



Programme Handbook

For

**Bachelor of Science in Nursing and
Midwifery (Nested program)**

Faculty of Nursing and Public Health
Khesar Gyalpo University of Medical Sciences of
Bhutan

2017

The Curriculum for Bachelor of Science in Nursing and Midwifery

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This curriculum was first developed in 2011 with the assistance of curriculum development consultant, Dr Darunee Rujkorakarn, Thailand and financial support from WHO. The first edition of this curriculum was validated on 10th March 2011 and two year Bachelor in Nursing and Midwifery curriculum was materialized in 2012.

This curriculum was revised in 2016 since there were few changes to be made to associate with four year nested program.

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Introduction

The Bachelor of Science in Nursing and Midwifery curriculum focuses on an application of principles of primary health care to the Bhutan health care system. It utilizes the nursing metaparadigm concepts of the nursing discipline; person, health, environment and nursing in congruence with the Bhutanese culture and environmental context.

Basic Information on the programme

2.1 Name of the College/Institute(s) where the Programme is to be based: Faculty of Nursing and Public Health.

2.2 Name of the programme and the award or awards to which it leads: Diploma in General Nursing and Midwifery and Bachelor of Science in Nursing and Midwifery.

2.3 Duration and mode of study

Nested programme consisting of:

- Fulltime Diploma: 3 years
- Fulltime Degree: 4 years

Aims and Objectives of the Programme

The purpose and intention of the program is to improve the quality of health care through the production of qualified and competent nurses at the Diploma and Bachelors level to provide quality nursing care at all levels. A unique feature of the program is its emphasis on the right of every individual to health and happiness. The nested program will continue to produce Diploma level nurses who will exit after year 3 and Bachelor level nurses will complete another one year (4 years) who will possess additional competencies in leadership, management, research proposal development, nursing education, critical thinking and problem solving skills. The nested nature of the program will be a motivation for the students to work hard and continue on to the degree level. The four year program prepares the students to pursue master and post graduate diploma.

Curricular Structure

The programme is structured so as to facilitate the exit of students at 2 points. The Diploma level students will exist after 3 years and the degree level students after 4 years. Each year is divided into 2 semesters. The content is divided into modules and students have to take 5 modules or equivalent each semester. Each module consists of 12 credits and each credit equivalent to 10 notional hours for theory,

15 hours for laboratory and 20 hours for practical. The pre-service diploma students are expected to complete the programme in 3 years and the pre-service degree students in 4 years.

Pre-service

<i>Award</i>	<i>Duration</i>
• Diploma in General Nursing and Midwifery	3 years
• Bachelor of Science in Nursing and Midwifery	3 years plus 1 year (4 years)

Upon completion of the Diploma in General Nursing and Midwifery Program, the graduates will be able to:

1. Describe the steps of nursing process and apply in the nursing and midwifery practice.
2. Liaise relationships of nursing profession with other disciplines.
3. Recognize ethical implications and constraints in nursing and midwifery practice.
4. Identify access to relevant information and resources independently.
5. Demonstrate willingness to update information and developments in health and nursing midwifery knowledge and skills.
6. Demonstrate ability to work as a team in various situations.
7. Use appropriate communication methods to disseminate information.
8. Listen, speak, read and write in English and Dzongkha efficiently.
9. Demonstrate knowledge in information technology and basic skills in computer.
10. Demonstrate a sense of commitment towards the profession, clients and colleagues.
11. Provide holistic care to individual, family, and community.
12. Conduct counseling for individuals and groups.
13. Apply principles of nursing administration in all level of health care delivery systems.
14. Provide nursing care to women in all stages of pregnancy, labour and postpartum period.
15. Assist in ward management.
16. Provide guidance to peer in clinical practices.
17. Demonstrate safe nursing and midwifery practice within the 'National Standard of Practice'.

Upon completion of the Bachelor of Science in Nursing and Midwifery Program, the graduates will be able to:

1. Describe nursing science knowledge of adult, pediatric, obstetric, midwifery, community health nursing, mental health and psychiatric nursing and their application in nursing and midwifery practice.
2. Apply principles of nursing administration and management in all level of health care delivery systems.
3. Analyze health determinants affecting specific individuals, group, and community.
4. Demonstrate critical, systematic and reflective thinking in solving problems.
5. Demonstrate ability in numerical and statistical analysis and their application.
6. Apply relevant nursing and midwifery theories.
7. Apply evidence based practice to solve problems in nursing and midwifery.

8. Demonstrate motivation and ability to life-long learning towards global changes, professional and societal developments.
9. Demonstrate effective leadership.
10. Use appropriate package interpersonal approaches with clients and others.
11. Use appropriate package for research activities.
12. Advocate for clients and nursing and midwifery profession.
13. Demonstrate ability to work independently.
14. Demonstrate decision making skills.
15. Demonstrate teaching skills.

5. Entrance Requirement

The entrance requirement will be class XII passed with 40% each in Biology, English and Dzongkha.

Ability rating points

Biology – 5

English – 3

Dzongkha – 3

Chemistry – 2

1 other subject – 1

The overall curriculum is structured as shown below:

Plan of study for four years program (1 week=40hrs)

Plan of Study First Year

First Year Semester 1

Code	Module	Credit	Total Hours		
			T	L	P
ACS101	Academic Skills	12(11-1-0)	110	15	0
ANP101	Anatomy and Physiology	12(9-3-0)	90	45	0
NUR101	Fundamental of Nursing I	12(7-2-3)	70	30	60
BCP101	Biochemistry and Basic Pathology	12(10-0-2)	100	0	40
MPP101	Microbiology and Parasitology	12(9-3-0)	90	45	0
Total for Semester 1		695 hours (17 Weeks)	460	135	100

T= Theory, L=Laboratory, P=Practice

First Year Semester 2

Code	Module	Credit	Total Hours		
			T	L	P
BHC101	Health and Bhutan Health Care System	12(12-0-0)	120	0	0
NUR102	Fundamental of Nursing II	12(7-5-0)	70	75	0
NUR103	Fundamental of Nursing Practice	12(0-0-12)	0	0	240

SNP101	Sociology and Psychology	12(10-1-1)	100	15	20
PHA101	Pharmacology	12(11-0-1)	110	0	20
Total for Semester 2		770 hours (19 Weeks)	60(40-6-14)	400	90
Total for the first year		1465hours (37 weeks)	120(86-15-19)	860	225

Plan of Study Second Year

Second Year Semester 1

Code	Module	Credit	Total Hours		
			T	L	P
HAN201	Health Assessment and Nursing Process	12(6-2-4)	60	30	80
NUD201	Nutrition and Dietetics	12(10-1-1)	100	15	20
TME201	Trauma and Medical Emergency	12(9-3-0)	90	45	0
NUR204	Adult Nursing I	12(8-0-4)	80	0	80
LEN 201	Law and Ethics in Nursing	12(7-5-0)	70	75	0
Total for Semester 1		725 hours (18 weeks)	60(40-11-9)	400	165

Second Year Semester 2

Code	Module	Credit	Total Hours		
			T	L	P
NUR205	Adult Nursing II	12(8-0-4)	80	0	80
MHN201	Mental Health Nursing	12(6-0-6)	60	0	120
HPC201	Health Promotion and Health Counseling in Nursing	12(10-1-1)	100	15	20
CHN201	Community Health Nursing	12(10-2-0)	100	30	0
NUR206	Field Posting	12(0-0-12)	0	0	240
Total for Semester 2		850hours (21 Weeks)	60(34-3-23)	330	60
Total for the Second Year		1590 hours (40weeks)	120(74-14-32)	750	195

Plan of Study Third Year

Third Year Semester 1

Code	Module	Credit	Total Hours		
			T	L	P
PED 301	Pediatric Nursing	12(9-0-3)	90	0	60
NUR307	Adult Nursing III	12(8-0-4)	80	0	80

MID301	Perspectives in Midwifery and Antenatal Care	12(6-2-4)	60	30	80
MID302	Intrapartum care	12(4-4-4)	40	60	80
MID303	Midwifery Practicum I	12(0-0-12)	0	0	240
Total for Semester 1		900 hours (22 Weeks)	60(27-6-27)	270	90
				540	

Third Year Semester 2

Code	Module	Credit	Total Hours		
			T	L	P
NAM301	Nursing Administration and Management	12 (8-0-4)	80	0	80
REB301	Research, Epidemiology and Biostatistics,	12(10-2-0)	100	30	0
MID304	Postnatal, Newborn Care and Family Planning	12(6-2-4)	60	30	80
MID305	Complications in Pregnancy, Childbirth, Postnatal and Newborn	12(5-3-4)	50	45	80
MID306	Midwifery Practicum II	12(0-0-12)	0	0	240
Total for Semester 2		935 hours (23 Weeks)	60(29-7-24)	290	105
Total for Third Year		1775 hours (44 Weeks)	120(56-13-51)	560	195
					1020

Plan of Study Fourth Year**Fourth Year Semester 1**

Code	Module	Credit	Total Hours		
			T	L	P
RNM 401	Research in Nursing and Midwifery	24(24-0-0)	240	0	0
NUR 406	Global Trends and Issues in Health and Nursing	12(11-0-1)	110	0	20
NUR 408	Nursing Education	12(8-0-4)	80	0	80
NAL 402	Nursing Administration and Management Practice	12(2-0-10)	20	0	200
Total for Semester 1		750 hours (19 Weeks)	60(45-0-15)	450	0
					300

Fourth Year Semester 2

Code	Module	Credit	Total Hours		
			T	L	P
INT 401	Internship	60(1-0-59)	10	0	1180
Total for Semester 1		1190 hours (30 Weeks)	60(1-0-59)	10	0
					1180

Total for Fourth Year	2010 hours (50 weeks)	120(46-0-74)	460	0	1480
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Regulations

The entrance requirements

This program is intended to train:

- Diploma level graduates who will exit after 3 years
- degree level graduates who will exit after 4 years

The entrance requirement will be class 12 pass science with biology.

Mode of assessment

Mode of assessment will consist of:

Formative

- Return demonstration
- Observation
- Feedback

Ongoing summative

- Assignments
- Presentation
- Project
- Reflective writing
- Performance evaluation

Summative

- Practical examination
- Theory examination
- Project

The students must complete 5 modules per semester and must pass in each of the modules assessed with a minimum of 50 marks to progress to the next semester or next academic year. For the award, they should have completed all the modules and credits for the specified program.

Teaching and Learning Approach

The teaching learning approach will consist of:

- Lecture
- Discussion
- Role play
- Group work

- Project work
- Assignment
- Presentation
- Reflective writing
- Journal writing
- Demonstration
- Clinical work
- Field work

Learning sites:

- Classroom
- Library and ICT
- Referral hospitals, District and Indigenous hospitals
- Basic Health Units
- Communities
- Laboratory
- Other relevant agencies e.g RENEW, Bhutan Ability Society etc.

Justification for the programme

The curriculum is built upon a foundation of application of the principles of primary health care to the Bhutan health care system. It utilizes the nursing metaparadigm concepts of the nursing discipline; person, health, environment and nursing in congruence with the Bhutanese culture and environmental context. The nursing program is designed to prepare nurses to meet the growing need for nursing service and improve the need for evidence based practice and apply clinical reasoning skills in their nursing practice; be able to work effectively in multidisciplinary teams to promote quality health outcomes for clients in their care; and provide high quality care through safe and effective nursing practice.

The programme is in line with the country's long term objective of "promoting the health of the whole population so as to enable every citizen to lead a socially and economically productive life of the people through better health care in the spirit of social justice and equity." At the same time, it meets the aspirations of the health workers themselves whose desires are to update themselves as well as have a clear and progressive career path.

Nurses constitute one of the largest groups of health professionals in the country and their role is fundamental to health care. Nursing in Bhutan at this stage faces the dual challenge of meeting the shortage as well as ensuring quality of services by upgrading the basic qualification of nurses to meet the international standard of practice. This nested program is designed to meet both the needs.

Moreover the Ministry of Health needs more nurses to fulfill the existing gap. The Ministry also needs qualified and competent nurses to take up research, managerial and leadership roles in order to improve the quality of care. Currently it spends millions every year on training and upgradation programs outside the country.

Six months of internship in fourth year will provide adequate time to apply theoretical knowledge to the clinical setting by encouraging them to function as a member of the multidisciplinary health care team, enhancing communication and relationship skills, strengthening assessment and clinical skill, leadership and management skills, and beginning the transition from student nurse to professional nurse.

1. FIRST YEAR - FIRST SEMESTER

Programme: Bachelor of Science in Nursing and Midwifery

Credit Value: 12 credits

Module Tutor(s): Sonam Choden, Tenzin Dorji

Weight age

50%

25%

25%

Unit I:

Unit II:

Unit III:

Learning Outcomes:

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

- 9

- Practical exercises and activities
- Self study

སྒྲིག་འཐབ་ཐང་ལ།

དུས་རྒྱུན་སྒྲིག་འཐབ་ཐང་ལ་སྒྲིག་འཐབ་བཞུགས་པུ་སྒྲིག་གི་སྡེ་ཚན་དང་འབྲེལ་འབད་སྒྲིག་འཐབ་དགོ

སྒྲིག་སྒྲིག

སྒྲིག་ལུ

སན་ཞུ

Mode of Assessment

Formative

- Observation
- Questioning
- Feedback and discussion

Continuous

100 %

- Group Presentation
- Unit test
- Assignment

དཔྱད་ཞིབ་ཀྱི་སྡེ་ཚན་འདི་གི་དོན་ལུ་སངས་རྒྱལ་སྒྲིག་འཐབ་དཔྱད་ཞིབ་ཀྱི་བཀའ་ཆ་ར་ལག་ལེན་འཐབ་སྡེ་ཚན་འཐབ་དགོས་མིན།

- དུས་རྒྱུན་དཔྱད་ཞིབ་ཀྱི་བྱ་བ་
- ལས་འགན་ལ་
- སྒྲིག་འཐབ་སན་ཞུ
- སྒྲིག་འཐབ་གི་སྒྲིག་ལུ
- སྡེ་ཚན་སྒྲིག་ཞུ
- ལུས་སྒྲིག་
- སྒྲིག་འཐབ་ཆོས་རྒྱལ་སྒྲིག་ཀྱི་རང་སྒྲིག་
- དེ་བཞིན་ལན་
- ཆོས་རྒྱལ་སྒྲིག་ཀྱི་

Subject matter of the module

Session (Hours.)	Topics	Methods of T/L	Remarks
Unit I: Academic Skills			
1(3 hrs.)	Academic Standards <ul style="list-style-type: none"> • Purpose of academic activity • Features of academic writing • Academic argument and academic integrity/ethics 	Lecture Group Study Presentation	Group study

2 (3 hrs.)	Note-Taking <ul style="list-style-type: none"> Basics of note-taking Types of notes, strategies and activities Listening and note-taking 	Lecture Written Assignment	Group work
3(10hrs.)	Academic Reading <ul style="list-style-type: none"> Identify text features & organization Reading techniques (skimming/scanning, SQ3R, speed reading) Locating, evaluating and selecting information Summarizing / paraphrasing academic texts Critical reading (author viewpoints/biases, reading for detail) 	Lecture	
4(20 hrs.)	Academic Essay Writing <ul style="list-style-type: none"> Introduction to the writing process Writing process: Understanding and analyzing assigned topics/directions (BUG), using the writing process Essay format: Introduction and thesis statement Essay format: Topic sentences; body paragraphs (with supporting sentences/ evidence/ examples/ explanations/ cohesive devices) Essay format: Writing conclusions 	Lecture Group study Presentation	
5(10hrs.)	Referencing Technique <ul style="list-style-type: none"> Introduction to using source materials (what are sources? relevant terms, introduction to paraphrasing source material) academic integrity and referencing Locating, evaluating and selecting sources Using source materials for in-text citation Making end-text/reference lists Avoiding plagiarism 	Lecture	
6 (6 hrs.)	Oral Presentation <ul style="list-style-type: none"> Introduction to academic argument in oral settings and presentations Strategies for delivering an effective presentation (structure, signposting) 	Lecture	Conducting a presentation on a selected topic
7(10hrs.)	Types Of Writing <ul style="list-style-type: none"> Reflective writing Report writing 	Lecture Written Assignment	
Unit II: Information Technology			

1 (3 hrs.)	Introduction To Computer <ul style="list-style-type: none"> • Definition and application of Information Technology • Basic Computer Components • Computer Types • Computer Input and Output • Computer Hardware and Software • Basic Computer Maintenance 	Lecture Discussion Group study Written Assignment	Group work
2(7 hrs.)	Internet And Networking <ul style="list-style-type: none"> • Introduction to internet and World Wide Web • History of internet • Basic internet terminologies • Net etiquette • Internet search tools • Introduction to network and its advantages • Elementary Terminology of Network • Types of Network • Basic Network Components 	Lecture Lecture Discussion Group study	Laboratory Practice
3(L=20 hrs.)	Microsoft Office <ul style="list-style-type: none"> □ Introduction to comprehensive use of Microsoft Office Suite (Word, Excel, PowerPoint Presentation) 	Lecture and laboratory practice	
Unit III: Dzongkha			
1(10 hrs.)	<p>མཐོ་ཚན་གྱི་ཡིག་འབྲི་སྒྲིལ་བ།</p> <ul style="list-style-type: none"> • དབྱངས་གསལ་ལོ་ལོ་བཟུང་ཚུལ། • རྒྱུ་འཇུག་དང་ཟེས་འཇུག་གི་འཇུག་པ་གསུམ་གྱི་ཁད་པར། • འབྲེལ་གསལ་གྱི་རྣམ་གཞག། • གཏང་ཡིག་གི་འབྲེལ་ཐངས་ལམ་ལུགས། • སྙན་ཞུ་འབྲེལ་ཐངས་དང་། • འབྲེལ་ཐངས་འབྲེལ་ཐངས་སྒྲོལ་། • རྒྱ་ཡིག་དང་ལྷ་ཆོག་གི་ཁད་པར། • རྒྱ་ཆོག་གི་གོ་དོན་དང་འབྲེལ་ཐངས་གྱི་དཔྱེ། • ཁབ་བསགས་དང་གསལ་བསགས་གཉིས་གྱི་ཁད་པར་དང་འབྲེལ་ཐངས་གྱི་ས བ་བ།བཀའ་རྒྱ་འབྲེལ་ཐངས་དང་སང་བ། 	གསལ་བཤད་	ཕྱི་ཚན་གྱི་ལྷ་ ཡང་སྒྲོལ་ལའ་
2(5hrs.)	<p>མཐོ་ཚན་གྱི་བསྐྱོད་སྒྲིག་རྣམ་བཞུགས་སྒྲོལ་།</p> <p>དལ་འབྲེལ་ཐངས་འདྲེ་དཀའ།</p> <p>ཆོ་མ་འབྲེལ་གསལ་པ།</p> <p>འཁོར་བཞུགས་དམ་གྱིས།</p> <p>ལས་རྒྱ་འབྲེལ།</p>	གསལ་བཤད་	
3(15 hrs.)	<p>མཐོ་ཚན་གྱི་སྐྱེ་ལས།</p> <ul style="list-style-type: none"> • ལྷིག་ལམ་རྣམ་གཞག་གི་ཁུངས་དང་དགོས་པ། • རྒྱལ་དབང་བཅར་ལྷིག་པ་དང་ཁུངས་དོན། • བཟའ་འབྲེལ་སྒྲོལ་ཚུལ་གྱི་དཔྱེ་བ་དང་ཁུངས་དོན། 	གསལ་བཤད་	ལུས་སྒྲོལ་

Module Tutor(s): Faculty, FoPGM

General Objectives

This module is designed to provide the basic concepts and principle of anatomy and physiology which can be applied in practice in various clinical settings. It will also help the students to understand the normal parts of living organism that deals with the study of bodily structure and the relationship of one part to another, normal systemic function of the body, nature of the disease process and its effect on normal body function. This module will help students to acquire knowledge about organization of the body and describe the normal characteristics, structure, and function of cells, tissues, organs and systems. This module will cover the following systems: integument, musculoskeletal, cardiovascular, blood and lymphatic, respiratory, endocrine, nervous and special senses, alimentary and metabolism, excretory, reproductive system. Laboratory practice will be included to increase students' comprehension in structure and functions of selected body systems.

Learning Outcomes

On completion of the module the students will be able to:

1. Define anatomy and physiology
2. Describe the history of human anatomy
3. Explain human body, structure and physiology of cell, tissues, anatomical terms membrane and glands
4. Define and discuss homeostasis, body fluids, survival needs of the body
5. Distinguish between mitosis and meiosis in cell division
6. List common terminology of illness
7. Describe the structure and functions of the systems of the human body
8. Identify models of different part of human body
9. Demonstrate different physiological methods related to clinical practice

Skills to be developed

- Identify different organs and its systems
- Apply this knowledge in practice for live patients

Teaching and Learning approach

- Lecture and class discussion
- Self study
- Group project and presentation
- Assigned reading
- Written assignment
- Laboratory practice

Mode of assessment

Formative

- Observation
- Questioning
- Feedbacks

Ongoing summative 40

- Presentation
- Assignment

- Group project
- Class test
- Spotting test
- Via

Summative 60

- Written examination

Pre-requisite knowledge

Resource required

- OHP/LCD/Computers
- Chalk board/Marker pens/Transparent

Subject matter of the module

Session (Hrs.)	Topics	Methods of T/L	Remarks
1(10hrs.)	Introduction to Anatomy and Physiology: <ul style="list-style-type: none"> • Definition anatomy and physiology • Anatomical position • Terminologies used in Anatomy & Physiology • History of human anatomy • Introduction of human body including cavities • Human cell: structure and physiology of the cell • Cell division: mitosis and meiosis • Tissues, Organs and systems • Membranes and glands • Alteration in diseases, applications and implications in nursing • Body Fluid • Homeostasis • Survival needs of the body: communication, transport system, internal and external environment • Introduction to the study of illness 	Lecture discussion Group work Explain using charts and models	Short answer question Assignment
2(3hrs.)	The Integumental system <ul style="list-style-type: none"> • Introduction of the Skin • Structure of the skin • Nail: definition, functions, and structure of the nail • Regulation of body temperature 	Lecture discussion Group work Explain using charts	Short answer question

3(15hrs.)	The Skeleton system <ul style="list-style-type: none"> • Define common anatomical terms • Introduction the skeletons and their composition: □ Bone: types, composition, formation and growth, • Functions and movements of the bones, bone healing and microscopic structure of bone. • Joints 	Lecture discussion Group work Explain using charts, video Demonstration Self study	Viva Spotting test Explain using charts, models
4(5hrs.)	The Muscular system <ul style="list-style-type: none"> • Types of muscles and their attachment with functions • Muscle movements, muscles tone, contraction, levels and • Maintenance of posture 	Lecturer, discussion Group work Self study	Viva Spotting test
5(10hrs.)	The Cardiovascular system <ul style="list-style-type: none"> • Introduction cytology and organization of cardiovascular system • Heart: Structure, Location, Layers of the heart, Chambers • valves • Circulation: systemic, pulmonary and coronary • Blood: microscopic structure, formation, composition, • functions blood, blood groups and blood coagulation • Structure of blood vessels: arterial and venous system • Blood Supply for all systems • Hemoglobin: structure, synthesis and breakdown, variation molecules, estimation • Function of heart, conduction system, cardiac cycle, factors • influence pulse, blood pressure and electro cardiogram The Lymphatic system <ul style="list-style-type: none"> • General functions lymphatic vessels and lymph • Lymph vessels and lymph nodes, capillaries • Lymph Tissues: spleen, thymus gland • Lymphatic drainage • Antigen-antibody reaction 	Lecture and discussion Group work Demonstration	Assignment Class test Spotting Explain using charts, models Lab practical

6(7hrs.)	The Respiratory system <ul style="list-style-type: none"> • Introduction and organization of the respiratory system • Structure and functions of the respiratory organs • Muscles of respiration • Types of respiration: Internal and External • Physiology of respiration and mechanism of respiration, pulmonary volume and regulation of respiration, gaseous exchange in lungs and gases exchange in tissues 	Lecture and discussion	Class test Short answer objective questions Group
7(3hrs.)	The Endocrine system <ul style="list-style-type: none"> • Structure of pituitary, pancreas thyroid, parathyroid, thymus, ovaries, testes, adrenal and supra-adrenal glands • Functions of the all exocrine and endocrine glands • Hormones: types and their actions 	Lecture discussion	Class test Spotting Charts, models, slides
8(15hrs.)	The Nervous system and special senses <ul style="list-style-type: none"> • Introduction to parts of nervous system: central, peripheral and autonomic • Structure, function of neurologia and neuron • Structure, location and functions of brain, spinal cord, peripheral cranial and spinal nerves. • Autonomic nervous system: • sympathetic and para-sympathetic nervous system • Meanings, cerebrospinal fluid: composition and functions • Mechanism of sympathetic and para-sympathetic nervous system • Functions of neuralgia and neurons • Cerebellum and Cerebrum functions • Ventricles of brain • Stimulus and nerve impulse: Neural Pathways and mechanism • Higher Functions of the Nervous System: Conditional Reflexes, reflex action and reflexes • The Sensory Organs: skin, eye, ear, nose and tongue • Hearing & Equilibrium • Smell & Taste • Control of posture & movement • Central regulation of visceral function • Autonomic functions: pain somatic, visceral and referred 	Lecture discussion	Class test Spotting Assignment Group work Charts, models.

9(10hrs.)	The Alimentary system (gastrointestinal system) <ul style="list-style-type: none"> • Introduction structure and function of alimentary tract • Layers of gastrointestinal tract • Oral cavity and related structure: Palate, Salivary glands, Teeth, Tongue and Pharynx • Mechanism of swallow • Mechanism of digestion & absorption □ Structure and function of: • Stomach, Small intestine, Large intestine, Liver, Pancreas Metabolism <ul style="list-style-type: none"> • Definition of metabolism • Metabolic reactions, Energy transfer, Central metabolic pathways • Metabolism of carbohydrate, protein, and lipids 	Lecture discussion Explain using charts, models, torso and specimens	Class test Spotting Assignment
10(5hrs.)	The Excretory system (urinary system) <ul style="list-style-type: none"> • Structure and functions of organs of urinary system: kidney Ureters, Urinary Bladder, Male and Female urethra • Blood and nerves supply of the kidneys • Hormones of the kidneys • Mechanism of urine formation • Regulation of blood pressure • Fluid and electrolyte balance 	Lecture Discussion Group presentation	Class test Spotting Charts, models
11(7hrs.)	Reproductive system <ul style="list-style-type: none"> • Structure and functions of male and female reproductive organs • Male and female hormones, its control and influence • Mammary glands: structure and functions • Male function in reproduction and fertility system • Stage of development: Puberty, menopause 	Explain using charts, models, torso and specimens	Class test Spotting Assignment
12(45hrs.)	Laboratory practices <ul style="list-style-type: none"> □ Identify and demonstrate models, chart, such as: skeletal, brain, spinal cord, heart, respiratory tract, lungs, alimentary tract, male and female reproductive, excretory, endocrine gland and skin. 	Demonstration Models, chart Laboratory practice Independent study.	Viva, spotting

Reading List:

Main Text:

- Ashalatha, P. R. (2007). *Textbook of anatomy and physiology for nurses* (1st ed.). J.P. Brothers: New Delhi, India.
- Wilson, K. J. W., & Waugh, A. (2010). *Anatomy and physiology in health and illness* (9th ed.). London: Churchill Livingstone.

Additional Readings:

- Bannister.L.H, Berry.M.M et al(2000). *Gray's anatomy* (38thed.). London: Churchill Livingstone.
- Chaurasia's ,B.B. (2004). *Human anatomy, regional and applied Vol 1, 2 and 3*. (8th ed.). CBS publication & distributors. New Delhi, India.
- Geratj.Tortora. (2003). *Principle of anatomy and physiology*. (10th ed.). USA: Willey. J.N Sons, USA.
- Kathleen J. W., & Anee W. (2000). *Anatomy and Physiology in Health and Illness*. (8th ed.). London: Churchill Livingstone
- Marieb, Elaine.N. (2006). *Human anatomy and physiology*. (6th ed.). Pataparganji: Delhi, India

Date: March 22, 2016

1.3. Title of the module: NUR101 Fundamental of Nursing I

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 1, Semester 1

Credit Value: 12 credits (T = 70hrs, L = 30 hrs, P =60 hr)

Module Leader: Tshering Yangzom

Module Tutor(s): Sapna Humagai, Kinley Gyaltsen, Phuntsho Om

General Objectives

This module is designed to aims to assist students to understand the evolution of nursing profession, its nursing science, and historic development. It is also designed to develop students' understanding in nursing metaparadigm concepts, nursing theories, legal and ethical influences on practice. It also provide students with an understanding in principles and science based on basic nursing practice for developing clinical skills in order to provide care to every category of client. It will encourage students to develop fundamental nursing skills in response to basic human needs. This module will be the beginning of skill practice in nursing procedures and learn to think critically to make intelligent, safe and competent nursing judgment to provide care to the clients in the future practice.

Learning Outcomes

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

1. Describe the evolution of nursing profession and nursing science development.
2. Explain nursing theories conceptual framework and nursing metaparadigm concepts.
3. Recognize major nursing theories and their application to nursing practice.
4. Identify roles and responsibilities of professional nursing within the health care delivery system.

5. Describe purpose and functions of professional nursing organizations in relation to professional development, nursing service, nursing education, nursing administration and nursing research.
6. Explain nursing competencies and code of ethics
7. Describe factors that influence the nursing skills practices in clinical setting.
8. Perform all the clinical nursing procedures competently.
9. Describe principles and techniques of all the clinical procedures.
10. Demonstrate vital signs procedure.
11. Discuss about pain assessment and management.
12. Explain the admission and discharge procedures
13. Describe principles and techniques for infection control and biomedical waste management
14. Perform infection control procedures-hand washing techniques, practice universal precautions, wearing and removing of personal protective equipment
15. Demonstrate different positioning techniques, transferring techniques, range of motion and usages of comfort devices
16. Discuss the nurse's role & responsibilities in bowel elimination.

Skills to be developed

- Basic nursing skills

Teaching and Learning approach

- Lecture
- Discussion
- Small group activities and presentation
- Demonstration and return demonstration
- Videos
- Self study
- Report writing

Mode of Assessment

Formative

- Signing out of the procedures
- Observation
- Questioning
- Quizzes
- Class Assignment
- Feedback on documentation
- Clinical assignment

Summative Assessment

Weight age

Theory

100

1. Ongoing summative

40%

Assignment, Unit test, presentation,

Quiz

2. End summative- Written examination 60%

Practical 100

1. Ongoing summative 100

- Competency Sign out 50%
- Performance evaluation 30%
- Reflective journal 10%
- Practical record book 10%

Note: Cumulative marks: Theory 50% and practical 50%.

Pre-requisite knowledge

- Anatomy and Physiology
- Microbiology, Parasitology and Pathology
- Biochemistry

Resource required: Nursing Skills Lab with necessary equipments

Subject matter of the module

Session (Hrs.)	Topics	Methods of T/L	Remarks
1(5 hrs.)	Historical evolution of Nursing profession <ul style="list-style-type: none"> • History of nursing • Nursing history in Bhutan • Definition of a professional nurse • Functions of a nurse • Qualities of a nurse • Professional etiquettes • Career development and expanded nursing roles 	Lecture with discussion, group activities	
2(15 hrs.)	Nursing Theories: Development of nursing theory and conceptual models Nursing Theories: <ul style="list-style-type: none"> • Nightingale (1860): The body's reparative processes & clients environment • Peplau (1952): Nursing is therapeutic interpersonal process • Henderson (1955): Henderson's 14 basic needs • Abdellah (1962): Delivering nursing care for whole person 	Lecture with discussion, group activities	

	<ul style="list-style-type: none"> • Orem (1971): Self care deficit theory • Roy (1979): based on the physiological, sociological and dependence-independence adaptive modes • King (1971): Communicating to help client reestablish positive environment • Neuman (1972): System model of nursing • Watson (1979): Humanistic aspect of life 		
3 (1hr.)	Non-nursing Theories <ul style="list-style-type: none"> • General system theory • Human needs theory • Change theory • Bio-medical theory 	Lecture with discussion, group activities	
4 (2 hrs.)	<ul style="list-style-type: none"> • Professional nursing practice- Standards of Nursing practice • Nurse practice acts (BMHC) • Nursing organization • Current and future trends in nursing practice • Nursing competencies • Nursing code of ethics 	Lecture with discussion, group activities	
5(5 hrs.)	Hospital Admission and Discharge <ul style="list-style-type: none"> • Admission Plan and Procedures • Discharge Plan and Procedure • Care and maintenance of the unit after discharge • Documentation- Recording and Reporting 	Lecture with discussion, lab practice, and clinical demonstration and supervised return demonstration, role play, video film & group activities	
6(10hrs.)	Infection Control <ul style="list-style-type: none"> • Types of infection • Chain of infection transmission • Defenses against infection: natural and acquired • Concept of asepsis: medical and surgical asepsis • Standard safety precaution (Universal precaution) • Isolation techniques and precautions (Barrier nursing) 	Lecture with discussion, lab practice, and clinical demonstration and supervised return demonstration, role play, video film & group activities	

	<ul style="list-style-type: none"> • Hand washing • Personal protective equipments • Decontamination of equipments and units • Needle prick injury • Post exposure prophylaxis (PEP) <p>Biomedical Waste management</p> <ul style="list-style-type: none"> • Types of hospital waste • Waste segregation • Waste management 		
7(1 hr.)	<p>Specimen Collection</p> <ul style="list-style-type: none"> • Stool, Urine, Sputum, Throat culture • Collection of specimens and transportation • Recording and Reporting 	Lecture with discussion, lab practice, and clinical demonstration and supervised return demonstration, role play, video film & group activities	
8(3 hrs.)	<p>Bed making</p> <ul style="list-style-type: none"> • Purpose of bed making • Principals in bed making • Types of bed • Procedure of bed making 	Lecture with discussion, lab practice, and clinical demonstration and supervised return demonstration, role play, video film & group activities	Student participation
9(5 hrs.)	<p>Basic Human needs & Hygiene care</p> <ul style="list-style-type: none"> • Hygiene care and comfort (skin, foot, Nails, oral, hair, eyes, ears, nose and back care) 	Lecture with discussion, lab practice, and clinical demonstration and supervised return demonstration, role play, video film & group activities	

10(10hrs.)	<p>Assessment of Vital signs</p> <p>Body temperature:</p> <ul style="list-style-type: none"> • Physiology, regulation, factors affecting body temperature • Assessment of body temperature: sites, equipments and technique • Temperature alterations: hyperthermia/pyrexia (types of pyrexia), hypothermia & heatstroke • Nursing Management of Fever <p>Pulse</p> <ul style="list-style-type: none"> • Physiology and regulation, characteristic of pulse • Factors affecting pulse • Assessment of Pulse: Sites, and techniques <p>Respiration</p> <ul style="list-style-type: none"> • Physiology and regulation, mechanism of breathing • Characteristics of respiration • Factors effecting respiration • Assessment of respiration <p>Oxygen saturation</p> <p>Blood pressure</p> <ul style="list-style-type: none"> • Factors effecting blood pressure • Assessment of blood pressure: sites, equipments and technique • Common errors in assessing blood pressure <p>Pain</p> <ul style="list-style-type: none"> • Definition • Classification of pain • Physiology of pain • Factors influencing pain perception • Causes of pain • Assessment of pain • Management of pain <p>Recording and reporting of vital signs</p>	<p>Lecture with discussion, lab practice, and clinical demonstration and supervised return demonstration, role play, video film & group activities</p>	
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11 (1 hr.)	Housekeeping <ul style="list-style-type: none"> • Cleanliness of the unit • Care of articles and equipments (rubber, stainless steel, linens) 	Lecture with discussion, lab practice, and clinical demonstration and supervised return demonstration, role play, video film & group activities	
12(5 hrs.)	Mobility and Immobility <ul style="list-style-type: none"> • Maintenance of normal body alignment and mobility • Principles of body mechanics • Using body mechanics (safe transferring of patients, pulling and pushing, preventing back injury, positioning patients, moving and turning patients in bed) • Factors affecting body alignment and activity • Affects of immobility • Range of motion exercises 	Lecture with discussion, lab practice, clinical demonstration and supervised return demonstration, role play, video film & group activities	
13 (2hrs.)	Hot and Cold Applications <ul style="list-style-type: none"> • Classification of Hot and cold application • Therapeutic use of Local Hot and cold application • Contraindication of hot and cold applications • Applications of hot and cold • Advantages and Disadvantages of moist heat application • Scientific principles involved in hot and cold applications 	Lecture with discussion, lab practice, and clinical demonstration and supervised return demonstration, role play, video film & group activities	
14 (3 hrs.)	Oxygenation <ul style="list-style-type: none"> • Review of cardiovascular and respiratory physiology • Factors affecting respiratory function • Alteration in respiratory function • Nursing intervention • Maintenance of patent airway • Oxygen administration system • Chest physiotherapy (deep breathing & coughing exercise and Postural drainage) 	Lecture with discussion, lab practice, and clinical demonstration and supervised return demonstration, role play, video film & group activities	

	<ul style="list-style-type: none"> • Suction • Pulse oximetry/SPO2 monitoring 		
15 (13 hrs.)	Nutrition Nursing intervention: assessment, types, equipments, procedure and special consideration <ul style="list-style-type: none"> • Inserting nasogastric tube • Gastric gavage/Tube feeding • Gastric lavage 	Lecture with discussion, lab practice, and clinical demonstration and supervised return demonstration, role play, video film & group activities	
16 (2 hrs.)	Bowel Function and Elimination <ul style="list-style-type: none"> • Review of bowel function and elimination • Factors effecting bowel elimination • Alteration in bowel elimination • Bowel diversion ostomies • Facilitating bowel elimination: assessment, equipments, procedures, and special consideration • Flatus tube insertion • Enemas and Suppositories • Sitz bath • Bowel wash 	Lecture with discussion, lab practice, clinical demonstration and supervised return demonstration, role play, video film & group activities	
17 (30 hrs.)	Laboratory Practices	Nursing skill lab	
18 (60hrs.)	Clinical posting	Medical,Surgical, orthopedic, EENT,Medical Extension II	

Reading List:**Main Text:**

Potter, P.A., & Perry, A.G. (2009). *Fundamentals of nursing*. 7th ed. St.Louis: Mosby.

Additional Readings:

Berman, A., & Kozier, V. (2008). *Fundamentals of nursing: concepts, process, and practice*. Upper Saddle River, N.J.: Pearson Prentice Hall.

Cowan, L.P. (2000). The patient's perspective. In E.S., Abram & J.D., Haddox (Eds.). *The Pain Clinic Manual* (2nd ed., pp. 21-30). Philadelphia: Lippincott Williams and Wilkins.

Dahl, J. L. (2000). Improving the practice of pain management. *Journal of American Medical Association*, 284, 2785.

- Kazanowski, M. K. & Laccetti. M. (2009). Quick look nursing: Pain Management. Jones & Bartlett Publishers
- Kozier, V., Harvey, S., & Lake, R. (2007). *Fundamentals of nursing: Vol. 1, 2, & 3*. Prentice Hall.
- Lynn, P. (2006). *Fundamentals of nursing: The art science of nursing care*. 6th ed. New York: Lippincott Williams & Wilkins.
- Nancy (2006). Stephanie's Principles and Practice of Nursing-Nursing Arts Procedures Vol I & II. N. R Publishing House Indore, India.
- Ministry of Health, (2006). *Guideline for infection control and Health care waste management in Health facilities*. 3rd ed. Infection control & Health care waste management program. Thimphu Bhutan
- McCaffery, M., & Pasero, C. (2001). A Nurse's guide to pain management. Retrieved December 21, 2002, from <http://216.55.28.162/nurse/courses/nurseweek/nw0150/cl>.
- McManus, L. (2000). Developing a pain assessment tool for the cognitively impaired. Retrieved January 7, 2003, from <http://www.dementia.com.au/papers/LeonieMcManus.htm>.
- Paice, J.A. (1991). Unraveling the mystery of pain. *Paice*, 18, 843-848.
- Patt, B.R. (2000). Oncologic pain management. In E.S., Abram & J.D., Haddox (Eds.). *The Pain Clinic Manual* (2nd ed., pp. 21-30). Philadelphia: Lippincott Williams and Wilkins.
- Petpichetchian, W. (2001). The cancer pain experience in Thai patients: Meanings of cancer pain, control over pain, pain coping and pain outcomes. Unpublished doctoral dissertation, Wayne State University, Michigan.
- Wangmo, D. (2004). Barriers to effective pain management in adult patients in Bhutan. Unpublished Master's thesis, Prince of Songkla University, Thailand.

Date: March 24, 2016

1.4. Title of the module: BCP101 Bio-chemistry and Basic Pathology

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 1, Semester 1

Credit Value: 12 credits (T= 100 hrs. L=0hrs. P=40hrs)

Module Leader: Dr. Chencho Dorjee

Module Tutor(s): Faculty, FoPGM; Faculty, Laboratory Department, JDWNRH

This module consists of two units:

Unit 1: Bio-chemistry: 6 C (T =50 hrs. L =0 hr. Pr = 20 hrs)

Unit 2: Basic Pathology: 6 C (T = 50 hrs. L = 0 hr. P =20 hrs)

General Objectives

The aim of the module is to impart knowledge on the normal biochemical composition and functioning of human body and understand the alterations in biochemistry in diseases. It also imparts knowledge on the basic biochemistry and the important clinical applications including understanding the basic laboratory investigations and their values. The focus will be on developing skills in the proper collection of samples for various investigations. This module will enable the students to have a basic knowledge of pathology and pathological processes associated with common disorders and diseases in order to have a better understanding of diseases and care associated with them.

Learning Outcomes

Unit 1: Bio-chemistry

On successful completion of this module, the student should be able to:

1. Explain the scope and history of biochemistry
2. Define the common terms used in biochemistry.
1. Explain concepts and principles of biochemistry and their importance and relevance to nursing.
2. Explain the role of various biomolecules and enzymes in maintaining health of the human body
3. Describe the fundamental principle of molecular biology and its clinical applications.
4. Describe the principles of common laboratory principles.
5. Describe the errors in laboratory testing (pre-analytical, analytical and post analytical)
6. Describe common hazards in biochemistry laboratory.
7. Explain the different types of specimen that are collected from the patient for different tests
8. Discuss the universal precautions that must be observed during the collection and handling of the specimen.
9. Describe how samples are collected, transported, analyzed and interpret the results.
10. Describe the routine operation of a clinical Biochemistry laboratory.

Unit 2: Basic Pathology

1. Demonstrate a basic knowledge of pathology and the pathological processes associated with common disorders and diseases.
2. Apply the understanding of disease process in the holistic care of patients.
3. Describe the common pathological tests carried out to aid in the diagnosis of diseases.

Skills to be developed

- Patient preparation and sample collection technique
- Aseptic collection of the sample
- Identifying the errors and interpret simple laboratory test results

Teaching and Learning approach

- Lecture and class discussion
- Demonstration
- Group project and presentation
- Self study
- Written assignment
- Laboratory practices
- Videos

Mode of assessment**Formative**

- Observation
- Quiz
- Feedbacks
- Questioning

Ongoing summative 40%

- Class test
- Presentation
- Assignments
- Laboratory test/ OSPE

Summative 60%

- Written examination

Pre-requisite knowledge: Anatomy and physiology

Subject matter of the module

Unit 1: Biochemistry			
Session (hrs.)	Topics	Methods of T/L	Remarks
1(1 hr.)	Introduction to the module <ul style="list-style-type: none"> • Scope and history of life and biochemistry • Significance of Biochemistry in Nursing 	Lecture	Class test
2(2 hrs.)	Biophysics <ul style="list-style-type: none"> • Solute, solvent and solution • Acid, bases and salt with their clinical use • Electrolyte, ions • p^H, p^H scale and body buffers • water and electrolyte balance • Acid base balance • Clinical application 	Lecture, Videos and assignment	
3 (1 hr.)	Structure and functions of cell membrane Transport mechanism: Diffusion, osmosis, filtration, active and passive transport, Dialysis	Lecture and demonstration	

4 (2 hrs.)	Enzymes and co-enzymes <ul style="list-style-type: none"> • Classification and properties • Factors affecting enzyme action • Enzyme regulation • Clinical importance • Investigations and interpretations 	Lecture & discussion Assignment	
5 (4 hrs.)	Carbohydrate <ul style="list-style-type: none"> • Chemistry • Bioenergetics • Metabolism: Glycolysis, Gluconeogenesis, Glycogenolysis, Hexose Monophosphate shunt, • Regulation of glucose level • Clinical importance • Investigations and interpretations 	Lecture, Small group discussion and presentation	
6(4 hrs.)	Protein <ul style="list-style-type: none"> • Chemistry • Metabolism: Amino acid pool, Protein turnover, Nitrogen balance, Transamination, Oxidative deamination, NH₃ metabolism, Urea cycle, Heme metabolism • Clinical correlations • Investigations and interpretation 	Lecture and discussion Student, presentation and reflection	
7(4hrs.)	Lipid: <ul style="list-style-type: none"> • Chemistry • Biosynthesis of fats and storage of fats in the body. • Role of liver in lipid metabolism • Biological importance of important lipids and their functions • Cholesterol and lipoprotein • Sources, occurrence and distribution • Blood level and metabolism □ Ketone bodies and utilization. • Inter- relationships in metabolism and cellular control of metabolic processes. • Clinical correlation • Investigations and interpretations 	Lecture, discussion & assignment	
8 (10hrs.)	Molecular Biology <ul style="list-style-type: none"> • Chemistry and metabolism of nucleotides • DNA structure and synthesis • RNA structure and synthesis • Protein synthesis • Expression of gene regulations 	Lecture & Discussion Assignment & Videos	

9 (8 hrs.)	<p>Endocrine system</p> <ul style="list-style-type: none"> • Pituitary • Thyroid • Pancreas • Adrenal • Reproductive <p>(Basic laboratory tests in some common conditions like Diabetes and hypoglycemia, Thyroid Disorders, Infertility and some pituitary disorders)</p>	<p>Lectures and demonstration.</p> <p>Tutorial Small group discussion</p>	
10(2 hrs.)	<p>Composition of Vitamins and minerals</p> <ul style="list-style-type: none"> • Structure • Classification • Properties • Absorption and storage • Investigation and interpretation • Clinical correlations 	Lecture	
11(2 hrs.)	<p>Immunochemistry:</p> <ul style="list-style-type: none"> • Immune response • Structure and classification of immunoglobins • Mechanism of antibody production • Clinical application 		
12(10hrs.)	<p>Laboratory:</p> <ul style="list-style-type: none"> • Operation of Clinical Biochemistry laboratory • Principles of basic laboratory tests (Photometric, Chromatography, Electrophoresis, ELISA, blotting, PCR) • Infection control • Analytical errors(Pre-analytical , Analytical and Post-analytical errors) • Techniques of sample collection (Blood, Urine and other body fluids) • Sample transportation • Read and interpret common laboratory tests • (Blood glucose, lipid profile, Renal function test, liver function test, urine for biochemical tests like glucose, protein, bilirubin, ketone bodies, beta-HCG) 	Lecture, clinical case study and Video	
13(20hrs.)	<p>Clinical:</p> <ul style="list-style-type: none"> • Visit to sample collection area to observe the process • Laboratory visit 	Demonstration and observation	
Unit: Basic Pathology			

Session (hrs)	Topic	Methods of T/L	Remarks
1(3hrs.)	Introduction to Pathology <ul style="list-style-type: none"> Core of Pathology- Etiology, Pathogenesis, Morphology, Clinical Significance Normal cells, cellular adaptations, cell injury and cell death Inflammation 	Lecture and discussion	
2(2hrs.)	Clinical Pathology Specimens and tests <ul style="list-style-type: none"> CSF, Sputum, other body fluids Tissues, cells Renal function test Liver function test Biopsies Interpretation of result 	Lecture and discussion, Group presentation	
3(2hrs.)	Clinical Pathology practicum <ul style="list-style-type: none"> Use of microscope for examination of various specimens Staining of blood film Normal cells & abnormal cells Estimation Hb, RBC, BT, CT Examination of urine Blood grouping 	Lectures Small group discussion	
4(1hr.)	Genetic Disorders <ul style="list-style-type: none"> Hereditary Congenital 	Lectures	
5(3hrs.)	Immunopathology <ul style="list-style-type: none"> Disorders of the immune system Hypersensitivity reactions Autoimmune diseases Immunodeficiency syndromes-AIDS 	Lecture and discussion	
6(2hrs.)	Neoplasia <ul style="list-style-type: none"> Characteristics of benign and malignant Grading and staging and laboratory diagnosis of cancers 	Lecture and discussion	
7(3hrs.)	Infectious Diseases <ul style="list-style-type: none"> Categories of infectious agents Transmission and dissemination of microbes Techniques for diagnosing infectious agents Important common infections 	Discussion and project	
8(3hrs.)	Environmental and Nutritional Pathology <ul style="list-style-type: none"> Environmental and Occupational Health Toxicology Common environmental and Occupational 	Discussion and Student project	

	exposure <ul style="list-style-type: none"> • Tobacco, alcohol, drugs • Indoor, outdoor, industrial, agriculture • Heat, cold, burns, injuries • Food safety • Malnutrition-types and causes, obesity • Vitamin deficiencies 		
9(5hrs.)	Systemic pathology of Cardiovascular system <ul style="list-style-type: none"> • Pathology of the diseases related blood vessels • Arteriosclerosis • Atherosclerosis • Aneurysms • Hypertension • Pathology of disorders related to; • Heart failure • Ischemic heart disease • Valvular heart diseases • Congenital heart diseases • Pathology of diseases related to Red cells and Bleeding disorders • Anemia • Bleeding disorders • Disorders of white blood cells, lymph nodes and spleen • Leukemia 	Lecture and discussion	
10(4hrs.)	Systemic pathology of Respiratory system <ul style="list-style-type: none"> • Pneumonia, Bronchopneumonia • Asthma, Pulmonary and extra pulmonary • COPD, Chronic Bronchitis • Lung cancer • Disease of pleura : Pneumothorax, Plural effusion 	Lecture and discussion	
11(4hrs.)	Systemic pathology of Gastrointestinal and Hepatobiliary system <ul style="list-style-type: none"> • Gastro Intestinal Tract :Gastritis, Peptic Ulcer disease, Carcinoma stomach, Intestinal obstruction, Hernias, Appendicitis, Hemorrhoids and Peritonitis • Liver :Alcoholic Liver disease ,Cirrhosis of liver Hepatitis, Hepatic failure • Biliary tract Congenital anomalies, injuries, Gallstones, cholecystitis and tumors of gall bladder and extra hepatic bile ducts. 	Lecture and discussion	

	<ul style="list-style-type: none"> • Pancreas Congenital anomalies, pancreatitis and neoplasms of pancreas. 		
12(4hrs.)	Systemic pathology of Genito-urinary system <ul style="list-style-type: none"> • Hypospadias, Epispadias, Cryptorchidism • Phimosis, paraphimosis • Balanoposthitis • Urinary Tract infections • Nephrotic syndrome • Nephritis • Cystitis • Renal Failure • Nephrolithiasis • Urinary Tract Obstructions • Lower urinary tract and male genital system: Congenital anomalies, inflammation and tumors of ureter, urethra, penis, testis and epididymis. Cancer of Penis, Benign Prostatic Hypertrophy • Female genital tract : Infections of the female genital tract-Trichomonas, candidiasis, herpes, HPV, gonorrhea, syphilis • Pelvic inflammatory diseases • Cervicitis • Carcinoma of cervix • Breast-mastitis, abscess, cancer 	Lecture and discussion	
13(2hrs.)	Systemic pathology of skin <ul style="list-style-type: none"> • Dermatitis • Acne, psoriasis • Infections • Cancer 	Lecture and discussion	
14(3hrs.)	Systemic pathology of Bone, Joints and Muscles <ul style="list-style-type: none"> • Congenital malformations • Rickets, Osteomalacia, Gout • Fractures • Osteomyelitis • Osteoarthritis • Rheumatoid Arthritis • Cancer 	Lecture and discussion	
15(3hrs.)	Systemic pathology of Central and Peripheral Nervous system <ul style="list-style-type: none"> • Congenital: neural tube defects, hydrocephalus • Cerebral palsy • Cerebral edema 	Lecture and discussion	

	<ul style="list-style-type: none"> • Trauma, haematomas • Spinal cord injuries • Stroke • Infections-meningitis • Encephalitis, poliomyelitis, Rabies • Peripheral neuropathies 		
16(3hrs.)	Systemic pathology of Ear, Eye, Nose and Mouth <ul style="list-style-type: none"> • Otitis media • Conjunctivitis, glaucoma, cataract • Rhinitis, Sinusitis • Tonsillitis, Pharyngitis, laryngitis • Dental caries, ulcers • Cancer 	Lecture and discussion	
17(3hrs.)	Systemic pathology of Endocrine System <ul style="list-style-type: none"> • Normal hormonal levels and functions of all the endocrine glands. • Hypo and hyperactivity of glands of endocrine system i.e. pituitary, thyroid, parathyroid, pancreas, adrenals and pineal gland. • Autoimmune diseases, inflammations and tumors affecting these glands. □ Diabetes Mellitus 		
18(P=20hrs.)	Clinical: <ul style="list-style-type: none"> • Visit to sample collection area to observe the process • Laboratory visit 	Demonstration and observation	

Reading List:**Main Text:**

Sharma S.K (2014) *Text book for Biochemistry and biophysics for Nurses*(1st edi.). J.P brother Health science publisher, India

Kumar.V, Abbas Abul K. and Aster Jon C .(2013)*Robbins Basic Pathology*(9th edi.).Publisher Elsevier Health Sciences.

Additional Readings:

Marshall WJ and Bangert SK, (2012)*Clinical Chemistry*, (7th edi.).London: Elsevier Limited

Carl A. Burtis and [Edward R. Ashwood MD](#) (2014)*Tietz Textbook of Clinical Chemistry*,(3rd edi.). W.B. Saunders Company

Champe PC, Harvey RA and Ferrier DR (2011), *Lippincott's Illustrated Review*: (5th edi.). USA: Lippincott and Wilkins, Philadelphia

McGee. et al. (1992). *Oxford Textbook of Pathology*.Oxford University Press, Walton Street, Oxford.

Murray RK, Bender DA, Botham KM, Kennelly PJ, Rodwell VW and Weil PA(2015)*Harper's Illustrated Biochemistry*, (30th edi.), Mc Graw Hill, New York, USA.

Date: 6th Jan, 2017

1.5. Title of the module: MPP101 Microbiology and Parasitology

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 1, Semester 2

Credit value: 12 credits (T=90 hrs. L=45hrs. P=0hr)

Module leader: Paromita kundu

Module Tutor: Faculty, Laboratory Department, JDWNRH

This module consists of two units:

Unit 1 - Microbiology: 6 C (T =50 hrs. L =15 hrs. Pr = 0 hr) **Unit 2**

– **Parasitology:** 6 C (T = 50 hrs. L = 15 hrs. P =0 hr)

General objectives:

The module is designed to enable students to acquire knowledge of fundamentals on microbiology and its various subdivisions along with parasitology. The aim of the module is to emphasize the morphology and physiology of microorganisms in addition to skills in aseptic procedures, isolation and identification of microorganism as well as to develop the necessary skills to handle microbes in the health care setting with the microscope in the laboratory. It will also describe the life cycles of parasites of medical importance in relation to transmission, prevention and control.

Learning outcomes:

Unit 1: Microbiology

On successful completion of this module, the student should be able to:

1. Explain the scope and history of microbiology.
2. Define the common terms used in microbiology
3. Explain concepts and basic principles of microbiology and their importance and relevance to nursing.
4. Describe the beneficial activities of microorganisms and the application of this understanding to benefit mankind.
5. Explain the role of normal flora in maintaining health of the human body
6. Explain the concepts of bacteriology and five common shapes of bacterial cells.
7. Explain the common bacterial diseases.
8. Describe the characteristic features and important common diseases caused by Rickettsia, Chlamydia and Mycoplasma.
9. Describe the fundamental principle of virology

10. Describe the common viral diseases and their mode of transmission.
11. Describe the mycotic fungi and important common diseases caused by fungi.
12. Discuss the immune system
13. Define the common terms or terminology used in sterilization & disinfection
14. Discuss relative effectiveness of various disinfectants used against several common bacteria.
15. Demonstrate the procedures of autoclaving, dry heat sterilization and chemical sterilization
16. Explain the basic principles of infection prevention.
17. Explain the methods of transmission of microbes.
18. Discuss the factors that have contributed to an increase in hospital acquired (nosocomial) infection.
19. Demonstrate the important procedures to control the hospital acquired infection (to follow in universal precaution)
20. Demonstrate the general precaution that must be observed during the collection and handling of the specimen.
21. Demonstrate how specimens/ sample are collected, stored, transported.
22. Demonstrate the parts of the microscope and its functions.

Unit 2: Parasitology

On successful completion of this module, the student should be able to:

1. Explain the general taxonomy of the parasites of medical importance.
2. State the meaning of commonly-used terms
3. Describe how parasitic infections affect communities and that knowledge of their life cycle is necessary for effective prevention and control
4. Explain the difference between the Cestodes, Nematodes, Trematodes and Protozoa
5. Define parasitism, the various types of parasites and hosts
6. Explain major examples of zoonotic diseases in humans and described intervention or control strategies to minimize these infections and the sources of infection.
7. Identify the common methods and procedures of laboratory diagnosis of pathogenic protozoa in clinical specimens.

Skills to be developed:

- Aseptic collection of the specimen
- Preparation of the smear
- Use of a light microscope
- Identifying the microorganism

Teaching and Learning approach

- Lecture and class discussion
- Demonstration
- Video show
- Group project and presentation
- Self study
- Written assignment
- Laboratory practices

Mode of assessment

Formative

- Observation
- Quiz

• Feedbacks	
• Questioning	
<i>Ongoing summative</i>	40%
• Class test	
• Presentation	
• Assignments	
• Laboratory test	
• Oral examination	
<i>Summative</i>	60%
• Written examination	

Pre-requisite knowledge:**Subject matter of the module**

Unit 1 : Microbiology			
Session (hrs.)	Topics	Methods of T/L	Remarks
1(3hrs.)	Introduction : <ul style="list-style-type: none"> Historical perspective Concepts and common terminology Importance and relevance to nursing 	Lecture & discussion , group work on preparing Presentation	
2.(3hrs)	General characteristic of microbes : <ul style="list-style-type: none"> Structure and classification of microbes. Structural differences between eukaryotic & prokaryotic cell Beneficial activities of microorganisms and the application of this understanding to benefit mankind. 	Lecture & discussion	
3(2hrs)	Micro flora : <ul style="list-style-type: none"> Role of indigenous micro flora Symbiotic relation ship 	Lecture and discussion Student, presentation and reflection	
3(8hrs)	Bacteria : <ul style="list-style-type: none"> Structure and function of bacteria component Five common shapes of bacterial cell: coccus , bacillus, vibrio, siprocheate, spirillum Classification of bacteria based on oxygen requirement and temperature Difference between gram positive and gram negative bacteria Structure of the acid fast bacteria Characteristic features of Rickettsia, Chlamydia, Mycoplasma Common diseases caused by bacteria 		
4(3 hrs)	Virus: <ul style="list-style-type: none"> Classification of virus Common viral diseases 	Lecture and discussion	

5(4 hrs)	Mycology or Fungi : <ul style="list-style-type: none"> • Introduction to fungi • Parasitic fungi • Opportunistic fungi • Common fungal diseases 	Lecture & discussion	
7(4hrs)	Immunity: <ul style="list-style-type: none"> • Classification of immunity • Factors influencing the individual immunity • Brief account on immune system 	Lecture & Discussion	
8(2 hrs)	Immunization: <ul style="list-style-type: none"> • Vaccines • Purpose of immunization • Immunization schedule 	-Lecture and discussion -Analyzing a research example	
9(3 hrs)	Infection prevention: <ul style="list-style-type: none"> • Sources of infection • Portals of entry & exit • Mode of transmission of the microorganism in our body • Body's defense mechanism to the organism • Hospital acquired infection (nosocomial infection) • Procedures to control the hospital acquired infection 	- Lecture & Discussion	
10(4hrs)	Sterilization and Disinfection : <ul style="list-style-type: none"> • Define sterilization, disinfection , bactericidal agent, bacteristatic agent • Dry heat sterilization • Advantage &disadvantage of dry heat • Moist heat sterilization bellow 100° C • Moist heat at 100°C • Moist heat above 100°C • Principle & procedures of operating autoclave. • Standard values for autoclave • Important organic and inorganic disinfectant and their uses 	Discussion and presentation	
11(6 hrs)	Microscope: <ul style="list-style-type: none"> • Different types of the microscope • Parts of the compound microscope • How to use the compound microscope with positive slide • Handling of the compound microscope 	Lectures, discussions, demonstration	

12(8 hrs)	Specimen collection and Transportation: <ul style="list-style-type: none"> • Urine • Stool / rectal swab • CSF • Blood • Sputum • Throat swab • pus • Urethral discharge & cervical exudates • Body fluid • Specimen collection method for Hansen bacilli • Skin smear for fungi • Culture media • List the different methods of staining to identify the microorganisms 	Lectures, discussions, demonstration	
13(15hr)	Laboratory: <ul style="list-style-type: none"> • Visit to microbiology department for demonstration of equipment used in bacteriology • Demonstrate skill in handling specimens (Safety equipments and safety regulations) • Practical demonstration on use of autoclave, hot air oven • Practical demonstration on various specimen collection & transportation • Preparation of smear (Thick & Thin), & staining technique for examination of bacteria like Gram staining, acid fast staining. 	Lectures and demonstration. Tutorial Self directed learning (SDL), video on preparation of slides	
Unit 2 : Parasitology			
Session (Hrs)	Topics	Methods of T/L	Remarks
1(8hrs)	Introduction to Parasitology <ul style="list-style-type: none"> • Define parasitology • Key definition in parasitology • The burden of some major parasitic infections • Taxonomic classification of parasitic organisms • Sources of infection & portal of entry 	Lecture and discussion Group work on preparing Presentation	
2(12hr)	Protozoa <ul style="list-style-type: none"> • Life cycle of protozoa • Taxonomic classification of protozoa 	Lecture and discussion Group work on preparing	

	<ul style="list-style-type: none"> Medically important protozoa like amoeba, flagellates, haemo flagellates, ciliates & apicomplexa 	Presentation	
3(10 hrs)	Helminthes <ul style="list-style-type: none"> Characteristic features of helminthes Cestodes Trematodes Nematodes 	Lecture and discussion Group work on preparing Presentation	
4(8 hrs)	Arthropods : <ul style="list-style-type: none"> Mosquitoes Nonbiting flies Chrysops sp& Glossina sp Cimex lectularis & triatoma megista Pediculus Fleas Hard ticks & soft ticks Mites 	Lecture and discussion Group work on preparing Presentation	
5(12hrs)	Parasitological techniques: <ul style="list-style-type: none"> □ Discuss the different methods of examination for parasites using microscope 	Lecture and discussion	
6(15 hrs)	Laboratory practices : <ul style="list-style-type: none"> Collection, transport and preservation of specimens, Microscopy – blood smear (thick and thin) and stool examination for parasites, ova, or larva Concentration methods, permanent staining techniques. 	<ul style="list-style-type: none"> Lectures and demonstration. Self directed learning (SDL) Video show 	

Reading list**Main text:**

Chatterjee. K. D. (2009). *Parasitology (protozoology and helminthology)* (13th ed) New Delhi: CBS Publishers and Distributors.

Paniker, C. K. J., Ananthaharayan .R. (2009). *A text book of microbiology* (18th ed.). Hyderabad: Universities Press Private Limited

Additional reading

Chakraborty. P (1995). *A Text Book of Microbiology*, (2nd ed). New central book agency

Cheesbrough, M (2000) *District Laboratory practice in Tropical Countries part 2*. (1st ed) __press syndicate, university of Cambridge.

Markell (1999). *Medical parasitology* (8th ed.). W. B. Saunders Company.

Parija. S. C. (2007) *Text book of practical microbiology*. (1st ed). Delhi :Ahuja publishing house

Date: 22nd March 2016

2. FIRST YEAR - SECOND SEMESTER

2.1 Title of the module: BHC101 Health and Bhutan Health Care System

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 1, semester 1

Credit Value: 12 credits (T = 120hrs, L = 0hr, P = 0hr)

Module leader: Tshewang Nidup

Module tutor: Kinzang Dorji

General Objectives

This module is designed to develop students' understanding in primary health care and its utilization to analyze health care structure, policy and health care delivery system in Bhutan. To promote students' ability to critically analyze health situations, health issues and factors affecting health of Bhutanese and health care delivery system. This module will also help students to understand principles of Gross National Happiness (GNH) and health in relation to happiness of an individual, families and community. This also enables students to analyze the health care delivery system in relation to GNH principles.

Learning Outcomes

On completion of the module the students will be able to:

1. Explain the elements of primary health care system
2. Discuss the significance of primary health care in Bhutan
3. Explain national structure, health policy, health care development and health workforce in Bhutan.
4. Distinguish the significance of primary health care with that of the tertiary health care
5. Explain health care indicators of the country.
6. Discuss the significance of public private partnership in promotion and maintenance of the health of the people
7. Discuss issues on the changing life style, and its impact on health of the people
8. Discuss health care system and political commitment for health
9. Explain the National Policy of Bhutan in brief
10. Explain the health policy of Bhutan
11. Describe national health care delivery system
12. List down the programs under the health care delivery system
13. Describe the duties and responsibilities of different categories of health care providers
14. Discuss the sustainability of free health care services through focus on shift in the health paradigm.

15. Discuss the importance of traditional and modern health care services in accordance to the health seeking behavior of the people.
16. Discuss the challenges of the health services in Bhutan with that of the global health trends
17. Discuss the significance of health management information system for the development and sustainability of the health
18. Explain the importance of community involvement, participation, multi-sectoral collaboration and political commitment to health
19. Describe the importance of socio-cultural perspectives in delivering health care to the user oriented
20. Explain the importance of health in relation to happiness of an individual, families and community.
21. Discuss the role of Gross National Happiness on health.
22. Analyze the relationship between health and wealth.

Skills to be developed:**Learning and teaching approach:**

- Lecture
- Group discussion
- Presentation
- Self study.
- Case studies
- Attending conference (if any)

Mode of assessment*Formative*

- Class participation
- Literature review
- Discussion

*Summative Assessment**Weightage***Theory****100**

- Ongoing summative: presentation and assignment 40%
- End summative: Examination 60%

Pre-requisite knowledge**Resource required:** LCD, white board, and computer.**Subject matter of the module**

Session (hrs.)	Topics	Methods of T/L	Remarks
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1(10 hrs.)	Concept of Primary Health Care (PHC) <ul style="list-style-type: none"> • Introduction to Primary Health Care • Elements of PHC • Principles of PHC • Revitalizing PHC • Application of primary health care • Challenges of the changing world • Advancing and sustaining universal coverage and reaching the un-reached • Public policies for public's health • Health facilities and infrastructure, Publicprivate partnership(PPP) • Decentralized health care system and political commitment for health 	Lecture, discussion, Individual assignment	Students will do literature search on the topics
2(7 hrs.)	Population, society and health <ul style="list-style-type: none"> • Size, structure and settlement patterns of population • Ethnic Groups • Marriage and family life • Housing, self-sufficiency and health • Impacts on health 	Lecture, Group work, Presentation, Discussion	Students will do literature search on the topics
3(8 hrs.)	Life styles and Risk factors <ul style="list-style-type: none"> • Substance abuse • Smoking • Chewing/snuffing tobacco • <i>Doma</i> (chewing of beetle quid) • Body mass index (BMI) • Suicidal thoughts and attempts • Sexual practices • Legal issues related to matrimonial issues, reproductive issues. 	Lecture Group work, Presentation, Discussion	Students will do literature search on the topics
4(3 hrs.)	Health Indicators, Determinants of health, Sustainable Development Goals, Indicators and all for health concept.	Lecture Discussion	Students will do literature search on the topics
5(8 hrs.)	Bhutan Health care system <ul style="list-style-type: none"> • Health care development system in Bhutan • Health system in Bhutan • Health care utilization • Health care access • Barriers to health care services • Health care choice 	Lecture Discussion Group work, Presentation Assignment,	Students will do literature search on the topics

	<ul style="list-style-type: none"> • Bhutan National health Policy, strategies, structures • Bhutanese health care system • Rapid development and progress • Selective health indicators 		
6(5 hrs.)	Resources for health care delivery <ul style="list-style-type: none"> • Human resources • Financial resources • Physical infrastructure • Drugs, non-drugs and other supplies • Intersectoral collaboration • Participation 	Lecture Group work	Students will do literature search on the topics
7(6 hrs.)	Health Services <ul style="list-style-type: none"> • Preventive and promotive health • Curative health • Health programs • Reproductive health and family planning • Mental health • Lifestyle related disease • National HIV/AIDS • TB/Leprosy • CDD/ARI • Disability prevention and rehabilitation • Nutrition • Vaccine preventable disease • Vector borne disease control • Comprehensive school health 	Lecture Discussion Group work, Presentation	Students will do literature search on the topics
8(6 hrs.)	Future trends in health care <ul style="list-style-type: none"> • Moving to modern health care • Integrated health care delivery • Hi-tech health care • Traditional medicine • Trend of communicable and noncommunicable diseases • Leading health problems • Substance abuse • Teenage pregnancy • Suicide 	Lecture, Discussion, Group work,	Students will do literature search on the topics
9(5 hrs.)	National and Global Health Issues <ul style="list-style-type: none"> • Retention of health care professionals • Increased health care cost • Aging population • Double burden of diseases • Emerging of new diseases 	Lecture Small Group Discussion, Presentation	Students will do literature search on the topics
9(5 hrs.)	National and Global Health Issues □ Retention of health care professionals	Lecture Small Group	Students will do literature search

	<ul style="list-style-type: none"> • Increased health care cost • Aging population • Double burden of diseases • Emerging of new diseases 	Discussion, Presentation	on the topics
10(8hrs)	Challenges and opportunities of the Health Care System <ul style="list-style-type: none"> • Acute shortages of qualified health workers • Rising cost of health care globally • Increased prevalence of disorders • Sustainability of free health care services both within and outside Bhutan • Increasing demand of the public for better quality of health care services free of cost • Difficult terrain of the country to provide effective health care services • Low literacy of the population • Ignorance of the value of health care services as everything is provided free of cost by the government • Political commitments • Optimizing health care through complementary medicine/Buddhist concepts and meditation • Public Private Partnership 	Lecture discussion	Students will do literature search on the topics
10(9hrs)	Challenges and opportunities of the Health Care System <ul style="list-style-type: none"> • Acute shortages of qualified health workers • Rising cost of health care globally • Increased prevalence of disorders • Sustainability of free health care services both within and outside Bhutan • Increasing demand of the public for better quality of health care services free of cost • Difficult terrain of the country to provide effective health care services • Low literacy of the population • Ignorance of the value of health care services as everything is provided free of cost by the government • Political commitments • Optimizing health care through complementary medicine/Buddhist concepts and meditation • Public Private Partnership 	Lecture discussion	Students will do literature search on the topics

10(10hrs)	Challenges and opportunities of the Health Care System <input type="checkbox"/> Acute shortages of qualified health workers	Lecture discussion	Students will do literature search on the topics
	<ul style="list-style-type: none"> • Rising cost of health care globally • Increased prevalence of disorders • Sustainability of free health care services both within and outside Bhutan • Increasing demand of the public for better quality of health care services free of cost • Difficult terrain of the country to provide effective health care services • Low literacy of the population • Ignorance of the value of health care services as everything is provided free of cost by the government • Political commitments • Optimizing health care through complementary medicine/Buddhist concepts and meditation • Public Private Partnership 		
11(8 hrs.)	Concept of Gross National Health <ul style="list-style-type: none"> • Pillars of GNH <ul style="list-style-type: none"> ○ Sustainable and equitable socioeconomic development ○ Conservation of the environment ○ Preservation and promotion of culture ○ Good governance • Dimensions and indicators of gross national happiness. • Health indicators 	Lecture and group discussion	Students will be given broad idea of how happiness could be measured.
12(22hrs)	Analyze our health care delivery system in relation to GNH principles and state how it effects health and well being of the people	Group project	Students will present their work.

Reading list

Main text

Anne Mc Murray, (2011). *Community health and wellness: a socioecological approach*. (3rd ed). Mosby: Sydney.

Additional reading

Centre for Bhutan studies (2009). *Psychological wellbeing*. [Electronic version]. Retrieved on 1st July 2009 from <http://grossnationalhappiness.com/surveyReport/psychological/pwellbeingreprot david.pdf>

Centre for Bhutan Studies. (2007). *Rethinking Development*. Thimphu: Phama printing and publishers

Centre for Bhutan Studies. (2008). *Towards Global Transformation*. (1st edition). Centre for

Bhutan Studies publication: Thimphu

Dorji, C. (2009). *A paradigm shift in Health care to Increase GNH*. [Electronic version].

Retrieved on 6th July 2009 from

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Selvaraj, M. & Ramachandran, L. (2009). *GNH, Health and Economic Status of Bhutan*.

[Electronic version]. Retrieved on 29th June 2009 from

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Ura, K. & Galay, K. (2004). *Gross National Happiness and Development*. (1st ed.). Centre for Bhutan studies publication: Thimphu.

Vaswani, J.P. (2005). *Secretes of Health and Happiness*. Sterling Publishers Pvt. Ltd.: New Delhi.

Wangdi, K. (2009). *Health Indicators*. [Electronic version]. Retrieved on 1st July 2009 from <http://grossnationalhappiness.com/surveyreports/health/health.pdf>

Date: March 25, 2016

2.2 Title of the module: NUR102 Fundamentals of Nursing II

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 1, Semester 2

Credit Value: 12 credits (T = 70hrs, L = 75hrs, P = 0 hr.)

Module Leader: Sapna Humagai

Module Tutor(s): Tshering Yangzom, Kinlay Gyaltsen, Phuntsho Om

General Objectives

This module is designed to provide students with an understanding in principles and science based on nursing practice for developing clinical skills in order to provide care to every category of client. It will encourage students to develop advanced nursing skills in response to levels of care needed. This module will build on the skills in nursing procedures and learn to think critically to make intelligent, safe and competent nursing judgment to provide care to the clients in the future practice.

Learning Outcomes

1. Perform all the clinical nursing procedures competently.
2. Describe principles and techniques of all the clinical procedures
3. Calculate conversions of drugs and dosages within and between system of measurements

4. Administer drugs by following routes- oral, Intradermal, subcutaneous, Intramuscular, intravenous and topical inhalation
5. Perform intravenous infusion and its maintenance
6. Perform urinary catheterization, care of drainage bag, removal of catheter.
7. Explain the process of wound healing, principles and techniques of wound care.
8. Demonstrate the management of suction and drainage.
9. Understand the nursing responsibilities in patient undergoing various diagnostic studies.
10. Demonstrate patient safety procedures.
11. Describe the pre & post operative care of patient.
12. Explain the Nursing care for patients in palliative stage (death and dying).

Skills to be developed

- Nursing skills

Teaching and Learning approach

- Lecture
- Discussion
- Small group activities and presentation
- Demonstration and return demonstration
- Videos
- Self study
- Report writing

Mode of Assessment

Formative

- Signing out of the procedures
- Observation
- Questioning
- Quizzes
- Class Assignment
- Feedback on documentation
- Clinical assignment

Summative Assessment

Theory

Weightage

100

1. Ongoing summative

40%

- Assignment, unit test, return demonstration, quiz, presentation

2. End summative

100

- Written examination

60%

Pre-requisite knowledge

- Anatomy and Physiology
- Microbiology, Parasitology and Pathology

- Biochemistry
- NUR101 Fundamentals of Nursing 1

Resource required: Nursing Skills Lab with necessary equipments

Subject Matter of the module

Session (Hrs.)	Topics	Methods of T/L	Remarks
1(10 hrs.)	<p>Medications</p> <ul style="list-style-type: none"> • General principles: 10 rights, safety in administering medication and medication errors • Drug preparations • Calculation of drug dosages • Types of medication order • Terminologies and abbreviation used in medication orders <p>Routes of administration</p> <p>Oral</p> <ul style="list-style-type: none"> • Oral, sublingual and buccal routes <p>Equipment and procedure</p> <p>Parenteral</p> <ul style="list-style-type: none"> • Types of parenteral therapy • Types of syringes, needles, canula, and infusion sets • Route of parenteral therapy: Intra-dermal, Subcutaneous, Intra-muscular, Intravenous, epidural, intraperitoneal, intraplural <p>Topical</p> <ul style="list-style-type: none"> • Dermatological application (Application to skin, mucous membrane) • Instillations and Irrigations (rectum, vagina, urinary bladder, eye, ear and nose) • Inhalations (nebulizer, air vapor, PPBA) 	Lecture with discussion, lab practice, clinical demonstration and supervised return demonstration, role play, video film & group activities	

2(10 hrs.)	Fluid and Electrolyte, and Acid base balance <ul style="list-style-type: none"> • Body fluids and Electrolytes • Acid base balance • Factors affecting body fluid, electrolytes and acid base balance • Disturbances in body fluid, electrolytes and acid base balance • Nursing intervention: assessment, types, equipments, procedure and special consideration • Measuring fluid intake and output • Replacements of fluids • Changing IV solution and tubing • Administering I/V infusion and blood transfusion • Restriction of fluids • Infusion pump 	Lecture with discussion, lab practice, clinical demonstration and supervised return demonstration, role play, video film & group activities	
3(10 hrs.)	Skin Integrity and Wound Care <ul style="list-style-type: none"> • Review Skin Integrity • Types of wound • Pressure Ulcer • Wound Healing Process (types and phases) • Types of wound exudates • Complication of wound healing • Factors affecting wound healing • Review of Surgical asepsis • Dressing Wounds • Wet to dry and wet dressing • Burn wound dressing • Colostomy dressing and changing of colostomy bag • Application of bandages, binders, splints & slings • Pressure dressing • Care of wound drainage (wound irrigation, maintaining wound suction, removing & shortening of drain) • Wound suture • Removal of suture, clips 	Lecture with discussion, lab practice, clinical demonstration and supervised return demonstration, role play, video film & group activities	

4 (10hrs.)	Urine elimination <ul style="list-style-type: none"> • Factors effecting urination • Alteration in urinary elimination • Types and collection of urine specimen • Urine testing for sugar and albumin • Proving urinal/bed pan • Condom drainage • Perineal care • Catherization (Male and Female) • Care of urinary drainage • Suprapubic catheter care • Removal of catheters • Open/close bladder irrigation 	Lecture with discussion, lab practice, clinical demonstration and supervised return demonstration, role play, video film & group activities	
5(3 hrs.)	Suction and Drainage <ul style="list-style-type: none"> • Water seal drainage system • Care of chest tube drainage • Removal of chest tube • Tracheostomy suctioning and care • Oropharyngeal and Nasopharyngeal suctioning • Orotracheal and Nasotracheal suctioning 	Lecture with discussion, lab practice, clinical demonstration and supervised return demonstration, role play, video film & group activities	
6(9 hrs.)	Diagnostic Studies Nursing care during: <ul style="list-style-type: none"> • Endoscopies <ul style="list-style-type: none"> • Laproscopy • Bronchoscopy • Endoscopy • Colonoscopy • Laryngoscopy • Cystoscopy • Fundoscopy • Aspiration and Biopsies <ul style="list-style-type: none"> • Tissue biopsies and aspiration of body cavities • Bone marrow biopsy • Thoracentesis • Pericardial aspiration • Abdominal paracentesis • Lumbar puncture • Cisternal puncture • Liver biopsy • Liver aspiration • Renal biopsy 	<ul style="list-style-type: none"> • Lecture with discussion, lab practice, clinical demonstration and supervised return demonstration, role play, video film & group activities. • Visit to endoscopy unit. 	

	<ul style="list-style-type: none"> • Cervical biopsy • Endometrial biopsy • X-ray studies <ul style="list-style-type: none"> • X-ray chest • X-ray abdomen • Bronchography • Angiography • Venography • Cardiac catheterization • Barium X ray • Cholecystography • X ray KUB • Intravenous pyelography • Retrograde pyelography • Hystero-salpinngography • Scanning (USG, CT, MRI) • Graphic studies • Electrocardiogram • Stress testing electrocardiography • Electro-encephalogram • Laboratory tests <ul style="list-style-type: none"> • Arterial blood gas analysis • Pulmonary function test • Kidney function test • Glucose tolerance test • Fractional test meal • Basal metabolic rate • Caloric test • Normal values of blood and other body fluids 		
7(10 hrs.)	Patient Safety <ul style="list-style-type: none"> • Definition • Factors affecting safety • Health care associated Infection (HCAI) • Medication errors • Unsafe surgery • Clinical handovers • Injection safety • Falls and Injury • Bedsore prevention • Equipment safety • Environmental safety • WHO International conceptual patient safety (ICPS) framework 	Lecture with discussion, lab practice, clinical demonstration and supervised return demonstration, role play, video film & group activities	

8 (3 hrs.)	Perioperative Care <ul style="list-style-type: none"> • Types of Surgery • Preoperative phase <ul style="list-style-type: none"> • Preoperative consent, teaching, physical preparation • Intraoperative phase <ul style="list-style-type: none"> • Types of anesthetic, surgical skin preparation, positioning • Postoperative phase <ul style="list-style-type: none"> • Immediate post anesthetic phase • Preparing for ongoing care of the post operative client 	<ul style="list-style-type: none"> • Lecture with discussion, lab practice, clinical demonstration and supervised return demonstration, role play, video film & group activities • Visit to OT 	
9 (5 hrs.)	Palliative Care <ul style="list-style-type: none"> • Loss and grief- types and source of loss, grief, bereavement and mourning, stages of grieving, factors influencing the loss and grief responses • Dying and Death- response to dying and death, definition and signs of death • Palliative care- definition, meeting physiological needs of the dying patient, providing spiritual and cultural support, supporting the family, and postmortem care 	Lecture with discussion, lab practice, clinical demonstration and supervised return demonstration, role play, video film & group activities	
10(75hrs.)	Laboratory Practices	<ul style="list-style-type: none"> • Demonstration, return demonstration • Competency sign out 	Nursing skill laboratory

Reading List:**Main Text:**

Potter, P. A., & Perry, A. G. (2009). *Fundamentals of Nursing*. 7th ed. St.Louis: Mosby.

Additional Readings:

Berman, A., & Koziar, V. (2008). *Fundamentals of nursing: concepts, process, and practice*. Upper Saddle River, N.J.: Pearson Prentice Hall.

Clinic Manual (2nd ed., pp. 21-30). Philadelphia: Lippincott Williams and Wilkins.

Petpichetchian, W. (2001). The cancer pain experience in Thai patients: Meanings of cancer pain, \ control over pain, pain coping and pain outcomes. Unpublished doctoral dissertation, Wayne State University, Michigan.

- Cowan, L.P. (2000). The patient's perspective. In E.S., Abram & J.D., Haddox (Eds.). *The Pain Clinic Manual* (2nd ed., pp. 21-30). Philadelphia: Lippincott Williams and Wilkins.
- Dahl, J. L. (2000). Improving the practice of pain management. *Journal of American Medical Association*, 284, 2785.
- Kazanowski, M. K. & Laccetti. M. (2009). Quick look nursing: Pain Management. Jones & Bartlett Publishers
- Kozier, V., Harvey, S., & Lake, R. (2007). *Fundamentals of nursing*: Vol. 1, 2 & 3. Prentice Hall.
- Lynn, P. (2006). *Fundamentals of nursing: The art science of nursing care*. 6th ed. New York: Lippincott Williams & Wilkins.
- McCaffery, M., & Pasero, C. (2001). A Nurse's guide to pain management. Retrieved December 21, 2002, from <http://216.55.28.162/nurse/courses/nurseweek/nw0150/cl>.
- McManus, L. (2000). Developing a pain assessment tool for the cognitively impaired. Retrieved January 7, 2003, from <http://www.dementia.com.au/papers/LeonieMcManus.htm>. Ministry of Health, (2006). *Guideline for infection control and Health care waste management in Health facilities*. 3rd ed. Infection control & Health care waste management program. Thimphu Bhutan
- Paice, J.A. (1991). Unraveling the mystery of pain. *Paice*, 18, 843-848.
- Patt, B.R. (2000). Oncologic pain management. In E.S., Abram & J.D., Haddox (Eds.). *The Pain*
- Wangmo, D. (2004). Barriers to effective pain management in adult patients in Bhutan. Unpublished Master's thesis, Prince of Songkla University, Thailand.

Date: March 24, 2016

2.3 Title of the module: NUR103 Fundamentals of Nursing Practicum

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year1, Semester 2

Credit Value: 12 credits (T = 0hr, L = 0hr, P = 240 hrs)

Module Leader: Sapna Humagai

Module Tutor(s): Nursing Faculty

General Objectives

This module is designed to provide students with an understanding in principles and science based on nursing practice for developing clinical skills in order to provide care to every category of client. It will encourage students to develop advanced nursing skills in response to levels of care needed. This module will also build on the skills in nursing procedures and learn to think critically to make intelligent, safe and competent nursing judgment to provide care to the clients in the future practice.

Learning Outcomes

At the end of the module, students will be able to:

1. Perform medication administration (oral, parenteral and topical).
2. Administer intravenous infusion and its maintenance.
3. Perform urinary catheterization.
4. Perform wound dressing.
5. Demonstrate pre & post operative care of patient.
6. Demonstrate nursing care for patients in palliative stage (death and dying).

Skills to be developed

- Nursing skills

Teaching and Learning approach

- Clinical practice under supervision and monitoring of faculty and adjunct faculty.

Mode of assessment**Summative Assessment****Weightage****Practical****50**

1. Reflective journal 10
2. Performance evaluation 30
3. Practical record book 10
4. Competency sign out in nursing skill laboratory -

End Summative**100**

1. Practical examination 50%

Co-requisite knowledge

- ANP 101 Anatomy and Physiology
- NUR 101 Fundamental of Nursing 1
- NUR 102 Fundamental of Nursing 2

Resource required: Nursing skills laboratory, clinical settings**Subject matter of the module**

Session (hrs)	Nursing experience	Methods of T/L	Remarks
1(240hrs.)	Introduction to the practice module <ul style="list-style-type: none"> • Practice with assigned patient • Planning and preparing the procedure to be performed • Work with the patient • Nursing round • Pre and post conference with the faculty • Documentation 	<ul style="list-style-type: none"> •Orientation and discussion Student will be assigned to care for 1-2 patients and/ or work on a nursing experience in a clinical ward. Student work under 	Block rotation will be informed to students before practice. Students are

	Medications <ul style="list-style-type: none"> • Oral medication • Parenteral medication • Topical medication 	<p>close supervision in each step of the learning procedure.</p> <p>• Practical in various hospital settings; medical, surgical, orthopedic, eye and ENT, emergency, psychiatric, pediatric, OT, minor OT and dermatology</p>	divided into a group of 48 for each faculty
	Fluid and Electrolyte, and Acid base balance <ul style="list-style-type: none"> • IV infusion and Blood transfusion 		
	Skin Integrity and Wound Care Dressing Wounds <ul style="list-style-type: none"> • Dry Dressing • Wet to dry and wet dressing • Burn wound dressing • Colostomy dressing and changing of colostomy bag • Application of bandages, binders, splints & slings • Pressure dressing • Care of wound drainage (wound irrigation, maintaining wound suction, removing & shortening of drain) • Wound suture • Removal of suture, clips 		
	Urine Elimination <ul style="list-style-type: none"> • Providing urinal/bed pan • Condom drainage • Perineal care • Catherization (Indwelling Male and Female) • Care of urinary drainage • Suprapubic catheter care • Removal of catheters • Open/close bladder irrigation 		
	Suction and Drainage <ul style="list-style-type: none"> • Care of chest tube drainage • Removal of chest tube • Tracheostomy suctioning and care • Oropharyngeal and Nasopharyngeal suctioning • Orotracheal and Nasotracheal suctioning 		

	Patient Safety <ul style="list-style-type: none"> • Health care associated Infection (HCAI) • Medication errors • Clinical handovers • Injection safety • Falls and Injury • Bedsore prevention • Equipment safety • Environmental safety 		
	Perioperative Care <ul style="list-style-type: none"> • Preoperative phase • Preoperative consent, teaching, physical preparation • Intraoperative phase • Types of anesthetic, surgical skin preparation, positioning • Postoperative phase • Immediate post anesthetic phase • Preparing for ongoing care of the post operative client 		
	Palliative Care <ul style="list-style-type: none"> • Care of dying patient • Care of dead body, equipment, procedure and care of a unit 		

Reading List:**Main Text:**

Potter, P.A., & Perry, A.G. (2009). *Fundamentals of nursing*. 7th ed. St.Louis: Mosby.

Additional Readings:

Berman, A., & Koziar, V. (2008). *Fundamentals of nursing: concepts, process, and practice*. Upper Saddle River, N.J.: Pearson Prentice Hall.

Cowan, L.P. (2000). The patient's perspective. In E.S., Abram & J.D., Haddox (Eds.). *The Pain Clinic Manual* (2nd ed., pp. 21-30). Philadelphia: Lippincott Williams and Wilkins.

Dahl, J. L. (2000). Improving the practice of pain management. *Journal of American Medical Association*, 284, 2785.

Kazanowski, M. K. & Laccetti, M. (2009). *Quick look nursing: Pain Management*. Jones & Bartlett Publishers

Koziar, V., Harvey, S., & Lake, R. (2007). *Fundamentals of nursing: Vol.1,2 &3*. Prentice Hall.

Lynn, P. (2006). *Fundamentals of nursing: The art science of nursing care*. 6th ed. New York: Lippincott Williams & Wilkins.

- Ministry of Health, (2006). *Guideline for infection control and Health care waste management in Health facilities*. 3rd ed. Infection control & Health care waste management program. Thimphu Bhutan
- McCaffery, M., & Pasero, C. (2001). A Nurse's guide to pain management. Retrieved December 21, 2002, from <http://216.55.28.162/nurse/courses/nurseweek/nw0150/cl>.
- McManus, L. (2000). Developing a pain assessment tool for the cognitively impaired. Retrieved January 7, 2003, from <http://www.dementia.com.au/papers/LeonieMcManus.htm>.
- Paice, J.A. (1991). Unraveling the mystery of pain. *Paice*, 18, 843-848.
- Patt, B.R. (2000). Oncologic pain management. In E.S., Abram & J.D., Haddox (Eds.). *The Pain Clinic Manual* (2nd ed., pp. 21-30). Philadelphia: Lippincott Williams and Wilkins.
- Petpichetchian, W. (2001). The cancer pain experience in Thai patients: Meanings of cancer pain, control over pain, pain coping and pain outcomes. Unpublished doctoral dissertation, Wayne State University, Michigan.
- Wangmo, D. (2004). Barriers to effective pain management in adult patients in Bhutan. Unpublished Master's thesis, Prince of Songkla University, Thailand.

Date: March 24, 2016

2.4 Title of the module: SNP101 Sociology and Psychology

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 1, Semester 2

Credit Value: 12 credits (T = 100 hrs. L = 15 hrs. P = 20hrs)

Module Leader: Tara Devi Laabar

Module Tutor(s): Tshering Wangmo

This module consists of two units:

Unit I Sociology: 6C (T=60 hrs, L=0hr, P=0hr)

Unit II Psychology: 6C (T = 50hrs, L = 0 hrs, P = 20hrs)

General Objectives Unit I.

The sociology unit of the module will develop students' conceptual and skills in understanding the concepts of sociology and their effects on individual, family, society, community, economy and their effects. It also help student to identify and discuss the social determinants with relationship to healthcare perspectives.

Unit II.

The psychology unit of the module bears a foremost concern on development in personality, behavior and response. This course is to provide an introduction to theories and concepts in psychology and to assist students in understanding themselves and others, and how various forces influence behavior and

the resultant effects on health. The nursing students will apply psychological approaches in patient care.

Learning Outcomes

Unit 1: Sociology

On completion of the module the students will be able to:

- 1) Describe the scope and its application of sociology in nursing profession
- 2) Explain the co-existence of 'body' and 'self' (I) as an individual in the society.
- 3) Describe the family as a social institution and basic unit for health services, and family cycle, the importance of interdependent family membrane and basic needs of the family.
- 4) Discuss the importance of harmony in the family.
- 5) Explain society and social determinants.
- 6) Describe culture, cultural variations, spirituality and social institution such as marriage that influence health and behavior.
- 7) Elucidate harmony in society.
- 8) Explain natural resources of the country, occupation, industrialization, and standards of living.
- 9) Describe harmony in nature and existence.
- 10) Explain Population, demography and its effect on economy

Unit 2: Psychology

- 1) Describe the concepts and principles of psychology
- 2) Explain the scope and application of psychological approaches in patient care
- 3) Identify the coping methods with anxiety.
- 4) Describe the different kinds of defense mechanisms and adjustment.
- 5) Explain the assessment and evaluation of the psychopathology and psychotherapies.
- 6) Apply various psychological theories in patient care scenario.
- 7) Explain a principle of integration of psychologically ethical and multicultural issues in the practice of nursing care.
- 8) Analyze with your own natural style of helping/supporting and its impact on clients.
- 9) Explore and identify human beings as co-existence of 'body' and 'self' (I).
- 10) Demonstrate basic skills in a decisional interview, solution-oriented sessions, a personcentered interview and behavioral assertiveness-training sessions of patient care.

Skills to be developed:

Teaching and Learning approach

- Lecture and discussion
- Self study
- Assignment
- Class Presentation
- Debate
- Role play
- Individual/pair/group/class project
- Volunteer work
- Interviews
- Reading

- Browsing internet
- Notes
- Movies/videos/drama
- Practice

Mode of assessment*Formative*

- Quizzes
- Observation
- Feedbacks

Ongoing summative 40%

- Class presentation
- Assignments
- Course test

Summative 100

- Written Examination 60%

Pre-requisite knowledge

- ANP 101 Anatomy and Physiology

Resource required: Class room/lecturer Theater

Subject matter of the module

Session (hrs.)	Topics	Methods of T/L	Remarks
Unit 1: Sociology			
1(2hrs.)	Introduction to sociology <ul style="list-style-type: none"> • Definition of sociology • Nature and scope of the discipline • Importance and application of sociology in nursing. 	Lecture & discussion	
2 (43hrs.)	Individual and family <ul style="list-style-type: none"> • The rights and responsibilities of the individual • Understanding the human beings as coexistence of 'body' and 'self'. • Harmony in self • Process of socialization and individualization • Types of family • Function of family • Family structure • Harmony in family 	Lecture & discussion	

3(8 hrs.)	Society <ul style="list-style-type: none"> • Society and community • Nature of society • Difference between society and community • Social dynamics • Social stratification and leadership patterns in the community. □ Social class • Social mobility • Social change • Social problems • Substance abuse • Prostitution • Domestic violence • Sanitation • Communicable diseases • Delinquency and crime • Malnutrition and poverty • Handicapped • Harmony in society • Social agencies and remedial measure • Nutrition program • Disability Prevention and Rehabilitation Program • National Council of Women and Children (NCWC) • Women and Children Protection Unit (WCPU) • Youth Development Fund (YDF) and Tarayana Foundation • Rehabilitation center for substance abuse 	Lecture & discussion	
4(3hrs.)	Culture <ul style="list-style-type: none"> • Nature of culture • Evolution of culture • Elements of culture • Diversity and uniformity of culture • Culture and socialization • Cultural change • Culture and spirituality • Influence on health and disease 	Lecture & discussion	

5(5 hrs.)	Economy <ul style="list-style-type: none"> Natural resources of the country Occupations Industrialization Social security Concept of welfare Population, demography and its effect on economy Vulnerable groups Health economics: resources, primary health care and its elements and health planning Harmony in nature and existence 	Lecture, small group study, presentation	
Unit 2 : Psychology			
1(5hrs.)	Introduction to Psychology <ul style="list-style-type: none"> The reasons and importance of studying psychology: What is the meaning of the word psychology: mind and science Brief background and history on Sigmund Freud The mind and its activities The utility of studying psychology Scope of psychology Definitions of psychology Fields of psychology and application to patient care Different psychological terms and terminology utilized in the clinical practices Explore and identify human beings as coexistence of 'body' and 'self' (I). 	Lecture, OHP, Role play, groups discussions, video shows,	Evaluation criteria: Class test, self evaluation and projects, submission of written assignments and presentations
2(4hrs.)	Developmental, Sensation, Perception, Personality, Heredity and Environment <ul style="list-style-type: none"> Definition of personality Factors influencing personality development and the different types of personality Abnormalities of personality Stages of growth and development Influence of heredity and environment on the behavior and personality development Personality theories 	Lecture, discussions, guest speakers, self study, written assignments	
3(5hrs.)	Psychological aspects of nursing <ul style="list-style-type: none"> Behavior and sickness Psychological needs of Child and adolescents Adult Aged Attendants Chronically ill individuals 		

4(8 hrs.)	Learning Process, Memory and Forgetting, Intelligence, Motivation, Emotion and Habit formation <ul style="list-style-type: none"> • Meanings and definitions of learning, intelligence, motivation and emotions • Theories of learning, Factors influencing learning, Laws and stages of learning, Kinds of remembering: • Nature of forgetting, Theories of memory • Learning Process, Memory and Forgetting, Intelligence, Motivation, Emotion and Habit formation (continue) • The normal curve of intelligence with the graph as explained by Sir Francis Galton • Ebbinghaus measurement of intelligence and the chronological age and mental age meanings • Stages of motivation and motivational concepts • Origin expression of emotion • The theories of learning • Characteristics and classification of emotion • Fear and anger analyzed physically and psychologically-examination of different kinds of pictures and their verdicts • Meaning and definition of habits • Developing Good study habits 	Lecture, guest speaker, video shows, role plays, simulations	
5(3hrs.)	Attitude Definition Development and modification Role of attitudes in health and sickness		
6(8hrs.)	Frustrations, Anxiety, Conflicts, Direct Coping and Indirect Coping (Defense Mechanisms and adjustment) <ul style="list-style-type: none"> • Meanings and definitions • Source of frustration • Mechanisms of conflict taking place • Consequences of frustration Frustrations, Anxiety, Conflicts, Direct Coping and Indirect Coping (Defense Mechanisms and adjustment) (continue) □ Theories of Anxiety <ul style="list-style-type: none"> • Coping with anxiety • Defense mechanism advantages and disadvantages • Meanings and definitions of the Different kinds of defense mechanism and adjustment: 	Lecture, simulations, video, conferencing, case studies	

7(20hrs.)	Practice		
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Reading List: (need to update)**Main Text:**

Denny, E. & Earle, S. (2010). *Sociology for nurses*. Polity Press, Cambridge.

Gaur, R. R., Sangal R., & Bagaria G. P. 1st Edition. 2010. *A Foundation Course in Human Values and Professional Ethics – Presenting a universal approach to value education – through self exploration*.

Indrani, T. K. (2006). *Sociology for nurses: a precise guide to sociology for general nursing students*. Jaypee Brothers: New Delhi.

Rana, D. & Upton, D. (2008). *Psychology for Nursing*. Pearson Education, UK.

Additional Readings:

Bhattacharyya, P.N. (1999). *A Text Book of Psychology Part 1-2-3*.

James C. Coleman (1988). *Abnormal Psychology and Modern Life*.

Mcmurray, A. (2007). *Community health and wellness: a socio-ecological approach*. Mosby Elsevier: Sydney.

Royal Government of Bhutan. (2005). *The Constitution of the kingdom of Bhutan*. Royal Government of Bhutan: Thimphu.

Date: March 24, 2016

2.5 Title of the module: PHA101 Pharmacology

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 1, Semester 2

Credit Value: 12 credits (T= 110 hrs, L=0 hr, P= 20 hrs)

Module Leader: Palden Wangyel Dorji

Module Tutor(s): Faculty, Pharmacy Department, JDWNRH

General Objectives

This module is designed to provide students with an understanding of principles of pharmacology and its application to prevent and treat various systemic diseases. It encourages students to utilize critical thinking skills to make intelligent, safe and competent nursing practice in medication administration for disease treatment with consideration of individual differences, legal and ethical aspects of drug therapy. The module will also prepare the students to implement and evaluate the principles and practices of medical supplies and logistics.

Learning Outcomes

On completion of the module the students will be able to:

1. Describe the basic concepts and principles of pharmacology

2. Identify and monitor adverse drug reactions (ADRs) and recognize the importance of ADR reporting
3. Express the knowledge of pharmacokinetics and pharmacodynamics of various the drugs used in the prevention and treatment of various disorders concerned with nervous system, systemic illnesses, chemotherapy, and immune system.
4. Describe the essential nutrients, fluids and electrolytes required by our body
5. Accurately perform calculation of dose of drugs to be administered through different routes.
6. Demonstration awareness of nursing implications while administrating medication for patient.
7. Offer necessary teaching for both patient and families about drug therapy.
8. Explain the principles and practice of Pharmaceutical management process and Essential Drug Programme.
9. Execute the roles and responsibilities as a store in charge
10. Implement the practices of monitoring and supervision and pharmaceutical waste management.

Skills to be developed

- Calculation of drug doses
- Maintain the stock, supply and ensure the quality of medical supplies
- Manage and maintain controlled drugs appropriately

Teaching and learning approach

- Lecture
- Discussion
- Group work and presentation
- Assignment
- Self study

Mode of Assessment

Formative

- Feedbacks
- Class room attendance
- Observation

<i>Ongoing summative</i>	<i>40</i>
• Assignment	10%
• Group work	10%
• Class room presentation	10%
• Class test	10%

Summative *60*

- Final written examination

Prerequisite knowledge: Human Anatomy, Physiology and Biochemistry

Resource(s) required: LCD/White board, Marker Pen, Charts, Calculators

Subject matter of the module

Session (hrs)	Topics	Methods of teaching and learning	Remarks
1 (5 hrs.)	Basic concepts and principles of pharmacology <ul style="list-style-type: none"> • Introduction to pharmacology (Sources of drug, drug nomenclature and sources of drug information) • Pharmacologic principles (pharmacokinetics, pharmacodynamics and variables that affect drug action) • Adverse drug reactions and drug interactions • Essential drugs and rational use • Individual and life span aspects of drugs therapy. • Brief introduction to pharmacogenetics 	Lecture, discussion	
2 (10 hrs.)	Drugs affecting autonomous nervous system <ul style="list-style-type: none"> • Physiology of autonomous nervous system • Mechanism of action, drug effects, therapeutic uses, side effects, drug interactions and dosage form of the following: • Adrenergic drugs • Adrenergic-blocking drugs • Cholinergic drugs • Cholinergic-blocking drugs 	Lecture, discussion, presentation and assignment	
3 (10 hrs.)	Drugs affecting cardiovascular system <ul style="list-style-type: none"> • Physiology of cardiovascular system • Mechanism of action, drug effects, therapeutic uses, side effects, drug interactions and dosage form of the following: • Antiarrhythmic drugs • Anti anginal drugs • Antihypertensive drugs • Drugs used for Heart Failure • Diuretics • Drugs affecting coagulation, bleeding and thrombosis • Drugs used in Anemia • Lipid lowering drugs 	Lecture, discussion, presentation, assignment	
4 (10 hrs.)	Drugs affecting digestive system <ul style="list-style-type: none"> • Physiology of digestive system • Mechanism of action, drug effects, therapeutic uses, side effects, drug interactions and dosage form of the following: • Drugs used in peptic ulcer disease • Drugs for constipation • Anti diarrheal drugs • Antiemetic drugs 	Lecture, discussion, presentation	

5(5 hrs.)	Drugs affecting respiratory system <ul style="list-style-type: none"> • Physiology of respiratory system • Mechanism of action, drug effects, therapeutic uses, side effects, drug interactions and dosage form of the following: <ul style="list-style-type: none"> • Antihistamines • Decongestants • Antitussives • Expectorants • Antiasthma drugs • Mucolytics 	Lecture, discussion, presentation	
6 (10 hrs.)	Drugs affecting central and peripheral nervous system <ul style="list-style-type: none"> • Physiology of central nervous system • Mechanism of action, drug effects, therapeutic uses, side effects, drug interactions and dosage form of the following: <ul style="list-style-type: none"> • Analgesics and antimigraine drugs • General and local anesthetics • Central nervous system depressants • Antiepileptic drugs • Anti parkinsonism agents • Psychotherapeutic agents • Central nervous system stimulants • Muscle relaxants • Neuromuscular junction blocking drugs 	Lecture, discussion, presentation	
7 (10 hrs.)	Drugs affecting endocrine system <ul style="list-style-type: none"> • Physiology of endocrine system • Mechanism of action, drug effects, therapeutic uses, side effects, drug interactions and dosage form of the following: <ul style="list-style-type: none"> • Pituitary hormones • Thyroid hormones and anti thyroid drugs • Anti diabetic drugs • Corticosteroids • Drugs affecting female reproductive system • Drugs affecting male reproductive system 	Lecture, discussion, presentation	
8 (5 hrs.)	Drugs affecting immune system <ul style="list-style-type: none"> • Physiology of immune system • Mechanism of action, drug effects, therapeutic uses, side effects, drug interactions and dosage form of the following: <ul style="list-style-type: none"> • Antiinflammatory, arthritis and gout • Vaccines and sera • Immunosuppressant drugs • Immunostimulant drugs 	Lecture, discussion, presentation	

9 (10 hrs.)	Drugs used to treat infections <ul style="list-style-type: none"> • General principles of antimicrobial chemotherapy • Mechanism of action, drug effects, therapeutic uses, side effects, drug interactions and dosage form of the following: • Chemotherapeutic agents - Penicillins, cephalosporins, fluoroquinolones, macrolides, aminoglycoside, tetracyclines, chloramphenicol, macrolide, lincosamide, Glycopeptide and other antibacterial antibiotics • Anti tubercular and antileprotic drugs • Antiviral drugs • Antifungal drugs • Antimalarial, antiamoebic and other antiprotozoal drugs • Anthelmintic drugs • Antiseptic and disinfectants 	Lecture, discussion, presentation	
10(5 hrs.)	Drugs used in special conditions <ul style="list-style-type: none"> • Drugs used in cancer disorders • Neoplasia and treatment of cancers • Mechanism of action, drug effects, therapeutic uses, side effects, drug interactions and dosage form of: anti neoplastic drugs • Drugs used in ophthalmic conditions (Mechanism of action, drug effects, therapeutic uses, side effects, drug interactions and dosage form) • Drugs used in dermatologic conditions (Mechanism of action, drug effects, therapeutic uses, side effects, drug interactions and dosage form) 	Lecture, discussion, presentation	
11 (5 hrs.)	Essential nutrients, fluids and electrolytes required by our body <ul style="list-style-type: none"> • Nutritional support products • Vitamins • Minerals • Fluids and electrolytes 	Lecture, discussion, presentation	
12(5 hrs.)	Mathematical calculation of drug doses <ul style="list-style-type: none"> • Reading drug orders • Drug weights and measures • Calculation of drug doses 	Lecture, discussion, demonstration	

13 (20 hrs.)	Logistic and Supply <ul style="list-style-type: none"> • Introduction to supply and logistics • Overview of pharmaceutical management • National Health Policy • Essential Drug Policy • Organogram, roles and responsibilities of (HCDD, HEALTH CENTERS, MSPD, MSDD, BMED, QASD, DRA, DHO) • Medical supplies management cycle • Selection and quantification • Procurement • Distribution • Inventory Management and use • Roles and Responsibilities of store in charge Key responsibilities • Routine store management task • Controlling temperature and humidity • Preventing damages • Protecting against pests • Pharmaceutical waste management • Monitoring and Supervision • Monitoring product quality • Procedure for disposal of expired drugs and obsolete non drugs. 		
14 (20hrs.)	Logistic practical	JDWNRH	

Reading List:**Main Text:**

Katzung, B.G. (2012). *Basic & clinical pharmacology* (12thed.). McGraw Hill Education (India) Pvt. Limited.

Tripathi, K. D. (2014). *Essential of medical pharmacology* (6thed.). Jaypee Brothers Medical Publishers (P) Ltd.

EMTD, MoH. *Managing Medical Supplies (draft)*,

World Health Organization.(2004). *Store Management Manual*. Geneva: Switzerland

Additional Readings:

Brunton, L., Chabner, B., & Knollman, B. (2011). *Goodman and Gilman's, the pharmacological basis of therapeutics* (12thed.). USA: McGraw-Hill Companies, Inc..

Clinical Pharmacology by DR Lawrence, PN Bennett & MJ Brown

Pharmacology and Pharmacotherapeutics by RS Satoskar, SD Bhandarkar, SS Ainapure Ministry of Health. (2009). Bhutan National Formulary. (3rd ed.). Essential Drug Program, Department of Medical Services, Ministry of Health, Thimphu: Bhutan.

Date: March 22, 2016

3. SECOND YEAR - FIRST SEMESTER

3.1 Title of the module: HAN201 Health Assessments and Nursing Process

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 2, Semester 1

Credit Value: 12 credits (T = 60hrs, L= 30hrs, P = 80 hrs.)

Module Leader: Phuntsho Om

Module Tutor(s): Dr. Ripa Chakma/Manikala Moktan

General Objectives

This module enables the students to understand principles and application of the health assessment for nurses and nursing process for providing total patient care. The module also develops student's ability to integrate health assessment skills within the dimensions of path physiologic changes that occur during alterations in health. Considerations for health assessment will include growth and cognitive development, psychological, socio-cultural and spiritual health of individuals. The student will practice in a clinical setting to perform health assessment and apply the nursing process to manage individual patients.

Learning Outcomes

On completion of this module, the students will be able to:

1. Explain the basic concepts and purpose of nursing process.
2. Describe the purpose of assessment
3. Apply nursing health assessment using Gordon's 11 functional health pattern.
4. Describe the phases of nursing process.
5. Identify and apply different methods of data collection.
6. Perform physical and psycho-social health assessment with appropriate equipments and techniques.
7. Interpret the findings of physical and psycho-social health assessment.
8. Classify and cluster subjective and objective data.
9. Explain the components of all types of nursing diagnosis using NANDA.
10. Set the priorities in planning using Maslow's hierarchy of needs.
11. Establish the goals/expected outcomes for the stated problems.
12. Develop nursing care plans using the guidelines.
13. Develop appropriate and pertinent nursing intervention.
14. Explain the use of nursing interventions classification for planning care.
15. Describe the purpose of implementation phase.
16. Explain and use various forms to document the steps of the nursing process.
17. Explain purpose and process of evaluation phase in nursing process
18. Describe the steps involved in reviewing and modifying the client's care plan.
19. Apply steps of nursing process in providing comprehensive patient care.

Skills to be developed

- History taking, Physical examination and Review of systems

Teaching and Learning approach

- Lecture
- Discussion
- Bed side clinical presentation
- Assignment
- Self study
- Case scenario
- Case study/Case analysis
- Laboratory practice
- Assigned reading

Mode of assessment

Formative

- Feedbacks
- Observation
- Questioning

Ongoing **50%**

Theory: *40%*

- Presentation
- Class test
- Assignment
- Course test

Summative: *100*

- Final written examination *60%*

Ongoing 50%

Practical

Health Assessment: 40

Nursing process: 60

Pre-requisite knowledge

- ANP 101 Anatomy and Physiology
- NMD 101 Nursing and Midwifery Development

Resource required: LED/Computers, VCD/DVD/USB on specific topics

Equipments for physical examination: Vital signs tray containing thermometer(oral/rectal), stethoscope, BP instrument, weighing machine, height measurement tape, tape measure, torch, ophthalmoscope, Snellens chart, wisp of cotton, tuning fork, nasal speculum, forceps, tongue depressor, a laryngeal mirror, kidney tray, paper bag, throat swabs, gauze pieces, antiseptic solution,

sterile swabs, sterile vaginal speculum, sterile gloves, proctoscope, water soluble jelly, percussion hammer, safety pins, Patient assessment forms, Nurses' notes.

Subject Matter of the module

Session (hrs.)	Topics	Methods of T/L	Remarks
1(3 hrs.)	Introduction to Health assessment <ul style="list-style-type: none"> Health assessment in Nursing practice Gordon's 11 functional health patterns Purpose of Health assessment 	Lecture Discussion	
2(5 hrs.)	Nursing assessment process <ul style="list-style-type: none"> Gathering objectives data Gathering Subjective information provided by the client, family and other members of the health team Assess the actual problems(problems present in the patient) Assess the potential problems(patient has high risk) The human response Data collection methods Validating and documenting data (Document the data clearly and concisely) 	Lecture Discussion Role play	
3(3 hrs.)	Health assessment Process <ul style="list-style-type: none"> Health assessment interview and health history <ul style="list-style-type: none"> Initial health assessment interview History taking process Head to toe examination Systemic Physical examination <ul style="list-style-type: none"> Inspection Palpation Percussion Auscultation 	Lecture Discussion Case scenario Group work Demonstration and re-demonstration	
4(2 hrs.)	Assessing Vital signs- (Review) <ul style="list-style-type: none"> Temperature Arterial Pulse Respiratory Rate Blood Pressure Interpretation of the findings of vital signs 	Lecture Discussion Case scenario Group work Demonstration and re-demonstration	
5(2 hrs.)	Nutritional and Metabolism assessment <ul style="list-style-type: none"> Nutrition interview Diet Evaluation Diagnostic studies of nutritional status Anthropometric assessment 	Lecture Discussion Group work Demonstration and re-demonstration	

	<ul style="list-style-type: none"> Interpreting physical finding related to nutritional status 		
6(15 hrs.)	Systemic examinations <ul style="list-style-type: none"> Integumentary system Respiratory system Cardiovascular system Musculo-skeletal system Gastro-intestinal system Nervous system Renal system Reproductive system 	Lecture Group work Demonstration and re-demonstration	
7(2 hrs.)	Assessing Elimination <ul style="list-style-type: none"> Bowel and Bladder pattern 	Lecture Discussion Group work	
8(2 hrs.)	Assessing Activities and Exercise <ul style="list-style-type: none"> Interpreting physical examination finding related to physical activities and exercise 	Lecture Discussion Group work	
9(2 hrs.)	Assessing Cognition and Perception <ul style="list-style-type: none"> Assessing mental status and interpretation of findings Pain: assessment 	Lecture Discussion Group work	
10(2 hrs.)	Assessing Sleep and Rest <ul style="list-style-type: none"> Sleep and rest pattern history Interpreting physical examination findings related to sleep and rest Sleep pattern observation 	Lecture Discussion Group work	
11(2 hrs.)	Assessing Self-concept, Values and Beliefs, Practices, Tradition and Lifestyle <ul style="list-style-type: none"> Self concept interview Values and belief interviews Values and belief pattern 	Lecture Discussion Group work	
12(2 hrs.)	Assessing Sexuality and Reproductive pattern <ul style="list-style-type: none"> Sexuality and reproduction interview and physical examination 	Lecture Discussion Group work	
13(2 hrs.)	Assessment of Psychosocial and Coping Mechanism <ul style="list-style-type: none"> Stress and coping interview Identification of suicide potential Interpretation and documentation of findings. 	Lecture Discussion Group work	

14(4 hrs)	Data Analysis <ul style="list-style-type: none"> • Pathophysiology of disease • Recognize Signs and Symptoms • Comparison of theory with the patient's signs and symptoms 	Lecture Discussion Group work	
15(5 hrs.)	Nursing Diagnosis <ul style="list-style-type: none"> • Definition • Types of Nursing Diagnosis • Components of a NANDA-I Nursing diagnosis • Classify the types of nursing diagnosis 	Lecture Discussion Case study Group work	
16(3hrs.)	Planning or Setting priority Steps in planning: <ul style="list-style-type: none"> • setting priorities, • establishing patient goals/expected outcome • selecting nursing interventions based on scientific principles(scientific rationales) • developing plan of care • develop discharge plan • communicate the plan with patient and family 	Lecture Discussion Group work Case scenario	
17(3 hrs.)	Implementation of Nursing care Implementing process <ul style="list-style-type: none"> • Provide appropriate and pertinent nursing intervention • Execute the care in a safe manner • Provide a safe and therapeutic environment • Employ teaching learning opportunities for the patient (Health education) • Documentation methods • Reporting/confidentiality 	Lecture Discussion Case scenario Assignments	
18(3 hrs.)	Evaluation Evaluation process: <ul style="list-style-type: none"> • Characteristics of evaluation phase • Process of evaluating client responses • Comparing the gathered data with the outcomes • Review goals • Care plan modification • Documentation (Recording and Reporting) 	Lecture Case scenario Assignments Group work Presentation	
19 (L-30hrs)	Simulation	Demonstration and re-demonstration	
Session (hrs.)	Topics	Methods of T/L	Remarks

20 (P-80hrs)	Clinical posting	Case study in wards Application of nursing process	
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Reading List:**Main Text:**

Seaback, W. W. (2005). *Nursing process: concepts & application*. (2nd ed) - Australia: Delmar Thomson Learning.

Weber, J. & Kelley, J.H. (2007). *Health assessment in Nursing*. (3rd ed.) Philadelphia: Lippincott Williams & Wilkins

Berman. A., et al. (2010). *Kozier & Erb's Fundamentals of Nursing Vol. I* (1st ed.) Australia: Pearson.

Additional Readings:

Ashalatha, P. R. (2007). *Textbook of Anatomy & Physiology for Nurses*. (1st ed). New Delhi: Jitendar P Vij.

Tortora, G. (2003). *Principles of Anatomy & Physiology*. (10th ed.). USA: Willey. J.N. Sons. Alfar-

LeFevre, R. (2002). *Applying Nursing Process Promoting Collaborative Care*. (5th ed.). Philadelphia: Lippincott Williams & Wilkins.

Ackley, B.J. & Ladwig, G.B. (2002). *Nursing Diagnosis Handbook: A guide to planning care*. (5th ed.). London: Mosby.

Date: March 24, 2016

3.2 Title of the module: NUD201 Nutrition and Dietetics

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 2, Semester 1

Credit Value: 12 credits (T = 100hrs, L = 15hrs, P = 20hrs)

Module Leader: Passang Lhamo Sherpa

Module Tutor(s): Kunzang Dorji

General Objectives

This module aims to provide knowledge about normal nutrition and dietetic basics to students. This module also prepares students in assessing nutritional status of individuals and applies this knowledge to assess nutritional requirement and provide nutritional care and education to people in need. This module will prepare students to address community nutrition aspect and relate the objectives and functions of the National Nutrition Program of Bhutan. It also introduces to food safety and security and its implications to health of the people.

Learning Outcomes

On completion of the module the students will be able to:

1. Define the terminologies used in nutrition and dietetics
2. Discuss the holistic integrated approach to understanding of human nutrition and its relationship to health

3. Explain nutrient basics, macro and micro nutrients, water and electrolyte
4. Describe the classification, functions, sources, daily recommendation allowance, deficiencies and over nutrition of macro nutrients (carbohydrate, fat and protein)
5. Describe the classification, functions, sources, daily recommendation allowance, deficiencies and over nutrition of micro nutrients (vitamins and minerals)
6. Describe the sources, functions and requirement of water and electrolyte
7. Discuss the nutritional concerns such as obesity, and malnutrition
8. Describe the treatment, management and treatment of severe acute malnutrition
9. Discuss the feeding of healthy people from childhood, adolescence, pregnancy and lactation and adult stages of life
10. Explore the need for community nutrition and strategies for nutrition education
11. Demonstrate competent skills in assessing the nutritional status of an individual
12. Describe balance diet, purpose, functions, guidelines and food hygiene
13. Demonstrate appropriate method of measuring height and weight of children
14. Record and interpret growth chart accurately
15. Prepare and deliver nutrition education to the community

Skills to be developed

- Nutritional status assessment skills
- Menu planning and preparation of locally available low cost food for selected special case
- Delivering effective health education

Teaching and Learning approach

- Lecture, class discussion, and seminar
- Self study, group project, and presentation
- Assigned reading and written assignment
- Laboratory demonstration and practice
- Delivering health education in food and nutrition
- Videos

Mode of assessment

Formative assessment

- Quiz, discussion

Summative assessment

Weightage-100

Ongoing summative

40

Presentation

- Course test
- Class participation
- Written Assignment
- Health education
- Quiz
- Laboratory

Summative

60

- Final Examination

60%

Pre-requisite knowledge: Anatomy, Physiology, Biochemistry and Parasitology

Subject matter of the module

Session (hrs.)	Topics	Methods of T/L	Remarks
1(10 hrs)	Introduction to human nutrition Orientation to human nutrition <ul style="list-style-type: none"> • Introduction to nutrition and dietetics • Relationship between nutrition and health, holistic integrated approach to understanding of human nutrition • Factors affecting food and nutrition: socioeconomic, demographic, geographic, culture and tradition (food habit), production, distribution, and life style • Physiological basis of nutrition 	Lecture, small group study, presentation	Exercise on analyzing the goals of nutrition program. Guest speaker from MOH to sensitize on national nutrition program
2(30 hrs)	Nutrition basics: Macro and Micro Nutrients Macro nutrients: Carbohydrates Proteins and Fats <ul style="list-style-type: none"> • Classification • Caloric value • Dietary source • Functions • Digestion, absorption, storage and metabolism • Recommended daily allowances • Malnutrition: Deficiency and over nutrition Micro nutrients Minerals <ul style="list-style-type: none"> • Classification • Dietary source • Functions • Absorption, bio-synthesis, storage and excretion • Recommended daily allowances • Deficiency and toxicity Vitamins <ul style="list-style-type: none"> • Classification • Dietary source • Functions • Absorption, bio-synthesis, storage and excretion • Recommended daily allowances • Deficiency and toxicity Water and electrolytes	Lecture, small group study, presentation, practical session in the clinical setting. Case demonstration in the ward: severe acute malnutrition, over nutrition and dehydration	Project work: display of available foods and classify according to nutrient content (built a food pyramid using locally available foods, group work)

	<ul style="list-style-type: none"> • Water: daily requirement, regulation of water metabolism, distribution of water. • Maintenance of fluid and electrolyte balance • Dehydration, over-hydration and water intoxication • Electrolyte imbalance 		
3(7 hrs.)	Energy metabolism <ul style="list-style-type: none"> • Definition of energy balance • Component of energy balance • Energy requirements • Measurement of energy expenditure • Estimating energy requirement 	e-learning Discussion of topic in the forum,	Assignment on energy balance, expenditure and requirement
4(12 hrs.)	Nutrition in the life cycle; feeding healthy people <ul style="list-style-type: none"> • Feeding healthy people in childhood, adult life and pregnancy Breastfeeding and exclusive breastfeeding – definition, advantages to mother and infant, long term benefits of breastfed infants, durations of EBF and BF • Complementary feeding – definition, introduction time, types, preparation methods, food hygiene • Nutrition in childhood and adolescence • Nutrition in pregnancy and lactation • Nutrition in old age 	Discussion, group work	Submission of project work (Individual work)
5(15hrs.)	Community nutrition <ul style="list-style-type: none"> • Need for community nutrition programs • The National Nutrition Program of Bhutan (NNP) – objectives and functions • Current nutritional problems in the country and the NNP • Substitutes for non – vegetarian foods • Nutrition education – Needs/purpose, methods/ techniques of delivering health education • Methods of assessing nutritional status of individual/group in the community • Anthropometric measurement – body weight, length/height, BMI, percentile and Z scores • Biochemical tests – blood, urine and stool analysis • Clinical examination – (Head to toe clinical examination) • Signs of symptoms of nutritional deficiencies 	Lecture, brain storming, group work and group presentation Guest speaker from Nutrition Program Preparation and conduct of nutrition education in the selected setting	Students will understand better through brain storming, group work and group presentation

	<ul style="list-style-type: none"> – identification of micronutrient deficiency • Other methods • Dietary survey • Twenty-four hour recall and food frequency • Approaches in combating micro-nutrient deficiencies • Kitchen gardening • School agriculture program • School health and nutrition program • Use of cheap and nutritious sources of foods • Food fortification • Supplementation 		
6(10 hrs.)	Etiology, pathophysiology, complications, treatment and prevention of: <ul style="list-style-type: none"> • Obesity • Childhood and adult obesity – cause and consequence 	Lecture, discussion and case observation in the clinical setting Preparation of F	
	<ul style="list-style-type: none"> • Management – counseling, maintaining ideal body weight, role of physical activity in weight reduction • Underweight and failure to thrive infants • Sever Acute malnutrition • Definition • Sign and symptom • Management – diet, drug, psychosocial 	75, F100 and ReSoMal in nutrition Lab	
7(8 hrs.)	Balance diet and diet therapy <ul style="list-style-type: none"> • Balance diet, factors on which it depends • Factors to be considered in planning • Guide available for planning balance diet (food guide pyramid, ideal body weight) • Food hygiene, preparation and preservation • Diet needed for the treatment of conditions commonly seen in patients with medical and surgical conditions • Diet planning for diabetes and other cardiovascular diseases, hypertension, kidney diseases, cancer, coeliac diseases and HIV 	e-learning, case studies	Submit case study in group

8(8 hrs.)	Food security, safety, and public health issues <ul style="list-style-type: none"> • Food security • Factors affecting food security • Food security and climate change • Factors contributing to food safety concerns • Food borne bacteria • Food borne viruses • Food borne parasites • Chemical affecting food safety • Food adulteration 	e-learning discussion on forum	MCQ online
9(20 hrs.)	Practicum for nutrition and dietetics <ul style="list-style-type: none"> • Preparation of therapeutic diet • Methods of cooking • Preparation of complementary foods • Nutritional status assessment(practical) • Growth monitoring recording and interpretation of growth chart (Z score) • Health education – nutrition 	Small group presentation Practical demonstration in the Laboratory	Project on assessing nutritional; status of population (Group work)

Reading List:**Main Text:**

Anita, F. P. & Abraham, P. (1997); *Clinical Dietetics and Nutrition*, 4th edition, Oxford University Press New Delhi.

Additional Readings:

James L Groff and Sareen S Groff; 1999, *Advance Nutrition and Human Metabolism*, third edition, Wordsworth, Canada.

Mary Ann Hogan; *Nutrition and Diet therapy- reviews and rationales*.

Ministry of Health, *Manual for health workers on the management of malnutrition*.

Date: March 22, 2016

3.3 Title of the module: TME201 Trauma and Medical Emergencies

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 2, Semester 2

Credit Value: 12 credits (T = 70 hrs, L = 45hrs, P = 40 hrs)

Module Leader: Kunzang Dorji

Module Tutor(s): Gem Tshering

General Objectives

This module aims to educate students to understand concepts of trauma and medical emergency as well as roles and responsibilities of nurses in medical emergency situations. The module will also develop student's ability in managing and caring for patients with trauma, and patients in medical emergency stage.

Learning Outcomes

On completion of the module the students will be able to

1. Explain the importance of emergency medical care.
2. Describe the principles and responsibilities of nurses in emergency medical team
3. Describe the issue of emergency medical team, safety and well-being, including legal and ethical issues that may arise during the process of care and management
4. Discuss the elements of clinical foundation of emergency care
5. Explain the triaging processes
6. Demonstrate the steps of airway management and high quality cardiopulmonary resuscitation and AED
7. Perform a thorough and accurate assessment, treat for life threatening conditions, and initiate transport to hospital
8. Provide basic care and pre-hospital care and management for patients in emergency stage
9. Demonstrate the skill to lift and transport patients
10. Explain the rationale for providing efficient and effective communication and patient reports during emergencies
11. Demonstrate problem solving skills in caring for patients with trauma and in medical emergency situation
12. Explain the principles of disaster management

Skills to be developed

- Patient assessment and management
- Basic airway management
- CPR and AED
- Spin Immobilization
- Bandaging and splinting
- Lifting, Moving and transporting
- Basic nursing procedures

Teaching and Learning approach

- Lecture and class discussion
- Self study
- Group project and presentation
- Written assignment
- Case study and presentation
- Practice in real situation
- Role play

- Demonstration & re-demonstration

Mode of assessment**Ongoing 50%**

- Class test 15%
- Practical 15%
- Course test 20%

End Summative 50%

Final Examination 50

Pre-requisite knowledge

Resource required: LCD, VCD, spine boards, cervical collar, manikin adult, child and Infant, Bandages roller and triangular, splints hospital supply and innovative, stretchers, Resuscitation Emergency trolley, etc.

Subject matter of the module

Session (hrs.)	Topics	Methods of T/L	Remarks
1(3 hrs.)	Introduction to emergency medical and trauma care <ul style="list-style-type: none"> • Discussion on Module objectives, content, teaching learning processes and assessment methods • Definition of emergency medical and trauma care • Aim and scope of emergency medical and trauma care • Principles of emergency medical and trauma care • Qualities and responsibilities of emergency medical and trauma care providers • Basic guidelines in an emergency situation • Review of Anatomy and Physiology 	Lecture, visit to library, group discussion and presentation	
2(1 hrs.)	Well- being of emergency care providers <ul style="list-style-type: none"> • Personal protection • Immunization • Emotion and stress • Scene safety 	Lecture and class discussion	
3(3hrs.)	Clinical foundation of emergency care <ul style="list-style-type: none"> • Vascular access and fluid replacement • Wound management • Drug calculation • Pain management • Catheterization • NG tube insertion • GCS scoring • Revise trauma scoring 	Lecture and class discussion	

4(1hrs.)	Medical, Legal and Ethical issues <ul style="list-style-type: none"> • Scope of practice • Patient consent and refusal • Others legal issues 	Lecture and class discussion	
5(2hrs)	Triage <ul style="list-style-type: none"> • History of triage • Classification 	Lecture, class discussion and Video	
6(10hrs.)	Patient assessment <ul style="list-style-type: none"> • Scene size-up • Scene safety • mechanism of injury/ Nature of illness • Number of patients and adequacy of additional resources • Standard precaution • Initial assessment/primary assessment • Secondary Assessment of trauma patient • Ongoing assessment • Documentation 	Lecture and class discussion Self study Laboratory practice Role play Demonstration & re-demonstration Video	
7(10hrs.)	Airway management <ul style="list-style-type: none"> • Respiration • Opening airway • Technique of artificial respiration/Artificial Ventilation • Airway adjuncts • Basic airway management • Suctioning • Oxygen therapy • High quality CPR techniques • Automatic External Defibrillator • Recovery position 	Lecture and class discussion Self study Laboratory practice Role play Demonstration & re-demonstration Video	
8(6rs.)	Medical emergencies (definition, causes, path-physiology, signs and symptoms and management) <ul style="list-style-type: none"> • Respiratory emergencies • Cardiac emergencies • Acute abdominal emergencies • Diabetes emergencies and altered mental status • Geriatric emergencies • Pediatric emergencies • Fever • Hypertension • Stroke • Epilepsy • Allergic reactions • Poisoning and overdose emergencies • Environmental emergencies • Bites and stings 	Lecture and class discussion Self study Group project and presentation Written assignment Case study and presentation Laboratory practice Role play Demonstration & re-demonstration Video	

	<ul style="list-style-type: none"> • Behavioral /Psychiatric emergencies • Obstetrics and gynecological emergencies • Road Traffic Accidents 		
9(20hrs.)	Trauma (definition, causes, path-physiology, signs and symptoms and management) <ul style="list-style-type: none"> • Trauma prevention • Trauma assessment • Mechanism of injury • Types of injury • Hemorrhage • Shock • Soft tissue injuries • Burns and scald • EENT injuries • Chest injuries • Abdominal injuries • Musculoskeletal injuries • Injuries to head and spine 	Lecture and class discussion Self study Laboratory practice Role play Demonstration & re-demonstration Video	
10(7hrs)	Bandaging, Splinting	Video Demonstration & re-demonstration	
11(4hrs.)	Lifting and transportation <ul style="list-style-type: none"> • Body mechanics • Emergency, Urgent and Non-urgent move • Basic patient handling • Ambulance services 	Lecture and class discussion Demonstration & re-demonstration Video	
13(3hrs.)	Disaster management and Emergency preparedness <ul style="list-style-type: none"> • Definition of Terms • Phases of Disasters • Origins of Disasters • Basics of Disaster Preparedness Plan • Principles of disaster management plan • Roles and responsibilities of emergency responder (9 steps) 	Lecture and class discussion Video	

Reading List:**Main Text:**

ENA. (2009). Sheehy's Emergency Nursing: Principles and Practice. (6thed.). Mosby Elsevier.
 Limmer, D & O' Keefe, M. F. (2009). Emergency care. (11th ed). Brady: USA

Addition Readings:

AHA. (2008). Handbook of Emergency cardiovascular care for Health Care Providers. AHA: USA

AHA. (2006). BLS for Health Care Providers: Student Manual. AHA: USA

- Campbell, J.M. & Chapter, A. (2008). International Trauma Life Support for Pre-hospital Care Providers. (6th ed). Pearson Education International: USA
- Disaster Management Division. (2014). Contingency Planning Guidelines for Bhutan. (1st ed.). RGoB: Thimphu
- Disaster Management Division. (2014). Dzongkhag Disaster Management Planning Guidelines. (1st ed.). RGoB: Thimphu
- Disaster Management Division. (2006). National Disaster Risk Management Framework. RGoB: Thimphu
- David Skinner, D. (1997). Cambridge Textbook of Accident & Emergency Medicine. Cambridge University Press: UK
- Karen A. & McQuillan, K.A. (2009). Trauma Nursing from Resuscitation Through Rehabilitation. (4th ed.). Philadelphia WB Saunders: USA
- Limmer, karren and Hafen. (2007). First Responder: A Skill Approach. (7th ed). Brady: USA
- Manhoff, D. (1996). Mosby's Outdoor Emergency Medical Guide: What to do in an Outdoor Emergency When Help May Take Some time to Arrive. Mosby: USA
- National Association of Emergency Medical Technician (NAEMT). (2007). Pre hospital Trauma Life Support (PHTLS). (6th ed). Mosby: USA
- Oman, K.S. (2007). Emergency Nursing Secrets. (2nd ed.). Mosby: USA
- Scott R. & Votey, S.R. (2006). Signs and Symptoms in Emergency Medicine. (2nd ed.). Mosby: USA
- Schumacher, L. & Chernecky, C. (2010). Critical Care & Emergency Nursing. (2nd ed.). Sunder Elsevier; USA
- Srivastava, A. R. (2006). Accident and Emergency Services: A Complete Guide to Work in Casualty. AITBS Pub.
- Voluntary Aid Societies. First Aid Manual. Dorling Kindersley: London
- William, P. & Burdick, W. P. (2005). *Year Book of Emergency Medicine*. Mosby: USA

Date: 10th May 2016

3.4 Title of the module: NUR204 Adult Nursing I

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 2, Semester 1

Credit Value: 12 credits (T = 80 hrs. L = 0 hr. P = 80hrs)

Module Leader: Sapna Humagai

Module Tutor(s): Manikala Moktan

General Objectives

This module will enable the students to understand the concepts of developmental stages in adult and elderly, health/wellness and health deviation (illness) in adult/elderly population. Furthermore, the

students will understand the concepts/theories related to nursing management of disorders of oncology, gastrointestinal system, respiratory, cardiovascular, hematology and lymphatic systems and in adult/elderly population related to physical, chemical and psychosocial impact.

Learning Outcomes

Upon completion of the module the student will be able to:

1. Describe concepts/theories related to wellness and illness, adult and elderly developmental stages and health, disorders, and holistic adult nursing care.
2. Describe concepts/theories related to nursing management of disorders of oncology, gastrointestinal system, respiratory, cardiovascular, hemato and lymphatic systems in adult/elderly population.
3. Apply nursing process using evidence based learning in a case study for planning a holistic nursing care to individuals, families, and communities with respect to cultural diversity and over the lifespan, including enabling of peaceful death.
4. Utilize nursing process, using evidence based learning in providing holistic nursing care to individuals, families, and communities with respect to cultural diversity, including enabling of peaceful death, focusing on patient centered care
5. Identify nurses' role; in health promotion, prevention of illness and injury, and restoration, in providing high quality nursing care to individuals, families, and communities in all stages of health and illness with compassion.

Skills to be developed

- Nursing procedures
- Health Assessment using Nursing process

Learning and teaching approach used

- Lecture and class discussion
- Self study
- Group project and presentation
- Assigned reading
- Demonstration and return demonstration

Mode of assessment

Formative

- Observation
- Questioning
- Quizzes
- Class Assignment
- Feedback on documentation
- Clinical assignment

Summative Assessment

Weight age

Theory

Ongoing summative

40%

- Class Test
- Assignment
- Presentation
- Course Test

End summative 100

- Examination: 60%

Practical 100

Ongoing summative 50%

1. Reflective Journal 10%
2. Performance evaluation 20%
3. Practical record book 10%
4. Drug book 10

End Summative 100

2. Nursing Care Plan with Presentation 50%

Note: 50% each for Theory and Practical Assessment

Pre-requisite knowledge

- Anatomy and Physiology
- Fundamental of Nursing
- Health Assessment and Nursing Process
- Pharmacology, Nutrition and Dietetics
- Sociology and Psychology

Resource required: Videos on disease, models, Case study.

Subject matter of the module

Session (hrs.)	Topics	Methods of T/L	Remarks
1(5 hrs.)	Concepts, theories and research related to wellness and illness, adult and elderly health nursing practice <ul style="list-style-type: none"> • Concepts of wellness/health/illness • Adult development • Gerontological consideration • Nursing Process 	Lecture, group discussion, self study and presentation	Students search information on the relevant topics and

	<ul style="list-style-type: none"> Nurse's role in involving patient and family in patient care Adult and elderly population 		report in the class.
2(10hrs.)	Oncology and nursing management <ul style="list-style-type: none"> Terminologies of cancer Pathogenesis of cancer and Classification of cancer Prevention and detection of cancer Common malignancies in Bhutan Treatment of cancer: Radiotherapy, chemotherapy, surgery and immunotherapy, stem cell, bone marrow, gene transplant Complications resulting from cancer and treatment Psychological, rehabilitation care Palliative care including pain management Nursing care of patient undergoing chemotherapy Oncological emergencies Nursing Procedures-chemotherapy 	Lecture, small group study, presentation Lab: - Critique case study/scenario - visit pain clinic -Posting in oncology ward for one day	Group work will be assigned in class.
3(20hrs.)	Nursing management of respiratory system <ul style="list-style-type: none"> Review of anatomy and physiology Pre and Post operative care Health Assessment using nursing process Definition, etiology, pathophysiology, diagnostic evaluation, clinical manifestations, diagnostic evaluation management: Medical, surgical, nursing. Disorders of: <ul style="list-style-type: none"> Upper Respiratory tract Infection Pneumonia Pulmonary tuberculosis Extra pulmonary tuberculosis Bronchitis Pleural effusion Pneumothorax Bronchial asthma Bronchiectasis Chronic Obstructive Pulmonary Disease Lung cancer Respiratory failure Respiratory distress syndrome 	Lecture, presentation, small group study, presentation Lab: - Critique case study/scenario - visit Gastroscopy unit -Posting to OT (major) for one day	

	<ul style="list-style-type: none"> • Chest trauma and thoracic injury • Chest surgery • Nursing procedures-chest drainage, thoracentesis, chest aspiration 		
4(20hrs.)	<p>Nursing management of gastrointestinal system</p> <ul style="list-style-type: none"> • Review of anatomy and physiology • Health assessment using nursing process • Definition, etiology, pathophysiology, clinical manifestations, diagnostic evaluation, treatment and management: medical, surgical <p>Disorders of:</p> <ul style="list-style-type: none"> • Stomatitis • Candidiasis • Food poisoning • Carcinoma of the stomach • Peptic ulcer: Gastritis and duodenitis • Food poisoning • Upper Gastrointestinal Bleeding • Lower GI bleeding • Intestinal obstruction-SAIO • Pyloric stenosis/perforation • Colitis • Appendicitis • Pancreatitis • Carcinoma of pancreas • Liver, Biliary tract and pancreas • Hepatitis • Obstructive jaundice • Cirrhosis of liver • Carcinoma of liver • Cholelithiasis • Cholecystitis • Hernia • Abdominal trauma • Abdominal surgery • Anal & rectum-hemorrhoids, fissure, fistula • Cancer rectum • Introduction to Operation Theater • Nursing Procedures-Naso jejunal feeding, gastric feeding, percutaneous endoscopy, gastrostomy feeding, jejunostomy, colostomy care, enema, high bowel wash 	<p>Lecture, presentation, small group study, presentation</p> <p>Lab:</p> <ul style="list-style-type: none"> - Critique case study/scenario - visit to endoscopy unit 	<p>Group work will be assigned in class.</p>

5(20hrs.)	Nursing management of cardiovascular system <ul style="list-style-type: none"> Review of anatomy and physiology Health assessment using nursing process Definition, etiology, pathophysiology, clinical manifestations, diagnostic evaluation treatment management: medical, surgical, nursing Disorders of: <ul style="list-style-type: none"> Dysrhythmia Rheumatic fever Valvular heart disease Coronary artery disease Inflammatory disorders of heart Congestive heart failure Hypertension Disorder of aorta Arterial occlusive disease Cardiomyopathy Heart surgery Nursing Procedures-Pericardial aspiration, electro cardio graph, Echo cardio graph, cardiac catheterization, pulse oximetry 	Lecture, presentation, small group study, presentation Lab: - Critique case study/scenario - visit Eco/ECG unit	Group work will be assigned in class.
6(5hrs.)	Nursing management of hematological system, lymphatic system <ul style="list-style-type: none"> Review of anatomy and physiology Health assessment using nursing process Definition, etiology, pathophysiology, clinical manifestations, diagnostic evaluation, treatment and management: medical, surgical and nursing. Disorders of: <ul style="list-style-type: none"> Anemia Polycythemia Leukemia Lymphoma Thalassemia Haemophilia Nursing Procedures-Blood transfusion, bone marrow aspiration, bone marrow transplant	Posting from medical ward to BT unit	
7 (80hrs.)	Practice at various medical-surgical wards in a hospital setting. Practicum will take place in medical, surgical, Orthopedic, Eye, ENT, oncology unit, blood transfusion unit, OT and dermatology unit.	<ul style="list-style-type: none"> Under supervision of faculty and preceptor, pre & post conference, 	7 (80hrs.)

		nursing care plan, perform nursing care for patients and beside presentation • Nursing round	
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Reading List:**Main Text:**

Brown, D. & Edwards. H. (2005) *Lewis's medical surgical, assessment and management of clinical problems.* (6th ed.). Australia: Elsevier Mosby.

Lewis, S. L., Dirkse, S. R., Margaret, M. H., Bucher, L. & Camera, I. (2010). *Medical surgical, assessment and management of clinical problems.* Single volume. Medical Surgical Nursing (Lewis). (8th ed.) Australia : Elsevier Mosby.

Additional Readings:

Black, J.M., Jacobs, E.M. (2002). *Medical surgical nursing, clinical management for continuity of care.* (5th ed.). London: Lippincott.

Brunner, Suddarth's (2008). *Textbook of Medical-surgical nursing.* (7th ed.). Lippincott.

Lewis, S.M., Heitkemper, M. M., Dirksen, S.R..(2004). *Medical-surgical nursing, assessment and management of clinical problems.* (4th ed.). Australia: Mosby.

Nettina, S.M., (1996) *The Lippincott Manual of nursing practice.* (6th ed.). Lippincott.

Date: March 24, 2016

3.5 Title of the module: LEN201 Law and Ethics in Nursing

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 2, Semester 1

Credit Value: 12 Credits (T = 70hrs, L = 60 hrs, P = 0hr)

Module Leader: Passang Lhamo Sherpa

Module Tutor(s): Diki Wangmo

General Objectives

This module aims to assist the students to understand basic knowledge in the area of ethics, law, values, moral, and patient's right, and be able to use these knowledge in their clinical practice. The module will also encourage the students to explore Code of Ethics in nursing profession of international countries and to analyze a scenario and ethical dilemmas in nursing situation in Bhutan.

Learning Outcomes

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

1. Discuss the background and justification for the study of ethics.
2. Explain the major ethical theories, and the ethical principles.
3. Examine values and moral concepts.
4. Discuss Bhutan Medical and Health Council, International Council of Nurses, code of ethics and patient's bill of right.
5. Be conscious of the influence that new advances in science and technology have upon the way we view our mutual obligations and shape our thinking about ethics.
6. Analyze selected case studies with ethical dilemmas and moral distress Develop methods of approach to ethical decision making.
7. Discuss the importance of law in nursing.
8. Discuss the legal system in Bhutan.
9. Classify crime and degrees of felony.
10. Be sensitive to medical termination of pregnancy, consent and confidentiality.
11. Examine the nursing related penal code of Bhutan

Skills to be developed

- Decision making

Teaching and Learning approach

The course consists of 12 credits, of which 6 credits will be for theory, 6 credits for case study and discussion, group activities, assignment, presentation and for self study.

Mode of assessment

Formative

- Case studies
- Discussion
- Feedback

Ongoing summative 40

- Presentation 10%
- Case analysis 30%

Summative 60

- Examination

Resource required: OHP, VCD, and LCD

Subject matter of the module

Session (hrs.)	Topics	Methods of T/L	Remarks
1(4 hrs.)	Introduction to the module, credits, requirements, assessment □ Definition <ul style="list-style-type: none"> • Background and justification for the study of ethics • Ethics and sub-fields of ethics 	Lecture, and discussion	
2(9 hrs.)	Values <ul style="list-style-type: none"> • Selection of values • Value clarification • Attitudes • Beliefs 	Discussion, group work, presentation	
3(10 hrs.)	Moral rights <ul style="list-style-type: none"> • Moral duty • Moral Reasoning Strategy • Moral concepts 	Lecture, group work and discussion	
4(14 hrs.)	Ethical Theories: <ul style="list-style-type: none"> • Teleological (utilitarian) • Deontological (Kantian) • Feminist ethics • Ethic of care • Virtual ethics 	Lecture, group work and discussion	
5(10 hrs.)	<ul style="list-style-type: none"> • Ethical Principles • Autonomy • Beneficence • Nonmaleficence • Justice • Fidelity • Veracity 	Case studies, discussion, self study	
6(10 hrs.)	Ethical/moral <ul style="list-style-type: none"> • Decision Making Process • Organizational code 	Case studies, group work and discussion	
7(12 hrs.)	Ethics Filters Universal Principles and Values Conscientious objection Whistle blowing	Discussion	
8(10 hrs.)	Patient's rights	Group work and presentation	
9(5 hrs.)	Nursing practice and law Sources of law	Lecture, discussion	
10(5 hrs.)	General framework of the legal system in Bhutan Types of Law	Self study and Discussion	

11 (5 hrs)	Classification of crimes Degrees of felony	Lecture and discussion	
12(15 hrs.)	Law of Torts Negligence Elements of negligence	Case studies and Discussion	
13(5 hrs.)	Legal and ethical issues on the end of life and medical treatment	Discussion	
14(6 hrs.)	International Council of Nurses <ul style="list-style-type: none"> • Code of ethics for nurses • Application of the ICN code of ethics for nurses • Implication to nursing practice in other countries 	Discussion and application exercises	
15(15 hrs.)	Bhutan Medical and Health Council <ul style="list-style-type: none"> □ Ethical analysis in selected cases in Bhutan 	Case study Assignment, presentation and discussion	
16(15 hrs)	Penal code of Bhutan <ul style="list-style-type: none"> • Use of force • Mentally disabled persons • Negligence • Illegal buying or selling of human organs • Illegal abortion • Assault and battery • Tampering with documents • Defamation 		

Reading List:**Main Text:**

Butts, J.B., & Rich, K.L. (2008). *Nursing ethics: Across the curriculum and into practice*. (2nd ed). Boston: Jones and Bartlett Publishers.

Additional Readings:

La Trobe University (2004). *Law, ethics and accountability for nurses*. A teaching module.

Medical and Health Council.

Nostrand, I.V. (2003). *Ethics in advancement* Retrieved August 13th, 2004 from http://www.ccaecanada.org/QuebecCity2003/vanNostrand_doc.pdf

Oseley, A. (2004). *Egoism*. Retrieved August 4th, 2004 from <http://www.utm.edu/research/iep/e/egoism.htm> **Penal code of Bhutan.** www.nsb.gov.bt **The Constituent of Bhutan.**

The PLUS decision making model. Retrieved August 4th, 2004 from http://www.ethics.org/plus_model.html

Tingle, J., & Cribb, A. (2007). *Nursing law and ethics*. (3rd ed.). Oxford: Blackwell Publishing. Urser, D. (2002). *Exploring values, rules and principles*. Retrieved August 4th, 2004 from <http://www.stedwards.edu/urser/values.htm> *Values clarification*. Retrieved August 4th, 2004 from <http://med.usd.edu/som/genetics/curriculum/4ICLARI9.htm>

Date: March 24, 2016

4. SECOND YEAR - SECOND SEMESTER

4.1 Title of the module: NUR205 Adult Nursing II

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 2, Semester 2

Credit Value: 12 credits (T = 80 hrs. L = 0 hrs. P =80 hrs)

Module Leader: Manikala Moktan

Module Tutor(s): Deki Pem

General Objectives

This module will enable the students to understand the concepts of developmental stages in adult and elderly, health/wellness and health deviation (illness) in adult/elderly population. Furthermore, the students will understand the concepts/theories related to nursing management of disorders of integumentary, renal, male, female reproductive, system and musculoskeletal system in adult/elderly population related to physical, chemical and psychosocial impact.

Learning Outcomes

Upon completion of the module, the student will be able to:

1. Describe concept/theory related to nursing management of disorders of integumentary, renal, male and female reproductive and musculoskeletal systems.
2. Utilize the nursing process using evidence based learning to a case study (scenario) for planning an individualized and holistic nursing care to clients. individuals, families, and communities with respect to cultural diversity, including enabling of peaceful death.
3. Apply the nursing process using evidence based learning to a case study (scenario) for planning an individualized and holistic nursing care to clients. to individuals, families, and communities with respect to cultural diversity, including enabling of peaceful death.
4. Identify nurses' role in health promotion, prevention of illness and injury, and restoration, in providing high quality nursing care to individuals, families, and communities in all stages of health and illness, with compassion.

Skills to be developed

- Nursing procedures
- Health Assessment using Nursing process

Learning and teaching approach

- Lecture and discussion
- Self study

- Group project and presentation
- Assigned reading
- Demonstration and return demonstration
- Practices in the wards/units

Mode of assessment

Formative

- Observation
- Questioning
- Quizzes
- Class Assignment
- Feedback on documentation
- Clinical assignment

Summative Assessment	Weightage
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Theory

Ongoing summative	40%
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- Class test
- Assignment
- Presentation

End summative	100
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- Examination 60%

Practical	100
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Ongoing summative	50
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- Reflective Journal 10%
- Performance evaluation 30%
- Practical record book 10%
- Drug Book 10%

Summative Case Study	50
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Note: Final marks, 50% each for Theory and Practical

Pre-requisite knowledge

- Anatomy and Physiology
- Basic pathology, microbiology and biochemistry

Resource required: Videos and models**Subject matter of the module**

Session (hrs.)	Topics	Methods of T/L	Remarks
1(20hrs.)	<p>Nursing management of integumentary system disorders.</p> <ul style="list-style-type: none"> • Review of anatomy and physiology • Health assessment using nursing process • Definition, etiology, pathophysiology, clinical manifestations, diagnostic evaluation, management: Medical, surgical, nursing. <p>Terminology of the following Lesions:</p> <ul style="list-style-type: none"> • Primary lesions: Macules, Papules, nodules, vesicles, plaque, bulla, wheal, hyper pigmentation and de-pigmentation. • Secondary lesions: Scales, Scars, Ulcer and Erosion • Pre and Post operative care (Grafting) <p>Disorders of skin:</p> <ul style="list-style-type: none"> • Burns • Skin infections (Impetigo, ringworm) • Eczema • Cellulites • Furunculosis • Herpes zooster and simplex • Urticaria • Congenital lesions: Moles, birth marks • Psoriasis • Alopecia • Keloids • Tumors (warts) • Scabies • Acne • Fungal infection • Vitiligo • Paronchia 	Lecture, Discussion small group study, group presentation	
2(20hrs.)	<p>Nursing management of musculo-skeletal system</p> <ul style="list-style-type: none"> • Review of anatomy and physiology • Definition, etiology, pathophysiology, clinical manifestations, diagnostic evaluation, management: medical, surgical and nursing of the following musculoskeletal disorders. <p>Disorders of Musculo-skeletal:</p> <ul style="list-style-type: none"> • Fracture, dislocation and sub luxation 	Lecture, Discussion, small group study and presentation. Lab: Critique case study/scenario Posting in	Group work will be assigned in class.

	<ul style="list-style-type: none"> • Sprain and strain • Osteomalacia • Osteoporosis • Osteomyelitis • Bursitis • Sciatica Amputation • Arthritis • Pott's spine • Bone tumours, spinal cord injury. • Nursing procedures-Plaster application, traction, Prosthesis, Rehabilitation, transplants. 	orthopedic ward and OPD	
3(25hrs.)	<p>Nursing management of renal and male reproductive system</p> <p>Review of anatomy and physiology</p> <ul style="list-style-type: none"> • Physical assessment using nursing process • Definition, etiology, pathophysiology, clinical manifestations, diagnostic evaluation, management: medical, surgical and nursing. <p>Disorders of renal system:</p> <ul style="list-style-type: none"> • Urinary tract infection, upper and lower, neurogenic bladder dysfunction • Nephritis • Hydronephrosis • Nephrotic syndrome • Congenital disorders • Benign prostate hypertrophy • Urinary incontinence and retention • Renal calculi • Renal failure –acute, chronic • Renal trauma • Urethral stricture <p>Disorder of male reproductive system</p> <ul style="list-style-type: none"> • Prostatitis • Testicular torsion • Orchitis • Benign Prostatic Hypertrophy <p>Nursing Procedures-Bladder irrigation, Dialysis, catheterization, male, supra pubic, condom</p>	Lecture, Discussion, small group study and presentation Lab: Critique case study/scenario Posting in Medical ward and OPD	Group work will be assigned in class.

4(15hrs.)	Nursing management of female reproductive systems <ul style="list-style-type: none"> • Review of female reproductive system • Physical assessment using nursing process • Definition, etiology, pathophysiology, clinical manifestations, diagnostic evaluation, management: medical, surgical and nursing. Diseases disorders female reproductive system: <ul style="list-style-type: none"> • Menstrual disorders • Abortion • Ovarian • Uterine disorders • Cervical cancer • Vaginal disorders • Vulva disorders • Breast diseases • Genital infections and Pelvic inflammatory diseases • Infertility • Nursing procedures-perineal care 	Lecture, Discussion, small group study and presentation Posting in Maternity ward	Group work will be assigned in class
5(80hrs.)	Practice at various medical-surgical wards and Maternity ward in a hospital setting.	Under supervision of faculty and preceptor, Pre & post conference, Nursing care plan, Perform nursing care for clients. Nursing round.	

Reading List:**Main Text:**

Brown.D.,Edwards. H., (2005) *Lewis's medical surgical, assessment and management of clinical problems*. Elsevier Mosby. Australia.

Lewis, S. L., Dirkse, S. R., Margaret, M. H., Bucher, L. & Camera, I. (2010). *Medical surgical, assessment and management of clinical problems*. SINGLE VOLUME. Elsevier Mosby. Australia.

Nursing Manual (2011) Faculty of Nursing and Public health, Thimphu, Bhutan

Additional Readings:

Black, J.M., Jacobs, E.M. (2002) *Medical surgical nursing, clinical management for continuity of care* (5th ed.). London : Lippincott

- Boon A Nicholas, Colledge R. Nicki, Walker R Brain, Hunter A.A John and Haslett Christopher (2006) *Davidson's Principles and practice of Medicine*, (20th ed.). London :Churchill Livingstone
- Brunner, Suddarth's (2008) *Textbook of Medical-surgical nursing*. (7th ed.). London: Lippincott.
- Lange Patrica, A (2002) *Pathophysiology made Incredibly Easy*, (10th ed.). London: Lippincott, Philadelphia,
- Lewis, S.M., Heitkemper, M. M., Dirksen, S.R., (2004) *Medical-surgical nursing, assessment and management of clinical problems.*(4th ed.). London: Mosby.
- Nettina, S.M., (1996) *The Lippincott Manual of nursing practice*, (6th ed.). London. Lippincott.

Date: March 24, 2016

4.2 Title of the module: MHN201 Mental Health Nursing

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 2, Semester 2

Credit Value: 12 credits (T=60, L= 0 hours; P= 120 hrs)

Module Leader: Kinley Gyaltsen

Module Tutor(s): Kunzang Dorji, Psychiatrists from JDWNRH

General Objectives

This module enables students to understand concept of mental health and mental illness. It will also develop students' core virtues in caring persons with behavior and mental disorders. In addition, completion of this unit will enable students to promote mental health among general population and provide client-centered holistic care to mentally ill patients. It will also promote the students' skills in supporting and building capacity of the families or caregivers to care for patients at home.

Learning Outcomes

1. Upon completion of the module students will be able to:
2. Describe the theories and concepts of mental health and mental illness
3. Describe the principles of psychiatric nursing
4. Explain the concept of stress, crisis, their assessment and interventions
5. Identify the common behavior disorders and mental illness
6. Describe etiology, clinical manifestation, investigation/diagnostic criteria and management of common mental disorders.
7. Explain the treatment modalities and therapies for mental disorders
8. Demonstrate the steps of nursing management of mental disorders
9. Provide health education to prevent mental illnesses and promote mental health to individual, family and community
10. Promote the family or caregiver's capacity to care for patients at home
11. Describe ethical issues related to mental health nursing

12. Identify psychiatric emergencies and discuss their management.

Skills to be developed (Optional)

- Psychiatric history and examination
- Therapeutic communication skills.

Teaching and Learning approach

- Lecture and class discussion
- Self study
- Group project and presentation
- Written assignment
- Case study and presentation
- Role play
- Clinical Practice

Mode of assessment

Formative

- Feedbacks
- Observation
- Questioning

Ongoing summative 40

- Case study and presentation 15%
- Class test 15%
- Nursing care plans 10%

Summative 60

- Final Examination

Pre-requisite knowledge

- NUR 204 Fundamental of Nursing
- NUR 102 Health Assessments and the Nursing Process
- SNP 101 Sociology and Psychology

Resource required: LCD, white board and videos

Subject matter of the module

Session (hrs.)	Topics	Methods of T/L	Remarks
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1(2 hrs.)	Introduction to mental health <ul style="list-style-type: none"> • Background on Mental Health • Prevalence of mental illness • National Mental Health Policy and Program • National Mental Health Program activities • Community facilities for mental disorders • Hospital • BHU • Outreach clinic • Other: monasteries, traditional hospitals, meditation centers 	Lecture, group discussion and presentation	
2 (6 hrs)	Basic concepts in psychiatric/mental health nursing <ul style="list-style-type: none"> • Definition of terms • Concept of Mental Health and mental illness • Theories of Mental Health • Review of personality development and defense mechanisms • Mental health/psychiatric nursing • Community mental health nursing • Changing focus of care • Public health model • Role of the nurse • Cultural implications • Misconceptions of Mental illness • Introduction to the concept of stress • Stress as a biological response • Stress as a transaction between the individual and the environment • Stress management 	Lecture, group discussion and presentation	
3 (6 hrs.)	Principles and strategies of psychiatric nursing Attitude to mental illness <ul style="list-style-type: none"> • Adaptation required in meeting basic nursing needs • The nurse and individual patient Role of the nurse Relationship development <ul style="list-style-type: none"> • Therapeutic Communication • Nurse-Patient Relationship • Pre-interaction phase • Orientation/introductory phase • Developmental/working phase • Termination phase • The nursing process in psychiatric care/mental health nursing • Milieu Therapy • Crisis assessment and Intervention • Assertiveness training 	Lecture, Presentation, discussion,	

4 (2hrs.)	Factors influencing mental disorders <ul style="list-style-type: none"> • Hereditary factors • Biological factors • Psychological factors • Sociological factors 	Lecture and class discussion	
5 (1 hr.)	Levels of prevention <ul style="list-style-type: none"> • Primary level of prevention • Secondary level of prevention • Tertiary level of prevention 	Lecture and class discussion	
6(6 hrs.)	Assessment and management plans Psychiatric history and examination <ul style="list-style-type: none"> • Mental Status Examination • General appearance and behavior • Speech • Mood and affect • Thought • Perception • Cognition • Insight • Judgment • Mini Mental State Examination (MMSE), Consciousness • Review of Physical examination • Developing a nursing care plan • Application of nursing process • Implementation of care plan 	Lecture and class discussion Case study	
7(25hrs.)	Nursing care of patients with mental disorders International Classification of Diseases (ICD-10) Definition Epidemiology (types, prevalence, incidence), Causes, Signs and Symptoms, Investigations and Management Organic mental disorders <ul style="list-style-type: none"> • Delirium, Dementia Mental and behavioural disorders due to psychoactive substance use <ul style="list-style-type: none"> • Substance use • Alcohol Schizophrenia, schizotypal and delusional disorders Mood disorders <ul style="list-style-type: none"> • Bipolar affective disorder (BPAD), depression Neurotic, stress related and somatoform disorders <ul style="list-style-type: none"> • General anxiety disorders, Phobic disorder, Panic disorder, Dissociative conversion disorders, Acute stress disorder, Post – traumatic stress disorder (PTSD), Adjustment disorder, Somatoform disorder 	Lecture and class discussion Case study Video	

	<p>Bahavioural syndromes associated with physiological disturbances and physical factors</p> <ul style="list-style-type: none"> Eating disorder, Sleep disorder, Sexual dysfunction <p>Disorders of adult personality and behaviour</p> <ul style="list-style-type: none"> Paranoid , Anti-social , Dependent Childhood disorders Autism, Attention deficit hyperactive disorder, Conduct disorders, Tic disorder Mental retardation <p>Epilepsy including status epilepticus</p>		
8 (6 hrs.)	<p>Treatment modalities</p> <p>Psychopharmacology:</p> <ul style="list-style-type: none"> Anti-psychotics, Mood stabilizers, Anti-depressants, Anti-anxiety, Anti-epileptics, Anticholinergic drugs <p>Biological methods of treatment</p> <ul style="list-style-type: none"> Electroconvulsive Therapy (ECT) Psychosurgery <p>Psychological treatments</p> <ul style="list-style-type: none"> Supportive Psycho-therapy Cognitive behaviour therapy <p>Hygiene, Nutrition, Hydration, Bowel and bladder. Breathing and relaxation techniques, Meditation and spiritual techniques, Recreational needs Social, Family, and Community Welfare.</p>	Lecture and class discussion	
9 (1 hr.)	<p>Review of Ethical and legal issues in psychiatric/mental health nursing</p> <ul style="list-style-type: none"> Ethical considerations Ethical decision making Legal considerations 	Lecture and class discussion	
10 (5hrs.)	<p>Psychiatric emergencies: Types of Psychiatric emergencies:</p> <ul style="list-style-type: none"> Delirious patients, Status epilepticus, Violent and aggressive behaviours, victims of violence, Suicidal patient, Suicidal risk, Stupor, Homicidal risk, Risk of absconding Management, recording, reporting and referral 	Lecture and class discussion Group project	
11(90hrs)	Clinical Practice Psychiatric Ward	-Clinical practice in a psychiatric ward	Students will be divided to work in a hospital

Reading List:**Main Text:**

Ahuja, N. (2005). *A short Textbook of Psychiatry*. (5th ed.) Jaypee Brothers, New Delhi, India.

Kapoor, B. (2005). *Textbook of Psychiatric Nursing vol.-I and II*. Kumar Publishing House, India

Additional Readings:

- Browne, T. R. (2000). *Handbook of Epilepsy*. (2nd ed). Lippincott Williams & Wilkins.
- Cohen, B. J. (2003). *Theory and Practice of Psychiatry*. Oxford University Press.
- Davies, T & Criag, T. K. J. (1998). *Promoting Mental Health*. WHO, BMJ.
- Ekle, E. (2009). *Nurse's Handbook of Behavioral and Mental Health Drugs*. (3rd ed). Jones & Bartlett.
- Fontaine, K. L. (2009). *Mental Health Nursing*. (5th ed). Dorling Kindersley, India.
- George, M. (2009). *Mental Health and Psychiatric Nursing*. A.I.T.BS.
- Jenkins, C. D. (2005). *Building Better Health: A Handbook of Behavioral Change*. AITBS.
- Lieberman, J. A. (2000). *Psychiatric Drugs*. W.B Saunders com.
- Nimbi, S. (2006). *Psychiatry for Nurse*. (1st Ed). Jaypee Brothers, New Delhi, India.
- Nambi, Prema, T. P. (2006). *Principles and Practice of Psychiatric Nursing*. Jaypee Brothers, New Delhi, India.
- Roa, S. (2006). *Stress and its Management*. AITBS Pub.
- Stuart, G. W. (2005). *Principles and Practice of Psychiatric Nursing*. (8th Ed). ST. Louis Mosby.
- World Health Organization. (1992). *The ICD-10 Classification of mental and Behavioural Disorders, Clinical Description and Diagnostic Guidelines*. Geneva, WHO
- World Health Organization. (1998). *Mental Disorders in Primary Care: A WHO educational package*. WHO
- World Health Organization. (2004). *Epilepsy: A manual for Physician*. WHO.
- World Health Organization. (2005). *Mental Health Atlas Evidence and Research, Department of Mental Health and Substance Abuse*. WHO, Geneva
- World Health Organization. (2005) *Promoting Mental Health: Concepts – Emerging Evidence Practice*. University of Melbourne, Australia.
- World Health Organization. (2005). *Mental Health Policies and Programs in the Workplace*. University of Melbourne, Australia.
- Worret, F. H. (2008). *Psychiatric Mental Health Nursing*. St. Louis: Mosby

Date: March 24, 2016

4.3 Title of the Module: HPC201 Health Promotion and Health Counseling

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 2, Semester 2

The Credit Value: 12 credits (T=100hrs. L=15hrs. P=20hrs)

Module Leader: Ugyen Wangdi

Module Tutor(s): Kinley Gyeltshen

This module consists of two units:

Unit I: Health Promotion: 8C (T= 70 hrs. L= 15hrs. P=0 hr.)

Unit II: Health Counseling:4C (T=30 hrs. L=0 hrs, P=20 hrs)

General Objectives

This module aims to assist students to enhance and build knowledge, skills and attitude on health promotion and counseling. The module will provide theories, principles framework and practice of health promotion and counseling which intends to develop attitudes and values that support and reinforce healthy behaviors both at individuals and community.

The knowledge and skills gained can be applied in their day-to-day activities to restore and promote health, prevent disease and communicate effectively.

Learning Outcomes:

Unit I. Health Promotion

At the end of the unit the students will be able to:

1. Describe the concepts, principles and evolution of health promotion
2. Define the terminologies used in health promotion.
3. Identify roles and responsibilities of nurses in health promotion activities
4. Determine the scope of health promotion approaches and strategies in nursing practice.
5. Discuss the determinants of health and consider the role of health promotion in mitigating their influence on health
6. Discuss the concepts, values, principles and scope of community participation and community involvement.
7. Explain the concepts, principles and strategies of health promoting settings
8. Discuss the concepts and principles of health education and empowerment.
9. Apply health education principles and strategies in conducting individuals and group sessions
10. Describe the principles and strategies of health communication
11. Demonstrate skills of effective communication in delivering health information, education and health care services
12. Explain theories related to behavior change
13. Discuss the strengths and limitations of health promotion theories
14. Identify health need assessment and prioritize

Unit 2: Health Counseling

Upon completion of the module the students will be able to:

1. Explain concepts and principles of health counseling in patient care focusing on psychosocial educational approach.
2. Engage in basic skills for an effective health counseling session.
3. Conduct effective and culturally sensitive interviewing and counseling.
4. Analyze with considerable precision your own natural style of helping/supporting and its impact on clients.

5. Demonstrate basic skills in a decisional interview, solution-oriented sessions, a personcentered interview and behavioral assertiveness-training sessions of patient care.
6. Integrate ethical and multicultural issues in the practice of health counseling.
7. Compare health education and health counseling.

Skills to be developed:**Unit I**

- Conduct health education sessions
- Demonstrate health communication skills
- Carryout health needs assessment and priority settings
- Plan and evaluate health promotion program

Unit II

- Health Counseling: cognitive skill - critical thinking and decision making skills

Teaching Learning Approach:

- Lecture
- Group work
- Assignment
- Group discussions
- Project work and presentation
- Role play
- Case study

Assessment 100

Unit I

Ongoing summative 40

- Assignment 10%
- Presentation 10%
- Group work 10%
- Class test 10%

Summative 60

- Final examination

Pre-requisite Knowledge

Resources required: LCD Monitor, chart paper, flip chart, white board, marker pen

Subject matter of the module

Session (hrs)	Topic	Methods of T/L	Remarks
Unit I: Health Promotion			

1(3 hrs)	Health and Health Promotion Concepts: <ul style="list-style-type: none"> Definitions of health and health promotion. Health Mandala Terminologies used in health promotion 	Lecture Discussion	Do brainstorming sessions Discuss various concepts and definitions of health and health promotion
2(5 hrs)	Key Historical Milestones of Health Promotion: Emergence of health promotion. Timeline: Beginnings till now. The key strategies of various promotion health Declaration and Charters: <ul style="list-style-type: none"> Alma-Ata Declaration Ottawa Charter Jakarta Declaration Bangkok Charter Nairobi Conference on health promotion 	Lecture Discussion Group works	Exercise: Working on key health promotion Conferences and Declarations
3(5 hrs)	Health Promotion Models and Frameworks: Models: <ul style="list-style-type: none"> Biomedical model Behaviour change model Educational model Empowerment model Social change model Health promotion frameworks: <ul style="list-style-type: none"> Levels of health determinants (upstream, midstream, downstream) Ice-berg model of health determinants Building a framework for promotion 	Lecture Discussion Group works Assignment	Exercise: Working on different models of health promotion Reframing health promotion
4(5 hrs)	National Health Promotion Strategies: <ul style="list-style-type: none"> Mission Vision Strategies 	Lecture and discussion	
5(5 hrs)	Understanding the Determinants of Health <ul style="list-style-type: none"> The determinants of health Biological determinants of health Environmental determinants of health Social determinants of health Recognizing and responding to the social determinants of health 	Brainstorming sessions Lecture Discussion Group work Assignment	Exercise: Group activities on how to recognize and address health determinants

6(5 hrs)	Community Participation and Empowerment for Health: <ul style="list-style-type: none"> • The Concepts and Principles of Community Participation and involvement • Importance of community capacity building and empowerment • The community development and mobilization approaches • Building alliances and coalition for health development 	Lecture Discussion Group works Assignment	Group work on how to empower community and people's participation
7(6 hrs)	Health Promoting Settings: <ul style="list-style-type: none"> • The concepts, and principles of promoting healthy settings • Elements of health promoting settings. • Advantages of health promoting settings approach. 	Lecture Discussion Group works Assignment	
8(20 hrs)	Health Education <ul style="list-style-type: none"> • Concepts, principles and scope of health education • Review learning theories • Process of learning • Methods of health teaching • Development of health education tools/materials and their uses • Application and process of health education • Planning and conducting health education session. • Practice health teaching • Audio-visual aids- types and selection 	Lecture Brainstorming sessions Discussion Group works Assignment Health education	Exercise: Practicing health education sessions. Developing health education plan Design health education A/V Aids
9(8 hrs)	Health Communication <ul style="list-style-type: none"> • Definition, concepts, principles of health communication • Elements and channels of communication • Methods of communication • Types of communication • Barriers of communication • Effective communication (review from counseling) 	Lecture Brainstorming sessions Discussion Group works Assignment Case studies	Exercise: Developing effective communication in health education
10(6 hrs)	Theories Related to behavior change <ul style="list-style-type: none"> • Health belief model; • Theories of reasoned action and planned behavior; • The transtheoretical (stage of change) model; • Behavior change theories at interpersonal and community level 	Lecture Brainstorming sessions Discussion Group works Assignment Case studies Case presentation	Exercise: Working on each theories for their relevancy in health promotion activity

11(10hrs)	Health Need Assessment <ul style="list-style-type: none"> • Problem definition: Need assessment • Gathering data for specific issue • Priority setting Design aims and objectives	Lecture Discussion	
Unit II: Counseling			
1(6 hrs)	Orientation to health counseling <ul style="list-style-type: none"> • Definition of terms • Counseling and health counseling, • Different types of counseling • Counseling with families • Counseling with children • Individual and group counseling. Counseling as a process Psycho- social education as a health counseling process	Lecture, Role play, groups discussions	
2(6 hrs)	Behaviors and theories of counseling Understanding behavior Changes in behaviour <ul style="list-style-type: none"> • Natural change • Planned change • Readiness to change Helping people to lead healthier lives. <ul style="list-style-type: none"> • Using force • Giving information • discussion/Participating Theories of counseling (theoretical Approaches to counseling) <ul style="list-style-type: none"> • Psychoanalytic theory Freud Neo. Freudian • Self theory (Carl Rogers) • Trait theory (Williamson) • Field theory (Gestalt) • Behaviouristic learning theory • Current approach • Developmental counseling • Reality counseling • Rational emotive therapy 	Lecture, discussions, guest speakers, self study	
3(6 hrs.)	Values and attitudes of counseling Counselor values and attitudes. Thoughts and feelings <ul style="list-style-type: none"> • Knowledge, • Beliefs, • Attitudes • Values People who are important to us.	Lecture, Role Plays, discussions	

	<p>Resources</p> <ul style="list-style-type: none"> • Time • Money • Culture <p>Kinds of questions counsellors may ask themselves.</p> <p>Requirements of a good counselor.</p> <p>Feel secure and at ease</p> <p>Focus the discussion</p> <p>Important values and attitude of a counselor</p> <ul style="list-style-type: none"> • Maintenance of confidentiality • Positive regard • Acceptance • Empathy • Self determination • Understanding grief, • Mobilizing of resources <p>Culture & Tradition</p> <ul style="list-style-type: none"> • Culturally sensitive counselor • Cultural attitudes towards illness • Cultural attitude towards health • Culturally determined rituals for death + cultural sources for healing. • Cultural attitude towards prevention. <p>Social norms and Practices influencing sexuality and Infections.</p>		
4(6 hrs)	<p>Effective counseling skills and techniques</p> <p>Qualities of a good counselor</p> <ul style="list-style-type: none"> • Positive regard/ respect for people • Open, non judgmental/ high level of acceptance • Carrying/empathetic • Self awareness/ discipline • Knowledge/informed • Actually sensitive • Patient/good listener • Confidentiality maintenance. • Objective/clarity. <p>Different kinds of techniques and barriers of successful counseling</p> <p>Effective feedback</p> <p>Verbal skills</p> <p>Non-verbal skills R-relax, O-open and approachable, L-Learn towards client, Eeye contact, S-smile</p> <ul style="list-style-type: none"> • Active attending or listening 	Lecture, guest speaker, field visits to VCT and HISC,	

	<ul style="list-style-type: none"> • Reflection of feeling • Questioning • Para-phrasing • Interpretation • Repeating • Summarising • Confrontation • Respecting • Role plays and skills to be practice • Active listening • Reflection of feelings • Questioning • Paraphrasing and interpretation 		
5(10 hrs)	Guidelines on talking about sensitive topics <ul style="list-style-type: none"> • Ask direct question • Explain clearly • Establish reasons • Anticipate a certain degree of embarrassment What makes people change behaviours <ul style="list-style-type: none"> • The physical element • The emotional element • The rational element • Effect of family community and nation 	Lecture and guest speaker Laboratory	
6(10 hrs)	Pre and Post counseling	Lecture, role plays, discussions	
7(6 hrs)	Problem solving counseling <ul style="list-style-type: none"> • Problem solving approach–its advantages. • What the counselor has to do. • What problem recognitions – varied ways. Crisis counseling	Lecture, role plays, discussions	
8(6 hrs)	Application of counseling to clients with health problems: <ul style="list-style-type: none"> • STIs/HIV • Chronic Illnesses/problems • Injuries • Gender based violence 	Case study	
9(20hrs)	<ul style="list-style-type: none"> • Practicum 	Hospital and VCTC centers, case study presentations	

Reading List:

Unit I: Health promotion

Main Text:

Ewles, L. & Simnett, I. (2010). *Promoting health: A practical guide*. (7th Eds.). Edinburgh: Bailliere Tindall.

Nutbeam, D. & Harris, E. (2004). *Theories in a Nutshell. A practical guide to health promotion theories*. (2nd Ed.). Sydney: McGrawhill.

Additional Readings:

Wass, A. (2000). *Promoting Health: The Primary Health Care Approach*. (2nd Eds.). Philadelphia: Saunders.

WHO (1986). Ottawa charter for health promotion.

Park, K. (2012). *Essentials of community health Nursing*. (6th Eds.). Jabalpur, Banarsidas Bhanot.

Unit II: Counseling

Main Text:

Burnard, P. (2005). *Counseling Skills for Health Professionals Fourth Edition*. Nelson Thornes, UK

Ivey, A. E. & Ivey, M. B. (2005). *Intentional Interviewing and Counseling*, Fifth Edition. Thomson, Brooks/Cole, USA

Kottler, J. A. (2003). *Theories in Counseling and Therapy*. Allyn & Bacon, Boston, USA

Additional Readings:

Abbott, F. & McMahon, R. M. (1993). *Teaching health care workers. A practical guide*. 2nd Ed. China: Macmillan.

Chalkley, A. M. (1986). *A text book of health worker- ANM*. Vol. 1. CLS: Park town

Heidgerken, L. E. (1994). *Teaching and learning in schools of nursing*. Principles and methods. 3rd Ed. Delhi: Konark Publishers

Tones, K. & Tilford, S. (2001). *Health Promotion. Effectiveness, efficiency and equity*. 3rd Eds. Cheltenham: Nelson thornes.

WHO (1988). *Education for health. A manual on health education in primary health care*. Geneva: WHO

Date: January 6, 2017

4.4 Title of the module: CHN201 Community Health Nursing

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 2, Semester 1

Credit Value: 12 credits

Module Leader: Ugyen Wangdi

Module Tutor(s): Tara Devi Laabar

This module consists of two units:

Unit 1: Community Health Nursing: 7 Credit (T=60 hrs. L=15. P = 0)

Unit 2: Environment & Occupational Health: 5 credit (T= 40 hrs. L = 15 hrs. P = 0 hrs)

General Objectives

This module is designed to provide introduction to community health nursing and environmental health. The module provides knowledge and understanding on community health, school health nursing, home visiting and recognize the importance of family health and current concerns of community health. This module will also provide knowledge and understanding on environmental health, global climate change and its effects to health. Further, this module will prepare the students to apply the concepts and theories of community health nursing to prevent diseases and promote health and wellbeing of the communities leading to gross national happiness (GNH).

Learning Outcomes

By the end of the module the students will be able to:

1. Describe the concepts of community and community health nursing
2. Review the concept and application of PHC
3. Describe the concepts of health and illness, disease, the determinant of health and disease continuum
4. Explain the concept of prevention and identifies three levels of prevention
5. Identify the roles and responsibilities of community health nurse and apply the process of community health nursing in day to day work
6. Explain the concept of community health assessment and priority setting, Discuss the concepts, principles and importance of home visiting
7. Describe school health and its importance and role of community health nurse in school health program
8. Elucidate the concept of family health and basic needs of family.
9. Discuss current concerns of community health
10. Discuss the concepts and principles of Environmental Health Sciences.
11. Adopt the roles of health professionals in protecting health of the public through environmental health interventions.
12. Discuss the risk assessment process, and various risk management approaches, including regulatory, engineering, and behavioral/risk communication.
13. Discuss the toxic chemicals and pesticides: their effects and regulation and control.
14. Describe the climate change and its effect on human health and the environment.
15. Analyze some of the major hazards encountered in the workplace, and describe occupational health and safety.

Skills to be developed

- Community health activity planning
- Home visiting

- Family care

Teaching and Learning approach

- Lecture and class room discussion
- Self study
- Individual/Group assignment
- Visit to community areas

Mode of assessment*Formative*

Ongoing summative 40%

- Assignment
- Presentation
- Group work
- Family care/ study plan
- Class/ Course test

Summative 60%

- Final examination

Pre-requisite knowledge:

Resource required: LCD projector, Computer, White board.

Subject matter of the module

Session (Hrs.)	Topics	Methods of T/L	Remarks
1(10hrs.)	Introduction to the module Introduction to concept of community <ul style="list-style-type: none"> • Definition of community • Characteristics of community • Functions of community Factors related to community health <ul style="list-style-type: none"> • Structure of community • Social, cultural & economic factors: effect to health and stigmatization to the disease • Human behavior & spiritual: way of life & belief; physical activity & exercise, stress management, • Urban and rural community • Social problems of community Concepts of Community Health Nursing <ul style="list-style-type: none"> • Definition • Purposes • Principles of community health nursing • Difference between community nursing and hospital nursing • Review concept of PHC 	Lecture, Discussion Group work Assignment Self study	Students discuss and share individual culture relevant to the topic

2 (8hrs.)	<p>Roles and responsibilities of community health nurse</p> <ul style="list-style-type: none"> • Roles and responsibilities • Process of community health nursing • Role of a nurse in PHC • Scope of community health nursing <p>Current concerns of community health: HIV/AIDS, MSM & TG, drug abuse, RTA, Suicide, homicide, mental disorders, natural disasters</p> <p>Primary care management in community: Definition</p> <ul style="list-style-type: none"> • Self care in the context of PHC <p>Common disease: ARI, Diarrhea chronic disease: Alcohol liver disease, DM, HT communicable disease: Tuberculosis, HIV/AIDS, trauma: Road Traffic Accident, suicide & homicide mental disorders.</p>	Lecture, Discussion Presentation Assignment	
3(20 hrs.)	<p>Drug addiction or substance abuse</p> <ul style="list-style-type: none"> • Definition • Reasons for drug use, • Range of drug use • Side effects of drug use • Drug use in Bhutan, substance addiction and consequences • Dependence and withdrawal • Interventions in alcohol and drug use • Assessing the pattern of alcohol use, medical, psychological and neurological <p>Violence/abuse</p> <ul style="list-style-type: none"> • Definition. • Reasons • types <p>Common issues experienced by victims,</p> <ul style="list-style-type: none"> • Principles responding to violence • Violence in Bhutan • Involvement of law enforcement • Role of health care system to prevent violence at various levels • Providing support <p>Gender issues:</p> <ul style="list-style-type: none"> • Definition • Gender equality • Gender roles • Why gender is related to health • Effects of women's illness on their lives 	Lecture, Discussion Presentation Assignment Self study and report Case study and report	

	<ul style="list-style-type: none"> • Effects of family members illness on women • Gender issues in Bhutan 		
4(5 hrs.)	Concept of health and disease <ul style="list-style-type: none"> • Definition of health • Determinants of health • Health for all • New philosophy of health • Concept of disease • Disease cycle • Factor responsible for disease causation 	Lecture, Discussion Presentation Assignment	
5(3hrs.)	Goals of Community health nursing <ul style="list-style-type: none"> • Health promotion • Health maintenance • Disease prevention: Concept of prevention: Primary, secondary and tertiary prevention • Restoration and rehabilitation 	Lecture, Discussion Presentation	
6(5hrs.)	The process of community health nursing: <ul style="list-style-type: none"> • Community assessment: data collection, analysis, presentation, and report • Diagnosis of health related problem : • Priority setting • Planning health action • Implementation, monitoring and evaluation 	Lecture, Discussion Presentation Self study Assignment	
7(5hrs.)	School Health <ul style="list-style-type: none"> • School health program evolution • Aims of school health program • Bhutan's school health program and strategies • Roles and functions of school health coordinators. • Common illnesses & infectious diseases, first aid, basic medical care, health education • Reproductive health • Teenage pregnancy • Nutrition • Skin disease • Upper respiratory infection • Safe sex & early pregnancy • Injuries and accidents prevention 	Lecture, Discussion Presentation Lecture, Discussion Presentation	

	<ul style="list-style-type: none"> • Oral – dental health • Substance abuse • Violence prevention • Water, sanitation and hygiene • First-aid room in school • School health activities 		
8 (5hrs.)	Home visiting <ul style="list-style-type: none"> • Definition and purposes • Principles • Approaches & advantages • Role of a community health nurse • Planning & evaluation in home visiting 	Lecture, presentation, small group study, presentations	Student should discuss what they know
9(5hrs.)	Family health <ul style="list-style-type: none"> • Concept of family • Family in the health and disease • Family issues • Child & women violence, and abuse • Family care study 	Lecture, Discussion Presentation	
10(5 hrs.)	Introduction to Environmental Health <ul style="list-style-type: none"> • What is Environmental Health • Environment and Human Health • Environmental Epidemiology • Environmental Psychology • Genetics and Environmental Health (Gene – Environmental Interactions) • Population Pressure • Climate Change • Environmental Health Ethics and Justice 	Lectures Discussion Group Work Classroom activity Reading relevant materials	Class test
11(5 hrs.)	Specific Environmental Health issues; <ul style="list-style-type: none"> • Air pollution: Indoor and Outdoor • Environmental Sanitation, Hygiene and Water • Energy production Energy sources and associated health risks <ul style="list-style-type: none"> • Waste management: Solid waste, Hazardous waste and Waste management strategies • Pest control and pesticide • Food safety Disaster preparedness and management	Lectures Group work & Group Presentation Review of relevant articles	Assignment

12(5hrs.)	Occupational Health and safety <ul style="list-style-type: none"> • Work, Environment and Health • Hazardous Exposure and Adverse Health Effects • Recognition, assessment and prevention (PPE) Workplace health and safety	Lecture Discussion Problem Solving Activities	
13(10 hrs.)	Environmental & Occupational Health Risk Assessment; <ul style="list-style-type: none"> • Introduction to Risk Assessment in Environmental Health • The Risk assessment-Risk Management Paradigm • Risk Assessment in Workplace • Risk communication 	Lecture Discussion Problem Solving Activities Presentations	
14(5 hrs.)	Integrated Approach to Prevention <ul style="list-style-type: none"> • Clinical role in environmental and occupational health 	Discussion Group work	
15(lab:15hrs)	Site visits <ul style="list-style-type: none"> • Land fill • Water treatment plant 	Report submission following field trip	Report writing

Reading List:**Main Text:**

Park, K. (2012). *Essentials of community health Nursing*. (4th ed). Banarsidas Bhanot. Jabalpur, India.

Charles D. Reese (2009). *Occupational Health and Safety Management: A Practical Approach*.

Second Edition. CRC Press. Taylor and Francis Group.

Howard Frumkin (2006). *Environmental Health, From Global to Local* (2nd ed).

Additional Readings:

Basavanthapa, B.T. (2008). *Community Health Nursing*. Jaypee Brothers. New Delhi.

Park, K. (2007). *Park's Text book of Preventive and Social Medicine*. (16th ed). Banarsidas Bhanot. Jabalpur, India.

Anderson, E.T. & McFarlane (2006). *Community as partner. Theory and practice in Nursing*. Lippincott, Philadelphia: New York.

McMurray, A. (2003). *Community Health & wellness. A Sociological Approach*. Second edition. Mosby, Sydney.

World Health Organization (2002). *Integrating Gender Perspectives in the work of WHO*. WHO Gender Policy.

Park, K. (2009). *Park's Text book of Preventive and Social Medicine*. (16th ed). Banarsidas Bhanot. Jabalpur, India.

- WHO (2009). Self care in the context of Primary Health Care. Report of the Regional consultation, Bangkok, Thailand. Regional office for South East Asia.
- Barry S. Levy, David H. Wegman, Sherry L. Baron & Rosemary K. Sokas (2011). *Occupational and Environmental Health*; Recognizing and preventing Diseases and Injury.
- Dade W. Moeller (2005). *Environmental Health* (3rded.) Jossey- Bass.
- Department of Health and Human Services (2007). *NIOSH pocket Guide to chemical hazards. Centers for Disease Control and Prevention*. DHHS (NIOSH) Publication No. 2005-149
- Mark Robson & William Toscano (2007). *Risk Assessment for Environmental Health*. Metcalf & Eddy (2003). *Wastewater engineering: treatment, disposal and reuse*. New York: McGraw-Hill, Inc.

Date: 23rd March 2016

4.5 Title of the module: NUR206 Field Posting

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 2, Semester 2

Credit Value: 12 credits (T= 0, L= 0, P= 240 hrs.)

Module Leader: Nursing Program Leader

Module Tutor(s): Nursing Faculty and District Hospital staff

General Objectives

This module will enable students to understand the working systems of district health facility, the staffing pattern, the roles, responsibilities and functions of different levels of health workers. It will also help students to apply concepts and theories of nursing, community health nursing, health promotion and health assessment for the individuals and family.

Further, students will be able to work in different working environment at different unit and centers of their future practice. Students will apply theoretical knowledge into practice and get opportunities to experience in the real field works in the prevention of illness and promotion of health leading to GNH.

Learning outcomes

At the end of the field posting students will be able to

1. Identify roles and functions of district health staff and facility
2. Work as a team in healthcare settings
3. Practice nursing procedure at district health facility.
4. Carry out individual and group health education activities in schools, CHU and clinical areas.
5. Apply principles and concept of community health nursing and other related theories
6. Participate in management and administration of district hospital
7. Learn to prepare reports and records maintained by the health facilities.
8. Participate in outreach clinic (ORC) and community health activities

9. Carry out family care studies and school health activities in the community
10. Prepare and present report to the faculty.

Skills to be developed

- Health education
- Communication
- Leadership skills

Teaching and Learning approach

- Community, health facility, home and outreach clinics

Mode of assessment

Ongoing Assessment	100
• Daily Diary	10%
• Hospital Report	10%
• Family care study	20%
• Health Education	30%
• Performance evaluation	20%
• Report presentation (faculty)	10%

Pre-requisite knowledge

Resource required: Accommodation facilities, Health facilities, Stationeries, Equipments Drugs, supervisors, financial resources, Transportation facilities

Subject matter of the module

Session (hrs.)	Topics	Methods of T/L	Remarks
1(100hrs.)	Introduction to the district hospital <ul style="list-style-type: none"> • Job description of the staff • Activities of the district hospital • Posting in different units • Nursing care/admission/referral system • Ward management in the district • Interpersonal and intersect oral communication • Inventory and store management • Indenting of drugs and non drugs • Care of equipment and instrument • Prepare hospital reports and records 	Orientation & discussion on management and administration of district health facility	District health officer and ward incharges.

2(40hrs.)	RHU activities: <ul style="list-style-type: none"> • Posting in RHU Observe: • Family planning and EPI services • Counseling clients for family planning • ANC & post natal services • VCT for HIV/AIDS • ORC activities • Maintain records and report using various formats and submit reports • Interpersonal and intersectoral communication • Inventory and store management • Plan and carryout health education as per the need 	Lecture Discussion Observation Clinical Practice Practice areas: (Punakha, Trongsa, Chukha, Gedu, Samtse Gelephu, Bajo & Tsirang hospital) Preparing report Discussion Reflection Carrying out activities Applying the counseling techniques	Students in small groups Will be posted to various units on rotation
3 (80hrs.)	Home visiting and Family care study: <ul style="list-style-type: none"> • Visit a minimum of two time • Collect back ground information of the family Assessment of the family such as: social, spiritual, behavior, economic, social capital, physical environment such as clean air, water and housing, sanitation, health and social service or health problems in the family. community • Analyze data and prioritize needs • Identify vulnerable client in the family • Identify health problem and plan care to be given • Provide care to the client involving the family members • Identify health risk and provide health education • Plan follow up 	Visiting family member Asking questions Planning care Assessing the client	Students take patient and family as family case study and visit their homes to provide care.

4 (20hrs.)	School health program <ul style="list-style-type: none"> Carryout need assessment: <ul style="list-style-type: none"> Visit to the school and talk to school management. Identify the needs Prioritize the needs Plan and deliver health education as per the need by applying principles of PHC and community health nursing principles 	Physical assessment of students and environment. Analyzing data and carrying out health education. Revising 3 levels of prevention	
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Reading List:**Main Text:**

Basavanthapa, B.T.(2008). *Community Health Nursing*. Jaypee Brothers. New Delhi.

Park, K. (2004). *Essentials of community health Nursing*. (4th ed). BanarsidasBhanot. Jabalpur, India.

Park, K. (2009). *Park's Text book of Preventive and Social Medicine*.(16thed). Banarsidas Bhanot.Jabalpur, India.

Additional Readings:

Anderson, E. T. & Mc Farlane (2000). *Community as partner*. Theory and practice in Nursing. Lippincott, Philadelphia: New York.

Hitch cock, J.E., Schubert, P.E, & Thomas, S.A (2003). *Community Health Nursing: Caring in action*.(2nded). Thomson Delmar Learning.

World Health Organization. (2002). *Integrating Gender Perspectives in the work of WHO*. WHO Gender Policy.

Date: March 25, 2016

5. THIRD YEAR - FIRST SEMESTER**5.1 Title of the module: PED301 Pediatric nursing**

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 3, Semester 1

Credit Value: 12 credits (T = 90hrs. L = 0hr. P= 60 hrs)

Module Leader: Deki Pem

Module Tutor(s): Sangay Pem, Dr. Ripa Chakma, Adjunct Faculty, Paediatric Ward, JDWNRH

General Objectives

This module will provide knowledge and skills to the students in the areas of child care, growth and development, health promotion and disease prevention, including management. The nursing process will be used with a selected nursing concept or theory as a framework for students to provide a holistic nursing care and family centred-care to children with common children's diseases, congenital abnormalities, and diseases of all body systems including accident and poisoning, and child health emergencies.

Learning Outcomes

On completion of this module, the students will be able to

1. Explain the overview of childcare world-wide and in Bhutan.
2. Describe national policy programs and legislation in relation to child health and welfare.
3. Discuss child right based on convention on the right of the child and national convention for the women and children in Bhutan.
4. Display knowledge on major causes of death during infancy, early and late childhood.
5. Describe the concept of paediatric nursing and role of paediatric nurse.
6. Display knowledge on growth and development of birth till adolescent.
7. Identify the needs of children at different age and stages, and provide parental guidance accordingly.
8. Display knowledge on the preventive measure and strategies used for safety of the children.
9. Demonstrate vaccination of children according to standard immunization schedule.
10. Perform neonatal resuscitation.
11. Recognize, manage and provide nursing care for common neonatal problems and common childhood diseases.
12. Identify measures to prevent common childhood diseases including immunization.
13. Provide care to congenital problems.
14. Demonstrate competence in paediatric procedures appropriate to the health condition of the child in accordance of integrated management.
15. Provide health education to the family/caregiver specific to the children's health problems
16. Provide care to children with communicable diseases.

Skills to be developed: Pediatric nursing care skills

Teaching and Learning approach

- Lecture and discussion
- Presentation
- Self study
- Group work
- Case study
- Health education session

- Practicum

Mode of assessment*Formative*

- Feedbacks
- Observation
- Questioning

Summative Assessment**Weightage****Theory****100**

- Ongoing summative: class test, presentation, assignment 40%
- End summative 60%

Practical**100**

- Ongoing summative 100
 - Case study 40%
 - Portfolio 50
 - Performance evaluation 10%

Note: Cumulative marks: Theory 50% and practical 50%.

Pre-requisite knowledge

- HAN101 Health Assessment and Nursing Process
- ANP101 Anatomy and Physiology
- PND201 Pharmacology
- NUD201 Nutrition and Dietetics

Resource required: LCD, Computer, video, manikin, Clinical setting

Subject matter of the module

Session (hrs.)	Topics	Methods of T/L	Remarks
1(4 hrs.)	Introduction to child care <ul style="list-style-type: none"> • Child care in Bhutan and worldwide • Convention on the Right of the Children • National policy and legislations in relation to child health and welfare. • National programs related to child health and welfare • National Commission for Women and Children in development of children in Bhutan. • Child morbidity and mortality • Sustainable development goal • Concept of pediatric nursing. • The role of child health nurse in caring for a hospitalized child. • Impact of hospitalization on child and family • Baby Friendly Hospital Initiative (BFHI) concept 	Lecture and discussion	

2(8hrs.)	The healthy child <ul style="list-style-type: none"> Principles of growth and development Growth and development from birth to adolescence <ul style="list-style-type: none"> Physical development: gross and fine Social emotional development Sensory awareness Cognitive development Language development Factors affecting growth and development Concept of stimulation and interaction; value of play and selection of play materials. Accidents: causes and prevention Needs of healthy children according to age and stages of development, and parental guidance. 	Lecture and Group work	
3(15 hrs.)	Preventive immunization, immunization program and cold chain <ul style="list-style-type: none"> Vaccine preventable diseases Vaccine National Immunization schedule Maintenance of cold chain Storage of vaccines Immunization safety Plan and conduct immunization Adverse events following immunization (AEFI) Record and report Increasing immunization coverage Surveillance of vaccine preventable diseases Recommended immunization schedule and strategy 	Lecture and discussion, and group work	
4(10hrs.)	Nutritional needs of infant and children <ul style="list-style-type: none"> Infant and Young child feeding practice Breastfeeding- Breast feeding, stimulation while breastfeeding, exclusive breastfeeding and breastfeeding problems. Increasing breast milk and relactation Complementary feeding Feeding babies of HIV positive mothers Infant feeding in emergency situation Feeding problems 	Group work Lecture and Discussion Health education in small group	
5(3 hrs.)	Pediatric assessment (history taking and clinical examination) <ul style="list-style-type: none"> Identifying information Chief complaint Present illness Dimension of a history: Birth history, dietary history, previous illness, injury, allergies, immunization, current medications, habit. 	Lecture and discussion	

	<ul style="list-style-type: none"> Family medical history Psychosocial history Developmental assessment Preparation of examination Physical examination Measurement of vital signs Dimension of nutritional assessment Sexual history (essential component of adolescent) 		
6(4hrs.)	Review communicable diseases: <ul style="list-style-type: none"> Bacterial infections Viral infections Surface infection Vector born diseases Respiratory infections Intestinal infections Arthropod –born infection Zoonoses 	Group work and Presentation	
7(23 hrs.)	Nursing care and management of common childhood diseases Nutritional deficiency disorders Gastrointestinal dysfunction <ul style="list-style-type: none"> Diarrhoea Dysentery Prolapsed Rectum Acute Abdominal Pain/Appendicitis 		
	Structural defect <ul style="list-style-type: none"> Cleft lip and Cleft palate Oesophageal atresia and tracheo- oesophageal fistula Diaphragmatic hernia Umbilical hernia Ano-rectal abnormalities Imperforate anus Omphalocele and Gastroschisis Obstructive disorder Pyloric stenosis Intussusception Volvulus 	Group work and Presentation	Class test
	Cardiovascular system: Congenital Heart Disease: <ul style="list-style-type: none"> Tetralogy of Fallot (TOF) Ventricular septal defect Atrial septal defect Patent ductus arteriosus Acquired CVS disorder <ul style="list-style-type: none"> Congestive cardiac failure Rheumatic heart disease 	Group work and Presentation	

	<ul style="list-style-type: none"> • Infective endocarditis 		
	Review blood and lymphatic disorders: <ul style="list-style-type: none"> • Anemia • Thalassemia • Leukemia • Hemophilia • Idiopathic thrombocytopenic purpura • Malignant Lymphoma 	Group work and Presentation	
	Respiratory System <ul style="list-style-type: none"> • Respiratory emergency • Tonsillitis • Pneumonia • Bronchial asthma • Bronchiectasis • Acute bronchitis • Tuberculosis • Pneumothorax 	Group work and Presentation	
	Musculo-skeletal system <ul style="list-style-type: none"> • Club foot • Congenital dislocation of the hip • Fractures 	Group work and Presentation	
	Nervous system <ul style="list-style-type: none"> • Convulsion • Febrile convulsion • Epilepsy • Meningitis • Encephalitis • Hydrocephalus • Head injury • Spina bifida 	Group work and Presentation	
	Genito-urinary system <ul style="list-style-type: none"> • Glomerulonephritis • Nephrotic syndrome • Urinary Tract Infection • Acute renal failure • Chronic renal failure 	Group work and Presentation	
	Hepato-biliary system <ul style="list-style-type: none"> • Acute viral hepatitis • Cirrhosis of liver 	Group work and Presentation	
	Review integumentary system <ul style="list-style-type: none"> • Scabies • Hemangioma • Dermatitis • Eczema • Acne vulgaris 	Group work and Presentation	

	Endocrine and metabolic disease <ul style="list-style-type: none"> • Cushing's syndrome • Down's syndrome • Hypothyroidism • Hyperthyroidism • Diabetes insipidus 	Group work and Presentation	
8(5hrs.)	Children age up to 2months <ul style="list-style-type: none"> • Bacterial infection • Jaundice • Diarrhoea • Feeding problem and low weight 	Lecture and group work on case study	
9(4 hrs.)	Child health emergencies: <ul style="list-style-type: none"> • Accident • Poisoning • Foreign bodies • Hemorrhage • Burns • Drowning 		
	Supportive care <ul style="list-style-type: none"> • Nutritional management: supporting breastfeeding and nutritional management of sick children. • Fluid management 		
10(14hrs)	Procedures <ul style="list-style-type: none"> • Admission of the child • Abdominal girth • Nebulization • Sponge bath: special consideration to premature baby • Bed and crib choices according to their chronological age, development and/or clinical condition. • Blood drawing from peripheral sites: heel, finger stick and venipuncture. • Blood Gas Sampling and monitoring • Blood glucose monitoring 	Discussion and case study	

	<ul style="list-style-type: none"> • Bone marrow aspiration • Expressed breast milk • Circumcision care • Child abuse reporting and documentation • Diapering • Hearing screening • Head circumference • Intracranial pressure: assisting in placement and care. • Intubation • Lumber puncture • Naso-tracheal suctioning • Review administration of oral, IM and IV medication/fluids • Prepare different strength of IV fluid • Parenteral nutrition • Phototherapy • O₂ inhalation • Elimination – catheterization, enema, flatus tube, rectal suppository • Review collection of specimen – blood, urine, stool, sputum, CSF • Pain assessment • Review weight, height and length measurement • Review pediatric resuscitation 		
11(60hrs)	Clinical practice	Students will be posted in a neonatal ward and pediatric	

Reading List:**Main Text:**

- Marlow, D. R. & Redding, B. A. (2004). *Text book of pediatric nursing*. Elsevier health sciences.
- Ministry of Health. (2014). EPI services manual for health workers: (4thed). *Vaccine Prevention Disease Programme*, Department of Public Health. Ministry of health, Thimphu.
- Hockenberry, M. J. & Wilson, D. (2008). *Wong's essential of pediatric nursing*. Elsevier-Health Sciences Division.

Additional Readings:

- Essential Medicines & Technology Division (2014) Standard Treatment Guidelines, Essential Medicines and Technology Division, Ministry of Health. Bhutan.
- Haslett, C., Chilvers, E. R. Boon, N. A. & Colledge, N. R. (2002). *Davidson's Principles and practice of Medicine*. (19thed). Churchill Livingstone London.
- Lange, P. A. (2002). *Pathophysiology made incredibly easy*. (10thed). Lippincott, Philadelphia, London.

- Seidel, H. M., Ball, J.W., Dains, J. E. & Benedict, G, W. (1991). *Mosby's guide to physicalexamination*. (2nded). Philadelphia. Mosby Inc. London.
- Swash, M. (2002). *Hutchison's Clinical method*. (21sted.). Harcourt Publishers Limited. London.
- Singh, M. (2006). *Pediatric Clinical methods*. (4thed). Sagar Publications, Janpath, Vedmasion, New Delhi.
- World Health Organization. (2003). *Managing newborn problems*. USA: JAPIEGO.
- World Health organization. (2004). *Immunization practice: A Practical Guide for Health Staff*. WHO, Geneva, Switzerland.

Date: March 24, 2016

5.2 Title of the module: NUR307 Adult Nursing III

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 3, Semester 1

Credit Value: 12 credits (T = 80 hrs. L = 0 hr. P = 80 hrs)

Module Leader: Manikala Moktan

Module Tutor(s): Dr.Ripa Chakma, Adjunct faculty from JDWNRH

General Objectives

This module will enable the students to understand the concepts of developmental stages in adult and elderly, health/wellness and health deviation (illness) in adult/elderly population. Furthermore, the students will understand the concepts/theories related to nursing management of disorders/disease of eye, ear, nose, and throat, nervous, endocrine, immune system and infectious diseases in adult/elderly population related to physical, chemical and psychosocial impact.

Learning Outcomes

Upon completion of the module, the student will be able to:

1. Describe concepts/theories related to wellness and illness, adult and elderly developmental stages and health, disorders, and holistic adult nursing care.
2. Describe concepts/theories related to nursing management of disorders of Eye, ENT, endocrine and nervous, immune system as well as infectious disease nursing in adult/elderly population.
3. Apply nursing process using evidence based learning in a case study for planning a holistic nursing care to individuals, families, and communities with respect to cultural diversity and over the lifespan, including enabling of peaceful death.
4. Utilize nursing process, using evidence based learning in providing holistic nursing care to individuals, families, and communities with respect to cultural diversity, including enabling of peaceful death, focusing on patient centered care

5. Identify nurses' role in health promotion, prevention of illness and injury, and restoration, in providing high quality nursing care to individuals, families, and communities in all stages of health and illness, with compassion.

Skills to be developed

- Nursing procedures
- Health Assessment using Nursing process

Learning and teaching approach used

- Lecture and class discussion
- Self study
- Group project and presentation
- Assigned reading
- Demonstration and return demonstration
- Practice (80 hours): Practicum will take place in hospitals

Mode of assessment**Formative**

- Observation
- Questioning
- Quizzes
- Class Assignment
- Feedback on documentation
- Clinical assignment

Summative Assessment**Weightage (100)****Theory***Ongoing summative*

40%

- Class Test
- Assignment
- Presentation
- Course Test

End summative

60%

Practical**100***Ongoing summative*

50%

- Nursing case study with clinical presentation
- Reflective Journal
- Performance evaluation

30%

10%

30%

End summative OSCE/ OSPE

50%

Pre-requisite knowledge

- NU205 Adult Nursing 1 & 2

Resource required: Videos on specific topics, seeing real patients and models

Subject matter of the module

Session (hrs.)	Topics	Methods of T/L	Remarks
1(5 hrs.)	Concepts, theories and research related to wellness and illness, adult and elderly health nursing practice <ul style="list-style-type: none"> • Concepts of wellness/health/illness • Gerontological consideration • Nursing Process • Nurse's role in involving patient and family in patient care • Adult and elderly population 	Lecture, group discussion, self study and presentation on care of elderly	Students search information on the relevant topics and report in the class.
2(15hrs.)	Nursing management of eye, ear, nose, and throat <ul style="list-style-type: none"> • Review of anatomy and physiology • Health Assessment using nursing process • Definition, etiology, diagnostic evaluation, pathophysiology, clinical manifestations, diagnostic evaluation management: medical, surgical, nursing. Disorders of eyelid-lacrimal system and orbit <ul style="list-style-type: none"> • Refractive errors • Conjunctivitis • Corneal abrasion-injury • Stye • Cataract • Retinal detachment • Diabetic retinopathy • Glaucoma • Squint • Pterygium • Foreign body Nursing management of ear disorders <ul style="list-style-type: none"> • Impacted wax • Otitis externa • Otitis media • Furunculosis • Mastoiditis • Foreign body • Presbycusis • Otosclerosis • Tinnitus Nursing management of nose Disorders: <ul style="list-style-type: none"> • Epistaxis • Sinusitis • Deviated nasal septum • Foreign body 	Lecture, small group study, presentation Critique case study/scenario - visit Eye, ENT ward and OPD	Group work will be assigned in class.

	<ul style="list-style-type: none"> • Rhinitis • Polyps Nursing management of throat Disorders <ul style="list-style-type: none"> • Pharyngitis • Tonsillitis • Laryngitis • Cancer of the larynx • Maxillofacial and mandibular fractures & dislocation • Nursing Procedures-Irrigation, topical application, tracheostomy (review) 		
3(15hrs.)	Nursing management of endocrine system <ul style="list-style-type: none"> • Review of anatomy and physiology • Health Assessment using nursing process • Definition, Etiology, Pathophysiology, diagnostic evaluation, clinical manifestations, management:-Medical, surgical, nursing. Disorders of <ul style="list-style-type: none"> • Diabetes mellitus • Diabetes insipidus (DI) • Hyperthyroidism • Hypothyroidism • Insulin resistive syndrome (metabolic syndrome) • Parathyroid disorder • Syndrome of inappropriate unidiomatic hormone secretion (SIADH) • Addison's syndrome • Cushing's syndrome • Nursing Procedures-review urine testing for sugar, ketone, use of glucometer 	Lecture, critiques case study, videos, class presentation, visit to medical ward and OPD	
4(15 hrs.)	Nursing management of nervous system <ul style="list-style-type: none"> • Review of anatomy and physiology □ Health Assessment using nursing process Definition, etiology, pathophysiology, Diagnostic evaluation, clinical manifestations, management: medical, surgical, nursing. Disorders of: <ul style="list-style-type: none"> • Seizure disorders- epilepsies • Increased Intracranial pressure • Unconscious • Cerebro-vascular accident (stroke) • Neurocysticercosis • Meningitis • Encephalitis • Myasthenia gravis 	Lecture, critiques case study, videos, class presentation, visit to medical ward and OPD Posting to ICU for observation for one day	Group work will be assigned in class.

	<ul style="list-style-type: none"> Guillain -Barre' syndrome Multiple Sclerosis Migraine Brain tumour Brain abscess Spinal cord injury-para and hemiplegia (review) Head injury Bell's palsy Peripheral neuropathy Introduction to ICU (adult) Alzheimer's and Parkinson's diseases Nursing Procedures-Care of patients with- Ventricular peritoneal shunting, burr hole, craniotomy, GCS monitoring 		
5(10hrs.)	<p>Nursing care of patient with immune deficiency</p> <ul style="list-style-type: none"> Review of anatomy and physiology Health Assessment using nursing process Definition, etiology, pathophysiology, diagnostic evaluation, clinical manifestations, management: medical, surgical, nursing. <p>Disorders of:</p> <ul style="list-style-type: none"> Immune deficiency disorders Human Immuno Virus Systemic Lupus Erythomatosus Phagocytic dysfunction B-cell, T-Cell dysfunction Personal Protective Equipment 	Lecture, critiques case study, videos, class presentation, visit to med ext ward and OPD	Group work will be assigned in class
6(20hrs.)	<p>Nursing management of Infection diseases is taught under following headings</p> <ul style="list-style-type: none"> Definition Epidemiological determinants: Agents, Hosts, Environment Mode transmission and Incubation period Pathogenesis Clinical features Investigations Treatment Complications Prevention and Control Notification Isolation Personal Protective Equipment Disorders of Communicable diseases <p>Surface Infections</p>	Lecture, critiques case study, videos, class presentation, visit to VCT, HISC, medical, TB ward and OPD	

	<ul style="list-style-type: none"> • Leprosy • Tetanus • Auto Immuno Deficiency Syndrome • Sexually Transmitted Infections • Respiratory infections • Pulmonary Tuberculosis (review) • Chicken Pox • Rubella • Measles • Diphtheria • Pertussis/ Whooping cough • Influenza • Mumps • Poliomyelitis • Viral hepatitis • Cholera • Typhoid fever <p>Intestinal infections</p> <ul style="list-style-type: none"> • Amoebiasis • Ascariasis • Tape worms • Ancylostomiasis <p>Arthropod –born infection</p> <ul style="list-style-type: none"> • Malaria • Dengue • Filariasis <p>Parasitic zoonoses</p> <ul style="list-style-type: none"> • Kala-zar <p>Zoonoses-Due to virus</p> <ul style="list-style-type: none"> • Rabies • Japanese encephalitis <p>Due to bacteria</p> <ul style="list-style-type: none"> • Plague <p>Viral infections</p> <ul style="list-style-type: none"> • Bird flue • Ebola • Ricktsial fevers <p>Emerging zoonosis diseases</p> <ul style="list-style-type: none"> • Leptosirosis • Echinococcosis /Hydatidosis • Cysticercosis • Anthrax 		
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7(80hrs.)	Practice at various medical-surgical wards in a hospital setting.	Under supervision of faculty and preceptor, Pre & post conference, Nursing care plan, Perform nursing care for patients. Nursing round.	
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Reading List:**Main Text:**

- Brown, D. & Edwards. H. (2005) *Lewis's medical surgical, assessment and management of clinical problems*. Elsevier Mosby. Australia.
- Lewis, S. L., Dirkse, S. R., Margaret, M. H., Bucher, L. & Camera, I. (2010). *Medical surgical, assessment and management of clinical problems*. SINGLE VOLUME. Medical Surgical Nursing (Lewis). (8th ed.) Elsevier Mosby. Australia.
- Faculty of Nursing and Public Health. (2014). *Nursing Practical Manual*. Faculty of Nursing and Public Health, Thimphu Bhutan

Additional Readings:

- Black, J.M., Jacobs, E.M. (2002). *Medical surgical nursing, clinical management for continuity of care*. 5th ed. Lippincott.
- Brunner, Suddarth's (2008). *Textbook of Medical-surgical nursing*. 7th ed. Lippincott.
- Lewis, S.M., Heitkemper, M. M., Dirksen, S.R. (2004). *Medical-surgical nursing, assessment and management of clinical problems*. 4th ed. Mosby.
- Nettina, S.M., (1996). *The Lippincott Manual of nursing practice*. 6th ed. Lippincott.

Date: March 24, 2016

5.3 Title of the module: MID301 Perspectives in Midwifery and Antenatal Care

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 3, Semester 1

Credit Value: 12 credits (T=60hrs. L=30hrs. P= 80 hrs)

Module Leader: Sonam Deki

Module Tutor(s): Midwifery faculties

General Objectives

This module enables students to gain knowledge and competencies to address the needs of a woman during pregnancy and provide care accordingly. It also prepares students to provide antenatal care package to pregnant woman as per national standard.

Learning Outcomes

Upon completion of the module the student will be able to:

1. Discuss the state of midwives globally and in Bhutan
2. Explain concept, issues and trends in midwifery.
3. Describe the terms used in midwifery.
4. Practice midwifery code of ethics and competencies.
5. Identify signs and symptoms of pregnancy and the changes occurring during pregnancy.
6. Describe the landmarks of fetal skull and fetal circulation for fetal development.
7. Explain and identify the drugs prescribed during pregnancy as per the national standard guidelines.
8. Perform physical examination of a pregnant woman.
9. Conduct health education to the pregnant women.
10. Perform abdominal examination and palpation.

Skills to be developed

- History taking
- Physical examination
- Laboratory investigations: urine albumin and sugar, and Hemoglobin.
- Abdominal palpation
- Auscultation of fetal heart sound.

Teaching and Learning approach

- Lecture and class discussion
- Self study
- Group project and presentation
- Assigned reading
- Written assignment,
- Case study
- Role Play
- Demonstration and Laboratory practice
- Practicum

Mode of assessment

Formative

- Signing out of the procedures
- Observation
- Questioning
- Quizzes
- Class Assignment
- Feedback on documentation

• Assignment	
<i>Summative Assessment</i>	<i>Weightage</i>
Theory	100
<i>Ongoing summative:</i>	40
• Assignments, tests, presentation, group work	
<i>End Summative</i> (written examination)	60
Practical	100
<i>Ongoing summative:</i>	50
• Signing out	15%
• Performance evaluation	10%
• Portfolio	25%
<i>End summative</i>	50
• <i>Practical examination</i>	

Note: 50 marks each for theory and practical

Pre-requisite knowledge

- NUR204 Fundamental of Nursing

Co- requisite

- MID 304 Complication in Mother and Baby

Resource required: VCD on specific topics, LCD projector, empathy belly, fetal skull, maternal pelvis. Antenatal models, baby models, placenta.

Subject matter of the module

Session (hrs.)	Topics	Methods of T/L	Remarks
1(4hrs)	Professional practice of midwives <ul style="list-style-type: none"> • History of midwifery globally and in Bhutan • Standards of practice • Terminologies used in Midwifery • Key Midwifery concepts • Scope of Midwifery practice • Midwifery practice Acts (Bhutan) • Current and future trends in Midwifery practice. • Qualities of midwives 	Classroom lecture, discussion, independent study, assignments	
2 (4hrs)	Midwifery Competencies <ul style="list-style-type: none"> • Seven Midwifery competencies • ICM Definitions 	Lecture, discussion and group work/presentation	

3(5hrs)	Midwives code of ethics and professional conduct (ethics) <ul style="list-style-type: none"> • Brief overview/ introduction Nursing Code of ethic • Code of ethics for midwives • Framework and theories • Consent/ information giving • Advocacy and collaborative relationship • Law and ethics • Human Rights • Justice and Fairness • Research • Current ethical issues 	Classroom lecture, discussion, independent study, assignments	
4(1hrs)	Vital Statistics in Midwifery <ul style="list-style-type: none"> • Maternal morbidity rate • Maternal death rate and ratio • Perinatal death rate • Birth rate • Stillbirth rate • Neonatal death rate • Infant death rate 	Lecture and discussion	Student will do literature search on the topics.
5 (2hrs)	Safe motherhood initiative Concepts and pillars	Lecture and discussion	
6(3hrs)	Review Female and male reproductive system <ul style="list-style-type: none"> • External female reproductive system • Internal female reproductive system • Male reproductive system 	Discussion Presentation Lecture	Students will use models to supplement their studies
7(1 hr)	Mammary glands <ul style="list-style-type: none"> • Breast anatomy • Physiology of milk secretion 	Lecture and discussion	
8 (4 hrs)	Female Pelvis <ul style="list-style-type: none"> • Pelvic bones • Pelvic joints • Pelvic ligaments • True pelvis • Land Marks of pelvic Brim • Diameters TYPES OF PELVIS <ul style="list-style-type: none"> • Pelvic floor • Perineum/perineal body 	Lecture and discussion	
9 (3 hrs)	Fetal Skull <ul style="list-style-type: none"> • Ossification • Sutures and Fontanelles • Region and landmarks of the fetal skull • Diameters of fetal skull • Moduling of fetal skull 	Lecture and discussion	

10(4 hrs)	Fertilization & Early Development <ul style="list-style-type: none"> • Ovarian cycle • Hormones of the female reproductive cycle • The Uterine Cycle/Menstrual Cycle • Fertilization • Factors that facilitate fertilization • Development of the fertilized ovum • The Decidua • Trophoblast • Inner cell mass 	Lecture and discussion	
11(4hrs)	Placental development and Functioning <ul style="list-style-type: none"> • Placental development • Functions of Placenta • Appearance of placenta at term • Types of placental insertion into the uterine wall • Abnormalities of the placenta and the cord • Amniotic fluid: Volume, Colour, Constituents • The umbilical cord (funis) 	Lecture, presentation, demonstration	Student will visit clinical areas and be demonstrated examination of placenta
12(2hrs)	Fetal Development, fetal circulation and its adaptations to extra uterine life	Lecture and discussion	
13(5hrs)	Change and adaptation during pregnancy <ul style="list-style-type: none"> • Systemic changes • Socio-economic and psychological changes • And basic management 		
14(1hr)	Concept of Antenatal care <ul style="list-style-type: none"> • Focused antenatal care (FANC) 	Lecture, case study	Individual
15(2hrs)	Signs and symptoms of pregnancy <ul style="list-style-type: none"> • Signs and symptoms 	Lecture and Small group discussion	
16(1hr)	Diagnostic method of pregnancy <ul style="list-style-type: none"> • Abdominal palpation • Urine for gravindex test • Ultrasound • Fetal movement 	Lecture and Demonstration laboratory practices	Small group
17(4hrs)	History taking <ul style="list-style-type: none"> • Medical history • Menstrual history • Obstetrical history • Family history • Danger signs of pregnancy • Eligibility for routine 8 visits • Referral if not eligible for 8 visit • Birth preparedness and complication readiness • Schedule visits 	Lecture and demonstration	Student will practice on MCH hand book

18(1hr)	Laboratory Investigations (review) <ul style="list-style-type: none"> • ABO, Rh,Hb • VDRL/RPR/TPHA • HbsAg • FBS, PPBS,OGTT • HIV test(VCT) • Urine for albumin and sugar 	Lecture and demonstration	Student will practice and perform/Advice
19(4hrs)	Physical examination (Head to toe examination) <ul style="list-style-type: none"> • Abdominal palpation (Leopold maneuvers) • Fetal heart rate auscultation • Gestational age • Lie and presentation • Position • Engagement • Provide appropriate health education 	Lecture and demonstration	Student will practice and get signed off
20(5hrs)	Health education during pregnancy (preventive and promotion aspect) <ul style="list-style-type: none"> • Danger Signs of pregnancy • Appropriate referral system • Exclusive breast feeding • Immunization • Nutrition • Rest, sleep and exercise • Medication during pregnancy • Family planning • Safer sex 	Group presentation	Health education (mother's class)
21(30hrs.)	Laboratory practice <ul style="list-style-type: none"> • History taking • Physical examination • Abdominal palpation • Laboratory investigation: Urine for albumin and sugar, and Hemoglobin 	Students will practice in laboratory with simulation	
22(80hrs.)	Clinical practice <ul style="list-style-type: none"> • Practice in the CHD 	Practice skills in antenatal clinic and laboratory in clinical setting.	

Reading List:**Main Text:**

Fraser, D. M, & Cooper, M. A. (2009). *Myles Textbook for Midwives*. (15th ed.). London: Churchill Livingstone.

Reproductive Health Unit, (2009). *Standards for Midwifery Practice for Safe Motherhood*. (2nd ed.).Department of Public Health, Ministry of Health: Thimphu.

Additional Readings:

- Cunningham, F.G., Gant, N.F., Leveno, K.J., Gilstrap, L.C., Hauth, J. C., & Wenstrom, K. D. (2005). *Williams obstetrics*. (22nd ed.). New York: McGraw-Hill.
- Davidson, M.R., London, M.L., & Ladevig, P.A.W. (2008). *Maternal- Newborn nursing & Women's health across the lifespan*. 8th ed New Jersey: Pearson Prentice Hall.
- Dutta, D. C. (1992). *Textbook of obstetrics*. (3rd ed.). India: New Central Book Agency (P)
- Holmes, D., & Baker, P.N. (2006). *Midwifery by ten teachers*. London: Hodder Arnold.
- Lowdermilk, D. L. & Perry, S.E. (2006). *Maternity nursing*. 7th ed. St.Louis: Mosby.
- Royal Government of Bhutan (2014). *National Family Planning Standard*. Reproductive health unit. Ministry of health.
- World Health Organization. (2000). *Managing complication in pregnancy and childbirth*. USA: JAPIEGO

Date: March 22, 2016

5.4 Title of the module: MID302 Intrapartum Care

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 3, Semester 1

Credit Value: 12 credits (T=60hrs. L=45hrs. P= 60 hrs)

Module Leader: Deki Pem

Module Tutor(s): Karma Choden

General Objectives

This module aims to provide knowledge and develop skills of the students with respect to care during labour and birth taking into consideration the psychosocial and cultural aspects of it.

Learning Outcomes

Upon the completion of the module students will be able to

1. Apply the knowledge of labour and birth into practice.
2. Demonstrate safe and culturally sensitive care to women and family during labour and childbirth.
3. Perform an assessment of the woman in labour including abdominal and vaginal examinations.
4. Explain the stages, phases and mechanism of labor.
5. Monitor the progress of labour using partograph.
6. Perform episiotomy and repair episiotomy, cervical and vaginal tears.
7. Demonstrate immediate mother and immediate newborn care.
8. Evaluate the condition of newborn.
9. Perform newborn resuscitation.

Skills to be developed

- Assessment in labour
- Conduct normal childbirth
- Perform and repair episiotomy
- Monitor maternal and fetal wellbeing, and progress of labour using partograph
- Newborn resuscitation
- Assist in instrumental deliveries

Teaching and Learning approach

- Lecture and class discussion
- Self study
- Group project and presentation
- Assigned reading
- Written assignment,
- Case study
- Laboratory practice
- Clinical practice

Mode of assessment*Formative*

- Signing out procedures
- Observation
- Questioning
- Quizzes
- Class Assignment
- Feedback on documentation

Mode of assessment*Formative*

- Signing out of the procedures
- Observation
- Questioning
- Quizzes
- Class Assignment
- Feedback on documentation
- Assignment

*Summative Assessment***100****Theory****100***Ongoing summative:*

40%

- Assignments, tests, presentation, group work

End Summative (written examination)

60%

Practical**100***Ongoing summative:*

50%

- Signing out

15%

• Performance evaluation	10%
• Portfolio	25%
<i>End Summative</i>	50%
• Practical examination	

Note: 50 marks each for theory and practical.

Pre-requisite knowledge

- MID 301 Perspectives in Midwifery and Antenatal Care

Co- requisite

- MID 304 Complications in Pregnancy, Childbirth, Postnatal and Newborn

Resource required: Childbirth models, episiotomy sets, resuscitation baby and sets, models and dummies, clinical and laboratory settings.

Subject matter of the module

Session (hrs.)	Topics	Methods of T/L	Remarks
1(2hrs.)	Respectful maternal care <ul style="list-style-type: none"> • Mistreatment to women in labour ward • Underlying factors of disrespectful and abusive maternity care. • Types of disrespect and abuse. • Roles and responsibilities of midwife. 	Lecture and discussion, Video clips	
2(2hrs.)	Characteristics of normal labour	Lecture, visit to library, group discussion, presentation	
3(2hrs.)	Causes of the onset of labour <ul style="list-style-type: none"> • Hormonal factors • Mechanical factors 	Lecture, small group activities	
4(2hrs.)	Physiology of first stage of labour <ul style="list-style-type: none"> • Uterine action • Mechanical Factors 	Lecture and Illustrations, small group activities	
5(2hrs.)	Abnormal labour <ul style="list-style-type: none"> • Preterm labour • Precipitated labour • Prolong labour 	Lecture and Illustrations, small group activities	
6(3hrs.)	Types of deliveries <ul style="list-style-type: none"> • Vaginal deliveries • Non Vaginal deliveries 	Lecture and Illustrations, small group activities,	

7(3hrs.)	Midwifery care in first stage <ul style="list-style-type: none"> • Birth companion • Communication • Cleanliness of environment/ infection control • Mobility • Bladder care • Intake /output • Leopold maneuver • Preparation for delivery and newborn care • Psychological and cultural aspects of labour and birth 	Lecture and Illustrations small group activities	
8(2hrs.)	Vaginal Examination in Labour <ul style="list-style-type: none"> • Indications • The Procedure • Findings and interpretation • Proper Documentation 	Lecture, presentation, Demonstration	
9(3hrs.)	Using Partograph <ul style="list-style-type: none"> • Fetal well being • Maternal wellbeing • Progress of labour • Outcome of labor 	Lecture, demonstration, case studies. Demonstrate when posted in the clinical	
10(2hrs.)	Fetal Monitoring during labour (CTG monitoring) <ul style="list-style-type: none"> • Terms used in CTG • Classification of CTG • Application of CTG • Interpretation and basic management. 	Lecture, small group studies and case studies	
11(4hrs.)	Pain control and relief during labour <ul style="list-style-type: none"> • Factors influencing women's perception of pain • Non pharmacological methods of pain control • Pharmacological method of pain control • Pain scoring system • Midwife responsibilities 	Small group presentation	
12(2hrs.)	Second stage of labour <ul style="list-style-type: none"> • Definition of second stage of labour • Confirmation of the second stage • Unsatisfactory progress of labour ○ Augmentation of the labour • Midwifery care 	Lecture, small group discussion	

13(2hrs.)	Mechanism of labour and implications	Lecture and demonstration on the model. Explanation at the clinical settings	
14(2hrs.)	Episiotomy: procedure and Management <ul style="list-style-type: none"> • Indications for episiotomy • Local anesthesia • Making the incision • Repairing the incision • Possible complications 	Lecture, demonstration on models and during clinical settings	Student will practice on models and then do return demonstration where they will be signed out if competent
15(2hrs.)	Newborn resuscitation <ul style="list-style-type: none"> • Indications • Principle of resuscitation • Neonatal Resuscitation Supplies and Equipment • Risk factors • Initial steps in resuscitation • Bag and mask resuscitation • Chest compression • After care • Documentation • Reporting • Continuum monitoring 	Lecture and small group discussion	
16(2hrs.)	Physiology and Management of third stage of labour <ul style="list-style-type: none"> • Physiological process • Separation and descent of the placenta • Management of third stage • Active management • Expectant Management • Blood loss estimation 	Lecture, demonstration on models and during clinical settings	
17(3hrs.)	Midwifery care in fourth stage of Labour (Immediate care of mother newborn) <ul style="list-style-type: none"> • 4th Stage Monitoring of Mother <ul style="list-style-type: none"> • BP & pulse • Uterine contraction • Height of fundus • Bladder • Bleeding • Vital signs • 4th Stage of initial care of the newborn 	Lecture and discussion	Lecture and discussion

	<ul style="list-style-type: none"> • Breathing and colour • Warmth • Cord bleeding • Stool and urine • Breastfeeding • Vital signs 		
18(60hrs.)	Skills <ul style="list-style-type: none"> • Vaginal examination • Partograph • Conducting delivery • Assisting in instrumental deliveries • Augmentation of labour • Fetal Monitoring during labour (CTG) • Episiotomy: procedure and Management • AMTSL • Newborn resuscitation 	Lecture, demonstration on models and during clinical settings	
19(80hrs.)	Clinical practice	Will be posted in a labour room and post partum ward	

Reading List:**Main Text:**

- Fraser, D. M, & Cooper, M. A. (2009). *Myles Textbook for Midwives*. (15th ed.). London: Churchill Livingstone.
- Reproductive Health Unit, Department of Public Health. (2009). *Standards for Midwifery Practice for Safe Motherhood*. (3rd ed.). Thimphu: RGOB, Ministry of Health.
- Cunningham, F.G., Leveno, K., Bloom., Hauth, J., Rouse, D. & Spoung. C. (2009). *Williams obstetrics*. (22nd ed.). New York: McGraw-Hill professional.

Additional Readings:

- Davidson, M.R., London, M.L., & Ladevig, P.A.W. (2008). *Maternal- Newborn Nursing & Women's health across the lifespan*. (8thed) New Jersey: Pearson Prentice Hall.
- Holmes, D., & Baker, P.N. (2006). *Midwifery by Ten Teachers*. London: Hodder Arnold.
- Lowdermilk, D.L., & Perry, S.E. (2006). *Maternity Nursing*. 7th ed. St. Louis: Mosby.
- Reproductive Health Unit, Department of Public Health. (2007). *National Guideline for Standard Newborn care in Bhutan*. (2nd ed.). Thimphu: RGOB, Ministry of Health.
- World Health Organization. (2000). *Managing complication in pregnancy and childbirth*. USA: JAPIEGO.
- World Health Organization. (2003). *Managing Newborn Problems*. USA: JAPIEGO.

Date: March 22, 2016

5.5 Title of the module: MID303 Midwifery Practicum I

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 3, Semester 1

Credit Value: 12 credits (T = 0hr. L= 0hr. P= 240 hrs.)

Module Leader: Sonam Deki

Module Tutor(s): Midwifery Faculties

General Objectives

This module gives an opportunity for students to be posted in various clinical setting where they can put learnt theories into practice. During their posting students will be able to observe procedures, develop midwifery skills in providing holistic midwifery care for women during pregnancy, childbirth and postpartum period.

Learning Outcomes

Upon completion of the module students will be able to:

1. Perform health assessment of a woman during antenatal, intrapartum and postpartum period.
2. Identify and manage minor ailments in pregnancy.
3. Perform abdominal and vaginal examinations of a woman in labour.
4. Apply professional codes, competency, and ethical conduct standards, using the nursing process in provision of holistic midwifery care.
5. Provide holistic midwifery care to maintain maternal and foetal well-being during the antenatal and intrapartum period.
6. Recognize the onset of labour and provide comfort measures.
7. Identify the specific maternal and foetal problems during pregnancy and intrapartum period.
8. Conduct normal delivery, perform and repair episiotomy competently.
9. Perform an initial health assessment of the newborn and identify the specific problems.
10. Demonstrate newborn resuscitation.
11. Provide peri-operative care to woman.
12. Demonstrate the correct technique of breastfeeding.

Skills to be developed

- Perform health assessment.
- Vaginal examination of a woman in labour.
- Conduct normal delivery
- Performing and repairing Episiotomy.
- Labor pain management.

- Monitoring progress of labour
- CTG

Teaching and Learning approach

- Placement of students in various midwifery clinical areas in JDWNRH.

Mode of assessment

Formative

- Signing out of the procedures
- Observation
- Questioning
- Feedback on documentation
- Case presentation

Ongoing summative 50

- Performance evaluation 10%
- Signing out 15%
- Case book 25%

Summative 50

- Practical examination

Co-requisite knowledge

- MID 301 Perspectives in Midwifery and Antenatal Care
- MID 302 Normal Childbirth

Resource required: clinical setting

Subject matter of the module

Session (Hrs.)	Topics	Methods of T/L	Remarks
Practice			
1 (170 hrs.)	Antenatal care	Clinical placement	RHU, Maternity ward, Birthing center, community
2 (170 hrs.)	Intrapartum care	Clinical placement	

Reading List:

Main Text:

- Fraser, D. M., & Cooper, M. A. (2009). *Myles Textbook for Midwives*. (15th ed.). London: Churchill Livingstone.
- Reproductive Health Program. (2007). *National Guideline for Standard Newborn care in Bhutan*. 2nd ed.). Department of Public Health Ministry of Health: Thimphu.
- Reproductive Health Program, (2009). *Standards for Midwifery Practice for Safe Motherhood*. (3rd ed.). Department of Public Health, Ministry of Health: Thimphu.

Lowdermilk, A. D. L. & Perry, S. E. (2010). *Maternity nursing*. (8th ed.). St. Louis: Mosby. Faculty of Nursing and Public Health. (2014) reprinted in 2014. *Midwifery Clinical Practice Portfolio*. University of Medical Sciences of Bhutan. Thimphu.

Additional Readings:

Cunningham, F.G., Leveno, K., Bloom., Hauth, J., Rouse, D. & Spooner, C. (2009). *Williams obstetrics*. (22nd ed.). New York: McGraw-Hill professional.

Date: March 22, 2016

6. THIRD YEAR - SECOND SEMESTER

6.1 Title of the module: NAM301 Nursing Administration and Management

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 3, Semester 2

Credit Value: 12 Credits (T=80hrs, L=0hr, P=80 hrs)

Module Leader: Sonam Deki

Module Tutor(s): Phuntsho Om, Adjunct faculty

General Objectives

This module aims to prepare the students to assume responsibility for the management and administrative functions that are inherent in every nursing job. It will enable them to deal with people, manage resources, develop skills for team building and ensure success in all aspects of nursing administration and management. In addition, an overview of the major functional areas of health care management and their relevance to the safe delivery of health care services in a turbulent and complex inter-professional environment will be introduced.

Learning Outcomes

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

1. Describe the principles of administration and organizational management
2. Develop organization philosophy, vision, mission and objectives
3. Differentiate between management and administration
4. Discuss the difference between manager and leader
5. Discuss team building, supervision, communication, Delegation, change management, Time management, critical thinking and, Conflict management
6. Discuss leadership concepts and theories.

7. Describe organizational structure
8. Discuss and apply material/human resource management in nursing
9. Define health management information system
10. Describe quality improvement and quality assurance.
11. Discuss the role of a nurse manager in the implementation of quality improvement
12. Understand relevant Bhutan Civil Service Rules and Regulations.

Teaching and Learning approach

- Lecture and discussion
- Group activities
- Assignment
- Presentation
- Self study
- Clinical attachment

Formative

- Observation
- Supervision
- Feedback

Ongoing summative 40%

Summative 60%

- Written examination

Resource required: LED, OHP, USB and Reference books

Subject matter of the module

Session (Hrs.)	Topics	Methods of T/L	Remarks
1(5 hrs.)	Introduction to the module, credits, requirements, assessment <ul style="list-style-type: none"> • Management-definition, theories, functions principles, levels • Administration- definition, elements, principles • Organization philosophy, vision, mission and objectives 	Lecture, discussion, group work	
2(10hrs.)	Organization <ul style="list-style-type: none"> • Types of organization • Organization structure • Manager • Principles of organization <ul style="list-style-type: none"> - Division of Labour - Hierarchy of authority - Coordination and control 	Lecture and discussion	

	<ul style="list-style-type: none"> Management process, functions and principles of management - Terms used in management <ul style="list-style-type: none"> Terms related to functions of management Function of management Planning of a hospital 		
3(5hrs.)	Leadership theories <ul style="list-style-type: none"> Trait theory, Behavioral theory, Hersey and Blanchard's theory, Vroom and Yetton's theory, Path-goal theory and, Transformational leadership 	Seminars and discussion	
4(5 hrs.)	Material management <ul style="list-style-type: none"> Principles of material management Financial management Budget estimation Hospital utilization. 	Lecture and discussion	
5 (8 hrs.)	Management skills: Definition, principles and application of: <ul style="list-style-type: none"> Team building, supervision, communication, Delegation, change management, Time management, Decision making, Conflict management and, critical thinking. 	Group work and presentation	
6(25hrs.)	HMIS <ul style="list-style-type: none"> Health management information system Hospital management information system 	Lecture	
7(3 hrs.)	Hospital Organization <ul style="list-style-type: none"> Classification Functions of hospital 	Lecture	
9(10hrs.)	Nursing service management <ul style="list-style-type: none"> Introduction Elements of administration Principles of administration Application of principles of administration to the nursing service Personnel management: <ul style="list-style-type: none"> definition, concepts, aspects, purpose, aims, objectives, elements, recruitment and retention, sources of recruitment, principles of recruitment, appointment, induction, orientation, job analysis, working condition, supervision, personnel appraisal, training and development, staff development, personnel policy, maintenance of service records, public relations, job responsibilities Organization of patient care: <ul style="list-style-type: none"> nursing care, 	Site visits, group work, discussion, Meeting with NS, DNS and ward in – charge, group work, presentation, discussion	

	<ul style="list-style-type: none"> • elements of ward management, • factors influencing quality of patient care, • factors to consider in organizing patient care • Evaluation of nursing care 		
10(5 hrs.)	Quality management and quality improvement in Nursing <ul style="list-style-type: none"> • Quality management in nursing • Benefits of Quality management • Planning for quality improvement • Evolution of quality management • Quality improvement process • Nursing auditing: patient safety, Infection Control • Performance appraisal • risk management 	Lecture, case studies	
11(2hrs.)	Review of ethical issues in nursing service management: <ul style="list-style-type: none"> • Ethical issues and legal aspects 	Lecture and discussion	
12(2hrs.)	Bhutan Civil Service Rules and Regulations- recruitment and appointment, Leave rules, Promotion rules, Position Classification System	Discussion, self study	
P(80hrs.)	Site visit <ul style="list-style-type: none"> • Operation of different hospital set up • Multidisciplinary approaches • Patient referral system 	Visit nearby District hospitals, grade 1BHU and regional hospital. Discussion and Individual and group presentations	

Reading List:**Main Text:**

Carolyn, C.C. (2009). *Creative Nursing Leadership and Management*. Jones and Bartlett Publishers: LLC. *Additional reading:*

Dhaulta, J.P. (2000). *Nursing administration and management*. New Delhi: Academy Press. Goyal, R.C. (1998). *Handbook of hospital personnel management*. (2nd ed). New Delhi: Prentice Hall.

Trained Nurses' Association of India (2000). *Nursing Administration and Management*. (1st Ed). Green Park, New Delhi

Additional Readings:

Nancy, S. (1995). *Principles and Practice of Nursing*. (Vol 2). Indore: N.R. Brothers.

World Health organization (1992). *On being incharge: A guide to management in primary health care*. New Delhi: Churchill Livingstone.

Date: March 24, 2016

6.2 Title of the module: REB301 Research, Epidemiology and Biostatistics

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 3, Semester 2

Credit Value: 12 Credits (T=100hrs. L=30hrs. P=10hr)

Module Leader: Passang Lhamo Sherpa

Module Tutor(s): Tshering Dukpa, Diki Wangmo

This module consists of three units:

Unit 1: Research: 5 C (T= 50 hrs. L= 0 P=0hr)

Unit 2: Epidemiology: 4 C (T=40 hrs, L=0hr. P=0hr)

Unit 3: Biostatistics: 3 C (T=20hrs. L=15hrs. P=0hr.)

General Objectives

This module is an introduction to the basic concept of research, epidemiology and biostatistics. It will assist students in learning the different methods of study design, data collection and analysis including data interpretation. The knowledge gained will enable student to develop critical thinking and decision-making skills to promote evidence-based practice. This module will also enable the students to understand the basic principle of epidemiology.

Learning Outcomes

On completion of the module the students will be able to

Unit 1: Research

1. Describe significance of research in nursing profession
2. Describe the steps of research process
3. Explain different study design and data collection methods
4. Review research articles, critique the findings and discuss
5. Develop a research proposal

Unit 2: Epidemiology

1. Define epidemiology.
2. Discuss the application of concepts of epidemiology in nursing.
3. Explain the natural history of disease in human
4. Discuss the concepts on the causes of diseases and transmission of diseases.
5. Apply epidemiological surveillance in nursing practice

Unit 3: Biostatistics

1. Discuss the overview of statistics and biostatistics
2. Discuss the scope of statistics in clinical practice
3. Identify the source, types and presentation of data
4. Differentiate between descriptive and inferential biostatistics
5. Explain sampling, sampling techniques and probability

Skills to be developed:

- Use SPSS and other software
- Critique research articles
- Writing research proposal
- Apply principles of epidemiology in nursing practice

Teaching and Learning approach

- Lecture and class discussion
- Self study
- Group project and presentation
- Assigned reading
- Laboratory practice

Mode of assessment*Formative*

- Feedbacks
- Class room attendance
- Observation

Ongoing summative 40

- Assignment 10%
- Group work 10%
- Class room presentation 5%
- Lab test 5%
- Class test 10%

Summative 60

- Final Written examination

Prerequisite knowledge:

Resource(s) required: LCD/Computers, Computer lab/ TV/ videos

Subject matter of the module

Session (Hrs.)	Topics	Methods of Teaching and learning	Remarks
Unit 1: Research			
1(3 hrs.)	Introduction to research <input type="checkbox"/> Significance of research in nursing profession <input type="checkbox"/> Definition and research terminologies	Lecture and discussion	

2(15hrs.)	The research process <ul style="list-style-type: none"> • Identification of research problems • Background and significance of the problem (formulating research question, research objectives, hypothesis, conceptual framework) • Literature review • Methodology • Various study designs • Sampling • Data collection methods, techniques and tools • Data analysis and interpretation • Ethical issues and clearance • Budgeting and work plan • Referencing methods • Research results • Discussion and conclusion • Dissemination 	Lecture, discussion, laboratory practice, Group work and presentation	
3 (10hrs.)	Review research article, critique, discuss and present	Individual/ group paper presentation, self study	
Unit 2: Epidemiology			
1(4 hrs.)	Introduction of epidemiology <ul style="list-style-type: none"> • Concept of epidemiology • Evolution of definitions of epidemiology • Purposes of epidemiology • Scope and content of epidemiology • Types of epidemiological studies 	Lecture and discussion	
2(10 hrs.)	Natural history of disease in man <ul style="list-style-type: none"> • Human ecology • Human needs • Health and disease • Causation of disease and its contributing factors • Interaction of agent, host and environment • Development of infectious process 	Lecture, discussion, group work	
3(10 hrs.)	Measurement in epidemiology <ul style="list-style-type: none"> • Measure of disease frequency • Measures of mortality • Measure of morbidity • Measure of association • Measure of potential impact 	Lecture, discussion, group work and presentation	
4 (2 hrs.)	Study design in epidemiology <ul style="list-style-type: none"> • Descriptive epidemiology • Analytical epidemiology • Review of study design 	Discussion,	

5 (7 hrs)	Disease surveillance <ul style="list-style-type: none"> • Definition of surveillance and surveillance system • Types of surveillance • Elements of surveillance system 	Lecture, discussion, group work and presentation	
6 (7 hrs)	Investigation of epidemic <ul style="list-style-type: none"> • Definition of epidemic • Types of epidemic • Steps in investigation of epidemic 	Lecture, discussion, group work and presentation	
Unit 3: Biostatistics			
1 (1hr.)	Introduction to biostatistics <ul style="list-style-type: none"> • Overview of statistics and biostatistics • Scope of biostatistics in clinical practice 	Lecture and discussion	
2 (4 hrs.)	Data <ul style="list-style-type: none"> • Sources of data • Types of data • Methods of data presentation 	Lecture, discussion, laboratory practice	
3 (6 hrs.)	Descriptive statistics Measurement of location and variability in statistics <ul style="list-style-type: none"> • Measures of location • Mode • Median • Mean • Measures of variability • Range • Variance • Standard deviation • Coefficient of variation 	Lecture, discussion, laboratory practice, Group work and presentation	
4 (2hrs.)	Sampling <ul style="list-style-type: none"> • Review of sampling • Basic Sampling designs. • Sampling frame • Sample size estimation 	Lecture, discussion, laboratory practice, group work	
5 (2hrs.)	Probability and probability distributions <ul style="list-style-type: none"> • Definition • Use of probability • Probability distribution 	Lecture, discussion and laboratory practice	
6 (2 hrs.)	Inferential statistics <ul style="list-style-type: none"> • Hypothesis testing • Confidence interval • P – value • Test statistics (t distribution, z score) 		
7 (2 hrs.)	Statistical Associations <ul style="list-style-type: none"> • Chi-square 		

8 (2 hrs.)	Group comparison • t- test		
9 (15 hrs.)	Practicum • SPSS • ENDNOTE	Hands on training	

Reading List:**Main Text:**

Gordis, L. (2009). *Epidemiology*. Fourth edition. USA: Elsevier Inc.

Lwanga, S. K & Cho-Yook T. (2001). *Teaching Health Statistics*. (Eds.). WHO: Geneva. Polit, D. F, Beck, C. T, and Hungler, B.P. (2006). *Essentials of Nursing Research: Methods, Appraisal, and Utilization*. Lippincott Williams & Milkins: New York.

Additional Readings:

Altman, D.G. (2009). *Practical Statistics for Medical Research*. London: Chapman and Hall.

Anderson and Loynes (1989). *The Teaching of Practical Statistics*. USA: John Wiley and Sons.

Bland, M. (2000). *An Introduction to Medical Statistics*. Third edition. Oxford University Press.
Chernick and Friis (2003). *Introductory Biostatistics for the Health Sciences*. USA: John Wiley and Sons.

Hill, A. (1985). *Short Textbook of Medical Statistics*. London: Hodder and Stoughton.

Sundar Rao, P.S.S. and Richard, J. (1999). *An introduction to Biostatistics, a manual for students in health sciences*. Third edition. SBN -81-203-1008-X

Wayne, W. D. (2007). *Biostatistics*. Eighth edition. USA: John Wiley and Sons.

Date: March 23, 2016

6.3 Title of the module: MID304 Postnatal, Newborn Care and Family Planning

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 3, Semester 2

Credit Value: 12 credits (T= 60hrs. L= 30hrs. P= 80 hrs)

Module Leader: Deki Pem

Module Tutor(s): Dilliram Darjee, Renuka Mothey, Sangay Pem

General Objectives

This module enables students to encompass the knowledge, skills and attitudes related to understanding the variety of complex physiological and psychological adaptations a woman have during postnatal period. Adaption of newborn baby from the birth of the baby from first one hour to 28 days of life and provide care accordingly. This module will also enable the students to learn and deliver various family planning methods available in Bhutanese Health Care System.

Learning Outcomes

1. Describe the concepts of postnatal care
2. Describe physiological and psychological changes in mother during postnatal period.
3. Describe and recognize physiological changes and extra-uterine transaction adaptations in newborn.
4. Recognize physiological and psychological changes in both mothers after childbirth.
5. Provide care to the mother and baby after one hour of birth till 6 weeks.
6. Provide care and manage minor ailments of mother and baby from birth till 6 weeks.
7. Provide family-centered health education to meet the needs of the woman and newborn during postnatal period.
8. Demonstrate the process of postnatal assessment and neonatal assessment.
9. Understand the national policy of family planning.
10. Apply communication skills while rendering contraceptive services to the people.
11. Provide different methods of contraception for all age group including adolescents following national standard guidelines.

Skills to be developed

- Postnatal examination of mother
- Neonatal assessment

Teaching and Learning approach

- Self study
- Group work
- Lecture and discussion
- Presentation
- Demonstration
- Clinical practice

Mode of assessment

Formative

- Signing out procedures
- Observation
- Questioning
- Quizzes
- Class Assignment
- Feedback on documentation
- Assignment

Mode of assessment

Formative

- Signing out of the procedures
- Observation
- Questioning
- Quizzes
- Class Assignment
- Feedback on documentation

• Clinical assignment	
<i>Summative Assessment</i>	Weightage 100
Theory	100
<i>Ongoing summative:</i>	40%
• Assignments, tests, presentation, group work	
<i>End Summative</i> (written examination)	60%
Practical	100
<i>Ongoing summative:</i>	50
• Signing out	15%
• Performance evaluation	10%
• Portfolio	25%
<i>End Summative</i>	50
• Practical examination	50%

Co-Requisite:

- MID 301 Perspectives in Midwifery and Antenatal
- MID 302 Normal Childbirth
- MID 304 Complication in Mother and Baby

Resource required: Laboratory with simulation and clinical settings.

Subject matter of the module

Session (hrs.)	Topics	Methods of T/L	Remarks
1 (3hrs.)	Concept of postnatal care to mother and newborn <ul style="list-style-type: none"> • Postnatal care • Provision of postnatal care • Role of midwives in providing postnatal care 	Lecture and discussion	
2 (4hrs.)	Physical and psychophysiological changes and its management in mother: <ul style="list-style-type: none"> • Hormonal and systemic changes • Involution of the uterus • Lochia • Soft tissue damage and healing • Lactogenesis • Return of menstrual and ovulation • Pelvic floor and pelvic fascia 	Lecturer and discussion	

3 (6hrs)	Psychological changes Mother: <ul style="list-style-type: none"> • Maternal instinct • Postnatal blues • Postnatal depression • Postnatal psychosis Family <ul style="list-style-type: none"> • Husband • Sibling/s • Others 	Lecture and discussion	
4(10hrs.)	Care and management of complication during postnatal period of mother after one hour of birth till 6 weeks: <ul style="list-style-type: none"> • Persistent anaemia • Depression • Deep Vein thrombosis (DVT) • Incontinence of faeces and urine • Urine retention • Obstetric fistula 	Lecture, discussion and group work	
5 (5hrs.)	Physiological and process of lactation (review) <ul style="list-style-type: none"> • Early initiation of breastfeeding • Lactation and common variation; breast problems 		
6(6hrs)	Postnatal education and care: mother Hygiene and perineal care <ul style="list-style-type: none"> • Nutrition • Early ambulation • Rest and sleep • Dangers signs • Emergency preparedness in postnatal period • Safer sex • When to resume sex • Pelvic floor exercises (Kegel exercises) 	Group work and Presentation	
7(2hrs.)	Care and emotional support to women with special needs: <ul style="list-style-type: none"> • Pregnant adolescent • Woman living with domestic violence • Woman living with HIV/AIDS • Woman with tuberculosis, Hepatitis B and C. • Single mother 	Group work	

8(3hrs.)	Care of mother with caesarean section <ul style="list-style-type: none"> • Pain management • Fluid and nutrition management • Wound assessment and management • Hygiene and perineal care • Breastfeeding • Early Ambulation • Bladder and bowel care 		
9(2hrs.)	National policy on family planning and health care delivery system <ul style="list-style-type: none"> • Population policy and family planning • Review health care delivery system specially on contraceptive services of Bhutan 	Lecturer and discussion	
10(8hrs.)	Types of family planning methods <ul style="list-style-type: none"> • Temporary methods • Different types of methods including emergency contraception • Review physiology of reproduction • Essential of contraception • Effectiveness • Safety • Side effects/major health risks • Permanent methods (Tubal ligation and vasectomy) • Pre-counseling • Screening and selection • Post procedure counseling • Follow up • Documentation 	Lecturer, discussion and group work	Small group
11(2hrs)	Counseling on family planning: <ul style="list-style-type: none"> • General principles • Informed choice • Informed consent • Factors that promotes effective counseling • Review counseling facilitation skills 	Small Group discussion	
12(5hrs.)	Principles of newborn adaption to the extrauterine life. <ul style="list-style-type: none"> • Onset of respiration • Pulmonary adaptation • Cardiovascular adaptation • Thermoregulation • Haemopoietic system • Immunological adaptation • Gastrointestinal system • Renal system • Neurological system • Glucose regulation 		

13(3hrs.)	Basic needs of newborn <ul style="list-style-type: none"> • Establish breathing • Warmth: various methods of warming • Breastfeeding • Cord care 		
14(1hr.)	Method and means of assessing newborn gestational age <ul style="list-style-type: none"> • Normal babies • Low birth babies: preterm and SGA 		
15(1hr)	Characteristics of a healthy newborn <ul style="list-style-type: none"> • Newborn assessment 		
16(1hr)	Variation in the normal newborn: <ul style="list-style-type: none"> • Caput, moulding and Mongolian spots 		
17(5hrs)	Care and education of newborn from birth to 6 weeks <ul style="list-style-type: none"> • Exclusive breastfeeding • Correct attachment and positioning for breastfeeding • weight gain • Warmth • Cord care • Sleeping • Baby bath • Jaundice • Danger signs • Immunization • Neonatal visits schedule 	Group work and Presentation	
18(2hrs)	Loss and bereavement of mother or baby: <ul style="list-style-type: none"> • Principles of interpersonal communication of grief/loss to the family. 		
19(3hrs)	Postpartum routine care and services <ul style="list-style-type: none"> • Four visits • Services: hospitals, BHUs and ORCs. 		
20(3hrs)	Referral or transfer <ul style="list-style-type: none"> • Identification of newborn complication and referral or transfer. • Jaundice • Haematoma • Adverse moulding • Cerebral irritation • Injuries • Haemangioma • Hypoglycaemia • Hypothermia • Dehydration • Infection 		

	<ul style="list-style-type: none"> • Congenital syphilis 		
21(30hrs)	Laboratory practices <ul style="list-style-type: none"> • Mother: Postnatal examination and perineal care. • Newborn: Newborn assessment, cord care, and baby bath 	Demonstration and return demonstration. Small group practice	
22(60hrs)	Clinical practice	Student will be posted in a postpartum ward, neonatal ward and family planning clinic	

Reading List:**Main Text:**

Fraser, D. M, & Cooper, M. A. (2009). *Myles Textbook for Midwives*. (15th ed.). London: Churchill Livingstone.

Lowdermilk, A. D. L. & Perry, S. E. (2010). *Maternity nursing*. (8th ed.). St. Louis: Mosby.

Reproductive Health Unit. (1999). *National Medical standards for Contraceptives Services, Family Planning and Maternal Health*. 2nd edition 1999. Department of Public Health, Ministry of Health: Thimphu.

Reproductive Health Unit. (2007). *National Guideline for Standard Newborn care in Bhutan*. (2nd ed.). Department of Public Health Ministry of Health: Thimphu.

Reproductive Health Unit, (2003). *Standards for Midwifery Practice for Safe Motherhood*. (3rd ed.). Department of Public Health, Ministry of Health: Thimphu.

Additional Readings:

World Health Organization. (2000). *Managing complication in pregnancy and childbirth*. USA: JAPIEGO.

World Health Organization. (2003). *Managing newborn problems*. USA: JAPIEGO.

Cunningham, F.G., Gant, N.F., Leveno, K.J., Gilstrap, L.C., Hauth, J.C., & Wenstrom, K.D. (2005). *Williams' obstetrics*. (22nd ed.). New York: McGraw-Hill.

Dutta, D.C. (1992). *Textbook of obstetrics*. (3rd ed.). India: New Central Book Agency (P) Ltd. Miller, A. W. F, & Callander, R. (1989). *Obstetrics illustrated*. (4th ed.). London: Churchill Livingstone.

WHO. (1999). *Emergency Contraception a guide for services delivery: Family Planning and population, Family and Reproductive Health*. Geneva: WHO.

WHO. (2000). *Improving access to quality care in family planning, Medical eligibility criteria for contraceptive use*. (2nd ed.). WHO, Geneva.

Date: March 22, 2016

6.4 Title of the module: MID305 Complications in Pregnancy, Childbirth, Postpartum Newborn

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 3, Semester 2

Credit Value: 12 credits (T = 50hrs. L = 45hrs.P = 80 hrs)

Module Leader: Sonam Deki

Module Tutor(s): Dilliram Darjee, Renuka Mothey, Deki Pem, Sangay Pem, Karma Choden

General Objectives

This module will provide knowledge and skills to recognize and manage complications during pregnancy, childbirth, and postpartum period and provide holistic midwifery care. It also enables students to distinguish common newborn problems and manage accordingly.

Learning Outcomes

Upon completion of the module the student will be able to

1. Explain emergency management and treatment of major life-threatening complications related to pregnancy, labour, and postpartum period.
2. Take a selective history, including details of pregnancy, labour and childbirth.
3. Demonstrate skills in recognizing and managing complications related to pregnancy, labour and childbirth and newborn in accordance to protocol with evidenced based.
4. Provide holistic midwifery care appropriate to the woman and fetal/baby with complications during pregnancy, labour and childbirth.
5. Perform procedures in regard to complications during pregnancy, labour and childbirth competently to maintain maternal and fetal/baby wellbeing.

Skills to be developed

- Management of PPH
- Management of shoulder dystocia
- Management of cord prolapsed
- Management of prolonged and obstructed labour
- Assist in forceps and Vacuum extraction
- Conduct breech delivery

Teaching and Learning approach

- Self study and classroom discussion
- Group work
- Lecture and discussion
- Presentation
- Laboratory practice

- Demonstration
- Return demonstration
- Clinical posting (hands on and incidental teaching)

Mode of assessment*Formative*

- Signing out of the procedures
- Observation
- Questioning
- Quizzes
- Class Assignment
- Feedback on documentation
- Clinical assignment

*Summative Assessment***Weightage-100****Theory****100***Ongoing summative:*

40%

- Assignments, tests, presentation, group work

End Summative (written examination)

60%

Practical**100***Ongoing summative:*

50

- Signing out 15%
- Performance evaluation 10%
- Portfolio 25%

End Summative

50

- Practical examination 50%

Note: 50 marks each for theory and practice

Co-requisite

- MID 303: Postnatal, Newborn Care and Family Planning
- MID302: Normal child birth

Resource required: OHP, LCD, Models, VCD, CD, Tape etc on specific topic.

Subject matter of the module

Session (hrs.)	Topics	Methods of T/L	Remarks
1(4 hrs.)	Hypertensive disorder during pregnancy and its management <ul style="list-style-type: none"> • Chronic Hypertension • Pre-eclampsia • Eclampsia • HELLP Syndrome 	Lecture, Discussion and Group work	

2(5 hrs.)	Vaginal bleeding during pregnancy, labour, and childbirth and their management □ Vaginal Bleeding in Early Pregnancy <ul style="list-style-type: none"> • Vaginal bleeding late pregnancy • Vaginal Bleeding during and after childbirth 	Lecture, Discussion, exercise and demonstration	
3(2hrs.)	Management of vaginal and perineal tears □ Types/degrees of tears and their management □ Health education	Lecture, discussion and demonstration	Use models
4 (5hrs)	Fever during pregnancy and labour and after childbirth.	Group work, presentation, case studies, and discussion	
5 (4hrs)	Medical and communicable diseases in pregnancy	Group work, presentation & discussion	
6 (5hrs)	Malpositions and malpresentations <ul style="list-style-type: none"> • Occipitoposterior • Face presentation • Brow presentation • Breech presentation • Shoulder presentation • Management 	Lecture, discussion and demonstration	Use model
7 (1hr)	Fetal distress in labour and its management	Lecture, presentation & discussion	
8(1hr.)	Prelabour premature rupture of Membrane	Lecture and discussion	
9 (1hr.)	Loss of foetal movements and midwifery management	Lecture, presentation	
10(6hrs)	Prolong pregnancy and disorder of uterine action. <ul style="list-style-type: none"> • Obstructed labour • Prolong labour • Induction of labour 	Lecture, discussion, brainstorming, case studies	
11 (1hr.)	Labour with an over distended uterus <ul style="list-style-type: none"> • Multiple pregnancy • Polyhydramnios • Midwifery care 	Lecture, presentation and Discussion	
12 (1hr)	Labour with a scarred uterus <ul style="list-style-type: none"> • General management • Specific management • Trial of labour 	Lecture, Presentation & discussion	
13 (1hr.)	Prolapsed cord and management	Lecture & discussion	

14(1hr)	Shoulder Dystocia <ul style="list-style-type: none"> • Incidence • Risk factors • Diagnosis • Management 	Lecture, discussion & demonstration	
15(2hrs)	Rapid initial assessment and management of shock	Lecture, discussion and demonstration	
16(10hrs)	Managing newborn problems (Review) <ul style="list-style-type: none"> • Hypothermia • Hyperthermia • Birth Asphyxia • Feeding difficulties • Birth defects • Neonatal convulsions and spasms • Newborn Sepsis • Hypoglycemia, • Hyperbilirubinemia 	Lecturer, presentations and discussion	
17(45hrs.)	Laboratory	Demonstration and return demonstration	
18(80hrs.)	Clinical practice	Under supervision of faculty or preceptor	

Reading List:**Main Text:**

Fraser, D. M, & Cooper, M. A. (2009). *Myles Textbook for Midwives*. (15th ed.). London: Churchill Livingstone.

Reproductive Health Unit, Department of Public Health. (2007). *National Guideline for Standard Newborn care in Bhutan*. (2nd ed.).Thimphu: RGOB, Ministry of Health.

Reproductive Health Unit, Department of Public Health. (2009). *Standards for Midwifery Practice for Safe Motherhood*.(3rd ed.).Thimphu: RGOB, Ministry of Health.

World Health Organization. (2000). *Managing complication in pregnancy and childbirth*. USA: JAPIEGO.

World Health Organization. (2003). *Managing newborn problems*. USA: JAPIEGO.

Additional Readings:

Cunningham, F.G., Gant, N.F., Leveno, K.J., Gilstrap, L.C., Hauth, J.C., &Wenstrom, K.D. (2005). *Williams obstetrics*. 22nded.New York: McGraw-Hill.

Davidson, M.R., London, M.L., &Ladevig, P.A.W. (2008). *Maternal- Newborn nursing & Women's health across the lifespan*. 8thed New Jersey: Pearson Prentice Hall.

Dutta, D.C. (1992). *Textbook of obstetrics*. (3rd ed.). India: New Central Book Agency (P) Ltd. Miller, A. W. F, & Callander, R. (1989). *Obstetrics illustrated*. (4th ed.). London: Churchill Livingstone.

Date: March 22, 2016

6.5 Title of the module: MID306 Midwifery Practicum II

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 3, Semester 2

Credit Value: 12 credits (T = 0hr. L= 0hr. P= 240 hrs.)

Module Leader: Deki Pem

Module Tutor(s): Midwifery Faculty

General Objectives

This module assist in enabling students to enhance and improve their midwifery competencies to recognize and manage problems, and situations that compromises mother's and baby's condition after childbirth till postpartum period. It also provides opportunity for students to develop reflective, evidence informed practice, clinical decision making skills and a professional attitude to enable them to function in various clinical situations.

Learning Outcomes

Upon completion of the module students will be able to:

1. Perform health assessment of a woman during antenatal and intrapartum.
2. Perform physical and abdominal examination.
3. Identify and manage minor ailments in pregnancy.
4. Perform abdominal and vaginal examinations of a woman in labour.
5. Provide appropriate holistic midwifery care and nursing action to maintain maternal and foetal wellbeing during the antenatal and intrapartum in accordance with professional codes, competency, and ethical conduct standards, using the nursing process.
6. Recognize the onset of the birth process of labour and provide care for coping with pain in labour.
7. Recognize the specific maternal and foetal problems during pregnancy, intrapartum and postnatal period.
8. Perform an initial health assessment of the newborn and identify the specific problems.
9. Conduct normal delivery, episiotomy and repair competently.
10. Demonstrate newborn resuscitation.
11. Demonstrate the correct technique of breastfeeding.
12. Provide basic family planning services.
13. Demonstrate management of postpartum haemorrhage.

Skills to be developed

- Health assessment
- Abdominal examination
- Vaginal examination
- Conduct delivery
- Episiotomy and repair of perineum.
- Labor pain management
- Postpartum hemorrhage
- Breech/cord prolapsed/shoulder dystocia

Teaching and Learning approach

- Placement of students in various midwifery clinical areas in JDWNRH.

Mode of assessment*Formative*

- Signing out of the procedures
- Observation
- Questioning
- Feedback on documentation
- Clinical assignment

Ongoing summative 50

- Performance evaluation 10%
- Signing out 15%
- Case book 25%

Summative 50

- Practical examination

Co-requisite knowledge

- MID 301 Perspectives in Midwifery and Antenatal Care
- MID 302 Normal Childbirth
- MID 303 Postnatal, Newborn Care and Family Planning
- MID 304 Complication in Mother and Baby

Resource required: clinical setting

Subject matter of the module

Session (hrs.)	Topics	Methods of T/L	Remarks
Practice			
1(80 hrs.)	Antenatal care	Clinical placement	RHD, Maternity ward, Birthing center and
2(80hrs.)	Intrapartum care	Clinical placement	

3(80hrs.)	Postpartum care	Clinical placement	district hospitals.
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Reading List:**Main Text:**

Faculty of Nursing and Public Health. (2014) reprinted in 2014. *Midwifery Clinical Practice Portfolio*. University of Medical Sciences of Bhutan. Thimphu.

Faculty of Nursing and Public Health. (2014) reprinted in 2014. *Family Planning Portfolio*. University of Medical Sciences of Bhutan. Thimphu.

Fraser, D. M, & Cooper, M. A. (2009). *Myles Textbook for Midwives*. (15th ed.). London: Churchill Livingstone.

Reproductive Health Program. (2007). *National Guideline for Standard Newborn care in Bhutan*. (2nd ed.). Department of Public Health Ministry of Health: Thimphu.

Reproductive Health Program, (2009). *Standards for Midwifery Practice for Safe Motherhood*. (3rd ed.). Department of Public Health, Ministry of Health: Thimphu.

Lowdermilk, A. D. L. & Perry, S. E. (2010). *Maternity nursing*. (8th ed.). St. Louis: Mosby.

Additional Readings:

Cunningham, F.G., Gant, N.F., Leveno, K.J., Gilstrap, L.C., Hauth, J.C., & Wenstrom, K.D. (2005). *Williams obstetrics*. 22nded. New York: McGraw-Hill.

Date: March 22, 2016

7. FOURTH YEAR - FIRST SEMESTER

7.1 Title of the module: RNM401 Research in Nursing and Midwifery

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 4, Semester 1

Credit Value: 24 Credits (T =240 hrs. L = 0 hrs. P= 0hr)

Module Leader: Passang Lhamo Sherpa

Module Tutor(s): Relevant faculties

General Objectives

The students should be able to apply principles of research, epidemiology and biostatistics in developing a research proposal. They will be able to conduct a minor research to promote research skills/ evidence-based practice/ demonstrate evidence-based decision-making.

Learning Outcomes

On completion of the module the students will be able to

1. Develop a research proposal
2. Conduct a minor thesis
3. Demonstrate skills to write a scientific paper

Skills to be developed

- Conduct research

Learning and teaching approach:

- Lecture and discussion
- Reading, analyzing and critique selected research articles.
- Research teamwork.
- Developing a research idea paper.
- Presentation

Mode of assessment

This module will be assessed through assignment and research work produced by the students.

Summative Assessment	Weightage-100
<i>Ongoing summative</i>	<i>100</i>
• Quiz	5 %
• Assignments (3)	25 %
• Quality of research idea paper	70%

Pre-requisite knowledge

- REB301 Research, Epidemiology and Biostatistics
- ASC101 Academic Skills
- ICT101 Information Technology

Resource required- Research articles, Research projects, computers, software SPSS and ENDNOTE (recent version), human resource – research experts and mentors

Subject matter of the module

Session (hrs.)	Topics	Methods of T/L	Remarks
1 (5hrs.)	Review of <ul style="list-style-type: none"> • Purpose of research in nursing • Research process 	Discussion	
2 (5hrs.)	Developing a research proposal <ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> • Background information • Statement of the problem • Literature review • Objectives <ul style="list-style-type: none"> • General and specific objectives 	Students will use the learning guide to develop their first draft proposal. They will identify area of interest and	Students will learn research process through this proposal writing guided by their

	<ul style="list-style-type: none"> • Hypothesis • Methodology <ul style="list-style-type: none"> • Study types • Sampling Plan for data collection • Plan for data processing and analysis • Ethical considerations • Pretest • Work Plan (including number of people and their responsibilities and time line) • Budget (including explanatory note for each activity) • Utilization of the research work (state how your research work can bring changes in the existing system) • List of reference 	start communicating with their mentors	respective advisor
3(20hrs.)	Process <ul style="list-style-type: none"> • Developing tools • Pilot testing • Obtaining ethical clearance from the university ethical board • Budget preparation and exploration 	Interactive discussion with mentors	Exploration of funds from programs and donor agencies
4(20hrs.)	Defense of proposal	Interactive panel discussion	
5(60hrs.)	Conduct research as proposed	Interactive discussion	
6(10hrs.)	Present research work	Interactive panel discussion	

Reading List:**Main Text:**

Polit, D. F, Beck, C. T, and Hungler, B.P. (2001). *Essentials of Nursing Research: Methods, Appraisal, and Utilization*. Lippincott : New York.

Sim J and Wright C, (2000), *Research in Health Care: Concepts, Designs and Methods*. (1st edition). Nelson Thornes: United Kingdom.

Additional Readings:

Sim J and Wright C, (2002), *Research in Health Care: Concepts, Designs and Methods*, (1st edition). Nelson Thornes: United Kingdom. Websites: <http://www.phenomenologyonline.com/>

<http://plato.stanford.edu/entries/phenomenology/>

<http://www.westfallteam.com/Papers/Sampling%20Methods.pdf>

http://changingminds.org/explanations/research/sampling/choosing_sampling.htm

Date: March 23, 2016

7.2 Title of the module: NUR406 Global Trends and Issues in Health and Nursing

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 4, Semester 1

Credit Value: 12 credits (T= 110 hrs, L=0 hrs, P=20hrs)

Module Leader: Tshering Yangzom

Module Tutor(s): Deki Pem

General Objectives

This course is designed to expand the student's learning on contemporary issues in global health with focus on trends and issues in Bhutan. Students will explore current literature, theoretical premises, and research related to global trends and issues in health and nursing and organizes seminars to impart findings. Seminar topics will include all the latest issue and trends that are topical in nature and are subjected to change annually. This also provides opportunities to students to broaden and deepen their understanding of health needs globally at large and locally in particular and will also enables students to develop public speaking skills and organizes seminars.

Learning Outcomes

Upon completion of the module students will be able to

1. Discuss the concept of global trends and issues in health and nursing
2. Describe the determining factors of major health problems relevant to contemporary global health and nursing
3. Analyze and critique trends and current key issues of health and nursing in Bhutan and globally
4. Analyze current health care and nursing trends from various social perspectives.
5. Apply knowledge of global health issues to specific examples in practice
6. Communicate effectively to audience, the contemporary issues of concern in the global health arena as well as locally.
7. Organize effective seminar for health and nursing team members.

Skills to be developed

- Public speaking skills

Learning and teaching approach used

- Self study
- Public presentation
- Team work

Mode of assessment

Summative Assessment

Weightage- 100

Theory

100

Ongoing summative

- Literature review

20%

- Process of seminar 50%
- Seminar presentation 30%

Pre-requisite knowledge: should complete all three year modules

Resource required: Seminar room, LCD, Computer set

Subject matter of the module

Session (hrs.)	Topics	Methods of T/L	Remarks
1(5 hrs.)	<ul style="list-style-type: none"> • Overview of global trends and issues in health and nursing • Discussion on assignment framework and seminar 	Lecture and discussion	
2 (220hrs.)	<p>Literature review of at 1000-1500 words on the topic chosen.</p> <ul style="list-style-type: none"> • Avian influenza • Poliomyelitis • HIV • Hepatitis B • Scrub Typhus • SARS • Malaria • H1N1 • Changes in teaching methodology in nursing • Nurse Practitioners • Community Nurse • Patient Safety • Universal Human Value approach to nursing care • Disaster • Non-communicable disease (NCD) • Alcohol and drug use • MDR • Hospice/palliative care • Nurse clinician • Nurse Educator • Dialysis Nursing • MERS • Zika virus • Ebola • Suicide • Violence • Autism • LGBTQI 	Literature search do Critical appraisal of the literature	The topics are just examples. Students can choose topics of their own but with consultation with the facilitators. Topics are to be updated according to the situation

	<ul style="list-style-type: none"> Geriatric care RTA Human trafficking 		
	Planning steps of seminar, speakers, time, content, evaluation, etc	Group work	Consultation with faculty or expert
	Evaluation	Audience evaluation Self evaluation Faculty feedback	

Reading List:**Main Text:**

Joles, L. R. (2011). *How to Run Seminars & Workshops: Presentation Skills for Consultants, Trainers and Teachers*. 3rd edition. John Wileys & Sons Inc.

Roux, G. M. & Halstead, J.A. (2008). *Issues and trends in nursing: essential knowledge for today and tomorrow*. Jones and Bartlett Publishers

Additional Readings:

<http://www.who.int/csr/don/en/index.html> <http://www.globalhealthfacts.org>

Date: March 25, 2016

7.3 Title of the module: NUR408 Nursing Education

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 4, Semester 1

Credit Value: 12 credits (T =80 hrs, L =0 hrs, P =80 hrs).

Module Leader: Tshering Yangzom

Module Tutor(s): Relevant faculties

General Objectives

This module is designed to assist students to understand and acquire basic knowledge and skills in the area of teaching, learning, assessment and development of curriculum in nursing education and be able to apply them in planning and conducting teaching session in both clinical and nonclinical environments. The module also aims to develop students' understanding of supervisory models and consequently supervision skills that exist within health professional education. Further, it enables students to acquire basic knowledge in various theories of learning to underpin their future practices in teaching and learning. It also provides students with the opportunity to explore and promote their critical thinking skills through active learning.

Learning Outcomes

At the end of the module, the students will be able to:

- 1) Discuss the meaning of teaching, learning and clinical teacher.
- 2) Demonstrate effective teaching practices and the ability to reflect critically on the teaching performance of self and others.
- 3) Describe and distinguish between the uses of formative and summative assessment procedures.
- 4) Design and apply assessment strategies for students in a range of educational contexts.
- 5) Identify roles and attributes of good clinical teachers in teaching and learning.
- 6) Compare and contrast active versus passive learning.
- 7) Discuss Kolb's experiential learning theory and their relevance to clinical education. 8) Explain cognitive and behavioral theories of learning.
- 9) Discuss the principles of adult learning and how these characteristics can be utilized in clinical education.
- 10) Identify and explain the three domains of learning.
- 11) Explore and identify appropriate teaching and learning strategies in the three domains of learning.
- 12) Analyze critically some of the commonly used teaching and learning strategies in the three domains of learning.
- 13) Describe what is meant by learning styles of learners.
- 14) Discuss ways to assess learning styles of learners.
- 15) Discuss strategies to promote critical thinking skills in nursing.
- 16) Demonstrate effective planning, preparation and delivery of clinically focused teaching activities to junior students and Clients/Patients.
- 17) Demonstrate how to correctly write the behavioural objectives in the teaching plan.
- 18) Define clinical supervision, preceptorship and mentoring and compare and contrast these different supervisory within health professional education.
- 19) Apply the concept of supervision models in their clinical practice.
- 20) Apply concept of curriculum development in developing learning package.

Skills to be developed:

- Teaching and learning skills.
- Planning and development of lesson plan.
- Critical thinking /reasoning skills

Level (optional):**Teaching and Learning approach:**

- Lecture
- Group discussion
- Group work and presentation,
- Quiz, debate and assignment.
- Assigned reading

Assessment:**Formative**

- Questioning and observation
- Feedback
- Demonstration

Summative Assessment**Weightage-100****Theory****100****Ongoing assessment****40**

- Teaching practical and Plan 20%
- Course test 5%
- Written Assignment (1000 words essay) 15%

Summative**60**

- Project 60%

Pre-requisite knowledge:**Resource required:** VCD, and LCD, Video**Subject matter of the module**

Session (hrs.)	Topics	Methods of T/L	Remarks
1(1 hr.)	<ul style="list-style-type: none"> • Introduction to the module, credits, requirements and assessment • Background and justification for the study of nursing education 	Lecture and discussion	

2-16 (15 hrs)	<ul style="list-style-type: none"> • Definition and meaning of teaching and learning, and clinical Teacher. • Characteristics of good clinical teachers • Active versus passive learning • The role of clinical teacher in learning:- assessment of learner, assessing learning needs, assessing readiness to learn, assessing learning style of learner and adjustment of teaching interventions Theories of learning:- <ul style="list-style-type: none"> • Behavioral learning, cognitive learning, constructivist learning, social learning and the role of nursing teacher within these theories • Adult learning principles (andragogy) • Pedagogy 	Lecture, Discussion, group work, presentation	
17-21(5 hrs.)	Domains of learning- <ul style="list-style-type: none"> • Cognitive, psychomotor and affective domains • Strategies to assist learning in these three domains 	Lecture, group work and discussion	
22-26(5 hrs.)	Learning style <ul style="list-style-type: none"> • Kolb's learning style theory, visual learner, auditory learner and kinesthetic learner, surface learning approach, deep learning approach and achieving approach to learning. • Principles of Learning style 	Lecture, group work and discussion	
27-36 (10 hrs .)	Writing behavioural objectives using Bloom's taxonomy <ul style="list-style-type: none"> • Bloom's taxonomy and its concept • Characteristics of goals and objectives • Development of teaching plan or lesson plan. 		
37-52(16 hrs.)	Teaching strategies for teaching and learning in Nursing education:- <ul style="list-style-type: none"> • Lecture, group discussion, demonstration and return demonstration, simulation, role play, role modelling, Problem based learning, seminar, panel discussion, brain storming, debate, quiz, case study, cooperative learning, nursing rounds and their advantages and limitations. 	Lecture and discussion and debate	
53-56(4 hrs.)	Strategies to promote critical thinking/reasoning skills and active learning:- <ul style="list-style-type: none"> • Concept mapping • Thinking out loud • Questioning 	Lecture and discussion	

57-60(4 hrs.)	Assessment in nursing education <ul style="list-style-type: none"> • Components of assessment • Principles of effective assessment • Type of assessment-Formative and summative and their differences. • Formative and summative assessment strategies and their expected outcomes. 	Lecture, Group work and presentation	
61-65(5 hrs.)	Models of clinical Teaching: <ul style="list-style-type: none"> □ Preceptorship <ul style="list-style-type: none"> • Mentorship • Clinical supervision and clinical supervisor 	Lecture, discussion and assignment	
66-70 (5 hrs.)	Patient/client education:- <ul style="list-style-type: none"> □ Introduction <ul style="list-style-type: none"> • Teaching patients/clients • Structuring patient education sessions • Barrier to successful patient education • Barrier to learning:-anxiety and conflict 	Lecture, Self study and Discussion	
71-80(10hrs.)	Curriculum development and design	Lecture, self study, group discussion and presentation.	

Reading List:**Main Text:**

- Bastable, S.B. (2003). *Nurse as Educator*. (2nd ed). Jones and Bartlett Publishers: Boston. Iwasiw, C. L. & Goldenberg, D. & (2015). *Curriculum Development in Nursing Education*. (3rd ed.). Jones and Bartlett Learning. Burlington.
- Iwasiw, C. L., Goldenberg, D. & Andrusyszyn, M. A. (2010). *Curriculum Development in Nursing Education*. (2nd ed.). Jones and Bartlett Learning. Burlington.

Heidgerken, L.E. (1965). *Teaching and Learning in schools of nursing: Principles and methods*. (3rd ed). KONARK Publishers Pvt. Ltd, New Delhi.

Handouts**Additional Readings:**

- Assessing learning in Australian Universities. (2002). *The Fundamental of effective assessment: Twelve principles*. Retrieved 12th April, 2011 from <http://www.cshe.unimelb.edu.au/assessinglearning/07/index.html>
- Billings, D.M. & Halstead, J.A. (1998). *Teaching in Nursing: A guide for faculty Practice*. W.B. Saunders Company.
- Felder, R.M., & Soloman, B.A. (n.d). Learning styles and Strategies. In *Learning style Project University of South Australia*. Retrieved 18th April, 2009, from http://www.unisanet.unisa.edu.au/lsp/project/about_the_project.html
- Tornyay, R.D. & Thomson, M.A. (1987). *Strategies for teaching nursing*. (3rd ed). John Wiley & Sons.
- University of Technology Sydney: Institute for interactive media and learning. (2009). *Understanding Student learning*. Retrieved 12th April, 2011 from

<http://www.iml.uts.edu.au/learnteach/enhance/understand/>

Date: March 25, 2016

7.4 Title of the module: NAM402 Nursing Administration and Management Practice

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 4, Semester 1

Credit Value: 12 Credits (T= 20hrs, L=0hr, P= 200 hrs.)

Module Leader: Phuntsho Om

Module Tutor(s): Sonam Deki/ Tshering Yangzom/ Adjunct Faculty, Nursing Administration, JDWNRH

General Objectives

The practicum module aim to provide students an opportunity to integrate administrative theory, principles and practice in selected areas within the health care setting. The practical experience focuses on the examination of nursing service mechanism, structure, functions, policies, procedures, and protocols within hospital settings. Role, functions and responsibilities of nurse administrative will be addressed. A practical experience emphasizes the beginning skills in selected management strategies in nursing practice.

Learning Outcomes

By the end of the module the students will be able to:

- 1) Demonstrate an understanding of the nurse administrator role as related to the scope and standard of practice and the delivery of nursing services
- 2) Explore the role of nurse administrator as it relates to the legal, ethical and regulatory practices in the health care environment
- 3) Acquire skills in applying administrative techniques measuring relevant nursing service standards
- 4) Analyze various role structure, functions and responsibilities in the various administrative level
- 5) Work as a team in an effective role of leader and member
- 6) Solve problems in clinical situation and ward management
- 7) Initiate an activity or a project to improve nursing service

Skills to be developed

- Independent thinking, managing people and resources, working as a team and solving problems, communication skills.

Teaching and Learning approach

- The students will be posted in the clinical areas for practice. Students will work individually/groups in the assigned areas under the supervision of a preceptor or assigned adjunct faculty/s. Students will write a report and minor project in each posting.

Mode of assessment*Formative*

- Observation
- Clinical Supervision
- Feedback

*Summative assessment**Weightage-100**Ongoing summative**100*

- | | |
|-------------------------------------|-----|
| • Report from each place of posting | 30% |
| • Minor project | 40% |
| • Performance evaluation | 30% |

Pre-requisite knowledge

- NAM 303 Nursing Administrations and Management

Resource required: Clinical setting, support from Nursing Superintendent and her team.

Subject matter of the module

Session (hrs.)	Topics	Methods of T/L	Remarks
1(2 hrs.)	Introduction to the module	Lecture, discussion, Q&A	
2(2 hrs.)	Review of standards of nursing service in the nursing department <ul style="list-style-type: none"> • Understand Philosophy and structure • Work under Nurse administrator • Practice resource management • Apply nursing process • Practice law and ethics 	Examine and critique the existing standards	

3(3hrs.)	Qualifications, duties, and responsibilities of nurse administrator <ul style="list-style-type: none"> Observe the roles and responsibilities of Director of Nursing, Nursing superintendent, and Chief Nurse/ Incharge Compare job description of three managerial levels of nursing managers in three different health care sectors (Government, Private and Autonomous) 	Reviewing the already developed job description (Qualification, duties and responsibilities) of Director of Nursing - Nursing superintendent - Chief Nurse	
4(3 hrs)	Management strategies in managing nursing practice <ul style="list-style-type: none"> Understand leadership styles of nurse administrators Use different types and channels of communication Understand Health care delivery system of Bhutan and JDWNRH, District hospitals Practice time management strategies Understand staffing pattern and schedule Motivation Practice delegation of staff to different wards under nursing superintend Practice performance appraisal Check quality assurance using standard guidelines 	Review and critique the already existing standards (Organization chart, communication system, staffing etc) - analyze health care delivery system used in the nursing unit -Assess and critique motivation system, techniques - Examination Delegation process and principles conducted by the Nurse administrators - Critique performance appraisal	
5(3hrs.)	Practice SWOT analysis of an organization/unit <ul style="list-style-type: none"> Identification of strengths, weakness, opportunities and threats Developing a strategic plan 	Lecture Application in clinical area of posting	
6(2hrs.)	Minor project work: <ul style="list-style-type: none"> Strategic planning Budgeting and Managing resources Quality assurance Recommend/way forward for improvement and innovation 	Assign groups topics and areas	
7(120hrs.)	Clinical posting	Write the report/s and carry out mini project.	
8(10 hrs.)	Project evaluation	Presentation, discussion	

Reading List:

Main Text:

Carolyn, C. C. (2009). *Creative Nursing Leadership and Management*. Jones and Bartlett publishers: LLC.

Additional Readings:

Dhaulta, J.P. (2000). *Nursing administration and management*. New Delhi: Academy Press. Goyal, R.C. (1998). *Handbook of hospital personnel management*. (2nd ed). New Delhi: Prentice Hall.

Linda, R. & Russell, C. S. (2009). *Management and Leadership for Nurse Administrators*. Jones and Bartlett Publishers: LLC.

McGrath, E.H. (1998). *Basic managerial skills for all*. (4th ed). New Delhi: Prentice Hall.

Nancy, S. (1995). *Principles and Practice of Nursing*. (Vol 2). Indore: N.R. Brothers.

Williams, H. (1997). *The essence of managing people*. New Delhi: Prentice Hall.

World Health organization (1992). *On being incharge: A guide to management in primary health care*. New Delhi: Churchill Livingstone.

Date: March 25, 2016

8. FOURTH YEAR - SECOND SEMESTER

8.1 Title of the module: INT401 Internship/intern practice

Programme: Bachelor of Science in Nursing and Midwifery

Level: Year 4, Semester 2

Credit Value: 60 Credits (T=10hrs, L=0, P= 1180 hrs)

Module Leader: Nursing and Midwifery Program Leaders

Module Tutor(s): Relevant faculty and adjunct faculty from JDWNRH

General Objectives

Internship allows future nurses to practice their full potential. It is an immersion experience that provides benefit for the student in transition. Students benefit by having a complete nursing and midwifery experience over several months, allowing them to manage a full patient care load, refine their clinical skills, gain experience in organizing their care, and setting priorities.

Learning Outcomes

Upon completion of the module, the student will be able to

- Apply the values, attitude, practice, knowledge and personal qualities that reflect commitment to an understanding of the client's care.

- Demonstrate effective use of decision making skill on the basis on the professional knowledge on clinical practice
- Communicate effectively in the various interaction required of a beginning nursing professional nurse.
- Demonstrate client advocacy and collaboration.
- Attend professional activity and meetings.
- Perform leadership activities expected; making rounds, clinical teaching for the juniors or peer group.
- Utilize current research on specific nursing activities.
- Expand the science, research, creative experience and learning beyond the existing classroom curriculum.
- Apply knowledge of law and ethics in personal practice and advocacy for improved health care.

Skills to be developed

- Independent practice, teaching, supervision and management skills

Teaching and Learning approach

- Nursing round
- Participatory teaching
- Self directed learning
- Mentoring
- Clinical practice
- Presentation

Mode of assessment

Clinical areas Requirements	Weightage 500	Total requirements
• Performance evaluation	100	
• Reflective journal	50	One (1)
• Case study /clinical presentation/	100	two (2)
• Health Education	50	two (2)
• Seminars/panel discussion	200	one (1)

Pre-requisite knowledge

- Successful completion of three and half years B.Sc NM Course

Resource required: Clinical settings/ classroom with LCD /community health unit

Subject matter of the module

Session (hrs)	Topics	Methods of T/L	Remarks
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1(10hrs)	Introduction to Internship program <ul style="list-style-type: none"> • Objectives of Internship • Learning outcome • Requirements during internship • Clinical areas 	Orientation on internship program by discussion	Selection of areas, allocation of preceptors and mentors, discussion on assessment criteria, posting to JDWNR
	<input type="checkbox"/> Major clinical areas; Medical, Surgical, Pediatric, Psychiatric, Nursing administration and Midwifery		hospital/ Community Health Department
2(1195hrs.)	Practice in clinical field and community areas <ul style="list-style-type: none"> • 14 weeks in JDWNRH • 6 weeks in the district hospitals. 	Discussion Mentoring Nursing round Pre and post conference Presentation	<ul style="list-style-type: none"> • Nurse administrator • Clinical preceptors and mentors • Application of Nursing Process in clinical area • Lesson plans • Evaluation of presentation, seminars and health educations • Report submission • Proper keeping of documents (anecdotal, incidental report, etc)

Reading List:

Relevant text books and references will be recommended as per the students' interest on the area of practice.

Guidelines will be provided according to clinical areas.

Date: March 25, 2016