

COLLEGE OF NURSING

The Bachelor of Science in Nursing curriculum is designed to make nursing education relevant to the national development goals and to prepare students for a profession that serves as a vital component in the country's health system. In accordance with the Policies and Standards of Nursing Education, 1984, the curriculum aims to produce a fully functioning nurse. The graduate must be one who has: (1) developed a sensitive awareness of the health needs of society as well as a commitment to the alleviation of accompanying problems that arises therefrom; (2) acquired the necessary skills, knowledge and attitudes for the promotion of health, prevention of illness, restoration of health and alleviation of suffering; and (3) developed a research attitude through the use of the nursing process. Such attitude among others lead to the utilization of research findings.

In addition to the aims of the revised BSN Curriculum, the Silliman University College of Nursing (SUCN) upholds the University's mission to facilitate the highest quality Christian education (SU Mission Statement, December 6, 1986). The SUCN philosophy states: "the Person is a unified whole, a responsive member of a family, community and the world who continually contributes to the improvement of the quality of life and environmental well-being within his life span. Nursing is a caring discipline which assists the PERSON in coping with his needs and problems. Utilizing the nursing process, this is achieved by independent practice in collaboration with other disciplines which aim

at promoting and restoring health, preventing illness and alleviating human suffering. the Environment covers those tangible and intangible conditions that influence the person's quality of life. Health is the dynamic process of becoming the person one wants to be while upholding the ideals of Christian faith across one's life span. Nursing Education is a wholistic discipline that facilitates the Person's acquisition of attitudes, knowledge, and skills towards professional nursing practice and a Christian quality of life. The Practitioner in Nursing is one who has acquired attitudes, knowledge, and skills in order to continually respond constructively to the changing needs of the profession, the health care delivery system and society.

The earlier stated general aims, SU mission statement, and SUCN philosophy find concrete translation in all aspects of the educative process. Policies, level objectives, course offerings and their sequence, teaching-learning strategies, interpersonal relationships, co-curricular activities, evaluation methods and others are all in harmony toward accomplishing the Silliman University mission. The attainment of Level III accreditation by the PAASCU, the consistent record of 100% passing average in the national board examinations with 108 topnotchers since 1951, the excellent performance of alumni here and abroad are evidence of the quality education that the College has maintained since it was first established in 1947.

The baccalaureate program is aimed at developing students to become well-balanced and well-adjusted

needs of the community, country and the world. It is also aimed at preparing them for effective and personally satisfying service as a nurse generalist and providing them with a foundation for graduate study.

The College's facilities include an academic building which houses classrooms and offices, laboratories, a Mini-CSR and a women's dormitory (the Ethel Chapman Dormitory). The College also avails of facilities of several hospitals and agencies for the clinical practice of students.

Students learn to apply theories and principles in nursing at the Silliman University Medical Center and the Negros Oriental Provincial Hospital. For practice in rural and community health nursing, they serve at nearby rural health units and at the Dumaguete City Health Department. In addition, the College avails of the facilities of the IPHO Psychiatric Extension Ward for psychiatric nursing experience, the Looc Elementary School, Cantil-e Elementary School and the S.U. Elementary School for school nursing.

ADMISSION REQUIREMENTS

1. All applicants for admission to SU College of Nursing should meet the qualifications/requirements set by the Admissions and Promotions/Committee.

a. For First Year Students:

1. High School Average Rating of 80% and above
2. University Entrance Exam Passer – at least 50 percentile
3. Satisfactory Psychological and I.Q. Test Results
4. Personal Interview at 75% level of competence

5. Character reference from three respected members of the community

6. Evidence of physical fitness as certified by a duly licensed physician.

(Those who have history and/or are presently diagnosed to have a serious communicable disease, mental illness, epilepsy, cardiac disease, hearing difficulty, obvious visual and speech defects, and other physical conditions that could hinder the performance of the nurse's functions will not be qualified for admission.)

Addendum: Applicants 30 years old and above, are required to undergo EKG and other laboratory exams (hemoglobin determination, fasting blood sugar, uric acid, chest x-ray) and to secure a medical certificate from SUMC. Results should be submitted before enrollment.

b. For Shiftees/Second Coursers (SU Graduates)

1. Requirement 3, 4, 5, and 6 above
2. QPA of at least 2.5.

c. For Second Coursers (non-SU Graduates)

1. Requirements 3, 4, 5, and 6 as listed
2. Evaluation of records: general average of at least 2.5 or its equivalent
3. Validation test for subjects to be credited.

2. All applicants should submit to SUCN the following within designated dates:

- a. Duly accomplished application form for admission
- b. Two (2) copies of 2x2 pictures taken within the last 6 months
- c. Application Fee to cover expenses on forms, folders, honorarium for

interview, psychological test, I.Q. test and application processing.

d. Birth Certificate (just a certified photocopy).

e. Self addressed stamped envelope.

**BACHELOR OF SCIENCE IN NURSING CURRICULUM (SUCN
ENHANCED CURRICULUM)
(Affecting FIRST YEAR STUDENTS of the First Semester of School Year
2008-2009 and Onward)**

LEVEL I

First Semester	Units
BC 11 (Basic Communication Skills 1)	3
Religion 11 (Old Testament Message)	3
Filipino 13 (Sining ng Pakikipagtalastasan)	3
TFN (Theoretical Foundations in Nursing & Spiritual Care Nursing)	3
Biology 31 (Anatomy and Physiology 1) 3 units lec / 2 units lab	5
Chemistry 19 (General and Inorganic Chemistry) 3 units lec / 2 units lab	5
P. E. 11 (Physical Education 1)	2
NSTP 1 (National Service Training Program 1)	3
PEP	NC
Total	27
Second Semester	Units
BC 12 (Basic Communication Skills 2)	3
Religion 22 (New Testament Message)	3
Psychology 11 (General Psychology)	3
NCM 100 (Foundations of Nursing Practice) 3 units lec / 2 units RLE = 108 hrs	5
Biology 32 (Anatomy and Physiology 2) 3 units lec / 2 units lab	5
Chemistry 20 (Organic Chem. & Biochemistry) 3 units lec / 2 units lab	5
P. E. 12 (Physical Education 2)	2
NSTP 2 (National Service Training Program 2)..	3
PEP	NC
Total	29
SUMMER	
	Units
Math 11 (College Algebra)	3
Philosophy 31 (Logic and Critical Thinking)	3
HA (Health Assessment) 2 units Lec / 1 unit RLE = 54 hrs	3
Total	9

Level II

First Semester	Units
NCM 101 (Care of Mother, Child and Family; & Parent-Child Nursing) 6 units lec / 6 units RLE = 306 hrs	12
Biology 37 (Microbiology and Parasitology) 3 units lec / 1 unit lab	4
Philosophy 23 (Philosophy of the Human Person)	3
Physics 11 (Basic Physics) 2 units lec / 1 unit lab	3
Economics 24 (Health Economics w/ TALR)	3
P. E. 21 (Physical Education 3)	2

Total 27

Second Semester	Units
NCM 102 (Care of Mother, Child, Family & Population Grp. at Risk or w/ Prob. & Parent-Child Nursing) 6 units lec / 6 units RLE = 306 hrs	12
NuDiet (Nutrition and Diet Therapy) 3 units lec / 1 unit lab	4
STRAT (Teaching Strategies in Health Education)	3
BC 25 (Research Writing in the Discipline)	3
Philosophy 63 (Bioethics w/ Christian Perspective)	3
P. E. 22 (Physical Education 4)	2

Total 27

SUMMER

Pharmacology	3
NI (Nursing Informatics) 2 units lec / 1 lab	3
Math 21 (Biostatistics)	3

Total 9

Level III

First Semester	Units
NCM 103 (Care of Clients w/ Problems in Inflammatory & Immunologic Response, Oxygenation, Fluid & Electrolyte Balance, Metabolic & Endocrine, Perioperative Concepts, & Hospice Palliative Care) 9 units lec / 6 units RLE = 306 hrs	15
Speech 11 (Oral Communication)	3
CHN (Community Health Nursing) 3 units lec / 2 units RLE=108 hrs	5
SOAN 65 (Culture, Society & Personality)	3

Total 26

Second Semester	Units
NCM 104 (Care of Clients w/ Problems in Perception and Coordination, Adjustment and Maladaptive Behaviors) 9 units lec / 6 units RLE = 324* hrs	15

Humanities I (World Civilization & Literature)	3
Fine Arts 51 (Understanding Arts and Music)	3
History 31 (Phil. History w/ Phil. Gov't & Const.)	3
Total	24

SUMMER

Religion 61 (Christian Ethics)	3
Filipino 24N (Pagbasa at Pagsulat sa Ibat-ibang Disiplina)	3
Total	6

LEVEL IV

First Semester **Units**

NCM 105 (Care of Clients w/ Cellular Alteration, Acute Biologic Crisis, Emergency & Disaster Nursing, Acute/Critical Care Nursing, & Care of Chronically Ill & the Older Person) 7 units lec / 6 units RLE = 360* hrs	13
Nursing Research I (2 units lec / 1 unit RLE=54 hrs.)	3
CA I (Competency Appraisal I)	3
Prof. Ad. (Professional Adjustment, Nursing Ethics, Nursing Law & Jurisprudence)	3
History 41 (Life, Works & Writings of Rizal)	3
Total	25

Second Semester **Units**

NCM 106 (Nursing Management & Leadership, & Quality Health Care Nursing) 5 units lec / 3 units RLE = 153 hrs	8
Nursing Research II (RLE = 102 hrs.)	2
CA 2 (Competency Appraisal 2)	3
Intensive Practicum (pure RLE = 408 hrs.)	8
Total	21

* RLE hours with built-in reinforcement.

COURSE DESCRIPTIONS

THEORETICAL FOUNDATIONS IN NURSING AND SPIRITUAL CARE NURSING (TFN) **3 units**

This course deals with the meta-concepts of a person, health, environment and nursing as viewed by the different theorists. Likewise, it includes non-nursing theories such as systems, developmental and change theories. It presents how these concepts and theories serve as guide to nursing practice. It further deals with health as a multi-factorial phenomenon and the necessary core competencies that the nurse needs to develop, which includes the role of the nurse in providing spiritual care. **(54 hours lecture)**

NURSING CARE MANAGEMENT 100 (NCM 100) FOUNDATIONS OF NURSING PRACTICE **5 units**

This course provides the students with the overview of nursing as a science, an art and a profession. It deals with the concept of man as a holistic being comprised of bio-psycho-socio and spiritual dimensions. It includes a discussion on the different roles of a nurse emphasizing health promotion, maintenance of health as well as prevention of illness utilizing the nursing process. Furthermore, the following topics are also given attention: Communication skills, health and illness, levels of care and meeting needs related to death, dying/grief and grieving.

(3 units lecture = 54 hours; 2 units RLE = 108 hours)

The following nursing procedures/topics are discussed in this course: Asepsis, Handwashing, Bag Technique, Urine Examination for Glucose and Sugar, TPR and BP Taking, Bedmaking (Occupied, Open, Close), Shampoo in Bed, Traditional Medicine/Therapies (Herbal Medicine Making, Ventusa, Shiatsu/Accupressure).

HEALTH ASSESSMENT (HA) **3 units**

This course deals with concept, principles and techniques of health history taking using various tools, physical examination (head-to-toe), psychosocial assessment and interpretation of common laboratory findings to arrive at nursing diagnoses for the client across the life span in varied settings.

(2 units lecture = 36 hours; 1 unit RLE (skillslab) = 54 hours)

NURSING CARE MANAGEMENT 101 (NCM 101) Care of Mother, Child and Family; and Parent-Child Nursing **12 units**

(6 units lecture = 108 hours; 6 units RLE = 306 hours)

The course focuses on the principles and techniques of caring for the normal mothers, infants, children and family, and the application of principles and concepts on family and family health nursing process. Furthermore, nursing interventions/strategies for the prevention and/or management of behavioral problems of children arising from parent-child relationship are dealt with.

Specifically, the following subconcepts are discussed in the light of nursing: Procreative Health, Antepartum/Pregnancy, Postpartum, Newborn, Growth and Development, Infant and Family, Toddler and Family, Preschooler and Family, Schooler and Family, Adolescent and Family, and Adulthood.

Skill wise, the following nursing procedures/topics are dealt with: Cleansing Bed Bath, Prenatal Assessment, Perineal Care, Female Catheterization (Straight and Indwelling), Administration of Parenteral Medications and Eye Instillation, Drugs and Solutions, Assisting in Intravenous (IV) Therapy, Hot and Cold Application, Steam Inhalation, Tepid Sponge Bath, Admission and Discharge, Sputum, Urine and Stool Collection and Initial Care of the Newborn.

To enhance the students knowledge, skills and attitude, the students are exposed to Family Health Nursing and Postpartum/Nursery rotations.

NURSING CARE MANAGEMENT 102 (NCM 102)

Care of Mother, Child, Family and Population Group at-Risk or with

Problems: Parent-Child Nursing

12 units

This course deals with the concept of disturbances and pre-existing health problems of pregnant women and the pathologic changes during intrapartum and postpartum periods. This course further deals with the common problems occurring during the newborn, infancy to adolescence stage.

(6 units lecture = 108 hours; 6 units RLE = 306 hours)

To deal with a family with health problems, the course refreshes the students with the Family Health Nursing Process as applied to families with health problems. The programs and services of the DOH which are relevant to taking care of a family are given importance.

To facilitate the development of beginning skills among students, the following procedures are discussed and demonstrated in NCM 102: Hot Sitz Bath, Heat Lamp Treatment, Infant Sponge Bath and Cord Care, Oxygen Therapy, Bedbath, Backrub, Proper Positioning, Transfer and Ambulation, Administration of Medications (Oral, Ear, Rectal, Vaginal), First Aid, and Basic Life Support.

The students apply the knowledge they learned in the classroom in Postpartum/ Nursery and School Nursing / Family Health Nursing Experiences.

STRAT (TEACHING STRATEGIES IN HEALTH EDUCATION)

3

units

The course includes discussions on health education concepts, principles, theories, teaching-learning process and strategies as they apply in various nursing practice settings.

(54 hours)

NUDIET (NUTRITION AND DIET THERAPY)

4 units

This course deals with the study of food in relation to health. It covers nutrients and other substances and their action, and interaction and balance in relation to health and diseases and the process by which organism ingests, digests, absorbs, transports, utilizes and excretes food substances. It also focuses on the therapeutic and food service aspects of the delivery of nutritional services in hospitals and other healthcare institutions.

(3 units lecture = 54 hours; 1 unit lab = 54 hours)

NURSING INFORMATICS (NI)

3 units

(This course deals with the use of information technology system and data standards based on nursing informatics principles/theories. It further deals with the utilization of clinical information systems in the management and decision-making of patient care.)

1 unit lecture = 18 hours; 2 units lab = 36 hours)

NURSING CARE MANAGEMENT 104 (NCM 104) -

Care of Clients with Problems in Perception and Coordination, Adjustment and Maladaptive Behaviors. = 12 units

(6 units lecture; 6 units RLE – 324 hours)

This course deals with the concepts, principles and theories of human behavior and the care of the sick client across the lifespan with emphasis on the adult, the older person, and the population group experiencing disturbances in perception and coordination as well as adjustment or adaptive psychological behaviors. The discussion will focus on critical analyses of psycho-pathophysiologic changes accompanying the disturbances, assessment, laboratory examinations and nursing diagnoses, implementation and evaluation of nursing and medical interventions. To facilitate the development of beginning skills among students, the following procedures are discussed and demonstrated in NCM 104: Assisting in NGT insertion, Gavage and Lavage, Care of a Patient with a Colostomy, Hot Sitz Bath, Enema, Chest Tube Drainage, Use of a Glucometer, and CPR. The students apply the knowledge they learn in the classroom in the Medicine, Surgery, Pediatric, as well as Psychiatric Nursing rotations both in the hospital and community settings

COMMUNITY HEALTH NURSING (CHN)

5 units

This course focuses on the care of population groups and community as clients utilizing concepts and principles in community health development. It also describes problems, trends and issues in the Philippine and global health care systems affecting community health nursing practice.

(3 units lecture; 3 units = 108 hours)

NURSING CARE MANAGEMENT 105 (NCM 105)

Care of Clients with Problems in Cellular Aberration, Acute Biologic Crisis/ Critical Care, Emergency and Disaster Nursing, & Care of the Chronically Ill & the Older Person = 13 units(7 units lecture; 6 units RLE = 360 hours)

This course deals with the care of clients across the lifespan with disturbances in cellular structure and development and Cardiovascular functioning. Furthermore concepts on emergency and disaster nursing, & Care of the Chronically Ill & the Older Person in the Philippine setting will be discussed. The discussion will focus on critical analyses of pathophysiologic changes accompanying the multisystem disturbances, assessment, laboratory examinations and nursing diagnoses, implementation and evaluation of nursing and medical interventions. It will also include a discussion on disaster protocols, critical incident stress debriefing and special needs of the chronically ill and the geriatric patient. The students apply the knowledge they learn in the classroom in the Medicine, Surgery, Pediatric, emergency room rotations as well as will have exposures to the intensive care units and specialized areas like the dialysis and endoscopy units.

NURSING CARE MANAGEMENT 106 (NCM 106) Nursing Management

8 units

This course deals with the application of concepts, principles, theories and methods of developing nursing leaders and managers in the hospital and community-based settings. The students apply the knowledge they learn in the classroom in the Medicine, Surgery, Pediatric, emergency room, and community rotations. (5 units lecture; 3 units RLE = 153 hours)

PROF. AD. (Professional Adjustment, Nursing Ethics, Nursing Law & Jurisprudence) 3 units

This course deals with the ethico-moral/legal aspects of health care and nursing practice, as well as the nurses' responsibility for professional and personal growth. The subject will have an applied focus using a variety of work places such as hospitals and community.

NURSING RESEARCH 1 3 units

This is an introductory course intended to equip the nursing students with concepts, principles in research starting from an overview of the major phases of the research process. The course will include discussion from formulation of a research problem to the selection of a research design, planning, and choosing the appropriate research tool for data gathering. This course will require the student or group to present a research proposal in a colloquium to apply knowledge and demonstrate skills and attitude in the conceptual, design, and planning phase of the research process.

(2 units lecture; 1 unit RLE = 54 hrs)

NURSING RESEARCH 2 2 units

This course is a continuation of the Nursing Research 1 which includes collection, analysis, and interpretation of data, conclusions and recommendations. This will provide the students or group an opportunity to undergo the final defense to appreciate the research process. Guided practicum sessions are done throughout the course.

RLE = 102 hours

CA 1 (COMPETENCY APPRAISAL 1) 3 units

This course deals with the application of concepts, principles and processes basic to the practice of nursing with emphasis on health promotion, health maintenance, preventive, risk reduction, curative and rehabilitative aspects of care for the mother, child and family, population group and community with problems of oxygenation, fluid and electrolyte balance, metabolism and endocrine systems. It includes the utilization of the nursing process and the core competencies under the eleven (11) key areas of responsibility, research and management, and the leadership skills in the practice of nursing.

CA 2 (COMPETENCY APPRAISAL 2) 3 units

This course deals with the application of concepts, principles and processes basic to the practice of nursing with emphasis on health promotion, health maintenance, preventive, risk reduction, curative and rehabilitative aspects of care of sick

individuals with alterations in immunologic and inflammatory reactions, cellular aberrations, perception and coordination, adjustment problems, maladaptive patterns of behavior, acute biologic crisis, disaster and emergency. It includes the utilization of the nursing process and the core competencies under the eleven (11) key areas of responsibility, research and management, and the leadership skills in the practice of nursing.

INTENSIVE PRACTICUM (RLE)

3 units

Provides setting for the application of concepts/principles in the management of patients/families and demonstration of skills and desirable attitudes in carrying out the roles, functions and responsibilities of a beginning practitioner in Nursing.
(pure RLE = 408 hours)

MASTER OF SCIENCE IN NURSING (MS in Nursing)

Core Subjects (12 units)

N 201: Nursing Theory

N 203: Advance Nursing Research I - Introduction to Nursing Inquiry

N 204: Advance Nursing Research II - Nursing Research
Methodologies

N 205: Advance Nursing Assessment

Fields of Specialization(12 Units major subjects):

A. Adult Health

N 216A: Management of Clients with Acute Health Alterations

N 216B: Management of Clients with Chronic Health Alterations

N 217A: Roles in Advance Nursing Practice: Adults with Acute and
Complex Needs

N 217B: Specialized Care Nursing Practice

B. Public Health Nursing

N220: Public Health Nursing Administration

N 222: Community Health Nursing Practice: Family and Community
as Clients

N 225: Health Program Planning and Management

C. Family Nursing Practice

N 210: Advance Parent - Child Health Nursing

N 212: Maternal Health Nursing

N 213: Child Health Nursing

N 215: Roles of Advanced Nursing Practitioner

D. Nursing Administration

N 230: Nursing Leadership and Management

N 233: Advance Practice Roles in Health Care System

E. Psychiatric-Mental Health Nursing

N 218: Management of Clients with Maladaptive Behavior - I

N 224: Management of Clients with Maladaptive Behavior - II- Family Therapy

N 227: Management of Clients with Maladaptive Behavior - III- Group Therapy

N 229: Advance Roles in Psychiatric-Mental Health Nursing

Cognate Subjects (3 Units)

N 207: Advance Pathology

N 209: Advance Health Economics

N 211: Epidmiology of Health and Diseases in Developing Countries

Electives 3 units

N 202: Nursing Curriculum Development

N 206: Instructional Modalities

Ed 126: Advance Statistics

MASTER OF SCIENCE IN NURSING PROGRAM STUDY

First Year

First Semester	Units
N 201 Nursing Theory I	3
N 203 Nursing Research I Introduction to Nursing Inquiry	3
N 205 Health Assesment	3
	3
Total	12

Second Semester	Units
N 204 Nursing Research Nursing Reseach Methodologies	3
Major Subjects	6
Elective	3
Total	12

Second Year

First Semester		Second Semester	
Major Subjects	6 Units	Thesis Writing	6 Units

Total 36 Units

**MASTER OF NURSING (MN) CURRICULUM
FIELD IF SPECIALIZATION**

A. MN IN FAMILY NURSING PRACTICE

Core Subjects (12 units)	Units
N 201: Nursing Theory	3
N 203: Advance Nursing Research I - Introduction to Nursing Inquiry	3
N 204: Advance Nursing Research II - Nursing Research Methodologies	3
N 205: Advance Nursing Assesment	3

Cognate Subjects (3 Units)	Units
N 211: Epidmiology of Health and Diseases in Developing Countries	3

Electives (3 Units)- Required	Units
N 209: Advance Health Economics	3

Major (12 Units)	Units
N 210: Advance Parent - Child Health Nursing	3
N 212: Maternal Health Nursing	3
N 213: Child Health Nursing	3
N 215: Roles of Advanced Nursing Practitioner	3

Route (Choose one = 6 units)	Units
N 219A: Family Nurse Practitioner	
N 219B: Prediatric Nurse Practitioner	
N 219C: Women’s Health Care Nurse Practitioner	

TOTAL 36 Units

B. MN IN NURSING ADMINISTRATION

Core Subjects (12 units)	Units
N 201: Nursing Theory	3
N 203: Advance Nursing Research I - Introduction to Nursing Inquiry	3
N 204: Advance Nursing Research II - Nursing Research Methodologies	3
N 205: Advance Nursing Assesment	3

Cognate Subject (6 Units)	Units
N 209: Advance Health Economics	3
Socio 112: Behavioral in Social Organization	3

Electives (3 Units)- Required	Units
N 202: Nursing Curriculum Development	3
Ed 126: Advance Statistics	3
	6

Major (12 Units)	Units
N 230: Nursing Leadership and Management	3
N 232: Leadership Residency	6
N 233: Advance Practice Roles in Health Care System	3

TOTAL 36 Units

C. MA IN PUBLIC HEALTH NURSING

Core Subjects (12 units)	Units
N 201: Nursing Theory	3
N 203: Advance Nursing Research I - Introduction to Nursing Inquiry	3
N 204: Advance Nursing Research II - Nursing Research Methodologies	3
N 205: Advance Nursing Assesment	3

Cognate Subjects (3 Units)	Units
N 211: Epidmiology of Health and Diseases in Developing Countries	3
N 214: Socio-Cultural Determinant of Health	3

Electives (Choose one = 3 units)	Units
N 206: Instructional Modalities	3
N 209: Advance Health Economics	3

Major (12 Units)	Units
N 220: Public Health Nursing Administration	3
N 222: Community Health Nursing Practice: Family and Community as Clients	3
N 223: Advance Roles in Community Nursing Practice	3
N 225: Health Program Planning and Management	3

Practicum (3 Units)	3
----------------------------	----------

TOTAL 36 Units

A. MA IN ADULT HEALTH

Core Subjects (12 units)	Units
N 201: Nursing Theory	3
N 203: Advance Nursing Research I - Introduction to Nursing Inquiry	3

N 204: Advance Nursing Research II - Nursing Research Methodologies	3
N 205: Advance Nursing Assesment	3

Cognate Subjects (9 Units)

N 207: Advanced Pathology	3
N 225: Adadvanced Pharmacology	3
N 209: Adadvanced Health Economics	3

Electives (Choose one = 3 units)

N 202: Nursing Curriculum Development	Units
N 206:Instructional Modalities	
Ed 126: Advanced Statistics	
Socio 112: Behavior in Social Oraganization	

Major (12 Units)

N 216A: Management of Clients with Acute Health Alterations	3
N 216B: Management of Clients with Chronic Health Alterations	3
N 217A: Roles in Advanced Nursing Practice: Adults with Acute and Complex Needs	3
N 217B: Specialized care Nursing Practice	3

Practicum (3 Units)

- Diabetes
- Caradiovascular
- Critical Law
- Gerontology
- Oncology

TOTAL 36 Units

A. MA IN PSYCHIATRIC-MENTAL HEALTH NURSING

Core Subjects (12 units)

N 201: Nursing Theory	3
N 203: Advance Nursing Research I - Introduction to Nursing Inquiry	3
N 204: Advance Nursing Research II - Nursing Research Methodologies	3
N 205: Advance Nursing Assesment	3

Cognate Subjects (6 Units)

N 207: Advanced Psychopathophysiology	3
N 208: Counseling Skills	3

Electives (Choose two = 6 units)

N 202: Nursing Curriculum Development	3
N 206:Instructional Modalities	3

N 206: Instructional Modalities	3
N 209: Advance Health Economics	3
Ed 126: Advanced Statistics	3

Major (12 Units)	Units
N 218: Management of Clients with Maladaptive Behavior I & II	3
N 221: Community Psychiatric Nursing	3
N 229: Advanced Roles in Psychiatric- Mental Health Nursing	3

TOTAL 36 Units

COURSE DESCRIPTION

CORE SUBJECTS

N 201: Nursing Theory 3 units

This course focuses on the theoretical foundations of nursing. It deals with the concepts and theories as they are utilized in nursing and in the understanding of nursing's metaparadigm of the person, health, environment, and nursing.

N 203: Nursing Research I — Introduction to Nursing Inquiry 3 units

This course focuses on the developmental and conduct of research on contemporary nursing practice incorporating issues in nursing inquiry.

N 204: Nursing Research II — Nursing Research Methodologies 3 units

This course focuses on various research methodologies in nursing, including an in-depth study of quantitative and qualitative methods (integrating advanced statistics).

N 205: Health Assessment 3 units

An in-depth study of health assessment as an essential component of the processes of nursing. The course is aimed at providing the graduate student comprehensive knowledge and clinical exposure to master the assessment process. These include gathering health history and developmental psychosocial history, performing physical and mental status examinations, and completing family and environmental assessment. Emphasis is placed on assisting the graduate student harness his/her ability to decide what aspects of the assessment are needed for a specific client in a particular setting

COGNATES/ELECTIVES

N 207: Advanced Psychopathophysiology 3 units

An in-depth study of pathologic alterations in biologic and psychologic subsystems that affect the state of health of the total person. This course provides comprehensive discussion of the underlying principles that explains the occurrence

of these alterations. Integration of the life-span content in understanding the disease processes is given emphasis so that changes brought about by the aging process are seen as normal, and differences in children and adult diseases are recognized. Teaching-learning strategies include case studies and case analysis which are aimed at enhancing the acquisition of knowledge through a scientific approach.

N 211: Epidemiology of Health and Disease in Developing Countries

3 units

This course focuses on tropical and chronic health problems, and the factors influencing them as they affect the population in developing countries, with emphasis on Philippine communities. It incorporates the principles and methods of epidemiology and biostatistics.

N 209: Advanced Health Economics

3 units

The subject introduces the student to microeconomic concepts and tools, and an appreciation of the macro economic principles/issues affecting the health care sector.

N 202: Nursing Curriculum Development

3 units

This course provides the graduate student with advanced knowledge and skills in a systematic and planned curriculum development. It is envisioned that the student develops a sense of order as well as flexibility in looking at the curriculum structure and function in the context of the larger system.

N 206: Instructional Modalities in Nursing

3 units

This course unfolds knowledge on instructional modalities in nursing. It aims to equip the graduate student with skills and attitudes to facilitate learning by using indigenous and high tech material resources. It provides experiences for the students to maximize teaching potentials and at the same time face the challenges in today's learning arenas.

N 214: Socio-cultural determinants of Health

3 units

This course examines the social and cultural determinants of health and illness. Major perspectives, frameworks and concepts in the social sciences will be used to analyze issues pertaining to health and health care issues. Student in this course, are expected to describe, explain and critique various perspectives regulating to health aid illness behavior, as well as discuss major empirical findings on the Socio-cultural dimensions ad consequences of certain health care issues in the Philippines and other developing countries. Furthermore, this course incorporates population studies, gender and health studies.

N 226: Advanced Pharmacology

3 units

This course provides the graduate a well-grounded understanding of pharmacotherapeutics, pharmacokinetics and pharmacy dynamics of broad categories of drugs. The student is expected to relate the pharmacologic agents

and physiologic/pathologic responses.

Socio 112: Behavior in Social Organization (3 units)

This course deals with the theories and models of individual and group behavior in organizations. It is the study of individuals, organizations and the way people behave in organizations. The course offers the analysis of interactions of people and organizations and involves the systematic study of the behaviors, the processes and the structures found in organizations. A significant portion of the course shall consist of case studies on problems dealing with human behavior.

NURSING ADMINISTRATION

N 230: Nursing Leadership and Management 3 units

This course builds on the concept of leadership and management introduced earlier in the baccalaureate preparation for professional practice. Concepts, principles, and processes of leadership are viewed from the perspective of nursing groups and organizations as well as from systems and society. This course provides students with the opportunities for maximizing leadership potentials.

N 232: Leadership Residency 6 units

The experience is designed to prepare the student in the areas of leadership, fiscal management, human resource management and research. This 162 hour residency training is directly supervised by experienced administrators in the academic and hospital settings.

N 233: Advanced Practice Roles in Health Care Systems 3 units

This course focuses on the current roles of nurses in management in various health care settings. Concepts of these roles will be explored in the light of variables such as economics, health policies, legislation, regulations and others. These experiences are provided so that the nurse can achieve self-actualization in the care of individuals and groups within the organization.

PSYCHIATRIC MENTAL HEALTH NURSING

N 218 Management of Clients with Maladaptive Behavior I and II 6 units

This course gives an overview of the psychobehavioral patterns of persons as they interact with the environment. The study is directed toward the critical examination of multiple environmental factors which influence and are influenced by the ontogenesis and wellness levels of persons. The application of theory(ies), processes of nursing, and the use of therapeutic interpersonal processes are explained and delineated particularly in instituting nursing strategies of change in the maintenance and/or restoration of the person's well-being. It also focuses on the utilization of family therapy in critical situation.

N 229: Advanced Roles in Psychiatric-Mental Health Nursing, 3 units

This course provides a forum for the students to discuss issues relevant to

advanced nursing practice in psychiatric-mental health settings as well as to explore creative ways to integrate advanced nursing knowledge in client management.

N 221: Community Psychiatric Nursing **3 units**

FIELDS OF SPECIALIZATION ADULT HEALTH

N 216A: Management of Clients with Acute health Alterations **3 units**

This course provides an in-depth study of the nursing management of adults with acute health alterations in any setting.

N 216B: Management of Clients with Chronic health Alterations **3 units**

This course provides the student with the opportunity to study nursing management of adults with chronic health alterations in any setting.

N 217A: Roles in Advanced Nursing Practice: Adults with Acute and Complex Needs **3 units**

This course provides opportunities for the graduate student to examine current nursing and nursing-related knowledge as a basis for the professional nurse in assuming roles in advanced nursing practice for adults who have acute and complex needs. Critical analyses of nursing theories, research studies and findings, and current health issues influencing advanced nursing practice with adults, is the major teaching strategy in the course.

N 217B: Specialized Care Nursing Practicum **3 units**

This course provides the knowledge base necessary to practice specialized roles in nursing in the following areas: Critical Care, Gerontology, Oncology, Cardiovascular Nursing and Diabetic Care.

COMMUNITY HEALTH NURSING

N 220: Public Health Nursing Administration **3 units**

This course discusses the principles behind the structured position of the nurse in the Philippine Health Care Delivery System. It focuses on the following administrative responsibilities of the public health nurse in any setting: fiscal management, policy development and implementation and leadership roles.

N 222: Community Health Nursing Practice: Family and Community as Client **3 units**

This course gives a overview of the philosophy, principles and the processes involved in CH practice. The focus is on the family and community as clients specifically in the following areas: Theories of family and community health ad appropriate strategies for the care of families ad communities experiencing varying situational and developmental conditions.

N 223: Advanced Roles in Community Nursing Practice **3 units**

This course provides the knowledge base necessary to understand and delineate

roles in the practice of advanced community health nursing in various settings.

N 225: Health Program Planning and Management

This course deals with the principles and methodologies of project proposal making to respond to identified community needs.

FAMILY NURSING PRACTICE

N 210: Advanced Parent-Child Health Nursing (3 units)

This is an in-depth study of the normal changes in children from 0 to 15 years in various settings (i.e., home and community), and of women in their reproductive years (15-45years). Issues and trends in child health care, the promotion of the rights and health of the mother in an environment which fosters their processes of becoming, are also discussed. A one-unit practicum is offered to expose the student to various settings for cross-sectional studies and other research-based innovative projects for both the well-child and the well-mother.

N 212: Maternal Health Nursing

3 units

This course presents an in-depth study of the nursing management of health alterations of women in their reproductive age (i.e., 15-45 years), including issues and trends related to maternal health and well-being. Measures of promoting well-being, preventing illness and disabilities, and rehabilitation are considered as factors of an environment that enhances the quality of life for the mother and her family. A one-unit practicum is also offered.

N 213: Child Health Nursing

3 units

This course deals with the nursing management of health alterations of children aging from 0 to 15 years old, including an in-depth study of issues and trends in the care of fragile children i.e., those with HIV/AIDS, cancer, victims of war and conflict, and those with acute and chronic illnesses. The role of the advanced practitioner is emphasized. A one-unit practicum is also offered exposing the student to a community setting.

N 215: Roles of Advanced Nurse Practitioner

3 units

This course provides opportunities for the student to examine nursing and related knowledge as bases for the professional nurse in assuming roles in advanced nursing practice with mothers and children with health needs. Critical analysis of nursing theories, research strategies and findings, and current health issues influencing advanced nursing practice with mothers and children with health needs, is a major teaching strategy for this course.

N 219: practicum (the student will choose one of the following)

N 219A: Family Nurse Practitioner

6 units

This course enables the graduate student to care for individuals and families across the lifespan, in varied settings. It has a very strong community-based primary

s the lifespan, in varied settings. It has a very strong community-based primary care focus.

The FNP course offers learning experiences in both classroom and the clinical area, a total of 414 hours of exposure in OPD-ER, Barangay health stations and rural health units, home visits will also be encouraged to facilitate continuity of client care.

N 219B: Pediatric Nurse Practitioner – PNP **6 units**

This program offers 2 clinical specialty tracks: Acute and Chronic Care. Graduates of this 2 clinical specialties are prepared to meet the comprehensive health care needs of infants, children, adolescents and their families in a variety of settings. The graduate students are required to complete 414 hours of directly supervised (PNP) clinical practice in the hospital and in school nursing.

N 219C: Women’s Health Care Nurse Practitioner (WHCNP) **6 units**

The Women’s Health Care Nurse Practitioner (WHCNP) is designed to prepare nurses in delivering primary care to women across the lifespan. It constitutes an in-depth knowledge of theory, pathophysiology, utilization of research process, pharmacotherapeutics, and clinical decision-making skills. It emphasize on primary care of women which also includes their reproductive-gynecologic health needs. The curriculum meets the guidelines for education established by the Maternal-Child Nursing Association of the Philippines. The WHCNP requires 414 hours of practicum which may be completed in one semester of full time study. Graduates are prepared to take the National Women’s Health Nurse Practitioner Certification Exam.

Admission Policies

Qualifications for Admission

1. Applicants for the master's program must have a BSN degree, preferably from an accredited College of Nursing, with a grade point average rating of at least a "3.0" or its equivalent.
2. Applicants with a QPA of 2.5 to 2.9 but show evidence of academic potential as determined by the admission committee, may be admitted as regular students after taking a total of 12 units with the required grade point average of "3.0".
3. Applicants with staff nursing experience as a registered nurse for a year, are preferred.
4. Applicants must be proficient in English. Students with difficulty in the language shall be required at least one semester of English orientation before admission to the program.

Admission Requirements

A prospective applicant writes a letter to the Dean of the College of Nursing indicating his/her desire to enroll in the graduate program. An initial conference may be requested by the applicant to explore the options within the program and

to review his/her credentials.

The following requirements for admission are to be submitted to the Dean of the Graduate Studies Program (GRASP) Coordinator:

1. Accomplished application forms
2. Letters of recommendation from the following:
 - a. Dean of the College of Nursing from which the applicant graduated (for those who graduated within the last three years);
 - b. An immediate supervisor or nursing director who he/she has worked with
 - c. A member of the community.
3. Complete physical examination and a certification of good health from a physician,
4. Submission of the following:
 - a. Official transcript of records (TOR)
 - b. Photocopy of current professional license.
5. Non-refundable application fee of one hundred fifty pesos (Php 150.00)

After complying with the above requirement, the applicant must arrange for a personal interview with the GRASP Coordinator. After final evaluation of the applicant's records, the GRASP Coordinator may recommend the acceptance of the applicant. The Committee on Admission will evaluate and decide on the applicant's capacity or suitability to take graduate studies. The committee is composed of the following members: the Dean, a faculty member and the GRASP Coordinator. A graduate advised will be assigned to student considering his/her major field of specialization. The adviser helps the student in planning his/her tentative program of study.

Admission to the Graduate Program does not guarantee admission to candidacy for a degree. All masteral students should apply for the degree after taking the written comprehensive examination. The Admission Committee reserves the right to decide on the fitness of the applicant for the degree.

B. Other Policies Classification

Graduate students are classified as regular, special, or non-degree. Regular students are prospective candidates for a degree. Special students are those who do not meet the requirement for entrance. After satisfactorily passing four courses in the major area of concentration (the equivalent of 12 units), a non-degree student can already apply to the degree program.

Transfer of Credits

No more than twelve (12 units), excluding thesis or dissertation writing, may be transferred from another accredited college/university. Transfer of credits is subject to the approval of the Admissions Committee.

A Minimum Grade, Residence, Time Limit for Completion, Course Load

No grade of below "3.0" is allowed for a course work. A minimum of two semesters residence and five semesters or any equivalent combination of semesters is required to full-time and part-time students respectively. After passing the written

comprehensive examination, the master's candidate is given three years to fulfill all requirements for graduation.

Full-time students will have a maximum course load of 12 units per semester. Those with a course load of less than 12 units are classified as part-time students.

C. Structure of the Program

The master's program follow the general rules and regulations provided by the Graduate Studies Program in cooperation with related academic units, and are subject to policies approved by the University Graduate Council. Students are responsible for ascertaining and following these general rules.

1. Upon admission to the program, the student will be guided by the specific unit in preparing his/her program of study. This includes the listing of required courses, target date of completion, proposed thesis topic, probable thesis adviser, editor and statistician. Any modification of the program of study must have the approval of the unit concerned.

2. The student must pass a comprehensive examination that should be taken before he/she enrolls in thesis writing. The comprehensive exam is designed to evaluate the student's preparation to undertake independent and creative scholarship. To be eligible to take the comprehensive exam, the student must fulfill the following:

a. At least 75% of the required course work (based on credits) must be completed, provided that the student is currently enrolled to finish all academic requirements at the end of the term and has the recommendation of the unit concerned.

b. A preliminary thesis proposal must have been approved by the unit concerned. The proposal shall outline the topic, indicate major data sources and provide a

The mechanics of the administration (formation of examination committee, preparation of test questions and checking) of the comprehensive examination shall be determined by the College. Generally, however, the examination involves written responses to prepared questions, or an in-class examination given in two sets (one set for the core courses and another for the major courses). Each set should be finished within four hours. If the unit concerned gives take-home examination they shall be limited to forty-eight hours for each set. The possible outcome of all examination is either Pass or Fail. Those who fail the written tests shall be required to take another set of comprehensive examination. The specific unit files the written responses and evaluation. Generally, the comprehensive examination will not be given a third time.

3. Preferably within six months of satisfactory completion of the comprehensive exam, the student should submit to a panel in a colloquium, a full thesis proposal. The panel is composed of the following: the Dean of the College, the GRASP coordinator, the thesis adviser and other member(s) to be recommended by the

unit concerned. The other member should be at least a holder of the degree applied for by the student. Upon approval of the proposal by the panel, the student is authorized to proceed with the research work specified in the approved proposal. However, the student must enroll in thesis writing every semester in order to avail Wf advisorship and library resources (70% of thesis tuition will be paid to the adviser).

4. Upon acceptance of the thesis by the unit concerned, a pre-oral defense shall be scheduled. The pre-oral committee is composed of the same panel members during the colloquium.

Upon the recommendation of the committee, the final defense shall be scheduled. An additional member, a CHED representative (optional to CHED) will sit in the committee for the final defense.

5. The committee may evaluate the student's performance in the oral defense with numerical grades. If the grade is below 3.0, the student shall be furnished in writing, the bases for the evaluation and a statement specifying how the deficiencies may be removed within 14 business days after the oral defense. After the 14 business days limit, the student is deemed to have failed the oral defense and has to repeat the thesis process. The student is allowed only three years after enrollment in thesis writing to finish the degree.

6. When the student has conducted a satisfactory oral defense, completed the required course work, remedied any deficiencies and had the thesis approved, the completion of all degree requirements will be certified.

7. A student who does not complete the thesis within three years after finishing the academic units and the comprehensive examinations, must retake the comprehensive examinations or as recommended by the unit concerned.

Honorarium

Because of the responsibilities demanded from the members of the comprehensive examination committee which go beyond the normal work load, the student must pay a comprehensive examination fee.

Graduate Fellowship

The granting of fellowship is determined by the Dean of the College offering the graduate program based on the specific unit's recommendation and qualifications of the applicant.

There are two type of graduate fellows, the teaching fellow and the research assistant:

1. Teaching fellowship

- a. A teaching fellow is required to carry 12 units student load and 6 units teaching assignment.

- b. He/she must give a teaching demonstration.
- c. There is no assurance that teaching fellows will be taken in as regular faculty.
- d. He/she is entitled to free tuition and miscellaneous and a stipend of Php. 1,200.00/ month.
- e. For Physics, a minimum student load of 6 units and a teaching load of 12 units are required.

2. Research Assistantship

- a. A research assistant is required to carry 12 units stud't load and 12 hours of research work.
- b. He/she is entitled to free tuition and miscellaneous and a stipend of Php. 1,200.00/ month.

Granting of the fellowship is on a semestral basis. A guarantee to re-apply is, therefore, required if he/she desires to avail of the fellowship in the next semester.

Regranting of the fellowship will be primarily based on the minimum grade point average requirement and the unit's recommendation and evaluation of graduate work assignment at the end of the semester.

Faculty & Staff

Florenda F. Cabatit
Dean
Asst. Professor

Maria Lani E. Barrera
Secretary to the Dean

Grace L. Lugatiman
Asst. Secretary to the Dean

LEVEL I

Grace A. Gloria
Coordinator
Asst. Professor

Jennifer T. Duhaylungsod
Asst. Coordinator
Asst. Professor

Karl Kerwin A. Villacora
Secretary

Sinda, Maria Teresita S. - Professor

LEVEL II

Rowena M. Turtal
Coordinator
Asst. Professor

Christy Ann O. Macalua
Asst. Coordinator
Instructor

Einstein O. Villalon
Secretary

Adanza, Ma. Desiree E. - Instructor
Baguio, Shem S. - Instructor
Cabatit, Rodolfo R. - Instructor
Cazon, Leila Joy T. - Asst. Professor
Dingcong, Christabelle C. - Instructor
Logronio, Jane J. - Asst. Professor
Monroy, Venus F. - Asst. Professor
Montecino, Maria Therecilla L. - Instructor
Palarpalar, Socorro Paquita Y. - Instructor
Rebaya, Louella M. - Instructor
Silot, Christina Janice L. - Instructor
Tan, Sheila L. - Asst. Professor

LEVEL III

Junabelle A. Yuipco
Coordinator
Asst. Professor

Ariel B. Pasionila
Asst. Coordinator
Instructor

Jema Lin P. Guerrero
Secretary

Ablir, - Instructor
Ablong, Salve Sarah J.- Instructor
Anque, Geraldine G.- Asst. Professor

Apao, Joanna Marie B. - Instructor
Cagara, Rochie C. - Instructor
Caluscusan, Kathleah S. - Instructor
Campoy, Marnesa P. - Asst. Professor
Cata-al, Mary Nathalie M. - Asst. Professor
Catarata, Marne Kristina C. - Instructor
Dumalag, Tita Q. - Asst. Professor
Escobar, Leizl Joy C. - Instructor
Ferrolino, Philip F. - Instructor
Galvez, Barbara Lyn A. - Asst. Professor
Laviste, Noyme Lour Abegil L. - Instructor
Litorja, Rouine Kay P. - Instructor
Nakao, Ramonita - Assoc. Professor
Obañana, Gizelle Lou P. - Instructor
Obate, Michael B. - Instructor
Ragay, Emilia M. - Asst. Professor
Salve, Leendy Ann F. - Instructor
Sienes, Sarah Rose C. - Instructor
Tuvilla, Eugene I. - Instructor
Vidal, Ida Olga R. - Instructor

LEVEL IV

Ma. Theresa C. Belciña
Coordinator
Instructor

Chereisle G. Pyponco
Asst. Coordinator
Instructor

Lynn Grace A. Mamhot
Secretary

Adarna, Maria Ellaine A. - Asst. Professor
Albarracin, Susan Magdalene T. - Asst. Professor
Bacay, Lorelei M. - Asst. Professor
Bustamante, Veveca V. - Asst. Professor
Bustillo, Theorose June Q. - Asst. Professor
Cabual, Marjorie C. - Asst. Professor
Cadimas, Jocelyn C. - Asst. Professor
Catalan, Jethri Ken Carlo M. - Instructor
Drury, John - Asst. Professor
Etea, Magnolia Rose P. - Asst. Professor

Guasa, Constantine S. – Instructor (detailed at Service Learning under Ms. Emervencia Ligutom)
Guino-o, Theresa C. - Asst. Professor
Lim, Freslyn S. - Instructor
Melad, Osel Sherwin Y. - Instructor
Melon-IV, Eleno Mariano E. - Instructor
Noble, Vienna Nicolasa C. - Instructor
Oliva, Lourdes L. - Asst. Professor
Ordoñez, Corazon - Asst. Professor
Ordoñez, Wilcor S. - Instructor
Pacatang, Ivan T. - Instructor
Paraiso, Rosita P. - Instructor
Quilaquil, Endyss S. - Instructor
Quilnet, Charmaine Joy V. - Instructor
Reyes, Rochelle Ellen B. - Instructor
Silud, Mars - Instructor
Sinda, Maria Teresita S. - Professor
Teh, Renee Felisa O. - Instructor
Tiempo, Dawn Janice A. - Instructor
Titong, Jeffrey Lloyd R. – Instructor

Part-timers

Grefalde, Airelyn

Graduate Clinical Fellows

Luy, Ken Kevi R.
Pamaran, Nerisse Kate Krystle M.
Unito, Bondad L.

Staff

Flora D. Tebio
NRC staff 1

Catherine A. Cabajon
NRC staff 2

Ana Marie M. Del Pilar
NRC staff 3

Ma. Gloria F. Tangon

Olivia Villaflores Yanson Hall staff

Vivian V. Sibbalucca
WBT-LRC In-charge

Veron C. Bagtindon
Janitor (RH, NRC, SUCN Office)

Aquilino A. Orellana
Janitor (AF and EC 207)

Ruben C. Ablong
Janitor (Ethel Chapman)

Lorique B. Banaybanay
Janitor (Olivia Yanson Hall)

Carlo B. Cabajon
Janitor (Mary Marquis Smith Hall)

Rea Albon
Guidance Counselor

Lynn G. Lacse
Guidance Counselor

Vangie B. Favor
Guidance Office Assistant