Teachers’ Guide to the BHP curriculum for Bachelor of Science in Nursing

A Report from the Bangladesh Health Project

By

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Version 1.0
Note to readers of print version of this document
To ensure wider accessibility, this Teachers’ Guide is intended for posting on the internet. Therefore, the document is designed as a series of web pages. The structure is shown below in Figure 1.

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Italic font for modules to be developed in future versions of the Teachers’ Guide

Figure 1: Proposed general file structure for core content on OER website

Throughout this document the outline numbering and highlighting or italic font indicate separate sections or links to other sections of the proposed website. Sections yet to be completed are indicated with “placeholders”.

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Key Concepts

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Standard Classroom Delivery (including educational technology)
Student Activities for Individuals and Groups

Practice Development
Assignments and evaluation

Faculty Development
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CONTENT TO BE DEVELOPED IN FUTURE VERSIONS OF THE TEACHERS’ GUIDE

How to use this OER
Being student-centred: enhancing the student experience
Adapting Learning Modalities for Diverse Ways of Learning
Active Learning with On-line Resources

Content
Links to specific courses (e.g. Introduction to Nursing) in “student” and “educator” versions
Basic Computer Literacy for Nursing Faculty
Basic Computer Literacy for Nursing Students
Medical English for ESL Students

Delivery Methods and Structure
Live Transmission
Using Recorded Lectures
Student-Faculty Contact
Cooperation Among Students
Prompt Feedback

Practice Development
Linkages and Reinforcement of Key Concepts
Linkages to clinical work
Knowledge management, technology development and lifelong learning

Faculty Development
Quality standards and bench-marking
I. Organization of the Resources
   1. Background and Purpose of the Open Educational Resource [OER]

Many Less-Developed Countries have great potential for developing nurses for employment at home and abroad. Unfortunately, nurse education in such countries often suffers from weak instructional capacity as well as insufficient resources. Working with Dhaka’s IUBAT - International University of Business Agriculture and Technology since 2003, Canadian volunteers from the Bangladesh Health Project [BHP] launched a nursing school.

IUBAT is an English-medium university. The core BScN curriculum includes 20 courses, including clinical labs. All courses provide international standard content, adapted for low-resource settings by addressing population health issues as well as differences in social structure, attitudes to learning and professional values. The courses use a “foundation and reiteration” or “spiral learning” approach to support bright students who have weak English language skills or poor secondary education.

As the Canadian volunteers, we searched for resources, but found no single source. To our knowledge, the content we created is unique. This includes classroom lectures (mostly Power Point presentations), and also reading packages, assignments and exams, checklists for clinical practice, and administrative policies. Everything is digitized - a BScN program for students with English as a Second Language, which can be delivered anywhere.

The purpose of this Open Educational Resource [OER] is to provide a template or prototype that can be adapted for other settings. This should benefit nurse educators and their students. We have tested the nursing-specific use of English language to make the material more accessible.

What this OER is NOT

1. This is not intended as an on-line course. We have developed the OER for use in a guided classroom setting, using fairly basic technology. (Originally we worked with old computers, interruptions to electricity, and very limited internet.)

2. This OER is not a “perfect model”. It will require modification to meet local needs as well as regulation or accreditation standards. (The licensing of all the OER content as “Creative Commons Attributions ShareAlike” means that instructors may freely use or adapt any of the materials without cost according to the terms of the licence.)

3. This OER is not a self-learning program. The pre-registration education of nurses requires clinical practice that cannot be provided like traditional distance learning.

4. This OER is not intended to be delivered “straight out of the box”. As the instructor, you will need to prepare and develop the material for your own students’ learning needs. It needs to be adapted for your students’ needs because they will enjoy the classes more and retain information better if you teach them interactively. This Teacher’s Guide aims to help you with that.

Links to
OER (BSN Program Course Listings) in “blueprint” format (sample as Appendix A in this print version)
1. Organization of the Resources
   2. This OER matches international standards for nurse competencies

The Bangladesh Health Project curriculum includes all the nursing theory classes and practica that are required to become a competent nurse. This Open Educational Resource [OER] does not include does not include the preparatory course work in sciences, because these are available from other sources. Obviously, practicum courses are unavailable as an OER, although we do include guidance for clinical supervision.

This OER addresses the major contemporary issues in nursing. According to an independent review, “The [BHP] curriculum is comparable to curriculums of North American nursing schools and has established a rigorous and challenging program that will prepare students to practice nursing locally and internationally.”

In developing the OER, we have focused on standards suitable for low-resource settings, such as the regional core competencies developed by the Nurse Regulatory Authorities of the Western Pacific and South East Asian Region (WPSEAR). The WPSEAR competencies are grouped in three “domains” of practice.

1. Legal and ethical framework of nursing practice
2. Management of care (comprising professional practice, consumer rights and professional advancement and development)
3. Leadership and nursing management

Complementing the WPSEAR approach, North American experts in nurse education identify three areas of learning for student nurses:

1. Academic knowledge of basic and social sciences, evidence-based nursing, reasoning and communication;
2. “Know-how” or skills in nursing practice and clinical judgment;
3. The ethical standards, responsibilities and social roles of nursing.

Ideally, students learn about all these topic areas in an integrated way because they are closely connected in the nurse-patient relationship. Because it is an internet-based tool, this OER emphasizes academic knowledge concerning management of care, typically delivered in classroom settings.

As the instructor using this OER, you will use your own teaching strategies to integrate the domains for your students. To assist you, most courses include critical thinking exercises for classroom use and assignments for students’ independent study. The OER also includes competency checklists and other resources for clinical practice.

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2 Australian Nursing and Midwifery Council (2006) Western Pacific and South East Asian Region Common Competencies for Registered Nurses
1. **Organization of the Resources**

3. **Applying local standards**

Local nurse registration bodies establish standards for the basic education of nurses. In developing this OER, we have referred to standards in Bangladesh, Canada and elsewhere.

Before using this OER it will be necessary to compare the content with local requirements. As the educator, you may need to select or adapt content to meet different expectations from your own educational institution or nurse registration body.

For instance, the College of Registered Nurses of British Columbia\(^5\) expects that “Entry-level registered nurses are prepared as generalists to enter into practice safely, competently and ethically” in various settings:

- in situations of health as well as illness, for instance to provide antenatal or well-baby care or to work with healthy school-age children;
- across diverse practice settings, such as independent community practice as well as more traditional settings like hospitals;
- with people of all genders across the lifespan, from infants to the elderly and with male students caring for female patients;
- with the following possible recipients of care: individuals, families, groups, communities and populations

This OER refers to all these types of practice, some of which may not be appropriate in your nurse education program.

In developing this OER, we also referred to the standards developed by the Australian Nursing and Midwifery Council and the WHO.\(^6,7\) These are more general, however they establish expectations related to theory-based practice and use of research as well as development of professional attitudes and behaviours.

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\(^5\) College of Registered Nurses of BC (2014) *Competencies in the Context of Entry-Level Registered Nurse Practice in British Columbia*

\(^6\) Australian Nursing and Midwifery Council (2006) Western Pacific and South East Asian Region Common Competencies for Registered Nurses.

\(^7\) World Health Organization (2009) *Global standards for the initial education of professional nurses and midwives.*
1. **Organization of the Resources**  
   4. **Adapting this OER according to the Creative Commons Licence**

This OER is licenced under the Creative Commons framework as [Attribution-ShareAlike 2.5 Canada](https://creativecommons.org/licenses/by-sa/2.5/ca/) (CC BY-SA 2.5 CA). This means that you can

- Share — copy and redistribute the lectures and other resources
- Adapt — remix, transform, and build upon the material

You are expected to follow these rules when using the OER:

- Attribution — You must give appropriate credit, provide a link to the license, and indicate if changes were made.
- ShareAlike — If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original.
- The rules do not apply to material already in the public domain. (We have tried to include material that is not protected.)

There are no costs associated with use of this OER.

Adaptation will be necessary in most situations. This OER is not intended to be delivered “straight out of the box”.

- As an education administrator, you will need to ensure that syllabus content meets the requirements of your national or local nurse registration body as well as your own academic institution.
- As the instructor, you will need to prepare and develop course material for your own students’ learning needs.

Over time, the OER material will need updating and refreshing. Visit other sections of this website to find out how you can join other educators making these updates or to provide feedback for improvements.
2. **How to use the OER**

**Introduction**
As the nurse educator using this OER, you will bring your own training and experience to shape your students’ learning. There are many issues to consider such as your own teaching style and preferred methods, as well as the diverse ways of learning in each batch of students. These are very large topics, so in this Teacher’s Guide we aim to provide links to other helpful resources.

Our focus areas are

a. critical thinking for on-line resources  
b. cultural adaptation of the resources  
c. student-centred learning - enhancing the student experience  
d. adapting learning modalities for diverse ways of learning  
e. active learning with on-line resources

*Links from this list to separate pages on each focus area.*
2. How to use the OER
   1. Critical Thinking for On-line Resources

   The term “critical thinking” refers to evaluating whether new information is factual and reliable. Critical thinking is used in many subject areas, and may also include problem-solving and decision-making. In nursing, it also includes the terms clinical reasoning and clinical judgment. You may want to use these as search terms to guide further study. Critical thinking is used in every step of the nursing process.

   As the nurse educator, you want to stimulate a healthy learning process. Unfortunately, some students want to be “spoon-fed”. They want the teacher to tell them what they need to know, tell them where to find the information – even tell them what answers they need to memorize for an examination!

   Real life work as a nurse is not like this. Scientific information is constantly evolving, so nursing practice changes too. Expert nurses study and learn throughout their career. At the bedside, they need to think critically about the information they receive from many sources – health care team members, family members and the patient. Nurses need to think critically about all this information by asking questions such as, Is this information reliable? How does it fit with what I already know? What does it mean for the patient-care problem I am trying to solve right now?

   Thinking critically about On-line Educational Resources [OER] is no different. All OER must be examined for reliability, validity and usefulness. When using OER with nursing students, teaching critical thinking is particularly important. Learning how to use the web for research is an essential skill, but the instructor cannot control all the sources that the students will access.

   As you work with students using this OER, you need to think about four parts of critical thinking:

   1) Creating interest – How will you stimulate the student’s need to find out about something? What questions will help to direct the student’s study?

   2) Exploration – How will you guide the student to look for reliable information? How will you motivate them to seek valid answers?

   3) Integration - How will you help the student to connect the new learning with what they already know? Do they need help finding the right words to describe their discoveries?

   4) Resolution – How will you support the student to solve problems with the new knowledge? What is the best way for the student to demonstrate what they have learned? What will they do differently as a result of this learning experience?

   The following nested pages detail each of these four points.

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2. How to use the OER

1. Critical Thinking for On-line Resources
   1) Creating interest – How will you stimulate the student’s need to find out about something? What questions will help to direct the student’s study?

As the instructor, you can help students identify what they do not know at present, and help them develop skills so that they can learn about what they do not know. You will find a full discussion of this in Connectivism: Learning by Forming Connections.

Begin by providing clear directions for the students’ independent on-line research:
• Explain the task and your learning objectives for the students, describe a problem that you want them to analyze and solve.
• For junior students, outline how you want them to proceed, spell out procedures.
• Give examples of search terms and web sources, if needed.
• Set time limits so the students recognize when it is time to stop seeking and move on to meet the objectives.
• Answer students’ questions before they start their work.
• Use examples from the following table to prompt students to think about the problem more deeply.

Sample Task Prompts

<table>
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<tr>
<th>Question Type</th>
<th>Purpose</th>
<th>Example</th>
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<tr>
<td><strong>Exploratory</strong></td>
<td>Probe facts and basic knowledge</td>
<td>What research evidence supports __?</td>
</tr>
<tr>
<td><strong>Challenge</strong></td>
<td>Examine assumptions, conclusions, and interpretations</td>
<td>How else might we account for ______?</td>
</tr>
<tr>
<td><strong>Relational</strong></td>
<td>Ask for comparison of themes, ideas, or issues</td>
<td>How does __ compare to ___?</td>
</tr>
<tr>
<td><strong>Diagnostic</strong></td>
<td>Probe motives or causes</td>
<td>Why did __?</td>
</tr>
<tr>
<td><strong>Action</strong></td>
<td>Call for a conclusion or action</td>
<td>In response to, what should __ do?</td>
</tr>
<tr>
<td><strong>Cause and effect</strong></td>
<td>Ask for causal relationships between ideas, actions, or events</td>
<td>If __ occurred, what would happen?</td>
</tr>
<tr>
<td><strong>Extension</strong></td>
<td>Expand the discussion</td>
<td>What are additional ways that __?</td>
</tr>
<tr>
<td><strong>Hypothetical</strong></td>
<td>Pose a change in the facts or issues</td>
<td>Suppose____ had been the case, would the outcome have been the same?</td>
</tr>
<tr>
<td><strong>Priority</strong></td>
<td>Seek to identify the most important issue</td>
<td>From all that we have discussed, what is the most important__?</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>Elicit syntheses</td>
<td>What themes or lessons have emerged from ___?</td>
</tr>
<tr>
<td><strong>Problem</strong></td>
<td>Challenge students to find solutions to real or hypothetical situations</td>
<td>What if? (<em>To be motivating, students should be able to make some progress on finding a solution, and there should be more than one solution.</em>)</td>
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<tr>
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</tr>
<tr>
<td><strong>Interpretation</strong></td>
<td>Help students to uncover the underlying meaning of things</td>
<td>From whose viewpoint or perspective are we seeing, hearing, reading? What does this mean? <em>or</em>, What may have been intended by <em>...?</em></td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Probe for relationships and ask students to connect theory to practice</td>
<td>How does this apply to that? <em>or</em>, Knowing this, how would you <em>...?</em></td>
</tr>
<tr>
<td><strong>Evaluative</strong></td>
<td>Require students to assess and make judgments</td>
<td>Which of these are better? Why does it matter? <em>and</em>, So what?</td>
</tr>
<tr>
<td><strong>Critical</strong></td>
<td>Require students to examine the validity of statements, arguments, and conclusions and to analyze their thinking and challenge their own assumptions</td>
<td>How do we know? <em>and</em>, What's the evidence and how reliable is the evidence?</td>
</tr>
</tbody>
</table>

2. **How to use the OER**

1. Critical Thinking for On-line Resources
   2) Exploration – How will you guide the student to look for reliable information? How will you motivate them to seek valid answers?

Because on-line resources change frequently, it is not possible to provide an enduring list of background resources. Instead, we have provided suggestions in each lecture that the teacher will need to check before providing to the students. Often you will find websites are no longer available.

This is where your students will begin to practice “life-long learning.” They need to develop search skills to make their way through the huge amounts of information – and misinformation – available on the World Wide Web. There are two main steps involved in Web searching, which you may need to help your students learn:

1. Learning how to find relevant web pages.
2. Finding out if the information on these pages is relevant to their topic.

Both steps involve not only knowledge of how to search but also knowledge of the language. As you guide your students to do their own research on-line, you may wish to provide the following advice:

*Ask yourself the following questions as you read and re-read each article*

1. *Is the source of this article credible? Is this a reputable website offering evidence-based information? (Sometimes personal opinions are helpful, but you need to know this.)*
2. *Is this an academic article, a government web-page, a popular newspaper, a business promotion?*
3. *Is the information comprehensive and up-to-date?*
4. *What are the main themes or ideas of the reading?*
5. *What is the author’s position on the topic? What assumptions underlie the author’s words? What are the author’s beliefs and values?*
6. *What is the objective of the article? What is the author trying to communicate?*
7. *Are there references or links to other websites about the same subject?*

This is also a good time to reinforce your institutions’ policy on plagiarism. This is a global concern for educators. It is important to know that in some cultures, plagiarism is not viewed as academic misconduct, so your students may need a lot of discussion to change their behaviours. [http://www.plagiarism.org/](http://www.plagiarism.org/) is an excellent starting point for references on this topic.

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2. **How to use the OER**

1. Critical Thinking for On-line Resources

3) Integration - How will you help the student to connect the new learning with what they already know? Do they need help finding the right words to describe their discoveries?

In this phase of critical thinking, the student needs to evaluate what they have read. They should ask themselves,

- *Do I agree with what the author has to say?*
- *Is the information helpful?*
- *What are the reasons for my view? Which parts of the article or chapter illustrate my own view about its usefulness?*
- *How does this reading compare with other information I already know on this topic?*

Classroom discussion is an excellent way to promote critical thinking. Discussion can take various forms, which you will find described in many sources. Here is one example: Instruct the students to prepare one or two questions about the most important part of the reading. They will use these questions to promote discussion within the classroom or on-line. Tell them to write the questions to promote discussion, not yes/no answers. For example, “*What do you think of…*” or “*Why do you agree/disagree with…*”. In the follow-up discussion, the group will discuss each question, working together to develop a deeper understanding of the material.

As the instructor, you can help the students by ensuring that everyone gets a turn to pose a question and to respond to a question. Depending on the capabilities of the students, you may need to paraphrase or summarize what they say. This will help them learn vocabulary, higher-level conceptualization of their ideas and how to link to other concepts. For a large class, you may consider the “Think-Pair-Share” approach for greater student participation.10

If you find that students give easy or shallow answers, you may need to challenge them to think more deeply. For example,

- Give students the criteria and standards you will use to judge their work.
- Provide examples of good work.
- Tell students that they must use what they have learned in the course, more than whatever comes to their mind at the moment.
- Direct the discussion and challenge the students to give more thoughtful answers.

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10 Developed by Frank Lyman at the University of Maryland. For more on this strategy, visit [http://www.eazhull.org.uk/nlc/think_pair_share.htm](http://www.eazhull.org.uk/nlc/think_pair_share.htm)
2. **How to use the OER**
   1. Critical Thinking for On-line Resources
      4) Resolution – How will you support the student to solve problems with the new knowledge? What is the best way for the student to demonstrate what they have learned? What will they do differently because of this learning experience?

As the instructor, you are a role model. You know that your students will be watching how you demonstrate critical thinking yourself. You will be an example of critical thinking behaviours such as

- being fair-minded;
- showing humility in learning about new subjects and not always being “right”;
- thinking independently to explore complex or controversial topics;
- making intellectual effort to study, analyze and even publish your research, and
- showing scholarly curiosity to explore subjects outside your usual field of study or to engage with new sources.

It is important for your students that they are not too focused on “being correct”. This can be challenging for new BScN students who have always been diligent and successful in their earlier education. Critical thinking does not mean being overly-critical of oneself, because that prevents students learning from their errors. Allowing open discussion of problems and mistakes – including your own - encourages students’ curiosity and courage to learn from experience.

You also play a key role in stimulating active dialogue with your students. This might be in a formal classroom discussion, but could also occur informally during clinical practice. You can ask questions such as, “What is the significance of the material for your philosophy of practice?” or “How will this influence the way you deliver care?”

You can engage students in discussion by preparing challenging case studies for the students to consider (many examples of case studies are available on-line). These case studies could involve complex nursing care issues or ethical dilemmas. News stories from the media may provide opportunities for simpler discussions with junior students who lack clinical experience.

Critical thinking is often specific to a particular context or setting, such as a hospital or community practice site, due to particular policies, personalities and standards. Therefore, case studies are more powerful if they are based on situations familiar to your students.

Another way to encourage reflective thinking is for students to write journals. They can reflect on their own nursing experience to analyze situations that they might have handled differently with their new insights.
2. **How to use the OER**

2. **Cultural Adaptation of the Resources**

In preparing this OER, we have tried to make the material widely accessible. Certainly, this will be only partially successful, due to global variation. As the nurse instructor using this OER, you will need to make changes for your local situation. This is permitted under the terms of the Creative Commons licence. We expect adaptation will be necessary and encourage you to share your adaptation so others may benefit.

As we prepared the OER material we focused on the following aspects of accessibility:

1. **Vocabulary will require special attention by the instructor.** Drug names are the most obvious area of difference, but there may also be different names for procedures and practice settings (e.g. operating “room” and operating “theatre”). When we introduce new vocabulary in a PowerPoint presentation within this OER, we use a distinctive text colour (red) and font style (italic – visible if slides are printed in black and white). This prompts students to check their knowledge of the new words. You may need to highlight other words depending on the background of your students. We do not always provide meanings of new vocabulary because students need to learn how to analyze the words themselves.

2. **Use of idioms** is limited. We have tried hard to use common English expressions with simple meanings. You may want to add your own expressions to provide students with a deeper understanding of a topic. In some cases you may need to provide extra help for your students, for instance, if you use OER videos where health care team members from other countries discuss patient care or professional issues.

3. **Cultural relevance** will require your own adaptation. We cannot include all the varied attitudes, expectations and routine situations that make up different countries' cultures. Our examples of diseases and nursing procedures are somewhat universal, but you may want to adapt these for locally relevance. Similarly, social determinants may have different emphasis. In case-studies, the fictitious names and occupations of patients and their relatives will definitely need review. In PowerPoint presentations, if you can add photographs of local situations, you will provide more familiar context for your students. You will also want to adapt the OER to address local expectations about nurses’ roles in practice and society.

4. **Conceptual accessibility**, refers to important ideas related to nursing science, which are introduced in stages throughout the students’ education. Examples would be respect for autonomy of patients, use of the nursing process, and professional accountability. In the context of undergraduate education, these are relatively consistent. However, you will need to adapt the emphasis in this OER to meet local expectations.
2. **How to use the OER**
   
   3. *Enhancing the Student Experience*
   4. *Adapting Learning Modalities for Diverse Ways of Learning*
   5. *Active Learning with On-line Resources*

   *To follow.*
3. Content

1. Introduction to the Bangladesh Health Project Nursing Curriculum as it is taught at the IUBAT College of Nursing

This On-line Educational Resource [OER] is based on the Bachelor of Science in Nursing [BScN] curriculum of IUBAT –International University of Business, Agriculture and Technology at Dhaka Bangladesh. The overall structure provides a four-year program with three 16-week trimesters in each year. Depending on prerequisite courses and English comprehension, students may take 11-15 trimesters to complete the requirements for the BScN degree. The curriculum is comparable with US standards and North American accreditation requirements and is also consistent with competencies developed by World Health Organization for the Western Pacific and South East Asia region.

GENERAL COURSE OBJECTIVES

Upon completion of the BSc N program, the graduate will be able to:

1. Use the nursing process in organizing and providing nursing care from a health promotion perspective within a variety of contexts and with a diverse client population.
2. Influence the development of nursing at a political, social and professional level to make a significant contribution to human development.
3. Perform nursing psychomotor skills with a degree of skill that ensures safety and promotes comfort.
4. Plan, implement and evaluate training and professional development programs for nurses and other members of the health care team.
5. Demonstrate leadership and management capabilities using skills from nursing management, general business and information management.
6. Demonstrate responsibility and accountability in nursing practice and leadership.
7. Display a caring attitude and communicate effectively both with clients and with members of the health care team.
8. Apply research evidence to daily practice and personal development as a life-long learner.

The curriculum focuses on the study of individual, family and community responses to health challenges throughout the life-span [new web page with contents of Table 1]. The program emphasizes critical-thinking and a scientific approach. The curriculum builds upon courses in the humanities and sciences, reinforcing development of broad conceptual skills integrated with a strong professional orientation. Courses are “layered” to build sequentially upon early foundations; this approach is also called “spiral learning”.

In their first year students take general courses in professional practice, basic sciences, English and computer sciences. This provides an opportunity to associate with students in other faculties as well as providing a broad exposure to professional development issues. Introductory nursing skills are developed in a Nursing Skills Lab. The schedule is designed to be flexible during the first three trimesters, as students adjust to university life and more rigorous academic expectations.

Second year courses generally focus on care of the acutely ill adult and introduce the students to clinical settings for practica. A series of three courses in Medical-Surgical Nursing develops
students’ understanding of human responses to challenging health conditions. Classroom theory and case studies are reinforced with practice in acute care hospital settings. These courses are complemented with additional theoretical work in Pathophysiology and in-depth study of Nutrition and Pharmacology.

In the third and fourth years, students take specialty courses such as maternal-child health, population health, community health and mental health. Again, a combination of teaching-learning and practical experiences helps to reinforce student understanding. Electives and required courses in research and practice management complete the senior year timetable.

Table 1: Structured Learning Opportunities for BScN Students in the IUBAT Curriculum

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<th>Concepts</th>
<th>Practical Experience</th>
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<tr>
<td><strong>Year 1</strong></td>
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<tr>
<td>Health concepts (Functional Health, basic patient care, nursing process)</td>
<td>Basic nursing skills (IUBAT Skills Lab)</td>
</tr>
<tr>
<td>Patterns, family</td>
<td>Interviewing and assessment (other students, healthy community clients)</td>
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<tr>
<td>Professional growth and self-management</td>
<td>Safety needs, assessment and interaction (orphanage children with special needs)</td>
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<td>Basic sciences and computer systems</td>
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<tr>
<td><strong>Year 2</strong></td>
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<tr>
<td>Chronic and episodic health challenges (medical-surgical nursing, pain</td>
<td>Clients with varied health challenges (hospitals)</td>
</tr>
<tr>
<td>management, nursing diagnosis and care planning)</td>
<td>Volunteer families (e.g. post-hospitalization)</td>
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<td>Pathophysiology, Pharmacology, Nutrition</td>
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<tr>
<td>Prevention, health promotion and patient education</td>
<td>Clients with complex care needs (hospital, maternal health and pediatric settings)</td>
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<td>Community health, global health, health determinants</td>
<td>Clients with reproductive health needs (clinics)</td>
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<td>Interdisciplinary collaboration</td>
<td>Community development (NGO settings)</td>
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<tr>
<td>Evidence-based practice</td>
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<tr>
<td><strong>Year 4</strong></td>
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<tr>
<td>Nurses influencing change through patient advocacy, teaching, managing</td>
<td>Clients with complex care needs (hospital, maternal health and pediatric settings)</td>
</tr>
<tr>
<td>and leading, research, professional development.</td>
<td>Extended practicum experience in chosen practice area (community, teaching, acute care</td>
</tr>
<tr>
<td>Research</td>
<td>or other settings).</td>
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<tr>
<td>Administration</td>
<td>Practice-based research for graduating thesis.</td>
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<tr>
<td>Maternal Child Nursing</td>
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<td>Health Promotion</td>
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<td>Role transition</td>
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</table>

Clinical practica are coordinated with theoretical content to meet specific course objectives. Practice settings are varied, providing experience in facilities such as general hospitals, specialty
hospitals, training institutes, clinics, orphanages, public health agencies, physicians’ offices and community-based organizations. Several community resources may be used in any given course to provide a range of experiences. The final year internship experience provides practical work experience in realistic settings. Students usually base their graduating thesis on their internship. The typical thesis involves qualitative analysis of forty-plus interviews on topics such as hospital infection control practices or community prenatal care; students defend their thesis before a cross-university audience.

According to an independent review of the curriculum, “Overall, the curriculum was well designed, addressing the important contemporary issues in nursing. The curriculum included all the critical nursing theory classes and practicums that are required to become a competent nurse, in addition to the science preparatory course work. The opinion of this reviewer is the curriculum is comparable to curriculums of North American nursing schools and has established a rigorous and challenging program that will well prepare students to practice nursing locally and internationally.” (Ewing 2013)


Layout and page division of this section TBD.

Links to BSN Program Courses in “student” and “educator” versions.
3. **Content**

2. **Key Concepts**

Volunteer nurse educators, mostly from Canada, developed the content in this OER. Therefore the content is limited by cultural norms and experiences as discussed here [link to webpage]. Even so, nurse educators in Bangladesh asked for additional support to introduce key concepts that were unfamiliar and somewhat difficult to present to their students. In this OER, these topics are discussed in almost every course. We list them separately on this page so that you will note the emphasis throughout the OER.

1. **The nursing process** is a basic element of nurse education in many countries. You will find many resources on this topic. (See for example [http://elixr.merlot.org/case-stories/understanding--meeting-students-needs/universal-design-for-learning-udl/teaching-the-nursing-process](http://elixr.merlot.org/case-stories/understanding--meeting-students-needs/universal-design-for-learning-udl/teaching-the-nursing-process)). In our experience, students need constant practice in their early education to become completely familiar with this problem-solving method.

2. **Ethical conduct** is a challenging topic to teach in all societies and with all disciplines. There are numerous textbooks on the subject; this is a topic beyond the scope of this OER. We recommend that you make a special effort to include ethical problems in your clinical case studies, class discussions and individual interactions.

3. **Principles of teaching and learning** are essential tools for all nurses in their working lives. Nurse educators are in short supply all over the globe. Our focus in teaching Bachelors-prepared nurses in Bangladesh has been to develop these scarce resources. Nurse managers also need effective teaching skills in their day-to-day interactions with staff. In all clinical settings, bedside nurses teach patients, family members, colleagues and student trainees.

4. **Cultural diversity** is the norm in many countries, and may even increase with globalization. You will need to consider how to introduce potentially sensitive issues such as religious differences, homosexuality, access to family planning and factors affecting the social determinants of health. Being aware of this key concept will help you take advantage of “teachable moments” that arise spontaneously in classroom or clinical settings.

5. **Asepsis and universal precautions** are included in many courses in this OER. These basic concepts need constant reinforcement.
3. **Content**

3. Basic Computer Literacy for Nursing Faculty  
4. Basic Computer Literacy for Nursing Students  
5. Medical English for ESL Students

*To follow.*
4. Delivery Methods and Structure

Introduction
As you prepare to deliver the lectures, we recommend the following steps:

1. Compare the objectives in the Bangladesh Health Project (BHP) curriculum to your own program objectives. Pay special attention to the objectives for the course you will teach. For example, the BHP Medical-Surgical Nursing lectures contain background on pathophysiology because we want to reinforce the students’ earlier learning. However, we do not include much about pharmacology in each lecture because the students study this subject at the same time in a separate course.

2. Pathophysiology and to some extent pharmacology are similar around the globe. However, scope of nursing and medical practice varies a great deal in different countries. You may want to change the lecture content about “Nursing Considerations”. Think about the clinical setting where the students will practice. We have developed these lectures to prepare students for work in Bangladesh or Nepal. We also provide some theory to help students prepare to practice internationally. This may not be suitable in your situation.

3. Make sure that you know what you want to achieve in each lecture. Use the objectives as you consider stories from your own practice, examples and alternative explanations. Think about the critical thinking questions or scenarios that you will use.

4. This OER includes quizzes, vocabulary tests, and assignments to use during the term, as well as mid-term and final exams. These are examples that you may need to modify to meet the requirements of your educational institution, the objectives of the course or your students’ abilities.

5. You may want to use a “Course Blueprint” like the one attached here. This will help you organize lessons, evaluation activities and learning resources. This OER contains most of the materials needed to teach each course as we do at the IUBAT our College of Nursing. However, you will want to prepare your own blueprint or “course map” for the way that you want to teach the course.

New page
Course blueprint from Intro to Nursing (shown in print document at Appendix A).
4. Delivery Methods and Structure

1. Standard classroom delivery using PowerPoint slides

This BSN program was developed by faculty from all over the world, communicating mostly by e-mail. Therefore materials were prepared in Microsoft Office programs such as Word, PowerPoint and Excel. This OER is based on these source materials so is most easily presented in the same format. It is also possible to use the material as slides in a film projector or overhead projector, or even with blackboard.

When you present the lecture material, we suggest that you consider these points:

1. The lectures in this OER have been developed in Microsoft PowerPoint format [PPT]. This is a useful method of preparing lectures because it is easy to use and revise. You are free to make changes to the lectures as long as you indicate BHP as the source and share the content freely. (You can read full details about this by searching for Creative commons-Attribution-Share Alike.)

2. You do not need a projector to use this OER. You can refer to the lectures on your own computer at the front of the classroom or you can print a hard copy for reference.

3. Generally we do not give students copies of the lectures, because we find that they focus their attention better when they take their own notes.

4. Although many teachers use PPT, it is often used poorly, with one-way distribution of information from the presenter to a passive audience. There are many useful references about the best way to use PPT lectures. Here are some tips to get you started:

   a. PPT is excellent for illustration - showing photos, graphs, charts - or for highlighting key ideas. It should not be used to say everything that you know about the subject.

   b. The main problem with PPT lectures is that students get bored if you talk without stopping from one slide to the next until the end. You need to engage them, using slides to provide structure, not all the content. Do not read what is on the slide to the students.

   c. We have prepared the lectures with a minimum of information on each slide. We recommend 6x6 - no more than six lines of text on a slide, with no more than six words per line.

   d. We use red colour and italic font to introduce new words. We tell the students that they must learn the meanings and we test the vocabulary in quizzes and exams. Learning “English for Nursing” is a huge task (and the subject of whole textbooks). You may find it useful to reinforce vocabulary by writing on the whiteboard new terms that you use in class. (There are many active learning games for ESL learners.)

   e. Remember that you are an example for your students: some of them will probably become nursing instructors themselves. Try to keep them focused on you, not on the screen. You can do this by standing in front of the class so they look at you. You can also step to the screen and use your hand to point out things on a slide. Ask the students questions about what is on the slide. This is a good opportunity to use the critical thinking ideas presented elsewhere in this guide.
## 4. Delivery Methods and Structure

### 2. Student Activities for Individuals and Groups

<table>
<thead>
<tr>
<th>Student Activities</th>
<th>For the teacher</th>
<th>For the student</th>
</tr>
</thead>
</table>
| **Discussion forums** help students to think and apply the course content. | • Use the lesson objectives to prepare meaningful and thought-provoking questions.  
• Provide clear guidelines for how you want students to participate.  
• Monitor and guide the discussion. | • Participate according to instructor expectations.  
• Follow guidelines for respectful communication.  
• Stay on topic (see lesson objectives).  
• Provide academic references.  
• Apply what you have learned previously. |
| For all these activities, students can be asked to compile an annotated bibliography of articles they used in preparing for the class. | • Use the lesson objectives to prepare meaningful and thought-provoking questions.  
• Provide clear guidelines for how you want students to participate.  
• Monitor and guide the discussion. | • Participate according to instructor expectations.  
• Follow guidelines for respectful communication.  
• Stay on topic (see lesson objectives).  
• Provide academic references.  
• Apply what you have learned previously. |
| **Small group activities** where students create something together, such as a presentation on a controversial or complex topic. | • Develop interesting topics for the students to work on.  
• Choose topics based on the course content but also require students to use other resources.  
• Create a marks guide so students know what you expect. | • Make sure that all group members agree on the work to be done and how each member will participate.  
• Refer back to the instructions to make sure you stay on topic. |
| **Forum structured for a debate** through *asynchronous* (not at the same time) discussion forum or live chat. | • Choose a subject with different points of view (e.g. compulsory treatment for mental illness).  
• Assign each student one of three points of view on the topic.  
• Encourage respectful debate, based on supporting facts and logical argument.  
• Create a marks guide so students know what you expect. | • Students must defend their assigned point of view, even if they do not personally agree with it.  
• Show that you understand the opposing students’ point of view by paraphrasing their argument. |
| **Reflection Activities** – having students create a blog or on-line journal to work on throughout the course. | • Provide guidelines for what you want the students to write about. Consider questions such as:  
• What were the most important things that you learned? How did this class change your thinking?  
• How will you apply your new knowledge outside the class? | • Discuss and write about what you have learned in class.  
• Describe how this has changed your personal perspective or your nursing practice.  
• You may use photographs or other sources to illustrate your ideas (with references). |
4. **Delivery Methods and Structure**
   3. Live Transmission
   4. Using Recorded Lectures
   5. Student-Faculty Contact
   6. Cooperation Among Students
   7. Prompt Feedback

*To follow.*
5. **Practice Development**
   1. Linkages and Reinforcement of Key Concepts

   *To follow*
5. **Practice Development**

2. **Student assignments and evaluation**

This OER includes various student assignments and other tools for assessing students’ progress. Access to this material is restricted to educators, for obvious reasons. As with the course lectures, you may wish to contribute to development of these assessment tools which you can do here.[Link to “Communities of Practice” page TBD.]

We recommend that you provide your students with all evaluation details in the course materials you provide at the beginning of each course. All assignments that are graded for student marks should be described clearly and shared with all students at the start of the term. We also recommend:

- Use the grading guides or “rubrics”, which are included for all classes in this OER. You will need to revise these according to the policies of your academic institution and your program objectives. You will find sample rubrics for nursing care plans, essays and clinical skills [here](#).

- If you give marks for “class participation” you should use a grading tool or rubric to promote consistency and equity (best if this tool has been validated). [Here](#) is an example of such a rubric for class participation.

- We recommend that you base your exam problems on examples from NCLEX exams. This will help prepare students writing this exam in the future. Many websites such as the [Khan Academy](#) provide examples from the NCLEX exam.

- We recommend that you use Nursing Care Plan (NCP) assignments in the nursing classes to promote and evaluate critical and clinical thinking and problem-solving skills.

- Different types of assignments can strengthen students’ critical thinking skills. Exams may only test memorization, not how students apply what they are learning See [“Student Activities for Individuals and Groups” link to OER webpage](#) for assignments and exercises that help the students to apply what they have learned through activities such as case studies, group project work, debates, role playing, student presentations.
5. Practice Development
   3. Linkages to clinical work
6. Faculty Development
   2. How educators can contribute to on-going development of this OER
7. References

To follow.
## Introduction to Nursing – Nursing 114

### Course Blueprint

<table>
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<tr>
<th>#</th>
<th>Unit title</th>
<th>Unit sub-topics</th>
<th>Resources</th>
<th>Assessment</th>
<th>Notes for teachers</th>
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<tbody>
<tr>
<td><strong>Course overview</strong></td>
<td>This course covers basic nursing practice, including how to think and behave like a nurse, how to keep yourself and your patients safe, how to assess your patient, and how to share information with other care providers.</td>
<td>The main text reference is <em>Potter, P. &amp; Perry, A. (2003). Basic Nursing Essentials for Practice (5th ed.). St. Louis: Mosby.</em> MedlinePlus is a website with a medical encyclopedia and dictionary, plus information on health topics and medications. The ADN Program Glossary provides a glossary of terms used in this course. We have also noted other resource materials for each lesson that are available on the internet. In particular, this Kaplan course has a lot of similar material: NU101 - Nursing Fundamentals.</td>
<td>To follow.</td>
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**Learning outcomes for the course:**

1. Begin to develop critical thinking skills;
2. Become familiar with key figures in the history of nursing;
3. Learn basic terminology relevant to professional practice;
4. Develop an introductory understanding of the nursing process;
5. Become familiar with basic international care standards in areas such as infection control, patient hygiene and comfort, mobilization and body mechanics, and assessing vital signs;
6. Understand the nurse’s role in using key components of nursing practice such as communication, documentation, working in groups in a health care setting and preventive care;
7. Understand the importance of ethical practice that respects patient rights.
Module 1 will introduce you to the course and to concepts used throughout the nursing program. The history of nursing will help you to understand issues that affect the profession today. The lecture on critical thinking will challenge you to ask questions about everything you learn. Critical thinking requires much more than memorization. This is important because every patient situation is different and you need to think critically to come up with solutions for that particular situation. The nursing process is used in all the nursing courses. You need to understand this basic approach for effective clinical practice. This lecture will introduce the process, which includes five steps - assessment, diagnosis, planning, implementation, and evaluation. You will use the nursing process to deliver care for patients with different health care needs.

**Learning outcomes:**
Define key terms.
Describe major events in the development of nursing.
Describe parts of the critical thinking model
Discuss how critical thinking is used in practice.
Apply critical thinking to a case study.
Describe the use of the nursing process and why it is important.
Identify the steps in using the nursing process
Identify the steps of the nursing diagnostic process
Develop a plan of care from a nursing assessment

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<tr>
<th>#</th>
<th>Unit title</th>
<th>Unit sub-topics</th>
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<tbody>
<tr>
<td>1</td>
<td>Module 1</td>
<td>Course overview, Personal reasons to enter nursing, Early nursing, Florence Nightingale</td>
<td>History of Nursing Florence Nightingale</td>
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</tr>
</tbody>
</table>
| 1a | Course Introduction and History of Nursing | ● Course overview  
    ● Personal reasons to enter nursing  
    ● Early nursing  
    ● Florence Nightingale |                                   |                                   |                    |
| 1b | Critical Thinking                | Characteristics of critical thinking, Learning styles                           | Potter and Perry (5th ed.) pages 58-71  
    Critical Thinking 1  
    Critical Thinking 2  
    Learning styles |                                   |                    |
| 1c |                                  |                                                                                |                                   |                                   |                    |
| 1d | Nursing Process                  | Assessment, Problem identification, Care Plans, Interventions, Evaluation        | Potter and Perry (5th ed.) pages 72-99  
    The Nursing Process—Problem Solving and Decision Making | Self-assessment quiz #1 | Teaching the nursing process |
# | Unit title | Unit sub-topics | Resources | Assessment | Notes for teachers
--- | --- | --- | --- | --- | ---
2 | This module describes various ways to promote the comfort and safety of your patients. The first lesson will teach you how to use your body safely so that you do not hurt yourself when performing nursing duties. You will also learn how to keep your patients safe when you position, move, lift, and ambulate them. The second lesson is about infection control. Infection can occur in the community as well as in hospital. This unit teaches you principles and methods to prevent and control infection in both settings. The third and fourth lessons are about promoting hygiene and comfort. Addressing these basic needs are essential nursing tasks. Providing hygiene and comfort care also creates an opportunity for the nurse to assess the patient and to develop trust. |  |  |  |  

**Learning outcomes:**

- Define key terms.
- Discuss how body alignment and joint mobility may be affected by age or disease.
- Describe how to move and position patients while maintaining the safety of both nurse and patient.
- Describe methods to promote patient comfort.
- Identify normal body defenses against infection.
- Describe signs and symptoms of infection.
- Use the concept of “chain of infection” to explain causes and prevention of infection.
- Identify principles of surgical asepsis.
- Describe appropriate procedures for hand-washing.
- Describe bathing techniques for various physical conditions.
- Discuss how to provide perineal care.
- Discuss how to promote oral hygiene.
- Describe how to make an occupied and unoccupied bed. |  |  |  |  

2a | Body Mechanics | ● Principles and rationale  
● Techniques for positioning and ambulating  
● Physical Effects  
● Turning methods and alignment  
● Comfort and relaxation | Potter and Perry (5th ed.) pages 539-577  
*Body mechanics and positioning*  
*Unit Six: Mobility* Kaplan | Self-assessment quiz #2 vocabulary |  

2b | Infection and Infection Control | ● The transmission “chain of infection”  
● Breaking the transmission chain  
● Universal precautions - handwashing | Potter and Perry (5th ed.) pages 148-174  
*Ontario infection control module*  
*Infection Control* – video |  |  

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# Unit title
- Patient Hygiene  
  - (a) Bed bath  
  - (b) Perineal Care  
- Bed-making and Patient Room Care  

<table>
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<tr>
<th>Unit sub-topics</th>
<th>Resources</th>
<th>Assessment</th>
<th>Notes for teachers</th>
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</table>
| Morning and evening  
  - Physical effects  
  - Nursing observations | Potter and Perry (5th ed.) pages 600-635 Bathing procedures | Self-assessment quiz #3 | |
| Equipment  
  - Bed-making  
  - Cleaning  
  - Disposables | Potter and Perry (5th ed.) pages 635-644 Bed-making skills video | | |

## 3 Measuring vital signs is an essential part of assessing a patient’s condition and progress. This unit will introduce methods of assessing temperature, pulse, respiration and blood pressure.  
**Learning outcomes:**  
Define key terms.  
Identify the variations in normal body temperature, pulse, respirations, and blood pressure that occur from infancy to old age.  
Compare methods of measuring body temperature.  
Identify sites used to assess the pulse and state the reasons for their use.  
Identify the parts of a respiratory assessment.  
Describe methods and sites used to measure blood pressure.  
Describe how you would use critical thinking to apply the nursing process with vital signs.  

| 3 Vital Signs  
(introduction) | Temperature  
  - Pulse/ Blood Pressure  
  - Respiration | Potter and Perry (5th ed.) pages 175-214 Vital signs video | | |

…continued
Communication is an important nursing skill that can be improved with practice. In this module you will learn about communication with patients and their families as well as with other members of the health care team. The first lesson is about verbal and non-verbal communication with patients. The second lesson will teach you about standards and methods for communicating with other care providers.

**Learning outcomes:**
- Define key terms.
- Define elements of the communication process.
- Describe the difference between verbal and non-verbal communication.
- Explain how you would use communication during stages of the nursing process.
- Explain how you would adapt communication techniques for each patient’s condition.
- Describe multi-disciplinary communication.
- Identify purposes and key principles of health care documentation.
- Explain why confidentiality is an important aspect of communication and documentation.
- Describe how to provide a meaningful report.

| 7 | Communication | ● Verbal and non-verbal  
● Therapeutic communication  
● Special needs  
● Working as a collaborative member of a team | Potter and Perry (5th ed.)  
pages 114-131  
Communication skills video 1  
Communication skills video 2 |
|---|---|---|
| 8 | Documentation | ● Standards  
● 24-hour clock  
● Types of records and forms  
● Reporting | Potter and Perry (5th ed.)  
pages 100-113  
Nursing documentation |
The final module in this course introduces several broad topics that will introduce you to some of the complexities of the nursing role. The first lesson is about health promotion, introducing definitions of illness and wellness. The second lesson describes important duties of the nurse in relation to the rights of patients. It also discusses responsibilities of the nurse to other health care team members. The third lesson introduces professionalism and the expectations of the nurse to behave in a professional manner.

Learning outcomes:
- Define key terms.
- Discuss social determinants of health.
- Describe the three levels of preventive care.
- Recognize the role of the nurse as a health promoter and health educator.
- Discuss responsibility and accountability in nursing practice.
- Describe advocacy.
- Describe key ethical issues affecting nursing practice in different settings.
- Explain how standards of practice are used to guide nursing work.
- Discuss the role of the nurse in relation to standards of practice.

| 5a | Preventive Care | • Primary, Secondary, Tertiary definitions | Potter and Perry (5th ed.) pages 1-14 |
| 5b | Standards and Ethics | • Patient’s rights (confidentiality, consent, respect) | Potter and Perry (5th ed.) pages 46-57 |
| 5c | Nursing Professionalism | • Characteristics of a profession | Potter and Perry (5th ed.) pages 399-408 |

| 5a | Preventive Care | • Health promotion | WHO Health promotion |
| 5b | Standards and Ethics | • Advance directives (defining death and organ donation) | Ethical Issues in Nursing |
| 5c | Nursing Professionalism | • The nurse’s role in prevention | Ontario Nursing Standards |

Self-assessment quiz #4

Potter and Perry (5th ed.) pages 1-14

Self-assessment test

Guides to various professional issues