



**DIPLOMA IN
BASIC NURSING**

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DIPLOMA IN BASIC NURSING

PHILOSOPHY

We believe that :-

Man is a complex being with biological psycho-social and spiritual needs, regardless of race, colour, creed and age. He interacts with his constantly changing environment by his adaptive mechanisms. Man has the right to have access to quality health care and the means to assist him to fulfill his potential in life.

Health as defined by W.H.O. is "a state of complete physical, mental and social well being and not merely the absence of disease or infirmity". Health is a dynamic state along the wellness-illness/stress adaptation continuum in which individuals are able to mobilise their physical, intellectual and emotional, resources for optimal being.

Nursing provides a service, the basis of which is a core process where the nurse aims to promote, maintain and restore the optimum state of health for each individual. The role of the nurse is to provide health care in a variety of settings which include health education, prevention of illness, promotion of health, care of the acute and chronically *terminally ill, death and rehabilitation.* The nurse carry out the *functions irrespective of race, religion, status, any government policy and respecting the culture of various ethnic groups.*

Nursing Education is directed towards the personal and professional development of the students by assisting them to establish their identity as nurses and responsible citizens.

The course is designed to accommodate self-directed learning to a large extent, inculcating continuing education so that the graduates of the program assume responsibilities for professional and self development.

The course provides selected experiences in the community and hospital settings for students to apply concepts from nursing theory and related disciplines. The practical experience enables the student nurses to learn about the many roles and functions of professional nurses and their relationship with other health workers and health agencies.

The course aims to prepare competent nurses who will function effectively in the hospital and community.

Aim:- To prepare a graduate who will function as a caring, competent and humane nurse in the hospital and in the community.

COURSE OBJECTIVES

On completion of the programme, the graduate will be able to:

1. Promote, maintain and restore health and prevent disease and injury to individuals, families a community and participate effectively as a member of the health team.
2. Provide effective and comprehensive nursing care using the nursing process.
3. Apply management skills when providing health care services.
4. Function as a competent member of a multi-disciplinary health team and be accountable for nursing practice.
5. Demonstrate positive attitudes in the execution of her daily responsibilities as a person, nurse a citizen.
6. Teach health care to individuals, families and communities and make them responsible for aspects of their own health care.
7. Establish, facilitate and maintain good interpersonal and public relations.
8. Utilize available resources for the delivery of health care to individuals, families and communities using the primary health care approach.
9. Recognise the need for the significance of research in clinical nursing practice and to participate in such research where feasible.
10. Develop and demonstrate self awareness and values in relation to the need for continuing education and personal and professional development.

COURSE PROFILE

This course is a basic nursing which will provide comprehensive preparation and sound foundation in health sciences, behavioural sciences, and nursing using the integrated approach. The nursing process will be the core thread running throughout the curriculum. It is aimed at providing a humanistic and holistic approach to nursing, preparing the nurse to be sensitive to the needs of patients and clients.

The organ system approach is adopted in teaching the common health problems and all the other sciences are integrated into the organ system approach to provide a coherent whole.

COURSE OVERVIEW

Name of Course.

The 3 year Diploma Course in Basic Nursing.

CERTIFICATE TITLE

Diploma in Nursing Science (State Diploma Course)

DURATION OF COURSE

The course will be offered as a 3-year full time course.

REGISTRATION

The course will comply with the requirement of MOH / Nursing Section

RESPONSIBLE ORGANISATION.

Nursing Section MOH

COURSE STRUCTURE

The course structure of this nursing education programme is integrated based on three strands in the practicum. It contains an increased emphasis on Primary Health Care in both the hospitals and community settings.

- STRAND I** - Nursing studies comprising of general nursing, obstetric nursing and community health nursing and psychiatric nursing.
- STRAND II** - Health sciences comprising of anatomy, physiology, biochemistry, microbiology, nutrition, pharmacology, parasitology and epidemiology.
- STRAND III** - Behavioural sciences comprising of sociology, psychology, human relations and communication.

The 3 strands above span over the 6 semesters of the course.

NURSING PRACTICUM

The nursing practicum forms the major integrative strand of the curriculum. It enables the students to draw together the knowledge gained from the other three strands. Problem solving approach is utilized in the practicum by the use of nursing process and problem based learning.

Clinical experiences are provided in general nursing, obstetric nursing and community health nursing and psychiatric nursing.

Curriculum opening time:

This curriculum is opened in year - - - - after decision of MOH

Qualification of applicants.

The applicants must pass the qualification as follows:

1. General qualification:

1.1 Khmer nationality.

1.2 in good conduct.

1.3 in good health and without any ailments that may hinder the study.

1.4 Not to have served prison terms on final court decision except changes for negligence or minor offences.

2. Specific qualification:

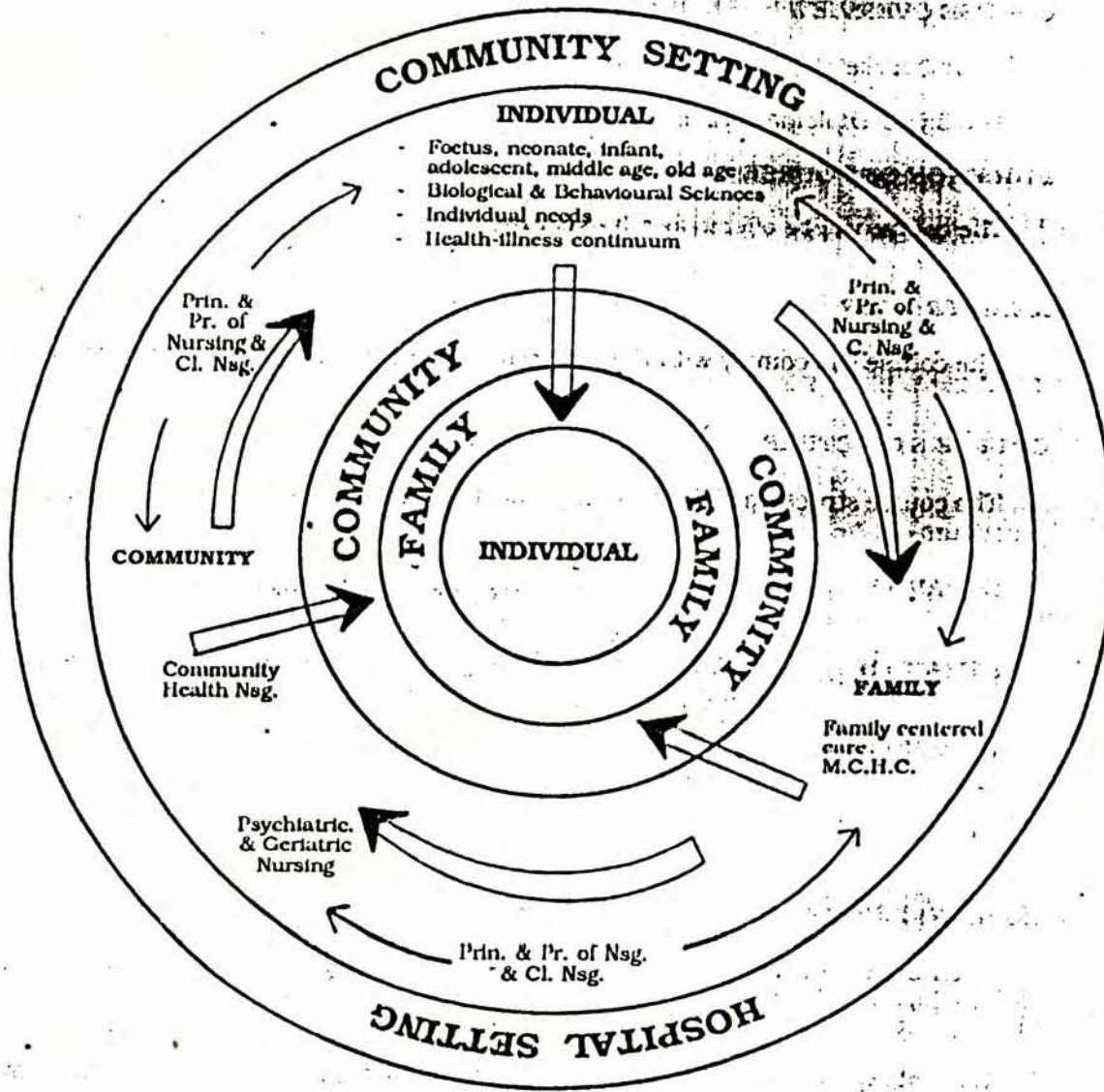
2.1 To be single or married

2.2 should be at least 17 years old, no to be over 27 years old.

2.3 not to be less than 145 centimeters in height

2.4 to be possession of upper secondary education certificate.

MODEL OF THE CONCEPTUAL FRAMEWORK



THE 3 YEAR DIPLOMA NURSING CURRICULUM CONCEPTUAL FRAMEWORK

INDIVIDUAL, FAMILY, COMMUNITY NEEDS

The conceptual framework recognizes that the individual has basic needs to be met in order to maintain homeostasis. These needs can be classified into physical, mental, social and spiritual needs.

Family and community needs have also to be met in order to promote health of the society.

Focus of care would be from conception, throughout life to peaceful death.

GENERAL NURSING, OBSTETRIC, PSYCHIATRIC AND COMMUNITY HEALTH NURSING

Knowledge of relevant disciplines is essential in order for the nurses to assist in the promotion of health, prevention of diseases and to care for the sick.

The nursing process, principles and practice of nursing and the clinical nursing would equip the nurse with the relevant skills, necessary to carry out her functions.

THE SCIENCES

The health and behavioural sciences will provide a sound foundation for meeting the physio-psycho social needs of the individual and family with a humanistic and holistic approach.

HEALTH-ILLNESS CONTINUUM

The learner is equipped with the necessary knowledge and skills required to provide health care at any point along the health-illness continuum.

THE CONTENT OF NURSING

Essential clinical experiences are provided to enable learner to function effectively in the hospital and in the community setting.

The approach used in the organ system is one of integration. Health and behavioural sciences are integrated with the nursing sciences. The approach to teaching integrates the altered functions of the organ system and their nursing care from infancy, through childhood, adolescence, adulthood and old age.

Organisation and structure of the curriculum

First year

Semester I

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Theory and clinical experience within the study day (17 weeks)																	Clinical practice (6 weeks)						E	Vacation	
<ul style="list-style-type: none"> - Basic Fundamental Health Science - General Behavioral science - Nursing Science - Additional subject, English or French language and Civics. 																							x		
																							a		
																							m		

Semester II

27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
Theory and clinical experience within the study day System I (15 weeks)															Clinical practice (6 weeks)						E	Vacation			
<ul style="list-style-type: none"> - Fluids and electrolytes - burns and scalds. - infections, inflammatory disorders and infection control. - respiratory system - haemopoietic system - environmental health. - English or French language. 																					x				
																					a				
																					m				

Organisation and structure of the curriculum

Second II

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Theory and clinical experience within the study day System II (17 weeks)																	Clinical practice (6 weeks)						E	Vacation	
- Alimentary system																							v		
- Cardiovascular system																							a		
- Reproductive system																							m		
- Community health nursing																									
- Obstetric Nursing																									
- English or French Language																									

Semester III

27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
Theory and clinical experience within the study day System III (15 weeks)															Clinical practice (6 weeks)						E	Vacation			
- Musculoskeletal system																					x				
- Endocrine system																					a				
- Genito urinary system																					m				
- Communicable infection																									
- Community health nursing																									
- English or French Language																									

Semester IV

Organisation and structure of the curriculum

Third III

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26															
Theory and clinical experience within the study day System IV (17 weeks) - Nervous system - Skin, Eye, ENT - Community health nursing - PSYCHIATRIC NURSING - English or French language																	Clinical practice (6 weeks)						E	Vacation																

Semester II

27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
Theory (8 weeks) - Management EMERGENCY AND DISASTER NURSING English or French								Internal practice (17 weeks)																F	
																								I	
																								N	
																								A	
																								L	
																								E	
																								X	
																								A	
																								M	

Semester VI

STUDY SEQUENCE

ER	CONTENT	SEMESTER	CONTENT
	<p>INTRODUCTORY SEMESTER</p> <p><i>Basic Fundamental Health Science</i></p> <ul style="list-style-type: none"> - anatomy and physiology - biochemistry - microbiology - parasitology - epidemiology - pharmacology - nutrition <p><i>General Behavioral Science</i></p> <ul style="list-style-type: none"> - psychology - sociology - communication - human and public relations - Human Right <p><i>Nursing Science</i></p> <ul style="list-style-type: none"> - principles and practice of nursing - professional development - medico-legal aspects of nursing - community health nursing <p><i>Additional Subject</i></p> <ul style="list-style-type: none"> - Civics - English or French language 	<p>II - (cont.)</p>	<ul style="list-style-type: none"> - respiratory system - haemopoietic disorders - environmental health - pharmacology - English or French
		<p>III</p>	<p>SYSTEM II</p> <ul style="list-style-type: none"> - alimentary system - cardiovascular system - reproductive system - community health nursing - obstetric nursing - English or French
		<p>IV</p>	<p>SYSTEM III</p> <ul style="list-style-type: none"> - musculoskeletal system - endocrine system - genito urinary system - communicable infections - community health nursing - English or French
		<p>V</p>	<p>SYSTEM IV</p> <ul style="list-style-type: none"> - nervous system - skin, eye, ENT - community health nursing - psychiatric nursing - English or French
	<p>SYSTEM I</p> <ul style="list-style-type: none"> - fluids and electrolytes imbalance - burns and scalds - infection .. inflammatory conditions and infection control 	<p>VI</p>	<ul style="list-style-type: none"> - management - health system research - emergency and disaster nursing - English or French

DISTRIBUTION OF TIME FOR THEORY AND CLINICAL PRACTICE

SUBJECT	SEMESTER						
	I	II	III	IV	V	VI	TC
BASIC FUNDAMENTAL HEALTH SCIENCE							
Anatomy and Physiology	60	36	46	32	40		
Biochemistry	4	7	5	3	6		
Microbiology	20						
Parasitology	20						
Epidemiology	10						
Pharmacology	18	10	7	8	6		
Nutrition	8	5	6	8	6		
GENERAL BEHAVIORAL SCIENCE							
Sociology	15	5	6	7	5		
Psychology	15	5	5	5	5		
Communication	10						
Human and Public Relations	14						
Human Rights	14						
NURSING SCIENCE							
Medico-Legal Aspects	10						1
Professional Development	20						2
Community Health Nursing	75	18	70	115	42		32
Obstetric Nursing			66				6
Psychiatric Nursing					66		6
Emergency and Disaster Nursing						15	1
Medicine and Medical Nursing		56	30	20	24		13
Surgery and Surgical Nursing		60	40	20	30		15

DISTRIBUTION OF TIME FOR THEORY AND CLINICAL PRACTICE - (cont.)

SEMESTER	I	II	III	IV	V	VI	TOTAL
Paediatric and Paediatric Nursing	-	10	10	10	10	-	40
Orthopaedic and Orthopaedic Nursing	-	-	-	25	-	-	25
Ophthalmology and Ophthalmological Nursing	-	-	-	-	10	-	10
Otorhinolaryngology and E.N.T. Nursing	-	-	-	-	10	-	10
Genito Urinary Nursing	-	-	-	8	-	-	8
Dermatology and Dermatological Nursing	-	-	-	-	8	-	8
Communicable Diseases Nursing	-	-	-	32	-	-	32
Gynaecology and Gynaecological Nursing	-	-	15	-	-	-	15
Principles and Practice of Nursing	150	74	56	42	34	-	356
Nursing Management	-	-	-	-	-	196	196
Health system Research	-	-	-	-	-	20	20
Anesthesia	10	-	-	-	5	-	15
Additional subjects: Civics ENGLISH OR FRENCH LANGUAGE	30	27	33	30	27	33	180
TOTAL THEORY HOURS	503	313	395	365	334	264	2174

SEMESTER	I	II	III	IV	V	VI	TOTAL
Projects, Examination and Study	33	33	33	33	33	33	198
Grand Total	536	346	428	398	367	1297	2372
Clinical Experience within study day	60	174	174	147	254	-	815
No. of hours of Clinical Practice	201	201	201	201	201	569	1574

SUMMARY

Total Theory	= 2174 hours	= 64.85 weeks	}	= 49.82 %
Projects, Examination and Study	= 198 hours	= 6 weeks		
Total Clinical Experiences	= 2389 hours	= 71.15 weeks			= 50.18 %
Annual Leave		= 14 weeks		
TOTAL		= 156 weeks		= 100.0%

11250

STUDENT ASSESSMENT

An integrated approach is to be used for student assessment.

Continuous assessment in theory and practical skills are carried out throughout the 3 years.

MINISTRY OF HEALTH EXAMINATION

A semester I : This will be conducted at the end of semester I

Purpose :

1. To detect students who are weak so that remedial steps can be taken to coach them.
2. To eliminate students who have no aptitude for nursing, as nursing requires dedication and commitment.

B. Final Examination: This examination will be conducted at the end of semester VI

Purpose :

1. To certify that the nurse is qualified, competent and safe to practice nursing.
2. To qualify for registration with the nursing section in MOH.

SCHOOL EXAMINATION:

These examination will be conducted at the end of semester II III IV V with the approval of Ministry of health, but continuous assessment should be performed throughout the semesters.

Regulation on taking the examination :

Students are required to attend classes at least 50% of the total allotted class time for each organ system in order to be eligible for sitting for examination. Those eligible for the sitting must observe the following regulations:

1. Students are to arrive for examination on schedule and at the venue designated by the nursing school, absence from taking examination at scheduled time will fail students on such an organ system.

2. Students are required to use the answer sheets supplied by the college and are not permitted to take any of them out of the room.
3. Students may enter the examination room only when permitted by the proctor.
4. Students are not allowed to leave the examination room unless permission is given by the proctor.
5. Students who arrive late after showing subject will not be allowed to take the examination on that subject.

6. The proctor or the examination committee are empowered to give appropriate measures for students who found committing dishonesty. Reports on all cases of dishonesty must be submitted to the examination committee in order to consider together on the disciplinary actions against the culprit.

TYPES OF ASSESSMENT AND MARKING SYSTEM.

Semester I : Ministry of health examination.

Examination to consist of:

1. Theory - M.C.Q and M.E.Q
2. Practical - Patient centered assessment in actual ward situation or practice the principle practice of nursing at school.

Pass mark for theory : 50%.

Pass mark for practical : 70%.

Failures are allowed to resit once only.

Semester II III IV and V

This will be a school examination with the approval of Ministry of Health

This examination will be conducted at the end of each semester with continuous assessment.

Examination to consist of:

1. Theory - M.C.Q and M.E.Q
pass grade will be 50%

2. Practical - Use nursing process and principle practice of nursing
pass grade will be 70%.

Failure are allowed to resit once only.

For semester II, in order for student to proceed to the next year student must pass this semester examination. For semester IV, in order for student to proceed to the next year student must pass semester III and IV examination.

Semester VI

School examination will be conducted in any times during the periods of clinical practice. It will consist of theory and practical throughout the semesters.

Final Examination: This will be conducted by MOH / Nursing Section at the end of semester VI

It will consist of:

1. Theory - will be examined in an integrated manner comprising of subjects taught through various semesters.

The format will consist of: M.C.Q and M.E.Q

Pass grade will be 50% on each subject.

2 Practical will consist of O.S.C.E
pass grade will be 70% on each subject.

3 Essay, Project. to assess the students ability to express concepts, undertake research,
report on finding and write reports.
pass grade will be 50%

Failure are allowed to resit once only.

Other criteria which may be considered grounds for termination of training.

+ Unauthorized absenteeism

In the even of any student taking leave of absence without official authorisation or
medical certification during any part of training either theoretical or practical
the following condition will apply.

- First absence
- Second absence
- Third absence

Counselled.

Written warning

Make a proposal to Nursing Section in MOLT to decide
on termination of training on the grounds of unprofessional
conduct.

+ In the 3 year course student will be able to repeat the same class once only.



**DIPLOMA IN
BASIC NURSING**

**CURRICULUM
SEMESTER I**

SEMESTER I

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OVERVIEW SEMESTER I

This semester being the introductory semester, introduces to the students the various *basic Fundamental health science, general behavioral science, nursing science*, which lay a foundation for providing health care to individuals, families and community.

Basic nursing skills are introduced in this semester to equip the student to provide basic nursing care using the nursing process.

Communication, human and public relations and health education are introduced early for effective communication between the nurse and the client, to establish rapport and prepare for her role as a health educator.

Professional development is introduced in this semester to begin the socialization process for her professional role.

Organisation and structure of the curriculum

First year

Semester I

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Theory and clinical experience within the study day (17 weeks)																	Clinical practice (6 weeks)						E	Varatim	
- Basic Fundamental Health Science																							x		
- General Behavioral science																							a		
- Nursing Science																							m		
- Additional subject - English or French language and Civics.																									

YEAR 1 - SEMESTER 1

503^H

GENERAL OBJECTIVES

To enable the students to:-

1. Identify her responsibilities as a person, a care provider and a citizen.
2. Utilize the knowledge of *behavioral* sciences and apply communication skills to establish professional relationships between the nurse and patient/client/family in the hospital and in the community.
3. Carry out activities that would maintain and promote the health of the individual, family and community.
4. Meet the basic nursing needs of patients using the nursing process.
5. Gain knowledge in basic health sciences.

CLINICAL OBJECTIVES

To enable students to:-

1. Develop skills in using the nursing process to meet nursing needs of patients.
2. Develop skills in providing basic nursing care.
3. Apply communication skills to interact with patients/clients and families.
4. Identify community health services and resources utilized in providing health care to individuals, family and community.
5. Develop skills in providing health education.

INTRODUCTION TO MAN AND HIS ENVIRONMENT

1. Description

This unit aims at providing an introduction to human anatomy and physiology as basis for further understanding of the subject.

2. Objectives:- For the students to:-

- 2.1. acquire an understanding of human anatomy and physiology as a basic for introducing the anatomical organization and physiological homeostasis.

3. Content

- 3.1. Explain the unit of life and organization of body structure .
- 3.2. Describe the support and movement of the body and the integration of body processes.
- 3.3. Explain maintenance of body functions and homeostasis of structure and function.
- 3.4. Enumerate the structure and explain its relationship to functions of the following systems:-
 - 3.4.1. Musculo - Skeletal system.
 - 3.4.2. Cardio - Vascular system.
 - 3.4.3. Respiratory system.
 - 3.4.4. Digestive system.
 - 3.4.5. Urinary system.
 - 3.4.6. Endocrine system.
 - 3.4.7. Reproductive system.
 - 3.4.8. Skin.
- 3.5. Introduction to Biochemistry
 - 3.5.1. Cells, biological molecules.
 - 3.5.2. Energy transformation.
 - 3.5.3. Functions of mitochondria in the production of energy.
 - 3.5.4. Functions of ATP.

60⁺

1

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MICROBIOLOGY

1. Description

This unit provides basic knowledge on microbiology, the types of microbes, their characteristics and the effects of invasion of micro-organisms on the human body.

2. Objectives

To enable the students to:-

- 2.1. acquire basic knowledge on microbiology in order to understand disease causation.
- 2.2. carry out primary, secondary and tertiary prevention of diseases.

3. Content

3.1. Define common terminologies in microbiology.

3.2. Explain the origin of micro-organisms.

3.3. List the classification of major groups of micro-organisms.

3.3.1. Outline the structure, size and shape of the micro-organisms.

3.3.2. List their properties.

3.3.3. Explain the factors influencing the growth and reproduction of this organisms.

3.3.4. Explain sporulation.

3.4. Explain pathogens

3.4.1. Identify the portal of entry and exit.

3.4.2. Explain the local and general effects of invasion by micro-organisms.

3.4.3. Identify the sources of infection and the mode of spread.

3.4.4. Describe the preventive and control measures.

20⁺

20⁺

1

2

2

2

1

4

2

2

4

PARASITOLOGY

1. Description

This unit provides knowledge on common internal and external parasites affecting man, to enable the students to carry out primary prevention in the hospital and in the community.

2. Objectives

To enable students to:-

2.1. Apply the knowledge of parasitology in the prevention of disease and promotion of health.

3. Content

- 3.1. List the common types of external parasites.
- 3.2. Describe the life cycle of common external parasites.
- 3.3. Describe the modes of transmission of the various external parasites.
- 3.4. Describe their ill effects on man.
- 3.5. Describe the factors that favour the presence and spread of external parasitic infestation in the community.
- 3.6. State the treatment and nursing management of external parasitic infestation.
- 3.7. Describe the prevention and control measures for external parasitic infestations.
- 3.8. List the common types of internal parasites.
- 3.9. Describe the life cycle of common internal parasites.
- 3.10. Describe the modes of transmission of the various internal parasites.
- 3.11. Describe their ill effects on man.
- 3.12. Describe the factors that favour the presence and spread of internal parasitic infestation in the community.

20⁺

20⁺

8

2

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2

2

1

2

3.13. State the treatment and nursing management of internal parasitic infestation.

2

3.14. Describe the prevention and control measures of internal parasitic infestation.

2

16th

EPIDEMIOLOGY

1. Description

This unit provides basic epidemiological knowledge for the prevention and control of diseases and health related problems.

2. Objectives

To enable the students to:-

- 2.1. Describe the natural history of diseases and health related problems in Cambodia
- 2.2. Apply the knowledge in the prevention and management of diseases and problems in the hospital and in the community.

3. Content

10th

3.1. Outline the natural history of diseases and health related problems.

1

3.2. Define prevalence/incidence.

3.3. Identify age, sex and ethnic group affected.

3.4. Trace occupational and geographical distribution.

1

3.5. Identify the causative factors, agents.

1

3.6. Indicate the incubation period.

0.5

3.7. Trace the sources of infection.

1

3.8. Identify the mode of spread.

1

3.9. Outline the national and international strategies and policies.

1

- 3.10. Explain the preventive measures.
- 3.11. List the immunization schedule and state the diseases prevented.
- 3.12. Explain the control measures
 - 3.12.1. Explain notification.
 - 3.12.2. Explain the activities under investigation.

2
0.5
1

18^h

PHARMACOLOGY

1. Description

This unit is designed to give introductory knowledge in pharmacology to the students.

2. Objectives

To enable students to:-

- 2.1. Explain terminologies in pharmacology.
- 2.2. Identify abbreviations of orders and prescriptions.
- 2.3. Explain the classification of drugs.
- 2.4. Explain the legal control of drugs.
- 2.5. Dilute lotions accurately.

3. Content

- 3.1. Terminologies, weights and measures.
- 3.2. Abbreviations for orders, prescriptions.
- 3.3. Legal control of drugs:
 - ethics and self regulation.

18^h

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1

1

- poisons ordinance.
- 3.4. Pharmaceutical preparations:
 - names, sources, active constituents of drugs.
- 3.5. Classification of drugs:
 - uses
- 3.6. Dilution of lotions.

4. Practice

- 4.1. Demonstrate dilution of lotions.

NUTRITION

1. Description

This unit is designed to provide knowledge on basic nutrition.

2. Objectives

To enable students to:

- 2.1. Explain food nutrients, their sources, and their utilization by the body.
- 2.2. Identify the ill effects of deficiency and excess of various food nutrients
- 2.3. Identify of components of balanced diet.
- 2.4. Explain therapeutic diet.

3. Content

- 3.1. Define food and nutrition.

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2
6
2
4
8
8
1

- 3.2. List the food and nutrition available in Cambodia
- 3.3. Discuss the sociological and psychological factors in relation to nutrition
- 3.4. List the food nutrients, their sources and explain their functions
- 3.5. List the energy of foods.
- 3.6. Explain the components of a balanced diet.
- 3.7. Define therapeutic diet.
- 3.8. Explain the ill effects of deficiency and excess of essential nutrients.

PSYCHOLOGY

1. Description

This unit covers the psychological development of human being from infancy to old age. Included in the unit also are personality development, learning and motivation theories and psychological reaction to illness.

2: Objectives

To enable the students to:-

- 2.1. Apply psychological concepts when providing care to individual, family and community.
- 2.2. Recognise individual differences and how it affects human behaviour.
- 2.3. Utilize the knowledge of human behaviour in health and in illness when providing health care

3. Content

- 3.1. Define psychology.
- 3.2. Outline the growth of psychology.
- 3.3. Explain the relevance of psychology to nursing.

3.4. Define heredity.

3.4.1. Discuss the influence of heredity and environment on growth and development.

3.4.2. Outline the psychological development from infancy, childhood, adolescence, adulthood to old age.

3.5. Define motivation

3.5.1. Explain various theories of motivation.

3.5.2. Explain Maslow's hierarchy of human needs in relation to motivation.

4. Define personality

4.1. Discuss the factors contributing to individual differences.

4.2. Explain determinants of personality.

4.3. Explain the yardsticks for measurement of personality.

4.4. Explain various theories of personality.

5. Define intelligence

5.1. Explain measurement of intelligence and mental abilities.

5.2. Explain determinants of intelligence.

6. Define conditioning

6.1. Explain various learning theories.

6.2. Explain memory, retention and failure of retention.

6.3. Outline the application of learning theories.

7. Explain unconscious motivation and defence mechanism.

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8. Explain the psychological implications on the following:-

8.1. Illness.

8.2. Disability.

8.3. Loss and grief.

8.4. Stress.

8.5. Hospitalization.

8.6. Death.

9. Explain the major mechanisms of coping with stress.

SOCIOLOGY

1. Description

This unit covers sociological concepts relevant to health. It deals with culture and how it affects human behaviour. The social institutions and their roles and sociological factors affecting health and disease are included in this unit.

2. Objectives

The students should be able to:-

2.1. Apply sociological concepts when providing care to individuals, family and community.

2.2. Utilize the knowledge of human behaviour in health and illness and to treat appropriately when providing health care.

3. Content

3.1. Define sociology.

3.2. Outline the implications of sociology to nursing.

3.3. Explain the following sociological terms:-

3.3. 1. Society.

3.3. 2. Culture.

3.3. 3. Norms.

3.3. 4. Morcs.

3.3. 5. Folkways.

3.3. 6. Taboos.

3.3. 7. Values.

3.3. 8. Attitudes.

3.3. 9. Roles.

3.3.10. Conformity and deviation.

4. The Individual

4.1. Outline the personality development and socialization of an individual.

4.2. Explain the problems and failures in development and socialization.

5. Social Institutions

5.1. Define social institutions.

5.2. Name the social institutions and state their functions.

5.3. Outline the role of the following institutions in:

5.3.1. The family.

5.3.2. Educational institutions.

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5.3.3. Religious institutions.

5.3.4. Political and economic institutions.

5.4. The hospital as a social institutions.

6. Social Change

6.1. Define social stratification and social mobility.

6.2. Explain the factors that bring about social change.

6.3. Discuss the effects of social stratification and social mobility on social change.

7. The Community

7.1. Describe briefly rural and urban communities.

7.2. Discuss the effects of urbanization and industrialization on health.

7.3. Discuss population distribution and its effects on health.

8. Groups and social interaction

8.1. Describe briefly the nature of groups.

8.2. Explain group dynamics.

8.3. Explain the characteristics of primary and secondary groups.

8.4. Name and explain the different leadership styles.

8.5. Explain the effects of different leadership styles.

9. Sociology and Health

9.1. Explain the sociological behaviour in illness.

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3.3. Explain the following sociological terms:-

3.3. 1. Society.

3.3. 2. Culture.

3.3. 3. Norms.

3.3. 4. Mores.

3.3. 5. Folkways.

3.3. 6. Taboos.

3.3. 7. Values.

3.3. 8. Attitudes.

3.3. 9. Roles.

3.3.10. Conformity and deviation.

4. The individual

4.1. Outline the personality development and socialization of an individual.

4.2. Explain the problems and failures in development and socialization.

5. Social institutions

5.1. Define social institutions.

5.2. Name the social institutions and state their functions.

5.3. Outline the role of the following institutions in:

5.3.1. The family.

5.3.2. Educational institutions.

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- 9.2. Explain the role assumed by the patient.
- 9.3. Describe the role played by family and kin group during illness and other life events.
- 9.4. Describe the attitude in a plural society towards scientific and traditional medicine.

COMMUNICATION

1. Description

This unit is designed to enable the students to communicate effectively as communication is critical to every phase of the nursing process and to carry out health teaching of patients/clients and their families.

2. Objectives

To enable students to:-

- 2.1. Apply the dynamics of communication in her daily interaction with individuals, families and community.
- 2.2. Demonstrate skills of effective communication.

3. Content

- 3.1. Define communication.
- 3.2. Explain communication process.
- 3.3. Explain the methods of communication.
 - 3.3.1. Explain verbal communication giving examples.
 - 3.3.2. Explain non-verbal communication giving examples.
 - 3.3.3. Interpreting non-verbal behaviour.
 - 3.3.4. Explain attentive listening.
 - 3.3.5. Explain assertive communication.

- 3.4. List the barriers of communication and explain the measures of overcoming/minimising them.
- 3.5. Explain the role of communication in nursing.
 - 3.5.1. Explain the purposes of communication in nursing.
- 3.6. Define counselling.
 - 3.6.1. Explain the techniques of counselling.
 - 3.6.2. Demonstrate skills of communication in counselling.

HUMAN AND PUBLIC RELATIONS

1. Description

This unit complements the behavioural sciences, and aims to provide further understanding of human and public relations.

2. Objectives

At the end of this unit students should be able to:-

- 2.1. Demonstrate desirable human and public relations.
- 2.2. Project a professional image.

3. Content

- 3.1. Explain the organizational chart of the institutions.
- 3.2. Illustrate with a diagram the organization of the institutions.
- 3.3. Identify the channels of communication, internal and external communication.
- 3.4. Demonstrate efficient use of telephone.
- 3.5. Explain the concept of understanding "self".
- 3.6. Explain the basis of human behaviour.

3. 7. Define group dynamics.
3. 8. Define 'the public'.
3. 9. Explain the effective use of group dynamics in promoting human and public relations.
- 3.10. Explain "right attitude of nurse towards the public".
- 3.11. List the nurses responsibilities and organization responsibilities.
- 3.12. Explain medico legal aspects of public relations.

NURSING

1. Description

This unit provides the core of knowledge, skills and attitudes required to practise nursing effectively. A framework of human needs is used in the approach to nursing practice.

The nursing process is used as a scientific tool to assess individuals needs, plan for nursing intervention, implement and evaluate the care plan.

2. Objectives

For the student to:-

- 2.1. Gain knowledge, skills and attitudes on the principles and practice of basic nursing care.
- 2.2. Develop skills in using the nursing process - assessment of healthy individuals/patients.
- 2.3. Assist the individual regain and maintain health and independence.
- 2.4. Be sensitive and responsive to the needs of clients.
- 2.5. Develop skills to establish a therapeutic nurse-client relationship.

150^{hr}

3. Content

3.1. Anatomy and physiology

Review relevant anatomy and physiology.

3.2. Biochemistry

Review relevant biochemistry.

3.3. Nursing

3.3. 1. Definition, principles and concepts of nursing.

3.3. 2. Global development of nursing.

3.3. 3. History of nursing in *Cambodia*.

3.3. 4. Role, functions and qualities of the nurse as a care provider.

3.3. 5. The nursing models.

3.3. 6. The nursing process - assessment, identify problems, nursing diagnosis.
- identify goals, nursing care plan, implementation, evaluation.

3.3. 7. The patient as a person.

3.3. 8. Admission of patient.

3.3. 9. Creating a therapeutic environment. ✓

3.3.10. Assessing the general condition of individuals. ✓

3.3.10.1. Height and weight.

3.3.10.2. Temperature, pulse, respiration and blood pressure.

3.3.11. Meeting the comfort needs of the patient.

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3.3.11.1. Physical and mental comfort.	
3.3.11.2. Application of heat and cold.	
3.3.12. The febrile patient.	3
3.3.12.1. Care of the febrile patient.	
3.3.12.2. Care of patient with rigor.	
3.3.13. Meeting the safety needs of the patient.	2
3.3.13.1. Principles of asepsis.	
3.3.13.2. Principles of body mechanics.	
3.3.14. Meeting the hygiene needs of the patient.	5
3.3.14.1. Dental health and mouth care.	
3.3.14.2. Hair care.	
3.3.14.3. Bath.	
3.3.14.4. Care of pressure areas.	
3.3.15. Meeting the respiratory needs of patients.	4
3.3.15.1. Oxygen therapy.	
3.3.15.2. Steam inhalation.	
3.3.15.3. Deep breathing exercises.	
3.3.16. Meeting the nutritional needs of patients.	4
3.3.16.1. Nutritional needs of the sick.	
3.3.16.2. Common types of diet for the sick.	
3.3.16.3. Preparation of nourishing fluids.	

3.3.16.4. Record of intake and output.

3.3.17. Assist the patient with elimination.

3.3.17.1. Use of urinals/bedpans.

3.3.17.2. Nursing measures to promote elimination.

3.3.17.3. Enema/suppository.

3.3.18. Collection of specimens from patients.

3.3.18.1. Principles of collection of specimens.

3.3.18.2. Characteristics of specimens.

3.3.18.3. Collection of urine, stools, sputum vomitus.

3.3.18.4. Blood film for malarial parasite, Hb% estimation.

3.3.19. Assisting in meeting the spiritual needs of patients.

3.3.20. Care of the terminally ill patient.

3.3.20.1. Physical care.

3.3.20.2. Psychological care for patient and family.

3.4. Nursing Interventions

3.4.1. Use the nursing process to assess the nursing needs of healthy individuals/patients.

3.4.2. Select suitable nursing models to formulate the nursing diagnosis.

3.4.2.1. Receive and admit patients into the ward.

3.4.2.2. Care of patient's property.

3.4.2.3. Create a therapeutic ward environment.

3.4.2.4. Make observations on patient's general condition and document.

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- 3.4.2.5. Take and record temperature, pulse, weight, height, respiration and blood pressure.
- 3.4.3. Meeting the comfort needs of patients.
 - 3.4.3.1. Bed making and changing linen.
 - 3.4.3.2. Positioning patients.
 - 3.4.3.3. Promote rest and sleep.
 - 3.4.3.4. Prepare and administer hot and cold applications.
- 3.4.4. Demonstrate care of febrile patients.
 - 3.4.4.1. Tepid sponging.
- 3.4.5. Demonstrate care of patients with rigor.
- 3.4.6. Meeting the safety needs of patients.
 - 3.4.6.1. Lifting and moving patients to and from bed, chair, trolley.
 - 3.4.6.2. Positioning patient.
 - 3.4.6.3. Practice principles of asepsis.
 - 3.4.6.3.1. Hand washing.
 - 3.4.6.3.2. Masking.
 - 3.4.6.3.3. Gowning.
 - 3.4.6.3.4. Gloving.
 - 3.4.6.3.5. Demonstrate use of gentle forceps and handling of sterile packages.
 - * 3.4.6.4. Preparation of dressing trolley.
 - 3.4.6.4.1. Ward dressing.
 - 3.4.6.4.2. Bandaging.

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→ 3.4.6.4 Practice principle of antiseptics
 3.4.6.5 Sterilisation

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| 3.4.6.7. Meeting the spiritual needs of patients. | 2 |
| 3.4.6.5.1. Ensure privacy. | |
| 3.4.6.5.2. Contact religious bodies. | |
| 3.4.6.8. Meeting the respiratory needs of patients. | 6 |
| 3.4.6.6.1. Administer oxygen therapy. | |
| 3.4.6.6.2. Administer steam inhalation. | |
| 3.4.6.6.3. Teach deep breathing exercises. | |
| 3.4.6.9. Meeting the elimination needs of patients. | 8 |
| 3.4.6.7.1. Give and remove bedpans/urinals. | |
| 3.4.6.7.2. Use nursing measures to promote elimination. | |
| 3.4.6.7.3. Give enema/suppository. | |
| 3.4.6.10. Collection of specimens. | 8 |
| 3.4.6.8.1. Take BF for MP. | |
| 3.4.6.8.2. Carry out Hb% estimation. | |
| 3.4.6.8.3. Collect specimens of urine, stools, vomitus, pus. | |
| 3.4.6.8.4. Urine testing. | |
| 3.4.6.11. Care of terminally ill patient. | 3 |
| 3.4.6.9.1. Provide physical and psychological care. | |
| 3.4.6.9.2. Perform last offices. | |

PROFESSIONAL DEVELOPMENT

1. Description

This unit is designed to help the students to understand nursing as a profession, and their role as professional nurses.

2. Objectives

To enable the students to:-

- 2.1. Recognise the attributes and responsibilities of the professional nurse.
- 2.2. Know the structure and functions of the nursing profession.
- 2.3. Practise nursing ethics.

3. Content

3. 1. Define a profession.
3. 2. Define professionalism.
3. 3. List the criteria of a profession.
3. 4. Compare the criteria of a profession with nursing as a profession.
3. 5. List the international code of nursing ethics.
3. 6. Explain the application of the code of nursing ethics in daily practice.
3. 7. Explain the relationship between ethics and religion.
3. 8. Outline the nursing structure and scheme of service.
3. 9. Outline the professional development in nursing internationally and nationally.
- 3.10. Outline the role of nursing organizations in this country.
- 3.11. Explain the professional role of the nurse practitioner.

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3.12. Explain autonomy and accountability in nursing.

3.13. Explain the measures to control professional standards in nursing.

MEDICO-LEGAL ASPECTS OF NURSING

1. Description

This unit is designed to prepare the students to be aware of the medico-legal aspects of nursing and to abide by the laws that govern nursing and nursing practice.

2. Objectives

To enable the students to:-

- 2.1. Practise medico-legal aspects in relation to nursing.
- 2.2. Prevent law suits due to negligence and abuse of client's/patient's rights.
- 2.3. Abide by the laws that govern nursing profession.

3. Content

- 3.1. Explain briefly the *Cambodian* legal system.
- 3.2. Explain the client's/patient's rights with regards to health care, hospitalization treatment and discharge.
- 3.3. Give examples of acts of negligence and explain their legal implications.
- 3.4. Explain defamation of patient/client and co-workers and their legal implications.
- 3.5. Outline the laws relating to births and deaths in the hospital and in the community.
- 3.6. Explain the nurses registration act.
- 3.7. Outline the role and functions of the nursing board.
- 3.8. Explain the midwives registration act.
- 3.9. Outline the role and functions of the midwives board.

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INTRODUCTION TO COMMUNITY HEALTH NURSING

UNIT I

1. Description

This unit aims to introduce students to the development of health services and community health nursing to enable them to provide comprehensive health care to clients in the hospital and community.

2. Objectives

To enable the students to:-

- 2.1. Explain the development of health services and community health nursing in Cambodia
- 2.2. State the objectives and philosophies of community health nursing.
- 2.3. Explain the principles and practice of community health nursing.
- 2.4. Participate in community health nursing activities.

3. Content

- 3.1. Development of health services in Cambodia
- 3.2. Development of community health nursing in Cambodia
- 3.3. Objectives and philosophies of community health nursing.
- 3.4. Principles of community health nursing.
- 3.5. Community health nursing activities.

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UNIT II

INTERVIEWING IN COMMUNITY HEALTH NURSING

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1. Description

This unit provides the student with the knowledge, skills and attitudes in carrying out interview activities in community health nursing.

2. Objectives

To enable the students to:-

- 2.1. State the importance of interviewing in community health nursing.
- 2.2. Explain the principles of interviewing.
- 2.3. Prepare the clients and environment for interviewing session.
- 2.4. Explain the importance of human relations and communications in interviewing.
- 2.5. Maintain confidentiality in interviewing.
- 2.6. Maintain records in interviewing.

3. Content

- 3.1. The importance of human relations and communications in interviewing.
- 3.2. The technique of "questioning".
- 3.3. Preparation for interviewing:-
 - physical environment.
 - knowledge of subjects relevant to the session.
- 3.4. Confidentiality in interviewing.
- 3.5. Importance of record keeping.

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4. Practical experiences

4.1. Carry out interviewing of clients in the various areas of community health nursing:

- child health clinic.
- ante-natal clinic.
- school health sessions.
- home visiting.

4.2. Records relevant information appropriate to the needs of service.

UNIT III

PRINCIPLES AND PRACTICE OF HOME VISITING

1. Description

This unit provides the student with the knowledge, skills and attitudes in carrying out home visiting activities in the community.

2. Objectives

To enable the students to:-

- 2.1. State the advantages of home visiting services in community health nursing.
- 2.2. Select clients or families requiring home visiting services.
- 2.3. Describe the use of nursing process in home visiting activities.
- 2.4. Explain the activities in planning, implementing and evaluating home visits.
- 2.5. Maintains home visiting records.

3. Content

- 3.1. Advantages of home visiting services in family health care.

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2.2. Identify factors affecting health status and health behaviour of the family.

2.3. Explain the family as a unit of service.

2.4. State the components of family health.

3. Content

3.1. The importance of health of family members in the delivery of health care.

3.2. Factors affecting health status of the family.

3.3. Factors influencing health behaviour of family members.

3.4. Components of family health.

3.5. Family as a unit of service.

4. Practical experience

Management of a family with health problems:-

- assess health status of family.
- identify factors affecting health status of the family.
- provide follow up care to the family.
- provide health education and guidance to family.
- evaluate family health care provided.

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UNIT V

HEALTH EDUCATION

1. Description

This unit provides the student with the knowledge, skills and attitudes in carrying out health education activities in the community.

2. Objectives

To enable the students to:-

- 2.1. Explain the principles of health education.
- 2.2. Identify opportunities to provide health education.
- 2.3. Explain factors affecting health status of the community.
- 2.4. Identify methods and approaches used in health education.
- 2.5. Explain the use of media in health education.

3. Content

- 3.1. Definition, principles and concept of health education.
- 3.2. Factors affecting health behaviour.
- 3.3. Opportunities in providing health education.
- 3.4. Methods and approaches used in the health education.
- 3.5. Explain the use of media in health education.

CIVICS**Objectives**

For the students to:-

1. Be a responsible and loyal citizen by understanding the structure policies and ideologies of the Government of Malaysia.
2. Respect and demonstrate a positive attitude towards the Malaysian culture.
3. Function as a professional nurse in the Malaysian context.

Content**Unit I****Introduction**

Government of Malaysia and its structure.

Component states of the country and its administration.

Elections.

Ideologies and policies of the government.

Unit II

The National culture of the government, New Economic Policy.

Malaysian Plans, Islamic values.

The implications of the above to nursing.

Unit III

The role and responsibilities of a citizen.

Rights of the citizen.

Patriotism and loyalty.

Guidelines for excellence in service

Practical session:- Preparation of scrapbook by students.

Educational visits:- Visit to Parliament or State operation rooms.

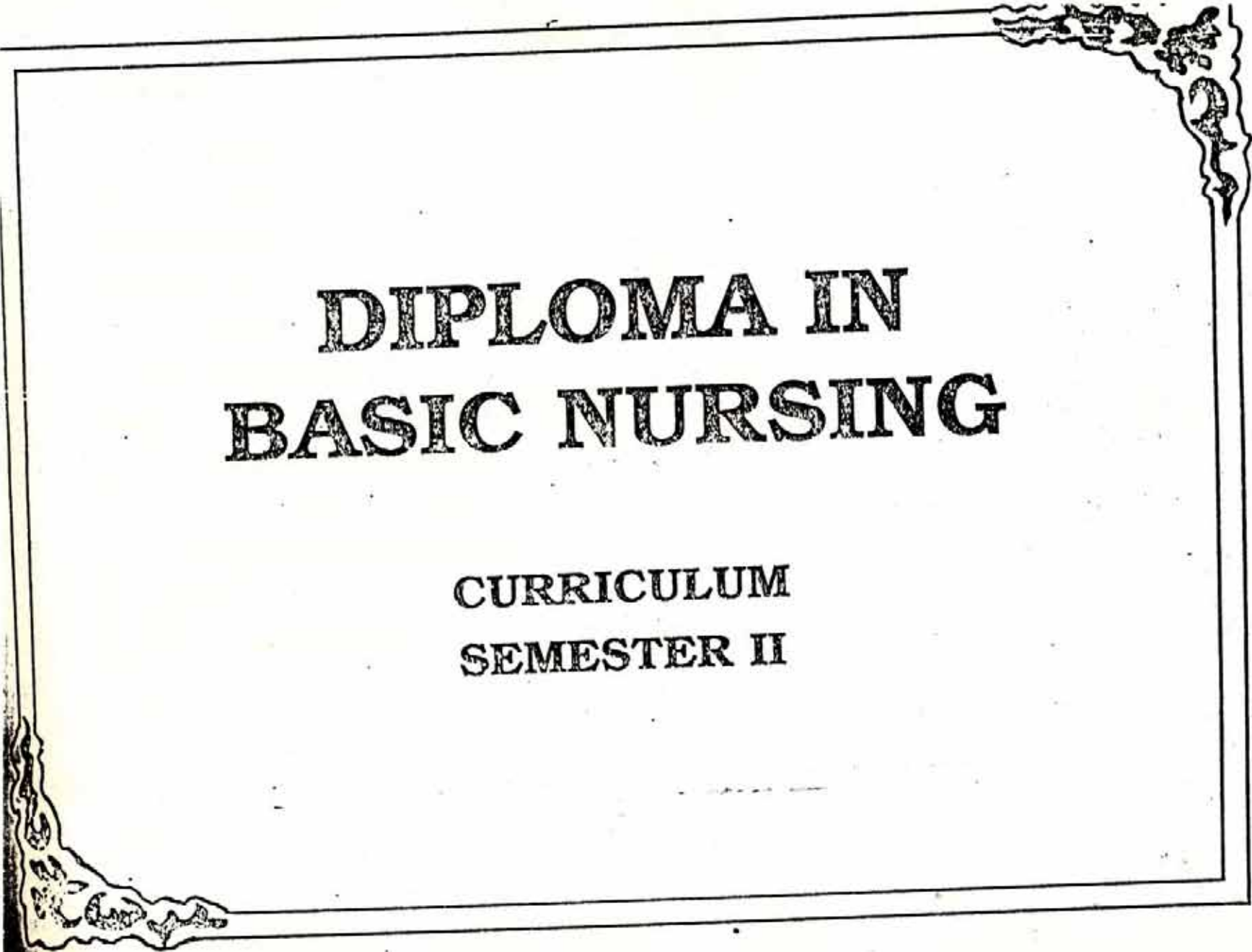
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YEAR I - SEMESTER I - ALLOCATION OF HOURS

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Anatomy and Physiology	60
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Microbiology	20
Parasitology	20
Epidemiology.	10
Pharmacology.	18
Nutrition	8
Psychology	15
Sociology	15
Communication	10
Human and Public relation	14
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Professional Development.	20
Medico-Legal. Aspects of Nursing	10
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**DIPLOMA IN
BASIC NURSING**

**CURRICULUM
SEMESTER II**

SEMESTER II

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OVERVIEW SEMESTER II

This semester aims at providing knowledge, skills and attitudes relevant to caring for patients with nursing problems related to: -

- altered fluid and electrolyte balance
- altered respiratory functions
- altered haemopoietic functions
- burns and scalds
- infection, inflammatory disorders and infection control

Behavioural and health sciences have been integrated with nursing.

This semester also provides a component on environmental health with a view to create an awareness of environmental factors influencing health and disease.

Opportunities are provided in this semester to strengthen the knowledge and skills acquired in semester I.

ORGANISATION AND STRUCTURE OF THE CURRICULUM

YEAR I	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
Semester I Theory and clinical experience within the study day System I (15 weeks) - Fluids and electrolytes - burns and scalds - infections, inflammatory disorders and infection control. - respiratory system - haemopoietic system - environmental health. - English or French language.																Clinical practice (6 weeks)			E v o m	Vacation						

SYSTEM I
GENERAL OBJECTIVES

YEAR I - SEMESTER II

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To enable the students to:-

1. Gain knowledge, skills and attitudes to promote health, prevent illness and to provide care for patients/clients with:-
 - altered fluid and electrolyte balance
 - altered respiratory functions
 - altered haemopoietic functions
 - infection and inflammatory disorders and infection control.
 - burns and scalds
2. Use the nursing process to identify, plan, implement and evaluate the nursing care taking into consideration effective utilization of resources and medico-legal implications.
3. Render appropriate first aid measures in emergencies.
4. Apply safe procedures to administer medications as prescribed, observe, report and record side effects.
5. Prepare patients for diagnostic procedures and provide after care.
6. Provide wound care in aseptic manner.
7. Provide appropriate health education to individuals/clients, family and community.
8. Assist patients/clients to make psycho-social adjustment and provide emotional support to patients/clients and family where necessary.
9. Make rational decisions of ethical moral and religious issues.
10. Provide appropriate follow-up care of discharged patients to ensure continuity of care, and make necessary referrals with optimal utilization of community resources.

CLINICAL OBJECTIVES

To enable students to:-

1. Utilize the nursing process and
 - 1.1. Assess the patients to identify problems.
 - 1.2. Plan the nursing intervention.
 - 1.3. Implement the care plan.
 - 1.4. Evaluate the care plan.
2. Develop skills in caring for patients with altered fluid and electrolyte balance.
 - 2.1. Nursing problems related to altered fluid balance.
 - 2.2. Nursing problems related to altered electrolyte balance.
 - 2.3. Nursing problems related to altered acid base balance.
3. Develop skills in caring for patients with altered respiratory functions.
4. Develop skills in caring for patients with altered haemopoietic functions.
5. Develop skills in wound care and prevention of infections.
6. Develop skills to perform first aid measures.
7. Prepare patients for diagnostic procedures.
8. Serve medication safely.
9. Provide appropriate follow-up care of discharged patients and make necessary referrals with optimal utilization of community resources.

MEETING THE NURSING NEEDS OF PATIENTS WITH ALTERED FLUIDS AND ELECTROLYTES BALANCE

51[#]

1. Description

This unit is designed to provide knowledge, skills and attitudes required to manage the nursing problems related to altered fluids and electrolytes balance.

2. Objectives

To enable students to:-

- 2.1. Gain knowledge and understanding of normal and abnormal fluid, electrolyte and acid base balance.
- 2.2. Use the nursing process and care for patients with altered fluid and electrolyte balance.
- 2.3. Apply safe procedures to administer fluids and medication including oral rehydration salts.
- 2.4. Maintain relevant records accurately.
- 2.5. Provide health education to patients and families.

3. Content

3.1. Anatomy and Physiology

- 3.1.1. Describe and name the blood vessels.
- 3.1.2. Name the body fluid compartments.
- 3.1.3. Explain the movement of electrolytes.
- 3.1.4. Explain the movement of water.
- 3.1.5. Explain the control mechanism for fluid and electrolyte balance.

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3.2. Biochemistry

- 3.2.1. Explain the mechanism of fluid and electrolyte regulation.
- 3.2.2. List the conditions that can give rise to fluid and electrolyte imbalance.
- 3.2.3. Explain the metabolism and synthesis of protein.

3.3. Pharmacology

- 3.3.1. Name the drugs and solutions used in the management of electrolyte imbalance.
- 3.3.2. State the routes of administration and dosage.
- 3.3.3. Explain the action and side effects.
- 3.3.4. Calculate and administer drugs used in the correction of acid base balance.

3.4. Behavioural Science

- 3.4.1. Identify psycho-social aspects of care of patients with fluids and electrolytes imbalance
- 3.4.2. Identify reactions of patients and families to intravenous therapy.
- 3.4.3. Provide appropriate psycho-social support to patients and families.

3.5. Nursing

medicine pediatric and Med. ped. nursing.

- 3.5.1. Meeting the nursing needs of patients with altered fluids and electrolytes balance.
 - 3.5.1.1. Nursing problems related to altered fluid balance.
 - 3.5.1.2. Nursing problems related to altered electrolyte balance.
 - 3.5.1.3. Nursing problems related to altered acid base balance.

3.6. Nursing Interventions

- 3.6.1. Undertake care of patients with fluids and electrolytes imbalance.
- 3.6.2. Prepare and assist in intravenous therapy and CVP lines.

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3.6.3. Calculate flow of drip.

3.6.4. Care of infusion site.

3.6.5. Maintain records - intake and output chart.

3.6.6. Test urine for chlorides.

3.6.7. Prepare and administer oral rehydration salts.

3.6.8. Provide health education.

3.6.9. Remove infusion and care for apparatus.

MEETING THE NURSING NEEDS OF PATIENTS WITH BURNS AND SCALDS

35⁴

1. Description

- 1.1. This unit is designed to provide knowledge, skills and attitudes in caring for patients with burns and scalds.

2. Objectives

To enable students to:-

- 2.1. Assess the various degree of burns and scalds.
- 2.2. Identify nursing problems of patients with burns and scalds.
- 2.3. Carry out nursing interventions applying the nursing process.
- 2.4. Care for burns and scalds in an aseptic manner.
- 2.5. Carry out specific nursing measures to prevent complications.
- 2.6. Provide appropriate follow-up care to ensure continuity of care and make necessary referrals.
- 2.7. Provide appropriate health education to patient, family and community.

3. Content

3.1. Anatomy and Physiology

- 3.1.1. Review structure and function of skin.

3.2. Pharmacology

- 3.2.1. Name the drugs used in the management of burns and scalds.
- 3.2.2. Explain the actions and side effects.

3.3. Behavioural Science

3.3.1. Identify psycho-social aspects of care of patient with burns and scalds.

3.3.2. Provide appropriate psychological support for patients and families.

3.4. Nursing *surgery and surgical nursing.*

3.4.1. Meeting the nursing needs of patients with burns and scalds.

3.4.1.1. First aid for burns and scalds.

3.4.1.2. Degrees of burns.

3.4.1.3. Prevention of contractures and deformities.

3.4.1.4. Skin grafting.

3.5. Nursing Interventions

3.5.1. Undertake the care of patients with burns and scalds.

3.5.2. Render first aid measures for burns and scalds.

3.5.3. Performs wound care aseptically - dressing.

3.5.4. Prevent contractures by appropriate nursing measures.

3.5.5. Prepare patients for skin graft and provide aftercare.

3.5.6. Provide health education on prevention of burns and scalds in the hospital and the community.

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Meeting the Needs of Patients with Infections

MEETING THE NEEDS OF PATIENTS WITH INFECTIONS AND INFLAMMATORY DISORDERS

50

1. Description

This topic is designed to provide knowledge skills and attitudes in caring for patients with nursing problems related to infections and inflammatory disorders.

2. Objectives

To enable students to:-

2. 1. Detect patients with common inflammatory disorders.
2. 2. Identify major nursing problems in patients with infection and inflammatory disorders.
2. 3. Give appropriate nursing care applying the nursing process taking into consideration effective utilization of resources and medico-legal implications.
2. 4. Serve medication safely.
2. 5. Prepare patients for surgery.
2. 6. Provide post operative care.
2. 7. Prepare patients for diagnostic procedures and provide after care.
2. 8. Provide appropriate health education to patient and family.
2. 9. Assist patients to make psycho-social adjustments.
- 2.10. Provide emotional support to patients and families.
- 2.11. Provide appropriate follow-up care and make necessary referrals.

3. Content

- 3.1. Anatomy and Physiology

4

3.1.1. Review cell growth and replication.	
3.1.2. Review types of tissues.	
3.2. Biochemistry	1 st
3.2.1. Explain genetic code metabolism.	
3.2.2. Explain protein biosynthesis.	
3.3. Pharmacology	2 nd
3.3.1. State the drugs used in infections and inflammatory disorders.	
3.3.2. Explain the action and side effects.	
3.4. Behavioural Science	2 nd
3.4.1. Explain the psycho-social aspects of care of patients with infections and inflammatory disorders.	
3.4.2. Provide appropriate psychological support for patients and families.	
3.5. Nursing Topics	34 th
3.5.1. Meeting the nursing needs of patients with infections and inflammatory problems related to: -	
3.5.1.1. Local reactions to infection and inflammation. (Med. and med. nursing)	5
3.5.1.2. General reactions to infection and inflammation.	5
3.5.1.3. Complications of infection and inflammation. (Surg. and surg. nursing) <i>Review relevant microbiology.</i>	4
3.5.1.4. Cuts and wounds.	16
3.5.1.5. Surgical interventions.	4
- General pre-operative care.	
- General post-operative care.	

3.6. Nursing Interventions

- 3.6.1. Undertake the care of patients with infections and inflammatory conditions.
- 3.6.2. Perform the following procedures: -
 - 3.6.2.1. hot formentation.
 - 3.6.2.2. dressing.
 - 3.6.2.3. incision and drainage.
 - 3.6.2.4. suturing of simple cuts and wounds.
 - 3.6.2.5. removal of sutures.
 - 3.6.2.6. skin preparation.
- 3.6.3. Prevent cross infection and complications.
- 3.6.4. Give health education to patients and families.
- 3.6.5. Provide follow-up care and referrals.

MEETING THE NURSING NEEDS OF PATIENTS WITH ALTERED RESPIRATORY FUNCTIONS

58^u

1. Description

This unit is designed to provide knowledge, skills and attitudes in caring for patients with altered respiratory functions.

2. Objectives

To enable students to:-

2. 1. Identify nursing problems in patients with altered respiratory functions.
2. 2. Institute appropriate nursing interventions applying the nursing process taking into consideration medico-legal implications and effective utilization of resources.
2. 3. Be aware that oxygen is vital for survival and any interference can be a life threatening emergency and can cause undue anxiety and panic in patients.
2. 4. Provide relief when patients are in respiratory distress.
2. 5. Give appropriate first aid measures in emergencies. *emergency*
2. 6. Apply safe procedures when administering medications.
2. 7. Prepare patients for diagnostic procedures and provide after care.
2. 8. Prepare patients for surgery and provide post operative care.
2. 9. Provide appropriate health education to patient, family and community.
- 2.10. Provide appropriate follow-up care, ensure continuity of care and make necessary referrals.

3. Content

3.1. Anatomy and Physiology

11^u

3.1.1. Name the component parts of the respiratory system.	2
3.1.2. Describe the macro and microscopic structure of the respiratory system.	1
3.1.3. Describe the respiratory functional unit.	4
3.1.4. Explain the mechanism of respiration.	4
3.2. Biochemistry	1
3.2.1. Chemical changes in blood during the process of respiration.	1
3.3 Pharmacology	
3.3.1. Name the drugs used in the management of respiratory disorders.	
3.3.2. Explain the action and side effects.	
3.4. Behavioural Sciences	2
3.4.1. Identify psycho-social aspects of care of patients with respiratory disorders.	
3.4.2. Provide appropriate psycho-social support to patients and families.	
3.5. Nursing	28
Meeting the nursing needs of patients with altered respiratory functions: -	
3.5.1. Altered breathing. <i>Med. and med. nursing</i>	2
3.5.2. Allergic reactions. <i>"</i>	3
3.5.3. Infections. <i>"</i>	7
3.5.4. Injury and haemorrhage. <i>Surg. and surg. nursing</i>	10
3.5.5. Neoplasms. <i>"</i>	3
3.5.6. Obstructions. <i>"</i>	3

3.6. Nursing Interventions

- 3.6. 1. Administer oxygen therapy and nebulizers.
- 3.6. 2. Perform postural drainage, percussion and vibration to aid removal of mucus.
- 3.6. 3. Carry out and teach patients deep breathing exercises.
- 3.6. 4. Provide first aid and CPR in emergencies.
- 3.6. 5. Provide care for patients with tracheostomy.
- 3.6. 6. Perform suctioning.
- 3.6. 7. Demonstrate use of ventilators.
- 3.6. 8. Prepare patients for diagnostic procedures and provide after care: -
 - laryngoscopy
 - bronchoscopy
 - bronchogram
 - thoracentesis
- 3.6. 9. Undertake the care of patients with chest surgery.
- 3.6.10. Prevent complications.
- 3.6.11. Assist and care for patients with open and closed chest drainage.
- 3.6.12. Provide health education to patients family and community.
- 3.6.13. Provide follow-up care.

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MEETING THE NEEDS OF PATIENTS WITH ALTERED HAEMOPOIETIC FUNCTIONS

60th

1. Description

This topic is designed to provide knowledge, skills and attitudes in caring for patients with nursing problems related to altered haemopoietic functions.

2. Objectives

To enable the students to:-

2. 1. Gain knowledge and understanding of common problems related with altered haemopoietic functions.
2. 2. Identify nursing problems in patients with haemopoietic disorders.
2. 3. Give appropriate nursing care applying the nursing process taking into consideration effective utilization of resources and medico-legal implications.
2. 4. Institute appropriate first aid measures in emergency.
2. 5. Serve medications safely.
2. 6. Prepare for diagnostic procedures and provide for aftercare.
2. 7. Provide appropriate health education to patient, family and community.
2. 8. Assist patient to make psycho-social adjustments.
2. 9. Provide emotional support to patient and family.
2. 10. Beware of the importance of immediate replacement of blood loss in cases of haemorrhage as a life saving measure.

3. Content

- 3.1. Anatomy and Physiology

12th

3.1. 1. Describe the general functions of blood.

Differentiate between blood and plasma.

3.1. 2. Name and describe the cellular components of blood.

3.1. 3. List the general functions of the cellular components of blood.

3.1. 4. Explain the term haemopoiesis.

3.1. 5. State the normal values of blood.

3.1. 6. State the general functions of haemoglobin.

3.1. 7. Define haemostasis.

3.1. 8. Name the blood groups using the ABO and Rh systems.

3.1. 9. Explain the terms compatible and incompatible in relation to blood group.

3.1.10. Explain the mechanism of coagulation of blood.

3.1.11. Explain the structure and functions of the lymphatic system.

3.2. Biochemistry

3.2.1. Describe briefly plasma proteins.

3.2.2. Explain iron metabolism.

3.2.3. Explain breakdown of haemoglobin.

3.2.4. Explain the mechanism of blood clotting.

3.3. Pharmacology

3.3.1. State the drugs used in haemopoietic disorders.

3.3.2. State the routes of administration of drugs and their dosages.

3.3.3. Explain their actions and side effects.

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3.4. Behavioural Science

3.4.1. Explain the psycho-social aspects of care of patients with haemopoietic disorders.

3.4.2. Provide appropriate psychological support for patient and family.

3.5. Nursing

Med. and med. nursing.

3.5.1. Meeting the nursing needs of patients with altered haemopoietic functions.

3.5.1.1. Bleeding disorders.

3.5.1.2. Haemopoietic malignancies.

3.5.1.3. Anaemias and related problems.

3.6. Nursing Interventions

3.6.1. Undertake the care of patients with haemopoietic disorders.

3.6.2. Prepare and assist in blood replacement therapy.

3.6.3. Provide emergency care and render first aid for shock and haemorrhage.

3.6.4. Prepare and provide after care for patients undergoing diagnostic procedures - bone marrow puncture.

3.6.5. Provide pre and post operative care for patients undergoing surgery.

3.6.6. Give health education to patients and families appropriately.

3.6.7. Provide follow-up care and referrals through community and social support systems.

2⁴

24⁴

18⁴

1⁴

PHARMACOLOGY

10^{hr}

1. Description

This unit is designed to provide knowledge, skills and attitude required for administration of drugs including routine immunizations. Maintenance of chain is also included in this unit.

2. Objectives

To enable students to:-

- 2.1. Serve medicines safely.
- 2.2. Administer injections.

3. Content

- 3.1. Principles of serving medicine.
- 3.2. Calculation of dosage of drugs.
- 3.3. Routine and techniques of administration.
- 3.4. Injections.
Routes and techniques of administration.

3^{hr}

4. Practice

- 4.1. Demonstrate serving of drugs.
- 4.2. Demonstrate administration of injections by various routes.

7^{hr}

ENVIRONMENTAL HEALTH

1. Description

This unit covers environmental health aspects in relation to health and disease to enable the student to apply the knowledge when providing health care in the hospital and in the community.

2. Objectives

To enable the students to:-

- 2.1. Identify environmental factors affecting health.
- 2.2. Provide health education to patients, families and community on the importance of sanitary environment. *Disinfect*

3. Content

3.1. Environmental Health.

- 3.1. 1. Food hygiene.
- 3.1. 2. Water supply.
- 3.1. 3. Refuse disposal.
- 3.1. 4. Sewage disposal. *and latrine*
- 3.1. 5. Housing.
- 3.1. 6. Home accidents.
- 3.1. 7. House hold pests.
- 3.1. 8. National environmental sanitation programmes.
- 3.1. 9. Environmental pollution.
- 3.1. 10. *Hospital hygien*

4. Educational visits to:

4.1. Water purification plant.

4.2. Sewage plant.

4.3. Rural environmental sanitation programme.

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SYSTEM I - YEAR I - SEMESTER II - ALLOCATION OF HOURS

Topics	Detailed Hours												Total
	36	7		10	5	27	10	18	56	60	10	74	
1 Fluid and Electrolyte Imbalance	8	3		2	1		8		10		10	15	51
2. Infection, Inflammatory condition and Infection control.	4	1		8	1		2		10	24		10	54
3 Burns and Scalds.	1			1	1		2			20		10	35
4 Respiratory System	11	1		1	1		2		12	16		14	58
5 Haemopoietic System	12	2		1	1		2		24			18	60
6 Environmental Health								18					18
7 Pharmacology				3								7	10
8 English or French language						27							27
	Anatomy - Physiology	Biochemistry		Pharmacology	Nutrition	English or French language	Psycho. Sociology	Environmental Health	Medicine and med. nursing	Surgery and sw. nursing	Pediatric and pe. nursing	Principle and practice nursing	

No 2213



**DIPLOMA IN
BASIC NURSING**

**CURRICULUM
SEMESTER III**

SEMESTER III

	CONTENT		PAGE
1.	Overview of Semester		1
2.	Structure of Semester		2
3.	General Objective of Semester		3
4.	Clinical Objectives		4
5.	Content of altered functions of the alimentary system		5 - 8
6.	Content of altered functions of the cardiovascular system		9 - 11
7.	Content of altered functions of the reproductive system		12, - 14
8.	Content of obstetric nursing		15 - 18
9.	Content of community health nursing		19 - 20
10.	<i>English language</i>		
10.	Allocation of hours		21
		

SEMESTER III

OVERVIEW OF SEMESTER III

This semester aims at providing knowledge, skills and attitudes relevant to caring for patients with nursing problems related to: -

- altered alimentary functions.
- altered cardiovascular functions.
- altered reproductive functions.
- Obstetric nursing.
- community health nursing.

Behavioural and health sciences have been integrated with nursing. This semester also provides the obstetric nursing component which is integrated with relevant community health nursing aspects.

Opportunities are provided for students to strengthen their clinical skills.

Organisation and structure of the curriculum

nd II

ester III

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Theory and clinical experience within the study day System II (17 weeks)																	Clinical practice (6 weeks)						E	Vacation	
<ul style="list-style-type: none"> - Alimentary system - Cardiovascular system - Reproductive system - Community health nursing - Obstetric nursing - English or French Language 																							v		
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ORGAN SYSTEM II

GENERAL OBJECTIVES

To enable the students to:-

1. Gain knowledge, skills and attitudes to promote health and prevent illness and to provide care for patients/clients with:-
 - altered cardio-vascular functions.
 - altered alimentary functions.
 - altered gynaecological functions.
2. Promote health and prevent complications during pregnancy, labour and puerperium.
3. Use the nursing process to identify, plan, implement and evaluate the nursing care.
4. Render appropriate first aid measures in emergencies.
5. Apply safe procedures to administer medications as prescribed, observe, report and record side effects.
6. Prepare patients for diagnostic procedures and provide after care.
7. Provide appropriate health education to patient/client.
8. Assist patient/client to make psycho-social adjustment and provide emotional support to patient and family.
9. Make rational decisions of ethical moral and religious issues.
10. Provide appropriate follow-up care of discharged patients to ensure continuity of care, and make necessary referrals with optimal utilization of community resources.
11. Provide family health services.

YEAR II - SEMESTER III

CLINICAL OBJECTIVES

To enable the students to:-

1. Utilize the nursing process and

1.1. Assess the patient/client to identify problems.

1.2. Plan the nursing interventions.

1.3. Implement the care plan.

1.4. Evaluate the care plan.

2. Develop skills in caring for patients with: -

- altered alimentary functions.

- altered cardio-vascular functions.

- altered reproductive functions.

3. Develop skills in providing antenatal care.

4. Observe the stages of labour and provide care for mothers in labour.

5. Develop skills in caring for post natal mothers and newborn.

6. Carry out health appraisal of children.

7. Carry out immunization according to the schedule.

8. Provide health education to families.

9. Provide follow-up care to families.

MEETING THE NEEDS OF PATIENTS WITH ALTERED ALIMENTARY FUNCTIONS

1. Description

This unit is designed to provide the knowledge, skills and attitudes required to care for patients with altered alimentary functions.

2. Objectives

To enable the students to:-

- 2.1. Gain knowledge and understanding of normal and abnormal structure and function of the alimentary system.
- 2.2. Use the nursing process and care for patients with altered alimentary functions.
- 2.3. Prepare patients for diagnostic procedures and provide after care.
- 2.4. Serve medications safely and report side effects.
- 2.5. Prepare patients for surgery and provide post operative care.
- 2.6. Assist patients to make psycho-social adjustment and provide emotional support to patients and families.
- 2.7. Provide health education to patients and families.

3. Content

3.1. Anatomy and Physiology

- 3.1.1. Name the components of the alimentary system.
- 3.1.2. Describe the structure of each component part.
- 3.1.3. Describe the process of digestion, absorption and elimination.

12¹⁴

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3.1.4. Describe the chemical digestion of food.		2
3.1.5. Explain the blood supply and nerve supply of the alimentary system.		2
3.1.6. Describe the structure and functions of the accessory organs of the alimentary system.		2
3.2. Biochemistry		1 ⁴
3.2.1. Role of enzymes.		
3.2.2. Carbohydrate, lipids and protein metabolism.		
3.3. Pharmacology		2 ⁴
3.3.1. Name the drugs used in disorders of the alimentary system.		
3.3.2. State the routes of administration and dosages.		
3.3.3. Explain the action and side effects.		
3.3.4. Serve medications safely.		
3.4. Behavioural Science		2 ⁴
3.4.1. Explain the psycho-social factors contributing to the causation of alimentary system disorders and diseases.		
3.4.2. Provide psychological support to patients and their families.		
3.5. Nursing		45 ⁴
3.5.1. Meeting the nursing needs of patients with altered alimentary functions.		
3.5.2. Congenital abnormalities.	Ped. and ped. nursing	6
3.5.3. Obstructions.	Surg. and surg. nursing	30
3.5.4. Infections.		
3.5.5. Poisoning.	Med and med. nursing.	9
3.5.6. Stress related conditions.		

3.5.7. Diagnostic procedures of the alimentary system.

3.5.8. Prepare and provide after care for patients undergoing surgery of the alimentary system.

3.6. Nursing Interventions

3.6. 1. Undertake to care for patients with altered alimentary functions.

3.6.1.1. Prepare and serve foods.

3.6.1.2. Carry out feeding through the various routes: -

- Oral

- nasal

- gastrastomy

- Intragastric

3.6. 2. Record intake and output.

3.6. 3. Carry out gastric aspirations.

3.6. 4. Collect specimens of vomitus, gastric juice and stools.

3.6. 5. Insert suppositories.

3.6. 6. Give enemas.

3.6. 7. Carry out colostomy care.

3.6. 8. Carry out lavages.

3.6. 9. Pass flatus tube.

3.6.10. Prepare, assist and provide after care for patients undergoing diagnostic procedures.

3.6.10.1. Barium swallow.

3.6.10.2. Barium meal.

124

- 3.6.10.3. Barium enema.
- 3.6.10.4. Endoscopies.
- 3.6.11. Prepare, assist and provide after care for patients undergoing: -
 - 3.6.11.1. Abdominal paracentesis.
 - 3.6.11.2. Liver biopsy.
- 3.6.12. Provide pre and post operative care for patients undergoing surgery of the alimentary system.
- 3.6.13. Provide health education to patients and families.

MEETING THE NEEDS OF PATIENTS WITH ALTERED CARDIOVASCULAR FUNCTIONS

64⁴

1. Description

This unit provides the knowledge, skills and attitudes required to care for patients with altered cardiovascular functions.

2. Objectives

To enable the students to:-

- 2.1. Use the nursing process and care for patients with altered cardiovascular functions.
- 2.2. Provide basic life support and institute immediate resuscitative measures.
- 2.3. Apply safe procedures to administer medications as prescribed, observe, report and record side effects.
- 2.4. Prepare patients for diagnostic procedures and provide after care.
- 2.5. Provide health education to patient and family.
- 2.6. Assist patient to make psycho-social adjustments.
- 2.7. Provide emotional support to patient and family.

3. Content

3.1. Anatomy and Physiology

- 3.1.1. Name the components of the cardiovascular system.
- 3.1.2. Describe the structure of the heart.
- 3.1.3. Explain the microscopic structure of the cardiac muscles.
- 3.1.4. Explain the blood supply and nerve supply to the heart.

12⁴

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| 3.1.5. Explain the cardiac cycle. | | 2 |
| 3.1.6. Describe and trace the coronary, pulmonary, portal and systemic circulation with the aid of diagrams. | | 2 |
| 3.1.7. Explain the types, structure and functions of the blood vessels. | | 1 |
| 3.1.8. Outline the general functions of the cardiovascular system. | | 1 ⁴ |
| 3.2. ^{3.1.9 Explain E.C.G} Biochemistry | | 2 ⁴ |
| 3.2.1. Conducting system of the heart. | | |
| 3.3. Pharmacology | | |
| 3.3.1. Name the drugs used in cardiovascular disorders. | | |
| 3.3.2. State the dosages, side effects and routes of administration. | | |
| 3.4. Behavioural Science | | |
| 3.4.1. Explain the psycho-social factors contributing to the causation of cardiovascular disorders. | | 2 ⁴ |
| 3.4.2. Provide appropriate psychological support for patients and families. | | |
| 3.5. Nursing | | |
| 3.5.1. Meeting the nursing needs of patients with altered cardiovascular functions: - | | 35 ⁴ |
| 3.5.1.1. Congenital abnormalities. | Ped. and ped-nursing | 4 |
| 3.5.1.2. Decreased cardiac output. | Med. and med nursing | 21 |
| 3.5.1.3. Cardiac arrhythmias. | " | |
| 3.5.1.4. Vascular conditions. | Surg. and surg. nursing | 10 |
| 3.5.1.5. Infections. | " | |
| 3.5.2. Cardiovascular diagnostic procedures. | | |

10th

3.6. Nursing Interventions

3.6.1. Undertake the care of patients with altered cardiovascular functions.

3.6.1.1. Prepare cardiac beds.

3.6.1.2. Place patient in cardiac position.

3.6.1.3. Take and record apex beat.

3.6.2. Provide emergency care and render first aid for: -

3.6.2.1. Cardiac arrest.

3.6.2.2. Fainting.

3.6.2.3. Ruptured varicose veins.

3.6.3. Prepare, assist and provide after care for patients undergoing diagnostic procedures.

3.6.3.1. Take E.C.G. and know the characteristics of a normal E.C.G.

3.6.4. Provide pre and post operative care for patients undergoing surgery.

3.6.5. Provide health education to patients and families.

2nd

MEETING THE NEEDS OF PATIENTS WITH ALTERED REPRODUCTIVE SYSTEM

30^K

1. Description

This unit is designed to provide knowledge, skills, and attitudes in providing care for patients/clients with altered reproductive functions.

2. Objectives

To enable the students to:-

- 2.1. Use the nursing process to provide care to patients/clients with altered reproductive functions.
- 2.2. Carry out first aid measures in emergencies.
- 2.3. Prepare patients for diagnostic procedures and provide after care.
- 2.4. Prepare patients for surgery and provide post operative care.
- 2.5. Provide psychological care and emotional support to patients and their families.
- 2.6. Provide health education to patients and their families.
- 2.7. Provide follow-up care and make necessary referrals.

3. Content

3.1. Anatomy and Physiology (*This subject is taught in obstetric nursing*)

- 3.1.1. Name and describe the macro and microscopic structures of the female reproductive organs.
- 3.1.2. Explain the functions of the reproductive organs.
- 3.1.3. Explain the menstrual cycle.
- 3.1.4. Describe the macro and microscopic structure of mammary glands.

3.1.5. Explain the functions of the mammary glands.

3.2. Biochemistry

Importance of hormones in diagnostic tests and therapy.

3.3. Pharmacology

3.3.1. Name the drugs used in the treatment of altered reproductive functions.

3.3.2. Explain the action, side effects and routes of administration.

3.4. Behavioural Sciences

3.4.1. Identify psycho-social needs of patients/clients and their families.

3.4.2. Explain the psycho-social support.

3.5. Nursing

3.5.1. Meeting the nursing needs of patients with altered reproductive functions.

3.5.1.1. Puberty, menarche, menopause.

3.5.1.2. Abnormal uterine bleeding.

3.5.1.3. Ectopic pregnancy.

3.5.1.4. Altered ovarian, fallopian, uterine functions.

3.5.1.5. Infertility.

3.5.1.6. Conditions of the vagina.

3.5.1.7. Conditions of the breast.

3.6. Nursing Interventions

3.6.1. Undertake the care of patients with altered reproductive functions.

3.6.2. Prepare patients for surgery and provide after care: -

- Gynaecological surgery.

- Breast surgery.

3.6.3. Carry out the following nursing procedures: -

- Breast examination.

- Vaginal swabbing.

- Vaginal douching.

3.6.4. Prepare and assist in diagnostic and therapeutic procedures: -

- Vaginal examination.

- Vaginal packing.

- Insertion and removal of pessaries.

3.6.5. Give health education to patients and their families.

3.6.6. Ensure follow-up care and make referrals if necessary.

OBSTETRIC NURSING

122¹⁴

1. Description

This component is designed to prepare students to have knowledge, skills and attitudes to provide basic health care to pregnant mothers, mothers in labour, post natal mothers and the newborn.

2. Objectives

To enable students to:-

- 2.1. Acquire knowledge on conception, pregnancy, labour and puerperium.
- 2.2. Use the nursing process in providing care to mothers.
- 2.3. Provide ante natal care.
- 2.4. Provide basic nursing care for mothers in normal labour, and in puerperium.
- 2.5. Provide basic health care to the newborn.
- 2.6. Carry out health education to mothers.
- 2.7. Provide follow-up care and make necessary referrals.

3. Content

3.1. Anatomy and Physiology

- 3.1.1. Name and describe the different types of female pelvis.
- 3.1.2. Name and describe macro and microscopic structure of the female reproductive organs.
- 3.1.3. Explain the functions of the reproductive organs.
- 3.1.4. Describe the menstrual cycle.
- 3.1.5. Explain fertilization and conception.

22¹⁴

3.1.6. Describe foetal development.

3.1.7. Describe the macro and microscopic structure of the mammary glands.

3.1.8. State the functions of the mammary glands.

3.1.9. Describe the physiology of lactation.

3.2. Biochemistry

3.2.1. Functions and mechanism of hormone action.

3.3. Pharmacology

3.3.1. Name the routine vitamins, minerals used in pregnancy.

3.3.2. Name the common drugs used in labour, state their functions and routes of administration.

3.4. Behavioural Sciences

3.4.1. Identify the psycho-social needs of mothers and their families during pregnancy, labour and puerperium.

3.4.2. Provide psycho-social support to mothers and their families appropriately.

3.5. Nursing

Meeting the nursing needs of pregnant mothers, mothers in labour and in puerperium.

3.5.1. Normal pregnancy.

3.5.2. Ante natal care.

3.5.3. Common health problems in pregnancy.

3.5.4. Risk approach.

3.5.5. Normal labour and delivery.

3.5.6. Management of mother in labour and in delivery.

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66*

- 3.5. 7. Puerperium.
- 3.5. 8. Management of mother in puerperium.
- 3.5. 9. Care of the newborn.
- 3.5.10. Care of low birth weight infants.
- 3.5.11. Neo-natal care.
- 3.5.12. First aid measures in obstetric emergencies.

3.6. Nursing Interventions

3.6.1. Provide care to ante natal mothers: -

3.6.1.1. History taking.

3.6.1.2. Routine examinations.

3.6.1.3. Physical examination and palpation.

3.6.2. Provide health education to ante natal mothers.

3.6.3. Prepare mothers for delivery.

3.6.4. Provide care for mothers in labour.

3.6.4.1. Physical care, vital signs.

3.6.4.2. Monitoring of contractions and foetal heart.

3.6.5. Observe delivery and resuscitation of newborn.

3.6.6. Observe taking of Apgar Score.

3.6.7. Observe examination of placenta.

3.6.8. Provide care to post natal mothers: -

3.6.8.1. Breast care.

22th

3.6.8.2.	Vaginal swabbing.	
3.6.8.3.	Post natal exercise.	
3.6. 9.	Provide health education to post natal mothers.	
3.6.10.	Care for new born babies: -	
3.6.10.1.	Care of cord.	
3.6.10.2.	Bathing of baby.	
3.6.10.3.	Feeding of baby.	
3.6.11.	Provide continuity of care by proper referrals to child health clinics.	2 ⁴

COMMUNITY HEALTH NURSING

70[#]

1. Description

This unit aims to prepare the students to acquire the knowledge, skills and attitudes in providing health care and supervision of children 0 - 6 years.

2. Objectives

To enable the students to:-

- 2.1. State the importance of providing health care to every member of the family.
- 2.2. Identify factors that influence health of the family.
- 2.3. Assess growth and development of children 0 - 6 years.
- 2.4. Identify common developmental and behavioural problems of children 0 - 6 years.
- 2.5. Identify the needs of children when providing family health care.
- 2.6. Immunise children 0 - 6 years in the community.

3. Content

- 3.1. Family health concept.
- 3.2. Growth and development of children 0 - 6 years.
- 3.3. Development assessment of children 0 - 6 years.
- 3.4. Needs of children.
- 3.5. Immunisation of children 0 - 6 years.
- 3.6. Child health Clinic activities.
- 3.7. Risk approach in child health.

30[#]

4. Practical Experience

- 4.1. Using the nursing process the student should manage a family with health problems.
- 4.2. Participate in carrying out child health clinic activities.
- 4.3. Assess growth and development of children 0 - 6 years.
- 4.4. Immunise children 0 - 6 years in the clinic.

40[#]

Language : 33[#]

SYSTEM II - YEAR II - SEMESTER III - ALLOCATION OF HOURS

Topics	Detailed Hours													Total
	46	5	7	6	11	70	66	30	40	10	15	56	33	
Alimentary system	12	1	2	2	2			9	30	6		12		76
Cardiorasular system	12	1	2	2	2			21	10	4		10		64
Reproductive system		1	1		1						15	12		30
Community Health Nursing						70								70
Obstetrics Nursing	22	2	2	2	6		66					22		122
English or French language													33	
	Anatomy . Physiology .	Biochemistry	Pharmacology	Nutrition	Psycho. Sociology	Community Health Nursing	Obstetrics Nursing	Medicine and Medical Nursing	Surgery and surgical Nursing	Pediatric and ped. nursing	Gynecology . Nursing	Principle and practice of Nursing	English or French language .	



**DIPLOMA IN
BASIC NURSING**

**CURRICULUM
SEMESTER IV**

SEMESTER IV

	CONTENT	PAGE
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OVERVIEW OF SEMESTER IV

This semester is designed to provide knowledge, skills and attitudes relevant to care for patients with nursing problems related to :-

- altered musculo skeletal functions.
- altered endocrine functions.
- altered genito urinary functions.
- communicable infections.

Community health nursing content has been increased in this semester, to equip the nurse to provide family health services.

Behavioural science and health science components have been integrated throughout the semester.

Clinical experiences will be strengthened further in the hospital and the community.

ORGANISATION AND STRUCTURE OF THE CURRICULUM

YEAR II	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
Semester III	Theory and clinical experience within the study day System III (15 weeks)															Clinical practice (6 weeks)						E	Vacation			
	- Musculoskeletal system																					x				
	- Endocrine system																					a				
	- Genito urinary system																					m				
	- Communicable infection																									
	- Community health nursing																									
	- English or French language																									

GENERAL OBJECTIVES

To enable the students to:-

1. Gain knowledge, skills and attitudes to promote health, prevent illness and to provide care for patients/clients with altered functions of the:-
 - Musculo-skeletal system.
 - Endocrine system.
 - Genito urinary system.
 - Communicable infections.
2. Provide family health services including school health services.
3. Use the nursing process to provide care to patients/clients in the hospital and in the community.
4. Provide health education to patients and families.
5. Utilize health vital statistics in planning family health activities.
6. Provide follow-up care to patients and families using the community support system.

CLINICAL OBJECTIVES

To enable students to:-

1. Use the nursing process to provide care to patients and families in the hospital and in the community.
2. Provide family health education including nutrition education.
3. Identify social problems in families and to take appropriate actions.
4. Provide school health services.
5. Provide rehabilitative services to patients and families.

MEETING THE NURSING NEEDS OF PATIENTS WITH ALTERED MUSCULO SKELETAL FUNCTIONS

67^H

1. Description

This unit is designed to provide the knowledge, skills and attitudes required to care for patients with altered musculo skeletal functions.

2. Objectives

To enable the students to:-

- 2.1. Use the nursing process and care for patients with altered musculo skeletal system.
- 2.2. Provide first aid measures in emergencies.
- 2.3. Serve medications safely, observe and report side effects.
- 2.4. Prepare patients for diagnostic procedure and provide after care.
- 2.5. Prepare patients for surgery and provide post operative care.
- 2.6. Assist patients to make psychosocial adjustments and provide emotional support to patients and families.
- 2.7. Provide appropriate follow-up care and make necessary referrals.

3. Content

3.1. Anatomy and Physiology

- 3.1.1. Name the components of the musculo skeletal system.
- 3.1.2. Describe the types of bones in the body.
- 3.1.3. Describe the functions of bones.
- 3.1.4. Describe the microscopic structure of bone.
- 3.1.5. Explain bone formation, growth and repair.

10^H

3.1.6. List the types of joints giving example for each type.

3.1.7. Explain the mechanism of locomotion.

3.1.8. Define muscle, tendon, cartilage and ligament.

3.1.9. Name the types of skeletal muscles.

3.2. Biochemistry

3.2.1. Explain the role of A.T.P. in musculo skeletal system.

3.2.2. Explain muscle contraction.

3.3. Pharmacology

3.3.1. Name the drugs used in altered musculo skeletal functions.

3.3.2. State the routes of administration and dosages.

3.3.3. Explain the action and side effects.

3.3.4. Serve medications safely.

3.4. Behavioural Science

3.4.1. Explain the psychosocial effects of altered musculo skeletal functions.

3.4.2. Provide psychological support to patients and their families.

3.5. Nursing

3.5.1. Meeting the nursing needs of patients with altered musculo skeletal functions due to:-

3.5.1.1. Congenital abnormalities.

Ped. and ped. nursing.

3.5.1.2. Trauma.

Surg. and surg. nursing

3.5.1.3. Infections.

1st
2nd
3rd
24th
4
12

3.5.1.4. Malignancy.

3.5.2. Diagnostic procedures of the musculo skeletal system.

3.5.3. Pre and post operative care of patient undergoing surgery of the musculo skeletal system.

3.5.4. Rehabilitation of patients with altered musculo skeletal functions.

3.5.5. Health education to patients and families.

3.6. Nursing Interventions

3.6.1. Undertake to care for patients with altered musculo skeletal functions.

3.6.2. Provide emergency care and render first aid for:-

3.6.2.1. fractures.

3.6.2.2. dislocations.

3.6.2.3. bleeding.

3.6.3. Prepare and provide after care for patients undergoing diagnostic procedures.

3.6.4. Provide pre and post operative care for patients with:-

3.6.4.1. traction.

3.6.4.2. amputation.

3.6.4.3. plaster cast.

3.6.5. Assist in the rehabilitation of patients with altered musculo skeletal functions.

3.6.6. Give health education to patients and families.

**MEETING THE NURSING NEEDS OF PATIENTS WITH
ALTERED ENDOCRINE FUNCTIONS**

1. Description

This unit is designed to provide the knowledge, skills and attitudes to meet the nursing needs of patients/clients with altered endocrine functions.

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25⁴

52⁴

2. Objectives

To enable students to:-

- 2.1. Use the nursing process in providing care to meet the nursing needs of patients/clients with altered endocrine functions.
- 2.2. Institute appropriate first aid measures in emergencies.
- 2.3. Prepare patients for diagnostic procedures and provide after care.
- 2.4. Prepare patients for surgery and provide post operative care.
- 2.5. Provide health education to patient, family and community.
- 2.6. Provide appropriate follow-up care and ensure continuity of care with proper referrals.
- 2.7. Assist patients to recognize and accept the need for life - long therapy and medical supervision.

3. Content

3.1. Anatomy and Physiology

- 3.1.1. Name the glands of the endocrine system.
- 3.1.2. Describe macro and microscopic structure and functions of the pituitary, thyroid, para thyroid, adrenal glands and the pancreas.
- 3.1.3. Name the hormones produced by the glands.
- 3.1.4. Explain the role of hormones in the maintenance of homeostasis in man.

3.2. Biochemistry

- 3.2.1. Explain functions and mechanism of hormone action.

3.3. Pharmacology

- 3.3.1. Name the drugs used in altered endocrine functions.

10th

1st

2nd

3.3.2. State the routes of administration and dosage.

3.3.3. Administer the drugs safely.

3.4. Behavioural Sciences

3.4.1. Explain the psychosocial effects on patients/clients with altered endocrine functions.

3.4.2. Provide psychosocial support to patients and families.

3.5. Nursing

3.5.1. Meeting the nursing needs of patients/clients with altered endocrine functions.

3.5.1.1. Altered functions of the pituitary gland. (Med and med. nursing)

3.5.1.2. Altered functions of the thyroid gland. "

3.5.1.3. Altered functions of the parathyroid glands. "

3.5.1.4. Altered functions of the adrenal glands. "

3.5.1.5. Altered functions of the pancreas. "

3.5.1.6. Altered functions of the ovary.

3.6. Nursing Interventions

3.6.1. Undertake to care for patients with altered endocrine functions.

3.6.2. Provide emergency care and first aid.

3.6.3. Prepare for diagnostic procedures and provide after care.

3.6.4. Provide pre and post operative care for patients undergoing:-

3.6.4.1. thyroidectomy.

3.6.4.2. hypophysectomy.

3.6.5. Administer insulin and teach patients and families on self administration of insulin.

3.6.6. Provide health education to patients and families.

3.6.7. Provide follow-up care, and ensure continuity of care through referrals.

3⁴

20⁴

14⁴

2⁴

MEETING THE NURSING NEEDS OF PATIENTS WITH ALTERED GENITO URINARY FUNCTIONS

22^H

1. Description

This unit is designed to provide the knowledge, skills and attitudes required to care for patients with altered genito urinary functions.

2. Objectives

To enable the students to:-

- 2.1. Use the nursing process and care for patients with altered genito urinary functions.
- 2.2. Prepare patients for surgery and provide post operative care.
- 2.3. Serve medications safely, observe and report side effects.
- 2.4. Assist patients to make psychological adjustments and provide emotional support to patients and families.
- 2.5. Give health education.
- 2.6. Provide follow-up care and make necessary referrals.

3. Content

3.1. Anatomy and Physiology

- 3.1.1. Name the components of the male reproductive system.
- 3.1.2. Explain the structure and functions of the components of the male reproductive system.

3.2. Pharmacology

- 3.2.1. Name the drugs used in altered male genito urinary functions.
- 3.2.2. State the routes of administration and dosages.
- 3.2.3. Explain the action and side effects.

2^H

1^H

3.2.4. Serve medications safely.

3.3. Behavioural Science

3.3.1. Explain the psychosocial effects of altered genito urinary functions.

3.3.2. Provide psychological support to patients and their families.

3.4. Nursing

3.4.1. Meeting the nursing needs of patients with altered genito urinary functions due to:-

3.4.1.1. Congenital abnormality.

3.4.1.2. Inflammatory conditions.

3.4.1.3. Neoplasms.

3.4.2. Diagnostic procedures of the male genito urinary system.

3.4.3. Pre and post operative care of patients undergoing surgery of the genito urinary system.

3.4.4. Health education to patients and families.

3.5. Nursing Interventions

3.5.1. Undertake to care for patients with altered genito urinary functions.

3.5.2. Prepare and care for patients for diagnostic procedures.

3.5.3. Prepare for catheterization.

3.5.4. Prepare and care for patients undergoing surgery.

3.5.5. Give health educations to patients and families.

MEETING THE NURSING NEEDS OF PATIENTS /CLIENTS WITH ALTERED URINARY FUNCTIONS

1. Description

This unit is designed to provide the knowledge, skills and attitudes required to care for patients with altered urinary functions.

2^H

7^H

3

4

8^H

2^H

29^H

2. Objectives

To enable the students to:-

- 2.1. Use the nursing process to provide care for patients with altered urinary functions.
- 2.2. Institute appropriate first aid measures in emergencies.
- 2.3. Prepare patients for diagnostic procedures and provide after care.
- 2.4. Prepare patients for surgery and provide post operative care.
- 2.5. Provide health education to patients and families.
- 2.6. Provide follow-up care and ensure continuity of care through referrals.

3. Content

3.1. Anatomy and Physiology

- 3.1.1. Name the component parts of the urinary system.
- 3.1.2. Describe the macro and microscopic structure of the components.
- 3.1.3. Describe formation and excretion of urine.
- 3.1.4. Explain micturition.
- 3.1.5. State the composition of urine.
- 3.1.6. Outline the role of kidney in relation to fluid, electrolyte and acid-base balance.

3.2. Biochemistry

- 3.2.1. Role of kidney in the maintenance of homeostasis.

3.3. Pharmacology

- 3.3.1. Name the drugs used in altered urinary functions.

3.3.2. State their functions, side effects and routes of administration.

3.3.3. Administer drugs safely.

3.4. Behavioural Sciences

3.4.1. Identify the psychosocial factors affecting the patients with altered urinary functions.

3.4.2. Provide psychosocial support to patients and families.

3.5. Nursing

3.5.1. Meeting the nursing needs of patients/clients with altered urinary functions.

3.5.1.1. Congenital abnormalities.

Ped. and ped. nursing

3.5.1.2. Infections.

Surg. and surg. nursing

3.5.1.3. Trauma.

"

3.5.1.4. Malignancies.

"

3.5.1.5. Kidney transplant.

"

3.6. Nursing Interventions

3.6.1. Undertake to care for patients with altered urinary functions.

3.6.2. Provide emergency care and render first aid.

3.6.3. Prepare and provide after care for patients undergoing diagnostic procedures,

3.6.4. Provide care for patients undergoing peritoneal dialysis and haemodialysis.

3.6.5. Carry out the following procedures:-

3.6.5.1. Catheterization

3.6.5.2. Bladder washout

3.6.5.3. Bladder irrigation

3.6.5.4. Urine testing

2^{1/2}

7^{1/2}

3

4

8^{1/2}

- 3.6.6. Prepare patients for surgery and provide after care.
- 3.6.7. Record fluid intake and output.
- 3.6.8. Provide health education to patients and families.
- 3.6.9. Provide follow-up care and ensure continuity of care through proper referrals.

MEETING THE NURSING NEEDS OF PATIENTS AND CLIENTS WITH PROBLEMS RELATED TO COMMUNICABLE INFECTIONS

1. Description

This unit is designed to provide care to individuals and families with communicable infections in the hospital and in the community.

2. Objectives

To enable the students to:-

- 2.1. Gain knowledge, skills and attitudes to provide care to individuals and families with communicable infections.
- 2.2. Use the nursing process to provide care to patients/clients with communicable infections.
- 2.3. Prevent spread of infections by appropriate measures.
- 2.4. Prevent complications by prompt nursing interventions.
- 2.5. Provide health education to individuals and families on prevention of infections and importance of immunizations.

3. Content

Meeting the nursing needs of patients/clients with communicable infections.

3.1. Anatomy and Physiology

- 3.1.1. Review relevant anatomy and physiology.

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3.2. Pharmacology

- 3.2.1. Name the drugs used in various communicable infections.
- 3.2.2. Explain the action and side effects.
- 3.2.3. State the routes of administration and dosage.

3.3. Behavioural sciences

- 3.3.1. Identify psychosocial factors, affecting the clients/patients with communicable infections.
- 3.3.2. Provide psychosocial support appropriately.

3.4. Nursing

Meeting the nursing needs of patients with communicable infections.

- 3.4.1. Air-borne infections. *and dust infection Med. and med. nursing*
- 3.4.2. Water and food borne infections. *"*
- 3.4.3. Vector borne infections. *"*
- 3.4.4. Sexually transmitted infections. *"*
- 3.4.5. Auto-immune deficiency syndrome. *(add AIDS programme 10th)*
- 3.4.6. Contact infections. *"*

3.5. Nursing interventions

To enable students to:-

- 3.5.1. Undertake to care for patients with communicable infections.
- 3.5.2. Carry out isolation/barrier nursing and reverse isolation appropriately.
- 3.5.3. Prepare patient for diagnostic procedures and provide after care.

2th

2th

32th

12th

- 3.5.4. Provide health education to patients, families and community.
- 3.5.5. Participate in prevention programmes and campaigns.
- 3.5.6. Provide follow-up care when necessary.

COMMUNITY HEALTH NURSING

UNIT I

School Health Programme

1. Description

This unit provides the students with the knowledge, skills and attitudes for providing school health services.

2. Objectives

To enable the students to:-

- 2.1. Appraise health status of school children.
- 2.2. Identify health problems of school children.
- 2.3. Provide immunisation to school children.
- 2.4. Manage school children with health and behavioural problems.
- 2.5. Provide health education to school children and staff.
- 2.6. Provide follow-up care of school children with health or behavioural problems.

3. Content

- 3.1. Growth and development of children 6 - 12 year and adolescent.
- 3.2. Health and behavioural problems of school children.
- 3.3. School health programmes and activities.

23⁴

14⁴

3.4. School Health Services.

3.5. Health appraisal of school children.

3.6. Special services for the disabled school children.

3.7. Maintenance of records, returns and school health kit.

4. Practical Experience:-

4.1. Participate in planning school health services, health appraisal of primary and secondary school children.

4.2. Immunise school children.

4.3. Follow-up school children with health or behavioural problems.

4.4. Provide health education activities for school children and staff.

UNIT II

Nutrition Education

1. Description

This unit aims to prepare the students to provide nutrition education to special groups of mothers and children.

2. Objectives

To enable the students to:-

2.1. Assess nutritional status of infant, pre school and school children, antenatal and postnatal mothers.

2.2. Prepare diet to meet the nutritional requirements of special groups of mothers and children.

2.3. Provide nutrition education to individuals and groups.

3. Content

3.1. Recommended dietary intake.

9^k

24^k

16^k

3.2. Nutrition during pregnancy and lactation.

3.3. Infant nutrition - Breast feeding and Supplementary diet.

3.4. Toddlers diet.

3.5. Diet for pre school and school children.

3.6. Growth curve of children 0 - 6 years.

3.7. Assessment of nutritional status.

3.8. Nutrition education - principles and activities.

4. Practical Experience:-

4.1. Demonstrate preparation of diet for special groups:-

- Infant
- Toddler
- Pre school and school children
- Ante natal and lactating women

4.2. Carry out nutrition education activities to individuals and groups.

4.3. Assess nutritional status of mothers and children.

UNIT III

Vital Statistics

1. Description

This unit provides the students with the knowledge, skills and attitudes in utilising health statistics to plan, implement and evaluate family health services.

2. Objectives

To enable the students to:-

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14^W

- 2.1. Define some demographic terms and rate.
- 2.2. Calculate mortality and morbidity rates.
- 2.3. Present health statistics in graphical presentation.
- 2.4. Analyse health statistics available in the community.
- 2.5. Utilise health statistics in carrying out health programmes.

3. Content

- 3.1. Measures of central tendency.
- 3.2. Definition of some demographic terms and rate.
- 3.3. Population estimate.
- 3.4. Mortality and morbidity statistics.
- 3.5. Utilisation of health statistics.
- 3.6. Graphical and tabular presentation of statistics.
- 3.7. Sampling techniques.

UNIT IV

Family Planning

1. Description

This unit provides the students with the knowledge, skills and attitudes in providing family planning services to the community.

2. Objectives

To enable the students to:-

- 2.1. Identify clients requiring family planning services.
- 2.2. Motivate clients to accept family planning services.

14^H

28^H

- 2.3. Select appropriate contraceptive methods for individual client.
- 2.4. Manage family planning acceptors.
- 2.5. Maintain records and returns of family planning services.

20^H

3. Content

3. 1. National Population and Family Development Programme.
3. 2. Female reproductive system in relation to Fertility Regulation.
3. 3. Infertility.
3. 4. Family health in relation to family development/Pregnancy spacing.
3. 5. Contraceptive methods.
3. 6. Management of Family Planning Acceptors.
3. 7. Cervical cytology.
3. 8. Religion and Family Planning.
3. 9. Supply program/procedures in integration of family planning services.
- 3.10. Records and returns.

8^H

4. Practical Experience:-

- 4.1. Motivate clients to accept family planning services.
- 4.2. Educate clients on contraceptive methods advocated.
- 4.3. Refer clients with problems to appropriate agencies.
- 4.4. Assist in taking P A P smears.
- 4.5. Provide follow-up care for clients with problems.

UNIT V

Social Welfare Service

1. Description

This unit aims to prepare the student to utilise the knowledge, skills and attitude in managing families requiring social welfare services.

2. Objectives

To enable the students to:-

- 2.1. Identify individual/family requiring social welfare services.
- 2.2. Inform clients the availability of social assistance and rehabilitative services relevant to their needs.
- 2.3. Refer clients to appropriate agencies.

3. Content

- 3.1. Social Welfare Services for family and children.
- 3.2. Social assistance.
- 3.3. Rehabilitation of the disabled, drug dependants and delinquents.

UNIT VI

Health Education Programmes (Project Planning)

1. Description

This unit provides the student with the knowledge, skills and attitude to plan health education programmes and activities in the community.

2. Objectives

To enable the students to:-

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6th

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- 2.1. Explain the importance of planning in implementing health education programme and activities.
- 2.2. Describe the steps involved in carrying out community diagnosis.
- 2.3. Prioritise health problems.
- 2.4. Explain the steps used in educational diagnosis.
- 2.5. Determine objectives for health education programme.
- 2.6. Plan a health education programme in the community.
- 2.7. Outline the implementation and evaluation activities planned.

3. Content

- 3.1. Process and steps in programme planning.
- 3.2. Community diagnosis.
- 3.3. Prioritising health problems identified.
- 3.4. Educational diagnosis.
- 3.5. Planning, implementation and evaluation of programme.
- 3.6. Developing questionnaire as a tool for data collection.

4. Practical experience

Plan a health education programme in the community:-

- Community diagnosis.
- Identifying health problems and prioritising health problems.
- Educational diagnosis (development of questionnaire in data collection).
- Plan activities in health education programme involving the community.

12*

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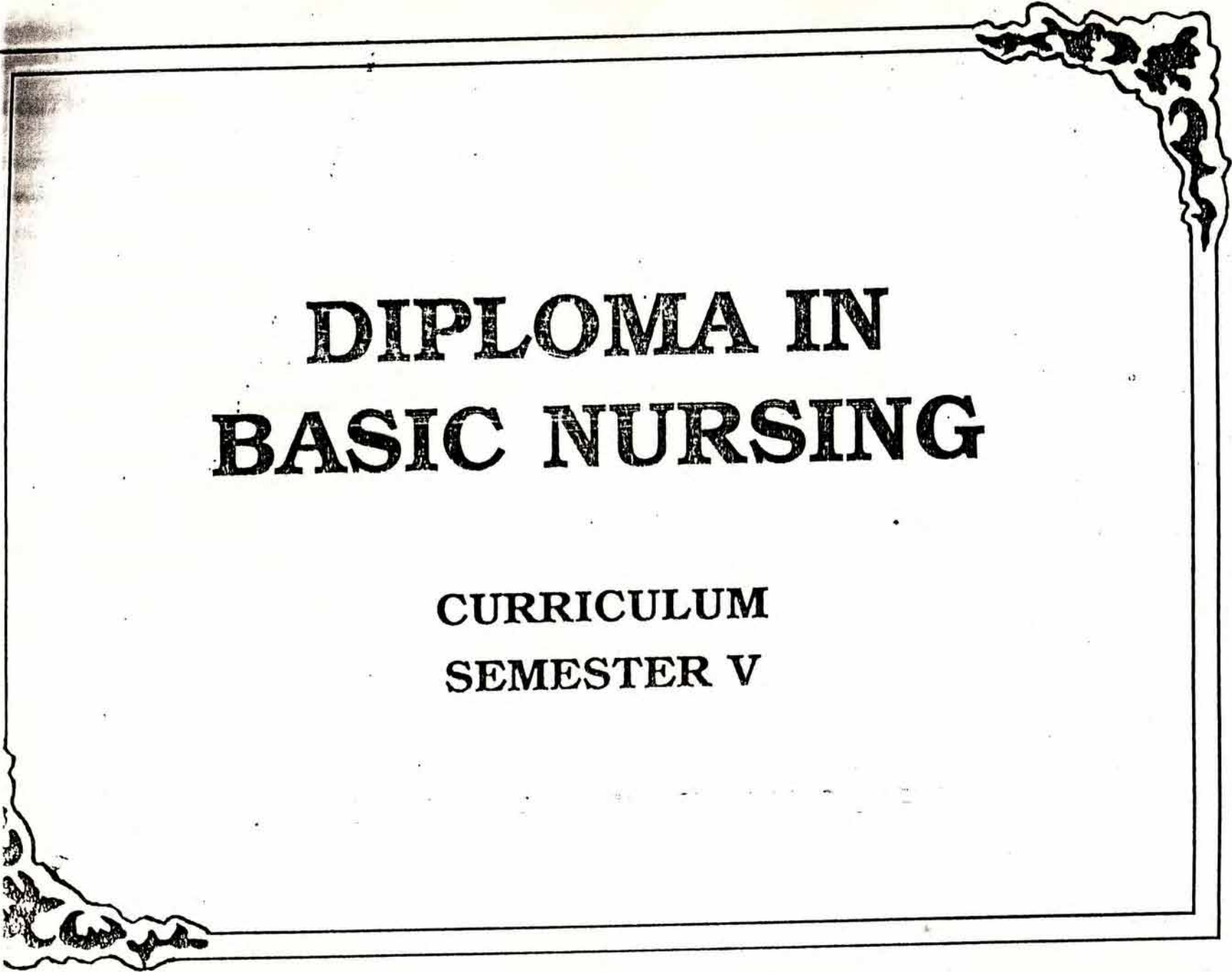
Language :

30*

21

SYSTEM III - YEAR II - SEMESTER IV ALLOCATION OF HOURS

Topics	Detailed Hours															Total.
	30	3	6	8	10	115	20	20	10	25	8	30	30	50	365	
Musculo. skeletal system	10	1	2	2	3			12	4	25		8			67	
Endocrine system	10	1	2	2	3		20					14			52	
Genito-urinary system	2		1	2	2			4	3		8				22	
Urinary system	8	1	1	2	2			4	3			8			29	
Communicable infection														50	50	
Community Health Nursing.						115									115	
English or French language													30		30	
	Anatomy - Physiology	Biochemistry	Pharmacology	Nutrition	Psycho - Sociology	Community Health Nursing	Medicine and medical Nursing	Surgery and surgical Nursing	Pediatric and pee. Nursing	Orthopedic. Nursing	Genito-urinary nursing	Principle. and practice of Nursing	English and French language	Communicable infection		



**DIPLOMA IN
BASIC NURSING**

**CURRICULUM
SEMESTER V**

SEMESTER V

	CONTENT	PAGE
	...	1
1.	Overview of Semester ...	2
2.	Structure of Semester ...	3
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OVERVIEW OF SEMESTER V

This semester provides the knowledge, skills and attitudes relevant to meeting the nursing needs of patients with:-

- Skin problems.
- Eye problems.
- E.N.T. problems.
- Problems related to altered nervous system functions.

Community health nursing and psychiatric nursing component have been included in this semester.

Behavioural sciences and health sciences have been integrated with nursing.

Opportunities are provided for students to develop skills in the various areas of nursing.

Organisation and structure of the curriculum

Third III

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Theory and clinical experience within the study day System <u>IV</u> (17 weeks) - Nervous system - Skin, Eye, ENT - Community health nursing - PSYCHIATRIC NURSING - English or French language																	Clinical practice (6 weeks)						E y e m

Semester II

GENERAL OBJECTIVES

To enable the students to:-

1. Gain knowledge, skills and attitudes to provide care for patients/clients with altered functions of:-
 - Nervous system
 - Eye, E.N.T. and skin problems.
2. Acquire knowledge, skills and attitudes in caring for patients/clients with problems of mental ill health and substance abuse.
3. Gain further knowledge, skills and attitudes to provide family health services.
4. Provide health care to the aged.
5. Provide health care to the disabled.
6. Assist individuals and families with social problems.
7. Be aware of occupational hazards and their prevention.
8. Provide health education to individuals and families.

CLINICAL OBJECTIVES

To enable students to:-

1. Use the nursing process in providing care to patients with altered functions of:-
 - Nervous system
 - Eye, E.N.T. and skin problems.
2. Identify and care for individuals with mental ill health and to make necessary referrals.
3. Provide health education to individuals in order to promote healthy life styles.

4. Identify children with disabilities.
5. Assess growth and development of disabled children.
6. Make necessary referrals for rehabilitation and education.
7. Provide care to the aged using community support system.
8. Provide follow-up care to individuals and families and ensure continuity of care.

MEETING THE NURSING NEEDS OF PATIENTS WITH ALTERED FUNCTIONS OF THE NERVOUS SYSTEM

1. Description

This unit is designed to provide knowledge, skills and attitudes to meet the nursing needs of patients with altered functions of the nervous system.

2. Objectives

To enable the students to:-

- 2.1. Use the nursing process in meeting the nursing needs of patients with altered functions of the nervous system.
- 2.2. Institute appropriate first aid measures in emergencies.
- 2.3. Serve medications safely, observe and report side effects.
- 2.4. Prepare patients for diagnostic procedures and provide after care.
- 2.5. Prepare patients for surgery and provide post operative care.
- 2.6. Provide health education to patients and families.
- 2.7. Provide appropriate follow-up care and make referrals as necessary.

3. Content

3.1. Anatomy and physiology

- 3.1.1. Name the component parts of the nervous system.

81⁴

18¹⁴

2

- 3.1. 2. Describe the structure and functions of the brain.
- 3.1. 3. Describe the structure and functions of the spinal cord.
- 3.1. 4. Describe the structure and functions of the peripheral nerves.
- 3.1. 5. Describe the structure and functions of neuroglia. (G.M. & S.N) = (neuroglie)
- 3.1. 6. Describe the structure and functions of a neuron.
- 3.1. 7. Draw and label the components of the reflex arc and state the function of each component.
- 3.1. 8. Explain the flow of cerebro-spinal fluid and state its composition and functions.
- 3.1. 9. Name the components of the autonomic nervous system and state their functions.
- 3.1.10. Name the twelve cranial nerves and their functions.

3.2. Biochemistry

- 3.2.1. Explain the neuro transmitters.
- 3.2.2. Explain the process of formation of cerebro-spinal fluid.
- 3.2.3. State the changes in composition of cerebro-spinal fluid in altered functions of the nervous system.

3.3. Pharmacology

- 3.3.1. Name the drugs used in altered functions of the nervous system.
- 3.3.2. State the routes of administration and dosages.
- 3.3.3. Administer the drugs safely, observe and report the side effects.

3.4. Behavioural Sciences

- 3.4.1. Explain the psychosocial effects of nervous system disorders on patients.
- 3.4.2. Provide psychological support to patients and families.

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2

3.5. Nursing	40 [✓]
3.5.1. Meeting the nursing needs of patients with altered functions of the nervous system.	4
3.5.2. Emergency care and first aid for:- (Ped. and ped. nursing.)	10
3.5.2.1. convulsion	
3.5.2.2. coma	
3.5.3. Prepare for diagnostic procedures and provide after care. (Surg. and surg. nursing)	
3.5.3.1. Neurological examination.	4
3.5.3.2. Lumbar puncture.	4
3.5.3.3. Myelogram.	2
3.5.3.4. Angiogram.	2
3.5.3.5. Scan.	2
3.5.4. Care of patients with injuries of the nervous system.	4
3.5.5. Provide pre and post operative care for patients undergoing surgery of the nervous system.	4
3.5.6. Give health education to patients and families.	2
3.5.7. Rehabilitation of patients with altered functions of the nervous system.	2
3.6. Nursing Intervention	13 [✓]
3.6.1. Undertake to care for patients with altered functions of the nervous system.	2
3.6.2. Provide first aid care for patients with convulsions.	1
3.6.3. Provide care for patients with head injury.	2
3.6.4. Provide care for patients with cerebro vascular accident.	2
3.6.5. Assist and teach patients to use callipers.	2

- 3.6.6. Prepare for diagnostic procedures and provide care to patients.
- 3.6.7. Provide pre and post operative care for patients undergoing surgery of the nervous system.
- 3.6.8. Participate in rehabilitation of patients.
- 3.6.9. Health education to patients and families.

MEETING THE NURSING NEEDS OF PATIENTS / CLIENTS WITH SKIN PROBLEMS

1. Description

This unit provides knowledge, skills and attitudes to care for patients with skin problems.

2. Objectives

To enable students to:-

- 2.1. Use nursing process to provide care for patients/clients with skin problems.
- 2.2. Provide emotional support to patients and families.
- 2.3. Provide health education to patients and families.
- 2.4. Provide follow-up care and ensure continuity of care.

3. Content

3.1. Anatomy and physiology

Review microscopic structure of skin and functions.

3.2. Pharmacology

- 3.2.1. Name the common drugs used for skin problems.
- 3.2.2. Explain the action and side effects.
- 3.2.3. State the routes of administration.

1
2
1
14
20th

24

14

3.2.4. Administer drugs safely.

3.3. Behavioural Sciences

3.3.1. Identify psychosocial factors contributing to skin problems and vice versa.

3.3.2. Provide psychosocial support to patients and families.

3.4. Nursing

3.4.1. Meeting the nursing needs of patients with skin problems.

3.4.1.1. Allergic reactions.

3.4.1.2. Infections.

3.4.1.3. Neoplasms.

3.5. Nursing Interventions

3.5.1. Undertake to care for patients with skin problems.

3.5.2. Assess patients skin condition.

3.5.3. Minimise physical and emotional stress.

3.5.4. Carry out topical applications observe and record response.

3.5.5. Provide health education to patients and families.

3.5.6. Provide follow-up care to patients and families.

**MEETING THE NURSING NEEDS OF PATIENTS AND
CLIENTS WITH EYE PROBLEMS**

1. Description

This unit provides knowledge, skills and attitudes to provide care for patients/clients with eye problems.

14

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304

2. Objectives

To enable students to:-

- 2.1. Using the nursing process provide care for patients/clients with eye problems.
- 2.2. Institute appropriate first aid measures in emergencies.
- 2.3. Prepare patients for diagnostic procedures and provide after care.
- 2.4. Prepare patients for eye surgery and provide after care.
- 2.5. Provide health education to patient and families.
- 2.6. Provide follow-up care and ensure continuity of care.

3. Content

3.1. Anatomy and Physiology

- 3.1.1. Describe the macro and microscopic structures of the eye and its extrinsic muscles.
- 3.1.2. Describe the lacrimal apparatus.
- 3.1.3. Explain the functions of the eye and accessory apparatus.
- 3.1.4. Explain the physiology of vision.
- 3.1.5. Explain the production and reabsorption of aqueous humour.

3.2. Pharmacology

- 3.2.1. Name the drugs used in the treatment of eye problems.
- 3.2.2. Explain the action and side effects.
- 3.2.3. State the routes of administration and dosage.
- 3.2.4. Administer drugs safely.

3.3. Behavioural Sciences

- 3.3.1. Identify psychosocial factors affecting patients with eye problems, and loss of vision.

10th
2
2
2
2
2
1st

1st

3.3.2. Provide psychosocial support to patients and families.

3.4. Nursing

3.4.1. Meeting the nursing needs of patients with eye problems.

3.4.1.1. Congenital abnormalities.

3.4.1.2. Infections.

3.4.1.3. Injuries.

3.4.1.4. Eye problems related to degeneration.

3.4.1.5. Neoplasms.

3.5. Nursing Interventions

3.5.1. Undertake to care for patients with eye problems.

3.5.2. Provide first aid care in emergencies.

3.5.3. Prepare patients for diagnostic procedures and provide after care.

3.5.4. Prepare patients for eye surgery and provide after care.

3.5.5. Apply eye medications and dressings.

3.5.6. Carry out health education to patient and families.

3.5.7. Provide follow-up care, ensure continuity of using community support systems.

**MEETING THE NURSING NEEDS OF PATIENTS/
CLIENTS WITH E.N.T. PROBLEMS**

1. Description

This unit is designed to provide knowledge, skills and attitudes required to care for patients with E.N.T. problems.

10^H

2
2
2
2
2

7^H

1
2
2
2
1^H

30^H

2. Objectives

To enable the students to:-

- 2.1. Use the nursing process and care for patients with E.N.T. problems.
- 2.2. Institute appropriate first aid measures in emergencies.
- 2.3. Prepare patients for diagnostic procedures and provide after care.
- 2.4. Administer drugs safely.
- 2.5. Prepare patients for surgery and provide post operative care.
- 2.6. Provide health education to patients and families.
- 2.7. Provide appropriate follow-up care and make referrals as necessary.

3. Content

3.1. Anatomy and Physiology

- 3.1.1. Name the component parts of the ear, nose and throat.
- 3.1.2. Describe the structure of the ear.
- 3.1.3. Explain the physiology of hearing.
- 3.1.4. Describe the structure and functions of the nose, air sinuses and adenoids.
- 3.1.5. Describe the structure and functions of the throat and tonsils.

3.2. Pharmacology

- 3.2.1. Name the drugs used in the management of E.N.T. problems.
- 3.2.2. State the routes of administration and dosages.
- 3.2.3. Administer the drugs safely, observe and report the side effects.

10 ✓

2

1

2

3

2

1 ✓

3.3. Behavioural Sciences	14
3.3.1. Explain the psychosocial effects of E.N.T. problems.	1
3.3.2. Provide psychological support to patients and families.	10
3.4. Nursing	2
3.4.1. Meeting the nursing needs of patients with E.N.T. problems.	3
3.4.2. Emergency care and first aid for:-	1
3.4.2.1. foreign body.	2
3.4.2.2. epistaxis.	2
3.4.3. Prepare and provide after care to patients undergoing diagnostic procedures.	7
3.4.4. Provide pre and post operative care for patients undergoing surgery of the ear, nose and throat.	1
3.4.5. Provide health education to patients and families.	1
3.4.6. Ensure follow-up care and referrals as necessary.	4
3.5. Nursing Intervention	1
3.5.1. Undertake to care for patients with E.N.T. problems.	4
3.5.2. Provide first aid care for patients with:-	1
3.5.2.1. foreign body of E.N.T.	
3.5.2.2. epistaxis.	
3.5.3. Carry out the following nursing procedures:-	
3.5.3.1. ear toilet.	
3.5.3.2. ear syringing.	

- 3.5.3.3. nasal packing and removal of nasal pack.
- 3.5.3.4. tracheostomy care.
- 3.5.3.5. taking ear, nose and throat swabs.
- 3.5.4. Prepare for diagnostic procedures and provide after care to patients.
- 3.5.5. Provide pre and post operative care for patients undergoing E.N.T. surgery.
- 3.5.6. Participate in rehabilitation of patients.
- 3.5.7. Give health education to patient and families.
- 3.5.8. Provide follow-up care and referrals as necessary.

COMMUNITY HEALTH NURSING

UNIT I

Care of the Disabled

1. Description

This unit provides the student with the knowledge, skills and attitudes to care for the disabled children in the community.

2. Objectives

To enable the students to:-

- 2.1. Detect disabled children in the community.
- 2.2. Identify factors leading to disabilities.
- 2.3. Assess health status of disabled children.
- 2.4. Refer disabled children to appropriate agencies.
- 2.5. Provide follow-up care of disabled children in the community.
- 2.6. Provide education on disability prevention and special education for the disabled.

3. Content

- 3.1. Categories of disabled.
- 3.2. Factors leading to disabilities.
- 3.3. Disability prevention.
- 3.4. Health assessment of disabled children.
- 3.5. Special education for disabled.
- 3.6. Follow-up care of disabled in the community.

7th

2

2

3

4. Practical Experience

- 4.1. Detect disabled children in the community.
- 4.2. Assess health status of disabled children.
- 4.3. Refer disabled children to appropriate agencies.
- 4.4. Provide education on disability prevention and special education to the community.
- 4.5. Provide follow-up care of disabled children in the community.

8th

Unit II

Geriatric and Rehabilitation

1. Description

This unit provides the student with the knowledge, skills and attitudes in providing health care for the elderly.

2. Objectives

- 2.1. Describe the process of aging.
- 2.2. Identify health needs of the elderly.

9th

- 2.3. Identify high risk groups among the elderly.
- 2.4. Assess health status of the elderly.
- 2.5. Assist families in managing the elderly in the home.
- 2.6. Identify specific challenges in family management of the elderly.
- 2.7. Provide support to families caring for the elderly.

3. Content

- 3.1. Ageing process and ageing population.
- 3.2. Patterns of illness in old age.
- 3.3. Preventive approach in care of the elderly.
 - (Primary, Secondary and Tertiary).
 - 3.3.1. Adjustment in later life.
 - 3.3.2. Recreation and leisure.
 - 3.3.3. Retirement pensions.
- 3.4. Identification of high risk groups.
- 3.5. Family's contributions and limitations in management of the elderly.
- 3.6. Specific challenges in family's management.
- 3.7. Elder abuse.
- 3.8. Goals and role of helping professional.
- 3.9. Community based services for the elderly.

9^{hr}
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4
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8^{hr}

UNIT III

CURRENT SOCIAL PROBLEMS

1. Description

This unit aims to prepare the student to assist individuals and families in managing clients with social problems in the community.

2. Objectives

- 2.1. State current social problems in the community.
- 2.2. Carry out preventive measures and activities.
- 2.3. Explain the role of family and community in managing social problems.
- 2.4. Explain the role of health and other professionals in the management of social problems in the community.

3. Content

3.1. Current social problems in the community.

- Child abuse.
- Spouse battering.
- Motor Vehicle Accident.
- Smoking and health.

3.2. Preventive measures and activities.

3.3. Role of family and community in managing social problems.

3.4. Role of health and other professionals in the management of social problems in the community.

8th

1
1
1
1
2
1
1

UNIT IV

OCCUPATIONAL HEALTH

10th

1. Description

This unit provides the student with an insight on occupational health hazards to enable them to provide a more comprehensive service to families.

2. Objectives

To enable the student to:-

- 2.1. Explain the potential health hazards in relation to occupation.
- 2.2. Explain the principles of prevention in occupational health.
- 2.3. Provide health education to individuals and families.
- 2.4. Recognise some occupational diseases commonly found in the community.

3. Content

- 3.1. Occupational injuries and their prevention.
- 3.2. Occupational diseases and their prevention.
- 3.3. Recognition of common occupational diseases.
- 3.4. Personnel protection scheme.
- 3.5. Health education in occupational health.

MEETING THE NURSING NEEDS OF PATIENTS WITH MENTAL ILL HEALTH AND SUBSTANCE ABUSE

1. Description

This unit is designed to provide the knowledge, skills and attitudes required to care for patients with mental ill health and substance abuse.

2. Objectives

To enable the students to:-

- 2.1. Identify patients with mental ill health.
- 2.2. Promote mental health.
- 2.3. Use the nursing process and care for patients with mental ill health.
- 2.4. Institute first aid measures in emergencies.
- 2.5. Explain the various approaches to care of patients with mental ill health.

10th

2

2

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2

2

99th

2.6. Provide health education to patients and families.

2.7. Identify role of nurse in the national program for the prevention of substance abuse.

3. Content

3.1. Behavioural Science

3.1.1. Explain the psychosocial factors contributing to mental ill health and substance abuse.

3.1.2. Explain the psychosocial effects of mental ill health and substance abuse.

3.1.3. Provide appropriate psychological support to patients and families.

3.2. Pharmacology

3.2.1. Name the drugs used in the management of mental ill health.

3.2.2. State the routes of administration and dosages.

3.2.3. Explain the actions and side effects.

3.2.4. Serve medications safely.

3.3. Nursing

3.3.1. Meeting the nursing needs of patients with mental ill health:-

3.3.1.1. Withdrawn patients.

3.3.1.2. Depressed patients.

3.3.1.3. Overactive patients.

3.3.1.4. Aggressive patients.

3.3.2. Care of senile patients.

3.3.3. Care of patients with substance abuse.

5^H

1

2

2

2^H

1

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24^H

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6

2

2

3.3.4. Care of patients with neurotic problems.	2
3.3.5. Role of the nurse in the care of patients with mental ill health.	2
3.3.6. Therapeutic interventions in the care of patients with mental ill health.	2 ^{1/2}
3.3.7. Health education to patients and families.	2
3.3.8. Rehabilitation of patients.	2
3.4. Nursing Intervention	66^{1/2}
3.4. 1. Undertake to care for patients with mental ill health.	6
3.4. 2. Undertake to care for patients with substance abuse problems.	6
3.4. .3. Participate in the national program for the prevention of substance abuse.	4
3.4. 4. Take case history and write nursing notes.	4
3.4. 5. Create a therapeutic environment.	6
3.4. 6. Provide pre and post E.C.T. care for patients undergoing E.C.T.	6
3.4. 7. Meet the nutritional needs of patients.	6
3.4. 8. Carry out habit training.	4
3.4. 9. Conduct group sessions.	6
3.4.10. Carry out crisis intervention.	4
3.4.11. Plan and participate in diversional activities.	4
3.4.12. Provide health education to patients, families and community.	4
3.4.13. Provide follow-up care and referrals as necessary.	4

Anesthesia : (from semester II)
 English language : 27th 19

MEETING THE NEEDS OF PATIENTS UNDERGOING ANAESTHESIA

1. Description

The purpose of this unit is to provide basic knowledge, skills and attitudes required to manage patients before, during and after an anaesthesia.

2. Objectives

To enable the student to:-

- 2.1. Prepare patients for anaesthesia.
- 2.2. Provide care for patients after anaesthesia.
- 2.3. Carry out nursing interventions to prevent post anaesthetic complications.

3. Content

3.1. Behavioural Science

- 3.1.1. Meeting the psychological needs of patients undergoing anaesthesia.
- 3.1.2. Provide emotional support to patient's family.

3.2. Pharmacology

- 3.2.1. Name the common drugs used for premedications and anaesthesia.
- 3.2.2. State their actions and side effects.
- 3.2.3. State the routes of administration and dosage.

3.3. Nursing Topic

- 3.3.1. Meeting the nursing needs of patients undergoing anaesthesia.

3.3.2. Preparation of patients for anaesthesia.

3.3.3. Preparation for receiving patients from recovery room

- immediate care
- subsequent care.

3.3.4. Post anaesthetic care of patients

- immediate care
- subsequent care.

3.3.5. Complications of anaesthesia and their nursing interventions.

3.4. Nursing Interventions

3.4.1. Undertake to care for patients requiring anaesthesia.

3.4.1.1. Prepare patients physically and psychologically for anaesthesia.

3.4.1.2. Prepare to receive patients from recovery room.

3.4.1.3. Receive patients after anaesthesia and provide immediate care.

3.4.1.4. Prevent complications of anaesthesia.

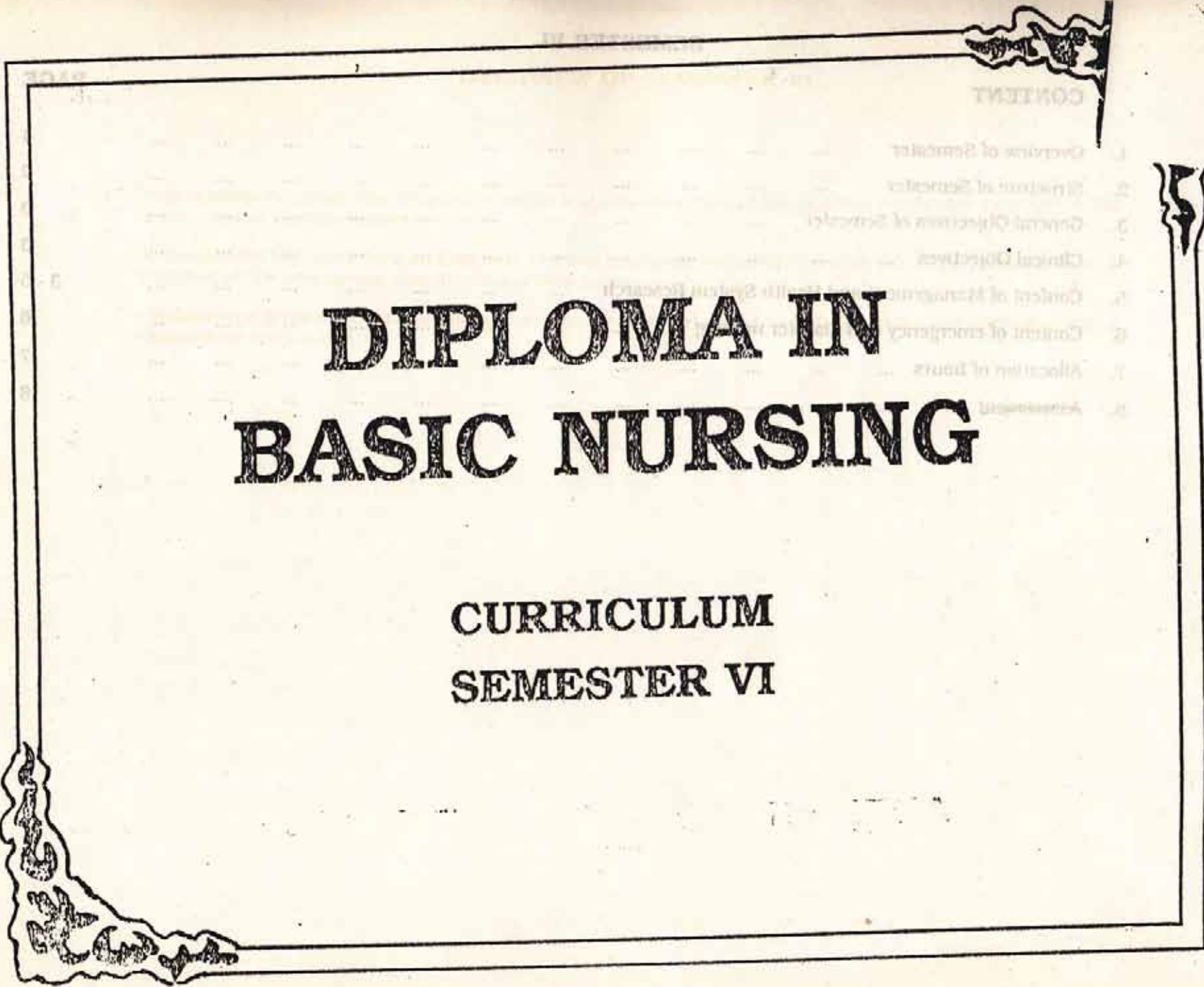
3.4.1.5. Provide care for patients with complications of anaesthesia.

3.4.1.6. Provide health education and emotional support to patients' family.

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SYSTEM IV YEAR III SEMESTER II ALLOCATION OF HOURS.

Topics	Detailed Hours																	Total
	40	6	6	6	10	42	66	24	30	10	10	10	8	34	27	5	334	
Nervous System	18	6	1	1	2				30	10				15			81	
Skin problems	2		1	1	1								8	7			20	
Eye problems	10		1	1	1						10			7			30	
ENT problems	10		1	1	1							10		7			30	
Community Health Nursing						42											42	
Psychiatric Nursing			2	2	5		66	24									99	
English or French language															27		27	
Anesthesia																5	5	
	Anatomy - Physiology	Biochemistry	Pharmacology	Nutrition	Psycho. Sociology	Community Health Nursing	Psychiatric Nursing	Medicine and med. nursing	Surgery and eqng. nursing	Paediatric and pa. nursing	Eye problems	ENT problems	Skin problems	Principle and practice of nursing	English or French language	Anesthesia		



**DIPLOMA IN
BASIC NURSING**

**CURRICULUM
SEMESTER VI**

SEMESTER VI

CONTENT

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3.	General Objectives of Semester	3
4.	Clinical Objectives	3
5.	Content of Management and Health System Research	3 - 5
6.	Content of emergency and disaster nursing	...	...	...	...	...	...	...	...	...	...	6
7.	Allocation of hours	...	...	...	...	...	...	...	...	...	...	7
8.	Assessment	...	...	...	...	...	...	...	...	...	...	8

CURRICULUM
SEMESTER VI

OVERVIEW OF SEMESTER VI

This semester provides the knowledge, skills and attitudes to function as a first level nurse manager in the wards and at health centres.

A component on emergency and disaster nursing has been included to enable the nurse to function as a member of the emergency and disaster health team.

Clinical experiences are provided in this semester to consolidate the knowledge, skills and attitudes gained throughout the course.

ORGANISATION AND STRUCTURE OF THE CURRICULUM

SAR III

semester VI

27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
Theory (8 weeks) - Management								Internal practice (17 weeks)																F I N A L	
EMERGENCY AND DISASTER NURSING English or French																								E X A M	

GENERAL OBJECTIVES

To enable students to:-

1. Function as a first level nurse manager in the hospital and in the community.
2. Participate as a member of emergency and disaster health team.
3. Practise managerial skills in the hospital and in the community.
4. Consolidate nursing skills in the hospital and in the community.

CLINICAL OBJECTIVES

To enable students to:-

1. Participate as first level nurse manager in the wards and-at health centres.
2. Carry out supervisory functions.
3. Participate in evaluation of nursing care/work performance of staff.
4. Participate in rostering of staff, compiling records, and writing reports.
5. Practice nursing care using the nursing process to consolidate the knowledge, skills and attitudes gained in the various semester.

MANAGEMENT

1. Description

This unit is designed to prepare the student to function as a first level nurse manager in the hospital and in the community.

2. Objectives

To enable students to:-

2.1. Acquire knowledge, skills and attitudes to function as a first level manager.	
2.2. Participate in the activities of management in the wards and health centres.	
2.3. Carry out supervision of staff.	
2.4. Evaluate work performance and write progress reports.	
2.5. Work as a member of health team.	
2.6. Participate in research activities.	
3. Content	111^h
3.1. Management	97^h
3.1. 1. Formal and informal organizational structures in the hospital and in the community.	20
3.1. 2. Functions of management and their application.	
3.1. 3. Leadership.	
3.1. 4. Staff development and continuing education.	9
3.1. 5. Team work.	20
--- Planning.	
3.1. 6. Supervision.	
3.1. 7. Evaluation.	
3.1. 8. Quality Assurance.	40
3.1. 9. Relevant general orders.	6
3.1.10. Work simplification.	
3.1.11. Responsibilities of first level nurse manager in the hospital and in health centres.	
3.1.12. Reports, records and returns in the hospital and health centres.	2

3.2. Health System Research

3.2.1. Concept.

3.2.2. Types and uses.

3.2.3. Reseachable problems.

3.2.4. Formulation of research activities.

3.2.5. Formulation of research objectives.

3.2.6. Selection of research design.

3.2.7. Sampling, collection and analysis of data.

3.2.8. Presentation of data.

- research report.

3.2.9. Use of research findings to provide better health care.

4. Practical Experiences

4.1. Participate in managerial activities in the wards and at health centres.

4.1.1. Carry out managerial functions.

4.1.2. Participate in supervisory functions.

4.1.3. Evaluate work performance and write reports.

4.1.4. Participate in educational activities of staff development.

4.1.5. Participate in compiling returns at the health centres.

4.2. Participate in research activities

4.2.1. Participate in developing tools for collection of data.

4.2.2. Collect data.

4.2.3. Participate in analysis of data.

1
1
1
2
2
2
3
105⁴
99⁴

6⁴

EMERGENCY AND DISASTER NURSING

15th

1. Description

This component is designed to prepare students to participate as a team member in emergency and disaster nursing.

2. Objectives

To enable the students to:-

- 2.1. Gain knowledge and understanding of planning and organization for disaster nursing.
- 2.2. Provide emergency care and to participate as a member of the disaster health team.

3. Content

3.1. Emergency and disaster nursing:-

- 3.1.1. Planning and organization.
- 3.1.2. Nurses role.
- 3.1.3. Assessing first aid needs.
- 3.1.4. Setting priorities.
- 3.1.5. Planning for nursing action.
- 3.1.6. Documentation of care given.
- 3.1.7. Perform I.V. infusion.

15th

2
2
3
2
2
2
2

**- YEAR III - SEMESTER VI
Allocation of hours**

TOPICS	Wk 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Time (Hours)		
Management																				196	
Health system research																					20
Emergency and Disaster Nursing																					15
English or French language																					33