**Bayero University, Kano**

**College of Health Science**

**Faculty of Allied Health Sciences**

**Department of Nursing Science**

**B.NSc. Nursing Science**

**Proposed 30% addition to the CCMAS Course Structure /Summary**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **100 LEVEL** | | | | | |
| **Course Code** | **Course Title** | **Unit** | **Status** | **LH** | **PH** |
| BUK-MTH 101 | Mathematics for Health Sciences | 3 | C | 45 | - |
| **TOTAL** | | **3** |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **200 LEVEL** | | | | | |
| **Course Code** | **Course Title** | **Unit (s)** | **Status** | **LH** | **PH** |
| BUK- ANA-201 | General Histology | 2 | C | 15 | 45 |
| BUK- PIO-203 | Excitable Tissues, CNS, Special Senses Physiology | 2 | C | 30 |  |
| BUK- PIO-204 | Introduction to Cardiovascular and respiratory physiology | 2 | C | 30 |  |
|  | **TOTAL** | **6** |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **300 LEVEL** | | | | | |
| **Course Code** | **Course Title** | **Unit (s)** | **Status** | **LH** | **PH** |
| BUK-NSC 301 | Specialized Nursing and Neglected Tropical Diseases | 2 | C | 30 |  |
| BUK-ANA-301 | Gross Anatomy of the Head and Neck | 2 | C | 30 |  |
| BUK- PIO-301 | Neurophysiology | 2 | C | 30 |  |
|  | **TOTAL** | **6** |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **400 LEVEL** | | | | | |
| **Course Code** | **Course Title** | **Unit (s)** | **Status** | **LH** | **PH** |
| BUK-NSC 401 | Health Protection and Patient Safety | 2 | C | 30 |  |
| BUK-NSC 403 | Risk, Vulnerability in Healthcare | 2 | C | 30 |  |
| BUK-NSC 402 | Family Mental Health | 2 | C | 30 |  |
| BUK-NSC 404 | Emergency Care Nursing | 2 | C | 30 |  |
| BUK-NSC 406 | Community Midwifery Practice | 2 | C |  | 90 |
| BUK-NSC 405 | Alternative Therapy in Oncology | 2 | C | 30 |  |
| BUK-NSC 408 | Community Health Nursing V | 2 | C | 30 |  |
| BUK-GST 401 | Character Building, Professionalism and Team Work in Healthcare | 2 | G | 30 |  |
|  | **TOTAL** | **16** |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **500 LEVEL** | | | | | |
| **Course Code** | **Course Title** | **Unit (s)** | **Status** | **LH** | **PH** |
| BUK- NSC 501 | Psychiatric Emergencies | 2 | C | 30 |  |
| BUK- NSC 503 | Specialized Procedures and Basic Life Support | 2 | C | 15 | 45 |
| BUK- NSC 502 | Adolescent Mental Health | 2 | C | 30 |  |
| BUK- NSC 505 | Psychiatric/Mental Health Practicum | 2 | C |  | 90 |
| BUK- NSC 506 | Gerontology Nursing | 2 | C | 30 |  |
| BUK- NSC 507 | Paediatric Nursing | 2 | C | 30 |  |
|  | **TOTAL** | **12** |  |  |  |
|  | **GRAND TOTAL** | **43** |  |  |  |

**Bayero University, Kano**

**Faculty of Allied Health Sciences**

**Department of Nursing Science**

**B.NSc. Nursing Science**

**BUK-MTH 101 Mathematics for Health Sciences (3 Units, Core, LH 45)**

**Senate approved relevance**

Training of well-skilled graduates that can apply the knowledge gained in Elementary mathematics for generating and presenting data, analyzing problems involving integration, differentiation using different methods and evaluate simple biostatical problems in other related courses. This is consistent with the university's vision and mission of providing leadership in research and education in Africa which is intended to develop graduates who are effective communicators, critical thinkers, and skilled at integrating evidence into practice.

**Overview**

The course examines the elementary set theory, subsets, union, intersection, complements, Venn diagram, real numbers and integers. This course will cover rational and irrational numbers, real sequences, series, and theory of quadratic equations, binomial theorem, circular measures, and trigonometric functions of angles of any magnitude.

Students will also learn how to evaluate quadratic equations and trigonometric functions,analyse problems involving rational and irrational numbers, Real sequences and solve mathematical problems in other related courses. Additionally, students will learn how to solve simple biostatical problems in other related courses. The objectives of the course, learning outcomes, and contents are provided to address this need.

**Objectives:**

**The objectives of the course are to:**

1. Identify and solve problems involving Set, Subset, Union, Intersection, Complements and use of Venn diagrams
2. Solve Quadratic equations and trigonometric functions
3. Solve problems in trigonometry involving angles of any magnitude
4. Analyze problems involving rational and irrational numbers, Real sequences and series
5. Solve Binomial theorem and circular measure
6. Solve mathematical problems in other related courses.

**Learning Outcomes**

On completion of the course, students should be able to:

1. Identify and solve three problems involving Set, Subset, Union, Intersection, Complements and use of Venn diagrams
2. Solve quadratic equations and trigonometric functions
3. Solve problems in trigonometry involving angles of any magnitude
4. Analyze problems involving rational and irrational numbers, Real sequences and series
5. Solve Binomial theorem and circular measure
6. Solve mathematical problems in other related courses.

**Course contents**

Elementary set theory. Subsets. Union. Intersection. Complements. Venn diagram. Real numbers. Integers. Rational numbers. Irrational numbers. Mathematical Induction. Sequences and series. Theory of quadratic equations. Binomial theorem. Complex numbers. Algebra of complex numbers; the Argand Diagram. De-Moivre’s theorem. nth roots of unity. Circular measure. Trigonometric functions of angles of any magnitude. Trigonometric formulae.

**Minimum academic standards**

As contained in the NUC MAS

**Bayero University, Kano**

**Faculty of Allied Health Sciences**

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**B.NSc. Nursing Science**

**BUK-ANA 201: General Histology (2 Units C: LH 15; PH 15)**

### Senate approved Relevance

Knowledge of histology of basic tissues is essential for easy assessment, diagnosis and management of related disorders. For Bayero University Kano to achieve its mission and vision of providing cutting edge research and leadership in Africa and beyond, this course remains a priority to providing its graduates with the needed knowledge necessary to connecting ones internal environment with the outside world especially as it relates to the health

**Overview**

This course is designed to deliver adequate knowledge to Bachelor of Nursing Sciences graduates on the histology of basic tissues. This course includes lectures on excitation and contraction coupling in the skeletal muscles, tissues and mechanism responsible for the excitation and contraction.

The essence is to ensure that students are able to understand the clinical implication of some hematological, neurological, musculoskeletal and oncological diseases and to effectively evaluate and manage such cases as part of multidisciplinary health team. The objectives of the course, learning outcomes, and contents are provided to address this need:

**Objectives**

The objectives of the course are to:

1. teach the common histological techniques;
2. explain the principles, techniques and functional applications of Histology;
3. describe and explain the cell in relation to its environment, surface components and content;
4. explain the interrelationship and interdependency between cell structures and functions; and
5. describe the microscopic appearance of tissues such as muscle, cartilage, etc in relation to their staining.

**Learning Outcomes**

At the end of this course students should be able to:

1. name common current histological techniques;
2. enumerate the principles, techniques and functional applications of Histology;
3. define and explain the cell in relation to its environment, surface components and content;
4. explain the interrelationship and interdependency between cell structures and functions; and
5. identify the microscopic appearance of tissues such as muscle, cartilage, etc in relation to their staining.

**Course Contents**

Methods of Histology and Cytology. Direct observation of living tissues and cell. Examination of killed tissue; Differential centrifugation. Histochemical Methods; Principles of Microscopic Analysis X-ray Diffraction. The cell-nucleus, Cytoplasmic Organelles, cell membrane chemical composition of protoplasm, macromolecules. Cell Division-Mitosis, Meiosis, Factors affecting cell division. Epithelium-Classification. Structural Features. Function Blood-formed elements of blood. Blood cell formation. Destruction of blood cells. The bone marrow. Connective Tissue proper - Extracellular, components, cellular elements chemistry, functions classification, Histological features Histogenesis and histophysiology Cartilage Types, Classification, Chemistry, Regeneration, Regressive change in Cartilage, Histophysiology. The Bone classification. Development of Muscular Tissue. Types of muscle. Chemistry, Molecular basis of Muscular contraction. Histogenesis and regeneration of muscular tissues. The Nervous: structure, types and distribution. Peripheral nerve endings, Neuroglia, synapse and the relationships of nervous. Development of Nervous. Blood Vascular system. Fine structure of capillary wall. Arteries, veins. The heart. Histogenesis of blood vessels and heart. Impulse conducting system. Lymphatic system Vessels. Organs - lymph nodes. Histogenesis and regeneration. The spleen - Histological organization functions. The thymus- Histological organization functions, involution of thymus. Mammary Gland, Resting and Active Functions-endocrine control, regression and involution of mammary gland. Histogenesis. Skin. Endocrine system. Reproductive system (Male & Female).

### Minimum Academic Standards

As contained in NUC MAS.

**Bayero University, Kano**

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**B.NSc. Nursing Science**

**BUK-PIO 202, Excitable Tissues (CNS & Special Senses) (2 Units, Core, LH=30, PH= 0)**

### Senate approved relevance

Special senses of sight, hearing, taste and smell are the communicating channels between the body and the world outside. Apart from being necessary for a normal daily living, they also act as gates for knowledge and pleasure. For Bayero University Kano to achieve its mission and vision of providing cutting edge research and leadership in Africa and beyond, this course remains a priority to providing its graduates with the needed knowledge necessary to connecting ones internal environment with the outside world.

### Overview

The special senses consist of the senses of sight, hearing, taste and smell. The sense organs are located in the head and have connections with the brain. These senses allow the individual to detect and analyze light, sound and chemical signals in the environment. Since the vestibular apparatus is part of the ear in which the hearing apparatus is located, vestibular functions will also be covered in this section even though they are not strictly special senses.

This course is designed to deliver adequate knowledge to Radiography graduates on the normal processes and functions of the of eye, ear , human body tissues (General histology) and embryo development (general embryology) The vision (the eye), hearing and balance (the ear, which includes the auditory system and vestibular system) will be covered within Anatomy of the special senses, integrating anatomy with histology and embryology. This course includes lectures and laboratory experiences in the study of the auditory and visual systems, it will provide foundational knowledge for students destined to undertake advanced studies in anatomy and physiology, and will develop analytical laboratory skills.

### Objectives of the Course

The objectives of the course are to:

1. Explain the steps in excitation-contraction coupling in skeletal muscle
2. Draw and describe the structure of the neuromuscular junction
3. Explain the intracellular factors that can cause muscle fatigue
4. Explain the steps in the excitation-contraction coupling mechanism in cardiac muscle and compare with skeletal muscle including different mechanisms for sarcoplasmic reticulum calcium release.
5. Explain how the resting membrane potential is generated
6. Illustrate mechanisms of action potential propagation along both non-myelinated and myelinated axons
7. Explain the disorders that can occur at the neuromuscular junction.
8. Describe the gross structure of the eye and basic physiological optics;
9. Explain the processing of information in the visual cortex and the consequence of a lesion in the higher visual association areas;
10. Illustrate the mechanical structures involved in sound detection;
11. Draw a diagram of the auditory pathways including all central connections;
12. Explain the location, structure, and afferent pathways of taste receptors and taste centers;
13. Explain the location, structure, and afferent pathways of smell receptors
14. Describe the olfactory receptors are activated and the mechanism of olfactory transduction.

### Learning Outcomes

On completion of the course, the students should be able to:

1. list the steps in excitation-contraction coupling in skeletal muscle;
2. describe the structure of the neuromuscular junction;
3. list some intracellular factors that can cause muscle fatigue;
4. describe the distinguishing characteristics of multi-unit and unitary smooth muscles;
5. explain the steps in the excitation-contraction coupling mechanism in cardiac muscle and compare with skeletal muscle including different mechanisms for sarcoplasmic reticulum calcium release;
6. explain how the resting membrane potential is generated
7. state the Nernst equation, and indicate how this equation accounts for both the chemical and electrical driving forces that act on an ion;
8. discuss the mechanisms by which an action potential is propagated along both nonmyelinated and myelinated axons;
9. describe the principle of the voltage clamp and how it is used to identify the ionic selectivity of channels; and
10. discuss the disorders that can occur at the neuromuscular junction.
11. describe the gross structure of the eye and basic physiological optics;
12. draw a diagram of the retino-thalamo-cortical pathways;
13. describe the pupillary light reflex and its diagnostic value;
14. discuss the processing of information in the visual cortex and the consequence of a lesion in the higher visual association areas; list the mechanical structures involved in sound detection;

### Course Content

Structure and functions of nerves, cardiac muscle, smooth muscle and skeletal muscle, Muscles: structure, excitation, theories of excitation-contraction. Membrane potentials. Nerve generation and conduction of impulse and its physiological properties. Synapses and synaptic transmission. Physiology of vision: structure of the eyeball. Optics – eye an optical instrument. Refraction of light and refractive errors. Accommodation. Visual pathways and visual defects. Structure of retina. Biochemistry of vision. Visual acuity, fields of vision and color vision. Physiology of hearing: Auditory stimulus and sound appreciation. Sound characteristics: pitch, intensity and quality. Auditory pathways, neural basis of audition. Types of deafness and tests of both nerve functions. Audiometry. Vestibular pathway and vestibule-ocular reflex. Physiology of taste: gustatory system receptors – taste buds and sensation of tastes. Afferent pathways. Tests for taste and abnormality of taste. Physiology of smell: olfactory receptors and pathways. Tests of olfaction. Abnormalities of olfaction and olfactometry. Functional organization of CNS. Autonomic neurotransmitters and autonomic effects. Peripheral nervous system. The reflex arc and general properties of reflexes. Receptors and receptor potentials. Cerebrospinal fluid and the blood-brain barrier. The human brain — cerebrum, brain stem, basal ganglia, thalamus, hypothalamus and cerebella. The limbic system. Electrophysiology of the cerebral cortex, the electroencephalogram. Alertness and sleep. Postural regulation and postural reflexes. Speech, learning and memory.

### Minimum Academic Standards

A minimum lecture hall capacity for 50 students with a projector and availability of the wireless network. Well-spaced physiology laboratory with adequate equipment in line with NUC\_MAS. Physiology kits such as Neuroscience kit, EEG kit and tools, AC/DC differential amplifier, intracellular amplifier, nerve chamber, alga chamber, audio monitor and analog stimulus isolator.

**Bayero University, Kano**

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**B.NSc. Nursing Science**

**BUK-PIO 204: Introduction to Cardiovascular and Respiratory Physiology (2 Units, C: LH=30, PH=0)**

### Senate –approved Relevance

Knowledge of function of cardiovascular and respiratory system is essential for assessment, diagnosis and management of patient with related disorders. For Bayero University Kano to achieve its mission and vision of providing cutting edge research and leadership in Africa and beyond, this course remains a priority to providing its graduates with the needed knowledge necessary to connecting one’s internal environment with the outside world.

**Overview**

This course is designed to deliver adequate knowledge to Bachelor of Nursing Sciences graduates on the normal processes and functions of excitable tissues in the body. This course includes lectures on cardiovascular and respiratory physiology.

Specifically, the physiology behind the various function of the respiratory and cardiovascular system will be thought in detailed to the students. This knowledge is important for understanding future pathological conditions associated with the cardiac and respiratory system.

**Objectives**

The objectives of the course are to:

1. teach Starling’s law of the heart and describe the application of the law in keeping the output of the left and right ventricles equal;
2. describe how ionic currents contribute to the four phases of the cardiac action potential;
3. explain the ionic mechanism of pacemaker automaticity and rhythmicity, and identify cardiac cells that have pacemaker potential and their spontaneous rate;
4. list the neural and humoral factors that influence their rate;
5. describe the various phases of ventricular systole and ventricular diastole;
6. describe the timing and causes of the four heart sounds;
7. explain why the ECG tracing looks different in each of the 12 leads;
8. explain the principles underlying cardiac output measurements using the Fick principle, dye dilution, and thermodilution methods;
9. list the factors that shift laminar flow to turbulent flow;
10. describe the relationship between velocity, viscosity, and audible events, such as murmurs and bruits;
11. describe how arterial systolic, diastolic, mean, and pulse pressure are affected by changes in a) stroke volume, b) heart rate, c) arterial compliance, and d) total peripheral resistance;
12. define the Starling equation and discuss how each component influences fluid movement across the capillary wall;
13. list the anatomical components of the baroreceptor reflex;
14. explain three positive feedback mechanisms activated during severe hemorrhage that may lead to circulatory collapse and death;
15. define compliance and identify two common clinical conditions in which lung compliance is higher or lower than normal;
16. list the factors that determine total lung capacity, functional residual capacity, and residual volume;
17. define surface tension and describe how it applies to lung mechanics, including the effects of alveolar size and the role of surfactants;
18. explain how the shape of the oxyhemoglobin dissociation curve influences the uptake and delivery of oxygen;
19. list the forms in which carbon dioxide is carried in the blood; and
20. identify the regions in the central nervous system that play important roles in the generation and control of normal respiration.

**Learning Outcomes**

At the end of this course, the students should be able to:

1. state Starling’s law of the heart and describe the application of the law in keeping the output of the left and right ventricles equal;
2. describe how ionic currents contribute to the four phases of the cardiac action potential;
3. explain the ionic mechanism of pacemaker automaticity and rhythmicity, and identify cardiac cells that have pacemaker potential and their spontaneous rate;
4. identify neural and humoral factors that influence their rate;
5. describe the various phases of ventricular systole and ventricular diastole;
6. describe the timing and causes of the four heart sounds;
7. explain why the ECG tracing looks different in each of the 12 leads;
8. explain the principles underlying cardiac output measurements using the Fick principle, dye dilution, and thermodilution methods;
9. list the factors that shift laminar flow to turbulent flow;
10. describe the relationship between velocity, viscosity, and audible events, such as murmurs and bruits;
11. describe how arterial systolic, diastolic, mean, and pulse pressure are affected by changes in a) stroke volume, b) heart rate, c) arterial compliance, and d) total peripheral resistance;
12. define the Starling equation and discuss how each component influences fluid movement across the capillary wall;
13. list the anatomical components of the baroreceptor reflex;
14. explain three positive feedback mechanisms activated during severe hemorrhage that may lead to circulatory collapse and death;
15. define compliance and identify two common clinical conditions in which lung compliance is higher or lower than normal;
16. list the factors that determine total lung capacity, functional residual capacity, and residual volume;
17. define surface tension and describe how it applies to lung mechanics, including the effects of alveolar size and the role of surfactants;
18. explain how the shape of the oxyhemoglobin dissociation curve influences the uptake and delivery of oxygen;
19. list the forms in which carbon dioxide is carried in the blood; and
20. identify the regions in the central nervous system that play important roles in the generation and control of normal respiration.

**Course Contents**

The heart; events of the cardiac cycle. Control of cardiac contractility. Cardiac electrophysiology. Properties of cardiac muscles. Cardiac output - measurement and control. Haemodynamics of circulation. Arterial blood pressure and its regulation. Cardiovascular reflexes. Peripheral resistance and local control of the circulation. Regional blood flow. Cardiovascular changes in exercise, haemorrhage and shock. Respiratory physiology – functions of upper respiratory tract. Mechanics of respiration including compliance. Surfactant. Lung volume and capacities. Pulmonary gas exchange. Blood gas transport. Pulmonary function tests. Nervous and chemical control of respiration. Response to hypoxia, high altitude, exercise and artificial respiration.

### Minimum Academic Standards

The minimum academic standard is for student to have passed science courses like biology, physics and chemistry. A well-spaced and ventilated lecture hall capacity for 100 students with a projector and availability of the wireless network.

**Bayero University, Kano**

**Faculty of Allied Health Sciences**

**Department of Nursing Science**

**B.NSc. Nursing Science**

**BUK-NSC 301: Specialized Nursing and Neglected Tropical Diseases (2 units, Core, LH=30, PH=0)**

**Senate approved relevance**

Is to ensure free Neglected Tropical Disease, healthy, productive, prosperous society. For Bayero University Kano to achieve its mission and vision of providing cutting edge research and leadership in Africa and beyond, this course remains a priority to providing its graduates with the needed knowledge necessary to connecting one’s internal environment with the outside world

**Overview**

The course will introduce students to the field of neglected tropical diseases and their impact on global health and social and economic development. This will include an overview of the major neglected tropical diseases and the countries affected by these diseases.

Students will review the public health structure of countries affected by neglected tropical diseases, the economic burden of these diseases, disease pathology, and measures to address the burden of neglected tropical diseases in cost-effective ways.

**Objectives**

The objectives of the course are to:

1. Describe the public health dynamics of developing and under-developed countries.
2. Explain the health and economic burden of the neglected tropical diseases on endemic countries.
3. Describe the pathology of neglected tropical diseases.
4. Explain the challenges in dealing with neglected tropical disease control.
5. Explain the coordination and response to disease outbreak

**Learning Outcome**

At the end of this course, the students should be able to:

1. Describe the major disease burden affecting the world's poorest people,
2. Demonstrate skills and knowledge in the management of patient with cognitive and physical impairments caused by Neglected Tropical Disease
3. Assess and evaluate the impact of NTD in maternal and child health.
4. Explain the strategies for improving workplace productivity in NTD affected populations
5. Describe strategies for prevention and control of NTD in poorer countries

**Course Content**

Neglected Tropical Disease. General Overview in the tropics. neglected tropical Disease Programs. Nursing approach to management of Neglected Tropical Disease. Guinea-worm disease. Schistosomiasis. Soil-transmitted helminthiasis. Trachoma. Buruli ulcer (Mycobacterium ulcerans infection). Chagas disease. Dengue fever. Dracunculiasis (guinea-worm disease), Filarial Infections. Echinococcosis. Foodborne trematode infections. Trypanosomiasis. Human African (sleeping sickness). Leishmaniasis. Stigma and Poverty of Neglected Tropical Disease. Barrier nursing. Prevention and control of NTD.

### Minimum Academic Standards

As contained in NUC MAS

**Bayero University, Kano**

**Faculty of Allied Health Sciences**

**Department of Nursing Science**

**B.NSc. Nursing Science**

**BUK-ANA-301: Gross Anatomy of Head and Neck (2 Units, C: LH=30, PH=0)**

### Senate –approved Relevance

Knowledge of structure of the head and neck is essential for assessment, diagnosis and management of patient with related disorders. In patient management especially at emergency circumstances, on the spot impression matters in directing the course of management. This is consistent with the university's vision and mission of providing leadership in research and education in Africa while also addressing African development challenges through cutting-edge research, knowledge transfer, and the training of high-quality graduates.

**Overview**

This course is designed to deliver adequate knowledge to Bachelor of Nursing Sciences graduates on the structure of the head and neck in the body. This course includes lectures on cardiovascular and respiratory physiology. This course aims to provide a solid grounding in the gross anatomical structure and function of the head and neck.

The students will be introduced to the neck and all the structures it envelops, the main vascular supply to the contents of the cranial vault, the orbit and its contents, the teeth and how they are developed, the muscles of the face, the cartilaginous structures of the face, and the external, middle and inner ear

**Objectives**

The objectives of the course are to:

1. Introduce anatomical concepts related to the head and neck region.
2. Explain the terminologies, topography and morphology of osteological structures of the head and neck
3. Explain the brain and its major deeper structures
4. Explain major musculoskeletal elements of the face, ear, nasal cavity , pharynx, larynx, oral cavity and cervical regions
5. Explain the major vessels which supply the structures of the head and neck
6. Explain in detail the course of the facial and cranial nerves.

**Learning Outcomes**

On completion of the course, the students should be able to:

1. Understand the key anatomical concepts of the structures of the head and neck.
2. Discuss terminologies and most osteological structures of the head and neck
3. Understand the structure of the brain and its major deeper structures
4. Identify major musculoskeletal elements of the skull, face, ear, nasal cavity, pharynx, larynx, oral cavity, and cervical regions.
5. Identify the major blood vessels which supply the features of the head and neck; and
6. Describe in particular the course and distribution of the facial and trigeminal cranial nerves.

**Course Content**

Cervical vertebrae. Interior of the cranium mandible. scalp temple and face I. Side of the neck-posterior triangle. Anterior triangle of neck. Cranial cavity. Deep dissection of neck including thyroid and parathyroid glands. Deep dissection of blood vessels & nerves of neck paravertebral region. Orbit and lachrymal apparatus. Parotid, temporal & infratemporal regions. Submandibular region. Mouth, pharynx and soft palate. nasal cavity and paranasal sinuses. Larynx. Tongue. Eyeball. External, middle and internal ear.

**Minimum Academic Standards**

As contained in NUC MAS **plus a** sufficient demonstration using teaching models and simulation gadgets necessary to achieve the specified course objectives in line with NUC MAS**.**

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**BUK-PIO 301: Neurophysiology I (2 Units, C: LH=30, PH=0)**

### Senate –approved Relevance

Knowledge of neurophysiology is essential for assessment, diagnosis and management of patient with related disorders. For Bayero University Kano to achieve its mission and vision of providing cutting edge research and leadership in Africa and beyond, this course remains a priority to providing its graduates with the needed knowledge necessary to connecting one’s internal environment with the outside world.

**Overview**

This course is designed to deliver adequate knowledge to Bachelor of Nursing Sciences graduates on the normal neurophysiological processes in the body. This is quite relevant at the preclinical level to strengthen the foundation for future practice.

The course also aims to provide detailed knowledge on how the functioning of the delicate organ of the body function. This will help graduate to have a full grasp of common clinical phenomenon such as reflexes, electrical activity of the brain/heart/muscle, temperature control and the autonomic system in general.

**Objectives**

The objectives of the course are to:

1. explain how inhibitory and excitatory post-synaptic potentials can alter synaptic transmission;
2. list the major receptor classifications and representative receptor agonists;
3. describe the cutaneous and proprioceptive mechanoreceptors and their function;
4. describe formation and reabsorption of cerebral spinal fluid (CSF), including the anatomy and function of the choroid plexus;
5. compare and contrast the barrier mechanisms between the blood brain barrier and the blood

CSF barrier and the consequences of barrier break down;

1. describe the major areas of the cerebral cortex and their roles in perception and motor coordination.
2. Identify the Brodmann areas for visual, auditory, somatosensory, motor, and speech areas;
3. discuss the pathways for pain/temperature/coarse touch system and its connections to the cerebral cortex;
4. list the neural components of the dorsal column-medial lemniscus system and its trigeminal analogs;
5. describe the functions of the medial and lateral motor pathways and trace their origins and terminations within the spinal cord;
6. describe the physiologic-anatomy of the major ascending tracts (anterolateral and dorsal

column-medial lemniscus systems) and descending spinal cord tract (cortico-spinal tract,

CST), including crossing of midline;

1. list the functions of the following brainstem reflexes: cardiovascular baroreceptor, respiratory stretch receptor, cough reflex, pupillary light reflex, gag reflex, and blink reflex;
2. explain the role of the brain stem reticular formation in pain perception and modulation, level of consciousness, integration of brainstem reflexes, and the location of noradrenergic, serotoninergic, and dopaminergic nuclei;
3. list the physiological functions of the Hypothalamus;
4. list the three functional divisions of the cerebellum, detailing the input and output connections of each;
5. describe how these areas are integrated with the lateral and medial motor pathways;
6. discuss the overall functions of the basal ganglia in the initiation and control of movement;
7. describe how the amygdala interacts with the cerebral cortex to produce cognitive emotional behaviours;
8. describe the three states of human brain activity based on EEG, EOG and EMG recordings; and
9. describe the major characteristics of the major seizure disorders: grand mal, Absence seizure (Petite mal), simple partial and complex partial seizures, and status epilepticus.

**Learning Outcomes**

At the end of this course, the students should be able to:

1. explain how inhibitory and excitatory post-synaptic potentials can alter synaptic transmission;
2. list the major receptor classifications and representative receptor agonists;
3. describe the cutaneous and proprioceptive mechanoreceptors and their function;
4. describe formation and reabsorption of cerebral spinal fluid (CSF), including the anatomy and function of the choroid plexus;
5. compare and contrast the barrier mechanisms between the blood brain barrier and the blood CSF barrier and the consequences of barrier break down;
6. describe the major areas of the cerebral cortex and their roles in perception and motor coordination. Identify the Brodmann areas for visual, auditory, somatosensory, motor, and speech areas;
7. discuss the pathways for pain/temperature/coarse touch system and its connections to the cerebral cortex;
8. list the neural components of the dorsal column-medial lemniscus system and its trigeminal analogs;
9. describe the functions of the medial and lateral motor pathways and trace their origins and terminations within the spinal cord;
10. describe the physiologic-anatomy of the major ascending tracts (anterolateral and dorsal column-medial lemniscus systems) and descending spinal cord tract (cortico-spinal tract, CST), including crossing of midline;
11. list the functions of the following brainstem reflexes: cardiovascular baroreceptor, respiratory stretch receptor, cough reflex, pupillary light reflex, gag reflex, and blink reflex;
12. explain the role of the brain stem reticular formation in pain perception and modulation level of consciousness, integration of brainstem reflexes, and the location of noradrenergic, serotoninergic, and dopaminergic nuclei;
13. list the physiological functions of the Hypothalamus;
14. list the three functional divisions of the cerebellum, detailing the input and output connections of each;
15. describe how these areas are integrated with the lateral and medial motor pathways;
16. discuss the overall functions of the basal ganglia in the initiation and control of movement;
17. describe how the amygdala interacts with the cerebral cortex to produce cognitive emotional behaviours;
18. describe the three states of human brain activity based on EEG, EOG and EMG recordings; and
19. distinguish the major characteristics of the major seizure disorders: grand mal, Absence seizure (Petite mal), simple partial and complex partial seizures, and status epilepticus.

**Course Contents**

Functional organization of CNS. Autonomic neurotransmitters and autonomic effects. Peripheral nervous system. The reflex arc and general properties of reflexes. Receptors and receptor potentials. Cerebrospinal fluid and the blood-brain barrier. The human brain —cerebrum, brain stem, basal ganglia, thalamus, hypothalamus and cerebella. The limbic system. Electrophysiology of the cerebral cortex, the electroencephalogram. Alertness and sleep. Postural regulation and postural reflexes. Speech, learning and memory. Conditioned reflexes and spinal cord transection.

### Minimum Academic Standards

The minimum academic standard is for student to have passed science courses like biology, physics and chemistry. A well-spaced and ventilated lecture hall capacity for 100 students with a projector and availability of the wireless network. Sufficient demonstration using teaching models and simulation gadgets necessary to achieve the specified course objectives in line with NUC MAS**.**

**Bayero University, Kano**

**Faculty of Allied Health Sciences**

**Department of Nursing Science**

**B.NSc. Nursing Science**

**BUK-NSC 401: Health protection and patient safety (2 Units, C: LH=30, PH=0)**

**Senate approved relevance**

Health protection and patient safety in community health nursing is designed to provide community health nurses with the knowledge and skills to promote safety and protect the health of individuals and communities in various community settings. For Bayero University Kano to achieve its mission and vision of providing cutting edge research and leadership in Africa and beyond, this course remains a priority to providing its nursing graduates with the needed knowledge of health protection and patient safety.

**Overview**

This course covers topics such as infection control practices, medication safety, risk assessment and management, patient education and engagement, emergency preparedness and response, the impact of environmental factors on health protection and patient safety, the safety needs of vulnerable populations, the use of technology to promote health protection and patient safety, and the role of community health nurses in addressing and preventing adverse events in community settings.

The course also addresses the cultural and linguistic barriers that may impact health protection and patient safety in community settings. The goal of this course is to equip community health nurses with the knowledge and skills to identify and mitigate risks and hazards that may threaten the health and safety of individuals and communities in various community settings, through the use of evidence-based practices, critical thinking and a holistic approach to care.

**Objectives**

The objectives of the course are to:

1. Illustrate infection control practices and strategies for preventing the spread of infection in community settings.
2. Teach the principles of medication safety, including proper storage, administration, and documentation.
3. Demonstrate skills needed to assess and manage risks in community health settings.
4. State the importance of patient education and engagement in promoting safety and health protection.
5. Prepare students to respond to emergency situations and disasters in community settings.
6. Explain the impact of environmental factors on health protection and patient safety in community settings.
7. Explain the specific safety needs of vulnerable populations in community health settings.
8. Explain the role of technology in promoting health protection and patient safety in community settings.
9. Describe the identification, prevention, and reporting of adverse events in community settings.
10. Explain the cultural and linguistic barriers that may impact health protection and patient safety in community settings and develop strategies to overcome them.
11. Empower community health nurses to take an active role in promoting health equity and reducing health disparities among diverse populations in community settings.

**Learning outcomes**

At the end of this course, the students should be able to:

1. Implement infection control practices in community health settings to prevent the spread of infection.
2. Enumerate the components of medication safety
3. Demonstarre the skills needed in proper storage drugs and dangerous chemicals, administration of drugs and documentation.
4. Conduct risk assessments and develop risk management plans in community health settings.
5. Conduct patient education Educate patients and engage them in promoting safety and health protection.
6. Develop emergency preparedness and response plans in community health settings.
7. State at least 10 impacts of environmental factors on health protection and patient safety in community settings.
8. Identify and address the specific safety needs of vulnerable populations in community health settings.
9. Enumerate 7 cultural and linguistic barriers that may impact health protection and patient safety in community settings and develop strategies to overcome them

**Course content**

Overview of infection control principles and practices in community health nursing. Medication safety in community settings. Risk assessment and management in community health nursing. Patient education and engagement in promoting safety and health protection. Emergency preparedness and response in community health nursing. Impact of environmental factors on health protection and patient safety in community settings. Safety needs of vulnerable populations in community health nursing. Use of technology in promoting health protection and patient safety in community settings. Identification, prevention, and reporting of adverse events in community settings. Cultural and linguistic barriers to health protection and patient safety in community settings. Strategies for addressing health literacy and risk communication in community health. Impact of social determinants of health on risk and vulnerability in community settings. Role of community health nurses in addressing and mitigating the effects of adverse childhood experiences on health outcomes. Intersection of race, ethnicity, and health risks and vulnerabilities in community settings. Impact of economic disparities on health and healthcare outcomes in community settings. Role of community health nurses in addressing and preventing health disparities related to chronic disease. Role of community health nurses in addressing and reducing health disparities related to mental health and substance abuse.

### Minimum Academic Standards

As contained in the NUC MAS**.**

**Bayero University, Kano**

**Faculty of Allied Health Sciences**

**Department of Nursing Science**

**B.NSc. Nursing Science**

**BUK-NSC 402: Family Mental Health (2 Credit Units; Core; L=30; P=0)**

**Senate approved relevance**

Training graduates with appropriate and relevant knowledge and skills in detecting/distinguishing the family mental health needs in society, the complexity of family structure, grief, domestic violence, infertility, and child and adolescent behavioral problems, including substance and drug abuse, ensures a healthy and mentally free community through the provision of appropriate care and referral where necessary. This is consistent with the university's vision and mission of providing leadership in research and education in our society and throughout Africa by addressing African developmental challenges through cutting-edge research, knowledge transfer, and the training of highly qualified graduates.

**Overview**

Family members undoubtedly play an important role in assisting the young adult's path to recovery from mental illness, as they require support from their family to find healing and recovery. These illnesses pose a concern to family due to the cultural/societal labelling/stigma leading individualized struggles and shame.

The course will be required for nursing undergraduate students, but it will also be available as an elective for other students in the College of Health Sciences. Students will work in groups to create a Capstone experience that will be graded by the instructor as part of the formative assessment for the course. As such, this course is intended to provide graduates with the knowledge and skills to address mental health issues in the family and among other members of the university community through marital and family counselling.

**Objectives**

The objectives of the course are to:

1. Identify the complexity of family structure

2. Identify the common causes of marital conflict

3. Identify and manage grief in the family

4. To understand and manage depression and anxiety in the family

5. Identify and manage child and adolescent behavioral problems in the family

6. Identify ways of handling domestic violence in the family

7. Manage psychosocial trauma related to infertility in the family

**Learning outcomes**

At the end of the course, students should be able to;

1. Identify 6 common causes of marital conflict

2. Identify people at risk of developing anxiety and depression in the family

3. Identify 5 child and adolescent behavioral problems

4. To identify form domestic violence in the family

5. To identify emotional and financial challenges associated with infertility

**Course content**

Family structure. Form of marriage in Nigeria. Marital conflicts. Causes and the ways of handling marital conflicts. Effect of divorce and separation on mental health. Impact of parenting styles on mental health. Grief and grief reactions. Prolong grief disorder. Grief therapy. Recognizing anxiety and depression in a family. Care of the child and adolescent with problems in the family. Burden of informal family caregiving of family member. Coping strategies of informal family caregiving of a family member with mental illness. Common psychosocial problems associated with infertility. Form and management of domestic violence. Mental health implication associated with abuses (Rape, Child labor, child and woman trafficking etc). Roles of Nurse on family mental health

**Minimum academic standards**

The minimum academic standard is for student to have passed foundation nursing courses. A well-spaced and ventilated lecture hall capacity for 100 students with a projector and availability of the wireless network. Sufficient demonstration using teaching models and simulation gadgets necessary to achieve the specified course objectives in line with NUC MAS**.**

**Bayero University, Kano**

**Faculty of Allied Health Sciences**

**Department of Nursing Science**

**B.NSc. Nursing Science**

**BUK-NSC 403: Risk, Vulnerability in Healthcare (2 Units, C: LH=30, PH=0)**

**Senate approved relevance**

Risk, vulnerability, health, and healthcare in community health is a field of study that examines the complex factors that contribute to health disparities and vulnerabilities among diverse populations in community settings. For Bayero University Kano to achieve its mission and vision of providing cutting edge research and leadership in Africa and beyond, this course remains a priority to providing its nursing graduates with the needed knowledge of health protection and patient safety.

**Overview**

This field of study focuses on identifying and assessing risk factors for health and healthcare disparities, and the strategies for addressing vulnerability and reducing health risks in marginalized populations. Topics within this field include the impact of social determinants of health on risk and vulnerability in community settings, the role of community health nurses in addressing and mitigating the effects of adverse childhood experiences on health outcomes, the intersection of race, ethnicity, and health risks and vulnerabilities in community settings, and strategies for addressing health literacy and risk communication in community health.

Additionally, the field also covers the impact of economic disparities on health and healthcare outcomes in community settings, the role of community health nurses in addressing and preventing health disparities related to chronic disease, the impact of environmental factors on health risks and vulnerabilities in community settings, and the role of community health nurses in addressing and reducing health disparities related to mental health and substance abuse. The goal of this field is to empower community health nurses with the knowledge and skills to identify, assess, and address health disparities and vulnerabilities among diverse populations in community settings, through the use of evidence-based practices, critical thinking, and a holistic approach to care.

**Objectives**

The objectives of the course are to:

1. To describe of the risk factors that contribute to healthcare disparities and vulnerabilities among diverse populations in community settings.
2. To develop critical thinking skills and strategies for identifying and assessing risk factors for health and healthcare disparities.
3. To explain the impact of social determinants of health on risk and vulnerability in community settings and how to mitigate them.
4. To identify the different types of vulnerabilities that individuals and populations may face and how to address them.
5. To describe the intersection of race, ethnicity, and health risks and vulnerabilities in community settings and how to address them.
6. To explain the impact of economic disparities on health and healthcare outcomes in community settings and how to mitigate them.
7. To analyze the impact of environmental factors on health risks and vulnerabilities in community settings and how to mitigate them.
8. To demonstrate the role of community health nurses in addressing and reducing health disparities related to chronic disease, mental health, and substance abuse.

**Learning outcomes**

At the end of this course, the students should be able to:

1. assess risk factors for health and healthcare disparities among diverse populations in community settings.
2. analyze the impact of social determinants of health on risk and vulnerability in community settings and develop strategies to mitigate them.
3. recognize different types of vulnerabilities that individuals and populations may face and develop strategies to address them.
4. explain the impact of economic disparities on health and healthcare outcomes in community settings and develop strategies to mitigate them.
5. describe the role of community health nurses in addressing and reducing health disparities related to chronic disease, mental health, and substance abuse, and develop strategies to address them

**Course content**

Overview of risk and vulnerability in community health. Identification and assessment of risk factors for health and healthcare disparities in community settings. Impact of social determinants of health on risk and vulnerability in community settings. Strategies for addressing vulnerability and reducing health risks in marginalized populations. The intersection of race, ethnicity, and health risks and vulnerabilities in community settings. Strategies for addressing health literacy and risk communication in community health. The impact of economic disparities on health and healthcare outcomes in community settings. The role of community health nurses in addressing and preventing health disparities related to chronic disease. The impact of environmental factors on health risks and vulnerabilities in community settings. The role of community health nurses in addressing and reducing health disparities related to mental health and substance abuse. The role of community health nurses in addressing and mitigating the effects of adverse childhood experiences on health outcomes. The importance of community-based participatory research in addressing health disparities. The impact of historical trauma on health and healthcare access among marginalized communities. The intersection of race, ethnicity, and health risks and vulnerabilities in community settings. The role of community health nurses in addressing health disparities in vulnerable populations. Strategies for addressing cultural competence in community health nursing practice. The impact of structural violence on community health outcomes.

### Minimum Academic Standards

The minimum academic standard is for student to have passed foundation nursing courses. A well-spaced and ventilated lecture hall capacity for 100 students with a projector and availability of the wireless network. Sufficient demonstration using teaching models and simulation gadgets necessary to achieve the specified course objectives in line with NUC MAS**.**

**Bayero University, Kano**

**Faculty of Allied Health Sciences**

**Department of Nursing Science**

**B.NSc. Nursing Science**

**BUK-NSC 404: Emergency Care Nursing (2 Units, C: LH=30, PH=0)**

**Senate approved relevance**

It is to prevent injuries, reduce suffering, and save lives by developing standards for and administering an effective statewide coordinated system of quality emergency nursing care that integrates public health, public safety, and healthcare. For Bayero University Kano to achieve its mission and vision of providing cutting edge research and leadership in Africa and beyond, this course remains a priority to providing its nursing graduates with the needed knowledge of health protection and patient safety.

**Overview**

This course is designed to equip students with adequate knowledge and skills required to integrate theory, practice and further develop clinical decision-making skills necessary to comprehensively care and response to emergency situations, critically ill patients, their families and community.

The emergency nurse requires a diverse and specialized knowledge and skill base to appropriately and effectively assess and manage patients in the emergency department. This course will enable the student to develop proficiency in the emergency management of patients experiencing a trauma or health breakdown and provide support for their families

**Objectives**

The objectives of the course are to:

1. Describe the concept of emergency nursing care
2. Demonstrate the identification and assessment of patients in critical condition that requires emergency care
3. Interpret blood chemistry assays
4. Utilize results in the management of patients with emergency condition
5. Assess, diagnose and manage emergency situations and condition using the nursing process approach
6. Interpret Lung function test results
7. Demonstrate an understanding of evidence-based practice and methods of translating new evidence into Emergency Nursing Care that includes providing education to colleagues

**Learning Outcome**

At the end of this course, the students should be able to:

1. Explain the concept of emergency care nursing
2. Demonstrate patient assessment, formulation of nursing diagnoses, plan of care, implementation of care, and evaluation of care in trauma and emergency situations. Demonstrate the requisite skills in the evaluation of patients with medical emergencies.
3. Conduct evaluation of patient with underwater seal drainage.
4. Interpret blood chemistry assays accurately
5. Identify the needs of special populations who require emergency care and develop appropriate plans of care that are culturally and demographically relevant.

**Course Content**:

Definition of emergency care nursing. Principle of emergency care nursing, Classification of emergency/ critical care: normal ward care, at risk deteriorating. Support from critical care. More observation or intervention. Single failing organ or post-operative care. Advanced respiratory support or basic respiratory support or organ failure. Clinical mapping in emergency care: crucial, crisis, emergency, traumatized patient, immediate action (stat). Constant observation. Total dependence. Mmnagement of emergency conditions. Snake bite. Epistasis. Drugs overdose. Injection abscess. Organophosphate poisoning. Acids and base splash. Hypotensive crisis, massive haemorrhage. Acid imbalance. Foundations of emergency nursing. Assessment and triage. Legal and ethical aspects of emergency nursing, care of the family. Trauma. Cardiovascular emergencies. Respiratory emergencies. Neurological emergencies. Pharmacology renal emergencies. GIT emergencies, reproductive emergencies. Mental health emergencies emergency care of special populations e.g. paediatrics. Acute response and referral systems. Fire outbreak. Gas explosion. Out breaks and triage system. Rehabilitation and protocol

### Minimum Academic Standards

The minimum academic standard is for student to have passed foundation nursing courses. A well-spaced and ventilated lecture hall capacity for 100 students with a projector and availability of the wireless network. Sufficient demonstration using teaching models and simulation gadgets necessary to achieve the specified course objectives in line with NUC MAS**.**

**Bayero University, Kano**

**Faculty of Allied Health Sciences**

**Department of Nursing Science**

**B.NSc. Nursing Science**

**BUK-NSC 406: Community Midwifery Practice (2 Units, C: LH=0, PH=90)**

**Senate approved relevance to vision, mission, strategic goals, uniqueness and contextual peculiarities of the University**

To support midwives, advance the practice of midwifery, and achieve optimal, equitable health outcomes for the people and communities’ midwives serve through inclusion, advocacy, education, leadership development and research. For Bayero University Kano to achieve its mission and vision of providing cutting edge research and leadership in Africa and beyond, this course remains a priority to providing its nursing graduates with the needed knowledge of health protection and patient safety.

**Overview**

The course exposes community midwife to both hospital-based practitioner and community practitioner with diverse experience. Community Midwifery Practice is the first text specifically tailored to meet the needs of community midwives.

The aim of the course is to provide practical, skills-based guide to improving and underpinning their day-to-day practice with an emphasis on ‘normal’ birth and the importance of developing relationships with the women they are charged with helping.

**Objectives**

The objectives of the course are to:

1. Identify the common obstetric complications seen among pregnant women in Nigeria
2. Demonstrate the provision of emergency first aid services in various emergency situations in obstetrics. the prevention of complications in mothers and babies
3. Conduct community and individual health assessment
4. Identify low risk and high-risk pregnancies
5. Conduct health education for community and individuals
6. Perform nutritional assessment for various age groups.
7. Demonstrate the requisite skills in successful community entry

**Learning outcome**

At the end of the course, the student shall be able to;

1. Explain the need for community midwifery practice in Nigerian Healthcare delivery system.
2. Conduct antenatal care for a group of pregnant women.
3. Conduct advocacy and community assessment
4. Differentiate between facility-based delivery and home delivery
5. Describe the rationale for home delivery.
6. Perform nutritional assessment for a pregnant woman and an under five child
7. Conduct health education for community and individuals
8. Enumerate at least 6 danger signs of pregnancy

**Course Contents**

Basic maternal and child health care services. Antenatal care. Home delivery. Post-natal care. Community midwifery assessment. Health education. Advocacy. Vaccination. Nutritional assessment for both mother and child. Community mobilization. Campaigns and awareness programmes. Recognizing danger signs of pregnancy. Management of eclampsia. Management of bleeding disorders in pregnancy. Abortion. Post abortion care. Management of gestational diabetes. Malaria in pregnancy. Community resource persons (CORPs). Nutritional assessment. Growth monitoring.

**Minimum Academic Standard:**

The minimum academic standard is for student to have passed foundation nursing courses. Sufficient demonstration using teaching models and simulation gadgets necessary to achieve the specified course objectives in line with NUC MAS**.** AccreditedTertiary and community health facilities.

**Bayero University, Kano**

**Faculty of Allied Health Sciences**

**Department of Nursing Science**

**B.NSc. Nursing Science**

**BUK-NSC 405: Alternative Therapy in Oncology (2 Units, C: LH=30, PH=0)**

**Senate approved relevance**

To advocate for the advancement of nursing competencies in order to provide quality cancer care. For Bayero University Kano to achieve its mission and vision of providing cutting edge research and leadership in Africa and beyond, this course remains a priority to providing its nursing graduates with the needed knowledge and skill sets in the use of alternative and complementary medicine in obstretrics which is gaining increasing popularity across the globe.

**Overview**

This course of study aims to increase a student's theoretical knowledge of the disease process and treatment of cancer. It will examine the concepts of epidemiology, aetiology and pathology of cancer along with contemporary and emerging treatment modalities and their effects. The cancer journey is considered with a focus on developing understanding of the patient experience. Skills acquirement within the student’s clinical environment is an integral part of this course.

The course also aims to apply a knowledge base of therapeutic goals, approaches, indications, nursing implications, mechanisms, and action and safety issues for cancer treatment modalities to patient care. This unique course is designed to help Nursing professionals learn about cutting-edge cancer immunotherapies This course prepares and advances the students’ knowledge of the immune system that are changing the ways in which various types of cancer are treated.

**Objectives**

The objectives of the course are to

1. Define cancers
2. Differentiate the various types of tumors and how they develop
3. Describe the burden of cancer in Nigeria
4. Enumerate the strength and drawbacks of various treatment options available in oncology practice
5. Explain the role of alternative and complementary medicine (CAM) in modern oncology practice and healthcare delivery system. Describe the role of sociocultural practices and family in the management of patients with cancer

**Learning Outcome**

At the end of the course, the student shall be able to;

1. Explain the pathogenesis of cancer
2. State at least 3 basic differences between malignant and benign timors
3. Explain the use of complementary therapies in the management of cancer
4. Identify at least 10 myths and misconceptions regarding cancer and its treatment in Nigerian societies.
5. Describe the role of family in obstetric practice
6. Enumerate at least 5 CAM therapies used in Nigerian societies for the management of cancer.
7. Discuss the strength and weaknesses of CAM for the management of cancers in Nigerian context.
8. Propose 5 strategies to improve oncology practice and patient outcome in Nigeria

**Course Content**

Overview of cancer. The burden of cancer across the globe and in Nigeria. Pathogenesis of cancer. Myths and misconceptions surrounding obstetric practice. Treatment alternatives in oncology practice. Prognosis of cancer treatment. Overview of Complementary and Alternative Medicine (CAM). Use of CAM in the management of cancers – the global perspective. Use of foreign alternative systems medicine for cancer treatment in Nigeria. Use of traditional therapeutics in the management of cancers. Family and the community in obstetric practice. Cancer prevention. Integration of CAM in Nigeria. Complications in oncology practice. Rehabilitation in oncology. Role of CAM in rehabilitation of cancer patients. Vaccination in oncology practice. Strategies for improving oncology practice and patient outcome in Nigeria.

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### Minimum Academic Standards

The minimum academic standard is for student to have passed foundation nursing courses. A well-spaced and ventilated lecture hall capacity for 100 students with a projector and availability of the wireless network. Sufficient demonstration using teaching models and simulation gadgets necessary to achieve the specified course objectives in line with NUC MAS**.**

**Bayero University, Kano**

**Faculty of Allied Health Sciences**

**Department of Nursing Science**

**B.NSc. Nursing Science**

**BUK-NSC 408: Community Health Nursing V (2 Units, C: LH=30, PH=0)**

**Senate approved relevance**

The course will equip students with the knowledge, skills and art of caring for patients in emergency situations such as in cases of outbreaks and emerging diseases. This knowledge is required to have a polyvalent Bachelor of Nursing Graduate that is competent to provide comprehensive nursing care in all situations and fit adequately whenever new public health policies and programs are in place. This is in line with the mission and vision statement of Bayero University Kano.

**Overview**

The world is currently faced with varying types of emerging diseases and outbreaks. These outbreaks may be specific to certain settings and environment based on the activities of people, weather and hygienic practices. Government may in response formulate and implement policies/programs to tackle prevailing health problems.

This course is carefully structured to prepare the Bachelor of Nursing students to competently provide comprehensive nursing care in situations of outbreaks/epidemics. The students will also be familiar with available programs and policies to guide his/her duties.

**Objectives**

The specific objectives of this course are to;

1. Explain the concept of Immunity and types of immunity important to Public Health (passive, active, cross and herd)
2. Explain of the concept of emerging diseases
3. Describe the concept of contact tracing, isolation and quarantine.
4. Explain the management of common/neglected Tropical Diseases
5. List and explain selected National Public Health programmes in Nigeria (e.g PMTCT, Malaria prevention, port health services)
6. Describe selected public health Policies in Nigeria (e.g. Nigeria Vaccine Policy, Nigeria Strategy for Immunization and PHC Strengthening [NSIPSS])
7. Explain traditional folklore medicine
8. Explain Alternative/Complementary health

**Learning outcome**

At the end of this course, students should be able to;

1. Define the concept of Immunity and types of immunity important to Public Health (passive, active, cross and herd)
2. Explain the concept of emerging diseases
3. Discuss the concept of contact tracing, isolation and quarantine.
4. Explain the management of common/neglected Tropical Diseases
5. Explain selected National Public Health programmes in Nigeria (e.g PMTCT, Malaria prevention, port health services)
6. Discuss selected public health Policies in Nigeria (e.g. Nigeria Vaccine Policy, Nigeria Strategy for Immunization and PHC Strengthening [NSIPSS])
7. Explain traditional folklore medicine
8. Discuss Alternative/Complementary health

**Course content**

Concept of immunity, types of immunity relevant to public health, passive immunity, active immunity, cross immunity and herd immunity. Concept of outbreaks/epidemics, diseases endemic to Nigeria, pandemics, role of the nurse in outbreak, Concept of triage, contact tracing, isolation, quarantine, Personal Protective Equipment, Basic/Universal precautions and safety measures in managing of patient, Management of common/neglected tropical diseases. National Public Health programmes in Nigeria, (PMTCT), Malaria prevention, port health services, public health Policies in Nigeria, e.g Nigeria Vaccine Policy, Nigeria Strategy for Immunization and PHC Strengthening [NSIPSS], Traditional Folklore medicine, alternative/complementary health

### Minimum Academic Standards

The minimum academic standard is for student to have passed foundation nursing courses. A well-spaced and ventilated lecture hall capacity for 100 students with a projector and availability of the wireless network. Sufficient demonstration using teaching models and simulation gadgets necessary to achieve the specified course objectives in line with NUC MAS**.**

**Bayero University, Kano**

**Faculty of Allied Health Sciences**

**Department of Nursing Science**

**B.NSc. Nursing Science**

**BUK-GST 401 Character Building, Professionalism and Team Work in Healthcare**

**Senate approved relevance**

This course is designed in line with the vision and mission of the Bayero University, Kano to produce graduates that are highly qualified with excellent knowledge and high proficiency in skills capable of delivering excellent, respectful, empathic and culturally attuned healthcare services to society devoid of exploitation. The character, professional outlook as well as the work ethics of the graduates would be sharpened by the course to achieve this goal. This course would further strengthen the graduates to work as a team in the health sector to achieve the desired objectives. It should encourage individual members’ professional development through appropriate mentorship and character building. The course will discourage the development of the barrage of emerging 21st century societal vices inclusive of, but not limited to drug and substance abuse. In essence the course would entrench the humane and professional aspects of the graduates as they serve the society equipped with knowledge and skills consistent with the vision and mission of the Bayero University, Kano.

**Overview**

A major life expectation of the graduates from this programme is the deployment of their services to a variety of clients including students, colleagues and vulnerable groups in the Nigerian milieu and beyond. Graduates of this programme, working with others, would also be expected to research into, propose, design and implement programmes, working with others, would research into, propose, design and implement policies and legislations in many areas of need to enhance better societal outcomes in health and education. Accordingly, this course would prepare graduates from this programme to deploy their expertise in knowledge, skills, professionalism and work ethics in a culturally accepted manner, in the various services they offer to a variety of clients in healthcare, academia and other fields of endeavor.

In addition, the students will be exposed to communication and counselling skills that are consistent with the various cultural milieus of practice that they are likely to encounter. Furthermore, it will enhance the collaborative nature of the work they would be involved in post-qualification. The students would be exposed to nature of successful team work, appropriate leadership styles, mentorship and character-building skills and ways of refraining from societal vices such as drug and substance abuse

**Objectives:**

The objectives of this course are to:

1. Describe various types of leadership styles applicable in clinical and academic settings.
2. Explain the various skills of mentoring in clinical and academic settings.
3. Enumerate the characteristics of a successful team in achieving team objectives.
4. Describe the roles of professionalism in various fields of healthcare delivery.
5. Describe the principles and practice of psychology in healthcare settings.
6. Describe the principles of effective communication for the patients, healthcare team and the general public.
7. Discuss the essentials of successful character building for various personality traits.
8. Describe the general principles of ethics in medicine and health care research.
9. Identify the risk factors and preventive strategies for substance abuse.

**Learning Outcomes:**

At the end of the course, the students should be able to:

1. Identify at least three common types of leadership styles with two merits and demerits of each.
2. Discuss any two theories of leadership that could be applied in healthcare.
3. Identify at least three mentoring skills needed by all healthcare professionals.
4. Enumerate four attributes of a successful team.
5. Mention five circumstances where professionalism is required to meet client needs and expectations.
6. Discuss human behaviour and its application in health counselling.
7. Conduct three counselling sessions in three recognised clinical scenarios.
8. To demonstrate effective communication skills in dealing with clients, and the general public in recognised clinical scenario.
9. Enumerate four forms of character traits each for three personality types.
10. Mention four ethical challenges and four appropriate ethical principles to address them in a clinical practice and research.
11. Enumerate four preventive strategies to address three forms of drug abuse

**Course content:**

Concept of leadership and meaning of leaders. Theories, principles and styles of leadership. Methods of developing team wisdom. Team work as a personal skill. Creating powerful partnership in mentoring. Mentoring and mentoring skills: Stages of formal mentoring relationships. Introduction to professionalism in healthcare practice. Communication and interpersonal skills. Introduction to general psychology and medical psychology. Counselling psychology in applied psychology. Definition, principles and application of effective communication skills in healthcare settings. The principles of Character Building and types personality traits. Philosophical concepts of Character Building. Code of ethics and principles for various health professions. Case scenarios in health care and their ethical implications. Introduction to psychoactive substances and their clinical manifestations. Cultural perspectives and management strategies in psychoactive substance abuse.

**Minimum Academic standards requirements:**

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| A lecture hall with a minimum seating capacity of fifty students with a projector and flip chart. |

**Bayero University, Kano**

**Faculty of Allied Health Sciences**

**Department of Nursing Science**

**B.NSc. Nursing Science**

**BUK-NSC 501: Psychiatric Emergencies (2 Units, C: LH=30, PH=0)**

**Senate approved relevance**

The course will provide graduates with sufficient information and skills in identifying/recognizing and managing psychiatric emergencies, principles, risk and protective factors, size-up the scene, restrain the patient, and refer the patient to the best level of care for further action. This is consistent with the university's vision and mission of providing leadership in research and education in Africa while also addressing African development challenges through cutting-edge research, knowledge transfer, and the training of high-quality graduates.

**Overview**

Psychiatric emergencies are common in the community, such as the patient's home or public places. These circumstances necessitate an immediate assessment, but a specialized mental healthcare worker is not always available. As a result, Nurses, among others, have been described as being in charge of the initial assessment and decision about the next steps.

The course will be required for all undergraduate nursing students, but it will also be available as an elective for other students in the College of Health Sciences. Students will work in groups to create a teacher-graded Capstone experience as part of the course's formative assessment.

As such, this course is intended to provide graduates with the necessary knowledge and skills to make life-saving interventions when responding to emergencies. This will have a positive impact on their peers, other members of the university community, and the general population.

**Objectives**

The objectives of the course are to:

1. Describe the concept of psychiatric emergency health

2. Identify the common principles of psychiatric emergencies

3. Identify the signs and causes of suicidal tendencies, mass hysteria, panic attack

4. Explain the risk and protective factors to psychiatric emergencies

5. Differentiate between behavioral and psychiatric emergencies

6. Demonstrate skills in size-Up psychiatric emergencies scene.

7. Employ restrains in controlling psychiatric emergency patient

**Learning outcomes**

At the end of the course, students should be able to;

1. Identify 4 principles of psychiatric emergencies

2. State 3 each of risk and protective factors to psychiatric emergencies

3. Identify 5 each, signs and causes of suicidal tendencies, mass hysteria, panic attack

4. Identify 3 differences between behavioral and psychiatric emergencies

5. Identify common the screening tools and process of mental illness

6. Demonstrate skills in size-Up psychiatric emergencies scene.

7. Describe the physical and chemical restrain

**Course content**

Psychiatric patient and emergency. Principles of psychiatric emergencies. Recognizing the risk factors to psychiatric emergencies. Understanding protective factors to psychiatric emergencies. Medicolegal aspect of psychiatric emergencies. Differences between behavioral and psychiatric emergencies. Managing aggression and violence patient. Common sings of Suicidal/Homicidal tendencies. Identification of causes and signs of mass hysteria. Managing catatonic stupor. Identification of causes, clinical presentations and management of manic excitement and depression. Managing panic attack. Diagnosing, symptoms and management of Delirium tremens. Scene size-Up. Concept of Restrain in psychiatric emergencies. Roles of Nurses in psychiatric emergencies.

### Minimum Academic Standards

The minimum academic standard is for student to have passed foundation nursing courses. A well-spaced and ventilated lecture hall capacity for 100 students with a projector and availability of the wireless network. Sufficient demonstration using teaching models and simulation gadgets necessary to achieve the specified course objectives in line with NUC MAS**.**

**Bayero University, Kano**

**Faculty of Allied Health Sciences**

**Department of Nursing Science**

**B.NSc. Nursing Science**

**BUK-NSC 503: Specialized Procedures and Basic Life Support (2 Units, C: LH=15, PH=45)**

**Senate approved relevance**

To strive and foster excellence and to improve quality of patient care. To advocate on behalf of patients and the profession to ensure respect and recognition, access to education and safe working environment. For Bayero University Kano to achieve its mission and vision of providing cutting edge research and leadership in Africa and beyond, this course becomes a priority to provide its nursing graduates knowledge and skills needed to operate optimally in critical care and emergency situations.

**Overview**

The course is designed to expose the students to necessary knowledge and skills in assisting/performing specific procedure for effective patient care. The course will also, expose the students on developing competencies in attending and managing emergency situations and supporting patients during basic life and advance life support.

This course explores the theory behind the practice of providing basic life support. The course also offers practical demonstration that may be useful both within and outside the clinical environment.

**Objectives**

The objectives of the course are to:

1. Demonstrates the ability to correctly prepare patients, equipment and environment for special procedures
2. Demonstrate advanced life support procedure Illustrate how to monitor patients during and after procedures
3. Demonstrate how to detect complications that may arise during and after procedure
4. Conduct basic life support procedure during an emergency Administer oxygen to a patient
5. Conduct neurological assessment of a patient

**Learning Outcome**

At the end of the course, students should be able to;

1. Perform initial patient assessment in an emergency situation
2. Carryout airway maintenance and breathing;
3. Perform cardiopulmonary Resuscitation (CPR)
4. Treat a person with airway is blockade or obstruction
5. Relieve airway obstructions in patients of every age.
6. Demonstrate care of a patient with chest tube
7. Perform open and close sanction

**Course Content**

Electrocardiogram (ECG). Echocardiogram. Special Dressings. Intraarterial and intravenous cannulation. Circulatory assistance devices. Drug/Administration and Titration. Underwater Seal Drainage. Chest tube insertion and removal. Suctioning: Open & Close. Mechanical Ventilation. Weaning of patient from ventilation. Care of Endotracheal tube. Thoracentesis. Pericardiocentasis. Arteriovenous fistula. Pacemaker insertion. Haemodynamic monitoring. Central Venous Pressure. IBP (Invasion Blood Pressure), Swan Ganz Vital Measurement. Pulse/apical beat. Basic Life Support and Advanced Life Support. Drugs use /intervention in advanced life support. Lay out and instruments. Weight/Height (BMI). Excretions; emesis, aspirates, drains, vomitus. Oxygen Administration. Resuscitation. Breath sounds. Neurological assessment. Capnogram.

**Minimum Academic Standard:**

The minimum academic standard is for student to have passed foundation nursing courses. Sufficient demonstration using teaching models and simulation gadgets necessary to achieve the specified course objectives in line with NUC MAS**.** AccreditedTertiary and community health facilities.

**Bayero University, Kano**

**Faculty of Allied Health Sciences**

**Department of Nursing Science**

**B.NSc. Nursing Science**

**BUK-NSC 502: Adolescent Mental Health (3 Units, C: LH=45, PH=0)**

**Senate approved relevance**

Equipping graduates with contextual and relevant knowledge and skills in identifying/recognizing the adolescent mental health needs in the society, resilience, making relevant and appropriate referral where necessary and providing the appropriate care. This is in cognizance with the vision and mission of the university in providing leadership in research and education in Africa while committed to addressing African developmental challenges through cutting edge research, knowledge transfer and training of high-quality graduates.

**Overview**

Adolescents/ Young person’s form the largest population of the university environment. This population are exposed to various stressors within and outside the university during the course of their training. Due to the varying degree(s) of these stressors and diverse coping strategies, the mental health of these individuals might be affected leading to mental illnesses such anxiety, depressive symptoms, depression, drug abuse, etc. These illnesses pose a concern for this group of individuals due to the cultural/societal labelling/stigma leading individualized struggles and shame.

The course will be a core course for undergraduate students in Nursing but will be open as elective for other students in the College of Health Sciences. As part of the formative assessment of the course, students will work in groups to develop a teacher graded Capstone experience.

As such this course is designed to empower graduates with the knowledge and skills to make evidence-based decisions for both themselves and others in addressing and supporting adolescent mental health. This will provide positive outcome and impact on their mental health and wellbeing on the long term. Also, other members of the university community would appreciate the nature of adolescents’ mental health and the need to provide support through counselling and support centers.

**Objectives**

The objectives of the course are to:

1. List the complexity of adolescent mental health
2. Explain the common causes of adolescent mental illnesses
3. Explain the signs of common mental illnesses affecting adolescents
4. Explain the screening tool and process of students’ common mental illness
5. Explain the various coping strategies that can be employed to address adolescent mental illnesses
6. Explain the concept of resilience and its application in adolescent mental health.
7. Identifying barriers to seeking help for mental health issues on campus

**Learning outcomes**

At the end of the course, students should be able to;

1. explain 5 types of mental illnesses affecting adolescents
2. state 5 symptoms each of any mental illness affecting the adolescent
3. describe 5 coping strategies adopted in managing adolescent mental health
4. explain any 5-screening tool commonly used in practice
5. explain the process of mental illness
6. describe the concept of resilience
7. explain individual-level interventions for the promotion of school mental health at
8. Identify 6 barriers to seeking help for mental health issues on campus

**Course content**

Adolescents/Young people and health. Mental health in Adolescents. Dimensions of adolescent mental health. Recognizing the causes of Mental illness in adolescents. Care of the adolescent with symptoms of mental illness (es). Coping strategies and defense mechanisms in adolescent mental health. Common screening tools and process of mental illness Resilience in adolescent mental health. Support groups in adolescent mental health. Methods of promoting school mental health (Mindfulness Based Stress Reduction (MBSR), Mindfulness Based Cognitive Therapy (MBCT), Acceptance and Commitment Therapy (ACT), Yoga and Fitness, breathing, Sleep, Behavioral activation, peer-led support, online delivery of the course, biofeedback intervention; psycho education, communication techniques and Cognitive Behavior Therapy (CBT). Barriers to seeking help for mental health problems by students on campus.

### Minimum Academic Standards

The minimum academic standard is for student to have passed foundation nursing courses. A well-spaced and ventilated lecture hall capacity for 100 students with a projector and availability of the wireless network. Sufficient demonstration using teaching models and simulation gadgets necessary to achieve the specified course objectives in line with NUC MAS**.**

**Bayero University, Kano**

**Faculty of Allied Health Sciences**

**Department of Nursing Science**

**B.NSc. Nursing Science**

**BUK-NSC 505: Psychiatric/Mental Health Practicum (2 Units, C: LH=0 PH=90)**

**Senate approved relevance**

The course will help students understand their role in providing a variety of practical skills to patients with mental health issues, both in the hospital and at home. As a result, the knowledge gained from this course will enable Bayero University Nursing Graduates to practice in a variety of settings. This is consistent with the university's vision and mission of producing multifaceted, competent graduates.

**Overview**

The course introduces practical skills that will assist graduate nurses in dealing with the challenging nature of a changing environment. The course identified the various skills required, such as electroconvulsive therapy, electroencephalogram, medications, and how nurses assist patients with mental health issues.

The course also explains the various advice and interventions provided by nurses to promote mental health, as well as when to refer patients for appropriate care when necessary. This has become very necessary due to the high prevalence of individuals with mental/psychiatry disorders presenting for management.

**Objectives**

The objectives of the course are to:

1. identify and prepare patients that need ECT, EEG etc.

2. set up tray for medications and other procedures

3. perform care for both acute and chronic psychiatric patients under supervision

4. perform mental health nursing procedures as assigned

5. describe how to restrain the patients where necessary

6. recognize and medications under supervision

7. identify the patients that needs individual and group counselling

**Learning outcomes**

At the end of the clinical posting, students should be able to;

1. prepare patients for specialized management procedure and laboratory investigations

2. set up trays and trolleys for care and management of patients

3. care for both acute and chronic patients under supervision

4. perform mental health procedures as assigned

5. help in restraining patients where necessary

6. Serve medications under supervision

7. conduct individual and group counselling of patients

**Course content**

This clinical course is intended to give students the chance to advance their competency in the psychiatric and mental health treatment of patients with both acute and long-term illnesses. For proper theory application and to improve their patient care abilities, the students are posted to various psychiatric hospital units, including the drug and alcohol addiction unit, the outpatient unit, the rehabilitation unit, the male ward, the female ward, and the unit for children and adolescents.

Students’ activities include, provision of counselling services. Mini mental state examination to psychiatric patients. Nurses’ roles before, during and after specialized procedure like ECT, EEG etc. Family and marital education/counselling.

**Minimum Academic Standard:**

The minimum academic standard is for student to have passed foundation nursing courses. Sufficient demonstration using teaching models and simulation gadgets necessary to achieve the specified course objectives in line with NUC MAS**.** AccreditedTertiary and community health facilities.

**Bayero University, Kano**

**Faculty of Allied Health Sciences**

**Department of Nursing Science**

**B.NSc. Nursing Science**

**BUK-NSC 506: Gerontology Nursing (2 Units, C: LH=30 PH=0)**

**Senate approved relevance**

The course will equip students with the knowledge, skills and art of caring for the elderly population within the community. This knowledge is required to have a polyvalent Bachelor of Nursing Graduate that is competent to provide comprehensive nursing care to all categories of patient. This is in line with the mission and vision statement of Bayero University Kano.

**Overview**

With the increase in life expectancy in Nigeria, there is a unique need for nurses to be prepared to provide focused care for the vulnerable population. The Elderly population due to the associate attributes of ageing may need assistance and support to carry out activities of daily living, hence making them vulnerable. This need increases when the elderly are sick.

This course is therefore carefully structured to prepare students to be competent in caring the elderly population. The increasing proportion of the aged along with high rates of non-communicable disorders among the elderly makes the need for a special dedicated course for this population necessary for nurses that are being prepared for the global market.

**Objectives**

The specific objectives of this course are to:

1. explain the concepts of gerontology, older adult population and stereotypes applied to elder population.
2. describe historical antecedents of gerontologic nursing.
3. demonstrate the use of nursing process in the management of adult population.
4. explain the theories of aging and its application in the management of the elderly.
5. describe the physiological age-related changes that affect the pharmacologic dynamics of the older person.
6. explain the common drugs and medication among the aging population
7. perform the management of common ocular disorders in the elderly
8. perform the management of common hearing disorders in the elderly
9. perform the management of common olfactory disorders in the elderly
10. identify the mental health needs of elderly
11. conduct mental health assessment in older adults
12. provide community and home-based geriatric essential mental health service

**Learning Outcome**

At the end of this course, students should be able;

1. Describe the concepts of gerontology, older adult population and stereotypes applied to elder population.
2. Describe the historical antecedents of gerontologic nursing.
3. Apply nursing process in the management of older adult population.
4. state at least 7 theories of aging and their application in the management of the elderly.
5. Discuss physiological age-related changes affecting the sensory and musculosketal systems in the elderly
6. Describe the age-related psychological changes in the elderly.
7. identify 5 mental health needs of elderly
8. explain 2 mental health assessment methods used in care of the older adults
9. identify 6 early signs and symptoms of elderly mental health issues
10. List at least 3 each, of community and home-based mental health care services

**Course Content**

Definition of terms (Gerontology, Older adult population, stereotypes applied to elderly population. History of gerontologic nursing, Current status of gerontologic nursing, Importance of the nursing process, including nursing care plan in management of adult population. Theories of Aging, Application of theories of aging in nursing management of the elderly. Age related changes in vision, hearing, smell, and taste, senses of sight, and touch of the older adult. The complexity of factors that influence the lives of older adults–including health maintenance, available care during illness or disability, and current health care financing and services–and the significance of environmental factors that include geographic location and features of the individual’s community and home. Sociologic, economic, and educational trends among older adults, Current demographic trends among older adults in Nigeria. What is known about the causes of ageing. Changing family roles experienced by older adults and patterns of late life marriages. Consequences of retirement for older adults, Physiological age-related changes that affect the pharmacologic dynamics of the older persons. Drugs and medication among the aging population. Concept of Sexuality as an integral component of the older adult’s personality. Management of common ocular, hearing disorders and olfactory disorders in the elderly. Mental health and elderly. Psychiatric epidemiology of the elderly. Mental health needs of older peoples. Assessing mental health in older adults. Brief screening tools for elderly mental disorders. Principles of care for older adults. Early signs and symptoms of elderly mental health issues. Risk factors for mental health problems in elderly. Common mental disorders in elderly (Dementia, Depression, Bipolar Disorder; Schizophrenia; Anxiety Disorder; Eating Disorder etc). Community and Home-Based geriatric mental health service.

### Minimum Academic Standards

The minimum academic standard is for student to have passed foundation nursing courses. A well-spaced and ventilated lecture hall capacity for 100 students with a projector and availability of the wireless network. Sufficient demonstration using teaching models and simulation gadgets necessary to achieve the specified course objectives in line with NUC MAS**.**

**Bayero University, Kano**

**Faculty of Allied Health Sciences**

**Department of Nursing Science**

**B.NSc. Nursing Science**

**BUK-NSC 507: Pediatric Nursing (2 Units, C: LH=30 PH=0)**

**Senate approved relevance**

The course will enable students understand childhood illnesses, its management and prevention. Therefore, the knowledge acquired from this course will empower the graduates of Nursing to have diverse nursing skills to assess children with various illnesses. This is in line with the mission and vision statement of Bayero University Kano

**Overview**

Pediatrics is the branch of nursing that involves the care of infants, children and young people. The course is designed to expose students to various disease conditions affecting infants and children as well as their nursing management e.g. congenital diseases, infectious diseases, childhood cancer, mental disorders.

This course is therefore carefully structured to prepare students to be competent in caring the pediatric population. The increasing prevalence of preventable and genetic pediatric conditions in this environment makes the need for a specialized knowledge for for nurses that are being trained in the environment.

**Objectives**

The objectives of the course are to:

1. Define key terms.
2. List the causes of childhood illnesses
3. List the critical elements of paediatric assessment.
4. Describe the management of childhood illnesses.
5. explain the prevention of congenital abnormalities
6. Describe the gastrointestinal and genitourinary malformations.
7. List the causes of various gastrointestinal and genitourinary malformations
8. Explain the surgical management of the disorders.
9. Describe the pre- and post-operative management.
10. Explain the complications of the abnormalities
11. Describe the congenital heart diseases and nervous system malformations.
12. Enumerate the causes of congenital heart disease and neural tube defects
13. Describe the surgical management of the disorders.

**Learning Outcome**

At the end of this course, students should be able to;

1. Explain 4 specific congenital abnormalities affecting the cardiovascular and nervous systems.
2. Describe the various causes of childhood illnesses
3. Outline the roles of the nurse in providing care to infant with neural tube defect
4. Discuss the psychological impact of congenital abnormalities on the parents
5. Explore the coping strategies that could be put in place to reduce the psychological stress on the parents of children with congenital malformations.
6. Explain specific gastrointestinal and genitourinary abnormalities.
7. Outline the pre- and post-operative management of patient with fallout’s tetralogy Describe the strategies that can be put in place to prevent neural tube defects.
8. Explain the various assays used in detection of congenital abnormalities during intrauterine life.

**Course Content**

Introduction to child health care. Causes of childhood illnesses and prevention. High risk neonate; low birth weight, cyanosed newborn, apnea. Jaundice in the newborn. Infants of diabetic mother. Hematological disorders; anemia in children, thalassemia, bleeding disorders, purpura, hemophilia. Childhood neoplasms and leukemia. Cleft lip and palate. Trachea-oesophageal fistula. Congenital diaphragmatic hernia. Hypertrophic pyloric stenosis. Abdominal wall defect. Anorectal malformations. Intestinal malformations. Genitourinary malformations: Phimosis and paraphimosis, hypospadias and epispadias, ectopic vesicae, hernia and hydrocele, undescended testis. Birth injuries. Signs and symptoms of congenital heart disease. Left to right shunt. Right to left shunt. Coarctation of the aorta. Tetralogy of Fallot. left and right ventricular septal defects, patent ductus arteriosus, pulmonary valve stenosis, transposition of the great veins. Malformations of the nervous system; neural tube defects, cerebral palsy, mental retardation. Growth monitoring. Care of the premature baby.

**Minimum Academic Standard:**

As contained in the NUC MAS**.**