



Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION

CHED MEMORANDUM ORDER (CMO)

No. 5

Series of 2008

**SUBJECT: POLICIES AND STANDARDS FOR BACHELOR
OF SCIENCE IN NURSING (BSN) PROGRAM**

In accordance with pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the Higher Education Act of 1994 and pursuant to Commission en Banc Resolution No. 93-2008 dated March 10, 2008 and for the purpose of rationalizing Nursing Education in the country in order to provide relevant and quality health services locally and internationally, the following policies and standards for Bachelor of Science in Nursing (BSN) program are hereby adopted and promulgated by the Commission.

**ARTICLE I
INTRODUCTION**

Section 1. A person is a unique bio-psycho-socio-cultural and spiritual being, always in constant interaction with the environment. These interactions affect individuals, families, population groups and societal health status.

The nurse assumes the caring role in the promotion of health, prevention of diseases, restoration of health, alleviation of suffering and, when recovery is not possible, in assisting patients towards peaceful death. The nurse collaborates with other members of the health team and other sectors to achieve quality healthcare. Moreover, the nurse works with the individuals, families, population groups, community and society in ensuring active participation in the delivery of holistic healthcare.

Within the context of the Philippine society, nursing education with *caring* as its foundation, subscribes to the following core values which are vital components in the development of a professional nurse and are emphasized in the BSN program:

- 1.1 Love of God
- 1.2 Caring as the core of nursing
 - a. Compassion
 - b. Competence
 - c. Confidence
 - d. Conscience
 - e. Commitment (commitment to a culture of excellence, discipline, integrity and professionalism)

- 1.3 Love of People
 - a. Respect for the dignity of each *person regardless of creed, color, gender and political affiliation.*
- 1.4 Love of Country
 - a. Patriotism (Civic duty, social responsibility and good governance)
 - b. Preservation and enrichment of the environment and culture heritage

A strong liberal arts and sciences education with a transdisciplinary approach, enhances this belief. The BSN program therefore, aims to prepare a nurse who, upon completion of the program, demonstrates beginning professional competencies and shall continue to assume responsibility for professional development and utilizes research findings in the practice of the profession. The following are the Key Areas of Responsibility for which the nurse should demonstrate competence:

1. Safe and quality nursing care
2. Management of resources and environment
3. Health education
4. Legal responsibility
5. Ethico-moral responsibility
6. Personal and professional development
7. Quality improvement
8. Research
9. Record Management
10. Communication
11. Collaboration and teamwork

ARTICLE II AUTHORITY TO OPERATE

Section 2. All private higher education institutions (PHEIs) intending to offer the Bachelor of Science in Nursing program must first secure proper authority from the Commission in accordance with existing rules and regulations. State universities and colleges (SUCs) and local colleges and universities (LCUs) should strictly adhere to the provisions of these policies and standards.

The BSN program should be offered by HEIs with strong liberal arts education, offering at least six (6) baccalaureate programs, preferably in a university-based setting. In the case of colleges and universities with less than six (6) baccalaureate program offerings, a Memorandum of Agreement [MOA] shall be entered between and among higher education institutions with strong liberal arts education [e.g. BS Math, AB Psychology, BS Biology, AB English, BS Engineering, BS Economics] or hire qualified faculty to teach the General Education courses.

ARTICLE III PROGRAM SPECIFICATIONS

Section 3. Degree Name. The degree name shall be Bachelor of Science in Nursing (BSN). To ensure the quality of the nursing graduate, the degree is conferred upon completion of at least four-year BSN program offered in a college or university duly recognized by the Commission on Higher Education.

Section 4. Program Description.

The BSN is a four-year program consisting of general education and professional courses. Professional courses begin in the first year and threads through the development of competencies up the fourth year level. The BSN program provides an intensive nursing practicum that will refine clinical skills from the first year level to ensure basic clinical competencies required of a beginning nurse practitioner.

4.1 Objective: The BSN program aims to produce a fully functioning nurse who is able to perform the competencies under each of the Key Areas of Responsibility as enumerated in Article IV Section 5 herein.

4.2 Specific Careers/Professions/Occupations. Graduates of this program as beginning nurse practitioner may pursue the following career paths but not limited to:

- a. Clinical Nursing
- b. Community Health Nursing
- c. Private-duty Nursing
- d. Occupational Health Nursing
- e. School Nursing
- f. Military Nursing
- g. Health Education
- h. Research
- i. Entrepreneurship

4.3 Allied Programs. The BSN program is allied to the following health related programs:

- a. Medicine
- b. Dentistry
- c. Optometry
- d. Physical Therapy/Occupational Therapy
- e. Pharmacy
- f. Public Health
- g. Medical Technology
- h. Radiologic Technology
- i. Respiratory Therapy
- j. Nutrition and Dietetics
- k. Midwifery
- l. Speech Pathology

ARTICLE IV COMPETENCY STANDARDS

Section 5. Graduates of Bachelor of Science in Nursing program must be able to apply analytical and critical thinking in the nursing practice. The nurse must be competent in the following Key Areas of Responsibility with their respective core competency standards and indicators:

Key Areas of Responsibility	Core Competency	Indicators
A. Safe and Quality Nursing Care	Core Competency 1: Demonstrates knowledge base on the health /illness status of individual / groups	<ul style="list-style-type: none"> • Identifies the health needs of the patients / groups • Explains the health status of the patients / groups
	Core Competency 2. Provides sound decision making in the care of individuals / groups considering their beliefs and values	<ul style="list-style-type: none"> • Identifies the problem • Gathers data related to the problem • Analyzes the data gathered • Selects appropriate action • Monitors the progress of the action taken
	Core Competency 3: Promotes safety and comfort and privacy of patients	<ul style="list-style-type: none"> • Performs age-specific safety measures in all aspects of patient care • Performs age-specific comfort measures in all aspects of patient care • Performs age-specific measures to ensure privacy in all aspects of patient care
	Core Competency 4: Sets priorities in nursing care based on patients' needs	<ul style="list-style-type: none"> • Identifies the priority needs of patients • Analyzes the needs of patients • Determines appropriate nursing care to be provided
	Core Competency 5: Ensures continuity of care	<ul style="list-style-type: none"> • Refers identified problem to appropriate individuals / agencies • Establishes means of providing continuous patient care
	Core Competency 6: Administers medications and other health therapeutics	<ul style="list-style-type: none"> • Conforms to the 10 golden rules in medication administration and health therapeutics

	<p>Core Competency 7: Utilizes the nursing process as framework for nursing</p> <p>7.1 Performs comprehensive and systematic nursing assessment</p>	<ul style="list-style-type: none"> • Obtains consent • Completes appropriate assessment forms • Performs appropriate assessment techniques • Obtains comprehensive client information • Maintains privacy and confidentiality • Identifies health needs
	7.2 Formulates a plan of care in collaboration with patients and other members of the health team	<ul style="list-style-type: none"> • Includes patient and his family in care planning • States expected outcomes of nursing intervention • Develops comprehensive patient care plan • Accomplishes patient centered discharge plan
	7.3 Implements planned nursing care to achieve identified outcomes	<ul style="list-style-type: none"> • Explains interventions to patients and his family before carrying them out • Implements nursing intervention that is safe and comfortable • Acts according to clients' health condition and needs • Performs nursing activities effectively and in a timely manner
	7.4 Evaluates progress toward expected outcomes	<ul style="list-style-type: none"> • Monitors effectiveness of nursing interventions • Revises care plan when necessary
B. Management of Resources and Environment	Core Competency 1: Organizes work load to facilitate patient care	<ul style="list-style-type: none"> • Identifies tasks or activities that need to be accomplished • Plans the performance of tasks or activities based on priorities • Finishes work assignment on time
	Core Competency 2: Utilizes resources to support patient care	<ul style="list-style-type: none"> • Determines the resources needed to deliver patient care • Controls the use of supplies and equipment
	Core Competency 3: Ensures functioning of resources	<ul style="list-style-type: none"> • Checks proper functioning of equipment • Refers malfunctioning equipment to appropriate unit
	Core Competency 4: Checks proper functioning of equipment	<ul style="list-style-type: none"> • Establishes mechanism to ensure proper functioning of equipment • Determines tasks and procedures that can be safely assigned to other member of the team. • Verifies the competency of the staff prior to delegating tasks

	Core Competency 5: Maintains a safe environment	<ul style="list-style-type: none"> • Observes proper disposal of wastes • Adheres to policies, procedures and protocols on prevention and control of infection • Defines steps to follow in case of fire, earthquake and other emergency situations.
C. Health Education	Core Competency 1: Assesses the learning needs of the patient and family	<ul style="list-style-type: none"> • Obtains learning information through interview, observation and validation • Defines relevant information • Completes assessment records appropriately • Identifies priority needs
	Core Competency 2: Develops health education plan based on assessed and anticipated needs	<ul style="list-style-type: none"> • Considers nature of learner in relation to: social, cultural, political, economic, educational and religious factors.
	Core Competency 3: Develops learning materials for health education	<ul style="list-style-type: none"> • Involves the patient, family, significant others and other resources • Formulates a comprehensive health education plan with the following components: objectives, content, time allotment, teaching-learning resources and evaluation parameters • Provides for feedback to finalize the plan
	Core Competency 4: Implements the health education plan	<ul style="list-style-type: none"> • Provides for a conducive learning situation in terms of time and place • Considers client and family's preparedness • Utilizes appropriate strategies • Provides reassuring presence through active listening, touch, facial expression and gestures • Monitors client and family's responses to health education
	Core Competency 5: Evaluates the outcome of health education	<ul style="list-style-type: none"> • Utilizes evaluation parameters • Documents outcome of care • Revises health education plan when necessary
D. Legal Responsibility	Core Competency 1: Adheres to practices in accordance with the nursing law and other relevant legislation including contracts, informed consent.	<ul style="list-style-type: none"> • Fulfills legal requirements in nursing practice • Holds current professional license • Acts in accordance with the terms of contract of employment and other rules and regulations • Complies with required continuing professional education • Confirms information given by the doctor for informed consent • Secures waiver of responsibility for refusal

		<p>to undergo treatment or procedure</p> <ul style="list-style-type: none"> • Checks the completeness of informed consent and other legal forms
	Core Competency 2: Adheres to organizational policies and procedures, local and national	<ul style="list-style-type: none"> • Articulates the vision, mission of the institution where one belongs • Acts in accordance with the established norms of conduct of the institution / organization
	Core Competency 3: Documents care rendered to patients	<ul style="list-style-type: none"> • Utilizes appropriate patient care records and reports. • Accomplishes accurate documentation in all matters concerning patient care in accordance to the standards of nursing practice.
E. Ethico-moral Responsibility	Core Competency 1: Respects the rights of individual / groups	<ul style="list-style-type: none"> • Renders nursing care consistent with the patient's bill of rights: (i.e. confidentiality of information, privacy, etc.)
	Core Competency 2: Accepts responsibility and accountability for own decision and actions	<ul style="list-style-type: none"> • Meets nursing accountability requirements as embodied in the job description • Justifies basis for nursing actions and judgment • Projects a positive image of the profession
	Core Competency 3: Adheres to the national and international code of ethics for nurses	<ul style="list-style-type: none"> • Adheres to the Code of Ethics for Nurses and abides by its provision • Reports unethical and immoral incidents to proper authorities
F. Personal and Professional Development	Core Competency 1: Identifies own learning needs	<ul style="list-style-type: none"> • Verbalizes strengths, weaknesses, limitations • Determines personal and professional goals and aspirations
	Core Competency 2: Pursues continuing education	<ul style="list-style-type: none"> • Participates in formal and non-formal education • Applies learned information for the improvement of care
	Core Competency 3: Gets involved in professional organizations and civic activities	<ul style="list-style-type: none"> • Participates actively in professional, social, civic, and religious activities • Maintains membership to professional organizations • Support activities related to nursing and health issues

	Core Competency 4: Projects a professional image of the nurse	<ul style="list-style-type: none"> • Demonstrates good manners and right conduct at all times • Dresses appropriately • Demonstrates congruence of words and action • Behaves appropriately at all times
	Core Competency 5: Possesses positive attitude towards change and criticism	<ul style="list-style-type: none"> • Listens to suggestions and recommendations • Tries new strategies or approaches • Adapts to changes willingly
	Core Competency 6: Performs function according to professional standards	<ul style="list-style-type: none"> • Assesses own performance against standards of practice • Sets attainable objectives to enhance nursing knowledge and skills • Explains current nursing practices, when situations call for it
G. Quality Improvement	Core Competency 1: Gathers data for quality improvement	<ul style="list-style-type: none"> • Demonstrate knowledge of method appropriate for the clinical problems identified • Detects variation in the vital signs of the patient from day to day • Reports necessary elements at the bedside to improve patient stay at hospital • Solicits feedback from patient and significant others regarding care rendered
	Core Competency 2: Participates in nursing audits and rounds	<ul style="list-style-type: none"> • Contributes relevant information about patient condition as well as unit condition and patient current reactions • Shares with the team current information regarding particular patients condition • Encourage the patient to speak about what is relevant to his condition • Documents and records all nursing care and actions • Performs daily check of patients records / condition • Completes patients records • Actively contributes relevant information of patients during rounds thru readings and sharing with others
	Core Competency 3: Identifies and reports variances	<ul style="list-style-type: none"> • Documents observed variance regarding patient care and submits to appropriate group within 24 hours • Identifies actual and potential variance to patient care

		<ul style="list-style-type: none"> • Reports actual and potential variance to patient care • Submits reports to appropriate groups within 24 hours
	Core Competency 4: Recommends solutions to identified problems	<ul style="list-style-type: none"> • Gives appropriate suggestions on corrective and preventive measures • Communicates and discusses with appropriate groups. • Gives an objective and accurate report on what was observed rather than an interpretation of the event.
H. Research	Core Competency 1: Gather data using different methodologies	<ul style="list-style-type: none"> • Able to identify researchable problems regarding patient care and community health • Identify appropriate methods of research for a particular patient / community problem • Combines quantitative and qualitative nursing design thru simple explanation on the phenomena observed • Analyzes data gathered
	Core Competency 2: Recommends actions for implementation	<ul style="list-style-type: none"> • Based on the analysis of data gathered, recommends practical solutions appropriate for the problem
	Core Competency 3: Disseminates results of research findings	<ul style="list-style-type: none"> • Able to talk about the results of findings to colleagues / patients / family and to others • Endeavors to publish research • Submits research findings to own agencies and others as appropriate
	Core Competency 4: Applies research findings in nursing practice	<ul style="list-style-type: none"> • Utilizes findings in research in the provision of nursing care to individuals / groups / communities • Makes use of evidence-based nursing to ameliorate nursing practice.
I. Records Management	Core Competency 1: Maintains accurate and updated documentation of patient care	<ul style="list-style-type: none"> • Completes updated documentation of patient care.
	Core Competency 2: Records outcome of patient care	<ul style="list-style-type: none"> • Utilizes a records system ex. Kardex or Hospital Information System (HIS)
	Core Competency 3: Observes legal imperatives in record keeping	<ul style="list-style-type: none"> • Observes confidentiality and privacy of the patient's records. • Maintains an organized system of filing and keeping patients' records in a designated area. • Refrains from releasing records and other information without proper authority.

J. Communication	Core Competency 1: Establishes rapport with patients, significant others and members of the health team	<ul style="list-style-type: none"> • Creates trust and confidence • Listens attentively to client's queries and requests • Spends time with the client to facilitate conversation that allows client to express concerns
	Core Competency 2: Identifies verbal and non-verbal cues	<ul style="list-style-type: none"> • Interprets and validates client's body language and facial expressions
	Core Competency 3: Utilizes formal and informal channels	<ul style="list-style-type: none"> • Makes use of available visual aids
	Core Competency 4: Responds to needs of individuals, family, group and community	<ul style="list-style-type: none"> • Provides reassurance through therapeutic, touch, warmth and comforting words of encouragement • Readily smiles
	Core Competency 5: Uses appropriate information technology to facilitate communication	<ul style="list-style-type: none"> • Utilizes telephone, mobile phone, email and internet, and informatics • Identifies significant others so that follow up care can be obtained • Provides " Holding" or emergency numbers for services
K. Collaboration and Teamwork	Core Competency 1: Establishes collaborative relationship with colleagues and other members of the health team	<ul style="list-style-type: none"> • Contributes to decision making regarding patients' needs and concerns • Participates actively in patient care management including audit • Recommends appropriate intervention to improve patient care • Respect the role of other members of the health team • Maintains good interpersonal relationship with patients, colleagues and other members of the health team
	Core Competency 2: Collaborates plan of care with other members of the health team	<ul style="list-style-type: none"> • Refers patients to allied health team partners • Acts as liaison / advocate of the patient • Prepares accurate documentation for efficient communication of services

ARTICLE V CURRICULUM

Section 6. Curriculum. Higher Education Institutions offering the Bachelor of Science in Nursing program must conform with the standard curriculum embodied in this CMO provided that program innovations shall be subject to prior review by the Commission.

Section 7. Level Objectives. The student shall be given opportunities to be exposed to the various levels of health care (health promotion, disease prevention, risk reduction, curative and restoration of health) with various client groups (individual, family, population groups and community). These opportunities shall be given in graduated experiences to ensure that the competencies per course, per level and for the whole program are developed.

Before graduation, the student shall approximate the competencies of a professional nurse as they assume the various roles and responsibilities. For each year level, the following objectives should be achieved:

7.1 At the end of the first year, the student shall have acquired an understanding and awareness of himself as an individual and as a member of the family, the community, and the world with emphasis on personal, societal and professional values responsibilities, rights, and an awareness of physical, social and cultural milieu.

Specifically, the student shall:

- a. develop a deeper understanding of himself/herself and the multi-factorial dimensions of the individual which can affect health and well being;
- b. recognize his/her duty in improving the quality of life not only for himself/herself but for others as well;
- c. develop a deeper awareness of his/her rights, duties and responsibilities to God, country and the world;
- d. demonstrate beginning skills in the use of the nursing process in the care of healthy individual;
- e. explain the theoretical foundation of nursing with the four meta-paradigms as guide to his/her nursing practice;
- f. apply the scientific method to his activities wherever possible;
- g. imbibe the values cherished by the nursing profession such as teamwork, respect, love of God, integrity and caring;
- h. discuss the competency based BSN program; and,
- i. demonstrate critical thinking skills in relating with self and others.

7.2 At the end of the second year, the student shall have acquired the holistic understanding of the human person as a bio-psycho cultural being focusing on the concept of health and illness as it is related to the care of the mother and child in varied settings.

Specifically, the student shall:

- a. describe the health care delivery system and the nurse's role in it;
- b. demonstrate ethico-moral, legal responsibilities in the care of individual family and community;
- c. demonstrate the beginning skills in the provision of independent and collaborative nursing function;
- d. discuss the role of economics as it impacts on health and illness;
- e. relate the stages of growth and development in the care of clients;
- f. demonstrate beginning skills in the preparation of healthy and therapeutic diets in varied client cases;
- g. explain the dynamics of the disease process caused by microbes and parasites and the environment;
- h. imbibe the core values cherished by the nursing profession such as love of God, caring, love of country and of people;
- i. design a plan that will focus on health promotion and risk reduction to clients;
- j. utilize the nursing process in the care of the high risk mother and child in the family; and,

7.3 At the end of the third year, given actual clients/situation with various physiologic and psychosocial alterations, the student shall be able to demonstrate the competencies in the following key areas of responsibilities such as safe and quality nursing care, health education, communication, collaboration and teamwork, ethico-moral and legal, quality improvement, research, record management and management of resources and environmental.

Specifically the student shall:

- a. utilize the nursing process in the care of clients across the lifespan with problems in oxygenation, fluid and electrolyte balance, metabolism and endocrine functioning, perception coordination and maladaptive patterns of behavior;
- b. apply the research process in addressing nursing/health problems to improve quality of care;
- c. integrate the role of culture and history in the plan of care;
- d. apply principles of good governance in the effective delivery of quality health care;
- e. observe the core values cherished by the nursing profession (love of God, caring, love of country and of people) and the bioethical principles in the care of clients; and,
- f. apply a nursing theory in the management of care of a client for case study

7.4 At the end of the 4th year, given actual clients/situation the student shall be able to demonstrate competencies in all the key areas of responsibility.

Specifically, the student shall:

- a. utilize the nursing care process in the care of clients across the lifespan with

- problems in inflammatory and immunologic reactions, cellular aberrations and acute biologic crisis, in disaster/emergency situations;
- apply a nursing theory in the management of care of a client for case study; and,
 - observe the core values cherished by the nursing profession (love of God, caring, love of country and of people) and the bioethical principles in the care of clients; and,
 - demonstrate leadership and management skills in the care of a group of clients in the community and hospital setting utilizing research findings;

Section 8. Curriculum Outline

A. Outline of Total Units of General Education (GE) Courses: **87 Units**

Courses	Units
Language and Humanities	21
English 1 & 2 (Communication Skills)	6
English 3 (Speech and Communication)	3
Filipino 1 & 2	6
Philosophy of the Human Person	3
Logic and Critical Thinking	3
Mathematics, Natural Sciences & Information Technology	22
Mathematics (College Algebra)	3
Biostatistics	3
General Chemistry 3/2	5
Biochemistry 3/2	5
Physics 2/1	3
Nursing Informatics 2/1	3
Health Sciences	9
Anatomy & Physiology 3/2	5
Microbiology & Parasitology 3/1	4

Science, Technology and Society course could be integrated in any professional courses

Social Sciences	15
General Psychology	3
Sociology/Anthropology	3
Humanities [World Civilization & Literature]	3
Health Economics with Taxation & Land Reform	3
Bioethics	3
Mandated Subjects	6
Life, Works and Writings of Rizal	3
Philippine History with Governance and Constitution	3
Physical Education & NSTP	14
PE 1 to 4	8
National Service Training Program 1& 2	6

B. Outline and Units of Professional Courses**125 Units**

Theoretical Foundations in Nursing	3
Health Assessment (2/1)	3
Community Health Nursing (3/2)	5
Nutrition and Diet Therapy (3/1)	4
Teaching Strategies in Health Education	3
Pharmacology	3
Nursing Research 1	3
Nursing Research 2	2
Competency Appraisal I	3
Competency Appraisal 2	3
NCM 100 – Fundamentals of Nursing Practice (3/2)	5
NCM 101 Care of Individuals and Family with Maternal and Child Health (6/6)	12
NCM 102 Care of Clients Across the Lifespan with Mother, Child and Family/Population Group -at-risk or With Problems (6/6)	12
NCM 103 Care of Clients Across the Lifespan with Problems in Oxygenation, Fluid & Electrolyte Balance, Metabolism and Endocrine (8/6)	14
NCM 104 Care of Clients Across the Lifespan with Problems in Perception and Coordination, Adjustment and Maladaptive Behaviors (8/6)	14
NCM 105 Related Learning Experiences (4 RLE)	4
NCM 106 Care of Clients Across the Lifespan and Population Group with Problems in Inflammatory and Immunologic Reactions, Cellular Aberrations, Acute Biologic Crisis, Including Emergency and Disaster Nursing (8/8)	16
NCM 107 Nursing Leadership and Management (8/8)	16

Total Number of Units = 212

At the end of the B. S. Nursing program, the total number of exposure/contact hours in the clinical laboratory is as follows:

Courses	RLE Credit Unit	RLE Contact Hours (1 credit unit =51 hours)
Health Assessment	1	51
Community Health Nursing	2	102
Nursing Care Management 100	2	102
Nursing Care Management 101	6	306
Nursing Care Management 102	6	306
Nursing Care Management 103	6	306
Nursing Care Management 104	6	306
Nursing Care Management 105	4	204
Nursing Care Management 106	8	408
Nursing Care Management 107	8	408
Total	49 RLE units	2,499 hours

Section 9. Program of Study

BACHELOR OF SCIENCE IN NURSING Prototype 4-Year Curriculum

FIRST YEAR

First Semester

Course Code	Course Name	Lec	Lab	Units
English 1	Communication Skills I	3	0	3
Filipino 1	Sining ng Pakikipagtalastasan	3	0	3
Chem 1	General Chemistry (Organic & Inorganic)	3	2	5
TFN	Theoretical Foundations in Nursing	3	0	3
Math 1	College Algebra	3	0	3
Psych	General Psychology	3	0	3
PE 1	Physical Education 1	2	0	2
NSTP 1	National Service Training Program	3	0	3
				Total = 25

Second Semester

Course Code	Course Name	Lec	Lab/RLE	Units
English 2	Communication Skills II	3	0	3
Filipino 2	Panitikang Filipino	3	0	3
Ana/Physio	Anatomy and Physiology	3	2	5
NCM 100	Fundamentals of Nursing Practice	3	2	5
Chem 2	Biochemistry	3	2	5
PE 2	Physical Education 2	2	0	2
NSTP 2	National Service Training Program	3	0	3
				Total = 26

SUMMER

Subject Code	Course Name	Lec	Lab/RLE	Units
Physics	Physics	2	1	3
Logic	Logic and Critical Thinking	3	0	3
HA	Health Assessment	2	1	3
				Total = 9

SECOND YEAR

First Semester

Course Code	Course Name	Lec	Lab/RLE	Units
NCM 101	Care of Individuals and Family with Maternal and Child Health	6	6	12
CHN	Community Health Nursing	3	2	5
Micro/Para	Microbiology and Parasitology	3	1	4
Philo	Philosophy of the Human Person	3	0	3
Health Eco	Health Economics with Taxation & Land Reform	3	0	3
PE 3	Physical Education 3	2	0	2
Total =				29

Second Semester

Course Code	Course Name	Lec	Lab/RLE	Units
NCM 102	Care of Clients Across the Lifespan with Mother, Child and Family/Population Group -at-risk or With Problems	6	6	12
NuDiet	Nutrition and Diet Therapy	3	1	4
StratHealth	Teaching Strategies in Health Education	3	0	3
Pharma	Pharmacology	3	0	3
Bioethics	Bioethics*	3	0	3
PE 4	Physical Education 4	2	0	2
Total =				27

*Could be integrated in professional courses

SUMMER

Course Code	Course Name	Lec	Lab	Units
NI	Nursing Informatics	2	1	3
English 3	Speech Communication	3	0	3
Biostat	Biostatistics	3	0	3
Total =				9

Note: Completion of the 2-Year level of the BS Nursing curriculum may be considered as equivalent to National Certificate (NC) II of the Technical Education Skills and Development Authority (TESDA).

THIRD YEAR

First Semester

Course Code	Course Name	Lec	RLE	Units
NCM 103	Care of Clients Across the Lifespan with Problems in Oxygenation, Fluid & Electrolyte Balance, Metabolism and Endocrine	8	6	14
Socio/Anthro	Sociology with Anthropology	3	0	3
Humanities	Humanities [World Civilization and Literature]	3	0	3
Total =				20

Second Semester

Course Code	Course Name	Lec	RLE	Units
NCM 104	Care of Clients Across the Lifespan with Problems in Perception and Coordination, Adjustment and Maladaptive Behaviors	8	6	14
PhilHist	Philippine History with Governance and Constitution	3	0	3
NRes 1	Nursing Research 1	2	1	3
Total =				20

SUMMER

Course Code	Course Name	Lec	RLE	Units
NCM 105	Related Learning Experiences	0	4	4
Total =				4

FOURTH YEAR

First Semester

Course Code	Course Name	Lec	RLE	Units
NCM 106	Care of Clients Across the Lifespan and Population Group with Problems in Inflammatory and Immunologic Reactions, Cellular Aberrations, Acute Biologic Crisis, Including Emergency and Disaster Nursing	8	8 (with IV Therapy)	16
NRes 2	Nursing Research 2	0	2	2
Rizal	Life, Works and Writings of Rizal	3	0	3
CA 1	Competency Appraisal 1	3	0	3
Total =				24

Second Semester

Course Code	Course Name	Lec	RLE	Units
NCM 107	Nursing Leadership and Management	8	8	16
CA 2	Competency Appraisal 2	3	0	3
Total =				19

ARTICLE VI OTHER REQUIREMENTS

Section 10. Program Administration:

10.1 The College shall be administered by a full-time dean with the following qualifications:

- a. a Filipino citizen;
- b. a Registered Nurse in the Philippines with current and valid PRC ID;
- c. a holder of Master's degree in Nursing (MAN, MN, MSN);
- d. has at least one (1) year of clinical practice and a total of at least five (5) years teaching, administrative and supervisory experiences in nursing education;
- e. should be physically and mentally fit;
- f. must be of good moral character;
- g. has no other teaching assignments or administrative functions in other public/private institutions or higher education institutions;
- h. must be a member of the accredited national nursing association;
- i. upon appointment, he/she must be an active member of good standing of the Association of Deans of Philippine College of Nursing (ADPCN); and,
- j. upon appointment, he/she should have a duly notarized employment contract of at least one (1) academic year renewable annually. The contract should specify academic rank.

10.2 The Dean shall have the following functions and responsibilities:

- a. Prepares short term and long term planning;
- b. Initiates curriculum development programs;
- c. Plans a rational faculty, academic and non-academic load;
- d. Leads in the faculty and staff development programs;
- e. Manages human, financial and physical resources;
- f. Manages student development programs;
- g. Manages department/college office operations;
- h. Leads development and utilization of instructional resource materials;
- i. Pursues personal and professional development;
- j. Collaborates with the health services, affiliation agencies and other academic units in the implementation of instructional programs;
- k. Monitors proper implementation of the program;
- l. Initiates research and community extension projects/programs;
- m. Establishes internal and external linkages;
- n. Obtains recognition/accreditation of the nursing program; and
- o. Evaluates the performance results of the nursing program.

10.3 The Dean shall have a teaching load not to exceed a total of six (6) units of lecture in a semester.

Section 11. Faculty Qualifications/Requirements:

11.1 The faculty shall have academic preparation appropriate to his/her teaching assignment. In addition to being a Filipino citizen and having good moral character, the following qualifications must be observed:

For faculty members teaching professional courses:

- a. a Registered Nurse in the Philippines with current/valid PRC ID;
- b. a holder of Master's degree in Nursing (MAN, MN, MSN) and have at least one (1) year of clinical practice for those teaching professional courses;
- c. a member of good standing of accredited national nursing association;

For faculty members teaching other courses:

- d. a holder of at least master's degree of other allied medical and health sciences as specified under Section 4-C of this CMO for those teaching health science courses;
- e. a holder of at least master's degree in their area of specialization for faculty members teaching general education courses and should only teach courses in their area of specialization;

11.2 When vacancies occur in the teaching force of the college during the school year, substitute or replacement with similar or higher qualifications shall be employed.

11.3 The following conditions of employment must be observed:

- a. The salary of faculty shall be commensurate with his/her academic rank.
- b. Full time faculty member who teaches professional courses shall be responsible for both classroom and Related Learning Experiences (RLEs).

11.4 Upon appointment, a faculty member should have a duly notarized employment contract for at least one (1) academic year renewable annually specifying academic rank in accordance with his academic training and clinical expertise. The recognized ranks are: instructor, assistant professor, associate professor and professor.

11.5 For the initial operation of the BSN program with two (2) sections of not more than 50 students per section, a minimum of four (4) qualified faculty members teaching professional and health science courses, two (2) of whom must be holders of at least master's degree in nursing, shall be employed.

11.6 The College of Nursing shall have an updated five-year faculty development program (FDP). The FDP plays a role in the effective operation of the college which consists of written activities and programs toward the development of the faculty for

intellectual, personal, and professional as well as moral and spiritual growth. The program may be in the form of:

- a. graduate studies
- b. scholarship and research grants
- c. in-service and continuing training programs
- d. clinical skills enhancement on official basis for at least two weeks per year

11.7. Teaching Load. The teaching load of faculty members should be as follows:

- a. Full-time faculty members may carry a combined RLE and teaching load of not more than thirty-six (36) units per semester which includes consultation hours and other activities related to RLE instruction, research and extension services. One hour of RLE supervision is equivalent to one (1) unit credit.
- b. Nurses who are employed in government and private institutions who serve as part time faculty or clinical instructor must secure permit from the employer and may be given a maximum teaching load of nine (9) units provided they will render services after office hours. Moreover, the Chief Nurse/Training Coordinator/Supervisor/Head Nurse should not assume any administrative and clinical supervisory function in any nursing school.
- c. Part-time faculty employed full-time elsewhere may carry a teaching load of not more than 9 units in all the schools in which he/she teaches.

11.8. The college of nursing must have a faculty manual containing information and policies on all matters pertaining to the faculty.

11.9. There must be a faculty clinical orientation on policies, standards, guidelines and expectations of the course in the affiliating agencies. Likewise, nurses from affiliating agencies employed as preceptors or clinical instructors must be oriented to the BSN Curriculum and the expectation of the course.

Section 12. Library

12.1. Policy. Library services shall provide the instructional and research needs of the staff and students making it one of the most important service units within a higher education institution. It is for this reason that libraries should be given special attention by the administrators of the institution by maintaining it with a wide and up-to-date collection, qualified staff, communications and connectivity portals.

12.2 Library Staff. The Head librarian should:

- a) be a registered librarian;
- b) be a holder of Masters' degree in Library Science; and,
- c) have an appropriate professional training.

The library should be staffed with one full time registered librarian for every 1,000 students and a ratio of 1 librarian to 2 staff/clerks.

12.3. Library Holdings. Library holdings should conform with existing requirements for libraries. There should have five (5) book titles per professional subject found in the curriculum at a ratio of one (1) volume per fifteen (15) students enrolled in the program. Book titles must be of recent edition, published within the last five (5) years. The higher education institution [HEI] is encouraged to maintain periodicals and other non-print materials relevant to the nursing program to aid the faculty and students in their academic work. CD-ROMs may complement a library's book collection but should not be considered replacement for the same.

a. Opening of new BSN program shall have at least 3,000 total book collections, 30% of which shall consist of professional books. Ten percent (10%) of the total professional book collection shall be of Filipiniana collection.

b. The library collection during the recognition of the BS Nursing program shall double the book collection specified in 12.3.a.

12.4. Journals. For the opening of new BS nursing program, the HEI shall have a regular and updated subscription to at least seven (7) professional foreign nursing journals and at least two (2) local journals in the following areas:

- a. Maternal and Child Nursing
- b. General Nursing
- c. Nursing Research
- d. Psychiatric Nursing
- e. Nursing Management/Leadership
- f. Pediatric Nursing
- g. Medical-Surgical Nursing

For the recognition of the BS nursing program, the subscription of foreign nursing journals should be regularly maintained. The number of copies of these journals shall be increased depending upon the student population.

In addition to the core book collection, a core periodical collection of current and relevant titles (local and foreign) shall also be provided. The recommended number of periodicals based on enrollment are as follows:

Enrollment	No. of Periodicals
Less than 1,000 students	50
1,000 to 3,000	75
Over 3,000	100

12.5. Regular weeding out program shall be undertaken to keep the collection relevant and up-to-date for the last five (5) years. Archived collection shall not be more than 30% of the total collection.

12.6. Stamping of Library Collection. For purposes of identification, the library collection including general education books, professional books, reference materials, journals and similar other collection shall be stamped in the name of college/university and the campus where the institution is located.

12.7. Internet Access. Internet access is encouraged but should not be made a substitute for book holdings.

12.8. Space Requirements. The following are the minimum requirements for the library:

- a. At least 126 square meters or approximately two (2) classrooms shall be required for the library.
- b. At any one time, a library space should accommodate at least five per cent (5%) of the total enrollment.
- c. It should include space for collections, shelving areas, stockroom, reading area and office space or lounge for staff. The facilities shall be attractive and designed to provide safety and promote operational efficiencies and effectiveness of use. In addition, provision for future expansion should be made.

12.9. Finance. All library fees should be used exclusively for library operations and procurement for collections, furniture and fixtures, equipment and facilities, maintenance and staff development.

12.10. Networking. School libraries shall participate in inter-institutional activities and cooperative programs whereby resource sharing is encouraged.

12.11. Accessibility. The library should be accessible to all and should be open to serve the needs of users even beyond class hours. Users include members of the faculty, students and employees of the institution.

Section 13. Facilities and Equipment

13.1. Laboratory Requirements:

Laboratories should conform to existing requirements as specified in RA 6541, "The National Building Code of the Philippines" and Presidential Decree 856, "Code of Sanitation of the Philippines." List of required and recommended equipment are listed in each course requirements.

A system for identification of laboratory equipment, supplies and models should be observed.

13.2. Classroom Requirements:

- a. For regular lecture class, the class size shall have a maximum of 50 students.
- b. For science laboratory class, the class size shall have a maximum of 25 students
- c. For special lectures, a class size of more than 45 students may be allowed as long as the required facilities are provided.

The classroom area shall have at least 7 meter x 9 meter or 63 square meters.

13.3. Nursing Arts Laboratory:

The nursing arts laboratory must be well-lighted and well-ventilated. Its demonstration room and practice area for return demonstration must have an area of at least 8m. x 14m. or 112 sq.m. The nursing arts laboratory simulates major areas in hospital setting and equipped with basic instruments, equipment and supplies, to aid in the development of the competencies in performing nursing procedures. Specifically, the nursing arts laboratory shall have:

- a. An amphitheater-style demonstration room that can accommodate a maximum of 50 students at one time with lavatory and running water;
- b. Ratio of bed to practicing students is 1:2 or a practice area for return demonstration where there is one (1) bed to two (2) students at any given time;
- c. At least two (2) doors which will serve as an entrance and exit;
- d. At least one (1) fire extinguisher placed outside the door in each science laboratory/nursing arts laboratory. The fire extinguisher must have a record of refill and expiry date attached to the unit;
- e. Basic demonstration models namely:
 1. Birthing model
 2. Newborn Model
 3. Adult bisexual model with the following contraptions for:
 - 3.1 basic life support
 - 3.2. tracheostomy care
 - 3.2. colostomy care
 - 3.3 catheterization
 - 3.4 enema
 - 3.5. parenteral/intravenous (IV)
 - 3.6 electrocardiogram (ECG) monitoring demonstration
- f. Ratio of demonstration models to practicing students is 1:10 to facilitate learning.

13.4. Clinical Facilities and Resources:

Related Learning Experiences (RLEs) are teaching-learning opportunities that are designed to develop the competencies of students utilizing processes in various health situations. These could be sourced from, but not limited to lying-in clinics, schools, industrial establishments, community, out-patient clinics and general and specialty hospitals.

Base Hospital. The base hospital is a health facility being utilized by a higher education institution with nursing program offering as a source of basic or primary related learning experiences. The hospital maybe independent or owned or operated by the institution or utilized by the institution in accordance with an effective and duly notarized Memorandum of Agreement between the institution and the base hospital which clearly specifies the responsibilities of each party.

The base hospital of a nursing school should meet the following requirements:

- a. Has current accreditation by the DOH-Bureau of Licensing and Regulation as Level IV Hospital (Tertiary Care/Teaching/Training Hospital). However, Level III Hospitals (Secondary Care Hospitals) may be considered provided that the hospital can provide the following:
 - a.1 adequate case load for the number of students enrolled as stipulated in Article VII, Section 15-f. 9.
 - a.2 adequate facilities for the teaching and learning needs of the students.
- b. Should be accessible and located within the region where the nursing school is situated. In the case of nursing schools located in Metro Manila, the base hospital should be located within Metro Manila.
- c. Sixty per cent (60%) of the total bed capacity of the base hospital shall be used for the RLEs of students.

Affiliation Hospital is a health facility being utilized by the higher education institution in specialized areas for supplementary clinical learning of students such as mental, orthopedics and communicable diseases. A Contract of Affiliation shall be used as a legal document to show the terms of references among involved parties. Parties to the contract of affiliation should provide and maintain an environment conducive to the attainment of the teaching-learning objectives. The nursing school and the hospital agency should establish effective coordination and cooperation. Open communication should exist among the medical staff and the school personnel.

Cross regional affiliations will not be allowed unless in cases where specialty areas cannot be found in the region.

The base hospital/s, affiliation hospital/s and community health agency/ies being used by the students for RLEs either conducted in urban or rural community should have the following facilities:

- a. classroom for conference
- b. library
- c. comfort room
- d. dressing room
- e. lounge
- f. locker

Provision should be made for adequate physical facilities, supplies and equipment for effective nursing care and learning experiences of students.

The nursing service should be provided with a designated training coordinator and the required staffing composed of qualified professional and non-professional personnel.

The faculty and the nursing service personnel of the affiliation agency should work together in the planning, implementation and evaluation of the related learning experiences of students.

There should be an adequate number of patients varying in age, sex, level/acuity and types of illness desired for teaching-learning experience of different curricular levels.

13.5. Virtual Nursing Skills Laboratory:

Higher education institutions are encouraged to put up Virtual Skills Laboratory to supplement and complement the related learning experiences prior to actual experience.

ARTICLE VII INSTRUCTIONAL STANDARDS

Section 14. The institution must maintain a high standard of instruction, utilizing appropriate and updated course syllabi/references and instructional methods/strategies taking into consideration the key areas of responsibility (Safe Quality Care, Communication, Collaboration & Teamwork, Legal Responsibility, Ethico-Moral, Personal & Professional Development, Research, Quality Improvement, Records Management and Environmental Management) that contribute to quality nursing education. The following should be strictly observed:

- a. The offering of professional nursing subjects with the corresponding

RLEs must be strictly adhered to, taking into consideration the prerequisites, sequencing, continuity and integration requirements.

- b. Credit for the completion of the course is based on the fulfillment of curricular requirements.
- c. The Related Learning Experiences are organized around the objectives and competencies set forth by the course which all students must be able to achieve. RLE requirements must conform with PRC Policies and Guidelines.
- d. The ratio of faculty to student in science laboratory class is 1:25 while regular classroom is 1:50. The institution shall provide for a systematic and continuing plan of evaluation of the student's progress through a marking system that is consistent and congruent to set objectives.
- e. A system of academic evaluation shall be instituted and implemented for monitoring and evaluating students and teacher performance.
- f. There shall be a regular academic audit of instructional resources such as syllabi, textbooks, modules, audiovisual materials and others such as software.
- g. Academic records of faculty members must be properly kept and be maintained in the college of nursing.

Section 15. The Related Learning Experiences (RLEs) are carefully selected to develop competencies utilizing the nursing process in varying health situations. The following conditions must be observed:

- a. There shall be close correlation of theoretical knowledge to related learning experience. Classroom and RLE activities must be congruent.
- b. Classroom and RLE is a continuous process. Faculty teaching in the classroom shall continue to teach the students in their RLE.
- c. Letters of intent to utilize affiliation agencies shall be available at the initial year of operation.
- d. A documented RLE rotation plan showing distribution of students and faculty supervision in each clinical area of base hospital and affiliation agencies shall be made available.
- e. Faculty compensation shall be based on the computation that one (1) hour RLE is equivalent to one (1) lecture hour.
- f. Effectiveness and efficiency of the related learning experience, shall consider the following factors:

- f.1 Quality of supervision of clinical instructors and teaching-learning process
- f.2 Readiness and capability of the learner
- f.3 Quality of the learning resources both in institutions and communities
- f.4 Adequate number and variety of clientele
- f.5 Utilization of appropriate feedback mechanism
- f.6 Adequate number of qualified nursing staff and other personnel
- f.7 Quality of nursing care services
- f.8 Compliance with the required equivalence of fifty one (51) hours to to one (1) unit RLE
- f.9 Ratio of student to clientele depends upon the objectives and the capacity of the student.

The ratio of student to clientele shall be:

Level	1 st Semester	2 nd Semester
II	1:1	1:2
III	1:2-3	1:3-4
IV	1:5	1:6

The ratio of faculty to student ratio shall be:

Level	1 st Semester	2 nd Semester
II	1:8	1:8
III	1:10-12	1:10-12
IV	1:12-15	1:12-15

- g. For government recognition, an increase in student population shall be subject to proportionate increase of resources both in classroom and clinical area subject to CHED approval. For this purpose, CHED Regional Offices shall strictly monitor compliance herein.

h. Nursing schools that are in existence for a period of five (5) years are encouraged to undergo program accreditation.

ARTICLE VIII RESEARCH REQUIREMENTS

The administration shall encourage and support research among its students and faculty and promote utilization of research findings to guide and improve nursing practice, educational management and other aspects of the nursing program.

All students shall complete a research project during the course of study. Faculty research outputs and publications shall be considered in faculty promotions and academic ranking. Strict adherence to ethics in research must be observed.

There shall be an adequate budget allocated for research and publications. A functional research committee or office should support research and publication activities.

ARTICLE IX ADMISSION, SELECTION AND RETENTION OF STUDENTS

The school shall have a well-defined admission, selection, promotion and retention policies published and made known to students and reflected in the Student Handbook. In addition, the college shall administer entrance examination for incoming freshmen students covering the following areas:

- a. English
- b. Science
- c. Mathematics
- d. Inductive Reasoning

The number of students admitted to the College of Nursing shall be based on the following:

- a. qualified faculty
- b. teaching/learning resources
- c. resources of the base hospital/affiliation agencies based on:
 - clientele
 - staffing
 - facilities/services
 - number of student affiliates

Records and evidences of actual implementation of these policies must be made available.

A student is allowed to enroll a course after he/she has satisfactorily passed all its pre-requisite courses.

A student shall be allowed to carry only the regular semestral load. However, academic load for graduating students must be guided by appropriate CHED issuances.

Second coursers or professionals shall strictly adhere to the regular rotation of RLE and schedule of classes. The special BS nursing program provided in CMO No. 9 s. 2004 shall no longer be allowed.

ARTICLE X RESIDENCY REQUIREMENTS

As a general rule, a candidate for graduation must have taken the last curricular year level in the college. The student shall be evaluated according to the criteria or system of evaluation required by the college to determine proficiency in all professional courses.

ARTICLE XI SANCTIONS

Non-compliance with the provisions of this CMO shall, after due process, cause the Commission to revoke government permit/recognition or deny issuance of authority to operate the nursing program.

Gradual phase out of the nursing program with an average of below 30% for a three-year period in the Philippine Nurse Licensure Examination starting from 2012 shall be implemented by the CHED subject to the following guidelines:

1. The official results of the nurse licensure examination from the Board of Nursing of the Professional Regulation Commission shall be the main criterion in phasing-out of nursing programs.
2. The percentage results of the board examination/s taken within the year shall be the annual average.
3. The computation of the 30% shall only involve the ratings of the examinees who took the nurse licensure examination for the first time.
4. Within the 3-year period, there shall be two (2) monitoring activities to be done by the Commission. Conference with school officials shall be conducted to determine areas for improvement, otherwise, CHED shall issue the phase out Order.

ARTICLE XII TRANSITORY PROVISION

Higher education institutions that have been granted permit or recognition to offer the BS Nursing program are required to fully comply with all the requirements in this CMO within three (3) years after the date of effectivity.

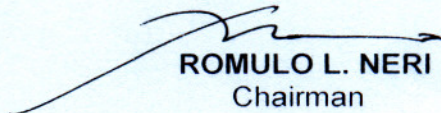
**ARTICLE XIII
SEPARABILITY AND REPEALING CLAUSE**

Any provision of this Order, which may thereafter be held invalid, shall not affect the remaining provisions.

All CHED issuances, rules and regulations or parts thereof that are inconsistent with the provisions of this CMO are hereby repealed.

**ARTICLE XIV
EFFECTIVITY CLAUSE**

This CMO shall take effect starting School Year 2008-2009, fifteen (15) days after its publication in the Official Gazette or in a newspaper of national circulation.


ROMULO L. NERI
Chairman

Pasig City, Philippines
March 14, 2008

COURSE SPECIFICATIONS

Course Name	:	ANATOMY AND PHYSIOLOGY
Course Description	:	This course deals with human in terms of its adaptations, structural framework, with emphasis on physiology regulations' adaptive mechanism, integrates lecture with laboratory experiences which provides exercises and techniques necessary in clinical situations.
Course Credit	:	3 units lecture, 2 units lab
Contact Hours/sem	:	54 lecture hours, 108 lab hours
Pre-requisite	:	None
Placement	:	1 st year, 2nd semester
Course Objectives:		<p>At the end of the course and given specific situations/conditions, the student should be able to:</p> <ol style="list-style-type: none"> 1. describe the anatomic structures and physiologic mechanisms/processes/systems involved in the following physiologic concepts: <ol style="list-style-type: none"> 1.1 locomotion 1.2 fluid transport 1.3 gas exchange 1.4 fluid and electrolyte, acid/base dynamics 1.5 nutrition metabolism 1.6 chemical regulation 1.7 neural regulation 1.8 sensory intake 1.9 protection 1.10 awareness and response to the environment 1.11 reproduction 2. utilize basic anatomical facts and physiological concepts and principles in the nursing care of individuals
Course Outline	:	<ol style="list-style-type: none"> I. Anatomy <ol style="list-style-type: none"> A. Definition <ol style="list-style-type: none"> 1. Types of Study <ol style="list-style-type: none"> a. Systematic Anatomy b. Regional Anatomy c. Surface Anatomy B. Physiology <ol style="list-style-type: none"> 1. Definition 2. Types of Study: <ol style="list-style-type: none"> a. According to the organism involved b. According to levels of organism within a given organism C. Structural and Functional organization <ol style="list-style-type: none"> 1. Seven Structural Levels

- a. Chemical
- b. Organelle
- c. Cell
- d. Tissues
- e. Organ
- f. Organ System
- g. Organism
- D. Characteristics of Life
 - 1. Organization
 - 2. Metabolism
 - 3. Responsiveness
 - 4. Growth
 - 5. Development
 - 6. Reproduction
- E. Homeostasis
 - 1. Negative feedback
 - 2. Positive feedback
- F. Terminology and the Body Plan
 - 1. Directional Terms
 - 2. Planes/Sections
 - 3. Body Regions
 - 4. Body Cavities
 - 5. Serous Membranes
- II. Cells, Tissues, Glands and Membranes
 - A. Cells
 - 1. Cell Structure and Function
 - 2. Whole Cell Activity
 - B. Tissues
 - 1. Basic Tissue Types
 - a. Epithelial tissue
 - b. Connective tissue
 - c. Muscle tissue
 - d. Nervous tissue
 - e. Membranes
 - f. Inflammation
 - g. Tissue repair
 - C. The Chemistry of Life
 - 1. Basic Chemistry
 - 2. Chemical Reactions
 - 3. Acids and Bases
 - 4. Water
 - 5. Organic Molecules

- III. The Respiratory System
 - A. Anatomy of the Respiratory System
 - 1. Nose & Nasal Cavities
 - 2. Pharynx
 - 3. Larynx
 - 4. Trachea
 - 5. Bronchi & smaller air passages
 - 6. Lungs
 - 5. Pleural cavities
 - B. Ventilation and Lung Volumes
 - 1. Phases of Ventilation
 - 2. Mechanisms of Ventilation
 - 3. Collapse of the Lung
 - 4. Pulmonary volumes and capacities
 - C. Gas Exchange
 - D. O₂ and CO₂ transport in the Blood
 - E. Modification of Ventilation
- IV. The Cardio Vascular System
 - A. The Heart
 - 1. The Blood Vessels and Circulation of Blood
 - a. Structure & Function
 - b. Blood Vessels of the Pulmonary Circulation
 - c. Blood Vessels of the Systemic Circulation
 - d. The Physiology of Circulation
 - e. Control of Blood Vessels
 - f. Regulation of Arterial Pressure
 - B. The Blood
 - 1. Function
 - 2. Composition of Blood
 - a. Plasma
 - b. Cellular Content
 - c. WBC or Leukocytes
 - d. Platelets or Thrombocytes
 - 3. Preventing Blood Loss
- V. The Lymphatic System and Immunity
 - 1. Functions
 - 2. Lymphatic Vessels
 - 3. Lymphatic Organs
 - 4. Immunity
- VI. The Digestive System
 - 1. Activities in the Digestive System
 - 2. Trunks or Layers of the Digestive Tract
 - 3. Organs and Functions of the Digestive System
 - 4. Movements and Secretions in the Digestive System
 - 5. Metabolism
- VII. The Endocrine System
 - 1. Hormones

- 2. The Endocrine Glands and their Hormones
- 3. Other Hormones
- VIII. The Urinary System and Fluid Balance
 - 1. Structure and function
 - 2. Kidney
 - 3. Ureters
 - 4. Urinary Bladder
 - 5. Urethra
- IX. Fluids and Electrolytes
 - 1. Body Fluid Compartments
 - 2. Composition of Fluid in the body Fluid Compartments
 - 3. Exchange between Body fluid Compartments
 - 4. Regulation of Extracellular Fluid Composition
 - 5. Regulation of Acid-Base Balance
 - 6. Alterations in the Buffering Mechanism
- X. The Integumentary System
 - 1. Structure of the Skin
 - 2. Accessory Skin Structures
- XI. The Nervous System
 - 1. Division of the Nervous System
 - 2. Cells of the Nervous System
 - 3. Central Nervous System
 - 4. Peripheral Nervous System
 - 5. Autonomic Nervous System
- XII. The Special Senses
 - 1. Major Groups
 - 2. General Sense
 - 3. Special Senses
- XIII. The Skeletal System
 - 1. Major Components
 - 2. Connective Tissue
 - 3. General Feature of Bone
 - 4. General Classification of Bone Anatomy
- XIV. The Muscular System
 - 1. Characteristics of Skeletal muscle
 - 2. Smooth Muscle Anatomy
 - 3. Skeletal Muscle Anatomy
- XV. The Reproductive System
 - 1. Male Reproductive System
 - a. Parts
 - b. Physiology of male reproduction
 - 2. Female Reproductive System
 - a. Parts
 - 3. Physiology of the female reproduction

Laboratory Supplies and Equipment	:	Anatomical models, charts Videos and CD ROMs Preserved specimens and slides Reflex hammer	Sphygmomanometer Stethoscope Microscope
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Course Name	:	THEORETICAL FOUNDATIONS IN NURSING	
Course Description	:	This course deals with the meta concepts of a person, health, environment and nursing as viewed by the different theorists. Likewise, it includes non-nursing theories such as systems, developmental and change theories. It presents how these concepts and theories serve as guide to nursing practice. It further deals with health as a multifactorial phenomenon and the necessary core competencies that the nurse need to develop.	
Course Credit	:	3 units	
Contact Hours/sem	:	54 lecture hours	
Pre-requisite	:	Psychology	
Placement	:	1 st Year, 1 st Semester	
Course Objectives:	:	<p>At the end of the course and given simulated conditions/situations, the student will be able to</p> <ol style="list-style-type: none"> 1. differentiate views given by various nursing theorists on person, health, environment and nursing 2. describe the various non-nursing theories as applied to nursing 3. utilize selected nursing theory and non-nursing theories in the care of clients 4. demonstrate selected competencies under the eleven key areas of responsibilities pertinent to nursing 	
Course Outline	:	<p>I. Overview</p> <ol style="list-style-type: none"> 1. Definition of concept, theory, principle 2. Characteristics of a theory 3. Components of a theory 4. Purposes of nursing theory 5. Nursing paradigm <p>II. Different views of person, health, environment and nursing by various nursing theorists</p> <ul style="list-style-type: none"> ▪ Florence Nightingale ▪ Ernestine Weidenbach ▪ Virginia Henderson ▪ Faye Glenn Abdellah ▪ Jean Watson ▪ Dorothea Orem ▪ Myra Estrine Levine ▪ Martha Rogers 	

- Dorothy Johnson
- Callista Roy
- Betty Neuman
- Imogene King
- Hildegard Perplau
- Ida Jean Orlando
- Joyce Travelbee
- Madelline Leininger
- Rosemarie Rizzo Parse
- Joyce J. Fitzpatrick
- Anne Boykin and Savina Schoenhoffer
- Margaret Neuman
- Josephine E. Paterson
- Loretta Zderad

III. Different Views of Non-nursing Theories:

1. Systems Theory
2. Change Theory
3. Developmental Theory

IV. Health as a Multifactorial Phenomenon

V. Interlinking Relationships of Factors Affecting Health

VI. Care Enhancement Qualities including Core Values

VII. Competency-based Approach to the BSN Curriculum

VIII. Core competencies under the 11 Key Areas of Responsibility

Course Name	:	HEALTH ASSESSMENT
Course Description	:	The course deals with concepts, principles & techniques of history taking using various tools, physical examination (head to toe), psycho-social assessment and interpretation of laboratory findings to arrive at a nursing diagnosis on the client across the lifespan in varied settings.
Course Credit	:	2 units lecture, 1 unit RLE
Contact Hours/sem	:	36 lecture hours, 51 lab hours
Prerequisite	:	All first semester subjects
Placement	:	1 st year, Summer
Course Objectives:		At the end of the course and given simulated and actual conditions/ situations, the student will be able to: 1. differentiate normal from abnormal assessment findings 2. utilize concepts, principles, techniques and appropriate assessment tools in the assessment of individual client with varying age group and development

<p>Course Outline</p>	<p>:</p> <ul style="list-style-type: none"> I. Review of the Nursing Process II. Health History Guidelines <ul style="list-style-type: none"> A. Interview <ul style="list-style-type: none"> 1. Purpose 2. Structure 3. Guidelines of an effective interview III. Health History <ul style="list-style-type: none"> A. Personal profile <ul style="list-style-type: none"> 1. Chief complaint of present illness 2. Past health history 3. Current medications 4. Personal habits & patterns of living 5. Psychosocial History <ul style="list-style-type: none"> a. Mental Status Assessment <ul style="list-style-type: none"> ▪ Children and Adolescent ▪ Adults B. Functional Assessment <ul style="list-style-type: none"> 1. Adults 2. Physical activities of daily living (PADC) 3. Instrumental activities of daily living (IADL) C. Functional Assessment Tests <ul style="list-style-type: none"> 1. Newborns – Apgar scoring system 2. Infants & children – MMDST 3. Adults <ul style="list-style-type: none"> a. Katz Index of Independence in ADL b. Barthel index D. Review of Systems (Symptoms) E. Assessment in pregnancy (e.g. LMP, EDC) F. Pediatric Additions to Health History (e.g. head circumference, weight, height, immunization) G. Geriatric Additions to the Health History (e.g. immunization, current prescription medications, over the counter medications, ADL, social support, etc.) III. Physical Examination <ul style="list-style-type: none"> A. Preparation guidelines B. PE guidelines C. Techniques in Physical assessment <ul style="list-style-type: none"> 1. Inspection 2. Auscultation 3. Percussion 4. Palpation D. Continuing Assessment <ul style="list-style-type: none"> 1. Pain 2. Fever E. Pediatric Adaptation
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		<ol style="list-style-type: none"> 1. General guidelines 2. Specific age groups <p>F. Geriatric adaptations</p> <ol style="list-style-type: none"> 1. General guidelines 2. Modifications <p>G. Cultural considerations</p> <ol style="list-style-type: none"> 1. Sequence of PE (adult/pedia/geriatric adaptations) <ol style="list-style-type: none"> a. Overview b. Integument c. Head d. Neck e. Back f. Anterior Trunk g. Abdomen h. Musculoskeletal system i. Neurologic system j. Genitourinary system <p>H. Clinical alert</p> <p>I. Documentation of findings</p> <p>J. Patient & Family Education & Home Health Teaching</p> <p>IV. Diagnostic Tests (routine laboratory exams)</p> <p>V. Appropriate Nursing Diagnosis</p>																				
Laboratory Supplies and Equipment	:	<table border="0"> <tr> <td>Assessment forms</td> <td>Patient's chart</td> </tr> <tr> <td>Ophthalmoscope</td> <td>Watch with second hand</td> </tr> <tr> <td>Otoscope</td> <td>Sphygmomanometer</td> </tr> <tr> <td>Flashlight or penlight</td> <td>Stethoscope</td> </tr> <tr> <td>Tongue depressor</td> <td>Gloves and lubricant</td> </tr> <tr> <td>Ruler & tape</td> <td>Vaginal speculum and equipment for cytological</td> </tr> <tr> <td>Thermometer</td> <td>bacteriological study</td> </tr> <tr> <td>Tuning fork</td> <td>Reflex hammer</td> </tr> <tr> <td>Safety pins</td> <td>Paper & pen and pencil</td> </tr> <tr> <td>Cotton</td> <td></td> </tr> </table>	Assessment forms	Patient's chart	Ophthalmoscope	Watch with second hand	Otoscope	Sphygmomanometer	Flashlight or penlight	Stethoscope	Tongue depressor	Gloves and lubricant	Ruler & tape	Vaginal speculum and equipment for cytological	Thermometer	bacteriological study	Tuning fork	Reflex hammer	Safety pins	Paper & pen and pencil	Cotton	
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Course Name	:	NCM 100 - FUNDAMENTALS OF NURSING PRACTICE
Course Description	:	This course provides the students with the overview of nursing as a science, an art and a profession. It deals with the concept of man as a holistic being comprised of bio- psycho- socio and spiritual dimensions. It includes a discussion on the different roles of a nurse emphasizing health promotion, maintenance of health as well as prevention of illness utilizing the nursing process. It includes the basic nursing skills needed in the care of individual clients.
Course Credit	:	3units lecture, 2 unit RLE
Contact Hours/Sem	:	54 hours lecture and 102 RLE hours
Prerequisite	:	General Chemistry, Theoretical Foundations of Nursing
Co-requisite	:	Anatomy & Physiology, Biochemistry

Placement	:	1 st Year, 2 nd semester
Course Objectives:		<p>At the end of the course and given actual or simulated situations /conditions, the student will be able to:</p> <ol style="list-style-type: none"> 1. utilize the nursing process in the holistic care of client for the promotion and maintenance of health <ol style="list-style-type: none"> 1.1 Assess with the client his/her health status and risk factors affecting health 1.2 Identify actual wellness/at risk nursing diagnosis 1.3 Plan with client appropriate interventions for the promotion and maintenance of health 1.4 Implement with client appropriate interventions for the promotion and maintenance of health 1.5 Evaluate with client outcomes of a healthy status 2. ensure a well-organized recording and reporting system 3. observe bioethical principles and the core values (love of God, caring, love country and of people) 4. relate effectively with clients, members of the health team and others in work situations related to nursing and health
Course Outline	:	<ol style="list-style-type: none"> I. Nursing as a Profession <ol style="list-style-type: none"> A. Profession <ol style="list-style-type: none"> 1. Definition 2. Criteria B. Nursing <ol style="list-style-type: none"> 1. Definition 2. Characteristics 3. Focus: Human Responses 4. Personal and professional qualities of a nurse C. History of Nursing <ol style="list-style-type: none"> 1. In the world 2. In the Philippines (include the history of own nursing school) D. Development of modern nursing E. Growth of Professionalism <ol style="list-style-type: none"> 1. Profession <ol style="list-style-type: none"> a. Specialized Education b. Body of Knowledge c. Ethics d. Autonomy 2. Carper's four patterns of knowing <ol style="list-style-type: none"> a. Nursing science b. Nursing ethics c. Nursing Esthetics d. Personal Knowledge F. Overview of the Professional Nursing Practice <ol style="list-style-type: none"> 1. Level of Proficiency according to Benner (Novice, Beginner, Competent, Proficient, Expert) 2. Roles and Responsibilities of a Professional nurse

3. Scope of Nursing Practice based on RA 9173
4. Overview of the Code of Ethics for Nurses/Filipino Bill of Rights/Legal Aspects
5. Professional/legal and moral accountability / responsibility

G. Different Fields in Nursing

1. Institutional Nursing (hospital staff nursing)
2. Community Health Nursing (School nursing /industrial nursing/public health nursing)
3. Independent nursing practice
4. Nursing in Education
5. Nursing in other fields

H. Communication Skills

1. Effective communication
2. Purposes of therapeutic communication
3. Components of communication
4. Criteria for effective verbal communication
5. Guidelines for active & effective listening
6. Guidelines for use of touch
7. Developmental consideration in communication
8. Communicating with people who are
 - a. Physically challenged
 - b. Cognitively challenged
 - c. Aggressive
9. General guidelines for transcultural therapeutic communication

I. Nursing Process

1. Assessment
2. Nursing Diagnosis (as a concept and process)
3. Planning (long-term, short-term, priority setting, formulation of objectives)
4. Intervention (collaborative, independent nursing interventions)
5. Evaluation (formative, summative)
6. Documentation of plan of care /reporting

J. Health and Illness:

1. Recall concepts learned about man as an individual and as a member of the family
2. Define Health. Wellness and Illness
3. Explain the dimensions of wellness
4. Discuss the Health-Illness Continuum
5. Enumerate the stages of wellness and Illness
6. Describe the three levels of Prevention

K. Levels of Care

1. Health Promotion
2. Disease Prevention
3. Health Maintenance

		<ul style="list-style-type: none"> 4. Curative 5. Rehabilitative L. Basic Interventions to Maintain <ul style="list-style-type: none"> 1. Healthy Lifestyle, 2. Oxygenation 3. Fluid and electrolyte balance 4. Nutrition 5. Elimination 6. Temperature regulation 7. Mobility and exercise 8. Hygiene and Comfort, 9. Safety, Security and Privacy 10. Psychosocial and Spiritual Concerns M. Meeting needs related to death and dying/grief and grieving <ul style="list-style-type: none"> 1. Concept of death and dying/gief and grieving 2. Care of the terminally ill patients and their families . 3. Post mortem care II. Nursing as an Art <ul style="list-style-type: none"> A. Definition of Arts <ul style="list-style-type: none"> 1. Why is nursing an art? 2. Concepts related to the art of nursing 3. Self-awareness/concept (Who am I ?) 4. Self enhancement (How do I become a better person?) 5. Caring : An Integral Component of Nursing 6. Nursing – Client Relationship 7. Therapeutic communication 8. Focus of Nursing III. Health and Illness: <ul style="list-style-type: none"> 1. Recall concepts learned about man as an individual and as a member of the family 2. Define Health. Wellness and Illness 3. Explain the dimensions of wellness 4. Discuss the Health-Illness Continuum 5. Enumerate the stages of wellness and Illness 6. Describe the three levels of Prevention
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Course Name	:	NCM 101-CARE OF INDIVIDUALS, FAMILY WITH MATERNAL AND CHILD HEALTH
Course Description	:	Principles and techniques of caring for the normal mothers, infants, children and family and the application of principles and concepts on family and family health nursing process.
Course Credit	:	6 units lecture, 6 units RLE
Contact Hours/Sem	:	108 lecture hours, 306 RLE hours
Prerequisite	:	FNP 1, Health Assessment, Anatomy and Physiology, Microbiology

Placement	:	2 nd year, 1 st semester
Course Objectives:		<p>At the end of the course, given actual or simulated situations /conditions involving the client (normal pregnant woman, mother, and/or newborn baby, children and the family), the student will be able to:</p> <ol style="list-style-type: none"> 1. utilize the nursing process in the holistic care of client for the promotion and maintenance of health. <ol style="list-style-type: none"> 1.1 Assess with the client his/her health condition and risk factors affecting health 1.2 Identify wellness /at risk nursing diagnosis 1.3 Plan with client appropriate interventions for health promotion and maintenance of health 1.4 Implement with client appropriate interventions for health promotion and health maintenance taking into consideration relevant principles and techniques 1.5 Evaluate with client the progress of their health condition and outcomes of care. 2. ensure a well-organized recording and reporting system 3. observe bioethical principles and the core values (love of God, caring, love country and of people) 4. relate effectively with clients, members of the health team and others in work situations related to nursing and health
Course Outline	:	<ol style="list-style-type: none"> I. The Family and Family Health <ol style="list-style-type: none"> 1. Concepts/ Definition of family 2. Family structure and functions 3. Universal characteristics of families 4. Characteristics of a healthy family 5. Family stages and tasks 6. Levels of Prevention in Family Health II. The Family Health Nursing Process <ol style="list-style-type: none"> 1. Definition of family health nursing & family nursing process 2. Principles of family nursing process 3. Steps of the family health nursing process 4. Initial Assessment/data base for Family Nursing Practice 5. Family structure/characteristics/dynamics 6. Social, economic & cultural factors 7. Health status of each family member 8. Values & practices on health promotion III. Methods of Data Gathering <ol style="list-style-type: none"> 1. Health assessment of each family member 2. Observation 3. Interview 4. Review of records/reports & laboratory results 5. Assessment of home & environment 6. Tools used in family assessment: genogram, ecomap, initial database, family assessment guide IV. Typology of Nursing Problems in Family Nursing Practice

1. 1st level assessment: identify health threats, foreseeable crisis, health deficits & wellness potential/state
 2. 2nd level assessment: determining family's ability to perform the family health tasks on each health threat, health deficit, foreseeable crisis or wellness potential
- V. Statement of a Family Health Problem- health problem and cause/ contributing facts
- VI. Criteria for Priority Setting
1. Planning
 - a. Definition and importance of the family nursing care plan
 - b. Goal and objective setting
 2. Implementing
- VII. Categories of nursing interventions in family nursing practice include:
1. Human becoming: Methods/Processes
 2. Competency-based teaching
 3. Motivation-support for behavior change/lifestyle modification
- VIII. Categories of health care strategies and intervention
1. Preventive
 2. Curative
 3. Rehabilitative
 4. Facilitative
 5. Facilitation
 - k. Direct
- IX. Evaluation
1. Qualitative & quantitative data for evaluation
 2. Methods & sources of evaluative data
 3. Steps in evaluation
 4. Evaluation criteria
 5. Evaluation in Family nursing practice
- X. Records in Family Health Nursing Practice
1. Importance & uses
 2. Types of records & reports
- XI. Organization & Functions of the Department of Health to achieve health goals for the Filipino people
1. Programs & services:
 2. Environmental health
 3. Maternal Health
 4. Child health
 5. Strategies & approaches
- XII. Team approach to health care
1. Community Health Nursing Practice
 - a. Nature & scope
 - b. Basic concepts & principles
 - c. Functions and responsibilities
 - d. Role of the nurse
 2. Specialized fields in Community Health Nursing
 - a. School health nursing

- b. Occupational health nursing
- c. Community mental health nursing

XIII. Mother and Child Health

1. Procreative Health

- a. Definition and theories related to procreation
- b. Process of human reproduction
- c. Risk factors that will lead to genetic disorders
- d. Common tests for determination of genetic abnormalities
- e. Utilization of the nursing process in the prevention of genetic alteration and in the care of clients seeking services before & during conception

XIV. Antepartum/ Pregnancy

1. Anatomy & physiology of the male and female reproductive system
2. Physiology of menstrual cycle
3. The process of conception
4. Fetal circulation
5. Milestones of fetal development

6. Estimating the EDC
7. Common teratogens and their effects
8. Health history: past, present, potential, biographical data, menstrual history, current pregnancy (EDD, AOG, gravid, para), previous pregnancies & outcomes (TPAL score), gynecologic history, medical history, nutritional status
9. Normal changes during pregnancy
 - a. Local & systematic physical changes including vital signs, review of systems
 - b. Emotional changes including 'angers in pregnancy'
 - c. Leopold's maneuver
 - d. Progress of labor
10. Danger signs of pregnancy
11. Normal diagnostic/laboratory findings & deviations
 - Pregnancy test
 - Urine test
 - Blood test (CBC)
12. Appropriate nursing Diagnoses
13. Addressing the needs of pregnant mothers

XV. Intrapartum (Process of Labor & Delivery)

1. Factors affecting labor & delivery process- passenger, passage, power
2. Functional relationships of presenting part
3. Theories of labor onset
4. Common signs of labor
5. Stages of labor & delivery
6. Common discomforts of the woman during labor and delivery
7. Danger signs during labor & delivery

8. Appropriate Nursing Diagnoses
 9. Care of clients experiencing labor & delivery process
 10. Physical & psychological preparation of the client:
 - Explanation of the procedure, Securing informed consent, Provision of safety, comfort & privacy (proper positioning, Draping, Constant feedback, Therapeutic touch)
 11. Monitoring of progress of labor delivery
 12. Provision of personal hygiene, safety & comfort measures e.g. perineal care, breast care & adequate rest & exercise
 13. Coping mechanisms of woman's partner and family of the stresses of pregnancy, labor and delivery & puerperium
 14. Preparation of the labor & delivery room
 15. Preparation of health personnel
- XVI. Post Partum
1. Definition
 2. Specific Body Changes on the Mother
 3. Psychological Changes on the Mother
 4. Phases of Puerperium
 - "Taking In"
 - "Taking Hold"
 - "Letting Go"
 5. Monitoring of Vital signs, uterine involution, amount & pattern of lochia, emotional responses, responses to drug therapy, episiotomy
 6. Possible complications during post partum : bleeding & infection
 7. Appropriate Nursing Diagnoses
 8. Nursing care of mothers during post partum
 - a. Safety measures: limitations in movement, protection from falls, provision of adequate clothing, wound care e.g. episiotomy
 - b. Comfort measures: exercises, initiation of lactation, relief of discomforts like breast engorgement and nipple sores, hygienic measures, maintaining adequate nutrition
 - c. Measures to prevent complication: ensuring adequate uterine contraction to prevent bleeding, adequate monitoring, early ambulation, prompt referral for complications
 - d. Support for the psychosocial adjustment of the mother
 - e. Health teaching needs of mother, newborn, family
 - f. Accurate documentation and reporting as needed
 9. Health beliefs & practices of different cultures in pregnancy, labor delivery, puerperium
 10. Current trends in maternal and child care

XVII. The Newborn

A. Profile of the newborn

1. Physiologic function & appearance
 - Apgar, Ballard's score, Review of systems, Anthropometric measurements (weight, head, chest, abdomen circumference, length, other relevant measures)
2. Vital signs, patent airway
3. Behavioral assessment & other significant information
4. Newborn Screening
5. Nursing care of the newborn
6. Maintaining patent airway
7. Water/oil bath, tub bath, changing of diapers,
8. Eye prophylaxis
9. Cord care
10. Vitamin K administration
11. Regulation of temperature
12. Sensory stimulation (audio& tactile)
13. Vestibular stimulation
14. Burping
15. Cuddling

B. Concept on Growth & Development

1. Definition
2. Principles of growth & development (GD)
3. Major factors influencing GD
4. Foundations of GD
 - Age Periods
 - Methods of studying GD –cross-sectionals, longitudinal
 - Patterns of GD
 - Individual differences
- 6.. Biologic growth & development
7. Development of mental function & personality development
- 8.Theories:
 - psychosexual - moral
 - psychosocial - relational
 - cognitive - behaviorism
9. Development of self-concept- body image, self-esteem
10. Development of sexuality

C. The Infant and Family

1. Definition of terms
2. Growth & development of the infant
 - biologic- proportional changes & maturation of systems, development milestones – fine & gross motor, language, psychosocial development, cognitive development, social development, development of social

- image, temperament
3. Coping with concerns related to normal growth & Development, e.g. separation anxiety, teething, etc.
 4. Promotion of health during infancy
 5. Prevention of injury

D. The Toddler & the Family

1. Definition
2. Growth & development of the toddler – biologic, developmental milestone, psychosocial, cognitive, social, spiritual, sexuality, and body image development
3. Coping with concerns related to normal growth & development
4. Promotion of health during toddlerhood
5. Prevention of Injury

E. The Preschooler and the Family

1. Definition of terms
2. Growth & development- biologic, developmental milestone, psychosocial, cognitive, social & moral development
3. Coping with concerns related to normal growth & development
4. Promotion of Health
5. Prevention of Injury

F. The Schooler and the Family

1. Definition of terms
2. Growth & development- biological, psychosocial, cognitive, moral, spiritual, social & self-concept development
3. Coping with concerns related to normal growth and development
4. Promotion of health during school age period
5. Prevention of Injury

G. The Adolescent & the Family

1. Definition of terms
2. Growth & development – biologic, psychosocial, cognitive, moral, spiritual and social development
3. Promotion of health during adolescence

H. Adulthood

1. Early adulthood
 - a. Theories, physiological, cognitive, moral & psychosocial development
 - b. Nursing implications
2. Middle adulthood
 - a. Physical, cognitive, moral and psychosocial development

	<ul style="list-style-type: none"> b. Nursing implications <p>3. Late adulthood</p> <ul style="list-style-type: none"> a. Viewpoints on aging b. Theories of aging c. Biologic, sociologic, psychologic changes d. Needs of older persons e. Nursing implications
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Course Name	:	COMMUNITY HEALTH NURSING
Course Description	:	This course covers the concepts and principles in the provision of basic care in terms of health promotion, health maintenance and disease prevention at the individual, family, community level, and special population groups. It includes the study of the Philippine health care delivery system and the global context of public health. It describes what community/public health nursing is in the context of the Philippine health care delivery system, and in community development.
Course Credit	:	3 units lecture
Contact Hours/sem	:	54 lecture hours
Prerequisite	:	NCM 100, Theoretical Foundations of Nursing, Health Assessment
Placement	:	2 nd Year, 1 st semester
Course Objectives:		<p>At the end of the course, given actual or simulated situations /conditions in terms of health promotion, health maintenance and disease prevention at the level of the individual, family, special population groups and community, and involving health care delivery system, the student will be able to:</p> <ol style="list-style-type: none"> 1. utilize the nursing process in the holistic care of client for health promotion, maintenance of health and prevention of disease. <ol style="list-style-type: none"> 1.1 Assess with client (individual, family, population group and community) its health condition and risk factors affecting health 1.2 Identify actual /at risk nursing diagnosis 1.3 Plan with client appropriate interventions for promotion and maintenance of health based on priorities 1.4 Implement with client appropriate interventions for health promotion and health maintenance taking into consideration relevant principles and techniques 1.5 Evaluate with client the progress of their health condition and outcomes of care. 2. Ensure a well-organized recording and reporting system 3. Observe bioethical principles and the core values (love of God, caring, love country and of people) 4. Relate effectively with others in work situations related to nursing and health

Course Outline	<p>I. Health Promotion/Health Maintenance/Disease Prevention</p> <ol style="list-style-type: none"> 1. Concepts and Definitions 2. Ottawa/Bangkok Charters of Health Promotion 3. Levels of Prevention 4. Theories of Health Promotion: e.g. Pender's Health 5. Promotion Theory, Bandura's Self Efficacy Theory, Health Belief Model etc <p>II. Public Health</p> <ol style="list-style-type: none"> 1. Definitions/concepts 2. History/Early public health interventions 3. Modern public health 4. Core functions of public health 5. Public health programs/interventions 6. Economics of public health 7. Primary health care <p>III. The Philippine Public Health System</p> <ol style="list-style-type: none"> 1. Current health situation 2. The health care delivery system <ol style="list-style-type: none"> a. The Department of Health b. The local health systems and devolution of health services c. Levels of health care/facilities (public and private) 3. DOH public health programs <ol style="list-style-type: none"> a. Family Health Programs <ol style="list-style-type: none"> 1. Expanded Program on Immunization 2. MCH/Safe Motherhood & Family Planning b. Non-communicable Disease Prevention and Control Program (Diabetes Mellitus, Cardiovascular Diseases, Cancers, COPD) <ol style="list-style-type: none"> 1. National Healthy Lifestyle Program 2. Drug Dependence/Substance Abuse Control 3. Mental Health Program 4. Prevention of Blindness c. Communicable Diseases <ol style="list-style-type: none"> 1. National Tuberculosis Control program 2. Leprosy Control Program 3. Schistosomiasis Control Program 4. Filariasis Control Program 5. Malaria Control Program 6. Rabies Control Program 7. Dengue Control Program 8. STD and AIDS Control Program d. Environmental and Occupational Health e. Quality Assurance <p>IV. Community and Public Health Nursing</p> <ol style="list-style-type: none"> 1. Concepts and definitions 2. Principles of Community/Public health nursing 3. Clients of Care
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	<ul style="list-style-type: none"> a. Family <ul style="list-style-type: none"> ▪ Concepts ▪ Principles of Family Nursing ▪ Typology of Care ▪ Interventions of Care ▪ Roles/Responsibilities b. Community <ul style="list-style-type: none"> ▪ Concepts/definitions. ▪ Type of communities ▪ Factors influencing community health ▪ Community Diagnosis ▪ Interventions of Care ▪ Community organizing for health promotion c. Population groups/vulnerable/at risk <ul style="list-style-type: none"> ▪ Principles ▪ Assessment ▪ Typology of care ▪ Interventions <p>VI. The Public Health Nurse</p> <ol style="list-style-type: none"> 1. Roles/Functions 2. Competencies/Skills <ol style="list-style-type: none"> a. Community Health Nursing Process b. Epidemiology <ul style="list-style-type: none"> ▪ Definition of Epidemiology ▪ Uses of Epidemiology ▪ The Epidemiological Triad ▪ Concepts on: <ul style="list-style-type: none"> -Multiple causation of disease -Immunity: herd, etc. ▪ Selected Approaches to epidemiological <ul style="list-style-type: none"> - Investigation - Descriptive: rates, counts - Analytic: case-control, studies, cohorts, incidence, prevalence - Experimental (brief) - Steps in Epidemiological Investigation - Functions of the nurse in epidemiology ▪ Health promotion/education <p>Home care</p> <p>VII. Specialized Fields in Community/Public Health Nursing</p> <ol style="list-style-type: none"> 1. School Health Nursing 2. Occupational Health Nursing 3. Community Mental Health Nursing <p>VII Community Development</p> <ol style="list-style-type: none"> 1. Concepts and definitions 2. Historical perspectives
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3. Ethical principles
 - a. Approaches, i.e. (community economic development (CED), community based participatory research [CBPR])
 - b. Strategies/Methodologies
 - c. Tools
4. Community Needs Assessment/Community Diagnosis
 - a. Definition
 - b. Steps
 - c. Data gathering
 - d. Collation and analysis
 - e. Diagnosis formulation
 - f. Validation
 - g. Prioritization Types
 - comprehensive
 - familiarization
 - problem-oriented
 - sub-systems
 - h. Methods
 - interviews
 - surveys
 - existing data source
 - epidemiological study
 - community diagnosis

VIII. Organizing for Health Promotion

1. Rationale for organizing communities
2. Rationale for organizing for health
3. Methodologies/Tools
 - a. Community Diagnosis
 - b. Planning Cycle
 - Steps in Program Planning
 - Situational Analysis
 - Goal & objective Setting
 - Strategy & Activity Setting
 - Formulation of Evaluation Plan

IX. Intervening for Health

1. Health Promotion Strategies
 - a. Evaluating results
 - b. Program Implementation
 - Putting the plan into action
 - Recognizing the barriers and finding solutions
 - c. Program Evaluation
 - Definition
 - Concepts of Monitoring & Evaluation
 - Focus of evaluation
 - Steps in Program Evaluation

		<p>X. Working with Groups Towards Community Development</p> <ol style="list-style-type: none"> 1. Definition of Community Development 2. Stages of Group Development 3. Interventions to facilitate group growth: <ol style="list-style-type: none"> a. Orientation, structure, direction b. Process, negotiate and resolve conflict <ul style="list-style-type: none"> ▪ Understanding the nature of conflict ▪ Problem solving approach ▪ Generating new ways ▪ Helping members c. Awareness of the effects of behavior d. Application of new learning 4. Collaboration and Partnership <ol style="list-style-type: none"> a. Essential ingredients in partnership b. Capabilities necessary for partnership
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Course Name	:	MICROBIOLOGY AND PARASITOLOGY
Course Description	:	<p>This course is designed to assist students in the study of important microorganisms and parasites. It explains the physiology and pathogenic properties of bacteria, fungi and viruses as an introduction to disease causation, their biology, the infections they cause, host response to these infections and their mode of transmission, prevention, treatment and nursing responsibilities.</p> <p>The laboratory experiences provide specimen collection, handling and processing of specimens for isolation and identification of microorganisms and parasites involved in the infectious processes.</p>
Course Credit	:	3 units lecture, 1 unit laboratory
Contact Hours/sem	:	54 lecture hours, 54 lab hours
Prerequisite	:	General Chemistry, Anatomy and Physiology
Placement	:	2 nd year, 1 st semester
Course Objectives	:	<p>At the end of the course and given simulated/actual situations/conditions, the student will be able to:</p> <ol style="list-style-type: none"> 1. apply the concepts and principles of microbiology and parasitology in the care of individuals. 2. Utilize principles and techniques in the collection, handling of specimens and identification of microorganisms and parasites involved in the infectious processes.
Course Outline	:	<ol style="list-style-type: none"> I. Scope of Microbiology <ol style="list-style-type: none"> 1. Organisms that make up the microbial world and the development of microbiology 2. Microorganisms 3. Division of Microbiology 4. Significance of Microbiology 5. Practical Applications of Microbiology

	<ul style="list-style-type: none"> 6. Evolution of Microbiology 7. Basic Laboratory Equipment and Procedures in the Study of bacteria II. Microbial Control <ul style="list-style-type: none"> 1. Techniques for controlling pathogenic microorganisms 2. Surgical and Medical Asepsis 3. Antimicrobial Agents in Therapy III. Infection and Host Resistance <ul style="list-style-type: none"> 1. Infection and bacterial invasion 2. Host response to infection <ul style="list-style-type: none"> a. Non-specific host resistance b. Specific host resistance c. Vaccines in the elimination of disease IV. Pathogenic Microorganisms and Parasitic Helminthes <ul style="list-style-type: none"> 1. Normal human microbial flora and microorganisms pathogenic to man 2. Protozoan and helminthes diseases of man V. Microbial Disease of the Different Organ System <ul style="list-style-type: none"> 1. Skin and Eye 2. Nervous System 3. Cardiovascular System 4. Respiratory System 5. Digestive System 6. Urinary and reproductive system
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Course Name	:	NCM 102-CARE OF CLIENTS ACROSS THE LIFESPAN WITH MOTHER, CHILD AND FAMILY-AT-RISK OR WITH PROBLEMS
Course Description	:	This course deals with the concept of disturbances & pre-existing health problems of pregnant women and the pathologic changes during intrapartum period. These disturbances are emphasized to facilitate the early recovery of clients. Likewise, this course further deals with the common problems occurring during infancy to adolescence stage.
Course Credit	:	6 units lecture, 6 units RLE
Contact Hours/Sem	:	108 lecture hours, 306 RLE hours
Prerequisite	:	NCM 101
Placement	:	2 nd year, 2 nd semester
Course Objectives:		<p>At the end of the course, given actual or simulated situations /conditions involving client (mother, newborn baby, children) who are at risk/with problem and the family, the student will be able to:</p> <ul style="list-style-type: none"> 1. utilize the nursing process in the holistic care of client for the promotion and maintenance of health. <ul style="list-style-type: none"> 1.1 Assess with the client his/her health condition and risk factors affecting health 1.2 Identify actual/at risk nursing diagnosis 1.3 Plan with client appropriate interventions for identified problems

	<ol style="list-style-type: none"> 1.4 Implement with client appropriate interventions for identified problems 1.5 Evaluate with client the progress of their condition and outcomes of care. 2. ensure a well-organized recording and reporting system 3. observe bioethical principles and the core values (love of God, caring, love country and of people) <ol style="list-style-type: none"> 7. relate effectively with clients, members of the health team and others in work situations related to nursing and health
<p>Course Outline :</p>	<ol style="list-style-type: none"> I. Mother <ol style="list-style-type: none"> A. Utilization of the Nursing process in the care of the High-Risk Prenatal Client B. Identifying Clients at Risk <ol style="list-style-type: none"> 1. Begins with the 1st prenatal visit & continues through the puerperium; Risk factors are anything that may be associated with a negative pregnancy outcome including physiological, psychological, socio-demographic or environmental factors 2. More frequent monitoring of high risk clients: important during pregnancy, labor & birth & the puerperium to help identify potential complication ensure early treatment & improve maternal-fetal outcomes II. Pregestational Conditions such as rheumatic heart disease, diabetes mellitus, substance abuse, HIV/AIDS, Rh Sensitization, Anemia <ol style="list-style-type: none"> A. Gestational Condition such as Hyperemesis Gravidarum, Ectopic Pregnancy, Gestational Trophoblastic disease (H-mole), Incompetent Cervix, Spontaneous Abortion, Placenta Previa, Abruptio Placenta, Premature Rupture of membranes, Pregnancy-induced hypertension B. Nursing Care of the High-Risk Labor & Delivery Client & her Family <ol style="list-style-type: none"> 1. High-Risk factors: may happen at anytime during the course of labor in a client who has been otherwise been healthy throughout her pregnancy & may be related to Stress/Stressor; Adaptive Process: <ul style="list-style-type: none"> - passenger or fetus - passage way or pelvic bones & other pelvic structure - powers or uterine contractions - clients' psyche or psychologic state 2. Problems of the Passenger <ol style="list-style-type: none"> a. Fetal malposition

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| | <ol style="list-style-type: none"> 1. Types of fetal malposition 2. Nursing care 3. Medical Management 3. Fetal Malpresentation <ol style="list-style-type: none"> a. Vertex malpresentation <ol style="list-style-type: none"> 1. brow presentation 2. face presentation 3. sincipital presentation b. Breech presentation <ol style="list-style-type: none"> 1. three types 2. maternal risks 3. vaginal evolving of breech 4. external cephalic version c. Shoulder presentation <ol style="list-style-type: none"> 1. Compound presentation <ul style="list-style-type: none"> - Nursing care of client with malpresentation <ul style="list-style-type: none"> - assessment - nursing diagnoses - planning - implementation - evaluation d. Fetal Distress <ol style="list-style-type: none"> 1. Causes 2. Signs/symptoms 3. Nursing care e. Prolapse umbilical cord <ol style="list-style-type: none"> 1. cause 2. contributing factors 3. assessment & nursing diagnoses 4. planning & implementation 5. evaluation 4. Problems with the Passageway <p>Abnormal size or shape of the pelvis
Cephalopelvic disproportion
Shoulder Dystocen
Nursing Care</p> 5. Problems with the Powers <ol style="list-style-type: none"> a. Dystocia or difficult labor <ul style="list-style-type: none"> ▪ hypertonic uterine dysfunction ▪ hypotonic uterine dysfunction ▪ abnormal progress in labor ▪ retraction rings b. Premature labor c. Precipitate labor and birth d. Uterine prolapse e. Uterine rupture 6. Problems with the Psyche factors influencing the psyche of |
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the client in labor the effect of fear/anxiety on labor progress
nursing care

C. Nursing Care of the High-Risk Postpartal Client

1. Postpartal Hemorrhage
 - a. Early Postpartal Hemorrhage
 - b. Late postpartal hemorrhage subinvolution
2. Postpartal Puerperial infection
 - a. endometritis
 - b. wound infection
 - c. UTI
3. Thromboembolic disorders
4. Postpartal Psychiatric Disorder

II. Child

A. Nursing Care of the High-Risk Newborn to Maturity

1. Problems related to Maturity
 - a. prematurity
 - b. postmaturity
2. Problems related to gestational weight
 - a. Small for Gestational Age (SGA)
 - b. Large for Gestational Age (LGA)
3. Acute conditions of the neonates such as:
 - a. Respiratory distress syndrome
 - b. Meconium aspiration syndrome
 - c. Sepsis
 - d. Hyperbilirubinemia
 - e. Sudden death syndrome (SDS)

B. Common Health Problems That Develop During Infancy

Example: Intussusception, Failure to thrive, Sudden infant death syndrome, Colic, Trisomy 21, Cleft palate, Imperforated anus, Hirschsprung's disease, Spina bifida, Hydrocephalus, Otitis Media, Meningitis, Febrile seizures, Autism/ADHD

C. Health Problems Common In Toddlers

Example: Burns, Poisoning, Child Abuse, Cerebral Palsy

D. Health Problems Common In Preschooler

Example: Leukemia, Wilm's Tumor (Nephroblastoma), Asthma, Urinary Tract Infection (UTI)

E. Health Problems Most Common In School Aged Children

Example: Diabetes mellitus, Rheumatic Fever, Rheumatic Arthritis, Scabies, Pediculosis, Impetigo

F. Health Problems Common In Adolescent

Example: Scoliosis, Bone Tumors, Accidents (trauma/injury), STD, Amenorrhea, Dysmenorrhea, Obesity, Anorexia Nervosa, Substance abuse, Suicide

III. Family

A. The Family with Health Problems

1. Assessment of the Family Capability to perform health tasks

- a. Primary assessment
- b. Secondary assessment

2. Family Health Problem Identification

a. Determination of Categories of family health problems

- Health deficits
- Health threats
- Foreseeable crisis/stress points
- Enhanced capability for health promotion

3. Definition of contributing risk factors

- Predisposing factors
- Enabling factors
- Reinforcing factors

4. Criteria of setting priorities among family health problems:

- Nature of the problem
- Magnitude of the problem
- Modifiability of the problem
- Preventive potential
- Salience

5. Tool of analysis

- Social determinants of health

B. Planning of Individual & Family Health Nursing Care

1. Concepts, principles, phases and components in planning family health interventions

2. Programs and services that focus on primary & secondary prevention of communicable and non-communicable diseases

a. Examples of DOH Programs:

- National Tuberculosis Program – Direct Observed
- Short Course Treatment (NTP-DOTS)
- Integrated Management of Childhood Illness (IMCI)
- Control of Diarrheal Diseases (CDD)

3. Identification of goal of care for priority problems

4. Parameters for selecting nursing interventions:

- a. Applicable, appropriate and available to the home community setting
- b. Promotes client safety, comfort & hygiene
- c. Standards of care & interventions that address acute and chronic illness

5. Principles of collaboration and advocacy to be considered to ensure continuity of care

C. Implementation of Individual & Family Health Nursing Care

1. Component of care in acute and chronic illness

		<ol style="list-style-type: none"> a. Health promotion b. Disease prevention c. Restorative d. Curative e. Rehabilitative care <ol style="list-style-type: none"> 2. Biobehavioral interventions and holistic care for individuals & Family with specific problems in oxygenation, fluid and electrolyte balance, metabolic and endocrine function 3. Strategies in meeting health problems of family <ol style="list-style-type: none"> a. Promoting behavior change b. Creating a supportive environment towards healthy lifestyle 4. Principles of behavior change 5. Referral System 6. Concept & principles of collaboration & advocacy <p>D. Evaluation of progress and outcome of care</p> <ol style="list-style-type: none"> 1. Methods & tools in evaluating effectiveness of family health interventions 2. Sources of evaluative data 3. Alternative strategies & approaches for specific problems & objectives <p>E. Ensuring a well organized & accurate documentation & reporting</p> <ol style="list-style-type: none"> 1. Standard format 2. Legal principles involved in documentation
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Course Name	:	NCM 103 CARE OF CLIENTS ACROSS THE LIFESPAN WITH PROBLEMS IN OXYGENATION, FLUID AND ELECTROLYTE BALANCE, METABOLISM AND ENDOCRINE
Course Description		This course deals with the principles and techniques of nursing care management of sick clients across lifespan in any setting with alterations/problems in oxygenation, fluid and electrolyte balance, metabolism and endocrine.
Course Credit		8 units lecture, 8 units RLE
Contact Hours/sem		136 hours lecture and 408 hours RLE
Prerequisite		NCM 102
Placement		3rd year, 1 st sem
Course Objectives		<p>At the end of the course, and given actual clients with problems in oxygenation, fluid and electrolyte balance, and metabolic and endocrine function, the student should be able to:</p> <ol style="list-style-type: none"> 1. utilize the nursing process in the care of individuals, families in selected settings. <ul style="list-style-type: none"> - assesses with client/s his/her/their condition/health status through interview, physical examination, interpretation of laboratory findings - identifies actual and at-risk nursing diagnosis

		<ul style="list-style-type: none"> - plans appropriate nursing interventions with client/s and family for identified nursing diagnosis - Implements plan of care with client/s and family - Evaluates the progress of his/her/their client's condition and outcomes of care <ol style="list-style-type: none"> 2. ensure a well organized and accurate documentation system; 3. relate with client/s and their family and the health team appropriately; 4. observed bioethical concepts/ principles, core values and nursing standards in the care of clients; and, 5. promote personal and professional growth of self and others.
Course Outline	:	<ol style="list-style-type: none"> I. The individual client with problems in oxygenation, fluid & electrolyte balance, metabolic & endocrine function: <ol style="list-style-type: none"> A. Risk factors among clients that contribute to the development of problems in the following: <ol style="list-style-type: none"> 1. Oxygenation – cardiovascular risk factors (modifiable and non-modifiable) 2. Fluid and electrolyte – potential factors for exceeding renal reserve capacity, dietary habits to include salt intake, hypertension, infection, diabetes 3. Metabolic and endocrine function B. Principles and techniques of physical examination in newborn, children, adults, deviations from normal: <ol style="list-style-type: none"> 1. Oxygenation <ol style="list-style-type: none"> a. Inspection – gas exchange; perfusion b. Palpation – gas exchange ; perfusion c. Percussion – gas exchange d. Auscultation – gas exchange – heart sound, breath sound, deviations ; fluid transport 2. Fluid and electrolyte balance <ol style="list-style-type: none"> a. Inspection – signs of dehydration, overhydration, b. Palpation – edema, ascites, neck vein filling, hand vein filling, neuromuscular irritability, characteristic of pulse c. Percussion – abdomen for presence of air, fluid d. Auscultation – rates 3. Gastrointestinal Function – IPPA <ol style="list-style-type: none"> a. Inspection – color, texture of skin mucous membrane, growth patterns, scars, masses b. Auscultation – bowel sounds, bruits c. Palpation – focus on GIT for presence of masses, ascites, rebound tenderness, distention d. Percussion – liver span, masses, ascites 4. Metabolism and endocrine function (focus on GIT, systemic effects of endocrine malfunction) -IPPA <ol style="list-style-type: none"> a. Inspection – color, texture of skin mucous membrane,

- growth patterns
- b. Auscultation – bruit
- c. Palpation – organ - thyroid enlargement
- d. Percussion – fluid, edema

C. Results and implications of diagnostic/laboratory examinations of clients with reference to problems in:

1. Oxygenation:

- a. Screening procedure – peak flow meter
- b. Diagnostic procedures –
 - Non-invasive:
 - Pulmonary: e.g. sputum microscopy, chest x-ray, pulmonary function tests, smoke analyzer
Fagerstrom test – standardized degree of nicotine dependence;
 - Cardiac: ultrasound, ECG, 2-D echo, stress test,
 - Vascular: doppler ultrasonography
 - Blood: pulse oximeter .
 - Invasive:
 - Pulmonary: bronchoscopy, ABG, thoracentesis, pulmonary angiography
 - Cardiac: CO determination, cardiac catheterization, CVP, hemodynamics monitoring, enzyme levels, Serum, Cholesterol,
 - Vascular: angiography,
 - Blood: CBC, bone marrow biopsy

2. Fluid and Electrolyte Balance:

- a. Diagnostic tests –
 - Non-invasive: electrolyte determination, intake and output, KUB-IVP, Ultrasound
 - Invasive – biopsy,
- b. Weight, VS

3. Metabolic and endocrine function –

- a. Screening: glucose tolerance test,
 - Non-invasive: e.g. GI x-ray, Ultrasound abdomen, thyroid scan
 - Invasive: e.g. percutaneous transhepatic cholangiogram, liver function test , blood sugar tests (FBS, RBS, Glycosylated hemoglobin), endocrine assay

D. Pathophysiologic Mechanisms:

1. Alterations in oxygenation

- a. Alteration in gas exchange – ventilatory dysfunction, impaired diffusion, impaired perfusion
- b. Alteration in cardiac performance – heart rate problems, Impaired stroke volume secondary to altered preload, afterload, myocardial contractility
- c. Alteration in vascular integrity – transport network

	<p>impairment</p> <p>d. Alteration in oxygen carrying capacity of the blood – decreased circulating erythrocytes (anemia) , increased circulating erythrocytes(polycythemia)</p> <p>2. Fluid electrolyte imbalances</p> <p>a. Volume impairment – fluid volume deficit, fluid volume excess, third space fluid shift</p> <p>b. Osmotic imbalances – hyponatremia, hypernatremia</p> <p>c. Ionic concentration problems – hypo- and hyperkalemia; hypo- and hypercalcemia; hypo and hyperchloremia; hypo- and hypermagnesiumemia; hypo- and hyperphosphatemia</p> <p>d. Acid and base imbalances – metabolic acidosis and alkalosis; respiratory acidosis and alkalosis</p> <p>3. Alterations in GIT function</p> <p>a. Disturbances in ingestion – problems in buccal cavity and esophagus</p> <p>b. Disturbances in digestion – peptic acid disease, gastritis, gastric cancer</p> <p>c. Disturbances in absorption – malnutrition, malabsorption syndrome, inflammatory bowel conditions</p> <p>d. Disturbances in elimination – bowel obstruction, hemorrhoids, diarrhea, constipation</p> <p>4. Alterations in endocrine function</p> <p>a. Hypo- and Hyperfunction of the pituitary organ</p> <p>b. Hypo- and Hyperfunction of the hypothalamus</p> <p>c. Hypo- and Hyperfunction of the thyroid organ</p> <p>d. Hypo- and Hyperfunction of the parathyroid organ</p> <p>e. Hypo- and Hyperfunction of the adrenal organ</p> <p>f. Hypo- and Hyperfunction of the gonads</p> <p>g. Problems in glucose metabolism – hypoglycemia and Hyperglycemia</p> <p>E. Nursing Diagnoses taxonomy pertinent to problems/ alteration in:</p> <p>1. Oxygenation</p> <p>a. Ineffective breathing pattern</p> <p>b. Ineffective airway clearance</p> <p>c. Impaired gas exchange</p> <p>d. Inability to sustain spontaneous ventilation</p> <p>e. Dysfunctional ventilatory weaning response</p> <p>f. Decreased cardiac output (CO)</p> <p>g. Altered tissue perfusion systemic</p> <p>h. Impaired gas exchange related to altered O2 carrying capacity of blood due to decreased erythrocytes/hemoglobin</p> <p>i. Activity intolerance related to malnutrition, tissue hypoxia,</p> <p>2. Fluid and electrolyte imbalance</p> <p>a. Risk for fluid volume deficit</p> <p>b. Fluid volume deficit</p> <p>c. Fluid volume excess</p>
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- d. High risk for injury related to electrolyte deficit/excess
- e. High risk for injury related to acid/base imbalance
- f. Altered urinary elimination
- g. Impaired integumentary integrity
- 3. Gastrointestinal function
 - a. Alteration in nutrition less than body requirement
 - b. Alteration in nutrition more than body requirement
 - c. Alteration in oral mucous membrane integrity
 - d. Alteration in comfort: epigastric pain/abdominal **pain**
 - e. Fluid volume deficit
- 4. Endocrine function
 - a. Alterations in nutrition less than body requirement
 - b. Fluid volume deficit
 - c. Activity intolerance

F. Principles of Various Modalities of Management

1. Health Promotive
2. Disease Preventive
3. Curative and restorative

G. Principles of Management

1. For altered pulmonary function
 - Airway patency
 - Oxygen therapy
 - Adequate ventilation
 - Drug therapy
 - Hydration
 - Removal of secretion
 - Prevention of infection
 - Prevention of complications
 - Prevention of psychosocial problems
 - Rehabilitation
2. For cardiac function
 - Hemodynamics monitoring
 - O₂ therapy
 - Drug therapy
 - Hydration
 - Prevention of infection
 - Prevention of complications
 - Prevention of psychosocial problems
 - Rehabilitation
3. Oxygen carrying capacity of the blood
 - Blood component replacement
 - O₂ therapy
 - Drug therapy
 - Hydration
 - Prevention of infection
 - Prevention of complications

	<ul style="list-style-type: none"> ▪ Prevention of psychosocial problems ▪ Rehabilitation <p>4. Fluid volume deficit</p> <ul style="list-style-type: none"> ▪ Determination and management of cause ▪ Hydration ▪ Blood transfusion as needed ▪ Drug therapy - electrolyte ▪ Supportive management ▪ Prevention of infection ▪ Prevention of complication ▪ Prevention of psychosocial problems ▪ Rehabilitation <p>5. Fluid volume excess</p> <ul style="list-style-type: none"> ▪ Determination and management of cause ▪ Drug therapy – diuretics, electrolytes ▪ Dietary restriction - sodium ▪ Supportive management ▪ Prevention of infection ▪ Prevention of complication ▪ Prevention of psychosocial problems ▪ Rehabilitation <p>6. Electrolyte deficit – hyponatremia, hypokalemia, hypocalcemia, hypomagnesemia, hypophosphatemia</p> <ul style="list-style-type: none"> ▪ Determination and management of cause ▪ Drug therapy – electrolyte replacement ▪ Dietary management ▪ Supportive management ▪ Prevention of complication ▪ Prevention of psychosocial problems ▪ Rehabilitation <p>7. Electrolyte excess- hypernatremia, hyperkalemia, hypercalcemia, hypermagnesemia, hyperphosphatemia</p> <ul style="list-style-type: none"> ▪ Determination and management of cause ▪ Drug therapy – electrolyte replacement ▪ Dietary management ▪ Supportive management ▪ Prevention of complication ▪ Prevention of psychosocial problems ▪ Rehabilitation <p>8. Metabolic Alkalosis – Base bicarbonate excess</p> <ul style="list-style-type: none"> ▪ Determination and management of cause ▪ Drug therapy - ▪ Dietary management ▪ Supportive management ▪ Prevention of complication ▪ Prevention of psychosocial problems ▪ Rehabilitation <p>9. Metabolic Acidosis – Base bicarbonate deficit</p>
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	<ul style="list-style-type: none"> ▪ Determination and management of cause ▪ Drug therapy ▪ Dietary management ▪ Supportive management ▪ Prevention of complication ▪ Prevention of psychosocial problems ▪ Rehabilitation <p>10. Respiratory Alkalosis – Carbonic acid deficit</p> <ul style="list-style-type: none"> ▪ Determination and management of cause ▪ Drug therapy ▪ Dietary management ▪ Supportive management ▪ Prevention of complication ▪ Prevention of psychosocial problems ▪ Rehabilitation <p>11. Respiratory Acidosis – Carbonic acid excess</p> <ul style="list-style-type: none"> ▪ Determination of cause ▪ Drug therapy ▪ Dietary management ▪ Supportive management ▪ Prevention of complication ▪ Prevention of psychosocial problems ▪ Rehabilitation <p>12. Disturbances in Ingestion</p> <ul style="list-style-type: none"> ▪ Determination and management of cause ▪ Hydration ▪ Drug therapy ▪ Dietary management ▪ Supportive management ▪ Prevention of infection ▪ Prevention of complication ▪ Prevention of psychosocial problems ▪ Rehabilitation <p>13. Disturbances in Digestion</p> <ul style="list-style-type: none"> ▪ Determination and management of cause ▪ Hydration ▪ Drug therapy ▪ Dietary management ▪ Supportive management ▪ Prevention of infection ▪ Prevention of complication ▪ Prevention of psychosocial problems ▪ Rehabilitation <p>14. Disturbances in Absorption</p> <ul style="list-style-type: none"> ▪ Determination and management of cause ▪ Hydration ▪ Drug therapy ▪ Dietary management
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	<ul style="list-style-type: none"> ▪ Supportive management ▪ Prevention of infection ▪ Prevention of complication ▪ Prevention of psychosocial problems ▪ Rehabilitation <p>15. Disturbances in Elimination</p> <ul style="list-style-type: none"> ▪ Determination and management of cause ▪ Hydration ▪ Drug therapy ▪ Dietary management ▪ Supportive management ▪ Prevention of infection ▪ Prevention of complication ▪ Prevention of psychosocial problems ▪ Rehabilitation <p>16. Disturbances in hepatic, biliary and pancreatic function</p> <ul style="list-style-type: none"> ▪ Determination and management of cause ▪ Hydration ▪ Drug therapy ▪ Dietary management ▪ Supportive management ▪ Prevention of infection ▪ Prevention of complication ▪ Prevention of psychosocial problems ▪ Rehabilitation <p>H. Pharmacologic actions, therapeutic use, side effects, indications, contraindication, and nursing responsibilities:</p> <p>1. Pulmonary</p> <ul style="list-style-type: none"> ▪ Bronchodilators ▪ Expectorants ▪ Antitussives ▪ Antihistamines <p>2. Cardiac</p> <ul style="list-style-type: none"> ▪ Sympathomymetic agents ▪ Sympatholytic agents ▪ Anti-anginal agents ▪ Anti-arrhythmic agents ▪ Angiotensin converting enzyme inhibitors ▪ Antilipemic agents ▪ Anticoagulant agents ▪ Thrombolytics ▪ Peripheral vascular agents <p>3. Blood</p> <ul style="list-style-type: none"> ▪ Hematinics ▪ Vitamin supplements <p>4. Fluid</p> <p>a. Parenteral fluids –</p>
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	<ul style="list-style-type: none"> ▪ hypotonic, ▪ hypertonic ▪ isotonic solutions <p>5. Electrolyte</p> <ul style="list-style-type: none"> ▪ Sodium ▪ Potassium ▪ Calcium ▪ Magnesium ▪ Phosphate <p>6. Diuretics</p> <ul style="list-style-type: none"> ▪ Potassium-sparing ▪ Potassium-losing ▪ Osmotic diuretics <p>7. Vitamin D supplements</p> <p>8. Gastrointestinal, hepato-biliary and pancreatic function</p> <ul style="list-style-type: none"> ▪ Antiemetics ▪ Anticoagulant ▪ Hematinics agents ▪ Laxatives and stool softeners ▪ Antipruritus ▪ Vitamin supplement ▪ Antacids ▪ antihyperlipidemics ▪ Antispasmodics ▪ Antidiarrheal <p>9. Endocrine function</p> <p>Corticosteroids</p> <p>Alpha-adrenergic blocking agents</p> <p>Beta-adrenergic blocking agents</p> <p>Tyrosine inhibitors</p> <p>Dopamine receptor antagonists</p> <p>Glucocorticoids</p> <p>Parathyroid hormone agents</p> <p>Thyroid hormone agents</p> <p>I. Purpose, indications, nursing responsibilities for the following surgical and special procedures</p> <p>1. Pulmonary</p> <p>a. Surgical procedures – tracheostomy, thoracostomy, lung resection, lobectomy, pneumonectomy, thoracoplasty, decortication</p> <p>b. Special procedures – Endotracheal/tracheal suctioning and care, humidification, IPPB, ventilatory assist</p> <p>2. Cardiac</p> <p>a. Surgical procedures – coronary artery bypass, pacemaker insertion, valve replacement, repair of congenital abnormality, insertion of ventricular assist device, heart transplant</p> <p>b. Special procedures – laser therapy, basic life support,</p>
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	<p>advance life support</p> <p>3. Vascular</p> <ol style="list-style-type: none"> a. Surgical procedures – endarterectomy, aneurysmectomy, insertion of intravascular stents b. Special procedures – application of antiembolic stockings <p>6. Blood forming organs</p> <ol style="list-style-type: none"> a. Surgical procedures – bone marrow aspiration, bone marrow transplant b. Special procedures - blood component transfusion, reverse isolation <p>5. Renal dysfunction</p> <ol style="list-style-type: none"> a. Major surgical procedures - Nephrectomy, Nephrostomy, cystectomy, ureterostomy, renal transplants, urinary diversion b. Special procedures - peritoneal dialysis, hemodialysis, bladder training, cystoclysis/bladder irrigation <p>6. Gastrointestinal and endocrine dysfunction</p> <ol style="list-style-type: none"> a. Surgical procedures – gastrostomy, gastrectomy, colostomy, hemorrhoidectomy, gastrointestinal bypass, ileostomy b. Special procedures – parenteral hyperalimentation; feeding per nasogastric, jejunostomy, gastrostomy tubes; colostomy care and irrigation, dietary planning for common GT and endocrine problems; administering medications via NGT, J tube, G tube; hot sitz bath <p>J. Safe and comprehensive perioperative nursing care</p> <ol style="list-style-type: none"> 1. Assessment and care during the perioperative period 2. Techniques in assisting the surgical team during the operation 3. Principles of safety, comfort and privacy during the perioperative period 4. Nursing responsibilities during the perioperative period <p>K. Steps/pointers in decision making and prioritization with client/s having problems in oxygenation, fluid and electrolyte balance, metabolic and endocrine function</p> <p>L. Principles, concept and application of bioethics in the care of clients</p> <p>M. Developing outcome criteria for clients with problems in oxygenation, fluid and electrolyte balance, metabolic and endocrine function</p> <p>N. Appropriate discharge plan including health education</p> <p>O. Accurate recording and documentation</p>
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Course Name	:	NUTRITION WITH DIET THERAPY
Course Description	:	This course deals with the study of food in relation to health. It covers nutrients and other substances and their action, and interaction and balance in relation to health and diseases and the process by which organism ingests, digests, absorbs, transports, utilizes and excretes food substances. It will also focus in the therapeutic and food service aspects of the delivery of nutritional services in hospitals and other healthcare institutions.
Course Credit	:	3 units lecture, 1 unit laboratory
Contact Hours/sem	:	54 lecture hours, 54 lab. Hours
Prerequisite	:	General Chemistry, Biochemistry, Anatomy and Physiology, Micro-Parasitology
Placement	:	2 nd year, 2 nd semester
Course Objectives:		At the end of the course, given relevant situation/condition, the student will be able to : 1. apply appropriate principles and techniques to assist clients in maintaining nutritional health 2. utilize knowledge of diet therapy in assisting clients needing dietary modifications
Course Outline	:	<ul style="list-style-type: none"> A. Introduction to Nutrition <ul style="list-style-type: none"> 1. Definition of Terms 2. Nutrition Concepts 3. Classification of Nutrients B. Basic Tools in Nutrition <ul style="list-style-type: none"> 1. FNRI & USDA Food Guide Pyramid 2. 10 NGF 3. RDA or RENI 4. FEL 5. Food Labeling C. Six Essential Nutrients <ul style="list-style-type: none"> 1. Carbohydrates <ul style="list-style-type: none"> a. Functions b. Deficiencies/Toxicity c. Food Services 2. Protein <ul style="list-style-type: none"> a. Functions b. Deficiencies/Toxicity c. Food Services 3. Fats and Waters <ul style="list-style-type: none"> a. Functions b. Deficiencies/Toxicity c. Food Services 4. Vitamins and Minerals <ul style="list-style-type: none"> a. Functions b. Deficiencies/Toxicity c. Food Services

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| | <p>D. Dietary Computations</p> <ol style="list-style-type: none"> 1. Body Mass Index and Classification 2. Desirable Body Weight (DRW) Determination 3. Total Energy Requirement (TER) & Distribution of TER 4. Application to Food Exchange List (FEL) & Sample Menu <p>E. Nutrition Throughout the Lifespan</p> <ol style="list-style-type: none"> 1. Pregnancy <ol style="list-style-type: none"> a. Stages b. Nutritional Problems and Interventions c. Recommended Diet 2. Lactation <ol style="list-style-type: none"> a. Common Nutritional Problems and Interventions b. Recommended Diet 3. Infancy <ol style="list-style-type: none"> a. Nutritional Problems and Intervention b. Factors Affecting Nutritional Status c. Guidelines in Feeding d. Recommended Diet 4. Pre-Schoolers & Schoolers <ol style="list-style-type: none"> a. Nutritional Problems and Interventions b. Guidelines in Feeding c. Recommended Diet 5. Adolescents <ol style="list-style-type: none"> a. Nutritional problems and intervention b. Recommended Diet 6. Adulthood <ol style="list-style-type: none"> a. Nutritional Problems and Interventions b. Recommended Diet <p>F. Diet Therapy</p> <ol style="list-style-type: none"> 1. General Diets <ul style="list-style-type: none"> ▪ Regular/Full Diet ▪ High Fiber Diet ▪ Vegetarian Diets ▪ Therapeutic Diets 2. Diets Modified in Consistency <ul style="list-style-type: none"> ▪ Clear Liquid ▪ Full Liquid ▪ Cold Liquid/ T& A Diet ▪ Soft Bland ▪ Mechanical Soft ▪ Soft Bland ▪ Bland ▪ Residue Restricted ▪ Low Fiber 3. Diets Modified in Composition <ul style="list-style-type: none"> ▪ Low Calorie ▪ High Calorie |
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		<ul style="list-style-type: none"> ▪ High Protein ▪ Low Protein ▪ Low Fat ▪ Low Cholesterol ▪ Low Carbohydrate ▪ Low Salt/Sodium Restricted ▪ Low Potassium ▪ Low Purine/ Purine Restricted <p>4. Tube Feeding</p> <p>a. Enteral Feeding</p> <ul style="list-style-type: none"> ▪ Types ▪ Indications & Contraindications for Use ▪ Complications and Problems <p>b. Types of Enteral Formulas</p> <ul style="list-style-type: none"> ▪ Intact ▪ Hydrolyzed ▪ Modular <p>c. Feeding Administration</p> <ul style="list-style-type: none"> ▪ Continuous Drip ▪ Bolus ▪ Combination <p>d. Parenteral Feeding</p> <ul style="list-style-type: none"> ▪ Indications & Contraindications for Use ▪ Complications & Problems <p>G. Dietary Management of Some Common Medical Conditions including computations and preparations and their rationale</p>
Laboratory Equipment & Supplies	:	Weighing scale, food pyramid/chart, IEC materials for diet, osteorizer, demonstration table, calorie counter

Course Name	:	TEACHING STRATEGIES IN HEALTH EDUCATION
Course Description	:	The course includes discussions of concepts, principles, theories and strategies of clinical and classroom teachings. It provides critical thinking activities for students to apply concepts of learning and teaching and appreciate the nurse's role as a teacher in various settings. It further provides experiences to develop beginning skills in designing and applying a teaching plan using the nursing process as a framework in the Related Learning Experience and classroom settings.
Course Credit	:	3 units lecture
Contact Hours/sem	:	54 lecture hours
Prerequisite	:	None
Placement	:	2 nd year, 2 nd semester
Course Objectives	:	At the end of the course , given relevant situations/conditions, the student will be able to:

	<ol style="list-style-type: none"> 1. apply principles, theories and strategies of health education in assisting clients to promote and maintain their health 2. develop an instructional design to meet the learning needs of clients
Course Outline	<p>:</p> <ol style="list-style-type: none"> A. Perspective on Teaching and Learning <ol style="list-style-type: none"> 1. Overview of Education on Health Care 2. Concepts of teaching, learning, education process vis a vis nursing process, historical foundations for the teaching role of the nurse, 3. Role of the Nurse as a Health Educator 4. Hallmarks of Effective Teaching in Nursing 5. Principles of Good Teaching Practice in Undergraduate Education 6. Barrier to Education and Obstacles to Learning 7. Applying Learning Theories to Health Care Practice <ol style="list-style-type: none"> a. Principles of Learning b. Learning Theories c. Types of learning d. Learning styles of different age groups 8. Planning and Conducting Classes <ol style="list-style-type: none"> a. Developing a Course Outline/Syllabus b. Formulating Course objectives c. Selecting Content d. Selecting Teaching Methods e. Choosing a textbook/references f. Conducting the Class B. Characteristics of the Learner <ol style="list-style-type: none"> 1. Determinants of Learning <ol style="list-style-type: none"> a. Learner's Characteristics b. Assessment of the Learner c. Assessing Learning needs 2. Motivation and behavior of the Learner <ol style="list-style-type: none"> a. Learning Principles b. Motivation and behavior Change Theories 3. Literacy and Readability <ol style="list-style-type: none"> a. Reading levels of clients b. Assessing literacy c. Teaching Strategies for Low Literate Patients d. Developing Printed Educational Materials C. Teaching Strategies and Methodologies for Teaching and Learning <ol style="list-style-type: none"> 1. Traditional Teaching Strategies <ol style="list-style-type: none"> a. Lecturing b. Discussion c. Questioning d. Using Audiovisuals

		<ul style="list-style-type: none"> e. Interactive lecture 2. Activity-Based Strategies <ul style="list-style-type: none"> a. Cooperative Learning b. Simulations c. Problem-based Learning d. Self-learning Modules 3. Computer Teaching Strategies <ul style="list-style-type: none"> a. Computer-Assisted Instructions b. Internet c. Virtual Reality 4. Distance learning <ul style="list-style-type: none"> a. Interactive TV Classes b. Via Internet 5. Teaching Psychomotor Skills <ul style="list-style-type: none"> a. Approaches to Teaching Skills b. Assessment of Psychomotor Skill Learning 6. Clinical teaching <ul style="list-style-type: none"> a. Purpose of Clinical Laboratory b. Models of Clinical Teaching c. Preparation for Clinical Instruction d. Conducting a Clinical Laboratory session 7. Assessment and Evaluation <ul style="list-style-type: none"> a. Learning Assessment of clients b. Methods of Evaluation c. Qualities of Good Measurement d. Interaction Process Analysis/Process Recording
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Course Name	:	PHARMACOLOGY
Course Description	:	This course deals with pharmacodynamics, pharmacokinetics, clinical/therapeutic uses and toxicology of drugs. Emphasis is given on how a drug works to anticipate when giving a drug to a patient are of paramount importance since nursing responsibilities include administering drugs, assessing drug effects, intervening to make a drug more tolerable, and providing teaching about drugs and the drug regimen.
Course Credit	:	3 units lecture
Contact Hours/Sem	:	54 lecture hours
Prerequisite	:	Math 1, General Chemistry, Anatomy & Physiology, NCM 102
Placement	:	2 nd year, 2 nd semester
Course Objectives	:	<p>At the end of the course and given relevant actual or simulated situations/conditions, the student will be able to:</p> <ol style="list-style-type: none"> 1. apply concept and principles of pharmacology to ensure safe and proper use of drugs 2. explain the action, therapeutic use, preparation, dosage, mode of

	<p>administration of selected drugs and medicinal plants</p> <ol style="list-style-type: none"> 3. state precautionary measures to be observed in the administration of selected drugs 4. discuss the role and responsibility of the nurse in pharmacology
Course Outline	<p>:</p> <ol style="list-style-type: none"> A. Introduction to Nursing Pharmacology <ol style="list-style-type: none"> 1. Introduction to Drugs <ol style="list-style-type: none"> a. Drugs and the Body b. Toxic Effects of Drugs c. Nursing Management d. Dosage calculations 2. Chemotherapeutic Agents <ol style="list-style-type: none"> a. Anti-infective agents b. Antibiotics c. Antiviral agents d. Antifungal agents e. Antiprotozoal agents f. Anthelmintic agents g. Antineoplastic agents 3. Drugs acting on the Immune System <ol style="list-style-type: none"> a. Anti-inflammatory agents b. Immune Modulators c. Vaccines and Sera 4. Drugs acting on the CNS and PNS <ol style="list-style-type: none"> a. Anxiolytic and Hypnotic Agents b. Antidepressant Agents c. Psychotherapeutic d. Antiepileptic Agents e. Antiparkinsonism Agents f. Muscle relaxants g. Narcotics and Anti-migraine drugs h. General and Local Anesthetics i. Neuromuscular Blocking agents 5. Drugs acting on the ANS <ol style="list-style-type: none"> a. Adrenergic agents b. Adrenergic Blocking agents c. Cholinergic agents d. Cholinergic blocking agents 6. Drugs acting on Endocrine system <ol style="list-style-type: none"> a. Hypothalamic and Pituitary Agents b. Adrenocortical agents c. Thyroid and Parathyroid agents d. Antidiabetic agents 7. Drugs acting on the Cardiovascular System <ol style="list-style-type: none"> a. Anti-Hypertensive Drugs b. Cardiotonic Agents c. Anti-arrhythmic Agents

		<ul style="list-style-type: none"> d. Antianginal Agents e. Lipid Lowering Agents f. Drugs affecting Blood Coagulations g. Drugs used to treat Anemias <p>8. Drugs acting on Renal System</p> <ul style="list-style-type: none"> a. Diuretics such as potassium-sparing, potassium-losing, osmotic diuretics, parenteral fluids (hypotonic, hypertonic, isotonic), electrolytes (sodium, potassium chloride) <p>9. Drugs acting on the Respiratory System</p> <ul style="list-style-type: none"> a. Bronchodilators b. Expectorants c. Antitussive <p>10. Drugs acting on the Gastrointestinal System</p>
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Course Name	:	NURSING INFORMATICS
Course Description	:	This course deals with the use of information technology system and data standards based on nursing informatics principles/theories. It further deals with the utilization of clinical information systems in the management and decision-making of patient care. A laboratory session shall be provided for practice application.
Course Credit	:	2 units lecture; 1 unit laboratory
Contact Hours/sem	:	36 lecture hours; 54 laboratory hours
Prerequisite	:	College Algebra
Placement	:	2 nd Year Summer
Course Objectives	:	<p>At the end of the course and given relevant actual or simulated situations/conditions, the student will be able to:</p> <ol style="list-style-type: none"> 1. apply concept, theories and principles of informatics in nursing and health care 2. discuss issues and trends in informatics relevant to nursing and health
Course Outline	:	<p>A. Computers and Nursing</p> <ol style="list-style-type: none"> 1. Computers and Nursing 2. Historical Perspectives of Nursing and the Computer 3. Electronic Health Record from a Historical Perspective <p>B. Computer System</p> <ol style="list-style-type: none"> 1. Computer Hardware 2. Computer Software and Systems 3. Open Source and Free Software 4. Data Processing 5. The Internet: A Nursing Resource 6. PDA and Wireless Devices

7. Incorporating Evidence: Use of Computer-Based Clinical Decision Support System for Health Professionals
- C. Issues in Informatics
 1. Nursing Informatics and Healthcare Policy
 2. The Role of Technology in the Medication-Use Process
 3. Healthcare Data Standards
 4. Electronic Health Record Systems: U.S. Federal Initiatives and Public/Private Partnerships
 5. Dependable Systems for Quality Care
 6. Nursing Minimum Data Set Systems
- D. Informatics Theory
 1. Theories, Models and Frameworks
 2. Advanced Terminology Systems
 3. Implementing and Upgrading Clinical Information Systems
- E. Practice Application
 1. Practice Application
 2. Critical Care Applications
 3. Community Health Applications
 4. Ambulatory Care Systems
 5. Internet Tools for Advanced Nursing Practice
 6. Informatics Solutions for Emergency Preparedness and Response
 7. Vendor Applications
- F. Administrative Application
 1. Administrative Applications of Information Technology for Nursing Managers
 2. Translation of Evidence, Clinical Practice Guidelines, and Automated Implementation Tools
 3. Data Mining and Knowledge Discover
- G. Consumer's Use of Informatics
 1. Consumer and Patient Use of Computers for Health
 2. Decision Support for Consumers
- H. Educational Applications
 1. The Nursing Curriculum in the Information Age
 2. Accessible, Effective Distance Education Anytime, Anyplace
 3. Innovations in Telehealth
- I. Research Application
 1. Computer Use in Nursing Research
 2. Computerized Information Resources
- J. International Perspectives
 1. Nursing Informatics in Canada
 2. Nursing Informatics in Europe
 3. Pacific Rim
 4. Nursing Informatics in Asia
 5. Nursing Informatics in South America
- K. The Future of Informatics
 1. Future Directions

Course Name	:	BIOSTATISTICS
Course Description	:	The course has been designed to meet the introductory statistical needs of students in the health related disciplines. The study includes topics on collection and presentation of the different statistical data used in health administration, frequency, distribution, measures of central tendencies, measures of variability, normal distribution and hypothesis testing.
Course Credit	:	3 units lecture
Contact Hours/sem	:	54 lecture hours
Prerequisite	:	College Algebra
Placement	:	2 nd Year Summer
Course Objectives	:	At the end of the course and given relevant simulated situations/ conditions, the student will be able to apply the concepts, theories and principles of biostatistics (from collection and presentation of the different statistical data used in health administration, frequency, distribution, measures of central tendencies, measures of variability, normal distribution and hypothesis testing) in nursing and health related disciplines.
Course Outline	:	<ul style="list-style-type: none"> A. Introduction <ul style="list-style-type: none"> 1. Definition 2. Branches/Kinds of Statistics 3. Symbols Used B. Statistical Data Collection <ul style="list-style-type: none"> 1. Health Care Overview 2. Data Collection 2. Uses of Data C. Common Statistical Data Used in Health Administration <ul style="list-style-type: none"> 1. Population Census 2. Percentage of Occupancy 3. Mortality/Morbidity Rates 4. Autopsy Rules 5. Length of Stay/Discharge 6. Miscellaneous Rates D. Data Presentation <ul style="list-style-type: none"> 1. Tabular Presentation <ul style="list-style-type: none"> a. Table Formats b. Frequency Distribution Table c. Graphical Presentation d. Data Presentation Via Computer E. Measures of Central Tendencies <ul style="list-style-type: none"> 1. Mean 2. Median 3. Mode 4. Ranks/Quantiles

	<ul style="list-style-type: none"> F. Measures of Variability <ul style="list-style-type: none"> 1. Range 2. Average deviation 3. Quartile Deviation 4. Variance 5. Standard Deviation G. Normal Distribution <ul style="list-style-type: none"> 1. Normal Curve 2. Normal Curve Areas 3. Application of the Normal Curve Areas H. Hypothesis Testing <ul style="list-style-type: none"> Definition of Terms Types/Kinds of Test Steps in Testing Hypothesis Common Statistical Tests Used I. Validity and Reliability Testing
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Course Name	:	BIOETHICS
Course Description	:	This course deals with the application of ethico-moral and legal concepts and principles to issues that affect the practice of nursing. These provide the basis for appropriate decision making given varied situations, to prepare the learner to render effective, efficient and safe nursing care. Furthermore, related learning experiences provide opportunities to concretize commitment to nursing. The critical thinking process shall be used in the unit with the object to develop the intellectual capacity to conceptualize and contextualize what students know to particular ethico-moral and legal issues.
Course Credit	:	3 units lecture
Contact Hours/Sem	:	54 lecture hours
Prerequisite	:	Logic, Philosophy of the Human Person
Placement	:	2 nd year, 2 nd Semester
Course Objectives	:	At the end of the course and given actual and relevant simulated situations/ conditions, the student will be able to: <ul style="list-style-type: none"> 1. explain the concept, theories and principles of bioethics in nursing and health; and, 2. apply relevant bioethical principles in nursing and health related situations
Course Outline	:	<ul style="list-style-type: none"> A. Definition of Terms <ul style="list-style-type: none"> 1. Ethics 2. Biology 3. Bioethics 4. Health ethics 5. Professional Ethics 6. Prevalence of Bioethical Issues <ul style="list-style-type: none"> ▪ Abortion

	<ul style="list-style-type: none"> ▪ Euthanasia ▪ Suicide ▪ Determination of Death ▪ (Biological and Clinical Death) ▪ In-vitro Fertilization ▪ Stem Cell Technology <p>B. The Human Person</p> <ol style="list-style-type: none"> 1. The Personhood 2. Human Acts & Acts of Man <ol style="list-style-type: none"> a. knowledge b. freedom c. conscience <p>C. Types of Ethical Thoughts</p> <ol style="list-style-type: none"> 1. Cantian 2. Rawl's Ethics 3. St. Thomas Aquinas 4. Ross Ethics <ul style="list-style-type: none"> ▪ actual/ prima-facie duty ▪ duty of fidelity ▪ duty of reparation ▪ duty of gratitude ▪ duty of justice ▪ duty of beneficence ▪ duty of improvement ▪ duty of non-maleficence <p>D. The Calling of the Health Care Provider</p> <ol style="list-style-type: none"> 1. The Health Care Profession 2. The Client 3. The Health Care Provider 4. Health care Provider-Client relationship <p>E. The Qualities % Responsibilities of a Good Health Care Provider to the Client, Society and its Profession</p> <p>F. Virtues, Vices, & Habits of A health Care Provider</p> <ol style="list-style-type: none"> 1. Virtues 2. Vices 3. Habits <ol style="list-style-type: none"> a. Types of good Habits b. Types of Bad habits 4. Virtues of the Health Care Provider <ul style="list-style-type: none"> ▪ Fidelity ▪ Honesty ▪ Integrity ▪ Humility ▪ Respect ▪ Compassion ▪ Prudence ▪ Courage 5. Vices of the Health Care
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		<ul style="list-style-type: none"> ▪ Fraud ▪ Pride ▪ Greed <p>G. Basic Ethical Principles</p> <ul style="list-style-type: none"> ▪ Stewardship ▪ Totality ▪ Double Effect ▪ Cooperation ▪ Solidarity <p>H. Major Bioethical Principles</p> <ul style="list-style-type: none"> ▪ Respect for person & justice ▪ Non-maleficence ▪ Beneficence <p>I. Application of Bioethical principles to the Care of the Sick</p> <ol style="list-style-type: none"> 1. Functions of Informed Consent <ul style="list-style-type: none"> ▪ Protective and participative 2. Rights of a Patient
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Course Code:	:	NCM 104 - CARE OF CLIENTS ACROSS THE LIFESPAN WITH PROBLEMS IN PERCEPTION AND COORDINATION, ADJUSTMENT AND MALADAPTIVE BEHAVIORS
Course Description	:	This course deals with the concepts, principles and theories of human behavior and the care of individuals, population group experiencing alterations in perception and coordination and psychosocial adjustment and those with maladaptive behaviors in varied settings.
Course Credit	:	6 units lecture, 6 units RLE
Contact Hours/Sem	:	108 Lecture Hours/ 306 RLE Hours
Prerequisite	:	NCM 103
Placement	:	3 rd Year, 2 nd Semester
Course Objectives	:	
Course Objectives	:	<p>At the end of the course, and given actual clients, population group, with problems in perception and coordination, adjustment and maladaptive behaviors, the student should be able to:</p> <ol style="list-style-type: none"> 1. utilize the nursing process in the care of individuals, families in selected settings. <ul style="list-style-type: none"> - assesses with client/s his/her/their condition/health status through interview, physical examination, interpretation of laboratory findings - identifies actual and at-risk nursing diagnosis - plans appropriate nursing interventions with client/s and family for identified nursing diagnosis - implements plan of care with client/s and family - evaluates the progress of his/her/their client's condition and outcomes of care;

	<ol style="list-style-type: none"> 2. ensure a well organized and accurate documentation system; 3. relate with client/s and their family and the health team appropriately; 4. observe bioethical concepts/ principles and core values and nursing standards in the care of clients; and, 5. promotes personal and professional growth of self and others
<p>Course Outline</p>	<p>:</p> <ol style="list-style-type: none"> I. Alterations in Perception and Coordination <ol style="list-style-type: none"> A. Risk factors assessment and screening procedures among clients that contribute to the development of problems in perception and coordination B. Significant subjective data from client – relevant information based on chief complaints, functional patterns, including psychosocial and behavioral assessment C. Principles and techniques of physical examination in newborn, Children & adults and deviations from normal in perception & coordination <ol style="list-style-type: none"> 1. Neurologic Assessment <ol style="list-style-type: none"> a. Inspection: loss of consciousness (LOC), hearing, sight , papillary changes, gait, posture, ADL, muscle strength, discharge b. Palpation: tenderness, muscle strength c. Percussion: reflexes 2. Visual and auditory assessment <ol style="list-style-type: none"> a. Inspection: hearing, sight , papillary changes, discharge, bleeding b. Palpation: pain, tenderness, presence of mass/lesions 3. Locomotion Assessment <ol style="list-style-type: none"> a. Inspection: posture and gait, ADL, swelling, atrophy, deformity, deformity, muscle strength, discharge b. Palpation: deviation/limitation in range of motion (ROM), tenderness, deformity of joints, muscle size and strength, crepitation on movement of joints, presence of subcutaneous nodules c. Palpation: turgor, tenderness, masses, body temperature, tenderness D. Results and implications of diagnostic/laboratory examinations of clients with reference to problems in: <ol style="list-style-type: none"> 1. Perception and Coordination – <ol style="list-style-type: none"> a. Neural regulation <ul style="list-style-type: none"> ▪ Non-invasive diagnostic procedures: Skull x-ray, electroencephalogram (EEG), magnetic resonance imaging (MRI), ultrasound, ▪ Invasive diagnostic procedures: cerebral angiography, lumbar puncture, CT scan ventriculogram b. Visual Auditory

	<ul style="list-style-type: none"> ▪ Non-invasive diagnostic procedures: visual acuity, visual field testing, ophthalmoscopy, slit lamp, audiometry ▪ Invasive diagnostic procedures: CT scan, electronystagmography, ear culture, sensitivity <p>c. Locomotion</p> <ul style="list-style-type: none"> ▪ Non-invasive diagnostic procedures: electromyogram (EMG) ▪ Invasive diagnostic procedures: biopsy, cerebrospinal & synovial fluid determination, serum calcium, phosphorus, alkaline phosphatase determination <p>E. Pathophysiologic mechanisms of Alterations in perception and coordination</p> <ol style="list-style-type: none"> 1. Neural regulation <ol style="list-style-type: none"> a. Motor disturbances b. Seizures c. Sensory deviations d. Head ache ad pain e. Altered state of consciousness 2. Visual and auditory <ol style="list-style-type: none"> a. Disturbances in visual perception: blindness, inflammatory disturbances: neoplastic disturbances, traumatic interferences with visual perception, absence of visual perception, congenital and neonatal visual disturbances, b. Disturbances in auditory perception: deafness/hearing loss, inflammatory /infection, trauma, meniere's syndrome, degenerative changes, disturbances of hearing, obstructive problems 3. Locomotion <ol style="list-style-type: none"> a. Infections/Inflammatory disorders b. Abnormalities in the curvature of the spine c. Degenerative disorders d. Traumatic injuries e. Congenital disorders f. Bone tumors <p>F. Nursing Diagnoses taxonomy pertinent to problems/ alteration in Perception and Coordination</p> <ol style="list-style-type: none"> 1. Neural regulation <ol style="list-style-type: none"> a. Altered cerebral tissue perfusion b. Impaired verbal communication c. Impaired swallowing d. Potential for injury e. Activity intolerance f. Ineffective individual coping g. Knowledge deficit
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	<ul style="list-style-type: none"> 2. Visual and auditory perception <ul style="list-style-type: none"> a. Alteration in sensory perception: visual/auditory b. Potential for infection c. Self esteem disturbance d. Potential for injury e. Knowledge deficit 3. Locomotion <ul style="list-style-type: none"> a. Alteration in comfort: pain/pruritus b. Knowledge deficit c. Impaired physical mobility d. Disturbance in self-concept e. Altered nutrition <p>G. Principles of Management for altered Perception coordination</p> <ul style="list-style-type: none"> 1. Neural regulation <ul style="list-style-type: none"> a. Determination and management of cause b. Airway patency c. Oxygen therapy d. Adequate ventilation e. Drug therapy f. Hydration g. Removal of secretion h. Prevention of infection i. Psychosocial interventions j. Seizure precaution k. Increased ICP precaution l. Prevention of complications m. Rehabilitation 2. Visual and auditory perception <ul style="list-style-type: none"> a. Determination and management of cause b. Drug therapy c. Supportive management for visual/auditory impaired d. Prevention of infection e. Psychosocial interventions f. Prevention of complication g. Rehabilitation 3. Locomotion <ul style="list-style-type: none"> a. Determination and management of cause b. Drug therapy c. Supportive management: immobility precaution d. Removal of secretion e. Prevention of infection f. Prevention of complications g. Rehabilitation <p>H. Pharmacologic actions, therapeutic use, side effects, indications, contraindication, and nursing responsibilities for perception and coordination</p> <ul style="list-style-type: none"> 1. Neural regulation <ul style="list-style-type: none"> a. Anti-convulsants
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	<ul style="list-style-type: none"> b. Osmotic diuretics c. Corticosteroid d. Antibiotics e. Antipyretics f. Anti-inflammatory agents 2. Visual and auditory perception <ul style="list-style-type: none"> a. Miotic agents b. Corticosteroids c. Mydriatic agents d. Antibiotics 3. Locomotion <ul style="list-style-type: none"> a. Antibiotics b. Anti-inflammatory agents c. Corticosteroids I. Purpose, indications, nursing responsibilities for the following surgical and special procedures in perception and coordination <ul style="list-style-type: none"> 1. Neural regulation <ul style="list-style-type: none"> a. Surgical procedures: craniotomy, cranioplasty, ventriculo-peritoneal shunt b. Special procedures: ICP monitoring, seizure precaution 2. Visual and Auditory perception <ul style="list-style-type: none"> a. Surgical procedures: iridectomy, cataract procedures, enucleation, keratoplasty, mastoidectomy, tympaanoplasty, myringotomy, fenestration b. Special procedures: instillation of otic solution, external auditory canal irrigation, hearing aide device 3. Locomotion <ul style="list-style-type: none"> a. Surgical procedures: internal/external fixation, amputation, bone resection, open reduction, tenorrhaphy, spinal fusion, b. Special procedures: application of casts, tractions, braces, crutch walking J. Safe and comprehensive perioperative nursing care <ul style="list-style-type: none"> 1 Assessment ad care during the perioperative period 2. Techniques in assisting the surgical team during the operation 3. Principles of safety, comfort and privacy during the perioperative period 4. Nursing responsibilities during the perioperative period K. Steps/pointers in decision making and prioritization with client/s having problems in perception coordination, adjustment or adaptation L. Principles, concept and application of bioethics in the care of clients M. Developing outcome criteria for clients with problems in in perception coordination and adjustment/adaptation
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- N. Appropriate discharge plan including health education
- O. Accurate recording and documentation

II. Maladaptive Patterns of Behavior

A. Assessment

1. Predisposing and precipitating factors affecting problems in psychosocial adaptation
2. Elements and guide to mental status examination
 - a. Presentation: Appearance, mobility, behavior
 - b. Stream of talk
 - c. Emotional state and reaction
 - d. Thought content
 - e. Neuro-vegetative dysfunction
 - f. General sensorium and intellectual status
 - g. Insight and judgment
3. Principles and techniques of Psychiatric Nursing Interview
4. Diagnostic Exams: psychological tests and Laboratory Examinations

B. Anxiety Response and Anxiety Disorders

1. Defining Characteristics
 - a. Levels of Anxiety
 - b. Manifestations of the various anxiety disorders
2. Nursing Diagnosis
 - a. Severe/Panic level of anxiety
 - b. Moderate level of anxiety
 - c. Ineffective individual coping
 - d. Alteration in role performance
 - e. Self care deficit
3. Planning and Implementation
 - a. Severe/Panic level of anxiety
 - Establish a trusting relationship
 - Self-awareness
 - Protect patient
 - Modify environment
 - Encourage activity
 - b. Moderate level of anxiety
 - Recognize anxiety
 - Insight into the anxiety
 - Cope with the threat
 - Promote relaxation response

C. Psychophysiologic Responses, Somatoform and Sleep Disorders

1. Psychophysiologic Response Continuum

a. Assessment

- Physical conditions affected by stress
- Physical and behavioral characteristics of sleep related disorders

- Specific somatoform disorders
- Prevalence
- Core Symptoms
- b. Nursing Diagnosis
 - Impaired adjustment
 - Sleep Pattern Disturbance
 - Alteration in comfort
 - Ineffective individual coping
 - Self care deficit
- c. Plan/Implementation
 - Patient teaching
 - Establish a daily routine
 - Promote adequate nutrition and sleep
 - Expression of emotional feelings
 - Recognize relationship between stress/coping and physical symptoms
 - Limit time spent on physical complaints
 - Limit primary and secondary gains
 - Coping Strategies
 - Emotion-focused coping strategies e.g. relaxation techniques, deep breathing, guided imagery, distraction
 - Problem-focused coping strategies e.g. problem-solving strategies, role-playing
- d. Evaluation
 - Decrease visits to MDs with physical complaints
 - Decrease use of medications and more (+) coping
 - Technique

D. Abuse and Violence

1. Abuse
 - a. Child abuse
 - b. Spouse/Partner Abuse
2. Family Violence
3. **Dissociative** Disorders
4. Posttraumatic Stress Disorder
2. Assessment
 - a. Characteristic, manifestations of an abused client/victims of violence
3. Nursing Diagnosis
 - a. Self-concept
 - b. Body image
 - c. Self ideal
 - d. Self-esteem
 - e. Role performance
 - f. Personal identity/Healthy personality
4. Planning Implementation
 - a. Promote client safety

- b. Help client cope with stress and emotions
 - deep breathing and relaxation techniques
 - distraction techniques; e.g. physical exercise, listen to music, talk with others, hobby
 - c. Help promote client's self esteem
 - refer to client's as "survivor" rather than victim
 - establish social support system in community
 - 5. Evaluation
 - a. Gradual progress in being able to keep self safe, learn to manage stress and emotions, being able to function in daily life.
- E. Emotional Responses and Mood Disorders
1. Types of emotional responses & mood disorders
 - a. Grief Reactions
 - b. Depression and Suicide
 - c. Mania
 2. Assessment
 - a. Mood
 - b. Motor activity
 - c. Language thought process
 3. Nursing Diagnosis
 - Altered nutrition
 - Dysfunctional grieving
 - Constipation
 - Fatigue
 - Hopelessness
 - Powerlessness
 - Altered Role Performance
 - Self care deficit
 - Self esteem disturbance
 - Sleep pattern disturbance
 - Social isolation
 - Spiritual distress
 - Potential for violence directed to self
 4. Plan/Implementation
 - a. Begin a therapeutic relationship
 - b. Ensure safety of clients with low esteem
 - c. Listen closely for behavioral cues to suicidal thoughts
 - d. Create a structures and schedules but non-demanding environment
 - e. Promote independence by encouraging client to perform
 - f. ADL. Assist only when he cannot perform
 - g. Closely monitor for the side effects or antidepressants/anti-manic agents
 - h. Ensure that nutritional and fluid balance needs are met
 5. Evaluation

- a. Safety issues
- b. Compare mood and effect before and after treatment
- c. Changes in clients perception of quality life

F. Schizophrenia and other Psychotic and Cognitive Disorders

1. Types of Schizophrenia
2. Delusional disorders
3. Delirium, Dementia and other cognitive disorders
4. Assessment: through process, affective response, perceptual functions, interpersonal relations, related behavior & physical problems
6. Nursing Diagnosis:
 - Risk for violence: self-directed or directed at others
 - Altered thought process
 - Sensory/Perceptual alterations
 - Impaired verbal communications
 - Self-care deficit
 - Social isolation
 - Ineffective individual coping
 - Altered health maintenance
7. Planning/Implementation:
 - a. Promote safety of client and others and right to privacy and dignity
 - b. Establish trust
 - c. Use therapeutic communication
 - d. Interventions for delusions
 - e. Coping with socially inappropriate behaviors
 - f. Ensure that the physiologic needs are met
8. Evaluation:

Have the clients psychotic symptoms disappeared?
Safety

G. Social Responses and Personality Disorders

1. Types of Personality Disorders
2. Assessment:
 - a. Symptoms/Characteristics of each type
3. Nursing Diagnosis
 - a. Ineffective individual coping
 - b. Altered role performance
 - c. Impaired social interaction
 - d. Patient for violence directed to others
4. Planning/Implementation
 - a. Promotes client safety
 - b. Set limits to clients socially unacceptable behaviors
 - c. Help the client cope, problem solve and control emotions
 - d. Enhance social skills
 - e. Enhance role performance

H. Substance-related Disorders

	<ol style="list-style-type: none"> 1. Assessment: <ol style="list-style-type: none"> a. Manifestations of substance abuse, intoxication & withdrawal 2. Nursing Diagnosis <ol style="list-style-type: none"> a. Ineffective denial b. Ineffective individual coping c. Altered nutrition: less than body requirement d. Self esteem disturbance e. Knowledge deficit f. Altered role performance g. Altered family process 3. Planning/Implementation <ol style="list-style-type: none"> a. Convey an attitude of acceptance to the patient b. Confront the client's denial c. Set limit on manipulative behavior d. Encourage verbalization of feelings e. Explain the effects of the substance in the body f. Ensure adequate nutrition 4. Evaluation <ol style="list-style-type: none"> a. Did the client express his feelings openly? b. Did the client verbalize acceptance of responsibility for his behavior? c. Did the client practice alternative to deal with stressful situation? <p>I. Eating Disorders</p> <ol style="list-style-type: none"> 1. Types of eating Disorders <ol style="list-style-type: none"> a. Anorexia Nervosa b. Bulimia Nervosa 2. Assessment <ol style="list-style-type: none"> a. Etiology b. Symptoms, Complications 3. Nursing Diagnosis <ol style="list-style-type: none"> a. Altered nutrition b. Powerlessness c. Fluid volume deficit d. Ineffective individual coping e. Disturbance in body image f. Anxiety 4. Implementation <ol style="list-style-type: none"> a. Establish nutritional eating disorders b. Assist client to develop non-food coping strategies c. Help client deal with body image issues d. Provide client education on basic nutritional needs 5. Evaluation <ol style="list-style-type: none"> a. Did the client attain ideal body weight within 5%-10% of normal? b. Was the client able to develop non-food coping strategies?
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c. Is the client free of medical complications?

J. Sexual Disorders

1. Sexual dysfunctions
 - a. Paraphilias
 - b. Gender Identity disorders
2. Assessment:
 - a. Difficulties in sexual performance and satisfaction
 - b. Health history
3. Nursing Diagnosis
 - a. Altered sexuality pattern
 - b. Anxiety
 - c. Ineffective individual coping
 - d. Impaired social interaction
 - e. Altered family process
 - f. Sexual dysfunction
4. Planning/Implementation
 - a. Convey an attitude of acceptance
 - b. Encourage expression of fears and concerns
 - c. Educate regarding sexual functioning
 - d. Enhance self esteem

K. Emotional Disorders of Infants, Children and Adolescents

1. Types of disorders
 - a. Pervasive Developmental Disorder
 - b. Mental Retardation
 - c. Disruptive Disorders
2. Nursing Diagnoses
3. Treatment considerations for the client in the home and
 - a. Community settings.
4. Planning and Implementation
5. Evaluation

III. Population Group

A. Assessment of population group and their families

1. Family health assessment: to determine family capability to perform health tasks
2. Primary and secondary sources of data about population
 - a. Groups
 - Demographic/statistical records
 - Results of surveys and observations
3. Methods of data gathering:
 - a. Interview
 - b. Record review
 - c. Survey
 - d. Participant observation
 - e. Focus group discussion

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| | <p>B. Risk factor assessment</p> <ol style="list-style-type: none"> 1. Importance of risk factor assessment 2. Areas for risk factor assessment <ol style="list-style-type: none"> a. Nutrition/diet b. Overweight/obesity c. Physical inactivity & sedentary lifestyle d. Smoking e. Alcohol drinking f. Environmental pollution 3. Screening guidelines & procedures <ol style="list-style-type: none"> a. Definition of screening b. Types of screening programs c. Screening guidelines for: Hypertension, Elevated d. cholesterol e. Diabetes mellitus, Cancer, COPD and Asthma 4. Assessment of family capability to perform health tasks <ol style="list-style-type: none"> a. First level assessment b. Second level assessment c. Use of typology of family health nursing problems <p>C. Actual & potential health problems of the population group</p> <ol style="list-style-type: none"> 1. Definition of health problems <ol style="list-style-type: none"> a. Health status b. Health resources c. Health-related problems 2. Categories of health problems in family health nursing practice <ol style="list-style-type: none"> a. Health deficits b. Health threats c. Foreseeable crisis/stress points 3. Contributing risk factors <ol style="list-style-type: none"> a. Predisposing factors b. Enabling factors c. Reinforcing factors 4. Issues of vulnerability of population groups <ol style="list-style-type: none"> a. Health risks b. Limited control c. Powerlessness d. Disenfranchisement e. Victimization f. Socio-economic 5. Factors affecting the issue of vulnerability <ol style="list-style-type: none"> a. Age-related vulnerability b. Socio-economic factors 6. Criteria for setting priorities among health problems of population groups & their families <ol style="list-style-type: none"> a. Nature of problem b. Magnitude of the problem c. Modifiability d. Preventive potential |
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	<ul style="list-style-type: none"> e. Saliency D. Planning of care of population group <ul style="list-style-type: none"> 1. Concepts, principles, phases and components in planning health programs & nursing interventions; strategies in people's participation 2. Programs & services focus on primordial & primary prevention of communicable & non-communicable diseases 3. Definition & characteristics of appropriate goals/objectives of care of priority problems <ul style="list-style-type: none"> a. Goal: addresses the health problems & are stated in terms of health status change b. Objectives: addresses the risk factors related to the identified health problems 4. Definition of strategy activities; categories of strategy <ul style="list-style-type: none"> a. Activities b. Service c. Developmental activities d. Support activities 5. Components of evaluation: criteria, standard and outcome/target indicators 6. Principles of collaboration, networking and advocacy to ensure program implementation & sustainability 7. Priority agencies for collaboration, networking & advocacy work: <ul style="list-style-type: none"> a. Health center b. Other health agencies/facilities c. Support/interest groups in the community c. Local government units (LGUs) E. Implementation with community appropriate plan of care to improve health status of population group <ul style="list-style-type: none"> a. Strategies in meeting health problems of population group b. Promoting behavior change c. Creating a supportive environment towards healthy lifestyle d. Principles of behavior change; health education process; strategies for lifestyle changes: promoting proper nutrition, promoting physical activity & exercise, promoting a smoke-free environment e. Concept & principles of community organizing & social mobilization, advocacy & networking F. Evaluation with community of progress and outcomes of care <ul style="list-style-type: none"> a. Strategies for participatory approach in evaluation, categories of evaluation & sources of evaluative data b. Alternative strategies & approaches for specific problems & objectives G. Accurate documentation & reporting in the health center for individual clients & families: focus charting <ul style="list-style-type: none"> a. Legal principles involved in documentation
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		b. Recording & reporting of vital statistical data
Equipment and Materials		Alterations in Neural regulation: Flashlight/penlight, tongue depressor, cotton, safety pin, reflex hammer, watch with second hand. Alterations in Visual and auditory: ophthalmoscope , otoscope , penlight, ear irrigating devise, Snellen chart, tuning fork, hearing augmentation device Alterations in Locomotion: sand bag, splints, types of traction, types of casts.

Course Name	:	NURSING RESEARCH 1
Course Description	:	This is an introductory course intended to equip the nursing students with concepts, principles in research starting from an overview of the major phases of the research process. The course will include discussion from formulation to dissemination of research findings, focus on the formulation of a research problem to the selection of the research design, planning and choosing the appropriate research tool for data gathering. This course will require the student/group to present a research proposal in a colloquium to apply knowledge and demonstrate skills and attitude in the conceptual, design and planning phases of the research process.
Contact Hours/Sem	:	54 lecture hours
Prerequisite	:	Biostatistics
Placement	:	^{3rd} year, 2nd semester
Course Objectives	:	At the end of the course and given actual situation, the student will be able to: <ol style="list-style-type: none"> 1. discuss the major phases of the research process; and, 2. present a group research proposal based on an identified clinical/situational problem
Course Outline	:	<p>A. Introduction to Nursing Research</p> <ol style="list-style-type: none"> 1. Definition of Nursing Research 2. The Importance of Research in Nursing 3. Roles of Nurses in Research 4. Evolution of Nursing research 5. Purposes of Nursing Research <p>B. Overview of the Research Process in Quantitative and Qualitative Studies</p> <ol style="list-style-type: none"> 1. Major Phases of a Research Process <ol style="list-style-type: none"> a. The Conceptual Phase <ul style="list-style-type: none"> ▪ Formulating and Delimiting the problem ▪ Sources of Research problem ▪ Criteria in Evaluating Research Problem

- Criteria for Stating Research Problem
 - b. Reviewing the Related Literature
 - Purpose of Literature Review
 - Categories of references
 - Locating relevant literature for research review
 - c. Defining the Framework and Developing Conceptual and Theoretical Frameworks
 - d. Definition of important terms: concept, construct, conceptual models and statistical models
 - e. Formulating Hypotheses
 - Purpose of research hypotheses
 - Types of Hypotheses
 - Criteria considered when stating hypotheses
- 2. The Design and Planning Phase
 - a. Selecting a Research design
 - b. Major Categories of Research Design
 - Experimental Designs
 - Non-experimental Designs
 - Qualitative Designs
 - c. Characteristics of Research Designs
 - d. Identifying the Population to be Studied
 - Differences between Total & Target Populations
 - How to Determine Sample
 - e. Designing the Sampling Plan
 - Methods of Sampling
 - f. Specifying Methods to Measure Variables
 - Primary Methods
 - Self Report/Questionnaire
 - Observation
 - Interviews
 - Bio-physiologic measurements
 - Secondary Methods
- C. Ethical Aspects of Nursing Research
 - 1. Ethical Principles for Protecting Study Participants
 - a. Beneficence
 - b. Respect of Human Dignity
 - c. Justice
 - 2. Procedures For Protecting Study Participants
 - a. Informed Consent
 - b. Risk/benefit Assessment
 - c. Confidentiality Procedures
 - d. Debriefings and Referrals
 - e. Treatment of Vulnerable Groups
 - f. Institutional Reviews, Boards and External Reviews
- D. Steps of Writing a Good Research Proposal

Course Name	:	NCM 105- RELATED LEARNING EXPERIENCES
Course Description	:	This course deals with the application of concepts learned in NCMs 101,102, 103 and 104 in varied settings.
Course Credit	:	4 Units RLE
Contact Hours/sem	:	204 RLE hours
Prerequisite	:	NCM 104
Placement	:	3 rd Year Summer
Course Objectives	:	<p>At the end of the course, and given actual clients, family, population group, with problems in oxygenation, fluid and electrolyte balance, and metabolic and endocrine function, perception and coordination, adjustment and maladaptive behavior, the student should be able to:</p> <ol style="list-style-type: none"> 1. utilize the nursing process in the care of individuals, families, population group in selected settings. <ul style="list-style-type: none"> - assesses with client/s his/her/their condition/health status through interview, physical examination, interpretation of laboratory findings - identifies actual and at risk nursing diagnosis - plans appropriate nursing interventions with client/s and family for identified nursing diagnosis - Implements plan of care with client/s and family - Evaluates the progress of his/her/their client's condition and outcomes of care 2. ensure a well organized and accurate documentation system 3. relate with client/s and their family and the health team appropriately 4. observed bioethical concepts/ principles, core values, nursing standard in the care of clients 5. promotes personal and professional growth of self and others

Course Name	:	NURSING RESEARCH 2
Course Description	:	<p>This course is a continuation of Nursing Research 1 which includes collection of data, analysis, interpretation, summary and conclusion and recommendation. Advising is done throughout the practicum sessions.</p> <p>The course will provide the student/group an opportunity to undergo the final research defense process to appreciate data gathering, analyze and interpret study results disseminate the findings and make recommendations based on the results of their respective studies.</p>
Course Credit	:	2 RLE units
Contact Hours/Sem	:	102 hours
Prerequisite	:	Nursing Research 1
Placement	:	4 th year, 1 st semester

Course Objectives	:	<p>At the end of the course and given actual situation, a group of student will be able to:</p> <ol style="list-style-type: none"> 1. undertake a final research defense process (from data gathering, analysis and interpretation of study results, dissemination of the research findings and making appropriate recommendations based on the results of their respective studies). 2. submit a written group research study 3. critique a research study based on stated guidelines.
Course Outline	:	<ol style="list-style-type: none"> A. The Empirical Phase <ol style="list-style-type: none"> 1. Measurement and the Assessment of Quantitative Data <ol style="list-style-type: none"> a. Definition of Measurement b. Levels of Measurement c. Advantages of Measurement 2. Reliability <ol style="list-style-type: none"> a. Three important aspects of reliability (stability, internal consistency and equivalence) 3. Validity <ol style="list-style-type: none"> a. Three important aspects of validity (content validity, criterion- related validity & construct) b. Sensitivity and Specificity B. The Analytical Phase <ol style="list-style-type: none"> 1. Analyzing the Quantitative and Qualitative Data <ol style="list-style-type: none"> a. Descriptive Data Analysis b. Inferential Data Analysis c. Classification of Statistics d. Criteria for Selecting Statistical Tool C. The Dissemination Phase <ol style="list-style-type: none"> a. Communicating the Research Findings b. Using Research in Evidence-Based Nursing Practice D. Writing the Final Research Report (Handout on Research Report) (Format will be given to the students during the discussion) E. Critiquing of Research Reports <ol style="list-style-type: none"> a. Guidelines for Use in Critiquing Reports

Course Name	:	COMPETENCY APPRAISAL 1
Course Credit	:	3 units lecture
Contact Hours/sem	:	54 lecture hours
Prerequisite	:	NCM 105, Nursing Research 1
Placement	:	4 th Year, 1 st Semester
Course	:	At the end of the course, given relevant simulated situations involving

Objectives	:	<p>health promotion, health maintenance, preventive, risk reduction, curative and rehabilitative aspects of care for the mother, child and family, population group and community, the student will be able to:</p> <ol style="list-style-type: none"> 1. apply the nursing process in the care of individuals, families, population group in selected settings. <ol style="list-style-type: none"> 1.1 assesses with client/s his/her/their condition/health status through interview, physical examination, interpretation of laboratory findings 1.2 identifies actual and at risk nursing diagnosis 1.3 plans appropriate nursing interventions with client/s and family for identified nursing diagnosis 1.4 Implements plan of care with client/s and family 1.5 evaluates the progress of his/her/their client's condition and outcomes of care 2. ensure a well organized and accurate documentation system 3. utilize bioethical concepts/ principles, core values and nursing standards in the care of clients 4. integrate the various competencies in the various key areas of responsibilities in the care of selected clients.
Course Outline	:	<ol style="list-style-type: none"> A. Overview <ol style="list-style-type: none"> 1. Core competencies under the 11 Key Areas of Responsibility 2. Terminal Competencies per nursing care management courses [NCM 100-104] B. Nursing Scenarios [integrating the nursing process, levels of care/prevention in the nursing management of the following: <ol style="list-style-type: none"> 1. Healthy/at risk/sick mother and child 2. Sick individual with alterations in oxygenation, fluid and electrolyte balance, metabolism and endocrine functioning, pain including the perioperative concept. 3. Family 4. Population group 5. Community C. Nursing Scenarios [integrating communication, ethico-moral/legal and research in various settings] <ol style="list-style-type: none"> 1. Hospital 2. Home 3. Community 4. School

Course Code:	:	NCM 106 - CARE OF CLIENTS ACROSS THE LIFESPAN WITH PROBLEMS IN INFLAMMATORY AND IMMUNOLOGIC REACTIONS, CELLULAR ABERRATIONS, ACUTE BIOLOGIC CRISIS, INCLUDING EMERGENCY AND DISASTER NURSING
Course Description	:	It deals with the principles and techniques of nursing care management of sick clients across lifespan in varied settings with

		alterations/problems in inflammatory and immunologic reactions, cellular aberrations, acute biologic crisis, including emergency and disaster nursing and IV Therapy.
Course Credit	:	8 units lecture, 8 units RLE
Contact Hours/sem	:	144 lecture hours, 408 RLE Hours
Prerequisite	:	NCM 105
Placement	:	4 th Year, 1 st Semester
Course Objectives		<p>At the end of the course, and given actual clients with problems in inflammatory and immunologic reactions, cellular aberrations, acute biologic crisis and emergency, the student should be able to:</p> <ol style="list-style-type: none"> 3. utilize the nursing process in the care of individuals, families in selected settings. <ul style="list-style-type: none"> - assesses with client/s his/her/their condition/health status through interview, physical examination, interpretation of laboratory findings - identifies actual and potential nursing diagnosis - plans appropriate nursing interventions with client/s and family for identified nursing diagnosis - Implements plan of care with client/s and family - Evaluates the progress of his/her/their client's condition and outcomes of care 4. ensure a well organized and accurate documentation system 5. relate with client/s and their family and the health team appropriately 6. observe bioethical concepts/ principles, core values and nursing standards in the care of clients 7. promotes personal and professional growth of self and others
Course Outline	:	<ol style="list-style-type: none"> I. The Individual Across the Lifespan <ol style="list-style-type: none"> A. Risk factors assessment and screening procedures among clients that contribute to the development of problems in the following: <ol style="list-style-type: none"> 1. Inflammatory and Immunologic reaction 2. Cellular aberration – lung, breast, uterine, prostate, Colorectal skin B. Significant subjective data from client – relevant information based on chief complaints, functional patterns, including psychosocial and behavioral assessment C. Principles and techniques of physical examination in newborn, children, adults, deviations from normal: <ol style="list-style-type: none"> 1. Inflammatory and Immunologic reactions

	<ul style="list-style-type: none"> a. Inspection – color, lesions, masses b. Palpation – turgor, tenderness, masses, body temperature, tenderness 2. Cellular aberration <ul style="list-style-type: none"> a. Inspection – vasculature, symmetry, movement, nodules, discharges, masses b. Auscultation – heart sounds, breath sounds, bowel sounds, vascular sounds, friction rub c. Palpation – masses, tenderness, nodules, lesions, distention d. Percussion – gas patterns, areas of flatness and dullness, liver span, masses, ascites 3. Acute biologic crisis or life threatening situation) <ul style="list-style-type: none"> Standard assessment of the critically ill (focused history-taking, discriminating PE - airway, breathing circulation, including hemodynamics status) <p>D. Results and implications of diagnostic/laboratory examinations of clients with reference to problems in:</p> <ul style="list-style-type: none"> 1. Inflammatory and immunologic reaction – <ul style="list-style-type: none"> a. Diagnostic tests – <ul style="list-style-type: none"> ▪ Non-invasive: urinalysis, culture and sensitivity tests, x-ray ▪ Invasive – CBC, antistreptolysin titer, biopsy, blood Chemistry, CSF, Gram Staining, ELISA, Western Blot, tests for emerging infections e.g. SARS 2. Cellular aberration – <ul style="list-style-type: none"> a. Screening: BSE, Pap smear, rectal examination, b. Non-invasive: MRI, CT scan, Bone scan, ultrasound, thyroid scan c. Invasive: Biopsy, digital rectal examination, cyst aspiration, cystoscopy, lymph angiography, cerebral arteriography 3. Acute biologic crisis/multiorgan problem <ul style="list-style-type: none"> a. Non-invasive: ECG, cardiac rhythms, b. Invasive: ABG, hemodynamic monitoring, CVP, pulmonary capillary wedge pressure (PCWP) E. Pathophysiologic mechanisms: <ul style="list-style-type: none"> 1. Inflammatory and Immunologic reactions <ul style="list-style-type: none"> a. Inflammatory reactions b. Bacterial conditions c. Bullous diseases d. Infestation and parasitic diseases e. Vaccine-preventable infectious diseases f. Others – AIDS, STDs 2. Immunologic reactions <ul style="list-style-type: none"> a. Hypersensitivity reactions b. Immunodeficiency
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- c. Autoimmune disorders
- 3. Cellular aberrations
 - a. Solid tumors – lung cancer, breast, uterine cancer, prostate cancer, colorectal, brain cancer
 - b. Liquid tumors – lymphomas, leukemias
- 4. Acute biologic crisis /multiorgan system dysfunction/ emergency
 - Cardiac failure
 - Acute Myocardial infarction
 - Acute pulmonary failure
 - Acute renal failure
 - Stroke
 - Increased Intracranial pressure
 - Metabolic emergencies – e.g. DKA/HHNK
 - Massive Bleeding
 - Extensive surgeries
 - Extensive Burns
 - Poisoning
 - Emerging illnesses (SARS, Avian Flu)
 - Multiple injuries

F. Nursing Diagnoses taxonomy pertinent to problems/ alteration in:

- 1. Inflammatory and immunologic reaction
 - a. Impaired skin integrity
 - b. Activity intolerance
 - c. Potential for infection
 - d. Disturbances in self-concept
 - e. Ineffective family coping
 - f. Social isolation
- 2. Cellular aberration
 - a. Potential for infection
 - b. Alteration in tissue perception
 - c. Activity intolerance
 - d. Potential for Alteration in nutrition less than body requirement
 - e. requirement
 - f. Alteration in oral mucous membrane integrity
 - g. Alteration in comfort: pain/pruritus
 - h. Fluid volume deficit
- 3. Acute biologic crisis/ multi-organ failure
 - a. Impaired gas exchange
 - b. Inability to sustain spontaneous ventilation
 - c. Dysfunctional ventilatory weaning response
 - d. Decreased cardiac output (CO)
 - e. Altered tissue perfusion systemic
 - f. Alterations in nutrition less than body requirement
 - g. Fluid volume deficit
 - h. Activity intolerance

G. Principles of Various Modalities of Management

	<ol style="list-style-type: none"> 1. Health Promotive 2. Disease Preventive 3. Curative 4. Restorative <p>H. Principles of Management for altered</p> <ol style="list-style-type: none"> 1. Inflammatory and immunologic reaction <ol style="list-style-type: none"> a. Determination and management of cause b. Drug therapy c. Prevention of infection d. Supportive management e. Prevention of complications f. Rehabilitation 2. Cellular aberration <ol style="list-style-type: none"> a. Determination and management of cause b. Definitive management; Surgery, chemotherapy, radiation therapy, biotherapy c. Blood component replacement d. O₂ therapy e. Drug therapy f. Hydration g. Prevention of infection h. Supportive management i. Prevention of complications j. Rehabilitation 3. Acute biologic crisis / multi-organ failure <ol style="list-style-type: none"> a. Determination and management of cause b. Life saving interventions: Basic life support, advanced cardiac life support, first aid measures, fluid resuscitation c. Life maintaining interventions: Airway management and care of patients with ventilator, parenteral fluid administration including blood and blood component therapy, interventions for cardiac output problems, pharmacologic interventions for hemodynamic instability, continuous hemodynamic monitoring, interventions for neural regulation, fluid and electrolyte problems, nutrition and perioperative problems d. Psychosocial and behavioral interventions: measures to relieve anxiety, fear, depression, critical care concerns life: immobility, sleep deprivation, sensory overload, body image alterations, grieving, sexuality, spirituality e. Supportive management f. Prevention of complication g. Rehabilitation – pulmonary, cardiac, neurologic <p>I. Pharmacologic actions, therapeutic use, side effects, indications, contraindication, and nursing responsibilities:</p>
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	<ol style="list-style-type: none"> 1. Inflammatory and Immunologic reactions <ol style="list-style-type: none"> a. Antibiotics b. Antifungal agents c. Keratolytic agents d. Anticholinergic agents e. Adrenergic agents f. Antihistamines g. Anti-inflammatory agents h. Corticosteroids i. Immunologic agents j. Vaccines 2. Cellular aberrations <ol style="list-style-type: none"> a. Anticancer agent b. Analgesics c. Narcotics d. Corticosteroids e. Antibiotics f. Antipruritus 3. Acute biologic crisis/multiorgan failure <ol style="list-style-type: none"> a. Analgesics b. Narcotics c. Corticosteroids d. Antihypertensive e. Vasopressors f. Antibiotics g. Parenteral fluids J. Purpose, indications, nursing responsibilities for the following surgical and special procedures <ol style="list-style-type: none"> 1. Inflammatory and immunologic reaction <ol style="list-style-type: none"> a. Surgical procedures – debridement, incision and drainage, excision b. Special procedures - universal precaution, reverse isolation, medical asepsis/surgical asepsis 2. Cellular aberration <ol style="list-style-type: none"> a. Major surgical procedures: lobectomy, pneumonectomy, mastectomy, nephrectomy, prostatectomy, colectomy, colostomy, bone marrow transplant, urinary diversion b. Special procedure: brachytherapy, radiation therapy. Reverse isolation, 3. Acute biologic crisis/multiorgan failure <ol style="list-style-type: none"> a. Surgical procedure – coronary bypass, angioplasty, skin grafting, b. Special procedures – advanced life support, parenteral hyperalimentation; ventilatory support, fluid resuscitation, first aid measure including emergency wound and trauma management, IV Therapy K. Safe and comprehensive perioperative nursing care <ol style="list-style-type: none"> a. Assessment and care during the perioperative period
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- b. Techniques in assisting the surgical team during the operation
- c. Principles of safety, comfort and privacy during the perioperative period
- d. Nursing responsibilities during the perioperative period
- L. Steps/pointers in decision making and prioritization with client/s having problems in inflammatory and immunologic reaction, cellular aberration, acute biologic crisis/multiorgan failure, including emergency and disaster preparedness
- M. Principles, concept and application of bioethics in the care of clients
- N. Developing outcome criteria for clients with problems in inflammatory and immunologic reaction, cellular aberration, acute biologic crisis/multiorgan failure, including emergency and disaster preparedness
- O. Appropriate discharge plan including health education
- P. Accurate recording and documentation

III. Disaster & Emergency

- A. Definition of Emergency
- B. Types of Emergency
- C. Triage
 - 1. Objectives
 - 2. START Triage
 - 3. Military Triage
- D. Hospital Emergency Incident Command System
- E. Incident Command Education
- F. Hospital Operations Plan
- G. Personal Protective Equipment
- H. Hazardous Materials
- I. Decontamination
- J. Biological Warfare and Biological Agents
- K. Blast Injuries
- L. Natural disasters
- M. Stress Reactions
 - Post Traumatic
 - Stress Disorder Critical Incident Stress Management
 - Debriefing

IV. Intravenous Parenteral Therapy

- A. Philosophy
- B. Definition
- C. Objectives of IV Therapy Standards
 - 1. Describe the role and responsibilities of nurses in IV therapy
 - 2. Recognize the ethico-moral/legal implications of IV therapy
 - 3. Identify the appropriate sites for venipuncture

	<ol style="list-style-type: none"> 4. Observe principles of strict asepsis during the actual implementation of the Intravenous therapy practice 5. Describe the steps in the procedure for performing a venipuncture using selected techniques 6. Demonstrate function, usage, care and maintenance of supplies and equipment utilized in the administration of IV therapy 7. Utilize the nursing process in the care of clients undergoing IV therapy <p>D. Methodology</p> <ol style="list-style-type: none"> 1. Lecture, audio visual aids presentation, demonstration/return demonstration through the use of an IV dummy arm and one-on-one intravenous insertion <p>E. Basic Foundation of IV Therapy</p> <ol style="list-style-type: none"> 1. Historical Background of IV therapy 2. Ethico-legal Aspects of IV therapy 3. Standards of IV therapy <p>F. Course Content</p> <ol style="list-style-type: none"> 1. Review of Anatomy and Physiology of the Vascular 2. Peripheral and Integumentary System 3. Fluid and Electrolyte Therapy 4. Nursing process in IV therapy 5. Venipuncture Technique on Adult & Children 6. Complications of IV therapy 7. Infection Control & Microbiology 8. Demonstration of Procedure 9. Documentation of activity <p>G. Guideline: Faculty member handling the course must have a current certificate as IV trainer</p> <p>H. Performance Scale for IV Therapy</p>
<p>Equipment and Materials [these could be found in nursing skills lab, base hospital, affiliating centers]</p>	<p><u>Alterations in Inflammatory and Immunologic Reactions:</u> hand washing facility, isolation barrier techniques and materials, needles and syringes for skin testing.</p> <p><u>Cellular Aberration:</u> Breast examination model, cervical examination model, safety guidelines for chemotherapy and radiotherapy, safety barriers, for chemotherapy and spill kits.</p> <p><u>Acute Biologic Crisis:</u> Cardiac monitor, EKG machine, oxymeter, ventilatory support equipments, endotracheal tubes, tracheostomy tube, airway, BP apparatus, stethoscope, oxygen tank, O2 regulator, humidifier, monkey wrench, O2 tubings, O2 cannula/catheter, O12 masks, croupette, O2 tent, suction catheters, suction machine, cardiac arrest board, gloves, peak flow meter, tongue depressor, microscope, glass slide, one-way/two-way/three-way water seal drainage, CVP manometer and tubing, peritoneal dialysis set, dialyzing solution, hemodialysis machine (optional), incubator, Billi light, Isolette, Model for basic and advance life support, including equipment and materials in NCM 104 and NCM 105.</p>

	IV Therapy: - IV arm dummy, IV injection tray, IV needles, cotton and alcohol
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Course Name	:	NCM 107 - NURSING LEADERSHIP AND MANAGEMENT
Course Description	:	This course deals with the application of the concepts, principles, theories and methods of developing nursing leaders and managers in the hospital and community-based settings. It also includes ethico-moral/legal aspects of health care and nursing practice and the nurses' responsibilities for personal and professional growth. The subject will have an applied focus using a variety of workplaces such hospitals, and community.
Course Credit	:	8 units lecture, 8 units RLE
Contact Hours/sem	:	144 lecture hours, 408 RLE hours
Pre-requisite	:	NCM 106
Placement	:	4 th Year, 2 nd Semester
Course Objectives	:	<p>At the end of the course, and given a variety of actual clients with selected problems, the student should be able to:</p> <ol style="list-style-type: none"> 1. utilize the nursing process in the care of individuals, families, population group, community in hospital and community settings. <ol style="list-style-type: none"> 1.1 assesses with client/s his/her/their condition/health status through interview, physical examination, interpretation of laboratory findings 1.2 identifies actual and at risk nursing diagnosis 1.3 plans appropriate nursing interventions with client/s and family for identified nursing diagnosis 1.4 implements plan of care with client/s and family 1.5 evaluates the progress of his/her/their client's condition and outcomes of care; 2. ensure a well organized and accurate documentation and reporting system; 3. demonstrate leadership and competence in the performance of her responsibilities as a beginning nurse practitioner in the hospital or community setting 4. observes bioethical principles, core values, and standards of nursing care while practicing nursing 5. promote personal and professional growth for self and others
Course Outline	:	<p>A. Management</p> <ol style="list-style-type: none"> 1. Definition/description 2. Universal principles of management. 3. Theories of Management 4. Management process.

- a. Roles that managers fulfill in an organization
- 5. Strategic planning process
 - b. Vision/mission/philosophy/objectives/core values
- B. Management Functions
 - 1. Planning
 - 2. Organizing
 - a. organizational structure
 - b. staffing (selection, orientation, job description)
 - c. patient classification system
 - d. scheduling
 - e. modalities of care
 - case method
 - primary nursing
 - team nursing
 - modular nursing
 - functional nursing
 - modified method
 - 3. Directing/Leading
 - a. Leadership Theories
 - b. Leadership Styles
 - c. Leadership Skills
 - Case analysis
 - Decision making
 - c. Bases for Power
 - d. Principles of Delegation
 - e. Communication
 - f. Motivation Theories
 - g. Time Management
 - h. Conflict Management
 - 4. Controlling
 - a. budgeting
 - types of budgeting
 - costing of nursing services
 - b. performance evaluation/appraisal
 - feedback
 - c. staff development
 - d. quality improvement /quality management
 - nursing audits & rounds
 - variance reports
 - solutions to identified problems
- C. Professional and Personal Development
 - 1. Ethico moral aspects of nursing
 - a. Code of Ethics for Nurses in the Philippines
 - b. ICN Code of Ethics for Nurses
 - c. Values in Nursing
 - d. Virtues in Nursing
 - e. Morality
 - 2. Legal Aspects of Nursing

- a. RA 9173 or The Nursing Act of 2002
- b. Legal Responsibilities of Nurses
- c. Other laws Affecting Nursing Profession
[Rooming In, Senior Citizens Act, Sexual Harassment, Clean Air Act, Local Government Code, Dangerous Drug Act, etc.]
- d. Malpractice and Negligence Act
- e. Contracts/Wills/ Testament
- f. Legal protections in the nursing service
- 3. Personal /Professional
 - a. Positive Image of a Professional Nurse
 - Self assessment
 - Self awareness
 - b. Career Planning
 - Beginning a Job Search
 - Sources of Job Leads
 - Developing a Resume
 - Elements
 - Types
 - Writing a Cover Letter
 - Developing an Electronic Resume
 - Tracking Job Leads
 - Dressing for a successful interview
 - Answering Interview Questions
 - Resigning from a nursing position
 - c. Emerging Opportunities
 - Nursing Associations [ANSAP, ADPCN, PNA, NLPGN, ORNAP, MCNAP, ICN, PNSA, etc.]
 - Fields of Specialization
 - Expanded Roles of Nurses
 - Balancing Personal and Professional needs
 - d. Issues and Trends in Nursing Practice/Education
[migration, aging population, complementary therapy, medical tourism, evidence–based practice, etc.]
- 4. Leadership in Community Development
 - a. Review and application of concept, approaches, methodologies, strategies and tools in community development discussed in NCM 100
 - b. The Community as a client
 - Community diagnosis – definition, types, components, phases
 - Definition of health problems, nursing problems
 - Priority setting based on selected criteria
 - Strategies in people participation
 - Programs for basic health services (maternal and child health, family planning, medical care, environmental sanitation, communicable disease

	<p>control) and the nursing components of these programs</p> <ul style="list-style-type: none"> ▪ Existing government and non-government programs ▪ Community organization – definition, principles and mechanics ▪ Leadership training principles and process ▪ Specific programs and projects of DOH ▪ Concepts and principles of networking and linkage-building ▪ Evaluation of programs and services ▪ Recording and reporting system (vital statistics, notifiable disease, services provided to family and community)
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Course Name	:	COMPETENCY APPRAISAL 2
Course Description	:	This course deals with the application of the concepts, principles and processes basic to the practice of nursing with emphasis on health promotion, health maintenance, preventive, risk reduction, curative and rehabilitative aspects of care of sick individual with alterations in immunologic and inflammatory reactions, cellular aberrations, perception and coordination, adjustment problems and maladaptive patterns of behavior, acute biologic crisis, disaster and emergency. It includes the utilization of the nursing process and the core competencies under the eleven (11) key areas of responsibility.
Course Credit	:	3 units lecture
Contact Hours/sem	:	54 lecture hours
Prerequisite	:	Competency Appraisal I NCM 106 Research 2
Placement	:	4 th Year, 2 nd Semester
Course Objectives	:	At the end of the course, given relevant simulated situations involving health promotion, health maintenance, preventive, risk reduction, curative and rehabilitative aspects of care of sick individuals with alterations in immunologic and inflammatory reactions, cellular aberrations, perception and coordination, adjustment problems and maladaptive patterns of behavior, acute biologic crisis, disaster and emergency, the student will be able to: 2. apply the nursing process in the care of individuals, families, population group in selected settings. 1.1 assesses with client/s his/her/their condition/health status through interview, physical examination, interpretation of laboratory findings 1.2 identifies actual and at risk nursing diagnosis

		<ul style="list-style-type: none"> 1.3 plans appropriate nursing interventions with client/s and family for identified nursing diagnosis 1.4 implements plan of care with client/s and family 1.5 evaluates the progress of his/her/their client's condition and outcomes of care 2. ensure a well organized and accurate documentation system 3 .utilize bioethical concepts/ principles, core values and nursing standards in the care of clients 4. integrate the various competencies in the various key areas of responsibilities in the care of selected clients.
Course Outline	:	<ul style="list-style-type: none"> A. Overview <ul style="list-style-type: none"> 1. Core competencies under the 11Key Areas of Responsibility 2.Terminal Competencies per nursing care management courses [NCM 105-107] B. Nursing Scenarios [integrating the nursing process, levels of care/prevention in the nursing management of the following: <ul style="list-style-type: none"> 1. Sick individual with alterations in immunologic and inflammatory reactions, cellular aberrations, perception and coordination, adjustment problems and maladaptive patterns of behavior, acute biologic crisis, disaster and emergency. C. Nursing Scenarios [integrating leadership and management, management of resources and environment, records management, collaboration and teamwork, quality improvement, ethico-moral/legal and research in various settings] <ul style="list-style-type: none"> Hospital Home Community School

GUIDELINES FOR IMPLEMENTING RELATED LEARNING EXPERIENCES

The Bachelor of Science in Nursing (BSN) curriculum is a competency-based and community-oriented curriculum. The teaching-learning process is best achieved by the proper selection and organization of learning experiences in a given situation. Hence, the challenges depend greatly in the preparedness and ability of the faculty to organize the learning experiences in the classroom or various health situations based on the clearly-defined objectives.

The RLE are viewed in terms of changes in the behavior of the students and not just in terms of content. The faculty must be competent in selecting RLE that will provide for continuity, sequence and integration of principles, concepts, skills and values that have been previously learned in the classroom and other situations.

In coming up with the proposed formula for determining cost of RLE per student, considerations were given to (a) Rules and Standards of Nursing Education and the prescribed units and hours for the RLE in the BSN Curriculum, (b) faculty preparation, and competence. The following should be considered:

1. A class is composed of 48-50 students.

Faculty-student Ratio per semester and year level

- 3rd Year level 1:8-10 students to a group (1st Semester)
1:8-12 students to a group (2nd Semester)
- 4th Year level 1:12-15 students to a group

3. Related Learning Experiences hours required
for the whole program 2,499 hours

Courses	RLE Credit Unit	RLE Contact Hours (1 credit unit =51 hours)
Health Assessment	1	51
Community Health Nursing	2	102
Nursing Care Management 100	2	102
Nursing Care Management 101	6	306
Nursing Care Management 102	6	306
Nursing Care Management 103	6	306
Nursing Care Management 104	6	306
Nursing Care Management 105	4	204
Nursing Care Management 106	8	408
Nursing Care Management 107	8	408
Total	49 units	2,499 hours

5. Basis for Computation to Determine RLE Fee:

No. of hours assigned to faculty X hourly rate = RLE Fee
Hourly rate shall be specified in the Guidelines for Affiliation promulgated by the Department of Health

6. Computation of RLE Hours: 1 unit = 51 hours per semester

Annex “C”

If all the supplies/equipment/instruments are incorporated at the end of each course there is no need for the Annex C

SUPPLIES/EQUIPMENT/INSTRUMENTS PER LEVEL

Fundamentals of Nursing Practice

EQUIPMENT/SUPPLIES

Forms on interviewing techniques

Sinks

Towels, cotton pledgets, soap, soap dish, orange stick, hairbrush, toothbrush, toothpaste, glass

Crutch beds (6)

1 bed/8 students at one time

Tray containing soap dish with soap, alcohol, comb, dusting powder, nail file, nail cutter

Bed bath trays (3)

Basins (2)

Pitcher (2)

Face Towel

Bath Towel (2)

Blankets (2)

Rubber Sheet

Draw Sheet

Kelly pad

Pitchers

Rubber Sheets

Pail (big)

Cotton balls for ear plugs

Bedside table (6)

Footstool (6)

Overhead table (1)

Pillows (6)

Linens

- bedsheet

- pillows

Screen

Rubber Sheet

Forms of gathering data

Assessment tools (individual & family)

B/P Apparatus

- mercurial

- aneroid

Teaching stethoscope

Thermometers

- oral
- rectal

VCR

Tapes showing assessment of these parts

Snellens Chart

Penlight

Head Mirror

Otoscope

Screen

Nasal

Tongue depressor

Video tapes showing assessment of these parts

Stethoscope

Beds

Screen

Tapes showing assessment of these parts

Reflex hammer

Chairs

Screen

Microbiology and Parasitology

Preserved Specimens

Prepared Slides

Microscopes

Agar plates

Pictures of Life Cycle of various parasites and microbes

NCM 101

“IM” Tray

Tuberculin syringe (1)

Syringes: 2 cc, 5 cc, 10 cc

Needles: g. 20, 21, 22, 23, 24, 25, 26

Container for cotton balls for dry and with alcohol

Kidney basin

Visual aids/samples of different

F.P. methods

Examining Table

Drapes

Fetoscope

CHN bag containing:

- test tubes (2)
- test tube holder (1)
- alcohol lamp (1)
- solutions Benedict,
ascetic acid

- thermometers
 - oral (1)
 - rectal (1)

Tape measure (1)

Weighing scale - spring (1)

B/P Apparatus

Stethoscope

MMDST

Charts

Male and Female Reproductive Model

APGAR Score Chart

Newborn Screening Tool

Bath tub

Cord care tray

Eye prophylaxis for newborn

Vitamin K ampule/syringes

Health Assessment Tools

NCM 102

B/P Apparatus

Stethoscope

Glucometer

Charts

Outside the CHN bag

- Kelly forceps (2)
- Kidney basin (1)
- Catheter - Fr. 8, 10, 12 (1 each)

Shaving tray (1)

- Jar of cotton balls with liquid soap
- Graduated pitcher w/ flushing solution
- Razor with blade
- Kidney basin

Enema Tray (1)

- Irrigator can with rubber tubing and clamp
- Enema tip

- Jar for lubricant
- Container of cotton balls
 - Graduated enamel pitcher
- Bath thermometer
- Kidney basin
- Perennial Tray
 - Enamel jar for cotton balls
 - Round nose forceps soaked in a solution
- Enamel pitcher
- Kidney basin
- DR Tray
 - Kelly forceps (2)
 - Mayo (1), straight (1)
 - Scissors
 - Catgut
 - Needle holder
 - OS
 - Anesthetics
- IM Tray containing
 - oxytocics/Vit.K
 - syringe and needle
 - container for cotton balls
- DR Table
 - Kelly pad and bucket
- Cord Dressing Tray (1)
 - Jar of cotton pledgets
 - Jar of cotton balls
 - Jar of O.S.
 - Bottle of disinfectant
 - Bottle of alcohol
 - Jar of cord dressing
 - Sterile cord dressing
 - Scissors
 - Sterile forceps
 - Kidney basin
- Oil Bath Tray
 - Jar of cotton balls
 - Baby oil
 - Kidney basin
 - Baby's blanket
 - Ophthalmic ointment
 - Crib w/ baby doll
 - Tape measure
 - Weighing scale
 - Baby's layette
 - diapers
 - binders
 - Weighing scale

Baby's layette

- diapers
- binders
- dress
- blanket
- safety pins
- mittens
- booties

- Sterilizer
- Feeding bottles w/ cover
- Nipples
- Measuring glass
- Formula
- Can opener

Perineal Tray

Perilight

Breast tray

- jar of cotton balls
- jar for sterile H2O
- Breast pump

Medicine tray with oral

Oxytocics

Instruments for taking
vital signs

Baby

Crib

Immunization Tray (BCG)

- jar of cotton w/ H2O
- Tuberculosis syringe
w/ needle g. 25 or 26
- kidney basin
- ECG vaccine

Baby's layette

Simulated Home Setting

Improvised bed

Earthen jars or

Equivalent

Improved bed

Articles for bathing by basin
with warm water

- towel
- cottons
- soap in soap dish
- wash cloth or face towel
- baby dress
- diapers/pins

Assessment Tools

B/P apparatus
Thermometer
Immunization Tray (DPT, Polio vaccines)

weighing scale

Instructional Aids

Physical Assessment tapes

MMDST Kit

Community Health Nursing

- Interview Guideline/Client Profile
- Typology of Family Nursing Problems
- Family Nursing Care Plan
- CHN Bag – complete
- Weighing Scale
- Digital/auditory thermometer
- Assessment Tool
- IEC Materials (flyers, brochures)
- Herbal medicines
- Emergency drugs

- Orthopedic bed, Balkan frame, overhead trapeze, Thomas splint with Pearson attachment traction and suspension weights, cords

- Models (dolls) with different types of casts
- Plaster of Paris, wadding sheet, warm water, pail

- Bed
- Footboard

- Stryker frame
- Circo-electric bed

- Crutches, walker, cane

- biopsy set

- Radiotherapy room
- Lead apron
- Chemotherapeutic agents

- Colostomy/ileostomy
Appliances
- Colostomy irrigation set

- Emergency kit/cabinet
- Code cart with emergency
drugs and gadgets

- Cardiac board
- Defibrillator

- EKG machine/cardiac
Monitoring

- Ambu bag
- Endotracheal tube
- airway

- Isolette/incubator/Billy light

- Hemodialysis machine
(optional)
- Peritoneal dialysis set, dializing
solution (Impersol), drainage
Bottles

- Mocked Nurses Station
- Kardex
- Chart
 - Progress notes and nurse's notes
 - Medication sheet
 - Medicine cards
 - I & O sheet
 - Graphing sheet (VS)
 - Doctor's Order sheet
- Discharge instruction Plan

ANNEX "D"

I Reference Materials

1. Procedure manual
2. Ward manual (policies, SOP, Protocol)
3. NS manual (org. chart, philo. & obj., job description, etc.)
4. PDR/PIMS
5. Medical dictionary
6. Nursing textbooks (Medical-Surgical, MCN, Psychology, Pharmacology)
7. Hospital Bulletin
8. Hospital directory
9. Telephone directory

II. Office Supplies

- | | |
|------------------------|-----------------|
| 1. stapler | 8. staple wires |
| 2. puncher | 9. thumb tacks |
| 3. staple wire remover | 10. fastener |
| 4. spindle | 11. pentel pens |
| 5. pencil | 12. ruler |
| 6. rubber bands | 13. eraser |
| 7. calendar | 14. paste/glue |

III. Equipment

- | | |
|-----------------|------------|
| 1. BP apparatus | 20. bedpan |
|-----------------|------------|

- | | |
|----------------------|----------------------------|
| 2. stethoscope | 21. urinal |
| 3. charts | 22. pitcher |
| 4. spindle | 23. kidney or emesis basin |
| 5. pencil | 24. sputum cup |
| 6. clip board | 25. pail |
| 7. bed tags/door tag | 26. flashlight |
| 8. foot stool | 27. water jug |
| 9. foot board | 28. boiler/kettle |
| 10. wall clock | 29. can opener |
| 11. drop light | 30. garbage can |
| 12. weighing scale | 31. funnel |
| 13. IV stand | 32. mortar & pestle |
| 14. medication tray | 33. specimen bottles |
| 15. treatment tray | 34. ice pick |
| 16. flushing tray | 35. bandage scissors |
| 17. side rail | 36. tape measure |
| 18. oxygen gauge | 37. rubber sheets |
| 19. monkey wrench | 38. drinking straw |

IV. Fixture

- | | |
|---------------------|---------------------------------------|
| 1. medicine cabinet | 4. emergency cast |
| 2. bulletin board | 5. screen |
| 3. chart rack | 6. medicine & treatment
cards rack |

V. Appliance

- | | |
|---------------|-------------------|
| 1. wheelchair | 3. refrigerator |
| 2. stretcher | 4. electric stove |

VI. Records

1. Hospital forms
2. Logbook - articles, inventory, borrowed articles, req.

VII. Linen

- | | |
|---------------|-----------------------|
| 1. bedsheet | 7. pajama |
| 2. drawsheet | 8. curtain |
| 3. pillowcase | 9. HWB, Ice cap cover |
| 4. bath towel | 10. strap/restraint |
| 5. hand towel | 11. laundry bag |
| 6. camisa | |

HEALTH CENTER (Community)

I. Fixtures

- | | |
|--------------------|------------------|
| 1. Examining table | 5. Shelf - files |
|--------------------|------------------|

2. Table & chair
3. Bench
4. Cabinet - emergency,
Medical supplies

6. Screen/divider
7. Blackboard
8. Comfort room
9. Sink w/ running water

II. Equipment/Supplies

1. CHN bag
2. Cold chain bag
3. Weighing scale
4. Thermometer
5. BP apparatus
6. Tape measure
7. Nutrition arm band
8. Dressing tray
9. Rubber sheet
10. Microscope

11. Bunzen burner
12. Pick-up forceps
13. Disinfecting solution
14. Kidney basin
15. Gauze

16. Test tubes & slides
17. Gloves
18. Specimen bottles
19. Waste cans
20. Water container
21. Pail
22. Flushing can
23. Ice box
24. Domiciliary delivery bag
25. Injection tray - syringes
and needles
26. Medicine glass
27. Stove
28. Kettle
29. Bandage scissors
30. Wash basin

III. Records

1. Record book
2. Envelops/Folders - for family record
3. Health records

IV. References

1. Manual for Herbal Medicines/Acupressure
2. PIMS or PDR
3. Director of Agencies - GO & NGO (health and health related)

V. Office Supplies

- | | |
|------------------------|---------------------|
| 1. stapler | 7. pentel pen |
| 2. staple wire remover | 8. chalk & eraser |
| 3. puncher | 9. index cards |
| 4. fastener | 10. calendar |
| 5. envelopes/folders | 11. pencil & eraser |
| 6. forms | |

VI. Linens

1. sheets
2. hand towels

VII. Instructional Materials

1. Charts - Anatomy

2. Posters
3. Spot map

VIII. Emergency Medicines

1. Antipyretics
2. Antihistamines
3. Coagulants
4. Oxytocics

- Others:
5. Antihelminthics
 6. Vitamins
 7. Vaccines
 8. Reagents

IX. Housekeeping Materials

1. broom
2. dust cloths
3. dust pan

4. soap
5. floor map

KEY AREAS OF RESPONSIBILITIES

Level 1 - Communication, Safe quality care focusing on comfort measures, personal development, ethico-moral responsibility,

Level 2 – Communication, safe quality care focusing on mother and child, at risk, etc., health education, ethics, legal, ethico-moral responsibilities, personal-professional development, records management, collaboration

Level 3 - quality and safe care, management of resources, environment, communication and collaboration, health education, quality improvement, personal/professional development, ethic, legal, moral responsibilities, records management, research

Level 4 = all areas

Assignments (deadline: **September 17, 2007**)

Dr. Sinda: TFN, NCM 101, 102,

Dr. Yap: NCM 107; Bioethics,

Dr. Abaquin: Competencies with Matrix Indicators, NCM 103, 104, 106,

Dean Palomares: HA, NCM 100, Pharma, 105, Comp App I & II,

Dr. Palad: Research, Micro-Para, Teaching Strat, Ana-physio,

Ms. Cuevas: CHN with Com Dev; Health Econ., Biostatistics

Dr. De Vera: Nursing Informatics, Biochemistry, Chemistry (organic & inorganic)