

Curriculum
For
B. Sc in Nursing
2006



Approved
By

Bangladesh Nursing Council
&
Faculty of Medicine, Dhaka University



Directorate of Nursing Services
Ministry of Health and Family
Welfare, Bangladesh



World Health Organization
Dhaka, Bangladesh

B. Sc in Nursing Curriculum 2006

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PREFACE

The demands of professional responsibilities of nurses are increasing on which they have to take a more advanced and pro-active role in improving the delivery of health care services. The medical science is advancing with the advancement of educational science and technology. In accordance with and conformity of this advancement, global changes are taking place in nursing education. Advanced knowledge and skills of nursing science are needed in preparing the future nurse midwives to meet the clients' needs and demands in the hospital and in the community, both nationally and internationally.

Several changes in health care system and health care needs are observed as well as emerging health problems are observed in Bangladesh over the past decades and the nursing education and services must be responsive to those changes. In the light of the above it is imperative that the existing nursing education needs to be upgraded to prepare nurses as competent and committed nurse midwives responsive to ever changing health care needs.

Series of meetings were held with national and international nurse specialists to develop the curriculum. A stakeholder meeting was held to review and finalize the curriculum with representatives from the MOH&FW, DGHS, BMA, DNS, BMDC, private and government nursing institutes and hospitals including private and public universities. The revised curriculum aims to meet the health needs of the country's population with an effort to meet the demands of clients from all walks of life. The framework of the curriculum is client centered with a holistic and community oriented approach.

After approval of the curriculum from the MoH&FW, a meeting was held on 5th April 2007 in the office of the Dean, Faculty of Medicine, Dhaka University where BSc Nursing Curriculum was thoroughly discussed with three other submitted curricula. It was observed that there was no consistency between the four curricula and the Dean, Faculty of Medicine made some recommendation for changes. Accordingly a committee was formed under the BNC to analyze the suggested changes and review the prepared document. The curriculum has been reviewed and necessary modifications have been made. Then it was presented to the EC Committee on 8th July 2007 at the MoH&FW and got approval with few corrections.

The Bangladesh Nursing Council took the overall responsibility for developing the curriculum in collaboration with the MOH&FW, World Health Organization and the Directorate of Nursing Services.

I appreciate the efforts of those who actively participated and worked very hard to develop this curriculum efficiently.

A.K.M. Zafar Ullah Khan
Secretary, Ministry of Health & Family Welfare and
Chairman, Executive Committee, BNC

ACKNOWLEDGEMENT

I am very grateful to many individuals for their encouragement and assistance in the development of the curriculum.

I wish to express my deep appreciation to the MoH&FW and DNS for taking the initiative in providing support to develop Bachelor of Science in Nursing Curriculum.

I wish to express my deep appreciation to the Dean, Faculty of Medicine Dhaka University for giving cordial support to prepare and approval of this curriculum and also giving heartfelt thanks to the other honorable members of Faculty of medicine for their assistance.

My special gratitude goes to the WHO for the technical support and assistance. I wish to extend my special thanks to Dr. Duangvadee Sungkhobol, WHO Representative and Bangladesh for her strong leadership, which made possible for the production of this curriculum.

My heartfelt thanks to Dr Wongchan Petpichetchian, Faculty of Nursing, Prince of Songkla University, Thailand for continuous hard work and involvement throughout the whole process.

Extensive thanks and appreciation to the group of nurses and other international experts who gave great effort and time in developing the curriculum.

I would also like to express my gratitude to the stakeholders from MoH&FW, DGHS, DNS, CoN, BMDC, CME, BMA, BNA, private and government Nursing Institutes and Universities and Hospitals.

(Shamsun Nahar)
Registrar
Bangladesh Nursing Council

SALIENT FEATURES OF CURRICULUM

1. BSc in Nursing course will be of 04 (four) years duration.
2. Degree awarded: B. Sc in Nursing.
3. Academic year will start from July in each year.
4. The applicant must have passed both SSC and HSC examinations with science background with biology and have cumulative GPA (both SSC and HSC) total 6.0 but not less than GPA 2.5 in either SSC or HSC examinations.
5. The candidate should apply within three years after passing HSC examination.
6. There will be year-end final examination in each year under the University during the B. Sc in Nursing course and a midterm examination will be conducted internally within 15th of June in each academic year by the individual institutions.
7. Examination of January should be taken as irregular.
8. Total hours are 6672 in four year course.
9. Total marks in each year during B. Sc. in Nursing Examination:

First year final -	1300 marks
Second year final -	1300 marks
Third year final -	1300 marks
Fourth year final -	<u>1300 marks</u>
Grand total =	5200 marks
8. Evaluation methods are both formative and summative.
 - a) Formative assessment will be done throughout the course and may include a combination of class examinations, quizzes and incourse assignment such as essays, preparation of assignment and posters, booklet, laboratory reports, practical notebook, case study, nursing care plan, presentation, report writing and so on.
 - b) Summative assessment includes written, oral and practical examination.

9. Marks and pattern of questions in written examination in each subject will be as follows:
- a. Formative assessment:
 - i. 10 Marks is allocated for formative assessment of each paper, when total marks of written exam are of either 70 or 100 or 150.
 - ii. 10 marks of formative assessment will be divided as follows:

Class attendance	=	2%
Class examination	=	4%
<u>Incourse assignment</u>	=	<u>4%</u>
Total	=	10%
 - b. Multiple choice question (MCQ):
 - i. 10 Marks is allocated for 10 MCQ, when total marks of written exam are of 70 or 80; and 20 Marks is allocated for 20 MCQ, when total marks of written exam are of 100 or 150.
 - ii. There will be separate answer script for MCQ examination.
 - iii. Time allocation is one minute for each question.
 - c. Short answer question (SAQ): Rest of the marks of the written examination is allocated for SAQ for each paper.
10. Mark distribution for oral and practical examinations will be equal.
11. Final examination for each course will be taken at the end of each academic year. The oral and practical examination will be taken after the final written examination.
12. Pass mark: 60% marks in each subject individually in written, oral and practical/clinical examinations.
13. An honours mark is awarded when students achieve 85% or more marks in a single subject.
14. Re-examinee student will receive a grade of such course(s) no greater than 75% mark.

CONTENTS

B. Sc in Nursing Curriculum

Contents	Page no.
Preface	i
Acknowledgement	ii
Salient features	iii
Background	1
Philosophy & goal	2
Objectives	4
Curriculum framework	5
Curriculum design	6
Curriculum structure	6 -11
Course code and name	12
Year wise course plan	14
Course description	17 -26
Appendix I	28
Appendix II	29-32
Appendix III	33 -36
Appendix IV : Contributors for curriculum	37
Appendix V : Contributors for primarily developed curriculum	38
Appendix VI : Curriculum review Committee	39

B. Sc in Nursing Course

Curriculum Title

Curriculum for B. Sc in Nursing 2006

Degree Awarded

B. Sc. in Nursing

Background

Nursing Education in Bangladesh has long produced senior registered nurses (10-year general education plus 4-year nurse-midwife education). Concerns had been raised in various forums and evidenced in previous studies that current senior registered nurses (SRN) curriculum (1991) did not meet the goal to prepare client- and community-oriented nurses, that there was a discrepancy what was taught in the nursing institutes and what was practiced in the hospital, and that it was not fully implemented.^{1, 2, 3} In addition, there are several changes in health care system as well as emerging health issues and changing health care needs in Bangladesh in the past decades. Therefore, the current curriculum was revised in 2004 and further refined in 2006 to be the Diploma Programme in Nursing Science and Midwifery (12-year general education plus 3-year nurse-midwife education).

In pursuance of endorsement for the above revised curriculum from Ministry of Health and Family Welfare (MoH & FW), the meeting to review the curriculum chaired by Honorable Minister of MoH & FW was conducted on July 5, 2006. It was decided that nurses in Bangladesh should be educated at bachelor's degree, comparable to neighboring countries and as per international standards. Producing bachelor's degree nurses not only supplies professional nurses to meet the needs of people in the country but also offers opportunities to Bangladeshi nurses to work abroad. The meeting further decided that the BNC, a regulatory body of nursing education and services in Bangladesh¹, is to develop standard bachelor's degree nursing curriculum for nursing educational institutions of both public and private sectors to follow.

In light of the above decision and concerns, the BNC in collaboration with the Directorate of Nursing Services (DNS) has taken an action to develop standard bachelor's degree nursing curriculum with technical assistance of World Health Organization, Bangladesh.

1 Hadley, M & Thanki, M. (2002). Making choices fro nurse training and education.

2 Hadley et al. (2003). Why nurses avoid providing direct patient care.

3 Khatun, R & Begum, T. (2003). A study to find the activities performed by the ward in-charge to ensure the basic nursing care to the patient in selected government and private hospital.

4 According to the BNC Ordinance 1983, one of the BNC main functions is "Development of standard curricula for nursing education."

The B. Sc in Nursing course is developed to meet the needs of Bangladesh health care system. It prepares registered nurses as generalists and midwives in professional nursing practice. Graduates are equipped to function as leaders, managers, and resource persons in a variety of health care settings. High order thinking and clinical decision making are informed through both general and discipline specific education. Graduates are prepared to function in a rapidly changing society of Bangladesh and the globe as members or leaders of health care teams.

The curriculum is designed in response to the following considerations:

1. The curriculum framework reflects philosophical beliefs of the Bangladesh Nursing Council and its members in preparing competent, professional nurses to meet the need of national health care system.
2. The ever-changing health care needs require the curriculum to: (1) be dynamic and responsive to changing health care needs, policy and delivery system in Bangladesh, (2) integrate concepts considered core to nursing, (3) equip students to have computer and information literacy as well as research, (4) increase learning ability through sequencing courses from simple to complex and building on prior learning, and (5) increase students' competencies overtime throughout the curriculum.
3. Concepts of human behaviors as they relate to the role of the professional nurse with clients and other health care professionals as well as importance of effective communication with individuals, families, and groups in order to develop caring relationship are emphasized in various courses.
4. The emphasis of improving quality nursing care, not only in Bangladesh but also all over the global health care system, urges the need to develop the nursing curriculum that meets international standards.

Philosophy

The Bangladesh Nursing Council and its members hold the following beliefs about person, environment, health, nursing, midwifery, and nursing education.

Person is a unique being, holistic in nature with interactive bio-physical, psycho-social, and spiritual dimensions. A person has ability for self-care actions required for promoting health, preventing diseases and illnesses, overcoming illness/restoring and maintaining health.

Environment consists of biophysical and socio-cultural elements that impact people's health. Each person lives within, and interacts with, an ever-changing environment, including health-care environment. The environment can be altered to positively affect a person's health by changing or removing unhealthy stressors and providing health-promoting resources.

Health is a state of complete physical, mental, social and spiritual well-being, and not merely the absence of disease or infirmity. Health-illness continuum indicates a continuum stage between health and illness across life span. Health is viewed as a dynamic state of wholeness or integrity achieved by continual adjusting one's self for optimal functioning. Illness is viewed as a dynamic state of loss of wholeness, dysfunction, or disorganization. While healing is the process through which illness is overcome and wellness reestablished; and is achieved by goal-oriented or deliberated actions.

Nursing assists clients (individuals, families and communities-aggregates of people within communities) to attain physical, mental, social and spiritual well-being. Nursing involves a dynamic interaction between client and nurse aimed to promote, maintain, and restore optimal health in collaboration with other health team members. It also encourages involvement of clients and significant others in the care for self-reliance and in modifying their health behaviors. Nurses use nursing process in determining clients' needs or problems in responses to actual or potential health problems, planning for nursing interventions, intervening, and evaluating responses. Nurses deliver community-oriented nursing care, taking into account clients' community context. Critical thinking is the basis for nurses to apply nursing knowledge and to follow ethical and legal framework in their practice.

Midwifery is care of the girl-child, the adolescent and the adult woman prior to, during, and following pregnancy. It aims to promote, maintain, and restore optimal health and views pregnancy as a normal life event. Midwife gives necessary supervision, care and advice for women during pregnancy, labour and the postpartum period. The midwife conducts deliveries on her own responsibility and cares for the newborn infant. She detects abnormal conditions in the mother and baby, procures medical assistance as necessary; and the execution of emergency measures in the absence of medical help. The midwife works in collaboration with other health care team members and/or community-based health workers in promoting the health of women and childbearing families.

Nursing education is a dynamic, continuous learning process of acquiring nursing and midwifery knowledge and skills that bring about changes of student behaviors. Nursing education acquires active and life-long learning and new learning builds on previous knowledge and experience. Learning in nursing education is best achieved when student is motivated and ready to learn, where student's dignity is respected; teaching strategies and learning experiences are carefully selected to facilitate critical thinking; and professional or clinical role modeling is offered.

Goal

Student who completes the Bachelor Programme will be a competent nurse-midwife who can demonstrate the competency of using knowledge-based practice for provision of quality holistic client-centered nursing care to meet needs/expectations and to promote, maintain, and restore health of individuals, families, and communities in common, simple, and complex health problems/situations.

Objectives

The objectives of this course are to develop a registered nurse-midwife who will be able to:

1. Demonstrate to have knowledge in:
 - 1.1 Basic sciences, applied sciences, and human sciences;
 - 1.2 Nursing science focusing on nursing process, holistic nursing, community-oriented nursing, and in-depth knowledge requiring for making clinical nursing judgment in common, simple, and complex health problems/situations of nursing clients across the life-span and across health-illness continuum;
 - 1.3 Nursing leadership and management;
 - 1.4 National health care policy;
 - 1.5 Emerging local and global health issues;
 - 1.6 Research and evidence-based nursing; and
 - 1.7 Self-inquiry, computer, and information technology
2. Demonstrate to have skills in:
 - 2.1 Using nursing process with in-depth knowledge-based clinical skills and critical thinking skills in caring for clients with common, simple, and complex health problems/situations across the life-span and across health-illness continuum in order to promote, maintain, and restore health;
 - 2.2 Providing client-centered and holistic care with caring behaviors;
 - 2.3 Carrying out knowledge-based and community-oriented nursing practice with positive attitudes, ethical behaviors and accountability in accordance with the BNC rules and regulations and professional standards;
 - 2.4 Communicating effectively with nursing clients, nursing members, physicians, and other health care providers;
 - 2.5 Working collaboratively in a health care team and as a member or a novice leader of the nursing care team;
 - 2.6 Leading and managing as a novice in-charge nurse;
 - 2.7 Guiding and fostering good clinical environment to nursing students and other support staff who work under nursing supervision;
 - 2.8 Thinking critically and committing to self-directed learning;
 - 2.9 Carrying out simple nursing research project;
 - 2.10 Carrying out evidence-based nursing practice using self-inquiry skills, computer and information technology skills
3. Appreciate oneself as a nurse-midwife, and have positive attitudes towards clients, society and professional nursing and self-directed lifelong learning.

Curriculum Framework

The B. Sc. in Nursing course is designed to offer a sequence of learning experiences, from simple to complex. The curriculum framework (Figure 1) incorporates situations significant to nursing in dealing with health of individuals, families, and communities within the health-illness continuum and throughout human developmental stages (from newborn to elders, including pregnancy) for achieving nursing goals (promoting, maintaining and restoring health). Essential competencies required for quality nursing and midwifery care is integrated throughout the curriculum. These include competencies in:

- (1) Using nursing process in common, simple, and complex health problems/situations with the considerations of client-centered, holistic, community-oriented, and knowledge-based nursing;
- (2) Carrying out ethical behaviors and concerning ethical and legal issues;
- (3) Developing management and leadership skills; and
- (4) Developing self-directed and life-long learning skills

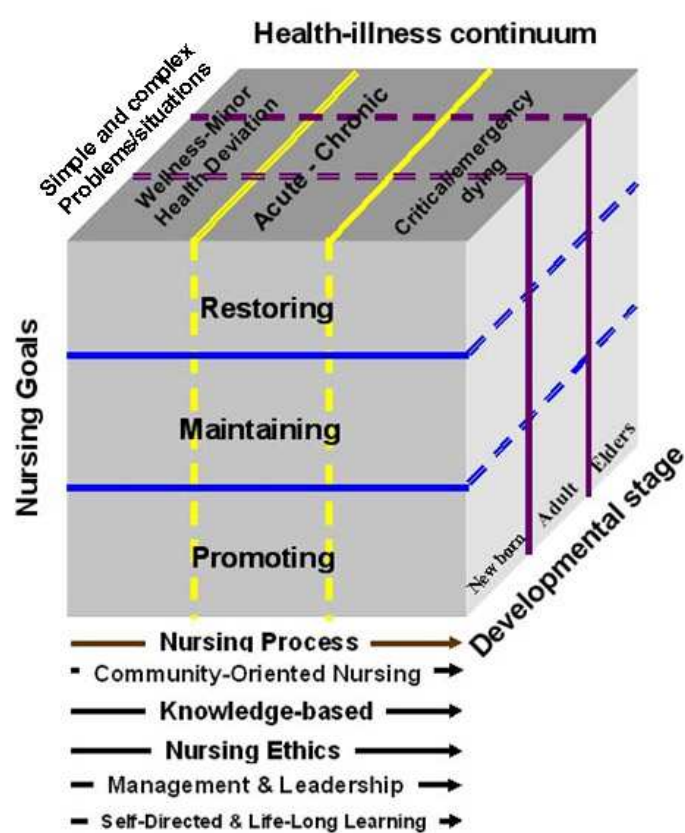


Figure 1. Curriculum Framework of the B. Sc in Nursing course

Curriculum Design

The curriculum is dynamic with provision for incorporating emerging health problems and changing health policies as well as latest advancement in health sciences. It is designed to incorporate (1) general education courses to prepare students to understand the world, understand human behaviors and to well-behave in the society, equip with computer and information technology, and be able to communicate in English, (2) foundation courses to furnish students with essential, in-depth knowledge relevant to health, nursing and midwifery, and (3) professional courses for nursing and midwifery. The courses are sequenced from year one to year four, from simple to complex, with an attempt to increase students' competencies overtime.

Curriculum Structure

The B. Sc in nursing course will be of four years duration for professional competencies and skill development. Each academic year consists of 52 weeks. Out of 52 weeks, 40 weeks will be reserved for theory and laboratory classes, practical sessions & internal mid-term exam. Remaining 12 weeks will be used for students' preparation, exams and break. This break may also allow time for students who fail a course to take re-exam, or to do additional study, assignment & practice to improve their academic performance in order to fulfill the requirement of the course. Each week consists of 6 working days and 8 hours a day including a short break. Each year is divided into two terms of 26-week of durations, which assist to implement the curriculum in gradual and uniform manner. Mid term Internal exam will be held in the 1st term that will assist student to identify their progress and learning needs.

Student Admission Procedure

Each institute will develop an admission guide considering the following criteria of admission procedure.

- A) Eligibility criteria for Admission:** Applicants who meet the following criteria will be eligible to enter into the programme.
- a. Criteria for direct entry students:
 1. The applicants must have passed both SSC & HSC Examinations with Science group with Biology.
 2. The Applicants must have cumulative GPA (both SSC & HSC) total 6.0 but not less than GPA 2.5 in either SSC or HSC examinations.
 3. The candidates should apply within three (3) years after passing HSC Examination and special affidavit for age certificate will not be accepted.

- b. Criteria for the Diploma in Nursing science & Midwifery passed graduates:
1. Graduate of the Diploma in Nursing science & Midwifery Program with a transcript indicating GPA no less than 2.00
 2. Registered Nurse, who has minimum 2 (two) years of work experience. (This student should not require to do internship)
 3. Age limit should be 30 years for diploma candidates.

B) Methods of selection

1. The applicants must appear at the 120 marks MCQ written test with 120 questions (30x4) at National level, which will be based on HSC curriculum including physics, Chemistry, Biology and English.
2. Student will be selected on the basis of merit. Merit score will be determined from Cumulative GPA of SSC & HSC result and from the admission test result. Only 10% of mark will be added from Cumulative GPA of SSC & HSC result.
3. Written examination will be conducted by the Directorate of Nursing Services. At Private Institutes, admission test may be held under the supervision of the government.
4. Successful candidates must be performed medical fitness check up before admission.

Duration of Training

A period of four (4) years of education is compulsory for B. Sc in Nursing course. At the end of the course, the student is required to take the BNC comprehensive examination for certification and licensing as a registered nurse.

Registration

After admission every student must do registration as per university rules & regulation.

Time limits for completion of B. Sc in Nursing Degree

There will be no time limit for completion of B. Sc In Nursing course. But each candidate will be given only 4 chances to appear in each year final examination. For 5th time appearing the candidate will be required special permission for the Dean Faculty of Medicine provided the candidate will have to drop one-year final examination.

Medium of Instruction

English language is used as a medium of instruction with supplemental Bangla language, as necessary.

Teaching system

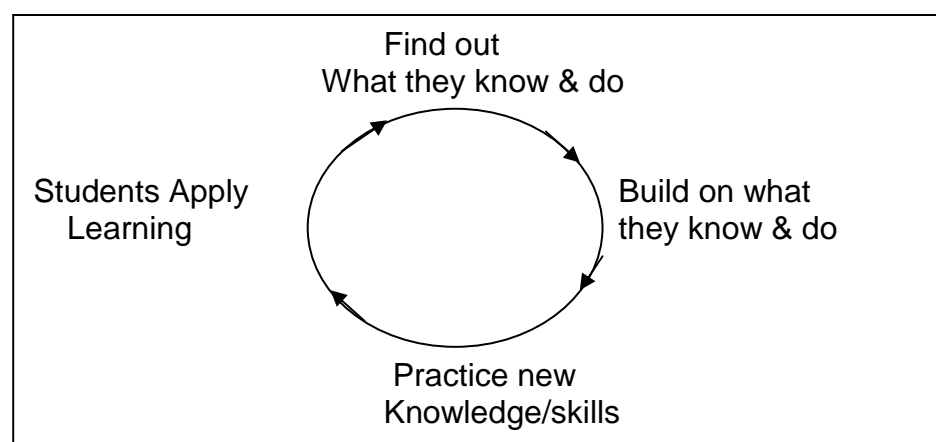
Institutes may have their own preference for conducting the teaching sessions. Teaching (theory and practice) sessions may be arranged either in block or study day system. This curriculum provides sample of both block and study day system of teaching session.

Students' practical placement

Rotation plan for clinical practice of the students' will be initially planned by the concerned teacher, which will be finalized through a discussion with hospital nursing authority. Effective communication and coordination between Institutes and Hospital personnel is essential in this regard.

Methods of Teaching

Teaching strategies and learning experiences used throughout the programme are those appropriate for adult learners. Interactive teaching-learning methods are carefully selected to facilitate active learning and critical thinking based on the adult learning cycle. Teaching-learning strategy is the provision of theoretical information followed by opportunities to apply the knowledge to a real or simulated situation. In a similar way practical skills are first demonstrated, and each student subsequently practicing the skills themselves, in a controlled context, to achieve competence. Once basic competence is obtained, the students practice the skills in real situation. Interactive teaching-learning methods such as group discussion, role-play, case study, simulation, lecturette, demonstration; group work etc will be used with various teaching aids. These methods encourage cooperative working and prepare nurse midwives for their role as members of health team. The external specialists (guest lecturers) may be used for teaching of some part of courses for the benefit of students. **There should a provision for student counseling to resolve the**



Adult learning cycle

Evaluation of students

1. Two examinations will be held in one year. Each student must appear year final examination. In order to pass each year of the course overall, a student must achieve a pass grade in all of the subjects in that year. In order to pass a subject, a student must pass in each individual assessment area for that subject.
2. The student who fails (earns less than 60%) any parts of the course(s) may have a chance to retake the examination after 6 months.
3. Once the objectives and requirements of the course(s) are met, the **re-examinee student will receive a grade of such course(s) no greater than 75% marks.**

4. If any student fails in 1st year Finals B. Sc in Nursing examination in any subject, the student will be allowed to continue classes of 2nd year but if the student again fails in January examination, the student will discontinue classes of 2nd year and continue course with next batch. The same rule will be applied for 2nd year and 3rd year examinations.
5. Student would be able to appear the year final examination for 4 (four) times. Even if she/he fails, at 4th times, then the student could appear by one time dropping and with the permission of the Dean, Faculty of Medicine/Nursing. If the students fail for 5th times, she/he should take permission from the Vice Chancellor for appearing next examination.
6. If students unable to meet the clinical practice requirements of the course(s), they have to make up their clinical practice requirements.
7. All assessment examination will be conducted according to set criteria for assessment. If any question arises, the examination committee will resolve it.
8. Pass mark: 60% marks must be obtained as pass mark in each course individually in written, oral and practical/clinical examination.

Methods of assessment

1. Methods of assessment are both formative and summative.
 - a) Formative assessment will be done throughout the course and may include a combination of class attendance, class examinations or quizzes and in-course assignment such as preparation of written assignment, preparation of posters, booklet, laboratory reports, practical notebook, case study, nursing care plan, oral presentation, report writing and so on.
 - b) Summative assessment usually includes written, oral and practical examination. However there are some variation such as some courses only assessed through written examination (psychology, Pathophysiology, Epidemiology & Biostatistics, and Evidence Based Nursing) and some courses will have written and oral (English, Sociology, Nursing Administration & Management, Research in Nursing) and some have written and practical (Computer & Information Technology) and Study project assessed through submitted study report and oral presentation. Detailed description for methods of assessment will be provided in the syllabus.
 - c) Major emphasis will be given in the acquisition of clinical practical skills of professional courses.

Mark Distribution & Pattern of Questions

1. Marks and pattern of questions in written examination in each subject will be as follows:
 - a. Formative assessment:
 - i. 10 Marks is allocated for formative assessment of each paper, when total marks of written exam are of either 70 or 100 or 150.
 - ii. 10 marks of formative assessment will be divided as follows:

Class attendance	= 2%
Class examination	= 4%
<u>Incourse assignment</u>	<u>= 4%</u>
Total	= 10%
 - b. Multiple choice question (MCQ):
 - i. 10 Marks is allocated for 10 MCQ, when total marks of written exam are of 70 or 80; and 20 Marks is allocated for 20 MCQ, when total marks of written exam are of 100 or 150.
 - ii. There will be separate answer script for MCQ examination.
 - iii. Time allocation is one minute for each question.
 - c. Short answer question (SAQ): Rest of the marks of the written examination are allocated for SAQ for each paper.
2. The examination system for oral, clinical and practical examination is shown against each subject separately in the curriculum. Oral and practical examination will be conducted combinedly. Some part of practical assessment of professional courses may have done during clinical/theoretical sessions.
3. Oral examination will be done by structured questions and oral presentation involving internal and external assessors.
4. Practical examination may include OSPE (Objective Structured Practical Examination) or/and traditional methods, and practical note book/ laboratory notebook/ lesson plan/ reflective notebook, Clinical performance may be evaluated through care plan, case studies & presentation, individual report, oral presentation and teaching session.
5. Mark distribution for oral and practical examinations will be equal.
6. Final examination for each course will be taken at the end of each academic year. The oral and practical examination will be taken after the final written examination; however, some part of practical assessment of professional courses may have done during the course.
7. All examinations will be governed by the existing rules of the University.

8. Pass mark: 60% marks in each subject individually in written, oral and practical/clinical examination.
9. An honours mark is awarded when students achieve 85% or more marks in a single subject. Re-examinee student will receive a grade of such course(s) no greater than 75% mark.
10. Duration of Examination hours: Examination hours will be distributed as follows:

For 50 to 60 marks	:	2.30 hours;
For 70 to 100 marks	:	3.00 hours;
For 110 to 150 marks	:	4.00 hours
11. Attendance and Marks: All students are expected to attend classes regularly. The institute believes that attendance is necessary for effective learning. The first responsibility of a student is to attend classes regularly, and one is required to attend at least 60% of all theoretical classes and 100% of lab & practical sessions held in every course. Basis for awarding marks for class attendance for classes will be as follows:

Attendance	=	Marks
90% and above	=	2.0
75% - 89.99%	=	1.5
60% - 74.99%	=	1.0
Less than 60%	=	0.0

Graduation

Students will be graduated if they meet the following criteria:

1. Pass mark is 60%.
2. Pass and complete the requirements of all courses including the clinical experience specified in the checklist book and complete the Internship.

Course code & name

Code and name of the different courses with hours and marks

1. General Courses	=	4
2. Foundation Courses	=	7
3. <u>Professional Courses</u>	=	<u>19</u>
Total no. of subjects	=	30

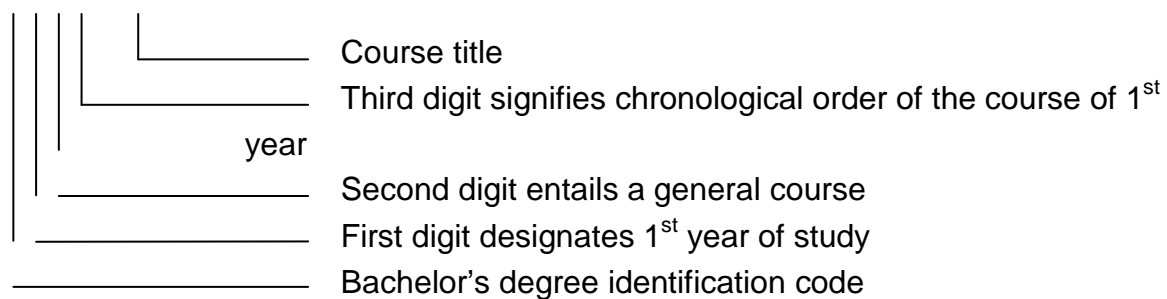
	Code	Subjects/ Courses	No. of Hours T/L/P	Marks	
				W +(O+P)	Total
General Courses (1)					
1	B 111	English I	72/48/0	70 + 30	100
2	B 211	English II	72/48/0	70 + 30	100
3	B 112	Computer & Information Technology	48/48/0	100	100
4	B 113	Sociology	72/0/24	70+30	100
5	B 114	Psychology	72/0/0	100	100
Foundation Courses (2)					
1	B 121	Anatomy	96/64/0	100+50	150
2	B 122	Physiology	96/64/0	100+50	150
3	B 123	Microbiology	72/32/0	100+50	150
4	B 124	Nutrition & Dietetics	72/32/96	100+50	150
5	B 224	Pharmacology	72/0/0	70+30	100
6	B 225	Pathophysiology	72/0/0	100	100
7	B 323	Epidemiology & Biostatistics	80/0/0	100	100
Professional Courses (3)					
1	B 131	Fundamentals of Nursing I	120/240/216	150+150	300
2	B 232	Fundamentals of Nursing II	96/0/0	100+100	200
3	B 233	Health Assessment	48/48/0	70+30	100
4	B 236	Adult Medical & Surgical Nursing I	120/0/480	150+150	300
5	B 331	Adult Medical & Surgical Nursing II	96/0/288	100+100	200
6	B 237	Paediatric Nursing	96/0/192	100+100	200
6	B 238	Community Health Nursing I	96/0/192	100+100	200
7	B 332	Community Health Nursing II	72/0/96	100+100	200
9	B 334	Gynaecological Nursing	48/0/48	70+30	100
10	B 335	Gerontological Nursing	64/0/96	70+30	100
11	B 336	Traumatology & Orthopaedic Nursing	80/24/192	100+100	200
12	B 337	Psychiatry & Mental Health Nursing	80/0/192	100+100	200
13	B 338	Emergency & Critical Care Nursing	80/0/192	100+100	200
14	B 431	Midwifery & Obstetrical Nursing I & II	120/48/672	200+200	400
15	B 432	Newborn Nursing	32/0/48	70+30	100
16	B 433	Reproductive Health	48/0/48	70+30	100
17	B 434	Nursing Administration & Management	72/0/96	70+30	100
18	B 435	Nursing Education	72/0/96	100+100	200
19	B 436	Research in Nursing	72/0/0	70+30	100
20	B 437	Evidence Based Nursing	16/48/0	100	100
21	B 438	Study Project	0/0/240	100+100	200
Total hours in theory, lab. & practical			(2424/744/3504)	3020+2180	5200
Grand total			=6672 hours		
Weeks			50.5/15.5/73	=139w	

Course code: It means designation and numbering system of a course.

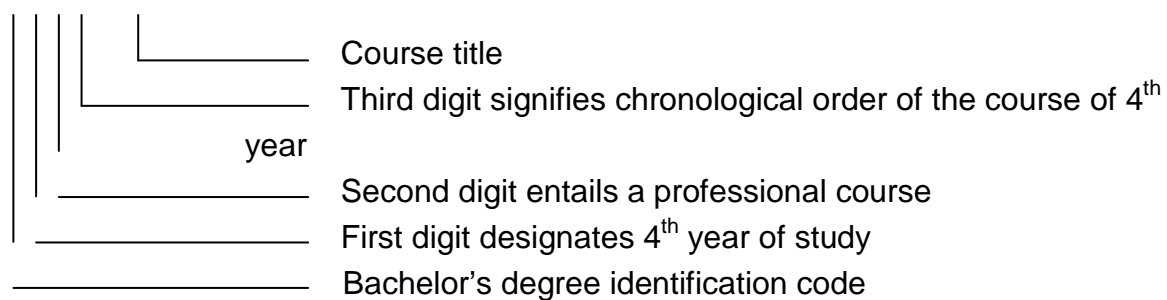
Each course is designated by a letter B which stands for B. Sc in Nursing degree followed by a three-digit number with the following criteria:

- a) First digit indicates the year of study;
- b) Second digit indicates whether the course is general (1), foundation (2), professional (3) courses; and
- c) The third digit indicates chronological order of the course of specific year. The course code is illustrated by two examples.

B 111 English



B 432 Newborn Nursing



Year wise Course Plan

Year-wise Subject distribution with hours and marks

1st Year

Code	Courses	No of Hours	Marks		Total Marks
			Theory	Oral & Practical	
B 111	English I	72/48/0	70	30	100
B 112	Computer & Information Technology	48/48/0	70	30	100
B 113	Sociology	72/0/24	70	30	100
B 114	Psychology	72/0/0	100	-	100
B 121	Anatomy	96/64/0	100	50	150
B 122	Physiology	96/64/0	100	50	150
B 123	Microbiology	72/32/0	100	50	150
B 124	Nutrition & Dietetics	72/32/96	100	50	150
B 131	Fundamentals of Nursing I	120/240/216	150	150	300
Hours & Marks		720/528/336	=860	=440	=1300
			=1584hrs		
Weeks		15w/11w/7w = 33 weeks			

2nd Year

Code	Courses	No of Hours	Marks		Total Marks
			Theory	Oral & Practical	
B 211	English II	72/48/0	70	30	100
B 232	Fundamentals of Nursing II	96/0/0	100	100	200
B 233	Health Assessment	48/48/0	70	30	100
B 224	Pharmacology	72/0/0	70	30	100
B 225	Pathophysiology	72/0/0	100	-	100
B 236	Adult Medical & Surgical Nursing I	120/0/480	150	150	300
B 237	Paediatric Nursing	96/0/192	100	100	200
B 238	Community Health Nursing I	96/0/192	100	100	200
Hours & Marks		672/96/864	=760	=540	=1300
			=1728 hrs		
Weeks		14w/2w/18w = 34 weeks			

3rd Year

Code	Courses	No of Hours	Marks		Total Marks
			Theory	Oral & Practical	
B 331	Adult Medical & Surgical Nursing II	96/0/288	100	100	200
B 332	Community Health Nursing II	72/0/96	100	100	200
B 323	Epidemiology & Biostatistics	80/0/0	100	-	100
B 334	Gynaecological Nursing	48/0/48	70	30	100
B 335	Gerontological Nursing	64/0/96	70	30	100
B 336	Traumatology & Orthopaedic Nursing	80/24/192	100	100	200
B 337	Psychiatry & Mental Health Nursing	80/0/192	100	100	200
B 338	Emergency & Critical Care Nursing	80/0/192	100	100	200
Hours & Marks		600/24/1104	=740	=560	= 1300
		=1728 hrs			
Weeks		12.5w/0.5w/23w = 36 weeks			

4th Year

Code	Courses	No of Hours	Marks		Total Marks
			Theory	Oral & Practical	
B 431	Midwifery & Obstetrical Nursing I & II	120/48/672	100+ 100	100+ 100	400
B 432	Newborn Nursing	32/0/48	70	30	100
B 433	Reproductive Health	48/0/48	70	30	100
B 434	Nursing Administration & Management	72/0/96	70	30	100
B 435	Nursing Education	72/0/96	100	100	200
B 436	Research in Nursing	72/0/0	70	30	100
B 437	Evidence Based Nursing	16/48/0	100	-	100
B 438	Study Project	0/0/240	100	100	200
Hours & Marks		432/96/1200	=780	=520	= 1300
		= 1728 hours			
Weeks		9w/2w/25w = 36 weeks			

Some subjects are grouped into papers covered a wide range of content under the main headings. They are as follows and described under course descriptions.

English I :	Communicative English
English II :	Professional English
Fundamental Nursing I :	Introduction and Conceptual bases of Nursing Communication in Nursing First Aid in Emergencies Nursing Techniques & Procedures I
Fundamental Nursing II	Nursing Techniques & Procedures II Trends & Issues in Nursing Nursing Inquiry
Adult Medical & Surgical Nursing I	Adult Medical Nursing I Adult Surgical Nursing I
Adult Medical & Surgical Nursing II	Adult Medical Nursing II Adult Surgical Nursing II
Community Health Nursing I	Concepts of community health nursing Primary health care Health promotion & Health education School health nursing
Community Health Nursing II	Concept of family health Nursing Nursing care for special Health concerns Nursing care of clients with special needs Industrial & Occupational health
Midwifery and Obstetrical Nursing I	Normal Midwifery
Midwifery and Obstetrical Nursing II	Obstetrics

Course Descriptions

B111: English I (72/48/0)

Prerequisite:

Communicative English: Basic grammatical structures of English and basic semantics, basic reading and listening techniques for constructing informal writings; reading selected English literature; listening to selected English media; Use of expressions for easy communication in daily life such as exchanging information, greeting, shopping, application, past, present & future activities, liking & disliking etc; giving English oral presentations; and writing formal letters and essays.

B211: English II (72/48/0)

Prerequisite: B111

Professional English: Study and practice in reading and writing on related topics from nursing textbooks/journals/magazines & note taking, referencing; improvement of reading and writing abilities with emphasis on review of vocabularies, sentence structure, organization, development of oral presentation; developing writing skills- Business letters, application & CV; report writing, editing, proof reading, translation and professional writings- meeting minutes; improvement of speaking and listening abilities with establishing communication and making arguments.

B112: Computer and Information Technology (48/48/0)

Pre-requisite:

History of computing and Internet; roles of computers in our society; computer terminology; computer hardware and devices; operating systems; and application programs. Using windows and application programs for word processing, spreadsheets, slide presentations, and graphic animations; networking and communication through internet and World Wide Web applications, concept of Information Technology using as learning tool.

B113: Sociology (72/0/24)

Prerequisite:

Boundaries and social matters; basic concepts of sociology; relationship between social science and other sciences; the influence of social structure including political and economic aspects on health care system; culture embedding in society including values, beliefs, and practices of human behaviors; Family and marriage, social processes, social control, social stratification, social change and culture and its influence on health within community, urban and rural community, social problems.

B114: Psychology (72/0/0)

Prerequisite:

Basic concepts of psychology; selected psychological theories including biological theories, behavioural theories, illness behaviour, social learning theory, stress-coping theories; motivation; personality; and developmental psychology across lifespan.

B121: Anatomy (96/64/0)

Prerequisite:

Anatomical structure of human body: movement; homeostasis and metabolism of body systems including nervous system, endocrine system, cardiovascular system, respiratory system, digestive system, urinary system, reproductive system, hematologic system, sensory organs, integumentary system, and immune system.

B122: Physiology (96/64/0)

Prerequisite:

Physiological functions of human body: movement; homeostasis and metabolism of body systems including nervous system, endocrine system, cardiovascular system, respiratory system, digestive system, urinary system, reproductive system, hematologic system, sensory organs, integumentary system, and immune system.

B123: Microbiology (72/32/0)

Prerequisite:

Basic microbiology, parasitology, immunology, virology and pathology; nature, reproduction, growth, and transmission of common microorganisms and parasites in Bangladesh; prevention including universal precaution and immunization, control, sterilization, and disinfections; and specimen collections and examination.

B124: Nutrition and Dietetics (72/32/96)

Prerequisite:

Introduction and concepts of nutrition; roles of nutrition on health; human needs of nutrients across life span; eating pattern of people with different age group and factors affecting nutritional deficits within Bangladesh culture; food hygiene, cooking process and food preservation; nutritional assessment, menu planning, nutrition related-health problems including malnutrition and nutrition deficiency diseases & prevention, treatments, therapeutic nutrition, nutritional support with modification based on individual differences, family and community context.

B224: Pharmacology (72/0/0)

Prerequisite: B121, B122, B123

Introduction and basic concepts of pharmacology; principles of drug actions: pharmacologic, pharmacokinetic, and pharmacodynamic; essential drugs; forms of drugs and preparation; action, adverse effect and its management of major drug classes including antibiotics and antiparasitics, anti-inflammatory drugs, antipyretics and analgesics, drugs affecting body systems, i.e., gastro-biliary, urinary, cardiovascular, endocrine, and nervous system, anti-psychotic, anti-neoplastics and immuno-suppressive agents.

B225: Pathophysiology (72/0/0)

Prerequisite: B121, B122, B123

Introduction to Pathophysiology: nature of diseases and pathogenesis; gene and genetics; alteration of cellular and tissue biology, fluid-electrolyte balance, acid-base balance; immune system, inflammation and wound healing, infection, immunodeficiency, and psycho-neuro-immunology; biology of benign tumor, cancer and cancer spread; stress and disease; pain syndrome; alteration of neurologic function, hormonal regulation, hematologic function, cardiovascular function, pulmonary function, renal and urinary tract function, digestive function, function of reproductive system including sexual transmitted infections and HIV/AIDS, musculo-skeletal function, and function of the integument; and multi-system dysfunction.

B323: Epidemiology and Biostatistics (80/0/0)

Prerequisite: B123

Concepts and principle of epidemiology, history, occurrence and distribution of diseases; indicators of community health; epidemic investigations, prevention and control of communicable and non-communicable diseases. Basic statistics; methods of collection, analysis, and presentation of data; population statistics (e.g. census, birth rate, literacy rate, life expectancy); selected health related statistics (e.g. mortality and morbidity rate: incidence and prevalence).

B131: Fundamentals of Nursing I (120/240/216)

Prerequisite: B113, B114, B121, B122, B123

Introduction and Conceptual bases of Nursing: Historical development of the nursing profession; relationship among these concepts, client-centered care, and holistic nursing; nurses' roles and competencies required in promoting, maintaining, and restoring health; Nursing process; nursing self-management and accountability within health care system; nursing organizations and health-related organizations nationally and internationally.

Communication in Nursing: Concepts of communication; Introduction to interpersonal communication in nursing; assertive and responsible communication; Nurse-client relationship - interpersonal and therapeutic relationship; key elements in building relationships; communicating with other health care professionals; enhancing communication skills through practice experience in consideration of professional standards.

First Aid in Emergencies: Concepts, principles and practice of first aid; management of injuries and wound, shock, haemorrhage, Burn and scalds, drowning, poisoning, snake and insects bites.

Nursing Techniques and procedures I: General procedures

B232: Fundamentals of Nursing II (96/0/0)

Prerequisite: B113, B114, B121, B122, B123, B131, B233

Trends & Issues in Nursing: Factors influencing the progression and acceptance of nursing as a profession; basic concepts relevant to the nursing & profession; Trans-cultural Nursing;

Concepts of nurse as a moral and ethical agent, nurses' ethical behaviors, ethical principles; BNC codes of conducts, regulations, and professional standards; different professional organizations;

Nursing inquiry: Foundations to nursing inquiry; strategies for promoting nursing students' inquiry skills with an emphasis on searching and retrieving relevant studying materials, reading and interpreting nursing materials.

Nursing Techniques & Procedures II: Advanced procedures

B233: Health Assessment (48/48/0)

Prerequisite: B113, B114, B121, B122, B123, B131

Introduction to nursing process; importance of health assessment; sources of data and assessment strategies; practical skills in history taking and physical examination basic to biophysical, psychosocial, and spiritual assessment, and diagnostic tests and investigations emphasis on assessment phase of identifying individual's needs/expectations, responses to actual or potential health problems in the context of family and community across the life span; recording and reporting relevant data from health assessment; ethical concerns relevant to health assessment including privacy, confidentiality, and informed consent.

B236: Adult Medical & Surgical Nursing I (120/0/480)

Prerequisite: B121, B122, B124, B131, B224, B225, B233, B232

Adult Medical Nursing I:

Nature of acute and chronic illnesses related to Medicine; nurses' roles and interventions in restoring health, preventing complications and recurrence, and maintaining health of adult clients with acute and chronic conditions using client-centered and holistic care in the context of family and community; theory and practice in providing care to adult clients undergo medical interventions required in common, simple, and complex health conditions with alterations in integumentary system, digestive and gastrointestinal system, endocrine & metabolic system, respiratory system and cardiovascular system; Ethical consideration related to care of adult clients including patients rights (truth-telling), informed consent, justice and advocacy.

Adult Surgical Nursing I:

Nature of acute and chronic illnesses related to Surgery; nurses' roles and interventions in restoring health, preventing complications and recurrence, and maintaining health of adult clients with acute and chronic illnesses using client-centered and holistic care in the context of family and community; theory and practice in providing care to adult clients undergo surgical interventions and anesthesia required in common, simple, and complex health conditions with alterations in integumentary system, digestive and gastrointestinal system, endocrine & metabolic system, respiratory system and cardiovascular system; surgical wound; ethical consideration related to care of adult clients including clients rights, informed consent, justice and advocacy.

B331: Adult Medical & Surgical Nursing II (96/0/288)

Prerequisite: B121, B122, B123, B124, B131, B224, B225, B233, B232, B236

Adult Medical Nursing II

Common, simple and complex health situations of adult clients with alterations in genitourinary system, male and female reproductive system, nervous system, hematologic and lymphatic system, immune system; Oncology & palliative care; Medical conditions of the eye and ENT; ethical consideration related to care of adult clients including clients rights, informed consent, justice and advocacy. Problems with HIV/AIDS including Voluntary Counseling and Testing,

Adult Surgical Nursing II

Theory and practice in common, simple and complex surgical conditions of adult clients with alterations in genitourinary system, male and female reproductive system, nervous, immune and hematology system; Tumour and neoplasm; Surgical conditions of patient with the eye and ENT; Ethical issues related to the adult clients need surgical interventions and ethical considerations in dealing with truth-telling and patient advocate.

B237: Paediatric Nursing (96/0/192)

Prerequisite: B121, B122, B123, B124, B131, B224, B225, B233, B232

Introduction to pediatric nursing; growth and basic concept of early childhood development, importance of early childhood development, domains of development, factors influencing development; principles of care of sick children including infant, child, and adolescent focusing on family-centered care; prevalence of acute and chronic conditions of children in Bangladesh; disturbance in growth and development; child assessment; family assessment; child safety promotion; theory and practice in providing care to children with acute and chronic illnesses in common nursing situations including problems with malnutrition, acute and chronic infections, convulsion, congenital anomalies; alterations in respiratory, cardiovascular, gastrointestinal, urinary system, hematologic and lymphatic system, nervous, endocrine & metabolic system. Special attention to mentally & physically retarded children like cerebral palsy, autism.

B238: Community Health Nursing I (96/0/192)

Prerequisite: B113, B131, B232, B233, B323

Concepts of community health nursing: Fundamental concepts of community health nursing and community-based nursing; factors contributing to successful community health nursing practice in Bangladesh context; concept of community as a unit of care; cultural diversification in community; community assessment; early screening, and injury prevention. Group dynamics; Community organization; community empowerment; nurses' roles and interventions in community settings; Nurses' roles and interventions in community health nursing practice focusing on promotion and prevention; immunization, health education, early screening, and injury prevention and safety promotion; prevention and intervention of communicable diseases; demography, environmental health (personal hygiene, air, water, sanitation, waste disposal, housing & ventilation), concept of continuity of care; priority public health programmes in Bangladesh;

Primary health care: Concept & principles of primary health care; Approaches to PHC; Health care delivery system and Bangladesh primary health care policy, selected priority public health problems,

Health promotion & Health education: Concept, theories and principles of health promotion & Health Education.

School health: Concepts of School health, Nurses roles and interventions in school health problems.

B332: Community Health Nursing II (72/0/96)

Prerequisite: B113, B131, B232, B233, B323, B238

Concept of family health Nursing: Concepts and theories related to family health nursing including care of maternal and child health, care of family care givers health promotion focusing on self-care of an individual, health beliefs model, and empowerment; life style/health behavioral modification and behavioral change communication; principles of family-centered care; family dynamic; healthy family; family assessment; family counseling; family planning and contraception; Chronic & long term illnesses, theory and high level practice of nursing care emphasis on health promotion, illness prevention, and essential nursing treatments of healthy clients and clients with minor health deviation across the life span, i.e., infants, children, adolescents, adults, elders, and women concerning individual differences and family and community context and their participation in care;

Nursing care of clients with special needs: Vulnerable groups in the community including disables & handicapped, mental health disorders, special need children and groups.

Nursing care for special Health concerns: Women and child abuse in the family; Disaster preparedness and management, Leprosy, drug and alcohol abusers, rape victims, acid victim, violence; nutritional deficiencies.

Industrial health and occupational health: Concepts, Hazards and related diseases & nurses role.

B334: Gynaecological Nursing (48/0/48)

Prerequisite: B121, B122, B124, B131, B224, B225, B233, B232

Concept of gynaecology and gynaecological nursing, gynaecological problems, diagnosis and examination, menstrual cycle, disorders of menstruation, abortion, ectopic gestation prevention of gynaecological infection and nursing care management of gynaecological problem, inflammatory condition of female reproductive organs, benign and malignant growth, polyps, cysts, vesicular moles and displacement of uterus.

B335: Gerontological Nursing (64/0/96)

Prerequisite: B121, B122, B124, B131, B224, B225, B233, B232

Demographic trends in Bangladesh; concepts, theories related to aging; assessment and nursing strategies related to common health problems of elder population in Bangladesh; health promotion and illness prevention in the elderly; holistic care of the elderly with common and specific health problems; issues and trends in providing care for the elderly.

B336: Traumatology & Orthopedic Nursing (80/24/192)

Prerequisite: B121, B122, B124, B131, B224, B225, B233, B232

Introduction to orthopedic nursing; concept of immobility; nurses' roles and interventions in preventing musculoskeletal injuries, maintaining and restoring health of orthopedic clients using client-centered and holistic care in the context of family and community; theory and practice in providing care to clients with fracture and dislocation, orthopedic surgery, autoimmune and inflammatory disorders, degenerative disorders, infections, neoplasm, and congenital and developmental disorders; immobilization and use of orthopedic devices; ethical and legal consideration in care of orthopedic clients.

B337: Psychiatry and Mental Health Nursing (80/0/192)

Prerequisite: B113, B114, B121, B122, B124, B131, B224, B225, B233, B232, B323

Introduction to mental health and psychiatric nursing; bio-psychosocial theories of mental health and illness, determinants of mental illness; cultural and socioeconomic factors and psychotherapeutic modalities; theory and practice in providing nursing care to individuals experiencing emotional crises and/or acute chronic psychiatric illnesses within the context of their families and communities; ethical issues relevant to care of clients with psychiatric and mental health problems; public and private systems of care for mental health promotion, restoration, and rehabilitation in Bangladesh.

B431: Midwifery & Obstetrical Nursing I & II (120/48/672)
Prerequisite: B121, B122, B124, B224, B225, B233, B323

Midwifery & Obstetrical Nursing I

Normal Midwifery: Introduction to midwifery; roles, function and responsibility of nurse-midwives in the health care system; ethics in midwifery; maternal and newborn health situations in Bangladesh; socio, economic and cultural factors affecting maternal and newborn health; government initiatives and social movements for maternal and newborn health; concept of safe motherhood, application of nursing process as basis for the practice of midwifery; fertilization; growth and development of foetus; changes and impacts of pregnancy on bio-psychosocial and spiritual aspects of women during pregnancy; mechanisms of labour; theory and practice in providing comprehensive (promotion, supportive and restorative) and holistic care to pregnant women and their foetus/newborns and families from preconception, antenatal, labour to postnatal period; with the woman as the central figure in the care; emphasis is placed on management of normal delivery with active management of third stage and fourth stage of labour, immediate care of the newborns and early and exclusive breast feeding; and family planning.

Midwifery & Obstetrical Nursing II

Obstetrics: Theory and practice in providing comprehensive and holistic care to pregnant women having abnormal obstetric and/or underlying medical conditions and their fetus/newborns and families from preconception, antenatal, labour to postnatal period; with the woman as the central figure of the care; emphasis is placed on early detection of obstetric complications and conditions detrimental to health of pregnant women and their fetus, timely procurement of medical assistance and/or referral, and first line management for obstetric emergencies and life threatening situations; emergency obstetric care; use of midwifery standards for quality management; ethical issues concerning the maternal and newborn health in Bangladesh.

B432: Newborn Nursing (32/0/48)
Prerequisite: B124, B233, B237, B431

Immediate care of the newborn & resuscitation; Care of newborns in the first 28 days of life and special newborn care for those with congenital anomalies and abnormal conditions at birth: review Pathophysiology including causes, signs and symptoms, and treatments; health assessment, risk assessment, supportive/ emergency and restorative care of newborns with abnormalities; family planning and family counseling of the affected congenital anomalies families.

B338: Emergency and Critical Care Nursing (80/0/192)

Prerequisite: B236, B331, B336, B237

Introduction to emergency and critical care nursing; nurses' role in injury prevention and disaster preparedness; psychosocial, spiritual, and ethical concerns in care of clients under emergency and critical conditions; end-of-life care; theory and practice in providing care to clients, in the context of family and community, with emergency and critical conditions including disasters. Ethical and legal issues relevant to the care of clients with critical conditions and dying.

B433: Reproductive Health (48/0/48)

Prerequisite: B121, B122, B334, B431

Introduction to Concept of Reproductive Health, Family planning, fertility & infertility, Problems in Reproductive health of both sexes, Adolescent group, Status of women, Process of counseling on different issues of Reproductive Health problems, concept of safe motherhood initiative and different national & international policies & programmes in Reproductive health. Ethical and legal issues relevant to the care of clients with reproductive health needs.

B434: Nursing Administration and Management (72/0/96)

Prerequisite:

Introduction to nursing administration, and management; Concept & theories of policy formulation; Theories of management; factors influencing effective nursing leadership and management in Bangladesh health care delivery system; constructing leadership skills; Nursing management emphasis on time management, conflict management, and organizational management; planned change; nurses' role in clinical supervision; Quality assurance, use of standard for quality management in nursing services; and practice as a team leader/in-charge of a nursing team in clinical and community setting.

B435: Nursing Education (72/0/96)

Prerequisite:

Concept and history of Nursing Education, understanding of educational psychology, theories and principles of education, educational methodologies, teaching learning activities, evaluation of the courses and students, assessment tools for evaluating the teaching learning activities and the nature, principles, and purposes of curriculum and curriculum development and evaluation.

B436: Research in Nursing (72/0/0)

Prerequisite: B323, B111, B112, B211,

Introduction to research in nursing; research process including identification and justification of research problem and question, constructing research objective, questions and hypotheses, literature review, research methodology, research instruments, data analysis and interpretation, implications to nursing practice; Critiquing a research, annotated bibliography, and writing a research proposal.

B437: Evidence-Based Nursing (16/32/0)

Prerequisite: B436, B111, B112, B211, B323,

Introduction to evidence-based nursing practice (EBN): importance of EBN to the quality of care, accessible resources to EBN within local Bangladesh health care delivery system and health-related organizations; identification and evaluation of evidence for use in nursing practice; critical evaluating the significance of studying materials to be utilized in clinical nursing practice, application of EBN in nursing practice in Bangladesh.

B438: Study project (0/0/240)

Prerequisite: B111, B112, B211, B323, B436,

Selecting a topic with regard to health & nursing issues & problems, health care policy, issues and trends related to nursing practice, services, education, research & ethics. Conducting a small research project in groups, preparing report, and presenting research findings.

Overall Course Structure

Appendix: I
Curriculum for Bachelor of Science in Nursing (B. Sc In Nursing)
Master Plan for Overall Course Structure based on Block System of Teaching

1st Year

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
	T	T	T	T	T/L	T/L	T/L	T/L	L	L	T/L	T/L	T/L	T/L	T/L	T/L	T	R	R	Pr	ME	ME	B	B	-	-
Week	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
	T	T/L	T/L	L	N	N	S/F	T/L	T/L	F	F	F	F	T/L	T/L	T	R	R	Pr	E	E	E	E	B	B	-

N= Practical Nutrition, S= Prac. Sociology, F= Prac. Fundamental Nursing

2nd Year

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
	T	T	T	T	T/L	T/L	T/L	T/L	PA	PA	PA	PA	PC	PC	T	T	T	R	R	Pr	ME	ME	B	B	-	-
Week	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
	T	T	T	PA	PA	PP	PP	PC	PC	T	PP	PP	PA	PA	PA	PA	T	R	P	E	E	E	E	B	B	-

PA= P. A. MS Nsg I, PC= Prac CH. Nsg I, PP= Prac.pediatric

3rd Year

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
	T	T	T	PA	PA	PC	PC	PG	PG	T	T/L	PA	PA	PA	PA	Gy	T	T	R	P	ME	ME	B	B	-	-
Week	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
	T	T	T	T	PM	PM	PE	PE	PO	PO	T	PO	PO	PE	PE	PM	PM	T	R	E	E	E	E	B	B	-

PA= P. A. MS Nsg II, PO= P.Ortho. Nsg, PC= Prac CH. Nsg II, PM= Psyc.Nsg, PGy= Gynae, PG= Geront., PE= Emerg

4th Year

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
	T	T	T/L	L	PL	PL	PL	PL	PN	T/SP	T/L	PL	PL	PL	PL	PR	SP	T	R	P	ME	ME	B	B	-	-
Week	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
	T	T	SP	SP	PA	PE	PM	PM	PW	SP	T/SP	PM	PE	PA	PM	PM	T	T	R/P	E	E	E	E	B	B	-

PL = PM, PW= P/Newborn, PR= P/ RH, PA= N/A, PE= P/E, SP=Study Project

T= Teaching, L=laboratory, P= Practical, R=Revision, ME= Midterm Exam, E= Exam, B= Break

Appendix: II

ORGANIZATION OF THE COURSE STRUCTURE (Sample of block system of teaching) Year 1 : Term 1

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Theory & Lab, No Clinical Practice; 8 hours/day; T= Theory Class, L= Lab. Class																									
T	T	T	T	T/L	T/L	T/L	T/L	L	L	T/L	T/L	T/L	T/L	T/L	T/L	T	Revision class	Revision class	Preparation	Mid term Internal Exam	Mid term Internal Exam	Break	Break	-	-

*Mid term examination must be completed within 15th of June in each academic year. Examination of January should be taken as irregular.

Year 1 : Term 2

27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
Either Study (Theory & Lab) week, or Practice week (Placement & field visit for Nutrition & Dietetics (N) , Sociology (S) & Fundamental of Nursing I (FN) -in Selected hospitals/ community/ centres or medical and surgical wards);																									
T	T/L	T/L	L	N	N	F/S	T/L	T/L	F	F	F	F	T/L	T/L	T	Revision class	Revision class	Preparation	Final Exam	Final Exam	Final Exam	Final Exam	Break	Break	Adding clinical practice weeks

Year 2: Term1

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Theory & Lab, Adult MSNursing I (AMS I) : Selected medical (M) and surgical (S) wards; f=Female, m=Male, B= Batch Community Health Nursing I (CH I) : Selected settings: OPD(C), homes(H) in the surrounding community (and/or rural community)																									
T	T	T	T	T/L	T/L	T/L	T/L	B1 fM		B2 mM		B1 H	B2 H	T	T	T	Revision class	Revision class	Preparation	Mid term Internal Exam	Mid term Internal Exam	Break	Break	-	-
								B2 fS		B1 mS		B2 C	B1 C												
								B3 H	B4 H	B3 fM		B4 mM													
								B4 C	B3 C	B4 fS		B3 mS													

*Mid term examination must be completed within 15th of June in each academic year. Examination of January should be taken as irregular.

Year 2 :Term 2

27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
Adult MS Nursing I (AMSN I): Selected wards are medical (M), surgical (S) and other wards; Batch=B- B1, B2, B3, B4. Community Health Nursing I (CHNI): OPD, school health (sh), community health centers (C), Homes (H)in surrounding community (and/or Rural Area); Paediatric Nursing (PN): Selected settings are: Paediatric wards (P) & OPD (O).																									
T	T	T	B1 M	B2 M	B1 sh	B2 sh	B1 P	B2 P	T	B1 fM		B2 mM		B1 P	B1 O	T	Revision class	Preparation	Final Exam	Final Exam	Final Exam	Final Exam	Break	Break	Adding clinical practice weeks
			B2 S	B1 S	B2 C/H	B1 C/H	B2 O	B1 O		B2 fS		B1 ms		B2 O	B2 P										
			B3 P	B4 P	B3 M	B4 M	B3 sh	B4 sh		B3 P	B3 O	B3 fM		B4 mM											
			B4 O	B3 O	B4 S	B3 S	B4 C/H	B3 C/H		B4 O	B4 P	B4 fS		B3 mS											

Year 4: Term1

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
<p>Midwifery (MW): antenatal clinic (Anc), Postnatal wards(Pnc), Labour Rooms(Lr), community and home settings for domiciliary midwifery(Dm); Newborn Nursing (Nn): Neonatal, Labour, ICU, SCABU; Reproductive Health: Fertility centre(Rh), RH step ward, Family Planning (FP); Study Project (SP);</p>																									
T	T	T/L	L	Anc	Lr	Pnc	Dm	Nn	T/SP : Problem Identification	T/L	Lr	Pnc	Rh	Anc	FP	SP: Data control	T	Revision class	Preparation	Mid term Internal Exam	Mid term Internal Exam	Break	Break	-	-
				Nn	Dm	Anc	Lr	Pnc			FP	Anc	Lr	Pnc	Rh										
				Lr	Pnc	Nn	Anc	Dm			Pnc	Rh	FP	Lr	Anc										
				Dm	Nn	Lr	Pnc	Anc			Anc	FP	Pnc	Rh	Lr										

*Mid term examination must be completed within 15th of June in each academic year. Examination of January should be taken as irregular.

Year 4: Term 2

27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
<p>Midwifery (MW): Selected antenatal clinic(Anc), Postnatal wards(Pnc), Labour Rooms(Lr); Eclampsia (Ecl), Community and home settings for domiciliary midwifery (Dm) Administration and Management (Ad): any hospital & Institute/ health centers (Ins) ; Nursing Edu): Cl/teaching (CIT) to Junior & Peers & Pt (Ed); Study Project (SP).</p>																									
T	T	SP: Analysis	SP: Report Preparation	Lr	Ecl	Dm	Ed	Ad	SP: Draft Preparation & Presentation	T/SP	CIT	Ins	Lr	Pnc	Dm	T	T	Revision /Preparation	Final Exam	Final Exam	Final Exam	Final Exam	Break	Break	Adding clinical practice weeks
				Ed	Ad	Lr	Ecl	Dm			Pnc	Dm	CIT	Ins	Lr										
				Ad	Lr	Ecl	Dm	Ed			Dm	CIT	Ins	Lr	Pnc										
				Dm	Ed	Ad	Lr	Ecl			Lr	Pnc	Dm	CIT	Ins										

Appendix: III
ORGANIZATION OF THE COURSE STRUCTURE (Sample of study-day system of teaching)
Year 1 : first six month (Term 1)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
Theory & Lab, No Clinical Practice																										
																		Revision class	Revision class	Preparation	Mid term Internal Exam	Mid term Internal Exam	Break	Break	-	-

*Mid term examination must be completed within 15th of June in each academic year. Examination of January should be taken as irregular.

Year 1: second six month (Term 2)

27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46 - 49	50- 52			
Study 4 days/week, Clinical Practice 2 days/week (Nutrition & Dietetics, Fundamental of Nursing I; Selected wards are medical and surgical wards)																							
																Revision class	Revision class	Preparation	Final Exam	Break Adding clinical practice weeks			

Year 2: Term 1

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Study 3 days/week, Practice 3 days/week, 8 hours/day																									
Adult MSNursing I (AMSN I): Selected wards are medical and surgical wards Community Health Nursing I (CHN I): Selected settings are: OPD, homes in the surrounding community (and/or rural community)																									
AMSN I: Batch 1-Medical wards				Class	Class	CHN I: Batch 1- OPD				CHN I: Batch 1- Home visits				Class	Class	Revision class	Preparation	Mid term Internal Exam	Mid term Internal Exam	Break	Brak				
AMSN I: Batch 2-Surgical wards						CHN I: Batch 1- Home visits				CHN I: Batch 1- OPD															
CHN I: Batch 3- OPD		CHN I: Batch 3-Home visits				ADN I: Batch 3-Medical wards																			
CHN I: Batch 4- Home visits		CHN I: Batch 4-OPD				ADN I: Batch 4-Surigcal wards																			

***Mid term examination must be completed within 15th of June in each academic year. Examination of January should be taken as irregular.**

Year 2:Term 2

27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42			43	44	45	46	47 -50	51	52	
Study 2 days/week, Practice 4 days/week, 8 hours/day																									
Adult MS Nursing I (AMSN I): Selected wards are medical, surgical and other wards Paediatric Nursing (PN): Selected settings are: Paediatric wards & OPD. Community Health Nursing I (CHNI): OPD, schools, community health centers, Homes in surrounding community (and/or Rural Area)																									
AMSN I: Batch 1- Surgical wards		PN: Batch 1 FN: Batch 1		Class	AMSN I: Batch 3				PN: Batch 3 Paediatric wards				Class	Revision & Preparation	Final Exam	Final Exam	Final Exam	Break	Adding clinical practice weeks						
AMSN I: Batch 2- Medical wards		PN: Batch 2 FN: Batch 2			AMSN I: Batch 4				PN: Batch 4 Paediatric wards																
CHN I: Batch 3:		FN: Batch 1 AMSN I: Batch 2			CHN I: Batch 1:				AMSN I: Batch 3																
CHN I: Batch 4:		FN: Batch 2 AMSN I: Batch 1			CHN I: Batch 2:				AMSN I: Batch 4																

Year 3: Term 1

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		
Study 2 days/week, Practice 4 days/week, 8 hours/day																											
<p>Adult MS Nursing II (AMSN II): Selected wards are medical, surgical and other wards.</p> <p>Emergency and Critical Care Nursing (ECN): Selected settings are emergency departments, ICUs;</p> <p>Community Health Nursing II (CHN II): OPD, schools, community health centers, Homes in surrounding community (and/or Rural Area)</p> <p>Gerontological Nursing (GER): Selected wards are medical/surgical wards and/or geriatric wards (if any), old homes,</p>																											
AMSN II: Batch 1 Medical wards CHN II: Batch 1-Schools/.		AMSN II: Batch 1 Surgical wards CHN III: Batch 2 health centers/etc.		Class	ECN: Batch 1 ER/ICU CHN III: Batch 2 health centers/etc.		AMSN II: Surgical wards CHN II: Schools/ health centers/etc.		Class	Revision	Preparation	Mid-term exam	Mid-term exam	Break	Break												
ECN: Batch 2 ER/ICU; GER: M-S Wards/ Old home		AMSN II: B 2 M/W ECN: Batch1 ER/ICU			AMSN II: Medical wards; GER: M-S Wards/ Old home		AMSN II: Surgical wards old home ECN: Batch 1 ER/ICU																				

***Mid term examination must be completed within 15th of June in each academic year. Examination of January should be taken as irregular.**

Year 3: Term 2

27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47-50	51	52	
Study 2 days/week, Practice 4 days/week, 8 hours/day																							
<p>Adult MS Nursing II (AMSN II): Selected wards: medical & surgical wards. Gynaecological Nursing (GN): Selected settings are: OPD,</p> <p>Psychiatry and Mental Health Nursing (PMN): Selected settings: psychiatric wards, adult wards where simple and complicated psychosocial cases are admitted (depressive disorders, severe anxiety, suicidal attempts, etc. Trauma & Orthopaedic Nursing (T/OPN): Selected wards : Orthopaedic wards and Rehabilitation units (If any)</p>																							
PMN: Batch 2-Mental wards/adult wards		PMN: Batch 1- Psy/adult wards		Class	Class	PMN: Batch 1- Psy/adult wards		Class	Revision & Preparation	Final Exam	Break	Adding clinical practice weeks											
AMSN II: Medial wards T/OPN: Batch 3- Ortho ward /Rehab unit		AMSN II: Surgical wards; T/OPN : Batch 4-Ortho ward /Rehab unit				GN: Batch 1 Gynae ward, OT & OPD																	
GN: Batch 2-Gynae ward, OT & OPD		AMSN II: Medial wards				AMSN II: Surgical wards																	
PMN:: Batch 3- Psychiatric wards/adult wards		T/OPN: Batch 2-Ortho ward / Rehab unit				T/OPN: Batch 1-Ortho ward / Rehab unit																	

Year 4: Term 1

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25-26
Study 2 days/week, Practice 4 days/week																								
<p>Midwifery (MW): antenatal clinic(ANC), Postpartum wards(PP), Labour Rooms(LR), community and home settings for domiciliary midwifery; Newborn Nursing (NN): Neonatal, Labour, ICU, SCABU; Reproductive Health (RH): Fertility centre, RH step ward, Family Planning(FP); Administration and Management (Admin): any hospital & health centers;; Nursing Edu (NE); Junior & CI/teaching Peers & Pt; Study Project (SP);</p>																								
No Clinical Work Study in Class Only	Admin:Batch I Any wards		MW I: ANC			Class Only/ SP-topic selection	MW I: PP/FP			MW I: LR/community or home settings			Class Only	Group SP data collection	Revision	Preparation	Mid-term exam	Break						
	MW I: Batch II-PP RH : FP			Admin: Any wards			MW I: LR/community or home settings			MW I: ANC														
	MW I: Batch III-LR/ community or home settings			MW I: PP RH: FP			MW I: PP/	MW I: ANC NE: CI/teaching		NN: Neonate, ICU, Labour														
	MW I Batch IV-: ANC			MW I: LR/ home or community settings			MW I: LR	LEAD: Any wards		MW I: PP NE: CI/teaching														

***Mid term examination must be completed within 15th of June in each academic year. Examination of January should be taken as irregular.**

Year 4: Term 2

27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
Study 2 days/week, Practice 4 days/week																									
<p>Midwifery (MW): Selected areas are antenatal clinic(ANC), Postpartum wards(PP), Labour Rooms(LR), community and home settings for domiciliary midwifery Nursing Education (NE): Selected settings class teaching, clinical teaching, & patient teaching for peers & juniors; Study Project (SP)</p>																									
MW II: Batch I-PP NE		Group Study Project: Analysis and write up				MW II: LR		LR	MW II: ANC		SP: Draft report & presentation	Class only	Class only	Class only	Revision	Revision	Preparation	Final exam	Final exam	Final exam	Final exam	Break	Break	-	
MW II: Batch II-ANC NE						MW II: PP		PP/ FP	MW II: LR																
MW II: Batch III-LR NE						MW II: ANC		AN C	MW II: PP/FP																

Appendix IV

Contributors for the Curriculum

This curriculum was primarily developed by a group of staff who were guided and assisted by Dr. Wongchan Petpichetchian, PhD, RN, curriculum experts. It was a credit-based semester system curriculum. After that according to the recommendations of the Dean, Faculty of Medicine, Dhaka University, it was thoroughly analyzed, reviewed and developed into numerical grading and yearly system by a committee under the guidance of BNC. The following members were involved in the committee.

1. Shamsun Nahar, Registrar, Bangladesh Nursing Council
2. Roseliand Biva Baroi, Director, Directorate of Nursing Services
3. Azizun Nahar, Principal (Acting), College of Nursing, Mohakhali, Dhaka
4. Rebeka Khanum, Lecturer, College of Nursing,
5. Shanti Shudha Samadder, Instructor, College of Nursing,
6. Agnes Dipika Halder, Instructor, College of Nursing,
7. Saleha Khatun, Instructor, College of Nursing,
8. Mofiz Ullah, Instructor, College of Nursing,
9. Nasrin Khanam, Instructor , Nursing Institute, DMCH, Dhaka
10. Taslima Begum, Instructor, College of Nursing,
11. Rahima Jamal Akhtar, Instructor , College of Nursing, Dhaka.
12. Farida Begum, Program Coordinator (Nursing), WHO.

Appendix V

Contributors for the preliminary developed Curriculum

The curriculum including the syllabus and lesson plans was primarily developed by the following group of nurses from Government and Private health care settings and institutions followed by series of stakeholder meetings with representative from MOH&FW, DGHS, DNS, CoN, BMA, BNA and BNC;

1. Khodeja-tul-Kobra, Director, Directorate of Nursing Services (DNS)
2. Hosne Ara Begum, Registrar, Bangladesh Nursing Council (BNC)
3. Samsun Nahar, Principal, Nursing Institute (NI), SSMCH, Mitford
4. Khadiza Begum, Deputy Director, DNS
5. Monira Khanam, Deputy Registrar, BNC
6. Dolly Maria Gonvalves, Nursing Superintendent, NICVD
7. Tahatun Nahar, Instructor, College of Nursing (CoN)
8. Shanti Shudha Samadder, Instructor, CoN
9. Minoti Mojumder, Nursing Instructor, NI, Barisal
10. Ira Dibra, Instructor, CoN
11. Shamsun Nahar, District Public Health Nurse (DPHN), Dhaka
12. Mukti Rita Gomes, Nursing Instructor, MCHTI
13. Salma Khatun, Instructor, CoN
14. Jacinta Alympia Gomes, Nursing Instructor, NI, DMCH
15. Pumya Khoy, Nursing Supervisor, DMCH
16. Haridas Adhikary, Nursing Instructor, NI, MMCH
17. Rokeya Begum, DPHN, Comilla
18. Sufia Khatun, Acting Nursing Instructor, NI, DMCH
19. Rubi Datta, Acting Nursing Instructor, NI, CMCH
20. MA Matin, Senior Staff Nurse (SSN), SSMCH
21. Saleha Yeasmin, SSN, DMCH
22. Dilshad Khanam, SSN, BSMMU
23. Mary A. Gomes, Ex-Principal, HFRCH
24. Margaret Sarker, Nursing Instructor, IMCH
25. Runu Chowdhury, Nursing Instructor, CRP, Savar
26. Farida Begum, Programme Coordinator (NUR), WHO

The members were assisted by Dr. Wongchan Petpichetchian, PhD, RN, Dr. Kittikorn Nilmanat, PhD, RN, Prince of Songkla University, Thailand, Rose Johnsen, Nurse Administrator under the auspices of the programme BAN OSD 002 (NUR) of the World Health Organization.

Appendix VI

Preliminary Curriculum Review Committee

The preliminary curriculum was reviewed by a committee consists of the members from MoH&FW, DNS, CoN, BNC and government and private nursing institutions. During a series of workshops in 2006, the staff involved was:

1. Shamsun Nahar, Registrar, Bangladesh Nursing Council (BNC)
2. Khadiza Begum, Director, Directorate of Nursing Services (DNS)
3. Roseliand Biva Baroi, Deputy Director, DNS
4. Anwara Begum, Deputy Registrar, BNC
5. Shuriya Begum, Deputy Registrar, BNC
6. Taslima Begum, Lecturer, College of Nursing
7. Tahatun Nahar, Lecturer, College of Nursing
8. Dr Azaher Ali Molla, Institutes of Health Economics, Dhaka University
9. Mofiz Ullah, Instructor, College of Nursing
10. Taslima Begum (2), Instructor, College of Nursing
11. Hosne Ara Begum, Vice Principal, Nursing Dept, International Medical College
12. Mabel D Rozario, Vice Principal, Kumudini Nursing Institute
13. Tara C. Rodrick, Coordinator, Nursing Dept, State University
14. Ira Dibra, President, Bangladesh Nurses Association
15. Dolly Maria Gonsalves, Quality Assurance Specialist, SBA Program, WHO
16. Farida Begum, Program Coordinator (Nursing), WHO

The staff were guided and assisted by Dr. Wongchan Petpichetchian, PhD, RN, & Rose Johnsen, Nurse Administrator, WHO, under the auspices of the program, BAN, HSP and HRD of the World Health Organization.