & counsellor

- Use of informal opportunities to teach/counsel
- Plan instruction
- Counsel patient/family
- Support, supplement & reinforce information given by dietary department.

UNIT 2: OBESITY & WEIGHT CONTROL

Hours: 3 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Describe the concept of desirable body weight relative to age, gender and developmental variables;
2. Use the concept of desirable weight in meeting the nutritional needs of individuals;

3. State the socio-cultural, genetic, emotional, and lifestyle factors, which contribute to obesity;
4. Discuss principles of effective treatment of obesity;
5. Plan a modified calorie diet based on diet prescription for specified weight loss;
6. Identify aspects of obesity prevention;
7. Name the characteristics of effective obesity intervention approaches;
8. Discuss current research in obesity therapy.

Content

A. Concept of desirable body weight

1. Definitions
 - Normal (ideal) weight
 - Overweight
 - Obesity
 - Underweight
 - Related variables including age, gender, body build
2. Body composition

B. Obesity

1. Types
 - Childhood: developmental, reactive
 - Adult: simple
2. Treatment
 - Principles
 - Group therapy
 - Radical approaches
 - Drugs & pharmaceuticals
 - Basis for caloric modification
 - Planning calorie modified diet
3. Menu-planning considerations
 - Cost
 - Value satisfaction
 - Availability of foods

- Patient preferences

4. Patient & Family Education

- Assess information needs
- Formulate objectives
- Monitor progress
- Evaluate

5. Prevention

- Positive food behaviour development
- Calorie adjustments
- Physical activity
- Food purchase & preparation
- Life style conducive to health maintenance
- Nutrition education
- Motivation & compliance

Mythologies, fads & misinformation

- Fattening foods
- Weight loss promoting foods
- Miracle diets, easy diets

6. Obesity intervention

- Goals, amount & rate of weight loss
- Calorie intake & needs
- Variation of food & nutritional adequacy
- Strategies for maintaining desired weight
- Culturally sensitive education/re-education of eating behaviour

7. Current research & trends on obesity & management.

UNIT 3: DIET IN DIABETES MELLITUS

Hours: **3 Theory**

Specific Objectives

At the end of the unit, the student will be able to:

1. Outline the major factors in treatment and control of diabetes mellitus;
2. Discuss the rationale of the system used for calculating diabetic diet;
3. List the essential components of a teaching plan for the diabetic patient and/or family;
4. Calculate the prescribed diabetic diet using the 'Meal Plan for Diabetics' and the 'Food Exchange Lists';
5. Prepare a menu for a real or hypothetical diabetic patient;
6. Identify factors to be considered in the provision of adequate nutritional follow-up care of diabetic patients;
7. Propose adjustments in planning to meet the nutritional needs of diabetic patients with cardio-vascular disease, trauma, surgery and pregnancy.

Content

A. *Diet therapy*

1. Diet & its interrelatedness with other aspects of therapy
2. Insulin
3. Oral hypoglycaemic agents
4. Physical activity
5. Medical management
 - Chemical control
 - Clinical control
6. Rationale for diet
 - Normal nutritional needs
 - Six food groups
7. Diabetic diet in the Caribbean
 - Six food groups
 - Exchange system rationale
 - Food lists

- Use of diabetic booklets
 - Meal planning
 - Patient/family teaching
 - Staff orientation
- 8. Teaching patient & family
 - Early initiation of teaching plan
 - Nature of condition
 - Basic food knowledge
 - Relation of food intake to
 - Urine testing
 - Insulin shock
 - Diabetic acidosis

Follow-up care

- Referral
- Continuity of teaching/counselling
- Family support

B. Special conditions

1. Pregnancy
2. Cardio-vascular disease
3. Trauma, surgery
4. Short duration illness.

UNIT 4: DIET IN CARDIO-VASCULAR DISEASES

Hours: **4 Theory**

Specific Objectives

At the end of the unit, the student will be able to:

1. Explain the principles involved in dietary management of individuals with cardiovascular disorders;
2. Plan a sodium-restricted calorie-restricted diet for an overweight hypertensive patient;
3. List the essential components of a teaching plan for diet modification for patients and family;
4. Plan a modified fat, cholesterol and caloric diet for a patient;
5. Relate the benefits of weight loss to patients with cardiovascular conditions.

Content

HYPERTENSION

A. Dietary therapy

1. Calorie reduction
2. Sodium restriction
3. Combined calorie-sodium restriction
4. Principles of sodium restricted diet
 - Mild sodium restriction (2,000 – 3,000 mg)
 - Moderate restriction (1,000 – 2,000 mg)
 - Severe restriction (500 mg)
5. Diet prescription
6. Medications
 - Home remedies
 - Non-prescribed medications
7. Diet pattern
 - Based on normal nutrient needs
 - Modified sodium
 - Modified calories
8. Diet pattern approaches

- Calculation of sodium content
 - Exchange lists
9. Teaching patient & family Early initiation
- Food habit changes
 - Lifestyle considerations
 - Food knowledge
 - Family involvement
 - Long term goals
 - Follow-up care & support

ATHEROSCLEROSIS

A. Dietary therapy

1. Definitions
 - Saturated/unsaturated fats
 - Cholesterol
 - Blood cholesterol levels
2. Restricted fat (35% total calories)
3. Modify type of fat
 - Reduction of animal fat
 - Increase of plant fat
4. Diet prescriptions
 - Fat controlled diet
 - Restricted cholesterol & fat
5. Diet patterns
 - Based on normal needs
 - Modified for fat/cholesterol
 - Modified for calories
 - Levels of restriction
6. Dietary pattern approaches
 - Calculation of fat & cholesterol content
 - Food lists
 - Exchange lists
7. Teaching patient & family
 - Long term & short term goals
 - Early initiation
 - Involvement of family food ‘gatekeeper’ person
 - Patient counselling
 - Follow-up care

Relation of weight loss to heart conditions

1. Changes in hypertensive patient
2. Changes in patient with elevated blood cholesterol (atherosclerosis)
3. Prognosis
4. Prevention through food behaviour change.

UNIT 5: DIET IN RENAL DISEASES

Hours: **3 Theory**

Specific Objectives

At the end of the unit, the student will be able to:

1. Explain the principles involved in dietary management of individuals with renal diseases;
2. Identify nutrients, which are commonly restricted in renal diseases;
3. Utilize the food exchange list to plan a diet restricted in sodium, potassium and protein;
4. Plan a calcium and phosphorous restricted diet.

Content

A. Essentials of diet modification

1. Prevention of uraemia
2. Prevention of oedema
3. Maintain optimum nutrition

B. Principles of diet modification

1. Fluid restriction

2. Sodium/potassium restriction
3. Protein: increase/decrease
 - Increase to compensate for albumin loss
 - Decrease to reduce workload in impending or actual renal failure
4. Calories
 - Increased carbohydrates
 - Increased fat
 - Patient's needs

C. Restricted sodium/potassium/protein diet considerations

1. Potassium
 - High potassium content foods
 - Beverage types & restrictions
 - Special starches
 - Special foods
2. Sodium
 - Review sodium containing foods
 - Comparison of sodium content with potassium content
3. Protein
 - High quality protein foods
 - Limit plant sources
 - Calculate all sources of dietary protein
4. Patient's acceptance of foods

D. Planning renal diets

1. Calculation
2. Use of exchange list
3. Use of food lists
4. Food availability

5. Special preparation required

E. Diet for patients with renal calculi

1. Diets to prevent/control renal calculi

- Calcium
- Phosphorus
 - Calcium reduced diet to 500 – 700 mg
 - Phosphorus reduced diet to 1,000 – 1,200 mg
 - Omission of high calcium & phosphorus content food
- Increased fluid intake.

UNIT 6: DIETARY MODIFICATIONS IN DISEASES OF THE DIGESTIVE SYSTEM

Hours 3 Theory Specific Objectives

At the end of the unit, the student will be able to:

1. Explain the limitations of chewing, swallowing and effect on nutritional status;
2. Identify appropriate conditions for tube feeding;
3. Discuss the principles involved in the design and preparation of nutritionally adequate liquid diet;
4. Calculate a recipe for a prescribed diet by tube feeding;
5. Implement measures to monitor the function of the gastro-intestinal tract;
6. Describe the principles involved in the design and preparation of diets for individuals with constipation, gastro-enteritis, peptic ulcer, large bowel, liver and gall bladder diseases;
7. Plan prescribed diets for patients with peptic ulcer;
8. Identify the types of diet for patients with large bowel diseases;
9. Plan prescribed diets for patients with large bowel diseases;
10. Identify liver disorders in which diet is a part of the treatment;
11. Describe the relationship of modification of the protein and caloric content of diets for patients with liver diseases;
12. Plan prescribed diets for patients with liver and gall bladder diseases;
13. Identify the importance of dietary modification in the treatment of patients with constipation;

14. List nutrients, which are frequently restricted in disorders specified in the unit.

Content

Diet for individuals with chewing & swallowing impairment

A. Considerations

1. Nutritional needs
2. Capacity to bite, chew & swallow

B. Liquid diets for sucking or straw drinking

1. Consistency
2. Palatability
3. Nutritional adequacy

C. Tube feedings

1. Appropriate use
2. Prescriptions in current use
3. Calculations
4. Nutritional adequacy
5. Preparation

D. Dental & neurological impairment

1. Food consistency & texture
2. Nutritional adequacy

E. Monitoring & progress

1. Fluid intake & output
2. Constipation, diarrhoea
3. Weight control
4. Progression in dietary pattern in keeping with recovery

GASTRO-ENTERITIS

A. Nutritional implications

1. Fluid loss
2. Electrolyte loss
3. Nutrient loss
4. Dehydration & debilitation

B. Diet therapy principles

1. Restore fluids & electrolytes
2. Restore blood glucose level
3. Progress to normal diet as tolerated

PEPTIC ULCER

A. Diet therapy principles

1. Optimal total nutrition
2. Protein
3. Fat
4. Dietary approaches

LARGE BOWEL DISEASE

A. Diet therapy principles

1. Low residue, non-irritating diet
2. Decreased total faecal output
3. Limit stimulant usage
4. Restore nutritional deficits
5. High protein (ulcerative colitis)
6. Increased calories (weight loss)
7. Increased vitamins & minerals
8. Optimal nutrition

B. Diets in current use

1. Minimal residue
2. Moderate residue
3. Restricted residue
4. High fibre
5. Other

LIVER DISEASE

A. Diet therapy principles

1. Protein
2. Sodium

3. Fluids
4. Optimum nutrition
5. Supplements as required

B. Modified protein diet

1. Based on caloric needs & tolerance
2. Food composition table use
3. Exchange system
4. Food lists

Special considerations

5. Volume & amount of food
6. Meal size & frequency
7. Ability of patient to consume
8. Monitoring & adjustment in diet pattern

GALL BLADDER DISEASE

A. Diet therapy principles

1. Reduced fat
2. Reduced calories
3. Individualized to needs

CONSTIPATION

A. Dietary management

1. Modification
2. Increased fluid intake.

UNIT 7: DIETARY MODIFICATIONS IN MALABSORPTION & MALNUTRITION

Hours: 2 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Give the rationale for the modification of diets for patients with lactose and gluten intolerance;
2. Plan milk-free diets to meet the individual's nutritional requirements;
3. Plan a gluten-free diet for individuals with Coeliac disease;
4. Identify genetic metabolic defects resulting in mal-absorption;
5. Identify factors, which contribute to infants 'failure to thrive';
6. Describe the dietary management of infants with 'failure to thrive';
7. Identify the types and effects of vitamin-mineral deficiencies;
8. Explain the dietary management of malnutrition in the elderly.

Content

MALABSORPTION

A. Lactose intolerance

1. Therapy – exclusion of milk-lactose diet
2. Calcium supplementation
3. Nutritional adequacy of diet
 - Growing children
 - Pregnant & lactating mothers
 - Elderly

B. Coeliac disease

1. Gluten-free diet
2. Essentials of diet

- Nutritional adequacy
- Assistance in identifying gluten-containing foods
- Label reading

C. Diet for genetic metabolic defects

1. Phenylketonuria
2. Galactosemia

D. Infants 'failure to thrive'

1. Care & treatment
 - Fluid, glucose, electrolyte restoration
 - Meet nutrient & caloric needs
 - Graduated feeds
 - Tube feeding when necessary
2. Follow-up care
 - Rehabilitation in hospital
 - Preparation for discharge
 - Long-term care

E. Malnutrition in infants

1. Diets for protein-energy malnutrition (PEM)
 - Major forms
 - Kwashiorkor
 - Marasmus – chronic
2. Development consequences
 - Physique
 - Learning impairment
 - Behavioural implications
 - Social development
3. Prevention strategies
 - Early identification & detection
 - Population surveillance
 - Early intervention
 - Screening of risk groups
 - Nutrition education

4. Diet for vitamin-mineral deficiencies

- Thiamine
- Riboflavin
- Niacin
- Iron/folic acid
- Fluoride
- Other

F. Geriatric malnutrition

1. Treatment approach

- Analysis of food habits & practices
- Diets to achieve satisfactory nutritional status
- Principles of normal nutrition
- Patient & family teaching/counselling.

UNIT 8: NUTRITIONAL THERAPY IN SURGERY TRAUMA & FEVER

Hours: **2 Theory**

Specific Objectives

At the end of the unit, the student will be able to:

1. Explain the rationale for optimal nutritional status for the pre-operative patient;
2. Describe the diet progression for the post-operative patient;
3. Explain the rationale for diet modification for patients with burns;
4. Plan a diet for individuals with burns;
5. Explain the principles of diet therapy of individuals with fever.

Content

A. Pre-operative nutritional concerns

1. Nutritional status
 - Protein
 - Calories
 - Vitamins K & C
2. Risk of obesity
3. Nutritional debilitation status
 - Cancer patients
 - Intestinal disease
 - Burn & accident victims
4. Treatment & management

B. Post-operative care

1. Principles
 - Fluid & electrolyte balance
 - Adequate calorie-protein intake
 - Adequate total intake
2. Immediate post-operative care
3. Post-operative dietary progression
4. Tube feedings
5. Gastro-intestinal surgery
 - Restricted volumes of feedings
 - Restricted concentration of carbohydrates
 - Dumping syndrome
6. Restricted residue diet
 - Oesophageal surgery
 - Bowel resections
 - Large bowel surgery
7. Innovative liquid diets

C. Diet therapy for patients with burns

1. Replenishment of losses
 - Fluids & electrolytes

- Serum proteins
 - Nitrogen & potassium
 - Energy
2. Principles of therapy
 - Protein greatly increased
 - Calories greatly increased
 - Carbohydrates for calories
 - Vitamins
 3. Objectives of nutritional care
 - Tissue regeneration
 - Metabolic demands
 - Tissue integrity for surgery demands
 - Rehabilitation
 4. Consistent supportive care
 - Nutrition counselling & guidance
 - Progress monitoring
 - Emotional & physical therapy

D. Diet therapy for patients with fever

1. Principles of diet therapy & hydration.

UNIT 9: NUTRITIONAL THERAPY IN DISEASES OF CHILDHOOD & ADOLESCENCE

Hours: **2 Theory**

Specific Objectives

At the end of the unit, the student will be able to:

1. Identify dietary care principles in common children's diseases;
2. Discuss nutritional implications of food allergies and food restrictions;

3. Describe the causes and consequences of gastro-enteritis in terms of the patient's nutritional status;
4. Recognize the relationship between diet and the development of dental caries;
5. Discuss the role of nutrition education for parents in health care of infants and children.

Content

A. Principles of diet therapy in childhood illnesses

1. Restoration of normal nutritional status for age
2. Optimum nutritional intake
3. Nutrition education for patient & family
4. Prevention of illness recurrence
5. Compliance

B. Dietary principles for blood disorders

1. Sickle cell disease
2. Leukaemia
3. Nutritional deficiency anaemia
4. Dietary principles involved

C. Infections

1. Upper respiratory
 - Nutritional implications
 - Nutritional therapy & rehabilitation
2. Gastric & intestinal
 - Principles of diet therapy
3. Skin diseases
 - Principles of diet therapy

D. Allergies

1. Sensitivities – substances

2. Preventive therapy

E. Dental caries.

Teaching/Learning Methodologies

- Lecture/Discussion
- PowerPoint presentation
- Demonstration
- Individual/Small group assignments

Areas used for Learning

- Classroom
- Library
- Nursing Skills Laboratory
- Kitchen
- Hospitals
- Health centres/clinics

Learning Experiences

- Observation visits to hospitals, hospital kitchens, health centres/clinics
- Planning patient diets

Required Skills

1. Calorie calculation
2. Meal planning
3. Dietary modification
4. Serving of meals
5. Feeding of patients-life cycle
6. Dietary counselling/teaching

Student Assessment

Course work	100%
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- | | |
|---------------------------------------|-----|
| • Individual/Small group presentation | 30% |
| • Written objective-type test | 70% |

Required Reading

Garrow, J. S. James W. P. T., Ralph, A. (2000). Human nutrition & dietetics. St. Louis, MO: Elsevier/Churchill Livingstone.

Geissler, Catherine & Powers, Hilary. (2008). Human nutrition. New York: Elsevier.

Gibney, M., Margetts, B., Kearney, J., & Arab (2004). L. Public health nutrition. Oxford: Blackwell Publishing Company.

Recommended Reading

Caribbean Food & Nutrition Institute (Current Ed.). Food composition table for the English Speaking Caribbean. Kingston, Jamaica: Author.

Caribbean Food & Nutrition Institute (Current Ed.). Meal planning for diabetics. Kingston, Jamaica: Author.

Course Calendar**DIET THERAPY****CREDITS 2 HOURS 24**

Session	Topics
Week 1	<p>UNIT 1: PRINCIPLES OF NUTRITION THERAPY & THE ROLE OF THE NURSE</p> <p>A. The institutionalized patient</p> <ol style="list-style-type: none"> 1. Individual differences <ul style="list-style-type: none"> • Age • Gender • General condition • Health disorder • Nutritional status • Socio-cultural, economic background • Other related personal characteristics 2. Psychological impact of illness <ul style="list-style-type: none"> • Emotional needs • Ability to cope • Institutional setting 3. Impact on food behaviour <ul style="list-style-type: none"> ▪ Loss of appetite ▪ Acceptance or rejection of food ▪ Failure to eat <p>B. Nutritional needs in patient care</p> <ol style="list-style-type: none"> 1. Basis for determining needs <ul style="list-style-type: none"> • Medical diagnosis • Nutritional status assessment • Diet history 2. Prescribed medical treatment <ul style="list-style-type: none"> • Normal diet

Session	Topics
	<ul style="list-style-type: none"> • Modified diet <p>3. Nursing care plan</p> <ul style="list-style-type: none"> • Analysis of food intake • Plan & implement diet instruction • Identify follow-up care needs • Other assistance as required <p>C. Concepts of diet therapy</p> <ol style="list-style-type: none"> 1. Purpose 2. Modifications <ul style="list-style-type: none"> • Normal needs • Nutrients • Energy • Texture, shape, form of food • Preparation, flavouring, seasoning 3. Acceptability to patient <p>D. Role of the nurse in nutritional care</p> <ol style="list-style-type: none"> 1. Coordinator of care & services <ul style="list-style-type: none"> • Physician • Dietician & dietary department • Other health team members • Patient & family • Follow-up care & referral 2. Interpreter & communicator <ul style="list-style-type: none"> • Explain treatment • Interpret rationale for diet • Assist in food selection & appearance • Assure ordering & receipt of prescribed diet 3. Teacher & counsellor <ul style="list-style-type: none"> • Use of informal opportunities to teach/counsel • Plan instruction • Counsel patient/family • Support, supplement & reinforce information given by dietary department.

Session	Topics
Week 2	<p>UNIT 2: OBESITY & WEIGHT CONTROL</p> <p>C. Concept of desirable body weight</p> <ol style="list-style-type: none"> 1. Definitions <ul style="list-style-type: none"> • Normal (ideal) weight • Overweight • Obesity • Underweight • Related variables including age, gender, body build 2. Body composition <p>D. Obesity</p> <ol style="list-style-type: none"> 1. Types <ul style="list-style-type: none"> • Childhood: developmental, reactive • Adult: simple 2. Treatment <ul style="list-style-type: none"> • Principles • Group therapy • Radical approaches • Drugs & pharmaceuticals • Basis for caloric modification • Planning calorie modified diet 2. Menu-planning considerations <ul style="list-style-type: none"> • Cost • Value satisfaction • Availability of foods • Patient preferences 4. Patient & family education <ul style="list-style-type: none"> • Assess information needs • Formulate objectives • Monitor progress • Evaluate 5. Prevention <ul style="list-style-type: none"> • Positive food behaviour development • Calorie adjustments

Session	Topics
	<ul style="list-style-type: none"> • Physical activity • Food purchase & preparation • Life style conducive to health maintenance • Nutrition education • Motivation & compliance <p>6. Mythologies, fads & misinformation</p> <ul style="list-style-type: none"> • Fattening foods • Weight loss promoting foods • Miracle diets, easy diets <p>7. Obesity intervention</p> <ul style="list-style-type: none"> • Goals, amount & rate of weight loss • Calorie intake & needs • Variation of food & nutritional adequacy • Strategies for maintaining desired weight • Culturally sensitive education/re-education of eating behaviour <p>8. Current research & trends on obesity & management.</p>
Week 3	<p>UNIT 3: DIET IN DIABETES MELLITUS</p> <p>A. Diet therapy</p> <ol style="list-style-type: none"> 1. Diet & its interrelatedness with other aspects of therapy 2. Insulin 3. Oral hypoglycaemic agents 4. Physical activity 5. Medical management <ul style="list-style-type: none"> • Chemical control • Clinical control 6. Rationale for diet <ul style="list-style-type: none"> • Normal nutritional needs • Six food groups 7. Diabetic diet in the Caribbean

Session	Topics
	<ul style="list-style-type: none"> • Six food groups • Exchange system rationale • Food lists • Use of diabetic booklets <ul style="list-style-type: none"> ◦ Meal planning ◦ Patient/family teaching ◦ Staff orientation <p>8. Teaching patient & family</p> <ul style="list-style-type: none"> • Early initiation of teaching plan • Nature of condition • Basic food knowledge • Relation of food intake to <ul style="list-style-type: none"> ◦ Urine testing ◦ Insulin shock ◦ Diabetic acidosis <p>9. Follow-up care</p> <ul style="list-style-type: none"> • Referral • Continuity of teaching/counselling • Family support <p>B. Special conditions</p> <ul style="list-style-type: none"> 5. Pregnancy 6. Cardio-vascular disease 7. Trauma, surgery 8. Short duration illness.
Week 4& 5	<p style="text-align: center;">UNIT 4: DIET IN CARDIO-VASCULAR DISEASES</p> <p style="text-align: center;"><i>HYPERTENSION</i></p> <p>A. Dietary therapy</p> <p>1. Calorie reduction</p>

Session	Topics
	<ol style="list-style-type: none"> 2. Sodium restriction 3. Combined calorie-sodium restriction 4. Principles of sodium restricted diet 5. Diet prescription <ul style="list-style-type: none"> • Mild sodium restriction (2,000 – 3,000 mg) • Moderate restriction (1,000 – 2,000 mg) • Severe restriction (500 mg) 6. Medications <ul style="list-style-type: none"> • Home remedies • Non-prescribed medications 7. Diet pattern <ul style="list-style-type: none"> • Based on normal nutrient needs • Modified sodium • Modified calories 8. Diet pattern approaches <ul style="list-style-type: none"> • Calculation of sodium content • Exchange lists 9. Teaching patient & family Early initiation <ul style="list-style-type: none"> ▪ Food habit changes ▪ Lifestyle considerations ▪ Food knowledge ▪ Family involvement ▪ Long term goals ▪ Follow-up care & support

ATHEROSCLEROSIS

B. Dietary therapy

1. Definitions
 - Saturated/unsaturated fats
 - Cholesterol
 - Blood cholesterol levels
2. Restricted fat (35% total calories)
3. Modify type of fat
 - Reduction of animal fat
 - Increase of plant fat
4. Diet prescriptions
 - Fat controlled diet
 - Restricted cholesterol & fat

Session	Topics
	<p>5. Diet patterns</p> <ul style="list-style-type: none"> • Based on normal needs • Modified for fat/cholesterol • Modified for calories • Levels of restriction <p>6. Dietary pattern approaches</p> <ul style="list-style-type: none"> • Calculation of fat & cholesterol content • Food lists • Exchange lists <p>7. Teaching patient & family</p> <ul style="list-style-type: none"> • Long term & short term goals • Early initiation • Involvement of family food 'gatekeeper' person • Patient counselling • Follow-up care <p>C. Relation of weight loss to heart conditions</p> <ol style="list-style-type: none"> 1. Changes in hypertensive patient 2. Changes in patient with elevated blood cholesterol (atherosclerosis) 3. Prognosis 4. Prevention through food behaviour change.
Week 6	<p>UNIT 5: DIET IN RENAL DISEASES</p> <p>A. Essentials of diet modification</p> <ol style="list-style-type: none"> 1. Prevention of uraemia 2. Prevention of oedema 3. Maintain optimum nutrition <p>B. Principles of diet modification</p> <ol style="list-style-type: none"> 1. Fluid restriction

Session	Topics
	<p>2. Sodium/potassium restriction</p> <p>3. Protein: increase/decrease</p> <ul style="list-style-type: none"> • Increase to compensate for albumin loss • Decrease to reduce workload in impending or actual renal failure <p>4. Calories</p> <ul style="list-style-type: none"> • Increased carbohydrates • Increased fat • Patient's needs <p>C. Restricted sodium/potassium/protein diet considerations</p> <p>1. Potassium</p> <ul style="list-style-type: none"> • High potassium content foods • Beverage types & restrictions • Special starches • Special foods <p>2. Sodium</p> <ul style="list-style-type: none"> • Review sodium containing foods • Comparison of sodium content with potassium content <p>3. Protein</p> <ul style="list-style-type: none"> • High quality protein foods • Limit plant sources • Calculate all sources of dietary protein <p>4. Patient's acceptance of foods</p> <p>D. Planning renal diets</p> <p>1. Calculation</p> <p>2. Use of exchange list</p>

Session	Topics
	<p>3. Use of food lists</p> <p>4. Food availability</p> <p>5. Special preparation required</p> <p>E. Diet for patients with renal calculi</p> <p>1. Diets to prevent/control renal calculi</p> <ul style="list-style-type: none"> • Calcium • Phosphorus <ul style="list-style-type: none"> ◦ Calcium reduced diet to 500 – 700 mg ◦ Phosphorus reduced diet to 1,000 – 1,200 mg ◦ Omission of high calcium & phosphorus content food • Increased fluid intake.
Week 7 to 9	<p>UNIT 6: DIETARY MODIFICATIONS IN DISEASES OF THE DIGESTIVE SYSTEM</p> <p>Diet for individuals with chewing & swallowing impairment</p> <p>A. Considerations</p> <ol style="list-style-type: none"> 1. Nutritional needs 2. Capacity to bite, chew & swallow <p>B. Liquid diets for sucking or straw drinking</p> <ol style="list-style-type: none"> 1. Consistency 2. Palatability 3. Nutritional adequacy <p>C. Tube feedings</p> <ol style="list-style-type: none"> 1. Appropriate use 2. Prescriptions in current use 3. Calculations 4. Nutritional adequacy 5. Preparation <p>D. Dental & neurological impairment</p> <ol style="list-style-type: none"> 1. Food consistency & texture 2. Nutritional adequacy

Session	Topics
	<p>E. Monitoring & progress</p> <ul style="list-style-type: none"> 1. Fluid intake & output 2. Constipation, diarrhoea 3. Weight control 4. Progression in dietary pattern in keeping with recovery <p>GASTRO-ENTERITIS</p> <p>C. Nutritional implications</p> <ul style="list-style-type: none"> 1. Fluid loss 2. Electrolyte loss 3. Nutrient loss 4. Dehydration & debilitation <p>A. Diet therapy principles</p> <ul style="list-style-type: none"> 1. Restore fluids & electrolytes 2. Restore blood glucose level 3. Progress to normal diet as tolerated <p>PEPTIC ULCER</p> <p>A. Diet therapy principles</p> <ul style="list-style-type: none"> 1. Optimal total nutrition 2. Protein 3. Fat 4. Dietary approaches <p>LARGE BOWEL DISEASE</p> <p>A. Diet therapy principles</p> <ul style="list-style-type: none"> 1. Low residue, non-irritating diet 2. Decreased total faecal output 3. Limit stimulant usage 4. Restore nutritional deficits 5. High protein (ulcerative colitis) 6. Increased calories (weight loss) 7. Increased vitamins & minerals 8. Optimal nutrition

Session	Topics
	<p>B. Diets in current use</p> <ul style="list-style-type: none"> 1. Minimal residue 2. Moderate residue 3. Restricted residue 4. High fibre 5. Other <p>LIVER DISEASE</p> <p>A. Diet therapy principles</p> <ul style="list-style-type: none"> 1. Protein 2. Sodium 3. Fluids 4. Optimum nutrition 5. Supplements as required <p>B. Modified protein diet</p> <ul style="list-style-type: none"> 1. Based on caloric needs & tolerance 2. Food composition table use 3. Exchange system 4. Food lists <p>C. Special considerations</p> <ul style="list-style-type: none"> 1. Volume & amount of food 2. Meal size & frequency 3. Ability of patient to consume 4. Monitoring & adjustment in diet pattern <p>GALL BLADDER DISEASE</p> <p>A. Diet therapy principles</p> <ul style="list-style-type: none"> 1. Reduced fat 2. Reduced calories 3. Individualized to needs <p>CONSTIPATION</p> <p>A. Dietary management</p>

Session	Topics
Week 10	<p>1. Modification 2. Increased fluid intake.</p> <p>UNIT 7: DIETARY MODIFICATIONS IN MALABSORPTION & MALNUTRITION</p> <p>MALABSORPTION</p> <p>G. Lactose intolerance</p> <ol style="list-style-type: none"> 1. Therapy – exclusion of milk-lactose diet 2. Calcium supplementation 3. Nutritional adequacy of diet <ul style="list-style-type: none"> • Growing children • Pregnant & lactating mothers • Elderly <p>H. Coeliac disease</p> <ol style="list-style-type: none"> 1. Gluten-free diet 2. Essentials of diet <ul style="list-style-type: none"> • Nutritional adequacy • Assistance in identifying gluten-containing foods • Label reading <p>I. Diet for genetic metabolic defects</p> <ol style="list-style-type: none"> 1. Phenylketonuria 2. Galactosemia <p>J. Infants 'failure to thrive'</p> <ol style="list-style-type: none"> 1. Care & treatment <ul style="list-style-type: none"> • Fluid, glucose, electrolyte restoration • Meet nutrient & caloric needs • Graduated feeds

Session	Topics
	<ul style="list-style-type: none"> • Tube feeding when necessary <p>2. Follow-up care</p> <ul style="list-style-type: none"> • Rehabilitation in hospital • Preparation for discharge • Long-term care <p>K. Malnutrition in infants</p> <ol style="list-style-type: none"> 1. Diets for protein-energy malnutrition (PEM) <ul style="list-style-type: none"> • Major forms <ul style="list-style-type: none"> ◦ Kwashiorkor ◦ Marasmus – chronic 2. Development consequences <ul style="list-style-type: none"> • Physique • Learning impairment • Behavioural implications • Social development 3. Prevention strategies <ul style="list-style-type: none"> • Early identification & detection • Population surveillance • Early intervention • Screening of risk groups • Nutrition education 4. Diet for vitamin-mineral deficiencies <ul style="list-style-type: none"> • Thiamine • Riboflavin • Niacin • Iron/folic acid • Fluoride • Other

Session	Topics
WEEK 10	<p>L. Geriatric malnutrition</p> <ol style="list-style-type: none"> 1. Treatment approach <ul style="list-style-type: none"> • Analysis of food habits & practices • Diets to achieve satisfactory nutritional status • Principles of normal nutrition • Patient & family teaching/counselling. <p>SMALL GROUP PRESENTATIONS</p>
Week 11	<p>UNIT 8: NUTRITIONAL THERAPY IN SURGERY TRAUMA & FEVER</p> <p>F. Pre-operative nutritional concerns</p> <ol style="list-style-type: none"> 1. Nutritional status <ul style="list-style-type: none"> • Protein • Calories • Vitamins K & C 2. Risk of obesity 3. Nutritional debilitation status <ul style="list-style-type: none"> • Cancer patients • Intestinal disease • Burn & accident victims 4. Treatment & management <p>G. Post-operative care</p> <ol style="list-style-type: none"> 1. Principles <ul style="list-style-type: none"> • Fluid & electrolyte balance • Adequate calorie-protein intake • Adequate total intake 2. Immediate post-operative care 3. Post-operative dietary progression 4. Tube feedings

Session	Topics
	<p>5. Gastro-intestinal surgery</p> <ul style="list-style-type: none"> • Restricted volumes of feedings • Restricted concentration of carbohydrates • Dumping syndrome <p>6. Restricted residue diet</p> <ul style="list-style-type: none"> • Oesophageal surgery • Bowel resections • Large bowel surgery <p>7. Innovative liquid diets</p> <p>H. Diet therapy for patients with burns</p> <ol style="list-style-type: none"> 1. Replenishment of losses <ul style="list-style-type: none"> • Fluids & electrolytes • Serum proteins • Nitrogen & potassium • Energy 2. Principles of therapy <ul style="list-style-type: none"> • Protein greatly increased • Calories greatly increased • Carbohydrates for calories • Vitamins 3. Objectives of nutritional care <ul style="list-style-type: none"> • Tissue regeneration • Metabolic demands • Tissue integrity for surgery demands • Rehabilitation 4. Consistent supportive care <ul style="list-style-type: none"> • Nutrition counselling & guidance • Progress monitoring • Emotional & physical therapy <p>I. Diet therapy for patients with fever</p> <ol style="list-style-type: none"> 1. Principles of diet therapy & hydration.
Week 12	UNIT 9: NUTRITIONAL THERAPY IN DISEASES OF

Session	Topics
	<p style="text-align: center;">CHILDHOOD & ADOLESCENCE</p> <p>A. Principles of diet therapy in childhood illnesses</p> <ol style="list-style-type: none"> 1. Restoration of normal nutritional status for age 2. Optimum nutritional intake 3. Nutrition education for patient & family 4. Prevention of illness recurrence 5. Compliance <p>B. Dietary principles for blood disorders</p> <ol style="list-style-type: none"> 1. Sickle cell disease 2. Leukaemia 3. Nutritional deficiency anaemia 4. Dietary principles involved <p>C. Infections</p> <ol style="list-style-type: none"> 1. Upper respiratory <ul style="list-style-type: none"> • Nutritional implications • Nutritional therapy & rehabilitation 2. Gastric & intestinal <ul style="list-style-type: none"> • Principles of diet therapy 3. Skin diseases <ul style="list-style-type: none"> • Principles of diet therapy <p>D. Allergies</p> <ol style="list-style-type: none"> 1. Sensitivities – substances 2. Preventive therapy <p>E. Dental caries.</p>
Week 13	Review and tests

COURSE TITLE: **FIRST AID & BASIC LIFE SUPPORT**

COURSE CODE: **NURS 2017**

DURATION: **48 Hours**

CREDITS: **2 (1 Theory, 1 Lab)**

PRE-REQUISITE: **Human Anatomy & Physiology 1 & II,
Patient & Health**

Care Worker Safety, Nursing Process & Health Assessment

COURSE DESCRIPTION

This course provides students with the knowledge of the principles of managing first aid in emergency situations in the home, community and health care facilities.

PURPOSE

The purpose of this course is to provide the student nurse with the necessary skill set to manage first aid and life support situations that the student may encounter.

AIMS/ GOALS

The general goal of this course is to develop the abilities of individuals to think critically and make reasonable judgements, when taking action to deal with situations requiring first aid or life support measures.

LEARNING OUTCOMES

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

1. Comprehend the meanings of terms identified in the course;
2. Understand the purpose and principles of first aid management;

3. Comprehend the basic principles of resuscitation;
4. Apply the ABC of resuscitation;
5. Appreciate the qualities of a first aider;
6. Understand the causes and classification of shock;
7. Recognize the signs and symptoms of shock;
8. Provide effective first aid care to casualties suffering from shock;
9. Recognize the causes and types of wounds;
10. Recognize the causes, types and signs and symptoms of haemorrhage;
11. Apply the appropriate method of arresting haemorrhage;
12. Explain the causes of fractures, dislocations, sprains, strains, burns and scalds;
13. Recognize the signs and symptoms of fractures, dislocations, sprains, strains, burns and scalds, managing these accordingly;
14. Manage appropriate first aid care to casualties with various types of wounds;
15. Recognize the effect(s) on the body of the types of bites and stings;
16. Understand the first aid management of casualties with bites and stings;
17. Recognize the types of foreign bodies, their routes of entrance to the body and their effects on the human body, managing these appropriately;
18. Know the primary and secondary causes of unconsciousness;
19. Understand the method of investigations and principles of first aid management of the unconscious individual;
20. Demonstrate skills in providing first aid to unconscious casualties;
21. Understand the causes and first aid management of casualties with asphyxia, fits and poisoning;
22. Show concern for the welfare of casualties.

CONTENT OUTLINE

UNIT 1: INTRODUCTION TO FIRST AID

Hours: 2 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Define the terms first aid and casualty;
2. Outline the purpose of first aid;
3. Outline the personal qualities, which are characteristic of a first aider;

4. Describe the principles of first aid management.

Content

1. Definition of terms

- First Aid
- Casualty

2. Purposes of first aid

- Preserve life
- Promote improvement
- Prevent complications
- Prepare for medical treatment

3. Qualities of a first aider

- Organizing
- Self-confidence
- Sympathy
- Tact
- Judgement and thought
- Calmness

4. Principles of first aid

- Taking history
- Assessing patient
- Maintaining patent airway
- Preventing and treating shock
- Observing vital signs
- Protecting wound
- Splinting suspected fractures
- Allaying anxiety
- Arranging for transfer of patient to medical doctor
- Observing and re-evaluating.

UNIT 2: WOUNDS, HAEMORRHAGE & SHOCK

Hours: **2 Theory**
 8 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Define the terms wounds, haemorrhage, epistaxis, haemoptysis, haematemesis and shock;
2. Describe types of wounds and first aid management;
3. Identify types and causes of haemorrhage, including epistaxis, haemoptysis and haematemesis;
4. Describe the generalized and localized clinical features of haemorrhage and methods used to arrest bleeding in casualties;
5. Describe types, causes, signs and symptoms of shock;
6. Give effective first aid to casualties who are in a state of shock.

Content

1. Wounds
 - Definition
 - Types
 - Abrasions
 - Contusion
 - Incision
 - Laceration
 - Puncture
 - Mutilated
 - Gunshot
 - First aid management
 - Complications

2. Haemorrhage

- Definition
- Types
 - Primary
 - Secondary
 - Reactionary
 - Arterial
 - Venous
 - Capillary
- Signs & symptoms
 - Generalized
 - Localized
- Management
 - Natural arrest
 - Clotting
 - Contraction of blood vessels
 - Reduced circulation
 - Direct & indirect pressure
 - Other

3. Bleeding tooth socket

- Causes
- First aid management

4. Haemoptysis

- Definition
- Causes
- Signs and symptoms
- First aid management

5. Epistaxis

- Definition
- Causes
 - Altitude

- Injury
- Growth
- Foreign body
- Other
- Signs and symptoms
- First aid management

6. Hematemesis

- Definition
- Causes
- Signs and symptoms
- First aid management

7. Shock

- Definition
- Causes
- Classification
- Signs and symptoms
- First aid management.

UNIT 3: UNCONSCIOUSNESS

Hours: 2 Theory

12 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Define the terms unconsciousness, asphyxia, fits, faint, poisoning, drowning, respiratory arrest, cardiac arrest and resuscitation;
2. Identify the primary and medical causes of unconsciousness;
3. Explain the methods of investigation of the unconscious casualty;
4. Describe the principles of management of the unconscious casualty;
5. State the causes of asphyxia;
6. Describe the appropriate first aid management of the individual who has asphyxiated;

7. Identify the common types of fits which may occur in adults and children;
8. Explain the first aid management of the patient who is having a fit;
9. State the causes and signs of fainting;
10. State the possible route of entry of poisons to the body;
11. State the differences between cardiac and respiratory arrest;
12. Identify the conditions ,which will require resuscitation;
13. Outline the aims of resuscitation;
14. Demonstrate correctly the resuscitation procedure;
15. Initiate effective first aid to casualties with fainting, poisoning and drowning.

Content

1. Unconsciousness

- Definition
- Causes
 - Primary
 - Secondary
- Methods of investigation
- Signs
- Principles of management

2. Asphyxia

- Definition
- Causes
- First aid management (include Heimlich manoeuvre)

3. Seizures/ Epilepsy

- Definition
- Types
 - Grand mal
 - Petit mal
- Seizure in infants & children
- Causes
- Signs & symptoms
- First aid management

4. Fainting

- Definition
- Causes
- Signs and symptoms
- First aid management

5. Poisoning

- Definition
- Routes of entry
 - Ingestion
 - Inhalation
 - Injection
 - Inunctions
- Common agents
 - Drugs
 - Acids
 - Alkalies
 - Chemical e.g. insecticides
 - Kerosene
 - Gases
 - Poisonous berries/ nuts and plants e.g. 'deadly night shade'
- Effects of each type
- First aid management
- Complications

6. Drowning

- Definition
- Types
 - Fresh Water
 - Sea Water
- First aid management

7. Respiratory/cardiac arrest

- Definition
- Indications for resuscitation
- Aims
- Methods of resuscitation.

UNIT 4: FRACTURES & SOFT TISSUE INJURY

Hours: **3 Theory**
12 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Define the terms fractures, dislocation, sprains, strains, burns and scalds;
2. Describe the types and causes of fractures, dislocation, sprains, strains, burns and scalds;
3. Discuss the types, causes, signs, symptoms and management of dislocations, sprains and strains;
4. State the causes, types, sites, signs and symptoms of fractured skull, spine, ribs and pelvis;
5. Outline the principles of first aid for fractures;
6. Take appropriate first aid when caring for casualties with fractured skull, spine, ribs and pelvis;
7. Differentiate between dislocations, sprains and strains;
8. Identify the causes, signs and symptoms of burns and scalds;
9. Explain the methods used to assess burns;
10. Give appropriate first aid to casualties with burns and scalds.

Content

1. Fractures
 - Definition
 - Causes
 - Direct force
 - Indirect force
 - Muscular action
 - Types
 - First aid management
 - Complications

2. Fractures of special sites

- Sites
 - Skull
 - Spine
 - Ribs
 - Pelvis
- Causes
- Signs and symptoms
- First aid management
- Complications

3. Dislocations

- Definition
- Causes
- Types
 - Simple
 - Compound
 - Complicated
 - Impacted
- Signs, symptoms, complications
- First aid management

4. Sprains

- Definition
- Causes
- Signs and symptoms
- First aid treatment

5. Strains

- Definition
- Causes
- Signs & symptoms
- First aid treatment

6. Burns & scalds

- Definitions

- Causes
- Types
- Methods of assessment
- Methods of treatment
- Complications.

UNIT 5: BITES, STINGS & FOREIGN BODIES

Hours: **3 Theory**
 4 Practical

Specific Objectives

At the end of the unit, the student will be able to:

- Define the terms bites and stings;
- Identify the types of bites and stings and effects on the body;
- Outline principles of first aid management for common bites and stings;
- Identify the common types of foreign body, route (s) of entry, possible effect(s) and management;
- Give effective first aid management to casualties with bites, stings and foreign body.

Content

1. Bites & stings
 - Types
 - Dog
 - Human
 - Mosquito
 - Snake
 - Bees
 - Wasp
 - Scorpion
 - Jelly fish

- Effects
 - First aid management
 - Complications
2. Foreign body
- Sites
 - Skin, e.g., sea urchins
 - Eye
 - Ear
 - Nose
 - Throat
 - Anus
 - Vagina
 - Types and effects
 - First aid management
 - Complications.

Teaching/Learning Methodologies

- Lecture/Discussion
- PowerPoint presentations
- Demonstrations
- Role plays

Areas used for Learning

- Classroom
- Library
- Nursing Skills Laboratory
- Health centres/clinics
- Community

Learning Experiences

- Observation visits to clinical areas and community
- Practicing techniques

Required Skills

1. Application of roller bandaging
2. Application of triangular bandaging
3. Application of splints
4. Cardio-pulmonary resuscitation
5. Diaphragmatic thrust (Heimlich manoeuvre)
6. Lifting of casualties
7. Examination of eyes
8. Removal of foreign body from eyelids
9. Irrigation of eyes
10. Removal of foreign body from skin
11. Preparation of emetics
12. Application of tourniquets
13. Application of pressure to pressure points.

Student Assessment

Course work	60%
• Practical examination	60%
Final examination: multiple-choice items	40%

Required Reading

St. John's Ambulance Association and Brigade (Current Ed.). First aid. London: Hills & Lacy Ltd.

Hazinski, M.F., Gonzales L., O'Neill, L. (2005). American heart association: BLS for healthcare providers and CD-Rom (Basic Life Support). Channing L. Bete Co.

OR

National Safety Council. (2007) Standard First Aid , CPR, and AED, latest Ed. Mc Graw Hill

Course Calendar**COURSE****FIRST AID & BASIC LIFE****TITLE:****CREDITS 2****SUPPORT****HOURS 48**

Sessi on	Topics
Week 1& 2	<p>UNIT 1: INTRODUCTION TO FIRST AID</p> <p>1. Definition of terms</p> <ul style="list-style-type: none"> • First Aid • Casualty <p>2. Purposes of first aid</p> <ul style="list-style-type: none"> • Preserve life • Promote improvement • Prevent complications • Prepare for medical treatment <p>3. Qualities of a first aider</p> <ul style="list-style-type: none"> • Organizing • Self-confidence • Sympathy • Tact • Judgement and thought • Calmness <p>4. Principles of first aid</p> <ul style="list-style-type: none"> • Taking history • Assessing patient • Maintaining patent airway • Preventing and treating shock • Observing vital signs • Protecting wound • Splinting suspected fractures • Allaying anxiety • Arranging for transfer of patient to medical doctor

	<ul style="list-style-type: none"> • Observing and re-evaluating.
Week 3 to 5	<p>UNIT 2: WOUNDS, HAEMORRHAGE & SHOCK</p> <p>1. Wounds</p> <ul style="list-style-type: none"> • Definition • Types <ul style="list-style-type: none"> ○ Abrasions ○ Contusion ○ Incision ○ Laceration ○ Puncture ○ Mutilated ○ Gunshot • First aid management • Complications <p>2. Haemorrhage</p> <ul style="list-style-type: none"> • Definition • Types <ul style="list-style-type: none"> ▪ Primary ▪ Secondary ▪ Reactionary ▪ Arterial ▪ Venous ▪ Capillary • Signs & symptoms <ul style="list-style-type: none"> ▪ Generalized ▪ Localized • Management

	<ul style="list-style-type: none">○ Natural arrest○ Clotting○ Contraction of blood vessels○ Reduced circulation○ Direct & indirect pressure○ Other
	<p>3. Bleeding tooth socket</p> <ul style="list-style-type: none">• Causes• First aid management
	<p>4. Haemoptysis</p> <ul style="list-style-type: none">• Definition• Causes• Signs and symptoms• First aid management
	<p>5. Epistaxis</p> <ul style="list-style-type: none">• Definition• Causes<ul style="list-style-type: none">▪ Altitude▪ Injury▪ Growth▪ Foreign body▪ Other• Signs and symptoms• First aid management
	<p>6. Hematemesis</p> <ul style="list-style-type: none">• Definition

	<ul style="list-style-type: none"> • Causes • Signs and symptoms • First aid management <p>7. Shock</p> <ul style="list-style-type: none"> • Definition • Causes • Classification • Signs and symptoms • First aid management.
Week 6 & 7	<p>UNIT 3: UNCONSCIOUSNESS</p> <p>1. Unconsciousness</p> <ul style="list-style-type: none"> • Definition • Causes <ul style="list-style-type: none"> ◦ Primary ◦ Secondary • Methods of investigation • Signs • Principles of management <p>2. Asphyxia</p> <ul style="list-style-type: none"> • Definition • Causes • First aid management (include Heimlich manoeuvre) <p>3. Fits</p> <ul style="list-style-type: none"> • Definition • Types <ul style="list-style-type: none"> ▪ Grand mal ▪ Petit mal • Seizure in infants & children • Causes • Signs & symptoms • First aid management

	<p>4. Fainting</p> <ul style="list-style-type: none">• Definition• Causes• Signs and symptoms• First aid management <p>5. Poisoning</p> <ul style="list-style-type: none">• Definition• Routes of entry<ul style="list-style-type: none">◦ Ingestion◦ Inhalation◦ Injection◦ Inunction• Common agents<ul style="list-style-type: none">◦ Drugs◦ Acids◦ Alkalies◦ Chemicals e.g. insecticides◦ Kerosene◦ Gases◦ Poisonous berries/ nuts and plants e.g. 'deadly night shade'• Effects of each type• First aid management• Complications <p>6. Drowning</p> <ul style="list-style-type: none">• Definition• Types<ul style="list-style-type: none">◦ Fresh Water◦ Sea Water• First aid management <p>7. Respiratory/cardiac arrest</p>
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	<ul style="list-style-type: none"> • Definition • Indications for resuscitation • Aims • Methods of resuscitation.
Week 8 to 10	<p>UNIT 4: FRACTURES & SOFT TISSUE INJURY</p> <ol style="list-style-type: none"> 1. Fractures <ul style="list-style-type: none"> • Definition • Causes <ul style="list-style-type: none"> ◦ Direct force ◦ Indirect force ◦ Muscular action • Types • First aid management • Complications 2. Fractures of special sites <ul style="list-style-type: none"> • Sites <ul style="list-style-type: none"> ◦ Skull ◦ Spine ◦ Ribs • Causes • Signs and symptoms • First aid management • Complications 3. Dislocations <ul style="list-style-type: none"> • Definition • Causes • Types <ul style="list-style-type: none"> ◦ Simple ◦ Compound ◦ Complicated ◦ Impacted • Signs, symptoms, complications

	<ul style="list-style-type: none"> • First aid management <p>4. Sprains</p> <ul style="list-style-type: none"> • Definition • Causes • Signs and symptoms • First aid treatment <p>5. Strains</p> <ul style="list-style-type: none"> • Definition • Causes • Signs & symptoms • First aid treatment <p>6. Burns & scalds</p> <ul style="list-style-type: none"> • Definitions • Causes • Types • Methods of assessment • Methods of treatment • Complications.
Week 11 & 12	<p>UNIT 5: BITES, STINGS & FOREIGN BODIES</p> <p>1. Bites & stings</p> <ul style="list-style-type: none"> • Types <ul style="list-style-type: none"> ◦ Dog ◦ Human ◦ Mosquito ◦ Snake ◦ Bees ◦ Wasp ◦ Scorpion ◦ Jelly Fish ◦ Sea Eggs • Effects • First aid management <ul style="list-style-type: none"> ◦ Complications <p>2. Foreign body</p> <ul style="list-style-type: none"> • Sites

	<ul style="list-style-type: none"> ○ Skin, e.g., sea urchins ○ Eye ○ Ear ○ Nose ○ Throat ○ Anus ○ Vagina ● Types and effects ● First aid management ● Complications.
Wee k 13	Practical and Written exam

COURSE TITLE:	PHARMACOLOGY & THERAPEUTICS IN NURSING
COURSE CODE:	NURS 2018
DURATION:	60 Hours
CREDITS:	3 (2 Theory, 1 Lab)
PRE-REQUISITE:	Human Anatomy & Physiology 1 & II , Human Pathophysiology

COURSE DESCRIPTION

This course introduces the student to pharmacological sciences with respect to drug origin and administration. It exposes students to the legal and ethical responsibility and accountability inherent in the nursing functions related to the administration of drugs, as well as the cultural, social and psychological aspects of drug therapy. Emphasis is placed on safety and accuracy in administering prescribed medication dosages to persons throughout the life cycle and along the wellness-illness continuum. **Part 1** gives the history

of pharmacology. The classification of drugs, their actions in the body and their therapeutic use is covered in **Part 2**.

PURPOSE/ RATIONALE

This course will provide students with knowledge required for the safe administration of drugs as required in the duties of a professional nurse.

AIMS/GOAL

This course aims to engender the development of competent and knowledgeable nurses, who can think critically and integrate knowledge of human anatomy and physiology, pathophysiology and pharmaco-therapeutics in the delivery of safe and effective care to individuals, families and communities.

LEARNING OUTCOMES

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

1. Define basic terms used in pharmacology;
2. Know important facts from the historical development of pharmacology;
3. Explain the principles of pharmacokinetics and pharmacodynamics;
4. Recognize sources and methods of preparation of drugs;
5. Translate accurately from one system of measurement to others in the preparation and use of drugs;
6. Apply national legal and ethical guidelines for drug ordering, storage, administration and recording;
7. Accept responsibility for the safety of drugs left in her/his control;
8. Demonstrate skill in relating the administration of medications to the characteristics of the individual and the drug;
9. Classify drugs according to their effects on the body systems;
10. Demonstrate knowledge of the major drugs and their actions, interactions, precautions, adverse and side effects, dosage range and nursing considerations;
11. Comprehend the principles governing the therapeutic use of drugs;
12. Show sensitivity to the influence of cultural and psychosocial factors affecting compliance with pharmacotherapy;
13. Comprehend the psychological aspects of drug therapy and self-medication;
14. Demonstrate knowledge of drug calculations, preparation, route of administration, and patient's reactions;
15. Demonstrate knowledge of intravenous therapy, including sites, care and observation;

16. Demonstrate knowledge of drugs requiring special packaging, handling transport, and storage;
17. Demonstrate respect for patient's rights to refuse medication therapy;
18. Appreciate the role of the nurse in the multidisciplinary team in planning and administering pharmacotherapy.

CONTENT OUTLINE

Part 1

UNIT 1: HISTORY OF PHARMACOLOGY

Hours: **3 Theory**

Specific Objectives

At the end of the unit, the student will be able to:

1. Define pharmacology related terms identified in this unit;
2. Discuss the historical development of pharmacology, including significant contributors and their contributions;
3. Discuss the methods of drug application used in ancient and medieval periods;
4. Explain the role of pharmacology in the control of disease.

Content

1. Terms related to pharmacology

- Pharmacy
- Pharmacokinetics
- Pharmacodynamics
- Addiction

- Antagonism
 - Accumulation
 - Drug
 - Drug dependence
 - Habituation
 - Hypersensitivity
 - Idiosyncrasy
 - Poison
 - Synergism-potentiation
 - Tolerance
2. Historical background: contributors & contributions
- Ancient period (beginning at AD 400)
 - Medieval period (AD 400 to 1500)
 - Sixteenth to nineteenth century
 - Recent progress
3. Scope of pharmacology
- Role of pharmacology in
 - Control of disease
 - Food preparation
 - Cosmetic preparation
 - Other preparation.

UNIT 2: GENERAL DRUG INFORMATION

Hours: **3 Theory**

Specific Objectives

At the end of the unit, the student will be able to:

1. Describe the different sources of drugs;
2. Define the specific terms used in drug nomenclature;
3. Describe various forms of drug preparation;
4. Interpret the legislation related to the use of drugs in Trinidad & Tobago
5. Discuss ethical aspects of pharmacology;

6. Outline the imperial, apothecary and metric systems of measurement and their subdivisions as applied to pharmacology;
7. Calculate the dosages of specific drugs for individuals of any age group;
8. Convert quantities of solutions and drugs from one system to another.

Content

1. Drug sources & names
 - Sources
 - Drug nomenclature
2. Pharmaceutical preparations
3. National laws regulating drugs
 - Dangerous Drug Act
 - Poisons & Pharmacy Act
 - Food & Drug Act
 - Schedules
4. Ethical aspects of pharmacology
5. Official drug information sources
6. Systems of measurement
 - Imperial system
 - Apothecary system
 - Metric system
 - Household system
7. Calculations
 - Basic mathematical principles to include formula for drug calculations
 - Conversion from one system to another
 - Preparation of solutions & doses
 - Calculation of paediatric doses using more than one formula.

UNIT 3: ADMINISTRATION OF DRUGS

**Hours: 4 Theory
16 Practical**

Specific Objectives

At the end of the unit, the student will be able to:

1. Explain the effects of patients beliefs on drug therapy;
2. Explain abbreviations commonly used in drug administration;
3. Interpret the basic elements of a prescription;
4. Describe the various routes of drug administration and related terms;
5. Explain the methods of absorption, distribution, detoxification and elimination of major categories of drugs;
6. Identify physical and psychological manifestations of drug abuse in an individual;
7. Discuss proper handling, packaging, storage, transport, ordering and labelling of drugs;
8. Adhere to the 'rights' of drug administration;
9. Administer drugs correctly;
10. Discuss the role of the nurse in drug administration.

Content

1. Psychological aspects of drug therapy
2. Cultural aspects of drug therapy
3. Aspects of self-medication
4. Orders for medications
 - Abbreviations used in drug orders
 - Four parts of the usual prescription
 - Procedures for ordering in & out of hospital
 - Transcribing physicians' orders

5. Nine 'rights' of drug administration

- Right patient
- Right drug
- Right formulation
- Right injection equipment
- Right dosage
- Right time
- Right route
- Right storage
- Right method of disposal

6. Administration of medications

- Clarity of prescription & role of the nurse
- Dosage calculations
- Routes of administration
- Recording
- Equipment & care

7. Pharmacodynamics of drugs in the body

8. Effects on the body of major drug abuse substances

9. Ordering, handling, packaging, transport, storage of medicine according to their continued stability

10. Disposal procedures for expired drugs & vaccines

11. Role of the nurse in drug administration.

Part 2

UNIT 1: DRUG CLASSIFICATION ACCORDING TO BODY SYSTEMS

Hours: **4 Theory**

4 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Classify drugs in terms of their effects on body systems and according to specific usage;
2. Distinguish between the desired action and untoward effects of prescribed drugs on the patient;
3. State the procedure followed if there is a contraindication/precaution for the drug ordered;
4. State the dosage range of drugs frequently used;
5. Recognize adverse reactions in patients receiving medication;
6. Carry out appropriate nursing measures for patients with adverse drug reactions;
7. State the possible drug interactions when a patient is receiving more than one drugs;
8. Prepare a teaching plan for patients/family in relation to any one drug.

Content

1. Drugs affecting the following systems: action, use, dosage, reactions, adverse effects, contraindications, nursing implications
 - A. Autonomic nervous
 - B. Central nervous
 - C. Sensory organs (eyes, ears, nose, tongue)
 - D. Cardiovascular: blood, blood vessels, heart
 - E. Musculo-skeletal including skin
 - F. Respiratory: respiratory & cough centres
 - G. Urinary: kidney, bladder
 - H. Gastrointestinal: mouth, stomach, intestine
 - I. Reproductive: male, female

2. Drugs classified for specific usage
 - Antimicrobial drugs
 - Sulphonamides
 - Antibiotics
3. Specific chemotherapy
 - Tuberculostatic drugs
 - Anti-retroviral drugs (HIV/AIDS)
 - Drugs used in treatment of leprosy (Hansen's disease)
 - Antiprotozoan agents
 - Antiviral drugs
 - Amoebicides
 - Local antiseptics, disinfectants, anti-infectives
4. Psychotropic drugs
 - Major tranquilizers
 - Minor tranquilizers
 - Anti-depressants
5. Anti-neoplastic drugs
6. Minerals, vitamins, hormones as drugs
7. Enzymes as drugs
8. Serums & vaccines
9. Histamine & antihistamines.

UNIT 2: TOXICOLOGY

**Hours: 6 Theory
12 Practical**

Specific Objectives

At the end of the unit, the student will be able to:

1. Define related terms;
2. Explain the classification of toxic substance according to acute, sub-acute and chronic effects;
3. Identify common toxins affecting the body locally and systemically;
4. Describe the local effects of toxins;
5. Describe the systemic effects of toxins;
6. Discuss the general rules of the management of poisoning;
7. Describe the emergency management of poisoning;
8. Describe the management of the problems/complications of poisoning;
9. Identify antidotes in the classification of chemical, physical and physiological as listed in the unit;
10. Describe the effects of each antidote identified.

Content

1. Definition of terms
 - Toxicology
 - Poisonology
2. Classification
 - Acute
 - Sub-acute
 - Chronic
 - Other
3. Mechanisms of toxic actions of poisons
 - Locally
 - Systemically
4. Treatment of poisoning
 - General rules of treatment
 - Emergency treatment (see First Aid & Basic Life Support Course)
5. Antidotes
 - Chemical

- Physical
- Physiological.

Teaching/Learning Methodologies

- Lecture/Discussion
- PowerPoint presentation
- Individual/Small group assignment
- Tutorials/ Skill laboratory activities
- Exercise in drug calculation

Areas used for Learning

- Classroom
- Library
- Nursing Skills Laboratory
- Clinical agencies (pharmacies, hospitals, health centres)

Learning Experiences

- Laboratory sessions
- Calculations of drugs
- Administration of drugs
- Visits to Pharmacy

Required Skills

1. Preparation/Administration of medications
 - Checks medication orders
 - Calculates accurate dosage
 - Prepares medication
 - Correctly identifies patient
 - Prepares patient
 - Administers topical medication
 - Administers inhalants
 - Administers oral medication
 - Administers sublingual medication
 - Administers rectal medication

- Administers vaginal medication
- Administers eye drops
- Administers ear drops
- Administers nasal drops
- Administers intramuscular injection
- Administers Z-tract injection
- Administers intradermal injection
- Administers subcutaneous injection
- Instils bladder medication
- Documents medication administration
- Monitors, record and report patient's response
- Uses medication resources appropriately
- Administers nebulizer treatments
- Cares for injection & other medication equipment

2. Administration of Intravenous Therapy

- Performs calculation and maintain I.V. flow rate
- Removes I.V. needle or catheter from peripheral veins
- Hangs bags of hydrating fluid
- Observes intravenous infusion and report and record
- Identifies signs of adverse reactions
- Inspects insertion site, changes dressing

3. Ordering and storage of drugs

4. Conversion from one system of measurement to another

5. Teaching and counselling in relation to specific drug therapy

6. Aseptic technique in administering parenteral medication

Student Assessment

Course work	40%
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- Individual student assignment

Final examination:	60%
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- essay & multiple-choice items

Required Reading

Abrams, A., Pennington, S., & Lammon, C., (2009). Clinical Drug Therapy Rationales for Nursing Practice, 9th Ed. Lippincott Williams & Wilkins

Karch, A.M. (2006). Focus on nursing pharmacology. Philadelphia: Lippincott Williams & Wilkins.

Neal, M. J. (2009). Medical pharmacology at a glance. London: Blackwell Publishing.

Recommended Reading

Trounce, J. R. & Reginald. J. (2000). Clinical pharmacology for nurses. Edinburgh: Churchill Livingstone.

Prosser, S., B., et al (1999). Essential pharmacology & pathophysiology. London: C. V. Mosby.

Williams, D. (2007). Medication errors. Journal Royal College of Physicians, 37, 343-346.

http://www.rcpe.ac.uk/journal/issue/journal_37_4/Williams.pdf

Internet

<http://nursingpharmacology.info/learning2.htm>
<http://www.moh.gov.jm>

<http://www.nursingethicsnetwork.org>

http://www.nursingplanet.com/mis/pharmacology_and_nursing.htm
<http://www.accd.edu/sac/nursing/math/ivprob.html>

Course Calendar

COURSE TITLE:
CREDITS 3
HOURS 60

PHARMACOLOGY & THERAPEUTICS IN NURSING

Session	Topics
Week 1& 2	<p>Part 1 UNIT 1: HISTORY OF PHARMACOLOGY</p> <p>1. Terms related to pharmacology</p> <ul style="list-style-type: none">• Pharmacy• Pharmacokinetics• Pharmacodynamics• Addiction• Antagonism• Accumulation• Drug• Drug dependence• Habituation• Hypersensitivity• Idiosyncrasy• Poison• Synergism-potentiation• Tolerance <p>2. Historical background: contributors & contributions</p> <ul style="list-style-type: none">• Ancient period (beginning at AD 400)

Session	Topics
	<ul style="list-style-type: none"> • Medieval period (AD 400 to 1500) • Sixteenth to nineteenth century • Recent progress <p>3. Scope of pharmacology</p> <ul style="list-style-type: none"> • Role of pharmacology in <ul style="list-style-type: none"> ◦ Control of disease ◦ Food preparation ◦ Cosmetic preparation ◦ Other preparation.
Week 3 & 4	<p>UNIT 2: GENERAL DRUG INFORMATION</p> <p>1. Drug sources & names</p> <ul style="list-style-type: none"> • Sources • Drug nomenclature <p>2. Pharmaceutical preparations</p> <p>a. National laws regulating drugs</p> <ul style="list-style-type: none"> • Dangerous Drug Act • Poisons & Pharmacy Act • Food & Drug Act

Session	Topics
	<ul style="list-style-type: none"> • Schedules <p>3. Ethical aspects of pharmacology</p> <p>4. Official drug information sources</p> <p>5. Systems of measurement <ul style="list-style-type: none"> • Imperial system • Apothecary system • Metric system • Household system </p> <p>6. Calculations <ul style="list-style-type: none"> • Basic mathematical principles to include formula for drug calculations • Conversion from one system to another • Preparation solutions & doses • Calculations of paediatric doses using more than one formula • </p>
Week 5 & 6	<p>UNIT 3: ADMINISTRATION OF DRUGS</p> <p>1. Psychological aspects of drug therapy</p> <p>2. Cultural aspects of drug therapy</p> <p>3. Aspects of self-medication</p> <p>4. Orders for medications <ul style="list-style-type: none"> • Abbreviations used in drug orders • Four parts of the usual prescription • Procedures for ordering in & out of hospital • Transcribing physicians' orders </p>

Session	Topics
	<p>5. Nine 'rights' of drug administration</p> <ul style="list-style-type: none"> • Right patient • Right drug • Right formulation • Right injection equipment • Right dosage • Right time • Right route • Right storage • Right method of disposal <p>6. Administration of medications</p> <ul style="list-style-type: none"> • Clarity of prescription & role of the nurse • Dosage calculations • Routes of administration • Recording • Equipment & care <p>7. Pharmacodynamics of drugs in the body</p> <p>8. Effects on the body of major drug abuse substances</p> <p>9. Ordering, handling, packaging, transport, storage of medicine according to their continued stability</p> <p>10. Disposal procedures for expired drugs & vaccines</p> <p>11. Role of the nurse in drug administration.</p>
WEEK 7	MID-SEMESTER EXAM, PRACTICAL ASSESSMENT: Drug administration
Week 8, 9 & 10	Part 2 UNIT 1: DRUG CLASSIFICATION ACCORDING TO

Session	Topics
	<p style="text-align: center;">BODY SYSTEMS</p> <ol style="list-style-type: none"> 1. Drugs affecting the following systems: action, use, dosage, reactions, adverse effects, contraindications, nursing implications <ol style="list-style-type: none"> A. Autonomic nervous B. Central nervous C. Sensory organs (eyes, ears, nose, tongue) D. Cardiovascular: blood, blood vessels, heart E. Musculo-skeletal including skin F. Respiratory: respiratory & cough centres G. Urinary: kidney, bladder H. Gastrointestinal: mouth, stomach, intestine I. Reproductive: male, female 2. Drugs classified for specific usage <ul style="list-style-type: none"> • Antimicrobial drugs • Sulphonamides • Antibiotics 3. Specific chemotherapy <ul style="list-style-type: none"> • Tuberculostatic drugs • Anti-retroviral drugs (HIV/AIDS) • Drugs used in treatment of leprosy (Hansen's disease) • Antiprotozoan agents • Antiviral drugs • Amoebicides • Local antiseptics, disinfectants, anti-infectives 4. Psychotropic drugs <ul style="list-style-type: none"> • Major tranquilizers • Minor tranquilizers • Anti-depressants 5. Anti-neoplastic drugs 6. Minerals, vitamins, hormones as drugs

Session	Topics
	<p>7. Enzymes as drugs</p> <p>8. Serums & vaccines</p> <p>9. Histamine & antihistamines.</p>
Week 11 & 12	<p>UNIT 2: TOXICOLOGY</p> <p>1. Definition of term(s)</p> <ul style="list-style-type: none"> • Toxicology • Poisonology <p>2. Classification</p> <ul style="list-style-type: none"> • Acute • Sub-acute • Chronic • Other <p>3. Mechanisms of toxic actions of poisons</p> <ul style="list-style-type: none"> • Locally • Systemically <p>4. Treatment of</p>

Session	Topics
	<p>pois</p> <p>onin</p> <p>g</p> <ul style="list-style-type: none"> • General rules of treatment • Emergency treatment (see First Aid & Basic Life Support Course) <p>5. Anti</p> <p>dote</p> <p>s</p> <ul style="list-style-type: none"> • Chemical • Physical • Physiological
Week 13	Review

COURSE TITLE:	CONCEPTS APPLIED TO NURSING
COURSE CODE:	NURS 2019
DURATION:	60 Hours
CREDITS:	3 (2 Theory, 1 Lab)
PRE-REQUISITE:	Human Anatomy & Physiology 1 & II, Patient & Health Care Worker Safety, Introd. To Professional Nursing, The Nursing Process & Health Assessment, First Aid & Basic Life Support

COURSE DESCRIPTION

This course introduces the student to basic nursing skills. It focuses on concepts of caring, body image, pain, loss, grief and the grieving process, dying and death, immobility and chronicity. The student is introduced to hospitalization and the nurse's responsibility in relation to surgical interventions is also examined.

PURPOSE/ RATIONALE

This course serves to give the student information on human concepts such as caring, pain etc. that clients experience as part of hospitalisation. This information will enhance their understanding or their roles as care giver.

AIMS/GOALS

Students will develop into empathetic practitioners with knowledge of human concepts that can impact on the health and wellness of individuals, families and communities.

LEARNING OUTCOMES

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

1. Understand the meaning of medical terminologies;
2. Demonstrate understanding of key concepts, terms and definitions relating to nursing;
3. Appreciate the role of the nurse in the therapeutic relationship;
4. Utilize health-illness concepts to give support to individuals and families in times of crisis;
5. Understand the effects of immobility and chronicity on the individual;
6. Utilize the knowledge of nursing process in the promotion and maintenance of health in immobility and chronic illness;
7. Examine the forces creating illness;
8. Utilize knowledge gained to assist the patient and family to cope with hospitalization;
9. Describe preoperative nursing measures that decrease the risk for infection and other post-operative complications;
10. Apply the concepts of pre- and post-operative care while providing care to the patient in need of surgical intervention.

CONTENT OUTLINE

UNIT 1: NURSING CONCEPTS

Hours: 12 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Define medical terminologies;
2. Interpret medical terminologies;
3. Review the concept of therapeutic relationship;
4. Discuss the therapeutic use of self in the therapeutic relationship;
5. Discuss concepts and theories of caring;
6. Identify the phases of caring;
7. Describe comfort measures related to caring;

8. Explain the concepts and theories of body image, pain, loss, grieving;
9. Explore the factors creating alterations to body image;
10. Explain the term 'pain threshold';
11. List the causes of pain;
12. Explain the concept of chronicity;
13. Identify predisposing factors to chronicity;
14. Explain the meaning of immobility and the effects of immobility on body systems;
15. Discuss factors affecting patients' response to chronic illness;
16. Utilize the nursing process to assist patients with interferences of body image, experiencing loss, management of pain, problems of immobility, and chronic conditions in achieving and maintaining optimum wellness;
17. Discuss the stages of the grieving process according to George Engel;
18. Discuss E. Kubler-Ross' stages of dying and death;
19. Describe the needs of the individual facing death;
20. Apply the nursing process in giving care to individuals who are dying;
21. Identify the signs of death;
22. Demonstrate skills in caring for the body and the patient's possessions after death;
23. Demonstrate skills and the use of therapeutic relationship in providing support to grieving individuals and families;
24. Discuss the importance of a post-mortem examination.

Content

1. Medical terminologies
 - Identification, definition & interpretation
2. Review of therapeutic relationship
3. Concepts
 - Caring
 - Definition & interpretation
 - Characteristics of caring
 - Rapport
 - Trust
 - Empathy
 - Acceptance
 - Empowerment

- Active listening
- Compassion
- Non-judgemental
- Honesty
- Phases of caring
 - Pre-interaction
 - Introductory
 - Working
 - Termination
- Comfort measures
 - Physical
 - Environmental
 - Spiritual
 - Social
- **Body image**
 1. Definitions
 2. Theories
 3. Development
 4. Factors creating alteration in body image
 5. Nursing interventions related to body image interference
- **Pain**
 1. Definition
 2. Theories
 3. Components
 4. Types
 5. Causes
 6. Nature
 7. Factors influencing perception of pain
 8. Pain management
- **Loss**
 1. Definition

2. Types & sources
 3. Nursing needs of individual
 4. Nursing interventions
- **Grief**
 1. Definition
 2. Characteristics
 3. Types
 4. Grieving process
 5. Stages of grieving (George Engel)
 - **Dying & death**
 1. Definition
 2. Stages of dying (Kubler-Ross)
 3. Needs of the dying patient
 4. Care of the dying
 5. Signs of death
 6. Post-death activities
 - **Immobility**
 1. Definition
 2. Effects on body systems
 3. Factors affecting response
 4. Nursing interventions
 - **Chronicity**
 1. Definition
 2. Predisposing factors
 3. Factors affecting response
 4. Nursing interventions.

UNIT 2: ILLNESS & HOSPITALIZATION

Hours 6 Theory

24 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Define the concept of illness;
2. Explore the wellness-illness concept;
3. List the behavioural changes resulting from illness;
4. Discuss the concerns of the ill patient and family;
5. Discuss the sources of stress identified in this unit;
6. Explain the process, which assists the patient and family to cope with stress;
7. Recognize the types of behaviours displayed by the patient and family in coping with stress;
8. Explain the physiological, psychosocial and environmental forces influencing illness;
9. Discuss the nature of illness;
10. Discuss the patient's reactions to the confirmation of illness;
11. Examine the effects of illness and hospitalization on the ill patient, family and significant other;
12. Define the sick role;
13. Discuss the concept of hospitalization and the role of the hospital staff;
14. Demonstrate skills in the admission and discharge of patients.

Content

1. Illness

- Definition
- Types
- Wellness-illness continuum
- Behaviour
- Factors influencing illness

- Effects of illness
- Reaction to confirmation of illness
- Impact of illness on the individual & family

2. Hospitalization

- Definition
- Reasons
- Effects on patient, family & significant others
- Role of the hospital & staff in illness
- Admission procedure
- Discharge procedure
- Termination of the therapeutic relationship.

UNIT 3: SURGICAL INTERVENTION

Hours 6 Theory

12 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Describe pre-operative nursing measures to decrease the risk of infection and other postoperative complications;
2. Identify the phases of surgical intervention;
3. Discuss reasons for surgical intervention;
4. Discuss the types of surgical intervention listed;
5. Describe safety policies governing the admission of the patient to the operating theatre;
6. Utilize the nursing process to provide care to the patient and family in the pre-operative and post-operative phases.

Content

1. Pre-operative care
 - Informed Consent
 - General physical assessment & preparation
 - Psychosocial assessment & counselling
2. Pre-operative nursing measures to decrease risk of infection & other post-operative complications
3. Admission to Operating Theatre
4. Surgical intervention
 - Classifications
 - Phases
 - Reason for surgery
 - Types
 - Effects
 - Factors affecting patient's response to surgery & recovery
5. Post-operative nursing care
 - Nursing management after surgery
 - Nursing process: The patient recovering from surgery.

Teaching/Learning Methodologies

- Lecture/Discussion
- Practical demonstration & return demonstration
- Simulation
- Role Play
- Projects –group, individual
- Assignments on related topics

Areas used for Learning

- Classroom
- Nursing Skills Laboratory
- Hospitals

- Health centres/clinics
- Hospice
- Retirement/Geriatic homes

Learning Experiences

- Assignment to hospital wards, geriatric homes, health centres/clinics to practice fundamentals of nursing
- Application of the nursing process

Required Skills

1. General nursing procedures
 - Performing hand hygiene (hand rub & hand wash)
 - Giving oral report
 - Writing nurses notes
 - Observing procedures
 - Performing admission procedures
 - Performing discharge planning and procedure
 - Performing last offices
2. Performing basic physical assessment
3. Monitoring, recording & reporting basic patient data
 - Fluid intake and output
 - Vital signs
 - Assessing body temperature
 - Assessing peripheral pulse by palpation
 - Assessing respiration
 - Assessing a brachial artery blood pressure
 - Weighing patient
 - Documenting and reporting patient's progress
4. Assisting patients with activities of daily living
 - Positions used in nursing
 - Preparing patient's unit
 - Making unoccupied & occupied beds (including post-operative bed)

- Positioning patient in bed
- Lifting, turning and transferring of patient in bed and out of bed
- Handling wheel chair
- Moving patient in and out of wheel chair, chair, stretcher and vice versa
- Walking
- Performing range of motion exercises
- Giving a bed bath and shower
- Grooming hair and nails
- Performing mouth care and cleaning dentures
- Performing skin & pressure area care
- Applying heat and cold

5. Meeting patient's nutritional needs

- Feeding patient
- Serving meals
- Maintaining fluid balance heart
- Care naso-gastric tube insitu

6. Meeting patient's elimination needs

- Giving and removing bedpan & urinal
- Administering suppositories/enema
- Performing catheter care
- Caring of the incontinent patient

7. Collecting specimens

- Urine (routine, midstream, catheter, 24-hour)
- Faces
- Sputum
- Routine testing of urine sample
- Glucometer reading
- Applying Paul's tubing/condom catheter
- Caring of urinary catheter

8. Performing pre-post-operative care

- Observing administration of oral medications
- Preparing skin for surgery
- Preparing post-anaesthetic tray

- Assisting with post-operative care
- Administering oxygen via catheter/cannula/face mask
- Performing wound care

Student Assessment

Course work	40%
• Case study	20%
• Group projects	20%

Final examination:	60%
• essay & multiple-choice test	

Required Reading

Lynn, P. (2011). Taylor's clinical nursing skills: A nursing process approach. Philadelphia: Wolters Kluwer, Lippincott Williams & Wilkins.

Recommended Reading

Kozier, B., Erb, G., Berman, A. & Synder, S. (2008). Fundamentals of nursing: concept, process and practice. Upper Saddle River, New Jersey: Pearson Education, Inc.

Kroning, M. (2010). Fundamental nursing skills: Understanding the importance behind the skill. New York: Kendal Hunt.

Course Calendar

CONCEPTS APPLIED TO NURSING

CREDITS 3 60 HOURS

Session	Topics
Week 1 to 4	<p>UNIT 1: NURSING CONCEPTS</p> <ol style="list-style-type: none"> 1. Medical terminologies <ul style="list-style-type: none"> • Identification, definition & interpretation 2. Review of therapeutic relationship 3. Concepts <ul style="list-style-type: none"> • Caring <ul style="list-style-type: none"> ◦ Definition & interpretation ◦ Characteristics of caring <ul style="list-style-type: none"> ▪ Rapport ▪ Trust ▪ Empathy ▪ Acceptance ▪ Empowerment ▪ Active listening ▪ Compassion ▪ Non-judgemental ▪ Honesty ◦ Phases of caring <ul style="list-style-type: none"> • Pre-interaction • Introductory • Working • Termination ◦ Comfort measures <ul style="list-style-type: none"> • Physical • Environmental • Spiritual • Social • Body image <ol style="list-style-type: none"> 1. Definitions 2. Theories 3. Development 4. Factors creating alteration in body image 5. Nursing interventions related to body image interference

Session	Topics
	<ul style="list-style-type: none"> • Pain <ol style="list-style-type: none"> 1. Definition 2. Theories 3. Components 4. Types 5. Causes 6. Nature 7. Factors influencing perception of pain 8. Pain management • Loss <ol style="list-style-type: none"> 1. Definition 2. Types & sources 3. Nursing needs of individual 4. Nursing interventions • Grief <ol style="list-style-type: none"> 1. Definition 2. Characteristics 3. Types 4. Grieving process 5. Stages of grieving (George Engel) • Dying & death <ol style="list-style-type: none"> 1. Definition 2. Stages of dying (Kubler-Ross) 3. Needs of the dying patient 4. Care of the dying 5. Signs of death 6. Post-death activities • Immobility <ol style="list-style-type: none"> 1. Definition 2. Effects on body systems 3. Factors affecting response 4. Nursing interventions

Session	Topics
	<ul style="list-style-type: none"> • Chronicity <ol style="list-style-type: none"> 1. Definition 2. Predisposing factors 3. Factors affecting response 4. Nursing interventions.
Week 5	GROUP PROJECT
Week 5 to 8	<p>UNIT 2:ILLNESS & HOSPITALIZATION</p> <p>3. Illness</p> <ul style="list-style-type: none"> • Definition • Types • Wellness-illness continuum • Behaviour • Factors influencing illness • Effects of illness • Reaction to confirmation of illness • Impact of illness on the individual & family <p>4. Hospitalization</p> <ul style="list-style-type: none"> • Definition • Reasons • Effects on patient, family & significant others • Role of the hospital & staff in illness • Admission procedure • Discharge procedure • Termination of the therapeutic relationship.
WEEK 8	CASE STUDY
Week 9 to 12	<p>UNIT 3:SURGICAL INTERVENTION</p> <p>1. Pre-operative care</p> <ul style="list-style-type: none"> • Informed Consent • General physical assessment & preparation • Psychosocial assessment & counselling <p>2. Pre-operative nursing measures to decrease risk of infection & other post-</p>

Session	Topics
	operative complications 3. Admission to Operating Theatre 4. Surgical intervention <ul style="list-style-type: none"> • Classifications • Phases • Reason for surgery • Types • Effects • Factors affecting patient's response to surgery & recovery 5. Post-operative nursing care <ul style="list-style-type: none"> • Nursing management after surgery • Nursing process: The patient recovering from surgery.
Week 13	Review and tests

COURSE TITLE: CONCEPTS APPLIED TO NURSING
CLINICAL
PRACTICUM

COURSE CODE: NURS 2020

DURATION: 144 Clinical Hours

CREDITS: 3

PRE-REQUISITE: Concepts Applied to Nursing

COURSE DESCRIPTION

This course provides an opportunity for students to implement selected basic nursing skills relative to the course **Concepts Applied to Nursing** in acute care and community settings. The focus of the course is to assist students develop competence and confidence in the application of basic skills prior to progressing to more advanced clinical nursing courses. Basic clinical skills are practiced in the Nursing Skills Laboratory prior to engaging in clinical experience in the health care and community settings.

PURPOSE/RATIONALE

The student gains experience in the clinical practice areas and receives ample opportunity to practice skills previously learned in the nursing skills lab.

AIMS/GOALS

The course aims to develop competent and skilled nurses through clinical experiences.

LEARNING OUTCOMES

At the end of the clinical practicum, the student will be able to:

1. Use the nursing process to assess, plan and manage care of patients experiencing the concepts identified in the theory course;
2. Participate in counselling patient and family experiencing the identified concepts;
3. Employ role play to illustrate therapeutic use of self;
4. Performing basic nursing skills as listed in the “**Required Skills**” list that follows.

CONTENT OUTLINE

Content

1. Use of the Nursing Process

2. Performing basic nursing skills.

Teaching/Learning Methodologies

- Role play
- Case study
- Tutorials
- Ward conferences
- Clinical Skills Workbook

Areas used for Learning

- Classroom
- Nursing Skills Laboratory
- Hospital
- Health centres/clinics
- Hospice
- Geriatric homes

Learning Experiences

- Assignment to hospital wards health centres/clinics, geriatric homes, etc., to practice basic nursing skills
- Application of the nursing process

Required Skills

1. General nursing procedures
 - Performing hand hygiene (hand rub & hand wash)
 - Giving oral report
 - Writing nurses notes
 - Observing procedures
 - Performing admission procedures
 - Performing discharge planning and procedure
 - Performing last offices
2. Performing basic physical assessment
3. Monitoring, recording & reporting basic patient data

- Fluid intake and output
- Vital signs
 - Assessing body temperature
 - Assessing peripheral pulse by palpation
 - Assessing respiration
 - Assessing a brachial artery blood pressure
- Weighing patient
- Documenting and reporting patient's progress

4. Assisting patients with activities of daily living

- Positions used in nursing
- Preparing patient's unit
- Making unoccupied & occupied beds (including post-operative bed)
- Positioning patient in bed
- Lifting, turning and transferring of patient in bed and out of bed
- Handling wheel chair
- Moving patient in and out of wheel chair, chair, stretcher and vice versa
- Walking
- Performing range of motion exercises
- Giving a bed bath and shower
- Grooming hair and nails
- Performing mouth care and cleaning dentures
- Performing skin & pressure area care
- Applying heat and cold

5. Meeting patient's nutritional needs

- Feeding patient
- Serving meals
- Maintaining fluid balance heart
- Care naso-gastric tube insitu

6. Meeting patient's elimination needs

- Giving and removing bedpan & urinal
- Administering suppositories/enema
- Performing catheter care
- Caring of the incontinent patient

7. Collecting specimens

- Urine (routine, midstream, catheter, 24-hour)
- Faces
- Sputum
- Routine testing of urine sample
- Glucometer reading
- Applying Paul's tubing/condom catheter
- Caring of urinary catheter

8. Performing pre-post-operative care

- Observing administration of oral medications
- Preparing skin for surgery
- Preparing post-anaesthetic tray
- Assisting with post-operative care
- Administering oxygen via catheter/cannula/face mask
- Performing wound care

Student Assessment

Course work	100%
--------------------	-------------

- | | |
|---|-----|
| • The Clinical Skills Workbook will be used to conduct continuous assessment of student performance of core skills in the clinical settings | 40% |
| • Individual student case study | 30% |
| • Final clinical examination | 30% |

Students will be assessed on core clinical competencies of the course using a standardised checklist.

Required Reading

Lynn, P. (2011). Taylor's clinical nursing skills: A nursing process approach. Philadelphia: Wolters Kluwer, Lippincott Williams & Wilkins.

Recommended Reading

Kozier, B., Erb, G., Berman, A. & Synder, S. (2008). Fundamentals of nursing: concept, process and practice. Upper Saddle River, New Jersey: Pearson Education, Inc.

Kroning, M. (2010). Fundamental nursing skills: Understanding the importance behind the skill.

New York: Kendal Hunt.

Course Calendar

CONCEPTS APPLIED TO NURSING CLINICAL PRACTICUM

CREDITS 3 144 HOURS

Session	Topics
Week 1 to 4	<p>Content</p> <ol style="list-style-type: none"> 1. Use of the Nursing Process 2. Performing basic nursing skills. <ul style="list-style-type: none"> • Classroom • Clinical Learning Centre (Nursing Skills Laboratory) • Hospital • Health centres/clinics • Hospice • Geriatric homes <p>Required Skills</p> <ol style="list-style-type: none"> 3. General nursing procedures <ul style="list-style-type: none"> • Performing hand hygiene (hand rub & hand wash) • Giving oral report • Writing nurses notes • Observing procedures • Performing admission procedures • Performing discharge planning and procedure • Performing last offices 4. Performing basic physical assessment 5. Monitoring, recording & reporting basic patient data <ul style="list-style-type: none"> • Fluid intake and output • Vital signs <ul style="list-style-type: none"> ▪ Assessing body temperature ▪ Assessing peripheral pulse by

Session	Topics
	<p>palpation</p> <ul style="list-style-type: none"> ▪ Assessing respiration ▪ Assessing a brachial artery blood pressure • Weighing patient • Documenting and reporting patient's progress <p>6. Assisting patients with activities of daily living</p> <ul style="list-style-type: none"> • Positions used in nursing • Preparing patient's unit • Making unoccupied & occupied beds (including post-operative bed) • Positioning patient in bed • Lifting, turning and transferring of patient in bed and out of bed • Handling wheel chair • Moving patient in and out of wheel chair, chair, stretcher and vice versa • Walking • Performing range of motion exercises • Giving a bed bath and shower • Grooming hair and nails • Performing mouth care and cleaning dentures • Performing skin & pressure area care • Applying heat and cold <p>7. Meeting patient's nutritional needs</p> <ul style="list-style-type: none"> • Feeding patient • Serving meals • Maintaining fluid balance heart • Care naso-gastric tube insitu <p>8. Meeting patient's elimination needs</p>

Session	Topics
	<ul style="list-style-type: none"> • Giving and removing bedpan & urinal • Administering suppositories/enema • Performing catheter care • Caring of the incontinent patient 9. Collecting specimens <ul style="list-style-type: none"> • Urine (routine, midstream, catheter, 24-hour) • Faces • Sputum • Routine testing of urine sample • Glucometer reading • Applying Paul's tubing/condom catheter • Caring of urinary catheter 10. Performing pre-post-operative care <ul style="list-style-type: none"> • Observing administration of oral medications • Preparing skin for surgery • Preparing post-anaesthetic tray • Assisting with post-operative care • Administering oxygen via catheter/cannula/face mask • Performing wound care
WEEK 4	Clinical Examination

COURSE TITLE:	INTRODUCTORY STATISTICS FOR THE BEHAVIOURAL SCIENCES
COURSE CODE:	SOCI 1005/SY16C
DURATION:	36 Hours
CREDITS:	3
PRE-REQUISITE:	Matriculation Requirements

COURSE DESCRIPTION

This course aims to introduce students to basic univariate and bivariate statistics. A student who successfully completes this course will possess a reasonable level of knowledge of basic statistics and their interpretations.

PURPOSE/ RATIONALE

The course introduces students to basic statistics, which lays part of the foundation for the nursing research thesis.

AIMS/GOALS

Students will become competent and comfortable using and interpreting statistics, for the purpose of enhancing evidence- base practice.

LEARNING OUTCOMES

At the end of the course, students should be able to:

1. Adequately define statistical concepts;
2. Distinguish between descriptive statistics and inferential statistics;
3. Distinguish between qualitative data and quantitative data;

4. Classify data with respect to the four levels of measurement: nominal, ordinal, interval, and ratio;
5. Create grouped frequency distributions;
6. Compute measures of central tendency and variation and use them to analyze data;
7. Calculate and interpret the correlation coefficient and equation of the least-squares regression line for bivariate data and use the results to make predictions;
8. Solve probabilities;
9. Compute binomial distributions;
10. Use the normal distribution to interpret z scores and compute probabilities;
11. Estimate a population mean or proportion using a point estimate and confidence intervals and interpret the confidence level;
12. Determine the appropriate sample size for a specific margin of error and confidence interval;
13. Conduct and interpret hypothesis tests for both means and proportions;
14. Perform chi-square analysis and make relevant conclusions;
15. Determine appropriate statistical techniques for a given application.

COURSE SCHEDULE & READINGS

Week 1: Introduction to Statistics

- Pagano, Chapters 1-2
- Heiman, Chapters 1-2
- Mendenhall et al., Chapter 1

Week 2: Descriptive Statistics

- Frequency Distribution
- Simple Frequency Distribution
- Grouped Frequency Distribution
- Pagano, Chapter 3
- Heiman, Chapter 3
- Mendenhall et al, Chapter 1

Week 3: Descriptive Statistics

- Measures of Central Tendency – Mode, Median & Arithmetic Mean
- Measures of Dispersion-Variance & Standard Deviation
- Measure of Distribution

- Pagano, Chapter 4
- Heiman, Chapters 4-5
- Mendenhall et al, Chapter 2

Week 4: Test #1

Correlation

- Scatter Diagrams
- Pearson's Product Moment Correlation Coefficient
- Coefficient of Determination
- Pagano, Chapter 6
- Heiman, Chapter 7
- Mendenhall et al, Chapters 3 & 12

Week 5: Regression

- Least Square Coefficients
- Pagano, Chapter 7
- Heiman, Chapter 8
- Mendenhall et al, Chapters 3&12

Week 6: Probability

- The Sample Points Approach
- Pagano, Chapter 8
- Mendenhall et al., Chapter 4

Week 7: Probability

- The Compound Events Approach
- Pagano, Chapter 8
- Mendenhall et al., Chapter 4

Week 8: Probability Distribution

- Binomial Distribution
- Z- Scores & Normal Curve Model
- Pagano, Chapter 5 & 9
- Heiman, Chapter 6
- Mendenhall et al, Chapters 5-6

Week 9: Test # 2

Probability Distributions

- Sampling Distributions of:
 - Means
 - Proportions
- Pagano, Chapter 12
- Mendenhall et al., Chapter 7

Week 10: Inferential Statistics

- Estimation of:
 - Confidence intervals for the population mean & proportion
 - Sample size
- Pagano, Chapter 13
- Mendenhall et al., Chapter 8

Week 11: Inferential Statistics

- Hypothesis Testing
- Parametric Tests
- Z test
- Pagano, Chapter 10
- Heiman, Chapter 10
- Mendenhall et al., Chapters 9-10

Week 12: Inferential Statistics

- Non-parametric Statistics
- Chi-Square
- Pagano, Chapter 17
- Heiman, Chapter 15
- Mendenhall et al., Chapter 14.

Teaching/Learning Methodologies

- Lecture/Discussion
- PowerPoint presentations
- Tutorials
- Problem-solving worksheets
- Individual/Small group activities

Areas used for Learning

- Classroom
- Library
- Nursing Skills Laboratory

Learning Experiences

- Group work
- Assignments
- Worksheets
- Computer applications

Required Skills

1. Basic mathematical calculations
2. Statistical calculations
3. Computer application in statistical analysis

Student Assessment

Course work 100%

- **Test #1 – 20 marks**

This examination will consist of multiple choice questions. Students will be expected to have an understanding of basic concepts, the measures of central tendency, variation and distribution and frequency distributions which will be covered within the first three weeks of the course.

- **Test # 2 – 30 marks**

This examination will consist of multiple choice questions and will cover definitions, assumptions, computations and any other relevant materials through week 8 (up to probability distributions).

- **Final examination- 50 marks**

This examination will cover (unless specified otherwise) course readings, hand computations, definitions, assumptions and any other relevant materials of the entire course.

Required Reading

Heiman, Gary (2000). Basic Statistics for the behavioural sciences. Boston: Houghton Miffling Company.

Pagano, Robert (2007). Understanding statistics in the behavioural sciences. California: Wadsworth.

Recommended Reading

Levin, Jack and James Fox (1994). Elementary statistics in social research. New York: Harper and Row.

Mann, Prem (2007). Introductory statistics. USA: John Wiley and Sons.

Mendenhall, William, Robert Beaver and Barbara Beaver (2006). Introduction to probability and statistics. California: Duxbury Press.

Course Calendar

INTRODUCTORY STATISTICS FOR THE BEHAVIORAL SCIENCES

CREDITS 3 36 HOURS

Session	Topics
Week 1	Introduction to Statistics <ul style="list-style-type: none"> • Pagano, Chapters 1-2 • Heiman, Chapters 1-2 • Mendenhall et al., Chapter 1
Week 2	Descriptive Statistics <ul style="list-style-type: none"> • Frequency Distribution • Simple Frequency Distribution • Grouped Frequency Distribution • Pagano, Chapter 3 • Heiman, Chapter 3 • Mendenhall et al, Chapter 1
Week 3	Descriptive Statistics <ul style="list-style-type: none"> • Measures of Central Tendency – Mode, Median & Arithmetic Mean • Measures of Dispersion-Variance & Standard Deviation • Measure of Distribution • Pagano, Chapter 4 • Heiman, Chapters 4-5 • Mendenhall et al, Chapter 2
Week 4	Test #1 Correlation <ul style="list-style-type: none"> • Scatter Diagrams • Pearson's Product Moment Correlation Coefficient • Coefficient of Determination • Pagano, Chapter 6 • Heiman, Chapter 7 • Mendenhall et al, Chapters 3 & 12

Session	Topics
Week 5	Regression <ul style="list-style-type: none"> • Least Square Coefficients • Pagano, Chapter 7 • Heiman, Chapter 8 • Mendenhall et al, Chapters 3&12
Week 6	Probability <ul style="list-style-type: none"> • The Sample Points Approach • Pagano, Chapter 8 • Mendenhall et al., Chapter 4
Week 7	Probability <ul style="list-style-type: none"> • The Compound Events Approach • Pagano, Chapter 8 • Mendenhall et al., Chapter 4
Week 8	Probability Distribution <ul style="list-style-type: none"> • Binomial Distribution • Z- Scores & Normal Curve Model • Pagano, Chapter 5 & 9 • Heiman, Chapter 6 • Mendenhall et al, Chapters 5-6
Week 9	Test # 2 Probability Distributions <ul style="list-style-type: none"> • Sampling Distributions of: <ul style="list-style-type: none"> ○ Means ○ Proportions • Pagano, Chapter 12 • Mendenhall et al., Chapter 7

Session	Topics
Week 10	<p>Inferential Statistics</p> <ul style="list-style-type: none"> • Estimation of: <ul style="list-style-type: none"> ◦ Confidence intervals for the population mean & proportion ◦ Sample size • Pagano, Chapter 13 • Mendenhall et al., Chapter 8
Week 11	<p>Inferential Statistics</p> <ul style="list-style-type: none"> • Hypothesis Testing • Parametric Tests • Z test • Pagano, Chapter 10 • Heiman, Chapter 10 • Mendenhall et al., Chapters 9-10
Week 12	<p>Inferential Statistics</p> <ul style="list-style-type: none"> • Non-parametric Statistics • Chi-Square • Pagano, Chapter 17 • Heiman, Chapter 15 • Mendenhall et al., Chapter 14.
Week 13	Review

Year 3: Semester I

YEAR 3: SEMESTER I

COURSE TITLE: RESEARCH METHODOLOGY

COURSE CODE: NURS 3010

DURATION: 36 Hours

CREDITS: 3

**Introductory Statistics for the
Behavioural Sciences, Health
Informatics**

PRE-REQUISITE:

COURSE DESCRIPTION

This course exposes the students to the scientific method of enquiry and its relevance in investigating phenomena in health care. It engages students in critical thinking to critique published research findings and theoretical frameworks that have applicability to nursing practice. The course facilitates the development of students' competencies in using the research process; using inferential statistics and transferring evidence-based knowledge to practice. The course also exposes students to ethical frameworks for conducting research and using evidence based knowledge. The teaching and learning environment is student-centred where students are encouraged to take responsibility for their learning needs, e.g., through Problem Based Learning (PBL) activities and active participation in both classroom and clinical areas.

LEARNING OUTCOMES

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

1. Demonstrate understanding of the language of research;
2. Describe the scientific approach to research;
3. Explain the paradigms associated with the conduct of research in nursing;
4. Critique research articles in order to write literature reviews;

5. Differentiate between quantitative and qualitative designs;
6. Integrate the ethical and legal frameworks into the design of consent forms for the conduct of research studies;
7. Develop a research proposal utilizing the steps of quantitative and qualitative methods;
8. Analyse the advantages and disadvantages of the use of research evidence in nursing practice;
9. Collaborate with peers and other health team members to identify and investigate issues that impact health, using the research process.

CONTENT OUTLINE

UNIT 1: INTRODUCTION TO THE RESEARCH PROCESS

Hours: 8 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Define common research terms;
2. Explain the benefits of research;
3. Describe the characteristics of scientific research;
4. Distinguish among basic, applied and action research;
5. Explain the importance of ethics in research;
6. Outline phases in the research process;
7. Distinguish between concepts and variables;
8. Identify potential research topics and sub-topics for research;
9. Discuss the ethical & legal issues of biomedical and nursing research;
10. Present a potential topic for research with justification for selection.

Content

1. Definition of common terms & concepts

- Research
- Hypothesis
- Assumption
- Scientific research

- Qualitative research
- Quantitative research
- Variable
- Subject
- Sampling
- Population
- Pilot study
- Validity
- Reliability

2. Scientific research

- Purpose
- Characteristics
- Limitations

3. Classification of research

- Basic
- Applied
- Action

4. Types & purpose of research

- Historical
- Descriptive
- Experimental

5. Ethical & legal principles & issues guiding biomedical & nursing research

- Informed Consent
- Protection from harm
- Benefits
- Right to privacy
- Confidentiality
- Principles of ethics in research
- Fabrication & falsification of data
- Plagiarism
- Acknowledgement

6. Phases in research process

- Selecting & identifying the research problem/purpose
- Goal setting
- Formulating hypothesis
- Literature review
- Data collection
- Interpretation of results

7. Concepts

- Variables
 - Independent
 - Dependent

8. Potential research topics.

UNIT 2: LITERATURE & RELATED LITERATURE REVIEW

Hours: 12 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Discuss process of a literature search;
2. Demonstrate the use of descriptors in the review process;
3. Conduct a literature review on a selected topic;
4. Present a report with bibliography of the literature review.

Content

1. Purpose of the literature review

2. Sources for literature review

- Library publications
- Indices & abstracts
- Electronic data bases
- Publications (government/non-government)

3. Approaches to identifying, writing, planning & locating literature in a study
4. Use of descriptors in the review process
5. Organization of information
 - Bibliography
 - References, foot notes & endnotes
 - Files
 - Databases.

UNIT 3: METHODOLOGIES & PROCEDURES

Hours: 16 Theory

Specific Objectives

At the end of the unit, student will be able to:

- Distinguish between quantitative and qualitative design;
- Discuss the appropriate uses of quantitative and qualitative design;
- Identify the data collection methods applicable to different designs;
- Discuss basic sampling techniques;
- Construct an instrument for collecting quantitative data;
- Conduct interview for collecting qualitative data;
- Collect data for quantitative method;
- Contrast data collection instruments, methods and analysis of qualitative and quantitative data;
- Prepare report of findings from data analysis.

Content

1. Key terms & concepts of quantitative & qualitative research
2. Comparison between quantitative & qualitative research
3. Quantitative research & design
 - Types of quantitative research & design

- Formulation of research problem & hypotheses
- Making assumptions, data collection process, limitations
- Analysis & interpretation of quantitative research
- Validity & reliability
- Research proposal & study report, presentation & dissemination
- Guidelines for critiquing quantitative studies
- Using research knowledge to promote evidence-based practice in nursing

4. Qualitative research & design

- Components & characteristics of qualitative research designs
- Levels of understanding: ontology, epistemology, methodology, & methods
- Characteristics of qualitative research design
- Ethical considerations in qualitative research
- Similarities & differences in phenomenology, grounded theory, ethnography, & historical research
- Qualitative data collection methods
- Conceptualization of & planning of a qualitative study
- Analysis of qualitative research data

5. Data collection methods

- Observation
- Interview
- Questionnaire
- Other

6. Sampling methods & techniques

- Probability sampling
 - Simple random
 - Stratified random
 - Proportional stratified
 - Cluster
 - Systematic
- Determining sample size
- Non-probability sampling
- Convenience sampling
- Quota sampling

- Purposive sampling
7. Principles of data collection, analysis & interpretation
- Pre-testing of instrument
 - Validity
 - Reliability
 - Control of bias
 - Statistical analysis
 - Interpretation
 - Meaning
 - Limitation
 - Usefulness
8. Collection of data
9. Collation of data
- Electronic
 - Manual
10. Analysis of data
- Review of principles for constructing tables and figures
11. Writing the report on findings
12. Critiquing quantitative & qualitative research.

Teaching/Learning Methodologies

- Lecture/Discussion
- Tutorials
- Seminar (student) presentations
- Internet search
- Research conferences

Areas used for Learning

- Classroom
- Library
- Clinical Learning Centre (Nursing Skills Laboratory)

Learning Experiences

- Developing problem statement & data collection instruments
- Critiquing research studies, writing and presenting findings
- Electronic search
- Writing and presenting research project

Required Skills

1. Conducting interview
2. Use of computer
3. Use of statistical methods

Student Evaluation

Course work	40%
• Written individual project presentation	
Final Examination	60%
• Individual student proposal	

Required Reading

Polit, D. F, & Beck, C. T. (2010). Essentials of nursing research: Methods, appraisal, and utilization. Philadelphia: Lippincott, Williams & Wilkins.

Recommended Reading

Babbie, Earl. (2010). *The practice of social research*. Belmont, CA: Wadsworth, Cengage Learning.

Gerrish, K. & Lacey, A. (2010). *The research process in nursing*. Oxford, UK: Blackwell Publishing.

Polit, D. F. & Beck, C. T. (2012). *Nursing research: generating and assessing evidence for nursing practice*. Philadelphia: Lippincott Williams & Wilkins.

Course Calendar**RESEARCH METHODOLOGY****CREDITS 3 36 HOURS**

Session	Topics
Week 1 to 4	<p>UNIT 1: INTRODUCTION TO THE RESEARCH PROCESS</p> <p>Definition of common terms & concepts</p> <ul style="list-style-type: none"> • Research • Hypothesis • Assumption • Scientific research • Qualitative research • Quantitative research • Variable • Subject • Sampling • Population • Pilot study • Validity • Reliability <p>Scientific research</p> <ul style="list-style-type: none"> • Purpose • Characteristics • Limitations <p>Classification of research</p> <ul style="list-style-type: none"> • Basic • Applied • Action <p>Types & purpose of research</p> <ul style="list-style-type: none"> • Historical • Descriptive • Experimental <p>Ethical & legal principles & issues guiding biomedical & nursing research</p> <ul style="list-style-type: none"> • Informed Consent

Session	Topics
	<ul style="list-style-type: none"> • Protection from harm • Benefits • Right to privacy • Confidentiality • Principles of ethics in research • Fabrication & falsification of data • Plagiarism • Acknowledgement <p>Phases in research process</p> <ul style="list-style-type: none"> • Selecting & identifying the research problem/purpose • Goal setting • Formulating hypothesis • Literature review • Data collection • Interpretation of results <p>Concepts</p> <ul style="list-style-type: none"> • Variables <ul style="list-style-type: none"> ◦ Independent ◦ Dependent <p>Potential research topics.</p>
Week 5 to 8	<p>UNIT 2: LITERATURE & RELATED LITERATURE REVIEW</p> <p>Purpose of the literature review</p> <p>Sources for literature review</p> <ul style="list-style-type: none"> • Library publications • Indices & abstracts • Electronic data bases • Publications (government/non-government) <p>Approaches to identifying writing, planning & locating literature in a study</p>

Session	Topics
	<p>Use of descriptors in the review process</p> <p>Organization of information</p> <ul style="list-style-type: none"> • Bibliography • References, foot notes & endnotes • Files • Databases.
<p>Week 9 to 12</p> <p>(Week 10: written individual project presentation)</p>	<p>UNIT 3: METHODOLOGIES & PROCEDURES</p> <p>Key terms & concepts of quantitative & qualitative research</p> <p>Comparison between quantitative & qualitative research</p> <p>Quantitative research & design</p> <ul style="list-style-type: none"> • Types of quantitative research & design • Formulation of research problem & hypotheses • Making assumptions, data collection process, limitations • Analysis & interpretation of quantitative research • Validity & reliability • Research proposal & study report, presentation & dissemination • Guidelines for critiquing quantitative studies • Using research knowledge to promote evidence-based practice in nursing <p>Qualitative research & design</p> <ul style="list-style-type: none"> • Components & characteristics of qualitative research designs • Levels of understanding: ontology, epistemology, methodology, & methods • Characteristics of qualitative research design • Ethical considerations in qualitative research • Similarities & differences in phenomenology, grounded theory, ethnography, & historical research • Qualitative data collection methods • Conceptualization of & planning of a qualitative study • Analysis of qualitative research data

Session	Topics
	<p>Data collection methods</p> <ul style="list-style-type: none"> • Observation • Interview • Questionnaire • Other <p>Sampling methods & techniques</p> <ul style="list-style-type: none"> • Probability sampling <ul style="list-style-type: none"> ◦ Simple random ◦ Stratified random ◦ Proportional stratified ◦ Cluster ◦ Systematic • Determining sample size • Non-probability sampling • Convenience sampling • Quota sampling • Purposive sampling <p>Principles of data collection, analysis & interpretation</p> <ul style="list-style-type: none"> • Pre-testing of instrument • Validity • Reliability • Control of bias • Statistical analysis • Interpretation <ul style="list-style-type: none"> ◦ Meaning ◦ Limitation ◦ Usefulness <p>Collation of data</p> <ul style="list-style-type: none"> • Electronic • Manual

Session	Topics
	<p>Analysis of data</p> <ul style="list-style-type: none">• Review of principles for constructing tables and figures <p>Writing the report on findings</p> <p>Critiquing quantitative & qualitative research.</p>
Week 13	Review and tests

COURSE TITLE: MENTAL HEALTH NURSING

COURSE CODE: NURS 3011

DURATION: 60 Hours

CREDITS: 3 (2 Theory, 1 Lab)

PRE-REQUISITE: Successful completion of Years I & 2 courses

COURSE DESCRIPTION

This course focuses on mental health, as well as the basic psychopathology of mental disorders of individuals and families throughout the lifecycle who are experiencing varying states of mental health. The environmental influences affecting the mental health of the individual are examined within the context of the family and/or community. The nurse/patient relationship is emphasized as the foundation for therapeutic communication and nursing interventions. Collaboration with other health team members and/or community resources is explored as a way to address the needs of the individual and family using various treatment modalities. Students are expected to apply critical thinking skills and evidence-based knowledge to patient situations in the clinical settings during the **Mental Health Nursing Clinical Practicum** course. The teaching and learning environment is student-centred where students are encouraged to take responsibility for their learning needs, e.g., through Problem Based Learning (PBL) activities and active participation in both classroom and clinical areas.

LEARNING OUTCOMES

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

1. Understand selected concepts of mental health and mental health nursing;
2. Analyze the influences of historical, political, socio-economic, spiritual, ethical and legal factors on the organization and provision of mental health services in Trinidad and Tobago;

3. Understand the life cycle considerations of patients relative to psychosocial and cognitive development and their influence on mental health problems and coping skills of the individual and family;
4. Utilize principles and concepts from the physical and behavioural sciences, humanities, religion and selected nursing theories in the management of individuals at stages of the life cycle, families and groups with mental health problems;
5. Examine the national historical movements in mental health care, and in particular the role of mental health nursing within the wider health system;
6. Examine current trends in mental health and mental health nursing;
7. Demonstrate knowledge of common mental health disorders in Trinidad and Tobago;
8. Explain the ethical and legal frameworks of mental health and mental health care in Trinidad and Tobago;
9. Describe the professional nursing roles for health promotion and maintenance of individuals at stages of the lifecycle, families and groups experiencing mental health problems;
10. Use the nursing process in the delivery of care to patients at stages of the lifecycle, families and groups within the community;
11. Apply therapeutic communication skills in detecting and responding to the needs of individuals and families necessitating emergency mental health intervention;
12. Utilize theories of ageing, mental illness and grieving in providing care for individuals with mental illness and families in health care settings;
13. Demonstrate psychomotor competence in implementing independent and collaborative nursing interventions to meet the needs of individuals with mental illnesses in care settings;
14. Analyze the stigma and barriers that exist within the field of mental health generally, and in particular, Trinidad and Tobago's society.

CONTENT OUTLINE

UNIT 1: INTRODUCTION TO MENTAL HEALTH

Hours: 4 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Differentiate between psychiatry and mental health;
2. Discuss the development of mental health services in Trinidad and Tobago;
3. Describe the mental health services in Trinidad and Tobago, including service and care environments, services and care provided, and the providers of care;
4. Identify the laws in Trinidad and Tobago governing the management of mental health in the island;
5. Discuss spiritual, ethical, and legal issues of mental health in Trinidad and Tobago;
6. Discuss the health promotion and maintenance strategies for mental health;
7. Discuss the role of the nurse in providing care to individuals, families and groups experiencing mental health problems.

Content

- Differentiation of psychiatry & mental health
- National historical perspectives of mental health
- Scope of mental health service in Trinidad and Tobago
 - Facilities
 - Services & levels of care
 - Providers of services & care
 - Community-based mental health services

- National laws governing the management of mental health in Trinidad and Tobago
- Cultural, spiritual, ethical, & legal aspects of mental health in Trinidad and Tobago
- Nurses ethical and legal responsibilities in mental health nursing in Trinidad and Tobago
- Role of the nurse in health promotion & maintenance in mental health
 - Therapeutic use of 'self'
 - Advocate
 - Collaborator
 - Manager
 - Counsellor
 - Teacher.

UNIT 2: THEORIES & CONCEPTS OF MENTAL HEALTH NURSING

Hours: 4 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Discuss the theories and concepts of mental health;
2. Apply related theories and concepts to mental health nursing.

Content

1. Theories
 - Growth & development
 - Group dynamics
 - Family
 - Spirituality
 - Therapeutic milieu
 - Therapeutic communication

- Human sexuality
 - Anxiety
 - Stress
 - Crisis intervention
 - Continuum of care
2. Concepts
- Emotional intelligence
 - Disengagement
 - Self-concept
 - Self-esteem
 - Other.

UNIT 3: MENTAL HEALTH PROMOTION STRATEGIES

Hours: 4 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Define the strategies for mental health promotion;
2. Discuss the utility of each strategy;
3. Identify how and when each may be used;
4. Prepare an outline of activities for selected strategies.

Content

- Strategies for mental health promotion & their utility
- Assertiveness
- Self-awareness
- Self-esteem
- Support groups
- Stress management
- Relaxation techniques
- Coping enhancement
- Social support

- Other
- Outline of activities for strategies.

UNIT 4: MENTAL HEALTH ASSESSMENT

Hours: **4 Theory**
 12 Practical

Specific Objectives

At the end of the unit, the student will be able to:

- Use the nursing process to conduct mental health assessment;
- Prepare nursing diagnosis based on assessment results;
- Use the DMS-IV-TR as a guide in deriving nursing diagnosis;
- Perform family assessment;
- Conduct assessment of violence, including the potential for violence;
- Analyze family and violence assessments findings;
- Prepare reports of assessments of family and of violence.

Content

- Mental status assessment
- DSM-IV-TR classification
- Violence assessment
- Family assessment.

UNIT 5: TREATMENT MODALITIES FOR EACH DISORDER

Hours: **4 Theory**
 8 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Describe each treatment modality;

2. Explain the rationale for the various treatment modalities utilized in mental health conditions;
3. Describe the preparation of the patient, environment, and required equipment for each modality;
4. Describe expected outcomes, and consequences of the application of each modality.

Content

1. Treatment modalities, description & use

- o Psychopharmacology
- o ECT
- o Behaviour modification
- o Group therapy
- o Milieu therapies
- o Psychotherapies
- o Alternative/Complimentary therapies.

UNIT 6 PSYCHOPATHOLOGY & NURSING INTERVENTIONS

HOURS 4 THEORY

16 PRACTICAL

Specific Objectives

At the end of the unit, the student will be able to:

1. Identify psychopathology disorders;
2. Explain the pathophysiology of each disorder;
3. Use the nursing process in the management of each disorder;
4. Identify nursing diagnosis related to a patient with specific conditions or disorder;
5. Describe the prioritized needs of the patient with a mental health disorder,
6. Differentiate major mental health disorders and therapeutic interventions for individuals experiencing various mental health disorders;

7. Apply mental health concepts, theories and appropriate therapeutic interventions to patients demonstrating a variety of mental health disorders;
8. Apply health promotion and maintenance strategies as a nursing intervention;
9. Explain the influences of cultural, spiritual, and socio-economic, factors on the response of the individual, family and group to a disorder and prescribed treatment;
10. Identify family and community resources and support capacity for the individual with a specific disorder;
11. Provide service and care in an ethical and legal manner.

Content

1. Psychopathology disorders, pathophysiology & management

- Personality traits, personality styles & personality disorders
- Anxiety, somatoform, & dissociative disorders
- Affective disorders, suicide and grief
- Eating disorders
- Substance-related disorders
- Schizophrenia & other psychotic disorders
- Organic mental disorders
- Adjustment disorders, disorders of childhood & adolescents
- Sexual disorders
- Violence & trauma abuse
- Psycho-geriatrics.

2. Application of the nursing process.

Teaching/Learning Methodologies

- Lecture/Discussion
- PowerPoint presentations
- Case presentation/Problem based learning
- Seminar
- Small group discussion
- Independent study with assignments

Areas used for Learning

- Classroom
- Libraries
- Clinical areas
- Clinical Learning Centre (Nursing Skills Laboratory)

Learning Experiences

- Visits to communities for observation and experience in community-based mental health programmes
- Patient care experiences in selected hospitals and health centres/clinics
- Case studies

Required Skills

1. Period of attachment to the hospital psychiatric ward and health centres/clinics
2. Participation in outpatient clinics, health centres/clinics mental health services
3. Participation in therapy sessions
4. Community and home visits

Student Assessment

Course work

40%

- Student written paper

Final examination

60%

- Essay & multiple-choice test

Required Reading

Bennett. J. (2008). Supporting recovery: Medication management in mental health care. In J. Lynch & S. Trenoweth (Eds.). Contemporary issues in mental health nursing (pp. 117-131). London: John Wiley & Sons Ltd.

Hickling, F.W. & Sorel, E. (Eds.) (2005). Images of psychiatry: The Caribbean. Department of Community Health and Psychiatry. University of the West Indies, Mona.

Mohr, W. K. (2009). Psychiatric-mental health nursing. Philadelphia: Wolters Kluwer, Lippincott Williams & Wilkins.

The International Statistical Classification of Disease and related health problems (ICD-10) (1994). Geneva: World Health Organisation.

Recommended Reading

Bennett, J. (2009). Black and minority ethnic issues. In C. Brooker & J. Repper (Eds.). Mental health from policy to practice (pp. 57-69). London: Elsevier Ltd.

Bennett, J., Keating, F. (2009). Training to redress inequalities in mental health care: Race equality or cultural competence? *Journal of Public Mental Health*, 8(2), 40-46. (Re-publication of article in *Journal of Equalities in Health and Social Care*, 8(1), 50-57).

Diagnostic and Statistical Manual for mental disorders (2000). DSM- IV-TR. American Psychiatric Association, American Psychiatric Pub. Inc.

The International Statistical Classification of Disease and related health problems (ICD-10) (1994). Geneva: World Health Organisation.

Course Calendar**MENTAL HEALTH NURSING****CREDITS 3 60 HOURS**

Session	Topics
Week 1& 2	<p>UNIT 1: INTRODUCTION TO MENTAL HEALTH</p> <ul style="list-style-type: none"> • Differentiation of psychiatry & mental health • National historical perspectives of mental health • Scope of mental health service in Trinidad and Tobago <ul style="list-style-type: none"> ◦ Facilities ◦ Services & levels of care ◦ Providers of services & care ◦ Community-based mental health services • National laws governing the management of mental health in Trinidad and Tobago • Cultural, spiritual, ethical, & legal aspects of mental health in Trinidad and Tobago • Nurses ethical and legal responsibilities in mental health nursing in Trinidad and Tobago • Role of the nurse in health promotion & maintenance in mental health <ul style="list-style-type: none"> ◦ Therapeutic use of 'self' ◦ Advocate ◦ Collaborator ◦ Manager ◦ Counsellor ◦ Teacher.
Week 3 & 4	<p>UNIT 2: THEORIES & CONCEPTS OF MENTAL HEALTH NURSING</p> <ul style="list-style-type: none"> • Theories <ul style="list-style-type: none"> ◦ Growth & development ◦ Group dynamics ◦ Family ◦ Spirituality ◦ Therapeutic milieu ◦ Therapeutic communication ◦ Human sexuality

Session	Topics
	<ul style="list-style-type: none"> ○ Anxiety ○ Stress ○ Crisis intervention ○ Continuum of care ● Concepts <ul style="list-style-type: none"> ○ Emotional intelligence ○ Disengagement ○ Self-concept ○ Self-esteem ○ Other.
Week 5 & 6	<p>UNIT 3: MENTAL HEALTH PROMOTION STRATEGIES</p> <ul style="list-style-type: none"> ● Strategies for mental health promotion & their utility <ul style="list-style-type: none"> ○ Assertiveness ○ Self-awareness ○ Self-esteem ○ Support groups ○ Stress management ○ Relaxation techniques ○ Coping enhancement ○ Social support ○ Other ○ Outline of activities for strategies.
Week 7 & 8 (Week 8: student written paper exam)	<p>UNIT 4: MENTAL HEALTH ASSESSMENT</p> <ul style="list-style-type: none"> ○ Mental status assessment ○ DSM-IV-TR classification ○ Violence assessment ○ Family assessment.
Week 9 & 10	<p>UNIT 5: TREATMENT MODALITIES FOR EACH DISORDER</p> <ul style="list-style-type: none"> ● Treatment modalities, description & use <ul style="list-style-type: none"> ○ Psychopharmacology ○ ECT ○ Behaviour modification ○ Group therapy ○ Milieu therapies ○ Psychotherapies ○ Alternative/Complementary therapies.

Session	Topics
Week 11 & 12	<p>UNIT 6: PSYCHOPATHOLOGY & NURSING INTERVENTIONS</p> <ul style="list-style-type: none"> • Psychopathology disorders, pathophysiology & management <ul style="list-style-type: none"> ○ Personality traits, personality styles & personality disorders ○ Anxiety, somatoform, & dissociative disorders ○ Affective disorders, suicide and grief ○ Eating disorders ○ Substance-related disorders ○ Schizophrenia & other psychotic disorders ○ Organic mental disorders ○ Adjustment disorders, disorders of childhood & adolescents ○ Sexual disorders ○ Violence & trauma abuse ○ Psycho-geriatrics. • Application of the nursing process.
Week 13	Review

COURSE TITLE:	MENTAL HEALTH NURSING CLINICAL PRACTICUM
COURSE CODE:	NURS 3012
DURATION:	144 Clinical Hours
CREDITS:	3
PRE-REQUISITE:	Mental Health Nursing

COURSE DESCRIPTION

This practicum emphasizes mastery in the application of the nursing process in caring for individuals across the life cycle, families and communities with mental health problems. It engages the students in independent and supervised evidence-based practice specific to mental health nursing. Interpersonal relationship, critical thinking and problem-solving skills are considered pivotal to efficient and accurate assessing, planning, implementing and evaluating therapeutic nursing interventions in the clinical settings, both hospitals and community health facilities. The teaching and learning environment is student-centred where students are encouraged to take responsibility for their learning needs, e.g., through Problem Based Learning (PBL) activities and active participation in both classroom and clinical areas.

LEARNING OUTCOMES

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

1. Apply theoretical knowledge to mental health nursing practice in hospital and community health care settings;
2. Demonstrate critical thinking and problem solving skills to assess, plan, implement and evaluate therapeutic approaches to the care of patients across the life span with mental illnesses in both hospital and community health care settings;

3. Apply therapeutic communication skills in detecting and responding to the needs of individuals and families affected by mental ill-health necessitating mental health interventions;
4. Explore and analyze issues that contributes in promoting mental health and preventing mental illness;
5. Recognize the nurse's role as health educator, planning and conducting appropriate health education session(s);
6. Utilise appropriate technology to support nursing interventions in caring for patients with mental ill-health;
7. Demonstrate ethical and legal prudence in applying health and institutional policies to nursing care involving victims/perpetrators of violent and other crimes as well as individuals who are mentally ill;
8. Participate actively and confidently in de-escalating aggression and violence in health care settings;
9. Demonstrate psychomotor competence in implementing independent and collaborative nursing interventions to meet the needs of individuals with mental illnesses in both hospital and community health care settings.

CONTENT OUTLINE

- Selection of clinical experiences in hospitals, health centres/clinics, community
- Selection of student patient assignments in hospitals, health centres/clinics, community
- Utilization of the nursing process in the management of selected patients in the clinical settings
- Performance of related associated nursing procedures.

Teaching/Learning Methodologies

- Clinical teaching & supervision
- Problem-based clinical conferences
- Student-led seminars and discussions
- Practical demonstration & return demonstration

- Preceptor-student advisement
- Case study
- Clinical Skills Workbook

Areas used for Learning

- Clinical Learning Centre (Nursing Skills Laboratory)
- Hospitals
- Health centres/clinics
- Homes
- Community

Required Skills

1. Period of attachment to hospital psychiatric wards, health centres/clinics
2. Community and home visits
3. Involvement in outpatient clinics
4. Involvement in therapy sessions
5. Assessment, admission, transfer and discharge of patients from units
6. Calculation, preparation, administration and documentation of medications
7. Therapeutic communication (engaging the helping relationship)
8. Mental status examination
9. Process recording
10. De-escalation techniques
11. Contemporary practices related to the use of physical and chemical restraints
12. Safety precautions
13. Use of assistive devices
14. Grief counselling

Student Assessment

Course work	40%
• The Clinical Skills Workbook will be used to conduct continuous assessment of student performance of core skills in the clinical settings	20%
• Individual student case study	20%

Final Examination	60%
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Students will be assessed on core clinical competencies in mental health care to individuals of all ages and families.

Required Reading

Bennett. J. (2008). Supporting recovery: Medication management in mental health care. In J. Lynch & S. Trenoweth (Eds.). Contemporary issues in mental health nursing (pp. 117-131). London: John Wiley & Sons Ltd.

Hickling. F.W. & Sorel. E. (Eds.) (2005). Images of psychiatry: The Caribbean. Department of Community Health and Psychiatry. University of the West Indies, Mona.

Mohr, W. K. (2009). Psychiatric-mental health nursing. Philadelphia: Wolters Kluwer, Lippincott Williams & Wilkins.

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Bennett, J., Keating, F. (2009). Training to redress inequalities in mental health care: Race equality or cultural competence? *Journal of Public Mental Health*, 8(2), 40-46. (Re-publication of article in *Journal of Equalities in Health and Social Care*, 8(1), 50-57.

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Course Calendar

MENTAL HEALTH NURSING CLINICAL PRACTICUM

CREDITS 3 144 HOURS

Session	Topics
<p>Week 1 TO 4</p> <p>(Week 3: individual student case study)</p>	<ul style="list-style-type: none"> • Selection of clinical experiences in hospitals, health centres/clinics, community • Selection of student patient assignments in hospitals, health centres/clinics, community • Utilization of the nursing process in the management of selected patients in the clinical settings • Performance of related associated nursing procedures. • Clinical Learning Centre (Nursing Skills Laboratory) • Hospitals • Health centres /clinics • Homes • Community <p><i>Required Skills</i></p> <ul style="list-style-type: none"> • Period of attachment to hospital psychiatric wards, health centres/clinics • Community and home visits • Involvement in outpatient clinics • Involvement in therapy sessions • Assessment, admission, transfer and discharge of patients from units • Calculation, preparation, administration and documentation of medications • Therapeutic communication (engaging the helping relationship) • Mental status examination • Process recording • De-escalation techniques • Contemporary practices related to the use of physical and chemical restraints • Safety precautions

Session	Topics
	<ul style="list-style-type: none">• Use of assistive devices• Grief counselling

COURSE TITLE:	NURSING CARE OF ADULTS (19-64 YRS.)
COURSE CODE:	NURS 3013
DURATION:	72 Hours
CREDITS:	4 (3 Theory, 1 Lab)
PRE-REQUISITE:	Successful completion of years 1 & 2 courses

COURSE DESCRIPTION

This course focuses on common health problems affecting the adult (ages 19-64 years). It facilitates students' development of an evidence-based framework to inform nursing practice in caring for adults along the wellness-illness continuum. The course engages students' critical thinking in decision-making to deliver nursing care in various clinical settings. Emphasis is placed on the nursing process as central to patient-focused care. The ethical and legal frameworks will be integrated into the caring approach to care. The teaching and learning environment is student-centred where students are encouraged to take responsibility for their learning needs, e.g., through Problem Based Learning (PBL) activities and active participation in both classroom and clinical areas.

LEARNING OUTCOMES

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

1. Recognize common health conditions affecting the adult 19-64 years;
2. Demonstrate knowledge of the aetiology, pathophysiology, and possible/probable complications of common health conditions;
3. Integrate aspects of the relevant biological, behavioural, social and nursing sciences into the development of management strategies for health problems in adults 19-64 years;
4. Relate the results of diagnostic investigations and results to the management of adults experiencing common health conditions;

5. Apply knowledge of nursing concepts, e.g., caring, hospitalization, rehabilitation, pain, body image, immobility, chronicity, death and dying, loss, grief, pre and post-operative care in the delivery of health care to adults to achieve and maintain positive health outcomes;
6. Use the nursing process as a framework for the management of care of the patient with common health conditions of related body systems based on current scientific rationale, research, and evidence-based practice guidelines and standards of care;
7. Use teaching and health promotion strategies to assist adults and their families to acquire self-care skills to maintain optimum health;
8. Examine the role of communication and interpersonal relationships in the management of adults from gender and culturally diverse backgrounds;
9. Adhere to policies and procedures of infection prevention and control in the provision of care to adults experiencing common health conditions;
10. Observe the ethical and legal considerations in delivering nursing care to the adult 19-64 years.

CONTENT OUTLINE

The following format is used in the development of the Units:

- Specific Objectives, which are applicable to each Unit;
- Application of subject areas relative to the common health conditions of each Unit;
- Content outline of each Unit.

Specific Objectives (applicable to each Unit)

At the end of the unit, the student will be able to:

1. Review relevant sources for legislation, current trends, incidence, risk factors for the conditions stated in the unit;
2. Apply knowledge of developmental tasks and developmental and age-related changes to the assessment of the conditions stated in the unit;
3. Correlate the pathophysiology, clinical manifestations, classifications and prognosis for adults with the conditions stated in the unit;

4. Utilize techniques used in physical assessment of the systems, which relate to the conditions stated in the unit;
5. Relate the significance of normal and abnormal values of diagnostic studies/tests to the planning of care of adults experiencing the conditions stated in the unit;
6. Discuss the medical and surgical treatment modalities of the management of adults with the common health conditions stated in the unit;
7. Utilize knowledge of nursing concepts e.g., caring, hospitalization, rehabilitation, pain, body image, immobility, chronicity, death and dying, loss, grief, pre and post operative care in the delivery of health care to adults to achieve and maintain optimum health;
8. Utilize the nursing process to assess, plan, implement and evaluate evidence-based care to the patient and family;
9. Integrate selected pharmacologic agents, special nutritional/dietary and other such requirements into care management;
10. Adhere to the ethical and legal frameworks, institutional policies and protocols, and infection prevention and control guidelines in the management of patient care.

APPLICATION OF SUBJECT AREAS RELATIVE TO THE COMMON HEALTH

CONDITIONS IN EACH UNIT

1. Common treatment modalities
2. Integration of nursing and developmental theories into nursing care management
3. Use of the Nursing Process
 - Patient history
 - Holistic approach: physical, psychosocial, & mental status assessments
 - Physical assessment including integration of laboratory investigations and findings to guide assessment, planning, implementation & evaluation of care
 - Subjective findings
 - Objective findings: diagnostic tests
 - Nursing diagnoses
 - Therapeutic plan

- Patient Classification in the delivery of nursing management
 - Therapeutic communication
 - Caring nursing interventions
 - Evidence-based practice
 - Standards of care (institutional policies, protocols, practice guidelines, ethical/legal frameworks, Informed Consent)
 - Health teaching & promotion strategies
 - Patient & staff safety
 - Evaluation of care
 - Discharge planning Documentation
4. Medication management, Dangerous Drug Administration
 5. Nutrition/Dietary management
 6. Use of interdisciplinary collaboration, referral, community resources
 7. Advocacy & public relations.

UNIT 1: CARE OF THE ADULT PATIENT WITH COMMON HEALTH CONDITIONS OF THE RESPIRATORY, CARDIOVASCULAR & LYMPHATIC SYSTEMS

Hours: 9 Theory

8 Practical

Specific Objectives

See Specific Objectives, which are relevant to the Unit

See Application of subject areas relative to the Unit

Content

COMMON HEALTH CONDITIONS OF

- RESPIRATORY SYSTEM
- CARDIO-VASCULAR SYSTEM & HAEMATOLOGY
- LYMPHATIC SYSTEM

I. RESPIRATORY SYSTEM

- *Upper Respiratory Tract*

- Infections of the nose & para-nasal sinuses
- Rhinitis (allergic, viral)
- Rhinoplasty
- Nasal polyps & foreign bodies
- Pharyngitis
- Peritonsilar abscess
- Sleep apnoea
- Airway obstruction
- Tracheotomy
- Cancer of the larynx & neck

- *Lower Respiratory Tract*

- Asthma
- Pneumonia
- Tuberculosis
- Bronchiectasis & lung abscess
- Bronchogenic carcinoma
- Chest trauma: pneumothorax, flail chest, fractured ribs
- Plueral effusion
- Pulmonary oedema
- Pulmonary emboli
- Pneumothorax
- Acute respiratory distress syndrome (ARDS)
- Obstructive pulmonary disease: acute & chronic bronchitis, emphysema
- Chest surgery

- Lung transplant
- Closed chest drainage

II. CARDIO-VASCULAR SYSTEM & HAEMATOLOGY

- Heart & Blood Vessels
 - Hypertension/hypertensive crisis
 - Coronary artery disease: stable/unstable angina pectoris, myocardial infarction
 - Congestive cardiac failure
 - Cardiomyopathy
 - Cardiac surgery
 - Arrhythmias
 - Pacemakers, automated external defibrillator (AED)
 - Cardiogenic shock
 - Cardio-pulmonary arrest & resuscitation
 - Infective endocarditis & pericarditis
 - Rheumatic fever/rheumatic heart disease
 - Valvular heart disease
 - Aneurysm
 - Atherosclerosis
 - Deep vein thrombophlebitis
 - Pulmonary embolism
 - Venous stasis ulcers
 - Arterial occlusive disorders
 - Buerger's disease
 - Raynaud's disease
 - Varicose vein
 - Peripheral vascular disease
 - Hyper-lipidemia
 - Rheumatic fever
- Transport (Haematology)
 - Anaemias
 - Sickle cell disease
 - Nutritional
 - Pernicious
 - Other
 - Blood dyscrasias
 - Thrombocytopenia
 - Neutropenia
 - Polycythemia
 - Pancytopenia
 - Haemophilia

- Leukaemias: types – acute/chronic
- Disseminated intra-vascular coagulation (DIC)
- Hodgkins/non-Hodgkins lymphoma
- Multiple myeloma
- Splenomegaly

1. Bloodborne Diseases

- Hepatitis A
- Hepatitis B
- Hepatitis C
- HIV/AIDS (see also Lymphatic System)

LYMPHATIC SYSTEM

- Allergies
- Hypersensitivity reactions
- Immunological dysfunctions
 - Immune response
 - Immuno-suppression
 - Immuno-deficiency
 - Auto-immunity
 - HIV/AIDS
 - T-cell deficiency
 - Mononucleosis
 - Chronic fatigue syndrome
 - Systemic lupus erythematosus
 - Rheumatic disorders.

UNIT 2: CARE OF THE ADULT PATIENT WITH COMMON HEALTH CONDITIONS OF THE MUSCULO-SKELETAL SYSTEM

Hours: **4 Theory**
 5 Practical

Specific Objectives

See Specific Objectives, which are relevant to the Unit

See Application of subject areas relative to the Unit

Content

COMMON HEALTH CONDITIONS OF THE MUSCULO-SKELETAL SYSTEM

- Sprains
- Dislocation
- Subluxation
- Strain
- Bursitis
- Carpal tunnel syndrome
- Muscle spasm
- Fractures
- Osteomyelitis
- Bone cancer
- Back pain
- Osteoporosis
- Arthritis: classification/types
- Orthopaedic surgery
- Spinal surgery
- Gout

- Fibromyalgia.

UNIT 3: CARE OF THE ADULT PATIENT WITH COMMON HEALTH CONDITIONS OF THE RENAL SYSTEM

Hours: 4 Theory

5 Practical

Specific Objectives

See Specific Objectives, which are relevant to the Unit

See Application of subject areas relative to the Unit

Content

COMMON HEALTH CONDITIONS OF THE RENAL SYSTEM

I. KIDNEY & URINARY BLADDER

- Urinary tract infections: cystitis, urethritis, pyelonephritis
- Glomerular nephritis
- Nephrotic syndrome
- Pyelonephritis & urolithiasis
- Renal calculi
- Bladder dysfunction
- Renal & bladder cancer
- Renal trauma
- Hereditary renal problems
- Renal involvement in metabolic/connective tissue disorders
- Acute & chronic renal failure
- Haematuria
- Surgery

II. FLUID & ELECTROLYTE IMBALANCE

- Fluid & electrolyte balance
- Acid base balance (metabolic acidosis/alkalosis)

Nursing management of patients taking the following pharmacologic agents:

- Anticoagulants
- Bronchodilators
- Steroids
- Diuretics
- Insulin
- Oral anti-hyperglycaemics
- Anti-thyroid medications
- Thyroid supplements
- Antibiotics
- Electrolyte supplements
- HIV/AIDS medications.

UNIT 4: CARE OF THE ADULT PATIENT WITH COMMON HEALTH CONDITIONS OF THE NERVOUS, SENSORY & ENDOCRINE SYSTEMS

Hours: 7 Theory

6 Practical

Specific Objectives

See Specific Objectives, which are relevant to the Unit

**See Application of subject areas relative to the Unit
Content**

COMMON HEALTH CONDITIONS OF:

- NERVOUS SYSTEM
- SENSORY SYSTEM
 - Ophthalmic
 - Auditory
 - Integument
- ENDOCRINE SYSTEM

I. NERVOUS SYSTEM

- Increased intra-cranial pressure
- Neuromuscular disorders
- Head injury
- Transient ischemic attack (TIA)
- Intra-cranial tumours
- Meningitis, encephalitis, brain abscess
- Stroke
- Unconsciousness
- Spinal cord injury and tumours
- Trigeminal neuralgia
- Bell's palsy
- Headaches – tension, migraine & cluster headaches
- Dementia & delirium
- Seizure disorders
- Parkinson's disease
- Myasthenia gravis
- Alzheimer's disease
- Multiple sclerosis
- Guillain-Barre syndrome
- Tropical spastic paraparesis

II. SENSORY SYSTEM

- **Ophthalmic**
 - Eye lids
 - Hordeolum

- Chalazion
 - Blepharitis
 - Conjunctivitis
 - Keratitis
 - Myopia
 - Presbyopia
 - Astigmatism
 - Aphakia
 - Corneal scars
 - Corneal opacities
 - Keratoconus
 - Cataracts
 - Glaucoma
 - Retinal detachment
 - Eye trauma
 - Ophthalmic emergencies
 - Enucleation
 - Levels of visual impairment
 - Eye surgery
-
- **Auditory**
 - Otitis externa
 - Impacted cerumen
 - Foreign body in ear
 - Acute/chronic otitis media
 - Otosclerosis
 - Mastoiditis
 - Meniere's disease
 - Hearing impairment
 - Ear surgery
-
- **Nose & Throat**
 - Rhinitis
 - Sinusitis
 - Rhinitis
 - Nasal polyps
 - Fracture of the nose
 - Nose bleed

- Pharyngitis, tonsillitis
- Cancer

- **Integument**

- Common lesions
- Keloids
- Melanoma
- Eczema
- Atopic dermatitis
- Acne vulgaris
- Pityriasis
- Skin infections
- Psoriasis
- Ulcers
- Hansen's disease
- Burns
- Herpes zoster
- Skin cancer
- Immune/Collagen disorders
- Nail disorders
- Reconstructive surgery

III. ENDOCRINE SYSTEM

- **Pancreas**
 - Diabetes mellitus
- **Pituitary**
 - Anterior -hyper-function: acromegaly
 - Anterior - hypo-function
 - Posterior: diabetes insipidus
- **Thyroid**
 - Hyper-function: Graves disease
 - Hypo-function: Myxoedema
 - Thyroid cancer
- **Parathyroid**
 - Hyper-function: hypercalcaemia
 - Hypo-function: tetany
- **Adrenal cortex**
 - Hyper-function: Cushing's syndrome
 - Hypo-function: Addison's disease
- **Adrenal medulla**

- Pheochromocytoma
- Nursing implications of steroid therapy.

UNIT 5: CARE OF THE ADULT PATIENT WITH COMMON HEALTH CONDITIONS OF THE GASTRO-INTESTINAL SYSTEM

Hours: 6 Theory

6 Practical

Specific Objectives

See Specific Objectives, which are relevant to the Unit

See Application of subject areas relative to the Unit

Content

COMMON HEALTH CONDITIONS OF THE GASTRO-INTESTINAL SYSTEM

I. NUTRITIONAL DISORDERS

II. GASTRO-INTESTINAL SYSTEM

I. NUTRITIONAL DISORDERS

- Malnutrition
- Obesity
- Bulimia
- Anorexia nervosa
- Supplemental tube feeding
- Total parenteral nutrition

II. GASTRO-INTESTINAL SYSTEM

- **Upper Gastro-Intestinal**

- Oro-dental problems
 - Oesophagitis
 - Upper gastrointestinal bleeding
 - Oesophageal stricture
 - Oesophageal varices
 - Gastro–oesophageal reflux
 - Hiatus hernia
 - Gastritis
 - Gastric & duodenal ulcers
 - Cancer of the mouth, oesophagus & stomach
 - Food poisoning
-
- **Lower Gastro-Intestinal Tract** Gastroenteritis
 - Malabsorption syndrome
 - Ulcerative colitis
 - Crohn's disease
 - Appendicitis
 - Peritonitis
 - Diverticulosis
 - Diverticulitis
 - Diarrhoea
 - Constipation
 - Faecal incontinence
 - Bowel obstruction:
mechanical/neurogenic/vascular
 - Cancer of the colon, rectum
 - Ileostomy
 - Colostomy – transverse/sigmoid
 - Haemorrhoids
 - Ano-rectal conditions
 - Hernias
 - Abdominal pain: acute/chronic
 - Gastro-oesophageal reflux
-
- **Liver, Biliary Tract, & Pancreatic Disorders**
 - Hepatitis
 - Hepatic failure
 - Biliary disease
 - Cirrhosis
 - Carcinoma of the liver
 - Cholecystitis

- Cholelithiasis
- Pancreatitis
- Carcinoma of the pancreas.

UNIT 6: CARE OF THE ADULT PATIENT WITH COMMON HEALTH CONDITIONS OF THE REPRODUCTIVE SYSTEM

Hours: 6 Theory
 6 Practical

Specific Objectives

See Specific Objectives, which are relevant to the Unit

See Application of subject areas relative to the Unit

Content

COMMON HEALTH CONDITIONS OF THE REPRODUCTIVE SYSTEM

Reproductive System: Female & Male

- Benign breast disease
- Uterine fibroids
- Breast reconstruction
- Benign & malignant tumours of the
 - Breast (male & female)
 - Uterus
 - Cervix
 - Ovary
 - Prostate
 - Testicle
 - Penis
- Sexually transmitted infections (male & female)
- Pelvic inflammatory disease
- Infertility (male & female)
- Abortion

- Menstrual problems
- Endometriosis
- Ectopic pregnancy
- Peri-menopause/menopause/post-menopause syndrome
- Sexual violence (male & female)
- Uterine prolapse
- Cystocele & Rectocele
- Fistulas
- Scrotal problems
- Prostatitis
- Benign prostatic hyperplasia
- Vasectomy
- Erectile dysfunction.

Teaching/Learning Methodologies

- Lecture/Discussion
- Seminar discussions
- Workshops
- PowerPoint presentations
- Case presentation/Problem based learning
- Use of charts, models, simulators, concept maps
- Role Play

Areas used for Learning

- Classroom
- Library
- Clinical Learning Centre (Nursing Skills Laboratory)
- Hospitals, health centres/clinics
- Specialist wards & clinics (orthopaedics, ophthalmic, otology, dermatology)
- Health centres/clinics
- Hospices

Learning Experiences

- Patient and family interactions
- Practicum
 - Hospitals, health centres/clinics, hospices
 - Blood Bank and phlebotomy units for venepuncture
- Visits

- Sectoral and relevant health and social agencies: observation and assignments
- Facilities for the visual, hearing, and physically impaired for observation and care
- Dietary Department
- Radiotherapy units and wards
- Cardiology Department: observation
- Haemodialysis Unit: observation
- Physiotherapy Department for respiratory & musculo-skeletal problems : observation

Required Skills

General

- Prepare for patient procedures
 - Patient
 - Physician
 - Nurse
 - Environment
 - Supplies/Equipment
- Administer medications
- Practice isolation/barrier nursing technique
- Perform aseptic dressing: removal of drains and sutures
- Obtain wound swabs

Respiratory, Cardio-vascular & Lymphatic Systems

- Administer antipyretic measures
- Collect, inspect and dispose of sputum
- Interpret results of sputum culture and sensitivity
- Obtain throat swabs
- Interpret results of throat and wound swab culture and sensitivity

- Administer inhalation therapy: humidification, nebulisation
- Demonstrate use of metered-dose inhaler
- Perform postural drainage
- Manage chest tubes in situ
- Manage underwater seal drainage
- Prepare patient for and management of thoracentesis
- Perform venepuncture
- Monitor blood transfusion
- Monitor I. V. therapy
- Perform tracheostomy care
- Suction the oro-pharynx/naso-pharynx/tracheostomy
- Administer oxygen therapy via various routes
- Suction airway
- Teach patients deep breathing and coughing exercises

Musculo-skeletal System

- Perform range of motion exercises
- Assist patient in & out of bed, onto commodes, into chair, etc.
- Manage tractions

Renal System

- Collect urine specimen
- Tests urine for specific gravity, glucose, albumen
- Interpret results of urine culture and sensitivity
- Catheterize female patient
- Observe catheterization of male patient
- Remove indwelling catheter
- Administer continuous closed bladder irrigation
- Perform intermittent closed catheter irrigation

- Manage closed and open catheter drainage
- Perform bladder irrigation

Nervous, Sensory & Endocrine Systems

- Utilise the Glasgow Coma scale
- Instil drops/ointment in eye
- Irrigate the eye
- Measure visual acuity
- Perform eye examination
- Instil drops in the ear
- Irrigate the ear

Gastro-intestinal System

- Test blood sugar using glucometer
- Monitor glucose levels
- Pass naso-gastric tube
- Feed via tubes
- Naso-gastric
- Gastrostomy
- Jejunostomy
- Administer parenteral nutrition
- Perform gastric lavage
- Perform colonic lavage
- Perform ileostomy/colostomy care
- Administer enemas & rectal suppositories
- Collect stool specimen

Reproductive System

- Perform vaginal douching
- Perform vulval swabbing
- Administer sitz bath
- Demonstrate breast self-examination
- Perform pre- & post-operative care
- Perform sterile techniques
- Remove sutures and drains

Student Assessment

Course work **40%**

- Individual student assignment:
Develop a plan of care for an adult affected by a common health condition specific to the age group 19-64 years, utilizing relevant research evidence

Final examination **60%**

- Essay and multiple-choice items.

Required Reading

Smeltzer, S.C., Bare, B.G., Hinkle, J.L., Cheever, K.H. (2010). Brunner & Suddarth's textbook of medical-surgical nursing. Philadelphia: Lippincott Williams & Wilkins.

Recommended Reading

Fager, L. (2006). The dialectic tension between 'being' and 'not being' a good nurse. *Nursing Ethics Journal* 13, 622.

Irvine, Diane N. Bioethics, what it really means for profile nurses. Retrieved from <http://www.consciencelaws.org/Examining-Conscience-Ethical/Ethical47.html>

Long, B, Phipps, W, Cassmeyer, V. (1995). Adult nursing: A nursing process approach. St. Louis, MO: C.V. Mosby.

Smith, S., Duell, D. and Martin, B. (2008). Clinical skills nursing basic to advanced skills. Upper Saddle River, New Jersey: Pearson Prentice Hall.

Course Calendar**NURSING CARE FOR ADULTS (19-64 YRS)****CREDITS 4 72 HOURS**

Session	Topics
Week 1& 2	<p>UNIT 1: CARE OF THE ADULT PATIENT WITH COMMON HEALTH CONDITIONS OF THE RESPIRATORY, CARDIOVASCULAR & LYMPHATIC SYSTEMS</p> <p>COMMON HEALTH CONDITIONS OF</p> <ol style="list-style-type: none"> 1. RESPIRATORY SYSTEM 2. CARDIO-VASCULAR SYSTEM & HAEMATOLOGY 3. LYMPHATIC SYSTEM <ol style="list-style-type: none"> 1. RESPIRATORY SYSTEM <ul style="list-style-type: none"> • <i>Upper Respiratory Tract</i> <ul style="list-style-type: none"> ○ Infections of the nose & para-nasal sinuses ○ Rhinitis (allergic, viral) ○ Rhinoplasty ○ Nasal polyps & foreign bodies ○ Pharyngitis ○ Periton ○ silar ○ abscess ○ Sleep ○ apnoea ○ Airway obstruction ○ Tracheotomy ○ Cancer of the larynx & neck • <i>Lower Respiratory Tract</i> <ul style="list-style-type: none"> ○ Asthma

Session	Topics
	<ul style="list-style-type: none"> ○ Pneumonia ○ Tuberculosis ○ Bronchiectasis & lung abscess ○ Bronchogenic carcinoma ○ Chest trauma: pneumothorax, flail chest, fractured ribs ○ Pleural effusion ○ Pulmonary oedema ○ Pulmonary emboli ○ Pneumothorax ○ Acute respiratory distress syndrome (ARDS) ○ Obstructive pulmonary disease: acute & chronic bronchitis, emphysema ○ Chest surgery ○ Lung transplant ○ Closed chest drainage <p>2. CARDIO-VASCULAR SYSTEM & HAEMATOLOGY</p> <ul style="list-style-type: none"> ● Heart & Blood Vessels <ul style="list-style-type: none"> ○ Hypertension/hypertensive crisis ○ Coronary artery disease: stable/unstable angina pectoris, myocardial infarction ○ Congestive cardiac failure ○ Cardiomyopathy ○ Cardiac surgery ○ Arrhythmias ○ Pacemakers, automated external defibrillator (AED) ○ Cardiogenic shock ○ Cardio-pulmonary arrest & resuscitation ○ Infective endocarditis & pericarditis ○ Rheumatic fever/rheumatic heart disease ○ Valvular heart disease ○ Aneurysm ○ Atherosclerosis ○ Deep vein thrombophlebitis ○ Pulmonary embolism ○ Venous stasis ulcers ○ Arterial occlusive disorders ○ Buerger's disease ○ Raynaud's disease ○ Varicose vein ○ Peripheral vascular disease ○ Hyper-

Session	Topics
	<p>lipidemia</p> <ul style="list-style-type: none"> ○ Rheumatic fever <ul style="list-style-type: none"> ● Transport (Haematology) <ul style="list-style-type: none"> Sickle cell disease Nutritional Pernicious Other <ul style="list-style-type: none"> ○ Anaemias ○ Blood dyscrasias Thrombocytopenia Neutropenia Polycythaemia Pancytopenia Haemophilia Leukaemias: types – acute/chronic Disseminated intra-vascular coagulation (DIC) <ul style="list-style-type: none"> ○ Hodgkins/non-Hodgkins lymphoma ○ Multiple myeloma ○ Splenomegaly ● Bloodborne Diseases <ul style="list-style-type: none"> ○ Hepatitis A ○ Hepatitis B ○ Hepatitis C ○ HIV/AIDS (see also Lymphatic System)

Session	Topics
	<p>3. LYMPHATIC SYSTEM</p> <ul style="list-style-type: none"> • Allergies • Hypersensitivity reactions • Immunological dysfunctions <ul style="list-style-type: none"> ◦ Immune response ◦ Immuno-suppression ◦ Immuno-deficiency ◦ Auto-immunity ◦ HIV/AIDS ◦ T-cell deficiency ◦ Mononucleosis ◦ Chronic fatigue syndrome ◦ Systemic lupus erythematosus ◦ Rheumatic disorders.
Week 3 & 4	<p>UNIT 2: CARE OF THE ADULT PATIENT WITH COMMON HEALTH CONDITIONS OF THE MUSCULO-SKELETAL SYSTEM</p> <p>COMMON HEALTH CONDITIONS OF THE MUSCULO-SKELETAL SYSTEM</p> <ul style="list-style-type: none"> • Sprains • Dislocation • Subluxation • Strain • Bursitis • Carpal tunnel syndrome • Muscle spasm • Fractures • Osteomyelitis • Bone cancer • Back pain • Osteoporosis • Arthritis: classification/types

Session	Topics
	<ul style="list-style-type: none"> • Orthopaedic surgery • Spinal surgery • Gout • Fibromyalgia.
Week 5 & 6	<p>UNIT 3: CARE OF THE ADULT PATIENT WITH COMMON HEALTH CONDITIONS OF THE RENAL SYSTEM</p> <p>COMMON HEALTH CONDITIONS OF THE RENAL SYSTEM</p> <p>KIDNEY & URINARY BLADDER</p> <ul style="list-style-type: none"> • Urinary tract infections: cystitis, urethritis, pyelonephritis • Glomerular nephritis • Nephrotic syndrome • Pyelonephritis & urolithiasis • Renal calculi • Bladder dysfunction • Renal & bladder cancer • Renal trauma • Hereditary renal problems • Renal involvement in metabolic/connective tissue disorders • Acute & chronic renal failure • Haematuria • Surgery <p>FLUID & ELECTROLYTE IMBALANCE</p> <ul style="list-style-type: none"> • Fluid & electrolyte balance • Acid base balance (metabolic acidosis/alkalosis) <p>Nursing management of patients taking the following pharmacologic agents:</p> <ul style="list-style-type: none"> • Anticoagulants • Bronchodilators • Steroids

Session	Topics
	<ul style="list-style-type: none"> • Diuretics • Insulin • Oral anti-hyperglycaemics • Anti-thyroid medications • Thyroid supplements • Antibiotics • Electrolyte supplements • HIV/AIDS medications.
Week 7 & 8	<p>UNIT 4: CARE OF THE ADULT PATIENT WITH COMMON HEALTH CONDITIONS OF THE NERVOUS, SENSORY & ENDOCRINE SYSTEMS</p> <p>COMMON HEALTH CONDITIONS OF:</p> <ul style="list-style-type: none"> • NERVOUS SYSTEM • SENSORY SYSTEM <ul style="list-style-type: none"> ○ Ophthalmic ○ Auditory ○ Integument • ENDOCRINE SYSTEM <p>NERVOUS SYSTEM</p> <ul style="list-style-type: none"> • Increased intra-cranial pressure • Neuromuscular disorders • Head injury • Transient ischemic attack (TIA) • Intra-cranial tumours • Meningitis, encephalitis, brain abscess

Session	Topics
	<ul style="list-style-type: none"> • Stroke • Unconsciousness • Spinal cord injury and tumours • Trigeminal neuralgia • Bell's palsy • Headaches – tension, migraine & cluster headaches • Dementia & delirium • Seizure disorders • Parkinson's disease • Myasthenia gravis • Alzheimer's disease • Multiple sclerosis • Guillain-Barre syndrome • Tropical spastic paraparesis <p>SENSORY SYSTEM</p> <p>Ophthalmic</p> <ul style="list-style-type: none"> • Eye lids <ul style="list-style-type: none"> ◦ Hordeolum ◦ Chalazion ◦ Blepharitis ◦ Conjunctivitis • Keratitis • Myopia • Presbyopia • Astigmatism • Aphakia • Corneal scars • Corneal opacities • Keratoconus • Cataracts • Glaucoma • Retinal detachment • Eye trauma • Ophthalmic emergencies • Enucleation • Levels of visual impairment • Eye surgery

Session	Topics
	<p>Auditory</p> <ul style="list-style-type: none"> ○ Otitis externa ○ Impacted cerumen ○ Foreign body in ear ○ Acute/chronic otitis media ○ Otosclerosis ○ Mastoiditis ○ Meniere's disease ○ Hearing impairment ○ Ear surgery <p>Nose & Throat</p> <ul style="list-style-type: none"> ○ Rhinitis ○ Sinusitis ○ Rhinitis ○ Nasal polyps ○ Fracture of the nose ○ Nose bleed ○ Pharyngitis, tonsillitis ○ Cancer <p>Integument</p> <ul style="list-style-type: none"> ○ Common lesions ○ Keloids ○ Melanoma ○ Eczema ○ Atopicdermatitis ○ Acne vulgaris ○ Pityriass ○ Skin infections ○ Psoriasis

Session	Topics
	<ul style="list-style-type: none"> ○ Hansen's disease ○ Burns ○ Herpes zoster ○ Skin cancer ○ Immune/Collagen disorders ○ Nail disorders ○ Reconstructive surgery <p>ENDOCRINE SYSTEM</p> <ul style="list-style-type: none"> ● Pancreas <ul style="list-style-type: none"> ○ Diabetes mellitus ● Pituitary <ul style="list-style-type: none"> ○ Anterior -hyper-function: acromegaly ○ Anterior - hypo-function ○ Posterior: diabetes insipidus ● Thyroid <ul style="list-style-type: none"> ○ Hyper-function: Graves disease ○ Hypo-function: Myxoedema ○ Thyroid cancer ● Parathyroid <ul style="list-style-type: none"> ○ Hyper-function: hypercalcaemia ○ Hypo-function: tetany ● Adrenal cortex <ul style="list-style-type: none"> ○ Hyper-function: Cushing's syndrome ○ Hypo-function: Addison's disease ● Adrenal medulla <ul style="list-style-type: none"> ○ Pheochromocytoma ● Nursing implications of steroid therapy.
Week 9 & 10	UNIT 5: CARE OF THE ADULT PATIENT WITH COMMON HEALTH CONDITIONS OF THE GASTRO-INTESTINAL

Session	Topics
<p>(Week 9: individual student assignment due)</p>	<p>SYSTEM</p> <p>Common Health Conditions Of The Gastro-Intestinal System</p> <p>NUTRITIONAL DISORDERS</p> <p>GASTRO-INTESTINAL SYSTEM</p> <p>NUTRITIONAL DISORDERS</p> <ul style="list-style-type: none"> • Malnutrition • Obesity • Bulimia • Anorexia nervosa • Supplemental tube feeding • Total parenteral nutrition <p>GASTRO-INTESTINAL SYSTEM</p> <ul style="list-style-type: none"> • Upper Gastro-Intestinal <ul style="list-style-type: none"> ○ Oro-dental problems ○ Oesophagitis ○ Upper gastrointestinal bleeding ○ Oesophageal stricture ○ Oesophageal varices ○ Gastro-oesophageal reflux ○ Hiatus hernia ○ Gastritis ○ Gastric & duodenal ulcers ○ Cancer of the mouth, oesophagus & stomach ○ Food poisoning • Lower Gastro-Intestinal Tract Gastroenteritis <ul style="list-style-type: none"> ○ Malabsorption syndrome ○ Ulcerative colitis ○ Crohn's disease

Session	Topics
	<ul style="list-style-type: none"> ○ Appendicitis <p>Peritonitis</p> <ul style="list-style-type: none"> ○ Diverticulosis ○ Diverticulitis ○ Diarrhoea ○ Constipation ○ Faecal incontinence <p>Bowel obstruction: mechanical/neurogenic/vascular</p> <ul style="list-style-type: none"> ○ Cancer of the colon, rectum ○ Ileostomy ○ Colostomy – transverse/sigmoid ○ Haemorrhoids ○ Ano-rectal conditions ○ Hernias ○ Abdominal pain: acute/chronic ○ Gastro-oesophageal reflux <p>Liver, Biliary Tract, & Pancreatic Disorders</p> <ul style="list-style-type: none"> ○ Hepatitis ○ Hepatic failure ○ Biliary disease ○ Cirrhosis ○ Carcinoma of the liver ○ Cholecystitis ○ Cholelithiasis ○ Pancreatitis ○ Carcinoma of the pancreas.
Week 11 & 12	UNIT 6: CARE OF THE ADULT PATIENT WITH COMMON HEALTH CONDITIONS OF THE REPRODUCTIVE SYSTEM

Session	Topics
	<p>COMMON HEALTH CONDITIONS OF THE REPRODUCTIVE SYSTEM</p> <p>Reproductive System: Female & Male</p> <ul style="list-style-type: none"> • Benign breast disease • Uterine fibroids • Breast reconstruction • Benign & malignant tumours of the <ul style="list-style-type: none"> ◦ Breast (male & female) ◦ Uterus ◦ Cervix ◦ Ovary ◦ Prostate ◦ Testicle ◦ Penis • Sexually transmitted infections (male & female) • Pelvic inflammatory disease • Infertility (male & female) • Abortion • Menstrual problems • Endometriosis • Ectopic pregnancy • Peri-menopause/menopause/post-menopause syndrome • Sexual violence (male & female) • Uterine prolapse • Cystocoele & Rectocoele • Fistulas • Scrotal problems • Prostatitis • Benign prostatic hyperplasia • Vasectomy • Erectile dysfunction.
Week 13	Review and tests

COURSE TITLE:	NURSING CARE OF ADULTS (19-64 YRS.)
	CLINICAL
	PRACTICUM
COURSE CODE:	NURS 3014
DURATION:	192 Clinical Hours
CREDITS:	4
PRE-REQUISITE:	Nursing Care of Adults (19-64 yrs.)

COURSE DESCRIPTION

This clinical practicum course focuses on safe, ethical and legal care of the adult (19-64 years) patient in all health care settings. It provides the student with foundational clinical experiences necessary for the management of adult health, including health promotion, illness prevention and treatment, utilizing the nursing process, critical thinking and evidence-based practice in the assessment and management of adult patients with common health conditions of related body systems. The teaching and learning environment is student-centred where students are encouraged to take responsibility for their learning needs, e.g., through Problem Based Learning (PBL) activities and active participation in both classroom and clinical areas.

LEARNING OUTCOMES

At the end of the clinical practicum, the student will be able to:

1. Apply knowledge from health, psychological, physiological, and social sciences in the nursing management of adults with common health conditions in acute and out-patient settings including community facilities;
2. Use the nursing process to provide comprehensive nursing to the adult patient with common health conditions;
3. Implement treatment plans for disease prevention, health promotion, and health problems management based on current research, evidence-based standards of care,

- critical thinking skills, and practice guidelines for adults with common health conditions;
4. Display effective communication and interpersonal skills, while providing patient teaching to the adult patient, families and communities;
 5. Evaluate the effectiveness of health promotion, disease treatment plans based on patient health outcomes;
 6. Integrate legal and ethical principles, gender and cultural sensitivity in the nursing management of the adult patient and family;
 7. Perform nursing procedures safely;
 8. Maintain patient and staff safety in all areas of nursing care;
 9. Document pertinent information on the patient's chart, under the supervision of a Registered Nurse;
 10. Observe and assist in emergency procedures including CPR.

CONTENT OUTLINE

1. Period of attachment to hospitals, health centres/clinics, community, hospices, etc.
2. Selection of student patient assignments in hospitals, health centres/clinics, community, hospices, etc.
3. Utilization of the nursing process to assess, plan, implement and evaluate care of the adult patient in all health care settings
4. Performance of related associated nursing procedures.

Teaching/Learning Methodologies

- Clinical teaching & supervision

- Problem-based clinical conferences
- Student-led clinical seminars and discussions
- Practical demonstration & return demonstration
- Simulation
- Tutorials
- Performing clinical procedures
- Ward conferences
- Clinical Skills Workbook

Areas used for Learning

- Clinical Learning Centre (Nursing Skills Laboratory)
- Hospitals
- Health centres/clinics
- Homes
- Community

Learning Experiences

- Period of attachment to hospitals, and health centres/clinics to observe, assess, plan, implement, evaluate and participate in the care to the adult patient 19-64 years and family

Required Skills

General

- Application of the Nursing Process
- Discharge planning & follow-up
- Administration/management of medications including Dangerous Drugs
- Practice infection prevention and control
- Perform sterile techniques including surgical dressing
- Removal of drains and sutures
- Obtain wound swabs
- Perform pre- & post-operative care

- Prepare for patient procedures
- Patient
- Physician
- Nurse
- Environment
- Supplies/Equipment
- Documenting and reporting in care settings

Respiratory, Cardio-vascular & Lymphatic Systems

- Administer antipyretic measures
- Collect, inspect and dispose of sputum
- Interpret results of sputum culture and sensitivity
- Obtain throat swabs
- Interpret results of throat and wound swab culture and sensitivity
- Administer inhalation therapy: humidification, nebulisation
- Demonstrate use of metered-dose inhaler
- Perform postural drainage
- Manage chest tubes in situ
- Manage underwater seal drainage
- Prepare patient for and management of thoracentesis
- Perform venepuncture
- Monitor blood transfusion
- Monitor I. V. therapy
- Perform tracheostomy care
- Suction the oro-pharynx/naso-pharynx/tracheostomy
- Administer oxygen therapy via various routes
- Suction airway
- Teach patients deep breathing and coughing exercises

Musculo-skeletal System

- Perform range of motion exercises
- Assist patient in & out of bed, onto commodes, into chair, etc.
- Manage tractions

Renal System

- Collect urine specimen
- Tests urine for specific gravity, glucose, albumen
- Interpret results of urine culture and sensitivity
- Catheterize female patient
- Observe catheterization of male patient
- Remove indwelling catheter
- Administer continuous closed bladder irrigation
- Perform intermittent closed catheter irrigation
- Manage closed and open catheter drainage
- Perform bladder irrigation

Nervous, Sensory & Endocrine Systems

- Utilise the Glasgow Coma scale
- Instil drops/ointment in eye
- Irrigate the eye
- Measure visual acuity
- Perform eye examination
- Instil drops in the ear
- Irrigate the ear

Gastro-intestinal System

- Test blood sugar using glucometer

- Monitor glucose levels
- Pass naso-gastric tube
- Feed via tubes
- Naso-gastric
- Gastrostomy
- Jejunostomy
- Administer parenteral nutrition
- Perform gastric lavage
- Perform colonic lavage
- Perform ileostomy/colostomy care
- Monitor and maintain fluid balance
- Administer enemas & rectal suppositories
- Collect stool specimen

Reproductive System

- Perform vaginal douching
- Perform vulval swabbing
- Administer sitz bath.

Student Assessment

Course work	40%
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- The Clinical Skills Workbook will be used to conduct continuous assessment of student performance of core skills in the clinical settings.

Final Examination	60%
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- Students will be assessed on core clinical competencies in caring for an adult, using a standardised checklist.

Required Reading

Smeltzer, S.C., Bare, B.G., Hinkle, J.L., Cheever, K.H. (2010). Brunner & Suddarth's textbook of medical-surgical nursing. Philadelphia: Lippincott Williams & Wilkins.

Recommended Reading

Fager, L. (2006). The dialectic tension between 'being' and 'not being' a good nurse. *Nursing Ethics Journal* 13, 622.

Irvine, Diane N. Bioethics, what it really means for profile nurses. Retrieved from
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Long, B, Phipps, W, Cassmeyer, V. (1995). Adult nursing: A nursing process approach. St. Louis, MO: C.V. Mosby.

Smith, S., Duell, D. and Martin, B. (2008). Clinical skills nursing basic to advanced skills. Upper Saddle River, New Jersey: Pearson Prentice Hall.

Course Calendar

NURSING CARE FOR ADULTS (19-64 YRS) CLINICAL PRACTICUM

CREDITS 4 192 HOURS

Session	Topics
Week 1 TO 4	<ul style="list-style-type: none"> • Period of attachment to hospitals, health centres/clinics, community, hospices, etc. • Selection of student patient assignments in hospitals, health centres/clinics, community, hospices, etc. • Utilization of the nursing process to assess, plan, implement and evaluate care of the adult patient in all health care settings • Performance of related associated nursing procedures. • Clinical Learning Centre (Nursing Skills Laboratory) • Hospitals • Health centres/clinics • Homes • Community <p><i>Required Skills</i></p> <p>General</p> <p>Application of the Nursing Process</p> <ul style="list-style-type: none"> • Discharge planning & follow-up • Administration/management of medications including <p>Dangerous Drugs</p> <ul style="list-style-type: none"> • Practice infection prevention and control • Perform sterile techniques including surgical dressing • Removal of drains and sutures

Session	Topics
Week 5 TO 9	<ul style="list-style-type: none"> • Obtain wound swabs • Perform pre- & post-operative care • Prepare for patient procedures • Patient • Physician • Nurse • Environment • Supplies/Equipment • Documenting and reporting in care settings <p>Respiratory, Cardio-vascular & Lymphatic Systems</p> <ul style="list-style-type: none"> • Administer antipyretic measures • Collect, inspect and dispose of sputum • Interpret results of sputum culture and sensitivity • Obtain throat swabs • Interpret results of throat and wound swab culture and sensitivity • Administer inhalation therapy: humidification, nebulisation • Demonstrate use of metered-dose inhaler • Perform postural drainage • Manage chest tubes in situ • Manage underwater seal drainage • Prepare patient for and management of thoracentesis • Perform venepuncture • Monitor blood transfusion • Monitor I. V. therapy • Perform tracheostomy care

Session	Topics
Week 10 TO 11	<ul style="list-style-type: none"> • Suction the oro-pharynx/naso-pharynx/tracheostomy • Administer oxygen therapy via various routes • Suction airway • Teach patients deep breathing and coughing exercises <p>Musculo-skeletal System</p> <ul style="list-style-type: none"> • Perform range of motion exercises • Assist patient in & out of bed, onto commodes, into chair, etc. • Manage tractions <p>Renal System</p> <ul style="list-style-type: none"> • Collect urine specimen • Tests urine for specific gravity, glucose, albumen • Interpret results of urine culture and sensitivity • Catheterize female patient • Observe catheterization of male patient • Remove indwelling catheter • Administer continuous closed bladder irrigation • Perform intermittent closed catheter irrigation • Manage closed and open catheter drainage • Perform bladder irrigation <p>Nervous, Sensory & Endocrine Systems</p> <ul style="list-style-type: none"> • Utilize the Glasgow Coma scale • Instill drops/ointment in eye • Irrigate the eye

Session	Topics
	<ul style="list-style-type: none"> • Measure visual acuity • Perform eye examination • Instill drops in the ear • Irrigate the ear <p>Gastro-intestinal System</p> <ul style="list-style-type: none"> • Test blood sugar using glucometer • Monitor glucose levels • Pass naso-gastric tube • Feed via tubes • Naso-gastric • Gastrostomy • Jejunostomy • Administer parenteral nutrition • Perform gastric lavage • Perform colonic lavage • Perform ileostomy/colostomy care • Monitor and maintain fluid balance • Administer enemas & rectal suppositories • Collect stool specimen <p>Reproductive System</p> <ul style="list-style-type: none"> • Perform vaginal douching • Perform vulval swabbing • Administer sitz bath.
Week 12-13	Review

Year 3: Semester II

YEAR 3: SEMESTER II

COURSE TITLE:	NURSING CARE OF OLDER ADULTS
COURSE CODE:	NURS 3015
DURATION:	60 Hours
CREDITS:	3 (2 Theory, 1 Lab)
PRE-REQUISITE:	Nutrition, Health Promotion, The Nursing Process & <i>Health Assessment, Concepts Applied to Nursing,</i> Pharmacology & Therapeutics in Nursing, Diet Therapy

COURSE DESCRIPTION

This course critiques and applies social and biological theories of ageing (65 years and over) and psychosocial models of growth and development to the study of older adults in a variety of acute and long-term care, and community facilities. It focuses on factors, which encourage healthy ageing. Epidemiological, demographic and socio-economic determinants are explored, as well as issues and implications of physiological, emotional and psychological changes and community initiatives and resources. International and national declarations and standards are applied to meet the needs of the older adult patient. The teaching and learning environment is student-centred where students are encouraged to take responsibility for their learning needs, e.g., through Problem Based Learning (PBL) activities and active participation in both classroom and clinical areas.

LEARNING OUTCOMES

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

1. Recognize the demographics of ageing in the Caribbean;
2. Explain issues, concepts and theories of the ageing process;

3. Understand different dimensions of ageing in relation to current situations and future challenges;
4. Demonstrate awareness of Trinidad and Tobago's socio-economic policy on ageing;
5. Classify older adult using physical and mental characteristics;
6. Integrate basic principles of each body system, the age-associated changes, and the associated major health conditions in the older adult;
7. Apply knowledge of the standards of gerontological nursing in meeting the needs of older adult;
8. Utilize theories and concepts of ageing, mental health, grief, death, dying in the care management of the older adult and family;
9. Synthesize knowledge of pathophysiology, pharmacology, health promotion, nutrition and diet in the management of the older adult with common health conditions;
10. Demonstrate critical thinking skills to assess, plan, implement and evaluate therapeutic approaches to the care of the older adult in care settings;
11. Demonstrate psychomotor competence in implementing independent and collaborative nursing interventions to meet the needs of the older adult in care settings;
12. Formulate strategies to assist older adults in adjusting effectively to hospitalization or institutionalization;
13. Practice within the legal and ethical frameworks while caring for the older adult in a variety of health care systems;
14. Collaborate with other members of the health team in identifying and managing community resources to assist the older adult and family maintain an optimum level of wellness.

CONTENT OUTLINE

UNIT 1: ISSUES, CONCEPTS & THEORIES OF AGEING

Hours: 5 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Define terms used in this unit;
2. Identify the characteristics of ageing;
3. Discuss issues, concepts and theories of ageing;
4. Explain social, biological, and the psychosocial developmental theories of ageing;

5. Discuss the classification of the older adult.

Content

1. Definition of terms

- Geriatric
- Gerontology
- Ageing
- Ageism
- Senescence

2. Characteristics of ageing

3. Issues & concepts of ageing

- Attitudes & values concerning ageing
- Socio-economic & cultural issues impacting the older adult & support systems
- Legal/ethical & political frameworks of geriatric care

4. Social theories of ageing

- Modernization theory
- Disengagement theory
- Activity theory

5. Biological theories of ageing

- Wear & tear theory
- Auto-immune theory
- Ageing clock theory
- Cross linkage theory
- Free radical theory
- Cellular theory
- Pituitary gland theory

6. Psychosocial developmental models of ageing

- Erickson
- Piaget
- Other

7. Classification of the older adult

- Independent seniors
- Dependent seniors
- Seniors with disability
- Seniors near end of life.

UNIT 2: DIMENSIONS OF AGEING

Hours: 5 Theory

12 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Define the term demographic transition;
2. Describe the dimensions of ageing;
3. Identify social, demographic and health status of the older adult population in Trinidad and Tobago and selected countries;
4. Discuss the related developmental tasks of the older adult;
5. Identify issues relating to and influencing the ageing process.

Content

1. Definition
 - Demographic transition
2. Dimensions of ageing
 - Demographic
 - Epidemiologic

- Socio-economic
3. Overview of current situation of the older population in Trinidad and Tobago, the Caribbean & the Americas
 4. Developmental tasks of the older adult
 5. Issues relating to & influencing the ageing process
 - Geographical distribution of older population
 - Health services coverage & equity
 - Retirement & benefits
 - Socio-economic status
 - Poverty
 - Sexuality
 - Abuse: physical, psycho-social, sexual
 - Abandonment
 - Disabilities: mental & physical
 - Family & community support
 - Rights of the older adult
 - Spirituality & general wellbeing.

UNIT 3: CHRONICITY & CHRONIC DISEASES AFFECTING THE OLDER ADULT

Hours: **8 Theory**

12 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Discuss the epidemiology of chronic diseases of the older adult;
2. Identify major chronic diseases and leading causes of death among the older adult;
3. Identify factors, which impact on ageing persons;
4. Discuss a comprehensive approach to the management of chronic diseases in the older adult;

5. Discuss a comprehensive approach to health ageing;
6. Discuss healthy ageing and health promotion strategies;
7. Identify components of Trinidad and Tobago's social and economic policy on ageing.

Content

1. Epidemiology of chronic health conditions of the older adult
2. Morbidity & mortality patterns of the older adult
3. Factors impacting the health of the older adult
 - Alcohol & other substances
 - Smoking
 - Inactivity
 - Nutrition: overweight/underweight
 - Lack of health screening
 - Health insurance
 - Physical & mental disability & related social services
4. Active ageing: Principles of a comprehensive system of support
 - Safety, security, & social support
 - Justice, fairness & solidarity
 - Dignity
 - Independence
 - Participation
5. Characteristics of a comprehensive system of support that promotes active ageing
 - Accessibility
 - Person centred
 - Coordinated
 - Equity & sustainability
 - Quality
6. Types of programmes & services in a comprehensive system of support
 - Education
 - Housing
 - Transportation

- Labour
- Social & Legal
- Health

Trinidad and Tobago's socio-economic policy on ageing

7. Health promotion strategies

- Active ageing
- Quality of life.

UNIT 4: STANDARDS OF GERONTOLOGICAL NURSING

Hours: 6 Theory
 12 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Identify age related changes based on physical, emotional, cultural, social, psychological, economic and spiritual functioning;
2. Discuss the standards of gerontological nursing;
3. Conduct biological, psychosocial, environmental and lifestyle assessments of the older adult;
4. Utilize the nursing process in the care of the older adult with common health conditions;
5. Recognize medications adversely affecting older adult and their effects;
6. Develop a health promotion plan for a group of older adults;

7. Describe the role of the nurse in providing care to the older adult and family.

Content

1. Physical & psychosocial age related changes

- Cognitive
- Spiritual
- Functional
- **Psychosocial**
 - Disengagement
 - Acceptance/Resolution
 - Achievement
 - Retirement
 - Relocation
 - Independence
- **Physical**
 - Neuromuscular
 - Sensory/Perceptual
 - Cardiac
 - Respiratory
 - Gastrointestinal
 - Urinary
 - Reproductive
 - Comfort/Rest/Sexuality

2. Standards of gerontological nursing

3. Biological assessment of the older adult

- Oxygen
- Nutrition
- Elimination
- Activity, rest & comfort
- Safety & protection
- Sensory stimulation
- Sexuality

4. Psychological assessment of the older adult

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

5. Environmental assessment of the older adult

- Type of residence
- Home
- Institution
- Health hazards
- Safety
- Violence

6. Life style assessment of the older adult

- Neglect & abuse
- Economic support, health care costs & ageing
- Living arrangements
- Ageing with a disability
- Ethical & legal issues affecting the older adult
- Victimization
- Advanced directive
- Durable power of attorney
- Nurse advocacy
- Leisure time activities
- Occupation
- Religious activities
- Spiritual needs
- Habits

7. Application of the nursing process & standards of gerontological nursing in the care of the older adult with common health conditions in a variety of settings

8. Care of terminally ill older adult patients at home or in an institution

- Palliative care
- End of life care
- Concepts of loss, death & dying
- Self analysis of attitudes to death & dying
- Utilization of the nursing process to care for a dying patient
- Coping strategies of patient & family

9. Role of the nurse in geriatric care.

Teaching/Learning Methodologies

- Lecture/Discussion
- Library search/research
- PowerPoint presentation
- Role play
- Work shops
- Seminars
- Projects/Case presentation
 - Care plan for the older adult
 - Health promotion plan for a group of older adults

Areas used for Learning

- Classroom
- Library
- Clinical Learning Centre (Nursing Skills Laboratory)
- Hospitals
- Homes
- Health centres/clinics

Learning Experiences

- Period of attachment to homes, geriatric homes, day clinics, hospitals, and health centres/clinics to observe, assess and participate in the care to the older adult

- Visits to homes operated by government and non-governmental organizations to observe organization and management of facilities, resources and general care of older adults and develop care plan to meet their needs

Related Skills

1. Performance of skills from previous nursing and other courses
2. Communication
3. Physical and psychological assessments
4. Preparation of care plan and health promotion plan
5. Care of prosthesis
6. Occupational therapy
7. Recreational therapy

Student Assessment

Course work	40%
• Student presentations	40%
Final Examination	60%
• Essay & multiple-choice test	

Required Reading

Eliopoulos, Charlotte (2009). Gerontological nursing. Philadelphia: Lippincott Williams & Wilkins.

Ebersole, P., Hess, P., Touhy, T. & Jett, K. (2012). Toward healthy aging: Human needs and nursing response. St. Louis: Mosby.

Recommended Reading

Milison, K, Foreman, M & Fulmer. (2009). Critical care nursing of older adults: Best practices. New York: Springer Publishers.

Smeltzer, S.C., Bare, B.G., Hinkle, J.L., Cheever, K.H. (2010). Brunner & Suddarth's textbook of medical-surgical nursing. Philadelphia: Lippincott Williams & Wilkins.

National Center for Chronic Disease Prevention and Health Promotion. Healthy aging: Preventing disease and improving quality of life among older Americans. Retrieved from http://www.cdc.gov/nccdphp/aag/aag_aging.htm

PAHO/WHO (1999). Plan of Action on Health and Aging: Older Adults in the Americas 19992002. Washington, DC: Author.

PAHO/WHO & Health Canada. A Guide for the development of a comprehensive system of support to promote active aging. <http://www.phac-aspc.gc.ca/seniorsaines/altformats/pdf/publications/public/healthy-sante/paho/paa-pva-eng.pdf>

Standards of gerontological nursing. Available at
<http://www.gnaontario.org/Images/GNAStandards.pdf>

<http://nursesbooks.org/Main-Menu/Standards/A--G/Gerontological-Nursing-Practice.aspx>

United Nations (1999). Population Aging Wall Chart. New York: Author.

United Nations (2001). World Population Prospects. New York: Author.

WHO (2002). Active Aging: A Policy Framework. Geneva: World Health Organization. Geneva: Author.

YEAR 3: SEMESTER II

Course Calendar

NURSING CARE of OLDER ADULTS

CREDITS 3 60 HOURS

Session	Topics
Week 1 to 3	<p>UNIT 1: ISSUES, CONCEPTS & THEORIES OF AGEING</p> <ol style="list-style-type: none">1. Definition of terms<ul style="list-style-type: none">• Geriatric• Gerontology• Ageing• Ageism• Senescence2. Characteristics of ageing3. Issues & concepts of ageing<ul style="list-style-type: none">• Attitudes & values concerning ageing• Socio-economic & cultural issues impacting the older adult & support systems• Legal/ethical & political frameworks of geriatric care4. Social theories of ageing<ul style="list-style-type: none">• Modernization theory• Disengagement theory• Activity theory5. Biological theories of ageing

Session	Topics
	<ul style="list-style-type: none"> • Wear & tear theory • Auto-immune theory • Ageing clock theory • Cross linkage theory • Free radical theory • Cellular theory • Pituitary gland theory <p>6. Psychosocial developmental models of ageing</p> <ul style="list-style-type: none"> • Erickson • Piaget • Other <p>7. Classification of the older adult</p> <ul style="list-style-type: none"> • Independent seniors • Dependent seniors • Seniors with disability • Seniors near end of life.
Week 4 to 6	<p>UNIT 2: DIMENSIONS OF AGEING</p> <ol style="list-style-type: none"> 1. Definition <ul style="list-style-type: none"> • Demographic transition 2. Dimensions of ageing <ul style="list-style-type: none"> • Demographic • Epidemiologic • Socio-economic 3. Overview of current situation of the older population in Trinidad and Tobago, the Caribbean & the Americas 4. Developmental tasks of the older adult 5. Issues relating to & influencing the ageing process <ul style="list-style-type: none"> • Geographical distribution of older population • Health services coverage & equity • Retirement & benefits • Socio-economic status • Poverty

Session	Topics
	<ul style="list-style-type: none"> • Sexuality • Abuse: physical, psycho-social, sexual • Abandonment • Disabilities: mental & physical • Family & community support • Rights of the older adult • Spirituality & general wellbeing.

Week 7 to 9

UNIT 3: CHRONICITY & CHRONIC DISEASES AFFECTING THE OLDER ADULT

1. Epidemiology of chronic health conditions of the older adult
2. Morbidity & mortality patterns of the older adult
3. Factors impacting the health of the older adult
 - Alcohol & other substances
 - Smoking
 - Inactivity
 - Nutrition: overweight/underweight
 - Lack of health screening
 - Health insurance
 - Physical & mental disability & related social services
4. Active ageing: Principles of a comprehensive system of support
 - Safety, security, & social support
 - Justice, fairness & solidarity
 - Dignity
 - Independence
 - Participation
5. Characteristics of a comprehensive system of support that promotes active ageing
 - Accessibility
 - Person centred
 - Coordinated
 - Equity
&
sustainability

Session	Topics
	<ul style="list-style-type: none"> • Quality 6. Types of programmes & services in a comprehensive system of support <ul style="list-style-type: none"> • Education • Housing • Transportation • Labour • Social & Legal • Health 7. Trinidad and Tobago's socio-economic policy on ageing 8. Health promotion strategies <ul style="list-style-type: none"> • Active ageing • Quality of life.
Week 10 to 12 (week10:student presentations)	<p style="text-align: center;">UNIT 4: STANDARDS OF GERONTOLOGICAL NURSING</p> <ul style="list-style-type: none"> 1. Physical & psychosocial age related changes <ul style="list-style-type: none"> • Cognitive • Spiritual • Functional • Psychosocial <ul style="list-style-type: none"> ○ Disengagement ○ Acceptance/Resolution ○ Achievement ○ Retirement ○ Relocation ○ Independence • Physical <ul style="list-style-type: none"> ○ Neuromuscular ○ Sensory/Perceptual ○ Cardiac ○ Respiratory ○ Gastrointestinal ○ Urinary

Session	Topics
	<ul style="list-style-type: none"> ○ Reproductive ○ Comfort/Rest/Sexuality <p>2. Standards of gerontological nursing</p> <p>3. Biological assessment of the older adult</p> <ul style="list-style-type: none"> • Oxygen • Nutrition • Elimination • Activity, rest & comfort • Safety & protection • Sensory stimulation • Sexuality <p>4. Psychological assessment of the older adult</p> <ul style="list-style-type: none"> • Relationships • Loss • Behavioural patterns • State of memory • Orientation • Learning ability • Body image • Self-concept • Role identity <p>5. Environmental assessment of the older adult</p> <ul style="list-style-type: none"> • Type of residence • Home • Institution • Health hazards • Safety • Violence <p>6. Life style assessment of the older adult</p> <ul style="list-style-type: none"> • Neglect & abuse • Economic support, health care costs & ageing • Living arrangements • Ageing with a disability • Ethical & legal issues affecting the older adult • Victimization

Session	Topics
	<ul style="list-style-type: none"> • Advanced directive • Durable power of attorney • Nurse advocacy • Leisure time activities • Occupation • Religious activities • Spiritual needs • Habits <p>7. Application of the nursing process & standards of gerontological nursing in the care of the older adult with common health conditions in a variety of settings</p> <p>8. Care of terminally ill older adult patients at home or in an institution</p> <ul style="list-style-type: none"> • Palliative care • End of life care • Concepts of loss, death & dying • Self analysis of attitudes to death & dying • Utilization of the nursing process to care for a dying patient • Coping strategies of patient & family <p>9. Role of the nurse in geriatric care.</p>
Week 13	Review

COURSE TITLE: **NURSING CARE OF OLDER ADULTS CLINICAL PRACTICUM**

COURSE CODE: **NURS 3016**

DURATION: **144 Clinical Hours**

CREDITS: **3**

PRE-REQUISITE: **Nursing Care of Older Adults**

COURSE DESCRIPTION

The application of health and nursing concepts and theories in the care of the older adult patient and family. Emphasis is on practicing interdisciplinary health care and advocacy in order to promote health and prevent illness, disability and disease of the older adult. The role of the nurse in assisting the older adult to maintain wellness and minimize effects of chronic conditions is also stressed. The teaching and learning environment is student-centred where students are encouraged to take responsibility for their learning needs, e.g., through Problem Based Learning (PBL) activities and active participation in both classroom and clinical areas.

LEARNING OUTCOMES

At the end of the clinical practicum, the student will be able to:

1. Apply knowledge and skills in the care of the older adult in acute and long-term care settings, and community facilities;
2. Demonstrate critical thinking and problem solving skills to assess, plan, implement and evaluate therapeutic approaches to the care of older adult patients with acute and chronic health conditions in acute and long-term care settings, and community facilities;
3. Utilize the nursing process in the promotion, maintenance, and restoration of wellness and the management of illness in older adult patients within developmental, cultural and environmental contexts;
4. Utilize theories of ageing, mental ill-health and grieving in providing care for older adults and families in all health care settings;

5. Demonstrate ethical and legal prudence in applying health and institutional policies to nursing care of the older adult patient;
6. Demonstrate psychomotor competence in implementing independent and collaborative nursing interventions to meet the needs of the older adult patient with acute and chronic health conditions in all health care settings.

CONTENT OUTLINE

1. Period of attachment to hospitals, health centres/clinics, geriatric homes, etc.
2. Selection of student patient assignments in hospitals, health centres/clinics, community
3. Utilization of the nursing process in the management of selected patients in the clinical settings
4. Performance of related associated nursing procedures
5. Visits to older adults in their homes to assess, plan, implement and evaluate care

Teaching/Learning Methodologies

- Clinical teaching & supervision
- Problem-based clinical conferences
- Student-led seminars and discussions
- Practical demonstration & return demonstration
- Preceptor-student advisement
- Case study
- Clinical Skills Workbook

Areas used for Learning

- Clinical Learning Centre (Nursing Skills Laboratory)
- Hospitals
- Health centres/clinics
- Homes

- Community

Learning Experiences

- Period of attachment to homes, geriatric homes, day clinics, hospitals, and health centres/clinics to observe, assess, plan and participate in the care of older adults
- Visits to homes operated by government and non-governmental organizations to observe organization and management of facilities, resources and general care of older adults and develop care plan to meet their needs
- Assessment of environmental safety in homes and health care facilities caring for the older adult patient

Required Skills

1. Application of skills from previous nursing & other courses
2. Assessment of environmental safety for older adults
3. Assessment of community resources to support care of older adults
4. Therapeutic communication (engaging the helping relationship)
5. Physical and mental status assessments
6. Administration of medications to older adults
7. Use of assistive devices
8. Visual & audio screening
9. Preparation of care plan and health promotion plan
10. Safety precautions
11. Contemporary practices related to the use of physical and chemical restraints
12. De-escalation techniques
13. Care of prosthesis
14. Grief counselling
15. Last offices
16. Occupational therapy

17. Recreational therapy

Student Assessment

Course work	70%
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- The Clinical Skills Workbook will be used to conduct continuous assessment of student performance of core skills in the clinical settings 40%
- Individual student case study 30%

Final Examination	30%
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Students will be assessed on core clinical competencies in caring for older adult patients.

Required Reading

Eliopoulos, Charlotte (2009). Gerontological nursing. Philadelphia: Lippincott Williams & Wilkins.

Ebersole, P., Hess, P., Touhy, T. & Jett, K. (2012). Toward healthy aging: Human needs and nursing response. St. Louis: Mosby.

Recommended Reading

Milison, K, Foreman, M & Fulmer. (2009). Critical care nursing of older adults: Best practices. New York: Springer Publishers.

Smeltzer, S.C., Bare, B.G., Hinkle, J.L., Cheever, K.H. (2010). Brunner & Suddarth's textbook of medical-surgical nursing. Philadelphia: Lippincott Williams & Wilkins.

National Center for Chronic Disease Prevention and Health Promotion. Healthy aging: Preventing disease and improving quality of life among older Americans. Retrieved from http://www.cdc.gov/nccdphp/aag/aag_aging.htm

PAHO/WHO (1999). Plan of Action on Health and Aging: Older Adults in the Americas 19992002. Washington, DC: Author.

PAHO/WHO & Health Canada. A Guide for the development of a comprehensive system of support to promote active aging. <http://www.phac-aspc.gc.ca/seniorsaines/altformats/pdf/publications/public/healthy-sante/paho/paa-pva-eng.pdf>

Standards of gerontological nursing. Available at
<http://www.gnaontario.org/Images/GNAStandards.pdf>
<http://nursesbooks.org/Main-Menu/Standards/A--G/Gerontological-Nursing-Practice.aspx>

United Nations (1999). Population Aging Wall Chart. New York: Author.

United Nations (2001). World Population Prospects. New York: Author.

WHO (2002). Active Aging: A Policy Framework. Geneva: World Health Organization. Geneva: Author.

Course Calendar

NURSING CARE OF OLDER ADULTS CLINICAL PRACTICUM

CREDITS 3 HOURS 144

Session	Topics
<p>Week 1 to 4</p> <p>(week 3: individual student case study)</p>	<ol style="list-style-type: none"> 1. Period of attachment to hospitals, health centres/clinics, geriatric homes, etc. 2. Selection of student patient assignments in hospitals, health centres/clinics, community 3. Utilization of the nursing process in the management of selected patients in the clinical settings 4. Performance of related associated nursing procedures 5. Visits to older adults in their homes to assess, plan, implement and evaluate care <p><i>Areas used for Learning</i></p> <ul style="list-style-type: none"> • Clinical Learning Centre (Nursing Skills Laboratory) • Hospitals • Health centres/clinics • Homes • Community <p><i>Required Skills</i></p> <ol style="list-style-type: none"> 1. Application of skills from previous nursing & other courses 2. Assessment of environmental safety for older adults 3. Assessment of community resources to support care of older adults 4. Therapeutic communication (engaging the helping relationship) 5. Physical and mental status assessments 6. Administration of medications to older adults 7. Use of assistive devices 8. Visual & audio screening

Session	Topics
	9. Preparation of care plan and health promotion plan 10. Safety precautions 11. Contemporary practices related to the use of physical and chemical restraints 12. De-escalation techniques 13. Care of prosthesis 14. Grief counselling 15. Last offices 16. Occupational therapy Recreational therapy

COURSE TITLE:	PARENT CHILD NURSING
COURSE CODE:	NURS 3017
DURATION:	60 Hours
CREDITS:	3 (2 Theory, 1 Lab)
PRE-REQUISITE:	Successful completion of years I, II & year III, semester 1

COURSE DESCRIPTION

This course focuses mainly on the child bearing family and specifically on healthy mothers and well neonates. It engages the student in critical thinking and application of evidence-based practice in parent and child health. It prepares students to demonstrate caring in delivering appropriate and effective nursing care to the parents during the normal pre-pregnancy period, parental and foetal health during pregnancy, labour, delivery and the puerperium. Emphasis is placed on foetal and neonatal transitions and neonatal life. Social, cultural, traditional and contemporary influences, sexuality, parenting and family life, gender issues, ethical and legal issues are explored as are health education, health promotion and family planning. Students will spend time in the clinical settings observing and providing ethical and legal care for the childbearing family. Related clinical practicum skills are provided in the associated **Parent Child Nursing Clinical Practicum**. The teaching and learning environment is student-centred where students are encouraged to take responsibility for their learning needs, e.g., through Problem Based Learning (PBL) activities and active participation in both classroom and clinical areas.

LEARNING OBJECTIVES

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

1. Describe historical, ethical, social and health care policy issues that impact the health care of the childbearing family;

2. Analyze the influence of cultural diversity of patients'/families' perspective of the childbearing experience and their affects on nursing interventions of patients and families;
3. Apply theoretical concepts from the behavioural, natural, social, and nursing sciences in the ethical and legal nursing care of the childbearing family;
4. Integrate anatomical and physiological aspects of the male and female reproductive systems into planning reproductive health promoting activities for the childbearing family;
5. Utilize principles of family planning and health education in creating, implementing and evaluating teaching plans to promote reproductive health;
6. Describe the anatomical and physiological changes in the woman and foetus during pregnancy, labour, delivery and the puerperium and the baby up to 28 days;
7. Describe the human growth and development from conception to the postpartum period;
8. Analyze common health conditions affecting the pregnant woman;
9. Utilize appropriate technologies, research findings, critical thinking, nursing informatics, and other resources to assess and provide care during pregnancy, labour, delivery and the puerperium and the baby up to 28 days;
10. Utilise the nursing process to assess, plan, implement and evaluate care for the woman during pregnancy, labour, delivery and the puerperium and the baby up to 28 days;
11. Apply ethical and legal considerations relevant to the childbearing family;
12. Utilize community resources in the delivery of maternal and child health care;
13. Describe the concept of safe motherhood;
14. Describe the Expanded Programme for Immunization;
15. Analyze the role of the professional nurse in caring for the childbearing family.

CONTENT OUTLINE

UNIT 1: HISTORICAL & CURRENT PERSPECTIVES OF MATERNITY NURSING

Hours: 3 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Discuss the historical perspectives of maternity nursing in Trinidad and Tobago;
2. Discuss nursing theory, current trends and issues of maternal and child health;
3. Define terms used in reference to vital statistics relative to maternal and child health;
4. Compare maternal and child health vital statistical data for Trinidad and Tobago with those from selected developed and developing countries;
5. Discuss legal and ethical issues of maternal and child health.

Content

1. Historical, cultural and current perspectives of maternity nursing in Trinidad and Tobago
2. Mercer nursing theory of mother & child relationship
3. Current trends & issues of maternal & child health nursing
4. Social issues impacting on maternal & child health
5. Vital statistics of maternal & infant health
6. Legal, ethical, & quality improvement considerations in maternal & child nursing

7. Registration of births & deaths process in Trinidad and Tobago
8. Ethical & legal issues relating to maternal & child health in Trinidad and Tobago
 - Invitro fertilization
 - Artificial insemination
 - Foetal reduction
 - Sex manipulation
 - Abortion/termination of pregnancy
 - Surrogacy.

UNIT 2: FAMILY LIFE EDUCATION

Hours: **4 Theory**

Specific Objectives

At the end of the unit, the student will be able to:

1. Define the terms family life, family planning, contraception, human sexuality;
2. Discuss the effects of human sexuality on family life;
3. Identify the roles of family members and their contributions to family life activities;
4. Discuss the impact of single parenting on family life;
5. Identify factors impacting on the development of relationships within the family;
6. Review types of family structures in Trinidad and Tobago;
7. Identify factors impacting the various family structures;
8. Describe the development of family planning establishments in Trinidad and Tobago;
9. Discuss the importance of planning a family;
10. Discuss the policies of family planning in Trinidad and Tobago with special focus on the teenager and other high risk groups;

11. Review female and male sexual development from prenatal life through sexual maturation;
12. Review the anatomy and physiology of the female and male reproductive systems;
13. Describe contraceptive methods used for family planning;
14. Compare the safety, effectiveness, convenience, knowledge, spontaneity, availability, expense, and patient preference of contraceptive methods;
15. Discuss the impact of culture on family planning and family planning methods;
16. Review the term 'Informed Consent';
17. Explain the importance of 'Informed Consent' on contraception.

Content

A. Review: Family

1. Definition of terms
 - Family
 - Family structure
 - Human sexuality
2. Trinidad and Tobago & Caribbean family types
3. Factors impacting on family structure
4. Effects of human sexuality on family life
5. Matrimony: courtship, engagement, marriage
6. Single parenting
 - Religious, cultural, gender, socio-economic & psychological influences
7. Family crises
 - Types
 - Influencing factors Coping strategies
8. Factors contributing to human relationships within the family

B. Review: Human Sexuality

1. Sexual development
2. Prenatal development
3. Sexual maturation
4. Female puberty changes
5. Male puberty changes
6. Decline in fertility
7. Female & male reproductive anatomy & physiology
8. Female reproductive cycles: ovarian, endometrial, cervical mucus

C. Family Planning

1. Definition
 - Family life
 - Family planning
2. Family life education
3. Family adaptations/parenting skills
4. History
 - International
 - National
5. Government's Family Planning Policy
6. Indications for/against family planning
7. Planning a family: child spacing, socio-economic & cultural influences
8. Contraception
 - Definition
 - Sources
 - Methods
 - Advantages & disadvantages of each method
 - Consent/Informed Consent
9. Myths/Misinformation about birth control
10. Benefits of family planning

- Individual
- Family
- National

11. Adolescents & contraception
12. Gender, religion & cultural issues of family planning
13. Special reproductive concerns
 - Infertility
 - Family planning
 - Contraceptive methods.

UNIT 3: ANATOMICAL & PHYSIOLOGICAL CHANGES IN THE WOMAN & FOETUS DURING PREGNANCY

Hours: 4 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Review the formation of the female and male gametes;
2. Relate ovulation and ejaculation to the process of human conception;
3. Explain implantation and nourishment of the embryo before development of the placenta;
4. Describe normal prenatal development from conception through birth;
5. Describe the structure and function of auxiliary foetal structures;
6. Relate prenatal circulation and the circulatory changes at birth;
7. Describe the occurrences of multiple pregnancies.

Content

1. Gametogenesis
2. Conception
 - Definition
 - Preparation for conception in the female – ovum release & transport
 - Preparation for conception in the male – ejaculation, transport of sperm in the female reproductive tract
 - Preparation of sperm for fertilization
3. Fertilization
4. Pre-embryonic period – initiation of cell division, entry of zygote into the uterus
5. Embryonic period
6. Foetal development
7. Auxiliary structures
 - Placenta
 - Foetal membranes & amniotic fluid
8. Foetal Circulation
9. Multiple Pregnancies

UNIT 4: NURSING INTERVENTIONS DURING NORMAL PREGNANCY

Hours: 3 Theory
 8 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Describe the concept of safe motherhood;
2. Discuss the signs of pregnancy;
3. Describe the anatomical, physiological and psychological changes which take place during pregnancy;
4. Identify psychosocial, economic and cultural factors influencing a family's response to pregnancy;
5. Discuss the concept of safe motherhood;
6. List physiological factors contributing to conditions associated with pregnancy;
7. Discuss special situations associated with pregnancy;
8. Use the nursing process in the management of care of the woman and family during pregnancy;
9. Integrate knowledge of psychological and physiological changes in pregnancy with the nursing process to achieve quality maternal and child health nursing care;
10. Use information from the social sciences, pharmacology, nutrition and pathophysiology to assess, plan, implement and evaluate nursing care for the pregnant woman and her family during normal pregnancy;
11. Identify appropriate agencies/institutions/individuals in the delivery of health care to the pregnant woman and family;
12. Integrate knowledge of health promotion strategies with the nursing process to achieve quality maternal and child health nursing care.

Content

1. Concept of safe motherhood
2. Confirmation of pregnancy
3. Anatomical & physiological changes in body systems
4. Danger signs during pregnancy
5. Special antenatal situations/high risk groups
 - Primigravida
 - Grand multipara
 - Late pregnancy woman (45 years & over)
 - Pre-teen & teen pregnancies (15 years & below)
 - Bleeding in pregnancy
 - Pregnancy induced hypertension (PIH)
 - Post-partum haemorrhage (PPH)

- Deep vein thrombosis
- Sub-involution of the uterus
- The pre-term infant
- The sick newborn
- HIV & AIDS

6. Conditions of pregnancy

- Early pregnancy (first trimester)
- Middle to late pregnancy (second to third trimesters)

7. Conditions associated with pregnancy

8. Complications of pregnancy

9. Foetal mal-presentations

10. Self-care

11. Prevention of foetal exposure to teratogens

12. Health needs during pregnancy

13. Health promotion strategies during pregnancy;

14. Nursing management of the woman and family during pregnancy.

UNIT 5: THE PREGNANT WOMAN DURING NORMAL LABOUR, DELIVERY & THE POST-PARTUM PERIOD

**Hours: 4 Theory
 12 Practical**

Specific Objectives

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

1. Define the term labour;

2. Identify the stages of labour;
3. Describe the physiological changes of labour;
4. Assess the woman and foetus during labour and delivery;
5. Discuss the management of the woman during labour and delivery;
6. Identify methods of pain relief used in labour;
7. Assist in the management of pain during labour;
8. Maintain infection prevention and control of equipment and supplies used in the delivery process;
9. Discuss the management of normal delivery;
10. List emergencies that may occur during labour and delivery;
11. Describe the placenta;
12. Assess the mother and infant in the post-partum period;
13. Discuss the management of the mother and infant in the post partum period;
14. Maintain appropriate records during labour, delivery and immediate post-partum.

Content

1. Labour
 - Definition
 - Theories
 - Signs
 - Stages
 - Physiological responses to labour
 - Psychological responses of the woman to labour
 - Factors affecting the progress of labour
2. Nursing management during labour & delivery

- Admission & assessment
- Maternal & foetal assessment during labour
- Management of labour
- Delivery

3. Post-partum care

- Maternal physiological & psychological adaptations
- Nursing management of the puerperium
- Preparation for discharge
- Discharge, follow-up & community support/agencies

4. Caesarean section

- Pre- & post-operative care.

UNIT 6: THE NORMAL NEONATE (0-28 DAYS)

Hours: **3 Theory**
 8 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Describe the characteristics of the normal neonate (birth – 28 days);
2. Identify physiological changes of the neonate at birth;
3. Identify basic physiological and psychosocial needs of the normal neonate;
4. Apply knowledge from natural and social sciences, nutrition, microbiology and pathophysiology to assess and care for the neonate;
5. Use the nursing process in the care of the neonate and family;
6. Use health promotion strategies to assist the mother and family to develop skills to care for the newborn;
7. Assist other members of the health team to care for the neonate and family;
8. Discuss the processes of registration of births and deaths in Jamaica.

Content

1. Care of the infant immediately following birth
 - Initiation of respiration
 - Assessment of APGAR score
 - Identification
 - Maintenance of temperature
 - General assessment of the newborn
 - Presentation of newborn to parents
2. Physiological adaptations
3. Psychosocial needs of the neonate
4. Nursing management of the neonate
5. Health promotion strategies for the mother & newborn
6. Registration of birth & death.

UNIT 7: IMMUNIZATION

Hours: 3 Theory

8 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Describe the Expanded Programme for Immunization (EPI);
2. Discuss EPI programme in Trinidad and Tobago;
3. Review different types of Immunity.
4. List the childhood communicable diseases covered by EPI;
5. Explain the types of vaccines;
6. Describe the importance of childhood and maternal immunization in family context;
7. Discuss the process of cold chain;
8. Discuss the responsibilities of a nurse to maintain cold chain;
9. Discuss the family/community practices towards immunization;

10. Prepare health education programme for immunization;
11. Conduct post-vaccination teaching.

Content

1. Introduction to Expanded Programme for Immunization (EPI)
2. Review types of immunity
3. Vaccine preventable diseases
4. Types of vaccines
5. Vaccine schedule
6. Maternal immunization
7. Contra indications & side effects of vaccines
8. Preparation & administration of vaccines
9. Preparation for an immunization session
10. Preparation of & management of health education session on immunization programme
11. Process of storage of vaccine & cold chain management.

Teaching/Learning Methodologies

- Lecture/Discussion
- PowerPoint presentation
- Demonstration
- Observation
- Role play
- Seminar
- Case studies

Areas used for Learning

- Classroom
- Clinical Learning Centre (Nursing Skills Laboratory)
- Library
- Community agencies
- Health centres/clinics: Antenatal, Post-natal, Family Planning, Infant Welfare
- Hospitals: Labour and Delivery, Antenatal wards, Antenatal Clinics, Post-natal wards, Post-natal clinics

Learning Experiences

- Visits to Family Planning Clinics to observe and participate in family planning programmes
- Planning and delivering educational programmes on reproductive health and immunization programmes
- Visits to health centres/clinics to observe and engage in the immunization programme and participate in care of mother and infant
- Visits to antenatal and post-natal clinics to observe and participate in care
- Educate mothers on home care of self and their babies (discharge talks)
- Attachments to labour and delivery wards to assist in care of the woman during labour, delivery and the post-partum period, including care of the newborn.

Required Skills

Pregnancy

Pre natal Care

1. Pre-conception care
2. First pre-natal visit
3. Follow-up visits
4. Monitor patient's blood pressure
5. Monitor signs of pregnancy complications e. g., pre-eclampsia, gestational diabetes, preterm labour, haemorrhage, foetal compromise
6. Assessment of foetal wellbeing
7. Assessment & promotion of maternal wellbeing
8. Management of common disorders of pregnancy
9. Childbirth education

Labour and Delivery

10. Assist with admitting patient to labour and delivery ward

11. Monitor contractions
12. Monitor foetal heart rate
13. Recognize signs of foetal distress
14. Place patient in the lithotomy position
15. Prepare patient for vaginal examination – digital/speculum
16. Assist with preparation for caesarean section
17. Assist with delivery

Post Partum

18. Provide post-partum care
19. Monitor for signs of haemorrhage
20. Perform post-partum perineal care: vulval swabbing, sitz baths
21. Assist with breast care
22. Assist mother with infant care
23. Discharge obstetric patient
24. Assess vital signs of the newborn
25. Assist with breast feeding
26. Perform cord care
27. Perform hygienic care of the newborn
28. Weigh and measure the newborn

Newborn

29. Observe Apgar score procedure
30. Suction infant's respiratory passage with bulb syringe
31. Identify infant using mother's bracelet
32. Weigh and measure infant

33. Bath infant
34. Feed infant
35. Carries infant safely
36. Assist with circumcision
37. Apply dressing to circumcision site

Immunization

38. Participate in immunization programme

Student Assessment

Course work	40%
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- Students will be required to conduct an individual case study of a child bearing family using the nursing process.

Final Examination	60%
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- Essay and multiple choice items

Required Reading

Pillitteri, A. (2009). Maternal & child health nursing. Philadelphia: Lippincott Williams & Wilkins.

Recommended Reading

Humphreys, J. Campbell, J. (2010). Family violence and nursing practice. New York: Springer Publishing.

Ricci, S.S., (2007). Essentials of maternity, newborn and women's health nursing. Philadelphia: Lippincott Williams & Wilkins.

Slone McKinney, E., Rowen, James, S. Smith Murray, S. Ashwill, J. (2008). Maternal-child nursing. London, UK: Elsevier.



Course Calendar**PATIENT CHILD NURSING****CREDITS 3 HOURS 60**

Session	Topics
Week 1 and 2	<p>UNIT 1: HISTORICAL & CURRENT PERSPECTIVES OF MATERNITY NURSING</p> <ol style="list-style-type: none"> 1. Historical, cultural and current perspectives of maternity nursing in Trinidad and Tobago 2. Mercer nursing theory of mother & child relationship 3. Current trends & issues of maternal & child health nursing 4. Social issues impacting on maternal & child health 5. Vital statistics of maternal & infant health 6. Legal, ethical, & quality improvement considerations in maternal & child nursing 7. Registration of births & deaths process in Trinidad and Tobago 8. Ethical & legal issues relating to maternal & child health in Trinidad and Tobago <ul style="list-style-type: none"> • Invitro fertilization • Artificial insemination • Foetal reduction • Sex manipulation • Abortion/termination of pregnancy • Surrogacy.
Week 3	<p>UNIT 2: FAMILY LIFE EDUCATION</p> <p>A. Review: Family</p> <ol style="list-style-type: none"> 1. Definition of terms

Session	Topics
	<ul style="list-style-type: none"> • Family • Family structure • Human sexuality <p>2. Trinidad and Tobago & Caribbean family types</p> <p>3. Factors impacting on family structure</p> <p>4. Effects of human sexuality on family life</p> <p>5. Matrimony: courtship, engagement, marriage</p> <p>6. Single parenting <ul style="list-style-type: none"> • Religious, cultural, gender, socio-economic & psychological influences </p> <p>7. Family crises <ul style="list-style-type: none"> • Types • Influencing factors <p>Coping strategies</p> </p> <p>8. Factors contributing to human relationships within the family</p> <p>B. Review: Human Sexuality</p> <ol style="list-style-type: none"> 1. Sexual development 2. Prenatal development 3. Sexual maturation 4. Female puberty changes 5. Male puberty changes 6. Decline in fertility 7. Female & male reproductive anatomy & physiology 8. Female reproductive cycles: ovarian, endometrial, cervical mucus <p>C. Family Planning</p>

Session	Topics
	<ol style="list-style-type: none"> 1. Definition <ul style="list-style-type: none"> • Family life • Family planning 2. Family life education 3. Family adaptations/parenting skills 4. History <ul style="list-style-type: none"> • International • National 5. Government's Family Planning Policy 6. Indications for/against family planning 7. Planning a family: child spacing, socio-economic & cultural influences 8. Contraception <ul style="list-style-type: none"> • Definition • Sources • Methods • Advantages & disadvantages of each method • Consent/Informed Consent 5. Myths/Misinformation about birth control 10. Benefits of family planning <ul style="list-style-type: none"> • Individual • Family • National 11. Adolescents & contraception 12. Gender, religion & cultural issues of family planning 13. Special reproductive concerns <ul style="list-style-type: none"> • Infertility • Family planning • Contraceptive methods.
Week 4 & 5	UNIT 3: ANATOMICAL & PHYSIOLOGICAL CHANGES IN THE WOMAN & FOETUS DURING PREGNANCY

Session	Topics
	<p>1. Gametogenesis</p> <p>2. Conception</p> <ul style="list-style-type: none"> • Definition • Preparation for conception in the female – ovum release & transport <p>Preparation for conception in the male – ejaculation, transport of sperm in the female reproductive tract</p> <ul style="list-style-type: none"> • Preparation of sperm for fertilization <p>3. Fertilization</p> <p>4. Pre-embryonic period – initiation of cell division, entry of zygote into the uterus</p> <p>5. Embryonic period</p> <p>6. Foetal development</p> <p>7. Auxiliary structures</p> <ul style="list-style-type: none"> • Placenta • Foetal membranes & amniotic fluid <p>8. Foetal circulation</p> <p>9. Multiple pregnancies</p>
Week 6	<p>UNIT 4: NURSING INTERVENTIONS DURING NORMAL PREGNANCY</p> <ol style="list-style-type: none"> 1. Concept of safe motherhood 2. Confirmation of pregnancy 3. Anatomical & physiological changes in body systems 4. Danger signs during pregnancy 5. Special antenatal situations/high risk groups <ul style="list-style-type: none"> • Primigravida • Grand multipara • Late pregnancy woman (45 years & over) • Pre-teen & teen pregnancies (15 years & below) • Bleeding in pregnancy

Session	Topics
	<ul style="list-style-type: none"> • Pregnancy induced hypertension (PIH) • Post-partum haemorrhage (PPH) • Deep vein thrombosis • Sub-involution of the uterus • The pre-term infant • The sick newborn • HIV &AIDS <p>11. Conditions of pregnancy</p> <ul style="list-style-type: none"> • Early pregnancy (first trimester) • Middle to late pregnancy (second to third trimesters) <p>12. Conditions associated with pregnancy</p> <p>13. Complications of pregnancy</p> <p>14. Foetal mal-presentations</p> <p>15. Self-care</p> <p>16. Prevention of foetal exposure to teratogens</p> <p>17. Health needs during pregnancy</p> <p>18. Health promotion strategies during pregnancy;</p> <p>19. Nursing management of the woman and family during pregnancy.</p>
Week 7 & 8	<p style="text-align: center;">UNIT 5: THE PREGNANT WOMAN DURING NORMAL LABOUR, DELIVERY & THE POST-PARTUM PERIOD</p> <p>1. Labour</p> <ul style="list-style-type: none"> • Definition • Theories • Signs • Stages • Physiological responses to labour • Psychological responses of the woman to labour • Factors affecting the progress of labour

Session	Topics
	<p>2. Nursing management during labour & delivery</p> <ul style="list-style-type: none"> • Admission & assessment • Maternal & foetal assessment during labour • Management of labour • Delivery <p>3. Post-partum care</p> <ul style="list-style-type: none"> • Maternal physiological & psychological adaptations • Nursing management of the puerperium • Preparation for discharge • Discharge, follow-up & community support/agencies <p>4. Caesarean section</p> <ul style="list-style-type: none"> • Pre- & post-operative care.
Week 9 & 10 (week 9: individual case study)	<p>UNIT 6: THE NORMAL NEONATE (0-28 DAYS)</p> <ol style="list-style-type: none"> 1. Care of the infant immediately following birth <ul style="list-style-type: none"> • Initiation of respiration • Assessment of APGAR score • Identification • Maintenance of temperature • General assessment of the newborn • Presentation of newborn to parents 2. Physiological adaptations 3. Psychosocial needs of the neonate 4. Nursing management of the neonate 5. Health promotion strategies for the mother & newborn 6. Registration of birth & death.
Week 11 & 12	<p>UNIT 7: IMMUNIZATION</p> <ol style="list-style-type: none"> 1. Introduction to Expanded Programme for Immunization (EPI) 2. Review types of immunity 3. Vaccine preventable diseases 4. Types of vaccines 5. Vaccine schedule 6. Maternal immunization 7. Contra indications & side effects of vaccines

Session	Topics
	8. Preparation & administration of vaccines 9. Preparation for an immunization session 10. Preparation of & management of health education session on immunization programme 11. Process of storage of vaccine & cold chain management.
Week 13	

COURSE TITLE: PARENTCHILD NURSING CLINICAL PRACTICUM

COURSE CODE: NURS 3018

DURATION: 192 Clinical Hours

CREDITS: 4

PRE-REQUISITE: Parent Child Nursing

COURSE DESCRIPTION

This course provides the experience for the student to integrate theory and skills in the nursing interventions for parental and foetal health during pregnancy, childbirth and the post-partum periods, and the neonate up to 28 days of life. Practice settings include inpatient hospital settings, health care centres/clinics, as well as supportive community agencies. The teaching and learning environment is student-centred where students are encouraged to take responsibility for their learning needs, e.g., through Problem Based Learning (PBL) activities and active participation in both classroom and clinical areas.

LEARNING OUTCOMES

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

1. Participate in family planning programmes;
2. Assess, plan, implement and evaluate education programmes for reproductive health;

3. Integrate maternal and child health theory into practical care;
4. Observe care of the pregnant, labouring, and post partum patient;
5. Identify post partum depression and common disorders of post-partum patients;
6. Identify some common disorders of the neonate;
7. Observe and document care of the neonate;
8. *Utilize the nursing process to provide care to the mother and neonate*
9. *Develop and implement health promotion strategies for antenatal, postnatal woman and neonate;*
10. Maintain the cold chain at health centres/clinics;
11. Utilize the Expanded Programme for Immunization (EPI) schedule;
12. Administer vaccines to children and mothers;
13. Conduct post vaccination teaching to mothers and family members;
14. Observe working of EPI Centre.

CONTENT OUTLINE

1. Application of the nursing process
2. Adhere to Standard Precautions during care of woman and family during pregnancy, labour and delivery
3. Perform physical assessment of the mother during the antenatal, intra-partum and postpartum stages of pregnancy and delivery
4. Monitor the mother during the puerperium
5. Care of the prenatal, labouring, and post-partum patient
6. Observation of maternal/ and child interactions
7. Design & implement healthy messages to promote health based on assessment of the woman and family during pregnancy, labour and delivery
8. Design & implement effective messages to promote reproductive health
9. Participate in programme of immunization
10. Maintain cold chain.

Teaching/Learning Methodologies

- Clinical teaching & supervision
- Problem-based clinical conferences
- Student-led seminars and discussions
- Practical demonstration & return demonstration
- Preceptor-student interactions
- Case study
- Clinical Skills Workbook

Areas used for Learning

- Clinical sites
- Library
- Clinical Learning Centre (Nursing Skills Laboratory)

Learning Experiences

- Visits to Family Planning Clinics to observe and participate in family planning programmes
- Planning and delivering educational programmes for reproductive health
- Clinical placements in hospital maternity wards, health centres/clinics and homes for observation and provision of care to the mother and neonate
- Participate in the antenatal, intra-natal and postnatal care of mothers
- Care of the neonate
- Conduct antenatal and postnatal talks with mothers
- Educate mothers on home care of self and their babies (discharge talks)
- Visits to Child Welfare Clinics to observe and engage in the immunization programme

Required Skills

Pregnancy

Pre natal Care

1. Pre-conception care
2. First pre-natal visit
3. Follow-up visits
4. Monitor patient's blood pressure
5. Monitor signs of pregnancy complications e. g., pre-eclampsia, gestational diabetes, preterm labour, haemorrhage, foetal compromise
6. Assessment of foetal well being
7. Assessment & promotion of maternal well being
8. Management of common disorders of pregnancy
9. Childbirth education

Labour and Delivery

10. Assist with admitting patient to labour and delivery ward
11. Monitor contractions
12. Monitor foetal heart rate
13. Recognize signs of foetal distress
14. Place patient in the lithotomy position
15. Prepare patient for vaginal examination – digital/speculum
16. Assist with preparation for caesarean section
17. Assist with delivery

Post Partum

18. Provide post-partum care
19. Perform vulval swabbing
20. Assist patient with sitz baths
21. Monitor for signs of haemorrhage
22. Perform post-partum perineal care
23. Assist in breast care
24. Assist mother with infant care
25. Discharge obstetric patient
26. Perform vital signs on the newborn
27. Assist with breast feeding
28. Perform cord care
29. Perform hygienic care of the newborn
30. Weigh and measure the newborn

Newborn

31. Conduct examination of the newborn
32. Describe Apgar score
33. Suction infant's respiratory passage with bulb syringe
34. Identify infant using mother's bracelet
35. Weigh and measure infant
36. Care of the neonate during carrying, feeding, bathing and diapering
37. Assist with circumcision
38. Apply dressing to circumcision site

Immunization

39. Participate in immunization programme

Student Assessment

Course work

40%

- The Clinical Skills Workbook will be used to conduct continuous assessment of student performance of core skills in the clinical settings

Final Examination

60%

- Students will be assessed on core clinical competencies in maternal and child health nursing, using a standardized checklist.

Required Reading

Pillitteri, A. (2009). Maternal & child health nursing. Philadelphia: Lippincott Williams & Wilkins.

Recommended Reading

Humphreys, J. Campbell, J. (2010). Family violence and nursing practice. New York: Springer Publishing.

Ricci, S.S., (2007). Essentials of maternity, newborn and women's health nursing. Philadelphia: Lippincott Williams & Wilkins.

Slone McKinney, E., Rowen, James, S. Smith Murray, S. Ashwill, J. (2008). Maternal-child nursing. London, UK: Elsevier.

Course Calendar**PATIENT CHILD NURSING CLINICAL
PRACTICUM****CREDITS 3 HOURS 192**

Session	Topics
Week 1 TO 4	<ol style="list-style-type: none"> 1. Application of the nursing process 2. Adhere to Standard Precautions during care of woman and family during pregnancy, labour and delivery 3. Perform physical assessment of the mother during the antenatal, intra-partum and postpartum stages of pregnancy and delivery 4. Monitor the mother during the puerperium 5. Care of the prenatal, labouring, and post-partum patient 6. Observation of maternal/ and child interactions 7. Design & implement healthy messages to promote health based on assessment of the woman and family during pregnancy, labour and delivery 8. Design & implement effective messages to promote reproductive health 9. Participate in programme of immunization 10. Maintain cold chain. 11. Clinical sites 12. Library 13. Clinical Learning Centre (Nursing Skills Laboratory) <p><i>Required Skills</i> Pregnancy</p>

Session	Topics
	<p style="text-align: center;">Pre natal Care</p> <ol style="list-style-type: none"> 1. Pre-conception care 2. First pre-natal visit 3. Follow-up visits 4. Monitor patient's blood pressure 5. Monitor signs of pregnancy complications e. g., pre-eclampsia, gestational diabetes, preterm labour, haemorrhage, foetal compromise 6. Assessment of foetal well being 7. Assessment & promotion of maternal well being 8. Management of common disorders of pregnancy 9. Childbirth education <p style="text-align: center;">Labour and Delivery</p> <ol style="list-style-type: none"> 10. Assist with admitting patient to labour and delivery ward 11. Monitor contractions 12. Monitor foetal heart rate 13. Recognize signs of foetal distress 14. Place patient in the lithotomy position 15. Prepare patient for vaginal examination – digital/speculum 16. Assist with preparation for caesarean section 17. Assist with delivery <p style="text-align: center;">Post Partum</p> <ol style="list-style-type: none"> 18. <i>Provide post-partum care</i> 19. <i>Perform vulval swabbing</i>

Session	Topics
	<p>20. Assist patient with sitz baths</p> <p>21. Monitor for signs of haemorrhage</p> <p>22. Perform post-partum perineal care</p> <p>23. Assist in breast care</p> <p>24. Assist mother with infant care</p> <p>25. Discharge obstetric patient</p> <p>26. Perform vital signs on the newborn</p> <p>27. Assist with breast feeding</p> <p>28. Perform cord care</p> <p>29. Perform hygienic care of the newborn</p> <p>30. Weigh and measure the newborn</p> <p>Newborn</p> <p>31. Conduct examination of the newborn</p> <p>32. Describe Apgar score</p> <p>33. Suction infant's respiratory passage with bulb syringe</p> <p>34. Identify infant using mother's bracelet</p> <p>35. Weigh and measure infant</p> <p>36. Care of the neonate during carrying, feeding, bathing and diapering</p> <p>37. Assist with circumcision</p> <p>38. Apply dressing to circumcision site</p> <p>Immunization</p> <p>39. Participate in immunization programme</p>

Year 4 Semester I

YEAR 4: SEMESTER 1

COURSE TITLE: NURSING CARE OF CHILDREN AND ADOLESCENTS

COURSE CODE: NURS 4010

DURATION: 60 Hours

CREDITS: 3 (2 Theory, 1 Lab)

PRE-REQUISITE: The Nursing Process & Health Assessment, Human Pathophysiology

COURSE DESCRIPTION

This course focuses on common health conditions affecting children and adolescents (ages 0-18). It facilitates students' development of a sound evidence-based framework to inform nursing practice in caring of children, adolescents and their families along the wellness-illness continuum. The course will engage students' critical thinking in decision-making to deliver nursing care for children in various clinical settings. Particular emphasis is placed on the unique developmental needs of each age group and on the ethical and legal aspects that are relevant to paediatric nursing. Approaches to teaching, learning and assessment will be done not only in class rooms, but also in skill lab, children wards of the hospitals, basic schools, in the community areas, and mentally & physical challenged institutions. Students will utilize the nursing process as the central component to patient focused care and the ethical/legal framework, which will be integrated into caring and approaches to care.

GOALS/AIMS:

With the background knowledge of pathophysiology and developmental stages among children the students will be able to understand the disease process among the children. Students will be able to provide nursing care to children independently. While providing care they utilise recent knowledge and research findings.

LEARNING OUTCOMES /OBJECTIVES

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

1. Explain the family centred approach to the care of children and their families;
2. Synthesize knowledge of nursing, physiological and behavioural sciences in providing safe, competent nursing care for children and families;
3. Describe socio-cultural and economical issues that influence the health of children, adolescents and their families;
4. Explore the normal and abnormal parameters of physical, psychological, and social development of children and adolescents;
5. Explain critical milestones and developmental tasks of each developmental stage of the paediatric patient;
6. Utilize the nursing process to assess, plan, implement and evaluate nursing interventions designed to meet the health needs of the child and family;
7. Use developmentally appropriate teaching/learning principles in the care of children and families;
8. Apply legal/ethical decision-making frameworks to the nursing care of children and adolescents;
9. Use community resources to assist in meeting the health needs of children and families.

CONTENT OUTLINE

UNIT 1: CHILD CARE & CHILD CARE NURSING

Hours: 3 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Discuss the philosophy of childcare nursing;
2. Explore the changing trends in child health care;
3. Discuss the role of the family in the care of the child;
4. Discuss the characteristics of the paediatric nurse in acute care and community settings;
5. Identify surrounding community-based resources;
6. Discuss the rights of children and special laws governing their care;

7. Discuss the current status of child health in Trinidad & Tobago including national health programmes.

CONTENT

1. Philosophy of child care nursing
2. Contemporary issues & trends in child health care
3. Role of family in child care
4. Characteristics of the paediatric nurse
5. Community-based nursing of the child & family
6. Legal & ethical issues in child health care
7. Rights of children, special laws & ordinance relating to children
8. Current status of child health in Trinidad & Tobago
9. National health programmes for child health.

UNIT 2: CONCEPTS OF CHILD HEALTH CARE

Hours: 5 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Discuss the principles of growth and development;
2. Describe the social, cultural, and religious influences on child health care;
3. Discuss the influence of the family and cultural practices on growth, development, nutrition, health and health care of the child;
4. Discuss critical milestones and developmental tasks of each developmental stage of the paediatric patient;
5. Review developmental stages according to major developmental theorists;
6. Discuss the purpose and meaning of standardized growth charts;
7. Complete standardized growth charts to document physical development of the

Paediatric patient;

8. Determine appropriate communication strategies in caring for the infant, toddler, pre-schooler, school-age child and adolescent.

CONTENT

1. Principles of growth & development
 - Physical development
 - Social/emotional development
 - Cognitive development
2. Factors influencing growth & development
3. Patterns of physical growth & development
 - Directional
 - Sequential
4. Growth chart: normal growth & abnormal patterns of development
5. Physiological changes in growth & development
6. Basic divisions of childhood
 - Neonate – birth-28 days
 - Infant – 29 days-1 year
 - Toddler – 2-3 years
 - Pre-school child – 4-5 years
 - School child – 6-12 years
 - Adolescent – 13-18 years
7. Theories of development

Freud – psychosexual stages of development

- Oral – birth to 1 year
- Anal – 1-3 years
- Phallic – 3-6 years
- Latent – 6-12 years
- Genital – 12 years and over

8. Age related critical milestones & developmental tasks development: characteristics & implications
9. Developmental tasks

Erikson: personality

Trust versus mistrust	-	birth to 1 year
Autonomy versus shame	-	1-3 years
Initiative versus guilt	-	3-6 years
Industry versus inferiority	-	6-12 years
Identity versus role confusion	-	12-18 years

Piaget – stages of cognitive development

- Sensorimotor – birth-2 years
- Perioperational (transductive reasoning) – 2-4 years
- Perioperational (transductive reasoning) – 4-7 years
- Concrete operational (inductive reasoning) – 7-11 years
- Formal operational (deductive & abstract reasoning) – 12-18 years

Kohlberg – moral development

- Pre-conventional (pre-moral level) – punishment & obedience orientation
- Pre-conventional (pre-moral level) – naïve instrumental orientation
- Conventional good boy-nice girl orientation – law & order orientation
- Post-conventional, post-conventional or principled level; social contract orientation

10. Communication strategies

- Influence of mass media on moral/cognitive development.

**UNIT 3: HEALTH PROMOTION & MAINTENANCE IN THE CHILD
(1 MONTH-18 YEARS)**

**Hours: 4 Theory
12 Practical**

Specific Objectives

At the end of the unit, the student will be able to:

1. Discuss the role of play in health promotion for the child;
2. Promote child-parent attachment behaviours (bonding);
3. Demonstrate an understanding of the role of peer group in the socialization of the child;
4. Utilize health promotion strategies to achieve and maintain healthy lifestyle of the child;
5. Identify causes of injury in the child;
6. Discuss injury preventive strategies for the child.

CONTENT

1. Health promotion strategies for the child

Neonate: Birth -28 days

Play

- Tactile stimulation
- Visual stimulation
- Use of sound
- Education (caregiver)

Bonding

- Wanted/Unwanted child
- Relationship between infant & parents/family
- Family support

- Psychosocial/economic status
- Rooming-in
- Breast feeding
- Child/parent (s) dynamics

Nutrition

- Breast feeding
- Alternative to breast milk
- Weight gain

- Nutrition education

Exercise

- Freedom of movement
- Positioning

Safety

- Pre-natal care
- Delivery: home, institution, professional/non-professional
- Identification at birth
- Physical assessment
- Maintenance of warmth
- Cord care
- Hand hygiene
- Food preparation
- Immunization
- Accidents/Incidents prevention
- Infection prevention & control
- Use of cots & car seats
- Screening for genetic conditions, e.g., sickle cell disease

Infant: 29 days - 1 year

Play

- Solitary play
- Interpersonal contact
- Vocalization
- Tactile
- Visual - mobiles
- Aural - music
- Kinetic
- Selection of toys – safety, durability
- Self-amusement
- Stage of physical development

Bonding

- Social development
- Intimate child/caregiver contact
- Separation anxiety
- Limit setting
- Discipline

- Family/sibling relationship

Nutrition

- Breast feeding
- Weaning/introduction of solids
- Selection & preparation of food
- Mealtimes
- Snacks
- Weight gain
- Food preparation
- Parental education
- Oral health

Exercise

- Sleep & activity
- Motor development
- Physical & mental stimulation

Safety

- Food tolerance/allergy
- Avoidance of small objects/nuts
- Childcare arrangements
- Discipline
- Sterilization of equipment
- Cot rails/Car seat
- Proper positioning
- Infection prevention & control
- Immunization
- Injury prevention
- Storage of poisons
- Prevention of falls/suffocation
- Water safety/bath time
- Safe/durable toys
- Safe physical environment

Toddler: 1-3 years

Play

- Parallel play
- Choice of toys – sturdy/durable
- Imitation/fantasy

- Gender specific toys
- Social interaction
- Peer companionship

Bonding

- Sibling rivalry
- Negativitism/regression/rivalry
- Loss of parental attention
- Care giver/nursery
- Negativitism

Nutrition

- Food preference /finger foods
- Physiological anorexia
- Meal planning/selection/preparation
- Group eating
- Nutrients
- Weight gain/static weight/weight loss

Exercise

- Constant play/physical activity
- Types of play
- Pace of play activity
- Outdoor/indoor
- Choice of toys for cognitive development

Safety

- Immunization status
- Safety in the home & travelling: bed rails/car seat
- Guided play/supervised play
- Discipline
- Body damage
- Hygiene habits

Pre-schooler: 3-5 years

Play

- Associative play
- Alternates quiet play/boisterous play
- Electronic/educational toys
- Imaginary play & playmates

Bonding

- Bonds with playmates/carers, teachers
- Parental values acceptance

Nutrition

- Food fads
- Food preferences
- Portion size
- Weight gain/growth parameters according to age

Exercise

- Skilful at play
- Energetic physical activity
- Activity level high
- Supervised play – parks/climbing/swimming

Safety

- Immunization booster
- Prone to infections at school – colds, chickenpox
- Physical safety: accidents/falls
- Characteristics of child/adult relationship
- Sex education
- Road safety education
- Swimming/water safety

School-age Child: 5-12 years

Play

- Team play rituals
- Competitive games
- Individual play
- Ego mastery
- Sense of industry
- Pride in accomplishments

Bonding

- Temperament of child & parents
- Discipline & limit-setting
- Regression
- Peer group attachment

- Separation from family unit
- Adherence to parental values

Nutrition

- Influence of mass media on food preferences
- Family eating patterns & effects
- Caloric needs & intake
- Malnutrition: underweight, overweight
- Nutrition education
- Parental education

Exercise

- Display of agility
- Increase in physical skills
- Competitive sports
- Swimming
- Dance
- Ballet
- Climbing/run/jump/cycle

Safety

- Lack of supervision
- Delinquent behaviour
- Substance abuse
- Traffic safety/road code
- Water safety
- Personal hygiene
- School health
- Sex education

Adolescent: 12-18 years

Play

- Competitive sports & games
- Organized play
- Interaction with peers

Bonding

- Turmoil & ambiguity
- Facilitate independence while providing love & consistent rules
- Peer relationship/peer group/best friend

- Heterosexual relationships
- Homosexual relationships

Nutrition

- Rapid increase in height & size
- Eating habits
- Food fads
- Over-eating/obesity
- Under-eating/underweight
- Fast foods
- Nutritional requirements
- Nutrition education

Exercise

- Sports
- Organized physical education
- Fitness fads

Safety

- Immunization/boosters
- Vision
- Posture
- Hearing/noise
- Body piercing
- Stress/Stress reduction
- Substance abuse Risky behaviour
- Sexually transmitted infections
- Accidents/incidents
- Violence
- Sports injuries
- Personal hygiene
- Safety education including sex education.

UNIT 4: CONCEPTS OF ILLNESS & THE CHILD (1 MONTH-18 YEARS)

**Hours: 4 Theory
8 Practical**

Specific Objectives

At the end of this unit; the student will be able to:

1. Describe the influence of childhood morbidity and mortality on child health;
2. Describe the role and responsibility of the nurse in child health nursing;
3. Discuss legal and ethical issues relating to child health nursing;
4. Discuss the impact of hospitalization on the child and family;
5. Identify stressors of illness and hospitalization for children during each developmental stage;
6. Outline nursing interventions that prevent anxiety and promote family support during a child's illness and hospitalization;
7. Describe the methods of assessing and managing pain in children;
8. Formulate guidelines for preparing children for surgery;
9. Describe age appropriate pre and postoperative care of the child undergoing surgery;
10. Describe the symptoms of normal grief;
11. Outline nursing interventions for supporting the child and family facing death;
12. List common manifestations of childhood cancers;
13. Demonstrate an understanding of the nursing care associated with caring for the child with cancer;
14. Discuss interventions for promoting the family's optimum adjustment to the child with cancer;
15. Discuss care and support for the child and family affected by a crisis, abuse and violence.

CONTENT

1. Overview of child health nursing
 - Influence of morbidity & mortality on child health
 - Role & responsibility of the nurse in child health nursing
 - Legal & ethical issues of child health nursing
2. Hospitalized child
 - Impact of illness & hospitalization on children & family
 - Care of the ill child & family in hospital
 - Preparing the ill child & family for hospitalization

- Admitting the ill child & family to hospital
- Promoting positive hospital stay
- Minimizing negative effects of procedures
- Discharge planning & follow-up care

3. Preparing a child for surgery

- Physical, psychological & emotional preparation
- Age appropriate pre operative teaching
- Informed Consent
- Transportation to surgery
- Parental/family support
- Post-operative care
- Discharge information

4. Child with cancer

- General considerations
- Types of childhood cancers
- Warning signals of cancers in children
- Treatment modalities
- Child & family support

5. Pain management in children

- Physiology of pain
- Factors affecting pain
- Developmental considerations
- Assessing type & degree of pain
- Pain management

6. Grieving family

- Grief & bereavement
- Reaction to grief
- The child's understanding of death
- Care of the dying child
- Care of the family during & after death of a child

7. Support of a family in crisis: abuse & violence in the family (including ethical & legal considerations)
8. Use of nursing process in caring for children & their families.

UNIT 5: NURSING CARE OF THE CHILD (1 MONTH-18 YEARS) WITH COMMON HEALTH CONDITIONS

**Hours: 8 Theory
16 Practical**

Specific Objectives

At the end of the unit, the student will be able to:

1. List common health conditions of the child in Trinidad & Tobago;
2. Perform age-specific health assessment of the child;
3. Describe the pathophysiology, incidence, clinical manifestations and prognosis of each disease process;
4. Explain diagnostic tests for each condition identified;
5. Describe treatment modalities for the different conditions;
6. Use the nursing process to provide age appropriate nursing care for the child with common health conditions;
7. Describe health promotion strategies to maintain and restore health;
8. Use information from the natural and social sciences, pharmacology, nutrition, diet and pathophysiology to plan and implement care for the child and family;
9. Work effectively with members of the health team in the delivery of health care to the child and family;
10. Identify community agencies/institutions in the delivery of health care to the child and family;

11. Make necessary referrals to appropriate agencies/ institutions in the delivery of care to the child and family.

CONTENT

Application of the following framework in care management of the infant, child & adolescent with common health conditions

Framework

1. Developmental stages & health common conditions
 - The high risk infant, child, adolescent
 - Health conditions of infant 0-28 days
 - Health conditions of child 29 days-4 yrs
 - Health conditions of child 5-11 yrs.
 - Health conditions of child 12-18 yrs.
2. Application of the nursing process
 - Assessment
 - Nursing diagnoses
 - Therapeutic plan
 - Nursing interventions
 - Ethical & legal principles of care including Informed Consent
 - Therapeutic communication
 - Evidence-based practice
 - Standards of care (Practice Guidelines)
 - Health teaching & promotion strategies
 - Patient safety
 - Evaluation of care
 - Discharge planning & follow-up
 - Use of interdisciplinary collaboration, , referral, community resources
3. Common diagnostic tests
4. Common treatment modalities: medical & surgical
5. Medication management

6. Nutrition/Dietary management
7. Standard Precautions

Common Health Conditions

Infant: 0 - 28 days

- **The Respiratory System**
 - Shaken baby syndrome
 - Foetal alcohol baby
 - Respiratory distress syndrome
 - Asphyxia neonatorum
 - Meconium aspiration syndrome
 - Aspiration pneumonia
 - Cystic fibrosis
- **The Cardio-vascular System**
 - Congenital heart disease
- **The Nervous System**
 - Intra-cranial haemorrhage
 - Peripheral nerve injury
 - Anencephaly
 - Microcephaly
 - Hydrocephalus
 - Spina bifida
 - Meningocele
 - Myelomeningocele
 - Tumours
- **The Sensory System**
 - Ophthalmia neonatorum
 - Strabismus
 - Congenital cataract
- **The Gastro-intestinal System**
 - Cleft lip
 - Cleft palate
 - Oesophageal atresia

- Necrotizing enterocolitis
- Tracheo-oesophageal fistula
- Gastrochisis/omphalocele
- Hypertrophic pyloric stenosis
- Hirschsprung's disease
- Imperforate anus
- Umbilical hernia
- **The Reproductive System**
 - Undetermined sex
 - Congenital adrenogenital syndrome
 - Undescended testes
- **The Renal System**
 - Congenital cystic kidneys
 - Extrophy of the bladder
 - Hydrocoele
 - Tumours
- **The Integumentary System**
 - Impetigo
 - Pemphigus
- **The Musculo-skeletal System**
 - Neonatal tetanus
 - Syndactily/polydactily
 - Clubfoot
- ***The At-risk Infant 0 - 28 days***
 - Shaken baby syndrome
 - Foetal alcohol baby
 - The child with birth injuries
 - Rubella syndrome
 - The child with low APGAR score below 6
 - The pre-term infant
 - Infant of the diabetic mother
 - Haemolytic disease of the newborn
 - Physiological jaundice

- Rhesus incompatibility
- ABO incompatibility
- G6PD deficiency
- Neonatal sepsis
- The infant with birth trauma
- **Genetic/chromosomal disorders**
 - Down syndrome

Child: 29 days – 4 years

- **The Respiratory System**
 - Laryngeal stridor
 - Coryza
 - Acute bronchiolitis
 - Laryngo-tracheo bronchitis
 - Bronchopneumonia
 - Diphtheria
 - Asphyxiation
 - Foreign body in airway
 - Smoke inhalation
- **The Cardiovascular System**
 - Congenital heart disease
 - Acyanotic heart disease
 - Cyanotic heart disease
- **The Nervous System**
 - Tetanus
 - Poliomyelitis
 - Meningitis
 - Encephalitis
 - Head injuries
 - Epilepsy
- **The Sensory System**
 - Congenital cataract
 - Eye infections
- **The Gastro-intestinal System**

- Dental caries
 - Oesophageal stricture
 - Gastro-oesophageal reflux
 - Gastroenteritis
 - Diarrhoeal diseases

 - Helminthiasis
 - Protein-energy malnutrition
 - Juvenile diabetes mellitus
 - Intussusception
 - Hernias
 - Disorders of motility
 - Inflammatory disorders
 - Hepatic disorders
 - Structural defects
 - Obstructive disorders
 - Malabsorption syndrome
- **The Reproductive system**
 - Vulvo-vaginitis
 - **The Renal System**
 - Polycystic kidneys
 - Nephrotic syndrome
 - Vesico-urethral reflux
 - Hypospadias/epispadias/chordee
 - Urinary tract infection
 - Ruptured kidney
 - Ruptured bladder
 - Acute renal failure
 - Nephroblastoma (Wilm's Tumour)
 - Phimosis
 - Paraphimosis
 - **The Integumentary System**
 - Eczema
 - Burns
 - **The Musculo-skeletal System**
 - Genuvarum
 - Genuvalgum

- Talipes equinovarus
- Talipes calcaneus valgus
- Fractures

- ***The At-risk Child-29 days – 4 years***

- Mental retardation
- Cerebral palsy
- Failure-to-thrive
- Anaemia
- Poisoning

- **Genetic/chromosomal/endocrine disorders**

- Dwarfism

- **Neoplastic disorders**

- Leukaemia
- Neuroblastoma

Child: 5 – 11 years

- **The Respiratory System**

- Influenza
- Asthma
- Sinusitis
- Allergic rhinitis

- **The Cardiovascular System**

- Rheumatic fever

- **The Nervous System**

- Cerebral palsy
- Intra-cranial tumours

- **The Sensory System**

- Ear infections
- Otitis media
- Otitis externa
- Tonsillitis
- Adenoiditis
- Mastoiditis
- Conjunctivitis

- Corneal lacerations Hyphaema
- **The Gastro-intestinal system/Nutritional**
 - Dental caries
 - Obesity
 - Hepatitis
- **The Reproductive system**
 - Crypto-Orchitis
- **The Renal System**
 - Hydrocoele
 - Urethritis
 - Cystitis
 - Pyelitis
 - Pyelonephritis
 - Nephritic syndrome
 - Renal failure: acute & chronic
- **The Integumentary System**
 - Allergic dermatitis
 - Impetigo contagiosa
 - Tinea
 - Pediculosiscapitis
 - Scabies
- **The Musculo-skeletal System**
 - Scoliosis
 - Juvenile osteochondrosis
 - Rheumatoid arthritis
 - Osteomyelitis
- **The At-risk Child: 5 – 11 years**
 - Learning disability
 - Attention deficit syndrome
 - Battered child syndrome
 - Sexual abuse
- **Genetic/chromosomal disorders**
 - Sickle cell disease
 - Thalassaemia

Child: 12 - 18 years

- **The Respiratory System**
 - Sinusitis
 - Asthma
 - Pulmonary tuberculosis
 - Asthma
 - Asphyxiation
 - Drowning
 - Drug overdose
- **The Cardiovascular System**
 - Anaemia: nutritional/haemolytic/aplastic
- **The Nervous System**
 - Brain tumour

The Sensory System

- Myopia
- Astigmatism
- Strabismus
- Epistaxis
- **The Gastro-intestinal System**
 - Appendicitis
- **The Reproductive System**
 - Malformation of reproductive organs
 - Sexually transmitted diseases
 - HIV/AIDS
 - Vaginitis
 - Pelvic inflammatory disease
 - Dysmenorrhoea
 - Amenorrhoea
 - Gynaecomastia
 - Teenage pregnancy
- **Endocrine/metabolic**
 - Obesity
- **The Renal System**

- Acute pyelonephritis
- Cystitis
- Nephritis
- **The Integumentary System**
 - Wounds
 - Acne
 - Dermatitis
 - Pediculosiscorpis

The Musculo-skeletal System

- Fractures
- Osteomyelitis
- Osteosarcoma

The At-risk Child: 12 – 18 years

- Trauma
- Head injuries
- Automobile accidents
- Violence
- Suicide
- Depression
- Abuse
- Drowning.

Teaching/Learning Methodologies

- Lecture/Discussion
- Seminar
- PowerPoint presentation
- Demonstration
- Use of models, concept maps
- Simulation/Role play
- Tutorials
- Projects
- Case presentation/Problem based learning

Areas used for Learning

- Classroom
- Library
- Clinical Learning Centre (Nursing Skills Laboratory)
- Hospitals: Paediatric/Adolescent/Post-natal/neonatal units wards and clinics
- Community agencies including Non-Government Organizations (NGOs)
- Nurseries
- Basic Schools
- Children's Homes
- Institutions for the mentally and physically challenged children

Learning Experiences

- Visits to day care centres, basic schools, Child Welfare Clinics, health centres/ clinics, residential/children's homes, paediatric wards:
 - To observe developmental and health status of children
 - To participate in health education and care
 - Visits to schools to observe and participate in school health services
 - Visits to Family Court to observe organization and function
 - Visits to institutions of mentally and physically challenged children to observe behaviours and functions and developmental stages and to participate in care

Required Skills

- General
 - Maintenance of surgical asepsis – techniques and practices (e. g., surgical dressings- simple and complex)
- Assessment of growth and development: infant, children, adolescents
 - Use of growth charts
- Use of the nursing process to assess, plan, implement and evaluate care
- Preparing young children for procedures
 - Restraints: mommy, elbow, clover-hitch
 - Examination of the ear – infant lying, infant sitting on nurse's lap
 - Lumbar puncture – infant/young child
 - Venepuncture
- Preparation for and administration of medication
- Infant feeding
- Bathing infants and children

- Measuring vital signs of infants and children
- Collecting specimens from infants and children
 - Urine specimens
 - Urinary catheterization
 - Stool specimens
 - Blood from heel and finger pricks
 - Sputum specimens
 - Throat swabs
- Care of infant in incubator
- Naso-gastric tube feeding of the infant/child
- Transporting the ill child
- Child barrier nursing/isolation
- Temperature reducing measures
- Naso-gastric intubation and feeding
- Parenteral feeding
- Ostomy care (tracheostomy, ileostomy, colostomy)
- Monitoring and maintenance of fluid balance
- Maintaining intake & output charts
- Oxygen therapy
- Nebulisation

Student Assessment and evaluation:

The assessment is continuous ongoing activity and will be conducted in the form of midterm tests and assignments. These will be evaluated for 40% out of course work marks 100.

Course work	40%
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Individual student assignment: an essay, critically evaluating an aspect of nursing care for children and adolescents	40%
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Final Examination	60%
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Required Reading

Wong, D.L. & Whaley, L.F. (2009). Whaley & Wong's essentials of paediatric nursing. St. Louis, MO: C. V. Mosby.

Recommended Reading

Levett-Jones, T, Bourgeois, S, Luke, L (2009). The clinical placement: A nursing survival guide. London, UK: Elsevier.

Trigg, E, Mohammed, T, Huband, S (2006). Practices in children's nursing: Guidelines for hospital and community. London, UK; Elsevier.

Course Calendar**NURSING CARE OF CHILDREN AND ADOLESCENTS****CREDITS 3 60 HOURS**

Session	Topics
Week 1	<p>UNIT 1: CHILD CARE & CHILD CARE NURSING</p> <ol style="list-style-type: none"> 1. Philosophy of child care nursing 2. Contemporary issues & trends in child health care 3. Role of family in child care 4. Characteristics of the paediatric nurse 5. Community-based nursing of the child & family 6. Legal & ethical issues in child health care 7. Rights of children, special laws & ordinance relating to children 8. Current status of child health in Trinidad & Tobago 9. National health programmes for child health.
Week 2	<p>UNIT 2: CONCEPTS OF CHILD HEALTH CARE</p> <ol style="list-style-type: none"> 1. Principles of growth & development <ul style="list-style-type: none"> • Physical development • Social/emotional development • Cognitive development 2. Factors influencing growth & development 3. Patterns of physical growth & development <ul style="list-style-type: none"> • Directional • Sequential 4. Growth chart: normal growth & abnormal patterns of development 5. Physiological changes in growth & development

Session	Topics
	<p>6. Basic divisions of childhood</p> <ul style="list-style-type: none"> • Neonate – birth-28 days • Infant – 29 days-1 year • Toddler – 2-3 years • Pre-school child – 4-5 years • School child – 6-12 years • Adolescent – 13-18 years <p>7. Theories of development</p> <p>Freud – psychosexual stages of development</p> <ul style="list-style-type: none"> • Oral – birth to 1 year • Anal – 1-3 years • Phallic – 3-6 years • Latent – 6-12 years • Genital – 12 years and over <p>8. Age related critical milestones & developmental tasks development: characteristics & implications</p> <p>9. Developmental tasks</p> <p>Erikson: personality</p> <p>Trust versus mistrust – birth to 1 year</p> <p>Autonomy versus shame – 1-3 years</p> <p>Initiative versus guilt – 3-6 years</p> <p>Industry versus inferiority – 6-12 years</p> <p>Identity versus role confusion – 12-18 years</p> <p>Piaget – stages of cognitive development</p> <ul style="list-style-type: none"> • Sensorimotor – birth-2 years

Session	Topics
	<ul style="list-style-type: none"> • Perioperational (transductive reasoning) <ul style="list-style-type: none"> – 2-4 years • Perioperational (transductive reasoning) <ul style="list-style-type: none"> – 4-7 years • Concrete operational (inductive reasoning) <ul style="list-style-type: none"> – 7-11 years • Formal operational (deductive & abstract reasoning) – 12-18 years <p>Kohlberg – moral development</p> <ul style="list-style-type: none"> • Pre-conventional (pre-moral level) – punishment & obedience orientation • Pre-conventional (pre-moral level) – naïve instrumental orientation • Conventional good boy-nice girl orientation – law & order orientation • Post-conventional, post-conventional or principled level; social contract orientation <p>10. Communication strategies</p> <ul style="list-style-type: none"> • Influence of mass media on moral/cognitive development.
Week 3 to 6	<p>UNIT 3: HEALTH PROMOTION & MAINTENANCE IN THE CHILD (1 MONTH-18 YEARS)</p> <p>1. Health promotion strategies for the child</p> <p>Neonate: Birth -28 days</p> <p>Play</p> <ul style="list-style-type: none"> • Tactile stimulation • Visual stimulation • Use of sound • Education (caregiver) <p>Bonding</p> <ul style="list-style-type: none"> • Wanted/Unwanted child • Relationship between infant & parents/family • Family support

Session	Topics
	<ul style="list-style-type: none"> • Psychosocial/economic status • Rooming-in • Breast feeding • Child/parent (s) dynamics <p>Nutrition</p> <ul style="list-style-type: none"> • Breast feeding • Alternative to breast milk • Weight gain • Nutrition education <p>Exercise</p> <ul style="list-style-type: none"> • Freedom of movement • Positioning <p>Safety</p> <ul style="list-style-type: none"> • Pre-natal care • Delivery: home, institution, professional/non-professional • Identification at birth • Physical assessment • Maintenance of warmth • Cord care • Hand hygiene • Food preparation • Immunization • Accidents/Incidents prevention • Infection prevention & control • Use of cots & car seats • Screening for genetic conditions, e.g., sickle cell disease <p>Infant: 29 days – 1 year</p> <p>Play</p> <ul style="list-style-type: none"> • Solitary play • Interpersonal contact • Vocalization • Tactile

Session	Topics
	<ul style="list-style-type: none"> • Visual - mobiles • Aural - music • Kinetic • Selection of toys – safety, durability • Self-amusement • Stage of physical development <p>Bonding</p> <ul style="list-style-type: none"> • Social development • Intimate child/caregiver contact • Separation anxiety • Limit setting • Discipline • Family/sibling relationship <p>Nutrition</p> <ul style="list-style-type: none"> • Breast feeding • Weaning/introduction of solids • Selection & preparation of food • Mealtimes • Snacks • Weight gain • Food preparation • Parental education • Oral health <p>Exercise</p> <ul style="list-style-type: none"> • Sleep & activity • Motor development • Physical & mental stimulation <p>Safety</p> <ul style="list-style-type: none"> • Food tolerance/allergy • Avoidance of small objects/nuts • Childcare arrangements • Discipline • Sterilization of equipment

Session	Topics
	<ul style="list-style-type: none"> • Cot rails/Car seat • Proper positioning • Infection prevention & control • Immunization • Injury prevention • Storage of poisons • Prevention of falls/suffocation • Water safety/bath time • Safe/durable toys • Safe physical environment <p>Toddler: 1-3 years</p> <p>Play</p> <ul style="list-style-type: none"> • Parallel play • Choice of toys – sturdy/durable • Imitation/fantasy • Gender specific toys • Social interaction • Peer companionship <p>Bonding</p> <ul style="list-style-type: none"> • Sibling rivalry • Negativitism/regression/rivalry • Loss of parental attention • Care giver/nursery • Negativitism <p>Nutrition</p> <ul style="list-style-type: none"> • Food preference /finger foods • Physiological anorexia • Meal planning/selection/preparation • Group eating • Nutrients • Weight gain/static weight/weight loss

Session	Topics
	<p>Exercise</p> <ul style="list-style-type: none"> • Constant play/physical activity • Types of play • Pace of play activity • Outdoor/indoor • Choice of toys for cognitive development <p>Safety</p> <ul style="list-style-type: none"> • Immunization status • Safety in the home & travelling; bed rails/car seat • Guided play/supervised play • Discipline • Body damage • Hygiene habits <p>Pre-schooler: 3-5 years</p> <p>Play</p> <ul style="list-style-type: none"> • Associative play • Alternates quiet play/boisterous play • Electronic/educational toys • Imaginary play & playmates <p>Bonding</p> <ul style="list-style-type: none"> • Bonds with playmates/carers, teachers • Parental values acceptance <p>Nutrition</p> <ul style="list-style-type: none"> • Food fads • Food preferences • Portion size • Weight gain/growth parameters according to age <p>Exercise</p> <ul style="list-style-type: none"> • Skilful at play • Energetic physical activity • Activity level high • Supervised play – parks/climbing/swimming

Session	Topics
	<p>Safety</p> <ul style="list-style-type: none"> • Immunization booster • Prone to infections at school – colds, chickenpox • Physical safety: accidents/falls • Characteristics of child/adult relationship • Sex education • Road safety education • Swimming/water safety <p>School-age Child: 5-12 years</p> <p>Play</p> <ul style="list-style-type: none"> • Team play rituals • Competitive games • Individual play • Ego mastery • Sense of industry • Pride in accomplishments <p>Bonding</p> <ul style="list-style-type: none"> • Temperament of child & parents • Discipline & limit-setting • Regression • Peer group attachment • Separation from family unit • Adherence to parental values <p>Nutrition</p> <ul style="list-style-type: none"> • Influence of mass media on food preferences • Family eating patterns & effects • Caloric needs & intake • Malnutrition: underweight, overweight • Nutrition education • Parental education <p>Exercise</p> <ul style="list-style-type: none"> • Display of agility

Session	Topics
	<ul style="list-style-type: none"> • Increase in physical skills • Competitive sports • Swimming • Dance • Ballet • Climbing/run/jump/cycle <p>Safety</p> <ul style="list-style-type: none"> • Lack of supervision • Delinquent behaviour • Substance abuse • Traffic safety/road code • Water safety • Personal hygiene • School health • Sex education <p>Adolescent: 12-18 years</p> <p>Play</p> <ul style="list-style-type: none"> • Competitive sports & games • Organized play • Interaction with peers <p>Bonding</p> <ul style="list-style-type: none"> • Turmoil & ambiguity • Facilitate independence while providing love & consistent rules • Peer relationship/peer group/best friend • Heterosexual relationships • Homosexual relationships <p>Nutrition</p> <ul style="list-style-type: none"> • Rapid increase in height & size • Eating habits • Food fads • Over-eating/obesity • Under-eating/underweight • Fast foods

Session	Topics
	<ul style="list-style-type: none"> • Nutritional requirements • Nutrition education <p>Exercise</p> • Sports • Organized physical education • Fitness fads <p>Safety</p> • Immunization/boosters • Vision • Posture • Hearing/noise • Body piercing • Stress/Stress reduction • Substance abuse Risky behaviour • Sexually transmitted infections • Accidents/incidents • Violence • Sports injuries • Personal hygiene • Safety education including sex education.
Week 7 to 9	<p style="text-align: center;">UNIT 4: CONCEPTS OF ILLNESS & THE CHILD (1 MONTH-18 YEARS)</p> <ol style="list-style-type: none"> 1. Overview of child health nursing <ul style="list-style-type: none"> • Influence of morbidity & mortality on child health • Role & responsibility of the nurse in child health nursing • Legal & ethical issues of child health nursing 2. Hospitalized child <ul style="list-style-type: none"> • Impact of illness & hospitalization on children & family • Care of the ill child & family in hospital • Preparing the ill child & family for hospitalization • Admitting the ill child & family to hospital • Promoting positive hospital stay

Session	Topics
	<ul style="list-style-type: none"> • Minimizing negative effects of procedures • Discharge planning & follow-up care 3. Preparing a child for surgery <ul style="list-style-type: none"> • Physical, psychological & emotional preparation • Age appropriate pre operative teaching • Informed Consent • Transportation to surgery • Parental/family support • Post-operative care • Discharge information 4. Child with cancer <ul style="list-style-type: none"> • General considerations • Types of childhood cancers • Warning signals of cancers in children • Treatment modalities • Child & family support 5. Pain management in children <ul style="list-style-type: none"> • Physiology of pain • Factors affecting pain • Developmental considerations • Assessing type & degree of pain • Pain management 6. Grieving family <ul style="list-style-type: none"> • Grief & bereavement • Reaction to grief • The child's understanding of death • Care of the dying child • Care of the family during & after death of a child 7. Support of a family in crisis: abuse & violence in the family

Session	Topics
	<p>(including ethical & legal considerations)</p> <p>8. Use of nursing process in caring for children & their families.</p>
Week 10 to 12	<p>UNIT 5: NURSING CARE OF THE CHILD (1 MONTH-18 YEARS) WITH COMMON HEALTH CONDITIONS</p> <p>Application of the following framework in care management of the infant, child & adolescent with common health conditions</p> <p>Framework</p> <ol style="list-style-type: none"> 1. Developmental stages & health common conditions <ul style="list-style-type: none"> • The high risk infant, child, adolescent • Health conditions of infant 0-28 days • Health conditions of child 29 days-4 yrs • Health conditions of child 5-11 yrs. • Health conditions of child 12-18 yrs. 2. Application of the nursing process <ul style="list-style-type: none"> • Assessment • Nursing diagnoses • Therapeutic plan • Nursing interventions o Ethical & legal principles of care including Informed Consent o Therapeutic communication o Evidence-based practice o Standards of care (Practice Guidelines) o Health teaching & promotion strategies o Patient safety • Evaluation of care • Discharge planning & follow-up • Use of interdisciplinary collaboration, , referral, community resources 3. Common diagnostic tests 4. Common treatment modalities: medical & surgical 5. Medication management 6. Nutrition/Dietary management 7. Standard Precautions

Session	Topics
	<p>Common Health Conditions Infant: 0 – 28 days</p> <ul style="list-style-type: none"> • The Respiratory System • Shaken baby syndrome • Foetal alcohol baby • Respiratory distress syndrome • Asphyxia neonatorum • Meconium aspiration syndrome • Aspiration pneumonia • Cystic fibrosis • The Cardio-vascular System • Congenital heart disease <p>The Nervous System</p> <ul style="list-style-type: none"> • Intra-cranial haemorrhage • Peripheral nerve injury • Anencephaly • Microcephaly • Hydrocephalus • Spina bifida • Meningocele • Myelomeningocele • Tumours <p>The Sensory System</p> <ul style="list-style-type: none"> • Ophthalmia neonatorum • Strabismus • Congenital cataract <p>The Gastro-intestinal System</p> <ul style="list-style-type: none"> • Cleft lip • Cleft palate • Oesophageal atresia • Necrotizing enterocolitis • Tracheo-oesophageal fistula • Gastroschisis/omphalocele • Hypertrophic pyloric stenosis • Hirschsprung's disease • Imperforate anus • Umbilical hernia

Session	Topics
	<p>The Reproductive System</p> <ul style="list-style-type: none"> • Undetermined sex • Congenital adrenogenital syndrome • Undescended testes <p>The Renal System</p> <ul style="list-style-type: none"> • Congenital cystic kidneys • Extrophy of the bladder • Hydrocoele • Tumours <p>The Integumentary System</p> <ul style="list-style-type: none"> • Impetigo • Pemphigus <p>The Musculo-skeletal System</p> <ul style="list-style-type: none"> • Neonatal tetanus • Syndactily/polydactily • Clubfoot <p>The At-risk Infant 0 – 28 days</p> <ul style="list-style-type: none"> • Shaken baby syndrome • Foetal alcohol baby • The child with birth injuries • Rubella syndrome • The child with low APGAR score below 6 • The pre-term infant • Infant of the diabetic mother • Haemolytic disease of the newborn <p>Physiological jaundice</p> <p>Rhesus incompatibility</p> <p>ABO incompatibility</p> <ul style="list-style-type: none"> • G6PD deficiency • Neonatal sepsis • The infant with birth trauma <p>Genetic/chromosomal disorders</p> <ul style="list-style-type: none"> • Down syndrome <p>Child: 29 days – 4 years</p> <p>The Respiratory System</p> <ul style="list-style-type: none"> • Laryngeal stridor

Session	Topics
	<ul style="list-style-type: none"> • Coryza • Acute bronchiolitis • Laryngo-tracheo bronchitis • Bronchopneumonia • Diphtheria • Asphyxiation • Foreign body in airway • Smoke inhalation <p>The Cardiovascular System</p> <ul style="list-style-type: none"> • Congenital heart disease • Acyanotic heart disease • Cyanotic heart disease <p>The Nervous System</p> <ul style="list-style-type: none"> • Tetanus • Poliomyelitis • Meningitis • Encephalitis • Head injuries • Epilepsy <p>The Sensory System</p> <ul style="list-style-type: none"> • Congenital cataract • Eye infections <p>The Gastro-intestinal System</p> <ul style="list-style-type: none"> • Dental caries • Oesophageal stricture • Gastro-oesophageal reflux • Gastroenteritis • Diarrhoeal diseases • Helminthiasis • Protein-energy malnutrition • Juvenile diabetes mellitus • Intussusception • Hernias • Disorders of motility • Inflammatory disorders • Hepatic disorders • Structural defects • Obstructive disorders • Malabsorption syndrome <p>The Reproductive system</p> <ul style="list-style-type: none"> • Vulvo-vaginitis

Session	Topics
	<p>The Renal System</p> <ul style="list-style-type: none"> • Polycystic kidneys • Nephrotic syndrome • Vesico-urethral reflux • Hypospadias/epispadias/chordee • Urinary tract infection • Ruptured kidney • Ruptured bladder • Acute renal failure • Nephroblastoma (Wilm's Tumour) • Phimosis • Paraphimosis <p>The Integumentary System</p> <ul style="list-style-type: none"> • Eczema • Burns <p>The Musculo-skeletal System</p> <ul style="list-style-type: none"> • Genuvarum • Genuvalgum • Talipesequinovarus • Talipescalcanous valgus • Fractures <p>The At-risk Child-29 days – 4 years</p> <ul style="list-style-type: none"> • Mental retardation • Cerebral palsy • Failure-to-thrive • Anaemia • Poisoning <p>Genetic/chromosomal/endocrine disorders</p> <ul style="list-style-type: none"> • Dwarfism <p>Neoplastic disorders</p> <ul style="list-style-type: none"> • Leukaemia • Neuroblastoma <p>Child: 5 – 11 years</p> <p>The Respiratory System</p> <ul style="list-style-type: none"> • Influenza • Asthma • Sinusitis

Session	Topics
	<ul style="list-style-type: none"> • Allergic rhinitis <p>The Cardiovascular System</p> <ul style="list-style-type: none"> • Rheumatic fever <p>The Nervous System</p> <ul style="list-style-type: none"> • Cerebral palsy • Intra-cranial tumours <p>The Sensory System</p> <ul style="list-style-type: none"> • Ear infections • Otitis media • Otitis externa • Tonsillitis • Adenoiditis • Mastoiditis • Conjunctivitis • Corneal lacerations Hyphaema <p>The Gastro-intestinal system/Nutritional</p> <ul style="list-style-type: none"> • Dental caries • Obesity • Hepatitis <p>The Reproductive system</p> <ul style="list-style-type: none"> • Crypto-Orchitis <p>The Renal System</p> <ul style="list-style-type: none"> • Hydrocoele • Urethritis • Cystitis • Pyelitis • Pyelonephritis • Nephritic syndrome • Renal failure: acute & chronic <p>The Integumentary System</p> <ul style="list-style-type: none"> • Allergic dermatitis • Impetigo contagiosa • Tinea • Pediculosiscapitis • Scabies <p>The Musculo-skeletal System</p> <ul style="list-style-type: none"> • Scoliosis • Juvenile osteochondrosis • Rheumatoid arthritis • Osteomyelitis

Session	Topics
	<p>The At-risk Child: 5 – 11 years</p> <ul style="list-style-type: none"> • Learning disability • Attention deficit syndrome • Battered child syndrome • Sexual abuse <p>Genetic/chromosomal disorders</p> <ul style="list-style-type: none"> • Sickle cell disease • Thalassaemia <p>Child: 12 – 18 years</p> <p>The Respiratory System</p> <ul style="list-style-type: none"> • Sinusitis • Asthma • Pulmonary tuberculosis • Asphyxiation • Drowning • Drug overdose <p>The Cardiovascular System</p> <ul style="list-style-type: none"> • Anaemia: nutritional/haemolytic/aplastic <p>The Nervous System</p> <ul style="list-style-type: none"> • Brain tumour <p>The Sensory System</p> <ul style="list-style-type: none"> • Myopia • Astigmatism • Strabismus • Epistaxis <p>The Gastro-intestinal System</p> <ul style="list-style-type: none"> • Appendicitis <p>The Reproductive System</p> <ul style="list-style-type: none"> • Malformation of reproductive organs • Sexually transmitted diseases • HIV/AIDS • Vaginitis • Pelvic inflammatory disease • Dysmenorrhoea • Amenorrhoea

Session	Topics
	<ul style="list-style-type: none"> • Gynaecomastia • Teenage pregnancy <p>Endocrine/metabolic</p> <ul style="list-style-type: none"> • Obesity <p>The Renal System</p> <ul style="list-style-type: none"> • Acute pyelonephritis • Cystitis • Nephritis <p>The Integumentary System</p> <ul style="list-style-type: none"> • Wounds • Acne • Dermatitis • Pediculosiscorpis <p>The Musculo-skeletal System</p> <ul style="list-style-type: none"> • Fractures • Osteomyelitis • Osteosarcoma <p>The At-risk Child: 12 – 18 years</p> <ul style="list-style-type: none"> • Trauma • Head injuries • Automobile accidents • Violence • Suicide • Depression • Abuse • Drowning.
Week 13	Review and tests

COURSE TITLE: **NURSING CARE OF CHILDREN AND ADOLESCENTS**
CLINICAL PRACTICUM

COURSE CODE: **NURS 4011**

DURATION: **192 Clinical Hours**

CREDITS: **4**

PRE-REQUISITE: **Nursing Care of Children and Adolescents**

COURSE DESCRIPTION

This practicum course concentrates on health maintenance and the prevention of illness and care of the child 1 month to 18 years with common health problems. The practicum provides opportunities for students to provide nursing care that is adapted to the unique health and developmental needs of children and their families in Trinidad & Tobago. Additionally, the practicum promotes critical thinking and application of evidence-based practice to nursing care management along the wellness-illness continuum, unique to the named stages of human development in the clinical settings. The Nursing Care of Children and Adolescents Clinical Practicum course provides related integrated clinical experience, which creates the feelings among students that they have served Caribbean community and make the students to commit to serve the public at large.

GOALS/AIMS:

With the background knowledge of pathophysiology and developmental stages among children the students will be able to provide the nursing care to children independently. While providing care they utilise recent knowledge and research findings.

LEARNING OUTCOMES

At the end of the clinical practicum, the student will be able to:

1. Integrate concepts from the sciences and nursing to the care of paediatric patients;

2. Utilize principles of growth and development in assessing, planning, implementing and evaluating nursing interventions to meet the needs of paediatric patients in the hospital and community health clinical settings;
3. Carry out patient care, treatments, medication, and diet therapy of the paediatric patient;
4. Demonstrate core clinical skill in providing holistic care to the paediatric patient and family;
5. Apply health teaching and health promotion strategies to the care of the paediatric patient and family;
6. Display effective interpersonal skills, while providing care to the paediatric patient and family;
7. Demonstrate ethical and legal decision making in the nursing management of the paediatric patient;
8. Practice Standard Precautions in the clinical settings.

CONTENT OUTLINE

1. Assignment to clinical facilities & community agencies in the care of children
2. Apply the knowledge & skills of the **Nursing Care of Children and Adolescents** course
in the clinical areas
3. Use of the nursing process in the management of care for the child and family
4. Perform health teaching & health promotion activities
5. Perform skills applicable to the paediatric patient competently
6. Adhere to infection prevention & control policies & standards.

Teaching/Learning Methodologies

- Clinical teaching & supervision
- Problem-based clinical conferences
- Tutorial
- Preceptor-student conferences
- Student-led clinical seminars and discussions
- Practical demonstration & return demonstration
- Role play/Simulation
- Clinical Skills Workbook

Areas used for Learning

- Clinical sites
- Library
- Clinical Learning Centre (Nursing Skills Laboratory)

Learning Experiences

- Visits to day care centres, basic schools, Child Welfare Clinics, health centres/clinics, residential/children's homes, paediatric wards:
 - To observe developmental and health status of children
 - To participate in health education and care
- Visits to schools to observe and participate in school health services
- Visits to institutions of mentally and physically challenged children to observe behaviours and functions and developmental stages and to participate in care
- Visits to Family Court to observe organization and function
- Attachments to paediatric wards and clinics in hospitals and health centres/clinics for providing care to the paediatric patients

Required Skills

1. General
 - Maintenance of surgical asepsis – techniques and practices (e. g., surgical dressings- simple and complex)
2. Assessment of growth and development: infant, children, adolescents
 - Use of growth charts
3. Use of the nursing process to assess, plan, implement and evaluate care
 - Discharge planning & follow-up
 - Documenting and reporting in care settings
4. Preparing young children for procedures
 - Restraints: mommy, elbow, clover-hitch
 - Examination of the ear – infant lying, infant sitting on nurse's lap
 - Lumbar puncture – infant/young child
 - Venepuncture
5. Preparation for and administration of medication
6. Infant feeding
7. Bathing infants and children

8. Measuring vital signs of infants and children
9. Collecting specimens from infants and children
 - Urine specimens
 - Urinary catheterization
 - Stool specimens
 - Blood from heel and finger pricks
 - Sputum specimens
 - Throat swabs
10. Care of infant in incubator
11. Naso-gastric tube feeding of the infant/child
12. Transporting the ill child
13. Child barrier nursing/isolation
14. Temperature reducing measures
15. Naso-gastric intubation and feeding
16. Parenteral feeding
17. Ostomy care (tracheostomy, ileostomy, colostomy)
18. Monitoring and maintenance of fluid balance
19. Maintaining intake & output charts
20. Oxygen therapy
21. Nebulisation

Student Assessment and evaluation

The assessment is continuous ongoing activity and will be conducted in the form of case studies and patients assignments. these will be evaluated for 40% out of course work marks 100.

Coursework

40%

- The Clinical Skills Workbook will be used to conduct continuous assessment of student performance of core skills in the clinical settings. 40%

Final Examination

- Final clinical examination: Students will be assessed on core clinical competencies in caring for a child and adolescent 60%
- Course work 60%

Required Reading

Wong, D.L. & Whaley, L.F. (2009). Whaley & Wong's essentials of paediatric nursing. St. Louis, MO: C. V. Mosby.

Recommended Reading

Levett-Jones, T, Bourgeois, S, Luke, L (2009). The clinical placement: A nursing survival guide. London, UK: Elsevier.

Trigg, E, Mohammed, T, Huband, S (2006). Practices in children's nursing: Guidelines for hospital and community. London, UK; Elsevier.

Course Calendar**NURSING CARE OF CHILDREN AND ADOLESCENTS CLINICAL PRACTICUM****CREDITS 4 192 HOURS**

Session	Topics
Week 1 TO 4	<p>1. Assignment to clinical facilities & community agencies in the care of children</p> <p>2. Apply the knowledge & skills of the Nursing Care of Children and Adolescents course in the clinical areas</p> <p>3. Use of the nursing process in the management of care for the child and family</p> <p>4. Perform health teaching & health promotion activities</p> <p>5. Perform skills applicable to the paediatric patient competently</p> <p>6. Adhere to infection prevention & control policies & standards.</p> <ul style="list-style-type: none"> • Clinical sites • Library • Clinical Learning Centre (Nursing Skills Laboratory) <p>7. General <ul style="list-style-type: none"> • Maintenance of surgical asepsis – techniques and practices (e. g., surgical dressings- simple and complex) </p> <p>8. Assessment of growth and development: infant, children, adolescents <ul style="list-style-type: none"> • Use of growth charts </p> <p>9. Use of the nursing process to assess, plan, implement</p>

Session	Topics
	<p>and evaluate care</p> <ul style="list-style-type: none"> • Discharge planning & follow-up • Documenting and reporting in care settings <p>10. Preparing young children for procedures</p> <ul style="list-style-type: none"> • Restraints: mommy, elbow, clover-hitch • Examination of the ear – infant lying, infant sitting on nurse's lap • Lumbar puncture – infant/young child • Venepuncture <p>11. Preparation for and administration of medication</p> <p>12. Infant feeding</p> <p>13. Bathing infants and children</p> <p>14. Measuring vital signs of infants and children</p> <p>15. Collecting specimens from infants and children</p> <ul style="list-style-type: none"> • Urine specimens • Urinary catheterization • Stool specimens • Blood from heel and finger pricks • Sputum specimens • Throat swabs <p>16. Care of infant in incubator</p> <p>17. Naso-gastric tube feeding of the infant/child</p> <p>18. Transporting the ill child</p> <p>19. Child barrier nursing/isolation</p> <p>20. Temperature reducing measures</p> <p>21. Naso-gastric intubation and feeding</p> <p>22. Parenteral feeding</p> <p>23. Ostomy care (tracheostomy, ileostomy, colostomy)</p> <p>24. Monitoring and maintenance of fluid balance</p> <p>25. Maintaining intake & output charts</p> <p>26. Oxygen therapy</p> <p>27. Nebulisation</p>
Week	

COURSE TITLE:	NURSING CARE OF PATIENTS IN SPECIALIZED CARE SETTINGS
COURSE CODE:	NURS 4012
DURATION:	60 Hours
CREDITS:	3 (2 Theory, 1 Lab)
PRE-REQUISITE:	All clinical nursing and support courses

COURSE DESCRIPTION

This course provides information on the organisation, structure, functions, personnel and care of patients in the specialized units, namely the Operating Theatre, Recovery Room, and Intensive Care Unit. Accident and Emergency/Trauma Management, Disaster preparedness including emergency management. The course will engage students' critical thinking in decision-making to deliver nursing care for critically ill patients in critical care settings. Particular emphasis is placed on the seriously ill patients' needs of all age group and on the ethical and legal aspects that are relevant to intensive nursing care. Students also learn perioperative care of patients, theatre techniques including different types of sterilization and different types of anaesthetics. Approaches to teaching, learning and assessment will be done not only in class rooms, but also in skill lab, Intensive care units of the hospitals. Students will utilize the nursing process as the central component to patient focused care and integrated while providing care.

GOALS/AIMS:

With the background knowledge of pathophysiology, the students will be able to understand the disease process among critically ill patients and will be able to provide nursing care to critically ill patients independently. While providing care they utilise recent knowledge and research findings. Students also learn and able organise operation theatre and different types of sterilization techniques and different types of anaesthetics.

LEARNING OUTCOMES

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

1. Explain the principles of peri-operative nursing care;
2. Describe the organizational structure and functions of emergency nursing areas;
3. Explain the composition of health care teams for the different emergency areas;
4. Apply basic knowledge in the areas of critical care in the delivery of comprehensive nursing care to individuals, families and communities;
5. Describe the different types of disaster;
6. Explain the functions of the national Office of Disaster Preparedness and Emergency Management (ODPEM);
7. Explain the components of the National Disaster Plan of Trinidad & Tobago, as well as for each parish/region/institution;
8. Integrate ethical and legal principles into planning, implementing and evaluating care for patients in specialized care settings;
9. Integrate institutional policies, guidelines and protocols when caring for patients and their families in emergency and critical health care settings;
10. Interpret the roles of the nurse in the specialized care areas.

CONTENT OUTLINE

UNIT 1: OPERATING THEATRE NURSING

**Hours: 6 Theory
 8 Practical**

Specific Objectives

At the end of the unit, the student will be able to:

1. Define terms used in the unit;
2. Discuss the principles of peri-operative care;
3. Describe the physical layout of the Operating Theatre;
4. List the different types and levels of Operating Theatre personnel;
5. Identify the responsibilities and functions of Operating Theatre personnel;
6. Discuss the importance of exclusive Operating Theatre clothing;

7. Identify the procedure for cleaning, sterilizing and storing of instruments, supplies and equipment;
8. Describe measures taken to ensure safety of the environment in the Operating Theatre;
9. Discuss the procedure for the reception of the patient in the Operating Theatre;
10. Identify steps to be taken to ensure the correct patient is being prepared for surgery;
11. Identify items to be checked to confirm the patient's readiness for surgery;
12. Demonstrate skill in transferring the patient to the operating table;
13. Identify the different positions used in surgery;
14. Describe the skin preparation and draping of the patient for surgery;
15. Identify various types of local and general anaesthetic preparations in current use;
16. State the uses and contraindications of the various types of anaesthetic preparations in current use;
17. Identify the appropriate route of administration for specific preparations of anaesthetics in current use;
18. Explain the effects of the different anaesthetic agents on the body systems;
18. Explain the stages of anaesthesia;
19. Identify the complications of anaesthesia;
20. Describe the various roles of nurses in the Operating Theatre: the nurse administrator, the anaesthetic nurse, the circulating nurse and the scrub nurse;
21. Assist in the performance of duties specific to the circulating nurse and the scrub nurse;
22. Demonstrate skills necessary to ensure a safe and sterile environment in the Operating Theatre after clean and septic surgery;
23. Discuss documentation in the Operating Theatre.

CONTENT

1. Definition of terms
 - Peri-operative care
 - Emergency
 - Urgent
 - Elective surgery
2. Principles of peri-operative care
 - Pre-operative

- Intra-operative
 - Post-operative
3. Orientation to the Operating Theatre environment-physical layout
 4. Organizational structure of the Operating Theatre
 - Types
 - Personnel
 - Responsibility & functions of personnel
 5. Policies, guidelines, and procedures of the Operating Theatre
 6. Dress code for Operating Theatre personnel
 7. Care & preparation of the Operating Theatre
 8. Nurse's responsibilities to the patient on arrival in the Operating Theatre
 9. Anaesthesia
 - Definition
 - Types
 10. Anaesthetic agents
 - Types
 - Uses
 11. Stages of anaesthesia
 12. Complications of anaesthesia
 13. Ethical & legal principles of Operating Room nursing
 14. Immediate post-operative care of the patient
 - In the Operating Theatre
 - During transfer to Recovery Room
 15. Post-operative care of the Operating Theatre
 - After clean surgery
 - After septic surgery
 16. Documentation in the Operating Theatre

17. Nurses' role in the Operating Theatre.

UNIT 2: THE RECOVERY ROOM & INTENSIVE CARE UNIT

Hours: **5 Theory**
 8 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Describe the physical layout of the Recovery Room and Intensive Care Unit;
2. Identify the equipment and supplies used in the Recovery Room and Intensive Care Unit;
3. Identify the personnel who are required to provide comprehensive care to the patient in the Recovery Room and Intensive Care Unit;
4. Discuss the ethical & legal principles of patient care in the Recovery Room & Intensive Care Unit;
5. Summarize the general regulations for the maintenance of safety within the Recovery Room and Intensive Care Unit;
6. Discuss the admission and discharge policies and procedures for the Recovery Room and the Intensive Care Unit;
7. Discuss the aetiology, clinical manifestations, treatment modalities, and nursing management of patients requiring specialized nursing;
8. Administer care to patients in the Recovery Room and Intensive Care Unit;
9. Monitor specific devices used within the Recovery Room and Intensive Care Unit;
10. Maintain appropriate records and reports for the Recovery Room and Intensive Care Unit;

11. Discuss the role of the nurse in the Recovery Room and Intensive Care Unit.

Content

1. Physical layout of the Recovery Room & Intensive Care Unit
2. Recovery Room & Intensive Care Unit & their differences
3. Types of Intensive Care Units
 - General
 - Specialist
4. Personnel: Recovery Room & Intensive Care Unit
5. Equipment: Recovery Room & Intensive Care Unit
6. Admission & discharge policies & procedures in the Recovery Room & Intensive Care Unit
7. Policies & general safety regulations: Recovery Room & Intensive Care Unit
8. Ethical & legal principles of patient care in the Recovery Room & Intensive Care Unit
9. Aetiology, clinical manifestations, treatment modalities, & nursing management of patients requiring specialized nursing
10. Care of equipment & supplies in the Recovery Room & Intensive Care Unit
11. Documentation in the Recovery Room & Intensive Care Unit
12. The nurse's role in the Recovery Room & Intensive Care Unit.

UNIT 3: ACCIDENT & EMERGENCY DEPARTMENT

Hours: 5 Theory
12 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. State the rationale behind the organization of an Accident and Emergency (A&E) Department;
2. Describe the functions of the members of the health team in an A&E Department;
3. Explain the use and management of special life support equipment in an A&E Department;
4. Define trauma;
5. Identify the causes of trauma;
6. Discuss measures to prevent and reduce trauma;
7. Utilise the principles of emergency management as a framework for planning nursing care in patients requiring emergency interventions or problems associated with sensory and motor functions;
8. Describe the caring and professional response to the concerns of patients and families faced with sudden, unexpected, or acute and life threatening events;
9. Assist with the management of patients presenting with trauma;
10. Evaluate the effectiveness of nursing interventions given to patients presenting with trauma;
11. Outline the ethical and legal frameworks, institutional policies and guidelines governing the functions in an A&E Department;
12. Identify the department's policies and guidelines;
13. Discuss the care of supplies & equipment;
14. Discuss the documentation process;

15. Describe the role of the nurse in the administration of care in an A&E Department.

CONTENT

1. Definition of trauma
2. Causes of trauma
 - In the home
 - At the workplace
 - On the road
 - Other
3. Principles of emergency care
 - Priority emergency nursing interventions
 - Assessment & screening/Triage
 - Care modalities: planning & implementation
 - Transfer of patients to in-care facilities
4. Principles of managing select emergencies

Neurological

- Trauma
- Cerebro-vascular accident, increased intra-cranial pressure
- Neck & spinal cord injury

Sensory organs

Eye

- Trauma
- Retinal disorders

Ear, Nose & Throat

- Hearing loss
- Foreign bodies
- Nose bleed

Cardiovascular

- Trauma
- Myocardial infarction/acute coronary syndrome/shock
- Cardiac arrest

Respiratory

- Trauma
- Airway obstruction

Gastrointestinal

- Blunt & penetrating trauma
- Abdominal pain
- Gastro-intestinal haemorrhage

Metabolic

- Diabetes: diabetic keto-acidosis, hyperglycaemic non-ketotic acidosis
- Fluid & electrolyte imbalance

Genitourinary & Reproductive

- Urolithiasis, urinary retention, testicular torsion
- Abortion
- Ectopic pregnancy

Musculo-skeletal

- Trauma/multiple trauma
- Fracture
- Joint dislocation
- Arthritis

Environmental

- Burns
- Exposure to extreme temperatures
- Terrorism, mass casualties

5. Measures to prevent & reduce trauma
6. The health team in an Accident & Emergency Department
7. Ethical & legal frameworks in emergency care
8. Institutional policies & guidelines of emergency management
9. Special life-support equipment
 - Type
 - Use
 - Management
10. Documentation in the Accident & Emergency Department
11. The role of the nurse in trauma management
 - Manager
 - Clinician
 - Educator.

UNIT4: DISASTER PREPAREDNESS & EMERGENCY MANAGEMENT

**Hours: 8 Theory
 8 Practical**

Specific Objectives

At the end of the unit, the student will be able to:

1. Define disaster according to the Office of Disaster Preparedness and EmergencyManagement (ODPEM) and World Health Organization (WHO);
2. Define given concepts and terminologies related to disaster preparedness and emergency management;
3. Classify disasters according to the major categories outlined in this unit;

4. Describe the phases of a disaster;
5. Identify types and causes of disasters common to Trinidad & Tobago and the Caribbean, including factors contributing to future risk;
6. Describe the effects of disasters by types, on the individual, family, community and nation;
7. Discuss measures to prevent and reduce the effects of disasters;
8. Discuss major factors influencing the vulnerability of the individual, community and nation to disasters;
9. Explain the importance of effective disaster preparedness, planning and management in the mitigation of the effects of disaster;
10. Describe the steps in the preparation for disaster;
11. Define the roles, functions and responsibilities of the members of the Office of the Disaster Preparedness and Emergency Management team, as well as of the agencies/ institutions involved;
12. Discuss the existing national, parish/region/institutions' disaster plans;
13. Describe the existing legislation in Trinidad & Tobago for disaster preparedness and emergency management;
14. Outline the main principles involved in the management of disasters;
15. Explain methods of mass assessment and treatment of casualties;
16. Discuss the importance of evaluation and appropriate feedback of a disaster preparedness and emergency management plan;
17. Identify major features of a post-disaster surveillance system;
18. Describe the roles and functions of international, regional, and national organizations/ agencies involvement in disaster preparedness and emergency management;
19. Describe the various roles and functions of the nurse in disaster preparedness and emergency management.

CONTENT

1. Definitions of the term disaster
 - ODPEM
 - WHO
 - Other
2. Related concepts & terminologies
3. Classification of disaster
 - Natural
 - Man made
 - Epidemics

4. Phases of a disaster

- Warning
- Emergency
- Recovery
- Rehabilitation

5. Effects of disaster on

- Individuals/Families
- Communities
- Nation

6. Measures to prevent & reduce effects of disasters

7. Response & vulnerability of individuals, communities & nation to disasters

- Factors affecting response
- Factors influencing vulnerability

8. Preparation for a disaster

- Importance of disaster preparedness planning
- Steps in preparation
 - Planning
 - Intersectoral approach & co-ordination
 - Vulnerability analysis
- Roles & responsibilities in preparation
 - Individuals
 - Teams
 - Institutions, e.g., hospitals
 - Organizations

9. Disaster Plans of Trinidad & Tobago

- Characteristics of the Plans
- Appropriateness & effectiveness of the Plans
- Legislation

10. Disaster management

- Principles
- Plan
- Public relations
- Phases of disaster & emergency management
 - Before
 - During
 - After

11. Mass casualty management

- Transportation
- Rescue & relief
- Triaging & tagging
- Treatment
- Psychological support

12. Other services

- Maintaining/restoring basic services
- Monitoring, surveillance of communicable diseases
- Monitoring water quality
- Vector control

Roles & functions in disaster management of

- Individuals
- Organizations: national/international
- Government agencies

13. Evaluation of action & feedback

14. Post-disaster surveillance

- Definition
- Effects of disasters on the transmission of infectious diseases
- Post-disaster prevention & control of epidemics
- Establishment of a post-disaster surveillance centre
- Tasks & methodology of post-disaster surveillance

15. Nurses' role in the preparation for & the management of disaster

- Manager
- Clinician
- Educator
- Researcher
- Crisis Intervener
- Information Officer.

Teaching/Learning Methodologies

- Lecture/Discussion
- Independent study with assignments
- Tutorials
- Case scenarios/problem-based discussions
- Student-led presentations & seminars
- Demonstrations
- PowerPoint presentations
- Films on disasters
- Simulation exercises

Areas used for Learning

- Classroom
- Libraries
- Office of Disaster Preparedness and Emergency Management
- Trinidad & Tobago Red Cross Office
- Hospitals
- Health centres/clinics
- Clinical Learning Centre (Nursing Skills Laboratory)

Learning Experiences

- Assignment to Operating Theatre to participate in nursing activities including scrubbing for at least one major and one minor surgical operation
- Assignment to Recovery Room, Intensive Care Unit, and A&E Departments to participate in care
- Assignment to the Office of Disaster Preparedness and Management for orientation
- Case study
- Simulation exercises

Required Skills

1. Sterilization of Operating Theatre instruments
2. Gowning, masking and gloving for surgery
3. Opening a sterile package
4. Admission procedures
5. Positioning and removal of patient from the operating table
6. Maintenance of records
7. Use of safety devices
8. Use of Ambu Bag
9. Decontamination of equipment and operating table
10. Triaging/Tagging
11. General nursing skills

Student Assessment and evaluation:

The assessment is continuous ongoing activity and will be conducted in the form of midterm tests and assignments. These will be evaluated for 40% out of course work marks 100.

Course work	40%
<ul style="list-style-type: none">• Individual student case studies and assignments	
Final Examination	60%
<ul style="list-style-type: none">• Final examination: essay & multiple-choice items	

Required Reading

Langan, J., (2005). Preparing nurses for disaster management. Upper Saddle River, NJ: Prentice Hall.

Smeltzer, S., Bare, B., Hinkle, J. & Cheever, K. (2010). Brunner and Suddarth's textbook of medical surgical nursing. Lippincott Williams & Wilkins.

Recommended Reading

Jevon, P. and Ewens B. eds. (2007). Monitoring the critically ill patient. London: Blackwell Publishing.

Lippincott, Williams and Wilkins (2006). Emergency nursing made incredibly easy. Philadelphia: Lippincott, Williams and Wilkins.

Nettina, S.M (2007). Lippincott manual of nursing practice. Philadelphia: Wolter Kluwer, Lippincott, Williams & Wilkins.

Newberry, L. (Ed.). (2003). Sheehy's emergency nursing: Principles and practice. Philadelphia: C. V. Mosby.

PAHO/WHO (1987). Assessing needs in the health sector after floods and hurricanes. Washington DC: Author.

PAHO/WHO (1995). Guidelines for assessing disaster preparedness in the health sector. Washington DC: Author.

World Health Organization (1989). Coping with natural disasters. The role of local health personnel and the community. Geneva: Author.

Woodrow, P. (2006. Intensive care nursing: A framework for practice. London: Routledge.

Course Calendar**NURSING CARE OF PATIENTS IN SPECIALIZED CARE SETTINGS****CREDITS 3 60 HOURS**

Session	Topics
Week 1 TO 3	<p>UNIT 1: OPERATING THEATRE NURSING</p> <p>1. Definition of terms</p> <ul style="list-style-type: none"> • Peri-operative care • Emergency • Urgent • Elective surgery <p>2. Principles of peri-operative care</p> <ul style="list-style-type: none"> • Pre-operative • Intra-operative • Post-operative <p>3. Orientation to the Operating Theatre environment-physical layout</p> <p>4. Organizational structure of the Operating Theatre</p> <ul style="list-style-type: none"> • Types • Personnel • Responsibility & functions of personnel <p>5. Policies, guidelines, and procedures of the Operating Theatre</p> <p>6. Dress code for Operating Theatre personnel</p> <p>7. Care & preparation of the Operating Theatre</p> <p>8. Nurse's responsibilities to the patient on arrival in the</p>

Session	Topics
	<p>Operating Theatre</p> <p>9. Anaesthesia</p> <ul style="list-style-type: none"> • Definition • Types <p>10. Anaesthetic agents</p> <ul style="list-style-type: none"> • Types • Uses <p>11. Stages of anaesthesia</p> <p>12. Complications of anaesthesia</p> <p>13. Ethical & legal principles of Operating Room nursing</p> <p>14. Immediate post-operative care of the patient</p> <ul style="list-style-type: none"> • In the Operating Theatre • During transfer to Recovery Room <p>15. Post-operative care of the Operating Theatre</p> <ul style="list-style-type: none"> • After clean surgery • After septic surgery <p>16. Documentation in the Operating Theatre</p> <p>17. Nurses' role in the Operating Theatre.</p>
Week 4 TO 6	<p>UNIT 2: THE RECOVERY ROOM & INTENSIVE CARE UNIT</p> <p>1. Physical layout of the Recovery Room & Intensive Care Unit</p> <p>2. Recovery Room & Intensive Care Unit & their differences</p> <p>3. Types of Intensive Care Units</p> <ul style="list-style-type: none"> • General • Specialist <p>4. Personnel: Recovery Room & Intensive Care Unit</p>

Session	Topics
	<p>5. Equipment: Recovery Room & Intensive Care Unit</p> <p>6. Admission & discharge policies & procedures in the Recovery Room & Intensive Care Unit</p> <p>7. Policies & general safety regulations: Recovery Room & Intensive Care Unit</p> <p>8. Ethical & legal principles of patient care in the Recovery Room & Intensive Care Unit</p> <p>9. Aetiology, clinical manifestations, treatment modalities, & nursing management of patients requiring specialized nursing</p> <p>10. Care of equipment & supplies in the Recovery Room & Intensive Care Unit</p> <p>11. Documentation in the Recovery Room & Intensive Care Unit</p> <p>12. The nurse's role in the Recovery Room & Intensive Care Unit.</p>
Week 6 TO 9	<p>UNIT 3: ACCIDENT & EMERGENCY DEPARTMENT</p> <p>1. Definition of trauma</p> <p>2. Causes of trauma</p> <ul style="list-style-type: none"> • In the home • At the workplace • On the road • Other <p>3. Principles of emergency care</p> <ul style="list-style-type: none"> • Priority emergency nursing interventions • Assessment & screening/Triage • Care modalities: planning & implementation • Transfer of patients to in-care facilities

Session	Topics
	<p>4. Principles of managing select emergencies</p> <p>Neurological</p> <ul style="list-style-type: none"> • Trauma • Cerebro-vascular accident, increased intracranial pressure • Neck & spinal cord injury <p>Sensory organs</p> <p>Eye</p> <ul style="list-style-type: none"> • Trauma • Retinal disorders <p>Ear, Nose & Throat</p> <ul style="list-style-type: none"> • Hearing loss • Foreign bodies • Nose bleed <p>Cardiovascular</p> <ul style="list-style-type: none"> • Trauma • Myocardial infarction/acute coronary syndrome/shock • Cardiac arrest <p>Respiratory</p> <ul style="list-style-type: none"> • Trauma • Airway obstruction <p>Gastrointestinal</p> <ul style="list-style-type: none"> • Blunt & penetrating trauma • Abdominal pain • Gastro-intestinal haemorrhage <p>Metabolic</p> <ul style="list-style-type: none"> • Diabetes: diabetic keto-acidosis,

Session	Topics
	<p>hyperglycaemic non-ketotic acidosis</p> <ul style="list-style-type: none"> • Fluid & electrolyte imbalance <p>Genitourinary & Reproductive</p> <ul style="list-style-type: none"> • Urolithiasis, urinary retention, testicular torsion • Abortion • Ectopic pregnancy <p>Musculo-skeletal</p> <ul style="list-style-type: none"> • Trauma/multiple trauma • Fracture • Joint dislocation • Arthritis <p>Environmental</p> <ul style="list-style-type: none"> • Burns • Exposure to extreme temperatures • Terrorism, mass casualties <p>5. Measures to prevent & reduce trauma</p> <p>6. The health team in an Accident & Emergency Department</p> <p>7. Ethical & legal frameworks in emergency care</p> <p>8. Institutional policies & guidelines of emergency management</p> <p>9. Special life-support equipment</p> <ul style="list-style-type: none"> • Type • Use • Management

Session	Topics
	<p style="text-align: center;">10. Documentation in the Accident & Emergency Department</p> <p style="text-align: center;">11. The role of the nurse in trauma management</p> <ul style="list-style-type: none"> • Manager • Clinician • Educator.
Week 19 TO 12	<p style="text-align: center;">UNIT4: DISASTER PREPAREDNESS & EMERGENCY MANAGEMENT</p> <p>1. Definitions of the term disaster</p> <ul style="list-style-type: none"> • ODPEM • WHO • Other <p>2. Related concepts & terminologies</p> <p>3. Classification of disaster</p> <ul style="list-style-type: none"> • Natural • Man made • Epidemics <p>4. Phases of a disaster</p> <ul style="list-style-type: none"> • Warning • Emergency • Recovery • Rehabilitation <p>5. Effects of disaster on</p> <ul style="list-style-type: none"> • Individuals/Families • Communities • Nation <p>6. Measures to prevent & reduce effects of disasters</p> <p>7. Response & vulnerability of individuals, communities & nation to disasters</p>

Session	Topics
	<ul style="list-style-type: none"> • Factors affecting response • Factors influencing vulnerability 8. Preparation for a disaster <ul style="list-style-type: none"> • Importance of disaster preparedness planning • Steps in preparation <ul style="list-style-type: none"> ○ Planning ○ Intersectoral approach & co-ordination ○ Vulnerability analysis • Roles & responsibilities in preparation <ul style="list-style-type: none"> ○ Individuals ○ Teams ○ Institutions, e.g., hospitals ○ Organizations 9. Disaster Plans of Trinidad & Tobago <ul style="list-style-type: none"> • Characteristics of the Plans • Appropriateness & effectiveness of the Plans • Legislation 10. Disaster management <ul style="list-style-type: none"> • Principles • Plan • Public relations • Phases of disaster & emergency management <ul style="list-style-type: none"> ○ Before ○ During ○ After 11. Mass casualty management <ul style="list-style-type: none"> • Transportation • Rescue & relief • Triageing & tagging

Session	Topics
	<ul style="list-style-type: none"> • Treatment • Psychological support <p>12. Other services</p> <ul style="list-style-type: none"> • Maintaining/restoring basic services • Monitoring, surveillance of communicable diseases • Monitoring water quality • Vector control <p>13. Roles & functions in disaster management of</p> <ul style="list-style-type: none"> • Individuals • Organizations: national/international • Government agencies <p>14. Evaluation of action & feedback</p> <p>15. Post-disaster surveillance</p> <ul style="list-style-type: none"> • Definition • Effects of disasters on the transmission of infectious diseases • Post-disaster prevention & control of epidemics • Establishment of a post-disaster surveillance centre • Tasks & methodology of post-disaster surveillance <p>16. Nurses' role in the preparation for & the management of disaster</p> <ul style="list-style-type: none"> • Manager • Clinician • Educator • Researcher • Crisis Intervener • Information Officer.

COURSE TITLE:	NURSING CARE OF PATIENTS IN SPECIALIZED CARE SETTINGS CLINICAL PRACTICUM
COURSE CODE:	NURS 4013
DURATION:	192 Clinical Hours
CREDITS:	4
PRE-REQUISITE:	Nursing Care of Patients in Specialized Care Settings

COURSE DESCRIPTION

This course provides skills on the organisation, structure, functions, personnel and care of patients in the specialized units, namely the Operating Theatre, Recovery Room, and Intensive Care Unit. Accident and Emergency/Trauma Management, Disaster preparedness including emergency management. The course will engage students' expertise in decision-making to deliver nursing care for critically ill patients in critical care settings. Students also earn skills on perioperative care of patients, theatre techniques including different types of sterilization and different types of anaesthetics. Approaches to teaching, learning and assessment will be done in skill lab, Intensive care units of the hospitals. Students will utilize the nursing process as the central component to patient focused care and integrated while providing care. Students also attain skill on disaster management and disaster preparedness.

GOALS/AIMS:

With the background knowledge of pathophysiology, the students will be able to provide the nursing care to critically ill patients independently. While providing care they utilise recent knowledge and research findings. Students also learn and able to organise operation theatre also different types of sterilization techniques and different types of anaesthetics. Students will be able to manage disasters and disaster preparedness.

LEARNING OUTCOMES

At the end of the clinical practicum, the student will be able to:

1. Assist with operating theatre nursing functions;

2. Assist in the management of individuals presenting with trauma and critical illnesses;
3. Apply critical thinking skills to assess, plan, implement and evaluate therapeutic approaches to the care of patients in specialized care settings;
4. Apply therapeutic communication skills in detecting and responding to the needs of individuals and families affected by illness necessitating emergency medical/surgical/ psychiatric interventions;
5. Utilize theories of loss, grief and grieving in providing care to individuals and their families in acute, intermediary and specialized care settings;
6. Demonstrate accurate clinical judgments in caring for patients in acute, intermediary and specialized care settings;
7. Utilise appropriate technology to support nursing interventions in caring for patients in specialized care settings;
8. Demonstrate ethical and legal prudence in applying health and institutional policies to nursing care of victims/perpetrators of violent and other crimes as well as individuals who are critically ill;
9. Participate actively and confidently in de-escalating aggression and violence in emergency and other specialized care settings;
10. Demonstrate psychomotor competence in implementing independent and collaborative nursing interventions to meet the needs of patients in specialized care settings;
11. Examine the characteristics of hazards, emergencies and disasters;
12. Implement aspects of the national and regional disaster plans;
13. Function as a member of a team in preparing for and managing disasters.

CONTENT OUTLINE

1. Assignment to related clinical areas and related community agencies
2. Performing related functions in the assigned clinical areas

Teaching/Learning Methodologies

- Clinical teaching & supervision
- Problem-based clinical conferences
- Student-led seminars & discussions
- Practical demonstration & return demonstration
- Case study
- Clinical Skills Workbook

Areas used for Learning

- Assigned clinical areas and related community agencies
- Clinical Learning Centre (Nursing Skills Laboratory)

Learning Experiences

- Assignments to clinical agencies and related community agencies

Required Skills

1. Period of attachment to Accident and Emergency Department, Operating Theatre, Recovery Room Unit, Intensive Care Unit
2. Reception of patients in Operating Theatre
3. Preparation for surgery -- Major and Minor
4. Circulating
5. Scrubbing
6. Recovery of patient
7. Ambulance Duty
8. Emergency response
9. Triage in emergency settings
10. Electronic monitoring of physiologic functions
11. Use of the Glasgow coma score in assessing neurological function
12. ECG monitoring & interpretation
13. Managing under-water-seal-drainage systems
14. Emergency life-support techniques in secondary care settings (including use of emergency drugs and endo-tracheal intubation)
15. Venepuncture
16. Spinal immobilization techniques
17. Use of splints & tractions in secondary care settings
18. Tonometry
19. Application of eye, ear and nose drops
20. Ear syringing
21. Assessment of visual acuity
22. Application of topical solutions

Student Assessment

Course work

55%

- The Clinical Skills Workbook will be used to conduct continuous assessment of student performance of core skills in the clinical settings 40%

• Individual student case study	15%
Final clinical examination	45%

Students will be assessed on core clinical competencies in each of the specialized areas.

Required Reading

Lippincott, Williams and Wilkins (2006). Emergency nursing made incredibly easy. Philadelphia: Lippincott, Williams and Wilkins.

Lynn, P. (2011). Taylor's clinical nursing skills: A nursing process approach. Philadelphia: Wolters Kluwer, Lippincott Williams & Wilkins.

Rothrock, J.C. and McEwen, D. R. (2006). Alexander's care of the patient in surgery. New York: Elsevier Science.

Sole, Mary Lou, Deborah Klein and Marthe Moseley (2009). Introduction to critical care nursing. Philadelphia: Lippincott Williams & Wilkins.

Recommended Reading

Nettina, S.M (2007). Lippincott manual of nursing practice. Philadelphia: Wolter Kluwer/Lippincott, Williams & Wilkins.

Newberry, L. (Ed.). (2003). Sheehy's emergency nursing: Principles and practice. St. Louis, MO: C.V. Mosby.

Smeltzer, S.C., Bare, B.G., Hinkle, J. L., Cheever, K.H. (2010). Brunner & Suddarth's textbook of medical surgical nursing. Philadelphia: Lippincott Williams & Wilkins.

PAHO/WHO (1995). Guidelines for assessing disaster preparedness in the health sector. Washington DC: Author.

Woodrow, P. (2006). Intensive care nursing: A framework for practice. London: Routledge.

World Health Organization (1989). Coping with natural disasters. The role of local health personnel and the community. Geneva: Author.

Course Calendar**NURSING CARE OF PATIENTS IN SPECIALIZED CARE SETTINGS CLINICAL PRACTICUM****CREDITS 4 192 HOURS**

Session	Topics
Week 1 TO 4	<p>1. Assignment to related clinical areas and related community agencies 2. Performing related functions in the assigned clinical areas</p> <p>Areas used for Learning</p> <ul style="list-style-type: none"> • Assigned clinical areas and related community agencies • Clinical Learning Centre (Nursing Skills Laboratory) <p>Required Skills</p> <ol style="list-style-type: none"> 1. Period of attachment to Accident and Emergency Department, Operating Theatre, Recovery Room Unit, Intensive Care Unit 2. Reception of patients in Operating Theatre 3. Preparation for surgery -- Major and Minor 4. Circulating 5. Scrubbing 6. Recovery of patient 7. Ambulance Duty 8. Emergency response 9. Triaging in emergency settings 10. Electronic monitoring of physiologic functions 11. Use of the Glasgow coma score in assessing neurological function 12. ECG monitoring & interpretation 13. Managing under-water-seal-drainage systems 14. Emergency life-support techniques in secondary care settings (including use of emergency drugs and endotracheal intubation) 15. Venepuncture

Session	Topics
	<ul style="list-style-type: none">16. Spinal immobilization techniques17. Use of splints & tractions in secondary care settings18. Tonometry19. Application of eye, ear and nose drops20. Ear syringing21. Assessment of visual acuity22. Application of topical solutions

Year 4: Semester II

YEAR 4: SEMESTER II

COURSE TITLE: RESEARCH PROJECT

COURSE CODE: NURS 4014

DURATION: 36 Hours

3

PRE-REQUISITE: Research Methodology

COURSE DESCRIPTION

This course provides students with mentorship and supervision in using the research process and evidence-based approach to conduct a small research study using the proposal developed in **Research Methodology**. Students are expected to collect data using an approved instrument, analyse and interpret data and write a project report. This small study observes the scientific rigour of larger studies.

GOALS/ AIMS:

1. Students will be able to conduct research studies independently in any given area. They will be to perceive the research problem and conduct scientific investigations using appropriate research designs, sampling methods and statistical measurements;

LEARNING OUTCOMES

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

2. Demonstrate scientific rigour in using research to solve problems and address issues in nursing and health care delivery settings;

3. Utilise ethical principles to conduct research involving individuals, families and communities;
4. Conduct scientific investigations using appropriate research designs, sampling methods and statistical measurements;
5. Design and test data gathering instruments to accurately measure specific nursing Research objectives;
6. Apply statistical methods and principles in analysing and interpreting data;
7. Write a research report;
8. Prepare a research report for oral presentation.

CONTENT OUTLINE

Content

1. Ethical approval
 - Seeking ethical approval from Research Ethics Committee
 - Writing letters seeking permission to conduct study in various institutions
 - Resolving problem related to issues in data collection and data management
2. Data collection
3. Data analysis & interpretation
4. Documentation of findings
5. Preparation of findings for oral & poster presentations
6. Utilization of peer review in critiquing research findings & documentation
7. Report writing & composing project report for publication.

Teaching/Learning Methodologies

- Independent & supervised research activities
- Oral presentations and seminars
- Workshop & group discussions

Student Assessment and evaluation:

Written individual project report

- Individual oral presentation : Preparation of research tool/instrument
- Presentation of research problem and research tool to research committee
- Critiquing research findings
- Presentation of research project. 100%

Required Reading

Polit, D. F, & Beck, C. T. (2010). Essentials of nursing research: Methods, appraisal, and utilization. Philadelphia: Lippincott Williams & Wilkins.

Recommended Reading

Babbie, Earl. (2010). The practice of social research. Belmont, CA: Wadsworth, Cengage Learning.

Gerrish, K. & Lacey, A. (2010). The research process in nursing. Oxford, UK: Blackwell Publishing.

Polit, D. F, & Beck, C. T. (2012). Nursing research: Generating and assessing evidence for nursing practice. Philadelphia: Lippincott Williams & Wilkins.

Course Calendar**RESEARCH PROJECT****CREDITS 3 HOURS 36**

SESSION	TOPICS
Week 1 to 2	<ul style="list-style-type: none"> • Formulation of Research Problem • Finalizing Research title • Problem statement/background • Purpose • Ethical approval • Seeking ethical approval from Research Ethics Committee • Writing letters seeking permission to conduct study in various institutions • Resolving problem related to issues in data collection and data management
Week 3-4:	<ul style="list-style-type: none"> • Literature review • Citations and referencing • Constructing Instrument/tool • Submission of first assignment
Week 5-6	<ul style="list-style-type: none"> • Concept of Populations & Sampling • Instrument – finding reliability and validity • Finalizing Instrument • Data collection
Week 7-8	<ul style="list-style-type: none"> • Analysis of research data • Documentation & Interpretation of research findings • Preparation of findings for oral & poster presentations • Utilization of peer review in critiquing research findings & documentation • Report writing & composing project report for publication.

COURSE TITLE:	LEADERSHIP & MANAGEMENT IN NURSING
COURSE CODE:	NURS 4015
DURATION:	60 Hours
CREDITS:	3 (2 Theory, 1 Lab)
PRE-REQUISITE:	Successful completion of years 1-III courses

COURSE DESCRIPTION

This course explores basic management and leadership concepts, theories, processes and systems, and their application to the health care system. It prepares the graduates for assuming leadership and management roles as first line managers within the social, legal and economical contexts of a fiscally constrained health service. The role of the nurse as a supervisor, leader, change agent and manager is emphasized. Current issues, opportunities and challenges for nursing leadership in different nursing, community and organizational venues are included. The course will engage students' critical thinking and decision-making while assuming leadership roles through applying principles of theories. Approaches to teaching, learning and assessment will be done in class rooms, in skill lab, and in hospitals

GOALS/AIMS:

With the knowledge of leadership theories and processes, Students will be able to manage given leadership roles as a supervisor, change agent and manager.

LEARNING OUTCOMES

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

1. Comprehend the meaning of management, administration and leadership;
2. Understand the managerial and administration processes;
3. Explain each element of the managerial and administration processes;
4. Differentiate between leadership, management and administration;

5. Demonstrate knowledge of factors including policies within the health service influencing organizational performance and related coping strategies;
6. Recognize the importance of fiscal budgeting and cost effectiveness;
7. Understanding the meaning and aim of supervision;
8. Understand the responsibilities of the supervisor and the importance of ethical concepts, which guide the supervisor's activities;
9. Understand management and leadership theories;
10. Appreciate the essential qualities of an effective leader;
11. Analyze current issues, challenges and opportunities influencing nursing leadership;
12. Recognize the Trade Union's role in the organizational structure , and the leader's role in preserving good labour relation within the organization;
13. Understand the nature, purpose and principles of recording and reporting;
14. Demonstrate skills in recording and reporting;
15. Describe the Continuous Quality Improvement system and its application to the provision of cost effective quality nursing care;
16. Understand the nature of the change process;
17. Recognize indications for change and the climate for establishment of change;
18. Analyze factors creating resistance to change;
19. Apply the managerial process to the management of health facilities and resources.

CONTENT OUTLINE

UNIT 1: MANAGERIAL PROCESS

Hours: 4 Theory

Specific Objectives

At the end of the unit, the student will be able to:

1. Define terms used;
2. Describe the decision-making process;
3. Discuss the management functions;
4. Differentiate between management and administration.

Content

1. Definition of terms
 - Decision-making
 - Management
 - Administration
2. Decision-making process
3. Managerial functions
 - Planning
 - Organizing
 - Staffing
 - Directing
 - Controlling

4. Management theories

- Scientific management
- Bureaucratic organization
- Management functions
- Hawthorne effects
- Theory X & Theory Y
- Employee participation

5. Differences in management & administration.

UNIT 2: MANAGERIAL PROCESS: PLANNING & ORGANIZING

4 Theory

8 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Identify the hierarchy of planning;
2. Define each element of the planning hierarchy;
3. Discuss types of plan;
4. Describe the steps in the planning process;
5. Identify the barriers to planning and the planning strategies;
6. Define the terms fiscal planning and budgeting;
7. Discuss the budgetary process;
8. Prepare a budget;

9. Describe the levels of organization in the health service and the inherent levels of management;
10. Discuss types of organization structures;
11. Identify policies within the health services and their influence on organizational performance;
12. Identify major factors affecting organizational performance and related coping strategies.

Content

PLANNING

1. Hierarchy of planning & definition of each
 - Value statements: values, vision, mission
 - Philosophy
 - Goals
 - Objectives
 - Policies
 - Procedure
 - Rules
2. Planning models
 - Reactive planning
 - Interactive planning
 - Proactive planning
 - Interactive/Proactive planning
 - Long range
 - Intermediate range
 - Short range
3. Types of plan
 - Strategic
 - Corporate
 - Operational

4. Planning process
5. Barriers to planning
6. Planning strategies
7. The budgetary process
 - Fiscal planning & budgeting
 - Requirements
 - Plan
 - Control
 - Review

ORGANIZING

1. Organizational structures
2. Levels of management
3. Types of organization structure
4. Effects of organizational structure
5. Organizational culture
6. Organizing work
 - Regional level
 - District & parish levels
 - Health facility level
 - Unit level
 - Department level
7. Team approach to management
8. Factors affecting organizational performance & coping strategies
 - Health policies
 - Culture
 - Leadership style
 - Management behaviour

- Infrastructure
- Environments: physical, psychosocial, political.

UNIT 3 MANAGERIAL PROCESS: STAFFING, DIRECTING & CONTROLLING

Hours: 4 Theory

8 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Explain the staffing process;
2. Describe the recruiting, interviewing and selecting processes;
3. Explain the principles of deployment and utilization;
4. Identify factors influencing retention of staff at the workplace;
5. Explain the employee appraisal process;
6. Discuss national labour laws and industrial regulations;
7. Identify factors impacting on the staffing functions of management;
8. Explain the term delegating and the principles of delegating;
9. Describe a motivating work environment and strategies for achievement;
10. Relate the communication process to the directing function of management;
11. Explain the principles of supervision;
12. Explain the process of conflict management;
13. Discuss basic management of each resource outlined in the unit;
14. Identify the steps in the basic control process;
15. Discuss quality processes;
16. Describe the monitoring and evaluation processes;
17. Explain the overall responsibility and specific tasks of the nurse manager;
18. Relate the management functions to nursing practice.

Content

STAFFING

1. Staffing process
2. Principles of deployment & utilization
3. Factors influencing retention of staff
4. Staff development
 - Orientation
 - In-service education
 - Continuing education
 - Training needs assessment
5. Employee appraisal process
6. Labour laws & industrial relations legislation
7. Factors influencing staffing

DIRECTING

1. Review of the directing function of management
2. Delegating
3. Factors influencing a motivating work environment
4. The communication process & directing
5. Conflict management process
 - Definition of conflict
 - Categories of conflict
 - The conflict process
 - Conflict resolution strategies
6. Management of resources
 - Personnel: supervision
 - Drugs, supplies, and equipment: inventory control
 - Finance: budgeting
 - Work space & work-flow: work plan

- Workload measures
- Time

CONTROLLING

1. Control process
 - Establishing standards
 - Measuring performance
 - Correcting variations
2. Quality processes
 - Quality assurance
 - Continuous quality improvement (CQI)
 - Total quality management (TQM)
3. Monitoring process
4. Evaluation process
5. Management responsibility of the Nurse Manager
6. Application of the management functions in the health care settings.

UNIT 4: LEADERSHIP & CHANGE

4 Theory

4 Practical

Specific Objectives

At the end of the unit, the student will be able to:

1. Define the term leadership;
2. Discuss leadership theories and leadership styles;
3. Discuss the qualities of an effective leader;

4. Discuss current issues, challenges and opportunities influencing nursing leadership;
5. Identify the types of supervision;
6. List the aims of supervision;
7. Explain the qualities and responsibilities of a supervisor;
8. Discuss the ethical and legal principles of supervision;
9. Discuss the influence of leadership or labour relations;
10. Identify the role of the Trade Union in fostering labour relations;
11. State the importance of the use of the problem solving approach in creating effective leadership;
12. Define the term change;
13. Discuss the change process.

Content

LEADERSHIP

1. Definition
2. Theories
3. Types
4. Essential qualities of an effective leader
5. Current issues, challenges & opportunities influencing nursing leadership

SUPERVISION

1. Definition
2. Types
3. Aims of supervision
4. Responsibilities of the supervisor
5. Qualities of the supervisor
6. Legal & ethical issues of the supervisory role

LABOUR RELATIONS

1. Trade Union
2. Leadership role in labour relations

3. Problem solving approach & leadership

CHANGE

1. Definition
2. Purpose of planned change
3. Change theory
4. Change agent
5. Phases of planned change
6. Driving & restraining forces
7. Change strategies.

UNIT 5: MANAGEMENT OF A HEALTH CARE UNIT

Hours: 8 Theory

16 Practical

Specific Objectives

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

1. Explain the levels of administration/management as listed in this unit;
2. Discuss the elements of the personnel management system and application to the management to the health care unit;
3. List elements essential to the management of supplies and equipment within the health care unit;
7. Discuss the importance of the ordering system and inventory control;
8. Outline the essential elements of transport management;
9. Explain the relevance of developing timetable and duty rosters;
10. Discuss the importance of time management;
11. Outline factors listed in this unit, which are essential to the management of patient care;
12. Explain the patient care standards and auditing for quality control in evaluating patient care;
13. Discuss the principles of objective recording and reporting;
14. Demonstrate skills in objective recording and reporting.

Content

A. Organization of the health care delivery system

1. Levels of administration/management

- Ministerial
- Department, e.g., hospital
- Unit, e.g., ward, health centre/clinic

2. Personnel policies framework

- Staff Orders
- Public Service Commission
- Performance Appraisal System

B. Management of the health care unit

1. Human resources management elements

- Team approach
- Teaching
- Assigning/delegating
- Guiding/supervising
- Evaluating
- Performance appraisal
- Staff development

2. Supplies & equipment management

- Ordering
- Purchasing
- Storing
- Distributing
- Utilization
- Preventive maintenance
- Inventory control

3. Transport management

- Vehicle maintenance
- Coupon management
- Records

4. Paperwork management

- Function of the office in health care units
- Official letters
- Filing system
- Ordering
- Inventory control

5. Time management

- Preparing timetables & duty rosters
- Monitoring & evaluation

6. Management of patient care

- Assessment
- Setting priorities
- Developing patient care plans
- Patient care assignments
- Ward conferences

7. Evaluation of patient care

- Patient care standards
- Auditing for quality control

8. Recording & reporting

- Nature & types of records
- Charts & reports
- Purpose of records & reports
- Principles of effective & objective recording & reporting
- Use of technology
- Filing of records, charts & reports.

Teaching/Learning Methodologies

- Lecture/Discussion
- PowerPoint presentation
- Role play
- Visual aids: Organizational Charts, etc.
- Individual/Small group activities
- Problem-based learning
- Workshops
- Student-led seminars
- Supervised and independent practicum

Areas used for Learning

- Classroom
- Libraries
- Health care units
- Clinical Learning Centre (Nursing Skills Laboratory)

Learning Experiences

- Visits to hospital wards, health centres/clinics to observe and participate in unit management
- Preparation of projects

Required Skills

1. Preparation of a budget
2. Preparation of Staffing Schedule/Timetables
3. Managing a ward
4. Communication skills – written and oral
5. Teaching skills
6. Interviewing and counselling

Student Assessment and evaluation;

Coursework **60%**

- Written objective-type test 30%
- Group project presentations 30%

Final examination: **40%**

- objective-type test

Required Reading

Kelly, P. (2010). Nursing leadership & management. New York, Delmar Learning.

Marquis, B.L. & Huston, C. J. (2008). Leadership roles and management functions in nursing: Theory & application. New York: Lippincott, Williams & Wilkins.

Recommended Reading

Kim, M.J., Woith, W., Otten, K., & McElmurry, B. (2006). Global nurse leaders: lessons from the sages. *Advances in Nursing Science*, 29 (1), 27-42.

World Bank (2009). The nurse labour and education markets in the English-speaking CARICOM: issues and options for reform.

Course Calendar**LEADERSHIP & MANAGEMENT IN NURSING****CREDITS 3 60 HOURS**

Session	Topics
Week 1 TO 2	<p>UNIT 1: MANAGERIAL PROCESS</p> <ol style="list-style-type: none"> 1. Definition of terms <ul style="list-style-type: none"> • Decision-making • Management • Administration 2. Decision-making process 3. Managerial functions <ul style="list-style-type: none"> • Planning • Organizing • Staffing • Directing • Controlling 4. Management theories <ul style="list-style-type: none"> • Scientific management • Bureaucratic organization • Management functions • Hawthorne effects • Theory X & Theory Y • Employee participation 5. Differences in management & administration.
Week 3 TO 6	<p>UNIT 2 MANAGERIAL PROCESS: PLANNING & ORGANIZING</p>

Session	Topics
	<p>PLANNING</p> <ol style="list-style-type: none"> 1. Hierarchy of planning & definition of each <ul style="list-style-type: none"> • Value statements: values, vision, mission • Philosophy • Goals • Objectives • Policies • Procedures • Rules 2. Planning models <ul style="list-style-type: none"> • Reactive planning • Interactive planning • Proactive planning • Interactive/Proactive planning <ul style="list-style-type: none"> ◦ Long range ◦ Intermediate range ◦ Short range 3. Types of plan <ul style="list-style-type: none"> • Strategic • Corporate • Operational 4. Planning process 5. Barriers to planning 6. Planning strategies 7. The budgetary process <ul style="list-style-type: none"> • Fiscal planning & budgeting • Requirements • Plan • Control

Session	Topics
	<ul style="list-style-type: none"> • Review <p>ORGANIZING</p> <ol style="list-style-type: none"> 1. Organizational structures 2. Levels of management 3. Types of organization structure 4. Effects of organizational structure 5. Organizational culture 6. Organizing work <ul style="list-style-type: none"> • Regional level • District & parish levels • Health facility level • Unit level • Department level 7. Team approach to management 8. Factors affecting organizational performance & coping strategies <ul style="list-style-type: none"> • Health policies • Culture • Leadership style • Management behaviour • Infrastructure • Environments: physical, psychosocial, political.
Week 7 TO 9	<p style="text-align: center;">UNIT 3 MANAGERIAL PROCESS: STAFFING, DIRECTING & CONTROLLING STAFFING</p> <ol style="list-style-type: none"> 1. Staffing process

Session	Topics
	<ol style="list-style-type: none"> 2. Principles of deployment & utilization 3. Factors influencing retention of staff 4. Staff development <ul style="list-style-type: none"> • Orientation • In-service education • Continuing education • Training needs assessment 5. Employee appraisal process 6. Labour laws & industrial relations legislation 7. Factors influencing staffing <p>DIRECTING</p> <ol style="list-style-type: none"> 1. Review of the directing function of management 2. Delegating 3. Factors influencing a motivating work environment 4. The communication process & directing 5. Conflict management process <ul style="list-style-type: none"> • Definition of conflict • Categories of conflict • The conflict process • Conflict resolution strategies 6. Management of resources <ul style="list-style-type: none"> • Personnel: supervision • Drugs, supplies, and equipment: inventory control • Finance: budgeting • Work space & work-flow: work plan • Workload measures • Time

Session	Topics
	<p>CONTROLLING</p> <ol style="list-style-type: none"> 1. Control process <ul style="list-style-type: none"> • Establishing standards • Measuring performance • Correcting variations 2. Quality processes 3. Quality assurance 4. Continuous quality improvement (CQI) 5. Total quality management (TQM) 6. Monitoring process 7. Evaluation process 8. Management responsibility of the Nurse Manager 9. Application of the management functions in the health care settings.
Week 10	<p>UNIT 4: LEADERSHIP & CHANGE</p> <p>LEADERSHIP</p> <ol style="list-style-type: none"> 1. Definition 2. Theories 3. Types 4. Essential qualities of an effective leader 5. Current issues, challenges & opportunities influencing nursing leadership <p>SUPERVISION</p> <ol style="list-style-type: none"> 1. Definition 2. Types 3. Aims of supervision 4. Responsibilities of the supervisor 5. Qualities of the supervisor 6. Legal & ethical issues of the supervisory role

Session	Topics
	<p>LABOUR RELATIONS</p> <ol style="list-style-type: none"> 1. Trade Union 2. Leadership role in labour relations 3. Problem solving approach & leadership <p>CHANGE</p> <ol style="list-style-type: none"> 1. Definition 2. Purpose of planned change 3. Change theory 4. Change agent 5. Phases of planned change 6. Driving & restraining forces 7. Change strategies.
Week 11 & 12	<p>UNIT 5: MANAGEMENT OF A HEALTH CARE UNIT</p> <p>Organization of the health care delivery system</p> <p>Levels of administration/management</p> <ul style="list-style-type: none"> • Ministerial • Department, e.g., hospital • Unit, e.g., ward, health centre/clinic <p>Personnel policies framework</p> <ul style="list-style-type: none"> • Staff Orders • Public Service Commission • Performance Appraisal System <p>Management of the health care unit</p> <p>Human resources management elements</p> <ul style="list-style-type: none"> • Team approach • Teaching

Session	Topics
	<ul style="list-style-type: none"> • Assigning/delegating • Guiding/supervising • Evaluating • Performance appraisal • Staff development <p>Supplies & equipment management</p> <ul style="list-style-type: none"> • Ordering • Purchasing • Storing • Distributing • Utilization • Preventive maintenance • Inventory control <p>Transport management</p> <ul style="list-style-type: none"> • Vehicle maintenance • Coupon management • Records <p>Paperwork management</p> <ul style="list-style-type: none"> • Function of the office in health care units • Official letters • Filing system • Ordering • Inventory control <p>Time management</p> <ul style="list-style-type: none"> • Preparing timetables & duty rosters • Monitoring & evaluation <p>Management of patient care</p> <ul style="list-style-type: none"> • Assessment • Setting priorities

Session	Topics
	<ul style="list-style-type: none"> • Developing patient care plans • Patient care assignments • Ward conferences <p>Evaluation of patient care</p> <ul style="list-style-type: none"> • Patient care standards • Auditing for quality control <p>Recording & reporting</p> <ul style="list-style-type: none"> • Nature & types of records • Charts & reports • Purpose of records & reports • Principles of effective & objective recording & reporting • Use of technology • Filing of records, charts & reports.
Week 13	

COURSE TITLE: **LEADERSHIP & MANAGEMENT IN NURING
PRACTICUM**

COURSE CODE: **NURS 4016**

DURATION: **192 Clinical Hours**

CREDITS: **4**

PRE-REQUISITE: **Leadership & Management in Nursing**

COURSE DESCRIPTION

The application of the concepts and theories of the **Leadership and Management in Nursing** course to the management of patient care units. All previously learned knowledge and skills will be integrated in the practicum. Students will apply leadership skills and patient care management theories in managing patient care units. It prepares the graduates for assuming leadership and management roles as first line managers within the social, legal and economical contexts of a fiscally constrained health service. The role of the nurse as a supervisor, leader, change agent and manager is emphasized. The course will engage students' critical thinking and decision-making while assuming leadership roles through applying principles of theories. Approaches to teaching, learning and assessment will be done in skill lab, and in hospitals

GOALS/AIMS:

With having the knowledge of leadership theories and processes, Students will be able to manage given leadership roles as a supervisor, change agent and manager in hospitals and community health centres.

LEARNING OUTCOMES

At the end of the practicum, the student will be able to:

1. Apply the principles, theories and concepts of management as taught in the **Leadership and Management in Nursing** course to the management of a patient care unit;
2. Demonstrate ability to manage activities within an assigned patient care unit;
3. Design strategies to maintain open lines of communication and positive relationships with co-workers, physicians, and other health team members.

CONTENT OUTLINE

Under the supervision of a Charge Nurse and/or Preceptor:

1. Perform all duties expected of a first line Nurse Manager of a patient care unit.

Teaching/Learning Methodologies

- Tutorial
- Ward conferences
- Preceptor-student conferences
- Case study
- Clinical Skills Workbook

Areas used for Learning

- Patient care units
- Library
- Clinical Learning Centre (Nursing Skills Laboratory)

Learning Experiences

- Assignments to a patient care unit to observe and practice patient care unit management

Required Skills

1. Managing a ward

Student Assessment and evaluation

Students will be assessed on core competencies in this course.

Coursework	70%
• The Clinical Skills Workbook will be used to conduct continuous assessment of student performance of core skills in the clinical settings	40%
• Individual student case study	30%
Final Examination	30%
• Final clinical examination	30%

Required Reading

Kelly, P. (2010). Nursing leadership & management. New York, Delmar Learning.

Marquis, B.L. & Huston, C. J. (2008). Leadership roles and management functions in nursing: Theory & application. New York: Lippincott, Williams & Wilkins.

Recommended Reading

Kim, M.J., Woith, W., Otten, K., & McElmurry, B. (2006). Global nurse leaders: lessons from the sages. *Advances in Nursing Science*, 29 (1), 27-42.

World Bank (2009). The nurse labour and education markets in the English-speaking CARICOM: issues and options for reform.

Course Calendar

LEADERSHIP & MANAGEMENT IN NURSING PRACTICUM

CREDITS 4 CLINICAL HOURS 192

Session	Topics
Week 1 TO 4	<p>Under the supervision of a Charge Nurse and/or Preceptor:</p> <p>Perform all duties expected of a first line Nurse Manager of a patient care unit.</p> <p>Areas used for Learning</p> <ul style="list-style-type: none">• Patient care units• Library• Clinical Learning Centre (Nursing Skills Laboratory)
Week	

Year 4: Semester III

YEAR 4: SEMESTER III

COURSE TITLE: CLINICAL INTERNSHIP

COURSE CODE: NURS 4017

DURATION: 192 Clinical Hours

CREDITS: 4

PRE-REQUISITE: Successful completion of all courses of the BScN Programme

COURSE DESCRIPTION

This clinical internship course provides students the opportunity for integration and synthesis of previous knowledge, skills and professional role behaviours acquired in the BSc N programme. The experience will bridge the gap between undergraduate education and ‘real life’ professional nursing practice, by assisting the student to transition to an independent, competent professional. The student will be supported in consolidation of clinical and leadership skills to work collaboratively within a multidisciplinary team. The practicum experience will also allow students to analyze the broad gender, cultural, environmental, socioeconomic, and political systems that contribute to health status and outcomes, health policies, and health care delivery systems of Trinidad and Tobago.

GOALS / AIMS:

Students will develop skills while providing care to different types of patients admitted in the hospitals. Students will gain experience in managing different varieties of clinical settings. They develop expertise in leadership roles as managers and supervisors.

LEARNING OUTCOMES

At the end of the clinical internship, students will:

1. Synthesize principles and concepts from the bio-psychosocial and nursing sciences into planning and delivering optimum patient care;

2. Demonstrate advanced ethical and legal decision making competencies in managing patient care;
3. Integrate analytical, problem-solving, critical thinking, communication and interpersonal theory and skills into nursing practice;
4. Develop therapeutic nurse-patient relationships based on appropriate theories;
5. Evaluate patient care outcomes in the context of current and relevant research evidence;
6. Demonstrate competent psychomotor skills in assessing and meeting the unique needs of individuals and families;
7. Engage strategic organizational skills to develop effective inter-professional and interpersonal relationships, and manage work issues;
8. Analyze the leadership and management roles of nurses within the context of the national health care institutions;
9. Integrate socio-cultural, environmental concepts and health policy in health care delivery;
10. Acquire new knowledge and skills pertinent to the population and organization of context;
11. Fulfil personal and professional learning objectives established for the internship.

CONTENT OUTLINE

CHOOSING THE INTERNSHIP PLACEMENT LOCATION

Advisory sessions will be held in May and September of each year to assist students in their decision-making. Students can also seek assistance from the Programme Coordinator or Academic Advisor.

Students may choose to focus their clinical experience in either community health care facility or hospital-based care to achieve the written programme and personal learning objectives of the internship.

CLINICAL INTERNSHIP PLACEMENT PROPOSAL

All students must submit a Clinical Internship Proposal. The Proposal will be due at the end of semester 2 year 3 for the subsequent May internship. The Programme Coordinator and Academic Advisor will review the Proposal in collaboration with the student.

Criteria upon which the Internship Proposal and placement request decisions are made include:

1. *The quality and comprehensiveness of the proposal.* It must be completed accurately, using good grammar; learning outcomes and rationale must show insight and link to professional standards;
2. *The learning outcomes* must be developed by the student, reflect the student's learning needs and interests, and must be compatible with the overall BScN programme goals and selected clinical setting;
3. *The practicum experiences* being sought can actually be met at the requested placement, in agreement with the specified agency, and within the specified time;
4. *Interview;*
5. *A minimum GPA of 3.0 in BScN programme* is required for students wishing to take up an internship abroad;
6. *The Nursing Council of Trinidad & Tobago must approve a jurisdiction prior to the internship placement in this jurisdiction;*
7. *Level of autonomy and accountability* consistently high in the BScN programme. Students with disciplinary action in progress may be required to meet additional requirements.

If a proposal is rejected, students will be requested to re-submit with directives to correct deficits or develop an alternate proposal within a specified time frame.

During the Internship

Faculty will:

1. Maintain regular contact with Preceptors of student interns
2. Meet or talk with interns a minimum of once a week
3. Make scheduled site visits and maintain open lines of communication throughout the internships with the Preceptors
4. Support the Preceptors in evaluation of all internship experiences

5. Provide support for interns and Preceptors in preparation of the final report
6. Develop a reporting mechanism to track hours of experience and to ensure students are meeting their learning outcomes

Students must successfully complete the internship as outlined in the Project, meeting all requirements in order to receive a passing grade for the course.

Teaching/Learning Methodologies

- Orientation: overview of the internship
- Tutorials
- Student self-evaluation, using prescribed instrument
- Preceptor & students evaluation of students experience, using prescribed instrument
- Written assignments

Required skills

1. Communication and interpersonal relationship
2. Clinical assessment and evaluation
3. Therapeutic nursing interventions
4. Critical thinking skills, evidence-based practice, clinical judgment
5. Ethical and legal decision-making

Student Assessment

Course work	100%
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- Students will complete a critical appraisal of the internship experience based on the outcomes stated in their approved proposals for the internship 40%
- A continuous assessment will be conducted by the Preceptor supervising the student using a Standardised Checklist of skills/competencies, which will reflect those within the BSc N curriculum. 60%

Recommended Reading

Ellis, J.R. & Hartley, C. L. (2004). Nursing in today's world: Trends, issues &management. New York: Lippincott, Williams & Wilkins.

Texts as recommended

Course Calendar**CLINICAL INTERNSHIP****CREDITS 4 HOURS 192**

Session	Topics
Week 1 TO 4	<p>CHOOSING THE INTERNSHIP PLACEMENT LOCATION</p> <p>Advisory sessions will be held in May and September of each year to assist students in their decision-making. Students can also seek assistance from the Programme Coordinator or Academic Advisor.</p> <p>Students may choose to focus their clinical experience in either community health care facility or hospital-based care to achieve the written programme and personal learning objectives of the internship.</p> <p>CLINICAL INTERNSHIP PLACEMENT PROPOSAL</p> <p>All students must submit a Clinical Internship Proposal. The Proposal will be due at the end of semester 2 year 3 for the subsequent May internship. The Programme Coordinator and Academic Advisor will review the Proposal in collaboration with the student.</p> <p>Criteria upon which the Internship Proposal and placement request decisions are made include:</p> <p><i>The quality and comprehensiveness of the proposal.</i> It must be completed accurately, using good grammar; learning outcomes and rationale must show insight and link to professional standards;</p> <p><i>The learning outcomes</i> must be developed by the</p>

Session	Topics
	<p>student, reflect the student's learning needs and interests, and must be compatible with the overall BScN programme goals and selected clinical setting;</p> <p><i>The practicum experiences</i> being sought can actually be met at the requested placement, in agreement with the specified agency, and within the specified time;</p> <p><i>Interview;</i></p> <p><i>A minimum GPA of 3.0 in BScN programme</i> is required for students wishing to take up an internship abroad;</p> <p><i>The Nursing Council of Trinidad & Tobago must approve a jurisdiction prior to the internship placement in this jurisdiction;</i></p> <p><i>Level of autonomy and accountability</i> consistently high in the BScN programme. Students with disciplinary action in progress may be required to meet additional requirements.</p> <p>Required skills</p> <p>Communication and interpersonal relationship Clinical assessment and evaluation Therapeutic nursing interventions Critical thinking skills, evidence-based practice, clinical judgment Ethical and legal decision-making</p>
Week	Review and tests

COURSE TITLE: SENIOR NURSING REVIEW

COURSE CODE: NURS 4018

DURATION 221 hours/4 weeks

CREDITS: 0

PRE-REQUISITES: Successful completion of all courses of the BSc N programme

COURSE DESCRIPTION

The focus of this senior review is the preparation for the Regional Examination for Nurse Registration (RENR). The review will cover all courses taught in the curriculum. Students will be provided with an overview of the RENR process, as well as strategies for preparation for, and sitting of the examination. There will be a mock examination and a period for remedial work if necessary.

GOALS/AIMS:

Students will study all the subjects thoroughly with clearing all doubts with teachers and will be able to appear examination for successful results.

LEARNING OUTCOMES

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

1. Comprehend the RENR, its examination focus and process;
2. Apply strategies to the studying for and sitting of the examination;
3. Complete a mock Regional Examination for Nurse Registration (RENR) examination;
4. Attend remedial sessions if necessary.

CONTENT OUTLINE

1. Review of courses
2. Overview of the RENR and its focus

3. The RENR examination process
 - The Test Framework
 - Number of papers & their focus
 - Types of items & strategies for answering
 - Dates & duration of the examination
 - Test Centres
4. Preparing for the examination
 - Strategies for programme course review & sitting the RENR examination
 - Registration for the examination
 - Sitting the mock RENR
5. Remedial work(if necessary) based on the results of the examination
6. Role of the Nursing Council of Trinidad & Tobago& other Councils of the jurisdictions in the Caribbean regarding the RENR.

Teaching/Learning Methodologies

- Independent study
- Tutorials

Areas used for Learning

- Classroom
- Library
- Clinical Learning Centre (Nursing Skills Laboratory)

Learning Experiences

- Strategies for studying for & sitting the examination
- Sitting the mock examination
- Attending remedial sessions

Required Skills

1. Successful completion of all prior required skills

Student Assessment

- Written mock RENR examination **100%**

Recommended Reading

PAHO/WHO, CARICOM (1992). Blueprint. Regional examination for nurse registration. CARICOM: Una V. Reid.

PAHO/WHO, CARICOM (1992). Administrative manual. Regional examination for nurse registration. CARICOM: Una V. Reid.

PAHO/WHO, CARICOM (1992). Practice manual of multiple-choice items for student nurses. Regional Examination for Nurse Registration, Commonwealth Caribbean. CARICOM: Una V. Reid.

Recommended texts.

Course Calendar**SENIOR NURSING REVIEW****CREDITS 3 HOURS 221**

Session	Topics
Week 1 TO 4	<p style="text-align: center;">CONTENT OUTLINE</p> <ul style="list-style-type: none"> 1. Review of courses 2. Overview of the RENR and its focus 3. The RENR examination process <ul style="list-style-type: none"> • The Test Framework • Number of papers & their focus • Types of items & strategies for answering • Dates & duration of the examination • Test Centres 4. Preparing for the examination <ul style="list-style-type: none"> • Strategies for programme course review & sitting the RENR examination • Registration for the examination • Sitting the mock RENR 5. Remedial work(if necessary) based on the results of the examination 6. Role of the Nursing Council of Trinidad & Tobago& other Councils of the jurisdictions in the Caribbean regarding the RENR. <p><i>Areas used for Learning</i></p> <ul style="list-style-type: none"> • Classroom • Library • Clinical Learning Centre (Nursing Skills Laboratory)

Session	Topics
Week	

Table of Contents

ACKNOWLEDGEMENTS.....	iii
Introduction	- 2 -
Values.....	- 3 -
Vision	- 3 -
Mission.....	- 3 -
Programme Goals.....	- 4 -
Programme Objectives	- 4 -
Programme Design	- 5 -
Programme Entry Requirements	- 6 -
Certification.....	- 7 -
Career Opportunities.....	- 7 -
Curriculum Structure	- 7 -
Clinical Practicum	- 11 -
SUMMARY	- 13 -

Total number of days 226.5 (including the senior Nursing Review)	- 13 -
Total credits 36.....	- 13 -
Total clinical hours 1,728 (excluding the senior Nursing Review)	- 13 -
Analysis of the Curriculum	- 14 -
Philosophy.....	- 17 -
CONCEPTUAL FRAMEWORK.....	- 20 -
Organizing Framework	- 20 -
Curriculum Aim and Objectives	- 23 -
Objectives	- 23 -
Professional practice and management	- 24 -
Professional, ethical and legal practice	- 25 -
Course Sequence	- 27 -
YEAR 1: SEMESTER I	- 29 -
CONTENT OUTLINE.....	- 30 -
YEAR 1: SEMESTER I	- 40 -
COURSE CONTENT & SCHEDULE.....	- 45 -
CONTENT OUTLINE.....	- 52 -
CONTENT OUTLINE.....	- 84 -
COURSE OUTLINE	- 100 -
CONTENT OUTLINE.....	- 117 -
YEAR 1: SEMESTER II.....	- 136 -
CONTENT.....	- 136 -
LEARNING OUTCOMES	- 137 -
Teaching/Learning strategies.....	- 138 -
Required Reading.....	- 138 -
YEAR 1: SEMESTER II.....	- 139 -
Absences.....	- 140 -

COURSE DESCRIPTION	- 140 -
COURSE TITLE: SOCIOLOGY FOR THE CARIBBEAN	- 141 -
COURSE CODE: SOCI 1002/SY14G	- 141 -
DURATION: 36 Hours	- 141 -
CREDITS: 3.....	- 141 -
PRE-REQUISITE: Matriculation Requirements	- 141 -
LEARNING OUTCOMES.....	- 141 -
Teaching/Learning strategies.....	- 142 -
REQUIRED READING.....	- 143 -
RECOMMENDED READING.....	- 143 -
Absences.....	- 144 -
COURSE DESCRIPTION	- 146 -
LEARNING OUTCOMES.....	- 146 -
Teaching/Learning Methodologies	- 148 -
Absences	- 150 -
LEARNING OUTCOMES.....	- 152 -
STUDENT ASSESSMENT.....	- 157 -
Course work 40%	- 157 -
REQUIRED READING.....	- 157 -
Absences.....	- 160 -
COURSE DESCRIPTION	- 161 -
Teaching/ Learning Methodologies	- 164 -
RECOMMENDED READING.....	- 165 -
COURSE DESCRIPTION	- 168 -
TEACHING/LEARNING METHODOLOGIES	- 171 -
ASSESSMENT.....	- 171 -
Absences.....	- 174 -

YEAR 2: SEMESTER 1	- 175 -
COURSE DESCRIPTION	- 176 -
CONTENT OUTLINE.....	- 178 -
Teaching/Learning Methodologies.....	- 188 -
Areas used for Learning.....	- 189 -
Learning Experiences.....	- 189 -
Required Skills.....	- 189 -
Student Assessment.....	- 189 -
Required Reading.....	- 189 -
Recommended Reading	- 190 -
Abnormal, Sociology for the Caribbean, Nutrition	- 200 -
COURSE DESCRIPTION	- 200 -
LEARNING OUTCOMES.....	- 200 -
CONTENT OUTLINE.....	- 201 -
Teaching/Learning Methodologies.....	- 217 -
Areas used for Learning.....	- 217 -
Learning Experiences.....	- 217 -
Required Skills.....	- 217 -
Student Assessment	- 218 -
Required Reading.....	- 218 -
COURSE DESCRIPTION	- 233 -
LEARNING OUTCOMES.....	- 233 -
CONTENT OUTLINE.....	- 234 -
Teaching/Learning Methodologies.....	- 258 -
Areas used for Learning.....	- 258 -
Student Assessment	- 258 -
Required Reading.....	- 259 -

Recommended Reading	- 259 -
Worker Safety, Health Informatics	- 275 -
COURSE DESCRIPTION	- 275 -
LEARNING OUTCOMES	- 276 -
CONTENT OUTLINE.....	- 276 -
Teaching/Learning Methodologies.....	- 289 -
Learning Experiences.....	- 290 -
Required Skills.....	- 290 -
Required Reading.....	- 290 -
Recommended Reading	- 291 -
Health Promotion, The Nursing Process & Health Assessment	- 300 -
COURSE DESCRIPTION	- 300 -
CONTENT OUTLINE.....	- 302 -
Teaching/Learning Methodologies.....	- 313 -
Areas used for Learning.....	- 313 -
Learning Experiences.....	- 313 -
Required Skills.....	- 314 -
Student Assessment	- 314 -
Course work 40%	- 314 -
Required Reading.....	- 314 -
Recommended Reading	- 314 -
USEFUL LINKS	- 315 -
COURSE DESCRIPTION	- 324 -
CONTENT OUTLINE.....	- 326 -
Teaching/Learning Methodologies.....	- 326 -
Areas used for Learning.....	- 326 -
Learning Experiences.....	- 326 -

Required Skills.....	- 327 -
Student Assessment	- 327 -
Course work 60%	- 327 -
Required Reading.....	- 327 -
Recommended Reading	- 328 -
USEFUL LINKS	- 328 -
Areas used for Learning.....	- 329 -
Learning Experiences.....	- 329 -
YEAR 2: SEMESTER II.....	- 332 -
COURSE DESCRIPTION	- 332 -
LEARNING OUTCOMES.....	- 332 -
CONTENT OUTLINE.....	- 334 -
A. Diet therapy	- 339 -
HYPERTENSION	- 341 -
ATHEROSCLEROSIS	- 342 -
GASTRO-ENTERITIS	- 346 -
PEPTIC ULCER	- 347 -
LARGE BOWEL DISEASE	- 347 -
LIVER DISEASE	- 347 -
GALL BLADDER DISEASE.....	- 348 -
CONSTIPATION.....	- 348 -
MALABSORPTION	- 349 -
Teaching/Learning Methodologies.....	- 355 -
Areas used for Learning.....	- 355 -
Learning Experiences.....	- 355 -
Required Skills.....	- 355 -
Student Assessment	- 355 -

Required Reading.....	- 356 -
Recommended Reading	- 356 -
A. Diet therapy	- 360 -
HYPERTENSION	- 361 -
ATHEROSCLEROSIS	- 362 -
GASTRO-ENTERITIS	- 366 -
PEPTIC ULCER	- 366 -
LIVER DISEASE	- 367 -
GALL BLADDER DISEASE.....	- 367 -
CONSTIPATION.....	- 367 -
MALABSORPTION	- 368 -
Care Worker Safety, Nursing Process & Health Assessment	- 373 -
COURSE DESCRIPTION	- 373 -
LEARNING OUTCOMES.....	- 373 -
CONTENT OUTLINE.....	- 374 -
Teaching/Learning Methodologies.....	- 384 -
Areas used for Learning.....	- 384 -
Learning Experiences.....	- 384 -
Required Skills.....	- 385 -
Student Assessment.....	- 385 -
Required Reading.....	- 385 -
COURSE DESCRIPTION	- 394 -
LEARNING OUTCOMES.....	- 395 -
CONTENT OUTLINE.....	- 396 -
Teaching/Learning Methodologies.....	- 404 -
Areas used for Learning.....	- 404 -
Required Skills.....	- 404 -

Student Assessment	- 405 -
Required Reading.....	- 406 -
Recommended Reading	- 406 -
Human Anatomy & Physiology 1 & II, Patient & Health Care Worker Safety, Introd. To Professional Nursing, The Nursing Process & Health Assessment, First Aid & Basic Life Support.....	- 414 -
COURSE DESCRIPTION	- 414 -
LEARNING OUTCOMES.....	- 415 -
CONTENT OUTLINE.....	- 415 -
Teaching/Learning Methodologies.....	- 421 -
Areas used for Learning.....	- 421 -
Learning Experiences.....	- 422 -
Required Skills.....	- 422 -
Student Assessment	- 424 -
Required Reading.....	- 424 -
Recommended Reading	- 424 -
COURSE DESCRIPTION	- 428 -
LEARNING OUTCOMES.....	- 429 -
CONTENT OUTLINE.....	- 429 -
Teaching/Learning Methodologies.....	- 430 -
Areas used for Learning.....	- 430 -
Learning Experiences.....	- 430 -
Required Skills.....	- 430 -
Student Assessment	- 432 -
Required Reading.....	- 432 -
Recommended Reading	- 432 -
Required Skills.....	- 434 -

COURSE DESCRIPTION	- 437 -
LEARNING OUTCOMES	- 437 -
COURSE SCHEDULE & READINGS	- 438 -
Teaching/Learning Methodologies	- 441 -
Areas used for Learning	- 441 -
Learning Experiences	- 441 -
Required Skills	- 441 -
Student Assessment	- 441 -
Required Reading	- 442 -
Recommended Reading	- 442 -
YEAR 3: SEMESTER I	- 447 -
Informatics	- 447 -
COURSE DESCRIPTION	- 447 -
LEARNING OUTCOMES	- 447 -
CONTENT OUTLINE	- 448 -
Teaching/Learning Methodologies	- 453 -
Areas used for Learning	- 454 -
Learning Experiences	- 454 -
Required Skills	- 454 -
Student Evaluation	- 454 -
Required Reading	- 454 -
Recommended Reading	- 454 -
COURSE DESCRIPTION	- 461 -
LEARNING OUTCOMES	- 461 -
CONTENT OUTLINE	- 463 -
Learning Experiences	- 469 -
Required Skills	- 469 -

Student Assessment	- 469 -
Required Reading.....	- 469 -
Recommended Reading	- 470 -
COURSE DESCRIPTION	- 474 -
LEARNING OUTCOMES.....	- 474 -
CONTENT OUTLINE.....	- 475 -
Teaching/Learning Methodologies.....	- 475 -
Areas used for Learning.....	- 476 -
Required Skills.....	- 476 -
Student Assessment	- 476 -
Course work 40%	- 476 -
Required Reading.....	- 477 -
Recommended Reading	- 477 -
Required Skills.....	- 478 -
COURSE DESCRIPTION	- 480 -
LEARNING OUTCOMES.....	- 480 -
CONTENT OUTLINE.....	- 481 -
Specific Objectives (applicable to each Unit).....	- 481 -
APPLICATION OF SUBJECT AREAS RELATIVE TO THE COMMON HEALTH	- 482 -
CONDITIONS IN EACH UNIT	- 482 -
See Specific Objectives, which are relevant to the Unit	- 483 -
See Application of subject areas relative to the Unit.....	- 483 -
COMMON HEALTH CONDITIONS OF	- 484 -
• Upper Respiratory Tract	- 484 -
• Lower Respiratory Tract	- 484 -
COMMON HEALTH CONDITIONS OF THE RENAL SYSTEM.....	- 488 -
Areas used for Learning.....	- 496 -

Learning Experiences.....	- 496 -
Required Skills.....	- 497 -
Student Assessment.....	- 500 -
Recommended Reading	- 500 -
COMMON HEALTH CONDITIONS OF	- 502 -
• Upper Respiratory Tract	- 502 -
• Lower Respiratory Tract	- 502 -
COMMON HEALTH CONDITIONS OF THE RENAL SYSTEM.....	- 506 -
Peritonitis	- 512 -
Bowel obstruction: mechanical/neurogenic/vascular.....	- 512 -
COURSE DESCRIPTION	- 514 -
LEARNING OUTCOMES.....	- 514 -
CONTENT OUTLINE.....	- 515 -
Teaching/Learning Methodologies.....	- 515 -
Areas used for Learning.....	- 516 -
Learning Experiences.....	- 516 -
Required Skills.....	- 516 -
Student Assessment	- 519 -
Required Reading.....	- 519 -
Recommended Reading	- 519 -
Required Skills.....	- 521 -
YEAR 3: SEMESTER I	Error! Bookmark not defined.
Informatics	Error! Bookmark not defined.
COURSE DESCRIPTION	Error! Bookmark not defined.
LEARNING OURTCOMES	Error! Bookmark not defined.
CONTENT OUTLINE.....	Error! Bookmark not defined.
Teaching/Learning Methodologies.....	Error! Bookmark not defined.

Areas used for Learning.....	Error! Bookmark not defined.
Learning Experiences.....	Error! Bookmark not defined.
Required Skills.....	Error! Bookmark not defined.
Student Evaluation.....	Error! Bookmark not defined.
Required Reading.....	Error! Bookmark not defined.
Recommended Reading	Error! Bookmark not defined.
COURSE DESCRIPTION	Error! Bookmark not defined.
LEARNING OUTCOMES	Error! Bookmark not defined.
CONTENT OUTLINE.....	Error! Bookmark not defined.
Teaching/Learning Methodologies.....	Error! Bookmark not defined.
Areas used for Learning.....	Error! Bookmark not defined.
Learning Experiences.....	Error! Bookmark not defined.
Required Skills.....	Error! Bookmark not defined.
Student Assessment.....	Error! Bookmark not defined.
Required Reading.....	Error! Bookmark not defined.
Recommended Reading	Error! Bookmark not defined.
COURSE DESCRIPTION	Error! Bookmark not defined.
LEARNING OUTCOMES	Error! Bookmark not defined.
CONTENT OUTLINE.....	Error! Bookmark not defined.
Teaching/Learning Methodologies.....	Error! Bookmark not defined.
Areas used for Learning.....	Error! Bookmark not defined.
Required Skills.....	Error! Bookmark not defined.
Student Assessment.....	Error! Bookmark not defined.
Course work 70%	Error! Bookmark not defined.
Required Reading.....	Error! Bookmark not defined.
Recommended Reading	Error! Bookmark not defined.
Required Skills.....	Error! Bookmark not defined.

COURSE DESCRIPTION	Error! Bookmark not defined.
LEARNING OUTCOMES	Error! Bookmark not defined.
CONTENT OUTLINE.....	Error! Bookmark not defined.
Specific Objectives (applicable to each Unit).....	Error! Bookmark not defined.
See Specific Objectives, which are relevant to the Unit	Error! Bookmark not defined.
See Application of subject areas relative to the Unit.....	Error! Bookmark not defined.
COMMON HEALTH CONDITIONS OF	Error! Bookmark not defined.
• Upper Respiratory Tract	Error! Bookmark not defined.
• Lower Respiratory Tract	Error! Bookmark not defined.
COMMON HEALTH CONDITIONS OF THE RENAL SYSTEM..	Error! Bookmark not defined.
Teaching/Learning Methodologies.....	Error! Bookmark not defined.
Areas used for Learning.....	Error! Bookmark not defined.
Learning Experiences.....	Error! Bookmark not defined.
Required Skills.....	Error! Bookmark not defined.
Student Assessment	Error! Bookmark not defined.
Required Reading.....	Error! Bookmark not defined.
Recommended Reading	Error! Bookmark not defined.
COMMON HEALTH CONDITIONS OF	Error! Bookmark not defined.
1. Upper Respiratory Tract	Error! Bookmark not defined.
2. Lower Respiratory Tract	Error! Bookmark not defined.
Peritonitis	Error! Bookmark not defined.
Bowel obstruction: mechanical/neurogenic/vascular.....	Error! Bookmark not defined.
COURSE DESCRIPTION	Error! Bookmark not defined.
LEARNING OUTCOMES	Error! Bookmark not defined.
CONTENT OUTLINE.....	Error! Bookmark not defined.
Teaching/Learning Methodologies.....	Error! Bookmark not defined.
Areas used for Learning.....	Error! Bookmark not defined.

Learning Experiences.....	Error! Bookmark not defined.
Required Skills.....	Error! Bookmark not defined.
Student Assessment.....	Error! Bookmark not defined.
Required Reading.....	Error! Bookmark not defined.
Recommended Reading	Error! Bookmark not defined.
Required Skills.....	Error! Bookmark not defined.
YEAR 3: SEMESTER II.....	- 526 -
Health Assessment, Concepts Applied to Nursing,.....	- 526 -
COURSE DESCRIPTION	- 526 -
LEARNING OUTCOMES.....	- 526 -
CONTENT OUTLINE.....	- 527 -
Teaching/Learning Methodologies.....	- 535 -
Areas used for Learning.....	- 535 -
Learning Experiences.....	- 535 -
Related Skills.....	- 536 -
Student Assessment.....	- 536 -
Required Reading.....	- 536 -
Recommended Reading	- 537 -
YEAR 3: SEMESTER II.....	- 538 -
COURSE DESCRIPTION	- 544 -
LEARNING OUTCOMES.....	- 544 -
CONTENT OUTLINE.....	- 545 -
Teaching/Learning Methodologies.....	- 545 -
Areas used for Learning.....	- 545 -
Learning Experiences.....	- 546 -
Required Skills.....	- 546 -
Student Assessment.....	- 547 -

Required Reading.....	- 547 -
Areas used for Learning.....	- 549 -
Required Skills.....	- 549 -
COURSE DESCRIPTION	- 551 -
LEARNING OBJECTIVES.....	- 551 -
CONTENT OUTLINE.....	- 553 -
Teaching/Learning Methodologies.....	- 564 -
Areas used for Learning.....	- 564 -
Learning Experiences.....	- 565 -
Required Skills.....	- 565 -
Pre natal Care.....	- 565 -
Labour and Delivery	- 565 -
Post Partum.....	- 566 -
Newborn.....	- 566 -
Required Reading.....	- 567 -
COURSE DESCRIPTION	- 575 -
LEARNING OUTCOMES.....	- 575 -
CONTENT OUTLINE.....	- 576 -
Teaching/Learning Methodologies.....	- 577 -
Areas used for Learning.....	- 578 -
Learning Experiences.....	- 578 -
Required Skills.....	- 578 -
Pre natal Care.....	- 578 -
Labour and Delivery	- 579 -
Post Partum.....	- 579 -
Newborn.....	- 580 -
Immunization	- 580 -

Recommended Reading	- 580 -
Required Skills	- 582 -
Pre natal Care.....	- 583 -
Labour and Delivery	- 583 -
Post Partum.....	- 583 -
18. <i>Provide post-partum care</i>	- 583 -
19. <i>Perform vulval swabbing</i>	- 583 -
Newborn.....	- 584 -
Immunization	- 584 -
YEAR 4: SEMESTER 1	- 586 -
Hours: 3 Theory	- 587 -
Specific Objectives.....	- 587 -
Content	- 588 -
Hours: 5 Theory	- 588 -
Specific Objectives.....	- 588 -
Content	- 589 -
Hours: 4 Theory	- 591 -
12 Practical.....	- 591 -
Content	- 591 -
Neonate: Birth -28 days	- 591 -
Infant: 29 days – 1 year	- 592 -
Toddler: 1-3 years.....	- 593 -
Pre-schooler: 3-5 years	- 594 -
School-age Child: 5-12 years.....	- 595 -
Adolescent: 12-18 years	- 596 -
Hours: 4 Theory	- 598 -
8 Practical	- 598 -

Specific Objectives.....	- 598 -
Content	- 598 -
Hours: 8 Theory	- 600 -
16 Practical.....	- 600 -
Specific Objectives.....	- 600 -
Content	- 601 -
Infant: 0 – 28 days.....	- 602 -
• The At-risk Infant 0 – 28 days.....	- 603 -
Child: 29 days – 4 years	- 604 -
• The At-risk Child-29 days – 4 years.....	- 606 -
Child: 5 – 11 years	- 606 -
Child: 12 – 18 years	- 608 -
The At-risk Child: 12 – 18 years	- 609 -
NURSING CARE OF CHILDREN AND ADOLESCENTS	- 613 -
UNIT 2: CONCEPTS OF CHILD HEALTH CARE.....	- 613 -
UNIT 3: HEALTH PROMOTION & MAINTENANCE IN THE CHILD (1 MONTH-18 YEARS)....-	- 615 -
Hours: 6 Theory	- 640 -
8 Practical	- 640 -
Specific Objectives.....	- 640 -
Content	- 641 -
Hours: 5 Theory	- 643 -
8 Practical	- 643 -
Specific Objectives.....	- 643 -
Hours: 5 Theory	- 645 -
12 Practical.....	- 645 -
Specific Objectives.....	- 645 -

Content	- 646 -
Hours: 8 Theory	- 648 -
8 Practical	- 648 -
Specific Objectives.....	- 648 -
Content	- 649 -
UNIT 1: OPERATING THEATRE NURSING	- 655 -
UNIT 2: THE RECOVERY ROOM & INTENSIVE CARE UNIT	- 656 -
UNIT 3: ACCIDENT & EMERGENCY DEPARTMENT	- 657 -
UNIT4: DISASTER PREPAREDNESS & EMERGENCY MANAGEMENT	- 660 -
COURSE DESCRIPTION	- 671 -
LEARNING OUTCOMES	- 671 -
CONTENT OUTLINE.....	- 672 -
Content	- 672 -
Teaching/Learning Methodologies	- 672 -
Student Assessment and evaluation:.....	- 673 -
Written individual project report.....	- 673 -
Required Reading.....	- 673 -
Recommended Reading	- 673 -
COURSE DESCRIPTION	- 675 -
LEARNING OUTCOMES	- 675 -
CONTENT OUTLINE.....	- 677 -
Hours: 4 Theory	- 677 -
Specific Objectives.....	- 677 -
Content	- 677 -
4 Theory	- 678 -
8 Practical	- 678 -
Specific Objectives.....	- 678 -

Content	- 679 -
Hours: 4 Theory	- 681 -
8 Practical	- 681 -
Specific Objectives.....	- 681 -
Content	- 681 -
4 Theory.....	- 683 -
4 Practical	- 683 -
Specific Objectives.....	- 683 -
Hours: 8 Theory	- 685 -
16 Practical.....	- 685 -
Specific Objectives.....	- 685 -
Content	- 686 -
Teaching/Learning Methodologies	- 688 -
Areas used for Learning	- 688 -
Learning Experiences.....	- 688 -
Required Skills	- 688 -
Student Assessment and evaluation;.....	- 689 -
Required Reading.....	- 689 -
Recommended Reading	- 689 -
UNIT 1: MANAGERIAL PROCESS.....	- 690 -
UNIT 3 MANAGERIAL PROCESS: STAFFING, DIRECTING	- 692 -
& CONTROLLING STAFFING.....	- 692 -
UNIT 5: MANAGEMENT OF A HEALTH CARE UNIT	- 695 -
COURSE DESCRIPTION	- 698 -
LEARNING OUTCOMES	- 698 -
CONTENT OUTLINE.....	- 699 -
Teaching/Learning Methodologies	- 699 -

Areas used for Learning	- 699 -
Learning Experiences.....	- 699 -
Required Skills.....	- 699 -
Student Assessment and evaluation.....	- 700 -
Required Reading.....	- 700 -
Recommended Reading	- 700 -
Areas used for Learning	- 701 -
COURSE DESCRIPTION	- 703 -
LEARNING OUTCOMES.....	- 703 -
CONTENT OUTLINE.....	- 704 -
During the Internship	- 705 -
Teaching/Learning Methodologies	- 706 -
Required skills	- 706 -
Student Assessment	- 706 -
Required skills	- 709 -
Successful completion of all courses of the BSc N programme	- 710 -
COURSE DESCRIPTION	- 710 -
LEARNING OUTCOMES.....	- 710 -
CONTENT OUTLINE.....	- 710 -
Teaching/Learning Methodologies	- 711 -
Areas used for Learning	- 711 -
Learning Experiences.....	- 711 -
Required Skills.....	- 712 -
Student Assessment	- 712 -
Recommended Reading	- 712 -
CONTENT OUTLINE.....	- 713 -
Areas used for Learning	- 713 -

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