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HIGHER EDUCATION COMMISSION

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Office of the
Deputy Director (Curriculum)

No. 9-1/HEC/Curr/NCRC/NRS/2024/5837
March 01, 2024

SUBJECT: REVISED CURRICULUM – NURSING 2024

Dear Sir / Madam,

Development and review of academic standards at tertiary level is one of the major functions of Higher Education Commission (HEC) of Pakistan. HEC in collaboration with Pakistan Nursing and Midwifery Council (PNMC) has revised the curriculum of Nursing at undergraduate and graduate levels.

1. BS in Nursing (BSN)
2. MS in Nursing (MSN)

The same is shared for information and implementation by all Higher Education Institutions offering programs in the above-mentioned discipline.

Encl: As above

HIDAYATULLAH KASI

Vice Chancellors / Rectors / Heads

All Public / Private Sector Universities / DAIs

Copy for information to:

- i. ES to Chairman, Higher Education Commission, Islamabad
- ii. ES to Executive Director, Higher Education Commission, Islamabad
- iii. President, Pakistan Nursing & Midwifery Council (PNMC), Islamabad
- iv. Registrar, Pakistan Nursing & Midwifery Council (PNMC), Islamabad
- v. Advisor (Academics and Curriculum), Higher Education Commission, Islamabad
- vi. Director (Curriculum Division), Higher Education Commission, Islamabad
- vii. DG (Attestation & Accreditation), Higher Education Commission, Islamabad
- viii. DG (Quality Assurance Division), Higher Education Commission, Islamabad
- ix. In-Charge HEC Regional Centers (Lahore, Peshawar, Karachi, Quetta)

**CURRICULUM
OF
BS IN NURSING (BSN) / MS IN NURSING (MSN)**

(REVISED 2024)



**HIGHER EDUCATION COMMISSION
ISLAMABAD – PAKISTAN**

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TABLE OF CONTENTS

Preface	04
Members of NCRC Nursing	05
<u>BS NURSING</u>	
1. Program Description	07
2. Program Learning Outcomes	07
3. Eligibility Criteria	08
4. Core Competencies and Associated Courses	08
5. Scheme of Studies	09
6. Course Learning Outcomes	12
<u>MS NURSING</u>	
1. Program Description	29
2. Program Learning Outcomes	29
3. Eligibility Criteria	30
4. Scheme of Studies	30
5. Course Learning Outcomes	31
6. Career Prospects	36

Preface

The curriculum, with varying definitions, is said to be a plan of the teaching-learning process that students of an academic program are required to undergo to achieve some specific objectives. It includes a scheme of studies, objectives & learning outcomes, course contents, teaching methodologies and assessment/ evaluation. Since knowledge in all disciplines and fields is expanding at a fast pace and new disciplines are also emerging; it is imperative that curricula be developed and revised accordingly.

Higher Education Commission, since its inception, has been involved in developing / revising the curricula on periodic basis through National Curriculum Revision Committees (NCRCs) comprising of eminent academics, researchers from HEC recognized universities/DAIs, professional councils, R&D organizations of repute and industry professionals. So far, HEC has developed and revised curricula of 120+ disciplines for undergraduate and graduate programs in various fields of Natural Sciences, Applied Sciences, Social Sciences, Art & Humanities, Engineering & Technology, Medical, Allied Health Sciences, Agriculture, Computing, Law, and Administration.

Over the period of time, labor markets in the world have substantially changed, hence, the demand for workforce skills has also altered. Due to these transformations, there is a need to produce well-rounded individuals who not only have the required knowledge base of specific discipline but also possess the required skills to increase their market readiness for them to contribute to the overall socio-economic development of the country. HEC has introduced the Undergraduate Education Policy 2023, which provides an overarching framework for undergraduate programs. This curriculum document is prepared in light of the UGE Policy 2023.

It is hoped that this document, prepared by the respective NCRC's, would serve the purpose of meeting our national, social, and economic needs, and it would also provide the level of competency specified in Pakistan Qualification Framework to make it compatible with international educational standards. The curriculum is also placed on the website of HEC <http://hec.gov.pk/english/services/universities/RevisedCurricula/Pages/default.aspx>.

Muhammad Raza Chohan
Advisor (Academics & Curriculum), HEC

MASTER OF SCIENCE IN NURSING (MSN) 2024

1. Program Description

The Master of Science in Nursing (MSN) prepares advanced practice nurses who are capable of developing innovative and practical solutions to complex health problems from a scientific, technical, and ethical perspective. The program will enable the graduates to utilize existing theories and research findings in providing care to individuals, families, and communities. Through this program, the graduate will obtain the necessary skills to conduct research which in turn will contribute to the body of knowledge in Nursing. It is also expected that graduates will become leaders with decision-making skills in the areas of clinical practice, education, and administration.

The graduates of the program can play a vital role in meeting national and global health priorities. During the course of MSN, nursing students are allowed to choose their specialty area of practicum as per their interests and needs.

The program helps to develop students' understanding of theoretical concepts in nursing sciences, academic writing, and evidence-based practice in healthcare. The MSN program builds on knowledge, skills, and experience already gained from the undergraduate degree. The program enables the students to further develop skills of critical enquiry, application of evidence-based practice, and confidence in undertaking research. The program provides learners the opportunity to develop leadership skills, plan and initiate change and continuous improvement in practice. Nursing is increasingly a profession where higher qualifications are essential, so a master's qualification can help in the pursuit of higher-level management, education, or clinical roles within healthcare settings both in Pakistan and abroad. MSN students are expected to conduct research under supervision and write the thesis. The program paves the way for graduates to undertake doctoral studies in Nursing Science.

Potential applicants will have the opportunity to enroll into a general MSN program or choose a specialty track in clinical/community, education, or leadership and management that is offered by the admitting university.

2. Program Learning Outcomes (PLOs)

On completion of the two-year MSN Program, the graduates will be able to:

1. Apply contemporary knowledge and the best available evidence from different sources in nursing practice, education, research, and management.
2. Apply critical and reflective thinking skills, as well as utilizing a systematic approach to problem-solving and professional decision-making.
3. Apply principles/standards in decision making, critical thinking, clinical reasoning, and judgments in the role of the advanced practice nurse.
4. Demonstrate the ability to translate relevant research findings for evidence-based practice
5. Contribute to nursing knowledge and practice by identifying a relevant topic for conducting supervised research.

6. Demonstrate leadership qualities and function effectively as a nurse educator and manager.
7. Articulate, promote, and advocate for nursing professional development, in general, and the specialist role, particularly, in clinical, legal/political, and professional contexts.
8. Work collaboratively with other healthcare professionals to enhance the quality of nursing practice and healthcare services.
9. Demonstrate proficiency in digital and written communication to communicate clear, consistent, and accurate information verbally and in written or electronic forms, in a manner sensitive to the context.
10. Demonstrate interest in continued learning for personal and professional advancement.

3. Eligibility Criteria

BS/Equivalent (16 years of schooling) in Nursing or Midwifery is the basic eligibility for the MSN program and a minimum of 50% score in the GAT General or equivalent test administered by the admitting university as per its own approved screening/admission criteria.

4. Scheme of Studies (4 Semesters)

The MSN program is comprised of 42-48 credit hours spread over a minimum of two years of duration. The broader framework of the MSN program is given below:

Credit Hours	42-48
Program Duration	2-4 years
Semester Duration	16-18 weeks (and 1-2 weeks for examination)
Course Load	As per HEC Semester Guidelines
Summer Semester Credit Hours	Maximum 8 (for remedial/deficiency/failure/repetition courses)
Summer Semester Duration	8-9 weeks
Attendance	75 %
3 Credit Hours / Week (Theory)	3 classes (1 hour each) OR 2 classes (1.5 hours each) OR 1 class (3 hours)
3 Credit Hour / Week (Practical / Laboratory / Field)	3 hours (3 x 3 = 9 hours / week)

General Guidelines for MSN:

1. MSN program may have different tracks/specialties depending upon the needed area of focus/specialization as well as the resources of the university.
2. Universities may offer tracks/specialties in the following areas.
 - a. Clinical (any sub-specialties, such as critical care, Accident Emergency, Mental health etc.)
 - b. Education
 - c. Leadership & Management
 - d. Public Health
3. The MSN program with any specialization can be offered subject to the condition that the program scheme should include core courses of 14 credit hours for the courses scheme given in this curriculum, and specialization courses of 12-20 credit hours with/without elective courses may be determined by the concerned university.
4. Successful completion of practicum (6 credits) and thesis (8 credits) are mandatory degree award requirements.

5. Universities may alter the sequence of courses as per academic feasibility and requirements.
6. As an example, the standardized scheme of study for MSN (General Track) is given below:

SEMESTER I			
S.N.	COURSE	CREDIT HOURS	CATEGORY
1	Theoretical Basis of Nursing	3 (3-0)	Core
2	Academic Writing	3 (3-0)	Core
3	Research Methodology	3 (3-0)	Core
4	Applied Statistics in Healthcare	3 (2-1)	Core
Total Credits (12)			

SEMESTER II			
S.N.	COURSE	CREDIT HOURS	CATEGORY
1	Advanced Health Assessment	3 (1-2)	Specialization: General Track
2	Advanced Pathophysiology	3 (3-0)	Specialization: General Track
3	Advanced Pharmacology	3 (3-0)	Specialization: General Track
Total Credits (09)			

SEMESTER III			
S.N.	COURSE	CREDIT HOURS	CATEGORY
1	Practicum	6 (0-6)	Practicum
2	Proposal Development	3 (3-0)	Thesis
3	Leadership & Management	3 (3-0)	Core
Total Credits (12)			

SEMESTER IV			
S.N.	COURSE	CREDIT HOURS	CATEGORY
1	Nursing Education	3 (3-0)	Specialization: General Track
2	Thesis	6 (6-0)	Thesis
Total Credits (09)			

5. Course Learning Outcomes

Course Title: Theoretical Basis for Nursing

Credits Total = 03 | Theory = 03 | Skill/Clinical = 00

By the end of this course, students will be able to:

1. Explain the development and historical perspectives of nursing theories in order to reflect the sense of professional heritage and identity.
2. Understand the basic concepts, compositions, and metaparadigms of nursing theories.
3. Integrate theories to improve clinical practices and associated health outcomes.
4. Reflect the application of theories on critical thinking, problem solving, decision making and planning of care in nursing.
5. Apply legal, ethical, and human-caring principles to diverse clinical situations in advanced nursing practices.

6. Design patient-centered and holistic care frameworks by using the best available scientific evidence based on certain applications of nursing theories.
7. Prepare nurses as advanced practitioners to deal with individuals, families, and communities while working in complex healthcare settings.

Course Title: Academic Writing

Credits	Total = 03 Theory = 03 Skill/Clinical = 00
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By the end of the course, the students will be able to:

1. Identify the purpose and appropriate language of writing assignments.
2. Improve the consistent harmony within concepts and ideas presented.
3. Analyze the writing passages and academic concepts with congruence.
4. Present the text logically and plausibly.
5. Use the proper, precise words, phrases, and sentence structure.
6. Expand the capabilities to use the correct language, vocabulary, and grammar.
7. Use APA and Vancouver styles of references with appropriate sources in written scholarly papers.

Course Title: Research Methodology

Credits	Total = 03 Theory = 03 Skill/Clinical = 00
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By the end of the course, the students will be able to:

1. State the fundamental concepts of research.
2. Identify the various types of research designs, sampling techniques, data collection tools, and data analysis for both qualitative and quantitative research methods.
3. Develop a research proposal for both qualitative and quantitative studies.
4. Review the literature to identify gaps as well as to address the interest area of the research investigator.
5. Identify the links between research, theory, and practice and their application in health care settings.
6. Reflect the current issues and barriers in research in the current healthcare system of Pakistan.
7. Apply all the required ethical considerations in conducting a research study.

Course Title: Applied Statistics in Healthcare

Credits	Total = 03 Theory = 02 Skill/Clinical = 01
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By the end of the course, the students will be able to:

1. State the fundamental reasons and importance of Biostatistics.
2. Distinguish between descriptive and inferential statistics.
3. Explain the terms population, samples, parameters, statistics, and various methods of sampling.
4. Apply statistical analysis to calculate the sample size.
5. Determine the methods for dealing with missing data.
6. Display appropriate graphs, figures, and tables for the presentation of various kinds of data.
7. Use various measures of central tendency, variance, and dispersion for different types of data including normal and skewed distribution.
8. Identify different types of probability distribution and the application of its rule in each situation.

9. Explain the importance of the Central Limit Theorem in statistics.
10. Apply the principles of sampling distributions to predict the behavior of sample means.
11. Compute confidence interval from a set of data for a single or multiple population means.
12. Calculate the P-value for a z-score in a set of data.
13. Evaluate the various types of hypotheses used in statistics.
14. Explain the steps and procedure for a test of significance.
15. Explain the procedure and application of one/two-tailed tests during data analysis.
16. Explain the types of errors and their impact on testing the hypotheses.
17. Calculate test statistics for different types of parametric and non-parametric tests for their interpretation.
18. Interpret the test outputs independently using advanced data analytics software.
19. Analyze, interpret, and write a report on a given data set.

Course Title: Advanced Pathophysiology

Hint: *(theoretical and lab/clinical portion be reflected proportionate to the assigned credits)*

Credits	Total = 03 Theory = 03 Skill/Clinical = 00
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On completion of this course, students will be able to:

1. Analyze the relationship between normal physiology and specific system alterations due to altered health states.
2. Describe the etiology, developmental considerations, pathogenesis, and clinical manifestations of specific disease processes.
3. Relate interpretation of procedures and laboratory tests used in the diagnosis of the clients with altered health states of an organ system.
4. Understand the concepts involved in the disease process (inflammation, infection, immunity, cellular adaptation, aberrant cell growth, cell injury) at cellular level.
5. Utilize multiple sources of data to support clinical judgement in assessing alterations in normal physiology.
6. Apply evidence-based knowledge regarding pathophysiological changes in patient clinical management.

Course Title: Advanced Pharmacology

Credits	Total = 03 Theory = 03 Skill/Clinical = 00
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Upon completion of this course, the student will be able to:

1. Identify the pharmacokinetic and pharmacodynamic actions of specified drugs.
2. Describe major pharmacological differences and indications for specific pharmacotherapeutic agents within a given drug category.
3. Analyze, identify, and provide rationale for appropriate drug treatment given in a specific clinical situation.
4. Incorporate the use of pharmacotherapeutic agents as one component of comprehensive patient care.

Course Title: Advanced Health Assessment**Credits**

Total = 03 | Theory = 01 | Skill/Clinical = 02

Upon completion of this course, the student will be able to:

1. Utilize health promotion and risk appraisal strategies that focus on the healthcare needs of adult clients.
2. Incorporate effective interviewing skills in gathering a complete and organized health history appropriate for the individual's developmental level.
3. Perform comprehensive physical and functional examinations on the adult client.
4. Accurately analyze subjective and objective data and formulate diagnostic hypotheses based on this data analysis.
5. State alternative hypothesis for diagnosis considering various sources of data.
6. Recognize the variance in health including physiological variations across ethnic, cultural, age and gender groups that may influence the assessment and plan of care.

Course Title: Leadership & Management**Credits**

Total = 03 | Theory = 03 | Skill/Clinical = 00

By the end of this course, students are expected to:

1. Identify the link between leadership, followership, and management processes.
2. Analyze the suitability of various management theories and leadership theories considering the contextual factors.
3. Differentiate assertive, passive, and aggressive approaches to interpersonal interaction.
4. Apply concepts related to the organizational processes of leadership, planning, communication, decision-making, change management, power and politics, conflict resolution, and teamwork.
5. Realize the role of critical thinking, evidence, clear communication, and assertiveness in problem-solving.
6. Appreciate the role and influence of national and international organizations on the quality of Nursing in the health care system of Pakistan.
7. Analyze financial resources and budget processes, including budget variance report (BVR) within an organization.
8. Analyze the contemporary challenges for nursing leadership globally and within the Pakistani context.

Course Title: Practicum**Credits**

Total = 06 | Theory = 00 | Skill/Clinical = 06

By the end of this course, students are expected to:

1. Develop clinical/administrative/nursing educational skills at an advanced level.
2. Analyze and integrate evidence-based research as it applies to nursing education/administration/clinical practice.
3. Appraise the role of nurses at chosen practice areas at an advanced level.
4. Collaborate with healthcare team members/other colleagues in chosen practice area for achieving tasks.

5. Integrate knowledge of nursing education/leadership and management/public health nursing/clinical practice in planning preventative and therapeutic management.
6. Demonstrate an awareness of the ethical, legal, political, economic, and socio-cultural issues related to nursing education/management/clinical practice.
7. Identify one contemporary issue in practicum area and propose solutions to tackle the issue using theoretical/background knowledge.
8. Demonstrate competence in a chosen specialty/practicum area under the supervision of preceptor.
9. Develop skills to recommend changes at the policy level for advanced management in chosen practice area.

Course Title: Proposal Development

Credits	Total = 03 Theory = 03 Skill/Clinical = 00
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By the end of this course, students are expected to:

1. Identify the purposes and advantages of a research thesis proposal.
2. Describe components of a thesis proposal logically.
3. Develop skills of writing thesis proposal under supervision.
4. Identify an area of interest/significant issue related to healthcare/nursing practice, education, or nursing administration for writing a research proposal.
5. Defend research proposal at the Graduate Committee (Institutional) level.
6. Develop skills to write a successful research proposal for the Advanced Studies and Review Board (ASRB).
7. Develop skills to prepare a successful ethical review application keeping in mind all the ethical considerations pertinent to inquiry/proposal.
8. Write an initial draft of a thesis proposal.
9. State potential methodological and ethical issues in the conduct of research.
10. Identify effective solutions to the above issues in writing the proposal.

Course Title: Nursing Education

Credits	Total = 03 Theory = 03 Skill/Clinical = 00
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Upon completion of this course, the student will be able to:

1. Analyze the philosophical foundations, mission, and vision of nursing educational programs and philosophical underpinnings of education.
2. Analyze frameworks for curriculum development utilized in nursing education.
3. Align the concepts of assessment, planning, implementation, and evaluation of course/curriculum.
4. Appreciate the variety of roles and responsibilities of the faculty in education design, delivery, and evaluation.
5. Relate principles of leadership and management in the administration of nursing educational institutions.
6. Evaluate the application of various teaching and learning strategies.
7. Analyze the forces and issues influencing the design and delivery of curriculum.

8. Describe the changing trends in nursing education locally, regionally, and globally.
9. Understand and apply the concept alignment to the course and curriculum.
10. Critique the concepts of assessment and evaluation in a variety of contexts within education.
11. Explicate the relationship of program planning and evaluation with quality assurance and quality control.

6. Career Prospects

MSN graduates can be employed in a variety of roles (Clinician/ Educator Researchers/Managers, administrators, policy makers, advocates) within different settings including hospitals, community, or non-governmental organizations.