

## Curriculum Identity Screening

### GENERAL OVERVIEW

Name of qualification	<b>Bachelor of Science in Nursing</b>
Awarding Institution	<i>National University - Philippines</i>
EQF Level	<i>Bachelor Degree (4 Year Program)</i>
Minimum duration of studies	<i>Four Year</i>
Minimum total teaching hours (overall, class-based, laboratory-based)	<i>312 hours</i>
Minimum external clinical practice	<i>2,703 hours</i>
Minimum total ECTS points (in case of a VET qualification, VET ECTS points to be used if available)	
Assessment and quality assurance methods employed	<i>The policies, standards, and guidelines is hereby issued to ensure high quality nursing education in the country. Nursing schools are advised to undergo external accreditation by relevant accrediting agencies recognized by the Commission. Continuous Quality Improvement – to ensure continuous quality improvement higher education institution are strongly encouraged to undergo quality assurance by an external accreditation body as specified by Institutional Sustainability Assurance (ISA) Mechanism. For nursing education programs which cannot quality yet for external accreditation, the Commission, recognized accrediting body and other nursing education development and regulatory bodies such as the Professional Regulatory Board of Nursing will provide assistance to these programs to undertake self-study or self-assessment together with their development plans for improvement and will jointly work together until external accreditation becomes possible. In addition to national external accreditation, the nursing program can seek international accreditation through institutional recognition.</i>
Law/decree/decision introducing the curriculum	<i>Commission on Higher Education (CHED) Number 15 series of the 2017 In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the “Higher Education Act of 1994”, in pursuance of an outcome-based quality assurance system as advocated under CMO No. 46 series of 2012 entitled “Policy Standards to Enhance Quality Assurance (QA) in Philippine Higher</i>



	<p><i>Education Through an Outcomes-Based and Typology-Based QA”, and by the virtue of Commission en bacn Resolution No. 231-2017 dated March 28, 2017 the following policies, standards, and guidelines (PSGs) are hereby adopted and promulgated by the Commission. Based on the Guidelines for the Implementation of CMO No. 46 series of 2012, this PSG implements the “shift from competency-based standards to outcomes-based education”. It specifies the “core competencies” expected of BS Nursing graduates “regardless of the type of HEI they graduate from.” However, in “recognition of the spirit of outcomes-based education and the typology of HEIs,” this PSG also provides “ample space for HEIs offering BS Nursing program to innovate in the curriculum in line with the assessment of how best to achieve learning outcomes in their particular contexts and their respective missions.</i></p>
<p>Brief presentation of the institution (in case 1 above this concerns the type of institution, rather than an individual one)</p>	<p><i>A young man, barely 23 years old, had a vision of inculcating among the youth the qualities of competence and leadership, high moral and spiritual values and development of each individual into a total person. These would be acquired through an educational process guided by the philosophy of Dynamic Filipinism.</i></p> <p><i>This philosophy has as its guiding tenets, the internalizing all that is good in the Filipino people: warmth, hospitality , innovativeness , and a high emotional quotient that has made Filipinos renowned in service oriented industries.”</i></p> <p><i>This young man , Don Mariano Fortunato Jhocson , guided by this vision , founded Colegio Filipino , now NATIONAL UNIVERSITY in August 01 , 1900 , in Quiapo, City of Manila . It was the first non – sectarian and co – educational institution then. There were only a handful of students at that time in the fledgling School, and they were in the elementary and secondary (High School) levels. Don Mariano, in order to help the school grow, was teacher, director and janitor rolled into one.</i></p> <p><i>In a short span of 5 years, he offered courses in Business – bookkeeping and accounting,</i></p>





*convinced that thus armed, his students would be financially secure and respectable after graduation. This led to the changing of the name to Colegio Mercantil , awarding the diploma of Perito Mercantil . A short time later, the Philippine Law School was opened with the collaboration of the Lacson brothers. Don Mariano saw the dire need for training the youth for leadership and responsibility. He firmly believed that the discipline of Law would turn out men and women who would eventually be advocates for Philippine self government.*

*In 1916, the Board of Trustees changed the name from Colegio Mercantil to National Academy. The growth of the Academy was continuous, added Liberal Arts which became the gateway to other disciplines that followed.*

*After 21 years of educational service, on January 17, 1921, the Board of Trustees applied for and secured permission from the Department of Public Instruction to change the name of the National Academy to NATIONAL UNIVERSITY. On that same day, the University also installed Senator Camilo Osias , one of the most respected and outstanding Filipino educators as President of the University.*

*Thereafter, the Colleges of Education and Commerce were opened in the same year. During the following years, the Colleges of Pharmacy and Dentistry were opened in 1922. The College of Engineering, offering initially Civil Engineering opened in 1925 and the Normal School in 1930. Sanitary Engineering was initially offered in 1930.*

*From July, 1945 its facilities have since continuously expanded and the following disciplines were added – Bachelor degrees in Chemical, Electrical, Industrial, Mechanical Engineering and Architecture and Arts. Master in Sanitary Engineering was also organized.*

*Responding to the needs of industry and modern technology, the University started offering the following courses: Computer Science in 1990, Marine Engineering and in*





	<p>1994 Computer Engineering and Electronics and Communications Engineering. College of Nursing was offered in 2004, Hotel and Restaurant Management in 2008 and Information Technology in 2009.</p> <p>On January 01, 1998, a disastrous fire razed four buildings of the University – the Main Building, Law and Commerce Building, Elementary Building and the Graduate School Building. The University was able to re-open its doors after three weeks of unrelenting restoration work.</p> <p>In the last quarter of year 2008, the SM Group of Companies acquired majority ownership of the National University. The all out support of the SM Group will help strengthen our institution as Higher Institution with new infrastructure, improved and upgraded laboratory, focused in academic excellence.</p>
<p>Brief presentation of the awarding department (cases 2 and 3 only)</p>	<p>Today, the University is engaged in a continuous modernization and upgrading program for its facilities, faculty and sports development. Our new University infrastructure is an 8 storey modern design building with two units of escalators and four units of elevators.</p> <p>NATIONAL UNIVERSITY is a founding member of the University Athletic Association of the Philippines (UAAP) and is a pioneer of the Philippine Association of Colleges and Universities (PACU). Its international affiliations and memberships include the Association of Southeast Asia Higher Institutions of Learning (ASAHIL) and the International Association of Universities (IAU).</p>
<p>Number of students enrolled/graduated yearly (in case 1 this concerns the total numbers of students in all institutions of the type)</p>	<p>150 enrolled 25 graduates per year</p>





## CURRICULUM OVERVIEW

Course No.	Course Name	Lecture Units	Laboratory Units	Skills Hours	Clinical Hours	Total Number of Units
NCM 100	Theoretical Foundation of Nursing	3	0	0	0	3
MC 1	Anatomy and Physiology	3	2	0	0	5
MC 2	Biochemistry	3	2	0	0	5
NCM 101	Health Assessment	3	0	2	0	5
NCM 102	Health Education	3	0	0	0	3
NCM 103	Fundamentals of Nursing Practice	3	0	2	0	5
MC 3	Microbiology and Parasitology	3	1	0	0	4
NCM 104	Community Health Nursing 1	2	0	1	1	4
NCM 105	Nutrition and Diet Therapy	2	1	0	0	3
NCM 106	Pharmacology	3	0	0	0	3
NCM 107	Care of Mother, Child, Adolescent (Well Clients)	4	0	2	3	9
NCM 108	Health Care Ethics	3	0	0	0	3
NCM 109	Care of Mother, Child at Risk or with Problems (Acute and Chronic)	6	0	1	5	12
NCM 110	Nursing Informatics	2	1	0	0	3
NCM 111	Nursing Research 1	2	0	1	0	3
NCM 112	Care of Clients with Problems in Oxygenation, Fluid and Electrolytes, Infectious, Inflammatory and Immunologic Response, Cellular Aberrations, Acute and Chronic	8	0	1	5	14
NCM 113	Community Health Nursing 2 (Population Groups and Community as Clients)	2	0	0	1	3
NCM 114	Care of Older Adult	2	0	0	1	3
NCM 115	Nursing Research 2	0	0	2	0	2
NCM 116	Care of Clients with Problems in Nutrition, and Gastro-intestinal, Metabolism and Endocrine, Perception and	5	0	1	3	9





	Coordination (Acute and Chronic)					
NCM 117	Care of Clients with Maladaptive Patterns of Behavior, Acute and Chronic	4	0	1	3	8
NCM 118	Nursing Care of Clients with Life Threatening Conditions, Acutely Ill/Multi-organ Problems, High Acuity and Emergency Situation, Acute and Chronic	4	0	1	4	9
NCM 119	Nursing Leadership and Management	4	0	0	3	7
NCM 120	Decent Work Employment and Transcultural Nursing	3	0	0	0	3
NCM 121	Disaster Nursing	2	0	1	0	3
NCM 122	Intensive Nursing Practicum (Hospital and Community settings)	0	0	0	8	8





## CLINICAL PRACTICE

	Scope of practical training	Practical	ECTS	Clinical Practice	ECTS
1	Health Assessment	102 hrs/18 wks	2	0	0
2	Fundamentals of Nursing Practice	102 hrs/18 wks	2	0	0
3	Community Health Nursing 1	51 hrs/18 wks	1	51 hrs/18 wks	1
4	Care of Mother, Child, Adolescent (Well Clients)	102 hrs/18 wks	2	153 hrs/18 wks	3
5	Care of Mother, Child at Risk or with Problems (Acute and Chronic)	51 hrs/18 wks	1	255 hrs/18 wks	5
6	Nursing Research 1	51 hrs/18 wks	1	0	0
7	Care of Clients with Problems in Oxygenation, Fluid and Electrolytes, Infectious, Inflammatory and Immunologic Response, Cellular Aberrations, Acute and Chronic	51 hrs/18 wks	1	255 hrs/18 wks	5
8	Community Health Nursing 2 (Population Groups and Community as Clients)	0	0	51 hrs/18 wks	1
9	Care of Older Adult	0	0	51 hrs/18 wks	1
10	Nursing Research 2	102 hrs/18 wks	2	0	0
11	Care of Clients with Problems in Nutrition, and Gastro-intestinal, Metabolism and Endocrine, Perception and Coordination (Acute and Chronic)	51 hrs/18 wks	1	153 hrs/18 wks	3
12	Care of Clients with Maladaptive Patterns of Behavior, Acute and Chronic	51 hrs/18 wks	1	153 hrs/18 wks	3
13	Nursing Care of Clients with Life Threatening Conditions, Acutely Ill/Multi-organ Problems, High Acuity and Emergency Situation, Acute and Chronic	102 hrs/18wks	2	153 hrs/18 wks	3
14	Nursing Leadership and Management	0	0	153 hrs/18 wks	3
15	Disaster Nursing	51 hrs/18 wks	1	0	0
16	Intensive Nursing Practicum (Hospital and Community settings)	0	0	408 hrs/18 wks	8
	<b>TOTAL</b>	<b>867 hrs / 18 weeks</b>	<b>17</b>	<b>1,836 hrs / 18 weeks</b>	<b>36</b>





### LEARNING OUTCOME APPROACH

Program Outcomes	Learning Outcomes
Apply knowledge of physical, social, natural and health sciences and humanities in the practice of nursing	<ul style="list-style-type: none"> <li>• Integrate principles and concepts of human behavior in managing client.</li> <li>• Distinguish the different concepts used in nursing management</li> </ul>
Provide safe, appropriate and holistic care to individuals, families, population, group and community utilizing nursing process	<ul style="list-style-type: none"> <li>• Implements strategies/interventions to ensure healthy populations in the work setting.</li> <li>• Implements participatory and empowerment strategies to community to identify and collaborate effectively in addressing needs and problems in health resource availability, access or use, environment protection, safety and security.</li> <li>• Implements interventions guided by prescribed context of specific health programs/services.</li> <li>• Determines the health education planning models appropriate to target clientele/expected learning outcomes.</li> <li>• Evaluates process/expected outcomes of nurse-client working relationship.</li> <li>• Documents nursing care services rendered and processes/outcomes of the client working relationship.</li> <li>• Institute appropriate corrective actions to prevent or minimize harm and adverse effects.</li> </ul>
Apply guidelines and principles of evidence-based practice in the delivery of care.	<ul style="list-style-type: none"> <li>• Provides appropriate evidence based nursing care using a participatory based on; a clinical practice, client and staff safety, customer care, nursing management and leadership.</li> </ul>
Practice nursing in accordance with existing laws, legal, ethical and moral principles.	<ul style="list-style-type: none"> <li>• Adhere to ethico-legal considerations when providing safe, quality and nursing care.</li> <li>• Applies ethical reasoning and decision making process to address situational ethical distress and moral dilemma.</li> <li>• Adheres to establish norms of conduct based on the Philippine Nursing Law, other legal, regulatory and institutional requirements relevant to safe nursing practice.</li> <li>• Protects clients rights on clients' and Nurses' Rights.</li> <li>• Implements strategies/policies related to informed consent as it applies to contexts.</li> </ul>
Communicate effectively in speaking, writing and	<ul style="list-style-type: none"> <li>• Establishes rapport with client and/or support system ensuring adequate information about each other as partners in a working relationship.</li> </ul>







<p>presenting using culturally appropriate language.</p>	<ul style="list-style-type: none"><li>• Addresses with respect, trust, and concern for safety, team needs, issues, problems related with psychosocial adaptation using appropriate communication/interpersonal techniques or strategies.</li><li>• Communicates both in oral and written form, the results of the quality in project in partnership with the quality improvement team/quality assurance audit team.</li></ul>
<p>Report and document up to date client care accurately and comprehensively.</p>	<ul style="list-style-type: none"><li>• Documents nursing care services rendered and processes/outcomes of client and nurse-other health professionals working relationship.</li><li>• Ensures completeness, integrity, safety, accessibility and security of information.</li><li>• Adheres to protocol and principles of confidentiality in safekeeping and a records and other information.</li><li>• Implements system of informatics to support the delivery of health care.</li></ul>
<p>Work effectively in collaboration with inter-intra-and multidisciplinary, multi-cultural teams.</p>	<ul style="list-style-type: none"><li>• Ensures intra-agency, inter-agency, multidisciplinary and sectoral collaboration of the delivery of health care.</li><li>• Implements strategies/approaches to enhance/support the capability of the nurse and care providers to participate in decision making by the inter-professionals.</li><li>• Maintains a harmonious and collegial relationship among members of the team for effective, efficient and safe client care.</li><li>• Coordinates the tasks/functions of other nursing personnel (midwife, BHW, utility worker)</li><li>• Collaborates with other members of the health team in the implementation of programs and services.</li><li>• Applies principles of partnership and collaboration to improve delivery of services.</li><li>• Collaborates with government offices, non-government offices and other socio-civic agencies to improve care services, support environment protection policies and strategies and security mechanisms in the community.</li><li>• Participates as a member of a quality team in implementing the appropriate improvement opportunities.</li></ul>
<p>Practice beginning management and leadership skills in the delivery of client care.</p>	<ul style="list-style-type: none"><li>• Discern the qualities of a good leader.</li><li>• Critique the leadership theories as applied in nursing and health setting.</li><li>• Develop a staffing schedule for a nursing team.</li><li>• Apply patient classification systems/nursing care models.</li><li>• Employ strategies to improve/promote motivation of the health team.</li></ul>





	<ul style="list-style-type: none"><li>• Manages client load to ensure health program/service coverage.</li><li>• Utilizes appropriate and efficient methods/strategies/tools to manage nursing interventions for clients with co-morbidities, complex and rapidly health status with consultation as needed.</li><li>• Coordinates care by organizing use of human, material and other resources to achieve expected health outcomes.</li><li>• Creates a safe environment of care through the use of quality assurance continuous quality improvement and risk management strategies.</li><li>• Maintains a positive practice environment.</li><li>• Demonstrate accountability for a safe nursing practice.</li><li>• Determines resources available for networking, linkage building, and reform necessary for improving delivery of health services.</li></ul>
Conduct research with an experienced researcher.	<ul style="list-style-type: none"><li>• Prepares a data collection and analysis plan as a member of the quality improvement/quality assurance/nursing audit team.</li><li>• Conducts collection and analysis of data with the team members based agreed plan.</li><li>• Implements with the team the developed action plan for the identified various ways to improve the system or process.</li></ul>
Engage in life-long learning with a passion to keep current with national and global developments in general and nursing and health development in particular.	<ul style="list-style-type: none"><li>• Develop a personal philosophy and career goals as a professional nurse.</li><li>• Demonstrate accountability and responsibility or safe nursing practice.</li><li>• Develop a professional nursing portfolio.</li><li>• Assumes responsibility for lifelong learning, own personal development maintenance of competence.</li><li>• Demonstrate continued competence and professional growth.</li><li>• Engages in advocacy activities to influence health and social care services and access to services.</li><li>• Models professional behavior.</li></ul>
Demonstrate responsible citizenship and pride of being a Filipino.	<ul style="list-style-type: none"><li>• Accepts the responsibility in paying relevant taxes in the practice of the profession.</li><li>• Customized nursing interventions based on Phil culture and values.</li><li>• Project the good image of a Filipino nurse.</li></ul>
Apply techno-intelligent care system and processes in health care delivery.	<ul style="list-style-type: none"><li>• Use appropriate technology to perform safe and efficient nursing activity.</li></ul>
Adopt the nursing core values in the practice of the profession.	<ul style="list-style-type: none"><li>• Manifest caring as a core of nursing, including the love for God and people.</li></ul>





Apply entrepreneurial skills in the delivery of nursing care.

- Apply strategic entrepreneurial interventions to address management core health care setting.



## BACKGROUND INFORMATION ON THE CURRICULUM FORMATION AND APPLICATION

### Government Authority

All private Higher Education Institutions (PHEIs) intending to offer BS Nursing program must first secure proper authority from the Commission on Higher Education (CHED) in accordance with this Policies, Standards and Guidelines (PSG). All Higher Education Institutions with an existing BS Nursing program are required to shift to an outcomes-based approach based on this PSG and must secure approval for such a shift. State Universities and Colleges (SUC), and Local Universities and Colleges (LCU) should likewise strictly adhere to the provision of these policies and standards.

The degree shall be Bachelor of Science in Nursing (BSN). To ensure the quality of the nursing graduate, the degree is conferred upon completion of at least four-year BSN program offered by a college, professional institution or university duly recognized by the Commission on Higher Education (CHED). In the Philippines, the BSN degree is equivalent to Level 6 of the Philippine Qualifications Framework.

The BSN is a four-year program consisting of general education and professional courses. Professional courses are threaded through from the first year thru the fourth year with emphasis on the nursing concepts with corresponding Related Learning Experiences (RLE). The BSN program provides an intensive nursing practicum that will refine further the nursing competencies to ensure achievement of the BSN program outcomes required of an entry level nurse.

The BSN program aims to develop a professional nurse who can assume entry level positions in health facilities or community settings. The professional nurse is capable of providing safe, humane, quality and holistic care to individuals in varying age, gender and health-illness status; healthy or at-risk families; population groups; and community; singly or in collaboration with other health care providers to promote health, prevent illness, restore health, alleviate suffering and provide end of life care.

### Required Resources:

- Administration
- Qualified Dean and Faculty
- Library
- Laboratory and Facilities – Nursing Skills Laboratory and Virtual Nursing Skills Laboratory
- Clinical Facilities and Resources – Base Hospital, Affiliation Hospitals

<b>NAME OF INSTITUTION:</b>	<b>National University, Philippines</b>
<b>INFORMATION TAKEN FROM:</b>	<b>Dr. Leonora R. Concepcion Dean, College of Allied Health</b>