

**Nursing Education in the  
Eastern Mediterranean Region  
Prototype Baccalaureate  
Nursing Curriculum**



EMRO Technical Publications Series 26

**Nursing Education in the  
Eastern Mediterranean Region**

**Prototype Baccalaureate  
Nursing Curriculum**



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# Foreword

Achieving quality in health services depends as much on people as it does on systems and techniques. The development of competent, skilled health personnel is a priority in all countries of the Region. During the past few decades, the emphasis of WHO collaborative programmes in the area of human resources development has been on providing the required number of health personnel, including nurses and midwives. In the process of meeting the quantitative demands for nursing personnel, numerous types and levels of nursing education programmes have been developed. The diversity and lack of educational standards has had an impact on the quality of nursing services and on the ability of some graduates to meet the changing health needs of society and the complexity inherent in the health care delivery system.

Reform of nursing education in the Eastern Mediterranean Region is very much needed. However, such reform is the joint responsibility of policy-makers in ministries of health and education, and of health professionals, nurse educators and nurse leaders involved in the delivery of nursing care. To assist in the process of nursing education reform, I asked the Regional Advisory Panel on Nursing and Midwifery in the Eastern Mediterranean Region to consider the development of regional standards for basic and post-basic nursing education programmes, and to provide broad guidelines on what might constitute minimum educational requirements for future nurse practitioners. The deliberations of this group of professionals constitute the core of this publication package.

Guided by resolutions of the World Health Assembly and the Regional Committee for the Eastern Mediterranean, the recommendations of the Regional Advisory Panel on Nursing and Midwifery, international trends in nursing education and that of other health personnel, changing health situations and the sociocultural characteristics of this Region, this publication package identifies minimum educational standards for basic and post-basic nursing education. It also identifies future directions for preparing nurses in the Eastern Mediterranean Region and priority areas for nursing specialization and provides two prototype nursing curricula, one for preparing professional nurses and the second for the preparation of technical nurses.

I hope that this publication package will serve as a useful resource for all those interested in reforming nursing education, in order to graduate competent nurses who will be skilled practitioners and can meet the current health care needs of people and the health challenges of the 21st century.



Hussein A. Gezairy, MD, FRCS  
Regional Director for the Eastern Mediterranean

# Preface

As the demands for nursing services have continued to grow, Member States in the Eastern Mediterranean Region have taken a variety of initiatives to ensure an adequate supply of appropriately qualified nursing personnel. The time has come for Member States to address the quality of nurses produced by various educational programmes.

At the Third Meeting of the Eastern Mediterranean Regional Advisory Panel on Nursing held in Tunisia, 25–28 September 1995, members came to an agreement that the range and types of basic nursing education should be consolidated into one standard 4-year post-secondary programme to prepare professional nurses at the BSc level. However, they also agreed on “a transitional period of 15 years during which there may be two levels of nurses—professional nurses prepared in a 4-year baccalaureate programme and technical nurses prepared in a 2½ year programme”.

This publication package on *Nursing Education in the Eastern Mediterranean Region* comprises three books: *Guidelines on Future Directions*, a *Prototype Technical Nursing Curriculum* and a *Prototype Baccalaureate Nursing Curriculum*. The books are available individually and as a set. Together, they focus on two essential elements: the development of sound basic nursing education founded on a set of regional standards, and the orderly development of post-basic specialization in priority areas for the Region. The package provides a guide to Member States in their efforts to strengthen nursing and midwifery and includes suggested prototype curricula for basic nursing education, technical and professional. These prototypes will assist countries in the Region in the establishment of nursing programmes or the revision of established nursing programmes.

The publication draws heavily on the work of the Regional Advisory Panel on Nursing in the Eastern Mediterranean Region which drew up the standards and priorities for specialization presented here at its third meeting in September 1995. I would like to thank members of the Eastern Mediterranean Regional Advisory Panel on Nursing for their diligent work and response to the demands of the Member States. Thanks are also due to Dr Layla Kamel, Professor of Nursing, University of Alexandria, and Professor Chehrazad Ghazi, WHO ex-Field Staff Member in Djibouti, for their input to the prototype curricula; Ms Elizabeth Tornquist, Lecturer, School of Nursing, University of North Carolina, for her editorial work; and Mrs Lily Suliman, Mrs Iman Shaaban and Ms Safaa Nofal for their assistance in typing the manuscript.

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WHO Regional Office for the Eastern Mediterranean

# Introduction

This prototype baccalaureate nursing programme is designed to prepare nurses to meet the special nursing care needs of individuals or groups in various health care settings and in the community.

The nursing institution offering a baccalaureate nursing programme should be affiliated to a university or within a system of higher education. The programme is a four-year programme covering eight modules each module offered in a semester of 20 weeks. The nursing institution should be an integral part of the university or higher education and is subject to its overall rules and regulations. The degree held by graduates of this school should be equivalent to the degrees accorded by other schools affiliated with the university.

The modules presented in this prototype curriculum are planned in such a manner as to progress from nursing care management of healthy individuals and communities to the nursing care of sick individuals and their families within the context of their environment. Simple to complex. Medical courses, as well as liberal arts courses (e.g. psychology, economics, history, religion, basic sciences), are integrated within the nursing curriculum. They provide the necessary background to support and complement the basic theoretical knowledge needed by nurses to provide care for healthy and sick individuals in various health care settings and in the community.

Tentative course descriptions and proposed topics to be covered for the baccalaureate nursing programme are offered in this prototype. It is recommended that each country consider its specific health problems and health system structures in the further development of health courses.

## Structure of the modules

Each of the modules is related to a concept basic to the provision of nursing care. The module is built around a number of courses varying between four and six for each of the modules.

The aim of the course is given in addition to the main learning objective and the suggested topics for teaching. Each institution will decide upon the content to be added or deleted according to its philosophy and educational objectives.

Intermediate and specific learning objectives will be prepared by each individual institution.

## **General educational objectives of professional nursing education**

The nurse graduating from a professional nursing education programme will be able to function in any health setting and at all three levels of health care: primary, secondary and tertiary. Emphasis is also given to concepts of health promotion and maintenance.

Upon graduation, the professional nurse should be able to carry out the following activities:

- initiate activities to maintain and promote health and to prevent the occurrence of health problems among individuals and families;
- show expertise during the performance of her/his nursing responsibilities in caring for healthy and sick individuals and their families;
- collaborate with the members of the health care team and provide guidance to subordinates to improve health care delivery;
- take a leadership role in the planning, implementation and evaluation of individual and community health and nursing care;
- organize individuals and activities to maintain a safe and healthy environment for the promotion of health and prevention of diseases;
- provide information, counselling and health education to people in need;
- use practice-based research to improve quality of nursing care and for sustainable development of the community;
- participate in case finding, screening and management of common minor illnesses and injuries;
- participate actively in her/his professional development and follow national nursing codes of ethics;
- participate actively in professional organizations for the improvement of the nursing profession;
- participate in supervising and monitoring quality of nursing care in various health settings;
- act as an agent for change and promote quality improvement in the performance of nursing duties.



# Conceptual framework

The primary concepts on which the baccalaureate curriculum is built are care and cure of healthy and sick individuals. Care and cure are essential to professional practice and they are founded on knowledge from the behavioural, basic, medical and health sciences.

Research-based practice and developing clinical judgement and assessment are core strands in the curriculum. Students progress through developing their cognitive, motor and affective skills in dealing with individuals throughout the life cycle. Impairment to normal development and health status of individuals, their families and the community at large constitute basic fundamental concepts to the baccalaureate curriculum. Nursing action is based on adequate screening and management of the human being with the ultimate aim of promoting and maintaining health, preventing and curing illnesses, and rehabilitation at all three levels of health care—primary, secondary and tertiary.

Leadership skills are essential for professional nurses in dealing with clients, guiding subordinates, working as professionals with colleagues and members of the health team and for community mobilization, in order to achieve progress in the nursing and health agendas.

**Overall time-table  
for the 4-year baccalaureate nursing programme**

<b>1st</b>	<b>20 weeks</b>	<b>1wk</b>	<b>1wk</b>	<b>20 weeks</b>	<b>1wk</b>	<b>3 months</b>
<b>y</b>	<b>Module 1</b>	<b>Assessment</b>	<b>Off</b>	<b>Module 2</b>	<b>Assessment</b>	<b>Off</b>
<b>e</b>	Introduction to			Family Health 1		
<b>a</b>	Nursing Studies					
<b>r</b>						
	<b>360 hrs</b>			<b>350 hrs</b>		

<b>2nd</b>	<b>20 weeks</b>	<b>1wk</b>	<b>1wk</b>	<b>20 weeks</b>	<b>1wk</b>	<b>2 months</b>
<b>y</b>	<b>Module 3</b>	<b>Assessment</b>	<b>Off</b>	<b>Module 4</b>	<b>Assessment</b>	<b>Off</b>
<b>e</b>	Family Health 2			Adult Health		
<b>a</b>				Care 1		
<b>r</b>						
	<b>330hrs</b>			<b>350 hrs</b>		

<b>3rd</b>	<b>20 weeks</b>	<b>1wk</b>	<b>1wk</b>	<b>20 weeks</b>	<b>1wk</b>	<b>2 months</b>
<b>y</b>	<b>Module 5</b>	<b>Assessment</b>	<b>Off</b>	<b>Module 6</b>	<b>Assessment</b>	<b>Off</b>
<b>e</b>	Adult Health			Community and		
<b>a</b>	Care 2			Mental Health		
<b>r</b>						
	<b>310 hrs</b>			<b>350 hrs</b>		

<b>4th</b>	<b>20 weeks</b>	<b>1wk</b>	<b>1wk</b>	<b>20 weeks</b>	<b>1wk</b>	<b>2 months</b>
<b>y</b>	<b>Module 7</b>	<b>Assessment</b>	<b>Off</b>	<b>Module 8</b>	<b>Assessment</b>	<b>Off</b>
<b>e</b>	Professional			Professional		
<b>a</b>	Development			Consolidation		
<b>r</b>						
	<b>310 hrs</b>			<b>350 hrs</b>		

**Baccalaureate Nursing Education—48 months (4 Years)**

**Module 1  
Introduction to Nursing Studies (20 weeks)**

<b>The practice and nature of nursing</b> Concept of care, dimensions of care, primary health care, nursing concepts, prevention and maintenance of health status <b>60 hrs theory</b> <b>20 hrs practice</b>	<b>Epidemiology</b> Nature of diseases, vital statistics, factors, parasitology, specific communicable diseases, principles of prevention <b>30 hours</b> <b>20 hours lab</b>	<b>Microbiology</b> Infection control, common techniques, universal precautions, diagnostic and therapeutic methods, lab investigations <b>30 hours theory</b> <b>10 hours lab</b>	<b>Language</b> Scientific language, library studies <b>70 hrs</b>	<b>Human Body</b> Anatomy, physiology and common signs of deviation from the normal <b>60 hrs theory</b> <b>20 hrs lab</b>	<b>Sociology</b> Social groups, customs, habits, the socialization process, health professionals <b>30 hrs theory</b> <b>10 hrs field work</b>	<b>1 week assessment</b> <b>1 week off</b>
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**Module 2  
Family Health 1 (20 weeks)**

<b>Basic nursing care</b> The nursing process, assessment of health status, reporting and recording, hygienic care and comfort measures <b>60 hrs theory</b> <b>60 hrs practice</b>	<b>Psychology</b> General and human development of personality, psychosomatic aspects of health <b>30 hrs theory</b> <b>10 hrs lab</b>	<b>Pharmacology</b> Uses of various therapies, precautions and principles drug interaction, role of the nurse <b>30 hrs theory</b> <b>10 hrs lab</b>	<b>Religion</b> Selected readings, how to offer comfort and solace <b>20 hrs theory</b>	<b>Maternal and infant care</b> Reproductive health and genetics, motherhood and newborn care, management of the mother and infant in the three levels of prevention family planning <b>30 hrs theory</b> <b>100 hrs lab</b>	<b>1 week assessment</b> <b>3 months off</b>
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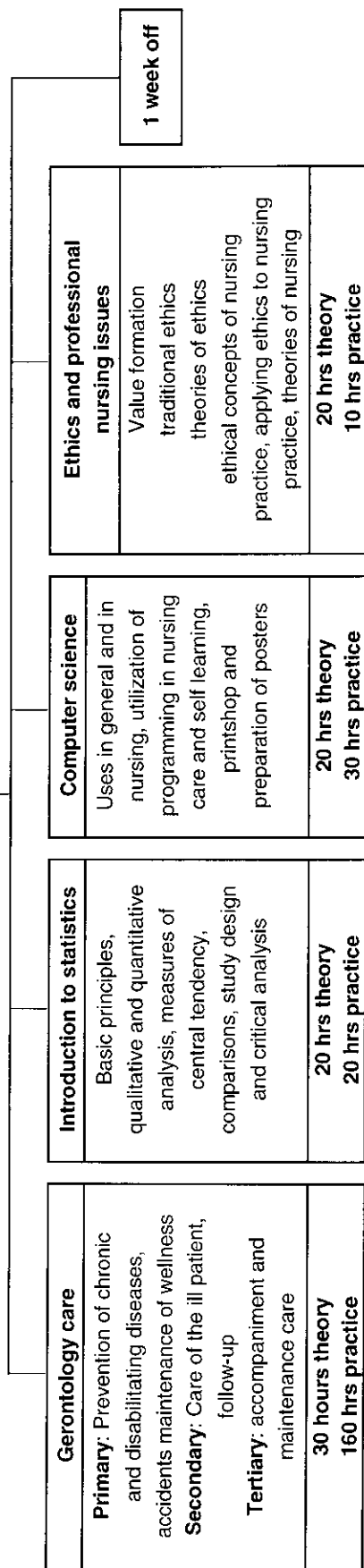
### Module 3 Family Health 2 (20 weeks)

<b>Care of the healthy and sick child</b> <b>Primary:</b> well baby clinics, nurseries, normal development school health <b>Secondary:</b> the sick child <b>Tertiary:</b> the child with handicaps and chronic illness  40 hrs theory 130 hrs practice	<b>Health education</b> Motivation and behavioural change, educational technology, planning and implementation, follow-up  20 hrs theory 10 hrs lab	<b>Anthropology</b> Human development, health structures  30 hrs theory	<b>Nutrition in health and disease</b> Basic biochemistry, nutritional elements, needs of various age groups, clinical  30 hrs theory 20 hrs practice	<b>Communication and interpersonal relationships</b> Principles, obstacles, group dynamics, uses of therapeutic communication, special problems  30 hrs theory 20 hrs practice	1 week assessment 1 week off
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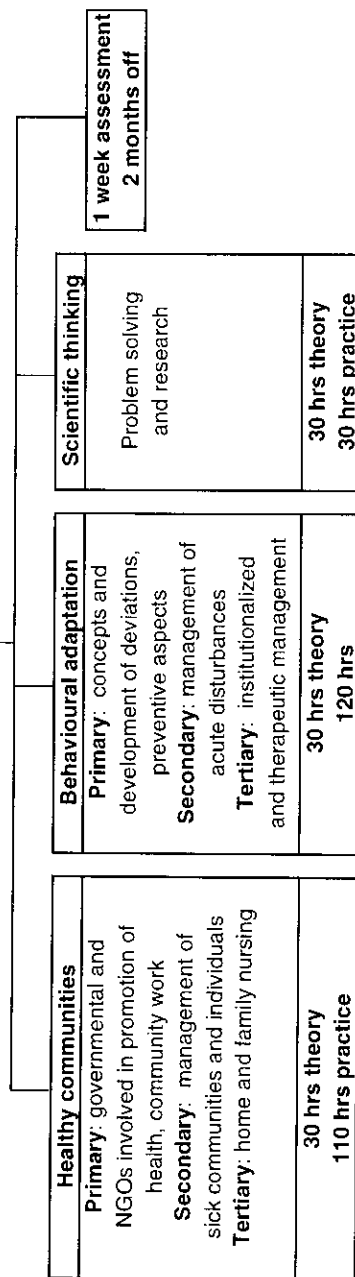
### Module 4 Adult Health Care 1 (20 weeks)

<b>Care of adults of working age</b> <b>Primary:</b> healthy life styles and health promotion <b>Secondary:</b> care of patients of working age with acute illness and chronic conditions <b>Tertiary:</b> maintenance and adaptive care  40 hrs of theory 100 hrs of practice	<b>Human behaviour in illness</b> Psychosomatic illness, changes associated with age, body image  20 hrs theory	<b>Language</b> Selected readings on and report writing  20 hrs theory	<b>Critical care</b> Concept and principles, emergency nursing, ICU team and nurses role, biomedical instrumentation, patients' specific needs  40 hrs theory 100 hrs practice	<b>Environmental health</b> Concepts and principles, role of the community and organizations  20 hrs theory 10 hrs practice	1 week assessment 2 months off
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### Module 5 Adult Health Care 2 (20 weeks)



### Module 6 Community and Mental Health (20 weeks)



### Module 7 Professional Development (20 weeks)

<b>Economics</b>	Concepts, effect of economy on health development, health financing	20 hrs theory 20 hrs practical
<b>Nursing regulation</b>	Controlling bodies, standards, legal issues, problem solving of selected situations	20 hrs theory 10 hrs lab
<b>Counselling</b>	Role of the nurse, principles and development	10 hrs guidance 20 hrs practice
<b>Management and leadership</b>	Principles, roles and structure, development of a project, design and presentation	30 hrs theory 120 hrs practice
		<b>Oral presentation and project assessment 60 hrs</b>

### Module 8 Professional Consolidation (20 weeks)

Selected areas of training to allow students to train with a professional team in a real situation for professional adaptation

# Curriculum presentation: course description, course main objective, proposed topics to be covered

## Module 1: Introduction to nursing studies

### First year: Module 1: Introduction to nursing studies

Subject matter	Total hours	
	Theory	Practice
Practice and nature of nursing	60	20
Epidemiology	30	20
Microbiology	30	10
Language	70	
Human body	60	20
Sociology	30	10
Total	280	80

## Practice and nature of nursing

### Course description

The course focuses on the professional roles and responsibilities of nurses during the practice of nursing in health care settings. The course also introduces the basic essentials for the understanding of the nursing profession and the concept of health.

### Course main objective

At the end of the course the student will be able to discuss the functions and responsibilities of the professional nurse during the provision of care to individuals and/or groups in various health care settings and recognize the essentials basic to the nursing profession.

### Proposed topics to be covered

- Introduction
- Evolution of nursing

- Nursing in Islam–Rofaida
- Pre-Florence Nightingale era
- Post-Florence Nightingale era
- The impact of culture on nursing as a profession
- The nurse and the health care team
- Changing role of the nurse
  - Unique role
  - Independent–dependent role
  - Interdependent role
- Role of nurses related to
  - Patient care
  - Profession of nursing
  - Health team
- New trends in nursing
- Health as a concept
- Basic human needs and nursing
  - Maslow’s hierarchy
  - Henderson’s basic needs

## **Practice**

The practice related to this course is geared toward application of the steps in the nursing process related to the basic needs of healthy individuals in various health care settings. The students will be able to apply learned skills in health care settings providing care and assistance to healthy individuals such as well baby clinics, maternal child care centres, vaccination centres, schools, sterilization units, etc.

## **Epidemiology**

### **Course description**

The course focuses on the patterns of occurrence of communicable and noncommunicable diseases of significant importance in the community and its effect on national health status. It will also cover parasitology.

### **Course main objective**

At the end of the course the student will be able to discuss the impact of the prevalent communicable and noncommunicable conditions on community and national health and to recognize the preventive and therapeutic approaches taken towards the major endemic parasitic diseases in the country.



## Proposed topics to be covered

- Introduction to epidemiology
  - Nature of disease
  - Epidemiological transition
  - Common and prevalent diseases
- Infectious diseases
  - Infection process
  - Reservoir of infection
  - Modes of transmission
  - Patterns of disease occurrence
  - Preventive and control measures
- Sexually transmitted diseases
- Parasites
  - Life cycle
  - Infection route
  - Preventive and control measures
  - Treatment
- Noncommunicable diseases
  - Pattern of occurrence
  - Cause of occurrence
  - Preventive and control measures
- Vital statistics

Note. The choice of the specific communicable diseases and noncommunicable diseases is based on the prevalent conditions in the community and/or the country.

## Microbiology

### Course description

The course focuses on the various routes of microbial infections as well as the diagnostic and control methods used to fight the various bacteria, viruses and fungi.

### Course main objective

At the end of the course the student will be able to explain the modes of infection by various microorganisms and diagnostic and control methods used for each.

## Proposed topics to be covered

- Introduction to microbiology
- Immunology

- Hypersensitivity
- Auto-immunity
- Transplantation immunology
- Vaccination
- Bacteriology
  - Morphology of bacteria
  - Most common strains (to be arranged according to countries)
  - Modes of transmission
  - Diagnostic measures
- Virology
  - Morphology of viruses
  - Most common viruses
  - Modes of transmission
  - Diagnostic measures
- Mycology
  - Morphology of fungi
  - Most common fungi
  - Modes of transmission
  - Diagnostic measures
- Infection control and universal precautions

## Language

### Course description

The course reviews basic English and/or French and introduces common terms used in the field of health.

### Course main objective

At the end of the course the student will be able to identify the terminology used in the field of health based on a linguistic approach, and comprehend health texts written in English (or French).

### Proposed topics to be covered

- Review the essentials of English (or French) grammar and scientific vocabulary
- Common terminology in health fields
- Use and analysis of Latin and Greek
  - Prefixes and suffixes in health terminology
- Reading comprehension of health texts in English (or French) and translation into Arabic

## Human body

### Course description

The course focuses on the components of the main anatomical structure and functioning of the body and its systems and organs.

### Course main objective

At the end of the course the student will be able to recognize and describe the body structures and their normal functioning and to establish the anatomical relationship of body structures.

### Proposed topics to be covered

- Essential regulatory systems
  - Autonomic nervous system
  - Endocrine system
- Heat regulation
- Basal metabolic rate
- Heat balance
- Components
- Functions
- Relationships
- Structures and functioning of the following systems
  - General terminology
  - Musculoskeletal system
    - Bones, muscles, joints
    - Anatomy of movement
  - Cardiovascular system
  - Respiratory system
  - Digestive system
  - Reproductive system
  - Urinary system
  - Sensory organs
  - Nervous system
  - Endocrine system

## Sociology

### Course description

The course focuses on various sociological systems and their impact on health practices, economic development and modes of life in various societies.

## **Course main objective**

At the end of the course the student will be able to discuss the impact of various sociological systems on the socialization of individuals and families.

## **Proposed topics to be covered**

- The scope of sociology
- Advantages and disadvantages of various sociological systems
- Social groups
- Effect of the various systems on
  - Health practices
  - Economic development
  - Modes of life
  - Roles, families
  - The socialization process and health professionals

## **Practice**

Students will participate in field studies with sociologists and gather information and analyse it.

## Module 2: Family health 1

### First year: Module 2: Family health 1

Subject matter	Total Hours	
	Theory	Practice
Basic nursing care	60	60
Psychology	30	10
Pharmacology	30	10
Religion	20	
Maternal and infant care	30	100
Total	170	180

## Basic nursing care

### Course description

The course focuses on the application of scientific principles to the care of individuals in need of basic nursing interventions.

### Course main objective

At the end of the course the student will be able to implement basic therapeutic nursing interventions for healthy or ill individuals utilizing the nursing process.

### Proposed topics to be covered

- Nursing role and responsibilities for basic nursing care
  - Hygiene
  - Cleanliness
  - Observation
  - Vital signs
  - Comfort measures
  - Positions
- Nursing process
- Health Assessment
  - Normal signs
  - Body measurements
  - Tools used for observation
- Personal and environmental hygiene
  - Individual care
  - Care of the environment
- Body mechanics

- Posture
- Body alignment in motion and rest
- Positioning
- Principles of asepsis
- Aseptic technique
- Sterilization–disinfection
- Isolation
- Therapies
  - Hot and cold applications
  - Dry and moist applications
  - Oxygen therapy
  - Therapeutic exercises
- Management and alleviation of pain
- The immobile patient
- The dying patient

## **Practice**

Students will have experience both in the nursing skills laboratory and in the hospital. Demonstration and return demonstration will be used to introduce students to the appropriate ways of carrying out various procedures. Guided practice will be provided to assist students in implementing the skills and knowledge they acquire in the clinical settings and develop positive attributes in performing various nursing interventions. Students will plan the care of selected patients according to the specific learning objectives and will write a nursing process. The care will then be implemented and evaluated.

## **Psychology**

### **Course description**

The course focuses on the development of the human personality according to various psychological theories.

### **Course main objective**

At the end of the course the student will be able to discuss the basic components and the development of human personality according to various psychological theories.

### **Proposed topics to be covered**

- Personality development
  - Human personality– basic concepts
  - Freudian school
  - Post Freudian school
  - Environmental school

- Coping and personality
- Developmental stages
  - The child
  - Pre-puberty
  - Puberty–menarche
  - Nuptial
  - Reproductive
  - Menopause
  - Old age–widowhood
- Emotional needs during the developmental stages

## **Pharmacology**

### **Course description**

The course focuses on the therapeutic actions of drugs as well as the side effects and interactions of various drugs.

### **Course main objective**

At the end of the course the student will be able to know the therapeutic actions and mechanisms of drugs commonly used for the management of prevalent diseases.

### **Proposed topics to be covered**

- General pharmacological principles related to
  - Drug prescriptions
  - Drug interactions
  - General effects of drugs
- Main drugs used in the treatment of
  - Nervous system conditions
  - Psychoactive drugs
  - Respiratory conditions
  - Cardiovascular conditions
  - Haematological system conditions
  - Endocrine and metabolic conditions
  - Gastrointestinal conditions
  - Chemotherapy
  - Infectious conditions
  - Ophthalmic conditions
  - Deficiency conditions
- Various other therapies

- Radiological
- Physical
- Palliative
- Alternative: homeopathy, plants, massage, acupuncture
- Role of the nurse

## **Religion**

### **Course description**

The course focuses on the religious sayings and precepts that can be used to provide assistance to individuals in need of spiritual help and to give students a background for counselling.

### **Course main objective**

At the end of the course the student will be able to make use of religious sayings and interpretation for the provision of comfort and solace.

### **Proposed topics to be covered**

Selected readings and theological interpretations.

## **Maternal and infant care**

### **Course description**

The course introduces the normal aspects of the maternity cycle and nursing management using the nursing process. It also considers neonate needs and gynaecological conditions of women in different stages of their lives.

### **Course main objective**

At the end of the course the student will be able to plan, implement and evaluate nursing care for women and the newborn during the various stages of the maternity cycle and during deviations from normality in the various stages of a woman's life cycle .

### **Proposed topics to be covered**

- Review of the anatomy and physiology of pregnancy
- Fetal growth and development
- Normal labour and delivery
- Abnormalities in pregnancy, labour, and delivery
- Antenatal, perinatal and postnatal management
- Management of common gynaecological conditions



- Diagnostic evaluation of the female reproductive system and functions
- Nursing care during:
  - Normal pregnancy, delivery and puerperium
    - The mother and embryo
    - Abnormalities and complications
  - Menstrual cycle and related disorders
  - Inflammatory and infectious problems
  - Displacement and injuries to the reproductive system
  - Cancers of the female genital tract and nursing management
  - Family planning and infertility
- Initial assessment of the newborn and nursing care

## **Practice**

Students' clinical experience will focus on provision of family centred maternity care, using the nursing process. Experience will be provided in maternity hospitals, antenatal clinics, well baby clinics and women's health clinics. Students will be given opportunities to develop basic skills in the care of women during the various stages of the life cycle including phases such as menarche, menopause, etc.

## Module 3: Family health 2

### Second year: Module 3: Family health 2

Subject matter	Total hours	
	Theory	Practice
Care of the healthy and sick child	40	130
Health education	20	10
Anthropology	30	
Nutrition in health and disease	30	20
Communication and interpersonal relationships	30	20
<b>Total</b>	<b>150</b>	<b>180</b>

## Care of the healthy and sick child

### Course description

The course focuses on the essentials of nursing management of the infant and child in health and illness.

### Course main objective

At the end of the course the student will be able to plan, implement and evaluate the nursing management needed by infants and children in health and illness during the various stages of growth and development.

### Proposed topics to be covered

#### *Primary*

- Principles of paediatric care
- Nursing care of the healthy infant and child
  - Growth and developmental stages
  - Assessment and measurement
  - Immunization
  - School health

#### *Secondary*

- Nursing management of the hospitalized infant and child
  - Physical needs
  - Emotional needs
  - Social needs
- Nursing care of common paediatric problems

- Hydration problems
- Nutrition problems
- Urinary problems
- Parasitic problems
- Infectious problems
- Respiratory and cardiac problems
- Skin problems, burns
- Nursing care of common paediatric surgical problems
  - Congenital anomalies of various body systems
  - Paediatric emergencies (injuries, acute illness, etc.)
  - Pre-operative and post-operative operative nursing management

### *Tertiary*

- Care of the child with chronic illness and handicap

## **Practice**

Students' clinical experience will focus on care of healthy and sick children and their families. Special attention will be given to the special needs of sick children and to developing comprehensive care following the nursing process. Opportunities will be provided for practice in paediatric units, paediatric special care units and schools.

## **Health education**

### **Course description**

The course focuses on the methods used in health education for individuals and/or group(s) in the community or in health care institutions.

### **Course main objective**

At the end of the course the student will be able to use the educational process to implement health education for healthy or sick individual(s) or group(s) in the community.

### **Proposed topics to be covered**

- Changing health behaviour
- Assessing individual and group health education needs
- The educational process
- Identification of needs
- Educational objective
- Learning strategies
  - Learning activities

- Teaching strategies
- Evaluation process
- Planning of an educational session
  - Choice of subject
  - Definition of learning objectives
  - Define contents
  - Design methods and audio visual aids
  - Design of evaluation tools

## **Practice**

Students will design, implement and evaluate a small health education session after the selection of a topic of interest for either individuals or groups of people, in outpatient clinics, schools, workplaces or health centres.

## **Anthropology**

### **Course description**

The course focuses on the various cultural entities in the country and their impact on the health–illness awareness and practices of the individual(s) and groups.

### **Course main objective**

At the end of the course the student will be able to discuss the influence of different cultures on the health– illness continuum in the country.

### **Proposed topics to be covered**

- Types of cultures
  - Nomadic
  - Rural
  - Urban
- Modes of life in various types of cultures
  - Leadership roles and responsibilities
  - Gender roles and responsibilities
  - Patterns of child rearing
- Health–illness concepts in different cultures
  - Healers' and health workers' roles and responsibilities
  - Patterns of health care in different cultures
  - Customs and habits

## **Nutrition in health and disease**

### **Course description**

The course focuses on the essentials of nutrition for the management of healthy individuals and individuals suffering from various diseases.

### **Course main objective**

At the end of the course the student will be able to determine with individuals and families the essential nutritional elements needed by individuals in health and illness.

### **Proposed topics to be covered**

- Revision of basic biochemistry
- Assessment of nutritional status
- Essential food elements
- Components of a balanced diet
- Needs of various age groups
- Nutritional deficiency and its prevention
- Malnutrition
- Obesity
- Nutritional needs of vulnerable groups
- Effects of cooking and preservation on nutritional value of food elements
- Essentials of dietetics
- Types of therapeutic diets

## **Communication and interpersonal relationships**

### **Course description**

The course centres on communication approaches and techniques relevant to the provision of nursing care to individual(s) and groups.

### **Course main objective**

At the end of the course the student will be able to implement the basic principles of communication in the performance of nursing activities with individuals, groups and co-workers using various approaches and techniques.

### **Proposed topics to be covered**

- The basic elements of communication
- Factors affecting communication
- Techniques used in communication

- Types of communication:
  - Verbal, nonverbal
- Therapeutic communication
  - Techniques that enhance therapeutic communication with various individuals: children, adults, elderly, the terminally ill
  - Concepts related to group dynamics
  - Concepts related to group process
  - Communication with individuals, groups, patients, co-workers

## Module 4: Adult health care 1

### Second year: Module 4: Adult health care 1

Subject matter	Total hours	
	Theory	Practice
Care of adults of working age	40	100
Human behaviour in illness	20	
Language	20	
Critical care	40	100
Environmental health	20	10
<b>Total</b>	<b>140</b>	<b>210</b>

## Care of adults of working age

### Course description

The course focuses on the comprehensive delivery of nursing care to adults hospitalized for minor, simple, acute or chronic conditions stressing a holistic approach to care through the nursing process.

### Course main objective

At the end of the course the student will be able to plan, implement and evaluate the delivery of comprehensive nursing care to adults hospitalized with simple acute or chronic conditions, using the nursing process.

### Proposed topics to be covered

#### *Primary*

- Healthy lifestyles and health promotion
- Role of the nurse in the three levels of prevention

#### *Secondary*

- Assessment and nursing management of patients with:
  - Altered levels of consciousness or fluid electrolyte imbalance
  - Disturbances of respiratory function
  - Disturbances of cardiovascular function
  - Abnormalities of blood-forming organs and peripheral vascular functions
  - Stress
  - Pain
  - Anorexia and hunger
  - Alterations of sleep
  - Ischemia and hypoxia

- Immobility
- Gastrointestinal malfunction
- Musculo-skeletal malfunction
- Renal malfunction
- Neurological malfunction
- Sensory deprivation
- Abnormal growth of cells and cell disorders
- Skin diseases and burns
- Assessment and management of patients undergoing minor surgery
- Assessment and management of patients undergoing major surgical interventions
- Assessment and management of patients undergoing reconstructive surgery

### *Tertiary*

- Maintenance and adaptive care

## **Practice**

Students will be provided with clinical experience in various hospitals to develop their skills in assessment and management of people with various acute and chronic conditions. Emphasis *will be placed on a holistic approach to care*, taking into consideration physical and psychological conditions of adults and their families.

## **Human behaviour in illness**

### **Course description**

The course introduces the body–mind relationship in health and illness and various emotional and somatic manifestations of this relationship.

### **Course main objective**

At the end of the course the student will be able to determine the impact of the body–mind relationship on various psychosomatic manifestations in the individual.

### **Proposed topics to be covered**

- The body–mind relationship
- Stress, adaptation, homeostasis
  - *Physical and emotional malfunctions*
- Human behaviour in
  - Psychosomatic diseases
  - Psychoneurotic conditions
- *Coping with illness*



- Positive coping mechanisms
- Problems in coping
- Nursing approaches and techniques in the management of patients with deviant behaviour during illness

## Language

### Course description

This course is geared to comprehension of health-oriented literature and the writing of acceptable communication in a scientific language. The student will also be trained in presenting oral and written reports.

### Course main objective

At the end of the course the student will be able to communicate or interpret, verbally and in writing, texts, using accepted terminology.

### Proposed topics to be covered

- Review of texts from medical and nursing fields
- Preparation of written summaries on medical and nursing activities
- Oral and written presentation of case studies and patient situations, using available records
- Principles of scientific writing
- Principles of oral presentations
- Practice in organizing and summarizing data
- Practice in reporting on patients orally and in writing

## Critical care

### Course description

The course focuses on the comprehensive delivery of nursing care to adult and geriatric patients hospitalized for complex, acute or chronic conditions in critical care units.

### Course main objective

At the end of the course the student will be able to plan, implement and evaluate the nursing process in the delivery of comprehensive nursing care to adult and geriatric patients hospitalized for complex, acute or chronic conditions in critical care units.

### Proposed topics to be covered

- Concepts and principles of emergency care

- Role of each member of the health team
- How to set priorities
- Organization and management of the unit
- Preparation of the unit
- Concept of intensive care
  - Role of each member of the team
  - Principles of care
  - Management of care
  - Types of patients admitted and their needs
- Biomedical instrumentation
  - Types of instruments used
  - Maintenance
  - Protection from hazards
  - Teaching of patients
  - Utilization and cleanliness

## **Practice**

Students will be guided to apply theoretical knowledge received in clinical settings. Experience in using the nursing process in provision of nursing intervention with critically patients will be stressed.

## **Environmental health**

### **Course description**

The course focuses on the types of health organizations in the community and the services rendered in the promotion of health and prevention of illness, as well as on the national programmes dealing with the elements of primary health care.

### **Course main objective**

At the end of the course the student will be able to identify the health promotional, preventive and curative aspects of services offered by various health organizations in relation to the main health problems in the country.

### **Proposed topics to be covered**

- Concepts and principles of environmental health
- Organization and primary health care
- Aspects of environmental health
  - Water supply
  - Sewage disposal

- Housing facilities
- Refuse collection and disposal
- Food supply
- Pest control
- Atmospheric pollution control
- School system
- Workplaces
- Governmental legislation
- Legislative involvement and/or responsibilities of governmental and private organizations in the upgrading and maintenance of health and prevention of illness
  - Ministry of Health
  - Ministry of Labour
  - Ministry of Industry
  - Ministry of Education
  - Voluntary groups
  - Religious groups
  - Legislative bodies
  - Responsibilities of citizens
- Health organizations
  - National governmental
  - Private, nongovernmental
  - International organizations
- Role, functions and responsibilities of the nurse in promoting environmental health in
  - Hospitals
  - Health centres
  - Housing
  - Schools

## **Practice**

Students will actively participate in the projects available in the country.

## Module 5: Adult health care 2

### Third year: Module 5: Adult health care 2

Subject matter	Total hours	
	Theory	Practice
Gerontology care	30	160
Introduction to statistics	20	20
Computer science	20	30
Ethics and professional nursing issues	20	10
<b>Total</b>	<b>90</b>	<b>220</b>

## Gerontology care

### Course description

The course focuses on the comprehensive delivery of care through the use of the nursing process to elderly and geriatric patients at home, in institutions or who have been hospitalized for complex, acute or chronic conditions.

### Course main objective

At the end of the course the student will be able to plan, implement and evaluate the nursing process in the delivery of comprehensive care to geriatrics in a variety of situations.

### Proposed topics to be covered

#### *Primary*

- Concept and needs of old age
- Principles of management
- Preventive aspects of care

#### *Secondary*

- Assessment and nursing management of old people with disabilities
- Assessment and nursing management of patients major geriatric illnesses
  - Sensory deprivation
  - Changes of body image
  - Immobilization
  - Urinary problems
  - Neurological problems
  - Cardiovascular problems
  - Orthopaedics and joints problems

### *Tertiary*

- Accompaniment and maintenance care

## **Practice**

Students will be guided to apply theoretical knowledge in home and clinical settings.

## **Introduction to statistics**

### **Course description**

The course focuses on the use of descriptive statistics in disease surveillance and descriptive and inferential statistics in analysis of research findings.

### **Course main objective**

At the end of the course the student will be able to utilize descriptive and/or inferential statistics to analyse data from nursing research.

### **Proposed topics to be covered**

- Descriptive statistics
  - Purposes of descriptive statistics
- Coding data
- Statistics used for qualitative scales, ratios, proportions, percentages, rates
- Tabulating data
  - Tables, graphs
- Measures of central tendency and variance
  - Central tendency
  - Mean, median, mode
- Variance
  - Range, interquartile range, normal frequency distribution, standard deviation, standard score
- Inferential statistics
  - Purposes of inferential statistics
- Comparison of descriptive and inferential statistics
- Definitions and concepts in inferential statistics
- Populations, sample and chance factors

## **Computer science**

### **Course description**

The course focuses on the use of computers for the development of care, management education and research purposes.

### **Course main objective**

At the end of the course the student will be able to utilize computers for the management of patient care, data search, preparation of learning material and presentation of research data.

### **Proposed topics to be covered**

- Historical perspectives of the computer in relation to nursing
- The Computer
- Computer hardware
  - Definition, characteristics, functional components
  - Principles of computer functioning
- Computer software
  - Computer programmes
  - Principles of programming
  - Preparation and printing of material
- Data processing
  - Operations
  - Storage
  - Processing methods and types
- Computer systems
  - Systems theory
  - Information systems
  - Hospital information system
  - Nursing information system
- Nursing applications
  - Administrative applications
  - Community health applications
  - Nursing practice application
  - Intensive care unit, emergency room and operating room applications
  - Research applications
  - Educational applications

### **Practice**

Students will practice the use of computers for the planning and management of care and in problem solving, for data search and for analysis of given results, as well as report writing.

## **Ethics and professional nursing issues**

### **Course description**

The course focuses on ethical considerations in the profession as well as professional issues relevant to the practice of nursing for the professional nurse and for the nursing profession.

### **Course main objective**

At the end of the course the student will be able to discuss the impact of issues relevant to the practice of nursing in relation to the profession and the recipients of nursing care.

### **Proposed topics to be covered**

- The discipline of ethics
  - Traditional ethics
  - Theories of ethics
  - Principles of ethics
- Ethical concepts of nursing practice
  - Advocacy
  - Accountability/responsibility
  - Cooperation
  - Caring
- Applying ethics to nursing practice
  - Nurses and people
  - Nurses and practice
- Role of the nursing association
- Codes for nurses
- Nursing theory
  - Theory definition
  - Steps in theory construction
  - Major theories used in nursing
    - Learning theories
    - Developmental theories
    - Adaptation–stress–homeostasis theories
    - Systems theory
    - Social theories
    - Cultural theories
  - Historical role of “grand” theory in nursing
  - Current development of mid-level theory

## Module 6: Community and mental health

### Third year: Module 6: Community and mental health

Subject matter	Total hours	
	Theory	Practice
Healthy communities	30	110
Behavioural adaptation	30	120
Scientific thinking	30	30
Total	90	260

### Healthy communities

#### Course description

The course introduces the scope of community health nursing, with emphasis on nursing care rendered in homes and health agencies for the promotion of health and prevention of illness based on the concept of primary health care.

#### Course main objective

At the end of the course the student will be able to plan, implement and evaluate comprehensive nursing care for individuals, families and segments of the community in various health care settings and homes.

#### Proposed topics to be covered

##### *Primary*

- Scope of community nursing
- Preventive aspects and health promotion functions of community nursing
- Health for all concept–Primary health care nursing
- Nursing functions in primary, secondary and tertiary prevention.
- Maternal and child care nursing services and family planning
- School health nursing
- Occupational health nursing
- Rural health

##### *Secondary*

- Communicable disease nursing
- Disease surveillance

##### *Tertiary*

- Home care nursing
- Family nursing



## Practice

Students' clinical experience will be carried in various settings including health centres, schools, faculties and homes. Special attention will be given to development of skills in health education, assessing risk factors and provision of care aiming at health promotion and prevention of illness.

## Behavioural adaptation

### Course description

The course uses various theoretical approaches in the implementation of the nursing process for the care of individuals presenting various deviations from mental health.

### Course main objective

At the end of the course the student will be able to implement the nursing process in the care of individuals presenting psychiatric or personality disorders.

## Proposed topics to be covered

### *Primary*

- Major theories in mental health
- Psychopathology of mental health disorders
- Impact of various psychiatric and personality disorders
  - Impact of various psychiatric conditions on the individual's intellect, emotions and behaviour

### *Secondary*

- Therapeutic modalities and nursing management (nursing process)

### *Tertiary*

- Institutionalized and therapeutic management

## Practice

Students' clinical experience will be provided in hospitals, community and day care centres, rendering services to patients with mental health and psychiatric problems and their families. Skills and attitudes of students will be enhanced in caring for patients receiving various therapeutic treatment.

## Scientific thinking

### Course description

The course focuses on the framework of the research process as applied to nursing.

## **Course main objective**

At the end of the course the student will be able to utilize the steps of the research process in the proposal and/or conduct of a circumscribed nursing research project.

## **Proposed topics to be covered**

- Research and problem solving
- Research methodology
  - Ethical issues in nursing research
  - Theory, hypothesis, concepts and related research terms
  - Phases and steps in the research process
    - The research proposal
  - Sample and sampling
  - Research designs
    - Descriptive–exploratory
    - Experimental
    - Quasi experimental
    - Survey
    - Documentary–historical
  - Research methods
    - Scientific observation
    - Questionnaire
    - Interview
  - Measurement
    - Scaling
    - Validity, reliability

## **Practice**

Students will select a small research project of actual interest.

## Module 7: Professional development

### Fourth year: Module 7: Professional development

Subject matter	Total hours	
	Theory	Practice
Economics	20	20
Nursing regulation	20	10
Counselling	10	20
Management and leadership	30	120
Project development and presentation		60
<b>Total</b>	<b>80</b>	<b>230</b>

## Economics

### Course description

The course introduces the concepts of health economics, health systems financing and cost effectiveness of services, while emphasizing the maintenance of the effectiveness of care to demonstrate social responsibility.

### Course main objective

At the end of the course students will be aware of the factors influencing cost containment and their role in cost-effective patient care.

### Proposed topics to be covered

- Public expenditure and the health and welfare services
- Health system financing
- Cost-benefit analysis in medical care
- Use of hospital costs in planning and management of resources
- Economics and operational research in medical care
- Patient management categories and the costs of nursing service
- Predicting nursing care costs with a patient classification system
- Determining nursing costs

### Practice

Students will participate in exercises on cost analysis and cost recovery

## **Nursing regulation**

### **Course description**

The course focuses on the regulatory mechanisms of the nursing profession and the rules and regulations controlling the practice of nursing.

### **Course main objective**

At the end of the course the student will be able to discuss the role of the controlling bodies and the legal issues that protect the care providers and the individuals and communities.

### **Proposed topics to be covered**

- Types of controlling bodies and their functions
- Readings on the legal aspects of the profession
- Code of professional conduct
- Confidentiality
- Patient consent
- Registration
- Patients and family rights
- Documentation of care
- Legal aspects of professional practice
- Standards of education and practice
- Role of professional organizations

## **Counselling**

### **Course description**

The course focuses on the methods used in counselling of healthy individuals of all ages and patients with problems interfering with their normal daily lives.

### **Course main objective**

At the end of the course the student will be able to utilize principles of counselling to help individuals and communities cope with the stress and realities of their problems and the attitude of the surrounding communities.

### **Proposed topics to be covered**

- Assessing individual and group needs
- The counselling process
- Methods used in counselling

- Planning a counselling session
  - Choice of subject
  - Defining objectives
  - Defining contents
  - Promotion of confidentiality
  - Design of evaluation tools

## **Practice**

Students will design, implement and evaluate a small counselling session.

## **Management and leadership**

### **Course description**

The course focuses on the basic principles of management and their utilization in the provision of nursing care to healthy and sick individuals in various health care settings.

### **Course main objective**

At the end of the course the student will be able to use principles of management in various health care settings providing services to healthy and sick individuals in different stages of life.

### **Proposed topics to be covered**

- Management process
- Components of management and the functions of nurses in management and supervisory processes
- Leadership process
- Concept and process of planned change
  - Models of change
  - Strategies and guidelines for change
- Time management
  - Selection and implementation of time-management strategies
- Staffing and team building
  - Team and group dynamics in nursing
  - Team building methods
  - Optimal staffing patterns
  - The health care setting as a system
  - Nursing and functions related to system maintenance services

## **Practice**

The practice component of the course will be conducted in various health care settings. Students will evaluate managerial conduct and plan and/or develop management approaches for improvement of the services rendered to healthy and/or sick individuals within the various health care settings in the community.

## **Module 8: Professional consolidation**

### **Course description**

The course focuses on selected areas of training to allow students to function within a health team for professional adaptation and implementation of the previous modules.

### **Course main objective**

At the end of the course the student will be able to develop expertise and to implement problem solving and management principles in the nursing management of selected groups from the health–illness continuum.

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