

UGANDA NATIONAL COUNCIL FOR HIGHER EDUCATION

Minimum Standards for Courses of Study for the Bachelor of Nursing Science Program

(Four Year Direct Entry Undergraduate Program)

Prepared by

**Amandu Gerald Matua, RN; BNS, MNsc, PhDc
Dean and Senior Lecturer, School of Nursing
International Health Sciences University –IHSU**

E-mail: amandumatua@yahoo.com/gamandu@ihisu.ac.ug

Tel: +256 772 522 928/0701 522 938

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PREFACE

TABLE OF CONTENTS

PREFACE.....	2
CHAPTER I:	5
BACKGROUND INFORMATION	5
BACKGROUND	5
1.2. JUSTIFICATION OF THE BACHELOR OF NURSING SCIENCE PROGRAM.....	5
1.3. PROGRAM REQUIREMENTS, ORGANIZATION, STRUCTURE AND COMPETENCIES	6
1.3.1. EXPECTED COMPETENCIES OF THE GRADUATES	6
1.3.2. CURRICULUM STRUCTURE AND DESIGN	6
1.3.3. LEARNING AND TEACHING STRATEGIES	7
1.3.4. MINIMUM ADMISSION REQUIREMENTS	7
1.4. DURATION OF THE DIRECT ENTRY PROGRAM.....	8
1.5. WEIGHTING OF COURSES.....	8
1.8. CLASSIFICATION AND GRADING OF THE BNS DEGREE	10
1.9. MINIMUM REQUIREMENTS FOR FACILITIES AND STAFFING.....	11
CHAPTER II:.....	13
YEAR ONE SEMESTER one courses	13
TOTAL UNITS AND HOURS 345 150 495 28.0	13
YEAR ONE SEMESTER two courses	13
TOTAL UNITS AND HOURS 300 180 510 28.0	13
Year TWO SEMESTER one courses	14
Year TWO SEMESTER TWO courses	14
TOTAL UNITS AND HOURS 330 180 510 28.0	14
Year Three SEMESTER ONE courses	15
YEAR THREE SEMESTER TWO COURSES	15
TOTAL UNITS AND HOURS 285 210 495 26.0	15
YEAR FOUR SEMESTER ONE courses	16
YEAR FOUR SEMESTER TWO COURSES	16
TOTAL UNITS AND HOURS 180 360 540 24.0	16
CHAPTER III:	17
PROPOSED TEACHING AND PRACTICUM PLAN IN WEEKS	17
CHAPTER IV: DETAILED COURSE OUTLINES.....	18
YEAR ONE semester ONE courses	18
YEAR ONE SEMESTER two courses	28
YEAR two semester one courses.....	37
Discharging patient from hospital: Planning for discharge; Guidelines on the Discharge Procedure; discharge against medical advice; precautions to be taken by the nurse.	38
COURSE OBJECTIVES	42
COURSE CONTENTS.....	42
Neoplasia: Key concepts; Classification; Benign and malignant tumours; Characteristics of Benign and malignant tumours; Spread of cancer; Carcinogens; principles of irradiation	44
Practical Demonstrations: The practical sessions will involve morbid anatomic studies and post-mortem demonstrations. The sessions will focus on acute and inflammation; Necrosis; Infarction; Cellular adaptation including hypertrophy, hyperplasia, atrophy, hypoplasia, mataplasia; benign tumours including lipoma adenoma, fibroadenoma, leiomyoma; Malignant tumours such as Carcinomas, Sarcomas, Lymphomas.....	44
Kumar, V, Cotran, R, et al (2007). Robins Basic Pathology: Saunders	45
YEAR two semester two courses.....	47
COURSE OBJECTIVES	47

COURSE CONTENT	47
Monahan, F, Sands, JK et al (2006) Phipps' Medical-Surgical Nursing: Mosby	49
Taylor, Lillis, C et al (2006) Fundamentals of Nursing: Lippincott Williams & Wilkins.	49
Dimukes, WE, Pappas, PG, & Sobel, JD (2003).Clinical Mycology. Oxford University Press.	50
Monga, A & Baker, P, (2006) Obstetrics by Ten Teachers: A Hodder Arnold Publication	52
Polit, DF, & Beck, CT, (2009). Essentials of Nursing Research: Lippincott Williams	53
Chan, Z, CY (2010) Clinical Research Issues in Nursing: Nova Science Publishers Inc.	53
Parahoo, K. (2006) Nursing Research: Principles, Process and Issues: Palgrave.	53
Critiquing Nursing Research: Quay Books, Mark Allen	53
YEAR tHREE semester ONE courses	55
Merenstein, GB & Gardner, SL, (2006) Handbook of Neonatal Intensive Care, Saunders	55
COURSE OBJECTIVES	58
COURSE CONTENT	58
Monga, A & Baker, P, (2006) Obstetrics by Ten Teachers: A Hodder Arnold Publication	60
Magowan, BA, Owen, P, et al (2009) Clinical Obstetrics and Gynaecology: Saunders	60
Monahan, F, Sands, JK et al (2006) Phipps' Medical-Surgical Nursing: Mosby	60
Taylor, Lillis, C et al (2006) Fundamentals of Nursing: Lippincott Williams & Wilkins.	60
YEAR tHREE semester two courses	61
YEAR FOUR SEMESTER ONE courses	67
Edwins, J, (2008) Community Midwifery: Wiley-Blackwell.	69
Cherry, B & Jacob, SR (2008) Contemporary Nursing: Trends, and Management: Mosby	73
Aiken, TD, (2004) Legal, Ethical, and Political Issues in Nursing: FA Davis Company	73
Discuss the principles of health education as well as nursing education.....	73
YEAR FOUR SEMESTER two courses	75
Parahoo, K. (2006) Nursing Research: Principles, Process and Issues: Palgrave Macmillan	75
Critiquing Nursing Research: Quay Books, Mark Allen, Inc.	75
Polit , DF, & Beck, CT, (2009). Essentials of Nursing Research: Lippincott Williams.	75
Monga, A & Baker, P, (2006) Gynaecology by Ten Teachers: A Hodder Arnold Publication	79
Magowan, BA, Owen, P, et al (2009) Clinical Obstetrics and Gynaecology: Saunders	79
Monahan, F, Sands, JK et al (2006) Phipps' Medical-Surgical Nursing: Mosby	80
Taylor, Lillis, C et al (2006) Fundamentals of Nursing: Lippincott Williams & Wilkins.	80
ANNEXURES	81

CHAPTER I:

BACKGROUND INFORMATION

BACKGROUND

The World Health Organisation (WHO), the body concerned with global health has over several years advocated for improved education of health professionals as a way to improve global health. The basic premise on which the WHO's recommendations are based is that effective education of health professionals has the capacity to produce health professionals who are "responsive to needs to the needs of the populations they serve, in order to achieve the goal of health for all", and that such an education should be "based largely in the community, or in any of a variety of health service settings" (WHO, 1987, p. 5). In this regard, the WHO recommends that education of all health professionals should be community-based or at least community oriented so that the graduates are well oriented to the needs and characteristics of the target populations they will serve upon graduation. In order to achieve this, the WHO recommends that this community-based education should consist of learning activities that use the community extensively as a learning environment to facilitate and acquaint students to the real health challenges facing the target populations. It is thus recommended that nursing and midwifery education programs use curricula that are comprehensive and community based to ensure that the graduates are relevant.

1.2. JUSTIFICATION OF THE BACHELOR OF NURSING SCIENCE PROGRAM

The current human resource for health crises in Uganda resulting from migration of qualified nurses and midwives to other countries in the face of increasing population means that there is an urgent need to train more nursing cadre to fill this gap (MOH 2009). Further more, the heavy disease burden of otherwise preventable infectious diseases such as malaria, and tuberculosis and the re-mergence of non-communicable diseases such as diabetes and cancer also adds to the pressure to train more nurses and midwives to deal with these stiff demands. The above situation has been further compounded by the HIV/AIDS pandemic, which has resulted into unacceptably high rates of mortality and morbidity (MOH 2009). In addressing this, the government of Uganda through Ministry of Health in partnership with development partners and other stakeholders developed the Health Sector Strategic Plan I, II, and III to deliver the "Minimum Health Care Package", to provide health services that are demonstrably cost-effective and with the greatest impact on reducing the mortality and morbidity rates.

However, as in many African Countries, the qualified health workers in Uganda who would ably address these health concerns prefer to stay in urban areas, thus leaving the rural poor with no access to qualified staff. This situation is even made worse by the current ratio of nurses to the potential patient of 1:5,000 which is too high to achieve the millennium development goals and the minimum health care package. Similarly, the continued attrition of health workers for better employment outside the country and from public service to private sector has led to further decline in the number of trained health workers (MOH 2009). In attempt to fill this gap, government and private health training institutions need to step up their efforts to train more high level nurses and midwives to meet this worsening nursing shortage. It is thus incumbent upon the universities that offer nursing programs to ensure that they are committed to training quality nurses who will competently deliver health services here in Uganda and internationally.

1.3. PROGRAM REQUIREMENTS, ORGANIZATION, STRUCTURE AND COMPETENCIES

1.3.1. EXPECTED COMPETENCIES OF THE GRADUATES

The goal of the Bachelor of Nursing Science program is to prepare a multi-skilled nurse who will competently meet the healthcare needs of the community in all settings by providing preventive, promotive, curative, as well as rehabilitative services to members of society. Similarly, the graduate is also prepared to initiate, participate in and support health research.

Importantly, after successful completion of the program, the graduate shall be expected to:

- a) Provide promotive, preventive, curative and rehabilitative health services
- b) Manage health services based in institutions in rural, peri-urban and urban areas
- c) Generate information through basic and applied research approaches
- d) Disseminate information through teaching and other health education modalities
- e) Lead communities in issues related to health and community development

1.3.2. CURRICULUM STRUCTURE AND DESIGN

In order to produce a graduate with the requisite competences, it is recommended that the curriculum model chosen for implementing the Bachelor of Nursing Science degree program should encourage students to be responsible for their learning process and prepare them for lifelong, self-directed learning. It is further recommended that the curriculum should emphasise development of clinical competencies to ensure effective delivery of nursing care.

This curriculum has been designed in such a way that it reduces theoretical burden on students and integrates the basic sciences and biomedical courses with clinical courses based on various disciplines, systems, problems and community needs. The courses included in this curriculum are based on sound teaching and learning principles and are aimed at fostering the ability of the student to participate in nursing and health research and above all, to practice the profession of nursing with a great dedication to ethics, integrity and professionalism.

The curriculum is comprised of courses structured in a spiralling manner starting with level one courses consisting of basic sciences, the knowledge of which is important in understanding courses in latter parts of the curriculum. The second level courses, consisting of biomedical sciences address the structures and functions of the human body, whilst the social sciences enable the student to understand how humans operate in the community. The third level of courses includes the study of disease processes and applied aspects of various biomedical sciences to enable the student understand the rationale for professional nursing care. The fourth level of courses consists of clinical courses that require clinical rotations and are aimed at acquisition of clinical knowledge, attitude and competencies essential for delivery of effective nursing care!

In terms of the curriculum design, the courses have been organised in a manner that they respond to the actual needs of the graduates and the target community they will serve. Hence the courses included in the curriculum are community oriented in order to make the student familiar with the environment, health facilities as well as the processes in which they practice nursing. This will ensure that after graduation, the students will be conversant with the health needs of various communities and populations groups. In addition, the courses are designed to

prepare the student to undertake research and leadership in the healthcare delivery system.

1.3.3. LEARNING AND TEACHING STRATEGIES

In modern health professional training, it is preferred that the teaching and learning methodologies used should be innovative to promote active and life-long learning. In this curriculum, the lecturers and facilitators are encouraged to use the following approaches:

- a) Student - centred learning, to promote full use of individual abilities
- b) Problem - based learning using small group tutorials to develop critical thinking skills
- c) Lectures to provide guidance in scope and depth to broaden students understanding
- d) Large group discussions between students and lecturers to facilitate exchange of ideas
- e) Seminars and grand rounds to address multi-disciplinary issues as well as case studies
- f) Laboratory and practical exercises in various settings to cultivate practical skills
- g) Clinical demonstrations to emphasize holistic approach to patient/client care
- h) Community placements for community assessment and appropriate interventions
- i) E-Learning opportunities through online and internet based technologies

It is recommended that during the implementation of the various courses, the different strategies are used in such a way that they complement one another to enhance students' understanding and learning. It is further recommended that clinical placements should be emphasised for the senior year students to encourage acquisition of clinical competencies.

1.3.4. MINIMUM ADMISSION REQUIREMENTS

Four entry points are available for persons wishing to enter the BNS direct entry program:

1.3.4.1. Holders of the Advanced Level Certificate:

In order to be eligible for admission, a candidate must have sat and passed:

- a) Uganda Certificate of Education examination or its equivalent and obtained passes in at least **five subjects** including Biology, Chemistry, Physics, Mathematics, and English.
- b) Uganda Advanced Certificate of Education examination or its equivalent and obtained a principal **pass each in Biology and Chemistry** and **one other subsidiary pass**.

1.3.4.2. Holders of Kenya School Certificate of Education:

In order to be eligible for admission, a candidate must have sat and passed:

- a) Kenya Certificate of Secondary Education examination with a **mean grade of C+ (plus)**.
- b) Have obtained at least a **C+ (plus)** in each of the cluster subjects below:
 - Biology, Chemistry, Physics, Mathematics, English, **OR**,
 - Biological Sciences, Physical Sciences, Mathematics, English.
- c) Upgrading of courses failed in the first sitting shall not be allowed.

1.3.4.3. Holders of School Certificates Graded in Percentages and Average Points:

In order to be eligible for admission, a candidate whose final high school marks are graded in percentages and average point systems such as in the Sudan, Democratic Republic of Congo, Rwanda and Burundi must have their grades first equated by Uganda National Examinations Board, before seeking admission to pursue the BNS program at any university in Uganda.

In order to be eligible for admission, such a candidate must have sat and passed the high school leaving examinations and obtained at least **55% or Credit 5** in the following Science subjects or their equivalents: Physics, Mathematics, Biology, Chemistry, and English.

1.3.4.4. Holders of Bachelors Degrees:

In order to be eligible for admission, such a candidate must have obtained a first degree at the level of second-class lower division or its equivalent from a recognized institution. The successful candidate shall then be required to undertake and pass a remedial or pre-nursing access program consisting of Physics, Chemistry, Biology and Mathematics for six months. The successful candidate shall then undertake the program on fulltime basis for a period of four years, unless otherwise recommended by the National Council of Higher Education.

1.4. DURATION OF THE DIRECT ENTRY PROGRAM

The BNS direct entry program extends over a period of four academic years divided into semesters or terms. Although universities are free to choose between the semester or term system, it is recommended that in future, they fully adopt the semester system for easy implementation of the Credit Transfer System. It thus recommended that based on the semester system, an academic year would consists of two semesters each lasting at least **twenty (20) weeks** further divided into three parts:

- | | | |
|----|--|------------|
| a) | Teaching block for both theoretical and clinical teaching | = 17 weeks |
| b) | Revision period to facilitate preparation for examinations | = 01 week |
| c) | Examination period to conduct end of semester examinations | = 02 weeks |

1.5. WEIGHTING OF COURSES

It is recommended that the courses are weighted using a credit unit system as follows:

- | | | |
|----|---------------------|---|
| a) | 01 Credit Unit (CU) | = 15 Hours of theoretical teaching |
| b) | 01 Credit Unit (CU) | = 30 Hours of practical/clinical teaching |

1.6. ASSESSMENT OF ACADEMIC PROGRESS

It is recommended that the progress of students shall be assessed both formatively and summatively, using continuous assessments as well as end of semester assessment:

1.6.1. Progressive/Continuous Assessment:

Within the semester, it is recommended that students are assessed **formatively** for academic progress using a combination of the following and other innovative evaluation methods:

- i. Written course assessment tests
- ii. Log of experiences and procedures
- iii. End of course unit evaluation tests
- iv. Written course unit assignments
- v. Case Reports, Portfolios and Projects
- vi. Participation, attitude, behaviour and attendance of class

Progressive assessment should carry **thirty percent (30%)** of the total mark of the course.

1.6.2. End of Course Assessment:

Students shall be assessed **summatively** at the end of each course, usually at the end of each semester, or at the end of the academic year using a combination of the following approaches:

- i. Written Examination consisting of MCQs, SAQs, LEQs 40%
- ii. Practical/Clinical/ Oral Examination using OSPE, OSCE, Clinical cases 30%

End of course examinations shall carry **seventy percent (70%)** of the total marks of course.

1.6.3. Pass Mark

It is recommended that the pass mark for any course shall be fifty percent (**50%**), obtained from simple addition of the marks scored in progressive (continuous) assessment, written (theory) examination, and practical (demonstrations), clinical (wards) and oral (viva voce) examinations. It is also recommended that in courses that have practical/clinical components, failing to obtain **a minimum of 15% out of the 30% in the practical/clinical examination** shall constitute overall failure in the course regardless of the overall percentage mark scored.

It is further recommended that for the clinical years, it is mandatory for the student to pass all clinical examinations in order to proceed to the next year of study. This implies that a student who fails a clinical examination shall be required to repeat and pass the course before proceeding to the next semester or academic year. Hence, carrying over clinicals is prohibited.

1.6.4. Repetition and Discontinuation on Academic grounds

It is recommended that after failure, a student enrolled in this program is given three (3) chances to re-sit the final examinations. A student shall be discontinued from the program after failing to pass the re-sit examination at the third and final sitting.

1.7. ACADEMIC AND PROFESSIONAL AWARD

The responsibility of the academic award for graduates of the BNS program shall be that of the university; while that of the professional award shall be that of the Uganda Nurses and Midwives Council (UNMC) as required by the laws of the Republic of Uganda as, hereunder:

1.7.1. Academic Award

Upon successful completion of the program of study hereunder, the university will issue an official **Academic Transcript** showing the grades obtained by the candidate in the various courses attended throughout the program. In addition, such a candidate shall receive the **Bachelor of Nursing Science Degree Certificate** of the awarding university as per its senate.

1.7.2. Professional Award

After successfully completing the BNS program at a given university, the students shall seek temporary licensure with the Uganda Nurses and Midwives Council (UNMC) to allow them undertake, **a compulsory one year of internship** placement in an accredited hospital.

The internship placement shall normally consist of **three months** each in **Medical, Surgical, Maternity, and Paediatric General Wards and the related specialist areas**. Graduates who shall have successfully completed their internship under the auspices of the National Internship Committee of the Ministry of Health shall then seek **full licensure** with UNMC and shall be awarded the professional certificate to enable them practice as **Registered Nurses**.

1.8. CLASSIFICATION AND GRADING OF THE BNS DEGREE

The BNS degree shall normally not be classified; however marks obtained by the student in each course taken shall be graded using letter grades and grade point averages as follows:

Percentage Mark (PM)	Letter Grade (LG)	Grade Point Average (GPA)
80 – 100	A	5.0
75 – 79.9	B+	4.5
70 – 74.9	B	4.0
65 – 69.9	B-	3.5
60 – 64.9	C+	3.0
55 – 59.9	C	2.5
50 – 54.9	C-	2.0
45 – 49.9	D+	1.5
40 – 49.9	D	1.0
35 – 39.9	D-	0.5
Below 35	E	0.0

The pass mark is equivalent to a Grade Point Average of 2.0. Although the Cumulative Grade Point Average, CGPA, may be calculated, the BNS degree is normally not be classified.

1.9. MINIMUM REQUIREMENTS FOR FACILITIES AND STAFFING

It is recommended that in order to run, the BNS program effectively, the university should have the following facilities and the staffing levels as the minimum acceptable standards:

1.9.1. Staffing Requirements

It is recommended that the following staff will be in place to facilitate the program:

- a) Academic Head with the minimum qualification of a Bachelors Degree in Nursing and a Masters degree in Nursing sciences or related disciplines such as Public Health, etc.
- b) Senior Lecturers, Lecturers and Assistant Lecturers with nursing related degrees
- c) Persons recruited as administrative and technical staff should possess appropriate qualifications in technical fields for each program offered by the given university.
- d) A Librarian with a minimum of a Masters Degree in Library and Information Science.

It is generally recommended that persons recruited as academic staff should possess minimum qualifications that are higher than the level of program they teach in the same field.

1.9.2. Clinical Skills Laboratory

It is recommended that each university has a dedicated well stocked clinical/demonstration skills laboratory with equipment and facilities necessary for the students to learn adequate clinical nursing skills before encountering real patients in the clinical area. The basic requirements for a well stocked skills laboratory include, but are not limited to the following:

- a) Hospital beds with all the necessary and relevant bed accessories
- b) A section with equipment needed for first aid and emergency nursing care
- c) A section with the basic paediatric care and support facilities and equipment
- d) A section with the basic maternity care and support equipment
- e) A section with the basic surgical care equipment and materials
- f) A section with the basic medications including the classified drug cupboards
- g) A section with humanoid manikins and human organs for simulated learning
- h) A Lockable Cupboards and worktops to display various forms of instruments
- i) A sluice section to demonstrate effective infection control practices
- j) A section with well labelled infection control waste management buckets and bins

1.9.3. University Library

It is recommended that the university library is well stocked with reading materials covering all the courses and subjects mentioned in the nursing curriculum. It is preferred the library collection specifically includes reference books, text books, journals and other online and computer based resources. It is further recommended that the library is connected to other international libraries and data bases to facilitate research and self directed learning process.

1.9.4. Lecture Theatres

It is recommended that the university provides the nursing program with lecture space that is commensurate to the number of students using such facilities as provided for in the NCHE guidelines for class room space. It is further recommended that these lecture theatres are also adapted for modern computer based teaching/learning materials such as LCD projectors as well as web-based resources such as wireless internet services to enhance accessibility.

1.9.5. Accommodation

It is recommended that the university provides adequate accommodation for both male and female students, with kitchen, dining room and other facilities for co-curricular activities. In situations of non-residential status, it is recommended that the university makes special arrangements for accommodation of nursing students whose clinical practice requirements often make them work at night as this would enhance their safety and overall security.

1.9.6. Administration Offices

It is recommended that the University provides well furnished offices for both the administrative as well as academic staff of the nursing programs to facilitate provision of quality education for the nursing students. It is further advised that these offices should be reasonably equipped with the necessary facilities and equipments to enhance the productivity of academic, administrative as well as support staff of the nursing programs in the university.

1.9.7. ICT Resource Centre

It is recommended that as an integral part of any modern university today, the university authority provides nursing students with a user-friendly and durable ICT system that supports the students and faculty development through developing appropriate ICT skills. It is further recommended that all the nursing students are adequately exposed to the use of ICT modules to enhance their capabilities for web-based and self-directed learning. Finally, it is advised that all academic and administrative staff should be conversant with computer use.

1.9.8. Biomedical Laboratories

It is recommended that the university provides laboratory services which are critical for the understanding of biomedical sciences of anatomy, physiology, biochemistry, microbiology, pharmacology and pathology. It is in these laboratories that the student will acquire clinical laboratory skills essential for competence-based, patients-centered nursing and midwifery.

1.9.9. Practicum Sites

In order to ensure that the nursing program is well grounded in terms of its relationship with the health care delivery system, it is recommended that the university identifies and reaches agreements with health facilities at all the three levels of health services delivery system namely, tertiary, secondary and primary levels. The recommended practicum sites according to the three levels includes, National and Regional Teaching and Referral Hospitals for tertiary level health services; District and Missionary Hospitals for secondary level health services and local rural, peri-urban and urban community settings, including Health Centres II, III and IVs for primary level health services. The choice of these practicum sites is in addition to the base hospital in which the routine clinical training of the students occurs!

1.9.10. Transport

In order to facilitate the community and skills based nature of the nursing programs, the need for efficient means of transport is paramount. Consequently, universities offering nursing programs are required to facilitate the smooth running of these programs by providing a reliable means of transport for both staff and students while on community and clinical placements. It is also advised that the university acquires other vehicles as and when needed.

**CHAPTER II:
COURSE STRUCTURE, WEIGHING AND PROGRAM IMPLEMENTATION PLAN**

YEAR ONE SEMESTER ONE COURSES

	S/N	COURSE CODE	COURSE NAME			TH	PH	CH
	CU							
1.	NSG 1101	Anatomy I	45	30	75	4.0		
2.	NSG 1102	Biochemistry I	45	30	75	4.0		
3.	NSG 1103	Communication Skills	15	30	45	2.0		
4.	NSG 1104	Clinical Nursing Skills I	45	30	75	4.0		
5.	NSG 1105	Foundations of Nursing	60	--	60	4.0		
6.	NSG 1106	Physiology I	45	30	75	4.0		
7.	NSG 1107	Psychology I	60	--	60	4.0		
8.	NSG 1108	Sociology	30	--	30	2.0		
TOTAL UNITS AND HOURS			345	150	495	28.0		

YEAR ONE SEMESTER TWO COURSES

	S/N	COURSE CODE	COURSE NAME			TH	PH	CH
	CU							
1.	NSG 1201	Anatomy II	45	30	75	4.0		
2.	NSG 1202	Biochemistry II	45	30	75	4.0		
3.	NSG 1203	Epidemiology	30	--	30	2.0		
4.	NSG 1204	Biostatistics I	45	30	75	4.0		
5.	NSG 1205	Community Health Nursing I	45	30	75	4.0		
6.	NSG 1206	Nursing Ethics and Integrity	30	--	30	2.0		
7.	NSG 1207	Physiology II	45	30	75	4.0		
8.	NSG 1208	Psychology II	45	30	75	4.0		
TOTAL UNITS AND HOURS			300	180	510	28.0		

YEAR TWO SEMESTER ONE COURSES

S/N	COURSE CODE	COURSE NAME	TH	PH	CH	
1.	NSG 2101	Biostatistics II	45	30	75	4.0
2.	NSG 2102	Clinical Nursing Skills II	45	30	75	4.0
3.	NSG 2103	Community Health Nursing II	15	30	45	2.0
4.	NSG 2104	Health Assessment	45	30	75	4.0
5.	NSG 2105	Mental Health Nursing I	15	30	45	2.0
6.	NSG 2106	Microbiology I	45	30	75	4.0
7.	NSG 2107	Pathology	45	30	75	4.0
8.	NSG 2108	Pharmacology I	60	--	60	4.0
TOTAL UNITS AND HOURS			315	210	525	28.0

YEAR TWO SEMESTER TWO COURSES

S/N	COURSE CODE	COURSE NAME	TH	PH	CH	
1.	NSG 2201	Child Health Nursing I	45	30	75	4.0
2.	NSG 2202	Surgical Nursing I	45	30	75	4.0
3.	NSG 2203	Microbiology II	45	30	75	4.0
4.	NSG 2204	Pharmacology II	45	30	75	4.0
5.	NSG 2205	Reproductive Health I	45	30	75	4.0
6.	NSG 2206	Research Methodology	60	--	60	4.0
7.	NSG 2207	Medical Nursing I	45	30	75	4.0
TOTAL UNITS AND HOURS			330	180	510	28.0

YEAR THREE SEMESTER ONE COURSES

S/N	COURSE CODE	COURSE NAME	TH	PH	CH	
1.	NSG 3101	Child Health Nursing II	45	30	75	4.0
2.	NSG 3102	Critical Care Nursing	60	--	60	4.0
3.	NSG 3103	Medical Nursing II	45	30	75	4.0
4.	NSG 3104	Mental Health Nursing II	15	30	45	2.0
5.	NSG 3105	Reproductive Health II	75	90	165	8.0
6.	NSG 3106	Surgical Nursing II	45	30	75	4.0
TOTAL UNITS AND HOURS			285	210	495	26.0

YEAR THREE SEMESTER TWO COURSES

S/N	COURSE CODE	COURSE NAME	TH	PH	CH	
1.	NSG 3201	Cardiologic Nursing	45	30	75	4.0
2.	NSG 3202	Dermatologic Nursing	45	30	75	4.0
3.	NSG 3203	Ear, Nose and Throat Nursing	45	30	75	4.0
4.	NSG 3204	Orthopaedic Nursing	45	30	75	4.0
5.	NSG 3205	Ophthalmic Nursing	45	30	75	4.0
6.	NSG 3206	Oncology and Palliative Nursing	60	60	120	6.0
TOTAL UNITS AND HOURS			285	210	495	26.0

YEAR FOUR SEMESTER ONE COURSES

S/N	COURSE CODE	COURSE NAME	TH	PH	CH	
1.	NSG 4101	Administration and Management	45	30	75	4.0
2.	NSG 4102	Community Based Midwifery Care	45	30	75	4.0
3.	NSG 4103	Community Based Nursing Care	45	30	75	4.0
4.	NSG 4104	Entrepreneurship and Innovation	45	30	75	4.0
5.	NSG 4105	Issues in Professional Nursing	15	30	45	2.0
6.	NSG 4106	Principles of Nursing Education	45	30	75	4.0
TOTAL UNITS AND HOURS			240	180	420	22.0

YEAR FOUR SEMESTER TWO COURSES

S/N	COURSE CODE	COURSE NAME	TH	PH	CH	
1.	NSG 4201	Research Project Report	30	60	90	4.0
2.	NSG 4202	Child Health Nursing III	30	60	90	4.0
3.	NSG 4203	Medical Nursing III	30	60	90	4.0
4.	NSG 4204	Mental Health Nursing III	30	60	90	4.0
5.	NSG 4205	Reproductive Health III	30	60	90	4.0
6.	NSG 4206	Surgical Nursing III	30	60	90	4.0
TOTAL UNITS AND HOURS			180	360	540	24.0

CHAPTER III:
PROPOSED TEACHING AND PRACTICUM PLAN IN WEEKS

YEAR	THEORY	CLINICAL/PRACTICUM	REV'SN	EXAMS	
Year I Sem I	15	04	Basic Clinical Nursing Skills	01	02
Year I Sem II	15	04	Community Visits and Entry Skills	01	02
Year II Sem I	10	02 02 04	Mental Health Nursing Practice I Basic Community Nursing Practice Advanced Clinical Nursing Skills	01	02
Year II Sem II	10	02 02 02 02	Child Health Nursing Practice I Surgical Nursing Practice I Reproductive health Practice I Medical Nursing Practice I	02	02
Year III Sem I	08	02 02 02 02 02	Child Health Nursing Practice II Surgical Nursing Practice II Reproductive health Practice II Mental Health Nursing Practice II Medical Nursing Practice II	02	02
Year III Sem II	06	02 02 02 02 02 04	Cardiologic Nursing Practice Dermatologic Nursing Practice Ear, Nose and Throat Nursing Practice Orthopaedic Nursing Practice Ophthalmic Nursing Practice Oncology and Palliative Care	02	02
Year IV Sem I	08	02 04 02 02	Admin and Management Practice Advanced Community Midwifery Practice Advanced Community Nursing Practice Nursing Education Practice	02	02
Year IV Sem II	08	02 02 02 02 02	Child Health Nursing Practice III Surgical Nursing Practice III Reproductive Health Practice III Mental Health Nursing Practice III Medical Nursing Practice III	02	02

CHAPTER IV: DETAILED COURSE OUTLINES

YEAR ONE SEMESTER ONE COURSES

10.1. NSG 1101 ANATOMY I (4.0. C.U)

The course prepares students to describe the normal topographic, microscopic and developmental anatomy of tissues and organs of the human body. It covers human cell and tissue structure and function. In addition, the course discusses human genetics and embryological processes in the development of human body systems.

COURSE OBJECTIVES

Upon completion of the course, the student is expected to:

- a) Explain important terminologies and concepts in anatomy
- b) Describe human cell and tissue structure and function
- c) Describe and explain the principles and concepts of human genetics
- d) Describe the process of development of the human embryo

COURSE CONTENT

Introduction: Key definitions, concepts and landmarks, nomenclature in human anatomy.

Cell and Tissues: Cell: cell theory, cell structure and organelles; cell functions and functional specialization, cell cycle regulation and disorders; Supporting tissue: classification, cell types, structure, functions and disorders of fibrous tissue, cartilage, bone, blood. Propulsion tissue: classification, structure, characteristics, regeneration, distribution and functions. Nervous tissue: structural features of neurons and neuroglial cells; organization of peripheral nerves and ganglia. Epithelial tissue: characteristics, structural features, classification, distribution, functions and disorders. Glands: definition, classification and common disorders of glands.

Skin: structure, appendages and adaptations, common developmental abnormalities and common conditions affecting the skin and appendages

Musculoskeletal system: Bone: Definition, structure and composition and disorders; Muscles: Classification and functions, muscle of upper and lower limbs, back and anterior abdominal wall and disorders; Joints: types, classification; axial and appendicular skeleton and disorders.

Respiratory system: Thoracic cage, thoracic wall, nasal cavity, naso-pharynx, trachea, bronchi, bronchioles and alveolar sacs; Mechanism of respiration and ventilation; Pleura and its nerve supply; differences between right and left lungs; complications and common disorders.

Cardiovascular system: Heart and great vessels, pericardium, formation and structure of the heart, conducting system and blood supply of the heart. Developmental abnormalities and disease conditions: congestive heart failure, angina, ischemic heart disease, hypertension; malformations.

Genetics: Genetic code and chromosomes; gene expression, genetic drift and polymorphism, multi-factorial traits, polygenic inheritance patterns, polymorphism, linkage disequilibrium.

Embryology: Male and female reproductive cycles and systems; gametogenesis; gamete viability and transport. Fertilization: definition, events and results. Formation and transportation of morula. Implantation: normal and abnormal implantation. Bilaminar germ disc, gastrulation, neurulation, embryonic folding, organogenesis. Placenta and foetal membranes, umbilical cord. Common abnormalities: Tetratology and tetratogenesis.

REFERENCES

- 1) Tortora, G.J. & Derrickson N.,P. (2006) Principles of Anatomy and Physiology; Harper and Row
- 2) Drake, R, et al. (2007). Gray's Anatomy for Students. London: Churchill Publishers
- 3) Snell, SR. (2004) Clinical Anatomy by Regions. Philadelphia: Lippincott Publishers
- 4) Marieb, E.N. (2004). Human Anatomy and physiology. London: Daryl Fox Publishers.
- 5) Young, B, et al. (2006). Wheater's Functional Histology: A Text and Colour Atlas: Churchill
- 6) Sadler, TW. (2009). Langman's Medical Embryology. Philadelphia: Lippincott Publishers

10.2. NSG 1102

BIOCHEMISTRY I

(4.0 C.U)

The course involves the study of the chemical processes which occur in a living organism. It combines the approaches of Chemistry and Biology to describe how cells and organisms work. It specifically covers biochemical mechanisms in human cells key in understanding the molecular basis of health and diseases.

COURSE OBJECTIVES

Upon completion of the course, the student is expected to:

- a) Explain chemical concepts that govern structure and function of biological molecules.
- b) Describe Gene function and expression to explain genesis of hereditary disorders.
- c) Discuss application of various molecular tools in medical research and development.
- d) Describe various biochemical pathways in the metabolism of biological molecules
- e) Explain the genesis of common inborn errors in human metabolism.
- f) Discuss the process and clinical interpretation of the liver and kidney function tests

COURSE CONTENT

Cells and Tissues: Cell chemistry; Introduction to basic inorganic and organic chemistry.

Macromolecules: Structure and Function; **Biological membranes:** Structure and Function; **Genes and gene expression;** mechanisms of cell division; basic enzymology; basic immunology.

Blood and Body fluids: Biochemistry of blood and body fluids; Plasma proteins: Structure and Function; Blood gases; Blood coagulation; Common disorders in blood and body fluids.

Cardiovascular and Respiratory system: Muscle biochemistry; Acid Base balance; Structural barriers; Chemical barriers. Common biochemical abnormalities in cell and tissue functioning.

REFERENCES

- 1) Berg, JM, Tymoczko, JL, & Stryer, L. (2006). Biochemistry: Int. Ed; W.H. Freeman
- 2) Lehninger A.L & Nelson D.L. (2008). Lehninger Principles of Biochemistry: Worth
- 3) Murray R.K, Rodwell, VV, Bender, D & Botham, KM. (2009). Harper's Illustrated Biochemistry. New York: McGraw-Hill
- 4) Sawhney, SK & Singh, R, (2005) Introductory Practical Biochemistry; Alpha Science Ltd
- 5) Anthikad J. (2005). Biochemistry for Nurses. Kolkata: Jaypee Brothers

This course introduces students to communication, guidance and counselling. It prepares them to communicate effectively to individuals, small groups and large audiences as well as counsel them. In addition, it prepares them to understand examination questions, study, write, speak, listen and interview skilfully.

COURSE OBJECTIVES

By the end of this course, the student should be able to:

- a) Explain theories and principles related to effective human communication in healthcare
- b) Apply theories and principles related to effective human communication in health care
- c) Communicate, study, write, speak, listen and interview effectively
- d) Identify people that require and can benefit from counseling
- e) Describe the key concepts and steps involved in counselling
- f) Demonstrate ability to carry out counselling
- g) Skilfully and professionally conduct counselling sessions with various client groups

COURSE CONTENT

Introduction to Communication: Definition of communication and the communication cycle; Importance of Communication in healthcare; Levels and types of communication; Effective Communication; Effective communication skills; Factors that hinder effective communication in healthcare; Overcoming barriers to communication in health care.

Public Communication and Speaking skills: Introduction to Public communication; Oral Presentations; Preparing an oral presentation: planning, preparing the introduction; preparing visual aids, preparing the conclusion, preparing for questions, preparing the body; Delivering a speech; Skills for delivering an effective public speech; Introduction speech; Informative speech; Argumentative speech; Persuasive speech; Speech for special occasions like graduation, welcome, farewell, wedding, burial (funeral), entertainment etc.

Study and Listening skills: Knowing the academic environment; Introduction to Problem based learning (PBL); Planning work, organizing and budgeting time and other resources; Storing and retrieving information; Analysing and comparing study materials and resources inline with study objectives; Active listening; Understanding lectures and practical learning sessions; Recognising change of topic and focus; tutorial discussions.

Examination and writing: Preparations for examinations; Understanding examination rubrics, Preparing and writing examinations and assignments; Interpretation of examination and assignments questions; Thinking critically and writing clear and precise reports and academic essays; Selecting and organizing relevant details logically, evidence based writing; Drafting and editing documents; Use of appropriate language in written communication; Record keeping.

Interviewing: Definition of important terms; the interview environment; Techniques for effective interviewing; Communication skills for patients' culture during interview.

Guidance and Counselling: Distinction between guidance and counselling; Principles of guidance and counselling; The Counselling process; Counselling as a management method in health care: types, approaches and process of human counselling; Ethics in counselling; Principles of Counselling; Attitudes in Counselling; Counselling skills; Qualities of a Counsellor.

Counselling for Special clients: Individual and group counselling; Couple and relationships counselling; Family and marital conflict cases; Crisis counselling; HIV/AIDS Counselling.

REFERENCES

- 1) Smith, Susan. 2002. Communications in nursing: A guidebook. St. Louis: Mosby
- 2) Fine, D. (2009). The Fine Art of Confident Conversation: Piatkus Books Publishers.
- 3) Bach, S & Grant, A. (2009) Communication and Interpersonal Skills for Nurses: Learning
- 4) McCabe, C & Timmins, F, (2006). Communication Skills for Nursing Practice: Palgrave
- 5) Riley, JB (2007). Communication in Nursing. Mosby Inc
- 6) [Gimenez, J.](#) (2007). Writing for Nursing and Midwifery Students: Palgrave Macmillan

10.4. NSG 1104 CLINICAL NURSING SKILLS I (4.0 C.U)

This course introduces students to concepts of clinical nursing skills. The course enables the student to acquire knowledge, skills, and attitudes required in the process of carrying out different procedures when caring for patients in wards. The course aims to assist student to apply knowledge, skills and attitudes gained to perform different procedures in nursing practice.

OBJECTIVES

By the end of this course the students should be able to:

- a) Discuss the general principles of nursing procedures.
- b) Describe the management of equipment before, during, and after procedures.
- c) Demonstrate skills required in the clinical areas
- d) Describe care of patients during tube feeding, elimination, fluid and electrolyte balance
- e) Discuss the care required when caring for the skin of a patient/client in the clinical area

COURSE CONTENT

Introduction to general principles of nursing procedures: Types of health Units; Functions of Hospitals; Managing patient's environment; Principles and methods in maintenance of cleanliness of the hospital wards, furniture and equipment; Disposal of refuse and the management of contaminated articles.

Admission of Patients: Basic consideration during admission; Types of admissions; Procedures for planned and emergency admissions; Nurses' observations during admissions, reassurance and comfort of patients; Care of patients property " and valuables; Patients' particulars and history taking during admission thus -history of present and past illnesses, assessment of patients' condition-mental and physical; Importance of next of kin; introduction to ward staff and patients; Orientation to ward routine and facilities; toilets, bathrooms, kitchen and visiting timetable

Transfer of Patients: Indications; Guidelines for transfer; Care of property during transfer

Bed Making: Principles and aims of bed making; Aims of bed making; The hospital bed; Principles and biophysical sciences of bed making; Guidelines for making hospital beds, the art of bed making; Different types and functions of hospital beds; Accessories of hospital beds; Types of beds: Admission bed or unoccupied bed, occupied bed, operation bed, amputation or divided bed, cardiac bed and fractured beds.

Positions used in Nursing: Cardiac position; Recumbent or supine position; Semi – recumbent position; Sitting up position; Left and right lateral position; Sim's position; Knee–chest position (Genu-pectoral); Prone position; Semi–prone position; Lithotomy position; Trendelenburg position; Orthopneic position; Fowler's position; semi-fowler's position.

Lifting and Turning Techniques: Principles of moving, lifting and turning patients up in bed; Types of grips and holds applicable for lifting the patient; Types of lifting techniques; moving a helpless patient up in bed, moving a patient from the stretcher or trolley to the bed, lifting a patient from a bed to a chair; Equipment used in positioning and lifting; Turning helpless patients

Taking Observations: Aim or reasons for taking observations; Types of observations – vital signs; Equipments used in taking observations; Procedure for carrying out observations; Patients' preparation, care and comfort; Recording, interpretation and analysis of observations

General Physical Examination: Aim and definition of key terms; Equipments used in physical assessment; Patient preparation; The principles for effective patient assessment; history taking; physical assessment; recording findings of physical examination and interpretation of findings.

Personal Hygiene: Indication or purpose of bed bath; Bed bath, care of the skin, hygienic needs of the patient, patient's personal hygiene; Requirements for the bed bath; Techniques; Assisting patients to have a bath, shower, hair and nail care, oral care; Prevention of pressure sores; Pressure sores – definition, causes, prone areas at risk groups; Treating skin infestation – head lice, body lice, pubic lice and jiggers.

Naso-Gastric Tube feeding: Indications for tube feeding; Equipments and procedure (techniques for passing NG tubes); Essential food types and the nutritive values; Types of nasogastric tubes; Feeding patients through NG tube; Recommended dietary allowance and complications of tube feeding; Precaution to prevent tube accidents; Balanced diet and special diets – low salt diet, high protein diet and diabetic diet.

Fluid and electrolyte balance: Normal fluid balance and normal distribution of water in different body compartments; Major ways of fluid and electrolyte intake and output; Chief electrolyte of the body and their physiological activities; Principal mechanisms which maintain the acid base balance of the body; Clinical features of fluid and electrolyte imbalance; Hypo/hypervolaemia, hyponatremia, hypernatremia, hyperkalaemia; Receiving intravenous infusion and blood transfusion; Care of patients on intravenous infusion and on blood transfusion

Meeting patient's need for elimination: Bowel elimination; Normal defecation and defecation mechanism; Giving and removing the bed pan; Observation of stool and collection of stool specimen; Care of patient with constipation/ diarrhea; Faecal impaction; Administration of enema; Passing a flatus tube and indications; Care of patient with faecal incontinence; Urinary elimination; Normal micturition mechanisms; Giving and removing urinals; Observation of urine and collection of the urine specimen; Common diagnostic tests of urine; Care of a patient with retention of urine; Catheterization; Bladder washout and irrigation; Care of patient with incontinence of urine/ with double incontinence

REFERENCES

- 1) Carpenito, L.J. (1999). Nursing care plans and documentation; Lippincott.
- 2) Carpenito, J. L. (2000). Nursing diagnosis: Application to clinical practice; J.B. Lippincott.
- 3) Kozier B., Erb G., et al (2004). Fundamentals of Nursing: Concepts, Process and Practice
- 4) Taylor, C & Lillis, C. (1993). Fundamentals of nursing. Philadelphia: J.B. Lippincott
- 5) Smith, S. & Duell, D. (1992). Clinical Nursing Skills. Norwalk: Appleton & Lange.
- 6) DeLaune, SC, & Ladner, PK, (2010). Fundamentals of Nursing: Delmar Publishers

This course introduces students to issues that will guide their practice as nurses and gives them insight into perspectives of health, illness and death. It covers history and evolution of nursing; discipline and practice of nursing; therapeutic interactions; philosophies; organisations; individual, health and holism; key meta-paradigm concepts, theory as basis for nursing practice and processes of delivery of nursing care.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Appreciate the views held about the profession of nursing by students of nursing, practicing nurses, other health care workers, and the society nationally and globally.
- b) Express understanding of nursing as a discipline of knowledge and professional practice.
- c) Understanding what it means to be human, in caring relationships with individuals, families, groups, and communities and as complete persons interconnected with others.
- d) Envision nursing as a practice discipline and a profession.

COURSE CONTENT

History and Evolution of Nursing: Historical Perspectives; Evolution of Nursing as a Professional Discipline; Influences of human developments on nursing; Global perspectives.

The Discipline of Nursing: Major Concepts and Principles; Important definitions; Nursing as a practice and discipline; Nurse, Health; Holism, Holistic Health and Holistic Nursing Care; specialisations of nursing, Goals of Nursing; Functions/Roles of a nurse in the healthcare team; Qualities of a Professional nurse; Patterns of knowing in nursing; Patterns of educational preparation in nursing; Professional Development of the Nurse in Uganda;

Therapeutic Interactions: Key terms; nurse–patient relationships; The Communication Process; Factors influencing Communication; Levels, modes and types of Communication; Techniques of Therapeutic Communication; Barriers to Therapeutic Communication

Nursing Organizations and Associations: Definition of key terms; Importance of nursing organizations and associations and unions; Roles of organizations that influence nursing globally and regionally; Roles and functions of the national and regional nursing organizations; Nursing Partners: MOH, MOE&S, UNMC, UNANM, ICN, ICM, CWF, WHO, ECSACON.

Positioning Nursing as a Professional Discipline: Definition of key terms: profession, discipline, professional practice, professional discipline; Characteristics of professional disciplines and professional nurses; Categorization of professions according to Flexner (1915); Bixler and Bixler (1959) and Pavalko (1971); Differentiating professions from occupations.

Philosophies of Nursing: Definition of key terms; Beliefs, values and philosophies; Philosophy of Nursing in Uganda; Philosophy of the IHSU School of Nursing; Importance of developing and following personal philosophies of nursing as a student and as practitioner.

The Individual, Health and Holism: Key terms; Health, illness and wellness; Theoretical models of health and their assumptions; Influence of holistic approach in health and health care delivery; Describe the three levels/approaches to health maintenance; Concepts of stress, adaptation and coping in health and illness; Loss, grieving and death; Impact of illness on patients and their families; Nursing's role in health promotion and illness prevention

Metaparadigm Concepts of Nursing: Key terms and concepts; How nursing's paradigms differ

from those of other helping professions; Metaparadigm concepts of nursing: nursing, person, environment, health; Application of metaparadigm concepts in professional practice.

Theory as a Basis for Professional Practice: Definition of key terms; What theories are all about: grand; middle range and practice theories; Selected Theorists: Early theorists, theorists from Totality, Simultaneity; Caring paradigms; Application of theory to practice and research

The Nursing Care Processes: Definition of key terms and concepts; Approaches to nursing care: nurse-centered and patient-centred approaches; Components of the scientific nursing process; Advantages and disadvantages of nursing process; Utilization of the nursing process.

REFERENCES

- 1) DeLaune, SC, & Ladner, PK, (2010). Fundamentals of Nursing: Delmar
- 2) Parker, M. (2005). Nursing Theories and Nursing Practice: FA Davis Company
- 3) Ellis, J., & Hartley, C. (2007). Nursing in Today's World: Lippincott Williams & Wilkins
- 4) Barnard, A, & Locsin, RC (2008) Technology and Nursing Practice: issues, concepts; Palgrave
- 5) Boykin, A, & Schoenhofer, S. (2000). Nursing as caring: Jones & Ballet
- 6) Griffith, R, & Tengahan, C. (2010). Law and Professional Issues in Nursing: [Visit Amazon's Richard Griffith Pagesearch results](#)[Learn about Author Central](#) Learning Matters.

10.6. NSG 1106 PHYSIOLOGY I (4.0 CU)

The course is designed to equip the student to understand the normal functioning of the human body. The course introduces the student to physiological processes and concepts as well as the normal functioning of various body tissues including nervous, muscular, bone and connective tissue, blood and body fluids as well as epithelium tissues. In addition, it addresses common abnormalities that may disrupt normal cell and tissue functioning.

COURSE OBJECTIVES

Upon completion of the course, it is expected that the student will:

- a) Explain the key physiological concepts and processes.
- b) Describe the organization and functions of body tissues.
- c) Discuss common functional abnormalities of various body tissues

COURSE CONTENT

Introduction to physiological concepts: Descriptive terms and units. Properties of physiological solutions; Concept of homeostasis and normal physiology. Cell structure and function; cell physiology and human genetics. Body fluids and compartments; Functional organization of the body. Variability, homeodynamism and homeostasis. Human genetics: Nucleic acids; Chromosomes, genes, and gene expression; Genetic basis of inheritance; Genetic code; Alleles and genetic polymorphism; Sex-linked genes

Physiological processes: Cellular communications, Membrane receptor physiology and ligand signaling; Electrical, endocrine, autocrine and paracrine communications; Second messengers and amplification cascades; Exchange of materials across cell membranes.

Nervous Tissue: Neuronal types, structure and function, Membrane potentials, Bernstein's theory, Donan-Gibbs equilibrium, Nernst equation and the Goldman constant field equation.

Action potential: generation' and propagation; subthreshold potentials; Peripheral nerve classification and properties, axoplasmic transport, nerve injury, degeneration and regeneration. The synapse: types, functional organization; Neurotransmission, neurotransmitters and neurotransmitter receptors.

Muscular Tissue: Muscle types, organization and functions; theories of muscle contraction; disorders of muscle structure and function; normal and abnormal electromyogram readings.

Bone and Connective Tissues: The physiology of connective tissue proper- cells, fibres and ground substance; interstitial fluid composition, function and disorders; physiology of cartilage and bone: functional organization, functions, metabolism and disorders; composition and functions of synovial membranes and fluids.

Body fluids, blood and immune mechanisms: Blood composition and functions; plasma, serum, formed elements. and the immune system. Physiology of blood transfusion. Blood coagulation and hemostasis. Immune system: Physiology of lymphoid organs mucosa and vascular associated lymphoid tissues, and mononuclear phagocytic cell functions. Cellular interactions in body defence. Pathophysiology of HIV/AIDs and other immune disorders. Interaction between nervous, endocrine and immune systems. Common disorders.

Epithelial tissue: Functional organization, functions and disorders of lining epithelia, mucous and serous membranes; physiology of exocrine and endocrine glands and common disorders.

REFERENCES

- 1) Ganong, F.W. (2003). Review of Medical Physiology. London: Appleton and Lange
- 2) Guyton A.C, & Hall, J.E (2010). Guyton and Hall Textbook of Medical Physiology: with STUDENT CONSULT Online Access. Philadelphia: W.B Saunders Publishers.
- 3) Martini, F.H. (2001) Fundamentals of Anatomy and Physiology. Philadelphia: Prentice Hall
- 4) Marieb, E.N. (2004). Human Anatomy and physiology. London: Daryl Fox Publishers.
- 5) Thibodeau, G., A, & Patton, K., P, (2003). Anatomy and Physiology. Philadelphia: Mosby
- 6) Tortora, G. J. & Derickson N., P. (2006) Principles of Anatomy and Physiology: Harper

10.7. NSG 1107

PSYCHOLOGY I

(4.0 CU)

This course examines the basic principles of psychology and acts as an introductory point preparing students for a further and more detailed understanding of psychological issues and issues of behavioral science relevant to the field of Nursing.

COURSE OBJECTIVES

Upon completion of the course, the student is expected to:

- a) Understand the key concepts in psychology that are relevant to the practice of nursing
- b) Discuss how learning occurs in humans and identify common learning disorders
- c) Explain the principles of human memory including common disorders of memory
- d) Explain the principles and implications of forgetting and available remedies
- e) Discuss the theories of personality and their implication to patient care
- f) Discuss human perception and how it relates to nursing care
- g) Understand key concepts related to social psychology as well as interpersonal relations

COURSE CONTENT

Introduction: Definition; Understanding psychology as a science; Relevance of Psychology to Nursing; Specialties of Psychology relevant to nursing practice.

Human Learning: Introduction; Classical Conditioning; Operant Conditioning; Reinforcement and types of Reinforcement; Reinforcement schedules; Common disorders of human learning.

Human Memory: Introductory concepts; Memory stages and processes; Sensory registers; Short-term memory; Long-term memory; Common disorders of memory.

Forgetting: Introduction; Theories of Forgetting; Interference Theory; Decay Theory; Repressive theory; Consolidation theory; Scientific advances to resolve problems of forgetting.

Personality: Introduction; Theories of Personality; Freud's Psychoanalytic Theory; Carl Jung's Theory; Adler's Theory of Personality and Social Learning Theory; Clinical application of personality theories to the care of children, adults and the elderly persons in the community.

Perception: Introduction; Attending; Factors affecting Attention; Principles of Perceptual Organization; Common abnormalities associated with perception and their scientific remedies.

Social Psychology: Definition; Explanation of social Behavior; Person Perception; Attribution: attribution process, attribution errors and biases; self serving biases; Attitudes: components of attitudes; attitude formation and persuasion.

Interpersonal Relations: Learning theories; Cognitive consistency theory; Life cycle of close relationships; Aggression and Violence; Theories of Aggression: Instinct; Biological; Frustration; and social learning theory; Factors leading to Aggression; Reducing Aggression

REFERENCES

- 1) Gross, R. (2005). Psychology: The Science of Mind and Behavior. Dubai: Hodder Arnold.
- 2) Morrison, V., & Bennett, P. (2006). An Introduction to Health Psychology. Prentice Hall.
- 3) Stroeb, W. (2001). Social Psychology and Health. Buckingham: Open University Press.
- 4) Taylor, S.E. (2006). Health Psychology (6th ed.). Boston: McGraw Hill.
- 5) Walker, J, Payne, S, Smith, P & Jarrett, N, (2007). Psychology for Nurses and the Caring Professions: Open University Press
- 6) [Kring](#), A, [Davison](#), GC, [Neale](#), JM & [Johnson](#), S. (2009). Abnormal Psychology: John Wiley

10.8. NSG 1108

SOCIOLOGY

(2.0 CU)

This course deals with human interaction and the impact of this interaction to the health of individuals and groups. It enables student to explore how society describes health and illness, how individuals respond or are expected to respond to illness and the relationships between the individuals and the health personnel and how this relationship could influence the healing process. The course also draws the student nurse' attention to the various alternative healing methods available; thus helping the student nurse to understand the impact of social systems and cultural norms, beliefs on the management of patient in the contemporary health systems.

COURSE OBJECTIVES

- a) Describe the basic concepts and theories in medical sociology
- b) Explore how cultural and social factors impact upon the practice of nursing.
- c) Explain how government may respond to Ugandan cultures to make health care effective
- d) Discuss beliefs and values related to birth, marriage, pregnancy, family planning and death.
- e) Explain the role of the nurse in dealing with harmful cultural practices/beliefs for health

COURSE CONTENT

Introduction into Medical Sociology: Important definition of concepts; Relevance of sociology as a social science; Historical background of medical sociology; Theoretical assumptions of medical sociology; Relationship of sociology and medicine; Concepts in sociology and medical sociology; Social structure, statuses, roles, group and institutions; Society and culture; important explanatory models; sociological methodologies; impact of sociology on society and on the health care practice as an important sector of society.

Exposition of World views: Importance of world view; important agents that shape world views; enculturation in each individual member of society; The self and the other: world view, culture, subcultures; The family as socializing agent, the school, peer group, media.

Sociological determinants of Health: Sectors of society and social issues that impact on health, illness and health care: Poverty, status, stratification; Gender issues, sexuality and health; Mental health and suicide; Sociology and religion; Politics and human rights; Differences between health, sickness, illness and disease; Sociological perspective of sickness as a deviance; The Illness and sick role Behaviour; The Illness Behaviour; Stages of illness experience;

Sociology of health care: Trans-cultural health practices, in Uganda, East Africa and Globally; Impact of trans-cultural health practices on personal and professional life: Working as a professional nurse with sociological imagination; Institutions: Power, professions and practice in health care; Medicalisation of health care; Bodies, minds and emotions.

Culture and health behaviour: beliefs, values in relation to important events/decisions in life: birth, adolescent, marriage, pregnancy, family planning and death; Health beliefs of the Ugandans: role of the traditional healers and herbalists; faith healing/spiritual healing in the Ugandan context; Home remedies, benefits and disadvantages; influence of culture and society on the behaviour and responses of individuals during illness and hospitalization; Cultural influences on compliance to treatment and hospitalization; Positive cultural beliefs and practices that enhance health and wellness; negative cultural beliefs and practices that hinder health seeking behaviour; Cultural factors in epidemiology of disease; Relationship between culture, health and illness.

REFERENCES

- 1) Giger J.N & Davidhizar, R. E. (2007). Transcultural Nursing: St. Louis: Mosby.
- 2) Leininger, M & [Mcfarland](#), M. (2002) Transcultural Nursing: Concepts, Theories, Research and Practice. McGraw-Hill
- 3) Clarke, A. (2010). The Sociology of Healthcare. Longman Publishers
- 4) Taylor, S & Field, D. (2007). Sociology of Health and Health Care: Wiley-Blackwell
- 5) Bond, J & Bond, S. (2002). Sociology and Health Care: Academic Press Inc

YEAR ONE SEMESTER TWO COURSES

10.9. NSG 1201

ANATOMY II

(4.0 C.U)

This course build on Anatomy I and covers structures of the various body systems namely skin and its appendages, respiratory system, digestive system, genital system, urinary system; endocrine system; muscular-skeletal system, circulatory system and nervous system. It also covers developmental anomalies as well as common conditions that affect body systems.

COURSE OBJECTIVES

By the end of this course unit the students should be able to:

- a) Describe the anatomical structure of the body system including the organs
- b) Discuss common developmental abnormalities that may affect the system
- c) Discuss the common disease conditions associated with the system
- d) Explain various surgical procedures that may be performed in the system
- e) Discuss how the a given system is adapted to facilitate its functions

COURSE CONTENT

Lymphatic system: Organization of the lymph nodes, tonsils, thymus and the spleen. Common developmental abnormalities and conditions.

Digestive system: Major mucosal cell types, hepato-biliary structures and pancreas. Common developmental abnormalities and disease conditions.

Urinary system: Structure of the uriniferous tubules, ureters, urinary bladder and the urethra; Common developmental abnormalities and disease conditions.

Genital system: Gonads, gametes, seminiferous tubules and the interstitial cells; Organisation of genital ducts, uterus and vagina; Organization of the prostate, seminal vesicles and the bulbo-urethral glands.

Endocrine system: microscopic organization, cell types and features of pituitary, pineal thyroid, parathyroid, endocrine pancreas; Common developmental anomalies and conditions.

Nervous System: Structural and functional organization of the spinal cord, brain, peripheral nerves, ganglia, receptors of general and special sensation; Common developmental abnormalities and disorders of the nervous system.

REFERENCES

- 1) Tortora, G.J. & Derickson N.,P. (2006) Principles of Anatomy and Physiology; Harper and Row
- 2) Drake, R, et al. (2007). Gray's Anatomy for Students. London: Churchill Publishers
- 3) Snell, SR. (2004) Clinical Anatomy by Regions. Philadelphia: Lippincott Publishers
- 4) Marieb, E.N. (2004). Human Anatomy and physiology. London: Daryl Fox Publishers.
- 5) Young, B, et al. (2006). Wheater's Functional Histology: A Text and Colour Atlas: Churchill
- 6) Sadler, TW. (2009). Langman's Medical Embryology. Philadelphia: Lippincott Publishers

The course builds on Biochemistry I and addresses chemical concepts that govern the structure and functioning of biological molecules; gene function and expression; molecular tools in medical research and development; biochemical pathways in metabolism of biological molecules. It also covers protocols for assessing the normal function of the liver and kidneys.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Understand chemicals that govern structure and function of biological molecules.
- b) Be equipped with knowledge about Gene function and expression;
- c) Be able to explain and describe the genesis of the various hereditary disorders.
- d) Be able to exploit the various molecular tools in medical research and development.
- e) Appreciate biochemical pathways involved in the metabolism of biological molecules
- f) Explain the occurrence of some of the common inborn errors in metabolism.
- g) Have practical knowledge on assessment of normal function of human liver and kidney.

COURSE CONTENT

Nutrition and Metabolism: Dietary nutrients; Carbohydrate metabolism; Lipid metabolism; Protein metabolism; Vitamin metabolism; Nucleotide metabolism.

Endocrinology/Nervous system: Vertebrate hormones; Biochemistry of nerve transmission

Molecular Tools in Medicine: Introduction to molecular medicine; Common enzymes of molecular biology; Gene cloning; DNA sequencing; Polymerase Chain Reaction(PCR); Restriction Fragment Length Polymorphism(RFLP); Ligase Chain Reaction(LCR); Micro array analysis; Transgenesis; Gene therapy.

Biochemistry Practicals: Liver functioning tests; Kidney functioning tests; Measurement of serum/plasma total protein; Determination of urinary ammonia; Excretion of acid in urine.

REFERENCES

- 1) Berg, JM, Tymoczko, JL, & Stryer, L. (2006). Biochemistry: Int'l Ed.: W.H. Freeman
- 2) Lehninger A.L & Nelson D.L. (2008). Lehninger Principles of Biochemistry: Worth Publishers.
- 3) Murray R.K, Rodwell, VV, Bender, D & Botham, KM. (2009).Harper's Illustrated Biochemistry. New York: McGraw-Hill
- 4) Sawhney, SK & Singh, R, (2005) Introductory Practical Biochemistry. Kolkata: Alpha Science.
- 5) Anthikad J. (2005). Biochemistry for Nurses. Kolkata: Jaypee Brothers Medical Publishers

This course equips student with knowledge and determinants of disease occurrence. It covers concepts of epidemiology in health practice; factors which influence disease transmission among individuals and communities; principles governing management of disease and epidemic outbreaks in communities; statistical methods in epidemiology and application of epidemiology in medical practice and research.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Apply concepts of epidemiology in identification and solving of health problems
- b) Understand basic principles of demography and its application to epidemiology
- c) Apply the principles of epidemiology in medical practice and research
- d) Understand how statistical methods are used in epidemiology

COURSE CONTENT

Introductory concepts in Epidemiology: Epidemiologic concepts: definition; scope; variations in severity of disease; methods of disease causation. Descriptive epidemiology: measures of morbidity and mortality; incidence and prevalence rates; crude, specific, and adjusted rates; classification of causes of death and their limitations. Determinants of disease transmission and causation: host, agent, and environmental factors; natural history of disease; levels of disease prevention; Screening of diseases and maintenance of health; Purposes of screening: screening tests: sensitivity; specificity; predictive values.

Principles in Demography: Introduction to demography; nature and scope of demography; sources and quality of demographic data; and Basic Demographic measures rates and ratios; population size and composition: age, sex and population growth and population pyramid. Demographic processes: fertility, mortality and migration and basic measures; Population and development: Population estimates and projections; Resource planning; and Population policy

Epidemiology in practice and research: Disease surveillance and outbreak investigation: definition of outbreak and epidemic; attack rate; investigation of disease outbreaks; Epidemiologic methods: observational studies- cross sectional, cohort, case control, case series, community surveys. Experimental study designs (Clinical trials, community intervention trials); Sampling and sample size: probability sampling methods-simple, stratified, systematic, cluster and multistage sampling; non probability sampling- convenience, quota and purposive sampling

Statistical methods in epidemiology: Measurements: relative risk; risk ratio; odds ratio; attributable risk; confidence intervals; sensitivity; specificity; validity. Statistical methods: data gathering; cleaning; entry; analysis; presentation of findings; measures of central tendency; dispersion and association; Interpretation of data: statistical power; p-value; sample size.

REFERENCES

- 1) Gordis, L. (2004) Epidemiology (3rd Ed). Philadelphia: Saunders Company
- 2) World Health Organisation (2002) Basic Epidemiology, Geneva: WHO
- 3) Jekel JF. (1996) Epidemiology, biostatistics and preventive medicine; W.B. Saunders
- 4) Bonita, R, & Beaglehole, R. (2007). Basic Epidemiology. Geneva: World Health Organization.
- 5) Bhopal, R. (2008) Concepts of Epidemiology: Oxford.
- 6) Moon, G, & Gould, M (2000). Epidemiology: An Introduction: Open University Press

This course equips students with knowledge of biostatistics and its application to health care and research. It covers descriptive statistics; inferential statistics, sampling methods; data collection procedures; measures of dispersion and central tendency; probability theory; hypothesis testing; analysis of variance; variables; correlation and regression; data transformations; non-parametric methods; rates and ratios; quality control and tabulations and statistical presentation of data.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Describe the concepts, principles and terminologies used in biostatistics
- b) Explain the relevance of biostatistics in medical practice and research.
- c) Discuss the use of the various sampling methods.
- d) Discuss the concept of hypothesis testing and statistical inference
- e) Explain the various forms in which data exist.
- f) Describe the use of the various statistical methods in data analysis and interpretation.

COURSE CONTENT

Introduction to Biostatistics: Principles of statistics; Study designs; Sampling methods and sample size: Sampling distribution; distribution of sample mean; population parameters and sample statistics; estimation of standard error; sampling procedures including sampling in chemical and biological experiments; Sample size calculation; Simple, random and cluster surveys; Different data collection methods and instruments; Various sources of data and their use; Data collection and cleaning; Use of statistical methods in data analysis and interpretation; Measures of central tendency, variation and skewness; Probability theory including the laws of probability and probability distributions; Statistical Inference and Types of statistical hypotheses: Null and Alternative hypotheses, Type I error and Type II error; level of significance; confidence interval; relationship between the variables (X² test); comparison of means (various t-tests); Analysis of variance (ANOVA); Confounding variables; dependent and independent variables; Correlation and regression; Data transformations; Non-parametric methods; Rates and ratios; Quality control methods; Data presentation.

Biostatistics in health care and research: Organizing information for policy matters and decision making; Principles of biostatistics in healthcare and research; Use of data use for predicting health related conditions; use of biostatistical models to predict health disasters.

REFERENCES

Bland, M. 2000. An introduction to Medical Statistics, Third Edition, Oxford University Press

Dinitz, M. 2004. Medical Statistics Made Easy. Taylor and Francis Group plc.

Campbell, MJ, Machin, D & Walters, SJ (2007) Medical Statistics: Wiley-Interscience;

[Yaukey](#), D, Anderton, DL & Lundquist, JH

(2007) Demography: Waveland Press

Katz, DL, Jekel, JF at al (2007) Epidemiology,

Biostatistics and Preventive Medicine;

Saunders

10.13. NSG 1205 COMMUNITY HEALTH NURSING I (4.0 C.U)

This course is designed to equip students with knowledge, skills and attitudes necessary for provision of health services to communities. It introduces the students to principles and practice of community health, personal health and environmental health as well primary health care. It also addresses how the elements of primary health care are implemented as well as the achievements, challenges and innovations for improved service delivery to target communities.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Discuss the concept and history development of community health nursing
- b) Describe the general principles of community health and its relationship to nursing
- c) Identify factors that influence disease transmission among individuals and communities.
- d) Discuss the relationship between personal health, environment, health and disease
- e) Explain the concept, principles and implementation strategies of primary health care
- f) Explain the responsibility of each key player in the implementation of PHC activities
- g) Discuss achievements, challenges and innovations for improved primary health care.

COURSE CONTENT

Introduction to Community Health Nursing: Key terms: community, community health, community health nursing, community mobilization, community entry, community assessment, community diagnosis, populations structures, community resource persons; Concepts of health, wellness, illness and disease in community health nursing; Historical perspectives: History, components, organization and structure of community Health nursing; Relationship of community health nursing and public health nursing; Principles of community health: Population and health; individuals, families, communities and the environment; Patterns of disease in the community; Community structure and organization; Philosophy of community health nursing; Roles of the community health nurse and the community health care team;

Personal health: Definition of concepts; Methods of keeping personal hygiene; Maintaining physical fitness; impact of housing on personal health; Diseases due to poor hygiene.

Environmental health: Methods of keeping a clean environment; Methods of environmental sanitation; Methods of protecting food for public consumption; Vector control

Primary Health Care: Historical perspectives; Background of Primary health care; Definition of Primary health care; The Concept of Primary health care; Fundamentals/Pillars of Primary health care; Elements of Primary health Care; Principles of Primary health care.

Implementation of Primary health care: Uganda's Health Care Delivery Systems; roles and functions of the Ministry of Health; National Hospitals, Regional Hospitals, District Hospitals, Health centers IV, III, and II, Village Health Committees; Major health policies and guidelines;

Implementation of PHC elements at different levels of health care provision in Uganda; Scope and types of health services provided across the health care system.

Responsibilities of key implementers of PHC: Primary health care workers; the community; Government; Non-Governmental Organizations; other key stake holders.

PHC achievements, challenges and way forward: Achievements; challenges and innovations. Way forward and lessons learnt from implementation activities and programs.

REFERENCES

- 1) Wood, C.H, de Glanville, H., & Vaughan, J.P. (1997). Community Health. Nairobi: AMREF
- 2) Sofoluwe GO, Schram R, et al (1996). Principles and Practice of Public Health in Africa: Ibadan: University Press
- 3) Anderson, E. T. & McFarlane, J. (2004). Community as Partner. Philadelphia: Lippincott
- 4) Edelman C.L & Mandle C. L. (2002). Health Promotion through out the lifespan; Mosby
- 5) Smith C.M, & Maurer F. A (2000). Community Health Nursing: Philadelphia: W.B Saunders.
- 6) Stanhope, M. & Lancaster, J. (2004). Community and Public Health Nursing: Mosby

10.14. NSG 1206 NURSING ETHICS AND INTEGRITY (2.0 C.U)

This course introduces students to key ethical and legal concepts and issues that will guide their practice as nurses. It specifically addresses issues related to ethical decision making, biomedical concerns, and legal issues in nursing, professional accountability and emerging issues in delivery of nursing care. It also equips them with attitudes and values crucial in nursing and in their lifelong career as nurses and midwives.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) appreciate key ethical and legal aspects of nursing practice settings.
- b) understand importance of practicing within ethical and legal framework.
- c) appreciate the unique ethical standards and legal requirement of nursing
- d) understand the common bio-ethical concerns that nurse's encounter in practice.

COURSE CONTENT

Ethical Responsibilities in Nursing and Midwifery Practice: Definition of key terms and concepts; Relationship between the concepts of ethics, values, morality and law; Key ethical theories and their relevance to professional nursing practice; Major ethical principles and the impact on healthcare and nursing practice; International Council of Nurses (ICN) ethical codes and their implications; Understanding ethical dilemmas in nursing practice; Rights of clients and nurses in healthcare and nursing practice; Ethical decision making in ethical dilemmas; The nurse as client advocate and whistle-blower in delivery of nursing care.

Biomedical Issues in Nursing Practice: Definition of key terms and concepts; Moral decision making in healthcare Corporate social responsibility and ethics; Morally sensitive affirmative action; Technology and Ethics; Informed consent and healthcare practitioners; bioethical issues in healthcare: HIV/AIDS, abortion, genetic research, foetal tissue research, organ transplantation, use of scarce resources and death and dying; nurse's role in bioethical concerns.

Legal Responsibilities in Nursing Practice: Definition of key terms and concepts; Sources of public laws and their implications on nursing practice; Distinguishing between statutory law and common law; Differentiating between civil law from criminal law; Legal principles involved in

the following: intentional torts; unintentional torts; quasi-intentional torts; informed consent. Legal responsibilities in delivering nursing care; Key areas of potential liability in nursing practice and recommendations; nurse's role in the informed consent process in various clinical care settings.

REFERENCES

- 1) Hunt, G (Ed). 2004. Ethical Issues in Nursing. London: Routledge.
- 2) McHale, J & Gallagher, A (2003). Nursing and Human Rights: Butterworth Heinemann
- 3) Rumbold, G (2006). Ethics in Nursing Practice. Balliere Tindall.
- 4) Thompson, I.E, et al. (2006). Nursing Ethics: Churchill Livingstone
- 5) Edwards, S (2009). Nursing Ethics: A Principle-Based Approach: Palgrave Macmillan

10.15. NSG 1207

PHYSIOLOGY II

(4.0 C.U)

This course builds on Physiology I and equips students to understand normal functioning of human body systems. It covers the cardiovascular system, respiratory, nervous, reproductive, urinary, digestive system, endocrine system, musculo-skeletal system and integumentary system. In addition, it covers disorders and diseases associated with various body systems.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Describe how various body systems function
- b) organization and functioning of body various systems
- c) Explain the regulatory mechanisms that control the functioning of body systems.
- d) Discuss common functional abnormalities of various body systems

COURSE CONTENT:

Cardiovascular system: Functional organization of the heart and the blood vessels; Flow in tubes and haemodynamics. Electrical activity of the heart and the electrocardiogram. Blood volume, cardiac output and blood pressure. Integrated control mechanisms. Response to exercise and training. Haemorrhage and shock. Foetal and neonatal circulation; Circulation in special regions.

Digestive system: Functional organization and design. Humoral and neuromyogenic control of regional gut functions. Gut motility and secretion. Gastrointestinal intrinsic and extrinsic glands. Basic nutrition and regional metabolism. Appetite and satiety: regulation of food and water intake; Digestion, absorption, and assimilation.

Respiratory system: Functioning of the respiratory system; Gas laws and physical properties of gases; Breathing, ventilation, lung volumes and capacities; Lung morphometry; Alveolar function; Air-blood barrier; Pulmonary circulation and ventilation perfusion ratios; Integrated control mechanisms and acid base balance; Non respiratory functions of lungs; Disorders.

Renal system: Functioning of the urinary system; kidney, cortex and medulla; The nephron and its functions; Osmo-regulation, Acid-base and electrolyte balance and the kidney; Concept of glomerular filtration rate and renal clearance; Hormonal functions of the kidney; Regulation of blood osmolarity, volume and pressure; Auto-regulatory control mechanisms; Functioning of the urinary bladder and micturition reflex; Common functional disorders of the renal system.

Endocrine system: Location, organisation, functions and integrated control of discrete endocrine organs. The hypothalamus, hypothalamo-hypophyseal axis and the pituitary. Pineal gland and its functions. Thyroid hormones and iodine metabolism. Parathormone, calcitonin, vitamin D and calcium metabolism. Adrenal medulla and the catecholamines. The adrenal cortex and the corticoids. The gonads and the sex hormones. The endocrine pancreas and glucose homeostasis. Diffuse neuro-endocrine system: organs with endocrine or paracrine functions.

Reproductive systems: Functional organization; and development of the reproduction system; puberty and the climacteric. Gametogenesis and semen formation. Testicular function and its regulation. Blood testis barrier. Epididymal function and vas deferens. Functions of prostate, seminal vesicles, bulbourethral glands. Penile tumescence and detumescence, potency. Ovarian functions, reproductive cycles, ovulation, coitus and fertilization. Uterine and fallopian tubular functions and cyclical changes. Pregnancy, feto-placenta unit, fetal homeostasis and development. Parturition and foetal adaptation at birth. Lactation, breast feeding and neuro-hormonal control. Milk composition and functions. Common functional disorders.

Nervous system: Somatosensory nervous system. Sensory receptors and organs. Peripheral sensory mechanisms, coding and information handling. Sensory pathways. Pain and pain behaviour and its central processing at the brainstem reticular formation and thalamus. Special senses: organs of vision, hearing, olfaction, balance and taste. Motor nervous system: Components of the spinal reflexes, the muscle spindle and golgi tendon organs. Central motor mechanisms at the spinal cord, the brain stem, the cerebellum and cerebrum. Concept of upper and lower motor neurons. Vestibular function and balance. Sub cortical motor control. Higher neural functions: Regional cortical functions, language and speech, learning and memory, motivation and behaviour. Cortical dominance and lateralization. Reticular formation mechanisms of sleep and arousal. Cerebral blood flow regulation, physiological blood brain barrier, cerebral-spinal fluid-formation, composition and function. Blood-CSF barrier. Autonomic Nervous system: Sympathetic, parasympathetic and enteric nervous systems. Hierarchical organization and their regulation. Control of visceral functions; hypothalamic nuclei, functions and connections. Integration of autonomic reflexes, vital centres and vegetative functions. Body temperature regulation and skin function. Common Disorders.

Integumentary system: Physiology of the skin and its appendages; nails, hair and breast. The skin in body immunity, metabolism and homeostasis. Common disorders of the integuments.

Musculoskeletal system: Physiology of bone and muscle as a system. Common musculoskeletal disorders and diseases affecting bones, muscles and the musculoskeletal system.

REFERENCES

- 1) Ganong, F.W. (2003). Review of Medical Physiology. London: Appleton and Lange
- 2) Guyton A.C, & Hall, J.E (2010). Guyton and Hall Textbook of Medical Physiology: with STUDENT CONSULT Online Access. Philadelphia: W.B Saunders Publishers.
- 3) Martini, F.H. (2001) Fundamentals of Anatomy and Physiology. Philadelphia: Prentice Hall
- 4) Marieb, E.N. (2004). Human Anatomy and physiology. London: Daryl Fox Publishers.
- 5) Thibodeau, G., A, & Patton, K., P, (2003). Anatomy and Physiology. Philadelphia: Mosby
- 6) Tortora, G. J. & Derickson N., P. (2006) Principles of Anatomy and Physiology: Harper

10.16. NSG 1208

PSYCHOLOGY II

(4.0 C.U)

This course examines principles of human development as well as psychological and psychiatric disorders. It also addresses the criteria for their identification and classification thus preparing the student for psychiatric nursing. It covers perspectives and theories of human development; language acquisition and development; development of attachment; infant perception; abnormal psychology and assessment of mental disorders.

COURSE OBJECTIVES

Upon completion of this course, the student is expected to:

- a) Understand the key concepts in human development and relate them to nursing
- b) Discuss the various theories of human development including language acquisition
- c) Explain the process of development attachment and infant perception
- d) Discuss the common signs and symptoms of mental disorders and mental ill-health
- e) Explain how to assess for mental illness in a person presenting in a health facility

COURSE CONTENT

Introduction: Definition; Domains of Development; Relevance to Nursing; Questions and Controversies about human development

Perspectives of Development: Biological Perspectives; Behavioural Perspectives; Cognitive Perspective; Psychodynamic Perspective; Humanistic Perspective; Developmental Principles

Theories of Development: Psychodynamic Theory; Erik Erickson's Theory of Psychosocial Development; Watson's Behaviourism; Skinner's Operant Learning Theory; Albert Bandera's Social Learning Theory; Piaget's Theory of Cognitive Development.

Language Acquisition and Development: Introduction; Components of Language; Theories of Language Development; Stages of Language Development;

Development of Attachment: Theories of Attachment; Mary Ainsworth and Security of Attachment; Factors affecting attachment security; Father's special role

Infant Perception: Visual Perception; Auditory Perception; Taste and Smell; Touch; Infant Cognition (Piaget's theory of sensorimotor intelligence)

Abnormal Psychology: Abnormal behaviour; Theoretical perspectives: biological, psychological, social and cognitive perspectives; Neurosis; Multi axial diagnosis and Differential diagnosis.

Assessment: Signs and symptoms of mental disorders (primary and secondary symptoms). Disorders of perception: Illusions, Hallucinations and Schneiderian symptoms; Disorders of Thought: disorders of stream of thought, disorders of form of thought, disorders of content of thought, disorders of possession of thought; Anxiety disorders: generalized anxiety disorder, phobias, panic disorder, obsessive compulsive disorder; Dissociative disorder: psychogenic amnesia, multiple personality disorders and depersonalization disorders. Personality disorders: Odd and Eccentric behaviour- paranoid personality disorder, schizoid personality disorder and schizotypal personality disorder; Dramatic, Emotional and Erratic Behavioural-histrionic personality disorder, narcissistic personality disorder, borderline personality disorder; Anxious and fearful behaviour: avoidant personality disorder, dependant personality disorder, passive aggressive personality disorder, sadistic personality disorder, self defeating behaviour, anti social personality disorder. **Schizophrenia:** catatonic type; paranoid schizophrenia; disorganized type.

Other Disorders: Depression; Manic Depression; Substance abuse; sexual dysfunction.

REFERENCES

- 1) Gross, R. (2005). Psychology: The Science of Mind and Behavior. Dubai: Hodder Arnold.
- 2) Morrison, V., & Bennett, P. (2006). An Introduction to Health Psychology. Prentice Hall.
- 3) Stroeb, W. (2001). Social Psychology and Health. Buckingham: Open University Press.
- 4) Taylor, S.E. (2006). Health Psychology (6th ed.). Boston: McGraw Hill.
- 5) Kring, A, Davison, GC, Neale, JM & Johnson, S. (2009). Abnormal Psychology: John Wiley

YEAR TWO SEMESTER ONE COURSES

10.17. NSG 2101 CLINICAL NURSING SKILLS II (4.0 C.U)

The course builds on Clinical Nursing Skills I and prepares students with advanced nursing skills. It covers meeting patients need for respirations, exercises, rest and sleep; importance and methods of record keeping; nursing care required during medication administration, infection prevention and control; wound care, pain management, operative and investigative procedures. Furthermore, it addresses the kind of nursing care and attitude required when discharging patients as well as caring for the unconscious, dying and dead patients.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Describe the care required to meet patients need for respirations, exercises, rest, and sleep.
- b) Discuss the importance and methods of record keeping in nursing practice.
- c) Discuss the nursing care required during medication administration, infection prevention
- d) Explain how to care for patients in wound care, pain management and investigations.
- e) Describe the care required to discharge patients, for unconscious, dying and dead patient

COURSE CONTENT

Patient's Need for Respiration: Assisting in Difficult Breathing: Normal respiration; giving and removing sputum mugs; observation of sputum and sputum collection; Breathing exercises; Sanctioning pulmonary secretions; Postural drainage. Administration of Oxygen: Indication; patient and equipment preparation; procedures, common errors. Equipment: Oxygen cylinder and parts; Face masks; Tudor Edward's spectacle; Oxygen tent; and Oxygen funnel.

Cardio-pulmonary resuscitation: Signs and symptoms of cardiac arrest; Procedure for cardio – pulmonary resuscitation (CPR); Artificial ventilation; Life saving measures in cardiac arrest; actions in emergency; Calling for help – (cardiac resuscitation team); Positioning of patient; Carrying out mouth to mouth respiration (kiss of life); observations during CPR.

Patient's need for exercises: Need for exercise in health and illness; passive and active exercises for young and old persons; Teaching patients how to exercise; Advantages and disadvantages of bed rest; Effects of immobility to systems and parts of the body; Bed rest; Turning or moving in bed, Walking exercises within the ward; Teaching patient to do breathing exercises; Movement of joints – rotation, hyper extension, flexion, adduction and abduction.

Patient's need for rest, sleep and recreation: Rest, sleep and recreation as basic human needs; factors that disturb individuals sleep; Promoting rest and Sleep; Benefits of normal and good sleep; Recommended sleep duration for age groups; Sleep disorders and their precipitating factors; nursing measures to minimize bed – wetting; sleeping habits; Quality and Quantity of sleep. Disorders of sleep: Total insomnia; Acolepsy (sleep while talking); Somnambulism (walking in sleep); Somnilognism (talking in a sleep); Nocturnal enuresis (bed wetting in sleep) and control measures; disturbances of sleep.

Record keeping in nursing: Importance of good reports and records; Methods of writing, keeping and retrieving records; Ward report (oral and written reports); types of records; Interpretation and use records; Evaluation and report writing; Handing over between shifts.

Medication administration: Proper Care and safe storage of drugs; General principles of medication administration; Abbreviations in drug administration; Classification of medication; Documentation of treatment; Storage and recording of medication; Procedure for medication administration; Caring for drug accidents- overdoses; Intravenous infusion and equipment Methods or Routes of Drug Administration; Nurse's responsibilities for safe medication.

Prevention and control of cross infection: Principles of Infection Control: Definition of key terms; Infection Cycle; Prevention and Control of infection in wards; Sources of infection; Hand washing Techniques; Principles in patient care to prevent and control infection; Teaching patients and relatives about infection prevention practices. Barrier nursing: Define barrier/isolation nursing; principles of and indications for barrier nursing; Common diseases that require barrier nursing; Conditions that are not infectious but may require barrier nursing.

Care of the Patient with Wound: Classification of wounds; Causes of wounds, Wound Healing; Factors that promote wound healing; Factors that delay wound healing; Recommended Wound Dressing Techniques; Management of stitches; Antiseptics, Managing drainage; Application of bandages and types; Wound Irrigation; Content of trolley for wound dressing;

Care of the Surgical Patient: Reasons for operation: Curative, diagnostic, reconstructive, palliative. Types: major, elective, minor; Patient preparation of body and mind; Recommended Preoperative Procedure: explaining the nature of operation and the possible results; Consent; Removal of fear; Premeditations; Preparation of area; Spiritual care, Physical examination; Assessment of general health, Laboratory Diagnostic procedures. Postoperative Complications: Haemorrhage, pneumonia, infusion blood, support for operation site, sepsis, delayed healing incision, shock, adhesions, paralytic ileums, thrombophlebitis, sepsis, ruptured abdomen.

Care of patients with pain: The patient in pain; Types and characteristics; types of pain; assessment to pain; causes of pain; nursing measures to alleviate pain and suffering of patient.

Common diagnostic and therapeutic procedures: Indication for blood slide, lumbar puncture, thoracentesis, abdominal paracentesis, bone marrow biopsy, liver biopsy; stomach washout and local application of heat and cold; Techniques for performing invasive procedures.

Specimens collection: Reasons for specimen collection; sterility while obtaining specimen; correctly labeling specimen enroute to laboratory; Types of specimen and containers or apparatus used; interpretation of findings; Preparing patients for specialized procedures.

Discharging patient from hospital: Planning for discharge; Guidelines on the Discharge Procedure; discharge against medical advice; precautions to be taken by the nurse.

Care of the unconscious patient: Key definitions; Levels of consciousness; causes of unconsciousness; Nursing management of the Unconscious patient; precautions for referral.

Care of the dying patient: Key terms; stages of dying; physical needs of a dying patient; spiritual needs of the dying patient; signs of approaching death; nurses' response to death.

Care of the body after death: Effects of death on relatives; Techniques to deliver death message to bereaved persons; care of the body after death; Basic requirements and equipment for last office; Procedure for carrying out last office; Tribal cultural and religious beliefs regarding death; Care of deceased's property and ward equipment; Care of bereaved persons.

REFERENCES

- 1) Carpenito, J. L. (2000). Nursing diagnosis: Application to clinical practice; J.B. Lippincott.
- 2) Kozier B., Erb G., Berman A & Snyder S (2004). Fundamentals of Nursing: Addison Wesley.
- 3) DeLaune, SC, & Ladner, PK, (2010). Fundamentals of Nursing: Delmar Publishers
- 4) Taylor, C & Lillis, C. (1993). Fundamentals of nursing. Philadelphia: J.B. Lippincott
- 5) Smith, S. & Duell, D. (1992). Clinical Nursing Skills. Norwalk: Appleton & Lange.
- 6) Ayliffe, GF & Collins, BJ (1990) Hospital Acquired infections prevention; Butter-worth

10.18. NSG 2102 COMMUNITY HEALTH NURSING II (2.0 C.U)

This course prepares students with the necessary knowledge, attitude and skills to manage and promote health restoration in patients and members of the community with common infections, infestations, tropical and sexually transmitted diseases. It further introduces students to aspects of community nutrition and dietetics in humans. It also covers aspects of assessment of nutritional status of population groups in the community. The course ends with comprehensive assessment of the community for health interventions as well as community diagnosis for priority setting.

COURSE OBJECTIVES

Upon completion of this course the student should:

- a) Discuss communicable disease classifications and principles and methods of control
- b) Describe the management principles of communicable diseases in communities.
- c) Identify risk factors and complications of the above conditions to population groups.
- d) Describe the common nutritional disorders and the principles used in infant nutrition
- e) Discuss food storage, preservation and factors that affect nutritional status of individuals
- f) Describe the methods used to assess nutritional status of individuals and communities
- g) Conduct community health assessment to identify health needs of selected communities

Specific community field practice objectives

During the community field practice, the student will be expected to:

- a) Conduct community assessment focusing on environment, social, political as well as economic factors and indentify their impact on the health of population groups
- b) Identify various roles and functions of community health nurses in community service.
- c) Identify various community resource persons in the chosen community and their roles
- d) Review available data at the chosen community to enhance community assessment
- e) Identify high health risk population groups for healthcare interventions in the community
- f) Compile data to enable the student make a final community diagnosis based on the data.

COURSE CONTENT

Introductory concepts: Definition of key terms; Elements of communicable diseases; Communicable Disease Theory: Force of infection; Epidemic and Endemicity theories; Principles and methods of control: Principles, and control-environmental or vector control

Classification and epidemiology of communicable diseases: Water washed diseases: scabies,

lice, jiggers, superficial fungal infections, tropical ulcers, trachoma, epidemic hemorrhagic conjunctivitis, Ophthalmia Neonatorum; Faecal oral diseases: Gastro enteritis, cholera, Bacillary dysentery, Giadia, Amoebiasis, Typhoid, poliomyelitis. Food borne diseases: food poisoning, fish tape worm, beef and pork tape worm, lung flukes. Diseases of soil Contact: Trachuris (whip worm), Ascaris, hookworm, tetanus, strongloides. Diseases of water contact: Schistosomiasis, Guinea worm, Buluri ulcer. Skin infections: Chicken pox, measles, Rubella, mumps, leprosy. Airborne diseases: Tuberculosis, influenza, whooping cough, meningococcal meningitis, otitis media, Acute Rheumatic fever; Diseases transmitted via body fluids: Syphilis, Gonorrhoea, Chlamydia, Trichomonas and non gonococcal urethritis, lymphogranuloma venerium, Granuloma inguinale, Chancroid, genital herpes, Human papilloma Virus (HPV), HIV, Candidiasis, bacterial vaginosis. Ebola hemorrhagic fever, Marburg haemorrhagic fever, Hepatitis B, C and Delta. Insect borne diseases: Malaria, Dengue fever, Onchocerciasis, Trypanosomiasis, Leishmaniasis, Lymphatic Filariasis. Ecto parasite zoonoses: Plague, Typhus, diseases transmitted by hard ticks. Domestic and synanthropic zoonoses: Rabies, toxoplasmosis, Brucellosis, Anthrax.

Community Nutrition: Definitions; Nutrition, human nutrition, Dietetics, nutritional disorders; Food values; importance of a balanced diet; Nutritional requirements for children, adolescents and elderly; Food availability, Household food security, Food storage, Food processing, Food hygiene, Environmental and social economic factors; Cultural beliefs regarding food processing, storage and eating; Breast feeding and its importance; Causes of malnutrition; Clients at risk of nutritional disorders; Nutritional rehabilitation programs; Prevention of malnutrition; community nutrition assessment: anthropometric assessment and child growth monitoring; Prevalence of malnutrition; recommended dietary supplementation; special diets: preparation and serving.

Community Assessment and Community Diagnosis: Community mobilization in relation to community health nursing process framework; Important data: population structure, population pyramid, epidemiological information, socioeconomic characteristics, political governance, environmental features; Data collection methods: questionnaires for data collection, review of health facility and community data, health statistics, community census data, Focus group discussion and key informant interview guidelines; Methods of analysis, utilization and dissemination of community health data; Health indicators and their significance in relation to community health: crude birth rate, crude death rate, infant mortality rate, morbidity rate, perinatal mortality, neonatal mortality rate, maternal mortality rate, incidence rate, prevalence rate, life expectancy, general fertility rate; community problems requiring nursing interventions by priority; compilation of health data using acceptable guidelines for community diagnosis.

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- 1) Ukoli FMA. (1992). Prevention and Control of Parasitic diseases in tropical Africa: Ibadan.
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- 3) Edelman C.L & Mandle C. L. (2002). Health Promotion through out the lifespan: Mosby
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- 5) Stanhope, M. & Lancaster, J. (2004). Community and Public Health Nursing: Mosby
- 6) Dudek S.G. (2001) Nutrition Essentials For Nursing Practice: Lippincott.
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This course introduces students to the concepts of health assessment. It enables the student to acquire knowledge, skills and attitudes required to assess the basic health status of individuals. These skills can be applied to nursing care in a wide variety of clinical settings. The course emphasizes history taking and physical examination skills and includes laboratory/demonstration sessions. It is expected that the skills learned from this course shall be regularly applied in this and other clinical nursing courses to improve the quality of care.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Systematically assess health status of an individual through complete health history.
- b) Discuss the various techniques of used for observations and physical examinations
- c) Differentiate between normal and abnormal findings in body structure and functions

COURSE CONTENT

Key concepts and the nursing process: Definition of concepts; Health assessment in general nursing practice; Types of health assessments; Nursing process and its components; Generic and comprehensive health assessment tools; Therapeutic communication; symptom analysis.

Interviewing skills and health history: Purposes, process and principles of interviewing; Format used to obtain a health history; Investigations during the health history; Recording a client's health history; Identify own strengths and weaknesses via observations; Clinical assessment weaknesses of self/peer analysis; Practice interviewing a client/peer and take his/her health history using a chosen health history format.

Assessment of the mental status: Review of mental functioning and changes with age; Assessment of appearance and behavior; Evaluation of mood; Assessment of thought process and perceptions; Evaluation of cognitive function and Documentation of specific findings.

Physical Examination Technique: Appropriate use and technique of inspection, percussion, palpation and auscultation; Equipments needed to perform a physical examination; Procedure and sequence for performing a general assessment of a client; Composing a statements about overall impression of a client's health status; Documentation of findings.

Systemic Physical Examination: Review of the anatomy and physiology of the skin, its appendages, the head and its structures: eyes, ears, nose, mouth and pharynx; Age related changes in the above systems and differences in assessment; Assessment of the eyes and ears; Assessment of nose, mouth and pharynx; Assessment of thorax and lungs cardiovascular and peripheral vascular system, axilla and genitalia; Assessment of the abdomen, anus and rectum; Assessment of cranial nerves and the spinal nervous system; Documentation of findings.

Assessment of special populations: Assessment of pregnant woman; Assessment of pediatric patient; Assessment of mentally ill patient; Assessment of elderly patient; Assessment findings of clinical importance in the various population groups

Laboratory and diagnostic studies: Purpose and normal values of Full Blood Count; Blood slide for malaria parasites; HB estimation; Blood sugar; Bleeding and clotting time; Erythrocyte Sedimentation rate, ESR; Urinalysis; Acid alcohol Fast Bacilli, AAFBs; Stool Analysis; Packed Cell Volume, PCV; Blood Grouping and Cross Matching; Culture and Sensitivity tests; Serological tests and HIV test; X-Ray Magnetic Resonance Imaging; Electro Cardiograph, ECG; Ultrasound Scan, U/S; Electrolyte levels; Hormone levels; Renal function tests; Liver function tests.

REFERENCES

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- 2) Bickley, L.S. (2006). Bates guide to physical examination and history taking: Lippincott
- 3) Dains, JE. (2007). Advanced Health Assessment and Clinical Diagnosis: Mosby Publishers
- 4) Kozier, B., Erb, G., Blais, K. & Wilkinson, J. M. (2007). Fundamentals of nursing: Addison
- 5) Dillon, M, P, (2007), Nursing Health Assessment: Philadelphia. F.A. Davis
- 6) Barkauskas, V.H., et al (2001) Health and physical Assessment: Mosby-Year Book Inc.
- 7) Wilson, S.F. & Giddens, J.F. (2008). Health Assessment for nursing practice: Mosby, Elsevier

10.20. NSG 2104 MENTAL HEALTH NURSING I (4.0 C.U)

The course prepares students with knowledge, skills and attitudes to care for persons, families and communities with mentally ill persons. It specifically highlights key concepts in mental health nursing, history of mental health nursing globally and in the region; assessment of mentally ill persons as well as the forms of interventions used in psychiatric nursing and psychiatry including perspectives on promotion of mental health.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Define the common terms used in mental health.
- b) Explain the causes of mental ill health.
- c) Outline the history of psychiatric nursing.
- d) Identify normal and abnormal health patterns.
- e) Carry out full assessment of mental patients.
- f) Provide treatment appropriately.
- g) Describe the forms of interventions used in psychiatry.

COURSE CONTENTS

Introduction: Key definitions; Concept of mental health; factors influencing mental health; causes of mental illness; history of psychiatric and mental health nursing.

Assessment of Mental Patients and Clients: History taking; mental state examination; physical examination of the mentally sick; general symptomatology of mental illness.

Common Management modalities in Psychiatry: Psychological interventions; Social interventions; Electro Convulsive therapy; Chemotherapy; Guidance and Counseling.

Common Psychiatric Nursing Interventions: Nurse patient relationship; therapeutic environment; planning patients day; parole; rehabilitation o the mentally ill patient; care of patients visitors; roles and qualities of a psychiatric nurse; occupational therapy for the mentally ill; recreational therapy and leisure for the mentally ill.

REFERENCES

- 1) Gelder, Micalael, Mayou et al (2008) Oxford Text book of Psychiatry: Oxford Press
- 2) Roberts, LW & Heinrich, TW (2009) Clinical Psychiatry Essentials: Lippincott Williams
- 3) Rawlins, RP.; Williams, SR. & Beck, CK. (1993). Mental Health Psychiatric Nursing: Mosby.
- 4) Townsend M.C. (2002). Psychiatric Mental Health Nursing: Concepts of Care: F.A. Davis.
- 5) Yonkers, K. & Little, B. (2001). Management of Psychiatric Disorders in Pregnancy: Arnold.
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10.21. NSG 2105 MICROBIOLOGY I (4.0 C.U)

This course focuses on features of micro-organisms and factors that influence their growth. It gives students insight about physical and chemical agents affecting micro-organisms, pathogenicity of different bacteria, protozoa, viruses, and fungi. It also addresses methods of controlling microbial growth as well as specimen processing, collection and transportation in addition to antimicrobial chemotherapy and immunotherapy.

COURSE OBJECTIVES

Upon Completion of this course, the student shall be expected to:

- a) Describe the characteristics of selected pathogenic microorganisms.
- b) Explain the factors and processes that influence the growth of microorganisms.
- c) Describe the pathogenicity of different bacteria, protozoa, viruses, and fungi.
- d) Identify various measures of controlling microbial growth
- e) Demonstrate skills in preliminary processing, collection and transport of specimen.
- f) Explain how microorganisms are affected by physical and chemical agents.

COURSE CONTENT:

Introduction: Classification and taxonomy of bacteria, viruses and fungi; Characteristics of microbes; microbial physiology and genetics; Control of microbial growth; microbial pathogenicity and epidemiology; Microbial ecology and interaction with man; Major human infections; Diagnostic procedures in bacteriology; Culture of microorganisms; Sterilization, disinfection and use of antimicrobial agents; Bacterial resistance, synergism and sensitivity testing; Use of equipment; Collection and preliminary processing of specimens; Collection and transport of specimens; Prevention of communicable diseases; Community Microbiology.

Effect of physical and chemical agents on microorganisms: Kinetics of cell inactivation; Ionizing Radiations; Gases; Antimicrobial effects of moist heat; Ultraviolet radiations; Antimicrobial effects of chemical agents; Pharmaceutical Applications of microbiological techniques; measurement of antimicrobial activity;

Properties of microorganisms: Bacteria: Gram-positive cocci; Gram-negative cocci; Gram-positive rods; Gram-negative rods; Acid-fast organisms; Antimicrobial Agents: Anti bacterial, antifungal and antiviral agents; Drug combinations;

Immunotherapy and Clinical immunology: Immune system in health: host defense, innate immunity, specific immunity; Organisation of the lymphoid system; Human leucocyte antigens; Immunodeficiency-congenital and acquired; Hypersensitivity diseases: Type I, II and III reactions; Principles of immunosuppressive therapy; Vaccine production: production of monoclonal antibodies and anti-sera production.

REFERENCES

- 1) Aycliffe, G. A. J., Collins, B. J. & Taylor, L. J. (2000). Hospital acquired infections: Arnold.
- 2) John, DT & Petri, WA (2006). [Markell and Voge's Medical Parasitology](#): Saunders
- 3) [Virella](#), G. (2007) Medical Immunology. Informa Healthcare Publishers.
- 4) Brooks, GF, Carroll, KC, Butel, JS, et al (2010). Jawetz, Melnick, & Adelberg's Medical Microbiology: McGraw-Hill Medical
- 5) Monica Cheesbrough (1991) Medical Laboratory Manual, Vol 1: Tropical Health Tech
- 6) Monica Cheesbrough (1991) Medical Laboratory Manual, Vol 2: Tropical Health Tech

10.22. NSG 2106 PATHOLOGY (4.0 C.U)

The course addresses principles of general pathology aimed at enabling students understand the

disease process. It covers the aetiology, pathogenesis, pathological changes and complications of the disease process affecting various body systems. Finally, it presents the role of the nurse in carrying out various investigative procedures for management of various disease conditions.

COURSE OBJECTIVES

By the end of the course the student should be able to:

- a) Discuss the aetiology, pathogenesis, pathophysiology, patho-anatomic-changes and sequelae of the common pathological conditions affecting various body systems
- b) Explain the role of the nurse in carrying out investigative procedures in pathology
- c) Describe and explain immune mediated disorders in the human body.
 - a) Explain the methods and interpretation of the common investigations used in pathology

COURSE CONTENT

Introduction to pathology: Definition of concepts; Application of pathology to clinical practice and research; Cell Injury: Causes, types and morphological manifestations; Cellular adaptation, growth and differentiation: Hyperplasia, Hypertrophy, Atrophy, Hypoplasia, Metaplasia, Intracellular accumulations; Pathological calcifications; Genetic disorders: Autosomal and recessive disorders; Trisomy 21; Klinefelter's syndrome and other hereditary syndromes.

Inflammation and wound healing: Types; Acute Inflammation: Causes, Vascular changes, Cellular changes, Chemical mediators, Vasoactive amines; Chronic inflammation: and causes, Histological features–cell of chronic inflammation, Granulomatous inflammation; morphologic patterns of acute and chronic inflammation–serous, serofibrinous, fibrinous, purulent, ulcers; Wound healing: Tissue repair and regeneration; Healing by first and secondary intention; Healing in specialized tissue; Pathologic aspects of wound healing and inflammation processes.

Neoplasia: Key concepts; Classification; Benign and malignant tumours; Characteristics of Benign and malignant tumours; Spread of cancer; Carcinogens; principles of irradiation

Aetiology, pathogenesis, clinical presentation and sequel and complications of: infectious and communicable diseases, common genetic, haematological, endocrine, urinary, reproductive, digestive, cardiovascular, respiratory, neurologic and musculoskeletal system disorders; Pathology of body fluids, water and electrolyte imbalances, skin and its appendages disorders; Role of the nurse in investigative procedures used in the management of pathological disorders.

Immunology: Classification, immunopathogenic mechanisms, diagnosis of allergic and hypersensitivity reactions; Common immune disorders: Auto-immune diseases; and mechanism of rejection/failure to take up transplantation of organ/tissue by recipient's body; Acquired Immunodeficiency syndrome: Epidemiology; Aetiology; Pathogenesis; Natural history of HIV infection; Opportunistic infection in HIV infection

Practical Demonstrations: The practical sessions will involve morbid anatomic studies and post-mortem demonstrations. The sessions will focus on acute and inflammation; Necrosis; Infarction; Cellular adaptation including hypertrophy, hyperplasia, atrophy, hypoplasia, mataplasia; benign tumours including lipoma adenoma, fibroadenoma, leiomyoma; Malignant tumours such as Carcinomas, Sarcomas, Lymphomas.

REFERENCES

- 1) MacSween, M, et al (2000). Muir's Text book of Pathology: Hodder Arnold

- Kumar, V, Cotran, R, et al (2007). Robins Basic Pathology: Saunders
- 2) Damjanov, I. (2005). Pathology for the Health Professions: Saunders Publishers.
 - 3) McConnell, T. (2006). The Nature of Disease: Pathology for Health Professions: Lippincott
 - 4) McPhee, SJ & Ganong, WF. (2006) Pathophysiology of Disease: Appleton & Lange
 - 5) Chang, E, Daly, J, & Elliott, D. (2006). Pathophysiology applied to nursing: Elsevier Australia

10.23. NSG 2107 PHARMACOLOGY I (4.0 C.U)

This course gives an overview of the basic principles of pharmacology using the basic concepts of drugs and their action on various body tissues and cells and their accompanying regulation. It covers key concepts in pharmacology; body-drug interactions; mode of action; ordering, storage; prescription and administration and classification of drugs acting on various systems.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Define key terms related to drugs.
- b) Explain the basic principles of drug action and function.
- c) Classify the drugs commonly used in Uganda, including antimicrobial agents.
- d) Describe drug administration in terms of dosage, route, and technique.
- e) Explain how drugs are regulated, ordered, transported and stored in Uganda.

COURSE CONTENT

Definition of key terms: Definition of drug effect, efficacy, idiosyncrasy, pharmacodynamics, pharmacokinetics action of drugs; Classification of drugs; Basic principles of drug action.

Drug-Body interactions: Mechanism of action; Absorption and distribution; Metabolism and Excretion; adverse effects of drugs; Drug metabolism and elimination; Routes of Administration.

Antimicrobial and chemotherapeutic Agents : Penicillins; Aminoglycosides; Tetracyclines; Sulphonamides; Cephalosporins; Quinolones; Antitubercular agents; Antimalarials; Anthelmintic agents; antifungal agents; antiviral agents; protozoal agents; Classification of anticancer drugs.

Prescriptions: Terminologies; abbreviations; writing proper prescriptions; interpretation

Ordering, Storage and Administration: Ordering of drugs; Storage of drugs; Administration of drugs; Calculating dosages, routes of drug administration, techniques of drug administration.

Regulation: Uganda Pharmacy and Drug Act; National Drugs Authority; Rational drug use.

Classification of drugs and mode of action: Parasympathomimetic and sympathomimetic agents and antagonists. Muscarinic and antimuscarinic-like agents; Ganglion blocking agents.

Drugs acting on Central nervous System: CNS stimulants: picrotoxin, theophyllin, theobromin, caffeine, nicotine; CNS depressants: mode of action: hypnotic and sedatives, general anaesthetic agents, Local anaesthetic agents, smooth muscle relaxants: alcohols, skeletal muscle relaxants; neuro-muscular junction blockers; Analgesic agents: narcotic and non-narcotic agents.

Drugs acting on the cardiovascular system: Glycosides, antiarrhythmic agents, vasodilators, α

and β adrenergic blocking agents, calcium channel blockers, centrally acting antihypertensives.

Drugs acting of the digestive system: Anti-ulcer drugs, laxatives and purgatives, antidiarrhoeal agents emetics and anti-emetics, anthelmintics.

Drugs acting on reproductive and urinary systems: Diuretics, sex hormones, contraceptives, oxytocic tocolytics.

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- 1) Katzung, BG, Masters, SB & Trevor, AJ, (2009) Basic and Clinical Pharmacology: McGraw-Hill
- 2) Clayton, B.D. & Stock, Y.N. (2001). Basic pharmacology for nurses. Philadelphia: Lippincott.
- 3) Gatford, J.D & Anderson, R. E. 1999. Nursing calculations Edinburgh: Churchill
- 4) Gutierrez, K. (1999). Pharmacotherapeutics: clinical decision making in nursing: Saunders.
- 5) Goodman and Gilman (2005) The Pharmacological Basis of Therapeutics: McGraw-Hill
- 6) Rang, HP, Dale, MM, Ritter, Flower, R (2007) Rang & Dale's Pharmacology: Churchill
- 7) Uganda Ministry of Health (2010). Uganda Clinical Guidelines: MOH, Uganda

YEAR TWO SEMESTER TWO COURSES

10.24. NSG 2201 CHILD HEALTH NURSING I (4.0 C.U)

The course equips students with the knowledge, attitude and skills required to care effectively for newborns, infants and children. Specifically, the course addresses key aspects of child growth and development; growth monitoring and evaluation; newborn care and management, as well as the causes, signs and symptoms, investigations and management of common disorders affecting newborns and children.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Explain the process and importance of normal human growth and development.
- b) Explain the importance of growth monitoring and promotion.
- c) Discuss the principles for effective care of newborns
- d) Discuss the clinical manifestations and management of disorders affecting newborns

COURSE CONTENT

Growth and development: Definitions of growth and development; stages of growth; stages of development; developmental milestones; factors that promote growth and development; normal growth and development; the child at home; child spacing.

Growth monitoring and promotion: Meaning and purpose of growth monitoring and promotion; components of growth promotion package; steps necessary for successful growth monitoring and promotion. Weighing and filling the child health card; Counseling of mothers.

Care of the newborn: Immediate care within the first 24 hours: purpose of immediate care; immediate assessment and examination of the newborn; components of immediate care; Care after first 24 hours: Examination of newborn; purpose of examination; procedure of examination; Immunization; vitamin A to the mother; discharge of newborn and the mother.

Conditions of the newborn: Causes, signs and symptom, and management of newborn children with neonatal asphyxia; respiratory distress syndrome; hypothermia; neonatal jaundice; birth injuries; low birth weight; pre-term babies; post-term babies; small for gestational age babies; blood disorders in the newborn: hemolytic and hemorrhagic diseases of the newborn; neonatal sepsis and septicaemia; HIV/AIDS in the newborn.

REFERENCES

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- 3) World Health Organization (1995). Management of Childhood Illnesses: Kampala: Oscar
- 4) Wong, DL. 1999. Clinical Manual of Paediatric Nursing. 5th ed. St Louis: Mosby
- 5) Pillitteri, A. (2009) Maternal and Child Health Nursing: Lippincott.
- 6) Hockenberry, MJ & Wilson, D (2006) Wong's Nursing Care of Infants and Children: Mosby.
- 7) Merenstein, GB & Gardner, SL, (2006) Handbook of Neonatal Intensive Care, Saunders.

The course is designed to prepare students with knowledge, skills and attitude to care for patients undergoing surgical operations. It specifically address general principles of operating room nursing and well as patient preparation for surgery; surgical asepsis; and roles and responsibilities of the operating room team members. It also addresses surgical anaesthesia and management of common complications of surgical procedures.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Explain the general concept of theatre practice.
- b) Describe the three phases of perioperative nursing.
- c) Summarise the three major aspects of preparing the patient for surgery.
- d) Explain all the basic rules of surgical asepsis.
- e) Describe the responsibilities of the operating room team members.
- f) Follow the techniques of maintaining surgical asepsis.
- g) Perform surgical scrubbing, gowning, and gloving following the principles of asepsis.
- h) Carry out postoperative nursing care diligently.
- i) Discuss the common complications of surgical procedures.

COURSE CONTENT

Principles of operating room nursing: General management of operating theatre: allocation of staff; preparation of theatre for routine and emergency operations; care of equipment and supplies. Role of the nurse: circulating; runner nurse; anesthetic nurse; scrub nurse; recovery ward nurse; theatre manager; other members of the operating room. Asepsis: concepts and principles; methods of sterilization; infection control.

Pre-operative Phase: Legal preparation: Informed consent. Physical preparation: NPO procedure, bowel and skin preparations, patient gowns, IV fluids/blood, removal of dentures, nail polish, and jewellery; preoperative medications, deep breathing exercises, and coughing instructions. Psychological preparation: health teaching for intra and postoperative phases.

Intra-operative phase: Basic principles on surgical asepsis; aseptic technique and infection control. Theatre techniques: Surgical scrubbing, gowning and gloving, opening a sterile pack, positioning, draping, final skin preparation. Operating room members: primary surgeon, assistant surgeon, anaesthesiologist, scrub nurse, instrument nurse, and circulating nurse, nurse manager. Positions used for operating room; materials: swabs sutures needles and instruments; legal issues in theatre nursing. Anesthesia: physical fitness for anesthesia; types of anaesthesia; anaesthesia for children and for the aged; anaesthetic accidents; complications of anaesthesia; artificial ventilation; nursing considerations before, during and after using anaesthetic agents.

Postoperative phase: Immediate post operative or post anaesthesia recovery; intermediate postoperative and extended postoperative stages.

Postoperative complications: Surgical infections, haemorrhage, shock, non-adhesions. Preventing complications during and after surgical operations

REFERENCES

- Monahan, F, Sands, JK et al (2006) Phipps' Medical-Surgical Nursing: Mosby
Taylor, Lillis, C et al (2006) Fundamentals of Nursing: Lippincott Williams & Wilkins.[Visit Amazon's Carol Taylor Pagesearch results](#)[Learn about Author Central](#)
- 3) Rothrock, C,J, (2003) Care of Patient in Surgery, Philadelphia: Mosby
 - 4) Allen G (2009) Infection Control Update: An Issue of Perioperative Nursing Clinics: Saunders
 - 5) Goodman, T (2008) Sterilization and Disinfection for the Perioperative Nurse: Mosby.
 - 6) Black, JM & Hawks, JH (2008) Medical-Surgical Nursing: Saunders.

10.26. NSG 2203 MICROBIOLOGY II (4.0 C.U)

This course focuses on characteristic features of different human parasites including their life cycles. It details the characteristic features of different human parasites; taxonomy of the parasites; the role of zoonoses in the transmission of the disease; the geographical distribution of the human parasites; consequences of the parasites in terms of mortality or disablement and the role of vectors in the transmission of the parasites.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Describe the characteristic features of different human parasites.
- b) Explain how each of the parasitic disease fits onto the parasite taxonomy
- c) Describe the role of zoonoses in the transmission of the disease.
- d) Appreciate the geographic distribution of each of the human parasites.
- e) Discuss the disease consequences in terms of mortality or disablement.
- f) Describe the role of vectors in the transmission of the parasites

COURSE CONTENT

Introduction: Definition of key terms and terminologies; Host-parasite relationships; General feature characteristics of protozoa, metazoan, trematodes, cystodes, nematodes and arthropods.

Life cycles, mode of transmission and control, host-parasite relationship, signs and symptoms, diagnosis and treatment of parasites and parasitic conditions: Amoebic dysentery (*Entamoeba histolytica*); Giardiasis (*Giardia lamblia*); Trichomoniasis (*Trichomonas vaginalis*); African Sleeping sickness (*Trypanosoma rhodesiense*, *Trypanosoma gambiense*, *Trypanosoma brucei*); Chagas' disease (*Trypanosoma cruzi*); Leishmaniasis (*Leishmania donovani*, *Leishmania mexicana*, *Leishmania braziliensis*); Malaria (*Plasmodium vivax*, *Plasmodium falciparum*, *Plasmodium malariae*); Opportunistic Diseases: *Cryptosporidium parvum*, *Toxoplasma gondii*, *Pneumocystis carinii*. Schistosomiasis (*Schistosoma* and intermediate hosts: *Schistosoma mansoni* (*Biomphalaria galbrata*), *Schistosoma haematobium* (*Bulinus*), *Schistosoma japonicum*); (*Oncomelania*, *Neotricula*, *Roberstiella*); Liver fluke (*Clonorchis sinensis*); Tapeworm infection (*Diphyllobothrium latum*); Sparganosis; cysticerciasis (*Taenia solium*, *Taenia saginata*); Hydatid disease (*Echinococcus granulosum*, *Echinococcus multilocularis*); Trichuriasis (*Trichuris trichiura*); Trichinosis (*Trichinella spiralis*); Dracontiasis (*Dracunculus medinensis*); Hookworm (*Necator americanus*, *Ancylostoma duodenale*); Ascariasis (*Ascaris lumbricoides*); Pinworm (*Enterobius vermicularis*); Filariasis – Lymphatic (*Wuchereria bancrofti*, *Brugia malayi*); Loiasis (*Loa loa*); Onchocerciasis (*Onchocerca volvulus*). Arthropods: Crustaceans of parasitic importance.

Medical Entomology (Vectors): Hemiptera: Bed bugs, reduvvi bug; Phthiraptera: Biting lice, sucking lice, pubic lice; Diptera: Sand fly, black flies, mosquitoes, Tse tse flies; Dipteran Larva/mysias: maggots, Siphonaptera: rat flea (*Xenolopsis cheopsy*).

Medical Mycology: Definitions and Terminology; Fungal Classification, Immunology and Pathology; Antifungal Therapeutic Agents; Superficial Mycoses: Dermatophytosis and dermatophytes; Subcutaneous Mycoses; Chromoblastomycosis; Phaeohyphomycosis, Mycetoma, Sporotrichosis; Pathogenic Yeasts: Candidiasis; Cryptococcosis; Histoplasmosis; Blastomycosis; Coccidioidomycosis; Aspergillosis; Fungal Allergies, Mushrooms; Mushroom Poisoning, Mycotoxins.

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- 1) Ukoli, FMA. (1992). Prevention and Control of parasitic diseases in tropical Africa. Ibadan: University Press PLC
- 2) John, DT & Petri, WA (2006). [Markell and Voge's Medical Parasitology](#): Saunders
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Dimukes, WE, Pappas, PG, & Sobel, JD (2003).Clinical Mycology. Oxford University Press.

10.27. NSG 2204 PHARMACOLOGY II (4.0 C.U)

This course focuses of various pharmacologic formulations affecting the various body systems in normal and diseased states. It also prepares students with skills for proper administration of drugs acting on special organs of the eye, ear, and nose. It also covers the use of anti neoplastic agents, minerals and vitamins and effects of poisons on cells, tissues, organs and the systems.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Discuss the influence of drugs on different body systems
- b) Identify specific drugs for the specific systems and their uses.
- c) List the adverse effects, side effects and contra-indications of the drugs.
- d) Identify common antimalignant therapeutic agents.
- e) Establish essential micronutrients commonly used in the treatment of some diseases.
- f) Identify causes and management of poisoning in health facilities and at home.

COURSE CONTENT

Drugs used to relieve pain and inflammation: Analgesics and antipyretics; anesthetic agents; anti-inflammatory drugs.

Drugs used to treat gastrointestinal disorders: Antacids; antispasmodics; laxatives; anti-diarrhoeal agents; emetics; anti-emetics.

Drugs affecting the central nervous system: Sedatives and hypnotics; drugs for psychiatric disorders; central nervous system stimulants; central nervous system depressants; drugs used

in musculoskeletal disorders; anti parkinsonism drugs; anticonvulsants.

Drugs used to treat respiratory disorders: Antihistamine and nasal decongestants; expectorants and antitussives; bronchodilators and other drugs.

Drugs used to treat cardiovascular disorders: Cardiac stimulants and depressants; drugs, which dilate blood vessels; drugs affecting blood clotting; diuretics and antihypertensive.

Drugs acting on urinary system: Diuretics; drugs used to alter pH of urine, drugs which alter excretion of organic molecules; drugs used in some urinary tract disorders.

Drugs used to correct hormonal imbalance: Pituitary hormones and their hypothalamic releasing factors; thyroid and antithyroid drugs; estrogens and progestins; androgens; insulin, oral hypoglycemic agents and the pharmacology of the endocrine pancreas.

Drugs used in reproductive disorders: Hormonal agents, contraceptives, drugs used on the uterus; drugs used on the male reproductive system.

Drugs used in pregnancy: Drugs known to produce foetal abnormalities; drugs suspected to produce foetal abnormalities; drugs which probably do not harm the foetus. Drugs used in new born infants and during breastfeeding (lactation).

Drugs used on skin, and its appendages: Dermatological, ENT, Ophthalmologic agents.

Antimicrobial and other agents: Antibiotics; antiviral drugs; anti-neoplastic agents, hormones and vitamins and minerals; Poisoning; causes, prevention and management.

REFERENCES

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- 2) Clayton, B.D. & Stock, Y.N. (2001). Basic pharmacology for nurses. Philadelphia: Lippincott.
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10.28. NSG 2205 REPRODUCTIVE HEALTH I (4.0 C.U)

This course prepares students with knowledge, skills and attitudes to provide effective and youth friendly adolescent reproductive health services, safe motherhood and family planning services in clinical and community settings. It addresses principles and practices of adolescent reproductive health; best safe motherhood practices; principles and practices of family planning and midwifery regulatory framework of Uganda.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Discuss principles and practices of adolescent reproductive health
- b) Explain the importance of the safe motherhood concept
- c) Discuss the principles and practices of family planning
- d) Describe the regulatory framework of midwifery.

COURSE CONTENT

Adolescent health: Self-awareness and identification; Types of family, their advantages and disadvantages; Position in family and cultural norms regarding roles in family; Parent-child

relationship and child abuse; Sexuality and sexual intercourse, Physical/mental changes during puberty and adolescence; adolescent crisis, drug use; disadvantaged and vulnerable adolescents; Premarital sex pregnancies and abortions; youth-friendly health services; post-abort care.

Safe Motherhood: Definition of terms; causes and predisposing factors of maternal morbidity and mortality; pillars of safe motherhood; components of safe motherhood; role of the nurse/midwife in management of high-risk pregnancy; the role of husbands in safe motherhood; the role of the community in safe motherhood.

Family planning: The role of nurse/midwives in provision of family planning services; Contraception: hormonal methods; barrier methods; spermicides; natural methods, temporary and permanent methods; emergency contraception; improving family planning services.

Regulations governing midwifery in Uganda: Procedure of enrolling/registering as a midwife; legal duties of a midwife in private practice; Documentation of midwifery practice, penalties associated with malpractice in midwifery practice; Continuing medical education for midwives; the midwife and the supervisory authority in public and private practice; code of conduct for nurses and midwives in Uganda; enhancing safe motherhood through midwifery.

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10.29. NSG 2206 RESEARCH METHODOLOGY (4.0 C.U)

This course introduces students to the concept of health and nursing research and its application to practice. It specifically addresses the concept of research; the research process; aims and objectives and methodologies of research; importance of proper record keeping and confidentiality in research; methods of data collection; steps and process of data analysis; research report writing and dissemination of research findings.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Explain the concept of research
- b) Discuss the aims and objectives and methodologies of research
- c) Explain the importance of proper record keeping and confidentiality in research
- d) Explain methods of data collection and discuss steps of data analysis
- e) Explain the process of data collection, analysis, report writing and dissemination.

COURSE CONTENT

Key Concepts: Concept of research; research in nursing and nursing research; health information and research; aims and objectives of research; Problem identification and definition in research; Research design; aim and objectives of research; Types of research: Retrospective and Prospective studies; Sampling; Qualitative and quantitative studies, record keeping.

Systematic Research Process: Instrument design; pilot study; data collection; Data coding; statistical methods; data analysis; report writing; dissemination and communication of findings.

Principles of research proposal development: Problem identification, literature review, hypothesis, research design, methods, protocol development, budget, ethical considerations;

Components of the Research Report: Introduction; Background to the study; Justification for the study; Literature Review; Research Methodology; Data Collection and analysis; Results; Discussions; Conclusions; Time schedule; Ethical issues; References; Acknowledgement; Plan for communication and dissemination of research findings

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10.30. NSG 2207 MEDICAL NURSING I (4.0 C.U)

This course prepares students with the knowledge, attitude and skills to manage and promote health in patients with infectious, tropical and sexually transmitted diseases. It addresses infectious diseases of bacterial, viral, rickettsial, fungal and protozoal origins. It also discusses common intestinal helminthes, anthropod ectoparasites and sexually transmitted infections.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Describe aetiology, features and treatment of infectious, tropical and venereal diseases.
- b) Describe the nursing management of patients with infectious tropical and venereal diseases.
- c) Identify risk factors and complications of the above conditions and provide health education.
- d) Identify ways in which nursing care may reduce patient's discomfort due to these conditions.

COURSE CONTENT

Introduction: Infectious agents; host-organism interactions; Sources of infection; routes of transmission; prevention and control; principles and basic mechanisms of infection; approach to the patient with a suspected infectious disease; antimicrobial chemotherapy; immunization.

Viral Infections: Characteristics of viral infections; common DNA viruses; RNA viruses; Prion

Diseases. Aetiology, features and treatment of conditions by DNA and RNA viruses and prions.

Bacterial Infections: Aetiology, clinical features and treatment of common bacterial conditions affecting skin and soft tissues; respiratory tract; gastrointestinal tract; cardiovascular system; nervous system; bone and joints; urinary tract and systemic and multi-system infections. Common Bacterial infections: Leprosy; Anthrax; Buruli Ulcer; Endemic Treponematoses (Yaws); Trachoma; Cholera; Enteric fever, Tuberculosis, Plaque; Relapsing fever and Actinomycosis.

Rickettsial and fungal infections: Typhus; Q-fever; Candidiasis; Histoplasmosis; Aspergillosis; Cryptococcus; Pneumocystis carinii.

Protozoal infections: Malaria; Trypanosomiasis; Leishmansiasis; Toxoplasmosis; Amoebiasis; Giardiasis; Cryptosporidiosis; Balantidiasis; Blastocystis spp; Cyclospora spp; Microsporidiosis.

Helminthes: Nematodes (Round worms): Tissue dwelling such as Filariasis, Loiasis, River blindness, Dracunculiasis; Intestinal Nematodes such as Threat worm, Roundworm, Whip worm, Hook worm, Strongyloidosis and Zoonotic nematodes such as Toxocariasis and Trichinellosis. Trematodes (Flukes): Blood flukes such as schistosomiasis and Lung flukes such as paragonimiasis and Cestodes (Tape worms) and Cystercosis and Hydatid diseases.

Anthropod ectoparasites: Scabies; Jiggers; Myiasis; Body and Head Lice; Fleas.

Sexually Transmitted Diseases: Gonorrhoea; Chlamydia trachomatis; Urethritis; Lymphogranuloma venerium; Syphilis; Chancroid; Herpes simplex; Warts; trichomoniasis; Candidiasis; Bacterial vaginosis.

HIV/AIDS: epidemiology; the virus, pathogenesis; clinical features; diagnosis; effects of HIV infection; opportunistic infections and conditions due to immunosuppression; investigations and monitoring; management of HIV infected patient; prevention and control of HIV/AIDS.

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YEAR THREE SEMESTER ONE COURSES

10.31. NSG 3101 CHILD HEALTH NURSING II (4.0 C.U)

This course prepares students with knowledge, skills and attitudes necessary for the care of children with conditions that commonly affect newborns including those affecting the different body systems. In specific terms, the course covers causes, signs and symptoms, prevention and management of common medical conditions that affect newborns as well as the disorders or malformations of the respiratory, gastrointestinal, cardiovascular, urinary, reproductive, endocrine, lymphatic, nervous and the integumentary systems.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Discuss the clinical features of common conditions that affect the newborn.
- b) Discuss the of common management conditions that affect the newborn
- c) Describe the clinical features of the common condition affecting neonates and children
- d) Discuss the management of conditions affecting their various body systems.

COURSE CONTENT

Neonatal Conditions: Causes, signs and symptom, and management of newborn children with neonatal asphyxia; respiratory distress syndrome; hypothermia; neonatal jaundice; birth injuries; low birth weight; pre-term babies; post-term babies; small for gestational age babies; blood disorders in the newborn: hemolytic and hemorrhagic diseases of the newborn; neonatal sepsis and septicaemia; HIV/AIDS in the newborn.

Systemic Disorders: Signs and symptoms of disorders of respiratory, gastrointestinal, cardiovascular, urinary, reproductive, endocrine, lymphatic, nervous and blood and body fluids.

Management Principles: Prevention and Prevention and management of common conditions of the respiratory, gastrointestinal, cardiovascular, urinary, reproductive, endocrine, lymphatic, integumentary and nervous systems and blood and body fluids.

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- 4) Opperman, C & Cassandra, K.A. (1998). Contemporary Paediatric Nursing. St Louis: Mosby.
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Merenstein, GB & Gardner, SL, (2006) Handbook of Neonatal Intensive Care, Saunders

This course in advanced concepts of medical – surgical nursing prepares students to make sound judgments, to set priorities and to work efficiently in critical situations based on scientific principles. It also assists students to develop skills in “critical care settings” such as the intensive care and renal dialysis units as well as the accident and emergency units. The course thus prepares students with knowledge and skills to provide specialized and emergency care for patients at risk of death and/or life threatening disability.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Explain the mechanisms of disease requiring intensive/critical nursing care.
- b) Illustrate how nursing interventions influence the body’s ability to respond to diseases
- c) Promptly identify and care for patients who need critical/intensive care nursing.
- d) Handle, connect and maintain various equipments used in intensive care and renal units.
- e) Identify emergencies in hospital departments and discuss their management process.

COURSE CONTENT

Key Concepts in critical care nursing practice: Caring and critical thinking within holistic framework; patient’s experience with critical illness; family’s experience with critical illness; relieving pain and providing comfort; stress management for staff, patients and relatives.

Key nursing considerations in critical care practice: Preparation of equipment for patients’ reception and admission: triage; connecting patients to various machines, monitoring of blood gases. Providing emergency nursing care to patients; Resuscitation; Defibrillation, dialysis, care of the unconscious, cardio-pulmonary resuscitation (CPR), airway maintenance; counselling relatives of patients; prevention of complications in critical and emergency nursing care; Legal and special nursing considerations in critical care nursing practice.

Special populations: The critically ill paediatric, pregnant, older and post-anaesthesia patient.

Conditions requiring critical care: Alterations in cardiovascular system: Shock and Congestive heart failure; Alterations in neurologic system: Head injury, Stroke and Coma; Alterations in respiratory function: Pulmonary embolism, Mechanical ventilation principles, Intubation; Alterations renal function and fluid and electrolytes: Acute and Chronic renal failure, Electrolyte imbalances, Hypo/hypervolaemia, Dialysis; Multisystem dysfunction: Drowning, Trauma, Burns, Poisoning, Death

REFERENCES

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10.33. NSG 3103 MEDICAL NURSING II (4.0 C.U)

This course builds on concepts in Medicine I and introduces student to nursing roles and functions in clinical practice. It focuses on interventions that prevent illness, promote and restore health in patients with medical conditions affecting respiratory, gastrointestinal, cardiovascular, urinary, reproductive, endocrine, lymphatic, nervous system and the skin.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Describe concepts and principles of management of patients with medical conditions
- b) Describe aetiology, clinical features and core treatment of common medical conditions.
- c) Identify risk factors and complications of medical conditions and intervene appropriately.
- d) Identify ways in which discomfort and pain may be ameliorated by nursing intervention.

COURSE CONTENT

Principles of Medication: Cost effectiveness; benefit-to- ratio; Essential drug lists; dosage forms; principles of drug prescribing; Clinical pharmacological considerations in drug use during pregnancy, childhood and for the elderly; Drug Interactions and Adverse drug reactions.

Therapeutic interventions: fluid therapy; nutritional therapy; immunotherapy; radiotherapy; traditional therapies including herbal therapy; faith healing; therapeutic touch; yoga and others.

Conditions affecting various systems: Aetiology, clinical features, medical and nursing management of common medical conditions of the respiratory, reproductive, cardiovascular, gastro-intestinal, urinary, endocrine, integumentary, and nervous systems; Interventions to prevent risk factors to minimize effects of treatment on patients and reduction of complications.

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10.34. NSG 3104 MENTAL HEALTH NURSING II (2.0 C.U)

This course focuses on the causes, clinical features and the management methods of clients with mental illness. It covers the signs and symptoms and the nursing interventions of persons with affective, organic, and neurotic disorders. It also covers psychiatric emergencies and forensic psychiatry as well as other minor mental health disorders in various age groups.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Define common psychiatric conditions
- b) Describe the causes, signs and symptoms of each psychiatric condition.
- c) Describe the management process for common psychiatric emergencies in practice.
- d) Carry out nursing interventions on each condition described including its prevention.

COURSE CONTENT

Affective Disorders: Depression, mania, bipolar affective disorders, schizoaffective disorders. **Major mental illness:** Schizophrenia; **Neurotic illnesses:** anxiety, reactive depression, conversion and dissociative disorders. Obsessive-compulsive behaviours. **Organic mental illnesses/syndromes:** Dementia, epilepsy, HIV/AIDS and mental illness, drug and alcohol related problems. **Psychiatric emergencies:** Suicide, food refusal, management of violent and aggressive patients, escape tendencies, acute delirium tremens, status epilepticus, epidemic hysteria. **Forensic psychiatry:** Legal aspects and mental health. **Others mental disorders:** Personality disorders; psychosomatic disorders, special psychiatric conditions. **Psycho pharmacology:** Types, actions and side effects of common drugs used in psychiatry.

REFERENCES

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10.35. NSG 3105 REPRODUCTIVE HEALTH II: NORMAL MIDWIFERY (8.0 C.U)

This course prepares student with knowledge and skills to manage normal labour including identification of abnormalities in pregnancy, labour, puerperium and in newborn for early and appropriate referral. It specifically covers obstetric anatomy and physiology; care of mother and child in normal pregnancy, labour and puerperium as well as abnormalities and actions taken for mother and child during pregnancy, labour, puerperium and postnatal period.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Describe the key aspects of obstetric anatomy and physiology

- b) Discuss the management of mother and child during pregnancy, labour and puerperium.
- c) Describe abnormalities that may occur in pregnancy, labour, puerperium and newborns.

CORE COMPETENCIES

Upon completion of this course, the student should have the ability to:

- a) carry out pelvic assessment
- b) perform breast examination
- c) examine the placenta
- d) perform vaginal examination
- e) diagnose pregnancy
- f) manage mothers during pregnancy, labour and puerperium
- g) use a partograph to monitor progress of labour
- h) care for newborn babies

COURSE CONTENT

Obstetric Anatomy and Physiology: The female pelvis; female and male reproductive organs; female urinary system; Hormonal and menstruation cycle; fertilization; embryology, foetal development, foetal circulation, placenta; the relationship of foetus to uterus, and pelvis; foetal skull; foetal circulation; uterus and uterine appendages; fallopian tube; ovaries; vagina, clitoris; Common abnormalities that may affect pregnancy.

Normal Midwifery: Normal Pregnancy: physiology and diagnosis of pregnancy, antenatal care; phases/ stages of antenatal period, advice given during ante natal period, treatment given for minor ailments of pregnancy; examination of pregnant mother; nutrition in pregnancy.

Normal labour: Stages of labour, physiological changes of labour, mechanism of labour, management of normal labour, early care in labour; aspects of care in late labour.

Normal puerperium: physiology of puerperium; management of mother; postnatal examination.

Normal baby: Physiology of the neonate; immediate care of the baby at birth; immunization; Prevention of birth accidents/injuries; Care of the newborn and the infant.

Abnormal Midwifery: Pregnancy: bleeding in early pregnancy; hyperemesis gravidarum; bleeding in late pregnancy; Medical diseases complicating pregnancy: anaemia; diabetes mellitus, renal diseases, cardiac diseases, malaria, pulmonary tuberculosis, essential hypertension; Multiple pregnancy; Prolonged pregnancy; Post maturity; Rhesus incompatibility.

Labour: Early rupture of membranes; Premature labour; Prolonged labour; Abnormal uterine action; Induction of labour; Malpresentations and positions; Cephalo pelvic disproportions; Cord presentation and prolapse; Obstructed labour; Ruptured uterus; Post partum haemorrhage; Foetal distress; Uterine inversion; Obstetric shock; Amniotic fluid embolism

Puerperium: Puerperal pyrexia; Puerperal sepsis; psychiatric emergencies; Life Saving Skills.

Abnormal Baby: Malformations; Premature baby; Asphyxia noenatrum; Haemorrhagic conditions of the newborn; Infections of the newborn

Drugs Used in Midwifery: Antimalarials; Anti helminthes; Heamathermics; Antibiotics; Sedatives; Anticonvulsants; Analgesics; Oxytocic drugs

REFERENCES

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10.36. NSG 3106 SURGICAL NURSING II (4.0 C.U)

The course prepares students with the knowledge and skills and attitudes to care for patients with surgical conditions of the skin, head, neck and thorax and the abdomen. It covers clinical features and management of the conditions of skin, head, neck, and thorax and abdomen.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Describe features and management of conditions of skin, head, neck, thorax and abdomen.
- b) Demonstrate professional skills and attitudes in the care of patients with above conditions.

COURSE CONTENT

Skin conditions: Signs and symptoms; wounds and wound management; ulcers; burns, skin cancers and growths.

Head, Neck and Thorax conditions: Common signs and symptoms; head injury; goitre; upper airway obstruction; chest infections; chest trauma; cancer of the oesophagus; cancer of the bronchus; lungs and pleura; breast conditions; congenital and acquired heart conditions.

Abdominal conditions: Abdominal trauma; acute abdomen; intestinal obstruction; appendicitis; peritonitis; cholecystitis; renal calculi; peptic ulcers; abdominal cancers; diseases of the liver, gall bladder, spleen and pancreas; roles of the nurse in the care of patients with abdominal conditions.

REFERENCES

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YEAR THREE SEMESTER TWO COURSES

10.37. NSG 3201 CARDIOLOGIC NURSING (4.0 C.U)

This course is designed to enable the student develop advanced theoretical knowledge and specialist skills essential to proficiently assess and manage adult patient admitted with acute and chronic conditions. The students expected to have a fairly comprehensive knowledge of the medical and surgical cardiac patients and be equipped to provide nursing care for patients admitted to medical cardiology, intensive care and cardiothoracic units.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Understand how to effectively care of cardiac patients
- b) Provide emergency care for persons presenting with acute cardiac complications
- c) Discuss conditions of heart and the vessels requiring medical and surgical interventions
- d) Discuss the principles of monitoring and managing cardiac patients
- e) Demonstrate understanding of practical skills to care for critically ill cardiac patient

COURSE CONTENT

Introduction: Review of anatomy and physiology of the respiratory and the cardiovascular system; important investigations in cardiology; Pathophysiology, patient assessment, monitoring, investigations and management of the patient with cardiac disease.

Cardiac Medical conditions: Definition, types, signs and symptoms, causes and nursing advice and management process of chest pain; myocardial ischemia; postural hypertension; valvular obstruction; dysrhythmias; Cardiac failure; respiratory failure; oxygen therapy and mechanical ventilation; intubation and ventilation; infections of the muscles of the heart, shock, hypertension, rheumatic heart disease; pulmonary embolism and pulmonary oedema; classification and treatment of shock and angina;

Cardiac surgical conditions: Chest surgery, open heart and closed heart surgery; valvular repairs, shunts, insertion of pacemakers, complications of heart surgery, indications for heart surgery; paediatric cardiac surgery; cardiac and thoracic surgery, inotropic therapy, sedation, pain management, acute renal failure, cardiac failure and transplantation.

Patient monitoring and management: Hemodynamic, blood pressure, pulse, respirations, oxygen saturation; pain control, general nursing care, including feeding, bathing, turning, oxygen therapy, sitting up position of the patient; neuromuscular blocking drugs;

Practical skills to care for critically ill cardiac patient: cardiac pulmonary resuscitation; physical examination; hemodynamic monitoring; arrhythmia interpretation; 12 lead ECG interpretation; advanced life support; airway management; mechanical ventilation and CXR interpretation; patient preparation; equipment preparation; cardiac interventional procedures; roles of circulating and instrument nurse in cardiac surgery; analysis and interpretation of cardiac related data; practical acid base interpretation; transport of the critically ill; intraaortic balloon pump workshop; and cardiac rehabilitation.

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10.38. NSG 3202 DERMATOLOGIC NURSING (4.0 C.U)

This course is a specialisation in medical-surgical nursing. It prepares the student to care for persons with skin diseases and infections. It specifically covers causes, epidemiology, pathophysiology and clinical presentation and the management of disorders of the human skin.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Describe the causes, epidemiology and pathophysiology of common disorders of the skin.
- b) Discuss the clinical presentation and management of common skin disorders.

COURSE CONTENT

Causes, epidemiology, and pathophysiology of common disorders of the skin; Common skin infections and infestations; eczema, psoriasis and other dermatoses; congenital skin disorders; drug eruptions; dermatitis; neoplasms; phacomatoses; pigment disorders; disorders of the hair and nails, auto-immune disorders; acne vulgaris; scabies; dermatitis; herpes genitalia, herpes simplex and zoster; impetigo; psoriasis, Tinea capitis, Tinea corporis, Tinea pedis and warts. Clinical presentation and management of the common skin disorders as well as complications.

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10.39. NSG 3203 EAR, NOSE AND THROAT NURSING (4.0 C.U)

This course offers an area of specialization in medical-surgical nursing aimed at preparing students with the knowledge and skills to care for persons with common disorders of the ear, nose and throat. It specifically covers the common causes, pathophysiology as well as the clinical presentation and management of disorders of the Ear, Nose and Throat. In addition, the nurses' role in equipment preparation, storage and use during and after ENT procedures is explored including the care of patients before, during and after ENT operations.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Describe the applied anatomy and physiology of the ear, Nose, Throat, Head and Neck.
- b) Describe the aetiology, pathophysiology and epidemiology of ear, nose, and throat
- c) Explain the role of nursing care in the management of these common disorders
- d) Recognize common ear, nose, throat emergencies and manage them
- e) Prepare and use the various equipments used in procedures of the ear, nose and throat

COURSE CONTENT

Introduction: Review of anatomy, histology and embryology of the ear, nose, throat, head and neck. Physiology of hearing, balance, olfaction, gestation, swallowing and speech; epidemiology.

Management: Diagnosis, nursing and medical management of common disorders of congenital, traumatic, inflammatory, neoplastic origin and other disorders involving ear, vestibular apparatus, nose, sinuses, palate, tonsils, and the adenoids; E.N.T manifestations of HIV disorders.

Procedures: Tracheotomy, otoscopy, tests for hearing and smell; Ear syringing; Ear hygiene.

Emergencies: foreign bodies; epistaxis; facial trauma; Ludwig's angina; airway obstructions.

Nursing Care: Equipment preparation, use and storage; care of patients undergoing operations.

REFERENCES

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- 3) Kaschke B, O, Nawka, T & Swift, A. (2009) [Ear, Nose, and Throat Diseases](#): Thieme Publishers.
- 4) Reik, OH & Reik, AJN (2010). [Diseases of the Ear, Nose, and Throat for the Family Physician and the Undergraduate Medical Student](#): Nabu Press.
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10.40. NSG 3204

ORTHOPAEDIC NURSING

(4.0 C.U)

This specialization course in medical–surgical nursing prepares the student with the requisite knowledge and skills required in the care of children and adults with various conditions of bones, connective tissues and joints of both congenital and acquired origins. In addition, the investigations and the management processes of patients with bone, connective tissue and joint disorders as well as trauma disorders are discussed.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Describe various disorders/conditions of bones, connective tissues and joints
- b) Describe various equipments and gargets used in orthopaedic treatment
- c) Participate in management of patients with bone, connective tissue and joint disorders.
- d) Describe the various methods of investigating orthopaedic and trauma disorders.

COURSE CONTENT

Management of common conditions: Review of the skeletal system; management of congenital, traumatic, inflammatory, immunologic, degenerative and euplastic disorders of bone, connective tissues and joints.; Deformities in bones, poliomyelitis, clubfoot, and congenital dislocation of hip, congenital calipees, and cerebral palsy; prolapsed vertebral disc, fractures, arthritis, new growths.

Equipment and Investigations: Orthopedic equipment, splints, crutches, wheel chair; laboratory and imaging techniques.

Management principles: Intervention; constraints and limitations in surgery; indications for change in management; rational use of drugs and technology; fracture reduction; physical rehabilitation; appliances; informed consent and counseling of patients and relatives.

Orthopedic Procedures: Pre and postoperative care; application of Plaster of Paris; conditions for application; preparation of patient; care of patients with P.O.P; traction; care of equipments.

REFERENCES

- 1) Lotke, PA, Abboud, JA & Ende, J. (2008). Lippincott's Primary Care Orthopaedics: Lippincott
- 2) Zychowicz, M, E. (2003). Michael E. Orthopedic Nursing Secrets: Hanley & Belfus Publishers.
- 3) [Kneale](#), J & Davis, P. (2005). Orthopaedic and Trauma Nursing: Churchill Livingstone.
- 4) Wiesel, S & Delahay, J (2010). Essentials of Orthopedic Surgery: Springer Publishers.

10.41. NSG 3205 OPTHALMIC NURSING (4.0 C.U)

This specialized course in medical –surgical nursing prepares students to effectively handle and competently manage clients with diseases and disorders of the eye. It specifically addresses the causes, clinical presentation and management of patients with ophthalmic disorders as well as the nurses' role in instrument and patient preparation for surgical ophthalmic interventions.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Describe the management of patients with common ophthalmic disorders
- b) Discuss the preparation of instruments for surgical management of ophthalmic patients

COURSE CONTENT

Congenital, traumatic, infections, neoplastic and other disorders involving the eyeball, external ocular muscles, eye socket and the visual pathways. Foreign bodies; glaucoma, refractive disorders; loss of sight; ocular manifestation of systemic diseases. Nursing management: preparation of equipment/ instruments, sterilization and handling of instruments. Pre and post-operative management of ophthalmic patients; Common nursing procedures in ophthalmologic practice. Preventive activities in ophthalmic nursing practice. Community ophthalmic initiatives.

REFERENCES

- 1) Schwab, L (2007) Eye Care in Developing Nations: Manson Publishing Ltd
- 2) Shaw, M, Lee, A & Stollery, R (2010). Ophthalmic Nursing. Wiley-Blackwell.
- 3) Sandford-Smith, J (1997) Eye Diseases in Hot Climates: Butterworth-Heinemann Publishers
- 4) Wood, CA , Woodruff, TA (2010) The Commoner Diseases of the eye: Nabu Press

This course prepares students with specialised clinical skills necessary to practice as a registered nurse in the oncology setting caring for people with cancer and their families. It covers cancer disease processes and treatments options and the out comes of these treatments. In addition, it incorporates use of palliative care for patients with cancer and other illnesses.

COURSE OBJECTIVES

By the completion of the course, students will:

- a) Understand epidemiology of cancers based on sex, age, heredity, occupation, geography
- b) Classify commonly occurring cancers in children, adults and older persons across races
- c) Discuss clinical staging process and characteristics of various cancers and new growths
- d) Explain the rationale and modalities for medical management of patients with cancers
- e) Discuss the complications of primary and metastatic disease in patients with cancer
- f) Identify the areas prone to and complications of metastatic spread of various cancers
- g) Discuss the indications for and details of procedures performed on patients with cancer
- h) Explain the importance of palliative care in the management of terminally ill patients.
- i) Describe management process of terminally ill patients and their relatives

COURSE CONTENT

Introduction: Principles of oncology, palliative and hospice care; home visits and home based care; pain control and pain management in terminal illness; psychological support for patient and family in cancer and AIDS; symptomatic management; death and bereavement; inter-disciplinary team work; leadership and advocacy; evidence based practice; managing hospice and palliative care services; patient education; research; nutrition; ethical-legal considerations.

Investigation of Metastatic Disease: Investigations to aid clinical staging; tumor markers and recognize their limitations; Tumor staging, Anatomy and incidence of spread to various sites; Anatomical, pathological, physiological complications of tumor metastasis.

Management Principles: Modalities and effects of treatment; physiology of cancer, treatment selection, action of different treatment types, effect on persons undergoing treatment, cancer genetics, palliative care issues, psychosocial issues and complementary therapies.

Complications of Advanced Cancer: Malignant Effusions; Oncologic Emergencies: pain crisis, spinal cord compression, superior vena cava syndrome, febrile neutropenia, metabolic emergencies, bowel obstruction, obstructive uropathy, pericardial tamponade, extravasation.

Procedures used in oncology: indications for and complications of fine needle aspiration and punch biopsy such as thoracentesis, paracentesis, bone marrow aspiration and biopsy; lumbar puncture; chemotherapy administration; care and access of indwelling venous catheters; toxicities related to the administration of drugs; administration of chemotherapeutic agents; handling and disposal of chemotherapeutic and biologic agents used in cancer therapy

Treatment modalities: Indications and details of chemotherapy, hormonal therapy, biologic therapy, radiation therapy, organ and bone marrow transplantation, immune suppression, surgery; Holistic care approaches for caring for the terminally ill patients and family members.

Palliative Care: Family as unit of care; nurse as advocate; culture as influence in palliative care; palliative care needs of the poor and the vulnerable and persons with cancer and HIV/AIDs; impact of end-of-life issues on all systems of care; financing palliative care; scope of palliative care other than being confined to cancer or AIDS care, but rather being essential across all life threatening illnesses and in cases of sudden death; Interdisciplinary care being essential for quality care at the end of life; Palliative care emergencies and their management.

REFERENCES

- 1) Clark, D. (2000) Palliative care history. *European Journal of Palliative care*, 7 (2), pp 50 –55
- 2) Portnoy, D. (1993) “Are you caring or care taking?” *American Journal of Hospice & Palliative care*. May/June, pp 10-12.
- 3) Mahon, M (2009) *Palliative and End of Life Care: An Issue of Nursing Clinics*, Saunders
- 4) Emanuel, LL & Librach, SL (2007) *Palliative Care: Core Skills and Competencies*, Saunders
- 5) Ferrell, BR & Coyle, N. (2005) *Textbook of Palliative Nursing*: Oxford University Press, USA
- 6) Yarbrow, CH, Gobel, BH & [Wujcik](#), D (2010) *Cancer Nursing*: Jones & Bartlett Publishers.

YEAR FOUR SEMESTER ONE COURSES

10.43. NSG 4101 ADMINISTRATION AND MANAGEMENT (4.0 C.U).

This course prepares the student to become managers of health services. It specifically covers the basic concepts, principles, theories; and functions of management and organizations. In addition, health management information systems, public health sector financial management, health economics, human resource management and health planning and policy making are discussed in the context of nursing practice.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Explain concepts, principles, theories and functions of management and organizations.
- b) Outline the functions of health management information systems.
- c) Outline the basic principles of public health sector financial management.
- d) Describe the basic concepts of health economics.
- e) Outline the key processes in human resource management.
- f) Describe the concepts and process of health planning and policy making

COURSE CONTENT

Management and organization: Management definitions, theories; principles concepts and functions; organization structure and design; quality assurances; strategic management; organization of health services at international, regional and national levels.

Information for health management: Definition of key concepts: information; health management information system (HMIS): concepts and components: operations and requirements; characteristics of good information.

Health and financing: Definition and principles of Health care financing (government allocation; cost sharing; health insurance); resource allocation and issues; equity and efficiency; access to health care in respect to social stratification and its impact on resource distribution; health care budgeting; financial projections; private investment; cost analysis; auditing and reporting.

Health Economics: Definition; health measurement and valuation; the patient as a demander; the supplier of health care; the supplier induced demand; assessing the costs and benefits of alternatives; strategies of efficiency in health care; hospital costs, equity and access to health care economic evaluation; of health services (cost efficiency; cost benefit cost utility: cost analysis).

Human resource Management: Definition, principles and functions, organizational behaviour, leadership and leadership styles conflict resolutions; human resource planning; job design staffing; suspension; financial appraisals; government of Uganda personnel policies.

Health Policy and Planning: Definition of health policy: formation of health policy; adaptation of health policy; implementation and evaluation of health policy; definitions, principles and

functions of planning; planning cycle; monitoring and evaluation of plans, health sector reform initiatives and challenges.

REFERENCES

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- 3) Marquis, B.L. & Huston, C.J. (2006). Leadership roles and management in nursing: Lippincott.
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- 5) Manteno, KS & Schulte P, (1991) Health services Management: AMREF, Nairobi: Kenya
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10.44. NSG 4102 COMMUNITY BASED MIDWIFERY CARE: DOMICILIARY CARE (4.0 C.U)

The course introduces students to community midwifery. It prepares the students with knowledge and skills that enables them to care for the woman and her family through pregnancy, labour and puerperium; and the newborn in the community. In specific terms, it involves management of normal intrapartum and postpartum mother and child in accordance with nurse/midwifery management framework. The post natal mother receives the care within their own home environment hence leading to satisfaction with the experience of child birth.

COURSE OBJECTIVES

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

- a) Demonstrate the ability to care for mothers and the newborn in the community.
- b) Carryout home visiting and document significant findings at the mothers home
- c) Mobilize the community towards promoting care of mothers and the newborn.
- d) Manage normal intrapartum and postpartum mothers within midwifery framework.
- e) Monitor foetal well being in accordance with the midwifery frame work.
- f) Collaborate with obstetricians in the care of women and foetus with complications

COURSE CONTENT

Introduction: Definition of key terms; History of domiciliary midwifery; Importance of domiciliary practice; Challenges of offering domiciliary services in Uganda; rules and regulation regarding domiciliary practice in Uganda; Criteria for selecting mothers for domiciliary care.

Postnatal care of mother, baby and family: Drugs secreted in the breast milk; Perineal pain in the early postnatal period; Oral analgesics; Cleanliness and hygiene; Local application to vulva and umbilical stump; Pelvic floor exercises; Preparation for successful breastfeeding; Care of breasts; Breastfeeding techniques; Dietary modification; Bonding and attachment; Parenting; Death and grief related to still birth and Intrauterine death; helping with going home.

Care of umbilical cord: Cord separation and associated factors; bacterial colonization of cord; care givers and cord infections; current infection prevention strategies and cord treatments.

Quality assurance in postnatal care: Physical health and wellbeing of the mother; Emotional problems of mother: Postnatal depression and effect on children, maternal blues, Puerperal psychosis, Relationship with the partner, recommendations for appropriate clinical practice; emotional health of the family unit; essential social support of family in the postnatal period.

Home visits: Effective Communication strategies; Appropriate Information; Environment

sanitation; Source of water; Type of shelter; Examination and care of the newborn baby; Examination and care of the postnatal mother; Debriefing mothers on progress on self and baby; Health education and communicating with mother and members of the family.

Domiciliary report writing: Personal data; Home environment; Medical history; History of pregnancy and labour; Progress of puerperium; Postnatal examination; progress of newborn

Practical requirement for domiciliary care: The students shall be required to select two of the mothers who have had normal delivery for case study and follow each of them providing community/home based care for a period of one week or until the umbilical cord has dropped and both mother and baby are in good condition. The student shall be required to document his/her practical experiences in case books provided.

Resources List: The nurses' kit comprised of Weighing scale for the baby, Tape measure, extra cord ligatures, Thermometer, Pulse-meter, Blood pressure machine, Two gallipots, two kidney dishes; two artery forceps; two dissecting forceps, a pair of sterile scissors, two pairs of sterile gloves; five sterile towels; soap; disinfectant, normal saline for cord care, cotton wool; pain killers for mother and emergency anti-malarial medication for mothers and family.

REFERENCES

- Edwins, J, (2008) Community Midwifery: Wiley-Blackwell.
- 1) [Varney, H](#), Kriebs, JM & Gegor, CL (2003) [Varney's Midwifery](#), Jones & Bartlett Publishers
 - 2) Fraser, DM & Cooper, MA. (2009) [Myles' Textbook for Midwives](#), Churchill Livingstone
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 - 4) Harrison, VC. (2002). The Newborn Baby. (4th Ed.). Langdowne: Juta & Co.
 - 5) Lowdermilk, DI & Perry, S (2007). Maternity and Women' Health Care; Mosby
 - 6) Alexander, J, Levy, V, & Roch, S (1990) Post natal care: Macmillan Press Ltd

10.45. NSG 4103 COMMUNITY BASED NURSING CARE (4.0 C.U)

This course is designed to equip students with knowledge, skills and attitude to work with a wide variety of communities. It specifically addresses interventions on priority health problems, as well as health education talks on common communicable diseases. The interventions implemented during this course include a comprehensive field practice in the community where community assessment and diagnosis were conducted. The specific areas covered include home health assessment, home health promotion and home nursing of home-bound clients.

COURSE OBJECTIVES

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

- a) Discuss environmental hygiene in terms of health promotion of individuals, families and communities.
- b) Describe the various family theories applicable to family care and home nursing practice.
- c) Describe application of the nursing process in home nursing.
- d) Identify the role of the individual and the family in the promotion and maintenance of health and prevention of disease in the community.
- e) Discuss the promotion of home /family health by food security, home sanitation/ hygiene, and home based income generating activities for family economic empowerment.

Specific community field practice objectives

During the community field practice, the student will be expected to:

- 1) Organise community health talks on prevention of the common communicable diseases.
- 2) Conduct home/family health assessment of selected homes to identify the health belief values/patterns and the inhabitant's health needs with emphasis on health promotion.
- 3) Assess community/family's understanding of the common communicable diseases.
- 4) Identify the role of each family member, in promotion and maintenance of family health
- 5) Visit three-five (3-5) families and collect data on their health status and coping index.
- 6) Assess family members and identify existing and potential problems by history taking, physical examination and psychosocial assessment.
- 7) Carry out family-centered nursing interventions following family assessment and diagnosis
- 8) Identify and care for vulnerable families such as HIV/AIDS affected and child headed homes.
- 9) Compile two (2) comprehensive family care studies and home nursing reports.

COURSE CONTENT:

Environmental Health: Environmental hygiene for promoting health of individuals, families and communities; Types of environments; Environmental factors that influence the health of a community; Water supply; sanitation; waste water disposal and re-use; solid waste disposal; housing; food hygiene; air pollution; port health. Occupational health: principles, hazards, diseases, legal requirements, occupational health nursing;

Family health assessment and care: Family theories applicable to family care and home nursing practice; Definition of a family and its functions; Types, and structure/organization of a family; Family genogram and family ecomap; Different roles adopted by family members; Ugandan family structures, values and beliefs; Roles and functions of nurse in family centered care; Family health assessment and coping index; Health promotion: Concept, development, levels; strategies including health education activities; Interventions for health promotion.

Home nursing interventions: Steps of family centred nursing process; Home Nursing knowledge, attitudes and skills based on the family centred nursing process; Socio-economical impact of HIV AIDS and other chronic illnesses on the family, with focus on the health of the children and the elderly members; Health beliefs, values/patterns and the health needs of selected homes with emphasis on health promotion, disease prevention; Involvement of individuals and the family in the health promotion and prevention of disease in the community; Information and Communication strategies for Community and family members on effective preventive measures for common communicable Diseases, e.g. Cholera, TB, HIV/AIDS; Home /family food security, home sanitation, hygiene, and income generating activities in the home.

REFERENCES

1. Wood, C.H, de Glanville, H., & Vaughan, J.P. (1997). Community health: AMREF Fund
2. Anderson, E.T. & McFarlane, J. (2004). Community as Partner: Lippincott
3. Edelman C.L & Mandle C. L. (2002). Health Promotion through out the lifespan: Mosby
4. Smith C.M, & Maurer F. A (2000). Community Health Nursing: W.B Saunders.
5. Stanhope, M. & Lancaster, J. (2004). Community and Public Health Nursing: Mosby

This course introduces the nursing student to processes involved in entrepreneurship. It is aimed at empowering them to develop the capacity for self-employment within the healthcare professions. It specifically covers evaluation of the business environment, identification of viable businesses and the procedures for starting a business. In addition, factors that contribute to success and failure of business are explored.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Describe evaluation of a business environment and identify viable business opportunity
- b) Outline the procedures to be followed when starting a business
- c) Explain the factors liable to affect the success of a business
- d) Discuss entrepreneur's contribution to national and regional development

COURSE CONTENT

Introductory concepts: Evaluation of business environment; identifying a viable business opportunity; project planning and management; proposal writing for business funding; monitoring and evaluation; Decision making; determination of project viability; evaluation of business risks.

Starting and running a business: Planning of business processes and finances; evaluation of business finances; Contractual agreement; Preparation and use of tendering documents; Evaluation of goals; Work study; Self-assessment; Assessing product demand, matching skills and resources to changing technology.

Factors that affect success of business: Policy; Change in product/Service/Technology; Coping with competition; Time Management; Leadership styles/image; efficiency of resource utilization; production management; Human Resource Management; Marketing; Public relations; Information Management; Internal Entrepreneurial Motivation; National and International incentives; Government measures on Small-Scale Enterprises; Problems encountered when starting business; Entrepreneur's contribution to national development through employment of self and others; Important points to note in starting and managing business enterprises.

REFERENCES

1. Collins, JC & Lazier, WC. (1992). Beyond Entrepreneurship: Prentice Hall.
2. Stevenson, HH, Roberts, MJ & Groesbeck, HI (1989). New Business Ventures and the Entrepreneur: Boston: Richard D. Irwin, Inc
3. Crass P. (1999). The Book of Entrepreneurs' Wisdom: John Wiley & Sons, Inc
4. McGrath, R & MacMillan, I (2000). The Entrepreneurial Mindset: Harvard University Press
5. Len nick, D & Kiel, F. (2002). Moral Intelligence: Enhancing Business Performance and Leadership Success.
6. Swanson, JA & Baird, ML (2003). Engineering Your Start-Up: A Guide for the High-Tech Entrepreneur.

10.47. NSG 4105 ISSUES IN PROFESSIONAL NURSING (2.0 C.U)

This course prepares the student to smoothly transform from being a student nurse to being a professional nurse. It also focuses on emerging issues in professional nursing such as gender issues, traditional medicine and complementary therapy, image of nursing, social issues and political issues affecting the profession.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Describe issues that emerge within health care systems that impact on nursing care.
- b) Discuss the key issues that affect nursing education and research
- c) Explain how social political and economic issues impact on nursing practice
- d) Describe the factors that influence the image of nursing as a professional discipline.
- e) Identify practices that may be considered complementary to scientific medical practices.
- f) Analyze methods that may be used to effectively discourage harmful traditional practices.
- g) Develop a beginning understanding of the nature of traditional medicine in Uganda.
- h) Appreciate the link between culture, society and the use of traditional medicine.

COURSE CONTENT

Emerging Issues in delivery of nursing care: Transition from student to health professional.

Dealing with Difficult people: Importance of understanding human behaviour, conflict resolution; communication styles; problem-solving skills; handling difficult people.

Cultural diversity: Definition of culture, importance of being culturally sensitive; effective communication in transcultural; nursing; nurse's role in transcultural nursing care.

Gender Issues: Current national and international debate on issues relating to women and men's health; gender mainstreaming in healthcare; gender based violence; domestic violence; socialization of men and women and health; best practices in gender sensitive health care, menopause, and andropause

Spirituality: Definitions; religion and healing; spiritual care and distress; prayer and healing.

Nursing Informatics: Impact of technology on health care; importance of nursing informatics on nursing care; electronic patient records vs. paper records; ethical issues in nursing informatics; Telehealth; telemedicine; telenursing

Nursing Education and Research: Influences of nursing education and research; social political and economic forces in nursing; decision making; accountability.

Social political and economic issues: Social policy and health care delivery; health policy. Collective bargaining: industrial (civil) action. Political awareness: Importance of political awareness; levels of political involvement; social responsibility/ leadership.

Work Environment: Quality assurance; applying for position; resigning from positions; work ethics and etiquette; continuing medical/nursing education; professional growth and development; challenges in nursing practice.

Image of Nursing: Historical influences; nursing and media; strategies for improvement; marketing nursing; professionalism; future opportunities; image of nursing: national and global perspectives.

Traditional medicine and Complementary Therapy: The influence of traditional healing practices on health care systems. The concept of complementary medicine/therapy; methods of traditional medicine; Acupuncture; Religious healing; Herbalism; Massage; Aromatherapy;

Relaxation therapy; Hypnotism; Linking culture, society and the use of traditional medicine. Traditional medicine methods and practices in great lakes region.

REFERENCES

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Aiken, TD, (2004) Legal, Ethical, and Political Issues in Nursing: FA Davis Company

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- 2) Herda, T., Car, P., & Mascala, C. (2005). Handbook of informatics for nurses and health care professionals: Prentice-Hall.
- 3) Abwang, M. (2005). Vital exercises for pregnant women: Kampala: Net-Media Publishers.
- 4) Ellis, JR & Hartley, CL (2007). Nursing in Today's World: Trends, Issues, and Management: Lippincott Williams & Wilkins.
- 5) Cowen, PS, & Moorhead, S, (2010). Current Issues in Nursing: Mosby Publishers.
- 6) Catalano, J (2008). Nursing Now: Today's Issues Tomorrow's Trends, FA Davis Company.

10.48. NSG 4106 PRINCIPLES OF NURSING EDUCATION (4.0 C.U)

The course provides students with fundamental knowledge and skills to participate in education of others. The course deals with concepts of education as well as selected methods and instructional media used in nursing education. It also prepares students to apply principles of learning and teaching, plan and implement instruction and curriculum for health workers and engage in measurement and evaluation of learners.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Describe methods of teaching and their application to different circumstances
- b) Describe various teaching methods as well as the essential teaching/learning materials.
Discuss the principles of health education as well as nursing education.
- c) Describe the relationship between learning, growth and development
- d) Explain the relationship between the learner and instructional process
- e) Describe and use types of instructional media, materials and equipment in nursing
- f) Demonstrate how to set up a nursing instructional resource center.

COURSE CONTENT

Principles of Teaching and Learning: Needs assessment of learners; Lesson plan; Preparation of teaching and learning materials; Teaching methods; Teaching and learning theories; Definition of Assessment; Methods of Assessment; Objective and subjective examination; Continuing Education; Teaching and assessing learners.

Principles and methods of health education: Counselling and health education; Planning for a health education talk; Length of a health education talk; Facilitation skills for health education. Information, Education and Communication messages on: Prevention of common respiratory infections; childhood infections; Breast-feeding; Nutrition and nutritional values; Intestinal worms; HIV/AIDS; Personal Hygiene; Safe water and sanitation; Food hygiene; Ideal homes; Planning, organizing, conducting and evaluating community health education events.

Principles of education: Basic methods of learning; Educational psychology; theories, principles and stages of human education; The role of the environment and learner interaction; concepts intelligence; factors that affect and influence intelligence and cognition; personality theories; motivation; attention and perception; adult learning; classroom management.

Instructional media: Instructional media for teaching and learning; educational broadcasting. Specialized and electronic media used in nursing science education; use of print and non- print media design and production of media materials; Instructional resource center.

Curriculum development: Needs assessment, components of a curriculum, writing a curriculum; reviewing a curriculum; implementation of a curriculum; types of curricula.

REFERENCES

- 1) Chauhan, S.S. (2003). Innovations in teaching-learning process: Vikas Publishing House.
- 2) Ehlers, V. (Ed). (2002). Teaching aspects of health care. Lansdowne: Juta.
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- 4) Mellish, J.M. (2003). Teaching and learning the practice of Nursing: Heinemann.
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YEAR FOUR SEMESTER TWO COURSES

10.49. NSG 4201 RESEARCH PROJECT REPORT (4.0 C.U)

This course enables the student to apply the knowledge and skills gained during the course of research methodology to produce their own research project following successful implementation of the research proposal. It involves data collection, data analysis, reporting, and the process for disseminating the study findings including manuscript development.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Implement the duly approved proposal earlier developed.
- b) Collect and analyze the research data, and write and submit a complete report.
- c) Defend and disseminate the findings of the study

COURSE CONTENT

The student shall be expected to submit to the research supervisor, a well-written research report in phases with the following contents:

Preliminary Pages: Title page, Acknowledgement; Dedication; Table of Contents; List of tables; List of figures.

Main Body: Introduction; Review of Literature; Methods; Results; Discussion; Summary;

Supplementary pages: Bibliography, Appendix.

In addition, the student will be required to defend his/her work before a panel of internal examiners after submission of all the necessary chapters. Finally, the student may be encouraged to publish the findings in a recognised journal.

REFERENCES

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Polit, DF, & Beck, CT, (2009). Essentials of Nursing Research: Lippincott Williams.

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5) Goddard S & Melville (2001). Research Methodology: An Introduction: Lansdowne: Juta.

10.50. NSG 4202 CHILD HEALTH NURSING III (4.0 C.U)

This course continuing from Paediatric Nursing II prepares students with the knowledge and skills to effectively care for sick children. It specifically focuses on Malaria and HIV/AIDS in children, integrated management of childhood illnesses, child abuse and neglect complexes.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Describe the clinical features and management of malaria in pregnancy
- b) Discuss HIV/AIDS in children
- c) Discuss the concept and principles behind integrated management of childhood illnesses
- d) Explain the nurse's role in mitigating child abuse and child neglect.

COURSE CONTENT

Malaria in Children: Causes, Transmission, signs and symptoms; investigations; home-based management.

HIV/AIDS in Children: Methods of transmission; clinical features; diagnosis; identifying and giving treatment; management of children with HIV/AIDS; prevention of HIV/AIDS.

Integrated Management of Childhood Illnesses (IMCI): Importance, key management principles; assessing the child; classifying the illness; identifying and giving treatment; counselling the mother; providing follow-up support.

Child Abuse and Neglect: Key definitions; physical abuse; child neglect and abandonment; sexual abuse; psychological abuse; United Nations Rights of children; the nurses role in mitigating child abuse and neglect.

REFERENCES

- 1) Hanson & Boyd (1996). Family Health Care Nursing: Philadelphia: F.A. Davis Company.
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- 5) Wong, DL. 1999. Whaley & Wong's Nursing care of infants and children: Mosby
- 6) Hockenberry, MJ & Wilson, D (2006) Wong's Nursing Care of Infants and Children: Mosby.

This course provides advanced knowledge and skills in concepts of managing patients with various medical conditions. It focuses on the application of the nursing process in delivering care to medical patient. It involves patient assessment, developing individualized nursing care plans, implementing care plans and then evaluating the effectiveness of nursing interventions used in the various health care settings.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Assess needs of patients
- b) Develop individualized nursing care plans
- c) Implement care planned for patients
- d) Evaluate effectiveness of nursing interventions
- e) Document the entire nursing care process including the medications used

COURSE CONTENT

Assessment and Diagnosis: History taking, interviewing, physical examination, and investigative procedures.

Nursing Care Plan: Goals; nursing interventions; rationale and outcome criteria.

Implementation and Evaluation: Nursing interventions on patients with medical disorders involving the digestive, nervous, reproductive, locomotor, cardiovascular, respiratory, urinary and musculo-skeletal systems.

Documentation of care: Assessments and diagnosis, care plans, outcomes of various patients.

REFERENCES

- 1) Ministry of Health (2010). Uganda Clinical Guidelines, Kampala: MOH
- 2) CDC and IDI (2004) Couple HIV Counseling and Testing (CHCT) - Training Manual
- 3) Ignatavius, D (1998) Medical- Surgical Nursing Vol 1 Elsevier
- 4) Ignatavius, D (1998) Medical- Surgical Nursing Vol 2 Elsevier
- 5) Clark, ML, Kumar, P & Clark, ML (2009) Kumar and Clark's Clinical Medicine: Saunders
- 6) Monahan, F, Sands, JK et al (2006) Phipps' Medical-Surgical Nursing: Mosby
- 7) Uganda Ministry of Health (2003) National Antiretroviral Treatment and Care: MOH.

10.52. NSG 4204 MENTAL HEALTH NURSING III (4.0 C.U)

This course builds on Mental Health Nursing II and deals with psychosocial problems of the community, community mental health practice issues as well as principles used in management of mental health information. In addition, it covers advances in mental health nursing practice.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Describe the common psychosocial problems facing most community
- b) Justify the practice of community psychiatric nursing
- c) Demonstrate skill in the management of mental health information.

COURSE CONTENT

Common Psychosocial problems: Posttraumatic stress disorder; rape and defilement; domestic violence; child labour; delinquency; child prostitution; effects of war and disaster; bereavement and loss.

Community Psychiatric Nursing: History and development of community mental health; purposes and types of community programs; nurses role in community health practice; target population of community health nursing. Psychiatric home health care. Case management at community level. Community as a client for primary, secondary and tertiary prevention. Rehabilitation of mental patients. Barriers to mental health treatment. Referral systems.

Management of mental health information: Types and sources of information; Methods of recording, analyzing and interpreting information; Storage, utilization and dissemination of mental health information in the public health sector.

REFERENCES

- 1) Gelder, Micael, Mayou et al (2008) Oxford Text book of Psychiatry: Oxford Press
- 2) Roberts, LW & Heinrich, TW (2009) Clinical Psychiatry Essentials: Lippincott Williams
- 3) Rawlins, RP.; Williams, SR. & Beck, CK. (1993). Mental Health Psychiatric Nursing: Mosby.
- 4) Townsend M.C. (2002). Psychiatric Mental Health Nursing: Concepts of Care: F.A. Davis.
- 5) Yonkers, K. & Little, B. (2001). Management of Psychiatric Disorders in Pregnancy: Arnold.
- 6) American Psychiatric Association (2000) Quick reference to the Diagnostic criteria from DSM-IV: American Psychiatric Publishing, Inc.

This course prepares students with knowledge and skills to care for patients with gynaecological conditions. It covers the precipitating factors for gynaecological disorders, new growths, types and their management as well as how birth injuries may lead to gynaecological complications. In it also covers investigations performed on women with common gynaecological problems.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Outline the common gynaecological disorders seen in clinics/ hospitals
- b) Explain some predisposing and precipitating factors related to gynaecological diseases
- c) Explain common new growths, types and their management
- d) Explain how birth injuries may lead to gynaecological complications.
- e) Describe the investigations that are carried out on women with gynaecological problems
- f) Discuss the management of the common gynaecological conditions

COURSE CONTENT

Introduction: Gynaecological perspective in puberty and precocious puberty, Human sexuality, Sexual Assault, Review anatomy and physiology of the female reproductive system and related organs; Gynaecologic operative techniques; Paediatric Gynaecology: virilism, hirsutism; gestational trophoblastic neoplasia; contraception and Sterilisation.

Gynecological conditions; Causes, signs and symptoms and management of the following conditions: Benign lesions of the vulva, vagina, and cervix, uterine tubes, and the uterus; breast diseases, infertility, Severe, moderate or mild vaginal bleeding; bleeding before 28 weeks of gestation; abortion; ectopic pregnancy; hydatidiform mole; Cervical erosion and cancer; cervical polyp; vaginal discharges; bacteraemic shock; Principles of cancer therapy; tumours and cancers of vulva, uterus, cervix, fallopian tubes; pelvic inflammatory disease; Vulvo-Vaginal Fistula (VVF) Recto-Vaginal Fistula (RVF); painful sexual intercourse (dyspareunia); frigidity; fibroids, birth injuries, endometriosis; infections; abnormal uterine bleeding; menorrhagia; menopause; dysmenorrhoea, premenstrual syndrome; amenorrhoea, fibroids; emotional crisis.

Investigations: X – ray, biopsy, microscopy and PAP smears.

REFERENCES

Monga, A & Baker, P, (2006) Gynaecology by Ten Teachers: A Hodder Arnold Publication

Magowan, BA, Owen, P, et al (2009) Clinical Obstetrics and Gynaecology: Saunders

- 1) Lowdermilk, DI & Perry, S (2007). Maternity and Women' Health Care; Mosby.
- 2) Johnson, S (2005). Fundamental Aspects of Gynaecology Nursing: Quay Books.

This course prepares students with knowledge and skills and attitudes to care for patients with surgical conditions of the anus, rectum and the genito-urinary system. It covers the features and management of common surgical conditions of the anus, rectum, and genito-urinary system.

COURSE OBJECTIVES

Upon completion of the course, the student will:

- a) Discuss the features and management of conditions ano-rectal and genito-urinary system.
- b) Demonstrate professional skills and attitudes in caring for patients with such conditions.

COURSE CONTENT

Ano-rectal conditions: Haemorrhoids and anal fissure; peri-anal abscess; anal fistula; rectal prolapse; rectal tumors.

Genito-urinary conditions: Trauma to the kidneys, bladder and urethra; trauma to the genital tract; diseases of the bladder and genital organs; urethral strictures; prostatic hypertrophy.

REFERENCES

- 1) Ignatavius, D (1998) Medical- Surgical Nursing Vol 1 and 2: Elsevier
- Monahan, F, Sands, JK et al (2006) Phipps' Medical-Surgical Nursing: Mosby
- Taylor, Lillis, C et al (2006) Fundamentals of Nursing: Lippincott Williams & Wilkins.[Visit Amazon's Carol Taylor Pagesearch results](#)[Learn about Author Central](#)
- 4) Rothrock, C,J, (2003) Care of Patient in Surgery, Philadelphia: Mosby
- 5) Black, JM & Hawks, JH (2008). Medical-Surgical Nursing: Saunders.

ANNEXURES

ANNEX I: REQUIREMENTS FOR REPRODUCTIVE HEALTH/MIDWIFERY EXPERIENCE

In line with the standards of the Uganda Nurses and Midwives Council, UNMC, every student in the BNS program shall be required to show documentary evidence for the following procedures:

1. Pelvic Assessment	05
2. Antenatal History and Physical Examinations	50
3. Vaginal Examinations	15
4. Normal Deliveries	20
5. Abnormal Deliveries	05
6. Domiciliary Cases	03
7. Health Education talks	05
8. Postnatal Examinations	05
9. Young Child Clinics	10
10. Family Planning cases	05
11. Community based health care (Home based care)	02

ANNEX II: BIBLIOGRAPHY

The design and sequencing of the courses in this curriculum has been influenced by the need to produce graduates who are competent and have the right attitude, values and skill mix to deliver nursing care across the lifespan to a wide variety of clientele:

- a. Ministry of Health (2004). Health Sector Strategic Plan II: Ministry of Health, Uganda
- b. Ministry of Health (2005/6). Health Policy Statement : Ministry of Health, Uganda
- c. Ministry of Health (2008). Health Personnel information : Ministry of Health, Uganda
- d. Ministry of Health (2009). Health Sector Strategic Plan Draft III: Kampala: MOH

World Health Organisation (2002). Tomorrow's Health Professional: Geneva: WHO.

World Health Organization (1987). Strategies to achieve "Health for all":Geneva: WHO