

4th Semester		Special Pathology/ Pathophysiology II	03	0		03
		Adult Health Nursing- II	04			04
		Adult Health Nursing- II Clinical	0	0	04	04
		Health Assessment-II	1	1		02
		Pharmacology-II	2			02
		Developmental Psychology	2			02
		English Proficiency Course-2 (EPC 2)	02	0		02
Total Credit Hours			14	01	04	19

SEMESTER 4

SPECIAL PATHOLOGY/ PATHOPHYSIOLOGY II

Credit Hours: 3

Learning Outcomes/Objectives:

The students will be able to:

1. Describe the factors in the environment, which contribute to produce changes in Physiological processes.
2. Discuss the relationship of normal body function with altered physiological mechanisms in disease process.
3. Integrate the knowledge of the basic principles of Pathophysiology in a hospital and community environment.

Course Content	MCQs	SEQs
Genetic Disorders a) Differentiate between Genetic & Congenital disorders b) Terminologies related to genetic disorders: Trisomy c) Monosomy, Polysomy d) The Chromosomal defects with special emphasis on aneuploidy e) The pathophysiology and the clinical manifestation of the following genetic disorders. f) Down's syndrome g) Turner's syndrome h) Klinefelter's syndrome	8	1
Endocrine & Metabolic Disorders a) Disorders of Growth Hormone b) Disorders of endocrine pancreas (Diabetes Mellitus) c) Disorders of Thyroid Gland & Parathyroid gland d) Disorders of Adrenal gland	10	2
Disorders of Neurological system a) Pain, and special senses i.e. eye & ear. b) CVA's & Stroke. c) The somatosensory pathway. d) The function of Nociceptors in response to pain information. e) The function of endogenous analgesic mechanism. f) The mechanism of pain relief with the use of heat, cold & TENS i.e. Transcutaneous electrical nerve stimulation. g) The major vessels in the cerebral circulation. h) Stroke, Risk factors and types of stroke i) Transient Ischemic Attacks (TIAS)	10	2
Disorder of Special Senses (Eye & ear) a) Disorder of Special Senses b) (Eye & ear) c) The Anatomy & Physiology of eye & ear d) some common visual & auditory dysfunction Glaucoma e) Tinnitus & hearing Loss	4	1
Disorder of Cardiovascular system a) Coronary circulation	8	2

b) (collateral arteries) c) Heart action i.e. conduction system, myocardial contraction & relaxation. d) The atherosclerosis e) The Frank Starling and Laplace's law. Preload, after load, & contractility. f) Ischemic heart diseases myocardial ischemia (angina & its types) myocardial infarction		
Alteration in Musculoskeletal support and movement. (Trauma & Injury) a) (Trauma & Injury) b) Skeletal structures. c) The pathological processes of metabolic bone disease and inflammatory joint diseases	5	1
Total Marks	45	09

Recommended Books/ Reading Materials

Porth, C., & Matfin, G. (2009). Pathophysiology: Concepts of altered health states (8th ed.). Wolters Kluwer Health/Lippincott Williams & Wilkins

Adult Health Nursing-II

Credit Hours: 4

Learning Outcomes/Objectives:

The students will be able to:

1. Demonstrate an ability to utilize nursing process in extending holistic care to adult patients with a variety of Cardiovascular, Respiratory,
2. Endocrine, Musculo-skeletal, Neurological and ENT (Ear, Nose and Throat) related disorders.
3. Describe the risk factors, etiology, signs & symptoms and integrate Pathophysiology of various disease processes using a nursing framework, (Functional Health pattern) to assess patient's needs and problems.
4. Discuss the need of using relevant research findings in designing appropriate nursing care for the patients.
5. Demonstrate an awareness of legal and ethical standards in caring for patients with various disorders in a variety of acute and intermediate care settings.

Course Content	MCQs	SEQs
Orthopedic Nursing a) Soft Tissue Injury b) Fracture and Amputation c) Paget's disease, Rheumatoid Arthritis d) Osteomyelitis osteoarthritis, Osteoporosis e) Bone tumors, bone tuberculosis	8	1
Endocrine Nursing a) Disorders of parathyroid glands b) Diabetic Mellitus. c) Hypoglycemia, Hyperglycemia and DKA. d) Thyroid gland Disorders e) Adrenal glands Disorders	12	2
Neurological Nursing a) Intra cranial pressure and Head injury b) Spinal cord injury and spinal cord injury (CVA) c) Infection/ inflammation of CNS d) Meningitis /encephalitis /Brain abscess e) Epilepsy / Seizures. f) Myasthenia Gravis (MG) / g) Guillain Barre Syndrome (GBS) h) Trigeminal Neuralgia i) Migraine / Headache j) Parkinson's disease, k) Alzheimer's disease l) Brain damage and special state of altered level of consciousness	12	3
Cardiovascular Disorders a) Atherosclerosis and aneurysm b) Varicose veins and venous thrombosis c) Hypertension d) Pericarditis, e) Myocarditis f) Endocarditis	10	2

g) Heart block and pacemaker h) Myocardial infarction (MI)		
Pulmonary Nursing a) Sinusitis b) Pharyngitis c) Tonsillitis d) Influenza e) Lung Abscess f) Pneumonia and its types g) COPD (chronic obstructive pulmonary disease) h) Acute respiratory failure i) Chest trauma j) Acute Respiratory distress syndrome k) Lung cancer	10	2
Eye and ENT Nursing a) Mastoiditis b) Meniere's disease c) Tonsillitis, d) Laryngitis and its Nursing management e) Cataract, Retinal detachment	4	1
Burns a) Define the Burns & Classification of burn. b) Rehabilitation and constructive management of Burns	4	1
Total Marks	60	12

Recommended Books/ Reading Materials

Brunner & Suddarth's Textbook Of Medical-Surgical Nursing 15th/Ed (Includes Online Access)

Adult Health Nursing-II Clinical

Credit Hours: 4

Learning Outcomes/Objectives:

The students will be able to perform following procedures using relevant guidelines

Serial #	Clinical Skills List	OSPE/OSCE
1.	Tracheostomy care	1
2	Suctioning (Tracheal)	1
3	Assist in procedures of Lumber puncture	1
4.	Assist in procedures of Thoracentesis	1
5.	Assist in procedures of Paracentesis	1
6.	Assist in procedures of Chest tube insertion	1
7.	Assist in procedures of C.T. Scan	1
8.	Assist in procedures of Cerebral Angiography	1
9.	Assist in procedures of Lumber puncture	1
10.	Assist in procedures of Myelogram	1
11.	Assist in procedures of Audiometric	1
12.	Assist in procedures of Thyroid scanning.	1
13.	Assist in procedure of X rays	1
14.	Skin Traction	1
15.	Application of plaster , cast	1
16.	Eye bandaging	1
17.	Eye irrigation	1
18.	Ear irrigation	1
19.	Blood Sugar Monitoring	1
20.	Cardiac monitoring /telemetry	1
	Total	20

Recommended Books/ Reading Materials

Brunner & Suddarth's Textbook of Medical-Surgical Nursing 15th/Ed (Includes Online Access)

HEALTH ASSESSMENT II

Credit Hours: 1

Learning Outcomes/Objectives:

The students will be able to:

1. Systematically assess the health status of an individual by obtaining a complete health history using interviewing skills appropriately.
2. Utilize proper techniques of observation and physical examination in assessing various body systems.
3. Differentiate normal from abnormal findings.
4. Record findings in an appropriate manner.
5. Demonstrate an awareness of the need to incorporate health assessment as part of their general nursing practice skills.
6. Apply knowledge of growth & development, anatomy, physiology, & psychosocial skills in assessment & analysis of data collected.

Course Content	MCQs	SEQs
Assessment of the Peripheral Vascular and Musculoskeletal Systems a) Discuss the patient health history question necessary to perform the assessment of Peripheral Vascular System (PVS) and Musculoskeletal System (MS) system. b) Discuss critical observations to assess PVS. c) Assess musculoskeletal functions including muscles strength, symmetry, size, contour, ROM and its characteristics. d) Document findings. e) List the changes in the given systems that are characteristics of aging process.	2	0
Assessment of the Mental Status and Sensory Neuro System a) Perform mental status examination of a client. b) Assess cranial nerve, sensory, sense of proprioception and cerebellar functions and deep tendon reflexes c) Document findings. d) List the changes in the nervous system that are characteristics of the aging process	2	0
Assessment of Cardio Vascular System a) Describe the components of health history that should be elicited during the assessment of cardiovascular system. b) Identify the landmarks of the chest. c) Describe the following: d) Pulse rate, rhythm and pulsation characteristics e) PMI f) Heart sounds g) Discuss systolic and diastolic murmurs h) Assess the cardiovascular system systematically. i) Document findings. j) List the changes in cardiovascular system that is characteristics of aging process.	2	1

Assessment of Thorax and Lungs a) Describe the components of health history that should be elicited during assessment of respiratory system. b) Describe the following: c) Chest contour and symmetry d) Respiratory rate and pattern e) Tactile fremitus f) Chest expansion g) Density of lung fields h) Diaphragmatic excursion i) Auscultated lung sounds j) Assess the respiratory system including inspection, palpation, percussion and auscultation. k) Document findings. l) 5. List the changes in respiratory system that are characteristics of aging process.	2	1
Assessment of the Eyes, & Ears a) Identify the component of health history necessary for the examination of eye & ear. b) Describe the following: c) Eye structure and position d) Upper and lower eyelids e) Gross visual perception f) Characteristics of the cornea, sclera, pupil, and lens fundi. g) Peripheral fields h) Color, shape, and location of auricle i) External ear canal and tympanic membrane j) Gross hearing k) Perform the examination of eye and ear of a healthy patient. l) Document findings. m) List the changes in eye and ear that are characteristics of aging process.	4	0
Assessment of an Elderly Client a) Describe the variations in history taking for an elderly client. b) Differentiate health assessment variations for elderly clients. c) Identify any differing examination techniques or skills for elderly client	1	0
Assessment of Pediatric Client a) Describe the component of a thorough pediatric history, including differences for developmental levels. b) Differentiate health assessment norms for infants, and children. c) Identify common examination techniques/skills for pediatric health assessment	2	1
Total Marks	15	03

HEALTH ASSESSMENT II-Lab

CREDIT HOURS: 1

Learning Outcomes/Objectives:

The students will be able to perform the following assessment:

Serial #	Clinical Skills List	OSPE/OSCE
1	Peripheral Vascular & Musculoskeletal system Assessment	1
2	Cardiovascular system Assessment	
3	Mental Status & Sensory Neuro Assessment	1
4	Eyes & Ears Assessment	1
5	Thorax & Lungs Assessment	1
6	Assessment of elderly client	1
7	Assessment of pediatric client	
	Total	5

Recommended Books/ Reading Materials

Weber, J. R., & Kelley, J. H. (2017). Health assessment in nursing (6th ed.). Lippincott Williams and Wilkins.

PHARMACOLOGY II

Credit Hours: 2

Learning Outcomes/Objectives:

The students will be able to:

1. Apply conceptual knowledge about the drugs used in CV, Respiratory, CNS, ANS & EENT and endocrine disorders and their mechanisms of action.
2. Calculate drug dosage calculations accurately when administering oral and parental medications.
3. Explain the rationale for using a particular drug/s for a patient.
4. Select appropriate nursing interventions for drugs given in clinical situations.
5. Impart teaching to the patient/family regarding medications, based on their needs.
6. Utilize nursing process to evaluate the need for and the effectiveness of the drug/s given to the patients.
7. Integrate the knowledge of legal and ethical issues in administration of drug. Incorporate relevant research findings with guidance in development of new drug/s as a foundation for nursing practice.
8. Incorporate cognitive, interpersonal and technical skill derived from the humanities, natural and behavioral sciences when administering medication to clients, keeping in mind principles of different drugs.
9. Begin to understand alternative therapies in medicine.
10. Utilize an advanced level of English Language in classroom and clinical setting for Pharmacology.

Course Content	MCQ	SEQs
Drugs used in Endocrine Disorders a) Drugs effecting endocrine system b) (thyroid, anti thyroid, para thyroid) c) Drug effecting endocrine system d) steroid and diabetic and anti-diabetic drugs	4	1
Drugs used for Nervous System Disorders a) Drugs affecting Nervous System b) Critical care drugs, Anesthetics, c) antiepileptic, antiparkinsons, d) antimigraine & analgesic dosage calculation e) Drug Dosage calculations (adrenergic and CNS)	5	1
Drugs used for Autonomic Nervous System Disorders ,Drugs affecting Sympathetic Nervous System (Adrenergic & AntiAdrenergic drugs) a) Drugs affecting sympathetic nervous system (ANS) b) Adrenergic and antiadrenergic drugs c) Skeletal muscle relaxants and CNS stimulants	4	1
Drugs Affecting Parasympathetic Nervous System (CHOLINERGIC & ANTI- CHOLINERGIC DRUGS) a) Drugs affecting parasympathetic system (cholinergic and anticholinergic)	4	1
Drugs Affecting the Cardio-Vascular System a) Drugs affecting Cardiovascular system b) Critical care s & dosage calculation of drug	5	1
Drugs Affecting the Respiratory System	4	1

a) Drugs affecting Respiratory system Critical care & dosage calculation of drugs		
Drugs used in Ophthalmic/ENT Disorders	4	0
a) Drugs affecting Ophthalmic/ENT system b) Critical care & dosage calculation of drugs		
Total Marks	30	06

Recommended Books/ Reading Materials

Essentials of Medical Pharmacology, Lippincott® Illustrated Reviews: Pharmacology, 8th Edition

DEVELOPMENTAL PSYCHOLOGY II

Credit Hours: 02

Learning Outcomes/Objectives:

The students will able to:

1. Describe basic concepts of Psychology.
2. Demonstrate application of the learnt concepts in practicing nursing.
3. Explain developmental Psychology and factors influencing human psychosocial development.
4. Discuss human development through the life span with reference to the psychological, social and cognitive perspective.

Course Content	MCQs	SEQs
Introduction to Psychology a. Define Psychology. b. Identify different perspectives in Psychology. c. Identify various fields of Psychology d. Demonstrate understanding and its	1	0
Theories of Personality Development a. Define Developmental Psychology. b. Identify various stages of development. c. Describe theories of development (Freud, Erickson, Piaget) d. Describe interaction between heredity and environment.	4	1
Infancy (0-2 years) a. Growth and motor development. b. Cognitive development (learning and memory) c. Piaget's sensorimotor stage. d. Freud's interpretation and parent – child relationships. e. Erickson's stage of Psycho Social Development trust and autonomy.	4	1
Pre-School Child (2-6 years) a. Cognitive Development. i. Piaget's pre-operational thought stage. ii. Language development. iii. Play. b. Personality Development: i. Erikson's Stage of Psycho Social Development initiative vs guilt stage. ii. Influence and peers in personality development. c. Stage of psychosexual development.	4	1
School Child (6-12 years) a. Cognitive development. b. Personality Development. i. Relationships with significant others and peers. ii. Types of parenting	2	1

iii. Stage of Psychosexual development.		
Adolescence (age 12-19) a. Impact of physical maturity. b. Impact of sexual maturity. c. Erickson's identity vs role confusion stage. d. Interpersonal relationships with parents and peer group. e. Problems of Adolescence. f. Piaget's stage of cognitive development	3	1
Adulthood (age 19-60) a. Early and middle adulthood. b. Interpersonal relationships (work and family). c. Erickson's intimacy vs isolation stage. d. Mid-life crises and life satisfaction.	2	0
Old Age (60 and beyond) a. Physical changes in old age. b. Erickson's Generativity vs. self-absorption and integrity vs. self-despair stages. c. Quality of life and old age. d. Emotional and social changes in old age.	2	0
Learning a. Define Learning b. Define and describe classical conditioning c. Define and describe operant conditioning. d. Demonstrate an understanding of application of conditioning in daily life	1	1
Intelligence a. Define Intelligence. b. Demonstrate an understanding of the concept of the measurement of intelligence c. Describe the characteristics of tests d. Identify various measurements scales.	2	0
Emotions a. Arousal and emotion. b. Expression and emotion. c. General reactions to being in an emotional state. d. Aggression as an emotional reaction. e. Cultural expression of emotions.	2	0
Memory a. Define memory b. Define and describe various types of Memories c. Demonstrate an understanding of the processes of forgetting from long term memory	1	0
Motivation a. Describe theories of motivation. b. Describe theories of motivation. c. Application of motivation principles to personal and professional life. d. Demonstrate an understanding of application of motivation principles to achievement and failure	1	0

Stress a. Types of stress b. Reaction to stress c. Stress in nursing	1	0
Total Marks	30	6

Recommended Books/ Reading Materials

UNDERSTANDING PSYCHOLOGY 10TH/ED (IE) MORRIS C G.

IELTS ENGLISH II Credit Hours (2+0)

LEARNING OUTCOMES:

After the completion of this course, the learners will be able:

- To develop an adequate understanding of analyzing the comprehension with speed reading.
- To maintain coherence while doing different tasks of Reading, Writing, Listening and Speaking
- To participate in group discussions for improving and expanding their knowledge in order to reinforce speaking and writing abilities
- To write the descriptions of various topics to validate writing skills
- To learn effective writing skills for formal and informal matters
- To extract main ideas for visual representation and vice versa.
- To identify and differentiate between facts and opinions
- To progressively enhance the confidence and overall performance
- To improve or enhance the vocabulary by incorporating new words

COURSE CONTENTS:

MODULE	WEEKS	TOPICS	REFERENCE MATERIALS
1A: READING	Week 01	READING (THEORY) • Fact and Opinion-Based Comprehension ○ Explanation ○ Sample Texts • Inferential Comprehension ○ Explanation ○ Sample Texts • Add new/ difficult words in the Vocabulary Book ○ Which parts of speech does the word belong to? ○ Using them in sentences of their own	• Beyond Decoding: The Behavioral and Biological Foundations of Reading Comprehension Edited by Richard K. Wagner, Christopher Schatschneider and Caroline Phythian-Sence • IELTS: The Complete Guide to Academic Reading by Phil Biggerton. • Comprehension That Works By Danny Brassell & Timothy Rasinski • English Reading Comprehension By Piyaporn Punksiriku
	Week 02	READING (PRACTICE TESTS)	Worksheets British Council Skills: • Reading C1- How humans evolved language • Reading C1- Life on Mars

			• Reading C1- Sustainable supermarkets
2A: WRITING	Week 03	WRITING (THEORY) • Informal and Formal writing • Opinion Based Writing ○ Explanation ○ Formation ○ Sample Passages and Prompts	• The Easy Writer: Formal Writing for Academic Purposes 3rd Edition by Winifred Belmont and Michael Sharkey • 101 Helpful Hints for IELTS by Garry Adams and Terry Peck • The Oxford Essential Guide to Writing by Thomas S Kane
	Week 04	WRITING (PRACTICE TESTS)	Worksheets • Cambridge IELTS 15 (General Training) Writing Test 1: Task 1 & 2, Test 2: Task 1 & 2, Test 3: Task 1 & 2, Test 4: Task 1 & 2 • Cambridge IELTS 16 (General Training) Writing Test 1: Task 1 & 2, Test 2: Task 1 & 2, Test 3: Task 1 & 2, Test 4: Task 1 & 2
3A: LISTENING	Week 05	LISTENING (THEORY) • Literal Listening ○ Explanation ○ Comprehension of spoken words/numbers (Pronunciation) • Comprehensive Listening & Informational Listening ○ Explanation ○ Main message of the conversation ○ Organization of content • Add new/ difficult words heard from the Audio clips in the Vocabulary Book ○ Which parts of speech does the word belong to? ○ Using them in sentences of their own	• IELTS Listening Strategies for Success • IELTS Series, Volume 2 • Matt McGinniss and Matt Cudmore • IELTS Vocabulary For Bands 6.5 and above By Pauline Cullen
	Week 06	LISTENING (PRACTICE TESTS) ○ At English Language Lab	Audio + Worksheets British Council Skills: • Listening B1: An Interview about Listening Skills

			• Listening B1: Arriving late to class • Listening B2: A Talk about Motivation • Listening B2: Creating a Study Group
4A: SPEAKING	Week 07	SPEAKING (THEORY) • Clarity and Conciseness ◦ Explanation ◦ Clear idea or explanation of the topic ◦ Filtering unnecessary details ◦ Relevant explanation of the topic ◦ Sample Prompts/ topics • Coherence ◦ Explanation ◦ Order of thoughts ◦ Avoid stream-of-consciousness ◦ Sample Prompts/ Topics	• Barron's IELTS 4th edition • Oral Communication: Skills, Choices, and Consequences, 4th Edition by Kathryn Sue Young, Howard Paul Travis
	Week 08	SPEAKING (PRACTICE TESTS) ◦ At English Language Lab	Tests • IELTS Maximiser Educational Book Speaking ◦ Neighbourhood (Questions) ◦ Holiday (Questions) ◦ Hobbies, like and dislikes (Questions) • Cambridge IELTS 15 (General Training) Speaking Test 1-4 • Cambridge IELTS 16 (General Training) Speaking Test 1-4
MIDTERM EXAMINATION			
1B: READING	Week 09	READING (THEORY) • Visual Summary ◦ Extracting main details from the passage to create/ fill a table, flowchart, and diagram • Add new/ difficult words in the Vocabulary Book	• Tips for IELTS Reading-Academic/ General Training Module By Adam Smith • Beyond Decoding: The Behavioral and Biological Foundations of Reading Comprehension Edited by Richard K. Wagner, Christopher Schatschneider

		○ Which parts of speech does the word belong to? ○ Using them in sentences of their own	• and Caroline Phythian-Sence • IELTS: The Complete Guide to Academic Reading by Phil Biggerton.
	Week 10	READING (PRACTICE TESTS)	Worksheets • Cambridge IELTS 13 (General Training) Reading Test 4 • Cambridge IELTS 14 (General Training) Reading Test 3 • Kaplan Test Prep IELTS Reading Chapter 4 Tests • Barron's IELTS 4th edition Academic Model Reading Test 3
2B: WRITING	Week 11	WRITING (THEORY) • Descriptive Writing (Prompts and Images) ○ Explanation ○ Sample Passages and Prompts ○ Summary or description of a graph, table, or an image ○ Rules	• The Oxford Essential Guide to Writing by Thoma S Kane • IELTS Success: The Ultimate Guide to Score 7+ by Musitratore • Cambridge- Insights into IELTS by Vanessa Jakeman and Clare McDowell
	Week 12	WRITING (PRACTICE TESTS)	Worksheets • Barron's IELTS 4th edition Academic Model Writing Test 1-4 • Kaplan Test Prep IELTS Writing Chapter 1-4 Tests
3B: LISTENING	Week 13	LISTENING (THEORY) • Selective Listening ○ Explanation ○ Gathering/Remembering the relevant or main points from audio ○ Filtering extra information from required one ○ Strategies ○ Barriers ○ Sample audios (Monologues and Conversational) • Add new/ difficult words heard from the Audio clips in the Vocabulary Book	• IELTS Series, Volume 2 • Matt McGinniss and Matt Cudmore • IELTS Vocabulary For Bands 6.5 and above By Pauline Cullen • IELTS Listening Strategies for Success

4B: SPEAKING		- Which parts of speech does the word belong to? - Using them in sentences of their own	
	Week 14	LISTENING (PRACTICE TESTS) At English Language Lab	Audio + Worksheets British Council Skills: - Listening B1: At the Chemist - Listening B1: Making a Decision - Listening B2: Getting Advise - Listening B2: Joining a Gym
	Week 15	SPEAKING (THEORY) - Explanation/ Discussions - Skills and Strategies - Individual Explanation - Group discussion - Concept of Turn-Taking - Avoiding Overlapping - Displaying emotional intelligence - Sample Prompts/ Topics - Tip to improve Speaking Skills - Body language and gestures - Facial Expressions - Confidence	- Oral Communication: Skills, Choices, and Consequences, 4th Edition by Kathryn Sue Young, Howard Paul Travis - Barron's IELTS 4th edition - Public Speaking by Clarence Stratton
	Week 16	SPEAKING (PRACTICE TESTS) At English Language Lab	Tests - IELTS Maximiser Educational Book Speaking - Hometown (Questions) - Country (Questions) - Health (Questions) - Barron's IELTS 4th edition Academic Model Speaking Test 1-4 - Kaplan Test Prep IELTS Speaking Chapter 1-4 Tests
FINAL TERM EXAMINATION			