

**Curriculum**  
**POST BASIC DIPLOMA**  
**In**  
**Pediatric Nursing**



**PAKISTAN NURSING COUNCIL**

**Academic Session :**

<b>S.No.</b>	<b>Fundamental Courses</b>	<b>Credit Hours <u>Theory /Practical</u></b>
1.	Respective Discipline / Specialty	230/710(*)
2.	Advance Concept Nursing	50/125(*)
3.	Health Assessment	50/125( *)
4.	Leadership and Management	40
5.	Microbiology	15/38( *)
6.	Research and Biostatics	30/76( *)
8.	Pharmacology	20
10.	English	15/38(*)
11.	Computer	15/38(*)
	Total	<b>460/1150</b>

( \* ) Clinical will be performed on every Monday, Tuesday, Wednesday and Thursday, during whole academic year.

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## **ACKNOWLEDGEMENT**

Punjab Nursing Examination Board would like to express its sincere appreciation to the chairperson and members of Curriculum committee for their valuable time, advice and guidance throughout the process to the manuscript preparation of curriculum of **Post Basic Specialization Diploma in Paediatric Nursing**. Their expertise, commitment and quality work made this work possible.

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## **INTRODUCTION**

In today's complex health care system nurses require a diverse range of knowledge and skills to match with the increasing complexity of the health care system. It is the only degree education, which furnishes nurse with the advanced concepts in nursing in order to practice skillfully, competently and proficiently. The education must enable the nurse practice on a continual basis.

The overall aim of the **Pediatric Nursing Specialization** programme is to produce nurses who can apply a multidisciplinary approach in nursing practice through an integrated educational degree. This programme is intended to foster critical thinking, knowledge-based actions, and personal as well as professional development

among the nurses, in order to enable them to implement their knowledge and skills with the ever-changing context of health care.

The **Pediatric Nursing** is a 1 year Diploma education programme leading to practice as a Registered Nurse Specialist. The diploma programme offers research-based integrated nursing knowledge, skills and professional attitude. Upon completion of this programme the graduate is prepared to be a safe clinical nurse, who will be able to provide comprehensive care at primary, secondary and tertiary levels within hospitals in critical care settings.

**The nursing institutions offering a Pediatric nursing programme must be recognized by PNC, affiliated to a Hospital.**

This document represents the first national efforts to develop curriculum of one (1) year Pediatric Nursing curriculum. This document also included framework for Nursing education, core competencies, philosophy, goals and objectives, and policies with rules and regulations. This document is developed to provide direction for preparation of safe, competent, compassionate and professional nurse for clinical practice.

This document will provide guidance for **(Pediatric)** Nursing faculty, students, educational administrator and clinical staff development programme coordinator and institutions. Further, the document highlights the expectations of novice nurses at time of graduation from **(Pediatric)** Programme.

Although the role of PNC is to provide guideline for the curriculum and its intention is to provide direction, considering the current faculty situation this document delineate all the courses outline and levels, as well as, sequences of the courses across the **(Pediatric )** Programme. Therefore, the sub-committee felt that first document of the Basic Nursing Programme must contain details of the courses to assist faculty to provide comprehensive **(Pediatric )**programme.

Pakistan Nursing Council President (PNC), the Registrar PNC formulated a group of senior faculty members and principals of schools and colleges offering Post Basic Critical Care Nursing Course across the country. The first meeting held from March 28<sup>th</sup> and 29<sup>th</sup> , 2013 at PNC Secretariat, Islamabad.

### **Justification**

This programme is intended to foster critical thinking, knowledge-based actions, and personal as well as professional development among the nurses, in order to enable them to implement their knowledge and skills with the ever-changing context of health care.

- Cost effective in sense of time and resources.
- Safe quality care literature has proven that there is reduction of the mortality and infection rate of the hospital when nurses are clinically skilled.

- Enhancement of self concept of nurses-raised immediate nursing profession in Pakistan
- To prepare competent, committed, knowledgeable nurse clinician in the critical care are in the hospital setting.
- To educate nurses with appropriate knowledge, skills and attitudes and with clinical competency.
- To produce nurses who will integrate evidence based science and art of nursing into clinical practice for the care of critically ill individual and their families.
- Currently the nursing education in Pakistan is focused on general nursing diploma program, post basic clinical specialization program, few BScN and one MScN program.

**Pediatric Nurse Program** is a 1 year professional education programme leading to practice as a Registered Nurse Specialists. The diploma programme offers integrated nursing knowledge, skills and professional attitude. Upon completion of this programme the graduate is clinically skilled, who will be able to provide comprehensive care at primary, secondary and tertiary levels with in hospitals and community settings.

## **BACKGROUND**

### **Pakistan Nursing Council: A Historic Perspective**

The profession of nursing since its inception and evolution has always been through the challenges of its acceptance as a critical and necessary segment of health associated setup. This phenomenon has been a global fact, not limited to developing or under-developed countries, but in developed regions also.

In the sub-continent before partition, the responsibility of monitoring or regulatory body was in the hands of Indian Nursing Council with the assistance of Provincial Nursing Council and Midwifery Boards. At the time of partition, province of Punjab came under the jurisdiction of Pakistan along with Sindh and North West Frontier Province as they all had their exclusive Nursing Councils.

In 1949 the Central Nursing Council (CNC) was established in order to create a synergy at the provincial level councils and was chaired by the Director General Health by virtue of its position along with 33 eminent members consisting of doctors, educators, nurses, midwives and lady health visitors.

In 1952 as per the need of time a new act was passed by the respective body which was called “Pakistan Nursing Council Act, 1952”. This was done in order to meet the evolving and ongoing changes in the profession of nursing. Its mandate included the establishment of uniformed system of training for nurses, midwives and health visitors on national level. It was also decided to establish such councils at provincial level in order to

regulate the registration of health professionals. In 1969 the office of PNC was shifted in the premises of National Institute of Health (NIH), Islamabad.

It was felt that the act of 1952 should be updated with the passage of time and therefore decentralization of licensing and examinations was enacted by making midwifery compulsory for all RNs, which was not part of the old act of 1952. In order to do so, in 1973 through parliament approved act the Provincial Nursing Council was dissolved and was replaced by the national council called the Pakistan Nursing Council (PNC). The mandate of this newly formed body was to upgrade and standardize nursing education and practices in the country. The areas of concentration were RN, LHV and MW programs along with the formation of examination boards at the provincial level. Significance of this revised act was the clear indicator of synchronized development at national level in view to the international standards. The new Act was called the Pakistan Nursing Council (PNC), Act 1973. The PNC act of 1973 was constituted of various members consisting of President, Vice-President, examination board members all provincial and PNF representative, representative from the Ministry of Health, four chief nurses representing nurses, midwives and health visitors, Controller from each province, members of the national and provincial assemblies, an educationist, a representative from Pakistan Medical and Dental Council and a teaching institution, forming part of the total 35 council members and the secretaries of the Health at the provincial level as ex- officio members. Council has the power to appoint committees for general or specific purposes such as the appointment of education committee, which assist in the development, revision and advisement of new curricula.

Pakistan Nursing Council is a regulatory body established in 1948 where only one Nurse is working as Registrar with 8 supportive staffs. Recently one Assistant Registrar has been appointed. Computerized registration system is functional with assistance of CIDA funded project since 1996. The information obtained was to be utilized for the development of policy and planning of the profession.

The council is empowered by the PNC Act of 1973 to:

- Maintaining a database of Registered Nurses, Midwives and LHVs.
- Develop and implement uniform mechanism in education and services at national level.
- Prohibit employment of unregistered nurses, Midwives and LHVs
- Cancellation of registration on account of mal practices



- Penalize fraudulently registered nurses, Midwives and LHVs
- Work closely with the provincial Nursing Examination Boards to conduct examination and prescribe courses for Nurses, LHVs and Midwives' trainings and education.

## **PHILOSOPHY**

### **We believe:**

- People are individuals of innate worth and dignity. They have spiritual, biological, social and psychological needs, and have the right to pursue the highest level of health quality of life achievable for themselves and their communities. People's commitment to Islam helps them to develop a code of ethics which directs their attitudes and activities towards others.
- People influence and are influenced by their environment. The environment is composed of factors which dynamically attracts the individual. Society, one of the factors, is made up of communities in which people are closely connected through similar interests and needs. Communities generally share similar institutions, values, beliefs and morals, but may have diverse and complex health care needs. The family, which is the basic structure within a community, provides psychological and material support to assist its members to live within the society.
- Health describes the human condition through a continuum from wellness to illness. This continuum is reflected in the extent to which individuals, families and communities are able to recognize and meet their needs, thus contributing to an acceptable quality of life. Pursuit of universally accessible health care is an essential right. Primary Health Care forms an integral part of the country's health care system. It acts as a nucleus, and enhances the overall social and economic development of the country.
- Learning is a life-long process in which knowledge is pursued in an atmosphere of support, guidance, free inquiry, and expression. The faculty is committed to facilitating students to develop skills in problem-solving and critical thinking, and to design appropriate interventions in response to present and emerging respect for the nursing profession and raising the standard of nursing practice. We believe involvement in the academic community offers enrichment and diversity for students and faculty.
- Nursing integrates concepts from bio-psychosocial sciences and spiritualism to provide essential services to people. The pursuit of knowledge and the tradition of rendering care and comfort to the sick, foster the blending of traditional values with modern technology and functional requirements. Nursing is committed to promoting and maintaining the integrity of the individual, preventing illness, and assisting those who are ill to regain the highest level of health possible. Nursing practice transcends cultural and national boundaries and thus evolves according to the health needs of global society.

- Nurses synthesize information from many sources and integrate it into practice, teaching, management, consultation, and research.
- Nursing education assumes that teachers and students are collaborators in the teaching and learning process. Students bring their own life experiences, which enrich the learning atmosphere. Faculty collegiality facilitates and promotes mentoring and pioneering activities in professional nursing. Faculty encourages and supports collaborative endeavors with students in a variety of scholarly activities within a wide range of health care context.

**Goals:**

In keeping with our philosophy, the major goals of the programme are to:

- Prepare competent and safe, committed, knowledgeable nurse clinicians in the hospital.
- Educate nurses with appropriate knowledge, skills and attitudes and with clinical competency.
- Integrate evidence based science and art of nursing into clinical practice to provide holistic care for the individuals and families.
- Enable nurses to meet the future challenges of changes and technology confronting health care in the 21<sup>st</sup> century.
- Adhere to established pattern of professional practices within the professional, religious, cultural, legal, and ethical boundaries of Pakistan.
- Utilize effective interpersonal and communication skills, while dealing with peers, patients, families and other professionals.
- Initiate a leadership role in the planning, implementation, and evaluation of individual and family.
- Maintain a safe and healthy environment for the prevention of disease, promotion and maintenance of health.

- Provide information, counseling and health education to individual and family.
- Participate in screening, case identification and management of common minor illness and injuries.
- Act as a change agent to promote quality improvement in the performance of nursing responsibilities.
- Participate actively in professional organization for the improvement of the nursing profession.

### **Core Competencies:**

1. Critical thinking
2. Communication
3. Evidence based practice
4. Scientific knowledge

### **Critical thinking:**

Critical thinking underlies independent and interdependent decision making. Critical thinking includes questioning, analysis, syntheses, interpretation, inference, inductive and deductive reasoning, intuition, application, and creativity.

Course work or clinical experiences should provide the graduate with the knowledge and skills to:

- Use nursing and other appropriate theories and models, and an appropriate ethical framework,
- Apply research-based knowledge from nursing and the sciences as the basis for practice,
- Use clinical judgment and decision-making skills,
- Engage in self reflection and collegial dialogue about professional practice,
- Evaluate nursing care outcomes through the acquisition of data and the questioning of inconsistencies allowing for the revision of actions and goals,
- Engage in creative problem solving.

### **Communication:**

Communication is a complex, ongoing, interactive process and forms the bases for building interpersonal relationships. Communication includes listening, as well as oral, nonverbal, and written communication skills.

Course work or clinical experiences should provide the graduate with the knowledge and skills to:

- a. Demonstrate communication skills during assessment, intervention, evaluation, and teaching,

- b. Express one effectively using a variety of media in a variety of contexts,
  - c. Assist patients to access and interpret the meaning and validity of health information,
  - d. Establish and maintain effective working relationships within an interdisciplinary team,
  - e. Adapt communication methods to patients with special needs, e.g., sensory or psychological disabilities,
- 
- f. Produce clear, accurate, and relevant writing,
  - g. Use therapeutic communication within the nurse-patient relationship,
  - h. Appropriately, accurately, and effectively communicate with diverse groups and disciplines using a variety of strategies,
  - i. Access and utilize data and information from a wide range of resources,
  - j. Provide relevant and sensitive health education information and counseling of patients,
  - k. Thoroughly and accurately document interventions and nursing outcomes,
  - l. Elicit and clarify patient preferences and values.

**Evidence – based practice:**

It involves assessment, which is gathering information about the health status of the patient, analyzing and synthesizing those data, making judgments about nursing interventions based on the findings, and evaluating patient care outcomes. It also includes understanding the family, community, or population and utilizing data from organizations and systems in planning and delivering care.

Course work or clinical experiences should provide the graduate with the knowledge and skills to:

- Perform a risk assessment of the individual including lifestyle, family and genetic history, and other risk factors using scholarly research literature,
- Perform a holistic assessment of the individual across the lifespan, including a health history that includes spiritual, social, cultural, and psychological assessment , as well as a comprehensive physical exam using bedside interview with patient and relatives,
- Evaluate an individual’s capacity to assume responsibility for self care,
- Perform a community health risk assessment and provide outcome based interventions,
- Used evidence based findings to diagnose, plan, deliver and evaluate quality care.

## **Technical knowledge**

Acquisition and use of technical skills are required for the delivery of nursing care. While the Pediatric Nursing graduate must be proficient at performing skills, major roles will also include teaching, delegating, and supervising the performance of skilled tasks by others.

Consequently, graduates must approach their understanding and use of skills in a sophisticated theoretical and analytic manner. The acquisition of new skills is an ongoing competent of the nursing career. Skills development should focus on the mastery of core scientific principles that underline all skills, thus preparing the graduate to incorporate current and future technical skills into other nursing responsibilities, and apply skills in diverse contexts of health care delivery.

The teaching, learning and assessment of any given skill should serve as an exemplar that focuses as much on helping the student learn the process for life long self-mastery of needed skills, as on the learning of the specific skill itself. The emphasis must be on helping students identify those skills essential for Pediatric nursing practice and understanding the scientific principles that underlie the application of these skills.

The following skills are currently deemed essential for every graduate of 1 year Diploma in Pediatric Nursing program. The graduate should be able to perform, teach, delegate, and supervise these skills with safety and competence. As nursing practice changes to meet the needs of contemporary health care delivery, required skills and expectations related to the graduate's competence must be reviewed and revised.

Given any patient requiring emergency care, perform the appropriate emergency procedures which could include:

- a. Cardiopulmonary Resuscitation
- b. ECG taking and monitoring
- c. Blood pressure recording
- d. Care of peripheral Venous Access
- e. Care of Central Venous Access
- f. External Cardiac Resuscitation
- g. Use of Automated External Defibrillator
- h. Use of Conventional Defibrillator and Monitors
- i. Use of Transcutaneous Pacing Devices

- j. Care of Endotracheal Intubation & Laryngeal Mask Airway
- k. Lung ventilation and/or administering oxygen
- l. Use of End Tidal CO2 Measuring Devices
- m. Monitoring Arterial Pulse Oximetry
- n. Urinary & Gastric Catheterization
- o. Provide pre-operative and post-operative teaching and care.

### **AIMS AND OBJECTIVES OF THE COURSE**

#### **AIMS:**

The aims of the course and of the curriculum are to:

1. Produce a competent bedside practitioner in all aspects of Pediatrics /Intensive Care Nursing and prepare them for working in Emergency and all type of Pediatrics ICU Care Units.
2. The Course member will be skilled in making clinical assessment, interpretation of clinical findings and taking appropriate decision and action in total patient care.
3. The clinical specialist nurse will have an advance competency integrated with knowledge and skills by using systematic approaches to the nursing care.
4. Provide an educational framework that will encourage the student to develop skills of analysis and critical awareness in order to stimulate an enquiring and creative approach to both the theory and practice of critical care nursing;
5. Provide an advanced educational knowledge which will develop the student's intellectual and imaginative abilities in order to facilitate the development of independent judgment and decision making and problem-solving.

#### **OBJECTIVES**

The Course member will be able to:-

1. Skilled in all aspects of Pediatrics Critical Care Nursing by improving physical, social, emotional and intellectual well being of the patient.
2. Able to recognize the individual needs of critically ill patients.

3. Able to use therapeutic communication skills and establish good relationships with the patient, family and colleagues.
4. Able to priorities patient individual needs and implement the systematic approach to enhance nursing standards.
5. Able to manage and organize unit/department as per protocols.
6. Develop the learner's ability to respond to changing needs in critical care in an analytical way.

### **Course Description**

This course is designed to prepare the students with advance knowledge, skills and attitude about Pediatrics nursing through the application of ethical, legal, psycho-social, cultural and high professional standards.

The course emphasizes the application of knowledge and skills in provision of nursing care to the critically ill child based on their individual needs and comfort level. The learner will do clinical practicum rotations at different Pediatrics care in settings of Pediatrics Medical ICU, Pediatrics Surgical ICU.

The curriculum will provide diverse teaching and learning methodologies through a rigorous training process to prepare the students to make the decisions in critical situations, while on clinical placement developing the competencies by gaining hand on experience in Pediatrics care settings. The aims and outcomes of the program will be achieved by provision of the environment of evidence based practice.

### **Course Objectives:**

On successful completion of the course, the learner will be competent to:

1. Assess the health promotion needs of the critically ill child and her/his family and/or careers
2. Assess the needs of baby and child and family regarding coping mechanisms in times of crisis
3. Assess the impact of multisystem disorders on the physiological condition of the critically ill child .
4. Assess the effects of drug therapy and initiate action according to clinical unit protocol

5. Appraise the diagnostic and monitoring requirements and management necessary to maintain homeostasis in the critically ill child .
6. Critically analyze concepts relating to therapeutic communication suitable for use with an child in crisis
  
7. Evaluate their own personal skills to identify their learning needs by reflecting upon the management of therapeutic communication with an individual in crisis
8. Appraise the physical, psychological, social and environmental issues that contribute to critical illness utilizing nursing process
9. Recognize signs of stress in self and others and promote the use of appropriate coping strategies
10. Illustrate understanding of the physical, cognitive, emotional, behavioral and spiritual signs of burnout in a critical care setting
11. Complete nursing documentation accurately and in a timely fashion
12. Explore the potential consequences of the disease/condition with the parents of child.
13. Discuss the pharmacokinetics and pharmacodynamics of drugs used in the management of the critically ill child parents of child utilizing appropriate research based evidence
14. Explain the potential requirements and preparation of drug therapy for a critically ill child parents.
15. Interpret diagnostic/monitoring results and communicate their significance and possible consequences to relevant members of the multidisciplinary team
16. Illustrate safe and effective practice in the administration and disposal of drugs used in the care of the critically ill child.
17. Reflect and evaluate their own practice in the application of an appropriate model of nursing
18. Demonstrate management skills in professional practice
19. Analyze the concept of holism applied to pediatrics nursing
20. Analyze professional and legal issues in pediatrics care and apply these to clinical practice
21. Apply the relevant communication skills to help the patient/family/multidisciplinary team.
22. Apply knowledge of patient's rights in professional clinical practice
23. Apply knowledge of ethical principles in the consideration of ethical dilemmas and their legal implications in clinical practice



## ADVANCE CONCEPT NURSING

### **Health Assessment – I**

Contact Hours:

Theory: 50

Clinical Hours: 125

Course Description:

This course aims at developing the skills and knowledge needed to assess the basic health status of individuals of varying ages and conditions in health care setting. These skills can be applied to identify health problems and designing nursing care. The emphasis is made on history taking and physical examination skills applied to the nursing practice for all patient.

Course Contents:

Objectives	Content	Hours 75 hrs	Teaching/ Learning Strategies	Evaluation
1. Discuss the concepts of health assessment	1.1 Concepts of health, assessment, data collection, and diagnosis. 1.2 Need for general health assessment for all patients 1.3 Document health assessment data using a problem oriented approach.	3	Interactive Lecture	Quiz, Checklist

2. Apply Interviewing skills for comprehensive health history	2.1 Purpose, process & principles of interviewing. 2.2 Content and format used to obtain a health history by utilizing therapeutic skills. 2.3 Practice obtaining and recording a client health history.	3	Interactive Lecture Group activity Role play Phases of interview process	Interview sheet, Re-demonstration patient  Strengths and weaknesses via observation and self/peer analysis.
3. Perform physical examination (PE) & general survey	3.1 General principles of conducting an examination. 3.2 Equipment needed to perform a physical examination. 3.3 Sequence and techniques of inspection, palpation, percussion & auscultation. 3.4 Procedure & sequence for performing a general assessment of a client. 3.5 Guidelines for documenting physical examination. 3.6 Document the physical examination (PE) findings	3	Interactive Lecture Group activity Patient description Simulation	Re-demonstration With documentation on assessment performance

Objectives	Content	Hours	Teaching/ Learning Strategies	Evaluation
4. Utilize assessment skills for skin, head & neck examination	4.1 Component of health history that should be elicited during the assessment of skin, head & neck. 4.2 Specific assessments to be made during the physical examination of the above systems. 4.3 Braden scale to assess the skin integrity of patients. 4.4 Document findings.	4	Interactive Lecture Video Demonstration Simulation	Re-demonstration  Braden scale form documentation
5. Utilize assessment skills for nose, mouth & pharynx examination	5.1 Component of health history that should be elicited during the assessment of nose, mouth and pharynx. 5.2 Structural landmarks of the nose, mouth and pharynx during the physical examination. 5.3 Document findings.	4	Interactive Lecture  Video  Demonstration Simulation	Re-demonstration  Document on assessment Performance

6. utilize appropriate assessment skills for abdomen, anus & rectum examination	6.1 Pertinent health history questions necessary to perform the assessment of Abdomen, Anus and Rectum. 6.2 Specific assessment & structural landmarks for the physical examination of the abdomen. 6.3 Components of a rectal & anus examination. 6.4 Document findings.	4	Interactive Lecture Video Demonstration Simulation	Re-demonstration Document on assessment Performance
7. Apply (PE) techniques to assess Musculoskeletal system (MS)	7.1 Pertinent health history question necessary to perform the assessment of (MS) system. 7.2 Musculoskeletal functions including muscles strength, symmetry, size, contour, ROM and its characteristics. 7.3 Document findings.	4	Interactive Lecture Video Demonstration Simulation	Re-demonstration Document on assessment Performance
8. Apply health assessment techniques for peripheral vascular (PVS)	8.1 Pertinent health history question necessary to perform the assessment of (PVS) during examination technique 8.2 Physical examination of PVS. 8.3 Characteristics of Peripheral Pulses 8.4 Document findings.	4	Interactive Lecture Video Demonstration Simulation	Re-demonstration of counting pulses Documentation on assessment Performance
9. Apply the appropriate techniques to assess thorax and lungs	9.1 Components of health history that should be elicited during assessment of respiratory system. 9.2 Structural landmarks of thoracic cavity symmetry. 9.3 Document findings.	4	Interactive Lecture Audio/Video Demonstration Simulation	Re-demonstration Documentation on assessment Performance
10. Apply assessment techniques for cardiovascular system	10.1 Components of health history that should be elicited during the assessment of cardiovascular system. 10.2 Landmarks of the cardiovascular system. 10.3 Document findings.	4	Interactive Lecture Video Demonstration Simulation	Re-demonstration & documentation on assessment Performance
11. Perform examination of breast, axilla & genitalia	11.1 Specific questions pertaining to male and female breast and Genitalia assessment. 11.2 Breast examination including axillary nodes and interpret findings. 11.3 Components of a genital exam on male / female patients. 11.4 Document findings.	4	Interactive Lecture Video Demonstration Simulation	Re-demonstration & documentation on assessment Performance
12. Apply assessment techniques for	12.1 Component of health history necessary for the examination of eye & ear.	4	Interactive Lecture	Demonstration & documentation

eyes, & ears examination	12.1.1 Perform physical examination of eye & ear.		Video	
13. Apply assessment techniques for Nervous system examination	13.1 Component of health history necessary for the examination of nervous system. 13.2 Perform physical examination of nervous system	5	Interactive Lecture  Video	Demonstration & documentation

## **Functional health patterns-2**

Theory hour:50

Clinical hour:125

Course Description:

This course aims at developing the skills and knowledge needed to assess the basic health status of individuals of varying ages and conditions in all health care setting. These skills can be applied to identify health problems and designing nursing care plan.

Course Contents:

Objectives	Content	Hours	Teaching/ Learning Strategies	Evaluation
		50hrs		
UNITI: To understand the concepts of Advance	1.1 Definition of Advance concept in Nursing 1.2 Importance of Advance concept in Nursing	5	Interactive Lecture	MCQ's

concept in Nursing.				
UNIT II: Understand the concept of ethics in health care setting.	2.1 Define code of ethics. 2.2 Explain informed consent and confidentiality. 2.3 Discuss the professional autonomy and ethics. 2.4 Discuss ethical dilemma in professional practice.	5	Interactive Lecture	Quiz
UNIT III: To develop the Critical Thinking skills required to implement Nursing Process.	2.1 Define Critical Thinking. 2.2 Overview of Nursing Process. - Overview, Implementation and Evaluation of Nursing Process. 2.3 Develop a Nursing Diagnosis according to NANDA list. 2.4 Documentation.	5	Small group discussion  Role Play	MCQ's
UNIT IV: Discuss the concepts of Jordan's Functional Health Patterns.	<b><u>Health Perception and Health Management Pattern:</u></b> 3.1 Discuss how the person perceive his health? 3.2 Documentation.	5	Interactive Lecture	Checklist
UNIT V: Discuss Nutritional consideration across the life span.	<b><u>Nutritional / Metabolic pattern:</u></b> 4.1 Define nutritional / metabolic patterns. 4.2 Review essential nutrients. 4.3 List factors that can affect Dietary Pattern. 4.4 Describe manifestation of altered nutrition. 4.5 Documentation.	5	Small group activity  Interactive Lecture	Quiz
UNIT VI: Discuss the elimination pattern across the life span.	<b><u>Elimination Pattern:</u></b> 5.1 Define elimination Pattern. 5.2 Discuss common problems of elimination. 5.3 Identify factors that can alter elimination pattern. 5.4 Documentation.	5	Interactive Lecture	Quiz
UNIT VII: Discuss the Activity and Exercise Pattern across the life span.	<b><u>Activity and Exercise Pattern:</u></b> 6.1 Define ability, body alignment / mechanics. 6.2 Discuss the benefits of Activity and Exercise pattern. 6.3 Discuss the effects of immobility on human body. 6.4 Documentation.	4	Interactive Lecture	Quiz
UNIT VIII: Discuss the value / belief patterns across the life span.	<b><u>Value / belief pattern:</u></b> 7.1 Define Value / belief pattern. 7.2 Explain how behaviors related to values. 7.3 Identify actuarial to develop equal perspective of pas values. 7.4 Discuss values of concepts of resolution in HCS. 7.5 Documentation.	3	Interactive Lecture  Role Play	Quiz

UNIT IX: Discuss the rest & sleep patterns across the life span.	<b><u>Rest &amp; Sleep pattern:</u></b> 8.1 Define rest & sleep pattern. 8.2 Discuss the characteristics on rest + sleep. 8.3 Identify common sleep disorder and pattern for promote sleep. 8.4 Documentation.	3	Interactive Lecture Small group discussion.	Quiz
UNIT X: Discuss the Stress and coping patterns across the life span.	<b><u>Stress and Coping pattern:</u></b> 9.1 Define stress & coping pattern. 9.2 Identify indicators of stress and coping strategies. 9.3 Documentation.	3	Interactive Lecture Small group discussion.	Quiz
UNIT XI: Discuss the Sexuality patterns across the life span.	<b><u>Sexuality pattern:</u></b> 10.1 Define Sexuality pattern. 10.2 Describe normal Sexual Pattern. 10.3 Identify factors that affect sexual functions to all stages of life cycles. 10.4 Documentation.	3	Interactive Lecture Small group discussion.	Quiz
UNIT XII Discuss Role-Relationship the patterns across the life span.	<b><u>Role-Relationship Pattern</u></b> 11.1 Perception of major roles,relationship, and responsibilities in current life situation 11.2Satisfaction with or disturbance in roles and relationship 11.3 Documentation	3	Interactive Lecture Small group discussion.	Quiz
UNIT XIII Discuss Self perception-self concept pattern the patterns across the life span.	<b><u>Self-perception-Self Concept Pattern</u></b> 12.1 Define Self concept 12.2 Explain formation of self concept 12.3 Discuss component of self concept 12.4 Identify factors that affect on Self perception and self concept pattern 12.5 Documentation	3	Interactive Lecture Small group discussion.	Quiz
UNIT XIII Discuss Cognitive-perceptual pattern the patterns across the life span.	<b><u>Cognitive-perceptual pattern</u></b> 13.1 Discuss adequacy of vision 13.2 Explain pain,perception and management 13.3Describe language, judgement 13.4 Documentation	3	Interactive Lecture Small group discussion.	Quiz

Evaluation	
Written Test x 3	70 %
Objective structured practical examination (OSPE)	30%

Reference Books

Barbara Kozier Fundamentals of Nursing 07<sup>th</sup> Ed.

GlenoraErb,AudreyBerman,Karen Burke Fundamental of Nursing 9<sup>th</sup>Ed

Recommended Books / Reference website:

1. Barbara bates A Guide to physical Examination and history taking 06<sup>th</sup> Ed.  
<http://www.alibris.com/booksearch?qwork=2746785> Retrieve on Oct, 2012

2. Weber, J., Kelly, J. (2003). *Health Assessment in Nursing*. Philadelphia: J.B.
3. Fuller, J., & Schaller - Ayers, J. (2000). *Health Assessment: A nursing approach*. (3<sup>rd</sup>ed.) Philadelphia: J B Lippincott.
4. Estes, M.Z. (1998). *Health Assessment and Physical Examination*. (1<sup>st</sup>ed). London: Delmar.  
Wilson, S. F. Giddens, J.F. (2001). *Health Assessment for Nursing Practice*. (2<sup>nd</sup>ed.).St. Louis: Mosby
5. Physical Exam Study Guides  
<http://www.medkaau.com/videos/peguide.pdf> Retrieve on Oct, 2012
6. World Wide Web Resources:  
[Goldberg, C.](http://meded.ucsd.edu/clinicalmed/introduction.htm) A Practical Guide to Clinical Medicine: A comprehensive physical examination and clinical education site for medical students and other health care professionals. Retrieved from <http://meded.ucsd.edu/clinicalmed/introduction.htm>

## Paper:2 integral sciences

### Introduction to Pharmacology.

Contact Hours:  
Theory: 15

#### Course Description:

The focus of this course is on the concepts of Pharmacotherapeutics, establishing a knowledge base that applies to patient care and education. At the completion of this course the student will understand the classifications, indications, contraindication and side effects of the drugs used in health care settings.

#### Course Contents:

Objectives	Content	Hours	Teaching/ Learning Strategies	Evaluation
1. Discuss basic concepts of Pharmacology	1.1 Define pharmacology and its related terms. 1.2 Explain the importance of pharmacology in nursing. 1.3 Drug Sources 1.4 Drug safety measures: i. Patient Identification ii. Rights of medication	3	Lecture /Discussion	Drug card
2. Classify biological factors	2.1 Drug forms and routes of administration 2.2 Pharmacokinetics and related biological factors:	3	Tutorial Practice	Written test (calculation)

affecting the action of drugs	i. Absorption ii. Distribution iii. Metabolism/ Elimination iv. Excretion			
3. Review dosage calculation for drugs	3.1 Fraction, decimals and percentage 3.2 Basic dosage calculations 3.3 Systems of measurement 3.4 Drug calculation and monitoring (Micro & Macro Doses) 3.5 Calculating and monitoring IV infusion rates (Micro & Macro Doses) 3.6 Segregation of high alert medication e.g. iii. Narcotics iv. Potassium v. Manitol vi. Bicarbonate vii. Heparin viii. Insulin	3	Lecture	Math Written Test
4. Discuss the types of Intravenous Fluids	4.1 Isotonic Solutions 4.2 Hypotonic Solutions 4.3 Hypertonic Solutions 4.4 Uses of IV solutions and role of health care professional	3	Lecture Small Group presentation for IV solutions	Q/A written test
5. Discuss the Pharmacodynamics	5.1 Biochemical and physiological effects of drug and their mechanism of action. 5.2 Principles of drug action 5.3 Drug receptors	3	Lecture	Written Test

Evaluation	
Drug Calculation	20%
Written Test x 3	40%
Final Examination	40%

Recommended Book:

1. Barar, K. S. F (2007) Pharmacology for Nurses. (Pawalinder P. Vij)
2. Adcock S. et al (2010) RN pharmacology for nursing (05<sup>th</sup> Ed)  
[http://www.amazon.com/s/ref=ntt\\_athr\\_dp\\_sr\\_1?encoding=UTF8&field-author=Susan%20Adcock&ie=UTF8&search-alias=books&sort=relevancerank](http://www.amazon.com/s/ref=ntt_athr_dp_sr_1?encoding=UTF8&field-author=Susan%20Adcock&ie=UTF8&search-alias=books&sort=relevancerank)  
<http://www.4medstudents.com/Students%20Notes.htm> (Retrieved on Sep, 2012)

References websites:

1. [http://books.google.com.pk/books?id=F1eo4mVutS0C&pg=PR3&source=gbs\\_selected\\_pages&cad=3#v=onepage&q&f=false](http://books.google.com.pk/books?id=F1eo4mVutS0C&pg=PR3&source=gbs_selected_pages&cad=3#v=onepage&q&f=false)
2. <http://studentnurseconnections.com/Links2.html>
3. <http://www.wisc-online.com/objects/ViewObject.aspx?ID=NUR7407>
4. <http://www.edgt.com/EDGTOnline/tutorials/newsampleTutorial/pharm2openframes.cfm>
5. <http://www.medicalgeek.com/lecture-notes/18171-general-pharmacology-lecture-notes-part-1-a.html>
6. <http://mediconet.blogspot.com/2009/12/notes-for-medical-students.htmlz>



## **Introduction** **to Nursing Leadership & Management**

Contact Hours:

Theory: 40 hrs

Course Description:

This course provides an opportunity to learn basic leadership and management skills to prepare nurses for decision making and become effective member of health care team in health care setting. Upon completion of this course nurses will be able to demonstrate leadership and management skills while working in health care setting.

Course Contents

Objectives	Content	Hours	Teaching/ Learning Strategies	Evaluation
1. Discuss the basic concepts of leadership and management	1.1 Definition of leadership and management 1.2 Difference between leadership and management. 1.3 Functions of a nurse manager in health care setting. 1.4 Difference between leader and manager	4	Interactive lecture	MCQs
2. Utilize the effective Communication	2.1 Define communication 2.2 Types of communication 2.3 Barriers to communication	4	Small group discussion	MCQs

in health care care setting	2.4 Formal and informal channel of communication 2.5 Interpersonal communication in health care setting 2.6 Modes of communication 2.7 Factors influencing communication 2.8 Strategies for effective communication		Role play	
3. Discuss the Leadership styles implemented in health care setting	3.1 Style of leadership 3.2 Role of effective leader 3.3 Ways to develop as an effective leader	4	Interactive lecture	Paper witting/Assgiment
4. Apply the knowledge of Problem Solving	4.1 Problem solving 4.2 Critical thinking 4.3 Application of problem solving 4.4 Significance of Negotiation and Collaboration in multidisciplinary team 4.5 Strategy to develop negotiation and collaboration in multidisciplinary team	4	Small group activity	Q/A
5. Discuss active decision making in health care setting	5.1 Decision making 5.2 Decision making models 5.3 Steps in decision making process	4	Interactive lecture Role play	Q/A
6. Select appropriate strategies for Conflict Resolution in health care setting	6.1 Definition of conflict management 6.2 Positive and negative aspects of conflict 6.3 Causes of conflict 6.4 Assertiveness, Passiveness and Aggressiveness 6.5 Different techniques to resolve conflict	4	Interactive lecture Role play	Q/A
7. Explore risk management strategies in health care setting	7.1 Definition of risk management 7.2 Factors effecting risk management 7.3 Risk management strategies	4	Interactive lecture	Q/A
8. Discuss time management in health care setting	8.1 Define time management 8.2 Process of time management 8.3 Time waste culprits 8.4 Strategies for effective time management 8.5 Benefits of time management	3	Lecture Small group discussion	Q/A
9. Explain health care delivery systems.	9.1 Categories of health care setting 9.2 Types and levels of health care setting 9.3 Models of integrated health care setting 9.4 Functional nursing 9.5 Case management 9.6 Team nursing	3	Interactive lecture, Small group discussion	Q/A
10. Apply Quality Management Systems (QMS)	10.1 Elements of quality management system (QMS) 10.2 Process of QMS	3	Interactive lecture	Q/A

in patient management	10.3 Types of risk involve in Health Care setting 10.4 Behavior for handling customer complaints			
11. To learn about functional & human resource management	11.1 Define resource management 11.2 Human resource management 11.3 Financial resource management	3	Interactive lecture, Small group discussion	Q/A

Evaluation	
Written Test x 3	45%
Presentation	15%
Final Examination	40%

Recommended Book:

Kelly. Patricia (2010), Essential of Nursing Leadership & Management (2<sup>nd</sup> Ed)

<http://books.google.com.pk/books?id=uXFkNpuJWJEC&pg=PR18&lpg=PR18&dq=essential+of+nursing+leadership+by+kelly&source=bl&ots=sFnoXe1rtA&sig=AD568FK6Ag3n9rc9xinLN73Mq7c&hl=en&sa=X&ei=9xqJUMqSHsjJhAfkYcWcG&ved=0CCMQ6AEwAQ>

Reference Book:

Jones. A Rebecca (2007), Nursing Leadership and Management (retrieve on Aug, 2012)

[http://www.google.com.pk/url?sa=t&rct=j&q=essential+of+nursing+leadership++rebecca&source=web&cd=2&cad=rja&ved=0CCQOFjAB&url=http%3A%2F%2Fimages.rowelynignacio.multiply.multiplycontent.com%2Fattachment%2F0%2FS0gLeQooCIUAAuqFxx1%2FNursing%2520Leadership%2520%26%2520Management%2520Jones.pdf%3Fnmid%3D309131512&ei=FR2JUJKuI46FhQfc\\_oHwCA&usg=AFQjCNHem2z5-OiYQ2TlzyayCefiEYXzVw](http://www.google.com.pk/url?sa=t&rct=j&q=essential+of+nursing+leadership++rebecca&source=web&cd=2&cad=rja&ved=0CCQOFjAB&url=http%3A%2F%2Fimages.rowelynignacio.multiply.multiplycontent.com%2Fattachment%2F0%2FS0gLeQooCIUAAuqFxx1%2FNursing%2520Leadership%2520%26%2520Management%2520Jones.pdf%3Fnmid%3D309131512&ei=FR2JUJKuI46FhQfc_oHwCA&usg=AFQjCNHem2z5-OiYQ2TlzyayCefiEYXzVw)

# Introduction to Biostatistics & Research

Theory: 15 hrs

Clinical 38 hrs

Course Description:

This course provides the basic concepts of biostatistics and research. Upon completion of the course students will be able to appreciate the evidence based literature for improvement in their clinical practice.

## Course Contents

Objectives	Content	Hours 15	Teaching/ Learning Strategies	Evaluation
1. Develop basic understanding of Bio statistics	1.1 Introduction to biostatistics concepts 1.2 Types of Data 1.3 Uses of Data 1.4 Sources of Data 1.5 Presentation of Data	4	Interactive Lecture	Q/A
2. Describe Central Tendency and Variation	2.1 Measurement of Central Tendency 2.2 Mean, Median, Mode 2.3 Range 2.4 Mean Deviation 2.5 Standard Deviation 2.6 Count 2.7 Rate 2.8 Ratio 2.9 Proportion	4	Interactive Lecture Problem solving	Q/A, assignment
3. Distinguish Tests of Significance	4.1 Classification 4.2 Null Hypothesis 4.3 P- Value 4.4 Errors in a study (chances) 4.4.1 Power of study 4.5 Parametric test 4.5.1 Chi Square Test 4.5.2 t – Test 4.5.3 ANOVA 4.6 Non- parametric test 4.7 Bias	4	Interactive Lecture	Q/A
4. Recognize Sampling Method	1.2 Probability Sampling 1.3 Non- Probability Sampling	3	Interactive Lecture	Written Test
<b>Concepts of Research</b> Theory: 15 hrs Clinical 38 hrs				
1. Discuss the Concepts of Nursing Research	1.1 Nursing Research in Perspective 1.2 Sources of Evidence for Nursing Practice 1.3 The Purposes of Nursing Research	4	Interactive Lecture	Q/A
2. Identify Quantitative & Qualitative Study Design	2.1 Aspects of Quantitative & Qualitative Research 2.2 Overview of Research Designs 2.2.1 Experiments 2.2.2 Quasi-Experiments 2.2.3 Non-experimental Research	4	Interactive Lecture	Q/A

	2.2.4 Designs and Research Evidence		Small Group Activity	
3. Discuss research methodology in Quantitative & Qualitative Study Design	3.1 Define research methodology 3.2 Methodological consideration in Quantitative & Qualitative approaches.	4	Interactive Lecture  Panel Discussion	Q/A
4. Using Research Evidence to Change Clinical Practice in health care setting	4.1 Strategies for utilizing research evidence in the clinical setting 4.2 Potential barriers to utilizing research evidence in the clinical setting 4.3 Effective strategies for disseminating evidence based finding	3	Panel Discussion	Q/A

Evaluation	
Written Test x 3	45%
Presentation	15%
Final Examination	40%

Recommended Book:

1. Iqbal Ahmed Khan (Brig). (2010), Biostatistics for All (A novel of Biostatistics for medical/ Dental/ Nursing students and researchers)
2. Polit D. F. & Beck. C. T, Nursing Research Principle and Methods (07<sup>th</sup> Ed)  
<http://ebookbrowse.com/gdoc.php?id=178920204&url=36c52779a39d9eb1968d2251155ae916>

## Microbiology in Every Day Life

**Theory Hr: 15**

**Clinical hr:38**

In this unit learners will study about how microorganisms affect our environment i.e. air water, food.

At the completion of this unit learners will be able to:

1. Describe how microorganisms affects environment i.e. air, water and food.
2. List some safety measures to control water and food borne diseases.
3. Differentiate between food infection and food poisoning.

Course Contents

Objectives	Topics	Hours	Evaluation
1. Basic concepts of microbiology	1.1 Introduction of Microbiology 1.2 Terminology used in microbiology 1.3 Types of microorganisms	01	Quiz
2. Describe the methods to control the microbial growth	2.1 Control of Microorganisms 2.2 differentiate between broad and narrow spectrum antibiotics 2.3 Simple and Gram staining of Bacteria 2.4 Control of microorganisms by physical & chemical Agents 2.5 chain of infections 2.6 stages of infection 2.7 concept of isolation	03	Quiz Written test/ Lab work
3. Describe Defense mechanisms of the body	3.1 First line of defense 3.2 Second and third line of defense 3.3 Effect of on microbial PH growth. 3.4 Active and passive immunity	03	Written test
4. Prevalence of infection	4.1 Concept Of Asepsis: 4.2 Medical & Surgical Asepsis	02	
5. Human and microbial interaction	5.1 Define normal flora 5.2 Differentiate between resident & transformable flora 5.3 Nosocomial infection	03	
6. Microbiology in Everyday Life	6.1 how microorganisms affects environment i.e. air, water and food 6.2 safety measures to control water and food borne diseases 6.3 Differentiate between food infection and food poisoning	03	

List of Labs:

1. Lab safety procedure
2. How to use microscope
3. Culture media
4. Staining of bacteria

References:

1. Atlas, M, R. (1989). *Microbiology*. New York: McMillan Publishing.

2. Bocock, J. E. (1972). *Microbiology for Nurses*. London: Bailliere Tindall.
3. Colee, J. G. (1981). *Applied Medical Microbiology*. New York: Blackwell Scientific.
4. Gladwin, M. (1997). *Clinical Microbiology made ridiculously simple*. Singapore: Med Master.
5. Gupte, S. (1990). *Practice Microbiology*. New Delhi: Jaypee Brothers Medical.
6. Hare, R. (1980). *Bacteriology and Immunity for Nurses*. London: Longman Group.
7. Inglis, J. J. T. (1996). *Microbiology and Infection*. New York: Churchill Livingstone.
8. Jawetz, R. (1992). *Medical Microbiology*. London: Appleton and Lange.
9. Parker, M. J. (1978). *Microbiology for Nurses*. London: Bailliere Tindall.
10. Stucke, A. V. (1993). *Microbiology for Nurses*. London: Bailliere Tindal.

## Pediatric Nursing

### Contact Hours:

Theory: 230

Clinical: 710

### Course Description:

The focus of this course is to develop knowledge, skills and attitudes in the care of children in primary, 2ndry and tertiary setting. Students will apply a concept related to Growth and Development and its deviation in all aspects of children's health. It will help students to appreciate the child as a holistic individual and develop skills to function as neonatal and pediatric nurse specialist. It will further enable the student to function as educator, manager and researcher in the field of Pediatric Nursing.

### Course Content:

Objectives	Content	Theory Hours 200	Teaching / Learning strategies	Evaluation
<p><b><u>Unit 1</u></b></p> <p>Discuss the basic concept of pediatric nursing.</p> <p>Develop awareness on common health issues of children in Pakistan</p>	<p><b><u>Perspective of Pediatric nursing</u></b></p> <p>1.1. Definition of Pediatric , Pediatric Nursing</p> <p>1.2. Role of Pediatric Nurse</p> <p>1.3. Qualities of Pediatric Nurse</p> <p>1.4. Concept of preventive pediatrics</p> <p>1.5. Antenatal preventive pediatrics</p> <p>1.6. Postnatal preventive pediatrics</p> <p>1.7. Factors affecting child's health</p> <p>1.8. Ethical principle</p> <p>1.9. Trends in pediatric &amp; children's health</p> <p>1.10. Parameters of child health.</p> <p>1.11. Determinants of child health / health statistics.</p>	08	<p>Interactive lecture</p> <p>Small group activity</p> <p>Role Play</p>	<p>Question &amp; Answer Session</p> <p>Quizzes / CAT</p>
<p><b><u>Unit 2</u></b></p> <p>Utilize communication skills in caring of children</p>	<p style="text-align: center;"><b><u>Communication</u></b></p> <p>2.1. Communication with child at different ages:</p> <ul style="list-style-type: none"> <li>○ New born</li> <li>○ Infant</li> <li>○ Toddlers</li> <li>○ School age</li> <li>○ Adolescent</li> </ul> <p>2.2. Purpose of communication.</p> <p>2.3. Process of communication</p> <p>2.4. Types of communication:</p> <p>2.5. Non verbal</p>	04	<p>Interactive lecture</p> <p>Small group activity</p> <p>Role Play</p> <p>Videos</p>	<p>Question &amp; Answer Session</p> <p>Quizzes / CAT</p>



	<p>2.6. Verbal</p> <p>2.7. Bonding in first year</p> <p>2.8. Babbling</p> <p>2.9. Principles of effective communication.</p> <p>2.10. Evaluation of effective communication.</p>			
<p><b><u>Unit 3</u></b></p> <p>Apply Nursing Process in providing nursing care to children</p>	<p><b><u>Nursing Process</u></b></p> <p>3.1. Define nursing process for child &amp; family.</p> <p>3.2. Describe steps of nursing process for child &amp; family.</p> <p>3.3. Assessment</p> <p>3.4. Nursing diagnosis</p> <p>3.5. Planning</p> <p>3.6. Implementation</p> <p>3.7. Evaluation</p> <p>3.8. Develop nursing care plan</p> <p>3.9. Know case study method</p> <p>3.10. Nursing history</p> <p>3.11. Normal routine physical examination</p> <p>3.12. Diagnostic procedure</p> <p>3.13. Medical diagnosis &amp; treatment</p> <p>3.14. Be an advocate for child rights.</p>	10	<p>Interactive lecture</p> <p>Small group activity</p> <p>Role Play</p>	<p>Question &amp; Answer Session</p> <p>Quizzes / CAT</p>
<p><b><u>Unit 4</u></b></p> <p>Apply the concept of human growth &amp; development in providing care to the pediatric client and their families</p>	<p><b><u>Growth &amp; Development</u></b></p> <p>4.1. Prenatal development &amp; care</p> <p>4.2. Factors affecting prenatal developmental development.</p> <p>4.3. Definitions of Growth &amp; Development</p> <p>4.4. Directional pattern</p> <p>4.5. Milestones of development</p> <p>4.6. Stages of growth &amp; development</p> <p>4.7. Theories, laws &amp; Principles of growth &amp; development</p> <p>4.8. Factors affecting growth and development</p> <p>4.9. Normal pattern of Growth &amp; Development</p> <p>4.10. Road to health chart</p> <p>4.11. Anthropometric measurement</p>	14	<p>Interactive lecture</p> <p>Small group activity</p> <p>Role Play</p> <p>Video</p>	<p>Question &amp; Answer Session</p> <p>Quizzes / CAT</p>
<p><b><u>Unit 5</u></b></p>	<p><b><u>Hospitalization and its affects</u></b></p>	10		

<p>Discuss the impact of hospitalization on child &amp; family</p>	<p>5.1. Hospitalization  5.2. Stressors of hospitalization  5.3. Effects of separation on infants  5.4. Effects of separation on preschooler  5.5. Effects of separation on school age child  5.6. Effects of separation on adolescent  5.7. Adaptation to hospitalization  ○ For planned hospitalization  ○ For unexpected hospitalization  5.8. Measures to reduce anxiety prior to hospitalization  5.9. Measures to reduce anxiety during hospitalization</p>		<p>Interactive lecture   Small group activity   Role Play   Video</p>	<p>Question &amp; Answer Session   Quizzes / CAT</p>
<p><b><u>Unit 6</u></b>   Discuss the nutritional requirement of neonate &amp; children</p>	<p><b><u>Nutrition &amp; Nutritional deficiency diseases</u></b>  6.1. Normal requirement  6.2. Breast feeding  ○ Exclusive breast feeding  ○ Reflexes in breast feeding  ○ Advantages of breast feeding  ○ Contraindications of breast feeding  6.3. Formula feeding  6.4. Weaning  6.5. Nutrition Deficiency diseases  ○ Malnutrition  ○ Marasmus  ○ Kwashiorkor  ○ Rickets  ○ Goiter  ○ Scurvey</p>	<p>10</p>	<p>Interactive lecture   Small group activity   Role Play   Video</p>	<p>Question &amp; Answer Session   Quizzes / CAT</p>
<p><b><u>Unit 7</u></b>   Discuss the immunization &amp; care of vaccine</p>	<p><b><u>Immunization</u></b>  7.1. Definitions  7.2. Vaccine  7.3. Vaccination schedule  7.4. General consideration  7.5. Precautions and recommendations  7.6. Conditions which are not contraindicated to immunization  7.7. BCG vaccine  7.8. Poliomyelitis  7.9. Tetanus immunization  7.10. Diphtheria immunization  7.11. Pertusis vaccine</p>	<p>14</p>	<p>Interactive lecture   Small group activity   Role Play   Video</p>	<p>Question &amp; Answer Session   Quizzes / CAT</p>

	<p>7.12. Measles immunization</p> <p>7.13. Hepatitis B vaccine</p> <p>7.14. Meningococcal vaccine</p> <p>7.15. Hemophilus influenza type b vaccine</p> <p>7.16. Pneumococcal vaccine</p> <p>7.17. Typhoid vaccine</p> <p>7.18. Cholera vaccine</p> <p>7.19. Rabies vaccine</p> <p>7.20. Cold chain</p> <p>7.21. Family teaching regarding vaccination.</p>			
<p><b><u>Unit 8</u></b></p> <p>Discuss the common infectious diseases &amp; their management</p>	<p><b><u>Common childhood infection</u></b></p> <p>8.1. Mumps</p> <p>8.2. Measles</p> <p>8.3. Diphtheria</p> <p>8.4. Pertusis</p> <p>8.5. Tetanus</p> <p>8.6. Polio</p> <p>8.7. Tuberculosis</p> <p>8.8. Chicken pox</p> <p>8.9. Whooping cough</p> <p>8.10. Rubella</p> <p>8.11. Malaria</p> <p>8.12. Typhoid fever</p>	14	<p>Interactive lecture</p> <p>Small group activity</p> <p>Role Play</p> <p>Video</p>	<p>Question &amp; Answer Session</p> <p>Quizzes / CAT</p>
<p><b><u>Unit 9</u></b></p> <p>Discuss the basic techniques of infection control</p>	<p>9.1. Hand washing methods</p> <p>9.2. Barrier Nursing</p> <p>9.3. Universal precaution</p> <p>9.4. Disposal of contaminated items.</p> <p>9.5. Sterilization, fumigation, disinfection</p>	03	<p>Interactive lecture</p> <p>Small group activity</p> <p>Role Play</p> <p>Video</p>	<p>Question &amp; Answer Session</p> <p>Quizzes / CAT</p>
<p><b><u>Unit 10</u></b></p> <p>Discuss the basic concept of neonatology</p>	<p><b><u>Neonatology</u></b></p> <p>10.1. Definitions:</p> <p>10.1.1. Neonate</p> <p>10.1.2. Preterm</p> <p>10.1.3. Post term</p>	20	<p>Interactive lecture</p> <p>Small group activity</p>	<p>Question &amp; Answer Session</p> <p>Quizzes /</p>

<p>Describe the various recent technologies &amp; treatment modalities in the management of high risk neonate</p>	<ul style="list-style-type: none"> <li>10.1.4. IUGR (Intra uterine growth restriction)</li> <li>10.1.5. Small for gestational age</li> <li>10.1.6. Large for gestational age</li> <li>10.1.7. Still birth</li> <li>10.1.8. High risk neonate</li> <li>10.1.9. Low birth weight</li> <li>10.1.10. Normal newborn</li> <li>10.2. General &amp; specific nursing care</li> <li>10.3. Child health condition in Pakistan <ul style="list-style-type: none"> <li>10.3.1. Total birth rate in Pakistan</li> <li>10.3.2. Rate of premature birth in Pakistan</li> <li>10.3.3. Infant mortality rate in Pakistan</li> </ul> </li> <li>10.4. Immediate nursing management of newborn <ul style="list-style-type: none"> <li>10.4.1 Assessment of newborn</li> <li>10.4.2 APGAR score</li> </ul> </li> <li>10.5. Neonatal resuscitation</li> <li>10.6. Hypothermia <ul style="list-style-type: none"> <li>10.6.1. Specific nursing management of hypothermia</li> </ul> </li> <li>10.7. Neonatal Jaundice <ul style="list-style-type: none"> <li>10.7.1. Physiological Jaundice</li> <li>10.7.2. Pathological Jaundice</li> <li>10.7.3. Breast feeding Jaundice</li> <li>10.7.4. Breast milk Jaundice</li> <li>10.7.5. Obstructed Jaundice</li> <li>10.7.6. Kernicterus</li> </ul> </li> <li>10.8. Nursing management of phototherapy &amp; blood exchange transfusion.</li> <li>10.9. Neonatal infection <ul style="list-style-type: none"> <li>10.9.1. Eye infection</li> <li>10.9.2. Umbilical cord infection</li> <li>10.9.3. Circumcision infection</li> <li>10.9.4. Pneumonia</li> <li>10.9.5. Sepsis</li> </ul> </li> <li>10.10. Nursing management &amp; prevention of infection.</li> <li>10.11. Respiratory problems of newborn <ul style="list-style-type: none"> <li>10.11.1. RDS (respiratory distress syndrome)</li> <li>10.11.2. Pulmonary hypertension</li> <li>10.11.3. Birth asphyxia</li> <li>10.11.4. Meconium aspiration syndrome</li> </ul> </li> <li>10.12. Assessment &amp; management of high risk neonate&amp; ventilated babies.</li> </ul>		<p>Role Play</p> <p>Video</p>	<p>CAT</p>
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	<p>10.13. Alteration in acid base balance, blood gases.</p> <p>10.14. Specific nursing management of respiratory problems.</p> <p>10.15. Causes of cyanosis</p> <p>10.16. Causes of fits</p> <p>10.17. Causes of vomiting</p> <p>10.18. Causes of apnea</p> <p>10.19. Infant of diabetic mother</p> <p>10.20. Transportation of newborn.</p> <p>10.21. Danger signs of newborn.</p> <p>10.22. Discharge planning &amp; family teaching.</p>			
<p><b><u>Unit 11</u></b></p> <p>Discuss the Neonatal unit &amp; problems of newborn</p>	<p><b><u>Problems in newborn</u></b></p> <p>11.1. Birth injuries</p> <p>11.1.1. Caput succedaneum</p> <p>11.1.2. Cephalohematoma</p> <p>11.1.3. Bruising / forceps marks</p> <p>11.1.4. Sub conjunctival hemorrhage</p> <p>11.1.5. Facial paralysis</p> <p>11.1.6. Brachial palsy</p> <p>11.1.7. Phrenic nerve palsy</p> <p>11.1.8. Fractures</p> <p>11.2. Neonatal convulsion</p> <p>11.3. Metabolic disorders</p> <p>11.4. Neonatal intensive care unit</p> <p>11.4.1. Organization</p> <p>11.4.2. Facilities available</p> <p>11.4.3. Level of neonatal nursery</p>	04	<p>Interactive lecture</p> <p>Small group activity</p> <p>Role Play</p> <p>Video</p>	<p>Question &amp; Answer Session</p> <p>Quizzes / CAT</p>
<p><b><u>Unit 12</u></b></p> <p>Apply the concept of critical nursing in caring of sick babies</p>	<p><b><u>Critical care Nursing</u></b></p> <p>12.1. Principles, planning &amp; organization of critical care nursing</p> <p>12.2. Dehydration</p> <p>12.3. Shock</p> <p>12.4. Respiratory failure / respiratory paralysis</p> <p>12.5. Resuscitation &amp; supportive therapy</p> <p>12.6. Terminally ill child</p> <p>12.7. Death &amp; dying</p>	07	<p>Interactive lecture</p> <p>Small group activity</p> <p>Role Play</p> <p>Video</p>	<p>Question &amp; Answer Session</p> <p>Quizzes / CAT</p>
<p><b><u>Unit 13</u></b></p> <p>Discuss the basic alteration in</p>	<p><b><u>GIT disorders</u></b></p> <p>Anatomy &amp; Physiology of pediatric differences.</p>	08	<p>Interactive lecture</p>	<p>Question &amp; Answer Session</p>

Gastrointestinal function.	13.1. Diarrhea 13.1.1. Acute Diarrhea 13.1.2. Chronic Diarrhea 13.2. Malabsorption syndrome 13.2.1. Constipation 13.2.2. Vomiting 13.2.3. Worm infestation 13.3. Gastrointestinal Hemorrhage 13.3.1. Hematemesis 13.3.2. Malena 13.4. Occult gastrointestinal bleeding 13.5. Jaundice / Hepatitis 13.6. Cirrhosis Liver 13.7. Assessment & Nursing management of child with Gastrointestinal disorders.		Small group activity  Role Play  Video	Quizzes /  CAT
<b><u>Unit 14</u></b>  Discuss the basic alteration in Respiratory function	<b><u>Respiratory disorders</u></b>  Anatomy & Physiology of pediatric differences. 14.1. Acute upper respiratory infections: 14.1.1. Common cold 14.1.2. Acute tonsillitis 14.1.3. Acute pharyngitis 14.2. Acute lower respiratory infection: 14.2.1. Croup 14.2.2. Acute epiglottitis 14.2.3. Laryngeomalasia 14.2.4. Bronchitis 14.2.5. Bronchiolitis 14.2.6. Pneumonia 14.3. Asthma 14.4. Disease of pleura 14.4.1. Pneumothorax 14.4.2. Pleuraleffusion 14.5. Assessment & Nursing management of child with Respiratory disorders.	10	Interactive lecture  Small group activity  Role Play  Video	Question & Answer Session  Quizzes / CAT
<b><u>Unit 15</u></b>  Discuss the basic alteration in cardiovascular function	<b><u>Cardiovascular disorders</u></b>  Anatomy & Physiology of pediatric differences. 15.1. Prenatal & neonatalcirculation Congenital heart diseases 15.2. Cyanotic heart diseases 15.2.1. Tetralogy of fallot 15.2.2. Tricuspid atresia 15.2.3. Transposition of great arteries 15.3. Acyanotic defects	10	Interactive lecture  Small group activity  Role Play  Video	Question & Answer Session  Quizzes / CAT

	<ul style="list-style-type: none"> <li>15.3.1. Atrial septal defect</li> <li>15.3.2. Ventricular septal defect</li> <li>15.3.3. Patent ductus arteriosus</li> <li>15.3.4. Coartation of aorta</li> <li>15.4. Rheumatic fever</li> <li>15.5. Rheumatic heart disease</li> <li>15.6. Cardiac failure</li> <li>15.7. Assessment &amp; Nursing management of child with cardiac disorders.</li> </ul>			
<p><b><u>Unit 16</u></b></p> <p>Alteration in Hematologic function</p>	<p><b>Anatomy &amp; Physiology of Blood.</b></p> <p><b><u>Hematologic disorders:</u></b></p> <ul style="list-style-type: none"> <li>16.1. RBC disorders: <ul style="list-style-type: none"> <li>16.1.1. Anemia</li> <li>16.1.2. Thalassemia</li> <li>16.1.3. Sickle cell anemia</li> <li>16.1.4. Aplastic anemia</li> </ul> </li> <li>16.2. Platelet disorders: <ul style="list-style-type: none"> <li>16.2.1. Hemophilia</li> <li>16.2.2. Disseminated intravascular coagulation (DIC)</li> <li>16.2.3. Thrombocytopenia</li> </ul> </li> <li>16.3. Care of patient receiving blood &amp; blood products.</li> </ul> <p><b><u>Neoplastic diseases:</u></b></p> <ul style="list-style-type: none"> <li>16.4. Leukemia</li> <li>16.5. Lymphoma</li> <li>16.6. Neuroblastoma</li> <li>16.7. Hodgkin disease</li> <li>16.8. Non Hodgkin disease</li> </ul>	10	<p>Interactive lecture</p> <p>Small group activity</p> <p>Role Play</p> <p>Video</p>	<p>Question &amp; Answer Session</p> <p>Quizzes / CAT</p>
<p><b><u>Unit 17</u></b></p> <p>Discuss the basic alteration in neurologic function</p>	<p><b><u>Neurologic disorders</u></b></p> <p>Anatomy &amp; Physiology of pediatric differences.</p> <ul style="list-style-type: none"> <li>17.1. Convulsion / Seizures</li> <li>17.2. Meningitis / Encephalitis</li> <li>17.3. Cerebral Palsy</li> <li>17.4. Coma</li> <li>17.5. Neuromuscular disorders <ul style="list-style-type: none"> <li>17.5.1. Myopathies</li> <li>17.5.2. Neuropathies</li> <li>17.5.3. Myasthenia Gravis</li> <li>17.5.4. Gullian Barre Syndrome</li> </ul> </li> <li>17.6. Assessment &amp; Nursing management of child with Neurologic disorders.</li> </ul>	08	<p>Interactive lecture</p> <p>Small group activity</p> <p>Role Play</p> <p>Video</p>	<p>Question &amp; Answer Session</p> <p>Quizzes / CAT</p>

<p><b><u>Unit 18</u></b></p> <p>Discuss the basic alteration in Endocrine function</p>	<p><b><u>Endocrine disorders</u></b></p> <p>Anatomy &amp; Physiology of Pediatric differences.</p> <p>18.1. Precocious puberty  18.2. Diabetets Mellitus  18.3. Diabets inspidus  18.4. Hyperthyroidism  18.5. Hypothyroidism  18.6. Cushing syndrome  18.7. Assessment &amp; Nursing management of child with endocrine disorder</p>	<p>08</p>	<p>Interactive lecture</p> <p>Small group activity</p> <p>Role Play</p> <p>Video</p>	<p>Question &amp; Answer Session</p> <p>Quizzes / CAT</p>
<p><b><u>Unit 19</u></b></p> <p>Discuss the basic alteration in ENT function</p>	<p><b><u>ENT</u></b></p> <p>19.1. Otitis media  19.2. Tonsillitis  19.3. Deafness  19.4. Infectious conjunctivitis  19.5. Visual disorders:  19.5.1. Strabismus  19.5.2. Ambylophia  19.5.3. Cataracts  19.6. Assessment &amp; Nursing management of child with ENT disorders</p>	<p>04</p>	<p>Interactive lecture</p> <p>Small group activity</p> <p>Role Play</p> <p>Video</p>	<p>Question &amp; Answer Session</p> <p>Quizzes / CAT</p>
<p><b><u>Unit 20</u></b></p> <p>Discuss the basic alteration in genitourinary function</p>	<p><b><u>Urinary disorders</u></b></p> <p>Anatomy &amp; Physiology of pediatric differences.</p> <p>20.1. Urinary tract infection  20.2. Enuresis  20.3. Ac .Renal Failure  20.4. Ch. Renal Failure  20.5. Nephritic Syndrome  20.6. Assessment &amp; Nursing management of child with genitourinary disorders.</p>	<p>08</p>	<p>Interactive lecture</p> <p>Small group activity</p> <p>Role Play</p> <p>Video</p>	<p>Question &amp; Answer Session</p> <p>Quizzes / CAT</p>
<p><b><u>Unit 21</u></b></p> <p>Discuss pre &amp; post op nursing management</p>	<p><b><u>Pediatric Surgical Nursing</u></b></p> <p>21.1. Cleft lip &amp; Palate  21.2. Circumcision  21.3. Neural tube defect  21.3.1. Meningomyelocele  21.3.2. Meningocele  21.3.3. Hydrocephalus  21.3.4. Spina bifida  21.4. Head injuries</p>	<p>22</p>	<p>Interactive lecture</p> <p>Small group activity</p> <p>Role Play</p>	<p>Question &amp; Answer Session</p> <p>Quizzes / CAT</p>



	<ul style="list-style-type: none"> <li>21.5. Hernia <ul style="list-style-type: none"> <li>21.5.1. Inguinal hernia</li> <li>21.5.2. Diaphragmatic hernia</li> <li>21.5.3. Umbilical hernia</li> </ul> </li> <li>21.6. Intestinal obstruction</li> <li>21.7. Duodenal atresia</li> <li>21.8. Biliary atresia</li> <li>21.9. Esophageal atresia</li> <li>21.10. Tracheoesophageal fistula</li> <li>21.11. Pyloric stenosis</li> <li>21.12. Reduction of intussusception</li> <li>21.13. Hirschprung's disease</li> <li>21.14. Meconium ileus</li> <li>21.15. Appendicitis</li> <li>21.16. Congenital foot deformities</li> <li>21.17. Genitourinary anomalies <ul style="list-style-type: none"> <li>21.17.1. Hypospadias</li> <li>21.17.2. Epispadias</li> <li>21.17.3. Cryptorchidism</li> <li>21.17.4. Ambiguous genitalia</li> </ul> </li> <li>21.18. Testicular torsion , hydrocele</li> <li>21.19. Anorectal anomalies</li> <li>21.20. Wound care</li> <li>21.21. Colostomy care</li> <li>21.22. Burn care</li> <li>21.23. Pre op &amp; Post op nursing care of surgical problems.</li> </ul>		Video	
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<b><u>Unit 22</u></b>	<b><u>Nursing skills</u></b>			
Discuss the basic pediatric Nursing procedures	22.1. Physical examination of new born 22.2. Anthropometric measurement 22.3. IV canulation 22.4. Tub bath to an infant 22.5. Suctioning 22.6. Care of an infant in incubator 22.7. Radiant warmer 22.8. Oxygen therapy 22.9. Nebulization therapy 22.10. Tracheostomy care 22.10.1. Cricothyrotomy 22.11. Mechanical ventilator 22.12. Medication administration in children. 22.13. Endotracheal Intubation in neonates & peads 22.14. Air way management 22.14.1. Oropharyngeal airway 22.14.2. Nasopharyngeal airway 22.14.3. Laryngeal mask airway 22.15. Hand washing 22.16. Restraints 22.17. Specimen collection 22.18. Centralvenous catheters 22.19. Chest physiotherapy 22.20. Postural drainage 22.21. Nasogastric tube 22.22. Gastric feeding 22.23. Gastric suctioning 22.24. Lumber puncture 22.25. Standard precautions, Barrier Nursing, PPE 22.26. Urinary catheterization 22.27. Enemas 22.28. Irrigation 22.29. Irrigation of eye 22.30. Blood transfusion 22.31. Blood exchange transfusion 22.32. Umbilical catheterization 22.33. Chest intubation 22.34. Foreign body airway obstruction 22.35. CPR	22	Interactive lecture  Small group activity  Role Play  Video	Question & Answer Session  Quizzes / CAT

**Evaluation Criteria:**

- Port folio 10 %
- Class test 10%
- Exam 80%

## References:

- S. Neeraj & D.Bancy. **Essentials of Pediatric Nursing**.2011 (2<sup>nd</sup> revised edit): Lotus Publishers, Jalandhar India
- Parul Datta. **Pediatric Nursing**. (2007): Japee brothers. New Dehli India
- Barbara L. Mandleco & Nickil. Potts. **Pediatric Nursing** (Caring for children & their families). 2007 (2<sup>nd</sup> edit): Sanat Printers; Haryana, India
- Akbar.P; **Basics of Pediatric**(8<sup>th</sup> edit): Paramount Publishing Enterprise; Karachi, Pakistan
- Doske & Ashwill. **Nursing care of children** Principles and Practice. 1997: W.B.Saunders USA
- Binder.R & Ball.J. **Pediatric Nursing caring for children**. 1995: Applenton & Lange; USA
- Persis Mary Hamilton.**Basic Pediatric Nursing**. 1982 (5<sup>th</sup> edit): Mosby; ST Louis. Washington, Toronto

## INTRODUCTION TO COMPUTER SKILLS

### Course Description

**Theory hrs:15**

**Clinical hrs:38**

This is an introductory course designed to give basic knowledge about computer to explore computer application in nursing

### Course Contents

Objectives	Topics	Hours	Evaluation
1. WINDOW	Selection Techniques Windows Desktop Components of Windows Help Window Clipboard Managing Files & Folder Printing with Windows	01	Quiz Written test/ Lab work
2. Microsoft Word	Working with Files    Save a Documents Page Formatting Page Numbers Drop Caps Adding Clip Art Auto Correct	03	Quiz Written test/ Lab work

	Spelling and Grammar Check Style Table Borders and Shading Mail Merge		
3. Microsoft Excel	Spreadsheet Basis Formulas and Functions Graphics Page Setup Print, Print Preview	03	Quiz Written test/ Lab work
4. Microsoft PowerPoint	Getting Started  Screen Layout, View  Working with Slide  Bullets and Numbered  Formatting Text, Change Case	02	Quiz Written test/ Lab work
5. Keyboard Shortcut Keys	Key Board Shortcut Keys Browsing Chat Email Email Send Receiving Email	03	Quiz Written test/ Lab work
6. Microbiology in Everyday Life	6.4 how microorganisms affects environment i.e. air, water and food 6.5 safety measures to control water and food borne diseases 6.6 Differentiate between food infection and food poisoning	03	Quiz Written test/ Lab work

## ENGLISH LANGUAGE

**Theory hrs:15**

**Clinical hrs:38**

### **Course Introduction:**

This course is designed to improve the comprehension and verbal ability covering the four basic aspects of language; listening, reading, writing and speaking. It also helps students become reasonably proficient users of English Language for their academic and professional needs.

### **Course Contents**

Objectives	Topics	Hours	Evaluation
1. ESSENTIAL GRAMMER SKILLS	<ul style="list-style-type: none"><li>• Punctuation Marks</li><li>• Parts of Speech</li><li>• Direct/ Indirect Narrations</li></ul>	03	Quiz
2. WORD ENRICHMENT	<ul style="list-style-type: none"><li>• Homophones</li><li>• Idioms</li><li>• Common words in English for Behavior, Attitude and Emotions</li></ul>	03	Quiz Written test/
3.COMPOSITION	<ul style="list-style-type: none"><li>• Basic Techniques of Paragraph Writing</li><li>• Descriptive Writing<ul style="list-style-type: none"><li>a) Thing</li><li>b) Person</li><li>c) Place</li></ul></li><li>• Narrative Writing<ul style="list-style-type: none"><li>a) Situation</li></ul></li></ul>	03	Quiz Written test/
4. ESSENTIAL WRITING SKILLS	<ul style="list-style-type: none"><li>• Minute Writing</li><li>• Application Writing</li><li>• Critical Incident Report Writing</li></ul>	03	Quiz Written test/
5.COMPREHENSION AND ANALYTICAL SKILLS	<ul style="list-style-type: none"><li>• Comprehension Passages</li><li>• Precis Writing</li><li>• Quotes (food for intellect)</li></ul>	03	Quiz Written test/

Prepared by:

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