



*American International University  
West Africa  
AIU Health Science Center at the Gambia*

*College of Nursing*

*PART II  
CURRICULUM*

*Conceptual Framework of the Nursing Curriculum*

The conceptual framework upon which the nursing curriculum is built will enable nursing students to understand their specific contribution to mankind. These concepts are basic to the understanding of nursing, and they form a framework upon which the curriculum is built. The following concepts represent the faculty's beliefs about person, health, environment, and nursing. Included in the framework are also sub-concepts related to these areas.

**Person**

A person is conceptualized as a human being, an individual, a bio-psychosocial being, holistic in nature, who is constantly influenced by his environment. A person is endowed with certain rights and privileges that cannot be usurped by others. A person is entitled to equitable and humane treatment at all times and under all circumstances. This entails an obligation on the part of the nurse to recognize and respect a person's individuality and dignity. Nursing care will be given unrestricted by consideration of race, color, creed, national origin, or status in life. Every person is an individual who is like all other persons, yet different. Every person has the same basic needs as all other persons, but because of the unique nature of man, there is great diversity in the expression and fulfillment of these needs.

To understand a person's uniqueness, it is also necessary to understand holistic nature. A person is a composite of physiological, psychological, socio-cultural and spiritual elements all of which are influenced by the environment. The study of a person cannot be restricted to constituent parts, because each person is more than and different from the sum of his parts (Rogers, 1986). Therefore, the focus of nursing is on the total person and reactions to a particular situation rather than on an isolated disease entity or body part. This sub-concept also helps us to understand the interaction between body and mind. Throughout the life process, a person continually changes as a result of interaction with the environment. Because of this interaction we can better understand a person's physical and socio-cultural development, individuality and the complexity of his nature. This concept helps us to realize that a person cannot exist in isolation, but rather as a member of a family, a community, and a society and that the process is constantly changing.

## **Health**

The World Health Organization defines health as a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity. This definition indicates that health is more than the absence of illness, but rather a state of optimum health or well-being. Well-being fluctuates with a person best being described on a health-illness continuum, demonstrated as a line with death at one end and optimum wellbeing on the other. There is no exact point where health ends and illness begins. Both are relative and for each individual there is considerable range and latitude within the continuum. The extent to which a person will be considered ill or well will depend on the individual's adaptive process. Health is biological, psychological and sociological equilibrium. Wellness is the ability of an individual to make continuous adaptations within the socio-cultural and bio-physical environment in order to function at optimum levels both physically and mentally. In illness, the individual is unable to maintain equilibrium in his socio-cultural and/or biophysical environment. The extent to which an individual is able to adapt to the environment will depend on the ability to perform self-care activities, which are essential for life and well being. When a person is unable to perform self-care activities, they become the recipient of partial or total care (Orem, 1980).

\*Preamble to the Constitution of the World Health as adopted by the International Health Conference, New York, 19-22 June, 1946; signed on 22 July, 1946 by the representatives of 61 States (Official Records of the World Health Organization, no, 2, p. 100) and entered into force on 7 April, 1948. The definition has not been amended since 1948.

## **Environment**

Environment is conceptualized as all the conditions, circumstances, and factors surrounding and affecting the development and behavior of persons or groups. Adjustments to life and health are influenced by an individual's interactions with the environment.

Nursing recognizes that the patient's environment includes external and internal variables, which are constantly changing. An understanding of the ways that human beings interact with their environment is essential for nurses to assist the patient in the attainment of health goals.

## **Nursing**

Nursing is a humanistic, scientific discipline. The nursing process is the framework for clinical decision making. Practitioners holding the degree in nursing are prepared as accountable nursing care providers; they care for patients with common health problems in structured settings. The scope of degree nursing practice centers on direct patient care and is defined by the roles of provider of care, manager of patient care, and member within the discipline of nursing. Nursing is an evolving science and has developed certain technologies based on well-known nursing theories that form a basis for nursing service to persons. Nursing includes:

1. Assessment of the emotional and physical status of individuals as well as environmental factors.
2. Maintenance or restoration of normal life functions .
3. Assistance in meeting the basic human needs of a person.
4. Initiation and maintenance of interpersonal relationships through effective communications, and therapeutic use of self.

In providing these services, the nurse functions as a professional member of the interdisciplinary health team through independent, dependent and collaborative action. These actions, known as the nursing process, are accomplished through a problem-solving approach. Elements of the nursing process include:

1. Assessing the needs of patients who have potential or actual health problems and identifying the related health problems.
2. Making nursing diagnoses relative to patient problems, and the nurse's ability to alleviate the problems.
3. Developing individualized nursing care plan in terms of data collected and use of nursing principles.
4. Exercising judgment in implementing the care plan to provide optimum quality of nursing care.
5. Evaluating the effect of nursing interventions on the status of the patient, revising the plan to assist patients in restoring and/or maintaining health and achieving their potential for self-care.

## **References**

Orem, D. E. (2001) Nursing Concepts of Practice. St. Louis: Mosby  
Rogers, M. E. (1975) An Introduction to the Theoretical Basis of Nursing. Philadelphia: F. A. Davis Co.

## **Conceptual Threads**

The nursing program, utilizing a human systems approach, incorporates the following threads throughout the curriculum. The concepts presented are a basic framework into which the student must add theories and facts presented in the various courses. Curriculum is augmented by research findings and best practices included in the curriculum.

## **Pathophysiology**

Abnormal physiological functioning (pathophysiology) is defined as the changes that emphasizes the cause of the condition and the changes that occur within the body.

Nursing assessment, diagnosis, and effective planning of care is dependent upon the understanding of the pathophysiology of the various conditions.

## **Nursing Technical Skills**

Nurses utilize specialized data collection, communication, and teaching. Other skills are required in the many nursing procedures performed. These skills are based on principles of nursing, biological, psychological and social sciences. Nursing competency depends in part upon the degree of proficiency with which these skills are performed, and mastery of skills requires repetition. The principles underlying nursing skills are learned early in the program; students then practice the techniques throughout the program until they are mastered.

## **Nursing Process**

The nursing process is utilized at each course level in the assessment of patient needs, in the diagnosis of nursing problems, and in the planning, implementation and evaluation of nursing care. Prioritization and management of nursing care are emphasized throughout the curriculum.

## **Professional Responsibilities**

Nurses participate as a professional member of the health care team and as a member within the discipline of nursing. Members of the nursing profession value and demonstrate qualities of professionalism: honesty, respect, accountability, nonjudgmental attitude, trustworthiness, caring, professional appearance, confidentiality, tact and teamwork.

## **Psychosocial, Cultural and Spiritual Beings**

Individuals are influenced by their environment. The understanding of psychosocial and cultural components is important to nurses. All of these are addressed throughout the curriculum.

### **Nutrition**

Nutrition, the pattern of food and fluid consumption, is considered a vital part of an individual care. Nutrition is integrated into the nursing curriculum.

### **Pharmacology**

Pharmaco-therapeutics is incorporated into the study of each human system.

### **Legal and Ethical Concepts**

Legal and ethical concepts are emphasized throughout the curriculum. Ethics are rules and principles that govern behavior. Legal concepts include rules of conduct recognized as binding by authority.

### **Community**

Care of the client is considered within the context of their family, community and culture. The curriculum exposes the student to different community practice settings (e.g. homecare, rehabilitation centers, doctor's offices, clinics, hospice) while focusing on health promotion and the three levels of prevention (primary, secondary, and tertiary).

### **Gerontology**

The older adult has unique health care needs related to psychological/physiological and sociological changes that have occurred in an individual's lifetime. The nursing implications related to these needs are addressed in all nursing courses.

### **Disaster Preparedness**

Basic disaster preparedness is incorporated into every course with the goal of providing the student the knowledge, skills, and abilities required during man-made and natural disasters.

## **LIST OF COURSES**

### **BACHELOR OF SCIENCE- NURSING (BSN) – General (126 Credit Hours)**

<b>Courses</b>	<b>Prerequisite</b>	<b>Credits</b>
<b>First Trimester (15 credits)</b>		
English 1	None	2
General Chemistry I	None	2
Environmental Science	None	2
General Biology	None	2
Introduction to Sociology	None	2
French 1	None	2

Orientation	None	1
Introduction to Computer Science I	None	2

### **Second Trimester (13 credits)**

General Physics	None	1
Sport & Culture	None	1
English II	None	2
General Chemistry II	Chem 1	2
French II	None	2
Computer science II	CS 1	2
Fundamentals of Nursing	None	3

### **Third Trimester (14 credits)**

English III	None	2
French III	None	2
Psychology	None	2
Med Surg 1 (Theory)	FUN Nur	2
Med Surg Practicum	Med Surg T	1
Human Anatomy I	Gen Bio	2
Physiology I	Gen Bio	3

### **Fourth Trimester (14 credits)**

***Only students who have successfully completed all subjects in trimester 1-3 shall be promoted to Trimester 4. Students who have RN certificates will join this trimester***

Human Anatomy II	2
Physiology II	3
General Biochemistry	3
Med Surg Practicum (exempt for RN)	2
Intro to Maternal Child Nursing	2
Life Span	2

### **Fifth Trimester (15credits)**

Patho-Physiology	2
Microbiology and Parasitology	3
Clinical Applications (Practicum)	2
Midwifery: Embryology	2
Alterations in Health 1	2
Nutrition	2
Clinical Practicum 2	2

## **Sixth Trimester (15 credits)**

Research Methodology	1
Psychiatric Nursing	3
Psychiatric Nursing (Practicum)	1
Health assessment	2
Practicum 3 Clinical	2
Pathology 1	2
Alterations in Health II	2
Community Nursing	2

## **Seventh Trimester (13credits)**

Introduction to Pharmacology	2
Women's Health Nursing	3
Health Promotion and Psychosocial Nursing	2
Bioethics	2
Clinical Application Practicum	3
Seminars	1

## **Eight Trimester (14credits)**

Pharmacology II	3
Healthcare Management	2
Nursing and IT	2
Clinical Practicum 3	4
Midwifery Theory and Practicum	2
Role Transition (Wards)	1

## **Ninth Trimester (13 credits)**

Pathology II	2
Research	3
Clinical Practicum 4	6
Clinical Application III	2

## **NURSING SPECIALIZATION.**

### **BACHELOR OF SCIENCE- NURSING (BSN) – Anesthesia**

**\*\*Trimesters One to Nine as per the BSN – General Curriculum**

#### **Tenth Trimester (15credits)**

Fundamentals of Nurse Anesthesia	2
Pharmacology for Nurse Anesthesia	3
Professional Aspects of Nurse Anesthesia	2
Advanced Physiology 1	2
Technology & Techniques in Anesthesia	1
Clinical Practicum for Nurse Anesthesia	3
Anesthesia & Co-Existing Disease	2

#### **Eleventh Trimester (15 credits)**

Advanced Principles of Anesthesia II	3
Pharmacology for Nurse Anesthesia II	2
Theatre Practicum	6
Research	3
Evidence Based practice & Informatics	1

### **BACHELOR OF SCIENCE- NURSING (BSN) – Psychiatry**

**\*\*Trimesters One to Nine as per the BSN – General**

#### **Tenth Trimester (15 credits)**

Mental Health and Illness	3
Assessment and Intervention	3
Applied social sciences for Psychiatric nursing	2
Clinical Practicum	4
Management of psychiatric nursing in practice	2
Research Paper	1

### **Eleventh Trimester (15 credits)**

Basic skills of drug management	3
Schizophrenia, Bipolar, and Psychosis	2
Depression	3
Clinical psychiatry practicum	4
Research paper	1
Medical and therapeutically alliances	2

## **BACHELOR OF SCIENCE- NURSING (BSN) – Perioperative**

### **\*\*Trimesters One to Nine as per the BSN – General**

### **Tenth Trimester (16 credits)**

Fundamentals of Nurse Anesthesia	2
Surgical Techniques	2
Instrumentation for Perioperative nursing (Practicum)	2
Environment and recovery room	2
Aseptic and infection control	2
Basic skills of scrub and circulating	2
Preoperative and post-operative care	2
Clinical Perioperative Nursing 1	2

### **Eleventh Trimester (14 credits)**

Orthopedic Surgery	2
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General Surgery	2
Gynecology	2
Pediatrics	2
Clinical perioperative nursing	4
Management of OR	2

## **Nursing Courses**

### **General Description of Nursing Courses for General and Specialization**

#### **Fundamentals of Nursing**

This course introduces concepts related to the practical nurse's roles and responsibilities in today's society. Emphasis is placed on effective communication, microbiology concepts, basic human needs and nursing concepts, critical thinking, research, and ethical-legal and professional issues. Health promotion and disease prevention concepts are introduced. Focuses on the development of critical- thinking skills in order to formulate independent judgments, make decisions essential for nursing practice, and develop fundamental professional attitudes and values. To this end, students are introduced to critical thinking skills, nursing theory, the nursing process, role socialization and the nursing curriculum's conceptual model of caring as it applies to the well elderly population

#### **Practical Nursing- Med Surg I**

This course introduces students to core concepts of pharmacology, nutrition, and health assessment as they relate to the nursing profession. Students will learn basic pharmacological principles, safe administration of medications, health promotion and disease prevention related to nutrition, and the data collection processes of health assessment. This course focuses on selected health needs on adult clients and integrates physiologic, socio cultural and behavioral alterations throughout. A broad scientific knowledge base is presented with an emphasis on prevention, caring, empowerment and critical thinking. Current nursing therapies for managing care of adults with patho- psychological alterations are presented.

## **Clinical Practicum I**

This course takes place in the nursing laboratory and in health care facilities. The student will apply social, biological, behavioral and nursing science principles as they are acquired in the Foundations of Nursing and Practical Nursing I courses. Basic nursing skills and procedures are demonstrated and applied in a supervised laboratory/clinical setting. Beginning Practical Nursing students will begin to participate in the nursing process for clients across the lifespan.

## **Clinical Practicum II**

This course takes place in the nursing laboratory and in health care facilities. Complex nursing skills are introduced in the laboratory and applied in the clinical setting utilizing current technology. Clinical experiences will include nursing interventions, pain management, nutrition and drug therapy for disease and infectious processes of culturally diverse clients across the lifespan. Health promotion activities and disease prevention techniques will be incorporated into nursing care of the culturally diverse client. Mental health and therapeutic communication concepts are applied in caring for clients along the health illness continuum. Evidence-based practice is applied in the holistic care of clients across the lifespan. Upon completion the student will assist in the nursing process as a member of the interdisciplinary health care team

## **Clinical Practicum III**

The Clinical Practicum takes place in a variety of clinical settings. The student will apply evidence-based nursing knowledge and skills in caring for clients across the lifespan with stable or predictable health problems and assisting with those whose conditions are critical or unpredictable. Critical thinking, effective and therapeutic communication, nursing process, management of nursing care, and delegation of unlicensed assistive persons are incorporated into the clinical experience. The student will provide safe and effective nursing care in a legal and ethical manner for clients along the health-illness continuum as an interdisciplinary member of the health care team. Upon completion of this clinical course, the student will have the knowledge and experience to practice in the role of a practical nurse.

## **Practical Nursing II: Medical/Surgical Nursing II**

This didactic course expands on prior learning to increase evidenced based knowledge of nursing interventions, pain management, surgery, cancer, trauma and drug therapy for disease and infectious processes of the bio psychosocial individual along the health-illness continuum. This course will integrate teaching and learning activities that enhance critical thinking skills, involvement of clients in decision-making, self-care, health promotion, disease prevention and intervention to responses to illness. Upon completion the student will describe the application of the nursing process in caring for culturally unique clients across the life-span in an ethical and legal manner.

### **Practical Nursing III**

This course will continue the study of evidence-based nursing interventions, nursing process, nutrition and drug therapy for disease processes of the culturally diverse client across the lifespan along the health-illness continuum. Additional course information will include accountability, roles, responsibilities and ethical, legal and professional issues of the entry level Practical Nurse. The principles of therapeutic communication are expanded and the impact of technology on nursing care is addressed

### **Nutrition**

Nutrient requirements and recommended daily calorie requirement. Food in relation to the lifecycle. Dietetics and diet in illness. Nutrient quality of local foods and diets.

### **Maternal and Child Health Nursing I**

This didactic course focuses on nursing care of the culturally diverse woman, infant, and child. Emphasis is placed on health maintenance and selected study of diseases and disorders affecting women, infants, children, and families. Growth and development of the infant and child, and common childhood illnesses are presented. The importance of family centered care and therapeutic communication is addressed. Integrated Management of Neonatal Childhood Illnesses (IMNCI) as derived from the MoHSW IMNCI Guidelines. This course will integrate teaching and learning activities that enhance involvement of clients in decision-making, self-care, health promotion and disease prevention.

### **Alterations in Health I**

This course introduces concepts related to the nursing care of individuals experiencing acute and chronic alterations in health that build on knowledge and skills introduced in practical nursing programs and the supporting sciences. Emphasis is placed on utilizing scientific principles and the nursing process as a framework for providing and managing nursing care to individuals along the health-illness continuum. Upon completion, students will incorporate basic decision-making skills and therapeutic communication to meet basic human needs for individuals experiencing acute and chronic alterations in health across the lifespan including end-of-life issues

### **Clinical Application I**

Utilizing the nursing process, the associate degree nursing student will administer care to meet the needs of individuals across the lifespan. The student will demonstrate assessment skills and apply scientific principles and aseptic technique in caring for individuals across the lifespan along the health-illness continuum. The student will apply therapeutic communication in the management of patient care and as a member of the interdisciplinary health care team.

## **Alterations in Health II**

This course continues the study of acute and chronic alterations in health. Nursing care of individuals experiencing complex alterations in health is discussed. Emphasis is placed on the nurse's role as a member of an interdisciplinary team and as a manager of care for individuals across the lifespan. The student will analyze personal and professional values, leadership and management, and quality improvement processes. Upon completion, students will be able to provide comprehensive nursing care for individuals with acute, chronic, and complex alterations in health.

## **Health Promotion and Psychosocial Nursing**

This course includes concepts related to the nursing care of individuals experiencing alterations in social and psychological functioning. Utilizing the nursing process, the students will explore human needs of individuals with mental health alterations. Utilization of therapeutic communication techniques, use of self and cultural awareness is stressed. Emphasis is also placed on health promotion, health maintenance, and accident/illness prevention for diverse individuals across the lifespan.

## **Clinical Application II**

Utilizing the nursing process, the associate degree nursing student will meet the needs of individuals experiencing complex alterations in health as well as psychiatric/mental health issues across the lifespan along the health-illness continuum. Critical thinking, nursing process, group dynamics, and management of nursing care are incorporated into the clinical experience. Students will apply evidence-based nursing knowledge and skills in the implementation of health promotion activities. The student will utilize therapeutic communication and effective management skills in providing nursing care according to legal/ethical and professional standards.

## **Introduction to Pharmacology**

A fundamental discussion of the scope of pharmacology, including terminology utilized. Drug laws, dosage forms, and patient variability that affect drug usage will be covered. Important drugs used in practice will be studied, including basic principles, therapeutic uses, and adverse effects.

## **Health Assessment**

The major focus of this course is the development of comprehensive Health Assessment skills. Measures of physical and functional status and health promotion strategies for each body system will be discussed.

## **Medical Microbiology and Parasitology**

Characterizations and classification of characteristics of bacteria, fungi and viruses and their morphology, physiology, reproduction, metabolism and host-parasitic relationship. Techniques in microbiology.

## **General Biochemistry**

Brief history and development of Biochemistry. Prokaryotic versus Eukaryotic organisms. Types of cell and their characteristics. Chemistry and brief classifications and functions of carbohydrates, lipids, amino acids and protein, nucleic acids and nucleoproteins. Enzymes. Acidity and alkalinity, pH and PKa values and their effects on cellular activities. Buffers and Buffer systems.

## **Human Anatomy I**

This course examines the body as a whole; basic anatomical terminology, general organization of the body which include cell structure, structure of membranes, fundamental body tissues, organs and gland; it covers the digestive system, nutrition and food metabolism. The musculo-skeletal and gastro-intestinal system.

## **Human Physiology I**

The major focus of this course is the functions of the components of the cells, tissues, organs and gland in the body hematology, whilst also covering the functions of the circulatory system, process of digestive system, nutrition and metabolism.

## **Maternal and Child Health Nursing II**

The students are introduced to nursing care of patients with complications of pregnancy, labour, delivery and puerperium. Concentrated Clinical for eight weeks: Medical / Surgical wards for three weeks, Community Health Nursing outfit for three weeks, and Special Clinical posting for two weeks.

## **Pathology I**

This course focuses on alterations in biologic processes that affect the body's homeostasis, including etiology, pathogenesis, clinical manifestations and treatment of selected health problems. Knowledge of basic and clinical sciences is applied to simulated clinical nursing practice situations.

## **Life Span**

This course provides a foundation for students to understand and deliver comprehensive health care to individuals and families at all stages of development. The course covers the individual from birth to death and the physical, psycho- social, cognitive, societal and cultural influences that affect them within the context of their families. Factors that influence individual and family development are examined. Promotion of optimum nutrition at various points in the life cycle are discussed.

## **Psychiatric Nursing**

Within the context of exploding knowledge, increasing client acuity and increasing demand for professional accountability, the focus of this course is on application of crucial theoretical and clinical issues essential to the practice of psychiatric- mental health nursing in the 21st century.

## **Women's Health Nursing**

This course focuses on women's health and its impact on families. Students address the health care needs of women throughout their life span, and nursing care needs of the child bearing family, from conception through the puerperium. Among the topics covered are the reproductive years, women's interface with the health care system, health problems unique to women, health care issues that affect women and women's role within the family.

## **Community Health Nursing**

This course emphasizes holistic care of clients in the community, considering families and individuals in a variety of settings, e.g., home, workplace, school, and clinics.

## **Health Care Management**

An exploration of the current health care environment with implications for beginning-level managers. The course is designed to introduce the student to the philosophy, theory principles and techniques of management as they relate to nursing care services. Essential tools for the management of nursing care and the evaluation of response to care will be discussed. The healthcare delivery system of the Gambia (national) and international models, tools of management and communication and interpersonal relationship, interviewing skills, concepts of guidance and counseling elements of Nursing management, standards of nursing practice, management of human and material services, budgeting and staffing, supervisory process, concepts of evaluation of clinical settings, accountability and the role of research in practice.

## **Research Methodology**

The professional nurse as a research consumer. Critical appraisal skills developed as a basis for evaluating research finding for application to clinical practice. Learning activities designed to facilitate students' understanding of nursing research and professional role development.

## **Human Anatomy II**

This course covers the integumentary system that maintains, integrate and control body functions. The course also covers the cardiopulmonary and immune system, digestive systems, nutrition and metabolism. Other aspects to be covered include the endocrine system, the sensory organs as well as the anatomy of the urinary system. The nervous system of the human body will also be covered

## **Human Physiology II**

The physiology of the endocrine, reproductive and urinary systems will be covered. Also to be covered includes the physiology of the nervous system and sensation, physiology of the muscular – skeletal system and the sensory organs.

## **Bioethics for Nursing**

An interdisciplinary exploration of ethical issues in today's health care practice with particular emphasis on the role of the professional in ethical decision making. Topics include: values clarification, ethical theories and principles, human subjects in research, informed consent, advance directives, euthanasia, and physician assisted suicide. Work assignments include case analysis using ethical decision-making models Code of Safety Practises.

Professional Communication Skills: Individual/Family/Group: This course, which builds on the development of critical thinking skills, assists students to define who they are, as individuals, in relation to attitudes of self and interactions with others, including one's family. Topics covered include an assessment of self, stress- management, empowerment, family-systems concepts, cultural awareness and bereavement.

## **Pathology II**

This course critically analyzes the theories and research from biological and social sciences and the humanities which explain/ predict human responses to health and illness. The patho-physiological changes will be related to the cues and symptoms for diagnosis of episodic, common, and recurring health problems. Students will explore traditional and non-traditional approaches care. The focus of this course is nursing interventions that

promote health, prevent illness, ameliorate pathological responses, and foster quality of life.

## **Role Transition**

### **1**

This course assists nursing student to prepare for professional examination and to become a member of the RN workforce. The theoretical component of this course will reinforce and complement prior knowledge gained in the nursing curriculum. Students will utilize the nursing process and critical thinking skills to review previously learned nursing concepts. The course will also provide the student with opportunities to apply basic interview techniques and resume preparation and develop skills for successful employment as a health care professional. It assists the student in making decisions concerning job choices and educational growth. The course stresses the requirement of ongoing education for the RN as a member of the health care team and benefits of professional organizations. Completion of the course will assist students to further prepare for NCLEX.

## **Clinical Application III**

This is a continuation of NUR330 into highly advanced nursing process. Policy applications in daily working activities and decision making in environments where independency has to be exercised. What determines working independently? Advance critical thinking, nursing process, group dynamics, and management of nursing care are incorporated into the clinical experience. Students will apply evidence-based nursing knowledge and skills in the implementation and application of health promotion activities. The student will utilize therapeutic communication and effective management skills in providing nursing care according to legal/ethical and professional standards.

## **Clinical Practicum IV**

This clinical takes place in a variety of clinical settings and emphasis will be on health status assessment. Further laboratory placement will allow Interpretation of laboratory results and purpose of various tests. The student will further apply evidence-based nursing knowledge and skills in caring for clients across the lifespan with stable or predictable health problems and assisting with those whose conditions are critical or unpredictable. Upon completion of this clinical course, the student will have the knowledge and experience to practice in the role of a practical nurse.

## **Clinical Practicum V**

This clinical takes place in a variety of clinical settings with emphasis on health care management. Managing of wards, clinics and departments. Role of department matrons. The student will apply evidence-based nursing knowledge and skills in caring for clients across the lifespan with stable or predictable health problems and assisting with those whose conditions are critical or unpredictable. Upon completion of this clinical course, the student will have the knowledge and experience to practice in the role of a practical nurse.



## **Advanced Health Assessment**

The major focus of this course is the development of advanced Health Assessment skills. Measures of physical and functional status and health promotion strategies for each body system will be discussed in relation to pre- and post-operation procedures.

# **Specialization Courses:**

## **BSN Nursing with specialization in Anesthesia**

**Bachelor of Science in Nursing -BSN (Anesthesia)**

### **Program Description**

The Nurse Anesthesia program is a full-time, front-loaded program that includes a clinical anesthesia residency. The curriculum is devoted to advanced science courses, graduate core courses and specialty courses which form the basis for advanced specialty concepts later in the program, this is then followed by clinical component. During the clinical experiences, increasing responsibility for anesthesia patient care under tutorial guidance is afforded. The application of theoretical knowledge to the realities of clinical practice is a dynamic process that enhances and enriches learning as well as prepares the graduate to function effectively and competently as a professional. The sequential design of the program permits the student to acquire the skills necessary to move along this continuum.

The program is as per requirements by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) for accreditation.

The Nurse Anesthesia Program is an integral part of the College of Nursing and the curriculum reflects the belief that graduate nursing education is based upon a firm foundation in arts and sciences, professional nursing education and clinical experiences in critical care environments.

Nurse anesthesia students develop competencies in the evaluation and treatment of patients throughout the peri-anesthetic period as well as in all other environments where pain management and airway management expertise is required. These competencies matter to a great extent in the planning, implementation and evaluation of anaesthetics care in relation to the physiological and psychosocial needs of the patient. The student will also acquire adequate clinical reasoning and expertise in order to continually assess and modify the plan of care, and intervene as needed. The student's ability to obtain informed consent, determine the requirements for pre-medication and select the appropriate anaesthetic agents would be based on the physical and psychological assessment. The socio-cultural aspect of human beings is also addressed in anesthesia practice. Critically relevant to developing the anesthesia care plan are the various attributes of ethnicity and education. These attributes include the ability to communicate assertively and participate in learning as it relates to peri-anaesthetic care, pain management and airway management to predict the stress response to interventions and the patient's interpersonal and family support system.

### **Aims of the Course**

1. The purpose of this program is to prepare qualified candidates to function as advanced practice nurses in anesthesia.
2. Prepare the nurse anaesthetist to provide safe, evidence- based, and competent anesthesia care for patients of all age groups and physical status categories undergoing a variety of diagnostic and surgical procedures.
3. Provide a positive and supportive learning environment with a focus on meeting the needs of adult learners.
4. Meet the societal need for safe and competent anesthesia care.
5. The student will be able to demonstrate advanced knowledge and specialized practice in the nursing care of individuals, families, or communities.
6. The student will be able to use the research process to investigate clinical problems and to improve clinical practice.
7. Prepare students with the ability to practice advance nursing through leadership in practice and professional activity.

### **Specialist Course Descriptions**

#### **Advanced Pharmacology**

This is an advanced course in the pharmacodynamics and pharmacokinetics of drugs used in the therapeutic management of common pathophysiological states.

#### **Advance Pathophysiology**

Initially, the course will focus on normal human anatomy and physiology. Once this understanding has been acquired, students will study how health is disrupted by disease and disorder. Changes to structure and function of the human body will be explained, allowing the student to apply their physiological knowledge toward an understanding of the disease process. A small number of key disorders will be examined concentrating on whole body disruption to homeostasis. Simple

pathophysiological and biochemical changes will be discussed in conjunction with the role of nutrition in health and disease. Successful completion of the course will lay the foundation of physiological function essential to underpin the delivery of quality nursing care.

### **Fundamentals of Nurse Anesthesia Practice**

This course introduces the student to the basics of anesthesia, which includes pre-anesthetic assessment, the general process of anesthesia, recovery and patient management at the Intensive Care Unit.

### **Professional Aspects of Nurse Anesthesia I (3), II (3), III (3)**

The professional role of the nurse anesthetist will be examined through discussions, writings / presentations and clinical observation. Standards of care, patient safety, legal considerations current topics in health care delivery and policy as they relate to nurse anesthesia will be emphasized. Advance modules will put emphasis on the professional components of nurse anesthesia practice including socialization, regulation, culture, ethics, law, employment, advocacy, and contemporary practice issues

### **Pharmacology for Nurse Anesthesia I (3), II (3)**

This course provides an overview of anaesthetics, adjuvants and critical care medications commonly used in Anesthesia practice with emphasis on application of theoretical foundations.

### **Advanced Principles of Anesthesia I (4)**

This is the first of three courses that discuss techniques for anaesthetic administration and related technologies in the context of various surgical and diagnostic interventions in diverse anesthetizing locations.

Focus is monitoring modalities and pre-, intra-, and post-anesthesia (perioperative) management for less complex surgical and diagnostic interventions.

### **Advanced Principles of Anesthesia II (4)**

This is the second course of three that discusses the various methods and basic techniques of anesthesia administration, with an emphasis on physiological basis for practice. This course will emphasize the function and maintenance of technologies employed during peri-anaesthetic period.

The development of peri-anaesthetic plans for specific surgical procedures as well as the psychomotor skills specific to practice will be evaluated.

### **Advanced Principles of Anesthesia III (4)**

This is the third course that discusses the various methods and techniques of anesthesia administration, with an emphasis on physiological basis for practice. Alterations in homeostatic mechanisms and advanced anaesthetic management of obstetric and pediatric populations and

patients undergoing cardiac surgery are emphasized. The course also discusses various methods and techniques of anesthesia administration, with an emphasis on advanced surgical procedures and the anaesthetic implications in the peri-anaesthetic period will be explored.

### **Anesthesia & Co-existing Disease (3)**

History and physical examination techniques aimed at identifying pathology and its effect on the anaesthetic process rather than diagnose disease entities will be stressed. Students will evaluate the information obtained in their physical and psychological assessment and synthesize that knowledge to formulate individualized peri-operative anesthesia management plans. Emphasis will be placed on management of patients with altered cardiovascular, pulmonary and neural-renal status.

### **Clinical Practicum II (2)**

Clinical experiences provide the opportunity for students to integrate theory within the clinical setting. Students move along continuum from healthy adults to patients with multi-system failures. The focus is on peri-operative theory transfer, development of assessment skills, and the developmental implementation and evaluation of an individualized plan of care. Patient interviews and teaching are integral to the process. Basic principles of decision-making are emphasized throughout. Mastery to the specific level of competency is required within a specific time framework. Practice settings include operating rooms, emergency rooms, and diagnostic suites.

### **Clinical Practicum III (3)**

Clinical experiences provide the opportunity for students to integrate theoretical basis of practice within the clinical setting. Students move along a continuum from healthy adults and children to patients with multi-system failures. The focus is on peri-operative theory transfer, development of assessment skills, and the implementation and evaluation of a plan of care. Patient interviews and teaching are integral to the process. Basic principles of decision making are emphasized throughout. Mastery to the specific level of competency is required within a specific time framework. Practice settings include operating rooms, emergency rooms, and diagnostic suites. Anesthesia department staff of the various hospitals act as facilitators of learning. Clinical conferences and professional meetings help to reinforce and evaluate learning. This is the second of four required residencies.

### **Clinical Practicum IV**

Clinical focus is on the delivery of anesthesia care in a broad range of clinical settings to patients with multi-system problems. Emphasis is placed on refinement and perfection of decision-making skills in patient care management and rapid assessment of health status of patients. Collaborative practice within a team structure is emphasized. In addition to direct patient care,

clinical case reports, and in-service presentations to a multidisciplinary audience provide the environment for the student to enact his or her role as a clinical nurse specialist. Experience in surgery and anesthesia includes obstetrics, neurosurgery, and pediatrics. Clinical staff act as guides.

### **Clinical Practicum V (3)**

Clinical focus is on the delivery of anesthesia care in a broad range of clinical settings to patients with multi-system problems. Emphasis is placed on refinement and perfection of decision-making skills in patient care management and rapid assessment of health status patients.

Collaborative practice within a team structure is emphasized. In addition to direct patient care, clinical case reports, and in-service presentations to a multidisciplinary audience provide the environment for the student to enact his or her role as a clinical nurse specialist. Experience includes obstetrics, neurosurgery, cardiothoracic surgery, pediatrics, post anesthesia care and critical care units. Clinical staff act as guides.

# **Psychiatric (Mental Health) Nurse Program**

## **Bachelor of Science in Nursing-BSN (Psychiatry)**

### **Program Description**

The curriculum for the BSN in Psychiatric Nursing takes an innovative approach aimed at ensuring students adopt an approach to care which is grounded in an appreciation for the human experience. The course provides a strong foundation in traditional nursing skills and practices, and more importantly heightens awareness of a broad range of issues, including different age groups and multicultural perceptions on Psychiatric and social inclusion and behavior. It addresses the concepts of community and family involvement into care resulting in positive change towards patient recovery and management. Work placements in primary and secondary care settings provide supportive exposure to a broad range of Psychiatric care environments. Students are prepared to understand and respond to Psychiatric issues in the various healthcare settings.

### **The aims of the course are to:**

At the end of the training and with a view to reaching those competencies, the Psychiatric nurse will be able to:

1. Develop the student's intellectual and imaginative abilities in order to facilitate the development of independent judgment and problem-solving skills to deliver high quality essential care to all, and deliver complex care to service users in Psychiatric nursing.
2. Provide an educational framework that will encourage the student to develop her/his skills of analysis and critical awareness in order to stimulate an enquiring and creative approach to both the theory and practice of Psychiatric nursing.

3. Develop the student's ability to respond to changing needs in Psychiatric care in an analytical way.
4. Seek out every opportunity to promote health and prevent illness.
5. Develop the student's ability to critically analyze research findings and apply best evidence to Psychiatric nursing practice.
6. Develop her/his knowledge and understanding of health policies and systems relevant to the development and provision of Psychiatric services of the country and their impact for the population
7. Provide leadership, supervise and manage others and contribute to planning, designing, delivering and improving future nursing services as appropriate in the context of Psychiatric nursing.

## **Specialist Course Descriptions**

### **Advance Pathophysiology**

Initially, the course will focus on normal human anatomy and physiology. Once this understanding has been acquired, students will study how health is disrupted by disease and disorder. Changes to structure and function of the human body will be explained, allowing the student to apply their physiological knowledge toward an understanding of the disease process. A small number of key disorders will be examined concentrating on whole body disruption to homeostasis. Simple pathophysiological and biochemical changes will be discussed in conjunction with the role of nutrition in health and disease. Successful completion of the course will lay the foundation of physiological function essential to underpin the delivery of quality nursing care.

### **Clinical Psychiatric Nursing I: Mental Health and Illness**

This course will introduce the concepts of mental wellbeing and disorder, and critically evaluate the biological, psychological and socio-cultural contexts influencing Psychiatric from birth to death. It will identify appropriate multi-professional interventions and skills to promote recovery and wellbeing. The course will also provide an introduction to legislation for the protection of vulnerable people.

### **Applied Social Sciences for Psychiatric Nursing**

This course is designed to introduce students to a variety of major themes and concepts from the disciplines of social policy and sociology, selected with particular reference to locating and understanding contemporary Psychiatric nursing practice in relation to social issues/problems.

Students explore the concept of welfare pluralism, or the mixed economy welfare, in order to indicate that social welfare needs are not simply met via state provision. The role welfare

provision plays in contemporary Britain will be examined in policy and functional terms. Social issues pertinent to Psychiatric nursing will be investigated, including social exclusion and poverty, power and hierarchies, stigma, self harm, immigration and asylum seekers, domestic and sexual violence, the ageing population, masculinity, the pathologising of women survivors of sexual abuse, crime and disorder, and grief and loss.

Students are encouraged to recognize that understanding both social issues and the operation and outcome of welfare activities is subject to considerable ideological debate. Accordingly, the main ideologies of welfare will be covered.

### **Clinical Psychiatric Nursing II: Assessment and Intervention**

This course will enable effective collaborative communication and reflective skills as well as knowledge of a range of resources to enhance wellbeing, recovery and putting values into practice using value based frameworks.

### **Management of Psychiatric Nursing in Practice**

This course will facilitate the consolidation of practice and management of care skills. It will provide support for the practice learning placements in the third year, together with support for the final management placement. The course will facilitate achievement of the standards of competency required for entry onto the NMC register.

### **Clinical Psychiatric Nursing III: Management and Collaborative Practices**

This course builds on previous courses within the program and seeks to develop knowledge and skills in a range of key therapeutic approaches for working with people with serious Psychiatric problems or complex needs, and appropriate service approaches.

# Perioperative Nurse Program

## Bachelor of Science in Nursing - BSN (Perioperative)

### Program Description

The curriculum for the BSN in Perioperative Nursing takes an innovative approach aimed at ensuring students adopt an approach to care which is grounded in an appreciation for the human experience. Perioperative nurses – often referred to as Operating Room (OR) nurses - work in hospital surgical departments, day-surgery units and clinics. Their main role includes all critical patient care nursing activities performed in the preoperative (before), intraoperative (during) and postoperative (after) phases of surgery. The BSN (Perioperative) course provides a strong foundation in traditional nursing skills and practices, and more importantly heightens awareness of a broad range of skills and techniques necessary to delivering quality perioperative care for different age groups.

#### **The aims of the course are to:**

At the end of the training and with a view to reaching those competencies, the perioperative nurse will be able to:

1. Develop the student's intellectual and imaginative abilities in order to facilitate the development of independent judgement and problem-solving skills to deliver high quality essential care to all, and deliver complex care to service users in Perioperative nursing.
2. Take control and charge of patients during the perioperative period
3. Demonstrate professionalism in handling the patient and ensure their safety on a moral and physical level in the respect to their rights



4. Conduct all procedures in hygienic conditions and be familiar with different methods of disinfection and sterilization of the environment and equipment
5. Act professionally and competently as a circulating nurse and a scrub nurse in the basic techniques of the main specialities of surgery
6. Operate skillfully and maintain the main instruments and devices used in the Operating room
7. Provide leadership, supervise and manage others and contribute to planning, designing, delivering and improving future nursing services as appropriate in the context of Perioperative nursing.

## **Specialist Course Descriptions**

### **Orthopedics**

This course covers the knowledge underpinning orthopedic practice and its relevance to Nursing. Course content includes neuro-musculo-skeletal anatomy & physiology, disease processes (congenital, inflammatory, malignant, degenerative and metabolic), infection, pain management, traction and casting principles etc.

### **Clinical Perioperative Nursing I - Surgical Techniques**

Students must show an understanding of the concepts of surgery and sterile technique and a proficiency with surgical procedures. Pre-operative considerations such as preparation of packs, preparation of surgical area, and assessment of patients.

### **Clinical Practicum II – Perioperative**

Anesthetic considerations, suture techniques, choosing appropriate anesthesia, analgesia judging depth of anesthesia, monitoring anesthesia

### **Clinical Perioperative Nursing II - Environment & Recovery Room**

Patient care: monitoring, fluid loss, hypothermia. Recovery responsibilities: heat source, warm, quiet, analgesia, type of bedding, additional fluids, single house, follow up patient care

### **Clinical Perioperative Nursing III - Aseptic Technique and Infection Control**

Sterile technique: scrub, gowning, gloving, and draping. Intra-operative procedures eg.cannulations, laparotomy, and suture techniques.

### **Instrumentation for Perioperative Nursing**

This course introduces students to a wide range of equipment for use in surgery. Types of Instruments – Basic identification and usage and overview of most common surgical instruments utilized for all surgical procedures. Universal Case Setup, minor vs major setup. Separation of clean and dirty, care and handling of Instruments. It also looks at the importance of electrical safety within the medical environment, and the rules governing equipment. It also aims to cover the principles of operation of a number of important monitoring devices and some of the major electronic equipment used within a surgical environment.

### **Clinical Practicum III – Perioperative**

Instrumentation. Applications of the principles of safe surgery. Preparation of the surgeon and patient for surgery. Applications for the principles of sterile techniques. Safe administration of appropriate local anesthetic agents.

#### **Clinical Practicum IV- Perioperative**

The Preoperative Process, Intraoperative Phase, and Postoperative Phase in General Surgery Service, Gynecological Surgery Service, Laparoscopic Surgery Service, Genitourinary Surgery Service, Orthopedic Surgery Service, Otorhinolaryngological Surgery Service.

#### ***Clinical Sites***

Clinical sites are available at Edward Small Teaching Hospital, Banjul, Serekunda Hospital, Tanka Tanka Psychiatric Hospitals as well as other public health facilities including some private clinics. Students will be on permanent or rotating basis at these clinics.

### ***PART III***

#### ***POLICIES AND INFORMATION***

##### **Admission to the Nursing Programs**

Individuals interested in the BSN Degree Nursing Program can obtain information on the application procedure from [www.aiu.edu.gm](http://www.aiu.edu.gm)

Falsification of information in the application process may result in rejection or invalidation of the application. Application for admissions can be done online at [www.aiu.edu.gm](http://www.aiu.edu.gm) website.

##### **Advanced Placement**

All information regarding advanced placement is provided in the application booklet.

##### **Core Performance Standards for Admission and Progression**

Nursing involves the provision of direct care for individuals and is characterized by the application of knowledge in the skillful performance of nursing functions. Therefore, in considering application to the nursing programs, interested students need to be aware that for progression and completion of a nursing program the nursing faculty unit will evaluate the following areas of competency: emotional, perceptual, cognitive, functional and physical.

No area hospital will accept a student with physical restrictions for clinical patient care experiences. All health care agencies reserve the right to refuse any student without reason.

Examples of Necessary Activities (not all-inclusive)

**Critical Thinking:** Critical thinking ability sufficient for clinical judgment. Identify cause-effect relationships in clinical situations, develop nursing care plans.

**Interpersonal:** Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds. Ability to cope with stress.

High degree of flexibility: Establish rapport with patients/clients and colleagues.

**Communication:** Communication abilities sufficient for interaction with others in verbal and written form. Ability to cope with anger/fear/hostility of others in a calm manner.

Explain treatment procedures, initiate health teaching, documents and interpret nursing actions and patient/client responses.

**Mobility:** Physical abilities sufficient to move from room to room and maneuver in small spaces. High degree of flexibility: Move around in patient rooms, work spaces, and treatments areas; Administer cardiopulmonary procedures.

**Motor Skills:** Gross and fine motor abilities sufficient to provide safe and effective nursing care.

Calibrate and use equipment; position patients/clients.

**Hearing:** Auditory ability sufficient to monitor and assess health needs. Hear monitor alarms, emergency signals, auscultatory sounds, and cries for help.