

National Curriculum of Pakistan
2022-23

HOME NURSING

Grade 11



NATIONAL CURRICULUM COUNCIL SECRETARIAT
MINISTRY OF FEDERAL EDUCATION AND
PROFESSIONAL TRAINING, ISLAMABAD
GOVERNMENT OF PAKISTAN

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It is with great pride that we, at the National Curriculum Council Secretariat, present the first core curriculum in Pakistan's 75-year history. Consistent with the right to education guaranteed by Article 25-A of our Constitution, the National Curriculum of Pakistan (2022-23) aspires to equip every child with the necessary tools required to thrive in and adapt to an ever-evolving globalized world.

The National Curriculum is in line with international benchmarks, yet sensitive to the economic, religious, and social needs of young scholars across Pakistan. As such, the National Curriculum aims to shift classroom instruction from rote learning to concept-based learning.

Concept-based learning permeates all aspects of the National Curriculum, aligning textbooks, teaching, classroom practice, and assessments to ensure compliance with contemplated student learning outcomes. Drawing on a rich tapestry of critical thinking exercises, students will acquire the confidence to embark on a journey of lifelong learning. They will further be able to acknowledge their weaknesses and develop an eagerness to build upon their strengths.

The National Curriculum was developed through a nationwide consultative process involving a wide range of stakeholders, including curriculum experts from the public, private, and non-governmental sectors. Representatives from provincial education departments, textbook boards, assessment departments, teacher training departments, *deeni madaris*, public and private publishers, private schools, and private school associations all contributed their expertise to ensure that the National Curriculum could meet the needs of all Pakistani students.

The experiences and collective wisdom of these diverse stakeholders enrich the National Curriculum, fostering the core, nation-building values of inclusion, harmony, and peace, making the National Curriculum truly representative of our nation's educational aspirations and diversity.

I take this opportunity to thank all stakeholders, including students, teachers, and parents who contributed to developing the National Curriculum of Pakistan (2022-23)

Dr. Mariam Chughtai

Director

National Curriculum Council Secretariat

Ministry of Federal Education and Professional Training

Home Nursing Grade 11 Progression Grid

Domain A: Communication

Standard: Acquire fluent communication skills for a multitude of patient settings

Grade 11

Benchmark I:

Identify key communication skills based on patient needs

Student Learning Outcomes

Students will be able to:

[SLO: HN-11-A-01]:

Identify different modes of communication based on patient profile e.g. differently-abled child, dementia patient.

[SLO: HN-11-A-02]:

Demonstrate key interpersonal skills in the context of Home Nursing

[SLO: HN-11-A-03]:

Elaborate key communication skills needed for interaction with family and medical professionals

[SLO: HN-11-A-04]:

Explain the importance of “informed consent”

Domain B: Hygiene

Standard: Categorise key steps towards maintaining a professional standard of hygiene in a healthcare environment

Grade 11

Benchmark I:

Categorise key steps towards maintaining a professional standard of hygiene in a healthcare environment

Student Learning Outcomes

Students will be able to:

[SLO: HN-11-B-01]:

Identify ways of maintaining patient hygiene in varying situations/age groups

[SLO: HN-11-B-02]:

Analyse methods of maintaining personal hygiene

[SLO: HN-11-B-03]:

List reasons for maintaining personal hygiene

[SLO: HN-11-B-04]:

Explain different ways on how to prevent the spread of infection

[SLO: HN-11-B-05]:

Demonstrate essential clinical skills such as hand washing, scrubbing etc.

Domain C: Patient Handling

Standard: Demonstrate effective patient handling

Grade 11

Benchmark I: Distinguish between correct and incorrect methods of patient handling e.g. hoists and electric beds.

Student Learning Outcomes

Students will be able to:

[SLO: HN-11-C-01]:

Define “a moving and handling assessment”

[SLO: HN-11-C-02]:

Demonstrate how to carry out a moving and handling assessment

[SLO: HN-11-C-03]:

Define what a risk assessment with key components

[SLO: HN-11-C-04]:

Discuss why a “risk assessment” is necessary

[SLO: HN-11-C-05]:

Demonstrate how to carry out a risk assessment

[SLO: HN-11-C-06]:

Differentiate between correct and incorrect methods of using all relevant equipment eg hoists and electric beds

Domain D: Anatomy and Physiology

Standard: Apply knowledge of the human body for effective patient care

Grade 11

Benchmark I:

Apply knowledge of the human body and its systems

Student Learning Outcomes

Students will be able to:

[SLO: HN-11-D-01]:

Describe the structure of major human organs and explain their role in the maintenance of healthy individuals

[SLO: HN-11-D-02]:

Describe the structure and function of small and large intestine and identify the different components of both small and large intestines

[SLO: HN-11-D-03]:

Describe the passage of food from ingestion to excretion

[SLO: HN-11-D-04]:

Identify the enzymes involved in digestion

[SLO: HN-11-D-05]:

Define excretion and identify the organs of the excretory system

[SLO: HN-11-D-06]:
Outline structures of the urinary system and their functions

[SLO: HN-11-D-07]:
Explain how kidneys filter blood

[SLO: HN-11-D-08]:
Describe how kidneys help to maintain homeostasis

[SLO: HN-11-D-09]:
Identify different hormones involved in reproduction

[SLO: HN-11-D-10]:
Describe the menstrual cycle

[SLO: HN-11-D-11]:
Explain the process of fertilisation

[SLO: HN-11-D-12]:
Differentiate between endocrine and exocrine glands

[SLO: HN-11-D-13]:
Distinguish different glands and the hormones they produce

[SLO: HN-11-D-14]:
Explain the function of the neuron

[SLO: HN-11-D-15]:
Describe the structure and function of spinal cord

[SLO: HN-11-D-16]:

Outline the functions of cerebrum and cerebellum

[SLO: HN-11-D-17]:

Identify the different structures which make up the musculoskeletal system: Bones, joints, cartilage, Ligaments, Tendons and Muscles

[SLO: HN-11-D-18]:

Describe the different bone cells and their functions: osteoblasts, osteocytes, osteoclasts

[SLO: HN-11-D-19]:

Identify the three types of muscles found within the human body and where they are normally found.

[SLO: HN-11-D-20]:

Differentiate between the different types of body movements: Flexion, Extension, Abduction, adduction, Rotation e.t.c

[SLO: HN-11-D-21]:

Describe the process of blood cell formation

[SLO: HN-11-D-22]:

Elucidate the importance of valves in blood vessels

[SLO: HN-11-D-23]:

Describe the functions of the different blood cells; red blood cells, white blood cells and platelets

[SLO: HN-11-D-24]:

Describe the route of blood circulation within the heart.

[SLO: HN-11-D-25]:

Distinguish between heart attack and heart failure

[SLO: HN-11-D-26]:

Explain what blood pressure is and how this is expressed

Domain E: Drug Management

Standard: Analyse drugs and their effect within the human body

Grade 11

Benchmark I: Predict side effects of drugs based on recipient profile

Student Learning Outcomes

Students will be able to:

[SLO: HN-11-E-01]:

Explain different types of drugs eg painkillers, antidepressants,

[SLO: HN-11-E-02]:

Illustrate how drugs act on the body and what organs they affect

[SLO: HN-11-E-03]:

Explain how the body processes medication

[SLO: HN-11-E-04]:

Explain the importance of safe management of drugs

[SLO: HN-11-E-05]:
Predict side effects of drugs based on recipient profile

Domain F: Ethics and Empathy

Standard: Select and execute correct patient care based on patient belief, values, lifestyle etc.

Grade 11

Benchmark I:

Advocate the importance of ethics and empathy in a healthcare environment

Student Learning Outcomes

Students will be able to:

[SLO: HN-11-F-01]:
Discuss the importance of dignity, right to choice, professional competency, privacy and consent in care

[SLO: HN-11-F-02]:
Explain why consent is important

[SLO: HN-11-F-03]:

Identify and discuss the 6 C's of nursing and how they apply in care (care, compassion, commitment, courage, communication and competence)

[SLO: HN-11-F-04]:

Discuss why it is important to involve patients in decision making

[SLO: HN-11-F-05]:

Explain what patient centred care is

[SLO: HN-11-F-06]:

Evaluate reasons to alter care to patient needs (values, beliefs, lifestyle, religion etc)

Domain G: Mental Health and Wellbeing

Standard: Discuss the importance of mental health in healthcare

Grade 11

Benchmark I:

Evaluate ways in which to support patient suffering from mental health issue

Student Learning Outcomes

Students will be able to:

[SLO: HN-11-G-01]:
Define mental health and discuss why it is important

[SLO: HN-11-G-02]:
Identify and define the different types of mental health problems eg depression, anxiety

[SLO: HN-11-G-03]:
Explain ways to effectively promote good mental health

[SLO: HN-11-G-04]:
Evaluate ways in which to support patient suffering from mental health issue

Domain H: Safeguarding

Standard: Explain the concept of safeguarding is and why it is important in healthcare

Grade 11

Benchmark I:

Discuss the concept of safeguarding is and why it is important in healthcare

Student Learning Outcomes

Students will be able to:

[SLO: HN-11-H-01]:
Define what is safeguarding

[SLO: HN-11-H-02]:
Identify and explain different sorts of risks when dealing with patients and the the proper measures to report them

[SLO: HN-11-H-03]:
Explain how we can provide the patient with safe and effective care with examples



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