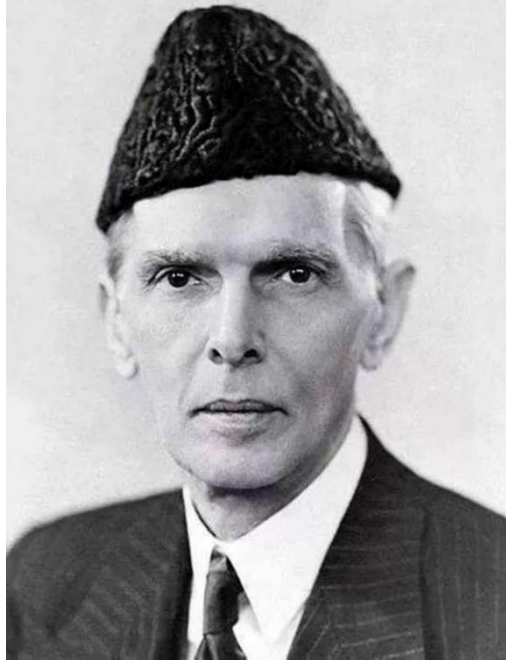


**BS NURSING-SEMESTER BASED
CURRICULUM
2024**





Without education it is complete darkness and with education it is light. Education is a matter of life and death to our nation. The world is moving so fast that if you do not educate yourselves, you will be not only completely left behind, but will be finished up.

Quaid e Azam Muhammad Ali Jinnah
Islamia College Lahore 1945



GOVERNOR

Effective healthcare services are the backbone of a society. Nursing & Allied Health Sciences are integral to an effective healthcare landscape of a country. To potentiate the training and education of the nurses is a visionary step. The efforts made by the University of Health Sciences (UHS), Lahore, to revamp the curricula of BS Nursing and Allied Health Sciences is praiseworthy. The new curricula would provide the students an engaging educational environment that is intended to encourage and empower them to become competent, sympathetic, and patient-centered healthcare Professionals. These curricula will allow the university to produce graduates well adapted with the recent global advancements in healthcare technology.

My personal vision for the affective development of healthcare professionals is well addressed in the current curriculum. The additional training of skills related to professionalism, Ethics, Research and Leadership will equip the graduates to prove their mark in the global health forums. I congratulate University of Health Sciences to put in the work to develop curricula which are contextualized with local practices and aligned with international standards by incorporating the existing educational and societal needs. The development of these curricula is the testament to the educational standards that UHS strives for by improving the learning experience of students based on constant innovation and excellence. Nurses hold an integral position in the healthcare industry, so I believe that these newly introduced curricula will contribute in producing graduates having not only the required professional expertise but also the ethics and moral values needed to become a useful member of the society.

Muhammad Baligh-ur-Rehman
Governor
Government of Punjab, Pakistan



CHIEF MINISTER

It gives me great pleasure to acknowledge the efforts of University of Health Sciences, Lahore in launching the updated curricula for BS Nursing and Allied Health Sciences program, in order to equip them with the global best practices in the field. The new curricula would, no doubt, enable our students acquire latest skill set, professionalism, ethics, research and leadership, needed for materializing my vision of their greater global recognition and better international employability. Allied Health Professionals and Nurses work in unison to support the integrated healthcare system. With the upkeep of their curricula, University of Health Sciences has made a commendable contribution in equipping them with the cutting-edge knowledge, tools and techniques being employed internationally for better service delivery in the healthcare sector. It also goes without saying that the incorporation of global educational standards in curricula would enable the students learn soft skills like good manners and social etiquettes, which will maximize their professional success. Moreover, in order to ensure their better global acceptability, I would urge upon our graduates to be more proficient in English and Arabic Languages because better proficiency in these languages can further enhance their employment opportunities internationally, especially in the services and research sectors.

I appreciate the efforts of University of Health Sciences in devising a state of the art curricula for its students in the field of Nursing and Allied Health Sciences, and assure the faculty of Nursing of the University of Health Sciences of our full support and backing in getting this new curricula implemented.

Syed Mohsin Raza Naqvi
Chief Minister
Government of Punjab, Pakistan



HEALTH MINISTER

University of Health Sciences Lahore, being a lead health science university in Punjab, consistently evolves its educational standards to keep them aligned with the global and national requirements for producing best graduates. Revamped Allied Health Science and Nursing curricula are the latest examples of this tradition. These curricula have been prepared to enrich the educational knowledge and expertise of the students and to prepare them to excel in the field of Allied Health Sciences and Nursing for building a healthier and promising future for our society. I believe that by adopting the new curricula, the university will produce allied health professionals and nurses who can deliver improved health services that are required for bringing health-sector reforms. The strength of a curricular document depends on the joint efforts of the educators and the students, so I am confident that the educational efforts made by UHS in designing these curricula will prepare our young graduates for all the future global challenges. I also believe that this will foster them to come forth with the aim of improving the quality of human life.

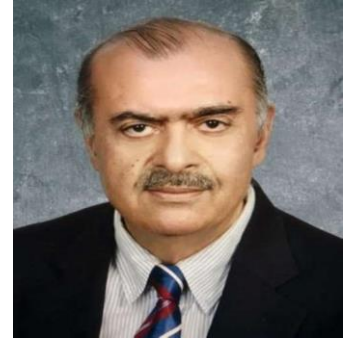
Prof. Dr. Javed Akram
Health Minister
Government of Punjab, Pakistan



HEALTH SECRETARY

I find it very satisfying that these revamped curricula of Allied Health Sciences and Nursing prepared by UHS are detailed and carefully drafted documents with inputs from key stakeholders. Specialized Health Care & Medical Education Department encourages the innovative and revolutionary efforts taken by the university in enhancing the quality of healthcare education to produce qualified professionals. These curricula will enable the students to have an understanding of the recent advancements in healthcare industry, which will empower them to develop creative ideas for the progress of the wider healthcare sector. Allied health sciences and Nursing are the backbone of the healthcare system and these curricula certainly have a strong potential to produce professionals committed to better health and wellbeing of the public. The additional focus towards professionalism, ethics, research, communication and leadership will ensure the production of professionals that are needed for an advanced and refined society. My best wishes are with the University of Health Sciences in implementing these curricula for achieving the desired goals.

Ali Jan Khan
Secretary, Specialized Healthcare & Medical Education
Government of Punjab, Pakistan



VICE CHANCELLOR

I am thankful to **Allah** for being able to develop a structured, revamped, set of curricula for all the allied health disciplines and BS Nursing being governed by the University of Health Sciences Lahore. The revamping process was the need of the time and its development was carried out in a truly contextualized manner with a broad-based intellectual influx by the leaders of the discipline.

The prospects of allied health sciences and nursing are promising at a global level and are influenced by various factors, including advancements in healthcare technology and changes in healthcare delivery models.

The revolutionary changes in the healthcare landscape of our country and the global outreach that we are striving for requires an enhanced role of the Allied health and nursing professionals with ever evolving roles and integral positions in the healthcare industry. With an increasing focus on preventive healthcare and interdisciplinary care models, in the ages ahead of AI and digital world the opportunities for nurses and allied health professionals require more diverse responsibilities, collaboration with other healthcare providers, and contribution to a comprehensive patient care.

Our curricula and the commencement of the Semester based educational system will ensure global employability for our nursing students in the near future In sha Allah.

Prof Ahsan Waheed Rathore
Vice Chancellor
University of Health Sciences Lahore



PRO VICE CHANCELLOR

University of Health Sciences envisions a standardized, structured, globally accredited quality education for all its students in all its affiliated institutes. Nursing being one of the integral facets of the healthcare education remains a vital dimension of our institutional ideology. Current transition to the semester system and the revamping of the Allied Health Sciences and Nursing curriculum reflects a visionary commitment to adaptability and excellence in healthcare education. Emphasizing the need for innovation and relevance in the constantly evolving field of allied health sciences and Nursing, the University remains dedicated to preparing students for the dynamic challenges of modern healthcare. The revamped curricula integrate the cutting-edge technologies, interdisciplinary approaches, and industry-relevant skills within the curriculum to ensure that graduates are well-equipped to contribute meaningfully to the healthcare sector. This initiative not only aligns with the university's mission to foster academic excellence but also serves as a testament to its forward-thinking approach to shaping the future healthcare workforce. The novel additions of Professionalism, Ethics, Research, Leadership, English and Arabic language skills (in collaboration with Arabic department of Punjab University) will hopefully inspire a sense of purpose and relevance among students and faculty, encouraging them to actively participate in the transformation of nursing and allied health sciences education based on a semester system.

Prof Nadia Naseem

Pro Vice Chancellor

University of Health Sciences Lahore



Head, Institute of Nursing

Since its inception in 2002, the University of Health Sciences (UHS) has been unwavering in its commitment to cultivating exemplary Nursing professionals who will not only excel on a global scale but also elevate healthcare standards worldwide. Our vision is to produce highly skilled and compassionate nursing professionals capable of making significant contributions to the healthcare ecosystem. Recognizing the pivotal role that nursing plays in the fabric of healthcare, the Institute of Nursing at UHS is dedicated to providing a robust educational foundation. Our aim is to empower nursing professionals with the skills necessary to assist the healthcare team in diagnosing, managing, and rehabilitating patients. Upholding the highest ethical standards, we ensure that our graduates are not only proficient in their field but also possess a strong sense of moral responsibility, ready to serve humanity with unwavering commitment. At UHS, we are steadfast in creating an educational environment that nurtures student leadership through innovative and proven teaching methodologies. Our multidisciplinary approach is tailored to align with market trends, technological advancements, ethical considerations, and core values, fostering the holistic development of our students. Emphasizing social responsibility, research, and education, we aim to prepare our nursing students for leadership roles in the dynamic realm of healthcare. Excitement abounds as we embark on a new academic year filled with stimulating challenges and opportunities. To empower our students to reach their full potential and achieve academic, social, emotional, and physical development goals, UHS has meticulously designed a semester-based curriculum. This approach allows for increased learning, greater engagement with the subject matter, and deeper reflection. Our revamped curriculum places a stronger emphasis on fundamental competencies within the core curriculum. We are also proud to introduce interdisciplinary and applied learning, culminating in a final-year honors Capstone project. This project will task students with solving real-world problems derived from clinical settings and scenarios, ensuring that they are well-prepared to navigate the complexities of the healthcare landscape upon graduation. In essence, UHS remains committed to shaping the future of nursing by providing a comprehensive and innovative education that prepares our students to be leaders in the ever-evolving world of healthcare.

Prof. Dr. Samina Kausar

Head, Institute of Nursing

University of Health Sciences, Lahore



Vision Statement

UHS is a leading University aiming to keep its graduates apt with the ever emerging global health challenges evolving educational methodologies and emerging technological advancements to maintain its distinguishable position as a Medical University.

Mission Statement

UHS shall continue to strive for producing a human resource par at excellence to cater for the health needs of the people of Punjab and Pakistan.

LIST OF CONTRIBUTORS

BOARD OF GOVERNORS

01	Honorable Justice (Retired) Shaikh Ahmad Farooq
02	Ms. Salima Hashmi
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04	Ms. Andleeb Abbas
05	Mr. Naeem Akhtar Shaikh
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07	Secretary Government of the Punjab Finance Department Civil Secretariat, Lahore
08	Prof. Dr. Ahsan Waheed Rathore Vice Chancellor, University of Health Sciences Lahore
09	Registrar University of Health Sciences Lahore

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SUBJECT ADVISORY COMMITTEE	
01	Prof. Samina Kausar (Head of Nursing Department, UHS Lahore)
02	Ms. Mishbah Zafar (Director Academics, Saida Waheed FMH College of Nursing Lahore)
03	Ms. Naseem Rafiq (Principal, Shalamar Hospital College of Nursing, Lahore)
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05	Ms. Samina Farooqi (Principal, New Advance College of Nursing, Lahore)
06	Mr. Sibghat Ullah (Principal, Bahria Town College of Nursing Lahore)
07	Ms. Azra Parveen (Principal, CON University of Child Health Sciences, Lahore)
08	Mr. Faisal Nadeem (Principal, CON Rashid Latif Khan Medical University, Lahore)
09	Mr. Tanzeel UI Rahman (Assistant Prof., Nursing Department, UHS Lahore)
DEPARTMENT OF MEDICAL EDUCATION, UHS	
1	Lt. Col. (R) Dr. Khalid Rahim Khan, TI(M) (Director Medical Education, UHS)
2	Mr. Syed Mohsin Raza Bokhari (Lecturer, ME, UHS)
3	Mr. Mubashar Arshad (CME Coordinator)



CURRICULUM

BS Nursing – Semester Based

8 Semesters

71 Courses

162 Credit Hours

- 1 Theory credit hour=1 hour/week/semester
- 1 Lab credit hour=3 hour/week/semester
- 1 Clinical credit hour= 3 hour/week/semester

BASIC LAYOUT FOR BS NURSING 4 YEAR PROGRAM

1. Introduction to Program:

The BS Nursing program is designed to provide students with a comprehensive understanding of natural & basic sciences, nursing theory, clinical skills, ethical practices, English language proficiency and evidence-based research. The curriculum is structured over 8 semesters, including a capstone project and internship/field experience, to prepare graduates for diverse career opportunities in the healthcare sector.

2. Aims of the Program

- a. To equip students with a strong foundation in nursing theory and evidence based clinical skills.
- b. To foster critical thinking, leadership, and ethical decision-making in healthcare settings.
- c. To instill a commitment to lifelong learning and professional development.

3. Objectives of the Program

- a. Develop proficiency in nursing fundamentals, health assessment, and pharmacology.
- b. Cultivate competence in delivering patient-centered care across the lifespan.
- c. Foster interdisciplinary collaboration and effective communication in healthcare teams.
- d. Promote ethical and culturally sensitive nursing practice.
- e. Prepare graduates for leadership roles, nursing research, and community health initiatives.

4. Learning Outcomes of the Program

Upon completion of the BS Nursing program, graduates will be able to:

- a. Demonstrate proficiency in nursing assessments, interventions, and evaluations.
- b. Apply evidence-based practices in clinical settings.
- c. Collaborate effectively with healthcare teams.
- d. Exhibit leadership and management skills in nursing practice.
- e. Engage in ethical decision-making and adhere to professional standards.
- f. Contribute to community health and wellness.

5. Career Opportunities of the Graduates

Graduates of the program will be prepared for diverse career opportunities, including:

- a. Clinical Nursing
- b. Community Health Nursing
- c. Pediatric Nursing

- d. Mental Health Nursing
- e. Critical Care Nursing
- f. Nursing Education
- g. Leadership and Management Roles

6. Program Details: Credit Hours (162)

Sr. No.	Subjects	No of Courses	Credit Hours
1	General Subjects	11	30
2	Interdisciplinary Subjects	11	26
3	Major Subjects	32	77
4	Capstone Project: internship/Field Experience:	02	06
5	Professional Ethics (PERLS)	08	08
6	English Proficiency Course	06	12
7	Arabic Language Course	01	03
	Total	71	162

7. Clinical Portfolio Requirements (e.g., Log Books)

As per subject requirement Practical copies, Nursing care plans, concept maps/ critical incident analysis, assessment proforma, etc.

8. Assessment (Formative and Summative)

The scheme of assessment shall be as under:

S. #	Assessments	Weightage
1.	Mid-semester Examination	15%
2.	Class Performance (quiz/class test/presentations/ assignments)	5%
3.	Final Examination	80%

a. INTERNAL ASSESSMENT:

- i. The internal assessment shall be done by the institution/department.
- ii. The internal assessment for each semester in each subject shall be assessed through;

S. #	Internal assessment method	Number per semester	Maximum marks	Total marks
1	Quizzes/class tests	02	5 per Quiz/class test	10
2	Assignments	02	5 per assignment	10
3	Presentation	01	5 per presentation	5

iii. The Institution/Department shall ensure that cognitive and psychomotor domains are assessed through internal assessment.

b. MID- SEMESTER EXAMINATION:

- i. The mid-semester examination shall be held in the 9th week of the semester.
- ii. The schedule/date sheet of mid-semester examination shall be notified by the concerned head of the department, two weeks before the commencement of examination, in accordance with the notified academic calendar.
- iii. The Question Paper of mid-semester examination shall be prepared by the relevant faculty member not below the rank of Assistant Professor and approved by the Head of Department.
- iv. The mid-semester examination shall be conducted by the relevant academic department.
- v. The candidate shall be required to attempt all the Questions given in mid-semester examination. There shall be no choice.
- vi. Result of mid-term examination shall be a mandatory requirement for appearance in the final term examination. The candidates shall be required to pass the mid-term examination by scoring at least 50% marks.
- vii. The result of mid-term examination shall be declared within 07 days after conclusion of the examination and it shall be submitted to the University same day in case of departments/institutions located in Lahore and within 24 hours in case of departments/institutions located outside the Lahore.
- viii. The answer books of mid-semester examination shall be shown to the students and taken back immediately. The answer books shall only be shown to the students on the announced day failing which the student cannot claim to be shown the answer book.
- ix. The Answer Books shall be kept as a record for two years in the concerned Department. The University reserves the right to seek submission of solved answer books/record of mid-term examination as and when required.

c. FINAL EXAMINATION

- i. The schedule/date sheet of final examination shall be notified by the UHS Examination Department in accordance with the notified Academic Calendar.
- ii. The Examination Department of the University shall hold the final examination.

d. FORMAT OF MID-SEMESTER & FINAL EXAMINATION

- i. Mid-Semester Examination shall comprise of only Theory Examination.

- ii. Final Examination of Semester shall consist of Theory and Practical Examinations in subjects where Cognitive and Psychomotor domains are to be assessed whereas only Theory Examination will be given in subjects where Cognitive domain is to be assessed in isolation.
- iii. The student shall be required to submit a Research Project in the Final Semester of the Program. The Research Project shall be allocated by the Head of Department. The Research Project can be allocated to a group of students. The group shall comprise a maximum of 5 students.
- iv. The research project shall be evaluated by an External Examiner and each student shall appear before the External Examiner for taking the Viva Voce examination based on Research Project.

e. GRADING:

- i. The subject wise grading system will be followed for the grading of the students.
- ii. Minimum qualifying CGPA required for the completion of undergraduate degree shall be 2.

f. INDISCIPLINE / USE OF UNFAIR MEANS IN EXAMINATIONS:

- i. Any candidate found guilty of using unfair means in the Examinations shall be dealt under the Regulations for Examinations pertaining to Use of Unfair Means.

g. ADMISSION OF STUDENT TO SEMESTER EXAMINATION:

A student shall be allowed to take the final examination of each semester provided;

- i. His/her admission has been sent by the Head of Department/Institution on the prescribed form/medium within due date
- ii. The Head of Department/Institution has certified that he/she has attained 80% attendance in the course to be examined. The attendance for each course is to be submitted specifically and separately.
- iii. The Head of Department/Institution has submitted certified result of Mid-Term Examination.
- iv. The Head of Department/Institution has submitted the Internal Assessment Score.
- v. The evidence for payment of prescribed fee to take examination has been attached / furnished.

9. Table of Specifications (TOS)

TOS of each subject theory and practical are available in details with each subject according to subject credits.

10. Program Structure

GENERAL SUBJECT	
11 Courses (30 Credit Hours)	
Subject	Credit Hours (Theory + Lab)
1. Arts and Humanities	02+0

2. Natural Sciences	02+1
3. Social Sciences	02+0
4. Functional English	03+0
5. Expository Writing	03+0
6. Quantitative Reasoning (I and II)	06 (2x03)
7. Ideology and Constitution of Pakistan	02+0
8. Islamic Studies	02+0
9. Applications of Information and Communication Technologies (ICT)	02+1
10. Entrepreneurship	02+0
11. Civics and Community Engagement	02+0

INTERDISCIPLINARY SUBJECTS (11 Courses 26 Credit Hours)	
Subject	Credit Hours (Theory + Lab)
1. General Pathology	03+0
2. Special pathology	03+0
3. Developmental Psychology	02+0
4. Teaching & Learning	03+0
5. Epidemiology	02+0
6. Applied Nutrition	01+0
7. Basic Anatomy	03+0
8. Basic Biochemistry	03+0
9. Basic Physiology	03+0
10. Microbiology	01+0
11. Diagnostic Procedures	02+0

MAJOR SUBJECTS (32 Courses, 77 Credit Hours)	
Subject	Credit Hours (Theory/Clinical + Lab)
1. Fundamental of Nursing-I	02+0
2. Fundamental of Nursing-I Lab	0+02
3. Fundamental of Nursing-II	02+0
4. Fundamental of Nursing-II Clinical	0+03
5. Adult Health Nursing-I	02+0
6. Adult Health Nursing-I Clinical	0+02
7. Health Assessment-I	01+01
8. Pharmacology-I	02+0
9. Adult Health Nursing-II	04+0

10. Adult Health Nursing-II Clinical	0+04
11. Health Assessment-II	01+01
12. Pharmacology-II	02+0
13. Community Health Nursing I	02+0
14. Community Health Nursing I Clinical	0+01
15. Pediatric Health Nursing-I	02+0
16. Pediatric Health Nursing-I Clinical	0+02
17. Reproductive Health	02+0
18. Reproductive Health Clinical	0+03
19. Nursing Ethics	01+0
20. Pediatric Health Nursing-II	02+0
21. Pediatric Health Nursing-II Clinical	0+02
22. Mental Health Nursing	03+0
23. Mental Health Nursing Clinical	0+03
24. Nursing Theories & Models	02+0
25. Leadership/Management in Nursing	02+1
26. Nursing Research	03+0
27. Critical Nursing Care	04+0
28. Critical Nursing Care Clinical	0+04
29. Community Health Nursing-II	02+0
30. Community Health Nursing-II Clinical	0+03
31. Oncology and Palliative Care Nursing	02+0
32. Oncology and Palliative Care Nursing Clinical	0+02
Professional Ethics (PERLS) 08 courses, (1+0) x 8 = 08 Credit hours	
English Proficiency Courses (EPC) 06 courses, (2+0) x 6 = 12 Credit hours	
Arabic Language Course, 01 course, (2+1) x 1 = 03 Credit hours	
Capstone Project 03 Credit Hours	
INTERNSHIP/ FIELD EXPERIENCE 03 Credit Hours	

SCHEME OF STUDIES (CREDIT HOURS LIMIT PER SEMESTER:15-21)

SEMESTER	COURSE CODE	COURSE TITLE	THEORY	LAB	CLINICAL	CREDIT HOURS
1st Semester		Arts and Humanities	02	0		02
		Natural Sciences	02	01		03
		Functional English	03	0		03
		Ideology and Constitution of Pakistan	02	0		02
		Quantitative Reasoning (I)	03	0		03
		Basic Anatomy	03	0		03
		Fundamental of Nursing-I	02	0		02
		Fundamental of Nursing-I Lab	0	02		02
		PERLS 01	01	0		01
Total Credit Hours			18	03		21
2nd Semester		Social Sciences	02	0		02
		Expository Writing	03	0		03
		Quantitative Reasoning (II)	03	0		03
		Islamic Studies	02	0		02
		Basic Biochemistry	03	0		03
		Basic Physiology	03	0		03
		Fundamental of Nursing-II	02	0		02
		Fundamental of Nursing-II Clinical	0	0	03	03
	Noncredit learning (NCL)	Clinical training	0	0	01	-
		PERLS 02	01	0	0	01

Total Credit Hours			19	0	03	22
3rd Semester		General Pathology/ Pathophysiology I	03	0	0	03
		ICT (Computer Sciences)	02	01	0	03
		Civics and Community Engagement	02	0	0	02
		Entrepreneurship	02	0	0	02
		Adult Health Nursing-I	02	0	0	02
		Adult Health Nursing-I Clinical	0	0	02	02
		Health Assessment-I	01	0	0	01
		Health Assessment-I Lab	0	01	0	01
		Pharmacology-I	02	0	0	02
		Microbiology	01	0	0	01
		English Proficiency Course-1 (EPC 1)	02	0	0	02
		PERLS 03	01	0	0	01
Total Credit Hours			18	02	02	22
4th Semester		Special Pathology/ Pathophysiology II	03	0	0	03
		Adult Health Nursing-II	04	0	0	04
		Adult Health Nursing-II Clinical	0	0	04	04
		Health Assessment- II	01	0	0	01
		Health Assessment- II Lab	0	01	0	01
		Pharmacology-II	02	0	0	02
		Developmental Psychology	02	0	0	02
		English Proficiency Course-2 (EPC 2)	02	0	0	02
		PERLS 04	01	0	0	01
Total Credit Hours			15	01	04	20

5th Semester		Pediatric Health Nursing-I	02	0	0	02
		Pediatric Health Nursing-I Clinical	0	0	02	02
		Community Health Nursing I	02	0	0	02
		Community Health Nursing I Clinical	0	0	01	01
		Reproductive Health	02	0	0	02
		Reproductive Health Clinical	0	0	03	03
		Teaching/Learning: Principles/Practices	03	0	0	03
		Nursing Ethics	01	0	0	01
		English Proficiency Course-3 (EPC 3)	02	0	0	02
		PERLS 05	01	0	0	01
Total Credit Hours			13		06	19
6th Semester		Pediatric Health Nursing-II	02	0	0	02
		Pediatric Health Nursing-II Clinical	0	0	02	02
		Mental Health Nursing	03	0	0	03
		Mental Health Nursing Clinical	0	0	03	03
		Epidemiology	02	0	0	02
		Nursing theories & Models	02	0	0	02
		Leadership/Management in Nursing	02	0	01	03
		Applied Nutrition	01	0	0	01
		English Proficiency Course-4 (EPC 4)	02	0	0	02
		PERLS 06	01	0	0	01
Total Credit Hours			15	0	06	21
7th Semester		Nursing Research	03	0	0	03
		Critical Nursing Care	04	0	0	04

		Critical Nursing Care Clinical	0	0	04	04
		Diagnostic Procedures	02	0	0	02
		English Proficiency Course-5 (EPC 5)	02	0	0	02
		PERLS 07	01	0	0	01
		Internship/Field Experience	0	0	03	03
Total Credit Hours			12		07	19
8th Semester		Community Health Nursing-II	02	0	0	02
		Community Health Nursing-II Clinical	0	0	03	03
		Oncology and Palliative Care Nursing	02	0	0	02
		Oncology and Palliative Care Nursing Clinical	0	0	02	02
		English Proficiency Course-6 (EPC 6)	02	0	0	02
		PERLS 08	01	0	0	01
		Arabic Language Course	02	01	0	03
		Capstone Project	03	0	0	03
Total Credit Hours			12	01	05	18

Description of Courses

GENERAL COURSES

ARTS & HUMANITIES (BEHAVIOURAL SCIENCES)

Credit Hours: 02 (02+0)

Learning Outcomes/Objectives: By the end of this course, students will be able to:

1. Accurately describe the influence and potential implications of culture and community context on health behaviors, beliefs and outcomes, as well as how physicians should appropriately integrate this knowledge into patient care.
2. Build a comprehensive, accurate, and relevant patient history using an approach that supports a therapeutic alliance between patient and physician and that displays self-awareness and reflective practice.
3. Effectively explain to a patient, using the principles of shared decision-making, the patient's medical condition and/or treatment options (for common conditions and risk factors) within the context of that patient's background, education and belief systems.
4. Provide patient-centered behavioral guidance, and explain the appropriate theoretical model that supports the approach.
5. Accurately describe how social determinants of health influence health outcomes and how physicians can incorporate this knowledge in the care of patients.
6. Accept and report personal errors, discuss the potential sources of errors, and develop an action plan to reduce the risk of future errors.

Course Content	MCQ	SEQ
Unit I: Introduction to Behavioral Sciences and its importance in health: 1. Bio-Psycho-Social Model of Health Care and the Systems Approach 2. Normality Vs Abnormality 3. Professionalism and desirable Attitudes in Health Professionals	02	0
Unit II: Life Cycle: 1. Behavioral aspects of development through lifecycle (Infancy, Childhood, Adolescence, Adulthood) 2. Death and Dying and Bereavement	04	01
Unit III: Biological and Psychological basis of Behavior: 1. Psychodynamic factors (Learning, Memory, Thinking, Perception, Motivation, Personality, Intelligence, Emotions and Stress)	07	02
Unit IV: Social and Anthropological basis of Behavior: 1. Sociological aspects of health and illness (Social Class, Gender, Health belief model, Stigma, Sick role, Ethnicity, Groups, Illness and Sickness) 2. Anthropological aspects of Health (Culture, sensitive assessment, Health disparity and Health inequality)	07	01
Unit V: Illness and healthcare professional relationship: 1. Medical Communication (Medical interview, non-pharmacological interventions, Breaking bad news, Crisis intervention) 2. Coping with the disability (Coping, Stress, Anxiety, Self-help groups, Pain management, Psychosocial aspects of disability)	10	02

3. Doctor patient relationships (Psychological reactions, Models of doctor pt. relationship, Treatment adherence, Psycho-trauma & Post Traumatic Stress Disorder)		
4. Psychosocial aspects of disease and illness (Various medical conditions, Disability including intellectual disability)		

Recommended Books/ Reading Materials

1. Psychology and sociology applied to medicine: An illustrated color text, 3rd ed. by Beth alder
2. Behavioral Science in Medicine, 2nd Ed. Barbara Fadem
3. Handbook of Behavioral sciences, 2nd Ed. MH Rana
4. Integrating Behavioral sciences in healthcare, 2nd Ed. Asma Humayun and Michel Herber

NATURAL SCIENCES (BIOPHYSICS)

Credit Hours: 03 (02+01)

Learning Outcomes/Objectives: By the end of this course, students will be able to:

1. Acquire Knowledge of the fundamental concepts of physics in the context of biological systems.

Course Content	MCQ	SEQ
Unit I: Essentials of thermodynamics 1. Basic principles of different forms of energy- Heat and Thermodynamics 2. Concept of entropy 3. Enthalpy and Gibb's free energy 4. Boltzmann distribution	5	01
Unit II: Molecular Transport in living cells 1. Diffusion, random motion, diffusion equation 2. Osmosis, osmotic pressure in liquid and gas 3. Diffusion across membrane 4. Membrane potential.	3	0.5
Unit III: Methods of studying macromolecules 1. Viscosity measurements 2. Chromatographic methods; and free-boundary electrophoresis 3. Sedimentation velocity, and sedimentation equilibrium.	3	01
Unit IV: Interactions of molecules in 3-D space-determining binding and dissociation constants 1. Intermolecular interactions 2. Interamolecular interactions	3	0.5
Unit V: Biomolecular Structure 1. DNA 2. RNA 3. POLYPEPTIDES	5	0.5
Unit VI: Biophysical processes 1. Biomechanics 2. Bioenergetics 3. Biomagnetism	3	01
Unit VII: Physics of ion channels.	5	0.5
Unit VIII: Order and disorder in biological systems	3	01

Practical	OSPE
1. Determination of the optical density (absorbance) of Bromophenol blue dye through spectrophotometer 2. Determination of pressure at the bottom most position of a cylinder using the concept of thermodynamic principle 3. Derivation of Beer-Lambert Law 4. Separation of components of two different colored liquids using thin layer 5. Chromatography	03

Recommended Books/ Reading Materials:

1. Nelson P, 2004. Biological Physics, Energy, Information and Life. 1st Edition; WH Freeman & Company.
2. Kirsten et al., 2010. Introduction to Biological Physics for the Health and Life Sciences. 2nd Edition; John Wiley & Sons.
3. Davidovits P, 2013. Physics for Biology & Medicine. 4th Edition; Academic Press.
4. Newman, 2010. Physics of the Life Sciences. Springer.
5. Duncan, 1975. Physics for Biologist. Blackwell Science.

SOCIAL SCIENCES (MEDICAL SOCIOLOGY)

Credit Hours: 02(02+0)

Learning Outcomes/Objectives: By the end of this course, students will be able to:

1. Understand the historical progression and evolution of healthcare systems and practices.
2. Analyze the interconnectedness of body, mind, illness, and environmental factors shaping health outcomes.
3. Critically evaluate diverse theories, research methodologies, and ongoing debates in medical sociology.

Course Content:	MCQs	SEQs
Unit I: Evolution of Health and Healing <ol style="list-style-type: none"> 1. Historical Development of medical practices and knowledge. 2. Evolution of Healthcare Systems and Treatment Modalities. Unit II: Body, Mind, Illness, and Environment <ol style="list-style-type: none"> 1. Impact of Environmental factors on health and Disease 2. Interconnection between Physical and Mental Health 	5	1
Unit III: Theories, Research, and Debates of Medical Sociology <ol style="list-style-type: none"> 1. Overview of Medical Sociology Theories 2. Research Methods in Medical Sociology 3. Current Debates and Controversies in Medical Sociology Unit IV: Social, Environmental, and Occupational Factors in Health and Illness <ol style="list-style-type: none"> 1. Influence of Socioeconomic Status on Health 2. Impact of Environment and Living Conditions on Health 3. Occupational hazards and Health Implications 	5	1
Unit V: The meaning of Health and Illness from the Patient's Perspective <ol style="list-style-type: none"> 1. Patient's Subjective Experience of health and Illness 2. Cultural and Social Influences on Perception of Health and Illness 3. Patient Empowerment and Decision-Making in Healthcare Unit VI: Historical Transformation of health Professions and the Health Workforce <ol style="list-style-type: none"> 1. Evolution of Healthcare Professions and Roles 2. Changes in Healthcare Delivery Systems. 3. Impact of technological Advancements on Healthcare Professions. 	5	1
Unit VII: Social and Cultural Factors Surrounding the Creation and labeling of Diseases <ol style="list-style-type: none"> 1. Social Construction of Diseases and Illnesses 2. Cultural Interpretations and Stigmatization of diseases. 3. Medicalization and Pathologization of Behavior. Unit VIII: Disparities in Health, Access to Healthcare, and the Healthcare received <ol style="list-style-type: none"> 1. Socioeconomic Disparities in Health Outcomes. 2. Access Barriers to Healthcare services. 	8	2

3. Quality Discrepancies in Healthcare Provision.		
Unit IX: Organizational and ethical issues in medicine including rising costs and medical technology; and health care reform.	7	1
1. Rising Healthcare costs and Technology.		
2. Healthcare Reforms and Ethical Considerations.		
3. Patient Rights, Consent, and Ethical Dilemmas in Medicine.		

Recommended books / Reading Materials

1. Medical Sociology by William Cockerham, 15th Edition. B/W Illustrations Published September 30, 2021, by Routledge.
2. A Sociology of Health by David Wainwright, 2008
3. The Sociology of Health and Illness Critical Perspectives, 11th Edition by Peter Conrad, Valerie Leiter Published: June 2023
4. The Sociology of Health, Illness, and Health Care: A Critical Approach", 7th Edition by Rose Weitz, 2016.

FUNCTIONAL ENGLISH

Credit Hours: 03 (03+0)

Learning Outcomes/Objectives: By the end of this course, students will be able to:

1. Apply enhanced English communication skills through effective use of word choices, grammar, and sentence structure.
2. Comprehend a variety of literary / non-literary written and spoken texts in English.
3. Effectively express information, ideas, and opinions in written and spoken English.
4. Recognize inter-cultural variations in the use of English language and to effectively adapt their communication style and content based on diverse cultural and social contexts.

Course Content:	MCQs	SEQs
Unit I: Foundations of Functional English: 1. Vocabulary building (contextual visage, synonyms, antonyms, and idiomatic expressions). 2. Communicative grammar (subject-verb-agreement, verb tenses, fragments, run-ons, modifiers, articles, word classes, etc.). 3. Word formation (affixation, compounding, clipping, back formation, etc.). 4. Sentence structure (simple, compound, complex and compound-complex). 5. Sound production and pronunciation.	15	03
Unit II: Comprehension and Analysis: 1. Understanding purpose, audience, and context 2. Contextual interpretation (tones, biases, stereotypes, assumptions, inferences, etc.) 3. Reading strategies (skimming, scanning, SQ4R, critical reading, etc.) 4. Active listening (overcoming listening barriers, focused listening, etc.)	15	03
Unit III: Effective Communication: 1. Principles of communication (clarity, coherence, conciseness, courteousness, correctness, etc.) 2. Structuring documents (introduction, body, conclusion, and formatting) 3. Inclusivity in communication (gender-neutral language, stereotypes, cross-cultural communication, etc.) 4. Public speaking (overcoming stage fright, voice modulation and body language) 5. Presentation skills (organization content, visual aids and engaging the audience) 6. Informal communication (small talk, networking, and conversational skills) 7. Professional writing (business e-mails, memos, reports, formal letters, etc.)	15	03

Recommended Books / Reading Materials:

1. "High School English Grammar and Composition" by H. Martin & P.C. Wren.

2. Technical Communication: Principles and Practice (3rd Edition) by Meenakshi Raman and Sangeeta Sharma. Oxford University Press
3. The Art and Science of Business Communication (4th Edition) by P.D Chaturvedi and Mukesh Chaturvedi. Pearson.
4. College Writing Skills with Readings by John Langan (8th Edition) McGraw Hill.
5. Patterns for College Writing: A Rhetorical Reader and Guide (12th edition) by Laurie G. Kirszner and Stephen R. Mandell. Bedford/St. Martin's

Additional Reading:

1. "Understanding and Using English Grammar" by Betty Schramper Azar.
2. "English Grammar in Use" by Raymond Murphy.
3. Style: Lessons in Clarity and Grace by Joseph M. Williams and Joseph Bizup
4. "The Blue Book of Grammar and Punctuation" by Jane Straus.

EXPOSITORY WRITING

Credit Hours: 03 (03+0)

Learning Outcomes/Objectives: By the end of this course, students will be able to:

1. Understand the essentials of the writing process integrating pre-writing, drafting, editing and proof reading to produce well-structured essays.
2. Demonstrate mastery of diverse expository types to address different purposes and audiences.
3. Uphold ethical practices to maintain originality in expository writing.

Course Content:	MCQs	SEQs
Unit I: Introduction to Expository Writing: 1. Understanding expository writing (definition, types, purpose, and applications). 2. Characteristics of effective expository writing (clarity, coherence, and organization). 3. Introduction to paragraph writing.	05	1
Unit II: The Writing Process: 1. Pre-writing techniques (brainstorming, free-writing, mind-mapping, listing, questioning, and outlining etc.). 2. Drafting (three stage process of drafting techniques). 3. Revising and editing (ensuring correct grammar, clarity, coherence, conciseness etc.). 4. Proof reading (fine-tuning of the draft). 5. Peer review and feedback (providing and receiving critique).	05	1
Unit III: Essay Organization and Structure: 1. Introduction and hook (engaging readers and introducing the topic) 2. Thesis statement (crafting a clear and focused central idea) 3. Body Paragraphs (topic sentences, supporting evidence and transitional devices) 4. Conclusion (types of concluding paragraphs and leaving an impact) 5. Ensuring cohesion and coherence (creating seamless connections between paragraphs)	05	1
Unit IV: Different Types of Expository Writing: 1. Description 2. Illustration 3. Classification 4. Cause and effect (exploring causal relationships and outcomes) 5. Process analysis (explaining step-by-step procedures) 6. Comparative analysis (analyzing similarities and differences)	10	2
Unit V: Writing for Specific Purposes and Audiences: 1. Different types of purposes (to inform, to analyze, to persuade, to entertain etc.). 2. Writing for academic audiences (formality, objectivity, and academic conventions). 3. Writing for public audiences (engaging, informative and persuasive language). 4. Different tones and styles for specific purposes and audiences.	10	2

Unit VI: Ethical Considerations: 1. Ensuring original writing (finding credible sources, evaluating information etc.). 2. Proper citation and referencing (American Psychological Association (APA), Modern Language Association (MLA), or other citation styles). 3. Integrating quotes and evidence (quoting, paraphrasing, and summarizing). 4. Avoiding plagiarism (ethical considerations and best practices).	10	2
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Recommended Books / Reading Materials:

1. "The Norton Field Guide to Writing" by Richard Bullock, Maureen Daly Goggin, and Francine Weinberg
2. "American Psychological Association". Manual of the American Psychological Association (7th edition).
3. "The Art and Science of Business Communication" (4th Edition) by P.D Chaturvedi and Mukesh Chaturvedi. Pearson.
4. "College Writing Skills with Readings" by John Langan (8th Edition) McGraw Hill.
5. "Patterns for College Writing: A Rhetorical Reader and Guide" (12th edition) by Laurie G. Kirszner and Stephen R. Mandell. Bedford/St. Martin's

Additional Reading:

1. "The St. Martin's Guide to Writing" by Rise B. Axelrod and Charles R. Cooper.
2. "Style: Lessons in Clarity and Grace" by Joseph M. Williams and Joseph Bizup.
3. "Good Reasons with Contemporary Arguments" by Lester Faigley and Jack Selzer.
4. "Writing Today by Richard Johnson-Sheehan and Charles Paine

QUANTATIVE REASONING (I)

Credit Hours: 03 (03+0)

Learning Outcomes/Objectives: By the end of this course, students will be able to:

1. Fundamental numerical literacy to enable them work with numbers, understand their meaning, and present data accurately.
2. Understanding of fundamental mathematical and statistical concepts.
3. Basic ability to interpret data presented in various formats including but not limited to tables, graphs, charts and equations etc.

Course Content:	MCQs	SEQs
Unit I: Numerical Literacy: 1. Number system and basic arithmetic operations. 2. Units and their conversions, dimensions, area, perimeter, and volume. 3. Rates, ratios, proportions, and percentages. 4. Types and sources of data. 5. Measurement scales. 6. Tabular and graphical presentation of data. 7. Quantitative reasoning exercises using number knowledge.	15	03
Unit II: Fundamental Mathematical Concepts: 1. Basics of geometry (lines, angles, circles, polygons etc.). 2. Sets and their operations. 3. Relations, functions, and their graphs. 4. Exponents, factoring and simplifying algebraic expressions. 5. Algebraic and graphical solutions of linear and quadratic equations and inequalities. 6. Quantitative reasoning exercises using fundamental mathematical concepts.	15	03
Unit III: Fundamental Statistical Concepts: 1. Population and sample. 2. Measures of central tendency, dispersion, and data interpretation. 3. Rules of counting (multiplicative, permutation and combination). 4. Basic probability theory. 5. Introduction to random variables and their probability distributions. 6. Quantitative reasoning exercises using fundamental statistical concepts.	15	03

Recommended Books / Reading Materials:

1. "Quantitative Reasoning: Tools for Today's informed Citizen" by Bernard L. Madison, Lynn and Arthur Steen, 2nd Edition, Pearson, 2012.
2. "Quantitative Reasoning for the information Age" by Bernard L. Madison and David M. Bressoud.
3. "Fundamentals of Mathematics" by Wade Ellis, 2008.
4. "Quantitative Reasoning: Thinking of Numbers" by Eric Zaslow, 1st Edition, Cambridge University Press, 2020.

5. "Thinking Clearly and Data: A Guide to Quantitative Reasoning and Analysis" by Ethan Bueno de Mesquita and Anthony Fowler, Princeton University Press, 2021.
6. "Using and Understanding Mathematics: A Quantitative Reasoning Approach" By Bennet, J. O., Briggs, W.L., & Badalamenti, A, 7th Edition, Pearson, 2018.
7. "Discrete Mathematics and its Applications" By Kenneth H. Rosen, 8th Edition, Mc Graw Hill, 2018.
8. "Statistics for Technology: A Course in Applied Statistics" by Chatfield, C, 3rd Edition, Routledge.
9. "Statistics: Unlocking the Power of Data" by Robin H. Lock, Patti Frazer Lock, Kari Lock Morgan, and Eric F. Lock, 3rd Edition, Wiley, 2020.

QUANTATIVE REASONING (II)

Credit Hours: 03 (03+0)

Learning Outcomes/Objectives: By the end of this course, students will be able to:

1. Understanding of logic and logical reasoning.
2. Understanding of basic quantitative modeling and analyses.
3. Logical reasoning skills and abilities to apply them to solve quantitative problems and evaluate arguments.
4. Ability to critically evaluate quantitative information to make evidence-based decisions through appropriate computational tools.

Course Content:	MCQs	SEQs
Unit I: Logic, Logical and Critical Reasoning: 1. Introduction and the importance of logic. 2. Inductive, deductive, and abductive approaches of reasoning. 3. Proportions, arguments (valid; invalid), logical connectives, truth tables and propositional equivalences. 4. Logical fallacies. 5. Venn Diagrams. 6. Predicates and quantifiers. Quantitative reasoning exercises using logical reasoning concepts and techniques.	15	03
Unit II: Mathematical Modelling and Analyses: 1. Introduction to deterministic models. 2. Use of linear functions for modeling in real-world situations. 3. Modeling with the system of linear equations and their solutions. 4. Elementary introduction to derivatives in mathematical modeling. 5. Linear and exponential growth and decay models. 6. Quantitative reasoning exercises using mathematical modeling.	15	03
Unit III: Statistical Modeling and Analyses: 1. Introduction to probabilistic models. 2. Bivariate analysis, scatter plots. 3. Simple linear regression model and correlation analysis. 4. Basics of estimation and confidence interval. 5. Testing of hypothesis (z-test, t-test) 6. Statistical inference in decision making. 7. Quantitative reasoning exercises using statistical modeling.	15	03

Recommended Books / Reading Materials:

1. "Using and Understanding Mathematics: A Quantitative Reasoning Approach" By Bennet, J. O., Briggs, W.L., & Badalamenti, A, 7th Edition, Pearson, 2018.
2. "Discrete Mathematics and its Applications" By Kenneth H. Rosen, Rosen, 8th Edition, Mc Graw Hill, 2018.
3. "Discrete Mathematics with Applications" By Susanna S. Epp, 4th Edition, Cengage Learning, 2010.
4. "Applied Mathematics for Business, Economics and Social Sciences" by Frank S Budnick, 4th Edition, McGraw Hill.

5. "Elementary Statistics: A Step-by-Step Approach" by Allan Bluman, 10th Edition, McGraw Hill, 2017.
6. "Introductory Statistics" by Prem S. Mann, 7th Edition, Wiley, 2010.
7. "Applied Statistical Modeling" by Salvatore Babones, 1st Edition, SAGE Publications Ltd, 2013.
8. "Barons SAT" by Shavron Weiner Green, M.A and Ira K. Wolf, 26th Edition, Barrons Educational Series, 2012.

IDEOLOGY AND CONSTITUTION OF PAKISTAN

Credit Hours: 02 (02+0)

Learning Outcomes/Objectives: By the end of this course, students will be able to:

1. Demonstrate enhanced knowledge of the basis of the ideology of Pakistan with special reference to the contributions of the founding fathers of Pakistan.
2. Demonstrate fundamental knowledge about the Constitution of Pakistan 1973 and its evolution with special reference to state structure.
3. Explain about the guiding principles on rights and responsibilities of Pakistani citizens as enshrined in the Constitution of Pakistan 1973.

Course Content:	MCQs	SEQs
Unit I: Introduction to the Ideology of Pakistan: <ol style="list-style-type: none">1. Definition and significance of ideology.2. Historical context of the creation of Pakistan (with emphasis on socio-political, religious, and cultural dynamics of British India between 1857 till 1947).3. Contributions of founding fathers of Pakistan in the freedom movement including but not limited to Allama Muhammad Iqbal, Muhammad Ali Jinnah., etc.4. Contributions of women and students in the freedom movement for separate homeland for Muslims of British India.	05	01
Unit II: Two-Nation Theory: <ol style="list-style-type: none">1. Evolution of the Two-Nation Theory (Urdu-Hindi controversy, Partition of Bengal, Simla Deputation 1906, Allama Iqbal's Presidential Address 1930, Congress Ministries 1937 Lahore Resolution 1940).2. Role of communalism and religious differences.	05	01
Unit III: Introduction to the Constitution of Pakistan: <ol style="list-style-type: none">1. Definition and importance of a constitution.2. Ideological factors that shaped the Constitution(s) of Pakistan (Objectives Resolution 1949).3. Overview of constitutional developments in Pakistan.	05	01
Unit IV: Constitution and State Structure: <ol style="list-style-type: none">1. Structure of Government (executive, legislature, and judiciary).2. Distribution of powers between federal and provincial governments.3. 18th Amendment and its impact on federalism.	05	01
Unit V: Fundamental Rights, Principles of Policy and Responsibilities: <ol style="list-style-type: none">1. Overview of fundamental rights guaranteed to citizens by the Constitution of Pakistan 1973 (Articles 8-28).2. Overview of Principles of Policy (Articles 29-40). Responsibilities of the Pakistani citizens (Article 5).	05	01
Unit VI: Constitutional Amendments: <ol style="list-style-type: none">1. Procedures for amending the Constitution.	05	01

2. Notable constitutional amendments and their implications.		
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Recommended Books / READING MATERIALS

1. "The Struggle for Pakistan" by I.H. Qureshi.
2. "Pakistan the Formative Phase" by Khalid Bin Sayeed, 2nd Edition, Oxford University Press, 1991.
3. "Ideology of Pakistan" by Sharif-ul-Mujahid.
4. "Constitutional and Political Development of Pakistan" by Hamid Khan.

Supplementary Books

1. "The Making of Pakistan: A Study in Nationalism" by K.K. Aziz, Sang- E-Meel Publication, 2002.
2. "The. Constitution of Pakistan 1973". Original.
3. "The Struggle for Pakistan: A Muslim Homeland and Global Politics" by Ayesha Jalal, Belknap Press: An Imprint of Harvard University Press; Bilingual edition, 2017.
4. "The Idea of Pakistan" by Stephen P. Cohen, 2nd Edition, Brookings Institution Press, 2006.

ISLAMIC STUDIES

Credit Hours: 02 (02+0)

Learning Outcomes/Objectives: By the end of this course, students will be able to:

1. Demonstrate enhanced knowledge of Islamic foundational beliefs, practices, historical development, spiritual values, and ethical principles.
2. Describe basic sources of Islamic law and their application in daily life.
3. Identify and discuss contemporary issues being faced by the Muslim world including social challenges, gender roles and interfaith interactions.

Course Content:	MCQs	SEQs
Unit I: Introduction to Islam: 1. Definition of Islam and its core beliefs. 2. The Holy Quran (introduction, revelation, and compilation). 3. Hadith and Sunnah (compilation, classification, and significance). 4. Key theological concepts and themes (Tawhid, Prophet hood, Akhirah etc.)	05	1
Unit II: Sirah of the Holy Prophet (Peace Be Upon Him) as Uswa-i-Hasana: 1. Life and legacy of the Holy Prophet PBUH. 2. Diverse roles of the Holy Prophet PBUH (as an individual, educator, peace maker, leader etc.)	05	1
Unit III: Islamic History and Civilization: 1. World before Islam. 2. The Rashidun Caliphate and expansion of Islamic rule. 3. Contribution of Muslim scientists and philosophers in shaping world civilization.	05	1
Unit IV: Islamic Jurisprudence (Fiqh): 1. Fundamental sources of Islamic jurisprudence. 2. Pillars of Islam and their significance. 3. Major schools of Islamic Jurisprudence. 4. Significance and principles of ijtiḥad.	05	1
Unit V: Family and Society in Islam: 1. Status and rights of women in Islamic teachings. 2. Marriage, family, and gender roles in Muslim society. 3. Family structure and values in Muslims society.	05	1
Unit VI: Islam and the Modern World: 1. Relevance of Islam in the modern world (globalization, challenges, and prospects). 2. Islamophobia, interfaith dialogue, and multiculturalism. 3. Islamic viewpoint towards socio-cultural and technological changes.	05	1

References / Reading Materials:

1. "The Five Pillars of Islam: A Journey Through the Divine Acts of Worship" by Muhammad Mustafa Al-Azarni.

2. "The Five Pillars of Islam: A framework for Islamic Values and Character Building" by Musharraf Hussain.
3. "Towards Understanding Islam" by Abul A' la Mawdudi.
4. "Islami Nazria e Hayat" by Khurshid Ahmad.
5. "An Introduction to Islamic Theology" by John Renard.
6. "Islamic Civilization Foundations Belief & Principles" by Abu1 A' la Mawdudi.
7. "Women and Social Justice: An Islamic Paradigm" by Dr. Anis Ahmad.
8. "Islam: Its Meaning and Message" by Khurshid Ahmad.

INTERDISCIPLINARY COURSES

BASIC ANATOMY

Credit Hours: 03 (03+0)

Learning Outcomes/Objectives: By the end of this course, students will be able to:

1. Have an understanding of the structural components of body
2. Comprehend the basic anatomical structure of human organs and systems
3. Identify the principal histological features of various tissues and blood composition.

Course Content:	MCQs	SEQs
Unit I: General Anatomy: Planes, axes, general body organization & structures, Bone & cartilage, Joint, Muscle	5	1
Unit II: Gross Anatomy of Digestive system: Oral Cavity, pharynx, esophagus, stomach small & large intestine	5	1
Unit III: Gross Anatomy of Urinary system: Kidney, ureter, bladder, urethra	3	1
Unit IV: Gross Anatomy of cardiovascular & lymphatic system: Heart, Pericardium, arterial & venous system, major arteries & veins, Lymph flow, Lymph Vessel & Lymph node	5	1
Unit V: Gross Anatomy of respiratory system: Nose, paranasal sinuses, larynx, trachea, bronchus, lungs and diaphragm	3	1
Unit VI: Gross Anatomy of reproductive system: <u>Male:</u> Testis, spermatic cord, penis, prostate, bulbourethral glands, <u>Female:</u> Ovaries, fallopian tubes, uterus, vagina, vulva, breast.	5	1
Unit VII: Gross Anatomy of endocrine system: Pituitary, thyroid, parathyroid, thymus, adrenal gland, Kidneys	4	1
Unit VIII: Gross Anatomy of Nervous system & sensory organs: Brain, spinal cord, cranial nerves, brachial plexus, sciatic nerve, Ear, Eye, Tongue, Taste buds, Nose.	5	1
Unit IX: Histology of cells, tissues, epithelium & connective tissue	5	1
Unit X: Histology of Bone, cartilage, muscles, Cardio Vascular System, lymphoid & blood	5	

Recommended Instructional / Reading Materials:

1. Snell, Richard S. (2018). Clinical anatomy by regions (10th). Baltimore, MD: Wolters Kluwer/Lippincott Williams & Wilkins
2. Laiq Hussain (2023) Medical Histology Text and Atlas (8th Ed)
3. Agur, M.R. and F.D. Arthur. (2020). Grant's Atlas of Anatomy; (15th). Lippincott Williams and Wilkins, New York, U.S.A.
4. Waugh, Anne, Grant, Allison. (2023). *Ross and Wilson anatomy and physiology in health and illness* (14th). Toronto: Churchill Livingstone/Elsevier.

BASIC BIOCHEMISTRY

Credit Hours: 03 (03+0)

Learning Outcomes/Objectives: By the end of this course, students will be able to:

1. Students will be able to apply chemical principals to biological phenomena.
2. They will develop knowledge of the structure and function of the major classes of biological molecules and their role in cellular structure, function and bioenergetics.
3. They will know the clinical outcomes of any change in the structure and functions of these biological molecules.

Course Content:	MCQs	SEQs
Unit I: Introduction <ol style="list-style-type: none">1. Introduction of carbohydrates2. Introduction of lipids.3. Bioenergetics and oxidative phosphorylation.	05	01
Unit II: Carbohydrate metabolism <ol style="list-style-type: none">1. Glycolysis, TCA (Tricarboxylic acid cycle)2. Gluconeogenesis, Glycogen metabolism, metabolism of monosaccharaide and disaccharides, Pentose phosphate shunt,3. Glycosaminoglycan and Glycoproteins4. Carbohydrate metabolism disorders	05	01
Unit III: Dietary lipid metabolism <ol style="list-style-type: none">1. Fatty acid triacylglycerol metabolism2. Complex lipid metabolism3. Cholesterol and sterol metabolism.4. Lipid metabolism disorders	05	01
Unit IV: Proteins <ol style="list-style-type: none">1. Amino acids, structure of proteins2. Globular proteins, hemoglobin, myoglobin, Hemoglobinopathies, xenobiotic.	05	01
Unit V: Protein Metabolism <ol style="list-style-type: none">1. Disposal of nitrogen, amino acid degradation and synthesis,2. conversion of amino acids to specialized product and amino acid metabolism disorders	05	01
Unit VI: Vitamins, nutrition, obesity and diabetes mellitus	04	01
Unit VII: Enzymes <ol style="list-style-type: none">1. Classifications, functions,2. Regulation and diagnostic significance,3. Michaelis Menten equation. Unit VIII: Fibrous proteins <ol style="list-style-type: none">4. Collagen and elastin synthesis and their disorders,5. Hormones.	04	01
Unit IX: Cell <ol style="list-style-type: none">1. Cell structure,2. Cell to cell signaling and cytoskeleton,	05	01

<ol style="list-style-type: none"> 3. Receptors 4. Water and PH balance, 5. The feed/fast cycle, 6. Metabolic effects of insulin and glucagon. 7. Nucleotide metabolism 		
Unit X: DNA and RNA <ol style="list-style-type: none"> 1. DNA structure, replication and repair, 2. RNA structure synthesis and processing, 3. Protein synthesis, 4. Regulation of gene expression, 5. Biotechnology and human disease 	07	01

Recommended Books / Reading Materials:

1. Ferrier, Denise R. (2021). Lippincott Illustrated Reviews: Biochemistry (8th) Philadelphia, PA: Wolters Kluwer Health. Chicago Style.
2. Rodwell, Victor W, Bender, David A, Botham, Kathleen M, Kennelly, Peter J, Weil, Anthony P. (2022). *Harper's Illustrated Biochemistry* (32nd). New Delhi: Mc Graw Hill

BASIC PHYSIOLOGY

Credit Hours: 03 (03+0)

Learning Outcomes/Objectives: By the end of this course, students will be able to:

1. Acquire knowledge of various aspects of human physiology

Course Content:	MCQs	SEQs
Unit I: Digestion and absorption of macromolecules (carbohydrate, lipid and protein)	5	1
Unit II: Hormones (introduction, classification, mechanism of action, biological functions of thyroid, parathyroid, pituitary, adrenal, gonadal and pancreatic hormones)	9	2
Unit III: Blood (composition, characteristics, functions, hemoglobin, synthesis, degradation, coagulation and clotting factors, blood pressure, blood groups, buffers)	9	2
Unit IV: Respiration (structure and functions of lungs, transport of oxygen and carbon dioxide)	6	1
Unit V: Specialized tissue: muscle	6	1
Unit VI: Specialized tissue: kidney structure and functions, acid base, electrolyte and water balance	5	1
Unit VII: Specialized tissue: liver (structure and functions)	5	1

Recommended books / Reading Materials:

1. Hall, J. E. (2020). *Guyton and Hall textbook of medical physiology* (14th). Elsevier.
2. Waugh, Anne, Grant, Allison. (2023). *Ross and Wilson anatomy and physiology in health and illness* (14th). Toronto: Churchill Livingstone/Elsevier.

PERLs

(Professional, Ethics, Research, and Leadership Skills

PERLs Module

Attributes	Competencies	Portfolio Entries Per Semester							
		1	2	3	4	5	6	7	8
PROFESSIONALISM SKILLS									
Communicator	1. Demonstrate non-verbal, verbal, written and electronic communication skills								
	2. Communicate effectively with patients and families								
Caring & Empathic	3. Demonstrate respect of diversity in gender, age, culture, race, religion, disabilities, and sexual orientation for patients, peers, colleagues, and other health professionals.								
	4. Demonstrate empathy in patient encounters								
Responsible & Accountable	5. Follow the dress code and rules and regulation of the institution and the profession								
	6. Demonstrate punctuality								
	7. Demonstrate availability and timely delivery of patient care as and when required								
	8. Take responsibility of one's actions and be accountable to patients and teachers								
Team Player	9. Work respectfully and effectively with their peers, seniors, and juniors								
	10. Participate in different team roles								
	11. Work with other health professionals to establish and maintain a climate of mutual respect, dignity								
Self-Aware	12. Identify personal strengths and areas of improvement								
	13. Identify limits in one's own level of knowledge and expertise								
	14. Show willingness to seek help through advice and support in patient care when required								
ETHICS SKILLS									
Ethical Practitioner	15. Obtain verbal and written informed consent								
	16. Comply with relevant laws and regulation including the minimum standards of health delivery and demonstrate patient safety in all aspects of healthcare delivery								
Ethical Researcher	17. Maintain research participants confidentiality								

MAJOR COURSES

FUNDAMENTAL OF NURSING-I

Credit Hours: 02 (02+0)

Learning Outcomes/Objectives: By the end of this course, students will be able to:

1. Describe the historical development of Health care and nursing.
2. Describe early Nursing Leaders and their contributions to the profession of nursing.
3. Compare requirements and advantages of different Nursing Educational Programs.
4. Compare and contrast definitions of nursing by different Nursing Scholars.
5. Describe the roles of a professional nurse.
6. Describe the relationship among Human needs, Adoption Homeostasis, alterations in Health, Voluntary and Involuntary processes, and nursing intervention.
7. Explain the content and purposes of Code of Ethics, and Standards of Nursing practice.
8. Discuss the purposes and activities of the World Health Organization and the International Council of Nurses.

Course Outline	MCQ	SEQ
Unit I: History of Nursing 1. Summary of ancient cultures 2. Site of Health Care in Ancient Cultures 3. Islam and Nursing 4. The founder of Nursing 5. Historical Perspective 6. Nursing in Mogual period 7. Nursing Defined by different scholar 8. Definition of Nursing by WHO 17 9. Types of Nursing Educational Programs 10. History of Nursing Education in Pakistan	2	0
Unit II: Role of nurse in health care 1. Professional 2. Characteristics of a Profession 3. Role of the Professional nurse 4. Description of Career roles 5. Description of role as Communicator 6. Description of role as a Teacher 7. Description of role as Counselor	1	1
Unit III: Goals of nursing and related concepts 1. Define basic human needs. 2. Discuss basis of nursing practice. 3. Define World Health Organization. 4. Explain model of conceptual framework for generic BSN program. 5. Explore nursing and nursing practice. 6. Define goal of nursing process. 7. Identify historical perspective of the nursing process	2	1
Unit IV: Communication	3	1

<ol style="list-style-type: none"> 1. Define Communication, elements of the communication process, ways of communication. 2. Identify the characteristics of the effective verbal communication. 3. Describe factors that's facilitates and interfere with the effective communication 4. Discuss techniques that facilitate and interfere with effective communication. 5. Define ways to respond therapeutically 6. Identify non therapeutically respond 7. Discuss the legal aspects of documentations. 		
Unit V: Nursing skills <ol style="list-style-type: none"> 1. Define Vital Signs. 2. Define terms related to Vital sign. 3. Describe the physiological concept of temperature, respiration and blood pressure. 4. Describe the principles and mechanisms for normal thermoregulation in the body. 5. Identify ways that affect heat production and heat loss in the body. 6. Define types of body temperature according to its characteristics. 7. Identify the sign and symptoms of fever. 8. Discuss the normal ranges for temperature, pulse, respiration and blood pressure. 9. List the factors affecting temperature, pulse, respiration (TPR). 10. Describe the characteristics of pulse and respiration. 11. List factors responsible for maintaining normal blood pressure (B.P). 12. Describe various methods and sites used to measure TPR & B.P. 13. Recognize the signs of alert while taking TPR and B.P. 	6	1
Unit VI: Skin management <ol style="list-style-type: none"> 1. Define decubitus ulcer (bed sore) 2. List the causes of decubitus ulcer 3. Apply nursing interventions to prevent decubitus ulcer. 4. Identity risk factors of bedsores 	3	1
Unit VII: Concept of safety: risk management <ol style="list-style-type: none"> 1. Define safety 2. Describe the characteristics of safety 3. Identify physical and microbial hazards in environment. 4. Discuss various ways to minimize hazards. 5. Discuss the assessment for environmental safety. 6. Identify physical and microbial hazards in the hospital environment, which interfere with patients' safety. 7. Explain general preventive measures for safe environment for health team members and patient. 8. Using assessment, identify people at risk for safety dysfunction. 	2	0
Unit-VIII: Concept of Teaching Learning <ol style="list-style-type: none"> 1. Identify the learning needs of the patient at the clinical site 2. Develop teaching learning plan 3. Perform health teaching at the clinical site 	2	0
Unit-IX: Oxygenation: Respiratory Function & Cardiovascular System	5	1

<ol style="list-style-type: none"> 1. Identify factors that can interfere with effective oxygenation of body tissues. 2. Describe common manifestations of altered respiratory and cardiovascular function. 3. Discuss lifespan-related changes and problems in respiratory function and cardiovascular system. 4. Describe nursing measures to ensure a patient airway. 5. Apply Nursing Process and teaching plan for a client with altered respiratory function and cardiovascular function. 6. Recognize the emergencies related to respiratory and cardiovascular system. 7. Explain ways that caregivers can decrease the exposure of clients to infection. 8. Differentiate between medical and surgical asepsis. 		
Unit X: Activity and Exercise Pattern <ol style="list-style-type: none"> 1. Define terms mobility, joint mobility, body alignments and body mechanics. 2. Discuss the benefits of activity and exercise. 3. Identify the principles of gravity that affects balance. 4. Discuss factors affecting mobility. 5. Discuss the effects of immobility on human body. 6. Review A&P of muscular skeletal system and characteristics of normal movement. 7. Describe the impact of immobility on Physiologic and Psychological functioning. 8. Apply nursing process while planning for the client with altered muscular skeletal system. 	2	0
Unit XI Process of Hospitalization <ol style="list-style-type: none"> 1. Define the team admission, transfer and discharge. 2. Discuss the procedure for admission, transfer and discharge. 3. Identify nursing responsibility during admission, transfer and discharge 4. Discuss nurse role in preparing patients and family for discharge. 5. Discuss the normal reaction of patient being hospitalized 	2	0
Total	30	6

Recommended Books / Reading Materials:

1. Berman, A., Snyder, S., & Frandsen, G. (2020). *Kozier and Erb's fundamentals of nursing: Concepts, process, & practice* (11th ed.). New York, NY: Pearson
2. Delaune, S. C., & Ladner, P. K. (2010). *Fundamentals of Nursing: Standards and Practice*. (4th ed.) Canada: Delmar.

FUNDAMENTAL OF NURSING-I LAB

Credit Hours:02 (0+02)

Learning Outcomes/Objectives: By the end of this course, students will be able to:

1. Assess, document and identify variations in Vital Signs
2. Discuss the observations for different Vital Signs pattern.
3. Develop problem list based on patients' assessments and rationalize each problem identified.
4. Observe the process of admission of a patient in hospital.
5. Orient a patient to hospital environment.
6. Assist in transfer of patients from one unit to another unit and department.
7. Assist in preparing patients and family for discharge.
8. Document the discharge of patients from the hospital.
9. Make nursing care plan according to patient's problems

S #	List of Skills Lab	OSPE/OSCE
1	Preparing of different beds	06
2	Bathing a patient in bed	
3	Measuring body temperature	
4	Assessment of pulse	
5	Assessment of Respiration	
6	Monitoring of Blood pressure	
7	Mouth care of unconscious patient	
8	Measurement of Height & Weight	
9	Admission of a patient in hospital	
10	Discharge of patient in hospital	

Recommended Instructional / Reading Materials:

1. Berman, A., Snyder, S., & Frandsen, G. (2020). *Kozier and Erb's fundamentals of nursing: Concepts, process, & practice* (11th ed.). New York, NY: Pearson
2. Delaune, S. C., & Ladner, P. K. (2010). *Fundamentals of Nursing: Standards and Practice*. (4th ed.) Canada: Delmar.

FUNDAMENTAL OF NURSING-II

Credit Hours: 02 (02+0)

Learning Outcomes/Objectives: By the end of this course, students will be able to:

1. Identify the prescribed standards of nursing care set by the institution.
2. Begin to identify the importance of evaluation in his/her nursing practice.
3. Identify relevant sources, which contribute to personal and professional growth.
4. Begin to use the nursing process to deliver safe nursing care to individuals.
5. Begin to understand the knowledge derived from Humanities, Natural and Behavioral Sciences, when providing nursing care to clients.
6. Identify basic principle that protection against
7. Use critical thinking skills in selecting nursing intervention and outcomes for the planning of care setting.
8. Perform all basic nursing skills safely and accurately at clinical settings

Course Content:	MCQs	SEQs
Unit- I Nursing Process Nursing Process: <ol style="list-style-type: none">1. Define nursing process.2. Describe the purposes of nursing process.3. Identify the components of the nursing process.4. Discuss the requirements for effective use of the nursing process5. Describe the functional health approach to the nursing process. Nursing Assessment: <ol style="list-style-type: none">1. Describe the assessment phase of the nursing process.2. Discuss the purpose of assessment in nursing practice.3. Identify the skills required for nursing assessment.4. Differentiate the three major activities involved in nursing assessment.5. Describe the process of data collection.6. Perform a nursing assessment using a functional health approach. Nursing Diagnosis: <ol style="list-style-type: none">1. Define diagnosis in relation to the nursing process.2. State the meaning of nursing diagnosis3. Describe the components of a nursing diagnosis4. Differentiate between a nursing diagnosis and medical diagnosis.5. Identify the clinical skills needed to make nursing diagnoses.6. Formulate nursing diagnoses according to NANDA list. Outcome Identification and Planning: <ol style="list-style-type: none">1. Define outcome identification and planning2. Explain the purposes of outcome identification and planning.3. Describe the components of the nursing plan of care.4. Use a functional health approach to plan client care. Implementation and evaluation: <ol style="list-style-type: none">1. Define implementation and evaluation	6	1

<ol style="list-style-type: none"> 2. Discuss the purposes of implementation and evaluation 3. Describe clinical skills needed to implement the nursing plan of care. 4. Describe activities the nurse carries out during the evaluation phase of the nursing process. 5. Use a functional approach to implement and evaluate client care. <p>Communication of the Nursing Process: Documenting and Reporting:</p> <ol style="list-style-type: none"> 1. Describe the purposes of the client record 2. List the principles of charting 3. Discuss the guidelines of documentation. 4. Discuss the importance of confidentiality in the documenting and reporting. <p>Critical Thinking:</p> <ol style="list-style-type: none"> 1. Explain the importance of critical thinking in nursing. 2. Discuss definitions of, characteristics of, and skills used in critical thinking. 3. Identify the three major factors that affect thinking. 4. Explore ways to enhance and develop critical thinking skills especially as applied to nursing. 5. Set personal goals for developing critical thinking skills. 		
<p>UNIT II: Concept of Value Belief</p> <ol style="list-style-type: none"> 1. Define value/belief pattern 2. Explain how behaviors related to values 3. Identify sources of professional nursing values 4. Apply cultural and developmental perspective when identifying values 5. 5. Examine values conflict and resolution in nursing care situations 	2	0
<p>UNIT III: Self-Concept and Self Perception</p> <ol style="list-style-type: none"> 1. Define self-perception/ self-concept pattern 2. Describe the functions of self and self-concept 3. Discuss how self-concept develops throughout the life span 4. Discuss factors that can affect self-concept 5. Identify possible manifestation of altered self-concept 6. Apply nursing process for a person with an altered self-concept 	2	0
<p>UNIT IV: Concept of Pain (Different Therapies)</p> <ol style="list-style-type: none"> 1. Define the process of pain (physiological changes) 2. Describe the different theories of pain theory 3. Differentiate between acute and chronic pain 4. Discuss the non-pharmacologic interventions pain management. 5. Identify pharmacologic interventions for pain management 	2	1
<p>UNIT V: Concept of Nutrition and Dietary</p> <ol style="list-style-type: none"> 1. Define nutrition/metabolic pattern. 2. Review essential nutrients and examples of good dietary sources for each 3. Review normal digestion, absorption, and metabolism of carbohydrates, fats, and proteins. 	2	1

<ol style="list-style-type: none"> 4. Discuss nutritional considerations across the life span 5. List factors that can affect dietary pattern 6. Describe manifestations of altered nutrition 7. Explain nursing interventions to promote optimal nutrition and health 8. Apply nursing process for client with altered nutritional status 		
<p>UNIT VI: Concept of Elimination</p> <ol style="list-style-type: none"> 1. Define elimination pattern 2. Discuss common problems of elimination. 3. Identify nursing interventions for common problems of fecal elimination. 4. Discuss common problem of Urinary Elimination 5. Identify nursing intervention for common urinary problems 6. Describe factors that can alter urinary function 7. Discuss nursing process for a patient with altered elimination pattern. 	2	1
<p>UNIT VII: Concept of Sleep</p> <ol style="list-style-type: none"> 1. Define rest and sleep pattern 2. Define terms related to rest and sleep 3. Compare the characteristics of sleep and rest 4. Discuss the characteristics of two kinds of sleep 5. Enumerate the functions of sleep. 6. Discuss factors affecting sleep. 7. Identify common sleep disorders. 8. Identify conditions necessary to promote sleep. 9. Discuss nursing process for a patient to promote sleep. 	2	1
<p>UNIT VIII: Human Responses to Illness</p> <ol style="list-style-type: none"> 1. Define coping stress tolerance pattern 2. Differentiate the concepts of stress as a stimulus, response, and transaction. 3. Identify physiological and psychological manifestations of stress. 4. Discuss Factors affecting coping pattern during hospitalization. 5. Describe various types of coping pattern. 6. Discuss the nursing process related to coping stress pattern. 	2	0
<p>UNIT IX: Concept of Sexuality</p> <ol style="list-style-type: none"> 1. Review the Anatomy and physiology of the male and female reproductive system 2. Describe normal sexual pattern 3. Relate sexuality to all stages of life cycle 4. Identify factors that effects sexual functioning 5. Describe common risks and alteration in sexuality. 6. Understand the nursing process as it relates to sexual functioning 	2	0
<p>UNIT X: Concept of Loss & Grieving and Death and Dying</p> <ol style="list-style-type: none"> 1. Assess the physiologic signs of death. 2. Identify beliefs and attitude about death in relation to age. 3. Discuss the various ways of helping the dying patient meet his/her physiological, spiritual and emotional needs 4. Discuss care of the body after death. 	2	0

<ol style="list-style-type: none"> 5. Discuss the legal implications of death. 6. Describe how a nurse meets a dying patient's needs of comfort. 7. Discuss important factors in caring for the body after death. 8. List changes that occur in the body after death. 9. Define terms related to loss and grieving. 10. Discuss Kubler-Ross' theory to assess grieving behaviors. 11. Identify common manifestations of grief 12. Discuss the effects of multiple losses on the grief process 13. Apply the nursing process to grieving clients. 		
UNIT XI: Concept of Stress & Coping <ol style="list-style-type: none"> 1. Define stress 2. Enlist the Stages of General Adaptation Syndrome 3. Discuss Common Stress Associated 4. Discuss Sources of Stress 5. Overview of Terminology 6. Enlist Causes of Stress 7. Differentiate Types of Stressors 8. Enlist Signs & Symptoms of Stress 9. Elaborate Promote Adaptive Coping 10. Avoid Maladaptive Coping 	2	1
UNIT XII: Oral Medication <ol style="list-style-type: none"> 1. Introduction to Medication Administration 2. Discuss Essential Components of a Medication Order 3. Enlist Rights of medication administration 4. Discuss Nurse's Responsibility for Medication Administration 5. Differentiate Routes of Medication 6. Enlist types of Oral Medications 7. Documentation 8. Enlist Types of Syringes 	2	0
UNIT XIII: Parenteral Medication <ol style="list-style-type: none"> 1. Introduction to Parenteral Medication 2. Intradermal medication 3. Subcutaneous medication 4. Intramuscular medication 5. Intravenous medication 	2	0
Total	30	6

Recommended Books / Reading Materials:

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2. Delaune, S. C., & Ladner, P. K. (2010). *Fundamentals of Nursing: Standards and Practice*. (4th ed.) Canada: Delmar.

FUNDAMENTAL OF NURSING -II CLINICAL

Credit Hours: 03 (0+03)

Learning Outcomes/Objectives: By the end of this course, students will be able to:

- 1 Demonstrate fundamental nursing psychomotor skills in a safe manner.
- 2 Apply therapeutic communication skills in the clinical area.
- 3 Utilize organizational skills and time management concepts in setting priorities for clinical performance.
- 4 Demonstrate critical thinking and decision making skills based on standards of theory, practice, and research.
- 5 Apply theoretical content to the nursing care of the client in a clinical setting.
- 6 Implement care plans that reflect an understanding of the legal and ethical responsibilities of the nurse.
- 7 Perform nursing interventions that reflect caring behaviors in response to bio-psychosocial, cultural, and spiritual care needs.
- 8 Utilize the nursing process in the care of patients.
- 9 Demonstrate responsibility for own behavior and growth as an adult learner and a professional.
- 10 Safely administer medication to patients as ordered by physician.

S #	List of Skills Lab	OSPE/OSCE
1	Application of hot water bag	09
2	Application of Cold Compresses	
3	Applying bandages including wound dressing	
4	Performing nebulization/steam therapy	
5	Apply suction therapy.	
6	Care of drainage bags (catheter)	
7	Sitz bath	
8	Administering Suppositories, Enema, Flatus Tube	
9	Specimen Collection	
10	Urine Testing through dipstick	
11	Administration of oral medication	
12	Administration of Intramuscular injection	
13	Administration of Intradermal injection	
14	Administration of intravenous injection	
15	Administration of subcutaneous medication	

Recommended Books / Reading Materials:

1. Berman, A., Snyder, S., & Frandsen, G. (2020). *Kozier and Erb's fundamentals of nursing: Concepts, process, & practice* (11th ed.). New York, NY: Pearson
2. Delaune, S. C., & Ladner, P. K. (2010). *Fundamentals of Nursing: Standards and Practice*. (4th ed.) Canada: Delmar.