



# **CURRICULUM FRAMEWORK**

***PROGRAM CODE: 7720301***

**BACHELOR OF NURSING**

**Applicable for the intake of Academic year 2023-2024**

*(Decision No. 39/2024/QĐ-VUNI, Dated: 23/01/2024, by the Provost of VinUniversity)*

*This curriculum framework has been reviewed and validated by  
The University of Pennsylvania*



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## 1. Graduate Attributes

Generic graduate attributes are set of skills, attributes and values that all learners should achieve regardless of discipline or field of study; should be measurable and broad. The core value of VinUni is EXCELLENCE and Generic Graduate Attributes for VinUni are E.X.C.E.L as listed as below:

- E: Empathy – sense other people’s emotions, understand others without judgement.
- X: Exceptional Capability – exceptional capabilities and competencies that are proven determinants of future success.
- C: Creativity – Perceive the world in new ways, make connections, generate solutions
- E: Entrepreneurial Mindset – Overcome challenges, be decisive, accept responsibility, be impactful for the society.
- L: Leadership Spirit – Motivate and influence people to act toward achieving a common goal.

## 2. Program Overview

### 2.1. Program Description

<b>Name of the program degree</b>	Bachelor of Nursing
<b>Program duration</b>	4 years full time
<b>Total credits</b>	127 credits (without minor) 142 credits (with minor)

### 2.2. Program Mission

The program aims to educate nurses, who:

- Provide quality, evidence-based, and humanistic nursing services for various populations and in various settings.
- Continually strive to learn/enquire, updating themselves with new knowledge and skills, to be able to work collaboratively and effectively with others.
- Are active agents for change in their institutions by demonstrating professional competencies, leadership, and morals.
- Are prepared to be leaders of nursing systems, nationally and internationally in the future.

### 2.3. Program Student Outcomes

At the completion of this BSN program, a student will:

- Synthesize nursing knowledge and the liberal arts as a basis for professional nursing practice.
- Demonstrate effective communication, collaboration, professional judgment, and ethical decision-making in all actions.
- Provide high-quality, evidence-based, safe, humanistic nursing services to individuals, families, groups, and communities.
- Contribute to the culture of mutual respect for diversity in identities and lifeways of individuals, families, communities, and colleagues.
- Act as the agent for change by fostering one’s own and others’ professionalism, leadership, spirits of inquiry, and continuing development.

## 2.4. Professional Competency Standard

### COMPETENCY STANDARDS OF VINUNI NURSE GRADUATES

<b>DOMAIN 1: PATIENT CARE COMPETENCIES</b>
Competency 1: Demonstrate knowledge base on the health/illness status of individuals, families and communities
Competency 2: Provides sound decision of care appropriately to the patients/clients
Competency 3: Set up priority nursing care based on health needs of the patient
Competency 4: Utilize the nursing process as a framework for nursing care plans
Competency 5: Promotes safety, comfort and privacy for patients
Competency 6: Administer medication safely and effectively
Competency 7: Performs proper care techniques following nursing process
Competency 8: Ensure continuity of care
Competency 9: Performs first aid and acts on emergencies
Competency 10: Establish rapport with clients/patients, families and other member of the health care team
Competency 11: Communicates with patients/clients and families effectively
Competency 12: Utilizes formal and informal channels to facilitate communicating with patients/clients, families, communities
Competency 13: Provide information on patient's health status appropriately and effectively
Competency 14: Determines needs and performs health education for patients, families and groups
Competency 15: Collaborate with colleagues and other member of health care team
<b>DOMAIN 2: MANAGEMENT AND PROFESSIONAL DEVELOPMENT COMPETENCIES</b>
Competency 16: Manages, update and use client's document following rules
Competency 17: Manages patient/client care
Competency 18: Manage, operate and maintain medical equipment effectively
Competency 19: Utilize appropriate and effective resources to provide care
Competency 20: Establish the safe and effective working environment
Competency 21: Improve quality of care and risk management in health care setting
Competency 22: Performs nursing research and evidence based practice
Competency 23: Maintains and develops personal and colleague abilities
<b>DOMAIN 3: LEGAL AND ETHICS COMPETENCIES</b>
Competency 24: Adheres to practice in accordance with the law and other legislation documents
Competency 25: Adheres to practice in accordance with ethic-moral responsibilities

### 3. Curriculum structure

#### 3.1 Curriculum Composition

No.	Curriculum Components	Number of Credits	Credit Distribution (%/Total Credits)
<b>I</b>	<b>General Education</b>	<b>27</b>	<b>21.3 %</b>
I.1	University Core Requirement	12	9.4 %
I.2	Distributional Requirement	12	9.4 %
I.3	Co-curricular Learning	3	2.4 %
<b>II</b>	<b>National Defense Education</b>	Non-Credit	
<b>III</b>	<b>Professional Education</b>	<b>100</b>	<b>78.7 %</b>
II.1	Pre-clinical Courses	43	33.9 %
II.2	Clinical Courses	38	29.9 %
II.3	Supporting Courses	8	6.3 %
II.4	Elective Courses	Option 1: 5 (for elective courses) Option 2: 15 (for a Minor)	3.9 %
<b>III</b>	<b>Final Practicum</b>	<b>6</b>	<b>4.7 %</b>
	<b>TOTAL</b>	<b>127 - 142</b>	<b>100%</b>

#### 3.2 Courses and Credit Distribution by Courses

No	Course Code	Name of Courses	Total CR	Credit Distribution		
				Theory	Lab	Clinics
		<b>TOTAL</b>	<b>127</b>	<b>79.5</b>	<b>25.5</b>	<b>22</b>
<b>I</b>		<b>General Education</b>	<b>27</b>			
<b>I.1</b>		<b>University Core Requirement</b>	<b>12</b>			
1.	ENGL1011	Fundamentals of Academic Writing	3	3		
2.	ENTR1020	Agile Innovation and Entrepreneurship	3	3		
3.	LEAD1031	Leadership and Teambuilding Boot Camp	2	2		
4.	THINK1010	Critical and Creative Thinking <sup>(1)</sup> <i>(waived for MD/BN students)</i>	2	2		
5.	HASS1070	Cross Cultural Navigation <sup>(2)</sup>	2	2		
6.	VCOR1021/22	Healthy Lifestyle 1,2 <sup>(3)</sup>	<i>Non-credit required (45 hours)</i>			
<b>I.2</b>		<b>Distributional Requirement</b>	<b>12</b>			

No	Course Code	Name of Courses	Total CR	Credit Distribution		
				Theory	Lab	Clinics
7.	HASS1010	Marxism-Leninism Philosophy (Philosophy Science and Society) <sup>(4)</sup>	3	3		
8.	HASS1020	Marxism-Leninism Political Economy (Global Political Economy) <sup>(5)</sup>	2	2		
9.	HASS1030	Scientific Socialism (Politics and Social Change) <sup>(6)</sup>	2	2		
10.	HASS1041/42	Ho Chi Minh Ideology (Vietnam: History and Cultures II) <sup>(7)</sup>	2	2		
11.	HASS1050	History of the Communist Party (Vietnam: History and Cultures I) <sup>(8)</sup>	2	2		
12.	ARTS1010/MUSI1010	Arts Courses <sup>(9)</sup> <i>(Students select one course in the pool, i.e ARTS1010, MUSI1010, ARTS1020A/B)</i>	1	1		
<b>I.3</b>		<b>Co-curricular Learning</b> <sup>(10)</sup>	<b>3</b>			
13.	VCOR1012A/B	OASIS (Orientation, Advising, Skills, Identity & Diversity, and Spirit of Pay-it-Forward)	<i>Non-credit</i>			
14.	COSL1010	Community Service Learning	3	3		
II		<b>National Defense Education</b> (Required by the Government for Vietnamese citizens)	<i>165 hrs</i>			
<b>III</b>		<b>Professional Education</b>	<b>101</b>			
<b>III.1</b>		<b>Preclinical Courses</b>	<b>43</b>			
15.	PHYS1012	Physics-Biophysics	2	1.5	0.5	
16.	CHEM1022	Chemistry	2	1.5	0.5	
17.	NURS1020	Human Anatomy & Physiology I	3	2	1	
18.	NURS1060	Human Anatomy & Physiology II	3	2	1	
19.	NURS2100	Pathophysiology & Pharmacology I	3	2	1	
20.	NURS2160	Pathophysiology & Pharmacology II	3	2	1	
21.	NURS2110	Biology-Genetics, Microbiology, Parasitology I	3	2	1	
22.	NURS2170	Biology-Genetics, Microbiology, Parasitology II	3	2	1	
23.	NURS2120	Biochemistry & Normal Nutrition	3	2	1	
24.	NURS2180	Biochemistry & Clinical Nutrition	3	2	1	
25.	NURS2200	Infection Control in Nursing Practice	1	0.5	0.5	
26.	NURS3420	Nursing Research	4	2	2	

No	Course Code	Name of Courses	Total CR	Credit Distribution		
				Theory	Lab	Clinics
27.	NURS1030	Introduction to Professional Nursing Practice I	3	2	1	
28.	NURS1070	Introduction to Professional Nursing Practice II	3	2	1	
29.	NURS1040	Psychology and Communication Skills in Nursing Practice I	2	1	1	
30.	NURS1080	Psychology and Communication Skills in Nursing Practice II	2	1	1	
<b>III.2</b>		<b>Clinical Courses</b>	<b>38</b>			
31.	NURS2190	Adult Medical Nursing I	4	1	1	2
32.	NURS3220	Adult Surgical Nursing I	4	1	1	2
33.	NURS3210	Adult Medical Nursing II	4	1	1	2
34.	NURS3231	Psychiatric Nursing	4	2	1	1
35.	NURS3270	Adult Surgical Nursing II	4	1	1	2
36.	NURS3280	Nursing of Children	4	1	1	2
37.	NURS3290	Obstetric and Gynecologic Nursing	4	1	1	2
38.	NURS4321	Nursing Care of Older Adults	2	1	0	1
39.	NURS4301	Emergency and Intensive Nursing Care	2	1	0	1
40.	NURS3250	Rehabilitation Nursing	2	1	0	1
41.	NURS4311	Community Health Nursing	2	1	0	1
42.	NURS4371	Communicable Disease Nursing	2	1	0	1
<b>III.3</b>		<b>Supporting Courses</b>	<b>9</b>			
43.	NURS2150	Health Promotion and Health Education	2	1	1	0
44.	NURS3240	Healthcare Ethics	2	2	0	0
45.	HESP3042	Health Economics-Health Systems-Health Policy & Law <sup>[11]</sup>	2	1	1	0
46.	NURS4341	Nursing Leadership and Management	2	1	1	0
<b>III.4</b>		<b>Elective Courses (option 1)</b>	<b>5</b>			
47.	NURS4390	Palliative Care	2	1	0	1
48.	NURS4400	Disaster Preparedness Nursing	2	1	0	1
49.	HQIS4052	Healthcare Quality Improvement and Safety	2	2	0	0
50.	NURS4330	Environmental Health	2	2	0	0
51.	NURS4380	Traditional Medicine	2	1	0	1
52.	STAT1030	Probability - Statistics and Epidemiology	3	2	1	
<b>IV</b>		<b>Graduation Practicum</b>	<b>6</b>			
53.	NURS4411	Transition to Professional Nursing Practice	6	2	0	4

No	Course Code	Name of Courses	Total CR	Credit Distribution		
				Theory	Lab	Clinics
V		Courses in minor programs <sup>[12]</sup>	15	15		

**General notes:**

(1) Critical thinking course supplements for critical and creative framework. The course is waived for MD/BN students;

(2) Cross-Cultural Navigation supplements for leadership framework, global awareness which play as university core requirements.

(3) To fulfill MOET's requirement of Physical Education and university core requirement. MOET requirement for physical education is a 45 hour course (equivalent to 3 credits) but not counted in total credits.

(4 to 8) to fulfill Vietnam Ministry of Education and Training (MOET)'s requirements on politic and ideology education for Vietnamese undergraduate students.

(9) Arts courses:

- Students can select either ARTS1010 or MUSI1010 to fulfill the art component requirement.
- For MD program, students must enroll in ARTS1020A/B - Medical Humanities course to fulfill the art component requirement. Students may take other art courses (i.e ARTS1010 or MUSI1010, etc) as elective one(s).

(10) Separation of Community Service Learning (CSL) from OASIS: OASIS will now be managed by the Student Affairs Management (SAM) Office and will be a skills and experience-based non-credit part of General Education. Students will be required to complete aspects of OASIS as different times throughout the 4 years. CSL will now be a standalone course and be worth 3 credit.

(11) Interdisciplinary course with the MD program.

(12) There are two minors offered only to nursing students including: Health Services Management (by CBM) and Computer Science for Health Care Professional (by CECS) (refer to the guideline of minor offering for more information).

**Notes for international students:**

- International students are required to take ideology courses, including: History of the Communist Party, Ho Chi Minh Ideology, Scientific Socialism, Marxism-Leninism Political Economy, Marxism-Leninism Philosophy (In line with Decision No. 494/QĐ-TTg, issued on June 24, 2002, by the Prime Minister).

- International students are exempted from National Defense Education (in line with Circular 30/2018/TT-BGDĐT issued by the Ministry of Education and Training on December 24, 2018). Students may select other alternative courses (ie. Vietnam: History and Cultures I/II; Vietnamese Language; or other electives); to meet the required credits for graduation (at least 120 credits for a 4-year program and at least 180 credits for a 6-year program).



### 3.3 Curriculum Planner

#### 3.3.1 High-level Curriculum Planner

## NURSING CURRICULUM DESIGN

Year 1	Year 2	Year 3	Year 4
<b><u>FOUNDATIONAL</u></b>	<b><u>FOUNDATIONAL</u></b>	<b><u>CLINICAL PROGRAM</u></b>	<b><u>CLINICAL PROGRAM</u></b>
<p style="text-align: center;"><b>Developing Qualifications and Skills:</b></p> <p style="text-align: center;"><b>U-CORE</b> (shared with Management, Engineering &amp; Technology Education)</p>	<p style="text-align: center;">Biosciences for Nursing Practice</p>	<p style="text-align: center;">Supporting Subjects</p>	<p style="text-align: center;">Supporting Subjects</p>
<p style="text-align: center;">Foundation Sciences for Nursing Practice (Integrative courses)</p>	<p style="text-align: center;">Evidence-Informed Nursing Practice</p>	<p style="text-align: center;">Integrated Nursing Practice</p>	<p style="text-align: center;">Integrated Nursing Practice</p>
<p style="text-align: center;">Introduction to Nursing Practice</p>	<p style="text-align: center;">Integrated Nursing Practice</p>		

### 3.3.2 Curriculum- Year Planner

Semester	No.	Courses	Nursing program				
			Total CR #	Theory	Sim	Lab	Clinics
<b>General Education Courses</b>			<b>27</b>	<b>27</b>			
		Following structure of GenEd program					

<b>Year 1 (2023-2024)</b>			<b>17</b>	<b>11</b>	<b>2</b>	<b>3</b>	<b>0</b>
S1	1	Physics-Biophysics	2	1.5		0.5	
	2	Psychology and Communication Skills I	2	1	1		
	3	Human Anatomy & Physiology I	3	2		1	
S2	4	Chemistry	2	1.5		0.5	
	5	Human Anatomy & Physiology II	3	2		1	
	6	Introduction to Professional Nursing Practice I	3	2	1		
	7	Psychology and Communication Skills II	2	1	1		

<b>Year 2 (2024 -2025)</b>			<b>23</b>	<b>15</b>	<b>1</b>	<b>7</b>	<b>0</b>
S3	8	Pathophysiology and Pharmacology I	3	2		1	
	9	Biochemistry and Normal Nutrition	3	2		1	
	10	Introduction to Professional Nursing Practice II	3	2	1		
	11	Biology-Genetics, Microbiology, Parasitology I	3	2		1	
S4	12	Pathophysiology and Pharmacology II	3	2		1	
	13	Biochemistry and Clinical Nutrition	3	2		1	
	14	Biology-Genetics, Microbiology, Parasitology II	3	2		1	
	15	Health Economics-Health Systems-Health Policy & Law	2	1		1	
<b>Year 3 (2025 -2026)</b>			<b>27</b>	<b>10.5</b>	<b>4.5</b>	<b>3</b>	<b>9</b>
S5	16	Adult Medical Nursing I	4	1	1		2
	17	Adult Surgical Nursing I	4	1	1		2

	18	Infection Control in Nursing Practice	1	0.5	0.5		
	19	Healthcare Ethics	2	2			
	20	Rehabilitation Nursing	2	1			1
S6	21	Adult Medical Nursing II	4	1	1		2
	22	Adult Surgical Nursing II	4	1	1		2
	23	Health promotion and Health Education	2	1		1	
	24	Nursing Research	4	2		2	

<b>Year 4 (2026 -2027)</b>			<b>33</b>	<b>16</b>	<b>3</b>	<b>1</b>	<b>13</b>
S7	25	Elective course	2	2			
	26	Emergency and Intensive Care Nursing	2	1			1
	27	Community Health Nursing	2	1			1
	28	Nursing Care of Older Adults	2	1			1
	29	Nursing Leadership and Management	2	1		1	
	30	Psychiatric Nursing	4	2	1		1
	31	Nursing of Children	4	1	1		2
S8	32	Obstetrical and Gynecological Nursing	4	1	1		2
	33	Communicable Disease Nursing	2	1			1
	34	Elective course	3	3			
	35	GRADUATION PRACTICUM - Transition to Professional Nursing Practice	6	2			4

### **3.3.3. Course Descriptions**

#### **GENERAL EDUCATION COURSES:**

#### **ENGL1011- Fundamentals of Academic Writing**

Credit: 3

Pre-requisite: NA

The course aims at refining students' language, communication, academic literacies, and critical thinking skills. Although this course covers a range of communication genres, there is a particular focus on formal academic writing to equip students with strategies for long-term success in university-level coursework. The course will give students an abundance of guided practice and independent production in following a process writing approach, which includes investigating, shaping, drafting, peer and teacher feedback, reflection, revision, and final product. This foundational framework will be adapted to the various types of academic writing functions. In addition to this, students will work in interdisciplinary groups on an extended group project throughout the course to discover more about authentic communication types which students will encounter at university. This project will focus on analyzing their purpose, audience, tone, and linguistic features and presenting their findings to peers.

#### **ENTR1020 – Agile Innovation and Entrepreneurship**

Credit: 3

Pre-requisite: None

The purpose of this course is to provide students with a basic understanding of the entrepreneurial and innovation mindset and provide students the opportunity to learn about and develop skills and behaviors correlated with impactful entrepreneurs and innovators. Skills to be developed – through lecturing and in-class discussions, plus coaching on assignments and in-class exercises – include observation of real-world facts, identifying status-quos or problems, identifying core causes leading to status-quos, and to discover original ways to remove causes or to solve problems; networking with people to identify technological contributions, optimizing creativity, seeking feedback, and prototyping or mockup design. The pedagogical outcomes of this course include (i) development of creativity & out-of-the-box thinking, (ii) critical thinking through observation and abstractions, (iii) entrepreneurial mindset and (iv) teamwork on a social or environmental issue. As part of the course all students will engage in a 2-day hackathon to present and discuss optimization of team's solution to a real-world social or environmental problem. The course is intended for a mix of students from various academic disciplines, such as medicine, nursing, engineering, business, real estate, and hospitality.

#### **LEAD1031- Leadership and Team building Bootcamp**

Credit: 2

Pre-requisites: None

This course is designed as a required course for freshmen to help the students' leadership development by introducing the basic concepts of leadership and organizational behavior. This course has one big goal for you: to practice and apply concepts and techniques learned in the class and your life to various scenarios. This course is also intended to provide an overview of leadership trends rather than to emphasize every detail and in-depth review of academic studies. Understanding a landscape of leadership will be possible under the structure of four modules: (1) Leader as a decision-maker, (2) Leader as a problem solver, (3) Leader as a designer, and (4) Leader as a game-changer. A leader in this turbulent world is expected to be a final decision-maker to find a creative solution for difficult challenges and will need to organize a group of people with a formal and informal system. Leadership Development offers a safe place for your learning of leadership. Practice, try, fail, and try again! This is the philosophy of this course.

The Boot Camp instills foundational leadership values and skills into students, while bringing the class together, building lasting cohesion, and creating esprit de corps. Students will learn and apply basic leadership concepts and skills through hands-on and experiential learning. Organized into individual and team-based events, the students will have to work individually and together to solve complex and dynamic problems taken from the military, government, and business sectors. This includes but is not limited to: conducting long distance land navigation, negotiating physical obstacle courses, analyzing leadership case studies, and much more. From developing self-awareness and thinking critically to innovating ideas and displaying resilience, students will learn critical elements of Self, Interpersonal, and Team Leadership. Following this course, students will gain a foundational understanding of key elements of leadership and better understand their strengths and how to effectively work in teams and organizations.

### **THINK1010- Critical & Creative Thinking**

Credit: 2

Pre-requisites: None

Developing your own ideas in a logical and critical manner is an essential part of being a student in higher education. In this course you will learn about the nature of argumentation, how to evaluate arguments, uncover hidden premises, and sharpen your own thinking skills. We will start by looking at the difference between arguments and non-arguments and why being able to present an argument is such an important skill. Then we will look at different kinds of arguments, such as deduction, induction, and arguments from inference to the best explanation. Not all arguments are made equal. Some arguments are irrefutable - others barely convincing - and others still completely misleading. We will look at how you can assess the quality of an argument and avoid common logical pitfalls. Finally, we will finish by looking at some philosophical puzzles and paradoxes involving logic and reasoning including Hume's notorious problem of induction and the Sorites paradox.

## **HASS1070 – Cross Cultural Navigation**

Credit: 2

Pre-requisite: None

This course aims to equip students an understanding of one aspect of the so-called “global experience” and/or inter-cultural sensitivity, so that students can become knowledgeable about the ways in which individual identities, values, and perceptions and biases are shaped by cultures across the continentals through acquiring knowledge of theories practice related to the impact of culture in our daily ecologies in local and global contexts. In the end, students can identify and understand the inter-sectional of one’s own and others’ cultural identities in order to reflect on how various cultural concepts apply to your own life, communication and various areas of study.

## **VCOR1021/22 – Healthy Lifestyle 1, 2**

Credit: non-credit, required min 45 hours across Year 1

Pre-requisite: None

“Healthy Lifestyle” is a mandatory and non-credit bearing course of the General Education Program. Undergraduate students are required to enroll in this course to fulfill part of the graduation requirements and are expected to complete it by the end of their first-year study. This course provides the essential knowledge, skills and practicum lessons (exercise/sport classes), whereby students are able to develop a suitable approach in attaining a physically, mentally, socially and spiritually healthy lifestyle.

Specifically, this course provides students with the knowledge to make better choices during their daily routines to build a healthy lifestyle. A healthy lifestyle includes physical wellbeing, psychosocial, and spiritual health. Students receive mentorship that guides and shapes their perspective, showcasing the importance of having a well-balanced life. Components of a healthy lifestyle will be discussed as a process and science that allows students to have a greater understanding of what it takes to achieve their goals for overall wellbeing. Nutrition and diet will be taught to dispel the myths about how and what you should eat to achieve desired health results. Having a healthy mind, healthy body, clarity of thought and the ability to effectively process information are key trademarks of a healthy lifestyle.

This course emphasizes practical application of the learned concepts to integrate subject matter into students’ current daily routines and throughout life. The majority of coursework will be held in different environments and venues in order to expose students to the many varieties of fitness tools and resources to maintain a healthy foundation.

## **HASS1010 – Marxism-Leninism Philosophy (Philosophy Science and Society)**

Credit: 3

Pre-requisite: NA

Philosophy Science and Society is one of four courses in the General Education Program forming the ideology/national education component required for higher education curriculum as directed by the Ministry of Education & Training, Socialist Republic of Vietnam. These four courses are written to achieve the primary objective of helping students understand core values of both country and university through objective and critical academic lenses in a global context. As these courses will be taught in English to students for whom English is mainly a second language at VinUniversity, each course is designed to be delivered in the spirit of content-based language learning approach to help students both develop English language competency (focusing on speaking, listening and reading) and basic understanding of the content. Philosophy, Science & Society (PSS) provides students with a broad survey of key ideas in Philosophy, its relevance to society and the way we think we understand the world, or to put it broadly, “science.” We begin the course with an overview of the role of Philosophy and Metaphysics as we embark on this journey of critically re-examining the way we look at our world. In the second part of the course, we take a deep dive into questions of Epistemology, based on which students can orient and develop their creative thinking, philosophy of humanity and action. We follow up with an exploration of trends that came into being with the “social turn” of epistemology found in the critical works of Thomas Kuhn and later in the burgeoning body of works clustered as Sociology of Science. Following this radical re-thinking, we return to the fundamental questions about humanity posed in Social Philosophy and Ethics, to round up our critical inquiry of the complex relationship among philosophy, science and society.

## **HASS1020 – Marxism-Leninism Political Economy (Global Political Economy)**

Credit: 2

Pre-requisite: NA

Global Political Economy: Vietnam-Region-The World is one of four courses in the General Education Program forming the ideology/national education component required for higher education curriculum as directed by the Ministry of Education & Training, Socialist Republic of Vietnam. These four courses are written to achieve the primary objective of helping students understand core values of both country and university through objective and critical academic lenses in a global context. This course is designed to help students develop a critical lens to understand social reality and social issues, including pressing questions, such as: What is Vietnam’s place in the world? What are the opportunities and challenges for Vietnam in the current configuration of the global political economy? To do so, we begin with

a brief introduction to the study of political economy, informed by different persuasions in Marx-Leninism, political science, economic, sociology, anthropology and history. Students will gain a nuanced understanding of this interdisciplinary field through hands-on workshops and exercises on the principles of scientific and logical arguments. The second part of this course will focus on specific issues related to globalization and international integration. In particular, we focus on the role of development, modernization, and regional development in Vietnam's prospects in the world. Our case studies pay special attention to the immediate regions surrounding Vietnam, namely ASEAN, East Asia (in particular, China) and South Asia. In the third and final part of this course, we examine the expressions of global inequality and consider how individuals and communities within Vietnam can move forward in an ever-globalizing world.

### **HASS1030 – Scientific Socialism (Politics and Social Change)**

Credit: 2

Pre-requisite: NA

Assuming a basic, strong, and even pivotal relationship between society and politics, the course Politics and Social Change will guide participants to a deep understanding of that relationship in Vietnam and the wider Asian region in the 20th and 21st centuries. The course explores key concepts of politics and social change, and in explication of those concepts, examine the dynamics of politics and social change in concrete terms.

*What can be learned?*

Students at the end of course will become familiar with the concepts of politics and social change of Vietnam. Students will also understand and compare Vietnam with national development efforts elsewhere in Asia. Finally, they will become familiar with major political and international relations developments from the 20th century.

The medium of instruction helps students to both develop English language competency (focusing on speaking, and articulation, reading) and discourse skills through continuous practice with classmates and instructor.

*Broad outlines*

The course begins with a basic appreciation of the concepts of politics and social change, moving into Marxism-Leninism and its application to understanding politics & social change, and extending into how Ho Chi Minh Thought applies Marxism-Leninism and also stands apart as a set of national and contextual ideas and practices. The processes of politics and social change of other countries in the Asia-Pacific are then explored for comparison and contrast.

*Medium of learning*



The guiding principle for learning at the Vin Uni is active learning. This approach engages students to be active in the learning process with methods that are more than, not without, the traditional base of lectures and tutorials. The instructor or teacher plays the role of facilitator and provides the environment where students responsibly and actively acquire as much as possible, rather than are passively given, the learning points that the course desires.

Participants in this course will learn and share through a mix of lectures, tutorials, non-judgmental journal writing, presentations, and learning to collaborate with others through group projects. The learning environment should be safe, frank, friendly, collaborative, and enlightening.

The weekly lists of readings are divided into two types. Basic readings are recommended, and students should at least complete one for each week. Students who wish to do more can pick up the other basic and optional/additional readings.

### **HASS1041/1042 – Ho Chi Minh Ideology (Vietnam: History and Culture II)**

Credit: 2

Pre-requisite: NA

Vietnam History and Culture since 1858 is continuation of the first period (from ancient time to 1858) and covers the period from 1858 until today.

The main objective of the course is to analyze the development of Vietnam and its people from 1858 when France attacked and colonized VN through two Indochina wars (1946-1965) and (1954-1975) until today as Vietnam reunified and reformed and integrated into international system.

Due to its strategic geopolitical position, Vietnam has long been a global crossroads. So, this course tries to show as much as possible the parallels, interactions between Vietnam history and events and that happened in the world's stage.

The course also aims to reflect Vietnam history and culture through the central figure of Ho Chi Minh (1890-1969), the most famous Vietnamese during this period. His life and career reflected the development of the very period of Vietnam history.

Students are encouraged to do research himself to have broader view, discover new historical details.

### **HASS1050 – History of the Communist Party (Vietnam: History and Culture I)**

Credit: 2

Pre-requisite: NA

The great American humorist and writer Mark Twain once said, “History doesn’t repeat itself, but it often rhymes.” This course takes as its point of departure the possibility of using those rhymes of the past to better help us navigate our present and future. What lessons can we draw? As future businesspeople, health care professionals, engineers, and computer scientists, these lessons have far more relevance than you may imagine.

Vietnam History and Culture (I) examines Vietnamese history and cultural production from its early origins to 1858 and the French Colonial project. The curriculum is divided into five units. We begin the curriculum by considering the study of both history and culture from theoretical perspectives and consider what these mean in the Vietnamese context. Just what are “History” and “culture”? What does it mean to be Vietnamese? In the second unit, we consider the ancient construction of Vietnamese history and cultural production. The third portion of the course

examines the Lý and Trần dynasties as well as the Ming Occupation. Fourth, we explore the movement of Vietnamese people southward and the Tây Sơn Rebellion. And finally, fifth, we assess the unification of Vietnam under the Nguyễn and what is to come.

Too often Vietnamese are portrayed in history as vessels upon which events happen to them. This course treats the Vietnamese as agents of their history, grappling with big questions and great problems. We also explore the Vietnamese people’s historical willingness to learn from and integrate foreign ideas and instruments to further develop the Vietnamese culture. To this end, we will wrestle with questions such as: What are the forces that have shaped Vietnamese identity? What drives the worldview(s) of Vietnamese? How has it been transformed over time?

## **ARTS1010 – Arts Appreciation**

Credit: 1

Pre-requisite: NA

Art Appreciation is a one-credit elective course that provides a general introduction to the visual arts, media, techniques, and history. This course takes on interdisciplinary approaches to equip students with a broad knowledge of the historical, practical, philosophical, cultural, and social contexts of the arts in order to help students gain the ability to articulate their understanding and interpretation of the arts. This course introduces students to aspects of arts research and curation, as well as elements, media, and methods used in creative processes. The application of the arts, especially visual arts in daily life and in the field of business, technology, and medicine is explored in this course. This course also aims to develop students’ appreciation for Vietnam arts and visual art forms by providing them with opportunities to explore the diversity and richness of what Vietnam has to offer in terms of the arts.

This course offers students opportunities to learn about how art is created and how it evolves over time; it would cultivate and enrich students' artistic senses, experience, and enjoyment of different forms of arts even if the student is not an artist or does not have an ability to draw/paint. In addition, this course fosters and supports students' development of oral and written presentation and communication, critical and analytical thinking, and multicultural perspectives.

This course does not require students to have any prerequisite experience in art theory or practice. Rather, it is a beginning-level course to help students familiarize themselves with the different types of arts, as well as learn how to observe, appreciate, speak, write intellectually about art. Furthermore, the course helps students to think about how art can be integrated and applied in their daily lives and their own fields of interest.

### **MUSI1010- Music Appreciation**

Credit: 1

Pre-requisite: NA

This course offers students opportunities to learn about how music is created and how it evolves over time; it would enrich students' musical sense, experience, and enjoyment of all types of music even if the student is not a musician. In addition, this course fosters and supports students' development of oral and written presentation and communication, critical and analytical thinking, and multicultural perspectives.

Specifically, students taking this course will have the opportunity to explore the history of music, from the primitive musical forms through contemporary pieces around the world. Forms and genres of music include classical, jazz, theatrical music, gospel, folk, soul, blues, Latin rhythms, country, rock & roll, and hip hop. Various arrays of Vietnamese music (traditional, contemporary, theatrical, V-pop) are also discussed in this course. The course explores the relationship between music and people's everyday life and social movements, and its cultural significance. Digital music and the evolution of the Internet and AI impacting music industry, music distribution, and global music access are also an important part of this course.

This course does not require students to have any prerequisite experience in musical theory or performance; i.e. students are not required to be able to sight-read sheet music, or play any musical instrument. Rather, it helps students become an active and intellectual music listener, as well as it helps students to think further on how music can be integrated and applied in the daily lives and their own fields of interest. This course is delivered in class and outside class environment if appropriate.

## **ARTS1020A/B- Medical Humanities**

“To cure sometimes, to relieve often, to comfort always.”

Credit: 1

Prerequisites: Introduction to Professionalism; Communication in Healthcare

Exclusion: Course is only offered to Doctor of Medicine (MD) degree candidates (Year 3-Semester 1 & 2)

Medical Humanities is a yearlong course bringing the arts and science of Medicine together. This is carefully planned as students will be transitioning to clinical internships and they need to understand the importance of humanities in the management of illness and the patient experience. This course will also cover the VinUni attributes, Empathy and creativity.

Building on the professional theme of the MD program, the course aims to enhance the understanding of the role of empathy and compassion in delivering better health outcomes for patients, communities, and population.

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

- ✓ Able to establish the link between humanities and medical sciences.
- ✓ Discuss and interpret the readings in literature, ethics, sociology, history, psychology, and arts as they relate to the practice of medicine.
- ✓ Be able to critically reflect on readings related to health humanities.
- ✓ Appreciate the role of emotions, spiritual and cultural domains in medicine.
- ✓ Apply their learning from the course in delivering compassionate healthcare.

## **VCOR1012A/B: OASIS - Orientation, Advising, Skills, Identity & Diversity, and Spirit of Pay it Forward**

Non-credit

Pre-requisite: NA

OASIS, which stands for Orientation, Advising, Skills, Identity & Diversity, and Spirit of Pay it Forward, is an integral, non-credit-bearing mandatory component of the Co-curriculum Program and plays an important role as one of the graduation criteria.

OASIS is a distinctive signature program of VinUni that holds a registered trademark. Its primary objective is to cultivate a self-leadership mindset and equip students with essential skills, facilitating their transformation from high school students into effective university scholars, responsible global citizens, and be ready for future career. OASIS is implemented in the first 4 years of bachelor's degree to ensure there is enough time for students to reflect and practice their own self-leadership development, especially in developing essential

qualities for work and life, including self-confidence, self-esteem, self-determination, and self-control.

### **COSL1010: Community Service Learning**

Credits: 3

Pre-requisite: none

VinUniversity aims to nurture students to become both competent professionals and responsible citizens making contributions to their professions and the community. Community Service Learning (CSL) provides students with the opportunities to serve the community and to learn how to apply their professional knowledge in bettering the lives of the public. As part of CSL, students must take the 1 credit Introduction to Service-Learning course (equivalent to 15 hours) and fulfill the remaining 30 hours of CSL doing independent volunteer work.

CSL is increasingly recognized as a method for educating students to become socially responsible citizens. Many universities over the world have incorporated CSL in their academic undergraduate programs to varying degrees and in a variety of forms. CSL can be a differentiating factor for VinUni students as they become global citizens. “Service-learning is a form of experiential education in which students engage in activities that address human and community needs, together with structured opportunities for reflection designed to achieve desired academic learning outcomes” (Service-Learning Essentials, Jacoby 2014; pg.2). Note: Activities must primarily take place off VinUni campus and within the community.

All undergraduate students are required to first take the 1-credit bearing course entitled: Introduction to Service Learning and then do volunteer work or continuing education/independent study to complete 30 + hours of an independent CSL activity (i.e., volunteer with a local NGO).

### **National Defense Education**

**VCOR1030**

**Non-credit, required min 165 hours**

National Defense Education, under MOET framework, plays a crucial role in building national pride, perseverance, and physical endurance among learners to secure the country’s civil defense system. By challenging themselves with early morning rituals, followed by rigid mental and physical requirements as well as schedules, students develop their self-discipline, grit & durability. Various extracurricular activities are integrated to the curriculum to foster inclusivity, maturity & responsibility towards student families and their societies.

## **PROFESSIONAL EDUCATION**

### **Preclinical Courses**

#### **Physics-Biophysics**

**PHYS1012**

**Credits: 2**

The course introduces fundamental physical principles through the study of biological systems and clinical situations. The goal of this course is for students to understand the physical mechanisms underlying physiological processes (i.e. blood flow, nerve impulses, vision) and medical instrumentation (i.e. MRI, ultrasound, ECG, nuclear medicine). Emphasis is given to bioelectricity, diagnostic imaging, enzymes, fluid dynamics, entropic forces, and ionizing radiation. The integrated lab component of the course will reinforce content presented in lectures and problem-solving exercises, as well as train the student's use of tools and techniques.

#### **Chemistry**

**CHEM1022**

**Credits: 2**

This course will take a practical approach to studying the general and organic chemistry concepts that are foundational to an understanding of normal cellular and physiological processes. Real-world situations from clinical contexts will carry through lecture and lab components of the course to link theoretical knowledge of the chemical and physical characteristics of the major classes of compounds (like acid-base physiology in blood pH, osmosis and electrolytes in cellular health, and radioactivity) to living systems and the practical diagnosis and treatment of diseases. The integrated lab component of the course will reinforce content presented in lectures and problem-solving exercises, as well as train the student's use of tools and techniques.

#### **Human Anatomy & Physiology I**

**NURS1020**

**Credits: 3**

This is the first part of a two-semester course designed to provide a comprehensive study of the structure and function of the human body along with essential embryology and maturational physiology. Histological and gross anatomical features of selected organ systems are related to the physiologic and biochemical mechanisms that enable the human body to maintain homeostasis. Within each system, deviations from normal are considered to situate the student's understanding of health problems and to foster an appreciation for the complexity of the human organism. Integrated laboratories and case studies provide a contextual base to acquire and use domain-specific knowledge that includes physical assessment and procedural approaches to patient care.

**Human Anatomy & Physiology II****NURS1060****Credits: 3**

This is the second part of a two-semester course designed to provide a comprehensive study of the structure and function of the human body along with essential embryology and maturational physiology. Histological and gross anatomical features of selected organ systems are related to the physiologic and biochemical mechanisms that enable the human body to maintain homeostasis. Within each system, deviations from normal are considered to situate the student's understanding of health problems and to foster an appreciation for the complexity of the human organism. Integrated laboratories and case studies provide a contextual base to acquire and use domain-specific knowledge that includes physical assessment and procedural approaches to patient care.

**Pathophysiology & Pharmacology I****NURS2100****Credits: 3**

This is the first part of a two-semester course designed to provide the fundamental mechanisms of human disease across the lifespan. Function and dysfunction of organ systems from the level of the cell through integrated organ levels will be presented, including the genetic basis of disease. Basic and clinical principles of pharmacology will be presented to support evidence-based, life-stage appropriate pharmacotherapy approaches to treating common diseases and conditions in acute and primary care settings. Practice-based problem-solving skills will be developed through the use of nursing-focused case studies; often combining the pathophysiology and pharmacology arms of the course. Hence, basic biological theories will be applied to simulated practice situations throughout. Teaching methods will include in-class lecture, independent learning, cases, and recitation.

**Pathophysiology & Pharmacology II****NURS2160****Credits: 3**

This is the second part of a two-semester course designed to provide the fundamental mechanisms of human disease across the lifespan. Function and dysfunction of organ systems from the level of the cell through integrated organ levels will be presented, including the genetic basis of disease. Basic and clinical principles of pharmacology will be presented to support evidence-based, life-stage appropriate pharmacotherapy approaches to treating common diseases and conditions in acute and primary care settings. Practice-based problem-solving skills will be developed through the use of nursing-focused case studies; often combining the pathophysiology and pharmacology arms of the course. Hence, basic biological theories will be applied to simulated practice situations throughout. Teaching methods will include in-class lecture, independent learning, cases, and recitation.

**Biology-Genetics, Microbiology, Parasitology I****NURS2110****Credits: 3**

This is the first part of a two-semester course designed to provide a comprehensive integrated study of cell biology and the interactions of human host to pathogens and parasites in the specific context

of microbiology, genetics, and parasitology. The course will provide students with an extensive understanding of these domains in patient care and infection control in nursing practice. It examines key aspects of cell biology for prokaryotes, eukaryotes and along with their interaction with viruses. The life cycles and genetics of these organisms will be examined and linked to their clinic importance in human disease. The interactions of microbes in human hosts and the environment will be evaluated along with response to drug treatment, physical and chemical controls. The introduction to parasitology with specific examination of parasitic helminths and protozoans will be discussed. Integrated laboratories and case studies provide additional methods to acquire specific skills and knowledge.

**Biology-Genetics, Microbiology, Parasitology I**  
**Credits: 3**

**NURS2170**

This is the second part of a two-semester course providing a comprehensive integrated study of cell biology and the interactions of human host to pathogens and parasites in context of microbiology, genetics, and parasitology. This approach will provide students with an extensive understanding of these domains in patient care and infection control in nursing practice. The second course will provide the key aspects of cell biology beginning with meiosis and mendelian inheritance in eukaryote cells. The interaction at the intercellular level of genes, gene regulation, and mutation with respect to cellular growth and development will be presented. Mutations leading to human cancers will be examined in conjunction with human health and infectious disease. The introduction to both normal and abnormal human immunological defenses and responses against pathogens and parasites will be discussed. The continuation of parasitology with specific examination of parasitic fungi and malaria parasites is provided. Medically important insect disease vectors will be linked to their infectious agents and mechanisms of transmission and detection. Public health nursing practices will examine methods of prevention. Integrated laboratories and case studies provide additional methods to acquire specific skills and knowledge

**Biochemistry and Normal Nutrition**  
**Credits: 3**

**NURS2120**

Fundamentals of biological chemistry, including the structure of biological macromolecules and their mechanism of action, intermediary metabolism, and the chemical basis of information transfer. This course examines the essentials of normal nutrition and their relationships to the health of individuals and families. These concepts serve as a basis for the development of an understanding of the therapeutic application of dietary principles and the nurse's role and responsibility in this facet of patient care.

**Biochemistry and Clinical Nutrition**  
**Credits: 3**

**NURS2180**

Fundamentals of biological chemistry, including the structure of biological macromolecules and their mechanism of action, intermediary metabolism, and the chemical basis of information transfer. This course examines the essentials of normal nutrition and their relationships to the health of individuals



and families. These concepts serve as a basis for the development of an understanding of the therapeutic application of dietary principles and the nurse's role and responsibility in this facet of patient care.

**Infection Control in Nursing Practice**

**NURS2200**

**Credits: 1**

This course provides opportunities to apply knowledge of infection control to the care of patients and their family in a variety of health care settings. It includes the introduction of nursing roles in maintaining infection control in clinical and community setting; universal precautions and the skills associated with hand-washing, personal protective equipment, culture specimen collection and nursing assessment of infection control risks.

**Nursing Research**

**NURS3420**

**Credits: 4**

This course is an introduction to the integral role of research in nursing. The course explores qualitative, quantitative and mixed methods. Students will have the opportunity to examine the relationship between research and evidence-informed practice. Students will critically appraise the evidence underlying specific nursing practices and will apply this knowledge to a clinical quality improvement project in their graduation practicum.

**Introduction to Professional Nursing Practice I**

**NURS1030**

**Credits: 3**

This course explores the role of the nurse particularly within Vietnam and introduces the foundations for nursing practice. Nursing students will be facilitated to develop nursing knowledge by use of scientific knowledge integrated into theory and applied to simulated practice situations. Clinical decision-making skills will be simulated through use of nursing focused case studies. Teaching methods will guide students to build a foundation for independent learning and application of evidence base to support clinical decision making for nursing practice.

**Introduction to Professional Nursing Practice II**

**NURS1070**

**Credits: 3**

This course provides opportunities for the nurse to develop critical thinking skills when applying theory to practice. The nurse will understand autonomous, collaborative, and delegated role functions when they develop care plans for their patients in simulation settings. They will begin to make decisions about assessment, care, and management of patients. Students will be introduced to basic health assessment skills and fundamental care strategies.

**Psychology and Communication Skills in Nursing Practice I**

**NURS1040**

**Credits: 2**

Students will be introduced to basic communication processes. The focus of the course is the development of the therapeutic relationship between the nurse, the patient, and their family; skills in information gathering and information provision are addressed. This is the first of a two-course sequence.

**Psychology and Communication Skills in Nursing Practice II**

**NURS1080**

**Credits: 2**

Psychology refers to knowledge necessary to equip nursing students with a basic understanding of the behavioral and social psychological processes that influence both health and illness, and people's responses to threats to well-being. It also includes understanding of the developmental stage of an individual that enables clinicians to assess the extent of deviation from normal functioning and to respond appropriately in terms of choices of care and the language used to communicate with patients and families. It enables adaptation of the basic communication skills from Psychology and Communications I to more complex clinical and non-clinical situations.

**Clinical Courses**

**Adult Medical Nursing I**

**NURS2190**

**Credits: 4**

This course will develop the nursing knowledge, skills required to provide safe and effective care to the adult patient/family with specific medical problems. Students will have opportunities to expand their skills and knowledge of physical assessment and problem-solving skills in health care settings where medical nursing for adults is practiced. Nursing care associated with medication management is introduced.

**Adult Medical Nursing II**

**NURS3210**

**Credits: 4**

This course prepares students to build on knowledge, skills from Adult Medical Nursing I to provide safe and effective care to the adult patient/family chronic medical problems. It will examine changing patient needs and nursing practice associated with a shift from acute to chronic medical conditions and examine the impact of living with chronic conditions. This course includes clinical practice.

**Adult Surgical Nursing I**

**NURS3220**

**Credits: 4**

This course will develop the nursing knowledge, skills required to provide safe and effective care for adult patients and their families before, during and following surgical intervention. Students will have opportunities to expand their skills and knowledge of physical assessment and problem-solving skills in health care settings where surgical nursing for adults is practiced. This includes nursing skills

associated with surgical pain management, basic wound care and fluid management. Nursing care associated with surgery management is introduced. This course includes clinical practice.

**Adult Surgical Nursing II**  
**Credits: 4**

**NURS3270**

This course builds on knowledge, skills from Adult Surgical Nursing I to provide safe and effective care to the adult patient/family with more complex surgical problems. This includes nursing skills associated with complex wound care, nursing assessment and skills. This course includes clinical practice.

**Psychiatric Nursing**  
**Credits: 4**

**NURS3231**

This course prepares students to care for patients safely and competently with mental illness and to support their families. Will include concepts of risk reduction, caring for acute presentations of mental health conditions, and living well with chronic mental illness. This course includes clinical practice.

**Nursing of Children**  
**Credits: 4**

**NURS3280**

This course explores the role of nurses in providing care to children, from neonates to adolescents within the context of families. Students will examine major medical conditions, issues, and trends in children's health nursing, and apply an evidence-based approach to addressing the developmental, physiologic and social needs of children. This course includes clinical practice.

**Obstetric and Gynecologic Nursing**  
**Credits: 4**

**NURS3290**

This course explores early detection of disease screening and reproductive health for women across the lifespan. Students will apply knowledge and skills to the care of women throughout pregnancy, childbirth, and early parenting. The course also covers newborn care and emergency childbirth. This course includes clinical practice.

**Nursing Care of Older Adults**  
**Credits: 2**

**NURS4321**

This course will develop students' understanding of normal and abnormal aging processes, and the role of nurses in addressing these changes. It will prepare students to address issues that are common in older adults, including frailty, sensory and cognitive impairments, social isolation, and multiple morbidities. This course includes clinical practice.

**Emergency and Intensive Nursing Care****NURS4301****Credits: 2**

This course prepares students to care for patients with acute, complex, life-threatening medical or surgical conditions. It also addresses family needs and ethical issues. This course includes clinical practice.

**NURS3250****Rehabilitation Nursing****Credits: 2**

This course prepares students to assess, plan care for, and evaluate progress of patients undergoing physical rehabilitation. Students will assist the patient to achieve maximum independence, restoration of function and lifestyle adaptation in response to injury or illness.

**Community Health Nursing****NURS4311****Credits: 2**

This course focuses on family, community, and public health. Includes family-level assessment of healthcare needs and access to services. The course also provides an opportunity to conduct a population-level analysis of a specific health-related issue. This course includes clinical practice in a home care setting and community health clinic.

**Communicable Disease Nursing****NURS4371****Credits: 2**

The course presents an overview of emerging or commonly encountered infections and will prepare students to care for patients with a communicable disease. Students will gain an understanding of public health measures used to prevent and contain outbreaks of communicable diseases in the hospital or community, particularly in Vietnam. This course includes clinical practice.

**Supporting Courses****Health Promotion and Health Education****NURS2150****Credits: 2**

Health promotion is the process of enabling people to increase control over, and to improve their health. It includes concepts such as health literacy, healthy cities, national and global risk protection and illness prevention programs, risk factors, external variables and cultural considerations in health behaviors. Health education as a tool for health promotion is critical for improving the health of populations and promotes health capital. The course includes health education theories, information, and knowledge on health behaviors, and explores the wide range of tools available.

**Healthcare Ethics**  
**Credits: 2**

**NURS3240**

This course introduces students to the basic principles of bioethics and the ethical aspects of healthcare and nursing practice. The interrelation of law and ethics is discussed.

**Nursing Leadership and Management**  
**Credits: 2**

**NURS4341**

This course explores nurses' roles in the management and leadership of health care organizations and systems. Students will gain an understanding of how leadership and management influences health care outcomes, policy, and regulations.

**Health Economics-Health Systems-Health Policy & Law**  
**Credits: 2**

**HESP3042**

This course includes concepts and applications of principles in health system operation. It introduces the organizational models and facilitators of healthcare systems, specifically the functions and responsibilities of institutions and networks in the Vietnamese health promotion and services delivery system. This course also provides basic concepts of health economics and development, the use of economic evidence in health planning, priority setting, medical decision making, and sustaining the health financing system. This will also enable students to deepen understandings of policy development and legal infrastructures in the Vietnamese health sector, and its implications in maximizing the system efficiency and quality as well as population health outcomes.

**Elective Courses**

A total of 5 credits for elective courses. Students can choose 1-2 elective courses offered by Nursing program and 1 elective course offered by other programs at VinUniversity. The elective course offered by Nursing program are as follows:

**Palliative Care**  
**Credits: 2**

**NURS4390**

This course examines national and global perspectives and clinical issues in the delivery of palliative care with diverse populations in multiple health care settings. Students focus on the care of persons with life-threatening, progressive illness, emphasizing respect for patients' and families' beliefs, values, and choices. Students also explore psychosocial and spiritual dimensions of palliative care. Historical, sociocultural, economic, legal, and ethical trends in palliative care are discussed. Factors affecting health care systems and societal attitudes are considered in evaluating the delivery of care during advanced illness and at the end of life.

**Disaster Preparedness Nursing**  
**Credits: 2**

**NURS4400**

This course introduces concepts and practices involved in the nursing response to natural and human-made disasters (for example, floods, earthquakes, and terrorism). It will include triage, diagnosis and management of injuries and medical conditions with limited or no access healthcare resources and infrastructure.

**Environmental Health**  
**Credits: 2**

**NURS4330**

This course explores environmental factors that influence health. Students will discuss the impact of factors such as sanitation, and air and water quality on local, national and global levels. Students will apply environmental health knowledge to their nursing care, protection and improvement of health for patients and community.

**Traditional Medicine**  
**Credits: 2**

**NURS4380**

This course covers basic knowledge about Vietnamese traditional medicine: some diagnostic and treatment modalities of traditional medicine; utilize such methods in caring, protecting and improving health.

**Healthcare Quality Improvement & Safety**  
**Credits: 2**

**HQIS4052**

This course introduces key concepts and principles of health quality improvement and patient safety, methods for evaluating and monitoring quality and outcomes of health services and the applications of guidelines towards international goals in patient safety. This course will prepare students with understanding of hospital environment and regulations to provide high quality and effective health services that helps them maximize clinical learning outcomes in senior years.

**Probability - Statistics and Epidemiology**  
**Credits: 3**

**STAT1030**

This course introduces foundational concepts in statistics and epidemiology for application to clinical nursing and public health issues. Epidemiology can assist in determining risk factors associated with diseases, and what factors may protect against disease. Epidemiology also identifies the effectiveness of health interventions and quantifies potential harms. Students will develop the ability to critically evaluate research and study designs and develops the skills in effectively assessing and interpreting health data and the medical literature. Probability-statistics part introduces fundamental statistical concepts relevant to describing data and testing scientific hypotheses in doing health research.

## **GRADUATION PRACTICUM**

### **Transition to Professional Nursing Practice**

**Credits: 6**

This course provides students the opportunity to demonstrate their competency for safe practice as a graduate nurse. Two credits are allocated for a clinical practice project.

#### **3.4 Interdisciplinary Activities/Projects**

The BN program requires that all courses are designed to promote inter-professional education (IPE). At VinUni, inter-professional education is not only about students from different disciplines learning together, but also about solving problems/tasks together. It aims to help the students' mutual understandings of others' school of thoughts and reasoning.

Program Director, in collaboration with course writers, assures that IPE is properly integrated in the BN program:

- IPE with students of Doctor of Medicine program is a must. Suggested courses/topics for IPE activities are biostatistics, ethics, health promotion, health policy, communication skills, basic health science courses, and clinical practicum (medical, surgical, maternal and child, geriatric, and community nursing, etc.)
- IPE with students of business and technology programs are highly recommended. Suggested courses/topics for IPE activities are determinants of health, entrepreneurship mind-set, and various extracurricular activities. Students may be required for working on projects which require inter-disciplinary approaches during their professional courses. Examples of such projects are developing device helping the elderly with daily activities, designing apps supporting patients with chronic illness (medication use, diet, etc.), planning a new community/school health service, etc.