Curriculum for Registered Nursing Education Programme
B.Sc. Nursing
CARICOM Countries
CURRICULUM FOR REGISTERED NURSING EDUCATION PROGRAMME
B.Sc. NURSING
(As approved by the 21st Meeting of the COHSOD in 2011)

CARICOM COUNTRIES

Caribbean Community Secretariat
Bank of Guyana Building
Avenue of the Republic
Georgetown, Guyana
Curriculum for Registered Nursing Education Programme [for] B.Sc. Nursing [in] CARICOM Countries
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### A.1 PRE-NURSING COURSES

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### A.2 NURSING COURSES

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<td>Health Assessment</td>
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<td>Caring for the Child-Bearing Family</td>
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<td>Adult Health Nursing I – 20-64 years</td>
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<td>NC 206</td>
<td>Community Nursing</td>
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<td>Nursing Care – 1 month – 19 years</td>
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<td>Nursing Practicum</td>
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ACKNOWLEDGEMENT

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

Deepest appreciation must be extended to:

- The Regional Nursing Body for their leadership and visioning for the CARICOM Region, and for initiating the development of this Curriculum and for lobbying for the movement of nursing education into institutions of higher learning.

- The CARICOM secretariat for the resources and guidance during the revision stages.

- The General Nursing Councils of the region for their interest and commitment to the regulation of education and practice of nursing including their commitment to Regional Examination for Nurse Registration (RENR).

- The nursing faculties of the various educational institutions for rising to the challenges ensuing from the advancement of nursing education within Schools, Colleges and Universities.

- The technocrats who persevered to the realization of this document.

- The secretary and support staff without whose contributions the process could not advanced.
PHILOSOPHY OF NURSING

We believe that:

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

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

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

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

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

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

Nursing Education is a continuous process. Nursing Education programmes are based on scientific principles; provide a broad and sound foundation for the effective practice of nursing,
and a basis for continuing development in nursing. These programmes, must of necessity focus on the common health problems within the region and reflect the current evidence-based trends in nursing practice. Professional nursing education programmes in the region should be at the first-degree level and should prepare graduates who are capable of providing leadership and management as well as professional reflection and visioning.

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

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

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

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

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

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

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

THEORETICAL FRAMEWORK

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

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

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

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

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

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

Learning Outcomes for each course will require the learner to utilize critical inquiry skills, and evidenced based findings; explore the nursing environment; and exercise sound professional judgment while internalizing and integrating the concepts. The courses will incorporate the
threads of the programme; basic needs, the life cycle, the individual, family and communities, nursing process, health teaching and counseling, leadership and management.

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

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

**Figure 1**
NURSING DOMAINS

1. **NURSING PRACTICE**

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

2. **PROFESSIONAL CONDUCT**

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

3. **HEALTH PROMOTION and MAINTENANCE of WELLNESS**

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

4. **CARING INTERVENTIONS**

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

5. **NURSING LEADERSHIP AND MANAGEMENT**

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

6. **COMMUNICATION.**

This refers to the processes whereby meanings are assigned and conveyed to others to create shared awareness and understanding of phenomena. Communication is an important domain in nursing as it is the media through which the nurse client bond is formed and trust is developed.
Communication includes the systems of documentation and referrals, the imparting of information through teaching, counseling and mass media.

7. CRITICAL DECISION-MAKING

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

8. REFLECTION AND VISIONING

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

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

DOMAIN 1  UNITS OF COMPETENCE

Nursing Practice

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

Domain 2

Professional Conduct

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

**Domain 3**

**Health Promotion and Maintenance of Wellness**

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

**Domain 4**

**Caring Interventions**

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

**Domain 5**

**Nursing Leadership and Management**

29. Undertakes the clinical management of groups of clients or patients
30. Plans nursing care in consultation with individuals/groups, significant others and the interdisciplinary health care team
31. Provides comprehensive, safe, efficient and effective evidence-based nursing care to achieve identified individual/group health outcomes
32. Evaluates progress towards expected individual/group health outcomes in consultation with individuals/groups, significant others and interdisciplinary health care team
33. Provides appropriate modeling and guidance to colleagues and clients to assist in realizing planned individual, organizational and professional outcomes
34. Undertakes the clinical management of groups of clients or patients
35. Participates in the analysis, development, implementation and evaluation of clinical practices and policies that guide the delivery of patient care.

Domain 6

36. Naturalizes the roles and responsibilities of a professional nurse as a member of the health team.

Communication

37. Fosters therapeutic relationships and ongoing communication strategies to promote efficient and effective nursing care.
38. Engages in ongoing teaching programmes and activities involving Mass media and Public speaking to advance the agenda of nursing.
39. Maintains documentation systems to facilitate the delivery of quality nursing care.
40. Utilizes information systems to manage nursing and health care data during the delivery of patient client care.

Domain 7

Clinical Decision-Making

41. Uses critical thinking skills and professional judgment to inform decision-making when delivering care to patients and clients.
42. Incorporates evidence from research, clinical practice, client preference and other available sources to inform decision-making.
43. Assists and support clients to make informed choices and to practice self-care skills.
Domain 8
Professional Reflection and Visioning

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

## A. COURSES OFFERED

### PRE NURSING COURSES

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<td><strong>PROGRAMME TOTAL</strong></td>
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NB: Clinical Attachment Hours should be **approximately** 20 credits, that is 1530 hours
## C. SUGGESTED PROGRAMME HOURS

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<tr>
<td>Anatomy and Physiology</td>
<td>Pathophysiology</td>
<td>Nursing Care: 1 month-19 yrs</td>
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### YEAR 1
Semester 1
PNC 101 Anatomy
PNC 102 Physiology
PNC 103 Sociology
PNC 104 Psychology
NC 201 Nursing Professionalism
IR 301 Fundamentals of Communication

### Semester 2
PNC 105 Medical Microbiology
PNC 106 Foundations of Chemistry
PNC 110 Health Promotion and Maintenance
PNC 111 Biochemistry
IR 302 Information Technology
PROGRAMME: B.Sc. NURSING (B.Sc.N)

COURSE TITLE: ANATOMY

COURSE CODE: PNC 101

DURATION: 75 hours

CREDITS: 4 (3 Credits Theory & 1 Credit Lab = 60+15hours)

PRE-REQUISITE: Entry Requirements (Biology/Human Biology/Integrated Science/Chemistry/College Access Science Course)

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

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

1. Demonstrate knowledge of the structural organization of the various body systems Nervous, musculoskeletal, cardiovascular, lymphatic, respiratory, gastrointestinal, endocrine, urinary and reproductive systems.

2. Interpret the structural organization of the human body in the context of its chemical, cellular, tissue, organ, system and organismal levels.

3. Apply critical thinking and sound judgment in using knowledge of anatomy in the interpretation of clinical – oriented practice.

4. Demonstrate knowledge of the unique anatomical complexity of the human body as it relates to its functions.

CONTENT OUTLINE
Surface Anatomy – Viewing the body from the outside, gross body areas, general, regional,
- Anatomical position, planes of section, reference lines, quadrants.
- Body cavities; male / female differentiation.

Levels of Organization of the Body – enumeration and anatomical description.
- Cellular
- Chemical
- Tissue & Organ
- System & Organism
**Mircoscopic Anatomy** – Structure of cells – membranes (plasma, nuclei and vesicular), cytoplasm, organelles, nuclei (genes, chromatin & chromosomes). Structure of tissues (epithelial, connective, muscle & nervous) and organs.

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

- **Integumentary System** – skin, nails, hair, glands.

- **Skeletal System** – divisions: axial, appendicular; articulations – joints; male and female skeletal differentiation.

- **Muscular System** – muscle tissue – skeletal and smooth; origins and insertion of muscles, basic kinesiology – bones as levers of muscles lines and centres of gravity; body segments and movements.

- **Nervous System and Subsystems** – central and autonomic: brain (Brodmann Map), cranial nerves, spinal cord, spinal nerves, centres – iambic system, autonomic systems, sympathetic, parasympathetic pathways, meninges, ventricular system & CSF, connections; special senses – eye, ear, tongue and touch.

- **Cardiovascular System** – heart, vessels, routes; blood – components,

- **Lymphatic System** – vessels, nodes, organs

- **Respiratory System** – nose & paranasal sinuses, pharynx, larynx, trachea, bronchi; lungs – lobes, lobules, fissures, alveoli (alveolar ducts, sacs), blood supply.

- **Digestive System** – mucosa, ducts and gland; mouth and oral cavity, tongue, teeth, oesophagus, stomach, pancreas, liver, gallbladder, small and large intestines, rectum, anus; mesenteries and omenta; ducts and glands.

- **Endocrine System** – pituitary, thyroid, parathyroid, adrenals, pancreas.

- **Uranry System** – Kidneys (calyces, pelvis, papilla, medulla and cortex), ureters, bladder, urethra, blood supply.

- **Reproductive system** (male and female) – scrotum, testes, accessory ducts, penis, accessory glands; ovaries, uterine tubes, uterus, vagina, vulva, perineum, mammary glands.

- **Structures of development and inheritance** – gametes: sperm, ova: spermatogenesis and oogenesis, coitus, fertilization, implantation, embryo, organ systems development, foetus.

**Special anatomical considerations** – newborn, childhood development, aging.
Related Clinicals / labs.
- Identification of Anatomical parts (Gross), Position and turning patients
- Identification of anatomical parts (Microscopic).
- Complete physical examination
- Attend post mortem (at least one)

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

ASSESSMENT
The learner is expected to have a 95% attendance in all classroom and laboratory assignments. The learner is expected to complete and submit an assignment within stipulated time. Weight 10%
The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%
The learner must sit the final examination, which constitutes 70% of total grade.
The learner must gain at least 60% overall to be successful in the course.
The examination questions may be essays or objective type items.

REQUIRED TEXTBOOKS

or

PROGRAMME: B.Sc. NURSING (B.Sc.N)

COURSE TITLE: PHYSIOLOGY

COURSE CODE: PNC 102

DURATION: 75 hours

CREDITS: 4 (3 Credits Theory & 1 Credit Lab = 60+15hours)

PRE-REQUISITE: Entry Requirements (Biology/Human Biology/Integrated Science/Chemistry/College Access Science Course)

CO-REQUISITE: Anatomy

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

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

1. Demonstrate knowledge of the functioning organization of the various body systems
   Nervous
   Musculo-skeletal
   Cardiovascular
   Lymphatic
   Respiratory
   Gastrointestinal
   Endocrine
   Urinary
   Reproductive

2. Interpret the functional organization of the human body exploring its physiologic control mechanisms, maintenance and continuity.

3. Apply critical thinking and sound clinical judgment in using physiological knowledge of the body systems in interpreting clinical – oriented information and in delivering nursing care to persons throughout the life cycle along its wellness-illness continuum.

4. Appreciate man as a biological human being with normal and abnormal responses to internal and external stimuli.
CONTENT OUTLINE

Homeostasis – Concept and principles of homeostatic balance.

Levels of organization of the body – functional description
- Cellular
- Chemical
- Tissue & organ
- System & organism

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

Special Physiology considerations
– foetus, newborn, children, adults, aging, male, female.
TEACHING METHODOLOGIES:
This course will be taught using lectures, discussions, group discussions, observations, laboratory assignments, individual and group assignments, internet (electronic) delivery.

ASSESSMENT
The learner is expected to have a 95% attendance in all classroom and laboratory assignments. The learner is expected to complete and submit an assignment within stipulated time. Weight 10%
The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%
The learner must sit the final examination, which constitutes 70% of total grade. The learner must gain at least 60% overall to be successful in the course. The examination questions may be essays or objective type items.

REQUIRED TEXTBOOKS

or


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

Anatomical Atlases, Maps, Charts, Films, Skeleton, Bones, Models.
PROGRAMME: B.Sc. NURSING (B.Sc.N)

COURSE TITLE: INTRODUCTION TO SOCIOLOGY

COURSE CODE: PNC 103

DURATION: 45 hours

CREDITS: 3

PRE-REQUISITE: NONE

COURSE DESCRIPTION

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

LEARNING OUTCOMES

1. Demonstrate knowledge of the factors which influence society and their effects on individuals and groups.

2. Collaborate with other sectors and disciplines to advance the function of nursing, the health agenda and improve patient outcomes.

3. Practice Nursing Care to reflect acceptance of the culture, values, beliefs and rights of people.

4. Utilize the institutions of society for the advancement of nursing, health and the nation.

COURSE OUTLINE

History of Sociology
- Sociology and Science, Concepts in Sociology
- Sociological methods

The Development of Sociology
- Auguste Comte, Herbert Spencer, Karl Marx, Emile Durkheim, Max Weber.

Sociological Perspectives
- Functionalism
- Marxism/Conflict Theory
- Interactionism
Culture –
- Definition, culture and biology, culture shock, ethnocentrism and cultural relativism, components of culture, culture and adaptation, subculture, universals of culture

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

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

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

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

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

Bureaucracy, unions, social movements
Communities, urbanization, rural vs urban communities
Social control and deviance
Social change
Sources of social change, Theories of social change, globalization and modernization
Health and population dynamics

TEACHING METHODOLOGIES
This course will be taught using an interfaculty approach whenever possible. Otherwise the methodologies used will be lecture discussions, group discussions, literature search, role plays, debates and other didactic methods.
A group assignment will be given on a topic to be decided

ASSESSMENT
The learner is expected to have a 95% attendance in all classroom assignments.
The learner is expected to complete and submit an individual or group assignment within stipulated time. Weight 10%
The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%
The learner must sit the final examination, which constitutes 70% of total grade.
The learner must gain at least 60% overall to be successful in the course.
The examination questions may be essays or objective type items.
REQUIRED TEXTBOOKS


or

PROGRAMME: B.Sc. NURSING (B.Sc.N)

COURSE TITLE: INTRODUCTION TO PSYCHOLOGY

COURSE CODE: PNC 104

DURATION: 45 Hours

CREDITS: 3 Credits

PRE-REQUISITE: Programme entry requirements

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

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

1. Demonstrate understanding of the uniqueness of individuals and its effect on their behavior.

2. Demonstrate knowledge about human growth, development and role transitions for all ages and gender and how these impact health and illness.

3. Establish and maintain effective and appropriate therapeutic relationships.

4. Assist and support clients during stressful events and aid them in making informed decisions.

5. Demonstrate sensitivity and respect for diversity in the personal belief, choices and practices of others.

CONTENT OUTLINE
Development of Psychology.

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

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

Schools of Psychology
- Functionalist, psycho-analyst, gestalt, behaviourist
Developmental and Personality Theories (ISTS)
- Fraud, Jung, Sullivan, Piaget, Rogers, Erikson, Others

Principles of Growth and Development Life-Cycle
- Pre-Natal, neo-natal, infant, toddler, pre-school child, school child, adolescent, adult, elderly/older person

Measurement of Personality
- Projection Tests
- Personality Inventory
- Performance measure

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

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

Emotion
- Concepts
- Current Theories
- Physiology
- Physical
- Psychological
- Maslow’s Hierarchy
- Others

Intelligence

Attitudes

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

Social Support and Relationships
- Attachments, bonding, separation, parenting, other.
- Loss, grief, mourning

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

The learner is expected to have a 95% attendance in all classroom assignments.
The learner is expected to complete and submit an individual or group assignment within
stipulated time. Weight 10%
The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with
an overall weight of 20%
The learner must sit the final examination, which constitutes 70% of total grade.
The learner must gain at least 60% overall to be successful in the course.
The examination questions may be essays or objective type items.

REQUIRED TEXTBOOKS

Payne, Sheila; Walker, Jan (2008), *Psychology for Nurses and the Caring Professions*. 3rd
PROGRAMME: B.Sc. NURSING (B.Sc.N)

COURSE TITLE: Medical Microbiology

COURSE CODE: PNC 105

COURSE DURATION: 45 hours

CREDITS: 3

PRE-REQUISITE: Programme entry requirements

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

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

1. Demonstrate awareness of the significance of microbiology to the health status of man

2. Integrate knowledge of microbiology with other skills to benefit the delivery of health care.

3. Utilize best practices in microbiology to maintain an environment conducive to positive health outcomes.

4. Apply evidenced-informed microbiological practices to the clinical care of patients and clients along the health-illness continuum and the life cycle.

CONTENT OUTLINE

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

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

**Characteristics of Microbes**
- Cell morphology, staining, motility, colony morphology, atmospheric requirements, nutritional requirements

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

**Epidemiology**
- Endemic, epidemic, pandemic, sporadic and non epidemic diseases

**Modes of Disease Transmission**
- Nosocomial infections
- Communicable / non-communicable
- Food borne, water borne

**General Control Measures**
- Prevention of airborne contamination, handling food and eating utensils, handling of fomites and hand-washing.

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

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

**Diagnostic tests for infectious diseases**
- Types of tests, methods of specimen collection, storage and transport of specimens, interpretation of test results

**Related Clinicals/ Laboratory**
- Cleaning of environment
- Disinfection of unit and materials
- Hand-washing techniques
- Personal hygiene methods
- Management of linens and supplies
- Barrier nursing techniques
Medical Asepsis
Surgical Asepsis
Sterilization of equipment and supplies

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

ASSESSMENT/EVALUATION

The learner is expected to have a 95% attendance in all classroom, clinical and laboratory assignments.
The learner is expected to complete and submit an assignment within stipulated time.
Weight 10%
The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%
The learner must sit the final examination, which constitutes 70% of total grade.
The learner must gain at least 60% overall to be successful in the course.
The examination questions may be essays or objective type items.
The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.

REQUIRED TEXTBOOKS

PROGRAMME: B.Sc. NURSING (B.Sc.N)

COURSE TITLE: Foundation of Chemistry

COURSE CODE: PNC 106

COURSE CREDIT: 3

COURSE DURATION: 45 hours

PRE-REQUISITE: Programme entry requirement

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

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

1. Demonstrate understanding of the chemical states of matter.

2. Demonstrate understanding of the importance of chemistry to the study of nursing.

3. Utilize knowledge of chemistry appropriate to the delivery of nursing care.

CONTENT OUTLINE

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

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

States of Matter
- Gaseous states, liquid state, solid state.

Chemical Energetics
- Enthalpy changes, combustion, hydration, solution, neutralization, atomisation, bond energy, lattice energy, election affinity
Electro-chemistry
- Redox processes, electrode potentials, electrolysis
- Electrolysis

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

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

Organic Chemistry

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

Related Clinicals / Laboratory Skills

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

ASSESSMENT/EVALUATION
The learner is expected to have a 95% attendance in all classroom, laboratory assignments.
The learner is expected to complete laboratory assignment within stipulated time. Weight 10%
The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%
The learner must sit the final examination, which constitutes 70% of total grade.
The learner must gain at least 60% overall to be successful in the course.
The examination questions may be essays or objective type items.
The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.

REQUIRED TEXTBOOKS

YEAR 2

Semester 1
PNC 107 Pathophysiology
PNC 108 Introduction to Pharmacology
PNC 109 Nutrition
NC 202 The Nursing Process
NC 203 Health Assessment

Semester 2
PNC 112 Epidemiology
NC 204 Caring for the Child-Bearing Family
NC 205 Adult Health Nursing I – 20 – 64 years
NC 206 Community Nursing
IR 303 Foreign Language
PROGRAMME:  B.Sc. NURSING (B.Sc.N)

COURSE TITLE:  PATHOPHYSIOLOGY

COURSE CODE:  PNC 107

LEVEL    Second Year

SEMESTER    One

COURSE DURATION:  60 hours

CREDITS:  3

PRE-REQUISITES:  Anatomy          Physiology

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

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

1. Integrate pathophysiological science to the clinical care of individuals along the health-illness continuum.

2. Recognize deviations in the health status of individuals along the life cycle.

3. Apply contemporary trends in nursing practices to the management of patients and clients with patho-physiological deviations.

4. Practice professional nursing roles of advocate, provider, teacher, in the application of pathophysiological principles to nursing care.

5. Facilitate health care delivery to clients of diverse cultures utilizing effective communication, problem solving, and collaboration through application of physiological concepts.
CONTENT OUTLINE

Introduction to Pathophysiology
- Key Terms and Concepts
- Direct causes of Disease
- Indirect Causes of Disease

Pathophysiology Caused by Cellular Deviation
- Mutation,
- Normal Differentaiton
- Hereditary Mechanism
- Genetic Loci

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

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

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

Pathophysiology of Body Defences and Barriers

Inflammation

Body’s responses to Disease Conditions
- Immunologic responses

Immunodeficiency States
Stem Cell Immunodeficiency
Physiology of Treatment
B-Cell Immunodeficiency
T-Cell Immunodeficiency
T & B cell Immunodeficiency

Immune Complex Disease
- Auto immunity, a model of auto-immune disease, systemic lupus erythematosis, association of HL-A-antigens and disease
Infection
- Major infecting organisms of humans, pathophysiology of infection, fever, disease model of acute infection, otitis media, physiology of treatment.

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

Pathophysiology of Physical and Chemical Equilibrium:

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

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

Fluid and Electrolyte
- Osmosis, acidosis, alkalosis, causes of Fluid Deficit

Excess Loss
Insufficient Intake
Deficiency in Electrolytes

Effects of fluid deficit
- Hypovolemic shock

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

Electrolyte Imbalances
- Sodium depletion - causes and effects
- Sodium excess -- causes and effects
- Potassium depletion – causes and effects
- Potassium excess – causes and effects
- Calcium depletion – causes and effects
- Calcium excess – causes and effects
- Magnesium depletion – causes and effects
- Magnesium excess – causes and effects
- Other

**Acid – Based imbalance**
- Respiratory alkalosis
- Respiratory acidosis
- Metabolic acidosis

**Investigative and Therapeutic Measures**
- Blood Studies – gases, electrolytes
- Urine analysis
- Fluid replacement
- Obervation

Pathophysiology of impaired Renal Function

Disorders of the Bladder

Disorders of the Urethra

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

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

**ASSESSMENT/EVALUATION**
The learner is expected to have a 95% attendance in all classroom and clinical assignments.
The learner is expected to complete and submit an assignment within stipulated time.
Weight 10%
The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%
The learner must sit the final examination, which constitutes 70% of total grade.
The learner must gain at least 60% overall to be successful in the course.
The examination questions may be essays or objective type items.
The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.
REQUIRED TEXTBOOKS


Or

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

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

1. Integrate pharmacology content into other health related knowledge to understand management of disease conditions.

2. Demonstrate knowledge of the uses, actions, side-effects and contra-indications of drugs.

3. Implement preventive and therapeutic interventions related to the safe and appropriate use of medications.

4. Utilize established protocols and practices to the administration of drugs to patients and clients.

5. Assume accountability for the safety of drugs and other pharmacological preparations.
CONTENT OUTLINE

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

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

Laws for the Control Drug
Official drug information sources
Systems of Measurement
Drug Calculations
Routes of Administration

Drugs Actions on
  - Parasympathetic nervous system
  - Sympathetic nervous system
  - Direct acting cholinergic agonists

E.g. Acetylcholine, Bethanechol, Pilocarpine
  - Indirect acting cholinergic agonists
    - E.g. Reversible antiAcetylcholinesterase, Physostigmine,
      Neostigmine, Isoflurophate
  - Cholinergic antagonists
    - E.g. muscarinic antagonists, ganglionic blockers

Adrenergic transmission
  - Adrenergic agonists
    - E.g. direct-acting, indirect-acting, mixed-action
  - Adrenergic antagonists
    - E.g. α-adrenergic antagonist, β-adrenergic antagonist

Allergic asthma and indicators for drug use
Drugs used in asthma
  - E.g. Salbutamol, Salmeterol, Beclomethasone, Antileukotrienes, Cromolyn
    Theophylline
Drugs used for combination therapy
Drugs used in allergic rhinitis
  - E.g. Antihistamines, α-Adrenergic agonists, Corticosteroids

Purkinje fiber and drugs
Drugs used to treat arrhythmias
  - Classes I-IV

Classes of hypolipidemic drugs
Classes of antihypertensive drugs
E.g. *Diuretics*, β₁ antagonists, *ACE inhibitors*

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

Anticoagulants

Function of fibrinolytic drugs

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

Drug interactions with *warfarin*

Drugs used to treat blood disorders

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

Classes of drugs used in peptic ulcer and gastro-esophageal reflux disease (GERD)
E.g. *Antimicrobial agents, H₂-receptor antagonists, Proton Pump Inhibitors, Prostaglandins, Antimuscarinic agents, Antacids, Mucosal Protective agents*

Chemotherapy-induced emesis

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

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

Classes of laxatives

Drug use indicators in diabetes
Insulin
Short-acting, intermediate-acting, long-acting insulin preparations

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

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

The kidney and nephron as drug pathways

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

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

Estrogens and Progestins

Oral and Implantable Contraception

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

Related Clinicals / Labs

**Traditional Medicines**

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

**Toxicology**

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

**Related clinical and laboratory skills**

Administering oral medications
Giving parenteral medications
TEACHING METHODOLOGIES

This course will be taught using lectures, discussion, tutorials, demonstrations, return demonstrations, group work, individual and group presentations. Clinical supervision and teaching will form part of the methodology.

ASSESSMENT / EVALUATION

The learner is expected to have a 95% attendance in all classroom, laboratory and clinical assignments.
The learner is expected to complete and submit an assignment within stipulated time.
Weight 10%
The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%
The learner must sit the final examination, which constitutes 70% of total grade.
The learner must gain at least 60% overall to be successful in the course.
The examination questions may be essays or objective type items.
The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.

REQUIRED TEXTBOOKS:


or

PROGRAMME: B.Sc. NURSING (B.Sc.N)

COURSE TITLE: Nutrition

COURSE CODE: PNC 109

COURSE CREDIT: 3

COURSE DURATION: 45 hours

PRE-REQUISITE: Biochemistry

COURSE DESCRIPTION

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

LEARNING OUTCOMES

1. Apply knowledge of the process and principles of human nutrition to the promotion of the health of individuals across the life span.

2. Demonstrate understanding of the psychological, social, cultural, familial, economic and environmental factors that influence dietary intake and physical health.

3. Apply the nursing process to the provision of care for persons with nutritional disorders.

4. Demonstrate understanding of the major nutrition-related disorders at each stage of the life cycle.

5. Support nutrition interventions, policies and programmes affecting health care.

6. Utilize the principles of teaching/learning when assisting clients and families with matters relating to nutrition.

7. Apply the regulatory laws to the consumption and distribution of food.
CONTENT OUTLINE

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

Nutrients in humans
- Definition, Types, Functions, Food sources, Metabolism, Caloric value, Deficiency

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

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

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

Nutrition in Disease
- The role of nutrition in aetiology and management of food allergy and intolerance,
Diseases of the stomach, intestines and gallbladder.
Cardiovascular diseases
Diabetes mellitus and metabolic syndrome
Obesity and hypertension
Cancers
Diseases of the kidney and urinary tract
Bone disease,
Diseases of the immune system
Eating disorders

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

National food safety laws and regulations
Certification of food handlers
Food handlers program

Related Clinicals/laboratory
- Meal planning – food value assessments
Dietary modification
Serving of meals
Feeding of patients and clients
Dietary counselling and teaching

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

ASSESSMENT:
The learner is expected to have a 95% attendance in all classroom, laboratory and clinical assignments.
The learner is expected to complete and submit an assignment within stipulated time.
Weight 10%
The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%
The learner must sit the final examination, which constitutes 70% of total grade.
The learner must gain at least 60% overall to be successful in the course.
The examination questions may be essays or objective type items.
The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.

REQUIRED TEXTBOOKS:


PROGRAMME:       B.Sc. NURSING (B.Sc.N)

COURSE TITLE:     Health Promotion and Maintenance of Wellness

COURSE CODE:      PNC 110

COURSE DURATION:  75 hours (30 theory + 45 practical)

CREDITS:          3 (2 Theory, 1 Practical)

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

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

1. Utilize positive psychosocial interactions in diverse settings/environments, in order to promote and maintain healthy lifestyles across the lifespan.

2. Utilize principles of primary health care to provide care for individuals, families and communities.

3. Function as a member of the health team in the delivery of primary health care services

4. Conduct health assessment(s) with a view to understanding the factors that influence the health of the individuals, families and communities and their attitudes to health promotion.

5. Teach citizens the necessary information needed to maintain the health of individuals, families and communities.

6. Implement health promotion programmes for the benefit of families and communities.

7. Evaluate strategies for their effectiveness with respect to the promotion of and the maintenance of health.
CONTENT OUTLINE

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

Determinants of Health
- Heredity, Income, Family size, Social status, Education

Levels of Prevention
- Primary, Secondary, Tertiary

Levels of Health Care
- Primary, Secondary, Tertiary

Primary Health Care
- Historical Perspective, Components, Levels of Care, Strategies

Roles and Responsibilities of the Health Team
- Registered Nurse, Nursing Assistant, Medical Officer, Nutritionist, Dentist, Psychiatrist, Social worker, Others.

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

Deviations from healthy bio-psycho-social patterns.
- Violence – Gender, domestic
- Accidents – Road Traffic Accidents, Accidents in the home, etc
- Abuse – Physical, psychological, sexual
- Unhealthy attitudes and actions
- Substance abuse, Stress
- Mismanagement of personal finances

Models of health care
- Nola Pender Model
- High Wellness Model

Structure of the Health Care Services, Local, Regional, International Resources, Human, Physical, Financial
Theories of learning.
- Principles and techniques
- Preparation of educational/promotional materials
- Teaching strategies
- Programme planning

Related Clinical Skills/ Laboratory
Conduct assessment and evaluation of Health Care services.
Conduct assessment of knowledge deficits of individuals, families, communities.
Conduct teaching sessions.
Prepare basic programme plan for Health Promotion
Preparation of teaching material.

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

ASSESSMENT
The learner is expected to have a 95% attendance in all classroom and clinical assignments.
The learner is expected to complete and submit an assignment within stipulated time.
Weight 10%
The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%
The learner must sit the final examination, which constitutes 70% of total grade.
The learner must gain at least 60% overall to be successful in the course.
The examination questions may be essays or objective type items.
The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.

REQUIRED TEXTBOOKS

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

PROGRAMME: B.Sc. NURSING (B.Sc.N)

COURSE TITLE: Biochemistry

COURSE CODE: PNC 111

DURATION: 45 hours

CREDITS: 3

PRE-REQUISITES: Programme entry requirements

COURSE DESCRIPTION / RATIONALE

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

LEARNING OUTCOMES

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

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

CONTENT OUTLINE

Review atoms and molecule
Difference between (a) acids and bases
   Organic & inorganic chemistry
Principal chemical elements of the human body by name and symbols
General principles related to buffers
The significance of buffers in maintaining normal pH range
Differentiate between phosphate and bicarbonate buffers
Organs involve in the buffer system
Distribution of water in the body.
Fluid Balance mechanism.
Functions of water.
Definitions: homeostasis, metabolism, electrolytes and ion
Intracellular and extracellular electrolytes in the body.
Role of electrolytes in homeostasis
Metabolic functions of electrolytes in homeostasis
Definition of protein
Types, properties and functions of proteins
Metabolic role of protein in the synthesis
  - Nitrogen metabolism—sources, uses, storage, transportation and excretion; amino acid metabolism—endogenous and exogenous sources, synthesis, degradation and uses; porphyrins—synthesis, degradation and clinical implications of biosynthetic and degradation dysfunctions; Types, properties and functions of carbohydrates
  - The metabolic role of carbohydrate in glucose regulation, Biopolymers of carbohydrate and the Krebs cycle, Biosynthesis of carbohydrates—pentose phosphate pathway; gluconeogenesis—mitochondrial and cytoplasmic regulation, glycogen metabolism—degradation and biosynthesis
Types, properties and functions of lipids
Lipid metabolism—synthesis, degradation, storage, mobilization;
Definition, properties and classification of enzymes
Integration of enzymes into metabolic pathways
The importance of enzymes in biochemical transformations of cellular substances
Definition of vitamin and co enzymes
General principles related to vitamins.
Types of vitamins
Water-soluble and fat-soluble vitamins
The incorporation of vitamins in the synthesis of coenzymes
Definition of hormone
Types, properties and functions of hormones in the body
differences in modes of action of lipophilic and hydrophilic hormones.
Hormones in the control of metabolism.
Definition of the following terms
  - Nucleic Acid, Nucleotides, Ribose/Deoxyribose, Deoxyribonucleic Acid (DNA), Ribonucleic Acid (RNA), Purines
Differentiation of DNA and RNA
The Catabolism of purines
Definition of immunoglobulin and immunity
General principles related to immunoglobulins
The structure and function of immunoglobulins
Types of immunoglobulins
Synthesis of immunoglobulins
The concept of immunity

Related clinical and laboratory skills
  - Rationalize intake and output

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

The learner is expected to have a 95% attendance in all classroom and laboratory assignments.
The learner is expected to complete and submit an assignment within stipulated time.
Weight 10%
The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%
The learner must sit the final examination, which constitutes 70% of total grade.
The learner must gain at least 60% overall to be successful in the course.
The examination questions may be essays or objective type items.
The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.

REQUIRED TEXTBOOKS

PROGRAMME: B.Sc. NURSING (B.Sc.N)

COURSE TITLE: Epidemiology

COURSE CODE: PNC 112

LEVEL: This is a second year course

SEMESTER This course is offered in semester one and applied as applicable

COURSE DURATION: 45 hours

CREDITS: 3

PREREQUISITE: Year one courses.

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

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

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

Concepts in Epidemiology
- Epidemiological Approaches
- Analytic epidemiology, Experimental epidemiology, Clinical or community trials,

Measuring the effectiveness of different health services
- Key components of epidemiology data
- Sources of epidemiology data

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

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

Surveillance
- Definition, Methods, Approaches

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

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

Nosocomial infection
- Definition, Modes of transmission, Preventive measures

Risk factors for the occurrence of communicable diseases among population groups
- Age
- Presence of underlying disease/infection
- Natural/Passive immunity
- Trauma/Invasive procedures
- Medications
- Lifestyle
- Cultural
- Socio-economic
- Environmental
- Organization of health services
General measures of prevention of communicable diseases
- Environmental conditions, Food and milk hygiene, Sanitation, Adequate housing
- Water supply, Pest control

Specific measures to prevent specific diseases
- Health education, Immunization, HIV/AIDS and other STIs programmes, Quarantine
- Environmental control programmes, Infection prevention and control

International and national laws and regulations for prevention of communicable diseases
- International laws and regulations, International quarantinable diseases
- WHO international vaccination requirements, National laws

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

Relevant sources of data on the occurrence of communicable diseases
- Ministry of Health surveillance reports, CAREC reports, PAHO/WHO surveillance reports, CDC surveillance reports, Epidemic investigation reports, WHO surveillance reports, Survey reports
- Use of data in programme planning for disease prevention and control

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

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

ASSESSMENT/EVALUATION

The learner is expected to have a 95% attendance in all classroom and clinical assignments.
The learner is expected to complete and submit an assignment within stipulated time.
Weight 10%
The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%. The learner must sit the final examination, which constitutes 70% of total grade. The learner must gain at least 60% overall to be successful in the course. The examination questions may be essays or objective type items. The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills. The learner must submit positive performance appraisals from assigned areas.

REQUIRED TEXTBOOK

PROGRAMME: B.Sc. NURSING (B.Sc.N)

COURSE TITLE: Nursing Professionalism

COURSE CODE NC 201

CREDITS: 3

DURATION: 45 hours

PREREQUISITE: Programme entry requirements

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

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

1. Demonstrate understanding of the historical evolution and tenets of the nursing profession.

2. Demonstrate critical inquiry processes in relation to new knowledge and technologies that promote, enhance, support or change nursing practice.

3. Apply theories of nursing to the clinical and functional management of patient care and patient care units.

4. Practice safe, competent and ethical care based on international council of nurses standards of care.

5. Demonstrate knowledge of the legal parameters guiding the delivery of patient care.

CONTENT OUTLINE

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

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

**Scientific**
- Theories of Nursing
- Watson
- Peplau
- Roys Adaptation
- Orems
- Henderson
- Newman

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

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

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

Related Clinicals / Labs - None
TEACHING METHODOLOGIES
This course will be taught through lectures, discussions, student presentations, debates, and role-play and simulation exercises. Learners will be expected to conduct literature search, interviews, and to submit individual assignments.

ASSESSMENT / EVALUATION
The learner is expected to have a 95% attendance in all classroom assignments. The learner is expected to complete and submit an assignment within stipulated time. Weight 10%
The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%
The learner must sit the final examination, which constitutes 70% of total grade. The learner must gain at least 60% overall to be successful in the course. The examination questions may be essays or objective type items.

REQUIRED TEXTBOOKS

or


PROGRAMME: B.Sc. NURSING (B.Sc.N)

COURSE TITLE: The Nursing Process

COURSE CODE: NC 202

COURSE HOURS: 60

CREDITS: 4 (Theory 4)

PRE-REQUISITE: Nursing Professionalism

CO-REQUISITE: Health Assessment

COURSE DESCRIPTION / RATIONALE

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

LEARNING OUTCOME

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

1. Utilize the Nursing Process to deliver safe and effective care to individuals, families and communities by the:
   - Conduction of detailed assessment on patients and clients.
   - Analysis of available data for the purpose of problem identification.
   - Determination of priorities of patients and clients.
   - Formulation of actual and potential Nursing Diagnoses.
   - Selection of appropriate nursing interventions.
   - Evaluation of care using established outcome criteria.
   - Documentation of all aspects of the Nursing Process

2. Utilize critical enquiry skills, and evidenced based knowledge to deliver efficient and effective care to individuals, families and communities.

3. Explore alternatives, approaches and priorities of care with clients and families.

4. Collaborate with other health team members to provide holistic care to clients and families along the health-illness continuum.

5. Integrate Nursing Process to provide care for all clients and patients, respectful of the diverse nature of health status, diagnosis, beliefs experiences or practices.
CONTENT OUTLINE

Problem solving approach, critical inquiry processes.

Phases of the Nursing Process
Purposes, Benefits

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

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

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

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

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

Related clinical Skills/ Laboratory
History Taking
Interviewing –
Admission of Patients
Critical Analysis of Findings
Formulating Nursing Diagnoses
Formulating Nursing Care Plans
Updating Care Plans
Writing Progress Notes
Holding of Pre, Post and Ward Conferences
Evaluation of Care Plans
Physical Assessment- General and Specific.
Documentation
TEACHING METHODOLOGIES
This course will be taught using lecture, discussions, group discussions, simulation exercises, clinical assignments, clinical attachments to patient / client care units, individual Case assignments and clinical conferences

ASSESSMENT

The learner is expected to have a 95% attendance in all classroom, laboratory and clinical assignments.
The learner is expected to complete and submit an assignment within stipulated time.
Weight 10%
The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%
The learner must sit the final examination, which constitutes 70% of total grade.
The learner must gain at least 60% overall to be successful in the course.
The examination questions may be essays or objective type items.
The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.
The learner must submit positive performance appraisals from assigned areas.

REQUIRED TEXTBOOKS


REGIONAL PROFESSIONAL NURSING CURRICULUM

PROGRAMME: B.Sc. NURSING (B.Sc.N)

COURSE TITLE: Health Assessment

COURSE CODE NC 203

LEVEL OF COURSE: This course is offered in the second year of the programme

SEMESTER: This course is offered in the first semester

CREDITS: 6 (3 Theory, 3 Practical)

COURSE DURATION: 90 hrs (45 Theory, 45 Practical)

PRE-REQUISITE: Nursing Professionalism, Pathophysiology

CO-REQUISITE: The Nursing Process

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

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

1. Use appropriate assessment tools and techniques as the basis in consultation with client and health team members.

2. Prepare patients and clients for diagnostic procedures and treatments.

3. Interpret diagnostic and assessment findings to inform conclusions on patient health status and need for nursing care.

4. Apply assessment skills to the assimilation and internalization of all health promotion and caring interventions for the benefit of client and patient outcomes.

5. Conduct clinical research to advance evidenced based practice in nursing.

Attachment …
CONTENT OUTLINE

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

The nurse’s role in investigative procedures

Assessment of client’s ability to participate in Assessment procedures.
- Physical condition, Sensory limitations, Psychological status, Functional ability

Preparation of client
Data collection
Collection and transportation of specimens

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

Assessment of Vital Signs – Life Cycle
- Blood Pressure, Temperature, Pulse, Respiration, Factors influencing deviations, Nurses actions

Diagnostic Investigation Tests
- Laboratory
- Haematology, Microbiology, Biochemistry, Cytology, Sociology, Blood Banking, Histology, Forensic science

Radiography
- Floroscopy, mammography, X-ray, CT scans, MRI, ultrasound scans
- Electrocardiography, EEG, ECG, .............

Assessment of Body Systems, Normal and deviations
- Integumentary, muscular, skeletal, respiratory, digestive, cardiovascular, nervous, endocrine, lymphatic, immune, urinary, reproductive

Related Clinical Skills/Laboratory
  Review History taking
  Collection of specimens
  Admitting client to unit
  Take and record vital signs
  Preparation of clients for investigative procedures
  Assist with investigative procedures where appropriate
  Measurement and recording of all intake and output
  Complete health assessments of individuals
  Interpretation of laboratory results
  Reporting of Laboratory results
  Documentation
TEACHING METHODOLOGIES

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

ASSESSMENT/ EVALUATION

The learner is expected to have a 95% attendance in all classroom, laboratory and clinical assignments.
The learner is expected to conduct physical assessments on two (2) persons – adult and child. Weight 20%
The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%
The learner must sit the final examination, which constitutes 60% of total grade.
The learner must gain at least 60% overall to be successful in the course.
The examination questions may be essays or objective type items.
The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.
The learner must submit positive performance appraisals from assigned areas.

REQUIRED TEXTBOOK


or

PROGRAMME: B.Sc. NURSING (B.Sc.N)

COURSE TITLE: CARING FOR THE CHILD-BEARING FAMILY

COURSE CODE: NC 204

COURSE CREDITS: 4 (3 theory, 1 Practical / Clinical)

COURSE DURATION: 90 Hours (45 theory, 45 practical hours)

PRE-REQUISITES: Year one courses, Health Assessment, Nursing Process, Pathophysiology, Pharmacology

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

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

1. Integrate nursing and other scientific knowledge skills and attitudes to provide safe and effective care to the child-bearing family.

2. Utilize the nursing process to deliver care during the ante-partum, intrapartum and postpartum periods to the mother and family.

3. Provide nursing care to the Child Bearing Family within the ethical legal framework, and following established protocols and standards.

4. Collaborate with the interdisciplinary team to establish policies and programme to affect child bearing and rearing practices and population growth.
CONTENT OUTLINE

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

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

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

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

Intrapartum
- Physiology of labour, theories related to the onset of labour, the stages of labour, signs and symptoms of labour
- Care of the woman throughout the different stages of labour, first, second, third, fourth.
- Examination of the placental and membranes.

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

Minor disorders of the postpartum period.

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

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

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

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

Ethnical and Legal Framework for Maternal and Child Health
- Rights and responsibilities to care
- Teenage Pregnancy
- Right to give birth
- Rights to abortion.

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

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

**ASSESSMENT / EVALUATION**
The learner is expected to have a 95% attendance in all classroom, laboratory and clinical assignments.
The learner is expected to complete and submit an assignment within stipulated time.
Weight 10%
The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%
The learner must sit the final examination, which constitutes 70% of total grade.
The learner must gain at least 60% overall to be successful in the course.
The examination questions may be essays or objective type items.
The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.
The learner must submit positive performance appraisals from assigned areas.

**REQUIRED TEXTBOOKS**

or

PROGRAMME: B.Sc. NURSING (B.Sc.N)

COURSE TITLE: ADULT HEALTH NURSING I - 20-64 years

COURSE CODE: NC 205

COURSE CREDIT: 5 (4 Theory and 1 Clinical)

COURSE DURATION: 105 hours (60 theory and 45 clinical /laboratory hours)

PRE-REQUISITES: Completion of Year 1 courses
Pathophysiology, Nursing Process and Health Assessment

COURSE DESCRIPTION / RATIONALE

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

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

1. Demonstrate understanding of the common maladaptive states affecting adults along the health-illness continuum.

2. Use appropriate assessment tools and techniques as the basis for delivering nursing care.

3. Explores alternatives, approaches and priorities of care with clients and families.

4. Utilize the Nursing Process to deliver care to all adults along the health illness continuum.

5. Incorporates evidence from research, clinical practices, client preference and other available sources of inform decision-making.

6. Assist and support clients to make informed choices and to practice self-care skills

7. Collaborate with other health team members to manage actual and potential needs of clients and patients.
CONTENT OUTLINE

Disorders of the respiratory System

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

Disorders of the Cyastro-intestional
- Disorders of the upper gastrointestinal tract, Gastro-Oesophageal Reflux Disease, Oesophageal Varices, Hernia, Peptic Ulcer Disease, Gastritis, Disorders of the lower gastro-intestinal tract, Gastroenteritis, Appendicitis, Peritonitis, Intestinal Obstruction
- Ulcerative Colitis, Leptospirosis, Disorders of the liver, gallbladder, and pancreas:
  Liver disorders
  Cirrhosis of the Liver, Viral Hepatitis, Biliary disorders, Cholecystitis and Cholelithiasis, Pancreatic disorders, Acute and Chronic Pancreatitits, Diabetes Mellitus

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

Disorders of the urinary System
- Emergency care for Myxoedema, Acute and Chronic Renal Failure, Acute and chronic, lomerulonephritis, Urinary Incontinence, Renal Calculi, Cystitis

Related Clinical Laboratory Skills
- Administration of Oxygen therapy
- Suction airway
- Care the Tracheostomy
- Manage underwater seal drainage,
- Prepare patient for and management of Thoracentesis
- Teach patients deep breathing and coughing exercises
- Pre Operative Care
- Intravenous Infusion
- Administration of blood and blood products
Administration of medications
Insert a nasogastric tube
Administer nasogastric feeds
Administer enemas and rectal suppositories
Care the ostomy
Care wounds
Perform dressing techniques
Remove sutures and drains
Glucose Monitoring
Monitor glucose levels
Bedpans and Urinals
Catheterize the female urinary bladder
Assist with catheterizing the male urinary bladder
Administer a continuous closed bladder irrigation
Perform intermittent closed catheter irrigation

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

ASSESSMENT / EVALUATION
The learner is expected to have a 95% attendance in all classroom, laboratory and clinical assignments.
The learner is expected to complete and submit an assignment within stipulated time. Weight 10%
The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%
The learner must sit the final examination, which constitutes 70% of total grade.
The learner must gain at least 60% overall to be successful in the course.
The examination questions may be essays or objective type items.
The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.
The learner must submit positive performance appraisals from assigned areas.

TEXTBOOKS AND REFERENCES

or

PROGRAMME: B.Sc. NURSING (B.Sc.N)

COURSE TITLE: Community Nursing

COURSE CODE: NC 206

CREDITS: 3 (2 Theory & 1 Practicum)

DURATION: 75 Hours

PREREQUISITES: Health Promotion & Maintenance.

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

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

1. Demonstrate awareness of the influence of organizational and societal culture on the health status of families and communities.

2. Practice in ways that reflect the dignity, culture, values, beliefs and rights of individuals and communities.

3. Utilize the principles of Primary Health Care to provide care to individuals, families and communities.

4. Recognize the roles and responsibilities of the other members of the health care team.

5. Assist the client/patient to understand the link between health promotion strategies and health outcomes.

6. Implement health education and health promotion activities, focusing particularly on healthy lifestyles, wellness and the environment.

7. Collaborate with the inter-professional health care team in research, policy setting and other functions supportive of delivery of comprehensive health care.
CONTENT OUTLINE

Concepts of Community Nursing and Public Health Care

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

Roles and responsibilities of the nurse in the community.

Nursing activities in the Community
- Health education, Health promotion, Immunization, School health, Total family care, home visiting, clinical sessions,

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

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

Programme Planning, Implementation, Evaluation.

Related Clinical Skills/ Laboratory
- Home Visiting
- Conduct special clinics
- Community Assessment

TEACHING METHODOLOGIES
This course will be taught using lectures, discussions, case study reviews, attachments to community health facilities, clinical teaching, supervision and assessment, involvement in School Health and other community health initiatives.
The learner will be expected to complete a community health assessment assignment, and to be involved in teaching and counseling sessions at health centres, schools, churches and other institutions. Conduction of home visits, ambulance duty and involvement in emergency care will also form part of the teaching methodologies
ASSESSMENT/EVALUATION

The learner is expected to have a 95% attendance in all classroom and clinical assignments. 
The learner is expected to complete and submit two (2) assignments within stipulated time. Weight 20%
The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%
The learner must sit the final examination, which constitutes 60% of total grade. 
The learner must gain at least 60% overall to be successful in the course. 
The examination questions may be essays or objective type items. 
The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills. 
The learner must submit positive performance appraisals from assigned areas.

REQUIRED TEXTBOOKS


or

YEAR 3

Semester 1

NC 207 Nursing Care I Month-19 Yrs
NC 208 Adult Health Nursing II
NC 209 Mental Health Nursing
NC 210 Research

Semester 2

NC 211 Nursing Care of the Older Person
NC 212 Specialised Nursing
NC 213 Nursing Management
IR 304 Statistics

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PROGRAMME: B.Sc. NURSING (B.Sc.N)

COURSE TITLE: NURSING CARE 1 MONTH - 19 YRS.

COURSE CODE: NC 207

COURSE CREDIT: 4 (Theory, 1 Practical / Clinical)

COURSE DURATION: 90 hours (45 Theory, 45 Practical hours)

PREREQUISITES: Completion of Years 1 and 2 Courses

COURSE DESCRIPTION

COURSE DESCRIPTION / RATIONALE

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

LEARNING OUTCOMES

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

1. Demonstrate knowledge of the conditions (maladaptive states) common to children within the Caribbean.

2. Utilize the Nursing Process, health assessment and critical inquiry skills to deliver care to children and adolescents along health illness continuum.

3. Assist with the special needs of children in relation to physical, social, mental and emotional development.

4. Respect the role of parents and significant others in the care of the children and adolescents.

5. Apply evidence related findings, within ethical-legal framework, to the care of children and families in clinical practice.

6. Foster collaboration with members of the health care team to maximize the health potential of children and their families.
COURSE CONTENT

Growth and development 1 month - 19 years
- Developmental stages according to major theorist

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

Age-appropriate play and play materials
Nursing goals related to growth and development
Factors that influence growth and development
The nursing process and each developmental stage
The child’s right to health care
Child health assessment
Family assessment
Communication and teaching with children and families
The nursing process with child health assessment and communication and teaching of children and families
Utilize the nursing process for management of children experiencing pain
Nursing care of the ill child and family
Nursing care of a child undergoing diagnostic techniques and other therapeutic modalities
Nursing care of the child undergoing medication administration and intravenous therapy
Nursing care of children with the following maladaptive disorders.

Physical and/or developmental challenges or disorders
- Cerebral palsy
- Attention deficit syndrome
- Autism
- Learning disabilities

Common cognitive and mental health disorders in children
Families in crisis
Abuse, Violence
The family and coping with a child’s long-term or terminal illness

Related Clinical and Laboratory Skills
History taking
Physical Assessments, psychological and Mental assessment screening.
Growth monitoring
Immunizations
Steam Inhalations
Nebulizations
Administration of medications
Application of Splints, Casts and Traction
Diversional and age related play and recreational therapies.
TEACHING METHODOLOGIES
This course will be taught using lectures, discussion, group discussions, developmental projects, case presentations. Clinical attachments will be to areas involved in the care of children and adolescents viz, day care nurseries, pre-schools, schools, health centres and hospitals. Clinical Teaching, Supervision will form part of the methodology.

ASSESSMENT / EVALUATION
The learner is expected to have a 95% attendance in all classroom and clinical assignments.
The learner is expected to complete and submit an assignment within stipulated time. Weight 10%
The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%
The learner must sit the final examination, which constitutes 70% of total grade.
The learner must gain at least 60% overall to be successful in the course.
The examination questions may be essays or objective type items.
The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.
The learner must submit positive performance appraisals from assigned areas.

REQUIRED TEXTBOOKS

or

PROGRAMME: B.Sc. NURSING (B.Sc.N)

COURSE TITLE: ADULT HEALTH NURSING II - 20 - 64 years

COURSE CODE: NC 208

COURSE CREDIT: 5 (4 Theory, 1 Clinical/ Practical)

COURSE DURATION: 105 hours (60 theory, 45 clinical/labatory)

PRE-REQUISITES: Adult Nursing I

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

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

1. Demonstrate understanding of the common maladaptive states affecting adults along the health-illness continuum.

2. Use appropriate assessment tools and techniques as the basis for delivering nursing care.

3. Explores alternatives, approaches and priorities of care with clients and families.

4. Incorporates evidence from research, clinical practices, client preference and other available sources of inform decision-making.

5. Assist and support clients to make informed choices and to practice self-care skills.

6. Collaborate with other health team members to manage actual and potential needs of clients and patients.
CONTENT OUTLINE

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

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

Disorders of the Musculoskeletal System
- Osteomyelitis, carpal tunnel syndrome, fractures, amputation, sports related injuries, Knee injuries, dislocations and subluxations, strains and sprains, prolapsed intravertebral disc, rheumatoid arthritis, systemic lupus erythematosus

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

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

Disorders of the Reproductive System
- The client with Menstrual cycle disorders, pimary dysmenorrhea, Premenstual syndrome, amenorrhea, post-menopausal bleeding, endometriosis,
dysfunctional uterine bleeding, toxic shock syndrome, ovarian cysts, bartholin cysts and cervical polyps, vaginitis
uterine displacement and uterine prolapse, benign prostatic hyperplasia, Prostatitis

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

HIV / AIDS and other Auto-Immune Disorders

Epidemiology of HIV and AIDS in the Caribbean
Immuno-pathogenesis and natural history of HIV
Ethical /Legal issues
Cultural implications
Orphans and vulnerable communities in the Caribbean

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

Secondary Prevention
Preventing re-infection and transmission of resistant virus.

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

Rights of Persons Living with HIV and AIDS (PLWHA)
Experience of PLWHA
Disclosure issues
Impact on access to care
Family and children being stigmatized
Staff attitudes towards patient with HIV/AIDS
Gender issues

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

Hospital Based Care for HIV/AIDS
Diagnosis of HIV related infections, Anti-retroviral Therapy in adults, Infection control, Universal precautions, Post -Exposure Prophylaxis (PEP), Discharge
planning, Palliative Care and Care of the dying (memory books), Role of the family.

Community and Home Based Care for HIV/AIDS
Community support, fear, stigma, Nutrition, Medications storage adherence, Care plans
Supervision and Education of home health workers and family members, Care of caregivers, Role of a Nurse in Continuum of Care
Prevention of Mother to Child Transmission (PMTCT)
Anti-retroviral Therapy (ART) in Pregnancy
Safer Infant Feeding

Primary care in HIV exposed Infant
Monitoring of growth and development, Immunization, Nutrition and micronutrients, Diagnosis of infants and children

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

**Related Clinical and Laboratory Skills**
Period of attachment to Medical and Surgical wards and units, District Hospitals, Health centers
Delivery of holistic care to adult patients and clients
Practice of the following procedures
- **Care** the ostomy
  - Bone Marrow Aspiration
  - Urethral Catherization( male and Female)
  - Care for and removal of indwelling catheters.
  - Baldder Irrigation
  - Care for Stoma
  - Paracentesis Abdominis
  - Lumbar Puncture
  - Endoscopy

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

**ASSESSMENT / EVALUATION:**
The learner is expected to have a 95% attendance in all classroom and clinical assignments.
The learner is expected to complete and submit an assignment within stipulated time.
Weight 10%
The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%. The learner must sit the final examination, which constitutes 70% of total grade. The learner must gain at least 60% overall to be successful in the course. The examination questions may be essays or objective type items. The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills. The learner must submit positive performance appraisals from assigned areas.

REQUIRED TEXTBOOKS.


*or*

PROGRAMME: B.Sc. NURSING (B.Sc.N)

COURSE TITLE Mental Health Nursing

COURSE CODE NC 209

DURATION: 90 hours (45 Theory, 45 Clinical/Practical)

CREDIT: 4 (3 Theory, 1 Clinical/Practical)

PRE-REQUISITE: Year one course, Pathophysiology, Pharmacology, Epidemiology, Health Assessment, Nursing Process.

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

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

1. Demonstrate knowledge of the common maladaptive responses of individuals to mental health functioning.

2. Integrate knowledge of Social Sciences, Nursing and health care to manage persons with psychiatric disorders.

3. Apply policies, legislation, standards and protocols to the care of persons with mental health disorders.

4. Establish and maintain effective and therapeutic relationships which clients and families with psychiatric maladaptive disorders.

5. Support clients and families in the rehabilitative process.

6. Utilize the Nursing Process to deliver care to patients, clients and families with common mental health disorders.

7. Advocate with other health team members for the advancement of mental health on the health agenda.
8. Lobby against stigma and discrimination that exist within the field of mental health.

CONTENT OUTLINE

Concepts of Mental Health
- Mental health, mental illness, psychosis, neurosis, community mental health, mental health, team, mental health nursing

Historical perspectives of mental health

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

Laws governing the management of mental health - National, Regional, International.
- Cultural, spiritual, ethical, and legal aspects of mental health
- Nurses legal responsibilities in mental health nursing
- Roles of the nurse in health promotion and maintenance in mental health:

Mental Health Theories
- Psychoanalytic, Psychosocial, Humanistic, Behaviorism, Cognitive

Nursing Theories Applicable to Mental Health
- Support groups, Social support – support systems, Other – Health Education, DSM-1V-TR classification

Application of Nursing Process to Mental Health
- Nursing Diagnoses, NANDA, NIC, NMDS, SNOMED, Mental status examination, Communication techniques and Nurse/Client relationship.

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

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

Schizophrenia

Depression
Mania and Bipolar disorder
Schizoaffective disorders
Domestic Abuse
Suicide and intentional injuries.
Personality Disorders
- Psychosomatic illness
- Mental Health disorders, peculiar to ages, autism, separation anxiety, attention deficits, identify crisis, senile dementia, Alzheimer’s.

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

Community Mental Health

Related Clinicals / Laboratory
Psychiatric Assessments
Process recording
Enrollment in all levels of therapy
Conduct home visits, outpatient clinic.

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

ASSESSMENT / EVALUATION
The learner is expected to have a 95% attendance in all classroom and clinical assignments.
The learner is expected to complete and submit an assignment within stipulated time. Weight 10%
The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%
The learner must sit the final examination, which constitutes 70% of total grade.
The learner must gain at least 60% overall to be successful in the course.
The examination questions may be essays or objective type items.
The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.
The learner must submit positive performance appraisals from assigned areas.

REQUIRED TEXTBOOKS


or

PROGRAMME: B.Sc. NURSING (B.SC.N)

COURSE TITLE: Nursing Research

COURSE CODE NC 210

COURSE CREDIT 3

COURSE DURATION 45 HOURS

PRE REQUISITS: Completion of Years 1, 2 and 3

COURSE DESCRIPTION / RATIONALE

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

LEARNING OUTCOMES

1. Demonstrate application of critical inquiry processes to the understanding of current health issues.

2. Utilize research methodologies to advance practices in nursing

3. Engages in nursing or health related research to improve the scientific bases of practice.

4. Contribute to research and evidenced based practices in Health Care delivery through the process of documentation.

5. Incorporate evidence from research into clinical and functional areas of nursing.

CONTENT OUTLINE

The importance of Research to Nursing/Research Utilization.

Types of Research/Research Designs
- Descriptive Research - Survey, Case Study, Document/record analysis, Follow-up study, Trend study, Major approaches, Quantitative research, Qualitative research, Historical Research, experimental research
The Scientific Method
- The Research Problem
- Sources – Literature, Experience, Nursing Theories
- Criteria for selection of the Research Problem - Significance, Feasibility – time etc., Resources, Availability of the subjects, Cooperation of others, Experience of the researcher, Ethical considerations.

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

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

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

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

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

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

Presentation and Interpretation of data –
- Tables, Figures, histo-graphs, bar graphs, pie charts.
- Narrative commentary
- Summary, conclusions, recommendations

Related Clinicals / Skills
Formulation of hypothesis
Preparation of research proposal
Development of data fathering tools
Selection of a Sample
Data Collection
Data analysis
Production of research document
computer application to research

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

ASSESSMENT/EVALUATION
The learner is expected to have a 95% attendance in all classroom and clinical assignments.
The learner is expected to complete and submit a simple research assignment within stipulated time. Weight 40%
The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%
The learner must sit the final examination, which constitutes 40% of total grade.
The learner must gain at least 60% overall to be successful in the course.
The examination questions may be essays or objective type items.

REQUIRED TEXTBOOKS

or

PROGRAMME: B.Sc. NURSING (B.Sc.N)

COURSE TITLE: Nursing Care of the Older Persons - 65 years and over

COURSE CODE: NC 211

COURSE CREDIT: 4 (3 Theory, 1 Practical/Clinical)

COURSE DURATION: 90 hours (45 Theory, 45 Practical/Clinical hours)

PREREQUISITES: Completion of Years 1 and 2

COURSE DESCRIPTION

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

LEARNING OUTCOMES

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

1. Demonstrate an awareness of the concepts and theories related to ageing and care of the elderly.

2. Determine the health care needs of elderly clients in a variety of environments and health care delivery systems

3. Utilize the nursing process in the promotion, maintenance, and restoration of wellness and the management of illness in elderly adults within developmental, cultural and environmental contexts.

4. Ensure efficiency and efficacy in the management of health care resources in the provision of quality health care for elderly clients and their families.

5. Utilize theories and concepts of grief, death, dying in the nursing management of elderly clients and families.

6. Practice within the legal and ethical framework while caring for elderly clients in a variety of health care delivery systems.
CONTENT OUTLINE

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

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

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

Environmental Assessment of the Elderly
- Type of residence, home institution, health hazards

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

Application of the nursing process to plan health promotion activities for the elderly:
Planning of Health Teaching and counseling sessions for the elderly, family /significant others

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

Home care - Principles applied to the elderly

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

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

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

Maladaptive states interfering with Oxygen Exchange and Transport Need

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

Maladaptive states interfering with Nutritional Need

- Malnutrition, Carcinoma of the stomach, Diabetes Mellitus

Maladaptive states interfering with Elimination Need

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

Maladaptive states interfering with Rest, Activity and Comfort Need

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

Maladaptive states interfering with Safety and Security Need

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

Maladaptive states interfering with Sensory Stimulation Need

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

Maladaptive states interfering with Sexuality Need

- Atrophic Vaginitis, Procidentia, Prostatitis, Transurethral Resection of the Prostate
Maladaptive states interfering with Psychological Need
- Loneliness/Social Isolation, Drug use and abuse, Confusional States, Senile Dementia, Alzheimer’s Disease, Ateriosclerotic Dementia

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

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

ASSESSMENT / EVALUATION

The learner is expected to have a 95% attendance in all classroom and clinical assignments.
The learner is expected to complete and submit an assignment within stipulated time.
Weight 10%
The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%
The learner must sit the final examination, which constitutes 70% of total grade.
The learner must gain at least 60% overall to be successful in the course.
The examination questions may be essays or objective type items.
The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.
The learner must submit positive performance appraisals from assigned areas.

REQUIRED TEXTBOOKS

or

PROGRAMME: B.Sc NURSING (B.Sc.N)

COURSE TITLE: Specialized Nursing

COURSE CODE: NC 212

CREDIT: 6(Theory 4, Practicum 2)

CONTACT HOURS: 150 (60 Theory, 90 Practicum)

PREREQUISITE: Completion of all courses of the life cycle

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

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

1. Participate in the organizational structure and functions of the operating theatre, the recovery room, the intensive care and accident and emergency units.

2. Examine the composition of health care teams and the roles of each team in providing patient care in the critical care areas.

3. Apply knowledge of the areas of critical care in the delivery of comprehensive nursing care to individuals, families and communities.

4. Demonstrate knowledge of the relevant regulations/policies in performing the nursing functions pertinent to the critical care areas.

5. Utilize critical decision making skills while perform the roles and functions of the nurse in the critical care areas.

6. Liaise with national and regional disaster preparedness and emergency management agencies to implement disaster preparedness and management.

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

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

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

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

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

Related Clinical and Laboratory Skills
Triaging of patients
Emergency responses including ambulance duty
Reception of Patients in Operating Room
Preparation for surgery- Major and Minor
Scrubbing for surgery
Recovery of patient.

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

ASSESSMENT / EVALUATION
The learner is expected to have a 95% attendance in all classroom and clinical assignments.
The learner is expected to complete and submit an assignment within stipulated time.
Weight 10%
The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%
The learner must sit the final examination, which constitutes 70% of total grade.
The learner must gain at least 60% overall to be successful in the course.
The examination questions may be essays or objective type items.
The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.
The learner must submit positive performance appraisals from assigned areas.

REQUIRED TEXTBOOKS


PROGRAMME: B.Sc. NURSING (B.Sc.N)

COURSE TITLE: Nursing Management

COURSE CODE: NC 213

COURSE CREDIT: 3 (3 practicum)

COURSE DURATION: 45 hours

PREREQUISITES: Completion of Years 1, 2 and 3

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

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

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

Management Approaches

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

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

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

Management by Objectives

Mission, Philosophy and Goals

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

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

Human Resources management process
- Policies, Practices, Standards, Staffing issues- Orientation, Rosters, Skill- mix, Allocations

Roles and Functions of Nurses
- Job specifications, descriptions and classification

Related Clinical and laboratory Skills.

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

TEACHING METHODOLOGIES

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

ASSESSMENT / EVALUATION

The learner is expected to have a 95% attendance in all classroom and clinical assignments.
The learner is expected to successfully complete a clinical evaluation. Weight 30%
The learner is expected to complete four in-course tests, each weighted at 5% of total grade, with an overall weight of 20%
The learner must sit the final examination, which constitutes 40% of total grade.
The learner must gain at least 60% overall to be successful in the course.
The examination questions may be essays or objective type items.
The learner must demonstrate an acceptable level of performance in related clinical and laboratory skills.
The learner must submit positive performance appraisals from assigned areas.

TEXTBOOKS AND REFERENCES


YEAR 4

Semester 1
NC 214 Nursing Leadership
NC 215 Clinical Elective
IR 306 Caribbean Society and Culture

Semester 2
NC 216 Nursing Practicum
IR 307 Public Speaking and Creative Writing Workshop
PROGRAMME: B.Sc. NURSING (B.Sc.N)

COURSE TITLE: Nursing Leadership

CODE CODE: NC 214

COURSE CREDIT: 3

DURATION: 45hrs.

PREREQUISITE: Foundations of Nursing / Nursing Professionalism

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

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

1. Assume supervisory role of patient care and patient care units.

2. Participate in initiatives designed to improve the professional image of nursing.

3. Demonstrate critical inquiry skills that are honed to sound professional judgment and decision-making.

4. Participates in the development, implementation and evaluation of nursing and health initiatives and programmes.

5. Assume responsibility for actions and decisions in the practice of nursing.

6. Model junior staff in the acquisition of values and characteristics of a professional nurse.
CONTENT OUTLINE

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

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

Styles of Leadership
- Democratic, Autocratic, laisser – fairer
- Continuum of leadership behaviour
- The situation approach

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

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

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

Application of Leadership to the Nursing Environment
- Advocacy, Negotiation and Lobbying, Mentoring and Preceptoring

Health Public Policy
- Advocacy, negotiation, lobbying
- Formulation, implementation and evaluation
- Forecasting

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

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

National, Regional and International initiatives and Nursing-
Caribbean Single Market and Economy (CSME)
Managed Migration.
**Related applications**
Conduction of Nursing Audits  
Preparation of Budget Proposals and programme budget  
Preparation of Salary and Incentive proposals  
CQI project

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

**ASSESSMENT / EVALUATION**

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

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

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

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

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

The examination questions may be essays or objective type items.

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

The learner must submit positive performance appraisals from assigned areas.

**REQUIRED TEXTBOOKS**


PROGRAMME: B.Sc. NURSING

COURSE TITLE Nursing Clinical Elective

COURSE CODE NC 215

LEVEL OF COURSE This course is offered in the final year of the programme.

SEMESTER The course is offered in the first semester.

DURATION 135 Hours

CREDITS 3

PRE-REQUISITS Successful completion of years 1, 11 and 111.

COURSE DESCRIPTION.
This course is designed to offer opportunities to learners to consolidate experiences in selected specialist areas. This course focuses mainly on clinical aspects of care. The learner will complete one elective as partial fulfillment for the B.Sc. Nursing. Clinical electives will be offered in the following courses;
- Paediatric Nursing
- Adult Nursing
- Geriatric Nursing
- Psychiatric Nursing
- Community Nursing
- Specialized Nursing

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

1. Integrates critical inquiry processes and evidenced based practice of Nursing and Health care to provide safe and effective care to a selected group of patients.

2. Undertake the clinical nursing management of groups of clients or patients to achieve positive outcomes.

3. Provide comprehensive, safe, efficient and effective evidence-based nursing care to achieve identified individual/group health outcomes.

4. Evaluate progress towards expected individual/group health outcomes in consultation with individuals/groups, significant others and interdisciplinary health care team.
5. Design a programme to advance the health status of a specific group of persons within the society.

6. Demonstrate the ability to engage in self directed learning towards the achievement of specific learning outcomes.

CONTENT OUTLINE
Review content area for specified elective.
Peruse related periodical and journals
Surf the World Wide Web for related information
Utilize relevant institutional documents

Related Clinicals / skills
Period of attachment to area of elective.
Consolidation of all available clinical experiences.
Management of Unit
Programme planning, implementation and Evaluation.

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

ASSESSMENT/EVALUATION
The Learner is expected to have a 90% attendance at assigned clinical area.
The learner must attend all tutorial sessions.
The Learner must perform at least four (4) detailed assessments on persons with varied diagnoses within the elective specialty. (20%)
The Learner must submit a completed Log detailing activities during the period of assignment. 20%
The Learner must submit a completed assignment as agreed by preceptor and learner. 20%
The learner must be successful on clinical assessment of Holistic Nursing Care in Specialty. (40%)
The learner must submit a positive appraisal from assigned area signed by supervisor of area.

TEXTBOOK AND REFERENCES
1. As previously indicated for subject area.
2. Current periodicals and Journals
3. Internet references
4. Local Publications
**PROGRAMME**  B.Sc. NURSING  
**COURSE TITLE:**  Nursing Practicum  
**COURSE CODE**  NC 216  
**LEVEL OF COURSE**  This course is offered in the final year of the programme.  
**SEMESTER**  This course spans the entire Second Semester and into the Summer.  
**DURATION OF COURSE**  360 hours  
**CREDITS**  6  
**PRE-REQUISITS**  Candidates must have successfully completed all other courses  

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

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

8. Practices nursing to reflect proficiency in the competencies of nursing.

CONTENT OUTLINE

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

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

TEACHING METHODOLOGY

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

ASSESSMENT/EVALUATION

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

REQUIRED TEXTBOOKS

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


7. Nova Southeastern University, Nursing Programme Outline. www.nova.edu/ Florida.


13. www.campusbooks.com/books/medicine/nursing