



# **CURRICULUM FRAMEWORK**

*PROGRAM CODE: 7720301*

## **BACHELOR OF NURSING**

**Applicable for the intake beginning in 2020-2021**

*(Decision No: 12/QĐ-VUNI, Dated: 7/9/2020, by the Provost of VinUniversity)*

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



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## 1. GRADUATE ATTRIBUTE

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>	130 credits (without a minor) 145 credits (with a minor)

### 2.2. PROGRAM VISION AND MISSION

#### **Vision:**

Reflecting EXCELLENCE—the core value of VinUni, Nursing Program aspires to be an excellent center for nursing education, research, and practice nationally, regionally and globally.

#### **Mission:**

VinUni Nursing Program educates nurse leaders who will advance the Nursing profession and will be active agents for change, striving for the improvement of health and wellness of the individuals, groups, and societies.

### 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 STANDARDS

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### 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>24</b>	<b>18%</b>
I.1	University Core Requirement	9	7%
I.2	Distributional Requirement	15	12%
I.3	Co-curricular Learning	None-CR	
<b>II</b>	<b>Professional education</b>	<b>101</b>	<b>78%</b>
II.1	Preclinical Courses	46	35%
II.2	Clinical Courses	43	33%
II.3	Supporting Courses	10	8%
II.4	Elective Courses	2	2%
<b>III</b>	<b>Graduation Practicum</b>	<b>5</b>	<b>4%</b>
<b>IV</b>	<b>A minor in business/technology/health sciences (optional)</b>	<b>15</b>	
<b>Total credit without a minor (I+II+III)</b>		<b>130</b>	
<b>Total credit with a minor (I+II+III+IV)</b>		<b>145</b>	

#### 3.2. COURSES AND CREDIT DISTRIBUTION BY COURSES

No	Course Code	Name of Courses	Total Credits	Credit Allocation			
				Theory (1Cr=15 hrs)	Practice		
					Lab/Sim (1Cr=30hrs)	Clinics (1Cr= 45hrs)	Community (1Cr= 60hrs)
			<b>130*</b>	<b>79.5</b>	<b>24.5</b>	<b>24</b>	<b>2</b>
<b>I</b>		<b>General education</b>	<b>24</b>				
<b>I.1</b>		<b>University Core Requirement</b>	<b>10</b>				
1	ENGL1010 ENGL1020	Academic English 1,2	6	6			
2	ENTR1020	Agile Innovation	2	2			
3	LEAD1020	Organizational Behavior	2	2			
4	VCOR1021 VCOR1022	Healthy Lifestyle 1,2	<i>Non-credit required (22.5 hours each)</i>				
<b>I.2</b>		<b>Distributional Requirement</b>	<b>14</b>				
5	HASS1010	Marxism-Leninism Philosophy	3	3			

No	Course Code	Name of Courses	Total Credits	Credit Allocation			
				Theory (1Cr=15 hrs)	Practice		
					Lab/Sim (1Cr=30hrs)	Clinics (1Cr= 45hrs)	Community (1Cr= 60hrs)
130*	79.5	24.5	24	2			
		(Philosophy Science and Society)					
6	HASS1020	Marxism-Leninism Political Economy (Global Political Economy)	2	2			
7	HASS1030	Scientific Socialism (Politics and Social Change)	2	2			
8	HASS1041	Ho Chi Minh Ideology (Vietnam: History and Cultures II)	2	2			
9	HASS1050	History of the Communist Party (Vietnam: History and Cultures I)	2	2			
10	ARTS1010	Art appreciation/Music appreciation ( <i>Students select one course in the pool</i> )	1	1			
11	LAW1010	Introduction to Law	2	2			
<b>I.3</b>		<b>Co-curricular Learning</b>	<b>None-CR</b>				
12	VCOR1010 A	First Year Experience - OASIS	<i>Non-credit (27.5 hours)</i>				
	VCOR1010 B	First Year Experience - OASIS	<i>Non-credit (12 hours)</i>				
<b>II</b>	<b>VCOR1030</b>	<b>NATIONAL DEFENSE EDUCATION</b> <i>(as required by the Government for Vietnamese citizens)</i>	<b>165 hours</b>				
<b>III</b>		<b>Professional education</b>	<b>101</b>				
<b>III.1</b>		<b>Preclinical Courses</b>	<b>46</b>				
13	PHYS1012	Physics-Biophysics	2	1.5	0.5		
14	CHEM1022	Chemistry	2	1.5	0.5		
15	NURS1020	Anatomy & Physiology I	3	2	1		
16	NURS1060	Anatomy & Physiology II	3	2	1		
17	NURS2100	Pathophysiology & Pharmacology I	3	2	1		

No	Course Code	Name of Courses	Total Credits	Credit Allocation			
				Theory (1Cr=15 hrs)	Practice		
					Lab/Sim (1Cr=30hrs)	Clinics (1Cr= 45hrs)	Community (1Cr= 60hrs)
			130*	79.5	24.5	24	2
18	NURS2160	Pathophysiology & Pharmacology II	3	2	1		
19	NURS2110	Biology-Genetics, Microbiology, Parasitology I	3	2	1		
20	NURS2170	Biology-Genetics, Microbiology, Parasitology II	3	2	1		
21	NURS2120	Biochemistry & Normal Nutrition	3	2	1		
22	NURS2180	Biochemistry & Clinical Nutrition	3	2	1		
23	STAT1030	Probability-Statistics & Epidemiology	3	2	1		
24	NURS2200	Infection Control in Nursing Practice	1	0.5	0.5		
25	NURS2140	Nursing Research I	2	2	0		
26	NURS4360	Nursing Research II	2	1	1		
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>43</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	5	2	1	2	
35	NURS3270	Adult Surgical Nursing II	4	1	1	2	
36	NURS3280	Nursing of Children	4	1	1	2	

No	Course Code	Name of Courses	Total Credits	Credit Allocation			
				Theory (1Cr=15 hrs)	Practice		
					Lab/Sim (1Cr=30hrs)	Clinics (1Cr= 45hrs)	Community (1Cr= 60hrs)
			<b>130*</b>	<b>79.5</b>	<b>24.5</b>	<b>24</b>	<b>2</b>
37	NURS3290	Obstetric-Gynecologic Nursing	4	1	1	2	
38	NURS4320	Nursing Care of Older Adults	3	1	0	2	
39	NURS4300	Emergency and Intensive Nursing Care	3	1	0	2	
40	NURS3250	Rehabilitation Nursing	2	1	0	1	
41	NURS4310	Community Health Nursing	3	1	0	0	2
42	NURS4370	Communicable Disease Nursing	3	1	0	2	
<b>III.3</b>		<b>Supporting Courses</b>	<b>10</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 **	3	2	1	0	
46	NURS4340	Nursing Leadership and Management	3	3	0	0	
<b>III.4</b>		<b>Elective Courses</b>	<b>2</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		Independent study***	3				
<b>IV</b>		<b>Graduation Practicum</b>	<b>5</b>				
53	NURS4410	Transition to Professional Nursing Practice	5	2	0	3	



No	Course Code	Name of Courses	Total Credits	Credit Allocation			
				Theory (1Cr=15 hrs)	Practice		
					Lab/Sim (1Cr=30hrs)	Clinics (1Cr= 45hrs)	Community (1Cr= 60hrs)
			<b>130*</b>	<b>79.5</b>	<b>24.5</b>	<b>24</b>	<b>2</b>
<b>V</b>		<b>Minor in business/technology/health sciences (optional)</b>	<b>15</b>				

*\*Total credit without a minor, \*\*Interdisciplinary course with MD program; \*\*\* can be repeated*

### 3.3. CURRICULUM PLANNER

#### 3.3.1. High-level Curriculum Planner

## NURSING CURRICULUM DESIGN

Year 1	Year 2	Year 3	Year 4
<b>FOUNDATIONAL</b>	<b>FOUNDATIONAL</b>	<b>CLINICAL PROGRAM</b>	<b>CLINICAL PROGRAM</b>
<b>Developing Qualifications and Skills:</b>  <b>U-CORE</b> (shared with Management, Engineering & Technology Education)	Biosciences for Nursing Practice	Supporting Subjects	Supporting Subjects
Foundation Sciences for Nursing Practice (Integrative courses)	Evidence-Informed Nursing Practice	Integrated Nursing Practice	Integrated Nursing Practice
Introduction to Nursing Practice	Integrated Nursing Practice		
	International Standardized Tests MOCK NCLEX		NCLEX
	SIMULATION TRAINING		
	CLINICAL TEACHING/HANDS-ON TRAINING		
	INTER-PROFESSIONAL EDUCATION		
	COMMUNITY ENGAGEMENT/ SOCIAL ACTIVITIES		

### 3.3.2. Curriculum – Year Planner

Courses	Credit	Theory	Sim	Lab	Clinics/ community
<b>General Education Courses</b>	<b>24</b>	<b>24</b>			
Following structure of GenEd program					

<b>Year 1 (2020-2021)</b>	<b>20</b>	<b>13</b>	<b>4</b>	<b>3</b>	<b>0</b>
Physic-biophysics	2	1.5		0.5	
Anatomy and Physiology I	3	2		1	
Introduction to Professional Nursing Practice I	3	2	1		
Psychology and Communication skills in Nursing Practice I	2	1	1		
Chemistry	2	1.5		0.5	
Anatomy and Physiology II	3	2		1	
Introduction to Professional Nursing Practice II	3	2	1		
Psychology and Communication skills in Nursing Practice II	2	1	1		

<b>Year 2 (2021 -2022)</b>	<b>21</b>	<b>14.5</b>	<b>0.5</b>	<b>6</b>	<b>0</b>
Pathophysiology and Pharmacology I	3	2		1	
Biology-Genetics and Microbiology and Parasitology I	3	2		1	
Biochemistry and Normal Nutrition	3	2		1	
Pathophysiology and Pharmacology II	3	2		1	
Biology-Genetics, Microbiology and Parasitology II	3	2		1	
Biochemistry and Clinical Nutrition	3	2		1	
Healthcare Ethics	2	2			
Infection Control	1	0.5	0.5		

<b>Year 3 (2022 -2023)</b>	<b>33</b>	<b>14</b>	<b>8</b>	<b>0</b>	<b>11</b>
Adult Medical Nursing I	4	1	1		2
Adult Surgical Nursing I	4	1	1		2
Health Economics - Health System - Health Policy and Law**	3	3			
Health promotion and Health Education	2	1	1		

Nursing Research I	2	2			
Probability-Statistics & Epidemiology	3	2	1		
Rehabilitation Nursing	2	1			1
Adult Medical Nursing II	4	1	1		2
Adult Surgical Nursing II	4	1	1		2
Nursing Research II	2	1	1		
Community Health Nursing	3	1			2

<b>Year 4 (2023 -2024)</b>	<b>32</b>	<b>11</b>	<b>3</b>	<b>0</b>	<b>18</b>
Emergency and Intensive Care Nursing	3	1			2
Nursing Care of Older Adults	3	1			2
Nursing Leadership and Management	3	3			
Obstetrical and Gynecological Nursing	4	1	1		2
Nursing of Children	4	1	1		2
Psychiatric Nursing	5	2	1		2
Communicable Disease Nursing	3	1			2
Palliative Care/Disaster Preparedness Nursing/ Healthcare quality improvement and Safety** /Environment Health/Traditional Medicine/ Independent study***	2				
Transition to Professional Nursing Practice	5				5

*\*\*Interdisciplinary course with MD program; \*\*\* 3 credits for 1 course, and students can repeat this course with various topics*

**Note:** the study plan for minor is not included in the above plan. Students can start the minor at their most convenient time and the study plan is depended on their personal learning progresses.

### **3.3.3. Course Descriptions**

#### *GENERAL EDUCATION:*

#### **Academic English 1**

*3 credits*

This course is designed as a continuation of the Pathway English Program Advanced course to further develop students' competency in the English language and introduce and develop students' academic skills and literacies. Academic English 1 is the first of two courses in the General Education Program aimed at developing students' English language and skill competencies for English medium instruction at the university level. Students in this course will continue to develop their academic English language ability in Reading, Listening, Writing, and Speaking. While this course seeks to improve the overall capacity of the students' English language and academic literacy skills, there is an emphasis on the development of academic writing at the essay level and oral communication skills to prepare students for Academic English 2 and long-term success in university-level coursework.

#### **Academic English 2**

*3 credits*

Academic English 2 reinforces and expands the language and academic skills developed in Academic English 1. Students will continue to expand and refine their range and accuracy of English but will now focus more intensively on the skill of writing. The principle aim of this course is to transition from the written essay to the research paper, augmenting students' academic writing skills to prepare them for the type of writing that is essential to their university studies. After identifying a key academic question, through a scaffolded and multistage approach, students will demonstrate a diversity of writing skills to create a coherent research paper and share their findings with an interdisciplinary audience through formal presentations. Students will further develop their academic inquiry skills, synthesizing and critically evaluating knowledge from various sources, creating new connections and ultimately crafting their own original ideas.

## **Agile Innovation**

*2 credits*

The purpose of this course is to provide students with a basic understanding of the entrepreneurial and innovative 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 the 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.

## **Organizational Behavior**

*2 credits*

This course introduces students theoretically and practically to key facets of leadership in organizations. It lays the foundations for students’ preparation to being influential leaders who can effectively work in local and global teams. The course covers aspects of self-leadership through developing self-awareness, critical thinking, resilience, and developing a global mindset. It develops interpersonal leadership through addressing perspective taking and feedback management, and strengthens team leadership skills through conflict management and ideation management. Students develop skills through theoretical lectures, case study analysis, individual and team assignments, and self-reflection.

## **Healthy Lifestyle 1, 2**

*45 hours*

“Healthy Lifestyle” is a mandatory and non-credit bearing course of the GenED program. Undergraduate students are required to enroll in this course to fulfill part of the graduation requirements and 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 external/internal physical wellbeing and also good mental health. Students receive mentorship that guides and shapes their perspective, showcasing the importance of having a well-balanced life. Fitness and exercise will be discussed as a process and science that allows students to have a greater understanding of what it takes to achieve their physical goals. Nutrition and diet will be taught to dispel the myths about how and what you should eat to achieve desired health results. Rounding out the course will be a session about mental health, as a healthy body is nothing without a healthy mind. Having clarity of thought and the ability to effectively process information is a key trademark of a healthy lifestyle.

This course emphasizes practical application of the learned concepts in order to integrate subject matter into student daily routines. 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.

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

*3 credits*

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.

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

*2 credits*

What is globalization? Is it relevant to Vietnam? 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? These are some of the basic questions we will be examining together in Global Political Economy: Vietnam-Region-The World. This course begins with a broad survey of different conceptualizations of globalization viewed through lenses of political economy of different persuasions in Marx-Leninism, political science, economic geography, anthropology and history. In doing so, we bring students through nuanced narratives of globalization to review Vietnam’s place – or lack of place – in the global political economy. A key development in studies of political economy suggests that the ability of a country to integrate or cope with the extending reach of globalization is largely determined by domestic governance. In line with this, second part of the course focuses on the economic history of Vietnam in the global context and the changing domestic governance of the country from past to present. In particular, we pay attention to “alternate histories” of change that underlined the road leading to the Doi Moi reforms and Vietnam’s re-entry to the global political economy. In the third part of this course, we examine the changing configurations of the global political economy vis-à-vis Vietnam, paying special attention to the immediate regions surrounding Vietnam, namely ASEAN, East Asia (in particular, China) and South Asia. We shall conclude this stand-alone course on global political economy by examining the current status of Vietnam and possible pathways the country might take in the globalizing digital present and future.

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

*2 credits*

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 20<sup>th</sup> and 21<sup>st</sup> 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 20<sup>th</sup> century.

The medium of instruction help 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.

## **Ho Chi Minh Ideology (Vietnam: History and Culture II)**

*2 credits*

In the past two decades, Vietnam has achieved remarkable economic development while deepening its international ties and commitments. As a result, the country is enjoying a transformation rarely seen in human history. This makeover extends to fields as diverse as education, health care, technology, information, transportation, nutrition and real estate. But as

Vietnam has developed, so have the complexities it faces, both at home and internationally. How do we make sense of it all?

In reality, Vietnam has long been a global crossroads. However, its history, culture and economy are rarely understood in this way. Vietnam History and Culture (II) considers Vietnam's significance as a point of international intersection since the arrival of French Colonialism to examine its history and contemporary events. Surveying modern Vietnam, the course explores such topics as French colonialism and the end of Dynastic Vietnam, Vietnamese responses to colonialism, the rise of nationalism and Communism, Hồ Chí Minh, the First and Second Indochina Wars, the post-1975 period, and Đổi Mới.

To tell this story, the course approaches events as William Shakespeare famously wrote, "All the world's a stage." In order to dive deep into events and the figures who participated in them, students will be challenged to reenact key moments and engagements on the classroom stage. Just who were Phan Thanh Giản and Phan Đình Phùng? How did Hồ Chí Minh experience September 2, 1945? And what was the air like in Geneva in 1954? Students will imagine themselves at these events and in these roles as well as a host of others.

This course is intended for students both with an aversion to history as well as advanced historians. As Vietnam's legendary economic historian Đặng Phong has argued, only with a strong understanding of history can leaders make appropriate decisions and policy. Therefore, this course aims to train future leaders of all fields, so they can better navigate and assess the complex issues facing Vietnam today as well as make informed judgements about what lies ahead.

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

*2 credits*

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 world-view(s) of Vietnamese? How has it been transformed over time?

### **Art Appreciation**

#### *1 credit*

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.

## **Art Appreciation**

*1 credit*

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.

## **Introduction to Law**

*2 credits*

This course is an introduction to concepts, role and principles of law as well as major fields of law in society. It provides students with general knowledge of law that will serve as a helpful foundation for understanding how law interacts with other disciplines that they study and pursue in the future. The course covers various aspects from legal theory including notion, nature, sources, rule of law, major legal and government systems, legal profession and comparative legal analysis between different bodies of law, branches of international law as well as different mechanisms of dispute settlement, either at municipal courts or other international forums worldwide. Of these, it focuses on the topic of civil law to help students gain familiarity with fundamental concepts of national civil law and international law to make student be aware of international legal standards. Throughout the course, students develop critical analysis and

problem solving, work-in-group and presentation skills, research literacy in law through theoretical lectures, case law analysis, individual and team assignments, and experiential learning in the form of legal simulation or moot court projects.

IL 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. This course forms 2 credits out of a total of 12 credits dedicated to this requirement for higher education curriculum. 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.

### **First Year Experience – OASIS**

*39.5 hours*

First-Year Experience – OASIS is a mandatory, non-credit bearing course of the General Education Program. It is a foundational course aimed to equip you, a first-year student with a proper understanding of the general nature, value, and requirement of university education. It is designed to assist you to successfully navigate through your new experience of university learning. It also forms a solid basis of support from which you may further develop their personal and professional excellence in the university.

There are 5 components that you are required to take. The following components form OASIS:

O – Orientation (required hours: 11.5)

A – Advising (required hours: 2)

S – Study skills (required hours: 7 hours for online learning and 7 hours for in-class)

I – Inter-Cultural Competency (required hours: 6)

S – Self- Exploration and Growth (required hours: 6)

## **Preclinical Courses**

### **Physics-Biophysics**

*2 credit*

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**

*2 credits*

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.

### **Anatomy & Physiology I**

*3 credits*

This is the 1st 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 & maturational physiology. Histological & gross anatomical features of selected organ systems are related to the physiologic & 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 use domain-specific knowledge including physical assessment and procedural approaches to patient care.

## **Anatomy & Physiology II**

*3 credits*

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**

*3 credits*

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.

## **Integrated Pathophysiology & Pharmacology II**

*3 credits*

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.

### **Integrated Biology-Genetics, Microbiology & Parasitology I**

*3 credits*

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.

### **Integrated Biology-Genetics, Microbiology & Parasitology II**

*3 credits*

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**

*3 credits*

Fundamentals of biological chemistry, including the structure of biological macromolecules and their mechanism of action, intermediary metabolism, and the chemical basis of information transfer.

### **Biochemistry and Clinical Nutrition**

*3 credits*

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**

*1 credits*

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 universal precautions and the skills associated with hand-washing, gowning and gloving, basic wound management.

### **Nursing Research I**

*2 credits*

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.

## **Nursing Research II**

*2 credits*

This course focuses on using data and research to understand and improve clinical care. Students will apply this knowledge to a clinical quality improvement project in their graduation practicum.

## **Integrated Probability-Statistics & Epidemiology \***

*3 credits*

This course introduces foundational concepts in statistics and epidemiology for application to clinical nursing and public health issues.

## **Introduction to Professional Nursing Practice I**

*3 credits*

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.

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

*2 credits*

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.

## **Introduction to Professional Nursing Practice II**

*3 credits*

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 Communications Skills in Nursing Practice II**

*2 credits*

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**

*4 credits*

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**

*4 credits*

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**

*4 credits*

This course develops knowledge and skills to support adult patients and their families before, during and following surgical intervention. This includes nursing skills associated with acute pain management, wound care and fluid management. This course includes clinical practice.

### **Adult Surgical Nursing II**

*4 credits*

This course develops knowledge and skills to support adult patients and their families before, during and following surgical intervention. This includes nursing skills associated with acute pain management, wound care and fluid management. This course is a continuation of Adult Surgical Nursing I and includes clinical practice.

### **Psychiatric Nursing**

*5 credits*

This course prepares students to safely and competently care for patients 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**

*4 credits*

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-Gynecologic Nursing**

*4 credits*

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.

### **Emergency and Intensive Nursing Care**

*3 credits*

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.

### **Rehabilitation Nursing**

*2 credits*

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**

*3 credits*

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.

### **Nursing Care of Older Adults**

*3 credits*

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.

### **Communicable Disease Nursing**

*3 credits*

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**

*2 credits*

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**

*2 credits*

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**

*3 credits*

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**

*3 credits*

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** (*one selection required; a second is optional*)

### **Palliative Care**

*2 credits*

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**

*2 credits*

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**

*2 credits*

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**

*2 credits*

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 and Safety**

*2 credits*

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.

## **Independent study**

*3 credits*

Independent study aims to facilitate students with experiences of conducting a research project themselves. Students can select and start the course at any time during their bachelor of nursing program at VinUniversity. It can be repeatedly selected over the 4 years once the student has an agreement from a supervisor to involve in a project and then develop and design their independent project aligned with the parent project's outcomes under the supervision of Nursing Program's faculty.

## *GRADUATION PRACTICUM*

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

*5 credits*

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 bio-statistics, 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 services, etc.