

	<ul style="list-style-type: none"> iii. Nursing Implications h. Middle Adulthood <ul style="list-style-type: none"> i. Physiological Dimension ii. Characteristics iii. Nursing Implications i. Late Adulthood <ul style="list-style-type: none"> i. Physiological Dimension ii. Characteristics iii. Nursing Implications j. Late Adulthood <ul style="list-style-type: none"> i. Physiological Dimension ii. Characteristics iii. Nursing Implications <p>26. The Aging Process</p> <ul style="list-style-type: none"> a. Definition of terms b. Theories of Aging Process <p>27. Death</p> <ul style="list-style-type: none"> a. Death defined b. Causes of Death
Session 1 (Week 1)	<ol style="list-style-type: none"> 1. Definition of Growth and Development 2. Measurement Tools of Growth and Development 3. Growth Parameters 4. How to measure development <ul style="list-style-type: none"> a. Denver Development Screening Test
Session 2 (Week 2)	<ol style="list-style-type: none"> 5. Primary factors affecting Growth and Development 6. Basic division of Childhood 7. Developmental stages and Age period <ul style="list-style-type: none"> a. Infancy b. Toddler c. Preschool d. School Age e. Adolescence f. Adulthood 8. Principles of Growth and Development
Session 3 (Week 3)	<ol style="list-style-type: none"> 9. Developmental Milestone of growth and Development <ul style="list-style-type: none"> a. Infancy b. Toddler c. Preschool d. School age 10. Theories of Development 11. Definition of Developmental Theory and Developmental task
Session 4 (Week 4)	<ol style="list-style-type: none"> 12. Different personalities and their theories of development <ul style="list-style-type: none"> a. Freud's Psychosexual theory of personality Development <ul style="list-style-type: none"> i. Developmental stage and its Nursing implications b. Erickson's Psychosocial theory of Personality Developmental <ul style="list-style-type: none"> i. Developmental stage and its Nursing implications c. Piaget 's theory on Cognitive development
Session 5 (Week 5)	<ol style="list-style-type: none"> 13. Definition of Growth and Development 14. Measurement Tools of Growth and Development 15. Growth Parameters



	<p>16. How to measure development</p> <p>a. Denver Development Screening Test</p> <p>17. Primary factors affecting Growth and Development</p> <p>18. Basic division of Childhood</p>
Session 6 (Week 6)	<p>19. Developmental stages and Age period</p> <p>a. Infancy</p> <p>b. Toddler</p> <p>c. Preschool</p> <p>d. School Age</p> <p>e. Adolescence</p> <p>f. Adulthood</p> <p>20. Principles of Growth and Development</p> <p>21. Developmental Milestone of growth and Development</p> <p>a. Infancy</p> <p>b. Toddler</p> <p>c. Preschool</p> <p>d. School age</p>
Session 7 (Week 7)	<p>22. Theories of Development</p> <p>23. Definition of Developmental Theory and Developmental task</p> <p>24. Different personalities and their theories of development</p> <p>a. Freud's Psychosexual theory of personality Development</p> <p>i. Developmental stage and its Nursing implications</p> <p>b. Erickson's Psychosocial theory of Personality Developmental</p> <p>i. Developmental stage and its Nursing implications</p> <p>c. Piaget 's theory on Cognitive development</p> <p>d. Four Stages of Cognitive Development</p> <p>i. Developmental Stage and its Nursing Implications</p> <p>e. Kohlberg's theory on Moral development</p> <p>i. 3 Stages of Moral development and its Nursing Implications</p> <p>f. Robert Havighurst's theory on physical Development</p> <p>g. James Fowler's theory on Spiritual development</p> <p>h. Nursing Implications in each developmental Stage on health promotion</p>
Session 8 (Week 8)	Midterm Exam
Session 9 (Week 9)	<p>25. Summary of Growth and Development</p> <p>a. Infancy</p> <p>i. Physical Growth</p> <p>ii. Motor Development</p> <p>iii. Language/ Communication Development</p> <p>iv. Play</p> <p>v. Psychosocial Development</p> <p>vi. Sensory and Cognitive Development</p>
Session 10 (Week 10)	<p>25. Summary of Growth and Development</p> <p>b. Toddler</p> <p>i. Physical Growth</p> <p>ii. Motor Development</p> <p>iii. Language/ Communication Development</p> <p>iv. Play</p> <p>v. Psychosocial Development</p>



	<ul style="list-style-type: none"> vi. Sensory and Cognitive Development <p>c. Preschool</p> <ul style="list-style-type: none"> i. Physical Growth ii. Motor Development iii. Language/ Communication Development iv. Play v. Psychosocial Development vi. Sensory and Cognitive Development <p>d. School Age</p> <ul style="list-style-type: none"> i. Physical Growth ii. Motor Development iii. Language/ Communication Development iv. Play v. Psychosocial Development vi. Sensory and Cognitive Development
Session 11 (Week 11)	<p>e. Adulthood(Dimensions use to describe Adulthood Early Adulthood)</p> <ul style="list-style-type: none"> i. Physiological Dimension ii. Characteristics iii. Nursing Implications
Session 12 (Week 12)	<p>f. Middle Adulthood</p> <ul style="list-style-type: none"> i. Physiological Dimension ii. Characteristics iii. Nursing Implications <p>g. Late Adulthood</p> <ul style="list-style-type: none"> i. Physiological Dimension ii. Characteristics iii. Nursing Implications <p>h. Late Adulthood</p> <ul style="list-style-type: none"> i. Physiological Dimension ii. Characteristics iii. Nursing Implications
Session 13 (Week 13)	<p>26. The Aging Process</p> <ul style="list-style-type: none"> a. Definition of terms b. Theories of Aging Process
Session 14 (Week 14)	<p>27. Death</p> <ul style="list-style-type: none"> a. Death defined b. Causes of Death
Session 15 (Week 15)	Review Classes for Final Examinations
Session 16 (Week 16)	Final Exam
Attendance Expectations	<ol style="list-style-type: none"> 1. Students are expected to attend every session of class, arriving on time, until class is dismissed. 2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.



	<p>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</p> <p>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</p> <p>5. Students must report to their classes in proper decorum and required dress code, if necessary.</p> <p>6. Smoking and chatting are prohibited.</p>
Generic Skills	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
Course Change	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

RELATED LEARNING EXPERIENCE 4

1	Course name	RELATED LEARNING EXPERIENCE 4
2	Course Code	NURS 204LY
3	Course type: /general/specialty/optional	SPECIALTY
4	Accredited units	2 UNITS
5	Educational hours	64 HOURS
6	Pre-requisite requirements	RELATED LEARNING EXPERIENCE 1 RELATED LEARNING EXPERIENCE 2 RELATED LEARNING EXPERIENCE 3
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

Brief Description:

This course provides the students with the overview of nursing as a professional practice. It deals with the concept of man as a holistic being. It includes a discussion on the different roles of a nurse as well as concepts on Pediatric assessment and Medication Administration as a basic nursing skill



	pertinent to the delivery of optimum quality nursing care to clients across the life span.
Textbooks required for this Course:	<p>Hinkle, Janice, Kerry H. Cheever and Overbaugh, Kristen. 2021. Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 15th Ed. Lippincott, Williams &Wilkins. ISBN-13: 978-1975161033; ISBN-10: 1975161033.</p> <p>Cooper, Kim and Gosnell, Kelly. Foundations of Adult Health Nursing. 2018. 8th Ed. Mosby Publisher. ISBN-13 : 978-0323484374; ISBN-10 : 0323484379</p> <p>Burns, Dianne. 2015. Foundations of Adult Nursing. SAGE Publications Ltd. ISBN-13: 978-1446267912; ISBN-10: 1446267911.</p> <p>Black, Joyce and Jane Jawks. 2008. Medical-Surgical Nursing: Clinical Management for Positive Outcomes, 8th Ed. Saunders. ISBN-13: 978-1416046875; ISBN-10: 1416046879.</p> <p>10 Rights in Drug Administration https://www.youtube.com/watch?v=IFM5I2PfuLc Medication Routes and Abbreviation https://www.youtube.com/watch?v=cwTp9z9Tw6s Parenteral Medication https://www.youtube.com/watch?v=qd_0cZk3tAE Medication Computation https://www.youtube.com/watch?v=hnzZKY8SGbE</p>
Course Duration	2 nd Year, 2 nd Semester
Delivery	<ol style="list-style-type: none"> 1. Classroom Discussion/Recitations/Hand-outs 2. Quizzes 3. Laboratory works/ Skills demonstration of instructor 4. Mid-Term and Final Examinations 5. LCD Projector, laptop, and speakers (PPT and video presentation) 6. White board and markers 7. Return demonstration of students
Course Objectives:	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> 1. Apply the necessary skills, knowledge and attitude in their respective are of exposure with professionalism 2. Work independently and collaboratively, 3. Manifest leadership and management skills in rendering quality nursing care services to a client from different walks of life. 4. Be highly knowledgeable of procedures and treatment given to the patient. 5. Innovative and able to meet patients' needs with the resources available. <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> 1. Systematically organizes work. 2. Know the objectives, requirements and expected activities in the area of assignment 3. Apply care of clients with physical and mental disabilities, besides the nursing role. 4. Exhibits self confidence in accomplishing tasks.



	<p>5. Plan health program appropriate to Maternal and Child assessment.</p> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> 1. Exhibits skills in carrying out procedures. 2. Projects a caring attitude in providing nursing care. 3. Able to prioritize work. <p>G.C.4 General and transferable skills:</p> <ol style="list-style-type: none"> 1. Develop responsible independent and productive citizens by harnessing the fullest of his intellectual capabilities and skills 2. Utilize critical thinking process and problem solving skills in the application of nursing process towards patient care.
Course Assessments	<p>CLINICAL PERFORMANCE/RETURN DEMONSTRATION (70%)</p> <p>ATTENDANCE (10%)</p> <p>FINAL EXAMINATION (20%)</p>
Content Breakdown Topical Coverage	<ol style="list-style-type: none"> 1. Physical assessment <ol style="list-style-type: none"> a. Obstetrics Nsg. b. Pediatrics Nsg. 2. Medication Administration 3. Rights of Medication Administration 4. Medication card 5. Oral Medication <ol style="list-style-type: none"> a. Tablet b. Liquid c. Suspension d. Sublingual e. Buccal 6. Eye Medication 7. Ear Medication 8. Nasal Medication 9. Nebulizer 10. Inhalants 11. Parenteral Medication <ol style="list-style-type: none"> a. Intradermal Injection b. Subcutaneous Injection c. Intramuscular Injection d. Intravenous Injection e. Intravenous Bolus 12. Suppositories <ol style="list-style-type: none"> a. Rectal suppositories b. Vaginal suppositories 13. Review of concepts
Session 1 (Week 1)	<ol style="list-style-type: none"> 1. Physical assessment – LECTURE DEMONSTRATION/Video Presentation <ol style="list-style-type: none"> a. Obstetrics Nsg. b. Pediatrics Nsg.
Session 2 (Week 2)	<ol style="list-style-type: none"> 2. Medication Administration – LECTURE DEMONSTRATION/Video Presentation 3. Rights of Medication Administration 4. Medication card
Session 3 (Week 3)	<ol style="list-style-type: none"> 5. Oral Medication- LECTURE DEMONSTRATION/Video Presentation <ol style="list-style-type: none"> a. Tablet



	<ul style="list-style-type: none"> b. Liquid c. Suspension d. Sublingual e. Buccal
Session 4 (Week 4)	<ul style="list-style-type: none"> 6. Oral Medication <ul style="list-style-type: none"> a. Tablet b. Liquid c. Suspension d. Sublingual e. Buccal - One on One RETURN DEMONSTRATION
Session 5 (Week 5)	<ul style="list-style-type: none"> 7. Lecture and Demonstration/Video Presentation <ul style="list-style-type: none"> Eye Medication Ear Medication Nasal Medication Nebulizers and Inhalants
Session 6 (Week 6)	<ul style="list-style-type: none"> 8. Parenteral Medical- Lecture and Demonstrations/Video Presentation <ul style="list-style-type: none"> a. Intradermal Medication b. Subcutaneous Medication
Session 7 (Week 7)	<ul style="list-style-type: none"> 8. Parenteral Medication – One on one Return Demonstration <ul style="list-style-type: none"> a. Intradermal Injection b. Subcutaneous Injection c. Intramuscular Injection d. Intravenous Injection e. Intravenous Bolus
Session 8 (Week 8)	Midterm Exam
Session 9 (Week 9)	<ul style="list-style-type: none"> 8. Parenteral Medical- Lecture and Demonstrations/Video Presentation <ul style="list-style-type: none"> c. Intramuscular injection
Session 10 (Week 10)	<ul style="list-style-type: none"> 8. Parenteral Medication – One on one Return Demonstration <ul style="list-style-type: none"> c. Intramuscular Injection
Session 11 (Week 11)	<ul style="list-style-type: none"> 8. Parenteral Medical- Lecture and Demonstrations/Video Presentation <ul style="list-style-type: none"> c. Intravenous injection and Bolus
Session 12 (Week 12)	<ul style="list-style-type: none"> 8. Parenteral Medical- Lecture and Demonstrations/Video Presentation <ul style="list-style-type: none"> d. Intravenous injection and Bolus
Session 13 (Week 13)	<ul style="list-style-type: none"> 2. Suppositories- Lectures and Demonstrations/Video Presentation <ul style="list-style-type: none"> a. Rectal suppositories b. Vaginal suppositories
Session 14 (Week 14)	<ul style="list-style-type: none"> 2. Suppositories- One on One Return Demonstrations <ul style="list-style-type: none"> a. Rectal suppositories b. Vaginal suppositories
Session 15 (Week 15)	Review of concepts for Final Examination
Session 16 (Week 16)	Final Exam
Attendance Expectations	<ul style="list-style-type: none"> 1. Students are expected to attend every session of class, arriving on time, until class is dismissed. 2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom. 3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.



	<p>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</p> <p>5. Students must report to their classes in proper decorum and required dress code, if necessary.</p> <p>6. Smoking and chatting are prohibited.</p>
Generic Skills	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
Course Change	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

COMMUNITY HEALTH NURSING

1	Course name	COMMUNITY HEALTH NURSING
2	Course Code	NURS 205LY
3	Course type: /general/specialty/optional	SPECIALTY
4	Accredited units	3 UNITS
5	Educational hours	48 HOURS
6	Pre-requisite requirements	HEALTH ASSESSMENT THEORITICAL FOUNDATIONS OF NURSING FUNDAMENTALS OF NURSING PATHOPHYSIOLOGY
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

Brief Description:	This course focuses on the care of population groups and community as clients utilizing concepts and principles in community health development. Concepts on illness, illness prevention and health promotion, restoration and support throughout the life continuum will be presented in the context of healing and
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	<p>caring nursing practice. It also describes problems, trends and issues in the global health care system affecting community health nursing practice.</p>
Textbooks required for this Course:	<p>Rector, Cherie L. and Stanley, Mary Jo. 2021. Community and Public Health Nursing. Promoting the Public's Health 10th Ed. LWW Publisher. ISBN-13: 978-1975123048; ISBN-10: 1975123042.</p> <p>Stanhope, M. and Lancaster, J., 2021. Foundations for Population Health in Community/Public Health Nursing - E-Book 6th Edition. Mosby Publisher. ISBN-13: 978-0323776882; ISBN-10: 0323776884.</p> <p>Savage, Christine. L. 2019. Public/Community Health and Nursing Practice: Caring for Populations 2nd Edition, Kindle Edition. ISBN-13: 978-0803677111; ISBN-10: 0803677111.</p> <p>DeMarco, R. and Healey-Walsh, J., 2019. Community & Public Health Nursing: Evidence for Practice. 3rd Ed. Lippincott Williams & Wilkins. ISBN-13: 978-1975111694; ISBN-10: 1975111699.</p> <p>George, Georly. 2014. Textbook of Community Health Nursing. Jaypee- The Health Sciences Publisher. ISBN-9789351521914.</p> <p>McKenzie, James F and Robert R. Pinger. 2014. An Introduction to Community & Public Health, 8th Edition. Jones & Bartlett Learning. ISBN-13: 978-1284036596, ISBN-10: 1284036596.</p> <p>Introduction to Public Health/Community Health https://www.youtube.com/watch?v=-dmJSLNgjxo Community Health Nursing https://www.youtube.com/watch?v=FOzB0dO_6gq Health Care Delivery System https://www.youtube.com/watch?v=1xqcb4am4yc Communicable Diseases https://www.youtube.com/watch?v=3IBLxzpasFE Non-Communicable Diseases https://www.youtube.com/watch?v=uGHwpg-fJvc</p>
Course Duration	2 nd Year, 2 nd Semester
Delivery	<ol style="list-style-type: none"> 6. Classroom Discussion/Graded Recitation 7. Quizzes 8. Hand-outs and Sheets, PowerPoint presentation through LCD Projector 9. Mid-Term and Final Examinations
Course Objectives:	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> 1. Describe the nature, history, philosophy and scope of community Nursing; 2. Define community health nursing and related concepts/terms; 3. Explain the roles/ functions and responsibilities of nurses in community health nursing practice



	<ol style="list-style-type: none"> 4. Identify health needs of the individual, families, community and population groups considering the environmental, political, economic, and socio-cultural situation. 5. Ensures good documentation and accuracy of recording and reporting system in consonance with quality nursing service in the community setting. <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> 1. Apply the concepts and principles of Primary Health Care in the context of Community Health Nursing. 2. Integrate the process of community assessment for health problems that affect the individual, family and community. 3. Design a comprehensive health program appropriate to the community based on proper community health needs assessment. 4. Identify current trends affecting the health care system to design better ways of providing optimum nursing services in the community setting <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> 1. Relate importance of promotive, preventive and rehabilitative professional nursing functions in maintaining optimal health of individuals, families, population groups and or vulnerable/at risk groups at the community level. 2. Utilize critical thinking process and problem solving skills in the process of community assessment and the design of health programs. 3. Demonstrate mastery of essential professional nursing skills for safe patient/client care in the community setting <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> 1. Generate positive and appropriate attitudes towards holistic care to individuals, families, the community and population groups/ vulnerable or at-risk groups through quality community health nursing practice. 2. Use different theories and models from the natural and behavioral sciences, as well as humanities as they relate to individual, family, community and population groups. <p>Apply interpersonal communication and ethical skills in caring for clients in the community at different settings.</p>
Course Assessments	Attendance (10%) Concept Mapping/ Case Analysis (10%) Quizzes/Mid-Term Examination (30%) Final Examination (50%)
Content Breakdown Topical Coverage	<ol style="list-style-type: none"> 1. Introduction to community nursing. 2. Foundation of community health nursing 3. Concepts and Definitions 4. Principles of Community Health Nursing 5. Roles, Functions and Responsibilities of a Community Health Nurse 6. Clients of Care <ol style="list-style-type: none"> a. Individual b. Family c. Community d. Population Groups/Vulnerable and at-risk groups



	<ul style="list-style-type: none"> 7. Community Health Development Concepts, Principles and Strategies 8. Primary Health Care 9. Health Care Delivery System 10. Health Promotion/Disease Prevention/Health Maintenance 11. Concepts, definitions and principles 12. Levels of Prevention 13. Theories of Health promotion 14. Disease Prevention 15. Communicable Disease (Viral Hepatitis, HIV-AIDS, STD, CARI) 16. Non-Communicable Disease (Cardiovascular Diseases, Cancer, Diabetes Mellitus, COPD)
Session 1 (Week 1)	<ul style="list-style-type: none"> 1. Introduction to community nursing. 2. Foundation of community health nursing 3. Concepts and Definitions
Session 2 (Week 2)	<ul style="list-style-type: none"> 4. Principles of Community Health Nursing 5. Roles, Functions and Responsibilities of a Community Health Nurse
Session 3 (Week 3)	<ul style="list-style-type: none"> 6. Clients of Care <ul style="list-style-type: none"> a. Individual b. Family c. Community d. Population Groups/Vulnerable and at-risk groups 7. Community Health Development Concepts, Principles and Strategies
Session 4 (Week 4)	<ul style="list-style-type: none"> 8. Primary Health Care 9. Health Care Delivery System
Session 5 (Week 5)	<ul style="list-style-type: none"> 10. Health Promotion/Disease Prevention/Health Maintenance 11. Concepts, definitions and principles
Session 6 (Week 6)	<ul style="list-style-type: none"> 12. Levels of Prevention 13. Theories of Health promotion
Session 7 (Week 7)	<ul style="list-style-type: none"> Theories of Health promotion – continuation/ review 14. Disease Prevention
Session 8 (Week 8)	Midterm Exam
Session 9 (Week 9)	Communicable Disease-Viral Hepatitis
Session 10 (Week 10)	Communicable Disease-Human Immunodeficiency Virus
Session 11 (Week 11)	Communicable Disease-Sexually Transmitted Diseases
Session 12 (Week 12)	Non-Communicable Disease - cardiovascular diseases
Session 13 (Week 13)	Non-Communicable Disease-Cancer and Chronic Obstructive Pulmonary Disease
Session 14 (Week 14)	Non-Communicable Disease-Diabetes Mellitus
Session 15 (Week 15)	Review Classes for Final Examinations
Session 16 (Week 16)	Final Exam
Attendance Expectations	<ul style="list-style-type: none"> 1. Students are expected to attend every session of class, arriving on time, until class is dismissed. 2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom. 3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.



	<p>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</p> <p>5. Students must report to their classes in proper decorum and required dress code, if necessary.</p> <p>6. Smoking and chatting are prohibited.</p>
Generic Skills	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
Course Change	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

COMMUNICATION SKILLS 2

1	Course name	COMMUNICATION SKILLS 2
2	Course Code	LANG 202LY
3	Course type: /general/specialty/optional	GENERAL
4	Accredited units	2 UNITS
5	Educational hours	32 HOURS (LECTURE)
6	Pre-requisite requirements	COMMUNICATION SKILLS 1
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

Brief Description:	The course is designed to develop and enhance the students' reading and comprehension abilities through activities and in given situations in the field of Nursing. The course focuses on technical writing and correct use of grammar in writing and includes filling up different data forms of patients used in the hospital.
Textbooks required for this Course:	<p>Moss, B., 2020. Communication Skills in Nursing, Health and Social Care. 5th Ed. Sage. ISBN-13: 978-1526490155; ISBN-10: 1526490153.</p> <p>Riley, J.B., 2019. Communication in nursing. Elsevier Health Sciences. 9th Ed. ISBN-13: 978-0323625487; ISBN-10: 0323625487.</p>



Webb, L. (ed.), 2019. Communication Skills in Nursing Practice. 1ST Ed. SAGE. ISBN-13: 978-1526489371; ISBN-10: 1526489376.

Lester, Mark and Larry Benson. 2018. McGraw-Hill Handbook of English Grammar and Usage, 3rd Ed. McGraw-Hill Education. ISBN-13: 978-1260121674; ISBN-10: 1260121674.

Kurtz, S., Silverman, J., Draper, J., van Dalen, J. and Platt, F.W., 2017. Teaching and learning communication skills in medicine. CRC press. ISBN-13: 9781315378398.

Grice, T. and Meehan, A. 2015. Oxford English for Careers: Nursing Student's Book. Oxford, UK. Oxford University Press. ISBN-13: 978-0194569880; ISBN-10: 0194569888.

Wood, Thomas A.M.LL.B. 2015. Practical Grammar and Composition. Create Space Independent Publishing Platform. ISBN-13: 978-1519368751; ISBN-10: 1519368755.

Orey, Maureen. 2014. Communication Skills Training. Association for Talent Development. ISBN-13: 978-1562869656; ISBN-10: 1562869655.

McCloud, Ace. 2014. Communication Skills: Discover the Best Ways to Communicate, Be Charismatic, Use Body Language, Persuade, and Be a Great Conversationalist (Communication Language, Social Skills, Persuasion Skills). Create Space Independent Publishing Platform. ISBN-13: 978-1502711540; USBN-10: 1502711540.

Allum, Virginia and McGarr, Patricia. Cambridge English for Nursing Intermediate Plus Student's Book with Audio CDs (2) (Cambridge Professional English). 2010. Cambridge University Press. ISBN-13: 978-0521141338; ISBN-10: 0521141338.

Glendinning, Eric H. & Ron Howard. 2009. Professional English in Use Medicine, South Asian Edition. Cambridge University Press. ISBN-13: 978-0521144384; ISBN-10: 0521144388.

Communication Skills

<https://www.youtube.com/watch?v=H2iextMiAx4>

Elements of Communication

<https://www.youtube.com/watch?v=1p9HxoWhboM>

The English Alphabet for Arab Students

<https://www.youtube.com/watch?v=OWx16Glu3Go>

Vowels and Consonants

<https://www.youtube.com/watch?v=gFBDxf-p0IE>



	<p>Occupational English Test-Writing for Nurses https://www.youtube.com/watch?v=5eSHP78YMHS</p> <p>Occupational English Test-Reading for Nurses https://www.youtube.com/watch?v=CTjeMkelqjl</p> <p>Occupational English Test-Listening for Nurses https://www.youtube.com/watch?v=fCl6qjPDssQ</p> <p>Occupational English Test-Speaking for Nurses https://www.youtube.com/watch?v=fExtyr1W2GE</p>
Course Duration	2 nd Year, 2 nd Semester
Delivery	<ol style="list-style-type: none"> 1. Classroom Discussion/Recitation 2. Essay Writing/Hand-outs/Sheets 3. Quiz, Mid-Term and Final Examinations 4. LCD projector, laptop, and speakers (PPT and video presentation) 5. Whiteboard and markers
Course Objectives:	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> a. Describe basic skills that would develop their communicative competence. b. Be introduced to the vowel and consonant sounds with correct pronunciation. c. Understanding simple words both spoken and written. <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> a. Define communications and its element. b. Identify the simple vowel and some consonant sounds on its correct pronunciation. <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> a. Understand and accomplish assignments from the lesson presented b. Improving vocabulary and expression using communication skills c. Discuss with different exercises <p>G.C.4. General and transferable skills, Ideas expression with the correct usage of sounds</p>
Course Assessments	<ol style="list-style-type: none"> 10. Classroom Discussion 11. Quizzes 12. Hand-outs and sheets 13. Graded Recitation 14. Mid-Term and Final Examinations
Content Breakdown Topical Coverage	<ol style="list-style-type: none"> 1. Introduction: know each other activities <ol style="list-style-type: none"> a. Presentation of Communication Skills 2. Elements of communication 3. Pronunciation-English Alphabet, introduction to vowel sounds 4. The sound of Consonant words 5. Application of Communication Skills: <ol style="list-style-type: none"> a. Our homes, Things we do 6. Application of Communication Skills: <ol style="list-style-type: none"> a. Food, Family 7. Application of Communication Skills: <ol style="list-style-type: none"> a. Colors, clothes 8. Application of Communication Skills: <ol style="list-style-type: none"> a. Going Shopping 9. Application of Communication Skills:



	<ul style="list-style-type: none"> a. How much Activity 10. Application of Communication Skills: <ul style="list-style-type: none"> a. Things we like doing 11. Practicum in writing, reading, listening and speech enhancement
Session 1 (Week 1)	<ul style="list-style-type: none"> 1. Introduction: know each other activities <ul style="list-style-type: none"> a. Presentation of Communication Skills 2. Elements of communication
Session 2 (Week 2)	<ul style="list-style-type: none"> 3. Pronunciation-English Alphabet, introduction to vowel sounds 4. The sound of Consonant words
Session 3 (Week 3)	<ul style="list-style-type: none"> 5. Application of Communication Skills: <ul style="list-style-type: none"> a. Our homes, Things we do 6. Application of Communication Skills: <ul style="list-style-type: none"> a. Food, Family
Session 4 (Week 4)	<ul style="list-style-type: none"> 7. Application of Communication Skills: <ul style="list-style-type: none"> a. Colors, clothes b. Going Shopping
Session 5 (Week 5)	<ul style="list-style-type: none"> 1. Application of Communication Skills: <ul style="list-style-type: none"> a. How much Activity b. Things we like doing
Session 6 (Week 6) Session 7 (Week 7)	Practicum in Writing Skills Related to Nursing Occupation
Session 8 (Week 8)	Midterm Exam
Session 9 (Week 9) Session 10 (Week 10)	Practicum in Reading Skills Related to Nursing Occupation
Session 11 (Week 11) Session 12 (Week 12)	Practicum in Speaking Skills Related to Nursing Occupation
Session 13 (Week 13) Session 14 (Week 14)	Practicum in Listening Skills Related to Nursing Occupation
Session 15 (Week 15)	Review Classes and Preparation for Final Examinations
Session 16 (Week 16)	Final Exam
Attendance Expectations	<ul style="list-style-type: none"> 1. Students are expected to attend every session of class, arriving on time, until class is dismissed. 2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom. 3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes. 4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure. 5. Students must report to their classes in proper decorum and required dress code, if necessary. 6. Smoking and chatting are prohibited.
Generic Skills	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.



Course Change	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.
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STRATEGIES IN HEALTH EDUCATION

1	Course name	STRATEGIES IN HEALTH EDUCATION
2	Course Code	EDUC 201LY
3	Course type: /general/specialty/optional	SPECIALTY
4	Accredited units	2 UNITS
5	Educational hours	32 HOURS
6	Pre-requisite requirements	HEALTH ASSESSMENT FUNDAMENTALS OF NURSING
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

Brief Description:	This course deals with the concepts, principles, and strategies of clinical and classroom teachings. It provides critical thinking activities for students to apply concept of learning and teaching to appreciate nurse's role as a teacher in various settings. It further develops beginning skills in applying teaching plan in classroom settings and in Related Learning Experience.
Textbooks required for this Course:	<p>Fornari, A. and Shah, D.T. eds., 2022. Mentoring In Health Professions Education: Evidence-Informed Strategies Across the Continuum. Springer Nature. ISBN-13: 978-3030869342; ISBN-10: 3030869342.</p> <p>Benes, S. and Alperin, H., 2021. The essentials of teaching health education: Curriculum, instruction, and assessment. 2nd Ed. Human Kinetics. ISBN-13: 978-1492593560; ISBN-10: 1492593567.</p> <p>Cottrell, R.R., Seabert, D., Spear, C. and McKenzie, J.F., 2021. Principles of Health Education and Promotion. 8th Ed. Jones & Bartlett Learning. ISBN-13: 978-1284231250; ISBN-10: 1284231259.</p> <p>Bradshaw, Martha., Hultquist, Beth L. and Hagle Debra. 2019. Innovative Teaching Strategies in Nursing and Related Health Professions 8th Edition.</p>



	<p>Jones and Bartlett Learning. ISBN-13:978-1284170177; ISBN-10: 1284170179.</p> <p>Education in Health Care https://www.youtube.com/watch?v=fkHYMiq5czE</p> <p>Bachelor of Science in Nursing https://www.youtube.com/watch?v=q10yE42YOg8</p> <p>Master's Degree in Nursing https://www.youtube.com/watch?v=v87pX-sLEoE</p> <p>Nurse Educator https://www.youtube.com/watch?v=yY6F0oR7JOc</p> <p>Roles of A Nurse Educator https://www.youtube.com/watch?v=IIDZt2YbQJY</p> <p>Data Science in Health Care https://www.youtube.com/watch?v=4FY3E3r8Gj4 https://www.youtube.com/watch?v=7CN4NMp6pKU</p> <p>Health Education/Patient Teaching https://www.youtube.com/watch?v=9t7zTFxqxpI</p>
Course Duration	2 nd Year, 2 nd Semester
Delivery	<ol style="list-style-type: none"> 1. Classroom Discussion 2. Quizzes 3. Mid-Term and Final Examinations 4. LCD projector, laptop, and speakers (PPT and video presentation) 5. Whiteboard and markers
Course Objectives:	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> 1. Explain the roles and function of a professional nurse. 2. Identify the differences between effective and ineffective teaching. 3. Discuss the purpose, advantages and disadvantages of traditional teaching strategies. 4. Discuss the preparation, planning and conducting a class. 5. Emphasize the importance of course outline or syllabus. 6. Discuss the importance of the use of computer teaching strategy. <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> 1. Develop interpersonal skills that find good relationships with the learner. 2. Develop professional competence a thorough knowledge of subject matter. 3. Motivate learners to use learning principles. 4. Assess the extent to which the learner is ready to learn. 5. Develop an instructional design to meet the learning needs of clients. <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> 1. Apply principles and strategies of health education in assisting clients to promote and maintain their health. 2. Render nursing care, skills and maintain attitude of respect for the broad range of cultural difference and their importance to individuals 3. Apply psychomotor skills to promote patient healing and comfort. <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> 1. Promote personal and professional growth.



	2. Demonstrate as effective nurse teacher in different setting for providing high quality care and high quality education.
Course Assessments	Attendance (20%) Quizzes/Mid-Term Examination (30%) Final Examination (50%)
Content Breakdown Topical Coverage	<ol style="list-style-type: none"> 1. Orientation on the course and course requirements as well as classroom policies and grading system 2. Perspective on Teaching and Learning <ol style="list-style-type: none"> a. Overview of Education on Health Care b. Education Process versus Nursing Process c. Role of a Nurse as a Health Educator d. Principles of Good Teaching Practice in Undergraduate 3. Planning and Conducting Classes <ol style="list-style-type: none"> a. Planning Sequence b. Selecting Teaching Methods c. Choosing a textbook/references d. Conducting the class 4. Characteristics of the Learner <ol style="list-style-type: none"> a. Motivation and Behavior Change b. Learner's Characteristics c. Planning for Learning d. Motivation and Behavior Change Theories 5. Qualities of effective Teaching in Nursing Professional Competence <ol style="list-style-type: none"> a. Interpersonal Relationships with Students b. Personal Characteristics c. Teaching Practices d. Evaluation Practices e. Availability to students 6. Multicultural Aspects of Learning <ol style="list-style-type: none"> a. Learning About Culture b. Cultural Diversity c. Approaches to promoting cultural knowledge for competency for nurses and teachers d. Definition of cultural competence, cultural awareness, ethnocentrism, ethno-relativism 7. Traditional Teaching Strategies 8. Lecturing <ol style="list-style-type: none"> a. Purposes of Lecturing b. Advantages of Lecture Method c. Disadvantages of Lecture Method 9. Types of Lecture Discussion <ol style="list-style-type: none"> a. Purposes of Discussion b. Advantages of Discussion c. Disadvantages of Discussion d. Types of Discussion e. Techniques to Facilitate Effective Discussion 10. Questioning <ol style="list-style-type: none"> a. Types of Questions 11. Using Audiovisuals



	<ul style="list-style-type: none"> a. Types of Traditional Audiovisual 12. Interactive Lecture 13. Computer Teaching Strategies <ul style="list-style-type: none"> a. Computer Technology and Learning b. Advantages of computer instruction c. Primary Uses of Internet d. Distance Learning e. Advantages of Online Courses f. Disadvantages of Online Courses g. Distance Learning h. Advantages and Disadvantages of distance Learning i. Clinical Education in Distance learning j. Distance learning via the Internet 14. Teaching Psychomotor Skills <ul style="list-style-type: none"> a. Learning Psychomotor skills b. Approaches to Teaching Skills c. Assessment of Psychomotor Skill Learning d. Phases of Skill learning e. Elements of Effective Skill Demonstration 15. Clinical Teaching <ul style="list-style-type: none"> a. Purpose of the Clinical Laboratory b. Models of Clinical teaching c. Preparation for Clinical Instruction d. Conducting a Clinical Laboratory Session e. Evaluating Learner Progress f. Clinical Evaluation Tools 16. Assessing and Evaluating Learning <ul style="list-style-type: none"> a. Classroom assessment b. Evaluation of Learning c. Test Item Analysis d. Type of Examination questions
Session 1 (Week 1)	<ul style="list-style-type: none"> 1. Orientation on the course and course requirements as well as classroom policies and grading system 2. Perspective on Teaching and Learning <ul style="list-style-type: none"> a. Overview of Education on Health Care b. Education Process versus Nursing Process c. Role of a Nurse as a Health Educator d. Principles of Good Teaching Practice in Undergraduate 3. Planning and Conducting Classes <ul style="list-style-type: none"> a. Planning Sequence b. Selecting Teaching Methods/conducting class c. Choosing a textbook/reference
Session 2 (Week 2)	<ul style="list-style-type: none"> 4. Characteristics of the Learner <ul style="list-style-type: none"> a. Motivation and Behavior Change b. Learner's Characteristics c. Planning for Learning d. Motivation and Behavior Change Theories 5. Qualities of effective Teaching in Nursing Professional Competence <ul style="list-style-type: none"> a. Interpersonal Relationships with Students b. Personal Characteristics



	<ul style="list-style-type: none"> c. Teaching Practices d. Evaluation Practices e. Availability to students
Session 3 (Week 3)	<ul style="list-style-type: none"> 6. Multicultural Aspects of Learning <ul style="list-style-type: none"> a. Learning About Culture b. Cultural Diversity c. Approaches to promoting cultural knowledge for competency for nurses and teachers d. Definition of cultural competence, cultural awareness, ethnocentrism, ethnorelativism
Session 4 (Week 4)	<ul style="list-style-type: none"> 7. Traditional Teaching Strategies 8. Lecturing <ul style="list-style-type: none"> a. Purposes of Lecturing b. Advantages of Lecture Method c. Disadvantages of Lecture Method 9. Types of Lecture Discussion <ul style="list-style-type: none"> a. Purposes of Discussion b. Advantages of Discussion c. Disadvantages of Discussion d. Types of Discussion e. Techniques to Facilitate Effective Discussion 10. Questioning <ul style="list-style-type: none"> a. Types of Questions
Session 5 (Week 5)	<ul style="list-style-type: none"> 11. Using Audiovisuals <ul style="list-style-type: none"> a. Types of Traditional Audiovisual 12. Interactive Lecture 13. Computer Teaching Strategies <ul style="list-style-type: none"> a. Computer Technology and Learning b. Advantages of computer instruction c. Primary Uses of Internet d. Distance Learning e. Advantages of Online Courses f. Disadvantages of Online Courses g. Distance Learning h. Advantages and Disadvantages of distance Learning i. Clinical Education in Distance learning j. Distance learning via the Internet
Session 6 (Week 6)	<ul style="list-style-type: none"> 14. Teaching Psychomotor Skills <ul style="list-style-type: none"> a. Learning Psychomotor skills b. Approaches to Teaching Skills c. Assessment of Psychomotor Skill Learning d. Phases of Skill learning e. Elements of Effective Skill Demonstration
Session 7 (Week 7)	<ul style="list-style-type: none"> 15. Clinical Teaching <ul style="list-style-type: none"> a. Purpose of the Clinical Laboratory b. Models of Clinical teaching c. Preparation for Clinical Instruction d. Conducting a Clinical Laboratory Session e. Evaluating Learner Progress f. Clinical Evaluation Tools



Session 8 (Week 8)	Midterm Exam
Session 9 (Week 9) Session 14 (Week 14)	16. Assessing and Evaluating Learning a. Classroom assessment b. Evaluation of Learning c. Test Item Analysis d. Type of Examination questions - REVIEW TOPICS FOR FINAL EXAMINATION
Session 16 (Week 16)	Final Exam
Attendance Expectations	1. Students are expected to attend every session of class, arriving on time, until class is dismissed. 2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom. 3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes. 4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure. 5. Students must report to their classes in proper decorum and required dress code, if necessary. 6. Smoking and chatting are prohibited.
Generic Skills	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
Course Change	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

NURSING ETHICS AND JURISPRUDENCE

1	Course name	NURSING ETHICS AND JURISPRUDENCE
2	Course Code	NURS 206LY
3	Course type: /general/specialty/optional	SPECIALTY
4	Accredited units	3 UNITS
5	Educational hours	48 HOURS
6	Pre-requisite requirements	NONE



7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

Brief Description:	This course deals with the application of ethico-moral and legal concepts and principles to issues that affect the practice of nursing. These provide the basis for appropriate decision making given varied situations, to prepare the learner to render effective, efficient and safe nursing care. Furthermore, related learning experiences provide opportunities to concretize commitment to nursing. The critical thinking process shall be used in the unit with the objective of developing the intellectual capacity to conceptualize and contextualize what students know about particular ethical-moral and legal issues.
Textbooks required for this Course:	<p>Butts, Janie B. and Karen L. Rich. 2021. Nursing Ethics: Across the Curriculum and Into Practice. 5TH Ed. Jones and Bartlett Learning. ISBN-13: 979- 8490250258.</p> <p>Buka, P., 2020. Essential Law and Ethics in Nursing: Patients, Rights and Decision-making. 3rd Ed. Routledge. ISBN-13: 978-0367262457; ISBN-10: 0367262452.</p> <p>Westrick, Susan J. 2013. Essentials of Nursing Law and Ethics, 2nd Ed. Jones and Barlett Learning. ISBN-13: 978-1284030204; ISBN-10: 1284030202.</p> <p>Ethics https://www.youtube.com/watch?v=Rr7U49RPpTs Bioethics https://www.youtube.com/watch?v=cY-7gwnWESk Ethics in Health Care https://www.youtube.com/watch?v=eFxQfHOnVVc Legal and Ethical Issues in Health Care https://www.youtube.com/watch?v=ciXXKc0Ho1U Informed Consent https://www.youtube.com/watch?v=fnTIPqToQ_A</p>
Course Duration	2 nd Year, 2 nd Semester
Delivery	<ol style="list-style-type: none"> 1. Classroom Discussion 2. Quizzes 3. Mid-Term and Final Examinations 4. LCD projector, laptop, and speakers (PPT and video presentation) 5. Whiteboard and markers
Course Objectives:	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> 1. Explain the concepts, theories and principles of bioethics in nursing and health. 2. Apply relevant bioethical principles in nursing and health related situations. <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> 1. Utilize critical thinking process that shall be used in the unit with the objective of developing the intellectual capacity to conceptualize and



	<p>contextualize what students know about particular ethical-moral and legal issues.</p> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> 2. Demonstrate ethico-moral responsibilities in the care of individual family and community. 3. Observe bioethical principles, core values, and standards of nursing practice. <p>G.C.4. General and transferable skills</p> <ol style="list-style-type: none"> 1. Promote personal and professional growth
Course Assessments	<p>Attendance (20%)</p> <p>Quizzes/Mid-Term Examination (30%)</p> <p>Final Examination (50%)</p>
Content Breakdown Topical Coverage	<ol style="list-style-type: none"> 1. Definition of terms 2. Ethics 3. Biology 4. Health ethics 5. Professional ethics 6. Prevalence of Bioethical issues <ol style="list-style-type: none"> a. Abortion b. Euthanasia c. Suicide d. Determination of death e. Biological and Clinical death 7. The Human Person <ol style="list-style-type: none"> a. Personhood b. Human act and Act of Man 8. Types of Ethical Thoughts <ol style="list-style-type: none"> a. Cantian Law b. Rawl's ethics c. St. Thomas Aquinas d. Ross ethics e. Actual primacies duty <ol style="list-style-type: none"> i. Duty of fidelity ii. Duty of reparation iii. Duty of gratitude iv. Duty justice v. Duty of beneficence vi. Duty of improvement vii. Duty of non - maleficence 9. The Calling of Health Care Provider <ol style="list-style-type: none"> a. the health care profession b. the client c. the health care provider d. health care provider client-relationship 10. The Qualities and responsibilities of a Good health care provider to the client, society and its profession. 11. Virtues, Vices and Habits of Health Care Provider <ol style="list-style-type: none"> a. Virtue b. Vices c. Habit



- i. Types of good habit
 - ii. Types of bad habit
 - d. Virtues of health Care Provider
 - i. Fidelity
 - ii. Honesty
 - iii. Integrity
 - iv. Humility
 - v. Respect
 - vi. Compassion
 - vii. Prudence
 - viii. Courage
- 12. Major Bioethical Principles
 - a. respect for person and justice
 - b. non - maleficence
 - c. beneficence
 - d. autonomy
 - e. Fidelity
 - f. Veracity
- 13. Application of bioethical principles to the care of the sick
 - a. Functions of informed consent
 - i. Protective
 - ii. Participative
 - b. Rights of the patient
- 14. Professional and Personal Development
 - a. Ethics moral aspect of nursing
 - b. International Council of Nursing (ICN)
- 15. Legal Aspects of nursing
 - a. Legal responsibilities of nurses
 - b. Other laws affecting nursing
 - c. Profession and the nurse
 - d. Malpractice and Negligence act
 - e. Contract/wills
 - f. Testaments
 - g. Legal protection in the nursing service

Session 1 (Week 1)

- 1. Definition of terms
- 2. Ethics
- 3. Biology
- 4. Health ethics
- 5. Professional ethics
- 6. Prevalence of Bioethical issues
 - a. Abortion
 - b. Euthanasia
 - c. Suicide
 - d. Determination of death
 - e. Biological and Clinical death

Session 2 (Week 2)

- 7. The Human Person
 - a. Personhood
 - b. Human act and Act of Man
- 8. Types of Ethical Thoughts
 - a. Cantian Law



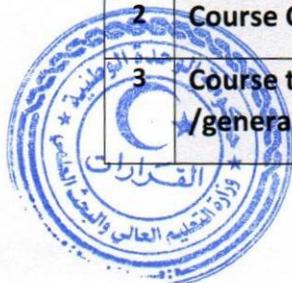
	<ul style="list-style-type: none"> b. Rawl's ethics c. St. Thomas Aquinas d. Ross ethics e. Actual primacies duty <ul style="list-style-type: none"> i. Duty of fidelity ii. Duty of reparation iii. Duty of gratitude iv. Duty justice v. Duty of beneficence vi. Duty of improvement vii. Duty of non - maleficence
Session 3 (Week 3)	<ul style="list-style-type: none"> 9. The Calling of Health Care Provider <ul style="list-style-type: none"> a. the health care profession b. the client c. the health care provider d. health care provider client-relationship 10. The Qualities and responsibilities of a Good health care provider to the client, society and its profession
Session 4 (Week 4)	<ul style="list-style-type: none"> 11. Virtues, Vices and Habits of Health Care Provider <ul style="list-style-type: none"> a. Virtue b. Vices c. Habit <ul style="list-style-type: none"> i. Types of good habit ii. Types of bad habit d. Virtues of health Care Provider <ul style="list-style-type: none"> i. Fidelity ii. Honesty iii. Integrity iv. Humility v. Respect vi. Compassion vii. Prudence viii. Courage
Session 5 (Week 5)	<ul style="list-style-type: none"> 12. Major Bioethical Principles <ul style="list-style-type: none"> a. respect for person and justice b. non - maleficence c. beneficence d. autonomy e. Fidelity f. Veracity
Session 6 (Week 6)	<ul style="list-style-type: none"> 13. Application of bioethical principles to the care of the sick <ul style="list-style-type: none"> a. Functions of informed consent <ul style="list-style-type: none"> i. Protective ii. Participative b. Rights of the patient
Session 7 (Week 7)	<ul style="list-style-type: none"> 14. Professional and Personal Development <ul style="list-style-type: none"> a. Ethico moral aspect of nursing b. International Council of Nursing (ICN)
Session 8 (Week 8)	Midterm Exam
Session 9 (Week 9)	15. Legal Aspects of nursing



	a. Legal responsibilities of nurses
Session 10 (Week 10)	15. Legal Aspects of nursing b. Other laws affecting nursing
Session 11 (Week 11)	15. Legal Aspects of nursing c. Profession and the nurse
Session 12 (Week 12)	15. Legal Aspects of nursing d. Malpractice and Negligence act
Session 13 (Week 13)	15. Legal Aspects of nursing e. Contract/wills f. Testaments
Session 14 (Week 14)	15. Legal Aspects of nursing g. Legal protection in the nursing service
Session 15 (Week 15)	Review Classes for Final Exams
Session 16 (Week 16)	Final Exam
Attendance Expectations	<ol style="list-style-type: none"> 1. Students are expected to attend every session of class, arriving on time, until class is dismissed. 2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom. 3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes. 4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure. 5. Students must report to their classes in proper decorum and required dress code, if necessary. 6. Smoking and chatting are prohibited.
Generic Skills	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
Course Change	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

ADULT NURSING 1

1	Course name	ADULT NURSING 1
2	Course Code	NURS 301LY
3	Course type: /general/specialty/optional	SPECIALTY



4	Accredited units	4 UNITS
5	Educational hours	64 HOURS
6	Pre-requisite requirements	HUMAN ANATOMY AND PHYSIOLOGY 1& 2 HEALTH ASSESSMENT THEORETICAL FOUNDATION IN NURSING FUNDAMENTALS OF NURSING PATHOPHYSIOLOGY GROWTH AND DEVELOPMENT
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

Brief Description:

This course aims to teach the students the principles and techniques of nursing care management of sick clients across lifespan with emphasis on the adult and the older person, population group in any setting with alterations or problems in Cardiovascular, Pulmonary, and Renal System and Fluid and Electrolytes Imbalance. At the end of the course and given specific situations, conditions, the nursing student should be able to apply the nursing process in the care of patients with problems of Cardiovascular, Pulmonary, and Renal System and Fluid and Electrolytes Imbalance.

Textbooks required for this Course:

Cooper, Kim and Gosnell, Kelly. 2022. Foundations and Adult Health Nursing. Mosby.9th Ed. ISBN-13: 978-0323812054; ISBN-10: 0323812058.

Berman, A.T., Shirlee Snyder, and GERALYN FRANDSEN. 2021. Kozier and Erb's Fundamentals of Nursing, 11th Ed. Pearson. ISBN-13: 978-1292359793
ISBN-10: 129235979X.

Jensen, Sharon. 2018. Nursing Health Assessment: A Best Practice Approach, 3rd Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496349170; ISBN-10: 1496349172.

Hinkle, Janice, Kerry H. Cheever and Overbaugh, Kristen. 2021. Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 15th Ed. Lippincott, Williams & Wilkins. ISBN-13: 978-1975161033; ISBN-10: 1975161033.

Weber, Janet R. and Jane H. Kelley. 2017. Health Assessment in Nursing, 6th Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496344380; ISBN-10: 1496344383.

Black, Joyce and Jane Jawks. 2008. Medical-Surgical Nursing: Clinical Management for Positive Outcomes, 8th Ed. Saunders. ISBN-13: 978-1416046875; ISBN-10: 1416046879.

Angina Pectoris



	https://www.youtube.com/watch?v=zD9aXZY0pdY Angina Pectoris Nursing Management https://www.youtube.com/watch?v=HoMbbD5qr8E Myocardial Infarction https://www.youtube.com/watch?v=lfNnjjqLMOQ Myocardial Infarction Care Plan https://www.youtube.com/watch?v=7ThaercS7n4 Congestive Heart Failure https://www.youtube.com/watch?v=ypYI_lmLD7g Congestive Heart Failure https://www.youtube.com/watch?v=Oc9e-9HEsOE COPD https://www.youtube.com/watch?v=AF6HiLGUcg0 COPD Nursing Interventions https://www.youtube.com/watch?v=k3XdcPQ19Z8 Acute Renal Failure https://www.youtube.com/watch?v=GHshZSCbtOk Chronic Renal Failure https://www.youtube.com/watch?v=Hwl8WubnO-M Hemodialysis and Peritoneal Dialysis https://www.youtube.com/watch?v=ONHN5YgBJyQ Fluid and Electrolyte Imbalance https://www.youtube.com/watch?v=-PaHC8fle00
Course Duration	3 rd Year, 1st Semester
Delivery	<ol style="list-style-type: none"> 1. Classroom Discussion/Recitations/Hand-outs 2. Quizzes 3. Laboratory works 4. Mid-Term and Final Examinations 5. LCD Projector, laptop, and speakers (PPT and video presentation) 6. White board and markers
Course Objectives:	G.C.1. Knowledge and understanding: <ol style="list-style-type: none"> 1. Describe the significance of lifestyle in etiology of cardiopulmonary and renal diseases as well as fluid and electrolytes imbalances. 2. Explain the preventive aspects of the diseases 3. Compare the various diseases of cardiovascular, respiratory, renal, and fluid and electrolytes diseases with regard to causes and symptoms and their management. 4. Educate the patient regarding simple measures to obtain relief from different cardiovascular, respiratory, renal disorders and fluid and electrolytes diseases. 5. Explain the dietary restrictions in hypertension, coronary artery diseases and cardiac failure to the patient and family, renal diseases, and fluid and electrolytes diseases. 6. Describe the etiology, clinical manifestations, management, and nursing interventions for the various cardiovascular,



respiratory, and renal disorders, as well as fluid and electrolytes imbalances.

G.C.2. Intellectual skills:

1. Explain the role of the cardiovascular and respiratory system in oxygenation, and explain the role of the lungs, kidneys, and chemical buffers in maintaining acid–base balance.
2. Differentiate between angina pectoris and myocardial infarction, between cystitis, pyelonephritis, and other infectious processes of renal and cardiopulmonary system.
3. Compare and contrast hemodialysis and peritoneal dialysis, asthma, and chronic obstructive pulmonary disease in terms of underlying principles, procedures, complications, and nursing considerations
4. Compare and contrast glomerulonephritis and nephrotic syndrome, pneumonia, and pleural effusion: causes, pathophysiologic changes, clinical manifestations, management, and nursing care.

G.C.3. Professional and practical skills:

1. Discuss the role of the nurse in psychosocial support of both the patient experiencing myocardial infarction and chronic renal failure and the family.
2. Empathize with family in terminally ill patients and support in decision making
3. Devise a diet with other professional persons and patient for prevention of cardiovascular and renal diseases
4. Explain environmental factors in etiology of respiratory, cardiovascular, and renal disorders.

G.C.4. General and transferable skills:

1. Plan effective care of patients with cardiac and renal failure.
2. Interpret blood chemistry levels - lipid profile, renal function tests and electrolytes.
3. Use the nursing process as a framework for the care of patients with cardiovascular, respiratory, and renal diseases.
4. Develop a teaching plan for the patient undergoing treatment for thoracocentesis and dialysis.
5. Interpret arterial blood gas measurements
6. Develop a teaching plan for a patient with chest drainage, urinary tract infection, acute and chronic renal failure.
7. Plan effective care of patients with fluid and electrolyte imbalance
8. Use the nursing process as a framework for the care of patients with urinary tract infection, acute and chronic renal failure.

Course Assessments

Quiz/ Mid-terms (30%)

Attendance (20%)

Final Examination (50%)



Content Breakdown Topical Coverage	<ol style="list-style-type: none"> 1. Overview of Anatomy and Physiology of Cardiovascular, Pulmonary, and Renal Systems' Assessment, Health History, Clinical Manifestations including general appearance, specific symptoms. 2. Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with cardiovascular diseases (Atherosclerosis, Heart Failure, Angina Pectoris, Myocardial Infarction). 3. Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with pulmonary diseases (COPD, URTI). 4. Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with renal diseases (UTI, Nephrotic Syndrome, Glomerulonephritis, Urolithiasis).
Session 1-2(Week1-2)	<p>Overview of the anatomy and physiology of the cardiovascular system</p> <p>Assessment and health history of the cardiovascular system</p>
Session 3-4(Week3-4)	Different and most common diseases involving to cardiovascular system and their clinical manifestations and specific symptoms
Session5-6 (Week5-6)	Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with problems on cardiovascular system
Session 7 (Week 7)	Review and recap the lectures from session 1-7
Session 8 (Week 8)	Midterm Exam
Session 9 (Week 9)	<p>Overview of the anatomy and physiology of the pulmonary system</p> <p>Assessment and health history of the immune system</p>
Session 10 (Week 10)	Different and most common diseases involving to pulmonary system and their clinical manifestations and specific symptoms
Session 11 (Week 11)	Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with problems on pulmonary system
Session 12 (Week 12)	<p>Overview of the anatomy and physiology of the renal system</p> <p>Assessment and health history of the immune system</p>
Session 13 (Week 13)	Different and most common diseases involving to renal system and their clinical manifestations and specific symptoms
Session 14 (Week 14)	Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with problems on renal system
Session 15 (Week 15)	Review and recap the lectures from session 9-15
Session 16 (Week 16)	Final Exam
Attendance Expectations	<ol style="list-style-type: none"> 1. Students are expected to attend every session of class, arriving on time, until class is dismissed. 2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.



	<p>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</p> <p>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</p> <p>5. Students must report to their classes in proper decorum and required dress code, if necessary.</p> <p>6. Smoking and chatting are prohibited.</p>
Generic Skills	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
Course Change	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

PEDIATRIC NURSING

1	Course name	PEDIATRIC NURSING
2	Course Code	NURS 302LY
3	Course type: /general/specialty/optional	SPECIALTY
4	Accredited units	3 UNITS
5	Educational hours	48 HOURS
6	Pre-requisite requirements	<p>HUMAN ANATOMY AND PHYSIOLOGY 1 & 2</p> <p>THEORETICAL FOUNDATIONS OF NURSING</p> <p>HEALTH ASSESSMENT</p> <p>FUNDAMENTALS OF NURSING</p> <p>PATHOPHYSIOLOGY</p> <p>PHARMACOLOGY</p>



		MATERNITY NURSING GROWTH AND DEVELOPMENT NURSING ETHICS AND JURISPRUDENCE
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

Brief Description:

This course aims to teach the students the principles and techniques of nursing care management of sick clients with emphasis on the pediatrics in any setting with alterations or problems in Integumentary System, Respiratory System, Cardiovascular System, Gastro-intestinal System, Genitourinary System, Musculoskeletal System, and Neurological System.

Textbooks required for this Course:

Hockenberry, M.J., Wilson, D. and Rodgers, C.C., 2021. Wong's essentials of pediatric nursing-e-book. 11th Ed. Elsevier Health Sciences. ISBN-13: 978-0323624190; ISBN-10: 0323624197.

Ricci, Susan, Kyle, T. and Carman, S. 2020. Maternity and Pediatric Nursing. 4th Ed. ISBN-13: 978-1975139766; ISBN-10: 1975139763.

Tagher, G. and Knapp, L., 2019. Pediatric Nursing: A Case-based Approach. Lippincott Williams & Wilkins. 1st Ed. ISBN-13: 978-1496394224; ISBN-10: 1496394224.

Bowden, Vicky R. and Cindy Smith Greenberg. 2015. Pediatric Nursing Procedures, 4th Ed. Lippincott Williams & Wilkins. ISBN-13: 978-1451192360, ISBN-10: 1451192363.

Pediatric Nursing

<https://www.youtube.com/watch?v=TtI5WfAcCwY>

Infant Developmental Milestone

<https://www.youtube.com/watch?v=rX01wVc2BR0>

Toddler Developmental Milestone

<https://www.youtube.com/watch?v=Fm8-lmJly1M>

Preschooler Developmental Milestone

<https://www.youtube.com/watch?v=N4VOuoe9w5s>

Epiglottitis

<https://www.youtube.com/watch?v=QCgcUtWkWqE>

Nephrotic VS Nephritis Syndrome

<https://www.youtube.com/watch?v=9sYcXLY3axA>

Tetralogy of Fallot

<https://www.youtube.com/watch?v=0y1R7Mdk3VI>

Ventricular Septal Defect

https://www.youtube.com/watch?v=h6w9HmDA1_g

Atrial Septal Defect

<https://www.youtube.com/watch?v=qKISOp5dPtw>

Transposition of the Great Vessels



	https://www.youtube.com/watch?v=kQiOmjYM808 Truncus Ductus Arteriosus https://www.youtube.com/watch?v=kQiOmjYM808 Coarctation of the Aorta https://www.youtube.com/watch?v=qv429UMtAaY GIT Disorders of Pediatric https://www.youtube.com/watch?v=bvX3gdcrGAI Respiratory Disorders of the Pediatrics https://www.youtube.com/watch?v=13QnHCwOyXY Urinary Tract of the Pediatrics https://www.youtube.com/watch?v=OqHgfpJSI1M Malnutrition among Children https://www.youtube.com/watch?v=6OJJalPCWvw
Course Duration	3 rd Year, 1 st Semester
Delivery	15. Hand-outs/ Sheets 16. Classroom Discussion 17. Quizzes 18. Recitation 19. Mid-Term and Final Examinations
Course Objectives:	G.C.1. Knowledge and understanding: <ol style="list-style-type: none"> 1. Utilize the nursing process in the care of individuals, families in community and hospital settings. 2. Assesses with client/s his/her/their condition/health status through interview, physical examination, interpretation of laboratory findings 3. Identifies actual and at-risk nursing diagnosis 4. Plans appropriate nursing interventions with client/s and family for identified nursing diagnosis 5. Implements plan of care with client/s and family 6. Evaluates the progress of his/her/their client's condition and outcomes of care 7. Ensure a well-organized and accurate documentation system. 8. Relate with client/s and their family and the health team appropriately. 9. Observe bioethical concepts/ principles, core values and nursing standards in the care of clients 10. Promote personal and professional growth of self and others G.C.2. Intellectual skills: <ol style="list-style-type: none"> 1. Explain the role of the cardiovascular and respiratory system in oxygenation 2. Differentiate between defects that increase pulmonary blood flow and defects with decrease blood flow of cardiovascular system 3. Compare and differentiate the lower and upper respiratory problems of the Respiratory system. 4. Differentiate the different skin diseases: their causes, pathophysiologic changes, clinical manifestations, management, and nursing care. 5. Differentiate between cystitis, pyelonephritis and other infectious processes of renal system 6. Differentiate Urinary Tract Infection, Acute Glomerulonephritis, Cryptorchidism, Hypospadias/Epispadias in terms of underlying principles, procedures, complications, and nursing considerations



	<p>7. Compare and contrast Juvenile Arthritis and Rheumatic Fever: causes, pathophysiologic changes, clinical manifestations, management, and nursing care.</p> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> 1. Discuss the significance of lifestyle in etiology of diseases of Integumentary, Respiratory, Cardiovascular, Gastro-intestinal, Genitourinary, Musculoskeletal, and Neurologic. 2. Explain the preventive aspects of the diseases. 3. Compare the various diseases with regard to causes and symptoms and their management 4. Educate the patient regarding simple measures to obtain relief. 5. Explain the dietary restrictions in every disease to the patient and family. 6. Describe the role of the skin, lungs, heart, abdomen, in regulating the body's fluid composition and volume. 7. Describe the etiology, causes, clinical manifestations, management, and nursing interventions for the various pediatric diseases. <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> 1. Discuss the role of the nurse in psychosocial support of both the patient and the family experiencing Congestive Heart Failure (CHF). 2. Empathize with family in terminally ill patients and support in decision making. 3. Devise a diet with other professional persons and patient for prevention of cardiovascular diseases. 4. Explain environmental factors in etiology of respiratory disorders 5. Identify patient factors contributing to urinary tract infections
Course Assessments	<p>Quiz/ Mid-terms (30%) Attendance (20%) Final Examination (50%)</p>
Content Breakdown Topical Coverage	<ol style="list-style-type: none"> 1. Orientation on the course and course requirements as well as classroom policies and grading system. 2. Overview of Anatomy and Physiology of Integumentary system and assessment 3. Common Pediatric Skin Diseases: <ol style="list-style-type: none"> a. Impetigo - Definition, Etiology, Clinical Manifestations, Nursing management, Management of Lesions b. Candidiasis - Definition, Etiology, Clinical Manifestations, Management c. Dermatitis - Definition, Signs and Symptoms, Nursing Interventions d. Pediculosis Capites - Definition, Clinical Manifestations, Management e. Common types of tinea infections <ol style="list-style-type: none"> i. Tinea Capites ii. Tinea Cruris iii. Tinea Coporis iv. Tinea Pedis f. Cellulitis - Definition, Etiology, Clinical Manifestations, Management



- g. Scabies - Definition, Etiology, Clinical Manifestations, Management
- 4. RESPIRATORY SYSTEM - Overview of the Anatomy and Physiology, Assessment
 - a. Acute Respiratory Infections
 - b. Acute-nasopharyngitis
 - c. Pharyngitis (including tonsillitis)
 - d. Otitis Media
 - e. Lower Respiratory Tract Infections
 - f. Bronchiolitis
 - g. Bronchial Asthma
 - h. Pneumonia
(Definition, Etiology, Signs and Symptoms, Nursing Management)
- 5. CARDIOVASCULAR SYSTEM - Overview of the Anatomy and Physiology, Assessment
 - a. Congestive Heart Failure
 - b. Defects that increase pulmonary blood flow
 - c. Patent Ductus Arteriosus
 - d. Atrial Septal Defects
 - e. Ventricle Septal Defects
 - f. Pulmonic Stenosis
 - g. Tetralogy of Fallot
 - h. Truncus Arteriosus
 - i. Defects obstructing Systemic Blood Flow
 - j. Coarctation of the Aorta
 - k. Acquired Cardiac Diseases
 - l. Rheumatic Fever
(Definition, Etiology, Clinical Manifestations, Diagnostic Test, Treatment, Nursing Interventions)
- 6. GASTROINTESTINAL SYSTEM
 - a. Cleft Lip and Cleft Palate
 - b. Esophageal Atresia
 - c. Intussusception
 - d. Hirschsprung's Disease
 - e. Failure to Thrive (FTT)
 - f. Diarrhea/Gastroenteritis
 - g. Appendicitis
 - h. Pyloric Stenosis
 - i. Imperforated Anus
(Definition, Etiology, Clinical Manifestations, Diagnostic Test, Treatment, Nursing Interventions)
- 7. PEDIATRIC GENITOURINARY DISORDERS
 - a. Urinary Tract Infections
 - b. Hypospadias/Epispadias
 - c. Glomerulonephritis
 - d. Nephrotic Syndrome
(Definition, Etiology, Clinical Manifestations, Diagnostic Test, Nursing Interventions)
- 8. MUSCULOSKELETAL DISORDERS IN CHILDREN



	<ul style="list-style-type: none"> a. Juvenile Rheumatoid Arthritis b. Rheumatic Fever (Definition, Etiology, Clinical Manifestations, Diagnostic Test, Nursing Interventions) <p>9. NEUROLOGICAL DISORDERS IN PEDIATRIC PATIENT</p> <p>10. Neuro assessment</p> <ul style="list-style-type: none"> a. Assessment Findings in children with neurological dysfunction. b. Infant c. Child Early Signs d. Child Late Signs e. Seizures f. Meningitis g. Bacterial h. Viral i. Hydrocephalus j. Spina Bifida k. Cerebral Palsy l. Down Syndrome (Definition, Etiology, Diagnostic Test, Clinical Manifestations, Nursing Interventions) <p>11. Common Health Problems of an Adolescent</p> <ul style="list-style-type: none"> a. Hypertension b. Poor Posture c. Body Piercing and Tattoos d. Fatigue e. Menstrual Irregularities f. Acne g. Obesity h. Concerns Regarding Sexuality and Sexual Activity i. Stalking j. Concerns regarding hazing k. Concerns regarding substance abuse l. Substance Abuse m. Narcotic Addiction n. Alcoholism
Session 1 (Week 1)	<ul style="list-style-type: none"> 1. Orientation on the course and course requirements as well as classroom policies and grading system. 2. Overview of Anatomy and Physiology of Integumentary system and assessment
Session2-3 (Week2-3)	<ul style="list-style-type: none"> 1. Common Pediatric Skin Diseases: <ul style="list-style-type: none"> a. Impetigo - Definition, Etiology, Clinical Manifestations, Nursing management, Management of Lesions b. Candidiasis - Definition, Etiology, Clinical Manifestations, Management c. Dermatitis - Definition, Signs and Symptoms, Nursing Interventions d. Pediculosis Capites - Definition, Clinical Manifestations, Management



	<ul style="list-style-type: none"> e. Common types of tinea infections <ul style="list-style-type: none"> i. Tinea Capites ii. Tinea Cruris iii. Tinea Coporis iv. Tinea Pedis f. Cellulitis - Definition, Etiology, Clinical Manifestations, Management g. Scabies - Definition, Etiology, Clinical Manifestations, Management
Session4-5 (Week4-5)	<ol style="list-style-type: none"> 1. RESPIRATORY SYSTEM - Overview of the Anatomy and Physiology, Assessment <ul style="list-style-type: none"> a. Acute Respiratory Infections b. Acute-nasopharyngitis c. Pharyngitis (including tonsillitis) d. Otitis Media e. Lower Respiratory Tract Infections f. Bronchiolitis g. Bronchial Asthma h. Pneumonia i. (Definition, Etiology, Signs and Symptoms, Nursing Management)
Session6-7(Week 6-7)	<ol style="list-style-type: none"> 1. CARDIOVASCULAR SYSTEM - Overview of the Anatomy and Physiology, Assessment <ul style="list-style-type: none"> a. Congestive Heart Failure b. Defects that increase pulmonary blood flow c. Patent Ductus Arteriosus d. Atrial Septal Defects e. Ventricle Septal Defects f. Pulmonic Stenosis g. Tetralogy of Fallot h. Truncus Arteiosus i. Defects obstructing Systemic Blood Flow j. Coarctation of the Aorta k. Acquired Cardiac Diseases l. Rheumatic Fever m. (Definition, Etiology, Clinical Manifestations, Diagnostic Test, Treatment, Nursing Interventions) 2. Review and recap of the lectures from session 1-7
Session 8 (Week 8)	Midterm Exam
Session 9 (Week 9)	<ol style="list-style-type: none"> 1. GASTROINTESTINAL SYSTEM <ul style="list-style-type: none"> a. Cleft Lip and Cleft Palate b. Esophageal Atresia c. Intussuception d. Hirschsprung's Disease e. Failure to Thrive (FTH) f. Diarrhea/Gastroenteritis g. Appendicitis h. Pyloric Stenosis i. Imperforated Anus



	j. (Definition, Etiology, Clinical Manifestations, Diagnostic Test, Treatment, Nursing Interventions)
Session 10 (Week 10)	1. PEDIATRIC GENITOURINARY DISORDERS a. Urinary Tract Infections b. Hypospadias/Epispadias c. Glomerulonephritis d. Nephrotic Syndrome e. (Definition, Etiology, Clinical Manifestations, Diagnostic Test, Nursing Interventions)
Session 11 (Week 11)	1. MUSCULOSKELETAL DISORDERS IN CHILDREN a. Juvenile Rheumatoid Arthritis b. Rheumatic Fever c. (Definition, Etiology, Clinical Manifestations, Diagnostic Test, Nursing Interventions)
Session 12-13 (Week 12-13)	1. NEUROLOGICAL DISORDERS IN PEDIATRIC PATIENT 2. Neuro assessment a. Assessment Findings in children with neurological dysfunction. b. Infant c. Child Early Signs d. Child Late Signs e. Seizures f. Meningitis g. Bacterial h. Viral i. Hydrocephalus j. Spina Bifida k. Cerebral Palsy l. Down Syndrome m. (Definition, Etiology, Diagnostic Test, Clinical Manifestations, Nursing Interventions)
Session 14 (Week 14)	1. Common Health Problems of an Adolescent a. Hypertension b. Poor Posture c. Body Piercing and Tattoos d. Fatigue e. Menstrual Irregularities f. Acne g. Obesity h. Concerns Regarding Sexuality and Sexual Activity i. Stalking j. Concerns regarding hazing k. Concerns regarding substance abuse l. Substance Abuse m. Narcotic Addiction n. Alcoholism
Session 15 (Week 15)	Review and recap of lectures from session 8-14
Session 16 (Week 16)	Final Exam



Attendance Expectations	<p>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</p> <p>2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</p> <p>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</p> <p>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</p> <p>5. Students must report to their classes in proper decorum and required dress code, if necessary.</p> <p>6. Smoking and chatting are prohibited.</p>
Generic Skills	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
Course Change	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

INTRODUCTION to COMPUTER with NURSING INFORMATICS

1	Course name	INTRODUCTION TO COMPUTER WITH NURSING INFORMATICS
2	Course Code	NURS 303LY
3	Course type: /general/specialty/optional	GENERAL
4	Accredited units	3 UNITS (2 LEC/1 LAB)
5	Educational hours	64 HOURS
6	Pre-requisite requirements	THEORETICAL FOUNDATIONS OF NURSING HEALTH ASSESSMENT FUNDAMENTALS OF NURSING



7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016
Brief Description:		This course will focus on the basics of computers, software and applications relevant to the nursing practice. This course will furthermore deal with the use of information and technology systems and data standards. It explains the importance of nursing informatics to nursing practice.
Textbooks required for this Course:		<p>Holliday, Bridget. 2022. Informatics and Nursing. ISBN-13: 979-8401634122</p> <p>McGonigle, D. and Mastrian, K., 2021. Nursing informatics and the foundation of knowledge. 5th Ed. Jones & Bartlett Publishers. ISBN-13: 978-1284220469; ISBN-10: 128422046X.</p> <p>Saba, Virginia K. and Kathleen McCormick. 2021. Essentials of Nursing Informatics, 7th Ed. McGraw-Hill Education. ISBN-13: 978-1260456783 ISBN-10: 1260456781.</p> <p>Nursing Informatics https://www.youtube.com/watch?v=ub1ScYHH3GE</p>
Course Duration		3 rd Year, 1 st Semester
Delivery		<ol style="list-style-type: none"> 1. Classroom Discussion/Recitation/Hand-outs 2. Quizzes 3. Mid-Term and Final Examinations 4. LCD Projector, laptop, and speakers (PPT and video presentation) 5. White board and markers
Course Objectives:		<ol style="list-style-type: none"> 1. Utilize essential elements for validating nursing knowledge on the internet. Discussions Quizzes 2. Analyze the effects of informatics on healthcare. Discussions Group project Quizzes 3. Apply confidentiality principles and nursing informatics to nursing practice. Discussions Group project Quizzes 4. Critically review the use of informatics in healthcare. Discussions Quizzes 5. Demonstrate ability to combine informatics with nursing practice. 6. Demonstrate how computer systems are resource tools for managing information and generating knowledge for both clinical and administrative environments. 7. Demonstrate an understanding of Nursing Informatics applications such as education, research, telehealth, clinical information management, project management, and consumer information.
Course Assessments		<p>Attendance (10%)</p> <p>Practical Application (20%)</p> <p>Quiz/ Mid-Term(20%)</p> <p>Final Examination (50%)</p>
Content Breakdown Topical Coverage		<ol style="list-style-type: none"> 1. History of Computer 2. Computer Terms and concepts



	<ol style="list-style-type: none"> 3. Components, Hardware, System Unit, Memory, data, instruction and information, Input Device, Output Device 4. Computer Software 5. Application of Computers in Society 6. Important Computer Terms 7. Word Processing 8. Background of Informatics 9. Introduction to Nursing Informatics: Managing Healthcare Information 10. Historical Perspectives of Nursing Informatics 11. Informatics Basics 12. Information Competency 13. The New Healthcare Paradigm 14. Electronic Health Record 15. Healthcare Informatics
Session 1 (Week 1)	Orientation to the subject. Computer Terms and concepts
Session 2 (Week 2)	Components, Hardware, System Unit, Memory, data, instruction and information, Input Device, Output Device
Session 3 (Week 3)	Computer Software
Session 4 (Week 4)	Application of Computers in Society
Session 5 (Week 5)	Computer Terms Word Processing
Session 6 (Week 6)	Working with Files and Folders
Session 7 (Week 7)	Background of Informatics
Session 8 (Week 8)	Midterm Exam
Session 9 (Week 9)	Introduction to Nursing Informatics: Managing Healthcare Information
Session 10 (Week 10)	Historical Perspectives of Nursing Informatics
Session 11 (Week 11)	Informatics Basics
Session 12 (Week 12)	Information Competency
Session 13 (Week 13)	The New Healthcare Paradigm
Session 14 (Week 14)	Electronic Health Record
Session 15 (Week 15)	Healthcare Informatics
Session 16 (Week 16)	Final Exam
Attendance Expectations	<ol style="list-style-type: none"> 1. Students are expected to attend every session of class, arriving on time, until class is dismissed. 2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom. 3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes. 4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure. 5. Students must report to their classes in proper decorum and required dress code, if necessary. 6. Smoking and chatting are prohibited.



Generic Skills	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
Course Change	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

INTENSIVE NURSING PRACTICUM 1

1	Course name	INTENSIVE NURSING PRACTICUM 1
2	Course Code	NURS 304LY
3	Course type: /general/specialty/optional	SPECIALTY
4	Accredited units	4 UNITS
5	Educational hours	192 HOURS (CLINICAL TRAINING)
6	Pre-requisite requirements	HUMAN ANATOMY AND PHYSIOLOGY 1 & 2 THEORETICAL FOUNDATIONS OF NURSING HEALTH ASSESSMENT FUNDAMENTALS OF NURSING NURSING ETHICS AND JURISPRUDENCE
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

Brief Description:

The course provides opportunities to demonstrate the procedures related to oxygenation, circulation, fluid electrolytes balance, and intra-operative care. Health promotion, disease prevention and management including health teaching with utilization of nursing process will be integrated with the nursing interventions performed by nursing students. To standardize documentation, a prescribed form shall be completed right after the related clinical experience. The course also provides opportunities for actual hospital and community experiences to ensure that competencies are developed.



**Textbooks required
for this Course:**

Cooper, Kim and Gosnell, Kelly. 2022. Foundations and Adult Health Nursing. Mosby.9th Ed. ISBN-13: 978-0323812054; ISBN-10: 0323812058.

Berman, A.T., Shirlee Snyder, and GERALYN FRANDSEN. 2021. Kozier and Erb's Fundamentals of Nursing, 11th Ed. Pearson. ISBN-13: 978-1292359793 ISBN-10: 129235979X.

Kelly, Jane. 2021. Health Assessment in Nursing. 7th Ed.. Lippincott, Williams &Wilkins..ISBN-13: 978-1975161156; ISBN-10: 1975161157.

Butts, Janie B. and Karen L. Rich. 2021. Nursing Ethics: Across the Curriculum and Into Practice. 5TH Ed. Jones and Barlett Learning. ISBN-13 : 979- 8490250258.

Buka, P., 2020. Essential Law and Ethics in Nursing: Patients, Rights and Decision-making. 3rd Ed. Routledge. ISBN-13: 978-0367262457; ISBN-10: 0367262452.

Jensen, Sharon. 2018. Nursing Health Assessment: A Best Practice Approach, 3rd Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496349170; ISBN-10: 1496349172.

Hinkle, Janice and Kerry H. Cheerer. 2017. Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 14th Ed. Lippincott, Williams &Wilkins. ISBN-13: 978-1496347992; ISBN-10: 1496347994.

Weber, Janet R. and Jane H. Kelley. 2017. Health Assessment in Nursing, 6th Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496344380; ISBN-10: 1496344383.

Perry, Shannon et.al. 2017. Maternal Child Nursing Care, 6th Ed.Mosby. ISBN-13: 978-0323549387; ISBN-10: 9780323549387.

Pediatric Drug Calculation

<https://www.youtube.com/watch?v=QRdIVGaQf7Q>

Oxygen Therapy

<https://www.youtube.com/watch?v=TA40utbz26g>

Intravenous Therapy

<https://www.youtube.com/watch?v=5USITIMRks>

Pediatric Vital Signs

<https://www.youtube.com/watch?v=5Z8CHEM4kQk>

Electrocardiogram

<https://www.youtube.com/watch?v=xIZQRjkwV9Q>

Blood Transfusion

<https://www.youtube.com/watch?v=LorEIZjVE0>

Dialysis Nursing

<https://www.youtube.com/watch?v=ONHN5YgBJyQ>

Basic Life Support

https://www.youtube.com/watch?v=v5BAQNm_9GQ

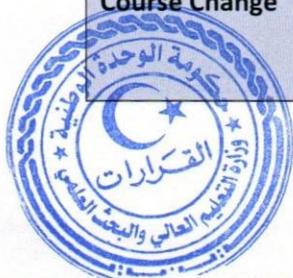
Nursing Case Study



	https://www.youtube.com/watch?v=8c0SiN1hgA4
Course Duration	3 rd Year, 1 st Semester
Delivery	<ul style="list-style-type: none"> 20. Hand-out/ Sheets 21. Clinical Discussion 22. Quizzes 23. Case Study 24. Graded Recitation 25. Drug Study 26. Patient endorsement 27. Mid-Term and Final Examinations
Course Objectives:	<p>G.C.1. Knowledge and understanding:</p> <ul style="list-style-type: none"> 1. Apply concepts, theories, principles learned in the process of nursing care management of patients with health problems in Cardio, Pulmonary, Renal, and Urinary Systems with the application of nursing process. 2. Assess the patient's need, condition and problem. 3. Communicate effectively specially <p>G.C.2. Intellectual skills:</p> <ul style="list-style-type: none"> 1. Systematically organizes work. 2. Integrate the process of Maternal and Child assessment for health problems that affect the individual, family and community. 3. Apply care of clients with cardiopulmonary, renal, and urinary system dysfunction 4. Exhibits self confidence in accomplishing tasks. <p>G.C.3. Professional and practical skills:</p> <ul style="list-style-type: none"> 1. Demonstrate basic nursing skills and knowledge regarding the process of nursing care of clients with health problems in cardiopulmonary, renal, and urinary system. 2. Demonstrate professional attitude and behavior towards client members of the health team and peers <p>G.C.4. General and transferable skills:</p> <ul style="list-style-type: none"> 1. Develop positive and interested attitudes towards clients 2. Utilize critical thinking process and problem solving skills in managing client with cardio, pulmonary, renal and urinary problems.
Course Assessments	<p>Clinical Performance (70%)</p> <p>Attendance (10%)</p> <p>Final Examination (20%)</p>
Content Breakdown Topical Coverage	<p>General Orientation about school and hospital's policies about Intensive Nursing Practicum 1</p> <ul style="list-style-type: none"> 5. Discussion on different pediatric nursing care management. 6. Lecture Demonstration/ Return Demonstration on Administering Oxygen via nasal cannula and face mask/ Nebulization/ Administering Pulse Oximetry/ Suctioning 7. Lecture Demonstration/Return Demonstration on Starting, maintaining, and monitoring Intravenous Fluid <p>Actual performance of skills on:</p> <ul style="list-style-type: none"> 8. Pediatric vital signs, pediatric assessment 9. Administering Electrocardiogram monitoring 10. Urine collection 11. Dialysis (peritoneal and hemodialysis)



	12. Initiating, maintaining and terminating blood transfusion 13. Insertion and Removal of Straight and Indwelling Catheter for male and female.
Session 1 (Week 1)	Orientation to subject Orientation to area Orientations to RLE policy Checking of uniforms and paraphernalia
Session 2-3 (Week 2-3)	Orientation and Pediatric Ward Rotation
Session 4-5 (Week 4-5)	Orientation and Pediatric Intensive Care Unit Rotation
Session 6-7 (Week 6-7)	Delivery Room Rotations
Session 8 (Week 8)	Midterm Exam
Session 9-10 (Week 9-10)	Obstetric ICU/Ward Rotations
Session 11-12 (Week 11-12)	Introduction to Dialysis Nursing and Hemodialysis Rotations
Session 13-14 (Week 13-14)	Emergency Department Rotation(Prioritizing Pediatric Clients)
Week 15	Finalization of Student's Case Study
Session 16 (Week 16)	Final Exam
Attendance Expectations	<ol style="list-style-type: none"> 1. Students are expected to attend every session of class, arriving on time, until class is dismissed. 2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom. 3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes. 4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure. 5. Students must report to their classes in proper decorum and required dress code, if necessary. 6. Smoking and chatting are prohibited.
Generic Skills	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
Course Change	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will



endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

MEDICAL TERMINOLOGY 1

1	Course name	MEDICAL TERMINOLOGY 1
2	Course Code	LANG 301LY
3	Course type: /general/specialty/optional	GENERAL
4	Accredited units	2 UNITS
5	Educational hours	32 HOURS
6	Pre-requisite requirements	ENGLISH 1 ENGLISH 2
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

Brief Description:

The focus of this course is on medical and clinical terminology broadly relating to human anatomy and physiology and the basic body systems with added emphasis placed on those terms pertaining to diagnosis and pathophysiology. The bases of medical terms will be examined – such as prefixes, suffixes, roots, combined forms. Pertinent acronyms and abbreviations will also be included.

Textbooks required for this Course:

Gyls, B.A., and Regina. M. 2021. Medical Terminology Express: A Short-Course Approach by Body System. 2021. 3rdEd. F.A. Davis Company. ISBN-13: 978-1719642279; ISBN-10: 1719642273.

Leonard, P.C., 2019. Quick & Easy Medical Terminology-E-Book. 9th Ed. Elsevier Health Sciences. ISBN-13: 978-0323595995; ISBN-10: 0323595995.

Fremgen, B.F. and Frucht, S.S., 2018. Medical Terminology: A living language (p. 672). 7th Ed. Pearson Prentice Hall. ISBN-13: 978-0134701202; ISBN-10: 0134701208.

Marieb, Elaine and Katja Hoehn. 2018. Human Anatomy and Physiology, Books a la Carte, 11th Ed. Pearson. ISBN-13: 978-0134807423; ISBN-10: 0134807421.



	<p>Gyls, B.A. and Wedding, M.E., 2017. Medical terminology systems: a body systems approach. FA Davis. ISBN-13 : 978-0803658677; ISBN-10 : 0803658672.</p> <p>Andersson, D., 2016. Medical Terminology: The Best and Most Effective Way to Memorize, Pronounce and Understand Medical Terms. 2nd Ed. ISBN-13: 978-1519066626; ISBN-10: 1519066627.</p> <p>Introduction to Medical Terminology. https://www.youtube.com/watch?v=r9LPllh45is</p> <p>Medical Terminology. The Basics. https://www.youtube.com/watch?v=04Wh2E9oNug</p> <p>Introduction to Medical Conditions, Processes and Medical/Surgical. https://www.youtube.com/watch?v=ALWrvliACbQ</p> <p>Prefixes and Suffixes of Medical Conditions and Processes. https://www.youtube.com/watch?v=yPzEr33gHXk</p> <p>EVEN MORE Prefixes and Suffixes of General Terms, General Conditions. https://www.youtube.com/watch?v=TGPPBiOkN8Y</p> <p>Prefixes and Suffixes of Medical and Surgical Procedures, and even more https://www.youtube.com/watch?v=Nang-V1lhqw</p>
Course Duration	3 rd Year, 1 st Semester
Delivery	<ol style="list-style-type: none"> 1. Classroom Discussion/Recitation 2. Essay Writing/Hand-outs/Sheets 3. Quiz, Mid-Term and Final Examinations 4. LCD projector, laptop, and speakers (PPT and video presentation) 5. Whiteboard and markers
Course Objectives:	<p>Upon the completion of this course the student will be able to:</p> <ul style="list-style-type: none"> • Form medical terms by combining prefixes, suffixes and root words. • Associate medical terms with specific body systems. • Identify and interpret diagnostic and symptomatic terms related to the pathophysiology specific to each body system. • Describe designated diagnostic testing procedures (laboratory, x-ray, surgical, pharmacy, etc.). • Distinguish common medical abbreviations and acronyms. • Choose and define medical terms from appropriate sources. • Summarize and correctly interpret medical/clinical related materials. • Evaluate the quality of medical literature available in print and internet format. • Develop an active vocabulary of selected medical terms.
Course Assessments	<p>Quizzes/ Mid-Term (20%) Graded Recitation (10%) Attendance (20%) Final Examination (50%)</p>
Content Breakdown Topical Coverage	<ol style="list-style-type: none"> 1. Introduction – Basic Elements of a Medical Word 2. Suffixes: Surgical, Diagnostic, Pathological, Grammatical and Plural 3. Prefixes



	<p>4. Body Structure</p> <p>5. Integumentary System</p> <p>6. Gastrointestinal (Digestive) System</p> <p>7. Respiratory System</p> <p>8. Cardiovascular System</p> <p>9. Blood and Lymphatic System</p> <p>10. Musculoskeletal System</p> <p>11. Urinary System</p> <p>12. Female Reproductive System</p> <p>13. Male Reproductive System</p> <p>14. Endocrine System</p> <p>15. Nervous System</p> <p>16. Special Senses</p>
Session 1 (Week 1)	Introduction – Basic Elements of a Medical Word
Session 2 (Week 2)	Suffixes: Surgical, Diagnostic, Pathological, Grammatical and Plural
Session 3 (Week 3)	Prefixes
Session 4 (Week 4)	Body Structure
Session 5 (Week 5)	Integumentary System
Session 6 (Week 6)	Gastrointestinal (Digestive) System
Session 7 (Week 7)	Respiratory System
Session 8 (Week 8)	Midterm Exam
Session 9 (Week 9)	Cardiovascular System Blood and Lymphatic System
Session 10 (Week 10)	Musculoskeletal System
Session 11 (Week 11)	Urinary System
Session 12 (Week 12)	Female Reproductive System
Session 13 (Week 13)	Male Reproductive System
Session 14 (Week 14)	Endocrine System
Session 15 (Week 15)	Nervous System Special Senses
Session 16 (Week 16)	Final Exam
Attendance Expectations	<p>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</p> <p>2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</p> <p>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</p> <p>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</p> <p>5. Students must report to their classes in proper decorum and required dress code, if necessary.</p> <p>6. Smoking and chatting are prohibited.</p>
Generic Skills	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives,



	including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
Course Change	Information contained in this course outline is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

EPIDEMIOLOGY

1	Course name	EPIDEMIOLOGY
2	Course Code	MED 301LY
3	Course type: /general/specialty/optional	GENERAL
4	Accredited units	2 UNITS
5	Educational hours	32 HOURS
6	Pre-requisite requirements	MICROBIOLOGY FUNDAMENTALS OF NURSING
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

Brief Description:	This course deals with the study of patters, causes, and effects of health and disease conditions. It defines population using statistical data from the locale.
Textbooks required for this Course:	<p>Friis, R.H. and Sellers, T., 2020. Epidemiology for public health practice. 6th Ed. Jones & Bartlett Learning. ISBN-13: 978-1284175431; ISBN-10: 128417543X.</p> <p>Nelson, K.E. and Williams, C.M. eds., 2020. Infectious disease epidemiology: theory and practice. 3rd Ed. Jones & Bartlett Publishers. ISBN-13: 978-1284268843; ISBN-10: 1284268845.</p> <p>Zeni, M.B., 2019. Principles of Epidemiology for Advanced Nursing Practice: A Population Health Perspective: A Population Health Perspective. Jones & Bartlett Learning. ISBN-13: 978-1284154948; ISBN-10: 1284154947.</p>



	<p>Andersen, B.M., 2019. Prevention and control of infections in hospitals. 1ST Ed. Springer International Publishing. ISBN-13: 978-3319999203; ISBN-10: 3319999206.</p> <p>Epidemiology Nursing https://www.youtube.com/watch?v=dml987oM_6l</p>
Course Duration	3 RD Year, 2 nd Semester
Delivery	<ol style="list-style-type: none"> 1. Classroom Discussion 2. Quizzes 3. Mid-Term and Final Examinations 4. LCD projector, laptop, and speakers (PPT and video presentation) 5. Whiteboard and markers
Course Objectives:	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> 1. The role of epidemiologic nursing for a nurse at work. 2. Ways of measuring health conditions 3. Sources of information on public health 4. Epidemiology of infectious diseases 5. Epidemiology of selected noninfectious diseases <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> 1. Preventing and fighting with infectious and non-infectious diseases 2. Supervising hospital sanitation, disinfection, and sterilization 3. Monitoring and registering hospital infections within the responsibilities and purview of a nurse 4. Applying sanitary and hygienic principles in a nurses' work <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> 1. Assurance of the knowledge in the field of epidemiology in the practice of a nurse 2. Active broadening of knowledge in the field of epidemiologic nursing 3. Cooperating with an interdisciplinary panel
Course Assessments	<p>Attendance/Class Participation (20%)</p> <p>Quiz/Mid-Term Examination (30%)</p> <p>Final Examination (50%)</p>
Content Breakdown Topical Coverage	<ol style="list-style-type: none"> 1. Epidemiology as a science. The role, demands, and an epidemiologic nurse's competence. 2. Basic epidemiologic notions. Characteristics of health determinants and those responsible for the appearance of diseases. Methods of measuring health. 3. Sources of information about public health. Selected elements on medical demography. Morality rate. Prevalence rate in hospital. Diseases subject to obligatory registration. 4. Essentials of epidemiology of infectious diseases. Judgment of the status of epidemiology in the field of infectious diseases. 5. Sanitary and hygienic supervision. Preventing and fighting with infectious diseases. Organization and the importance of prophylactic vaccination. 6. Epidemiology of hospital infections. The procedure of fighting with hospital infections. Organization of epidemiologic supervision over hospital infections. 7. Viral hepatitis A, B, C- epidemiology, principles of prophylaxis.



	<p>8. Epidemiology of HIV and AIDS. Methods of prophylaxis, guidelines for hospital staff.</p> <p>9. Epidemiology of infectious diseases spreading through respiratory tracts. Epidemiology of diseases spreading through alimentary tracts.</p> <p>10. Epidemiology of tick-borne meningoencephalitis.</p> <p>11. Epidemiology of diseases spreading through skin.</p> <p>12. Epidemiology of zoonosis.</p> <p>13. Judgment of the status of epidemiology in the field of non-infectious diseases (of circulatory system and neoplastic diseases).</p>
Session 1 (Week 1)	Orientation to the subject. Epidemiology as a science. The role, demands, and an epidemiologic nurse's competence.
Session 2 (Week 2)	Sources of information about public health. Selected elements on medical demography. Morality rate. Prevalence rate in hospital. Diseases subject to obligatory registration.
Session 3 (Week 3)	Essentials of epidemiology of infectious diseases. Judgment of the status of epidemiology in the field of infectious diseases
Session 4 (Week 4)	Sanitary and hygienic supervision. Preventing and fighting with infectious diseases. Organization and the importance of prophylactic vaccination.
Session 5 (Week 5)	Epidemiology of hospital infections. The procedure of fighting with hospital infections. Organization of epidemiologic supervision over hospital infections
Session 6 (Week 6)	Viral hepatitis A, B, C- epidemiology, principles of prophylaxis
Session 7 (Week 7)	Review and recap of the lectures from session 1-6
Session 8 (Week 8)	Midterm Exam
Session 9 (Week 9)	Epidemiology of HIV and AIDS. Methods of prophylaxis, guidelines for hospital staff
Session 10(Week 10)	Epidemiology of infectious diseases spreading through respiratory tracts. Epidemiology of diseases spreading through alimentary tracts
Session 11(Week 11)	Epidemiology of tick-borne meningoencephalitis
Session 12(Week 12)	Epidemiology of diseases spreading through skin
Session 13(Week 13)	Epidemiology of zoonosis
Session 14(Week 14)	Judgment of the status of epidemiology in the field of non-infectious diseases (of circulatory system and neoplastic diseases).
Session 15(Week 15)	Review and recap of the lectures from session 9-14
Session 16 (Week 16)	Final Exam
Attendance Expectations	<p>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</p> <p>2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</p> <p>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</p> <p>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</p>



	5. Students must report to their classes in proper decorum and required dress code, if necessary. 6. Smoking and chatting are prohibited.
Generic Skills	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
Course Change	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

BIOSTATISTICS

1	Course name	BIOSTATISTICS
2	Course Code	MATH 301ly
3	Course type: <i>/general/specialty/optional</i>	GENERAL
4	Accredited units	2 UNITS
5	Educational hours	32 HOURS
6	Pre-requisite requirements	NONE
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

Brief Description:	This course is designed to meet the introductory statistical needs of students in the health related disciplines. The study includes topics on collection and presentation of the different statistical data used in health administration, frequency, distribution, measures of central tendencies, measures of variability, normal distribution and hypothesis testing.
Textbooks required for this Course:	Etzioni, R., Mandel, M. and Gulati, R., 2020. Statistics for Health Data Science: An Organic Approach. 1 ST Ed. Springer. ISBN-13: 978-3030598884; ISBN-10: 3030598888. Rental, S., 2019. Basics in Nursing Research and Biostatistics. 1 st Ed. Jaypee Brothers Medical Publishers. ISBN-13: 978-9352705801; ISBN-10: 9352705807.



	<p>Pagano, Marcello. and Kimberlee Gauvreau .2018. Principles of Biostatistics, 2nd Ed. Chapman and Hall/CRC. ISBN-13: 978-1138593145; ISBN-10: 9781138593145.</p> <p>Daniel, Wayne W. 2018. Biostatistics: A Foundation for Analysis in the Health Sciences, 11th Ed. ISBN-13: 978-1119496700; ISBN-10: 1119496705.</p> <p>Triola, Marc M. and Mario F. Triola. 2017. Biostatistics for the Biological and Health Sciences, 2nd Ed. Pearson. ISBN-13: 978-0134039015; ISBN-10: 9780134039015.</p> <p>Introduction to Biostatistics https://www.youtube.com/watch?v=nBHwt5izbDY</p> <p>Full Course Biostatistics https://www.youtube.com/watch?v=1Q6_LRZwZrc</p>
Course Duration	3 rd Year, 2 nd Semester
Delivery	<ol style="list-style-type: none"> 1. Classroom Discussion/Recitations/Hand-outs 2. Quizzes 3. Mid-Term and Final Examinations 4. LCD Projector, laptop, and speakers (PPT and video presentation) 5. White board and markers
Course Objectives:	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> 1. Concepts, Principles and theories of Basic Math and Statistics <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> 2. Calculation of presented data 3. Measures of different statistical data <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> 1. Frequency, distribution, measures of central tendencies 2. Measures of variability, normal distribution and hypothesis testing 3. Perform Spreadsheet formula's for statistical treatment of data <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> 1. Discuss various treatments for data in research methods.
Course Assessments	<p>Quiz/ Mid-term (30%)</p> <p>Attendance (20%)</p> <p>Final Examination (50%)</p>
Content Breakdown Topical Coverage	<ol style="list-style-type: none"> 1. Review of Basic Mathematics 2. MDAS, Percentage, Fractions 3. Statistics and Measurement 4. Uses, Symbols 5. Data - Collection and Representation <ol style="list-style-type: none"> a. Data Collection b. Data Representation c. Scale Measurement, Kinds, Sources 6. Unit of Measurement – Conversion 7. English, Metric System <ol style="list-style-type: none"> a. Common Statistical Data Used in Health Administration



	<ul style="list-style-type: none"> b. Population Census 8. Percentage of Occupancy 9. Frequency Distribution Table 10. Measures of Central Tendency <ul style="list-style-type: none"> a. Mean, Median, Mode, Weighted Mean 11. Measures of Variability <ul style="list-style-type: none"> a. Range, Standard Deviation b. Hypotheses Testing / Other Statistical Test Tools
Session 1 (Week 1)	Orientation to the subject Review of Basic Mathematics
Session 2 (Week 2)	MDAS, Percentage, Fractions
Session 3-4(Week 3-4)	Statistics and Measurement, Uses, Symbols
Session 5-6(Week 5-6)	Data - Collection and Representation <ul style="list-style-type: none"> a. Data Collection b. Data Representation c. Scale Measurement, Kinds, Sources
Session 7 (Week 7)	Review and recap of the lectures from session 1-6
Session 8 (Week 8)	Midterm Exam
Session 9-10 (Week -10)	<ul style="list-style-type: none"> 1. Unit of Measurement – Conversion 2. English, Metric System <ul style="list-style-type: none"> a. Common Statistical Data Used in Health Administration b. Population Census
Session 11(Week 11)	1. Percentage of Occupancy
Session 12(Week 12)	1. Frequency Distribution Table
Session 13(Week 13)	<ul style="list-style-type: none"> 1. Measures of Central Tendency 2. Mean, Median, Mode, Weighted Mean
Session 14(Week 14)	<ul style="list-style-type: none"> 1. Measures of Variability <ul style="list-style-type: none"> a. Range, Standard Deviation b. Hypotheses Testing / Other Statistical Test Tools
Session 15(Week 15)	Review and recap of lectures from session 9-14
Session 16 (Week 16)	Final Exam
Attendance Expectations	<ol style="list-style-type: none"> 1. Students are expected to attend every session of class, arriving on time, until class is dismissed. 2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom. 3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes. 4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure. 5. Students must report to their classes in proper decorum and required dress code, if necessary. 6. Smoking and chatting are prohibited.
Generic Skills	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives,



	including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
Course Change	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

MENTAL HEALTH AND PSYCHIATRIC NURSING

1	Course name	MENTAL HEALTH AND PSYCHIATRIC NURSING
2	Course Code	NURS 305LY
3	Course type: <i>/general/specialty/optional</i>	SPECIALTY
4	Accredited units	2 UNITS
5	Educational hours	32 HOURS
6	Pre-requisite requirements	HUMAN ANATOMY AND PHYSIOLOGY 1 & 2 THEORETICAL FOUNDATIONS OF NURSING HEALTH ASSESSMENT FUNDAMENTALS OF NURSING GENERAL PSYCHOLOGY
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

Brief Description:	The course provides an in depth-study of mental health nursing, including current trends in mental health, the treatment of mental illness, and addictive disorders. Therapeutic communication, group process and the therapeutic nurse-client relationship are emphasized. Nurse self-awareness as a component of professional development is discussed throughout the course. Likewise, the course is designed to focus on health and illness across the lifespan of clients, population groups with acute and chronic psychosocial difficulties and psychiatric illnesses.
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Textbooks required for this Course:	<p>Jones, J.S. and Beauvais, A.M., 2022. Psychiatric mental health nursing: An interpersonal approach. 3rd E. Jones & Bartlett Learning. ISBN-13: 978-1284230291; ISBN-10: 1284230295.</p> <p>Coon, D, Mitterer, J.O. and Martini, T.S. 2021. Introduction to Psychology: Gateways to Mind and Behavior. 6th Edition. ISBN-13: 978-0357371398; ISBN-10: 0357371399.</p> <p>Morgan, K.I., and Townsend, M.C. 2020. Davis Advantage for Psychiatric Mental Health Nursing. 10th Ed. ISBN-13: 978-0803699670; ISBN-10: 0803699670.</p> <p>Videback, Shela L. 2020. Psychiatric-Mental Health Nursing, 8th Ed. LWW. ISBN-13: 978-1975116378; ISBN-10: 1975116372.</p> <p>Myers, D.G and Dewall C.N. 2020. Psychology. 13th Ed. ISBN-13: 978-1319132101; ISBN-10: 1319132103.</p> <p>Townsend, M.C. and Morgan, K.I., 2017. Psychiatric mental health nursing: Concepts of care in evidence-based practice. 9th Ed. FA Davis. ISBN-13: 978-0803660540; SBN-10: 0803660545.</p> <p>Psychiatry and mental Health https://www.youtube.com/watch?v=PTRYHRVsnTQ</p> <p>Therapeutic Communication https://www.youtube.com/watch?v=lobiEryEU6o</p> <p>Psychopharmacology https://www.youtube.com/watch?v=YtFnafpw9pw</p>
Course Duration	3 rd Year, 2 nd Semester
Delivery	1.Classroom Discussion 2.Quizzes 3.Mid-Term and Final Examinations 4. LCD projector, laptop, and speakers (PPT and video presentation) 5. Whiteboard and markers
Course Objectives:	G.C.1. Knowledge and understanding: <ol style="list-style-type: none"> 1. Describe how changes in societal attitudes have affected the treatment of the mentally ill. 2. Discuss the legal and ethical responsibilities involved in providing mental health care. 3. Apply the principles of group process. 4. Apply the nursing process to care for clients with mental health needs, mental illness, or addictive disorders. G.C.2. Intellectual skills: <ol style="list-style-type: none"> 1. Implement effective written and verbal communication to facilitate effective care in the promotion of mental health.



	<p>2. Demonstrate the ability to establish and maintain therapeutic relationships with clients/groups/families.</p> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> 1. Incorporate pharmacology into teaching for clients/groups/families. 2. Discuss available community resources for clients/groups/families to meet mental health needs and improve quality of life. <p>G.C.4. General and transferable skills: Promote personal and professional growth.</p>
Course Assessments	<p>Quiz/ Mid-Terms (30%) Attendance and Class Participation (20%) Final Examination (50%)</p>
Content Breakdown Topical Coverage	<ol style="list-style-type: none"> 1. Overview of Mental Health and Psychiatric Nursing <ol style="list-style-type: none"> a. Mental Health b. Mental Illness c. Psychiatric Nursing 2. Mental Health and Psychiatric Nursing Practice 3. Personality theories and determinants of psychopathology: Implications for mental health and psychiatric nursing practice. <ol style="list-style-type: none"> a. Theory of Sigmund Freud-Psychoanalytical b. Theory of Erick Erikson- Developmental c. Theory of Abraham Maslow-Hierarchy Human Needs 4. Building Nurse-Client Relationship 5. Nurse-client interaction vs. Nurse-client Relationship 6. Therapeutic use of self 7. Therapeutic Communication 8. Characteristics 9. Techniques 10. Concept of Anxiety <ol style="list-style-type: none"> a. Defining Characteristics of Anxiety b. Levels of Anxiety c. Manifestations of Levels of Anxiety d. Ego defense Mechanisms 11. Crisis <ol style="list-style-type: none"> a. Types of Crisis b. Phases of Crisis Development c. Characteristics of Crisis d. Crisis Intervention 12. Grief and Loss 13. Kubler-Ross Stages of Grieving 14. Maladaptive Patterns of Behavior 15. Anxiety-Related Disorders <ol style="list-style-type: none"> a. Anxiety disorders across the lifespan b. Panic Disorder c. Post Traumatic Stress Disorder d. Phobias e. Obsessive-Compulsive Disorder f. Generalized Anxiety Disorder 16. Schizophrenia and other Psychoses <ol style="list-style-type: none"> a. Schizophrenia b. Catatonic type



- c. Paranoid type
- d. Undifferentiated type
- e. Disorganized type
- f. Residual type
- g. Disorders affecting Mental Health

17. MOOD DISORDERS

- a. Major depressive disorder
- b. Bipolar disorder
- c. Related disorder

18. PERSONALITY DISORDERS

- a. Cluster A: Paranoid, Schizoid, Schizotypal
- b. Cluster B: Antisocial, Borderline, Histrionic, Narcissistic
- c. Cluster C: Avoidant, Dependent, Obsessive-compulsive
- d. Related disorders: Depressive, Passive-aggressive

19. EATING DISORDERS

- a. Anorexia Nervosa
- b. Bulimia Nervosa
- c. Related disorders

20. CHILD AND ADOLESCENT DISORDERS

- a. Mental Retardation
- b. Learning disorder
- c. Motor skills disorder
- d. Communication disorder
- e. Pervasive development disorder
- f. Attention Deficit Hyperactivity Disorder
- g. Conduct disorder
- h. Oppositional defiant disorder
- i. Feeding and eating disorder
- j. Elimination disorder
- k. Separation anxiety disorder

21. SOMATIFORM DISORDERS

- a. Somatization Disorder
- b. Conversion Disorder
- c. Hypochondriasis
- d. Pain Disorder
- e. Body Dysmorphic Disorder
- f. Related disorders
- g. Psychotherapy and Treatment Modalities

22. INDIVIDUAL PSYCHOTHERAPY

- a. Classical psychoanalysis
- b. Psychoanalytical psychoanalysis
- c. Short term dynamic psychotherapy
- d. Transactional analysis
- e. Cognitive psychotherapy
- f. Behavioral therapy
- g. Gestalt therapy

23. MILIEU THERAPY

24. GROUP THERAPY

25. BEHAVIORAL THERAPY

- a. Behavioral modification and desensitization



	<ul style="list-style-type: none"> b. Aversion therapy c. Cognitive behavior therapy d. Assertiveness training e. Implosive therapy f. Limit-setting <p>26. ATTITUDE THERAPY</p> <p>27. PSYCHOSOMATIC THERAPY</p> <ul style="list-style-type: none"> a. Electroconvulsive therapy <p>28. PSYCHOPHARMACOLOGY</p> <ul style="list-style-type: none"> a. Antipsychotic drugs: Conventional, Atypical, New generation b. Antidepressant drugs: Selective Serotonin Reuptake Inhibitor (SSRI), Tricyclic Antidepressant (TCA), Monoamine Oxidase Inhibitors (MAOI) c. Mood stabilizing drugs d. Antianxiety drugs e. Stimulants drugs f. Antabuse
Session 1 (Week 1)	<ol style="list-style-type: none"> 1. Orientation to the subject 2. Overview of Mental Health and Psychiatric Nursing <ul style="list-style-type: none"> a. Mental Health b. Mental Illness c. Psychiatric Nursing 3. Mental Health and Psychiatric Nursing Practice
Session 2 (Week 2)	<ol style="list-style-type: none"> 1. Personality theories and determinants of psychopathology: Implications for mental health and psychiatric nursing practice. <ul style="list-style-type: none"> a. Theory of Sigmund Freud-Psychoanalytical b. Theory of Erick Erikson- Developmental c. Theory of Abraham Maslow-Hierarchy Human Needs 2. Building Nurse-Client Relationship 3. Nurse-client interaction vs. Nurse-client Relationship
Session 3 (Week 3)	<ol style="list-style-type: none"> 1. Therapeutic use of self 2. Therapeutic Communication 3. Characteristics 4. Techniques
Session 4 (Week 4)	<ol style="list-style-type: none"> 1. Concept of Anxiety <ul style="list-style-type: none"> a. Defining Characteristics of Anxiety b. Levels of Anxiety c. Manifestations of Levels of Anxiety d. Ego defense Mechanisms 2. Crisis <ul style="list-style-type: none"> a. Types of Crisis b. Phases of Crisis Development c. Characteristics of Crisis d. Crisis Intervention
Session 5 (Week 5)	<ol style="list-style-type: none"> 1. Grief and Loss 2. Kubler-Ross Stages of Grieving
Session 6 (Week 6)	<ol style="list-style-type: none"> 1. Maladaptive Patterns of Behavior 2. Anxiety-Related Disorders <ul style="list-style-type: none"> a. Anxiety disorders across the lifespan



	<ul style="list-style-type: none"> b. Panic Disorder c. Post-Traumatic Stress Disorder d. Phobias e. Obsessive-Compulsive Disorder f. Generalized Anxiety Disorder
Session 7 (Week 7)	Review and recap of lectures from session 1-6
Session 8 (Week 8)	Midterm Exam
Session 9 (Week 9)	<ul style="list-style-type: none"> 1. Schizophrenia and other Psychoses <ul style="list-style-type: none"> a. Schizophrenia b. Catatonic type c. Paranoid type d. Undifferentiated type e. Disorganized type f. Residual type g. Disorders affecting Mental Health 2. MOOD DISORDERS <ul style="list-style-type: none"> a. Major depressive disorder b. Bipolar disorder c. Related disorder
Session 10 (Week 10)	<ul style="list-style-type: none"> 1. PERSONALITY DISORDERS <ul style="list-style-type: none"> a. Cluster A: Paranoid, Schizoid, Schizotypal b. Cluster B: Antisocial, Borderline, Histrionic, Narcissistic c. Cluster C: Avoidant, Dependent, Obsessive-compulsive d. Related disorders: Depressive, Passive-aggressive 2. EATING DISORDERS <ul style="list-style-type: none"> a. Anorexia Nervosa b. Bulimia Nervosa c. Related disorders
Session 11 (Week 11)	<ul style="list-style-type: none"> 1. CHILD AND ADOLESCENT DISORDERS <ul style="list-style-type: none"> a. Mental Retardation b. Learning disorder c. Motor skills disorder d. Communication disorder e. Pervasive development disorder f. Attention Deficit Hyperactivity Disorder g. Conduct disorder h. Oppositional defiant disorder i. Feeding and eating disorder j. Elimination disorder k. Separation anxiety disorder l.
Session 12 (Week 12)	<ul style="list-style-type: none"> 1. SOMATOFORM DISORDERS <ul style="list-style-type: none"> a. Somatization Disorder b. Conversion Disorder c. Hypochondriasis d. Pain Disorder e. Body Dysmorphic Disorder f. Related disorders g. Psychotherapy and Treatment Modalities
Session 13 (Week 13)	1. INDIVIDUAL PSYCHOTHERAPY



	<ul style="list-style-type: none"> a. Classical psychoanalysis b. Psychoanalytical psychoanalysis c. Short term dynamic psychotherapy d. Transactional analysis e. Cognitive psychotherapy f. Behavioral therapy g. Gestalt therapy
Session 14 (Week 14)	<ul style="list-style-type: none"> 1. MILIEU THERAPY 2. GROUP THERAPY 3. BEHAVIORAL THERAPY <ul style="list-style-type: none"> a. Behavioral modification and desensitization b. Aversion therapy c. Cognitive behavior therapy d. Assertiveness training e. Implosive therapy f. Limit-setting 4. ATTITUDE THERAPY 5. PSYCHOSOMATIC THERAPY <ul style="list-style-type: none"> a. Electroconvulsive therapy
Session 15 (Week 15)	<ul style="list-style-type: none"> 1. PSYCHOPHARMACOLOGY <ul style="list-style-type: none"> a. Antipsychotic drugs: Conventional, Atypical, New generation b. Antidepressant drugs: Selective Serotonin Reuptake Inhibitor (SSRI), Tricyclic Antidepressant (TCA), Monoamine Oxidase Inhibitors (MAOI) c. Mood stabilizing drugs d. Antianxiety drugs e. Stimulants drugs f. Antabuse
Session 16 (Week 16)	Final Exam
Attendance Expectations	<ul style="list-style-type: none"> 1. Students are expected to attend every session of class, arriving on time, until class is dismissed. 2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom. 3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes. 4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure. 5. Students must report to their classes in proper decorum and required dress code, if necessary. 6. Smoking and chatting are prohibited.
Generic Skills	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer,



	interpersonal communications, and critical thinking skills will be embedded in all courses.
Course Change	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

ADULT NURSING 2

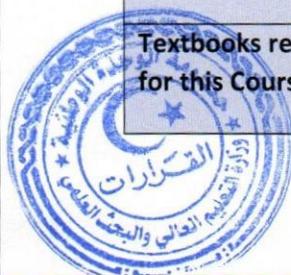
1	Course name	ADULT NURSING 2
2	Course Code	NURS 306LY
3	Course type: /general/specialty/optional	SPECIALTY
4	Accredited units	4 UNITS
5	Educational hours	64 HOURS
6	Pre-requisite requirements	HUMAN ANATOMY AND PHYSIOLOGY 1& 2 HEALTH ASSESSMENT THEORETICAL FOUNDATION IN NURSING FUNDAMENTALS OF NURSING GROWTH AND DEVELOPMENT ADULT NURSING 1
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

Brief Description:

This course aims to teach the students the principles and techniques of nursing care management of sick clients across lifespan with emphasis on the adult and the older person, population group in any setting with alterations or problems in Gastrointestinal, Metabolic, and Endocrine Systems. At the end of the course and given specific situations, conditions, the nursing student should be able to apply the nursing process in the care of patients with problems of Gastrointestinal, Metabolic, and Endocrine Systems.

Textbooks required for this Course:

Cooper, Kim and Gosnell, Kelly. 2022. Foundations and Adult Health Nursing. Mosby.9th Ed. ISBN-13: 978-0323812054; ISBN-10: 0323812058.



Berman, A.T., Shirlee Snyder, and GERALYN Frandsen. 2021. Kozier and Erb's Fundamentals of Nursing, 11th Ed. Pearson. ISBN-13: 978-1292359793 ISBN-10: 129235979X.

Hinkle, Janice, Kerry H. Cheever and Overbaugh, Kristen. 2021. Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 15th Ed. Lippincott, Williams & Wilkins. ISBN-13: 978-1975161033; ISBN-10: 1975161033.

Jensen, Sharon. 2018. Nursing Health Assessment: A Best Practice Approach, 3rd Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496349170; ISBN-10: 1496349172.

Weber, Janet R. and Jane H. Kelley. 2017. Health Assessment in Nursing, 6th Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496344380; ISBN-10: 1496344383.

Gastrointestinal System

<https://www.youtube.com/watch?v=P9hBjriMcSw>

Liver Cirrhosis

<https://www.youtube.com/watch?v=GPZVjv1m-AI>

SIADH and Diabetes Insipidus

<https://www.youtube.com/watch?v=Oxll1r3N-hk>

Hyperthyroidism VS Hypothyroidism

<https://www.youtube.com/watch?v=5UTXFU86wK4>

Hypoparathyroidism VS Hyperparathyroidism

https://www.youtube.com/watch?v=ph_xeFV-AeY

Hypoglycemia VS Hyperglycemia

<https://www.youtube.com/watch?v=dSPvc8ISWdc>

Cushing's VS Addison's

<https://www.youtube.com/watch?v=mNJdZt3Z08I>

Growth Hormone Problems

https://www.youtube.com/watch?v=7_MSEcxZxLE

Hormones

<https://www.youtube.com/watch?v=9VsI3UKvLiw>

Course Duration

3rd Year, 2nd Semester

Delivery

1. Classroom Discussion/Recitations/Hand-outs
2. Quizzes
3. Laboratory works
4. Mid-Term and Final Examinations
5. LCD Projector, laptop, and speakers (PPT and video presentation)
6. White board and markers



Course Objectives:	This course aims to teach the students the principles and techniques of nursing care management of sick clients across lifespan with emphasis on the adult and the older person, population group in any setting with alterations or problems in Gastrointestinal, Metabolic, and Endocrine Systems. At the end of the course and given specific situations, conditions, the nursing student should be able to apply the nursing process in the care of patients with problems of Gastrointestinal, Metabolic, and Endocrine Systems.
Course Assessments	Quizzes (30%) Attendance (20%) Final Examination (50%)
Content Breakdown Topical Coverage	<ol style="list-style-type: none"> 1. Overview of Anatomy and Physiology of Gastrointestinal, Metabolic, and Endocrine Systems' Assessment, Health History, Clinical Manifestations including general appearance, specific symptoms. 2. Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with Gastrointestinal Diseases. 3. Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with Metabolic Diseases. 4. Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with Endocrine Diseases.
Session 1-2(Week1-2)	Overview of the anatomy and physiology of the gastrointestinal system Assessment and health history of the gastrointestinal system
Session 3-4(Week3-4)	Different and most common diseases involving to gastrointestinal system and their clinical manifestations and specific symptoms
Session5-6 (Week5-6)	Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with problems on gastrointestinal system
Session 7 (Week 7)	Review and recap the lectures from session 1-7
Session 8 (Week 8)	Midterm Exam
Session 9-10 (Week 9-10)	Overview of the anatomy and physiology of the metabolic and endocrine system Assessment and health history of the metabolic and endocrine system
Session 11-12 (Week 11-12)	Different and most common diseases involving to metabolic and endocrine system and their clinical manifestations and specific symptoms
Session 13-14 (Week 13-14)	Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with problems on metabolic and endocrine system
Session 15 (Week 15)	Review and recap the lectures from session 9-15
Session 16 (Week 16)	Final Exam
Attendance Expectations	<ol style="list-style-type: none"> 1. Students are expected to attend every session of class, arriving on time, until class is dismissed. 2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom. 3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes. 4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.



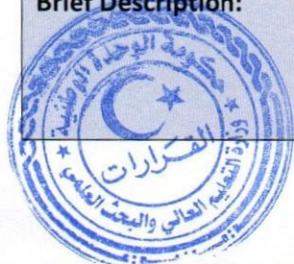
	5. Students must report to their classes in proper decorum and required dress code, if necessary. 6. Smoking and chatting are prohibited.
Generic Skills	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
Course Change	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

INTENSIVE NURSING PRACTICUM 2

1	Course name	INTENSIVE NURSING PRACTICUM 2
2	Course Code	NURS 307LY
3	Course type: /general/specialty/optional	SPECIALTY
4	Accredited units	4 UNITS
5	Educational hours	192 HOURS (CLINICAL TRAINING)
6	Pre-requisite requirements	HUMAN ANATOMY AND PHYSIOLOGY 1 & 2 THEORETICAL FOUNDATIONS OF NURSING HEALTH ASSESSMENT FUNDAMENTALS OF NURSING NURSING ETHICS AND JURISPRUDENCE INTENSIVE NURSING PRACTICE 1
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

Brief Description:

The course provides opportunities to demonstrate the procedures related to alterations in nutrition and metabolism, elimination and endocrine functions. Furthermore, the course includes procedures related to psychosocial difficulties and psychiatric illnesses. To standardize documentation, a



	<p>prescribed form shall be completed right after the related clinical experience. The course also provides opportunities for actual hospital and community experiences to ensure that competencies are developed.</p>
Textbooks required for this Course:	<p>Cooper, Kim and Gosnell, Kelly. 2022. Foundations and Adult Health Nursing. Mosby.9th Ed. ISBN-13: 978-0323812054; ISBN-10: 0323812058.</p> <p>Berman, A.T., Shirlee Snyder, and GERALYN Frandsen. 2021. Kozier and Erb's Fundamentals of Nursing, 11th Ed. Pearson. ISBN-13: 978-1292359793 ISBN-10: 129235979X.</p> <p>Kelly, Jane. 2021. Health Assessment in Nursing. 7th Ed. .Lippincott, Williams &Wilkins..ISBN-13: 978-1975161156; ISBN-10: 1975161157.</p> <p>Butts, Janie B. and Karen L. Rich. 2021. Nursing Ethics: Across the Curriculum and Into Practice. 5TH Ed. Jones and Barlett Learning. ISBN-13 : 979- 8490250258.</p> <p>Buka, P., 2020. Essential Law and Ethics in Nursing: Patients, Rights and Decision-making. 3rd Ed. Routledge. ISBN-13: 978-0367262457; ISBN-10: 0367262452.</p> <p>Jensen, Sharon. 2018. Nursing Health Assessment: A Best Practice Approach, 3rd Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496349170; ISBN-10: 1496349172.</p> <p>Hinkle, Janice and Kerry H. Cheerer. 2017. Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 14th Ed. Lippincott, Williams &Wilkins. ISBN-13: 978-1496347992; ISBN-10: 1496347994.</p> <p>Weber, Janet R. and Jane H. Kelley. 2017. Health Assessment in Nursing, 6th Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496344380; ISBN-10: 1496344383.</p> <p>Perry, Shannon et.al. 2017. Maternal child Nursing Care, 6th Ed.Mosby. ISBN-13: 978-0323549387; ISBN-10: 9780323549387.</p> <p>Psychiatry and mental Health https://www.youtube.com/watch?v=PTRYHRVsnTQ</p> <p>Therapeutic Communication https://www.youtube.com/watch?v=lobiEryEU6o</p> <p>Psychopharmacology https://www.youtube.com/watch?v=YtFnafpw9pw</p>
Course Duration	3 rd Year, 2 nd Semester
Delivery	<p>28. Hand-out/ Sheets</p> <p>29. Clinical Discussion</p> <p>30. Quizzes</p> <p>31. Case Study</p> <p>32. Graded Recitation</p>



	<p>33. Drug Study</p> <p>34. Patient endorsement</p> <p>35. Mid-Term and Final Examinations</p>
Course Objectives:	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> 1. Discuss the risk factors assessment and screening procedures among clients that contribute to the development of problems in perception and coordination 2. Explain the principles and techniques of physical examination in newborn, children and adults deviation from normal perception and coordination. 3. Compare the different types of disorders affecting perception and coordination, addressing causes, clinical manifestations, management, possible complications and available treatments. 4. Discuss the results and implications of diagnostic/laboratory examination of clients with reference to the problems in perception and coordination. <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> 1. Use assessment parameters for determining the status of perception and coordination 2. Perform the techniques of physical examination in client with gastro intestinal, metabolic, and endocrine system dysfunction 3. Utilize the nursing process in the care of individuals, families in community and hospital settings. <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> 1. Demonstrate ethico moral, legal responsibilities in the care of individual, family and community. 2. Demonstrate professional attitude and behavior towards client members of the health team and peers 3. Able to apply the concepts and principles of nursing management with special considerations on mental health and psychiatric illness , complications or alterations with the application of nursing process. <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> 1. Discuss the role of the nurse in assessment and management of client with gastrointestinal, metabolic and endocrine system dysfunction 2. Apply the research process in addressing nursing/health problems to improve quality care.
Course Assessments	<p>Clinical Performance (70%)</p> <p>Attendance (10%)</p> <p>Final Examination (20%)</p>
Content Breakdown Topical Coverage	<ol style="list-style-type: none"> 1. Lecture/ Demo/ Return Demonstration on basic nursing care to client with mental health and psychiatric illness prior to hospital exposure 2. Lecture and demo on basic nursing care of clients with health problems on gastrointestinal, metabolic, and endocrine systems 3. Actual performance of skills on: <ol style="list-style-type: none"> a. History taking/ b. Vital Signs/ Physical Assessment 4. Actual performance of skills on: 5. Inserting Nasogastric tube (NGT) and removal



	<ul style="list-style-type: none"> 6. Performing gastric lavage 7. Administering Total Parenteral nutrition 8. Actual handling of patients with ostomy appliance 9. Health Teachings on recommended Nutritional Allowance 10. Administering enema
Session 1 (Week 1)	<p>Orientation to subject Orientation to area Orientations to RLE policy Checking of uniforms and paraphernalia</p>
Session2-4(Week 2-4)	Enhancement of lectures about Psychiatric Nursing
Session5-7(Week 5-7)	Psychiatric Ward Rotation (Benghazi Psychiatric Facility)
Session 8 (Week 8)	Midterm Exam
Session 9-10 (Week 9-10)	Medical Ward Rotation
Session 11-12 (Week 11-12)	Surgical Ward Rotation
Session 13-14 (Week 13-14)	Obstetric ICU Rotations
Session 15 (Week 15)	Finalization of Case Study
Session 16 (Week 16)	Final Exam
Attendance Expectations	<ul style="list-style-type: none"> 1. Students are expected to attend every session of class, arriving on time, until class is dismissed. 2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom. 3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes. 4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure. 5. Students must report to their classes in proper decorum and required dress code, if necessary. 6. Smoking and chatting are prohibited.
Generic Skills	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
Course Change	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.



COMMUNICATION SKILLS 3

1	Course name	COMMUNICATION SKILLS 3
2	Course Code	LANG 302LY
3	Course type: /general/specialty/optional	GENERAL
4	Accredited units	2 UNITS
5	Educational hours	32 HOURS
6	Pre-requisite requirements	COMMUNICATION SKILLS 1 COMMUNICATION SKILLS 2
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

Brief Description: The course includes discussions on how to exchange ideas effectively in spoken communication by way of public speaking and put into application the acquired skills. This course focuses on the presentation skills through the use of oral communication and to introduce the students in using visual objects with emphasis on slide presentation. It will also help them develop communicative competence, know the importance of communications and perform presentation both in public and formal setting.

Textbooks required for this Course:

McCorry, L.K. and Mason, J., 2020. Communication skills for the healthcare professional. JONES & BARTLETT PUB Incorporated. ISBN-13: 978-1284219999; ISBN-10: 1284219992.

Downes, J. 2020. Communication Skills: 6 books in 1: How to Talk to Anyone, Anxiety in Relationship, Communication in Marriage and for Couples. Improve Confidence, Persuasion, Influence and Social Skills. Kindle Edition. ISBN : 1802123296.

Moss, B., 2020. Communication Skills in Nursing, Health and Social Care.5th Ed. Sage. ISBN-13: 978-1526490155; ISBN-10: 1526490153.

Riley, J.B., 2019. Communication in nursing. Elsevier Health Sciences. 9th Ed. ISBN-13: 978-0323625487; ISBN-10: 0323625487.

Webb, L. (ed)., 2019. Communication Skills in Nursing Practice. 1ST Ed. SAGE. ISBN-13: 978-1526489371; ISBN-10: 1526489376.



	<p>Lester, Mark and Larry Benson. 2018. McGraw-Hill Handbook of English Grammar and Usage, 3rd Ed. McGraw-Hill Education. ISBN-13: 978-1260121674; ISBN-10: 1260121674.</p> <p>Kurtz, S., Silverman, J., Draper, J., van Dalen, J. and Platt, F.W., 2017. Teaching and learning communication skills in medicine. CRC press. ISBN-13: 9781315378398.</p> <p>Grice, T. and Meehan, A. 2015. Oxford English for Careers: Nursing Student's Book. Oxford, UK. Oxford University Press. ISBN-13: 978-0194569880; ISBN-10: 0194569888.</p> <p>Wood, Thomas A.M.LL.B. 2015. Practical Grammar and Composition. Create Space Independent Publishing Platform. ISBN-13: 978-1519368751; ISBN-10: 1519368755.</p> <p>Orey, Maureen. 2014. Communication Skills Training. Association for Talent Development. ISBN-13: 978-1562869656; ISBN-10: 1562869655.</p> <p>McCloud, Ace. 2015. Communication Skills: Discover the Best Ways to Communicate, Be Charismatic, Use Body Language, Persuade, and Be a Great Conversationalist (Communication Language, Social Skills, Persuasion Skills). Create Space Independent Publishing Platform. ISBN-13: 978-1502711540; USBN-10: 1502711540.</p> <p>Nature and Elements of Communication https://www.youtube.com/watch?v=1p9HxoWhboM</p> <p>How to say English letters https://www.youtube.com/watch?v=MvNdsUJDphU</p> <p>The Best Way to Learn English Vowels https://www.youtube.com/watch?v=NWW-iOFrXel Sound Warm and Natural https://www.youtube.com/watch?v=OAmdu_t164l</p>
Course Duration	3 rd Year, 2 nd Semester
Delivery	<ol style="list-style-type: none"> 1. Classroom Discussion/Recitation 2. Essay Writing/Hand-outs/Sheets 3. Quiz, Mid-Term and Final Examinations 4. LCD projector, laptop, and speakers (PPT and video presentation) 5. Whiteboard and markers
Course Objectives:	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> 1. Describe basic skills that would develop their communicative competence. 2. Understand the vowel sounds with correct pronunciation. 3. Create simple words from the correct pronunciation of words. <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> 1. Define communications and its element.



	<p>2. Identify the vowel sounds and correct pronunciation.</p> <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> 1. Understand and accomplish assignments from the lesson presented 2. Read with appreciation and expression on correct usage of vowel sounds pronunciation. 3. Discuss with different exercises <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> 1. Sentence construction with the correct usage of sounds.
Course Assessments	<p>Attendance (15%)</p> <p>Quiz/Mid-Term Examination (20%)</p> <p>Oral Presentation (15%)</p> <p>Final Examination (50%)</p>
Content Breakdown Topical Coverage	<ol style="list-style-type: none"> 1. Introduction: know each other activities Presentation of Communication Skills 2. Communication and elements of communication 3. Pronunciation-English Alphabet, Speech Organ 4. Vowel sounds: Long and Short sounds with Drills of Words and Phrases (A, E, I, O, U) 5. Reading with Appreciation and expression using correct usage of vowel sounds 6. Exchanging of ideas through Vowel Sounds pronunciation and exercises 7. Sentence Construction Using the Vowel Sounds
Session1-2(Week 1-2)	<ol style="list-style-type: none"> 3. Orientation to the subject. 4. Introduction: know each other activities Presentation of Communication Skills
Session3-4(Week 3-4)	Communication and elements of communication
Session 5 (Week 5)	Pronunciation- English alphabet, speech organ
Session 6 (Week 6)	Graded recitation
Session 7 (Week 7)	Review and recap of lectures of session 1-5
Session 8 (Week 8)	Midterm Exam
Session 9 (Week 9)	Vowel sounds: Long and Short sounds with Drills of Words and Phrases (A, E, I, O, U)
Session 10 (Week 10)	Graded recitation
Session 11 (Week 11)	Reading with Appreciation and expression using correct usage of vowel sounds
Session 12 (Week 12)	Graded recitation
Session 13 (Week 13)	Exchanging of ideas through Vowel Sounds pronunciation and exercises
Session 14 (Week 14)	Graded recitation
Session 15 (Week 15)	Sentence Construction Using the Vowel Sounds Review and recap of lectures from session 8-13
Session 16 (Week 16)	Final Exam
Attendance Expectations	1. Students are expected to attend every session of class, arriving on time, until class is dismissed.



	<p>2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</p> <p>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</p> <p>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</p> <p>5. Students must report to their classes in proper decorum and required dress code, if necessary.</p> <p>6. Smoking and chatting are prohibited.</p>
Generic Skills	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
Course Change	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

ONCOLOGY AND EMERGENCY WITH DISASTER NURSING

1	Course name	ONCOLOGY AND EMERGENCY WITH DISASTER NURSING
2	Course Code	NURS 401LY
3	Course type: /general/specialty/optional	SPECIALTY
4	Accredited units	3 UNITS
5	Educational hours	48 HOURS
6	Pre-requisite requirements	HUMAN ANATOMY AND PHYSIOLOGY 1 & 2 THEORETICAL FOUNDATIONS OF NURSING HEALTH ASSESSMENT FUNDAMENTALS OF NURSING NURSING ETHICS AND JURISPRUDENCE



		INTENSIVE NURSING PRACTICE 1 & 2
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

Brief Description:

This course is designed to provide principles and techniques of nursing care management to clients with oncologic conditions, and in carrying out basic nursing procedures while understanding and working with radiotherapy devices used in the treatment. Furthermore, the course aims to enhance the utilization of the nursing process applying the principles of decision making; critical thinking; and independent judgment. Learning experiences of students include working with clients in all ages in ambulatory, acute and chronic settings.

This course is designed to introduce the student how to manage patients under emergency cases. Emphasis is on rapid assessment, setting priorities, rapid decision-making and appropriate nursing interventions. The course may include cases with cardiovascular, pulmonary, renal, neurologic, and multisystem alterations. Concepts, principles of nursing management of critically ill patients. (Individual family, group, community) in all stages of emergency condition with emphasis on the application of the nursing process.

Textbooks required for this Course:

Brant, J.M., Cope, D.G. and Saria, M.G., 2020. Core Curriculum for Oncology Nursing 6th Ed. St. Louis, MO: Elsevier. ISBN-13: 978-0323595452; ISBN-10: 0323595456.

Shockney, L.D., 2019. Oncology Nurse Navigation: Transitioning Into the Field. 1st Ed. Jones & Bartlett Learning. ISBN-13: 978-1284198607; ISBN-10: 128419860X.

Veenema, Tener Goodwin, 2018. Disaster nursing and emergency preparedness. Emergency Nurse Book Includes New Preparedness Material on Climate Change, Terrorism, and Infectious Diseases. 4th Ed. Springer Publishing Company. ISBN-13: 978-0826144171; ISBN-10: 0826144179.

Yarbro, C.H., Wujcik, D. and Gobel B.H. 2018. Oncology Nursing Review. 6th Edition. Jones & Bartlett Learning. ISBN-13: 978-1284144925; ISBN-10: 1284144925.

Newton, S., Hickey, M. and Brant, J., 2016. Mosby's oncology nursing advisor E-book: a comprehensive Guide to clinical practice. Elsevier Health Sciences. ISBN-13: 978-0323375634; ISBN-10: 0323375634.

Oncology Nursing

<https://www.youtube.com/watch?v=ZVYLHUzIP8w>

Pharmacology- Oncology Nursing



	<p>https://www.youtube.com/watch?v=wSkR_WI_JMs</p> <p>Cancer: Nursing Care and Patient Teaching</p> <p>https://www.youtube.com/watch?v=w5D3dpik2bY</p> <p>Cancer: Pathophysiology</p> <p>https://www.youtube.com/watch?v=Yc_IRGozLAo</p> <p>Tumor Classification</p> <p>https://www.youtube.com/watch?v=IGZOTk4Q</p> <p>Triage Nursing</p> <p>https://www.youtube.com/watch?v=gotDtw5rXlc</p> <p>Emergency Nursing Tips</p> <p>https://www.youtube.com/watch?v=tcOcspOqGTg</p> <p>ABC's and how to prepare for an incoming patient</p> <p>https://www.youtube.com/watch?v=-JoU28sCmHA</p> <p>Crash Cart</p> <p>https://www.youtube.com/watch?v=QFww8xECfaA</p> <p>GCS Scoring</p> <p>https://www.youtube.com/watch?v=vAdlUrPxsA</p>
Course Duration	4 th Year, 1 st Semester
Delivery	<p>36. Hand-outs/ Sheets</p> <p>37. Classroom Discussion</p> <p>38. Quizzes</p> <p>39. Case Study</p> <p>40. Graded Recitation</p> <p>41. Mid-Term and Final Examinations</p>
Course Objectives:	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> 1. Compare the structure and function of the normal cell and the cancer cell. 2. Differentiate between benign and malignant tumors. 3. Identify agents and factors that have been found to be carcinogenic. <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> 1. Describe the significance of health education and preventive care in decreasing the incidence of cancer. 2. Differentiate among the purposes of surgical procedures used in cancer treatment, diagnosis, prophylaxis, palliation, and reconstruction. 3. Describe the roles of surgery, radiation therapy, chemotherapy, bone marrow transplantation, and other therapies in treating cancer. <p>G.C.3. Professional and practical skills:</p>



	<ol style="list-style-type: none"> 1. Describe the special nursing needs of patients receiving chemotherapy 2. Describe common nursing diagnoses and collaborative problems of patients with cancer. 3. Use the nursing process as a framework for care of patients with cancer. <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> 1. Describe the special nursing needs of patients receiving chemotherapy. 2. Discuss the role of the nurse in assessment and management of specific neoplastic conditions, namely: malignancies of the breast, colon, lungs, prostate, uterine cervix, liver and blood.
Course Assessments	<p>Quiz/ Mid-Term (30%)</p> <p>Attendance (20%)</p> <p>Final Examination (50%)</p>
Content Breakdown Topical Coverage	<ol style="list-style-type: none"> 1. Concepts of cellular growth and proliferation 2. Definition and nomenclature 3. Characteristics of benign and malignant neoplasm 4. Differentiation and Anaplasia 5. Rate of Growth 6. Local Invasion 7. Metastasis 8. Carcinogenesis 9. Cancer Prevention <ol style="list-style-type: none"> a. Primary b. Secondary 10. Overview of Cancer Management <ol style="list-style-type: none"> a. Cure b. Control c. Palliation 11. Overview of Treatment Modalities <ol style="list-style-type: none"> a. Surgery b. Diagnostic c. Local and Wide Excision d. Prophylactic e. Reconstructive



- f. Radiation
 - 1. Adverse Reactions
 - 2. Nursing Interventions
- g. Chemotherapy
 - 1. Adverse Reactions
 - 2. Nursing Interventions
- h. Bone Marrow Transplant
 - 1. Donor types
 - 1. Allogenic
 - 2. Autologous
 - 3. Syngeneic
 - 2. Graft versus host reaction

12. Neoplastic Conditions

13. Breast Cancer

- a. Risk factors
- b. Signs and symptoms
- c. Diagnostic tests
- d. Grading and staging of cancer
- e. Surgical treatment: Mastectomy

14. Lung Cancer

- a. Risk factors
- b. Signs and symptoms
- c. Diagnostic tests
- d. Grading and staging of cancer
- e. Surgical treatment: Pneumonectomy

15. Colorectal Cancer

- a. Risk factors
- b. Signs and symptoms
- c. Diagnostic tests
- d. Grading and staging of cancer
- e. Surgical treatment: Colostomy

16. Prostatic Cancer



	<ul style="list-style-type: none"> a. Risk factors b. Signs and symptoms c. Diagnostic tests d. Grading and staging of cancer e. Surgical treatment: Prostatectomy <p>17. Cervical Cancer</p> <ul style="list-style-type: none"> a. Risk factors b. Signs and symptoms c. Diagnostic tests d. Grading and staging of cancer e. Surgical treatment: Hysterectomy <p>18. Liver Cancer</p> <ul style="list-style-type: none"> a. Risk factors b. Signs and symptoms c. Diagnostic tests d. Grading and staging of cancer e. Surgical treatment: Liver Transplant <p>19. Leukemia</p> <ul style="list-style-type: none"> a. Risk factors b. Signs and symptoms c. Diagnostic tests d. Grading and staging of cancer e. Surgical treatment: Bone marrow Transplant
Session 1 (Week 1)	<p>Orientation to subject.</p> <p>Concepts of cellular growth and proliferation</p> <p>Definition and nomenclature</p> <p>Characteristics of benign and malignant neoplasm</p> <p>Differentiation and Anaplasia</p> <p>Rate of Growth</p> <p>Local Invasion</p> <p>Metastasis</p>
Session 2 (Week 2)	<p>Carcinogenesis</p> <p>Cancer Prevention</p> <ul style="list-style-type: none"> 1. Primary 2. Secondary



	<p>Overview of Cancer Management</p> <ol style="list-style-type: none"> a. Cure b. Control c. Palliation
Session 3 (Week 3)	<ol style="list-style-type: none"> 1. Overview of Treatment Modalities <ol style="list-style-type: none"> a. Surgery b. Diagnostic c. Local and Wide Excision d. Prophylactic 2. Reconstructive
Session 4 (Week 4)	<p>Radiation</p> <ol style="list-style-type: none"> 1. Adverse Reactions 2. Nursing Interventions
Session 5 (Week 5)	<p>Chemotherapy</p> <ol style="list-style-type: none"> 1. Adverse Reactions 2. Nursing Interventions
Session 6 (Week 6)	<p>Bone Marrow Transplant</p> <p>Donor types</p> <ol style="list-style-type: none"> f. Allogenic g. Autologous h. Syngeneic <p>Graft versus host reaction</p>
Session 7 (Week 7)	<p>Introduction to Neoplastic Condition</p> <p>Recap and review of lectures from session 1-6</p>
Session 8 (Week 8)	Midterm Exam
Session 9 (Week 9)	<p>Breast Cancer</p> <ol style="list-style-type: none"> 1. Risk factors 2. Signs and symptoms 3. Diagnostic tests 4. Grading and staging of cancer 5. Surgical treatment: Mastectomy
Session 10 (Week 10)	<p>Lung Cancer</p> <ol style="list-style-type: none"> 1. Risk factors 2. Signs and symptoms 3. Diagnostic tests



	<ol style="list-style-type: none"> 4. Grading and staging of cancer 5. Surgical treatment: Mastectomy
Session 11 (Week 11)	<p>Colorectal Cancer</p> <ol style="list-style-type: none"> 1. Risk factors 2. Signs and symptoms 3. Diagnostic tests 4. Grading and staging of cancer 5. Surgical treatment: Mastectomy
Session 12 (Week 12)	<p>Prostatic Cancer</p> <ol style="list-style-type: none"> 1. Risk factors 2. Signs and symptoms 3. Diagnostic tests 4. Grading and staging of cancer 5. Surgical treatment: Mastectomy
Session 13 (Week 13)	<p>Cervical Cancer</p> <ol style="list-style-type: none"> 1. Risk factors 2. Signs and symptoms 3. Diagnostic tests 4. Grading and staging of cancer 5. Surgical treatment: Mastectomy
Session 14 (Week 14)	<p>Liver Cancer</p> <ol style="list-style-type: none"> 1. Risk factors 2. Signs and symptoms 3. Diagnostic tests 4. Grading and staging of cancer 5. Surgical treatment: Mastectomy
Session 15 (Week 15)	<p>Leukemia</p> <ol style="list-style-type: none"> 1. Risk factors 2. Signs and symptoms 3. Diagnostic tests 4. Grading and staging of cancer 5. Surgical treatment: Mastectomy
Session 16 (Week 16)	Final Exam
Attendance Expectations	<ol style="list-style-type: none"> 1. Students are expected to attend every session of class, arriving on time, until class is dismissed. 2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom. 3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes. 4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.



	<p>5. Students must report to their classes in proper decorum and required dress code, if necessary.</p> <p>6. Smoking and chatting are prohibited.</p>
Generic Skills	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
Course Change	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

ADULT NURSING 3

1	Course name	ADULT NURSING 3
2	Course Code	NURS 402LY
3	Course type: /general/specialty/optional	COMPULSORY/ GENERAL
4	Accredited units	4 UNITS
5	Educational hours	64 HOURS
6	Pre-requisite requirements	HUMAN ANATOMY AND PHYSIOLOGY 1 & 2 HEALTH ASSESSMENT THEORETICAL FOUNDATION IN NURSING FUNDAMENTALS OF NURSING NURSING ETHICS AND JURISPRUDENCE ADULT NURSING 1 & 2
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

Brief Description:

This course deals with the concepts, principles and theories of human behavior and the care of the sick client across the lifespan with emphasis on the adult and the older person, population group experiencing alterations in



	<p>inflammatory and immunologic response and perception and coordination in varied settings. This course is likewise designed to provide principles and techniques of nursing care management to orthopedic clients in carrying out basic nursing procedures while understanding and working with orthopedic devices used in the treatment of musculoskeletal diseases and injuries. Furthermore, the course aims to enhance the utilization of the nursing process in the care of these clients applying the principles of decision-making, critical thinking, and independent judgment.</p>
<p>Textbooks required for this Course:</p>	<p>Cooper, Kim and Gosnell, Kelly. 2022. Foundations and Adult Health Nursing. Mosby.9th Ed. ISBN-13: 978-0323812054; ISBN-10: 0323812058.</p> <p>Berman, A.T., Shirlee Snyder, and Geralyn Frandsen. 2021. Kozier and Erb's Fundamentals of Nursing, 11th Ed. Pearson. ISBN-13: 978-1292359793 ISBN-10: 129235979X.</p> <p>Hinkle, Janice, Kerry H. Cheever and Overbaugh, Kristen. 2021. Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 15th Ed. Lippincott, Williams &Wilkins. ISBN-13: 978-1975161033; ISBN-10: 1975161033.</p> <p>Jensen, Sharon. 2018. Nursing Health Assessment: A Best Practice Approach, 3rd Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496349170; ISBN-10: 1496349172.</p> <p>Hinkle, Janice and Kerry H. Cheerer. 2017. Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 14th Ed. Lippincott, Williams &Wilkins. ISBN-13: 978-1496347992; ISBN-10: 1496347994.</p> <p>Weber, Janet R. and Jane H. Kelley. 2017. Health Assessment in Nursing, 6th Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496344380; ISBN-10: 1496344383.</p> <p>Black, Joyce and Jane Jawks. 2008. Medical-Surgical Nursing: Clinical Management for Positive Outcomes, 8th Ed. Saunders. ISBN-13: 978-1416046875; ISBN-10: 1416046879.</p> <p>Immunity Disorders https://www.youtube.com/watch?v=tCCwpuZ3lvo Musculoskeletal Disorders https://www.youtube.com/watch?v=qay2m6dSqWY Nervous System and musculoskeletal problems https://www.youtube.com/watch?v=FGRBBdD7cN8 Eye Allergy https://www.youtube.com/watch?v=KihqWYtEdbk Allergic rhinitis https://www.youtube.com/watch?v=lokODX8n0Pw Nasal Polyp</p>



	https://www.youtube.com/watch?v=KWzGXu5mzNg Types of Hearing Loss https://www.youtube.com/watch?v=IKBkHyg8IOI Loss of Taste https://www.youtube.com/watch?v=iOHj_IUOPCM
Course Duration	4 th Year, 1 st Semester
Delivery	1. Classroom Discussion 2. Quizzes 3. Mid-Term and Final Examinations 4. LCD projector, laptop, and speakers (PPT and video presentation) 5. Whiteboard and markers
Course Objectives:	G.C.1. Knowledge and understanding: <ol style="list-style-type: none"> 1. Discuss the overall assessment of clients with musculoskeletal, neurologic, vision and hearing problems. 2. Review on the Anatomy and Physiology of the musculoskeletal, nervous and special senses system. 3. Discuss the common musculoskeletal, neurologic, vision and hearing problems. 4. Explain thoroughly the nursing management of the clients with various musculoskeletal, neurologic and special senses problems. G.C.2. Intellectual skills: <ol style="list-style-type: none"> 1. Apply the nursing process in an independent manner to provide holistic nursing care to the clients. 2. Formulate specific nursing care plan to meet the needs and problems of the clients in all aspects especially physical and psychological. 3. Apply principles of decision-making, critical thinking and independent judgment to the care of patients. G.C.3. Professional and practical skills: <ol style="list-style-type: none"> 1. Perform assessment techniques to identify patient problems and needs. 2. Design nursing care plan for the acute, chronic and critically ill patients. 3. Demonstrate technical skills in managing clients with different disorders. 4. Application of nursing process (Documentation and Implementation) G.C.4. General and transferable skills: <ol style="list-style-type: none"> 1. Utilize critical thinking, research findings and standards of nursing practice in the provision of nursing care to the elderly clients and their families. 2. Utilize effective written, oral and non-verbal communication with clients, their families and other members of the health team.
Course Assessments	Quizzes (30%) Attendance (20%) Final Examination (50%)
Content Breakdown Topical Coverage	14. Overview of Anatomy and Physiology of Immune and Neuro-musculoskeletal Systems, and Special Senses'Assessment, Health History, Clinical Manifestations including general appearance, specific symptoms. 15. Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with Immune Diseases.



	<p>16. Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with Neuro-musculoskeletal Diseases.</p> <p>17. Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with Special Senses' Diseases.</p>
Session 1 (Week 1)	<p>Orientation to subject.</p> <p>Overview of the anatomy and physiology of the immune system</p> <p>Assessment and health history of the immune system</p>
Session 2 (Week 2)	<p>Different and most common diseases involving to immune system and their clinical manifestations and specific symptoms</p>
Session 3 (Week 3)	<p>Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with problems on immune system</p>
Session 4 (Week 4)	<p>Overview of the anatomy and physiology of the nervous system</p> <p>Assessment and health history of the nervous system</p>
Session 5 (Week 5)	<p>Different and most common diseases involving to nervous system and their clinical manifestations and specific symptoms</p>
Session 6 (Week 6)	<p>Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with problems on nervous system</p>
Session 7 (Week 7)	<p>Recap and review of immune system and nervous system</p>
Session 8 (Week 8)	<p>Midterm Exam</p>
Session 9 (Week 9)	<p>Overview of the anatomy and physiology of the musculoskeletal system</p> <p>Assessment and health history of the musculoskeletal system</p>
Session 10 (Week 10)	<p>Different and most common diseases involving to musculoskeletal system and their clinical manifestations and specific symptoms</p>
Session 11 (Week 11)	<p>Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with problems on musculoskeletal system</p>
Session 12 (Week 12)	<p>Overview of the anatomy and physiology of the special senses</p> <p>Assessment and health history of the special senses</p>
Session 13 (Week 13)	<p>Different and most common diseases involving to special senses and their clinical manifestations and specific symptoms</p>
Session 14 (Week 14)	<p>Physical examination, diagnostic evaluations, nursing / medical/ therapeutic management of patients with problems on special senses</p>
Session 15 (Week 15)	<p>Recap and review of musculoskeletal system and special senses</p>
Session 16 (Week 16)	<p>Final Exam</p>
Attendance Expectations	<ol style="list-style-type: none"> 1. Students are expected to attend every session of class, arriving on time, until class is dismissed. 2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom. 3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes. 4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure. 5. Students must report to their classes in proper decorum and required dress code, if necessary.



	6. Smoking and chatting are prohibited.
Generic Skills	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
Course Change	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

INTENSIVE NURSING PRACTICUM 3

1	Course name	INTENSIVE NURSING PRACTICUM 3
2	Course Code	NURS 403LY
3	Course type: /general/specialty/optional	SPECIALTY
4	Accredited units	4 UNITS
5	Educational hours	192 HOURS (CLINICAL TRAINING)
6	Pre-requisite requirements	HUMAN ANATOMY AND PHYSIOLOGY 1 & 2 THEORETICAL FOUNDATIONS OF NURSING HEALTH ASSESSMENT FUNDAMENTALS OF NURSING NURSING ETHICS AND JURISPRUDENCE RLE 1,2,3 & 4 INTENSIVE NURSING PRACTICE 1 & 2
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

Brief Description:

The course provides opportunities to demonstrate the procedures related to alterations in inflammatory and immunologic responses, perception and coordination functions and in cellular aberration. Furthermore, this course provides opportunities for actual experience to ensure competencies in caring



	<p>for clients under emergency situations are developed. To standardize documentation, a prescribed form shall be completed right after the related clinical experience. The course also provides opportunities for actual clinical, hospital and community experiences to ensure that competencies are developed.</p>
<p>Textbooks required for this Course:</p>	<p>Cooper, Kim and Gosnell, Kelly. 2022. Foundations and Adult Health Nursing. Mosby.9th Ed. ISBN-13: 978-0323812054; ISBN-10: 0323812058.</p> <p>Berman, A.T., Shirlee Snyder, and Geralyn Frandsen. 2021. Kozier and Erb's Fundamentals of Nursing, 11th Ed. Pearson. ISBN-13: 978-1292359793 ISBN-10: 129235979X.</p> <p>Kelly, Jane. 2021. Health Assessment in Nursing. 7th Ed. .Lippincott, Williams &Wilkins..ISBN-13: 978-1975161156; ISBN-10: 1975161157.</p> <p>Butts, Janie B. and Karen L. Rich. 2021. Nursing Ethics: Across the Curriculum and Into Practice. 5TH Ed. Jones and Barlett Learning. ISBN-13 : 979- 8490250258.</p> <p>Buka, P., 2020. Essential Law and Ethics in Nursing: Patients, Rights and Decision-making. 3rd Ed. Routledge. ISBN-13: 978-0367262457; ISBN-10: 0367262452.</p> <p>Jensen, Sharon. 2018. Nursing Health Assessment: A Best Practice Approach, 3rd Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496349170; ISBN-10: 1496349172.</p> <p>Hinkle, Janice and Kerry H. Cheerer. 2017. Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 14th Ed. Lippincott, Williams &Wilkins. ISBN-13: 978-1496347992; ISBN-10: 1496347994.</p> <p>Weber, Janet R. and Jane H. Kelley. 2017. Health Assessment in Nursing, 6th Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496344380; ISBN-10: 1496344383.</p> <p>Perry, Shannon et.al. 2017. MaternalChild Nursing Care, 6th Ed.Mosby. ISBN-13: 978-0323549387; ISBN-10: 9780323549387.</p> <p>Emergency Nurse Must Know Clinical Skills https://www.youtube.com/watch?v=aaa8R3V03Sw</p> <p>Emergency Drugs https://www.youtube.com/watch?v=z1pzJkNxf08</p> <p>Intubation preparation https://www.youtube.com/watch?v=aDD8lpt2H1I</p> <p>CPR https://www.youtube.com/watch?v=hizBdM1Ob68</p> <p>Radiation oncology nursing https://www.youtube.com/watch?v=4qAgy_xQHzy</p>



	<p>Chemotherapy https://www.youtube.com/watch?v=WmmSdeamp6U Basic First Aid Training UK (Updated 2022) https://www.youtube.com/watch?v=ErxKDbH-iii</p>
Course Duration	4 th Year, 1 st Semester
Delivery	<p>42. Hand-out/ Sheets 43. Clinical Discussion 44. Quizzes 45. Case Study 46. Graded Recitation 47. Drug Study 48. Patient endorsement 49. Mid-Term and Final Examinations</p>
Course Objectives:	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> 1. Explain emergency care as a collaborative, holistic approach that includes the patient, the family, and significant others. 2. Discuss priority emergency measures instituted for any patient with an emergency condition. 3. Describe the emergency management of patients with health problems in Immune. 4. Identify the priorities of care for the patient with multiple system dysfunctions. <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> 1. Specify the similarities and differences for the emergency management of patients with swallowed or inhaled poisons, skin contamination, and food poisoning. 2. Discuss the emergency management of patients with drug overdose and with acute alcohol intoxication. 3. Utilize the nursing process in the care of patients with acute/critical condition Identify trends and issues related to the care of clients with oncology and emergency conditions 4. Apply principles of decision-making, critical thinking and independent judgment to the care of patients with health problems in immune, neuro,-musculoskeletal system and special senses dysfunction. <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> 1. Observe bioethical principles, core values, and standards of nursing care. 2. Promote personal and professional growth. <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> 1. Discuss the role of the nurse in assessment and management client with cancer and emergency conditions. 2. Describe the responsibilities of the nurse in the care of the newborn. 3. Promote maximum physical, psychological and emotional well being of clients and family
Course Assessments	<p>Clinical Performance (70%) Attendance (10%) Final Examination (20%)</p>
Content Breakdown Topical Coverage	11. Basic Nursing Skills on Health problems in gastrointestinal , metabolic and endocrine system assessment prior to hospital exposure



	<p>12. Actual performance of skills on mental health and psychiatric illness</p> <p>13. Self-awareness assessment</p> <p>14. Play therapy</p> <p>15. Suctioning/ Chest physiotherapy</p> <p>16. Administering oral and tube feedings</p> <p>17. Blood Glucose Level Monitoring</p> <p>18. Preparing and Administering oral and intravenous medications</p> <p>19. Blood Transfusion/ Fluid and electrolytes replacements</p> <p>20. Actual performance of the</p> <ol style="list-style-type: none"> Monitoring of Intake and Output Monitoring Neurovital signs Do referral as needed <p>21. Elimination</p> <ol style="list-style-type: none"> Assisting/Offering bedpan Administration of Enema <p>22. Colostomy Care</p>
Session 1 (Week 1)	<p>Orientation to subject</p> <p>Orientation to area</p> <p>Orientations to RLE policy</p> <p>Checking of uniforms and paraphernalia</p>
Session2-7(Week 2-7)	DUTY DUTY DUTY
Session 8 (Week 8)	Midterm Exam
Session 9-15 (Week 9-15)	DUTY DUTY DUTY
Session 16 (Week 16)	Final Exam
Attendance Expectations	<p>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</p> <p>2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</p> <p>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</p> <p>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</p> <p>5. Students must report to their classes in proper decorum and required dress code, if necessary.</p> <p>6. Smoking and chatting are prohibited.</p>
Generic Skills	<p>The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.</p>
Course Change	<p>Information contained in this course outline is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to</p>



changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

NURSING RESEARCH 1

1	Course name	NURSING RESEARCH 1
2	Course Code	NURS 404LY
3	Course type: /general/specialty/optional	SPECIALTY
4	Accredited units	3 UNITS (2/1/) (LEC/LAB)
5	Educational hours	64 HOURS
6	Pre-requisite requirements	THEORETICAL FOUNDATIONS OF NURSING FUNDAMENTALS OF NURSING NURSING ETHICS AND JURISPRUDENCE
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

Brief Description: The course is designed to provide the nursing students with the rudiments of Nursing Research that will equip them with concepts, principles in research starting from an overview of the major phases of the research process. It will include discussion from formulation to dissemination of research findings, focus on the formulation of a research problem to the selection of the research design, planning and choosing the appropriate research tool for data gathering. It is the aim of the course to promote an understanding of research as an integral part of the nursing profession. This course will require the student/group to present a research proposal in a colloquium to apply knowledge and demonstrate skills and attitude in the conceptual, design and planning phases of the research process.

Textbooks required for this Course: LoBiondo-Wood, G. and Haber, J., 2021. Nursing Research E-Book: Methods and Critical Appraisal for Evidence-Based Practice. 10TH Ed. Elsevier Health Sciences. ISBN-13: 978-0323762915; ISBN-10: 0323762913.

Polit, D. and Beck, C., 2020. Essentials of Nursing Research: Appraising Evidence for Nursing Practice. Lippincott Williams & Wilkins. ISBN-13: 978-1975141851; ISBN-10: 1975141857.



	<p>Polgar , S. and Thomas. S.A. 2019. Introduction to Research in the Health Sciences. 7th Edition. Elsevier. ISBN-13: 978-0702074936; nISBN-10: 0702074934.</p> <p>Boswell, C. and Cannon, S., 2018. Introduction to nursing research: Incorporating Evidence-Based Practice: 5th Ed. Jones & Bartlett Learning. ISBN-13: 978-1284149791; ISBN-10: 128414979X.</p> <p>Nursing Research</p> <p>https://www.youtube.com/watch?v=m7GPRPf01M</p> <p>Evidenced-based practice</p> <p>https://www.youtube.com/watch?v=yYpGiEoUZPA</p>
Course Duration	4 th Year, 1 st Semester
Delivery	<ol style="list-style-type: none"> 1. Classroom Discussion 2. Quizzes 3. Mid-Term and Final Examinations 4. LCD projector, laptop, and speakers (PPT and video presentation) 5. Whiteboard and markers
Course Objectives:	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> 1. Define nursing research 2. Identify sources of nursing knowledge. 3. List the steps in conducting quantitative research 4. Discuss the steps in quantitative research 5. Differentiate between qualitative and quantitative research 6. Identify two of the most common data collection methods used in qualitative research 7. Identify sources of nursing research problems 8. Identify sources or rationale for study hypotheses. <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> 1. Discuss four goals for conducting nursing research 2. Compare qualitative and quantitative research. 3. Distinguish between the problem and purpose of a study 4. Determine factors to be considered when choosing an appropriate topic for a research study 5. Discuss the format for writing a problem statement 6. Determine the purposes of hypotheses in research studies. 7. Describe classifications of hypotheses 8. Distinguish between simple and complex hypotheses 9. Compare null hypotheses and research hypotheses 10. Differentiate non-directional and directional research hypotheses 11. Discuss the format for writing hypotheses



	<p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> 1. Write problem statements for nursing studies 2. Conduct a literature search on a given topic 3. List the criteria to be considered when formulating a hypothesis 4. Critique study hypotheses and research questions in research reports and articles 5. Recognize the use of hypotheses in the testing of theories 6. Critique problem statements in research reports and articles 7. Compare electronic sources that are useful for nurses when conducting a literature review. <p>G.C.3. General and transferable skills:</p> <ol style="list-style-type: none"> 1. Promote personal and professional growth.
<p>Course Assessments</p>	<p>Quiz/ Mid-Term (20%)</p> <p>Attendance (20%)</p> <p>Research Proposal (20%)</p> <p>Final Examination (40%)</p>
<p>Content Breakdown Topical Coverage</p>	<ol style="list-style-type: none"> 1. Overview of Nursing Research 2. Definition of terminology for research 3. Sources of evidence for Nursing Practice 4. Purpose of Nursing Research 5. Qualitative and Quantitative Research 6. Variables <ol style="list-style-type: none"> a. Definitions: <ol style="list-style-type: none"> i. Conceptual ii. Operational b. Types of Variables c. Relationships 7. Major Classes of Quantitative Research: <ol style="list-style-type: none"> a. Experimental b. Non-experimental 8. Phases of Quantitative Research: <ol style="list-style-type: none"> a. Conceptual Phase b. Design and Planning Phase 9. Phases of Quantitative Research:



- a. Empirical Phase
- b. Analytical Phase
- c. Dissemination Phase
- 10. Conceptualizing Research
 - a. Research Problem
 - b. Problem Statement
 - c. Research Questions
 - d. Research Objectives
 - e. Hypothesis:
 - i. Research Hypothesis
 - 1. Simple and complex
 - 2. Directional and non-directional
- 11. Variables
 - a. Dependent
 - b. Independent
- 12. Review of Related Literatures
 - a. How to gather
 - b. How to organize
- 13. Population and Sampling
 - a. Random
 - b. Non-random
- 14. Instrumentation and Data Collection
 - a. Methods of data collection
- 15. Organization of Data
 - a. Tabulation
 - b. Organizing collected data
- 16. Review of basic statistical concepts for treatment of gathered data
 - a. Definition of terms
 - b. Measures of central tendency
 - c. Frequency and distribution
 - d. Weighted mean, Ranking
 - e. Guidelines and application of statistical procedure
- 17. Presentation and analysis of data
- 18. Communicate findings and utilization of findings
- 19. Formulation of research proposal

Session 1 (Week 1)

- 1. Orientation to subject.
- 2. Overview of Nursing Research
- 3. Definition of terminology for research



	<ul style="list-style-type: none"> 4. Sources of evidence for Nursing Practice 5. Purpose of Nursing Research
Session 2 (Week 2)	Steps in Nursing Research
Session 3 (Week 3)	<ul style="list-style-type: none"> Sources of Research Topics Ethical Considerations in Research
Session 4 (Week 4)	<ul style="list-style-type: none"> Research Design 1. Different types of qualitative research 2. Different types of quantitative research
Session 5 (Week 5)	<ul style="list-style-type: none"> 1. Conceptualizing Research <ul style="list-style-type: none"> a. Research Problem b. Problem Statement c. Research Questions d. Research Objectives e. Hypothesis: <ul style="list-style-type: none"> i. Research Hypothesis <ul style="list-style-type: none"> 1. Simple and complex 2. Directional and non-directional 3. Null and Alternative
Session 6 (Week 6)	<ul style="list-style-type: none"> Variables <ul style="list-style-type: none"> 1. Dependent 2. Independent
Session 7 (Week 7)	<ul style="list-style-type: none"> Recap and review from session 1 to session 6 Title formulation/ Title proposal
Session 8 (Week 8)	Midterm Exam
Session 9 (Week 9)	<ul style="list-style-type: none"> Review of Related Literatures <ul style="list-style-type: none"> 1. How to gather 2. How to organize
Session 9 (Week 10)	<ul style="list-style-type: none"> Population and Sampling <ul style="list-style-type: none"> 1. Random 2. Non-random
Session 10 (Week 10)	<ul style="list-style-type: none"> Instrumentation and Data Collection <ul style="list-style-type: none"> 1. Methods of data collection
Session 11 (Week 11)	<ul style="list-style-type: none"> Organization of Data <ul style="list-style-type: none"> 3. Tabulation



	4. Organizing collected data
Session 12 (Week 12)	Review of basic statistical concepts for treatment of gathered data 1. Definition of terms 2. Measures of central tendency 3. Frequency and distribution 4. Weighted mean, Ranking 5. Guidelines and application of statistical procedure
Session 13 (Week 13)	Presentation and analysis of data Communicate findings and utilization of findings
Session 14 (Week 14)	Formulation of research proposal
Session 15 (Week 15)	Recap and review and review of lectures covered from session 9-13 Submission of research proposal (at least 2 per group)
Session 16 (Week 16)	Final Exam
Attendance Expectations	1. Students are expected to attend every session of class, arriving on time, until class is dismissed. 2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom. 3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes. 4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure. 5. Students must report to their classes in proper decorum and required dress code, if necessary. 6. Smoking and chatting are prohibited.
Generic Skills	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
Course Change	Information contained in this course outline is correct at the time of publication. Content of the course are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.



MEDICAL TERMINOLOGY 2

1	Course name	MEDICAL TERMINOLOGY 2
2	Course Code	LANG 401LY
3	Course type: /general/specialty/optional	GENERAL
4	Accredited units	2 UNITS
5	Educational hours	32 HOURS
6	Pre-requisite requirements	ENGLISH 1 ENGLISH 2 MEDICAL TERMINOLOGY 2
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

Brief Description:

This course provides an integrated approach to learning and using medical terminology for the person interested in becoming a healthcare professional or one who works in a healthcare occupation. This course aims to strengthen the student's oral, communicative competence through exposure to English sound patterns, speech, writing and delivery and other oral communicative exercises. This course is intended to develop the speaking ability of the learners, their skill to communicate their ideas, beliefs, feelings. It includes the nature of public speaking.

Textbooks required for this Course:

Gyls, B.A., and Regina . M. 2021. Medical Terminology Express: A Short-Course Approach by Body System. 2021. 3rdEd. F.A. Davis Company. ISBN-13: 978-1719642279; ISBN-10: 1719642273.

Leonard, P.C., 2019. Quick & Easy Medical Terminology-E-Book. 9th Ed. Elsevier Health Sciences. ISBN-13: 978-0323595995; ISBN-10: 0323595995.

Fremgen, B.F. and Frucht, S.S., 2018. Medical Terminology: A living language (p. 672). 7th Ed. Pearson Prentice Hall. ISBN-13: 978-0134701202; ISBN-10: 0134701208.

Marieb, Elaine and Katja Hoehn. 2018. Human Anatomy and Physiology, Books a la Carte, 11th Ed. Pearson. ISBN-13: 978-0134807423; ISBN-10: 0134807421.



	<p>Gyls, B.A. and Wedding, M.E., 2017. Medical terminology systems: a body systems approach. FA Davis. ISBN-13 : 978-0803658677; ISBN-10 : 0803658672.</p> <p>Andersson, D., 2016. Medical Terminology: The Best and Most Effective Way to Memorize, Pronounce and Understand Medical Terms. 2nd Ed. ISBN-13: 978-1519066626; ISBN-10: 1519066627.</p> <p>Introduction to Medical Terminology. https://www.youtube.com/watch?v=r9LPIh45is</p> <p>Medical Terminology. The Basics. https://www.youtube.com/watch?v=04Wh2E9oNug</p> <p>Introduction to Medical Conditions, Processes and Medical/Surgical. https://www.youtube.com/watch?v=ALWrvliACbQ</p> <p>Prefixes and Suffixes of Medical Conditions and Processes. https://www.youtube.com/watch?v=yPzEr33gHXk</p> <p>EVEN MORE Prefixes and Suffixes of General Terms, General Conditions. https://www.youtube.com/watch?v=TGPPBiOkN8Y</p> <p>Prefixes and Suffixes of Medical and Surgical Procedures, and even more https://www.youtube.com/watch?v=Nang-V1lhqw</p>
Course Duration	4 th Year, 1 st Semester
Delivery	<ol style="list-style-type: none"> 1. Classroom Discussion/Recitation 2. Essay Writing/Hand-outs/Sheets 3. Quiz, Mid-Term and Final Examinations 4. LCD projector, laptop, and speakers (PPT and video presentation) 5. Whiteboard and markers
Course Objectives:	<ol style="list-style-type: none"> 1. Use medical abbreviations appropriately. 2. Analyze a medical term and identify the different word parts. 3. use the most common medical terms in a sentence. 4. Categorize medical terms according to body systems. 5. Identify word parts, prefixes, suffixes, and the general rules for building medical terms. 6. Interpret medical terminology in a medical record including vocabulary, pathology, diagnostic procedures, and treatment procedures. 7. Apply correct medical terminology in communicating with healthcare professionals.



Course Assessments	Quizzes/ Mid-Term (20%) Graded Recitation (10%) Attendance (20%) Final Examination (50%)
Content Breakdown Topical Coverage	Learn medical terms with regard to the different hospital areas: 1. Emergency department. 2. Cardiology department. 3. Intensive care unit (ICU). 4. Neurology department. 5. Oncology department. 6. OB-gynecology department, labor and delivery 7. Pediatric and neonatal department 8. Outpatient departments: These comprise of different outpatient clinics and treatment units for behavioral health, dental services, dermatology (skin diseases), physical therapy, internal medicine, rehabilitative medicine, and psychiatry/psychology. 9. Operating Theater 10. Radiology/ Pharmacy. 11. Pathology/ Laboratory. 12. Medical records/ Nursing administration.
Session 1 (Week 1)	Emergency department.
Session 2 (Week 2)	Cardiology department.
Session 3 (Week 3)	Intensive care unit (ICU).
Session 4 (Week 4)	Neurology department.
Session 5 (Week 5)	Oncology department.
Session 6 (Week 6)	OB-gynecology department, labor and delivery
Session 7 (Week 7)	Pediatric and neonatal department
Session 8 (Week 8)	Midterm Exam
Session 9 (Week 9)	Outpatient departments
Session 10 (Week 10)	Operating Theater
Session 11 (Week 11)	Radiology/ Pharmacy
Session 12 (Week 12)	Pathology/ Laboratory
Session 13 (Week 13)	Medical records/Nursing administration.
Session 14 (Week 14)	Quiz
Session 15 (Week 15)	Activities and exercises from the models
Session 16 (Week 16)	Final Exam
Attendance Expectations	1. Students are expected to attend every session of class, arriving on time, until class is dismissed. 2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom. 3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.



	<p>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</p> <p>5. Students must report to their classes in proper decorum and required dress code, if necessary.</p> <p>6. Smoking and chatting are prohibited.</p>
Generic Skills	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
Course Change	Information contained in this course outline is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

NURSING LEADERSHIP AND MANAGEMENT

1	Course name	NURSING LEADERSHIP AND MANAGEMENT
2	Course Code	NURS 405LY
3	Course type: <i>/general/specialty/optional</i>	SPECIALTY
4	Accredited units	4 UNITS
5	Educational hours	64 HOURS
6	Pre-requisite requirements	THEORETICAL FOUNDATIONS OF NURSING HEALTH ASSESSMENT FUNDAMENTALS OF NURSING NURSING ETHICS AND JURISPRUDENCE INTENSIVE NURSING PRACTICE 1, 2, & 3
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016
	Brief Description:	This course deals with the application of ethico-moral and legal concepts and principles to issues that affect the practice of nursing. These provide the basis



	for appropriate decision making given varied situations, to prepare the learner to render effective, efficient and safe nursing care. Furthermore, related learning experiences provide opportunities to concretize commitment to nursing. The critical thinking process shall be used in the unit with the objective of developing the intellectual capacity to conceptualize and contextualize what students know about particular ethico-moral and legal issues.
Textbooks required for this Course:	<p>Murray, E., 2021. Nursing leadership and management: for patient safety and quality care. 2nd Ed. FA Davis. ISBN-13: 978-1719641791; ISBN-10: 171964179X.</p> <p>Marquis, B.L. and Huston, C.J., 2020. Leadership roles and management functions in nursing: Theory and application. 10th Ed. Lippincott Williams & Wilkins. ISBN-13: 978-1975139216; ISBN-10: 1975139216.</p> <p>Weiss, S.A., Tappen, R.M. and Grimley, K., 2019. Essentials of nursing leadership & management. FA Davis Company. 7th Ed. ISBN-13: 978-0803669536; ISBN-10 : 0803669534.</p> <p>Sullivan, E. 2017. Effective Leadership and Management in Nursing 9th Edition. Pearson. ISBN-13: 978-0134153117; ISBN-10: 0134153111.</p> <p>King, Cynthia R. and Sally Gerard. 2016. Clinical Nurse Leader Certification Review, 2nd Ed. Springer Publishing Company. ISBN-13: 978-0826137623; ISBN-10: 0826137628.</p> <p>Nursing Leadership and Management https://www.youtube.com/watch?v=TLuMMwsSg-Y</p> <p>Leadership and management https://www.youtube.com/watch?v=v87pX-sLEoE</p> <p>Leadership Styles https://www.youtube.com/watch?v=iHNRu2caoqM</p>
Course Duration	4 th Year, 2 nd Semester
Delivery	<ol style="list-style-type: none"> 1. Classroom Discussion 2. Quizzes 3. Mid-Term and Final Examinations 4. LCD projector, laptop, and speakers (PPT and video presentation) 5. Whiteboard and markers
Course Objectives:	<p>G.C.1. Knowledge and understanding</p> <ol style="list-style-type: none"> 1. Know the principles of leadership and management. 2. Be familiar with the definition of terms used in Nursing Organization 3. Know the major functions of Leadership and Management in Nursing 4. Know the process of effective communication. <p>G.C.2. Intellectual skills</p> <ol style="list-style-type: none"> 1. Be aware with the theory of system management



	<ol style="list-style-type: none"> 2. Learn and understand the Theories and Principles of Management and Leadership 3. Know the Steps in Management Planning <p>G.C.3. Professional and Practical skills</p> <ol style="list-style-type: none"> 1. Provide opportunities to demonstrate managerial and leadership functions in the hospital and community settings. 2. Learn to supervise and coordinate 3. Practice the basic concepts of controlling and evaluation <p>G.C.4. General and transferable skills</p> <ol style="list-style-type: none"> 1. Promote personal and professional growth. 2. Use library and other available resources 3. Manage time and resources effectively 4. Communicate effectively both orally and in writing. 5. Use available presentation aids to present clearly and effectively. 6. Ability to identify and solve problems.
Course Assessments	<p>Quiz/ Mid-terms (30%) Attendance (20%) Final Examination (50%)</p>
Content Breakdown Topical Coverage	<ol style="list-style-type: none"> 23. Define Leadership 24. Theories of Leadership <ol style="list-style-type: none"> a. Great man b. Trait c. Contingency d. Contemporary e. Situational f. Transformational 25. Qualities of Leadership 26. Leadership Style <ol style="list-style-type: none"> a. Authoritarian b. Democratic c. Laissez - faire 27. Four Major Factors in Leadership 28. Principles of Leadership 29. Characteristics of Effective Leader 30. Roles of a Leader 31. Key Concepts in Nursing Leadership and Management <ol style="list-style-type: none"> a. Communication b. Define Communication c. Four Key component d. Principles of Communication e. Barriers of Communication f. Methods of Communication 32. Tools for Leadership and Management <ol style="list-style-type: none"> a. Power b. Definition of power c. Types of power d. Sources of power 33. What is Management <ol style="list-style-type: none"> a. Definition and its Overview b. Definition of Terms



- c. Accountability
- d. Authority
- e. Management
- f. Nursing Management
- g. Management Activities
- h. Responsibility

34. Management Functions

- a. Planning
- b. Organizing
- c. Staffing
- d. Directing
- e. Five Specific Concepts
- f. Giving Direction
- g. Supervising
- h. Leading
- i. Motivating
- j. Communicating
- k. Controlling

35. Nursing Management as a Science and Art

- a. Management as a Science
- b. Management as an Art
- c. The Nursing Management System
- d. The Nursing Management Process
- e. The Scientific Research Process

36. General Principles of Nursing Management

37. Factors Involved in Management

38. The Tasks of a Manager

39. The Skills of a Manager

40. Comparison between Leadership and Management

- a. Differences between a Leader and a Manager

41. The Evolution of Management Thoughts: History and Concepts

42. Theories of Management

- a. Scientific Management Theory
- b. Modern Operational Management Theory
- c. Bureaucracy
- d. Human Relations Theory
- e. Behavioral Science Theory
- f. System Theory

43. Planning

- a. Definition of Planning
- b. Importance of Planning to Nursing Management
- c. Nature and Purpose of Planning
- d. Major Types of Organizational
- e. Planning
- f. Elements of Planning
 - i. Forecasting
 - ii. Setting the Vision, Mission, Philosophy, Goals and
 - iii. Objectives



	<ul style="list-style-type: none"> iv. Developing and Scheduling v. Programs vi. Preparing the Budget vii. Purposes of Budgeting viii. Types of Budget ix. Budgeting Process x. Establishing Nursing Standards, Policies and Procedures xi. Scheduling <p>44. Decision - Making Process 45. Managing Group Decision Making</p>
Session 1 (Week 1)	<p>Orientation to subject Define Leadership Theories of Leadership</p> <ul style="list-style-type: none"> 1. Great man 2. Trait 3. Contingency 4. Contemporary 5. Situational 6. Transformational
Session 2 (Week 2)	<p>Qualities of Leadership Leadership Style</p> <ul style="list-style-type: none"> 1. Authoritarian 2. Democratic 3. Laissez - faire
Session 3 (Week 3)	<ul style="list-style-type: none"> 1. Four Major Factors in Leadership 2. Principles of Leadership
Session 4 (Week 4)	<ul style="list-style-type: none"> 1. Characteristics of Effective Leader 2. Roles of a Leader
Session 5 (Week 5)	<ul style="list-style-type: none"> 1. Key Concepts in Nursing Leadership and Management <ul style="list-style-type: none"> a. Communication b. Define Communication c. Four Key component d. Principles of Communication e. Barriers of Communication f. Methods of Communication 2. Tools for Leadership and Management <ul style="list-style-type: none"> a. Power b. Definition of power c. Types of power d. Sources of power
Session 6 (Week 6)	<ul style="list-style-type: none"> 1. What is Management <ul style="list-style-type: none"> a. Definition and its Overview b. Definition of Terms c. Accountability d. Authority e. Management f. Nursing Management g. Management Activities h. Responsibility



	<p>2. Management Functions</p> <ol style="list-style-type: none"> a. Planning b. Organizing c. Staffing d. Directing e. Five Specific Concepts f. Giving Direction g. Supervising h. Leading i. Motivating j. Communicating k. Controlling
Session 7 (Week 7)	Review and recap of lectures from session 1-6
Session 8 (Week 8)	Midterm Exam
Session 9 (Week 9)	<p>1. Nursing Management as a Science and Art</p> <ol style="list-style-type: none"> a. Management as a Science b. Management as an Art c. The Nursing Management System d. The Nursing Management Process e. The Scientific Research Process
Session 10 (Week 10)	General Principles of Nursing Management Factors Involved in Management
Session 11 (Week 11)	The Tasks of a Manager The Skills of a Manager
Session 12 (Week 12)	Comparison between Leadership and Management 1. Differences between a Leader and a Manager The Evolution of Management Thoughts: History and Concepts
Session 13 (Week 13)	Theories of Management 1. Scientific Management Theory 2. Modern Operational Management Theory 3. Bureaucracy 4. Human Relations Theory 5. Behavioral Science Theory 6. System Theory
Session 14 (Week 14)	<p>Planning</p> <ol style="list-style-type: none"> 1. Definition of Planning 2. Importance of Planning to Nursing Management 3. Nature and Purpose of Planning 4. Major Types of Organizational 5. Planning 6. Elements of Planning 7. Forecasting 8. Setting the Vision, Mission, Philosophy, Goals and 9. Objectives 10. Developing and Scheduling 11. Programs 12. Preparing the Budget 13. Purposes of Budgeting 14. Types of Budget



	15. Budgeting Process 16. Establishing Nursing Standards, Policies and Procedures 17. Scheduling
Session 15 (Week 15)	Decision - Making Process Managing Group Decision Making Review and recap of lectures from session 9-15
Session 16 (Week 16)	Final Exam
Attendance Expectations	1. Students are expected to attend every session of class, arriving on time, until class is dismissed. 2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom. 3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes. 4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure. 5. Students must report to their classes in proper decorum and required dress code, if necessary. 6. Smoking and chatting are prohibited.
Generic Skills	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
Course Change	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

INTENSIVE NURSING PRACTICUM 4

1	Course name	INTENSIVE NURSING PRACTICUM 4
2	Course Code	NURS 406ly
3	Course type: /general/specialty/optional	SPECIALTY
4	Accredited units	4 units
5	Educational hours	192 HOURS (CLINICAL TRAINING)



6	Pre-requisite requirements	Human Anatomy and Physiology 1 & 2 Theoretical Foundations of Nursing Health Assessment Fundamentals of Nursing Nursing Ethics and Jurisprudence Intensive Nursing Practice 1, 2& 3
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2022

Brief Description:

Actual application of the theories, principles and concepts of clinical nursing practice to groups of clients in varied settings to refine nursing skills in the different basic nursing services including community. Emphasis is placed on integrating the multiple roles of professional nursing as a vehicle to enhance critical thinking and communication skills. The course provides opportunities for actual staff/head nursing experience in the hospital to ensure competencies are developed. It also provides the chance to demonstrate managerial and leadership functions in the community.

Textbooks required for this Course:

Cooper, Kim and Gosnell, Kelly. 2022. Foundations and Adult Health Nursing. Mosby. 9th Ed. ISBN-13: 978-0323812054; ISBN-10: 0323812058.

Berman, A.T., Shirlee Snyder, and Geralyn Frandsen. 2021. Kozier and Erb's Fundamentals of Nursing, 11th Ed. Pearson. ISBN-13: 978-1292359793 ISBN-10: 129235979X.

Kelly, Jane. 2021. Health Assessment in Nursing. 7th Ed. .Lippincott, Williams &Wilkins..ISBN-13: 978-1975161156; ISBN-10: 1975161157.

Butts, Janie B. and Karen L. Rich. 2021. Nursing Ethics: Across the Curriculum and Into Practice. 5TH Ed. Jones and Barlett Learning. ISBN-13 : 979- 8490250258.

Buka, P., 2020. Essential Law and Ethics in Nursing: Patients, Rights and Decision-making. 3rd Ed. Routledge. ISBN-13: 978-0367262457; ISBN-10: 0367262452.

Jensen, Sharon. 2018. Nursing Health Assessment: A Best Practice Approach, 3rd Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496349170; ISBN-10: 1496349172.



	<p>Hinkle, Janice and Kerry H. Cheerer. 2017. Brunner & Suddarth's Textbook of Medical-Surgical Nursing, 14th Ed. Lippincott, Williams & Wilkins. ISBN-13: 978-1496347992; ISBN-10: 1496347994.</p> <p>Weber, Janet R. and Jane H. Kelley. 2017. Health Assessment in Nursing, 6th Ed. Lippincott Williams and Wilkins. ISBN-13: 978-1496344380; ISBN-10: 1496344383.</p> <p>Perry, Shannon et.al. 2017. Maternal Child Nursing Care, 6th Ed. Mosby. ISBN-13: 978-0323549387; ISBN-10: 9780323549387.</p>
Course Duration	4th Year, 2nd Semester
Delivery	<ul style="list-style-type: none"> 50. Hand-outs/ Sheets 51. Classroom Discussion 52. Quizzes 53. Case Study 54. Graded Recitation 55. Mid-Term and Final Examinations
Course Objectives:	<p>G.C.1. Knowledge and understanding:</p> <ul style="list-style-type: none"> 1. Demonstrate competencies in the following areas of responsibilities such as safe quality nursing care, communication, collaboration and teamwork, health education, ethico-moral responsibilities, personal and professional development. 2. Design a plan that will focus on health promotion and risk reduction to clients with chronic illness. 3. Be highly knowledgeable of procedures and treatment given to the patient. 4. Innovative and able to meet patients needs with the resources available. <p>G.C.2. Intellectual skills:</p> <ul style="list-style-type: none"> 1. Performs comprehensive systematic nursing assessment to a client with chronic illness 2. manifest leadership and management skills in rendering quality nursing care services to a client 3. Assess the patient's need, condition and problem. 4. Plans interventions of care based on the identified problem. <p>G.C.3. Professional and practical skills:</p> <ul style="list-style-type: none"> 1. Apply the necessary skills, knowledge and attitude in their respective area of exposure with professionalism. 2. Demonstrate professional attitude and behavior towards client members of the health team and peers <p>G.C.4. General and transferable skills:</p> <ul style="list-style-type: none"> 1. Utilizes nursing leadership and management with critical thinking process and problem solving skills in the process of caring for a elderly client
Course Assessments	<ul style="list-style-type: none"> 1. Clinical Discussion 2. Quizzes 3. Case Study 4. Graded Recitation 5. Drug Study



	<p>6. Patient endorsement</p> <p>7. Mid-Term and Final Examinations</p>
Content Breakdown Topical Coverage	<p>46. Lecture Basic Nursing Skills on Head Nursing/ nursing leadership and management prior to hospital exposure</p> <p>47. Lecture and return demonstration on nursing care of elderly with critical care nursing applications</p> <p>48. Standard nursing care of client with acute and critical problems</p> <p>49. Nursing Skills on COPD patient</p> <p>50. Actual Performance of the following Suctioning/ Chest Physiotherapy, Administering Oral/Tube Feeding</p> <p>51. Blood Glucose Level Monitoring</p> <p>52. Oral and Intravenous Medications</p> <p>53. Actual performance of skills on:</p> <p style="padding-left: 40px;">a. Medication administration</p> <p style="padding-left: 40px;">b. IVF computation/ Blood transfusion</p> <p>54. Monitoring Intake and Output</p> <p>55. Nursing skill for stroke/heart failure patient.</p>
Session 1 (Week 1)	<p>Orientation to subject</p> <p>Orientation to area</p> <p>Orientations to RLE policy</p> <p>Checking of uniforms and paraphernalia</p>
Session 2-7(Week 2-7)	DUTY DUTY DUTY
Session 8 (Week 8)	Midterm Exam
Session 9-15 (Week 9-15)	DUTY DUTY DUTY
Session 16 (Week 16)	Final Exam
Attendance Expectations	<p>1. Students are expected to attend every session of class, arriving on time, until class is dismissed.</p> <p>2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom.</p> <p>3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes.</p> <p>4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.</p> <p>5. Students must report to their classes in proper decorum and required dress code, if necessary.</p> <p>6. Smoking and chatting are prohibited.</p>
Generic Skills	<p>The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.</p>
Course Change	<p>Information contained in this course outline is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will</p>



endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

CARE OF THE ELDERLY

1	Course name	CARE OF THE ELDERLY
2	Course Code	NURS 407LY
3	Course type: /general/specialty/optional	SPECIALTY
4	Accredited units	2 UNITS
5	Educational hours	32 HOURS
6	Pre-requisite requirements	HUMAN ANATOMY AND PHYSIOLOGY 1 & 2 HEALTH ASSESSMENT THEORETICAL FOUNDATION IN NURSING FUNDAMENTALS OF NURSING NURSING ETHICS AND JURISPRUDENCE ADULT NURSING 1, 2, & 3
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

Brief Description:	This course is designed to provide students a deeper and richer understanding of the aging process. It also includes the normal physical, psychosocial and cultural aspects of aging process relevant to common disease processes affecting the elderly persons. Utilize the nursing process in the care of the elderly clients' health conditions. Thus, applying the principles of decision making; critical thinking; and independent judgment.
Textbooks required for this Course:	Eliopoulos, Charlotte. 2021. Gerontological Nursing. 10 th E. LWW publisher. ISBN-13 : 978-1975161002; ISBN-10 : 1975161009. Tabloski, Patricia A. 2021. Gerontological Nursing Review and Resource Manual, 4th Ed. ISBN-13: 978-1947800571; ISBN-10: 1947800574. Dawn Carpenter, D.N.P. ed., 2021. Fast Facts for the Adult-Gerontology Acute Care Nurse Practitioner. 1 st Ed. Springer Publishing Company. ISBN-13: 978-0826152046; ISBN-10: 082615204X.



	<p>Kris, A.E and Gray-Miceli, D. 2020. Gerontological Nurse Certification Review. 2020. 3rd Ed. Springer Publishing Company. ISBN-13: 978-0826181633; ISBN-10: 0826181635.</p> <p>Williams, P.A. 2019. Basic Geriatric Nursing. 7th Ed. Mosby. ISBN-13: 978-0323554558; ISBN-10: 0323554555.</p> <p>Mauk, Kristen L. 2017. Gerontological Nursing: Competencies For Care, 4th Ed. Jones & Bartlett Learning. ISBN-13: 978-1284104479; ISBN-10: 9781284104479.</p> <p>Geriatric Nursing https://www.youtube.com/watch?v=BVDLIWOaqkM</p> <p>How to care for an elderly https://www.youtube.com/watch?v=HLGzMgQrIWs</p> <p>Fundamentals: Older adult https://www.youtube.com/watch?v=vND2_QJoy9A</p>
Course Duration	4 th Year, 2 nd Semester
Delivery	<ol style="list-style-type: none"> 1. Classroom Discussion 2. Quizzes 3. Mid-Term and Final Examinations 4. LCD projector, laptop, and speakers (PPT and video presentation) 5. Whiteboard and markers
Course Objectives:	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> 1. Discuss the demographic aspects of aging process. 2. Identify all the changes which occur to the elderly e.g. physical, psychological, social and psychosocial changes. 3. List the nutritional deficiency diseases affecting the elderly. 4. Recognize the common health disorders among the aged clients. <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> 1. Apply the nursing process in an independent manner to provide holistic nursing care to the elderly client. 2. Implement health care and informational skills to the care of the elderly population in a variety of settings. 3. Apply principles of decision-making, critical thinking and independent judgment to the care of patients of the aged clients. <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> 1. Application of actual physical and psychological assessment. 2. Family and Lifestyle Assessment. 3. Nutritional and Environmental assessment. 4. Application of nursing process (Documentation and Implementation) <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> 1. Utilize critical thinking, research findings and standards of nursing practice in the provision of nursing care to the elderly clients and their families.



	Utilize effective written, oral and non-verbal communication with elderly clients, their families and other members of the health team.
Course Assessments	Quiz/ Mid-Term Examination (30%) Attendance (20%) Final Examination (50%)
Content Breakdown Topical Coverage	18. Overview of Gerontology Nursing 19. Major Theories of Aging 20. General Changes in Aging 21. Primary Physiologic Changes in Aging 22. Stages of Growth and Development 23. Age Changes and Health Deviations
Session 1 (Week 1)	Orientation to subject
Session 2 (Week 2)	Overview of Gerontology Nursing
Session 3 (Week 3)	Major theories of aging
Session 4 (Week 4)	
Session 5 (Week 5)	
Session 6 (Week 6)	General Changes in aging
Session 7 (Week 7)	General Changes in aging Review for session 1-6
Session 8 (Week 8)	Midterm Exam
Session 9 (Week 9)	Primary physiologic changes in aging
Session 10 (Week 10)	
Session 11 (Week 11)	Stages of growth and development
Session 12 (Week 12)	
Session 13 (Week 13)	Age of changes and health deviations
Session 14 (Week 14)	
Session 15 (Week 15)	Review and recap of the lectures from session 9-14
Session 16 (Week 16)	Final Exam
Attendance Expectations	<ol style="list-style-type: none"> 1. Students are expected to attend every session of class, arriving on time, until class is dismissed. 2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom. 3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes. 4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure. 5. Students must report to their classes in proper decorum and required dress code, if necessary. 6. Smoking and chatting are prohibited.
Generic Skills	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer,



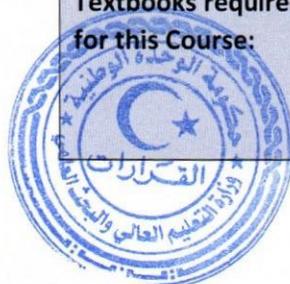
	interpersonal communications, and critical thinking skills will be embedded in all courses.
Course Change	Information contained in this course outline is correct at the time of publication. Content of the courses are revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

CRITICAL CARE NURSING

1	Course name	CRITICAL CARE NURSING
2	Course Code	NURS 408LY
3	Course type: /general/specialty/optional	SPECIALTY
4	Accredited units	2 UNITS
5	Educational hours	32 HOURS
6	Pre-requisite requirements	HUMAN ANATOMY AND PHYSIOLOGY 1 & 2 HEALTH ASSESSMENT THEORETICAL FOUNDATION IN NURSING FUNDAMENTALS OF NURSING GROWTH AND DEVELOPMENT ADULT NURSING 1, 2, & 3
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

Brief Description:	This course is designed to explain the concepts and principles related to intensive care. The student will understand the importance of providing nursing management for an acutely and critically ill patient with cardiovascular, pulmonary, neurological and multisystem alterations through the use of nursing process.
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Textbooks required for this Course:	Urden, Linda D., Kathleen M. Stacey, and Mary Lough. 2021. Critical Care Nursing: Diagnosis and Management. 9 th Ed. Elsevier. ISBN-13: 978-0323642958; ISBN-10: 0323642950.
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	<p>Sole, M.L., Klein, D.G. and Moseley, M.J., 2020. Introduction to Critical Care Nursing E-Book. Elsevier Health Sciences. ISBN-13: 978-0323641937; ISBN-10: 0323641938.</p> <p>Woodruff, David, W. Critical Care Nursing Made Incredibly Easy.2020. 5th Ed. ISBN-13: 978-1975144302; ISBN-10: 1975144309.</p> <p>Urden, L.D., Stacy, K.M. and Lough, M.E., 2019. <i>Priorities in Critical Care Nursing-E-Book</i>. 8th Ed. Elsevier Health Sciences. ISBN-13: 978-0323531993; ISBN-10: 0323531997.</p> <p>ICU Nursing: What you need to know https://www.youtube.com/watch?v=Tc0dS4MUC8U</p> <p>Advanced CCU Clinical Assessment https://www.youtube.com/watch?v=JF-94zLg2QQ</p> <p>Basic Principles Intensive Care Nursing https://www.youtube.com/watch?v=GRn5UbmkrdA</p> <p>ICU Medicines https://www.youtube.com/watch?v=TaFyjBJDDns</p> <p>Dosage Computation https://www.youtube.com/watch?v=Ob0HEzh_lkE</p>
Course Duration	4 th Year, 2 nd Semester
Delivery	<ol style="list-style-type: none"> 1. Classroom Discussion 2. Quizzes 3. Mid-Term and Final Examinations 4. LCD projector, laptop, and speakers (PPT and video presentation) 5. Whiteboard and markers
Course Objectives:	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> 1. Explain the principles and concepts of Acute and critical care Nursing. 2. Identify the standard of care for acute and critically-ill patients utilizing the eight critical care competencies. 3. Determine the role and responsibilities of a critical care nurse. 4. Describe the different acute conditions requiring critical care, including its signs and symptoms. 5. Explain the management of critically ill patients regarding medications and nursing care using the nursing care process. <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> 1. Explain the Anatomy and Physiology of the cardiovascular, respiratory, renal, cerebrovascular, metabolic and endocrine system as the sites of acute illness. 2. Utilize the nursing care process in the care of individuals, families, in communities and hospital settings.



	<ol style="list-style-type: none"> 3. Identify the various medical interventions in each of the different acute conditions identified in this course. 4. Identify and perform the different machines, equipment and gadgetry found in the Critical Care area. <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> 1. Discuss priority nursing interventions to problematic situations especially to different acute diseases. 2. Identify the priorities of care for the patient with multiple problematic situations. 3. Observe bioethical principles, core values (love of God, caring, love of country and of people) and standards of nursing care. 4. Establish good interpersonal relationships with the personnel, patients and nursing students inside the Critical Care area. <p>G.C.4 General and transferable skills:</p> <ol style="list-style-type: none"> 1. Plan effective care for critically ill patients with cardiovascular, renal, cerebrovascular, and cardiopulmonary problems. 2. Familiarize the functions of ventilators, monitors and other types of medical equipment. 3. Interpret any laboratory examinations, its result and significance. 4. Use the nursing process as a framework for the care of critically ill patients. 5. Develop a teaching plan for critically ill patient undergoing treatment in the area. 6. Formulate preoperative and postoperative nursing diagnoses for the patient undergoing surgery.
Course Assessments	<p>Quiz/Mid-Term Examination (30%) Attendance (20%) Final Examination (50%)</p>
Content Breakdown Topical Coverage	<ol style="list-style-type: none"> 24. Brief discussion of Critical Care Nursing 25. Cardiac Failure 26. Myocardial Infarction 27. Acute Pulmonary or Respiratory Failure 28. Status Asmaticus/Bronchial Asthma 29. Acute and chronic kidney Failure/Acute and chronic Renal Failure 30. Increased Intracranial Failure 31. Cerebrovascular Accident 32. Diabetic Ketoacidosis 33. Hyperosmolar Hyperglycemic Nonketotic Syndrome 34. SARS/ CORONA VIRUS
Session 1 (Week 1)	<ol style="list-style-type: none"> 1. Orientation to subject 2. Brief discussion of the critical care nursing
Session 2 (Week 2)	<ol style="list-style-type: none"> 1. Cardiac Failure 2. Clinical manifestations, signs and symptoms 3. Diagnostics study laboratory works and imaging 4. Nursing management
Session 3 (Week 3)	<ol style="list-style-type: none"> 1. Myocardial Infarction 2. Clinical manifestations, signs and symptoms 3. Diagnostics study laboratory works and imaging 4. Nursing management
Session 4 (Week 4)	<ol style="list-style-type: none"> 1. Acute pulmonary or respiratory failure



	<ol style="list-style-type: none"> 2. Clinical manifestations, signs and symptoms 3. Diagnostics study laboratory works and imaging 4. Nursing management
Session 5 (Week 5)	<ol style="list-style-type: none"> 1. Status asmaticus of bronchial asthma 2. Clinical manifestations, signs and symptoms 3. Diagnostics study laboratory works and imaging 4. Nursing management
Session 6 (Week 6)	<ol style="list-style-type: none"> 1. Renal failure 2. Clinical manifestations, signs and symptoms 3. Diagnostics study laboratory works and imaging 4. Nursing management
Session 7 (Week 7)	Review and recap of the lectures from session 1-6
Session 8 (Week 8)	Midterm Exam
Session 9 (Week 9)	<ol style="list-style-type: none"> 1. Increase intracranial pressure 2. Clinical manifestations, signs and symptoms 3. Diagnostics study laboratory works and imaging 4. Nursing management
Session 10 (Week 10)	<ol style="list-style-type: none"> 1. Increase intracranial pressure 2. Clinical manifestations, signs and symptoms 3. Diagnostics study laboratory works and imaging 4. Nursing management
Session 11 (Week 11)	<ol style="list-style-type: none"> 1. Cerebrovascular Accident 2. Clinical manifestations, signs and symptoms 3. Diagnostics study laboratory works and imaging 4. Nursing management
Session 12 (Week 12)	<ol style="list-style-type: none"> 1. Diabetic Ketoacidosis 2. Clinical manifestations, signs and symptoms 3. Diagnostics study laboratory works and imaging 4. Nursing management
Session 13 (Week 13)	<ol style="list-style-type: none"> 1. Hyperosmolar Hyperglycemic Nonketotic Syndrome 2. Clinical manifestations, signs and symptoms 3. Diagnostics study laboratory works and imaging 4. Nursing management
Session 14 (Week 14)	<ol style="list-style-type: none"> 1. SARS/ CORONA VIRUS 2. Clinical manifestations, signs and symptoms 3. Diagnostics study laboratory works and imaging 4. Nursing management
Session 15 (Week 15)	Review and recap of the lectures from session 9-15
Session 16 (Week 16)	Final Exam
Attendance Expectations	<ol style="list-style-type: none"> 1. Students are expected to attend every session of class, arriving on time, until class is dismissed. 2. Arriving within the 15-minute time frame from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom. 3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes. 4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure.



	5. Students must report to their classes in proper decorum and required dress code, if necessary. 6. Smoking and chatting are prohibited.
Generic Skills	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
Course Change	Information contained in this course outline is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational employment and marketing needs. The instructor will endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

NURSING RESEARCH 2

1	Course name	NURSING RESEARCH 2
2	Course Code	NURS 409LY
3	Course type: /general/specialty/optional	SPECIALTY
4	Accredited units	3 UNITS (2/1)(LEC/LAB)
5	Educational hours	64 HOUR
6	Pre-requisite requirements	NURSING RESEARCH 1
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016
	Brief Description:	This course is a continuation of Nursing Research 1 which includes collection of data, analysis, interpretation, summary and conclusion and recommendation. Advising is done throughout the practicum sessions. The course will provide the student/group an opportunity to undergo the final research defense process to appreciate data gathering, analyze and interpret study results disseminate the findings and make recommendations based on the results of their respective studies.
	Textbooks required for this Course:	LoBiondo-Wood, G. and Haber, J., 2021. Nursing Research E-Book: Methods and Critical Appraisal for Evidence-Based Practice. 10 TH Ed. Elsevier Health Sciences. ISBN-13: 978-0323762915; ISBN-10: 0323762913.



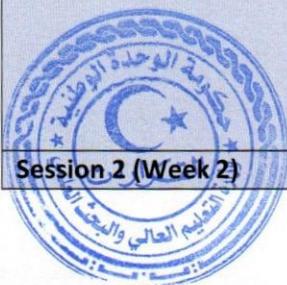
	<p>Polit, D. and Beck, C., 2020. Essentials of Nursing Research: Appraising Evidence for Nursing Practice. Lippincott Williams & Wilkins. ISBN-13: 978-1975141851; ISBN-10: 1975141857.</p> <p>Polgar , S. and Thomas. S.A. 2019. Introduction to Research in the Health Sciences. 7th Edition. Elsevier. ISBN-13: 978-0702074936; nISBN-10: 0702074934.</p> <p>Boswell, C. and Cannon, S., 2018. Introduction to nursing research: Incorporating Evidence-Based Practice: 5th Ed. Jones & Bartlett Learning. ISBN-13: 978-1284149791; ISBN-10: 128414979X.</p> <p>Preparing an oral presentation https://www.youtube.com/watch?v=LzIJFD-ddoI Sample and Population https://www.youtube.com/watch?v=jPPF2xSEyKU Qualitative and quantitative research https://www.youtube.com/watch?v=69qP8kFJp_k Collection of Data and Research Instruments https://www.youtube.com/watch?v=zvYP4EAZc4g Data Collection and Analysis https://www.youtube.com/watch?v=uEnJBi8wmO4</p>
Course Duration	4 th Year, 2 nd Semester
Delivery	<ul style="list-style-type: none"> 56. Hand-outs/ Sheets 57. Classroom Discussion 58. Quizzes 59. Presentation of output 60. Advising and editing of output 61. Graded Recitation 62. Mid-Term and Final Examinations
Course Objectives:	<p>G.C.1. Knowledge and understanding:</p> <ul style="list-style-type: none"> 1. Define experimental research 2. Identify the most common qualitative designs reported in the nursing research literature 3. Define population and sample 4. Identify data-collection methods 5. Discuss the selection of a data-collection instrument 6. Describe the methods used to present research findings 7. Identify the conclusions of research studies 8. Discuss the preparation of a research report 9. Describe two means of presenting research results at professional meetings <p>G.C.2. Intellectual skills:</p> <ul style="list-style-type: none"> 1. Distinguish between true experimental, quasi-experimental, and pre-experimental designs 2. Discuss three true experimental designs 3. Discuss four types of non-experimental designs 4. Discuss probability and non-probability sampling procedures 5. Compare four methods of probability sampling 6. Compare the three methods of non-probability sampling



	<ol style="list-style-type: none"> 7. Enumerate factors to be considered in deciding the size of the sample 8. Discuss sampling error and sampling bias 9. Recognize the importance of questionnaires as a data-collection method for nursing research 10. Enumerate the general characteristics of questionnaires 11. Identify the importance of interviews as a data-collection method 12. List the advantages and disadvantages of interviews as a data-collection method 13. Recognize the importance of observation as a data-collection method 14. Determine the need for physiological and psychological data-collection methods 15. Compare and contrast the various types of data-collection methods <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> 1. Choose an appropriate sampling method for a selected research study 2. Relate study findings to study hypotheses 3. Construct items for a questionnaire 4. Critique the design section of quantitative studies 5. Critique the data-collection instruments used in research studies reported in the literature 6. Critique the findings, conclusions, implications, and recommendations of published research studies <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> 1. Explore the steps in publishing a journal article 2. Discuss theses and dissertations as means of presenting research results 3. Elaborate on the need for utilization of nursing research findings 4. Discuss measures that have been taken to facilitate nursing research utilization
Course Assessments	<p>Quiz/ Mid-term (20%) Attendance (15%) Oral Defense (20%) Output (15%) Final Examination (30%)</p>
Content Breakdown Topical Coverage	<ol style="list-style-type: none"> 1. Review of Basic Research concepts <ol style="list-style-type: none"> a. Definition of terms b. Purposes of research c. Goals in the conduct of nursing research d. Components of nursing research e. Steps of the research process 2. Review of Methods of nursing research <ol style="list-style-type: none"> a. Definition of terms b. Quantitative method and its types c. Qualitative methods and its types 3. Review of Population and sample size <ol style="list-style-type: none"> a. Definition of terms b. Different sampling techniques 4. Review of Instrumentation and Data Collection <ol style="list-style-type: none"> a. Definition of terms



	<ul style="list-style-type: none"> b. Types of data gathering tool for data collection 5. Review of basic statistical concepts for treatment of gathered data <ul style="list-style-type: none"> a. Definition of terms b. Measures of central tendency c. Frequency and distribution d. Weighted mean, Ranking e. Guidelines and application of statistical procedure 6. Review of Forms of data presentation 7. Approval of research proposal from 1st semester 8. Review of the components of research 9. Review of ethical considerations in research 10. Creation of calendar of activity 11. Start implementation of research 12. Finalizing Chapter 1 13. Finalizing Chapter 2 and encoding of references 14. Finalizing Chapter 3 15. Data Collection 16. Tallying of Result 17. Presentation of Result 18. Interpretation and analysis of findings 19. Summary, conclusion, recommendation and abstract 20. Creation of curriculum vitae, appendices, and title page 21. Scheduling of defense 22. Rules for defense 23. Oral defense
<p>Session 1 (Week 1)</p>	<ul style="list-style-type: none"> 1. Orientation to subject 2. Review of Basic Research concepts <ul style="list-style-type: none"> a. Definition of terms b. Purposes of research c. Goals in the conduct of nursing research d. Components of nursing research e. Steps of the research process 3. Review of Methods of nursing research <ul style="list-style-type: none"> a. Definition of terms b. Quantitative method and its types c. Qualitative methods and its types 4. Review of Population and sample size <ul style="list-style-type: none"> a. Definition of terms b. Different sampling techniques 5. Review of Instrumentation and Data Collection <ul style="list-style-type: none"> a. Definition of terms b. Types of data gathering tool for data collection 6. Review of basic statistical concepts for treatment of gathered data <ul style="list-style-type: none"> a. Definition of terms b. Measures of central tendency c. Frequency and distribution d. Weighted mean, Ranking e. Guidelines and application of statistical procedure 7. Review of Forms of data presentation
<p>Session 2 (Week 2)</p>	<ul style="list-style-type: none"> 1. Approval of research proposal from 1st semester



	<ol style="list-style-type: none"> Review of the components of research Review of ethical considerations in research Creation of calendar of activity
Session 3 (Week 3)	1. Start implementation of research
Session 4 (Week 4)	2. Finalizing Chapter 1
Session 5 (Week 5)	1. Finalizing Chapter 2- Review of related literatures
Session 6 (Week 6)	2. Encoding of the references
Session 7 (Week 7)	<ol style="list-style-type: none"> Start working on Chapter 3 Review for the coverage of mid-terms
Session 8 (Week 8)	Midterm Exam
Session 9 (Week 9)	1. Finalizing Chapter 3
Session 10 (Week 10)	1. Data Collection
Session 11 (Week 11)	1. Tallying of results
Session 12 (Week 12)	<ol style="list-style-type: none"> Presentation of results Interpretation and analysis of findings
Session 13 (Week 13)	<ol style="list-style-type: none"> Summary, conclusion, recommendation and abstract Creation of curriculum vitae, appendices, and title page
Session 14 (Week 14)	<ol style="list-style-type: none"> Scheduling of defense Rules for defense
Session 15 (Week 15)	1. Oral defense
Session 16 (Week 16)	Final Exam
Attendance Expectations	<ol style="list-style-type: none"> Students are expected to attend every session of class, arriving on time, until class is dismissed. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure. Students must report to their classes in proper decorum and required dress code, if necessary. Smoking and chatting are prohibited.
Generic Skills	The faculty is committed to ensuring that students have the full range of knowledge and skills required for full participation in all aspects of their lives, including skills enabling them to be life-long learners. To ensure graduates have this preparation, such generic skills as literacy and numeric, computer, interpersonal communications, and critical thinking skills will be embedded in all courses.
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endeavor to provide notice of changes to students as soon as possible. Timetable may also be revised.

COMMUNICATION SKILLS 4

1	Course name	COMMUNICATION SKILLS 4
2	Course Code	LANG 402LY
3	Course type: /general/specialty/optional	GENERAL
4	Accredited units	2 UNITS
5	Educational hours	32 HOURS
6	Pre-requisite requirements	COMMUNICATION SKILLS 1 COMMUNICATION SKILLS 2 COMMUNICATION SKILLS 3
7	Program offered the course	BACHELOR OF SCIENCE IN NURSING
8	Instruction Language	ENGLISH
9	Date of course approval	2016

Brief Description:

The course includes discussions on how to exchange ideas effectively in both spoken and written communication and put into application the acquired skills. This course focuses on the presentation skills through the use of visual communication and to introduce the students in interpreting these visuals into textual or oral form. It will also help them develop communicative competence, know the importance of communications and perform presentation both in public and formal setting.

Textbooks required for this Course:

McCorry, L.K. and Mason, J., 2020. Communication skills for the healthcare professional. JONES & BARTLETT PUB Incorporated. ISBN-13: 978-1284219999; ISBN-10: 1284219992.

Downes, J. 2020. Communication Skills: 6 books in 1: How to Talk to Anyone, Anxiety in Relationship, Communication in Marriage and for Couples. Improve Confidence, Persuasion, Influence and Social Skills. Kindle Edition. ISBN : 1802123296.

Moss, B., 2020. Communication Skills in Nursing, Health and Social Care.5th Ed. Sage. ISBN-13: 978-1526490155; ISBN-10: 1526490153.

Riley, J.B., 2019. Communication in nursing. Elsevier Health Sciences. 9th Ed. ISBN-13: 978-0323625487; ISBN-10: 0323625487.



Webb, L. (ed)., 2019. Communication Skills in Nursing Practice. 1ST Ed. SAGE. ISBN-13: 978-1526489371; ISBN-10: 1526489376.

Lester, Mark and Larry Benson. 2018. McGraw-Hill Handbook of English Grammar and Usage, 3rd Ed. McGraw-Hill Education. ISBN-13: 978-1260121674; ISBN-10: 1260121674.

Kurtz, S., Silverman, J., Draper, J., van Dalen, J. and Platt, F.W., 2017. Teaching and learning communication skills in medicine. CRC press. ISBN-13: 9781315378398.

Grice, T. and Meehan, A. 2015. Oxford English for Careers: Nursing Student's Book. Oxford, UK. Oxford University Press. ISBN-13: 978-0194569880; ISBN-10: 0194569888.

Wood, Thomas A.M.LL.B. 2015. Practical Grammar and Composition. Create Space Independent Publishing Platform. ISBN-13: 978-1519368751; ISBN-10: 1519368755.

Orey, Maureen. 2014. Communication Skills Training. Association for Talent Development. ISBN-13: 978-1562869656; ISBN-10: 1562869655.

McCloud, Ace. 2015. Communication Skills: Discover the Best Ways to Communicate, Be Charismatic, Use Body Language, Persuade, and Be a Great Conversationalist (Communication Language, Social Skills, Persuasion Skills). Create Space Independent Publishing Platform. ISBN-13: 978-1502711540; USBN-10: 1502711540.

Grice, T. and Meehan, A. 2015. Oxford English for Careers: Nursing Student's Book. Oxford, UK. Oxford University Press. ISBN-13: 978-0194569880; ISBN-10: 0194569888.

Visual Communication

<https://www.youtube.com/watch?v=wKjI7tZ9Hj0>

Data Presentation

<https://www.youtube.com/watch?v=f0UjT-9c6LY>

Good Presentation VS Bad Presentation

<https://www.youtube.com/watch?v=V8eLdbKXGzk>

Course Duration

4th Year, 2nd Semester

Delivery

1. Classroom Discussion/Recitation
2. Essay Writing/Hand-outs/Sheets
3. Quiz, Mid-Term and Final Examinations
4. LCD projector, laptop, and speakers (PPT and video presentation)
5. Whiteboard and markers



Course Objectives:	<p>G.C.1. Knowledge and understanding:</p> <ol style="list-style-type: none"> 1. Describe presentation skills that would develop their communicative competence. 2. Understand visual communication and data interpretation. 3. Create textual data based on visual aids. <p>G.C.2. Intellectual skills:</p> <ol style="list-style-type: none"> 1. Define visual communication and its underlying elements. 2. Identify charts and figures ready for interpretation. 3. Sentence construction with the correct usage of tools <p>G.C.3. Professional and practical skills:</p> <ol style="list-style-type: none"> 1. Accomplish activities from the lesson presented 2. Read and interpret with appreciation and expression visual aids both oral and written form. 3. Discuss with different exercises <p>G.C.4. General and transferable skills:</p> <ol style="list-style-type: none"> 1. Promote personal and professional growth. 2. Apply the concepts in the research process.
Course Assessments	<p>Attendance (15%) Quiz/Mid-Term Examination (20%) Oral Presentation (15%) Final Examination (50%)</p>
Content Breakdown Topical Coverage	<ol style="list-style-type: none"> 1. Visual Communication <ol style="list-style-type: none"> a. Definition of terms b. Visual Aids c. Media 2. Data Presentation/Interpretation <ol style="list-style-type: none"> a. Using Tables b. Using Figures c. Text Interaction 3. Quick Tips – Effective Presentation 4. Presentation Skills – Key Elements 5. Presentation Skills - Preparation 6. Presentation Skills – Organize Materials 7. Presentation Skills – Writing 8. Presentation Skills – Deciding the Presentation Method 9. Presentation Skills - Working with Visual Aids 10. Presentation Skills – Managing Event 11. Presentation Skills – Coping with Nerves 12. Presentation Skills – Dealing with Questions 13. Working with Others <ol style="list-style-type: none"> a. People Skills b. Group work / Teamwork c. Support Group 14. Final Presentation
Session 1 (Week 1)	<ol style="list-style-type: none"> 1. Orientation to subject 2. Visual Communication <ol style="list-style-type: none"> a. Definition of terms b. Visual Aids c. Media
Session 2 (Week 2)	<ol style="list-style-type: none"> 1. Data Presentation/Interpretation



	<ul style="list-style-type: none"> a. Using Tables b. Using Figures c. Text Interaction
Session 3 (Week 3)	1. Quick Tips – Effective Presentation
Session 4 (Week 4)	1. Presentation Skills – Key Elements
Session 5 (Week 5)	1. Presentation Skills - Preparation
Session 6 (Week 6)	1. Presentation Skills – Organize Materials
Session 7 (Week 7)	<ul style="list-style-type: none"> 1. Presentation Skills – Writing 2. Review and recap for lectures of session 1-7
Session 8 (Week 8)	Midterm Exam
Session 9 (Week 9)	1. Presentation Skills – Deciding the Presentation Method
Session 10 (Week 10)	1. Presentation Skills - Working with Visual Aids
Session 11 (Week 11)	1. Presentation Skills – Managing Event
Session 11 (Week 11)	1. Presentation Skills – Coping with Nerves
Session 12 (Week 12)	1. Presentation Skills – Dealing with Questions
Session 13 (Week 13)	<ul style="list-style-type: none"> 1. Working with Others <ul style="list-style-type: none"> a. People Skills b. Group work / Teamwork c. Support Group
Session 14 (Week 14)	1. Final Presentation
Session 15 (Week 15)	1. Review and recap for the lectures from session 9-15
Session 16 (Week 16)	Final Exam
Attendance Expectations	<ul style="list-style-type: none"> 1. Students are expected to attend every session of class, arriving on time, until class is dismissed. 2. Arriving within the 15-minute period from the class schedule will be considered late/tardy. Beyond that, they will be considered absent, and will not be allowed to get inside the classroom. 3. Mobile phones and other electronic gadgets must be in silent mode/switch off during classes. 4. Absences are permitted only for medical reasons (must be supported with a doctor's note), death of a family member, and force majeure. 5. Students must report to their classes in proper decorum and required dress code, if necessary. 6. Smoking and chatting are prohibited.



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