

COMMUNITY HEALTH NURSING-I

Placement : First Year *MSC*

Hrs of Instruction:

Theory: 150 Hrs

Practical: 650 Hrs

Total: 800 Hrs

Course Description:

This course is designed to assist students in developing expertise and in-depth understanding in the field of community health nursing. It would help students to appreciate holistic life style of individual, families, groups and develop skills to function as community health nursing specialist/practitioner. It would further enable the students to function as an educator, manager and researcher in the field of community health nursing.

Objective:

At the end of the course the students will be able to:-

1. Appreciate the history and development in the field of Community health and Community Health Nursing.
2. Appreciate the role of individuals and families in promoting health of the Community.
3. Perform physical, developmental and nutritional assessment of individuals, families and groups.
4. Apply the concepts of promotive, preventive, curative and rehabilitative aspects of health while providing care to the people.
5. Apply nursing process approach while providing care to individuals, families, groups and community.
6. Integrate the concepts of family centered nursing approach while providing care to the community.
7. Recognize and participate in the management of emergencies, epidemics and disasters.
8. Apply recent technologies and care modalities while delivering community health nursing care.
9. Appreciate legal and ethical issues pertaining to community health nursing care.
10. Conduct community health nursing care projects.
11. Participate in planning, implementation and evaluation of various national health and family welfare programmes at local, state and national level.
12. Incorporate evidence based nursing practice and identify the areas of research in the community settings.
13. Participate effectively as a member of Community Health team.
14. Coordinate and collaborate with various agencies operating in the community by using inter-sectoral and multi-disciplinary approach.
15. Teach community health nursing to undergraduates, in-service nurses and the community health workers.
16. Demonstrate leadership and managerial abilities in community health nursing practice.

Course Content

Unit	INC Hours	Content
I	10	<p>Introduction</p> <ul style="list-style-type: none"> • Historical development of Community health and community health nursing- World and India, various health and family welfare committees. • Current status , trends and challenges of Community Health nursing. • Health status of the community, Scope of community health nursing practice. • Ethical and legal issues, Socio-cultural issues in Community health nursing • National Policies, plans and programmes: <ul style="list-style-type: none"> - National health policy - National Population policy - National health and welfare programmes - National health goals/indicators/Millennium developmental goals(MDG) /strategies. - Planning process Five years - Plan and Health reports. - National health rural mission.
II	10	<p>Health</p> <ul style="list-style-type: none"> • Concepts, Issues • Determinants • Measurements • Alternate systems for health promotion and management of health problems • Health economics • Health technology • Genetics and health • Waste disposal • Eco system
III	15	<p>Population dynamics and control</p> <ul style="list-style-type: none"> • Demography • Transition and theories of population • National population policy • National population programmes • Population control and related programmes • Methods of family limiting and spacing • Research, Census, National Family Health Survey

Unit	INC Hours	Content
IV	30	<p><u>Community Health Nursing</u></p> <ul style="list-style-type: none"> • Philosophy, Aims, Objectives, Concepts, Scope, Principles & Functions • Community health Nursing theories • Quality assurance: Community health Nursing standards, competencies, Monitoring community health nursing, nursing audits. • Health assessment-individuals, groups and community • Roles and responsibilities of Community Health Nurse • Family nursing and family centered nursing approach • Nursing care for special groups; children, adolescents, adults, women, elderly, physically an mentally challenged – Urban and rural population at large. • Community diagnosis, setting objectives • Interventions: Micro and macro nursing plans, operationalization and evaluation. • Concepts, role and responsibilities of community health nurse practitioners –decision making skill, follow nursing practice standards, advanced nursing practice, professionalism, legal issues.
V	45	<ul style="list-style-type: none"> • IMNC (Integrated Management if Neonatal and Childhood illness) <ul style="list-style-type: none"> - General danger signs - Cough & difficulty in breathing - Case assessment practice - Diarrhoeas & Dehydration - Fever & Ear Problems - Anaemia, Nutrition & feeding - Counselling & Role play - Sick baby assessment - Assessment of Newborn - Neonatal jaundice - Malnutrition • Skilled Birth Attendant (SBA)
VI	15	<ul style="list-style-type: none"> • Disaster nursing <ul style="list-style-type: none"> -Definition, concept, types -Disaster Management -Triage <ul style="list-style-type: none"> - Nuclear, Biological and Chemical Warfare - Disaster preparedness -Role of a Nurse in Disaster Management and role of a nurse in NBC Warfare

Unit	INC Hours	Content
VII	10	<p><u>Information, education and communication</u></p> <ul style="list-style-type: none"> • IEC, Principles and strategies • Communication skills • Management, information and evaluation system: Records and reports • Information technology • Tele-medicine and tele-nursing • Journalism • Mass Media • Folk Media
VIII	15	<p><u>Health care delivery system: Urban and rural</u></p> <ul style="list-style-type: none"> • Functions, Staffing, Pattern of assistance, layout, drugs, equipments and supplies. • Village, Sub-Centre, Primary health centre, Community Health centre, district hospitals, sub-divisional hospitals, district family welfare bureau and tertiary care institution. • Critical review of functioning of various levels, evaluation, studies, recommendations and nursing perspective • Alternative systems of medicine • Training and supervision of health workers • Health agencies: Roles and functions • Inter-sectoral coordination. • Public Private partnership

PRAC^TTICAL

Total = 660 Hours
1 Week= 30 Hours

SN	Deptt/Unit	No. of Week	Total Hours
1.	Sub-Centre, PHC,CHC	12	360 Hours
2.	District family welfare bureau	1	30 hours
3.	Urban centers	6	180 Hours
4.	Field visits	3	90 Hours
	Total	22 Weeks	660 Hours

Student Activities

- Identification of community leaders and resource persons (community mapping)
- Community Health Survey
- Community Health Nursing process- individual, family and special groups and community
- Counseling
- Health education- campaign, exhibition, fold media, preparation of IEC materials
- Organizing and participating in special clinics/camps and national health and welfare programmes-Organize at least one health and family welfare mela/fair (all stalls of national health and family welfare activities should be included)
- Estimation of Vital health statistics –Exercise.
- Drill for disaster preparedness
- Organize at least one in-service education to ANM's/LHV/PHN/HW
- Nutrition – Exercise on nutritional assessment on dietary planning demonstration and education for various age groups
- Filling up of Records, reports and registers maintained at SC/PHC/CHC
- Assist women in self breast examination
- Conduct vaginal examination
- Conduct deliveries
- Post natal visits
- Perform Episiotomy and suturing
- Prepare Pap smear
- Conduct Insertion/Removal of IUD
- Blood Slide preparation
- Field visits to Population Control Office, Office for Rural Health Mission, SHEB, Ayurveda Hospital, Homeopath Hospital
- Maintenance of log book for various activities.

COMMUNITY HEALTH NURSING-I

Placement: First Year _____

EVALUATION

Internal assessment (theory):

Max Marks

Periodical Exams-2

(Mid-term-50 & Pre-fnal-75 marks)

Marks: 125

Seminar-2

Marks: 50

Review of article from journal-2

Marks: 50

For Internal assessment marks 125 to be converted out of 25

Internal assessment (practical):

SN	Assignments	Marks
1	Family Care Study Urban Area	50
2	Family Care Study Rural Area	50
3	Family Health Care Plan - 2	50
4	Clinical Supervision Checklist Evaluation	50
5	Home Procedure Evaluation-2	100
6	Community Health Survey & Community diagnosis & Health Education based on priority felt health need of community	100
7	Project (Organize and conduct any one of the following- Exhibition/ Street Play/ Puppet Show)	50
8	Health Talk-2	200
9	Clinical evaluation in different areas of placement	200
10	<u>Practical Examination</u>	
	Mid Term	50
	Pre Term	100
<u>Total</u>		1000

For Internal assessment marks 1000 to be converted out of 100

-1. EVALUATION CRITERIA FOR FAMILY HEALTH CARE STUDY (Marks: 50)

SN	Criteria	Marks Allotted	Marks Obtained
1	Introduction & Objective	02	
2	Subjective data	03	
3	Objective data	05	
4	Assessment of Family members (physical mental & social)	03	
5	Health needs identified	03	
6	Planning for family health nursing care (including short term & long term plan)	06	
7	Implementation of home nursing care plan with scientific rationale	06	
8	Health education planning & implementation	04	
9	Planning for diet	03	
10	Drugs study & home care	03	
11	Evaluation: - Out come of family health care - Self learning as a Nurse	02 02	
12	Future plan	03	
13	Conclusion & suggestion	02	
14	Use of table / graphs etc.	03	
	TOTAL	50	

2. CLINICAL SUPERVISION CHECKLIST EVALUATION (50 marks)

SN	Criteria	Marks Allotted	Marks Obtained
1	<i>Objective of supervision</i>	05	
2	<i>Knowledge checklist</i>	05	
3	<i>Skill checklist</i> # Organization # Explanation, Communication # Steps of procedure # Recording	10	
4	<i>Nurse- Client interaction</i>	05	
5	Identification of strong and weak points	10	
6	Guidance and assistance extended	05	
7	<i>Method used</i> # Direct/ Indirect	05	
8	<i>Style of report presentation</i>	05	
	TOTAL	50	

**3. EVALUATION CRITERIA FOR HOME PROCEDURE EVALUATION
(50 MARKS)**

Particular	Marks	Marks Obtained
Selection of procedures based on family needs	02	
Preparation of the bag for the procedure	05	
Confidence in use of bag	05	
Caring out all the steps of procedure correctly	05	
Scientific principles followed while doing procedure	05	
Involvement of family while doing procedure	05	
Post care of bag and equipment	05	
Health education while during and the procedure	05	
Disposal of waste	05	
Reporting for breakage and loss	03	
Recording and reporting	05	

Any two procedures of the following

1. Physical assessment of
 - Neonate
 - Infant
 - Toddler
 - Preschooler
 - Schooler
 - Geriatric
2. Antenatal assessment
3. Vital signs monitoring
4. Wound dressing
5. Urine testing
6. Hemoglobin estimation
7. Blood sugar estimation
8. Baby bath

**5. EVALUATION CRITERIA FOR FAMILY HEALTH SURVEY /
COMMUNITY DIAGNOSIS (50 Marks)**

SN	Criteria	Marks Allotted	Marks Obtained
1	Knowledge related to survey	06	
2	Data collection & entry on survey cards	04	
3	Table and tabulation of data	06	
4	Analysis and Interpretation of data	10	
5	Use of visual aids and graphs etc.	08	
6	Proposed future plans	06	
7	Recording in the registers	10	
	TOTAL MARKS	50	

6. EVALUATION CRITERIA FOR HEALTH TALK EVALUATION (100 marks)

Particular	1	2	3	4	5	Score
I) PLANNING AND ORGANISATION a) Formulation of attainable objectives b) Adequacy of content c) Organization of subject matter d) Current knowledge related to subject Matter e) Suitable A.V.Aids II) PRESENTATION : a) Interesting b) Clear Audible c) Adequate explanation d) Effective use of A.V. Aids e) Group Involvement f) Time Limit III) PERSONAL QUALITIES : a) Self confidence b) Personal appearance c) Language d) Mannerism e) self awareness of strong & weak points IV) FEED BACK: a) Recapitulation b) Effectiveness c) Group response V) SUBMITS ASSIGNMENT ON TIME						

7. CLINICAL EVALUATION PROFORMA (100 marks)

Name of Student:

Area of Community Health Nursing:

Evaluator:

Period under Evaluation:

Rating:

1 – in many respects fails to meet requirement satisfactorily

2 – Meets many requirements but deficient in important aspect

3- Average, clearly meets basic requirements satisfactorily.

4 – Clearly exceed basic requirements, respecting superior

5 – Outstanding in all respects.

SN	Areas with subheading	Rating	1	2	3	4	5
I	Knowledge and understanding about family						
	1. Studies family health record and collects significant data						
	2. Interprets significant data based on knowledge of community Health /Community Health Nursing.						
II	Home Visit						
	3. Preplans are written based on the health needs of the family and identified goals						
	4. Planning and organization of home visit						
	5. Establishers report with the family and able to communicate effectively and tactfully with different individual / groups						
III	Health Assessment and Observation						
	6. Identifies deviations from normal and set priorities in home care activities						
	7. Plans and implements name care based on preset goals and health needs						

- IV Nursing Activities carried out:**
 8. Application of scientific principles
 9. Technical skills with necessary modification and completeness of the procedure
 10 Involvement and participating of the family members
 11 Interpretation, reporting, recording of results
 12 Takes, corrective follow standing orders selects and appropriate referral agencies.
- V Health information health teaching**
 13 Uses every opportunity for incidental / planned teaching for individual and group
 14 Uses appropriate teaching learning principles
- VI Post Visit**
 15 Reports significant information
 16 Completes records, promptly, precisely and accurately.
- VII Evaluation of Family Health Care**
 17 Able to evaluate the set goals, short and long term health care plans
 18 Able to revise the family health needs and modify the care plans
- VIII Professional qualities**
 19 Professional appearance
 20 Interest, initiative, resourcefulness, responsible, leadership and attitude, response to constructive criticism and suggestions.

Total Marks:

Percentage:

Grade:

Remarks / comments by the Supervisor:

(In terms of strengths and weaknesses)

Instruction: Application of theory to practice is considered through out the experiences.

**8. EVALUATION PROFORMA FOR PLANNING AND CONDUCTION OF
 Exhibition/ Street Play/ Puppet Show) (50 Marks)**

SN	Criteria	Marks Allotted	Marks Obtained
1	Need for topic	05	
2	Organization	05	
3	Planning # Setting objectives # Selection of students # Schedule preparation # Advertising communication # Method selected # Resources used	20	
4	Implementation # Conduction # Monitoring activities	10	
5	Evaluation (Pre-Post)	05	
6	Writing report	05	
	TOTAL MARKS	50	

MAHARASHTRA UNIVERSITY HEALTH SCIENCES

**SYLLABI AND REGULATIONS
P.B.B.Sc. NURSING
2005**

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PHILOSOPHY

MUHS believes in proper systematic teaching, training and research in Modern Medical Sciences and uniformity in various courses in medical and allied health sciences. The philosophy of the P. B. B. Sc.(N) is incorporated by MUHS at par of Indian Nursing Council.

Indian Nursing Council believes that, **Health** is a state of well-being that enables a person to lead a psychologically, socially and economically productive life.

Nursing contributes to the health services in vital and significant way in the health care delivery system. It organizes national health goals and is committed to participate in the implementation of National Health policies and programmes. It aims at identifying health needs of the people , planning and providing quality care in collaboration with other health professionals and community groups.

Scope of nursing practice encompasses provision of promotive, preventive, curative and rehabilitative aspects of care to people across their life span in wide variety of health care settings. Practice of Nursing is based upon application of basic concepts and principles derived from the physical, biological, behavioral sciences.

Undergraduate nursing program at the post basic level is a broad based education within an academic framework, which builds upon the skills and competencies acquired at the diploma level. It is specifically directed to the upgrading of critical thinking skills, competencies & standards required for practice of professional nursing and midwifery as envisaged in National Health Policy 2002.

The teachers have the responsibility to be role models and create learning environment that enables students to acquire inquiry driven, self directed learning and foster attitude of life long learning.

Under graduate nursing education program at the post basic level prepares its graduates to become exemplary citizen by adhering to code of ethics and professional conduct at all times in fulfilling personal, social and professional obligations so as to respond to national aspirations.

AIMS :

The aim of the undergraduate nursing program at the post basic level is to upgrade the diploma (GNM) nurses to:

assume responsibilities as professional, competent nurses and midwives at basic level in providing promotive, preventive, curative and rehabilitative services.

make independent decisions in nursing situations, protect the rights of and facilitate individuals and groups in pursuit of health, function in the hospital, community nursing services, and conduct research studies in the areas of nursing practice. They are also expected to assume the role of teacher, supervisor, manager in a clinical/public health setting.

OBJECTIVES :

On completion of B.Sc. Nursing (Post-Basic) degree programme the graduates will be able to:

1. Assess health status, identify nursing needs, plan, implement and evaluate nursing care for patients / clients that contribute to health of individuals, families and communities.
2. Demonstrate competency in techniques of nursing based on concepts and principles from selected areas of nursing, physical, biological and behavioral sciences.
3. Participate as members of health team in the promotive, preventive, curative and restorative health care delivery system of the country.
4. Demonstrate skills in communication and interpersonal relationship.
5. Demonstrate leadership qualities and decision-making abilities in various situations.
6. Demonstrate skills in teaching to individuals and groups in community health settings.
7. Demonstrate managerial skills in community health settings.
8. Practice ethical values in their personal and professional life.
9. Participate in research activities and utilize research findings in improving nursing practice.
10. Recognize the need for continued learning for their personal and professional development.

COURSE OF STUDY :

Sr. No.	Subject	Theory Hours	Practical Hours	Total Hours
1st Year				
1.	Nursing Foundation	45	030	075
2.	Nutrition & Dietetics	30	015	045
3.	Biochemistry & Biophysics	60	-	060
4.	Psychology	60	015	075
5.	Maternal Nursing	60	240	300
6.	Child Health Nursing	60	240	300
7.	Microbiology	60	030	090
8.	Medical & Surgical Nursing	90	270	270
9.	English (Qualifying)	60	-	060
Total		525	840	1215
Note: Hindi/local language as per the need of the institution.				
2nd Year				
10.	Sociology	60	-	060
11.	Community Health Nursing	60	240	300
12.	Mental Health Nursing	60	240	300
1.	Introduction to Nursing Education	60	075	135
2.	Introduction to Nursing Administration	60	180	240
3.	Introduction to Nursing Research & Statistics	45	120	165
Total		345	855	1200

SCHEME OF EXAMINATION:

1st Year

Paper	Subject	Duration	Internal Assessment	External Assessment	Total Marks
Theory					
1.	Nursing Foundation	2	15	35	050
2.	Nutrition & Dietetics	2	15	35	050
3.	Biochemistry & Biophysics	3	25	75	100
4.	Psychology	3	25	75	100
5.	Microbiology	3	25	75	100
6.	Maternal Nursing	3	25	75	100
7.	Child Health Nursing	3	25	75	100
8.	Medical & Surgical Nursing	3	25	75	100
9.	* English (Qualifying)	--	100 College level qualifying exam, minimum passing Marks 33%.		100
Practicals					
1.	Medical & Surgical Nursing		50	50	100
2.	Child Health Nursing		50	50	100
3.	Maternal Nursing		50	50	100

Note: * College level qualifying exam to appear in University Examination, minimum passing Marks 33%

2nd Year

Paper	Subject	Duration	Internal Assessment	External Assessment	Total Marks
Theory					
10.	Sociology	3	25	75	100
11.	Community Health Nursing	3	25	75	100
12.	Mental Health Nursing	3	25	75	100
13.	Introduction to Nursing Education	3	25	75	100
14.	Introduction to Nursing Service Administration	3	25	75	100
15.	** Introduction to Nursing Research Statistics	2	50 College level qualifying exam, minimum passing Marks 50%		050
Practicals					
4.	Community Health Nursing		50	50	100
5.	Mental Health Nursing		50	50	100
6.	** Introduction to Nursing Research Statistics		50 (Research Project) College level qualifying exam, minimum passing Marks 50%		050

Note: ** College level qualifying exam to appear in University Examination, minimum passing Marks 50%. (Not University Examination)

N.B.:

1. Teaching of Anatomy, Physiology, Pharmacology and Pathology will be integrated with clinical subjects.
2. A minimum of 80% attendance in theory and practical/clinicals in each clinical area is essential before award of degree.
3. 100 % attendance in practical / clinicals in each clinical area is essential before award of degree.
4. 50% of minimum marks in each theory and practical paper separately is required for passing.
5. Examination in the 'English' subject of 1st year P.B.B.Sc. Nursing course will be a college level Internal Assessment Qualifying Examination with minimum passing of 33% Marks. Student who fails or student who secures less than 33% Marks in the 'English' subject will not become eligible to appear in any subject of the University's final examination. Marks of 'English' subject are to be send to the University along with Internal Assessment Marks of other subjects for inclusion in the Mark Sheet.
6. Examination in the 'Introduction to Nursing Research and Statistics' subject of 2nd year P.B.B.Sc. Nursing course will be a college level Internal Assessment Qualifying Examination with minimum passing of 50% Marks. Student who fails or student who secure less than 50% Marks each i.e. independently in the Internal Assessment (Theory) Head and independently in the Internal Assessment (Practical) Head of the 'Introduction to Nursing Research and Statistics' subject will not become eligible to appear in any subject of the University's final examination. Marks of 'Introduction to Nursing Research and Statistics' subject are to be send to the University along with Internal Assessment Marks of other subjects for inclusion in the Mark Sheet.

**MAHARASHTRA UNIVERSITY OF HEALTH SCIENCES,
NASHIK**

**IST YEAR
POST BASIC B.Sc NURSING
SYLLABUS
2005-2006**

NURSING FOUNDATION

Placement: Ist Year

Time Allotted: Theory : 45 Hrs
Practical : 30 Hrs

COURSE DESCRIPTION :

This course will help students to develop an understanding of the philosophy, objectives and responsibilities of nursing as a profession. The purpose of the course is to orient to the current concepts involved in the practice of nursing and developments in the nursing profession.

OBJECTIVES : At the end of the course, the students will

1. Identify professional aspects of nursing
2. Explain theories of nursing
3. Identify ethical aspects of nursing profession
4. Utilise steps of nursing process
5. Identify the role of the nurse in various levels of health services
6. Appreciate the significance or quality assurance in nursing.
7. Explain current trends in health and nursing

COURSE CONTENTS :

UNIT I DEVELOPMENT OF NURSING AS A PROFESSION 6 hrs

- Philosophy
- Objectives and responsibilities of a graduate nurse
- Trends influencing nursing practice
- Expanded role of the nurse
- Development of nursing education in India and trends in nursing education
- Professional organizations, career planning
- Code of ethics & professional conduct for nurses.

UNIT II CONCEPTS OF HEALTH & ILLNESS 12 hrs

- Concepts of health and illness, effects on the person
- Stress and adaptation
- Health care concepts and nursing care concept
- Developmental concepts, needs, roles and problems of the developmental stages of individual – newborn, infant, toddler, pre-adolescent, adolescent, adulthood, middle-age, old age.

UNIT III THEORY OF NURSING PRACTICE 5 hrs

- Meta paradigm of nursing – characterized by four central concepts i.e. Nurse, Person (client/patient). Health and Environment. Nursing Theory;
 - Florence Nightingale
 - Virginia Henderson
 - Betty Neumen
 - Dorothea Orem
 - Martha Rogers etc.

UNIT IV NURSING PROCESS 10 hrs

- Nursing Process
- Nursing diagnosis – Definitions, concepts, statements, types, interpretation
- Planning: techniques for planning care, types of care plans.
- Implementation: different approaches to care, organisations and implementation of care, recording.
- Evaluation: tools for evaluation, process of evaluation.

UNIT V QUALITY ASSURANCE 6 hrs

- Quality assurance: nursing standards, nursing audit, total quality management
- Role of council and professional bodies in maintenance of standards.

UNIT VI APPROACHES TO HEALTH CARE 6 hrs

- Primary health care concepts:
 - community oriented nursing
 - holistic nursing
 - primary nursing
- family oriented nursing concepts:
 - Problem oriented nursing
 - Progressive patient care
 - Team nursing

PRACTICUM : Teaching Learning Activities - 30 Hrs.
Nursing process application.

- Select one patient and write nursing care plan. 20 Hrs.
- Select one client from OPD / Community / Peer Group and write nursing care plan. 10 Hrs.

EVALUATION:

Paper	Subject Nursing Foundation	Duration	Internal Assessment	External Assessment	Total Marks
1.	Theory	2	15	35	050

Internal Assessment: 15 Marks

(Out of 15 Marks to be send to the University)

Mid-Term: 25 Marks

Prelim: 35 Marks

Total: 60 Marks

(60 Marks from mid-term & prelim (Theory) to be converted into 15 Marks)

External Assessment (Theory): 35 Marks (University Examination)

REFERENCES :

1. Kozier B, Erb, G & Oliver, R : Fundamentals of Nursing ;4th ed. California, Addison Wesley., 1991
2. Perry, A.G. & Potter, P.A.: Basic nursing essentials of practice; 5th ed. St. Louis, Mosby, 2003
3. Potter, P.A. & Perry, A.G.: Fundamentals of nursing; 5th ed. Mosby Harcott (India) Pvt. Ltd.
4. Beverly Witler Dugas : Introduction to patient care ; 4th ed., Saunders, 2002
5. White, Lois: Foundations of nursing caring for the whole person; U.S.A. Delmer Thompson Learning,
6. Luckmann, J & Sorensen, K.C.: Basic nursing: a psychophysiologic approach ; 3rd ed., W. B. Saunders, 2002
7. Park, J.E. :Text book of preventive and social medicine ; 17th ed., Banarasidas Bhanot, 2003

NUTRITION & DIETETICS

Placement: Ist Year

Time Allotted Theory : 30 Hrs.

Practical : 15 Hrs.

COURSE DESCRIPTION :

This course is designed to provide the students with a wide knowledge of dietetics in Indian setting, that the practice of teaching optimum and realistic dietary planning can become an integral part of nursing practice.

OBJECTIVES : At the end of the course, the students will

1. Explain the principles and practices of nutrition and dietetics.
2. Plan therapeutic diets in different settings
3. Identify nutritional needs of different age groups and plan diet accordingly.
4. Prepare meals using different methods utilizing cookery rules.

COURSE CONTENTS :

UNIT I INTRODUCTION TO NUTRITION AND DIETETICS 8 Hrs

- Balanced diet, factors on which it depends.
- Factors to be considered in planning
- Guides available for planning
- Food Hygiene, preparation and preservation
- Review of nutrients – micro & macro

UNIT II INFANT AND CHILD NUTRITION 8 Hrs

- Feeding of normal infants: factors to be considered in planning, nutritional requirements
- Supplementary feeding of infants: Advantage and method of introduction.
- Weaning effects on mother and child.
- Psychology of infant and child feeding.
- Feeding the sick child. Diet in diseases of infancy and childhood.
- Deficiency – malnutrition, under nutrition, other nutrients deficiency.
- Feeding pre-school child: nutritional needs, factors to be considered in planning diets. Problems in feeding.

UNIT III INTRODUCTION TO DIET THERAPY 8 Hrs

- Introduction
- Routine hospital diets.
- Therapeutic diet under each unit i.e. Cardiovascular diseases, Gastrointestinal diseases, Renal disorders, Endocrine and metabolic disorders,
- Allergy, Infections and fevers,
- Pre and post operative stage,
- Deficiency diseases and malnutrition, overweight and underweight

UNIT IV COMMUNITY NUTRITION**6 Hrs**

- Need for community nutrition programme.
- Nutritional needs for special groups: infant, child, adolescent,
- Pregnant and lactating mother and old people.
- Substitutes for non-vegetarian foods.
- Selection of cheap and nutritious foods. Nutrition education needs and methods.
- Methods of assessing nutritional status of individual / group / community.
- Current nutritional problems and national programmes (mid day meal etc.)

PRACTICUM :

- I Methods of cooking and cookery rules.
1. Simple preparation of beverages, soups, cereals and pulses, eggs, vegetables, meat, multipurpose food snacks.
 2. Menu Plans.
- II Preparation of supplementary food for infants.
1. Food for toddlers.
 2. Low cost nutritious dishes for vulnerable groups.
 3. Dietary case study of patient on special diet and planning of low cost dietary instructions for home adaptations.
 4. Planning of therapeutic diets.

EVALUATION :

Paper	Subject	Duration	Internal Assessment	External Assessment	Total Marks
2.	Nutrition & Dietetics Theory	2	15	35	050

Internal Assessment: 15 Marks

(Out of 15 Marks to be send to the University.)

Mid-Term: 25 Marks

Prelim: 35 Marks

Total: 60 Marks

(60 Marks from mid-term & prelim (Theory) to be converted into 15 Marks)

**External Assessment (Theory): 35 Marks
(University Examination)****REFERENCES:**

- 1) Clinical dietetics and Nutrition, Antia 4th ed.
- 2) Nutritive value of Indian foods, Gopalan, 1st ed.
- 3) Krause's Food, Nutrition & diet Therapy, Mahan, 11th ed.
- 4) Nutrition & diet therapy, Williams
- 5) Clinical Dietetics & Nutrition, Philip.

BIOCHEMISTRY & BIOPHYSICS

SECTION – A

BIOCHEMISTRY

Placement: Ist Year

Time Allotted Theory : 30 Hrs
Practical :

COURSE DESCRIPTION :

The broad goal of teaching Biochemistry to Nursing students is to enable them to understand, the chemical processes taking place in the human body in health and disease. This will help them to increase the quality of patient care.

OBJECTIVES : At the end of the course, the students will

1. Identify the basic principles of Biochemistry
2. Understand and grasp the basic outline of chemistry and properties of important biomolecules like glucose, urea, etc
3. Summarize the working of enzymes and their importance as diagnostic tools for the clinician.
4. Describe the mechanisms involved in maintenance of body fluids along with electrolytes.
5. Be able to understand the concepts of laboratory medicine, which involves learning about physiological levels of important biomolecules and the underlying cause of change in these levels in disease states.

COURSE CONTENTS

UNIT I	INTRODUCTION	2 hrs
-	Introduction: importance of Biochemistry in Nursing	
-	Study of cell and its various components	
UNIT II	WATER AND ELECTROLYTES	2 hrs
-	Distribution of water and its functions in human body (ECF & ICF)	
-	Water & Fluid balance	
-	Electrolyte Distribution and its functions in body	
-	Dehydration causes and consequences	
-	Electrolyte imbalance – causes, hypo and hypernatremia and kalemia	
UNIT III	ENZYMES	05 hrs
-	Definition and Mechanism of action	
-	Factors affecting enzyme activities	
-	Enzymes in clinical diagnosis and its applications	
-	Precautions for handling specimens for enzymes estimation	
-	Digestion and Absorption of carbohydrates, proteins and lipids.	
-	Factors influencing the digestion and absorption	
-	Mal absorption syndrome	

- UNIT IV CARBOHYDRATES 05 hrs**
- Elementary outline of Electron transport chain (ETC) and Biological Oxidation
 - Elementary consideration of Mono, di and polysaccharides
 - Fate of glucose in the body including-gluconeogenesis, glycogenesis, glycolysis, glycogenolysis. Storage of glucose.
 - Outline and Importance of TCA Cycle (Kreb's cycle)
 - Regulation of blood glucose levels. Glucose Tolerance test (GTT) Hyperglycemia, Hypoglycemia.
- UNIT V PROTEINS – AMINO ACIDS & HARMONES 05 hrs**
- Protein Chemistry
 - Essential amino acids, properties and functions
 - Important polypeptides
 - Plasma Proteins and their functions
 - Nucleic acids- DNA, RNA
 - Biosynthesis of proteins in the cells and Role of nucleic acids in protein synthesis
 - Nitrogenous constituents of Urine, blood their origin Urea cycle and Nitrogen balance. Uric Acid formation, gout.
- UNIT VI LIPIDS 06 hrs**
- Biological Importance of important lipids and their functions
 - Cholesterol and Lipoproteins
 - Sources occurrence and distribution
 - Blood levels and Metabolism
 - Biosynthesis of fats and storage of fats (B-oxidation)
 - Role of liver in fat metabolism Fatty liver, its causes and prevention
 - Goal of lipid metabolism in Atherosclerosis and Heart diseases
 - Ketone body formation and its utilization.
 - Causes and detection of ketosis
- UNIT VII INTER-RELATIONSHIP IN METABOLISM 05 hrs**
- Carbohydrates, Lipids, a Protein, minerals metabolism
 - Nutrition calorie value of food, BMR, SDA, Balance Diet

REFERENCES

1. Anthikad, 'J' : Biochemistry for nurses ;New Delhi : Jaypee Brothers
2. Dandekar S.P. : Medical biochemistry (based on MCI guidelines) ;New Delhi : Jaypee Brothers
3. Das, Debajyoti : Biochemistry; New ed.; Calcutta, Academic publishers
4. Hodkinson M: Clinical biochemistry of the elderly; London: Churchill Livingstone, 1984
5. Malhotra, V. : Biochemistry for students; New Delhi: Jaypee Brothers, 1985
6. Nath, R.L.: Practice of biochemistry in clinical medicine, 1976
7. U Satyanarayana : Biochemistry; Books and Allied Ltd.
8. Eastham Duncan Robert: Biochemical values in clinical medicine; 8th ed.: John Cought and Sons Ltd., 1977

SECTION – B

BIOPHYSICS

Placement: Ist Year

Time Allotted Theory : 30 Hrs
Practical :

COURSE DESCRIPTION :

The broad goal of teaching Biophysics to nursing students is to enable them to understand the application of physics principles while providing nursing care to the patients.

COURSE CONTENTS :

UNIT I	INTRODUCTION	2 hrs
-	Introduction: Concepts of unit and measurements Fundamental and derived units	
-	Unit length, weight, mass, time.	
UNIT II	MOTION	2 hrs
-	Vector and scalar motion, speed, velocity and acceleration	
-	Newton's law of motion	
UNIT III	GRAVITY	3 hrs
-	Gravity: Specific gravity , centre of gravity, principles of gravity.	
-	Effect of gravitational forces on human body.	
-	Application of principles of gravity in nursing	
UNIT IV	FORCE WORK & ENERGIES	3 hrs
-	Force, work, Energy: Their units of measurement.	
-	Type and transformation of energy, forces of the body, Static forces.	
-	Principles of machines, friction and body mechanics.	
-	Simple mechanics – lever and body mechanics, pulley and traction, incline plane, screw.	
-	Application of these principles in nursing.	
UNIT V	HEAT	3 hrs
-	Heat : Nature, measurement, transfer of heat	
-	Effects of heat on matter	
-	Relative humidity, specific heat	
-	Temperature scales	
-	Regulation of body temperature	
-	Use of heat for sterilization	
-	Application of these principles in nursing	

UNIT VI	LIGHT	3 hrs
-	Light: Laws of reflection	
-	Focusing elements of the eye, defective vision and its correction, use of lenses	
-	Relationship between energy, frequency and wavelength of light	
-	Biological effects of light	
-	Use of light in therapy	
-	Application of these principles in nursing	
UNIT VII	PRESSURES	3 hrs
-	Pressures: Atmospheric pressure, hydrostatic pressure, osmotic pressure	
-	Measurements of pressures in the body	
-	Arterial and venous blood pressures	
-	Ocular pressure	
-	Intracranial pressure	
-	applications of these principles in nursing	
UNIT VIII	SOUND	2 hrs
-	Sound: Frequency, Velocity and Intensity	
-	Vocalisation and hearing	
-	Use of ultrasound. Noise pollution and its prevention	
-	Application of these principles in nursing	
UNIT IX	ELECTRICITY	5 hrs
-	Electricity and Electromagnetism : Name of Electricity, Voltage, Current, Resistance and their Units.	
-	Flow of electricity in solids, electrolytes , gases and vacuum.	
-	Electricity and human body	
-	ECG, EEG, EMG, ECT	
-	Pace makers and defibrillation	
-	Magnetism and electricity	
-	M.R.I. Scanning, CAT Scan	
UNIT X	NUCLEAR PHYSICS	2 hrs
-	Atomic Energy : Structure of Atom, Isotopes and Isobars.	
-	Radioactivity : Use of radioactive isotopes	
-	Radiation protection units and limits, instruments used for detection of ionising radiation. X-rays.	
UNIT XI	ELECTRONICS	2 hrs
-	Principles of Electronics: Common electronic equipments used in patient care.	

PRACTICUM :

- Experiments and Tests should be demonstrated wherever applicable.

EVALUATION:

Paper	Subject Biochemistry & Biophysics	Duration	Internal Assessment	External Assessment	Total Marks
3.	Theory	3	25	75	100

Internal Assessment: 25 Marks
(Out of 25 Marks to be send to the University)

	Section - A Biochemistry	Section – B Biophysics	Total Marks
Mid-Term	25	25	--
Prelim	37	38	--
Total	62	63	125
Average out of	13	12	25

(62 Marks from Biochemistry (mid-term & prelim) to be converted into 13 Marks and 63 Marks from Biophysics (mid-term & prelim) to be converted into 12 Marks)

External Assessment (Theory): 75 Marks
(University Examination)

Section A: Biochemistry: 37 Marks
Section B: Biophysics: 38 Marks
Total Marks: 75 Marks

REFERENCES :

- 1) Flitter, H.H.(1989): An introduction to physics in nursing; 7th edition Delhi, All India Traveller Book seller. (Original American ed. Pub. by C.V.Mosby, St.Louis).
- 2) Sackheim, S.M.(1962): Practical Physics for nurses; 2nd ed. Philadelphia, W.B. Saunders Co.
- 3) Stearns, H.O.(1962): Fundamentals of physics and Applications; 2nd ed. New York, Macmillan Co.
- 4) T.N.A.I. (1966): Physics and Chemistry; Laboratory Manual for Student Nurses; 3rd ed. New Delhi, T.N.A.I.
- 5) Waters, M.(1958): Elementary physics for Nurses; 6th ed London, Faber and fabor.
- 6) KIGOUR, O.F.G.(1978): An Introduction to the physical aspects of Nursing Sciences; 3rd ed. London, William Heinemann Medical Books Ltd.
- 7) Nordmark, M.t and Rahweder, A.W.(1959): Science Principles in Nursing; Philadelphia, J.B. Lippincott.

PSYCHOLOGY

Placement: Ist Year

**Time Allotted Theory : 60 Hrs
Practical : 15 Hrs**

COURSE DESCRIPTION :

This course is designed to orient students with regards to psychological principles, and widen their knowledge of the fundamentals of psychology. The course offers students an opportunity to understand the psychodynamics of patient behavior and to apply theoretical concepts in practical settings.

OBJECTIVES : The course aims towards the developing students skills in –

- Understanding herself and others
- Analysing her own thought and behavior patterns
- Using psychological principles to improve her efficiency in nursing care
- Applying psychological principles while performing nursing duties
- Distinguishing psychological processes during health and sickness
- Planning nursing care with regards to psychological needs and concerns
- Participating in psychological assessment of patients

COURSE CONTENTS

UNIT I	INTRODUCTION TO PSYCHOLOGY	3 hrs
	<ul style="list-style-type: none">- Definition, history and scope- Branches and methods- Relationship with other subjects- Psychology and the student nurse- Habits and skills	
UNIT II	SENSATION, ATTENTION AND PERCEPTION	6 hrs
	<ul style="list-style-type: none">- Sensation – Definition and sensory processes- Problems in sensation- Attention – Definition, characteristics and types- Factors affecting attention- Distraction and sustaining attention- Perception – Definition and characteristics- Perception of form, depth and movement- Types and difficulties in perception- Problems and nursing care	
UNIT III	LEARNING	5 hrs
	<ul style="list-style-type: none">- Definition, nature and conditioning theories- Learning process, laws and types and factors- Learning during health and sickness	

UNIT IV	MEMORY AND FORGETTING	5 hrs
	<ul style="list-style-type: none"> - Memory – Definition and nature - Memory models and factors affecting memory - Methods to improve memory - Forgetting – Definition, explanation of forgetting - Memory during health and sickness - Forgetting during health and sickness 	
UNIT V	MOTIVATION	6 hrs
	<ul style="list-style-type: none"> - Definition, nature and theories - Needs and motives – Biological and social - Frustration and conflicts - Types of conflicts - Self actualization - Application in nursing care 	
UNIT VI	EMOTION	5 hrs
	<ul style="list-style-type: none"> - Definition and meaning, theories - Expressions and perceptions - Emotions in sickness, nursing care 	
UNIT VII	ATTITUDES	5 hrs
	<ul style="list-style-type: none"> - Definition and nature, theories - Factors influencing attitude formation - Role of attitudes in health and sickness 	
UNIT VIII	INTELLIGENCE AND ABILITIES	6 hrs
	<ul style="list-style-type: none"> - Definitions and nature, theories - Psychological testing and measurement - Mental retardation and IQ - Intelligence and abilities during sickness 	
UNIT IX	PERSONALITY	7 hrs
	<ul style="list-style-type: none"> - Definition, nature, factors influencing personality - Theories of personality development - Defence mechanism - Psychological problems - Personality disorders and nursing 	
UNIT X	INDIVIDUAL DIFFERENCE	4 hrs
	<ul style="list-style-type: none"> - Definition and significance - Heredity and environment - Role in health and sickness - Implications in nursing 	

UNIT XI PSYCHOLOGICAL ASPECTS OF NURSING 5 hrs

- Behaviour during sickness
- Understanding the client
- Psychological approach in nursing care
- Psychological needs of child, adolescent, adult, aged
Chronically ill and attendants

UNIT XII MENTAL HYGIENE 3 hrs

- Concepts and meaning of mental hygiene
- Characteristics of a mentally healthy person
- Factors influencing mental health

All theory topic lectures will be covered through interactive sessions with students.

PRACTICUM :

A 3 Experiments 9 hrs

- Attention
- Memory
- Learning

B 2 Psychological Tests (Rating Scales) 4 hrs

- Hardiness
- Positive Thinking

C Case Study 2 hrs

Discussion of a case with identification of expressed emotions, psychological needs, sources of conflict and attitudes expressed

Practicum will be recorded in a journal and will be scored as part of internal Assessment.

EVALUATION :

Paper	Subject	Duration	Internal Assessment	External Assessment	Total Marks
4.	Psychology Theory	3	25	75	100

Internal Assessment:

Theory: 15 Marks

Practicum Assignment: 10 Marks

Total: 25 Marks

(Out of 25 Marks to be send to the University)

Mid-Term: 50 Marks

Prelim: 75 Marks

Total: 125 Marks

(125 Marks from mid-term & prelim (Theory) to be converted into 15 Marks)

Practicum Assignments: 10 Marks

External Assessment: 75 Marks

(University Examination)

REFERENCES :

1. Bhatia, B.D. and Craig, M: Elements of psychology and mental hygiene for nurses; Chennai : Orient Longman Pvt. Ltd
2. Dandekar, W.N. : Fundamentals of experimental psychology ; Kolhapur : Moghe Prakashan
3. Hurlock, E. : Developmental psychology ; Singapore :Tata McGraw Hill Book Co.,
4. McGhee, A : Psychology as applied to nursing ; London : Churchill Livingstone
5. Morgan, C.T. and King, R.A.: Introduction to psychology ; Singapore : McGraw Hill Book Co.,

MICROBIOLOGY

Placement: Ist Year

**Time Allotted Theory : 60 Hrs
Practical : 30 Hrs**

COURSE DESCRIPTION :

This course reorients the students to the fundamentals of Microbiology and its various sub-divisions. It provides opportunities to gain skill in handling and use of microscope for identifying various micro-organisms. It also provides opportunities for safe handling of materials containing harmful bacteria and methods of destroying microorganisms.

OBJECTIVES : After the course the students will develop

1. Identify common disease causing organisms
2. Basic principles of Microbiology & its significance in health & disease
3. Handling of infective specimens
4. Various methods of sterilization & disinfection
5. Role of nurse in hospital infection control system.

COURSE CONTENTS :

UNIT I	INTRODUCTION	3 hrs
	<ul style="list-style-type: none">- General Microbiology : History, (Fracostoriues of Verona to the Latest Nobe Laureates short note on Pasteur and Koch) and Introduction (Why to study the subject?)- Microscope (Types – dissecting to Electron measuring scale upto nanometer)	
UNIT II	GENERAL MICROBIOLOGY	3 hrs
	<ul style="list-style-type: none">- Morphology and Physiology (Size, Shape, struct., spore, flagella, capsule)- Staining (demonstration) Gram's + Z N's + Motility	
UNIT III	BACTERIAL GROWTH REQUIREMENT	5 hrs
	<ul style="list-style-type: none">- Growth requirement of Bacteria + Bacteria growth curve- Cultural media different- Collection processing of sample and bacteria	
UNIT IV	STERILIZATION & DISINFECTION	5 hrs
	<ul style="list-style-type: none">- Sterilization + Disinfections- Sterilization demo of instruments, Different disinfectants dilute- Hospital infection control Biosafety + Fumigation and role of nurse- Bacterial genetics (emphasis to drug resistance) Host parasite relationship	

UNIT V SYSTEMIC BACTERIOLOGY 10 hrs

- (Morpho, growth requirements, diseases caused vaccine epideo)
- Pyogenic cocci causing diseases Staphylococci
 - Streptococci and Pneumococci and Neisseria
 - Salmonella + Shigella
 - E coli diarrhea + Cholera + Pseudomonas
 - C. diphtheria + Chlamydia
 - Anaerobes intro. + C. welchii
 - C. tetani + nonsporing anaerobes mention diseases
 - Tuberculosis
 - Leprosy + Aty
 - Spirocheate + Leptospira
 - Chlamydia
 - Demo different morphology of bacteria G + C, G + B, GNC, GNB
 - Demo of organism Spore, Capsule, fungi, AFB

UNIT VI SYSTEMIC MYCOLOGY 5 hrs

- Fungi intro., Dermatophytes
- Mycetophytes
- Mycetoma, Rhino, Crypto
- Candida and Lab. Diagnosis of fungal infections

UNIT VII IMMUNOLOGY 5 hrs

- Immunity
- Antigen
- Antibody
- Ag X Ab reaction sererogical
- Immune Response
- Hypersensitivity

UNIT VIII SYSTEMATIC PARASITOLOGY 10 hrs

- Intro classification and some terms
- Amoeba + Giardia
- Trichomonas + Leishmania
- Malaria + Toxoplasma
- Cestodes (Taenia sodium and saginata E. granulosos)
- Intestinal Nematodes
- Tissue Nematodes
- Vectors
- Diff. Parasites and vectors stool preparation demo

UNIT IX SYSTEMATIC VIROLOGY 8 hrs

- Gen. Prop. Cultivation classification
- Herpes virus
- Picorna virus

- Measles, Mumps, Chicken pox
- Ortho and Arbo (Dengue)
- Rhabdo virus
- Hepatitis virus
- HIV and AIDS

UNIT X CLINICAL MICROBIOLOGY

6 hrs

- PUO, UTI, STD, Wound infection
- Micro – organism transmitted through food
- Food poisoning, food born infection

PRACTICUM :

- Each student will practice in laboratory as indicated in each unit of the courses outline. While giving nursing care in the wards they will practice collection and processing of specimens, prevention and control of hospital infections. Sterilization, immunisation, chemotherapy and maintenance of personal and environmental hygiene. Observation visit to incinerator, posting in CSSD and infection control department.

EVALUATION :

Paper	Subject	Duration	Internal Assessment	External Assessment	Total Marks
5.	Microbiology Theory	3	25	75	100

Internal Assessment:

Theory: 15 Marks
Journal Assignment: 10 Marks
Total: 25 Marks

(Out of 25 Marks to be send to the University)

Mid-Term: 50 Marks

Prelim: 75 Marks

Total: 125 Marks

(125 Marks from mid-term & prelim (Theory) to be converted into 15 Marks)

Journal Assignments: 10 Marks

External Assessment (Theory): 75 Marks

(University Examination

REFERENCES :

- 1) Ananthnarayan : Textbook of Microbiology
- 2) Chakravarti : Textbook of Microbiology
- 3) Chattergey K.D. : Text book of Parasitology
- 4) Panikar : Textbook of Parasitology
- 5) Konemen : Textbook of Medical Microbiology
- 6) Marion E. Wilson : Microbiology in Nursing Practice.

MATERNAL NURSING

Placement: Ist Year

**Time Allotted Theory : 60 Hrs
Practical : 240**

COURSE DESCRIPTION :

The course is designed to widen the student's knowledge of obstetrics during pregnancy, labour and puerperium. It also helps to acquire knowledge and to develop skill in rendering optimum nursing care to a child bearing mother in a hospital or in community and help in the management of common gynaecological problems.

OBJECTIVES : At the end of the course, the student will be able to :

1. Describe the physiology of pregnancy, labour, and puerperium.
2. Manage normal pregnancy, labour and puerperium.
3. Explain the physiology of lactation, and advice on management of breast feeding.
4. Provide pre- and post operative nursing care in obstetric conditions.
5. Identify and manage high risk pregnancy including appropriate referrals.
6. Propagate the concept and motivate acceptance of family planning methods.
7. Teach , guide and supervise auxiliary midwifery personnel.

COURSE CONTENT

UNIT I INTRODUCTION AND HISTORICAL REVIEW 5 hrs.

- (a) Early history of midwifery and evolution of obstetrics
Maternity care and practices in various culture across the world.
Expanded role of the nurse in maternity and gynaecology.
- (b) Safe motherhood initiative
Maternal mortality, morbidity and perinatal mortality.
Legislation related to maternal benefits, MTP acts, incentives
and Family planning. Family welfare programme.

UNIT II ANATOMY AND PHYSIOLOGY OF FEMALE REPRODUCTIVE SYSTEM 6 hrs.

- Review of anatomy and physiology of female reproductive system.
- Female pelvis and foetal skull.
- Menstrual cycle
- Human reproduction, gametogenesis, fertilization, embryo.
- Placenta, foetal membrane, liquor amnii, umbilical
- The foetus, foetal growth, foetal physiology, foetal circulation.

UNIT III	NORMAL PREGNANCY	8 hrs.
	<ul style="list-style-type: none"> - Physiological changes during pregnancy - Diagnosis of pregnancy and antenatal care - Antenatal assessment of foetal well being. - Physiology of normal labour - Mechanism of normal labour. - Management of I, II, and III stages of labour. - Physiology of puerperium. - Physiology of lactation and breast feeding - Management of normal puerperium 	
UNIT IV	NEW BORN BABY	6 hrs.
	<ul style="list-style-type: none"> - Resuscitation and immediate care of newborn.including SGA & LGA - Normal characteristics and essential care of newborn. - Asphyxia Neonatarum, respiratory distress - Jaundice in newborn - Birth injuries, congenital anomalies, infection in newborn, and vomiting in newborn. - Still birth – incidence, causes and prevention. - Care of low birth weight babies in labour room and nursery / NICU. 	
UNIT V	MEDICAL DISORDERS IN PREGNANCY	5 hrs.
	<ul style="list-style-type: none"> - Hypertensive disorders – Pregnancy induced hypertension, Eclampsia. - Anaemia in pregnancy - Diabetes mellitus in pregnancy - Heart diseases - Renal disorders in pregnancy - Jaundice in pregnancy - Pulmonary TB - Pregnancy with STD, HIV / AIDS. 	
UNIT VI	HIGH RISK PREGNANCY	10 hrs.
	<ul style="list-style-type: none"> - Abortion - Hydatiform mole - Ectopic pregnancy - Medical termination of pregnancy - Antepartum haemorrhage – Placenta previa, Abruption placenta - Vomiting in pregnancy - Pregnancy in Rh negative women - Multiple pregnancy, hydramnios - Preterm labour - Premature rupture of membrane 	

- IUGR, postdatism
- Pregnancy with previous caesarean section
- Fibroid with pregnancy
- Ovarian tumour with pregnancy

UNIT VII HIGH RISK LABOUR 3 hrs.

- Abnormal presentation – Unstable lie, Occipitoposterior, face and brow presentation
- Breech presentation, compound presentation
- Abnormal uterine action in labour and active management of labour
- Contracted pelvis and CPD
- Obstructed labour, rupture of uterus, injuries of maternal birth canal, cord prolapse.

UNIT VIII ABNORMALITIES OF PUERPERIUM 4 hrs.

- Puerperial pyrexia and sepsis
- Post partum haemorrhage
- Breast complications – Breast engorgement, breast abscess, acute mastitis
- Psychiatric disorders in puerperium

UNIT IX OBSTETRICAL EMERGENCIES & OPERATIVE OBSTETRICS 3 hrs.

- Uterine rupture, cervical tear
- D & E , S & E
- Use of instruments – Ephsiotomy Forcep, Vacuum
- Caesarean section

UNIT X PHARMACOTHERAPEUTICS 2 hrs.

- Oxytocics, Prostaglandins – use in obstetrics
- Anaesthesia and analgesics used in obstetrics

UNIT XI SPECIAL INVESTIGATIONS IN OBSTETRICS 2 hrs.

- USG, NST, CTG
- Radiography

UNIT XII CURRENT TRENDS IN REPRODUCTIVE HEALTH(RCH) 4 hrs.

- Infertility, genetic counseling
- Unwanted pregnancy
- Unwed mother
- Advances in obstetrics and maternity care.

UNIT XIII GYNAECOLOGICAL NURSING 4 hrs.

- Common Gynaecological Problems

- Cervical erosions, Carcinoma
- Fibroids, Uterine and Cervical Prolans
- Uterine Inversion etc

PRACTICUM : Practice following Procedures

- Antenatal, Postnatal & per vaginal exam.
- Conduct normal delivery (For male candidates minimum conduct of 5 deliveries)
- Motivation of Planned Parenthood, advice on family planning methods.
- Assist in various diagnostic & therapeutic procedure including IUD insertion & removal.
- Follow Nursing process in providing care to 3-6 patients.

PRACTICUM / CLINICAL EXPERIENCE :

TOTAL HOURS : 240

- Antenatal OPD or ANC Ward : **hours : 50**
- Labour Room : **hours : 60**
- Post natal ward/ OPD : **hours : 50**
- Gyaence ward : **hours : 30**
- OPD, Family Planning clinics & visits : **hours : 30**
- Operation Theatre : **hours : 20**

EVALUATION:

Paper	Subject	Duration	Internal Assessment	External Assessment	Total Marks
	Maternal Nursing				
6.	Theory	3	25	75	100
1.	Practical		50	50	100

Internal Assessment:

Theory:	25 Marks
Practical:	50 Marks
Total:	75 Marks

Details as follows:

Internal Assessment (Theory): 25 Marks

(Out of 25 Marks to be send to the University)

Mid-Term: 50 Marks

Prelim: 75 Marks

Total: 125 Marks

(125 Marks from mid-term & prelim (Theory) to be converted into 25 Marks)

Internal Assessment (Practical): 50 Marks

(Out of 50 Marks to be send to the University)

Details as follows:

1. Mid-Term Exam: **050 Marks**

CHILD HEALTH NURSING

Placement: Ist Year

Time Allotted Theory : 60hrs

Practical : 240hrs

COURSE DISCRPTION :

This course is aimed at developing an understanding of the modern approach to child care, the principles of child health nursing and the common problems of neonates and children in health and sickness.

OBJECTIVES : At the end of the course, the students will be able to:-

1. Explain the modern concept of child care and the principles of child health nursing.
2. Describe the normal growth and development of children in various age groups.
3. Explain the physiological response of body to disease conditions in children.
4. Identify the health needs and problems of neonates and children, plan and implement appropriate nursing interventions.
5. Identify the various preventive, promotive and rehabilitative aspects of child care and apply them in providing nursing care to children in the hospital and in the community.

COURSE CONTENT

UNIT I	INTRODUCTION TO CHILD HEALTH NURSING	8 hrs.
-	Modern concept of child care Internationally accepted rights of the child.	
-	Changing trends in hospital care, preventive, promotive and curative aspects of child health Child morbidity and mortality rates	
-	National policy and legislation's in relation to child health and welfare.	
-	National programmes related to child health and welfare.	
-	Differences between adult and child	
-	Hospital environment for a sick child and role of a paediatric nurse in caring for the hospitalized child	
-	Principles of pre and post operative care of infants and children	
-	Paediatric nursing procedures Prepn of child for diagnostic tests, collection of specimens, calculation and administration of oral and parenteral medication, feeding, adm of oxygen, nebulisation ,collection of specimens ,exchange transfusion, restraints	
UNIT II	THE HEALTHY CHILD	12 hrs.
-	Growth & development ---. Principles & factors affecting growth & development.	
-	Assessment of growth and development	

- Growth & development from birth to adolescence, needs of normal children through stages of development and parental guidance.
- Nutritional needs of infants and children principles of paediatric nutrition
 - Breast feeding
 - Artificial feeding & Weaning
- Infancy ,toddler, pre schooler, school age child and adolescents.
- Role of play in children - Need, importance and value of play, selection of play material and nurse's role.
- Preventive immunization

UNIT III CARE OF THE NEWBORN. 4 hrs.

- Characteristics and care of a newborn.
- Asphyxia neonatorum & neonatal resuscitation.
- Low birth weight infants
- Nursing management of common neonatal disorders.
 - Neonatal jaundice & photo therapy
 - Neonatal sepsis & hypoglycemia
 - Organization of Neonatal units, Prevention & Control of infection
 - Critical care concept in child health

UNIT IV NURSING MANAGEMENT OF COMMON CHILDHOOD ILLNESS. 32 hrs.

- (a) **Nutritional deficiency disorders.**
 - Protein energy malnutrition
 - Vitamin deficiency disorders (Rickets, scurvy, Vit A deficiency disorders)
- (b) **Respiratory diseases & disorders .**
 - Acute bronchitis & Bronchiolitis
 - Pneumonia
 - Branchial Asthama
- (c) **Disorders of the gastro-intestinal system.**
 - Acute gastroenteritis
 - Tracheo esophageal fistula
 - Cleft lip and palate
 - Hypertrophic Pyloric Stenosis
 - Hirschsprung's disease & Intestinal Obstruction
 - Anorectal anomalies
- (d) **Cardiovascular system**
 - Rheumatic fever
 - Congenital heart diseases
 - Congestive cardiac failure
- (e) **Disorders of Genito urinary System**
 - Acute glomerulo nephritis
 - Nephrotic Syndrome
 - Wilm's tumour & Congenital disorders
- (f) **Neurological disorders**
 - Convulsions in children & Epilepsy

- Meningitis & Encephalitis
- Hydrocephalus, Meningocele and meningomyelocele
- (g) **Haematological disorders**
 - Anaemia & Thalassemia
 - Idiopathic thrombocytic Purpura & Hemophilia
 - Leukaemia
- (h) **Endocrine Disorders**
 - Juvenile Diabetes Mellitus
- (i) **Orthopaedic Disorders**
 - CTEV (Club foot) , Congenital hip dislocation
 - Fractures
- (j) **Disorders of Skin, Eye & ENT**
 - Skin** : Eczema, urticaria, scabies, pediculosis, worm infestations
 - Eye & ENT** : Tonsillitis, Deafness, Otorrhoea, Otitis Media, Cong Cataract, hypertelorism
- (k) **Communicable Diseases in Children**
 - Measles/rubella, Chicken pox
 - Diphtheria, whooping cough
 - Tetanus, Poliomyelitis
 - AIDS
 - Tuberculosis
- (m) **Paediatric Emergencies**
 - Accidents, Poisoning ,Stings & Bites
 - Foreign bodies, Haemorrhage & Drowning Burns

**UNIT V MANAGEMENT OF BEHAVIOURAL PROBLEMS
IN CHILDREN CHILDHOOD ILLNESS.**

04 hrs.

- Enuresis, Encoprecis, temper tantrums somnambulism, juvenile delinquency, speech defects, tics, pica, antisocial behaviour
- **Management of challenged children**
Need for early diagnosis ,treatment and rehabilitation of Mentally challenged – Mental retardation
- Physically challenged – Cerebral palsy
Socially challenged – Child abuse & child labour

PRACTICUM

The students will :-

1. Be posted in paediatric medical and surgical ward, OPD in hospital, health centre and neonatal unit..
2. Visit a centre for handicapped children and child welfare centre and write observation report.
3. Write an observation study of normal children of various age groups in home/nursery school/creche.
4. Follow nursing process in providing care to 3-6 children.
5. Write at least two nursing care studies and do a presentation.
6. Give two planned health teachings, one in hospital and one in OPD/health centre.
7. Practice the following nursing procedures :
 - 7.1. Taking pediatric history

- 7.2. Physical assessment of children
- 7.3. Baby bath
- 7.4. Feeding – spoon & vati, nezogastric feeding.
- 7.5. Restraining
- 7.6. Calculation of dosage of drugs and administration of medications and injections & Intra Venous Infusion.
- 7.7. Collection of specimens
- 7.8. Enema. bowel wash. colostomy irrigation
- 7.9. Steam and Oxygen inhalation
- 7.10. Preparation to assist with diagnostic tests and operations
- 7.11. Examination/Assessment of a newborn
- 7.12. Neonatal resuscitation
- 7.13. Care of a baby in incubator and on ventilator
- 7.14. Photo therapy
- 7.15. Assist in exchange transfusion and other therapeutic procedures

CLINICAL EXPERIENCE :

Total Hours : 240

- Pediatric Medical **hours : 60**
- Pediatric Surgical **hours : 60**
- Intensive Pediatric Critical Unit **hours : 30**
- NICU **hours : 30**
- OPDs including (CWC, CGC) **hours : 30**
- Visits – (various agencies: i.e., crèches, schools, nursery, Special schools & handicapped, etc.) **hours : 30**

EVALUATION :

Paper	Subject	Duration	Internal Assessment	External Assessment	Total Marks
7.	Child Health Nursing Theory	3	25	75	100
2.	Practical		50	50	100

Internal Assessment:

Theory: 25 Marks

Practical: 50 Marks

Total: 75 Marks

Details as follows:

Internal Assessment (Theory): 25 Marks

(Out of 25 Marks to be send to the University)

Mid-Term: 50 Marks

Prelim: 75 Marks

Total: 125 Marks

(125 Marks from mid-term & prelim (Theory) to be converted into 25 Marks)

Internal assessment (Practicum): 50 Marks

(Out of 50 Marks to be send to the University)

Practical Exam

1) Mid-Term exam

050 Marks

2) Prelim	050 Marks
3) Clinical Evaluation & Clinical Assignment:	500 Marks
i) Case study (two): (One Paediatric Medical & One paediatric surgical-50 marks each)	100 Marks
ii) Case presentation (one)	050 Marks
iii) Clinical evaluation of compressive nursing care- (One paediatric medical, One paediatric surgical & One NICU-100 Marks each)	300 Marks
iv) Health teaching	025 Marks
v) Assessment of growth and development (Preterm baby, Infant, Toddler, Preschooler, and schooler (Marks 20 each).	100 Marks
Total:	675 Marks
(675 Marks from Practicum to be converted into 50 Marks)	

**External Assessment: 125 Marks
(University Exam)**

Theory:	75 Marks
Practical:	50 Marks
Total:	125 Marks

REFERENCES:

1. Marlow Dorothy and Redding. Text book of Paediatric Nursing. 6th edition Hartcourt India Ltd, New Delhi, 2001.
2. Wong Dona et al. Whaley and Wongs Nursing care of Infants and children. 6th edition. Mosby Company, Philadelphia, 2000.
3. Black G Florence and Wright. Essential of Paediatric Nursing. JB Lippincott & Co. Philadelphia.
4. Parthasarathy et al. IAP Text book of Paediatrics. 1st edition Jaypee Brothers, New Delhi-2000.
5. Ghai OP et al. Ghai's Essentials of Paediatrics. 5th edition. Mehta Offset works, New Delhi, 2000
6. Vishwanathan and Desai. Achar's Text book of Paediatrics. 3rd edition. Orient Langman. Chennai, 1999.

MEDICAL –SURGICAL NURSING

Placement : Ist Year.

Allotted Theory: 90hrs.

Practical: 270hrs.

COURSE DESCRIPTION :

The purpose of this course is to widen the students' knowledge and develop proficiency in caring for patients with Medical Surgical problems. This course includes review of relevant anatomy & physiology, pathophysiology in Medical Surgical disorders & the nursing management of these conditions.

OBJECTIVES : At the end of the course, the F.Y.B.Sc. Nursing students will-

1. explain relevant Anatomy & Physiology of various systems of the body.
2. explain etiology, pathophysiology & manifestations of various disorders.
3. explain the actions, side-effects & nursing implications in administering drugs for various disorders.
4. discuss the recent advancement in the investigations, treatment & care of patients with Medical Surgical conditions.
5. develop skill in giving comprehensive nursing care to patients following the steps of nursing process.
6. assist the patients & their families in identifying & meeting their own health needs.
7. provide planned & incidental health education on various aspects related to disorder & relevant care.
8. appreciate the role of the nurse in the Medical Surgical health team.

COURSE CONTENTS :

UNIT I INTRODUCTION TO MEDICAL SURGICAL NURSING 4 hrs

- Introduction to medical surgical nursing.
- Review of concepts of comprehensive nursing care in medical surgical conditions.
- Nurse, patient & his/her family
- Functions of nurse in the outpatient department.
- Intensive care units. * Staff requirement. Client's needs & nsg. care.

UNIT II NURSING MANAGEMENT OF PATIENTS WITH SPECIFIC PROBLEMS 10 hrs

- Fluid & electrolyte imbalance.
- Dyspnoea, cough & respiratory obstruction.
- Fever & nursing care.
- Shock & nursing care.
- Unconsciousness & nursing care.
- Pain perception & nursing care.

- Acute & chronic illness & nursing care.
- Terminal illness & nursing care.
- Ageing & illness & nursing care.
- Pre & post-operative care.
- Nursing care of clients with incontinence.

UNIT III NURSING MANAGEMENT OF PATIENT WITH NEUROLOGICAL & NEURO-SURGICAL CONDITIONS. 08 hrs.

- Review of anatomy & physiology of the nervous system & assessment of clients with CNS disorders.
- Pathophysiology, diagnostic procedures & management of :
 - cerebro-vascular accident & nursing care.
 - cranial, spinal & peripheral neuropathies & nursing care.
 - headache & intractable pain & nursing care.
 - epilepsy & nursing care.
 - nursing care of clients with infectious & inflammatory diseases & trauma of the nervous system.
 - nursing care of clients with common CNS disorders.
 - recent advances in diagnostic & treatment modalities & drugs used in CNS disorders.
 - brain, spinal tumours, congenital malformations, degenerative disorders.

UNIT IV NURSING MANAGEMENT OF PATIENTS WITH CARDIO-VASCULAR PROBLEMS. 08 hrs

- Review of relevant anatomy & physiology of cardio-vascular system & assessment of clients with cardio-vascular disorders.
- Pathophysiology, diagnostic procedures & management of-
 - ischaemic heart disease.
 - cardiac arrhythmias.
 - congestive cardiac failure.
 - rheumatic & other valvular heart diseases.
 - endocarditis, cardiomyopathies, congenital heart diseases, hypertension, heart block.
 - cardiac emergencies: cardiac arrest, acute pulmonary oedema, cardiac tamponade, cardiogenic shock, aneurisms & periphoro-vascular disorders, recent advancement in cardiology.

UNIT V NURSING MANAGEMENT OF PATIENT WITH RESPIRATORY PROBLEMS. 06 hrs

- Review of anatomy & physiology of respiratory system & assessment of clients with respiratory disorders.
- Pathophysiology, diagnostic procedures and management of upper and lower respiratory track infection
 - Bronchitis, bronchiectasis & nursing care.
 - Asthama, emphysema, empyema, atelectasis, COPD and nursing care.

- Chest injuries, resp. arrest & insufficiency
- Special respiratory therapies & drugs used in the management.

UNIT VI NURSING MANAGEMENT OF CLIENTS WITH GENITO-URINARY PROBLEMS. 05 hrs.

- Review of anatomy & physiology of the genito-urinary system & assessment of clients with genito-urinary problems.
- Pathophysiology & management of-
 - congenital disorders, urinary infections.
 - nephritis, renal calculi.
 - acute renal failure, chronic renal failure, end stage renal disease.
 - special procedures : dialysis, renal transplant.
 - benign prostatic hypertrophy.
 - drugs used in the management of these patients.

UNIT VII NURSING MANAGEMENT OF CLIENTS WITH PROBLEMS OF THE DIGESTIVE SYSTEMS 10 hrs.

- Review of anatomy & physiology of gastro-intestinal system & accessory organs & assessment of clients with gastro-intestinal tract disorders.
- Pathophysiology, diagnostic procedures & management of -
 - gastro-intestinal bleeding.
 - peptic ulcer.
 - acute abdomen.
 - infections, colitis, diarrhoea, dysentery & mal-absorption syndrome.
 - cholecystitis.
 - hepatitis, hepatic coma & cirrhosis of liver, portal hypertension.
 - pancreatitis.
 - tumours, hernias, fistulas, fissures, haemorrhoids.
 - drugs used in the management of these patients.

UNIT VIII NURSING MANAGEMENT OF PATIENTS WITH ENDOCRINE PROBLEMS. 5 hrs

- Review of anatomy & physiology & assessment of clients with endocrine disorders.
- Pathophysiology, diagnostic procedures & management of -
 - thyroid disorders.
 - diabetes mellitus, diabetes insipidus.
 - adrenal tumours, pituitary disorders.
 - drugs used, diagnostic procedures & nursing management of patient with above problems.

UNIT IX NURSING MANAGEMENT OF PATIENTS WITH MUSCULO-

SKELETAL PROBLEMS.**5 hrs.**

- Review of anatomy, physiology & assessment of patients with musculo-skeletal disorders.
- Osteomalacia, osteoporosis, osteomyelitis, bursitis.
- Fractures, dislocation & trauma.
- Prolapsed disc.
- Prosthesis & rehabilitation.
- Transplant & replacement surgeries.

UNIT X NURSING MANAGEMENT OF PATIENTS WITH DISORDERS OF FEMALE REPRODUCTIVE TRACT. 3 hrs.

- Disorders of menstruation & inf. of genital tract. *Benign & malignant tumours of genital tract & RVF & VVF. * Climacteric changes & associated problems.

UNIT XI NURSING MANAGEMENT OF PATIENTS WITH ONCOLOGICAL DISORDERS. 5 hrs.

- Types of neoplasms & related pathophysiology, diagnostic procedures, modalities of treatment & nurses' role.
- Special therapies : chemotherapy & radiotherapy & nsg. care.
- Preventive measures, other therapies.

UNIT XII NURSING MANAGEMENT OF PATIENTS WITH BURNS & RECONSTRUCTIVE SURGERIES. 3 hrs.

- Pathophysiology, assessment & nursing management of patients with burns.
- Nursing management of patients with reconstructive surgeries.

UNIT XIII NURSING MANAGEMENT OF PATIENTS WITH COMMUNICABLE DISEASES, STDS & HIV/AIDS. 5 hrs.

- Nursing management of patients with common communicable diseases & STDs.
- Nursing management of patients with immunological disorders including HIV/AIDS.

UNIT XIV NURSING MANAGEMENT OF PATIENTS WITH DISEASES OF EYE,EAR,NOSE,THROAT & SKIN. 5 hrs.

- Assessment & nursing management of patients with eye disorders.
(eye injuries, cataract, inf., blindness)
- Assessment & nursing management of patients with ear disorders (deafness).
- Assessment & nursing management of patients with nose & throat disorders. (DNS, tonsillitis).

- Assessment & nursing management of patients with skin disorders.
(fungal inf., herpes, psoriasis etc)

UNIT XV NURSING MANAGEMENT OF PATIENTS WITH BLOOD DISORDERS. 5 hrs.

- Review of anatomy & physiology of blood & blood products.
- Pathophysiology, diagnostic procedures & management of blood disorders.
 - anaemia, leukaemia.
 - bleeding disorders, haemophilia, purpura etc.
 - blood transfusion, safety checks, procedure & requirements, management of adverse transfusion reaction, records for blood transfusion.
 - management & counseling of blood donors, phlebotomy procedure, & post-donation management.
 - blood bank functioning & hospital transfusion committee. Biosafety & waste management in relation to blood transfusion.

UNIT XVI NURSING IN EMERGENCIES. 3 hrs.

- Cardiac emergencies. (included in unit iv)
- Trauma.
- poisoning.
- crisis mgt :thyroid, hypertensive, & adrenal crisis included in unit viii & iv.

PRACTILUM/CLINICAL EXPERIENCIS :

Total hrs. 270.

1. Medical unit	hrs.25.
2. Surgical Uni	hrs.25.
3. Cardiology Unit	hrs.30.
4. Neurology Unit	hrs.30.
5. Intensive care Unit	hrs.35.
6. Critical care Unit	hrs.35.
7. Burns Unit	hrs.15.
8. Orthopaedic Unit	hrs.15.
9. Ophthalmic Unit	hrs.10.
10. Ear, Nose Throat Unit	hrs.10.
11. Artificial Kidney Dylasis	hrs.15.
12. Onchology Unit	hrs.10.
13. Skin ward	hrs.10
14. General OPD	hrs.05.

EVALUATION :

Paper	Subject Medical & Surgical Nursing	Duration	Internal Assessment	External Assessment	Total Marks
8.	Theory	3	25	75	100
3.	Practicals		50	50	100

Internal Assessment:

Theory:	25 Marks
Practical:	50 Marks
Total:	75 Marks

Details as follows:

Internal Assessment (Theory): 25 Marks

(Out of 25 Marks to be send to the University)

Mid-Term:	50 Marks
Prelim:	75 Marks
Total:	125 Mark

(125 Marks from mid-term & prelim (Theory) to be converted into 25 Marks)

Internal Assessment (Practical): 50 Marks

(Out of 50 Marks to be send to the University)

Practical Exam

Mid-Term Exam	050 Marks
Prelim	050 Marks
3) Clinical Evaluation & Clinical Assignment:	600 Marks
1. Case Study (Two) (50 Marks Each) (One Medical & One Surgical Nursing)	100 Marks
2. Case Presentation (Two) (50 Marks Each) (any specialty i.e., ENT/Ophthalmology/Skin/Burns.)	100 Marks
3. Nursing care plans (25 marks each) i.e., Neurology/Orthopedic/Cardiology/Onchology.	100 Marks
4. Clinical Evaluation Comprehensive Nursing Care-300 Marks (100 marks each) i.e., medical Nursing, Surgical Nursing, Critical Care Units	
Total:	700 Marks
(700 Marks from practical to be converted into 50 Marks)	

External Assessment: 125 Marks (University Examination)

Theory :	75 Marks
Practical:	50 Marks

REFERENCES:

1. LongPhipps. Casseyer. Medical Surgical Nursing. A Nursing process approach. Pub. Mosby co. 1993
2. Lewis, Collier, Heitcemper. Medical Surgical Assessment& management of clinical problems.
3. Brunner & Suddharth. Medical Surgical Nursing Pub. J.B.Lippincott co.
4. Luckmann& Sorensen. Medical Surgical Nursing A phscho physiologic approach. Pub. W.B. Saunders co.
5. Joyce M. Black, E.M. Jacobs; Medical, Surgical Nursing, Clinical Management for continuity of care; 5th ed. ; 1997; by W.B. Saunders company.(part I&II).

ENGLISH

Placement: Ist Year

Time Allotted: Theory – 60 Hrs

COURSE DESCRIPTION :

This course is designed to help the student understand and usage of English language required for their professional work.

OBJECTIVES : After the course the students will develop

1. Ability to speak and write grammatically correct English
2. Effective skill in reading and understanding the English language
3. Skill in reporting

COURSE CONTENTS :

UNIT I

15 hrs.

- Remedial study of Grammer
- Review of grammer, vocabulary and effective use of dictionary
- Prepare task oriented seminars
- Symposia and panel discussion

UNIT II

10 hrs.

- The ability to understand selected passage and express meaning in one's own words.
- Reading and comprehension of the prescribed books

UNIT III

20 hrs.

- The study of various forms of composition
- Note taking
- Diary
- Nurses notes, anecdotal records
- Writing of summary
- Nurses reports on health problems

The students will submit one sample of each item from her own practical experience.

UNIT IV

15 hrs.

- Verbal communication
- Oral reports
- Summarization of discussion
- Debate
- Listening comprehension – Film, Cassette and Radio

PRACTICUM :

- The clinical experience in the wards and bed side nursing will provide opportunity for students to fulfill the objectives of learning language.
- Assignment on writing and conversation through participation in discussion, debates, seminars and symposia. The students will gain further skills in task oriented communication.

EVALUATION :

Paper	Subject	Duration	Internal Assessment	External Assessment	Total Marks
9.	* English (Qualifying) Theory	--	100 College level qualifying exam, minimum passing Marks 33%.		100

*** College level qualifying exam to appear in University Examination, minimum passing Marks 33%.**

Internal Assessment: 100 Marks

(Out of 100 Marks to be send to the University along with Internal Assessment Marks of other subjects for inclusion in the Mark Sheet.)

Mid-Term: 50 Marks
Prelim: 50 Marks
Total: 100 Mark

REFERENCES :

Some extracts from the book "How to Win Friends & Influence People" – Dale Carnegie

**MAHARASHTRA UNIVERSITY OF HEALTH SCIENCES,
NASHIK**

**IInd YEAR
POST BASIC B.Sc NURSING
SYLLABUS**

2005-2006

SOCIOLOGY

Placement: IInd Year

Time Allotted: Theory : 60 Hrs

COURSE DESCRIPTION :

This course is to reorient students to sociology related to community of social institutions in India and its relationship with health, illness and nursing.

OBJECTIVES : At the end of the course, the student will

- describe sociological concepts applicable to nursing
- determine role of sociology in nursing as related to social institutes in India.
- Develop positive attitudes towards individual family and community.

COURSE CONTENTS :

UNIT I INTRODUCTION OF SOCIOLOGY TO NURSING

5 hrs

- Behavioural sciences, social sciences, arts and sciences-meaning , fields and scope, their relationship with nursing
- Concepts of social development and indicators of health, role of nurse as a social scientist and change agent in health for all.
- Development of medical sociology – meaning, fields, scope, sociology and nursing methodology of sociology, sociology as science.
- Meaning, definition, scope and significance of sociology, contribution of August Comte, Durkheim, Max Weber, Maciver to the development of sociology. Contribution of Indian sociologists such as Radhakamal Mukherjee, Ghurye, Kapadiah Srinivas.
- Individual and society, their relationship with each other approaches to study their interdependent atomism and holism and contract theory.

UNIT II FUNDAMENTAL CONCEPTS IN SOCIOLOGY

15 hrs

- Concepts its meaning, utility –primary concepts in sociology – institutions, association, organisation-meanings, definitions, functions, comparison
- Groups – types, classification, meanings, definitions, characteristics of primary and secondary groups. Their comparison, ingroup, outgroup, reference group
- Social groups crowds-features, characteristics type, nature, formation of crowd, public, audience as a group, public opinion, nation, race
- Society- development of society from primitive, slavery, feudal, capitalist to complex. Relevance of societal knowledge to health workers.
- Human society and animal society comparison uniqueness of Human society language, adaptation of man to nature, environment, ecology from primitive to modern development with reference to health practices.
- Indian society-its peculiarities – tribal community, rural community and comparison, pachayat raj-doctrin of karma dharma artha and kama, moksa, ashram in traditional hindu society.
- Status and role – type, function, characteristics of status and role, relationship between status and role, doctor's role, nurses role, patients role.
- Concepts of structure and functions – elements definitions-meanings of structure and function, interdependence, social dysfunction causes
- Social system – definition, meanings characteristics, prerequisite of social system, type of social system
- Social stratification – features, significance (or functions) and functional necessities if stratification forms of stratification – caste and class

- Caste system unique feature of Indian social system, nature of caste system, hierarchy, segmental division, restrictions or taboos, civil and religious disabilities, limited choice of occupation, endogamy advantage maintaining partly of genes Dr. G.S. Guyrye's contribution
- Class system – division three-upper, middle, lower, features, characteristics Karl Marx's theory of class formation, distinction between class and caste.

UNIT III SOCIAL INSTITUTIONS

10 hrs

- Social institutions – features, functions (role) meanings, definitions-distinction between institutions and community, institutions and association, institutions and society, various social institutions
- Norms as social institutions, meanings, definitions, characteristics, classifications of norms – mores, taboos, customs, folkways, fashion-fads, laws institutionalize
- Marriage as institution, definition, meanings, nature, type, characteristics, forms of marriage, functions of marriage
- Family as institution-meaning definitions, types, characteristics, functions or roles of family a basic unit or group of society
- Family traditional and modern, Indian family, role of women in traditional and modern family, divorce, family problems, problem family.
- Role of family in health, illness and diseases, family and nurse, role of family in the context of women's and children's health in India from girl, marriage, oldage.
- Religion institution, definition, meanings, basic components – a system of beliefs and rituals, ancient and modern concepts. Indian set up religion Hindu, Jain, Buddhism Islam, Christianity.
- Economic as Institution – meanings, definitions stages of economic life- food gathering, pastoral, agricultural, industrial
- Education Institutions – definitions, meanings, functions, roles, history of education and developments
- Politics as institutions – definitions, meanings, functions, roles, changing pattern, emperor, democracy, govt. and role of state in health. Public health.

UNIT IV CULTURE

5 hrs

- Planning-definitions of culture in sociology and anthropological, components, characteristics, origin and development of culture.
- Nature and functions of culture-variability ethnocentrism in culture-culture and health behavior.
- Culture and personality, culture and civilization, cultural lag
- Culture and society, patterns of culture, inventions and discovery

UNIT V SOCIAL INTERACTION

5 hrs

- Social interactions – meanings, factors, influencing interaction, definition, Importance
- Social process – meaning, definitions, co-operation, competition, conflicts, accommodation, assimilation, revolution and war.
- Concepts of social control meaning definition type of social control socialization, religion and sanctions, agencies of social control family, peer groups, schools, neighborhood, communication. Adult socialization, realization.

UNIT VI SOCIAL CHANGE AND PROGRESS**5 hrs**

- Social change, meanings, definitions, factors influencing social change. Causes of social change, theories, type – planned and natural.
- Social change in India
- Dr. M.N. Srinivas's concept of sanskritization, westernization and modernization.
- Education, urbanization, industrialization, development of transportation and communication.
- Factors affecting social change – demographic, technological, agricultural development, economic, cultural, planned change

UNIT VII DISORGANISATION AND SOCIAL PROBLEMS**15 hrs**

- Meaning and definition of organization and disorganization, causes of disorganization, types of disorganization – individual, family, community, effect of disorganization on Individual, family and community
- Disorganization in the Society causes, type of crime, health related problems
- Juvenile delinquency meaning, causes, children act, Government remedial measures and NGO role in the management problem. Child abuse, child labour, related health problems.
- Prostitution – meaning, history, type, causes welfare steps, health related problems.
- Alcohol drug and substance abuse causes history, impact on adolescent, family. Health related problems
- Poverty, unemployment, history causes Remedial measures, Health related problems
- Beggary meaning, causes, history Remedial measures and health related problems.
- Population growth and related problems- population explosion and causes, consequences of rapid growth, remedies to control the growth. Eg. Population education, contraceptive, motivation, women's education
- Visit to available social agency

EVALUATION :

Paper	Subject Sociology	Duration	Internal Assessment	External Assessment	Total Marks
10.	Theory	3	25	75	100

Internal Assessment: 25 Marks**Theory: 15 Marks****Clinical Assignment: 10 Marks****Total: 25 Marks**

(Out of 25 Marks to be send to the University)

Internal Assessment (Theory): 15 Marks

Mid-Term: 50 Marks

Prelim: 75 Marks

Total:

125 Marks

(125 Marks from mid-term & prelim to be converted into 15 Marks)

Clinical Assignments: 10 Marks**External Assessment (Theory): 75 Marks
(University Examination)**

REFERENCES :

1. MacIver & Page : Society; India : Macmillan, 1964
2. MacIver & Page : Society: An introductory analysis; London, 1956
3. Murdock: Social structure; New york,1944
4. Fairchild, H.P.:Dictionary of sociology; New York, 1944
5. Barnes, H.E. : Social institutions; New York, 1946
6. Mamoria, C.B.: Social problems and social disorganization in India; Mumbai, 2003
7. Manelkar, R.K.: Sociology for nurses; Mumbai, 2002

COMMUNITY HEALTH NURSING

Placement : IInd year

Time Allotted Theory : 60 Hrs.
Practical : 240 Hrs.

COURSE DESCRIPTION:

The course enables the students to acquire knowledge and understanding of the changing concepts of comprehensive community health nursing practice, the national health care delivery system and to participate in the delivery of community health nursing practice.

This course also broadens the understanding in public health nursing administration, responsibility of nurse for early case finding, health assessment and health education based on principles of primary health care, Nursing process approach and comprehensive nursing care to the individual, family and community.

OBJECTIVES : At the end of the course the student will

- 1) Explain the concept of various factors contributing the health of individual family and community.
- 2) Explain and analyze health need of individual family and community based on factors contributing to health and illness
- 3) Describe national health care delivery system.
- 4) Describes epidemiological methods and principles of prevention and control of illness in the community.
- 5) Study implementation of national programmes and role of CHN in prevention and control of diseases.
- 6) Identify the role of personnel working in the community health setup and appreciate the integrated approach to community health.
- 7) Plan the work of community health nurse and supervise the health workers.
- 8) Study concept of public health administration and role of nurse as manager and supervisor.

COURSE CONTENT :

UNIT I COMMUNITY HEALTH AND COMMUNITY HEALTH NURSING 8 hrs.

- Changing concepts of health
- Determinants of health
- Introduction to community health & CH Nursing
- Principles of working in a community.
- Primary health care - concepts and principles.
- Role of nurse in promoting primary health care.
- Health for all - concepts strategy for HFA.
- Community health assessment and diagnosis.

UNIT II FAMILY HEALTH CARE & SERVICES 10 hrs.

- Concepts, Objectives scope & Principles of family health services.
- Family as a unit of community health service.
- Factors influencing family health and high-risk families.
- Family Health assessment, Health risk families.

- Principles and technique of home visits.
- Nursing process in family & community health care. Establishing working relationship with the family.
- Working with families in relation to prevention of disease and promotion of health.
- Care of Sick, & care of physically handicapped and mentally retarded at home
- Family health records.

UNIT III HEALTH ADMINISTRATION IN INDIA.

10 hrs.

- Health care delivery system in India.
- Health planning, National health policy and Five Years plan
- Organization and administration of health services at central, state, district level and Rural Health Services (Panchayati Raj).
- Monitoring and evaluation and health services
- System of medicines.
- Centrally sponsored health schemes.
- Role of voluntary health organization & International Health agencies.
- Health team concept, Public health legislation.
- Community Health Nursing Administration.
- Role of health personnel in community health Practice.
- Training Programmes for various health workers.
- Management and supervision in community health nursing practice.

UNIT IV HEALTH EDUCATION (IEC Information, Education, Communication) 5 hrs.

- Aims, concepts and scope of health education.
- Communication and health education.
- Methods and media for health education in community.
- Planning for health education and role of nurse in I.E.C.
- Central Health Education Bureau.

UNIT V ROLE OF NURSE IN NATIONAL HEALTH PROGRAMMES.

15 hrs.

- Development of community health services in India.
- Major health problem in India.
- National health programme for communicable and Non-communicable disease.
- Maternal and child health programme.
- Nutritional programme.
- Family welfare
- School health Programme.
- Occupational Health Programme.
- Disaster Management.
- As a health team members.
- Records and reports in Community health.

UNIT VI EPIDEMIOLOGY.

7 hrs.

- Epidemiology - Definition, Concepts, aims, objectives and methods and Principles.
- Epidemiology - Theories and Models.
- Application of Epidemiological Principles in community health.
- Monitoring and surveillance.
- Levels of prevention of disease

UNIT VII BIO STATISTICS AND VITAL STATISTICS.**5 hrs.**

- Introduction, definition and scope, legislation.
- Report, recording and compiling of vital statistics at the local State, National and International level.
- Definitions and methods of computing vital statistics.
- Methods of presenting data.
- Management Information System.

PRACTICUM

- Each students will prepare to community profile
- The students will be allotted families to give comprehensive nursing care through nursing process approach in Urban / Rural area.
- The students will participate in activities of Primary Health Center, Sub Centre, Community Health Centres, MCH Centre etc.
- Visit to the selected Health and Welfare agencies.
- To plan and conduct Health Education Programmes – individual/ groups/ community/Mass Health Education and Health Exhibition, to prepare simple A.V. AIDS.
- To supervise students and other health workers in the community settings.
- Students will be posted atleast 2 weeks for rural community health experience.
- To conduct simple family health survey analyze the data collected (Community dignosis)
- To write two family health care studies in urban and rural area. (One in each)

CLINICAL EXPERIENCE :**TOTAL HOURS : 240**

I)	<u>Urban Public Health Experience</u>	hours 160
-	Family oriented Health care	hours 40
-	Community Assessment / Community dignosis (Family Health Survey)	hours 30
-	School Health Programme	hours 20
-	Health Education	hours 20
-	Urban Public Health Centres (Various Clinics)	hours 30
-	Educational Visits	hours 30
II)	<u>Rural Public Health Experience</u>	hours 80 (2 weeks)
1.	Participation in Primary Health Care PHC, SC, R.H., etc.	hours 30
2.	Family oriented Health care	hours 10
3.	Public Health Administration	hours10
4.	Visits to various Health agencies (Zilha Parishad, D.T.C. District Training Centre, Community Health Centre)	hours 20
5.	Health Education Programme	hours 10

EVALUATION :

Paper	Subject	Duration	Internal Assessment	External Assessment	Total Marks
11.	Community Health Nursing Theory	3	25	75	100
4.	Practicals		50	50	100

Internal Assessment:

Theory:	25 Marks
Practical:	50 Marks
Total:	75 Marks

Details as follows:

Internal Assessment (Theory): 25 Marks

(Out of 25 Marks to be send to the University)

Mid-Term:	50 Marks
Prelim:	75 Marks
Total:	125 Mark

(125 Marks from mid-term & prelim (Theory) to be converted into 25 Marks)

Internal Assessment (Practical): 50 Marks**Practical Exam:**

Mid-Term Exam:	050
Marks	
Prelim Exam:	050 Marks

Clinical Evaluation & Clinical Assignment:

325 Marks

1. Clinical Evaluation (family oriented care Urban Area)	100 Marks
2. Community Health Survey & Community diagnosis	025 Marks
3. Family Health Care Study (Urban & Rural settings) (50 marks each)	100 Marks
4. School Health Programme	025 Marks
5. Health Education	025 Marks
6. Rural Public Health (as per guideline):	050 Marks
Total:	425
Marks	

(425 Marks from Practical to be converted into 50 Marks)

**External Assessment: 125 Marks
(University Examination)**

Theory:	75 Marks
Practical:	50 Marks

REFERENCES

1. Basvanthappa B. T. – Community Health Nursing 2002.
2. Park J. E. - Preventive and social Medicine 17 edition 2003
3. Stanhope - Community Nursing and promoting Health of the aggregate families and Individuals - IInd edition 1988
4. Stanhope - Community Health Nursing process and practice for practitioner IVth Edition 1962
5. Stanhope Routh- Community Health Nursing Workbook, Family as a client, New Delhi 1982
6. Spradely and Barbara – Community Health Nursing
7. Mahajan B. K. – Textbook of Preventive and Social Medicine, IInd edition 1995.
8. Najoo Kotwal – Revised by TNAi “ Public Health Manual “ 1989

MENTAL HEALTH NURSING

Placement: IInd Year

**Time Allotted Theory : 60 hrs.
Practical : 240 hrs.**

COURSE DESCRIPTION

This course enables the students to recognize and appreciate the causes, symptoms and process of abnormal human behavior.

It also introduces the student to the present day treatment modalities in the light of psychological, social and cultural factors affecting human behavior.

This course helps the student to learn principles of mental health and psychiatric nursing and to develop skills in the management of the mentally ill in hospital and community.

OBJECTIVES : At the end of course, the student will

1. Identify and describe the philosophy and principles of mental health nursing.
2. Describe the historical development of mental health and psychiatric nursing.
3. Classify mental disorders.
4. Develop skills in history taking and performing mental status examination.
5. Describe etiological factors, psycho-pathology, clinical features, diagnostic criteria and treatment methods used for mental disorders.
6. Manage the patients with various mental disorders.
7. Communicate therapeutically with patients and their families.
8. Identify role of the nurse in preventive psychiatry.
9. Identify the legal aspects in practice of mental health and psychiatric nursing.

COURSE CONTENTS

UNIT-I	INTRODUCTION AND HISTORICAL DEVELOPMENT	5hrs.
	<ul style="list-style-type: none">- Review of the concept of mental health and illness & mental mechanisms.- History of psychiatry- Historical development of mental health nursing.- Philosophy, principles of mental health and psychiatric nursing.- Theoretical approaches to Psychiatric Nursing.- Concept of normal and abnormal behavior.- Role and qualities of mental health and psychiatric nurse- Mental health team and functions of team members.- Legal aspects in psychiatry and mental health services.	
UNIT II	CLASSIFICATION AND ASSESSMENT OF MENTAL DISORDERS	5 hrs.
	<ul style="list-style-type: none">- Terminologies used in Psychiatry- Classification of mental disorders- ICD-10 classification- Etiological factors and psychopathology of mental disorders- History taking and mental status examination.	
UNIT III	THERAPEUTIC COMMUNICATION	4 hrs.
	<ul style="list-style-type: none">- Communication process- Interview skill- Therapeutic communication techniques.- Nurse patient Relationship.- Therapeutic impasse and it's management- process recording.	

UNIT IV	MANAGEMENT OF MENTAL DISORDERS	20 hrs.
-	Etiological factors, psychopathology, types, clinical features diagnostic criteria, treatment and nursing management of patient with following disorders.	
-	Neurotic Disorders:	
	- Anxiety disorders - General & Panic	
	- Depressive Neurosis	
	- Obsessive Compulsive Neurosis.	
	- Phobic Neurosis	
	- Hypochondriacal Neurosis.	
	- Stress related and Somatoform disorders	
	- Hysterical disorder.	
-	Psychotic Disorders:	
	- Schizophrenic disorders	
	- Affective disorders	
-	Organic Brain Syndromes – acute & chronic	
-	Epileptic disorders	
-	Sleep disorders	
-	Psychosomatic disorders	
-	Personality disorders	
-	Sexual Disorders	
-	Disorders of childhood:- Specific developmental disorders, Pervasive developmental disorders, Attention deficit disorders , Conduct disorders, Enuresis & Encopresis, Speech Disorders, Habit disorders, other disorders.	
-	Adolescent disorders –Attention deficit hyper activity disorder, conduct disorder, substance abuse, depression and suicide, eating disorders, running away.	
UNIT V	MANAGEMENT OF PATIENT WITH SUBSTANCE USE DISORDERS	3 hrs
-	Substance use and misuse	
-	Dependence, intoxication and withdrawal	
	- Classification of psychoactive substances	
	- Etiological & contributory factors	
	- Psychopathology	
	- Clinical features	
	- Diagnostic criteria	
-	Treatment and nursing management of patient with substance use disorders.	
-	Preventive and rehabilitative aspects in substance abuse.	
UNIT-VI	MANAGEMENT OF MENTAL SUB-NORMALITY / MENTALLY CHALLENGED-	2hrs
-	Classification of mental sub-normality	
-	Etiological factors	
-	Psychopathology	
-	Psychometric assessment	
-	Diagnostic criteria and management of sub-normality	
UNIT VII	PSYCHIATRIC EMERGENCIES	4 hrs.
-	Types of emergencies	
-	Psychopathology, Clinical feature, Assessment and diagnosis, Treatment and nursing management of patient with psychiatric emergencies such as-	
-	Suicide, Stupor & Catatonic syndrome, Aggression, other psychiatric emergencies	
-	Crisis Intervention therapy	
UNIT VIII	THERAPEUTIC MODALITIES-	12 hrs.
-	Principles, indication, contraindications and role of nurse in various treatment	

method:

- Pharmacotherapy
- Therapeutic community and Milieu therapy
- Psychotherapy- psychoanalysis, Behavior therapy, Cognitive Therapy, Supportive Therapy, Hypnosis, Abreaction, Relaxation Therapies, Biofeedback.
- Group therapy
- Family therapy
- Occupational Therapy
- Electro convulsive therapy
- Other miscellaneous therapies.

UNIT IX PREVENTIVE PSYCHIATRY-

5 hrs.

- Model of prevention
- Role of nurse in preventive psychiatry
- Psychiatric social worker
- Community mental health nursing
- Community mental health Services and agencies
- National mental health programme

PRACTICUM

The student will be provided opportunity to:

- Observe, record and report the behavior of their selected patients.
- Record the process of interaction.
- Assess the nursing needs of their selected patients. Plan and implement the nursing intervention.
- Counsel the attendant and family members of patient.
- Participate in the activities of psychiatric team
- Conduct an awareness programme on preventive Psychiatry
- Write observation reports after a field visit to the following places:
 - Child guidance clinic
 - School/special School (for mentally subnormal)
 - Mental Hospital
 - Community mental health center
 - De-addiction center.

CLINICAL EXPERIENCES

Total Hours. : 240 hrs

- | | |
|---|------------------|
| 1. Psychiatric ward male & female | hours 120 |
| 2. Psychiatric OPD | hours 30 |
| 3. De-addiction center | hours 30 |
| 4. Various departments
(ECT, CGC, Occupational Therapy, Behavioral Therapy, Psychotherapy) | hours 25 |
| 5. Visit to Mental Hospital | hours 10 |
| 6. Community Mental Health (Visit to Rehabilitation centers) | hours 25 |

EVALUATION:

Paper	Subject Mental Health Nursing	Duration	Internal Assessment	External Assessment	Total Marks
12.	Theory	3	25	75	100
5.	Practicals		50	50	100

Internal Assessment:

- | | |
|---------------|-----------------|
| Theory: | 25 Marks |
| Practical: | 50 Marks |
| Total: | 75 Marks |

Details as follows:

Internal Assessment (Theory): 25 Marks

(Out of 25 Marks to be send to the University)

Mid-Term: 50 Marks

Prelim: 75 Marks

Total: 125 Mark

(125 Marks from mid-term & prelim (Theory) to be converted into 25 Marks)

Internal Assessment (Practical): 50 Marks

(Out of 50 Marks to be send to the University)

Mid-Term Exam

050 Marks

Prelim Exam

050 Marks

Clinical Evaluation & Clinical Assignment:

625 Marks

1. History taking: Two (50 marks each) 100 Marks

2. MSE: Two (50 marks each) 100 Marks

3. Process Recording: Two (25 marks each) 050 Marks

4. Nursing Care Plan: Two (50 marks each) 100 Marks

5. Clinical performance evaluation 100 Marks

(Male or female ward)

6. Case Study: One 050 Marks

7. Case Presentation: One 050 Marks

8. Drugs study 050 Marks

9. Health Education: One 025 Marks

Total: 725 Marks

(725 Marks from practical to be converted into 50 Marks)

External Assessment: 125 Marks

(University Examination)

Theory: 75 Marks

Practical 50 Mark

REFERENCES:-

1. Principles and Practice of Psychiatric Nursing – By Stuart and Luraia
2. Comprehensive Psychiatric Nursing – Jidith Haber
3. Community Psychiatry – Kaplan
4. Psychiatric Nursing – Mary Townsend
5. A Short text book of Psychiatry – Neeraj Ahojja
6. A text book of Psychiatric Nursing – Bimla Kapoor
7. Lippincott's Manual of Psychiatric Nursing Care Plan.
8. Psychiatric Mental Health Nursing – Barbara Schoen Johnson, Lippincot company.
9. Mental Health Nursing – Mosby's Review Series – Paulette D. Rollant, Denise B. Deppoliti.
10. A Guide to Mental Health Nursing & Psychiatric Nursing – Sreevani, Jaypee Brothers Publication.
11. Question Bank Mental Health Nursing for U.G. Nursing students - Sreevani, Jaypee Brothers Publication.
12. Psychosocial Nursing for General Patient Care, 2nd Ed.-02 – Gorman, Jaypee Brothers Publication.

INTRODUCTION TO NURSING EDUCATION

Placement– IInd Year

Time allotted Theory : 60 hrs

Practical : 75 hrs

COURSE DESCRIPTION :-

This course introduces the students to Principles and concepts of Education, curriculum development and methods and media of teaching. It also describes the step the steps in curriculum development and implementation of educational programme in Nursing.

OBEJCTIVES: At the end of the course, the students will

1. Describe the philosophy and principles of education
2. Describe the process of a nursing curriculum development
3. Explain the teaching learning process
4. Develop the ability to teach, using various methods and media
5. Describe the process of assessment
6. Describe the administrative aspects of school of nursing, College of Nursing
7. Develop basic skills in counseling and guidance
8. Participate in planning and organizing an in-service education programme

COURSE CONTENTS

UNIT I INTRODUCTION TO EDUCATIION

5 hrs.

- Meaning, aims, function and principles
- Philosophy of education
- Factors influencing development of philosophy of Nursing education
- Nursing profession –Definition, concept, importance and characteristics of nursing profession
- Development of nursing education in India before and after independence
- Nursing education programmes in India – Basic, Post Certificate, Degree, post graduation and Ph. D.
- High power committee recommendations for nursing education
- Qualities, role and responsibilities of a nursing teacher

UNIT II NURSING CURRICULUM DEVELOPMENT

8 hrs.

- Organization of Nursing Curriculum
- Development of Nursing Curriculum.
- Curriculum types
- Curriculum Committee
- Curriculum planning
- Formulating philosophy and objectives.
- Selecting learning experiences and clinical components of nursing education.
- Evaluation of curriculum.

UNIT III TEACHING LEARNING PROCESS

5 hrs.

- Meaning of education, aims, functions and
- principles of teaching

- Principles and maxims of teaching
- Formulating objectives
- Lesson planning
- Nature and characteristics of learning

UNIT IV

METHODS OF TEACHING

10 hrs.

- Definition, Purposes, Advantages, Disadvantages, Steps, Procedures, Evaluation of –
 - Lecture
 - Discussion
 - Demonstration
 - Group Discussion
 - Project
 - Role – Play
 - Panel discussion
 - Symposium
 - Seminar
 - Field Trip
 - Workshop
 - Exhibition
 - Programmed instructions
 - Computer assisted learning
 - Clinical teaching methods
 - Case methods
 - Case presentation
 - Nursing rounds & Reports
 - bedside clinics
 - Conference (Individual & group)
 - Recording of interaction process

UNIT V

EDUCATIONAL TECHNOLOGY

5 hrs.

- Educational Media
- The communication process, factors affecting communication
- Purposes and types of audio visual aids
- Graphic aids
- Chalk board, Charts, Graphs, Posters, Flash cards, flannel graph/Khadigraph, Bulletin, cartoon
- Three demonstrational aid, objects, specimen, models, Puppets
 - Printed aids – slides, films and televisions, VCR, VCP
 - Overhead projector camera, microscope
 - Audio aids,- Tape recorder, public address system
 - system computer

UNIT VI

METHODS OF ASSESSMENT

10 hrs.

- Purpose and scope of Evaluation & assessment
- Criteria for selection of assessment techniques & methods
- Blue Prints
 - Assessment of knowledge, essay type questions, SAQ(Short Answer Question), LAQ (Long Answer Question), MCQ (Multiple Choice Question)
 - Assessment of skills :
 - Observation, checklist, practical examination, Viva,

- Objective structured clinical examination.
- Assessment of attitudes
- Setting of question paper
- Scoring of Answer paper
- Reforms in nursing Educational system

UNIT VII MANAGEMENT OF SCHOOL OF NURSING 8 hrs

- Planning and organizing of school of Nursing
- Recruitment of teaching staff
- Budget facilities for the school
- Students selection and admission procedure
- Administrative planning for students
- Welfare service for students
- Maintainance of school Records
- Preparation of annual reports
- INC guidelines for school of nursing

UNIT VIII GUIDANCE AND COUNSELLING 5 hrs

- Definition and basic principles
- Organization of guidance & counseling
- Counseling process
- Managing disciplinary problems
- Management of crisis

UNIT IX IN SERVICE EDUCATION 5 hrs

- Introduction to nature and scope of in-service education programmes
- Principles of adult learning
- Planning for in-service programme
- Techniques and methods of staff education programme
- Evaluation of in-service programme

PRACTICUM

1. Practice Teaching : 5
 Theory Teaching : 3
 Clinical Teaching : 2
2. Visits to Nursing colleges and schools
3. To prepare different types of teaching Aids.
4. To prepare rotation plans
5. Study various Nursing Programme syllabus
6. To plan, organize and conduct 'one' service education programme

CLINICAL EXPERIENCES

Total Hours. : 75 hrs

- | | |
|--|-----------------|
| - Practice Teaching (Theory + Practical) | hours 20 |
| - Prepare Teaching Aids | hours 10 |
| - Attending peer group Teaching | hours 05 |
| - Preparing rotation plan | hours 05 |
| - Study various Nursing Programme | hours 10 |
| - Plan inservice education Programme | hours 05 |
| - Visiting Nursing Schools and Colleges | hours 20 |

EVALUATION:

Paper	Subject	Duration	Internal Assessment	External Assessment	Total Marks
13.	Introduction to Nursing Education Theory	3	25	75	100

Internal Assessment:

Theory:	15 Marks
Clinical Assignment:	10 Marks
Total:	25 Marks

Details as follows:

Internal Assessment (Theory): 15 Marks

(Out of 15 Marks to be send to the University)

Mid-Term:	50 Marks
Prelim:	75 Marks
Total:	125 Mark

(125 Marks from mid-term & prelim (Theory) to be converted into 15 Marks)

Clinical Assignment: 10 Marks

Practice Teaching (100 Marks Each)

Theory – 2:	200 Marks
Clinical – 1:	100 Marks
Total:	300 Marks

(300 Marks from Clinical Assignment to be converted into 10 Marks)

External Assessment (Theory): 75 Marks
(University Examination)

REFERENCES

1. Bevis oliva Em, Curriculum Building In Nursing – A Process, 3rd ed; St. Louis; C.V.Mosby Co. 1982
2. Basavanthappa B.T. Nursing education, 1st ed. New Delhi : Jaypee Brothers, 2003
3. Bhatia, Kamala & Bhatia B. The Principles and methods of teaching. New Delhi, Seema offset, 1977
4. Heidgerken Loretta, Teaching and learning in Schools of Nursing – Principles and Methods, 5thed New Delhi: J.B. Lippincott, 2003
5. Hinchiff Sue, The Practitioner As a teacher 2nd ed. Harcourt Brace & Company Ltd. 1999
6. Indian Nursing council guide for School of Nursing in India, Revised 2nd ed. New Delhi 2001
7. Syllaby of various Nursing courses.

INTRODUCTION TO NURSING SERVICE ADMINISTRATION

Placement : IInd Year

**Time Allotted : Theory : 60 hours
Practical : 180 hours**

COURSE DESCRIPTION :

This course is designated to give an opportunity to the students to gain an understanding of the principles of administration and its application to nursing service. It is also intended to assist the students to develop an understanding of the need for professional leadership.

OBJECTIVES : At the end of the course , the student will enable the students to:-

- 1 Identify the Principles of administration.
- 2 Describe the Principles and techniques of supervision.
- 3 Explain the Principles and Methods of personnel management.
- 4 Explain the principles of Budgeting.
- 5 Organize and manage a Nursing Unit effectively.
- 6 Identify dynamics of Organizational behavior, styles and functions of effective leadership.

COURSE CONTENTS

UNIT I	PRINCIPLE AND PRACTICE OF ADMINISTRATION	10 hrs.
-	Significance, elements and Principles of Administration. <ul style="list-style-type: none">- Planning- Organization- Staffing- Directing- Controlling- Coordinating- Reporting- Budgeting	
-	Administration and Organization of Hospital. <ul style="list-style-type: none">- Definition, Aims, Functions & roles of the hospital- Classifications of Hospitals Health Team- Ethical and legal aspects of hospital administration- Policies of Hospital, different departments with special emphasis to the department of nursing office management<ul style="list-style-type: none">- Nursing management- Responsibilities of nursing personnel , specially of ward sister,- Medico –legal aspects- Concept of cost effectiveness	
UNIT II	NURSING UNIT MANAGEMENT	10 hrs.
-	Physical Lay out of a Nursing Unit <ul style="list-style-type: none">- Necessary facilities- Factors affecting the quality of nursing care- Maintenance of a therapeutic environment- Administration of the nursing unit- Management of patient care- Maintenance of the Physical environment	

- Delivery of patient care
- Assignment of duties and time plan
- Patient assignment
- Discharge Planning
- Safety measures, prevention of accidents and infections
- Maintenance of patients records and reports, legal responsibilities
- Maintenance of quality nursing care
- Nursing audit

UNIT III PERSONNEL MANAGEMENT

10 hrs.

- Significance of Personnel management Staff recruitment and selection process appointment, promotions, transfers, remunerations, retraining, terminating
 - personnel policies
 - Job specifications
 - Job description
 - Job Analysis
 - Staffing the unit
 - Staffing Philosophy
 - Staffing norms
 - Staffing Modules
 - Patient Classification System
 - Rotation plan
 - Leave planning
- Performance appraisal
 - Purposes of performance appraisal
 - Developing and using standards
 - Training
 - Feedback
- Career Counseling
- Staff welfare activities
- Management of Disciplinary problems
- Human resource development
- Health team approach
- Collective Bargaining, Conflicts and its solutions.

UNIT IV SUPERVISION

9 hrs.

- Definition, nature, need Philosophy and objectives of supervision
 - Principles of supervision
 - Tools and techniques of supervision
 - Staff Development
 - Orientation program
 - In service education
 - Continuing Education
 - Skill training
 - Assertiveness Training for assertiveness
 - Public speaking skills
 - Leadership development
 - Problem solving process
 - Evaluation
 - Nursing audit

UNIT V MATERIAL MANAGEMENT 9 hrs.

- Material management – concept, need
 - Principles of Material management
 - Quality control
 - Inventory
 - Care of equipments Stock keeping
 - Role of Nursing personnel in Material management

UNIT VI FINANCIAL MANAGEMENT 3 hrs.

- Budgeting - Nature and purposes of Budgeting
 - Types of Budget
 - Principles of Budgeting
 - Financial Audits

UNIT VII ORGANIZATIONAL BEHAVIOR 9 hrs.

- Organizational behavior
 - Group dynamics
 - Human relations
 - Morale Building
 - Organization Communication
 - Hospital Information system
 - Public relations in Hospitals
 - Leadership –Concepts, Manager behavior, Leader behavior Leadership – defined, Leadership Theories – Behavioral, Situational
 - Leadership styles and functions,
 - Transformational leadership
 - Qualities of a leader
 - Methods of reporting
 - Maintaining records and reports

PRACTICUM

- Observe the functioning of Nursing administration at various levels i.e., Institutions, departments and units.
- Each student will practice ward management under supervision
- Student will prepare rotation plan of the staff duties, write reports, give verbal reports of the ward and assist in the maintaining the inventory of the nursing unit
- Develop an Assessment tool for performance appraisal
- Visit Private and Government Hospital and write observation reports
- Student will present one seminar during administration experience.

Note : visits for Nursing administration and Nursing Education may be planned together.

CLINICAL EXPERIENCES

Total Hours. : 180 hrs

- Ward Management **hours 90**
- ICU Management **hours 30**
- OPD / Departments **hours 30**
- Visits to hospitals and other agencies **hours 30**
(ie. Govt, Pvt or corporation and any other)

EVALUATION:

Paper	Subject	Duration	Internal Assessment	External Assessment	Total Marks
14.	Introduction to Nursing Service Administration				
	Theory	3	25	75	100

Internal Assessment:

Theory:	15 Marks
Clinical Assignment:	10 Marks
Total:	25 Marks

Details as follows:

Internal Assessment (Theory): 15 Marks

(Out of 15 Marks to be send to the University)

Mid-Term:	50 Marks
Prelim:	75 Marks
Total:	125 Mark

(125 Marks from mid-term & prelim (Theory) to be converted into 15 Marks)

Clinical Assignment: 10 Marks

Practicum: Posting of ward management: 100 Marks

(100 Marks from Clinical Assignment to be converted into 10 Marks)

External Assessment (Theory): 75 Marks

(University Examination)

REFERENCES

1. B. T. Basvanthappa : Nursing Administration Edition Ist 2000 –
2. Jean Barret : i) Head Nurse – 1975
ii) Ward Management and Teaching
3. Goal : Hospital Administration
4. Koontz : Principles of Management IV th Edition 1968
5. Ann Marriner : Guide to Nursing Management
6. Keith Davis : Human relations at work the Dynamics of organizational behaviors 1967

INTRODUCTION TO NURSING RESEARCH STATISTICS

Placement : II nd Year

Time Allotted Theory : 45 hrs.

Practical : 120 hrs.

COURSE DESCRIPTION

This course is designed to assist the student to develop an understanding of the basic concepts principles of research and scientific inquiry including the identification of problem and steps in research methodology. This course also introduces the basic concepts, and principles of Statistical methods, the use of computers in conducting research project in groups and use the finding in nursing practice.

OBJECTIVES: At the end of course student will

- 1) Define the terms and concepts of nursing research.
- 2) Identify needs and scope of nursing research.
- 3) Be able to define research problems.
- 4) Locate and list sources of literature review including operational definition and conceptual framework.
- 5) Describe different approaches and research designs in nursing research.
- 6) Describe sample and sampling technique with special reference to survey method.
- 7) Develop tool for data collection.
- 8) Able to conduct pilot study to confirm reliability and validity of tool before data collection.
- 9) To enumerate steps of data analysis and present data summary in tabular form.
- 10) Use descriptive and co-relational statistics in data analysis.
- 11) Conduct group project and write report.
- 12) Use computer for research project.

COURSE CONTENT

SECTION : A

INTRODUCTION TO RESEARCH METHODOLOGY

UNIT I	INTRODUCTION	2 hrs.
	<ul style="list-style-type: none">- Research definition- Method of acquiring knowledge- Problem solving and scientific method- Research characteristics, purpose, scope- Steps in Research methodology.	
UNIT II	RESEARCH AND NURSING	4 hrs.
	<ul style="list-style-type: none">- Development of research in nursing- Purpose, scope and need of nursing research- Areas of nursing research i.e. practice, service, administration and education, health and social research- Ethics in research	
UNIT III	RESEARCH DESIGN	3 hrs.
	<ul style="list-style-type: none">- Overview of research process- Statement of the problem and research objectives- Definitions of terms variables, assumptions, operational definition, limitation, delimitation, hypothesis-definitions, formulation and types	

UNIT IV	REVIEW OF LITERATURE	2 hrs.
	<ul style="list-style-type: none"> - Search for library resources - Criteria for selection of resources - Practical application of review of literature 	
UNIT V	RESEARCH APPROACHES (CLASSIFICATION & TYPES)	4 hrs.
	<ul style="list-style-type: none"> - Non experimental - Survey - characteristics, types, advantages and disadvantages - Historical - sources of data, characteristics, advantages and disadvantages - Experimental - characteristics, types, advantages and disadvantages 	
UNIT VI	SAMPLE & SAMPLING TECHNIQUE	2 hrs.
	<ul style="list-style-type: none"> - Definition of population and sample - Sampling and randomness; kinds and size of samples - Probability and non probability sample 	
UNIT VII	METHODS OF COLLETING DATA	7 hrs.
	<ul style="list-style-type: none"> - Preparation of tools - Types of instruments for data collection <ul style="list-style-type: none"> - a) Questionnaire : Opinionnaire, Interview schedule - b) Observation : records, observation checklist, rating scales. <ul style="list-style-type: none"> - Machineries, video tapes, films, closed circuit T.V. etc. - c) Measurements : Physiological measurement, Physical, Chemical, Microbiological etc., Psychological measurement Psychomotor skill test, personality test, Intelligence test, Sociological test, Socio economic standard scale, Sociometry, Health status measurement - Characteristics of good research tool - Testing reliability and validity of tool 	
UNIT VIII	IMPLEMENTING RESEARCH PLAN	2 hrs.
	<ul style="list-style-type: none"> - Data collection procedure and conditions for administration of tool 	
UNIT IX	DATA ANALYSIS AND INTERPRETING	2 hrs.
	<ul style="list-style-type: none"> - Types of data, data organization, tabulation, analysis and summarization - Structure of statistical methods : interpretation and presentation of data 	
UNIT X	COMMUNICATION OF RESEARCH FINDING	2 hrs.
	<ul style="list-style-type: none"> - Writing research report - composition, organization and format - Application of results; critical analysis of research report and public 	

SECTION : B INTRODUCTION TO STATISTIC

UNIT XI DESCRIPTIVE STATISTIC

8 hrs.

- Frequency distribution - types of measure - frequencies, class, interval, graphic methods of describing frequency
- Measures of central tendency - Mode, Median and Mean
- Measures of variability : range, Standard deviation
- Introduction to normal probability
- Correlation
- Computation by rank difference methods
- Uses of correlation co-efficient

UNIT XII BIOSTATISTIC

2 hrs.

- Crude rates and standardized rates, ratio and estimation of the trends.

UNIT XIII INTRODUCTION TO COMUTERS IN NURSING

5 hrs.

- Basics of hardware and software
- Windows application Word, Excel and Power Point
- Introduction to Database

Five hours of computer training may be given to students to impart computer literacy and knowledge in basic computer operation.

PRACTICUM

Total Hrs. 120

- Selecting and conducting small group research project (The number of students in a group can be decided depending on the availability of Nursing faculty and interest of the students)
- Group studies may include, studying existing health problem and practices, Nursing procedures, Health records, patients records and survey of Nursing literature.

EVALUATION:

Paper	Subject	Duration	Internal Assessment	External Assessment	Total Marks
15.	** Introduction to Nursing Research Statistics	2	50	50	050
6.	**Research Project		50	50	050

Note: ** College level qualifying exam to appear in University Examination, minimum passing Marks 50%. (Not University Examination)

Internal Assessment: 100 Marks

(Out of 100 Marks to be send to the University)

Theory - Mid-Term: 25 Marks

Theory – Prelim: 25 Marks

Practical – Research Project: 50 Mark

REFERENCES

1. Polit, D.F. and Hungler B.P. Nursing Research, Principles and Methods (6th ed) Lippin Cott. Philadelphia, 1999.
2. Best, J.W. and Kahn, V.J. Research in Education (7th ed) Prentice - Hall of India, New Delhi, 2001.
3. Smith, P. Research Mindedness for Practice. An interactive approach for Nursing and Health Care, Churchill Livingstone, New York, 1997.
4. Brink P.J. & Wood, M.J. Basic steps in Planning Nursing Research from Questions to Proposal (3rd ed) Jones and Barlett Publishers, Boston, 1998.
5. Basavanthappa, B.T. Nursing Research. Jay Pee, Mumbai.
6. Singh I, Elementary Statistics for Medical Workers, 1st ed., Jaypee brothers Medical Publishers (P) Ltd., Delhi, April 1990.
7. Polit, D.F. & Beck, C.T., Nursing Research - Principles & Methods, 7th ed., Lippincott Williams & Wilkins, USA, 2004.
8. Burns, N. & Grove, S.K., THE Practice of Nursing Research - conduct, Critique & utilization, 2nd ed., W.B. Saunders Company, USA, 1993.
9. Treece E. W. & Treece J. W. : Elements of Research in Nursing St. Louis 1986

SYLLABUS
COMMUNICATIVE ENGLISH

PLACEMENT: I SEMESTER

THEORY: 2 Credits (40 hours)

DESCRIPTION: The course is designed to enable students to enhance their ability to speak and write the language (and use English) required for effective communication in their professional work. Students will practice their skills in verbal and written English during clinical and classroom experience.

COMPETENCIES: On completion of the course, the students will be able to

1. Identify the significance of Communicative English for healthcare professionals.
2. Apply the concepts and principles of English Language use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, Spelling, pause and silence.
3. Demonstrate attentive listening in different hypothetical situations.
4. Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or by other means.
5. Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes etc.
6. Analyse the situation and apply critical thinking strategies.
7. Enhance expressions through writing skills.
8. Apply LSRW (Listening, Speaking, Reading and Writing) Skill in combination to learn, teach, educate and share information, ideas and results.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3 (T)	Identify the significance of communicative English	Communication <ul style="list-style-type: none"> • What is communication? • What are communication roles of listeners, speakers, readers and writers as healthcare professionals? 	<ul style="list-style-type: none"> • Definitions with examples, illustrations and explanations • Identifying competencies/ communicative strategies in LSRW • Reading excerpts on the above and interpreting them through tasks 	<ul style="list-style-type: none"> • Checking for understanding through tasks

II	5 (T)	Describe concepts and principles of Language (English) use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, spelling, pause and silence	Introduction to LSRGW <ul style="list-style-type: none"> • L – Listening: Different types of listening • S – Speaking: Understanding Consonants, Vowels, Word and Sentence Stress, Intonation • R – Reading: Medical vocabulary, • Gr – Grammar: Understanding tenses, linkers • W – Writing simple sentences and short paragraphs – emphasis on correct grammar 	<ul style="list-style-type: none"> • Exercises on listening to news, announcements, telephone conversations and instructions from others • Information on fundamentals of Speech – Consonant, Vowel, Stress and Intonation with tasks based on these through audio/video and texts • Reading a medical dictionary/ glossary of medical terms with matching exercises • Information on tenses and basic concepts of correct grammar through fill in the blanks, true/false questions 	<ul style="list-style-type: none"> • Through _check your understanding+ exercises
				•	•

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	5 (T)	Demonstrate attentive listening in different hypothetical situations	Attentive Listening <ul style="list-style-type: none"> Focusing on listening in different situations – announcements, descriptions, narratives, instructions, discussions, demonstrations Reproducing Verbatim Listening to academic talks/ lectures Listening to presentation 	<ul style="list-style-type: none"> Listening to announcements, news, documentaries with tasks based on listening With multiple choice, Yes/No and fill in the blank activities 	<ul style="list-style-type: none"> Checking individually against correct answers Listening for specific information Listening for overall meaning and instructions Listening to attitudes and opinions Listening to audio, video and identify key points
IV	9 (T)	Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or other means	Speaking – Effective Conversation <ul style="list-style-type: none"> Conversation situations – informal, formal and neutral Factors influencing way of speaking – setting, topic, social relationship, attitude and language Greetings, introductions, requesting, asking for and giving permission, speaking personally and casual conversations Asking for information, giving instructions and directions Agreeing and disagreeing, giving opinions Describing people, places, events and things, narrating, reporting & reaching conclusions Evaluating and comparing Complaints and suggestions Telephone conversations Delivering presentations 	<ul style="list-style-type: none"> Different types of speaking activities related to the content Guided with prompts and free discussions Presentation techniques Talking to peers and other adults. Talking to patients and Patient attenders Talking to other healthcare professionals Classroom conversation Scenario based learning tasks 	<ul style="list-style-type: none"> Individual and group/peer assessment through live speaking tests Presentation of situation in emergency and routine Handoff Reporting in doctors/nurses' rounds Case presentation Face to face oral communication Speaking individually (Nurse to nurse/patient/ doctor) and to others in the group Telephonic talking
V	5 (T)	Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes	<ul style="list-style-type: none"> Reading Reading strategies, reading notes and messages Reading relevant articles and news items Vocabulary for everyday activities, abbreviations and medical vocabulary Understanding visuals, graphs, figures and notes on instructions 	<ul style="list-style-type: none"> Detailed tasks and exercises on reading for information, inference and evaluation Vocabulary games and puzzles for medical lexis 	<ul style="list-style-type: none"> Reading/ summarizing/ justifying answers orally Patient document Doctor's prescription of care Journal/news

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Reading reports and interpreting them • Using idioms and phrases, spotting errors, vocabulary for presentations • Remedial Grammar 	<ul style="list-style-type: none"> • Grammar activities 	<ul style="list-style-type: none"> • reading and interpretation • Notes/Reports
VI	5 (T)	Enhance expressions through writing skills	Writing Skills <ul style="list-style-type: none"> • Writing patient history • Note taking • Summarising • Anecdotal records • Letter writing • Diary/Journal writing • Report writing • Paper writing skills • Abstract writing 	<ul style="list-style-type: none"> • Writing tasks with focus on task fulfilment, coherence and cohesion, appropriate vocabulary and correct grammar • Guided and free tasks • Different kinds of letter writing tasks 	<ul style="list-style-type: none"> • Paper based assessment by the teacher/ trainer against set band descriptors • Presentation of situation • Documentation • Report writing • Paper writing skills • Verbatim reproducing • Letter writing • Resume/CV
VII	8 (T)	Apply LSRW Skill in combination to learn, teach, educate and share information, ideas and results	LSRW Skills <ul style="list-style-type: none"> • Critical thinking strategies for listening and reading • Oral reports, presentations • Writing instructions, letters and reports • Error analysis regarding LSRW 	<ul style="list-style-type: none"> • Valuating different options/multiple answers and interpreting decisions through situational activities • Demonstration – individually and in groups • Group Discussion • Presentation • Role Play • Writing reports 	<ul style="list-style-type: none"> • Consolidated assessment orally and through written tasks/exercises

Books Recommended

1. Living English Grammar & Composition Tickoo M.L. & Subramanian A.E, Oriental Longman, New Delhi.
2. English for practical purposes Valke, Thorat Patil & Merchant, Macmillan Publication, New Delhi.
3. Enriching your competence in English, by Thorat, Valke, Orient Publication, Pune
4. English Grammar & Composition Wren & Martin, S. Chand Publications-2005, Delhi.
5. Selva Rose, Carrier English for Nurses, 1st edition -1999, published by Orient Long man Pvt. Ltd. – 1997, Chennai.

Suggested Assessment/ Evaluation Methods

EXAMINATION SCHEME

S.No.	Course/Subject Title	Internal	End Semester College Exam	End Semester University Exam	Hours	Total Marks
1.	Communicative English	25	25		2	50

EVALUATION:

INTERNAL ASSESSMENT

S.No.	Name of the Course	Continuous Assessment	Sessional Theory/ Practical Exams	Total Marks
1.	Communicative English	10	15	25

Scheme of Internal Assessment of theory out of 25 marks					
Sr. No	Theory	Quantity	Marks	Round off	Final Round off IA
1.	Class Test I		50 marks	30	Out of 15
2.	Class Test II		75 Marks	30	
3.	Written Assignment	2	50	10	Out of 10
4.	Seminar/Microteaching/individual presentation	2	50	12	
5.	Group project/Work/Report	1	50	6	
6	Attendance		(95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)	2	
	Total		255		25
(Marks of each component to be rounded of the respective columns marks and the final IA need to be calculated out of 25 (15+10).					

APPLIED ANATOMY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 hours)

DESCRIPTION: The course is designed to assist student to recall and further acquire the knowledge of the normal structure of human body, identify alteration in anatomical structure with emphasis on clinical application to practice nursing.

COMPETENCIES: On completion of the course, the students will be able to

1. Describe anatomical terms.
2. Explain the general and microscopic structure of each system of the body.
3. Identify relative positions of the major body organs as well as their general anatomic locations.
4. Explore the effect of alterations in structure.
5. Apply knowledge of anatomic structures to analyze clinical situations and therapeutic applications.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	8 (T)	<p>Define the terms relative to the anatomical position</p> <p>Describe the anatomical planes</p> <p>Define and describe the terms used to describe movements</p>	<p>Introduction to anatomical terms and organization of the human body</p> <ul style="list-style-type: none"> • Introduction to anatomical terms relative to position – anterior, ventral, posterior dorsal, superior, inferior, median, lateral, proximal, distal, superficial, deep, prone, supine, palmar and plantar • Anatomical planes (axial/ transverse/ horizontal, sagittal/vertical plane and coronal/frontal/oblique plane) • Movements (flexion, extension, abduction, adduction, medial rotation, lateral rotation, inversion, eversion, supination, pronation, plantar flexion, dorsal flexion and circumduction) • Cell structure, Cell division 	<ul style="list-style-type: none"> • Lecture cum Discussion • Use of models • Video demonstration • Use of microscopic slides • Lecture cum Discussion • Video/Slides 	<ul style="list-style-type: none"> • Quiz • MCQ • Short answer

		<p>Organization of human body and structure of cell, tissues membranes and glands</p> <p>Describe the types of cartilage</p> <p>Compare and contrast the features of skeletal, smooth and cardiac muscle</p>	<ul style="list-style-type: none"> • Tissue – definition, types, characteristics, classification, location • Membrane, glands – classification and structure • Identify major surface and bony landmarks in each body region, Organization of human body • Hyaline, fibro cartilage, elastic cartilage • Features of skeletal, smooth and cardiac muscle • Application and implication in nursing 	<ul style="list-style-type: none"> • Anatomical Torso 	
II	6 (T)	<p>Describe the structure of respiratory system</p> <p>Identify the muscles of respiration and examine their contribution to the mechanism of breathing</p>	<p>The Respiratory system</p> <ul style="list-style-type: none"> • Structure of the organs of respiration • Muscles of respiration • Application and implication in nursing 	<ul style="list-style-type: none"> • Lecture cum Discussion • Models • Video/Slides 	<ul style="list-style-type: none"> • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	6 (T)	Describe the structure of digestive system	The Digestive system <ul style="list-style-type: none"> • Structure of alimentary canal and accessory organs of digestion • Application and implications in nursing 	<ul style="list-style-type: none"> • Lecture cum Discussion • Video/Slides • Anatomical Torso 	<ul style="list-style-type: none"> • Short answer • Objective type
IV	6 (T)	Describe the structure of circulatory and lymphatic system.	The Circulatory and Lymphatic system <ul style="list-style-type: none"> • Structure of blood components, blood vessels – Arterial and Venous system • Position of heart relative to the associated structures • Chambers of heart, layers of heart • Heart valves, coronary arteries • Nerve and blood supply to heart • Lymphatic tissue • Veins used for IV injections • Application and implication in nursing 	<ul style="list-style-type: none"> • Lecture • Models • Video/Slides 	<ul style="list-style-type: none"> • Short answer • MCQ
V	4 (T)	Identify the major endocrine glands and describe the structure of endocrine Glands	The Endocrine system <ul style="list-style-type: none"> • Structure of Hypothalamus, Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands 	<ul style="list-style-type: none"> • Lecture • Models/charts 	<ul style="list-style-type: none"> • Short answer • Objective type
VI	4 (Describe the structure of various sensory organs	The Sensory organs <ul style="list-style-type: none"> • Structure of skin, eye, ear, nose and tongue • Application and implications in nursing 	<ul style="list-style-type: none"> • Lecture • Explain with Video/ models/charts 	<ul style="list-style-type: none"> • Short answer • MCQ

VII	10 (T)	Describe anatomical position and structure of bones and joints Identify major bones that make up the axial and appendicular skeleton Classify the joints Identify the application and implications in nursing Describe the structure of muscle	The Musculoskeletal system: The Skeletal system <ul style="list-style-type: none"> Anatomical positions Bones – types, structure, growth and ossification Axial and appendicular skeleton Joints – classification, major joints and structure Application and implications in nursing 	<ul style="list-style-type: none"> Review – discussion Lecture Discussions Explain using charts, skeleton and loose bones and torso Identifying muscles involved in nursing procedures in lab 	<ul style="list-style-type: none"> Short answer Objective type
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Apply the knowledge in performing nursing procedures/skills	The Muscular system <ul style="list-style-type: none"> Types and structure of muscles Muscle groups – muscles of the head, neck, thorax, abdomen, pelvis, upper limb and lower limbs Principal muscles – deltoid, biceps, triceps, respiratory, abdominal, pelvic floor, pelvic floor muscles, gluteal muscles and vastus lateralis Major muscles involved in nursing procedures 		
VIII	5 (T)	Describe the structure of renal system	The Renal system <ul style="list-style-type: none"> Structure of kidney, ureters, bladder, urethra Application and implication in nursing 	<ul style="list-style-type: none"> Lecture Models/charts 	<ul style="list-style-type: none"> MCQ Short answer

IX	5 (T)	Describe the structure of reproductive system	The Reproductive system <ul style="list-style-type: none"> • Structure of male reproductive organs • Structure of female reproductive organs • Structure of breast 	<ul style="list-style-type: none"> • Lecture • Models/charts 	<ul style="list-style-type: none"> • MCQ • Short answer
X	6 (T)	Describe the structure of nervous system including the distribution of the nerves, nerve plexuses Describe the ventricular system	The Nervous system <ul style="list-style-type: none"> • Review Structure of neurons • CNS, ANS and PNS (Central, autonomic and peripheral) • Structure of brain, spinal cord, cranial nerves, spinal nerves, peripheral nerves, functional areas of cerebral cortex • Ventricular system – formation, circulation, and drainage • Application and implication in nursing 	<ul style="list-style-type: none"> • Lecture • Explain with models • Video slides 	<ul style="list-style-type: none"> • MCQ • Short answer

Note: Few lab hours can be planned for visits, observation and handling (less than 1 credit lab hours are not specified separately)

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7. Sembulingam, "Essentials of Medical Physiology," 3rd Edition 2004 J.P. Publications.
8. Ganong. F. William, "Review of Medical Physiology", 15th Edition, Prentice Hall International Inc., Appleton and Lange.
9. Guyton and Hall, "Textbook of Medical Physiology," 9 th Edition, A Prism2. Indian Edn. Pvt. Ltd
10. T. Clenister and Jean Rosy (1974). "Anatomy and Physiology for Nurses" 2 nd Edition, William Hermami Medical BK. Ltd.

APPLIED PSYCHOLOGY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 Hours)

DESCRIPTION: This course is designed to enable the students to develop understanding about basic concepts of psychology and its application in personal and community life, health, illness and nursing. It further provides students opportunity to recognize the significance and application of soft skills and self-empowerment in the practice of nursing.

COMPETENCIES: On completion of the course, the students will be able to

1. Identify the importance of psychology in individual and professional life.
2. Develop understanding of the biological and psychological basis of human behaviour.
3. Identify the role of nurse in promoting mental health and dealing with altered personality.
4. Perform the role of nurses applicable to the psychology of different age groups.
5. Identify the cognitive and affective needs of clients.
6. Integrate the principles of motivation and emotion in performing the role of nurse in caring for emotionally sick client.
7. Demonstrate basic understanding of psychological assessment and nurse's role.
8. Apply the knowledge of soft skills in workplace and society.
9. Apply the knowledge of self-empowerment in workplace, society and personal life.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Describe scope, branches and significance of psychology in nursing	Introduction <ul style="list-style-type: none"> • Meaning of Psychology • Development of psychology – Scope, branches and methods of psychology • Relationship with other subjects • Significance of psychology in nursing • Applied psychology to solve everyday issues 	<ul style="list-style-type: none"> • Lecture cum Discussion 	<ul style="list-style-type: none"> • Essay • Short answer
II	4 (T)	Describe biology of human behaviour	Biological basis of behavior –Introduction <ul style="list-style-type: none"> • Body mind relationship • Genetics and behaviour • Inheritance of behaviour • Brain and behaviour. • Psychology and sensation – sensory process – normal and abnormal 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Essay • Short answer

III	5 (T)	Describe mentally healthy person and defense mechanisms	<p>Mental health and mental hygiene</p> <ul style="list-style-type: none"> • Concept of mental health and mental hygiene • Characteristic of mentally healthy person • Warning signs of poor mental health • Promotive and preventive mental health strategies and services • Defense mechanism and its implication • Frustration and conflict – types of conflicts and measurements to overcome • Role of nurse in reducing frustration and conflict and enhancing coping • Dealing with ego 	<ul style="list-style-type: none"> • Lecture • Case discussion • Role play 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
IV	7 (T)	Describe psychology of people in different age groups and role of nurse	<p>Developmental psychology</p> <ul style="list-style-type: none"> • Physical, psychosocial and cognitive development across life span – Prenatal through early childhood, middle to late childhood through adolescence, early and mid-adulthood, late adulthood, death and dying • Role of nurse in supporting normal growth and development across the life span • Psychological needs of various groups in health and sickness – Infancy, childhood, adolescence, adulthood and older adult • Introduction to child psychology and role of nurse in meeting the psychological needs of 	<ul style="list-style-type: none"> • Lecture • Group • discussion 	<ul style="list-style-type: none"> • Essay • Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<p>children</p> <ul style="list-style-type: none"> • Psychology of vulnerable individuals – challenged, women, sick etc. • Role of nurse with vulnerable groups 		
V	4 (T)	Explain personality and role of nurse in identification and improvement in altered personality	<p>Personality</p> <ul style="list-style-type: none"> • Meaning, definition of personality • Classification of personality • Measurement and evaluation of personality – Introduction • Alteration in personality • Role of nurse in identification of individual personality and improvement in altered personality 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay and short answer • Objective type

VI	16 (T)	Explain cognitive process and their applications	<p>Cognitive process</p> <ul style="list-style-type: none"> • Attention – definition, types, determinants, duration, degree and alteration in attention • Perception – Meaning of Perception, principles, factor affecting perception, • Intelligence – Meaning of intelligence – Effect of heredity and environment in intelligence, classification, Introduction to measurement of intelligence tests – Mental deficiencies • Learning – Definition of learning, types of learning, Factors influencing learning – Learning process, Habit formation • Memory-meaning and nature of memory, factors influencing memory, methods to improve memory, forgetting • Thinking – types, level, reasoning and problem solving. • Aptitude – concept, types, individual differences and variability • Psychometric assessment of cognitive processes – Introduction • Alteration in cognitive processes 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Essay and short answer • Objective type
VII	6 (T)	Describe motivation, emotion, attitude and role of nurse in emotionally sick client	<p>Motivation and emotional processes</p> <ul style="list-style-type: none"> • Motivation – meaning, concept, types, theories of motivation, motivation cycle, biological and special motives • Emotions – Meaning of emotions, development of emotions, alteration of emotion, emotions in sickness – handling emotions in self and other • Stress and adaptation – stress, stressor, cycle, effect, adaptation and coping 	<ul style="list-style-type: none"> • Lecture • Group discussion 	<ul style="list-style-type: none"> • Essay and short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Attitudes – Meaning of attitudes, nature, factor affecting attitude, attitudinal change, Role of attitude in health and sickness • Psychometric assessment of emotions and attitude – Introduction • Role of nurse in caring for emotionally sick client 		

VIII	4 (T)	Explain psychological assessment and tests and role of nurse	Psychological assessment and tests – introduction <ul style="list-style-type: none"> • Types, development, characteristics, principles, uses, interpretation • Role of nurse in psychological assessment 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Short answer • Assessment of practice
IX	10 (T)	Explain concept of soft skill and its application in work place and society	Application of soft skill <ul style="list-style-type: none"> • Concept of soft skill • Types of soft skill – visual, aural and communication skill • The way of communication • Building relationship with client and society • Interpersonal Relationships (IPR): Definition, Types, and Purposes, Interpersonal skills, Barriers, Strategies to overcome barriers • Survival strategies – managing time, coping stress, resilience, work – life balance • Applying soft skill to workplace and society – Presentation skills, social etiquette, telephone etiquette, motivational skills, teamwork etc. • Use of soft skill in nursing 	<ul style="list-style-type: none"> • Lecture • Group discussion • Role play • Refer/Complete Soft skills module 	<ul style="list-style-type: none"> • Essay and short answer
X	2 (T)	Explain self-empowerment	Self-empowerment <ul style="list-style-type: none"> • Dimensions of self-empowerment • Self-empowerment development • Importance of women's empowerment in society • Professional etiquette and personal grooming • Role of nurse in empowering others 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Short answer • Objective type

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Ltd,9th ed. 2005

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Suggested Assessment/ Evaluation Methods

Scheme of Internal Assessment of theory out of 25 marks					
Sr. No	Theory	Quantity	Marks	Round off	Final Round off IA
1.	Class Test I		50 marks	30	Out of 15
2.	Class Test II		75 Marks	30	
3.	Written Assignment	2	50	10	Out of 10
4.	Seminar/Microteaching/individual presentation	2	50	12	
5.	Group project/Work/Report	1	50	6	
6	Attendance	(95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)		2	
(Marks of each component to be rounded of the respective columns marks and the final IA need to be calculated out of 25 (15+10).					

APPLIED PHYSIOLOGY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 hours)

DESCRIPTION: The course is designed to assist student to acquire comprehensive knowledge of the normal functions of the organ systems of the human body to facilitate understanding of physiological basis of health, identify alteration in functions and provide the student with the necessary physiological knowledge to practice nursing.

COMPETENCIES: On completion of the course, the students will be able to

1. Develop understanding of the normal functioning of various organ systems of the body.
2. Identify the relative contribution of each organ system towards maintenance of homeostasis.
3. Describe the effect of alterations in functions.
4. Apply knowledge of physiological basis to analyze clinical situations and therapeutic applications.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	4 (T)	Describe the physiology of cell, tissues, membranes and glands	General Physiology – Basic concepts <ul style="list-style-type: none"> • Cell physiology including transportation across cell membrane • Body fluid compartments, Distribution of total body fluid, intracellular and extracellular compartments, major electrolytes and maintenance of homeostasis • Cell cycle • Tissue – formation, repair • Membranes and glands – functions • Application and implication in nursing 	<ul style="list-style-type: none"> • Review – discussion • Lecture cum Discussion • Video demonstrations 	<ul style="list-style-type: none"> • Quiz • MCQ • Short answer
II	6 (T)	Describe the physiology and mechanism of respiration	Respiratory system <ul style="list-style-type: none"> • Functions of respiratory organs • Physiology of respiration 	<ul style="list-style-type: none"> • Lecture • Video slides 	<ul style="list-style-type: none"> • Essay • Short answer • MCQ

		Identify the muscles of respiration and examine their contribution to the mechanism of breathing	<ul style="list-style-type: none"> • Pulmonary circulation – functional features • Pulmonary ventilation, exchange of gases • Carriage of oxygen and carbon-dioxide, Exchange of gases in tissue • Regulation of respiration • Hypoxia, cyanosis, dyspnea, periodic breathing • Respiratory changes during exercise • Application and implication in nursing 		
III	8 (T)	Describe the functions of digestive system	Digestive system <ul style="list-style-type: none"> • Functions of the organs of digestive tract • Saliva – composition, regulation of secretion and functions of saliva • Composition and function of gastric juice, mechanism and regulation of gastric secretion • Composition of pancreatic juice, function, regulation of pancreatic secretion • Functions of liver, gall bladder and pancreas • Composition of bile and function • Secretion and function of small and large intestine • Movements of alimentary tract • Digestion in mouth, stomach, small intestine, large intestine, absorption of food • Application and implications in nursing 	<ul style="list-style-type: none"> • Lecture cum Discussion • Video slides 	<ul style="list-style-type: none"> • Essay • Short answer • MCQ
IV	6 (T)	Explain the functions of the	Circulatory and Lymphatic system <ul style="list-style-type: none"> • Functions of heart, conduction system, 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Short answer
Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		heart, and physiology of circulation	cardiac cycle, Stroke volume and cardiac output <ul style="list-style-type: none"> • Blood pressure and Pulse • Circulation – principles, factors influencing blood pressure, pulse • Coronary circulation, Pulmonary and systemic circulation • Heart rate – regulation of heart rate • Normal value and variations • Cardiovascular homeostasis in exercise 	<ul style="list-style-type: none"> • Discussion • Video/Slides 	<ul style="list-style-type: none"> • MCQ

			<p>and posture</p> <ul style="list-style-type: none"> • Application and implication in nursing 		
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V	5 (T)	Describe the composition and functions of blood	<p>Blood</p> <ul style="list-style-type: none"> • Blood – Functions, Physical characteristics • Formation of blood cells • Erythropoiesis – Functions of RBC, RBC life cycle • WBC – types, functions • Platelets – Function and production of platelets • Clotting mechanism of blood, clotting time, bleeding time, PTT • Hemostasis – role of vasoconstriction, platelet plug formation in hemostasis, coagulation factors, intrinsic and extrinsic pathways of coagulation • Blood groups and types • Functions of reticuloendothelial system, immunity • Application in nursing 	<ul style="list-style-type: none"> • Lecture • Discussion • Videos 	<ul style="list-style-type: none"> • Essay • Short answer • MCQ
VI	5 (T)	Identify the major endocrine glands and describe their functions	<p>The Endocrine system</p> <ul style="list-style-type: none"> • Functions and hormones of Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands. • Other hormones • Alterations in disease • Application and implication in nursing 	<ul style="list-style-type: none"> • Lecture • Explain using charts 	<ul style="list-style-type: none"> • Short answer • MCQ
VII	4 (T)	Describe the structure of various sensory organs	<p>The Sensory Organs</p> <ul style="list-style-type: none"> • Functions of skin • Vision, hearing, taste and smell • Errors of refraction, aging changes • Application and implications in nursing 	<ul style="list-style-type: none"> • Lecture • Video 	<ul style="list-style-type: none"> • Short answer • MCQ
VIII	6 (T)	Describe the functions of	<p>Musculoskeletal system</p>	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Structured essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
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		bones, joints, various types of muscles, its special properties and nerves supplying them	<ul style="list-style-type: none"> • Bones – Functions, movements of bones of axial and appendicular skeleton, Bone healing • Joints and joint movements • Alteration of joint disease • Properties and Functions of skeletal muscles – mechanism of muscle contraction • Structure and properties of cardiac muscles and smooth muscles • Application and implication in nursing 	<ul style="list-style-type: none"> • Discussion • Video presentation 	<ul style="list-style-type: none"> • Short answer • MCQ
IX	4 (T)	Describe the physiology of renal system	Renal system <ul style="list-style-type: none"> • Functions of kidney in maintaining homeostasis • GFR • Functions of ureters, bladder and urethra • Micturition • Regulation of renal function • Application and implication in nursing 	<ul style="list-style-type: none"> • Lecture • Charts and models 	<ul style="list-style-type: none"> • Short answer • MCQ
X	4 (T)	Describe the structure of reproductive system	The Reproductive system <ul style="list-style-type: none"> • Female reproductive system – Menstrual cycle, function and hormones of ovary, oogenesis, fertilization, implantation, Functions of breast • Male reproductive system – Spermatogenesis, hormones and its functions, semen • Application and implication in providing nursing care 	<ul style="list-style-type: none"> • Lecture • Explain using charts, models, specimens 	<ul style="list-style-type: none"> • Short answer • MCQ

XI	8 (T)	Describe the functions of brain, physiology of nerve stimulus, reflexes, cranial and spinal nerves	<ul style="list-style-type: none"> • Nervous system • Overview of nervous system • Review of types, structure and functions of neurons • Nerve impulse • Review functions of Brain-Medulla, Pons, Cerebrum, Cerebellum • Sensory and Motor Nervous system • Peripheral Nervous system • Autonomic Nervous system • Limbic system and higher mental Functions- Hippocampus, Thalamus, Hypothalamus • Vestibular apparatus • Functions of cranial nerves • Autonomic functions • Physiology of Pain-somatic, visceral and referred 	<ul style="list-style-type: none"> • Lecture cum Discussion • Video slides 	<ul style="list-style-type: none"> • Brief structured essays • Short answer • MCQ • Critical reflection
Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Reflexes • CSF formation, composition, circulation of CSF, blood brain barrier and blood CSF barrier • Application and implication in nursing 		

Note: Few lab hours can be planned for visits, observation and handling (less than 1 credit lab hours are not specified separately)

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APPLIED SOCIOLOGY**PLACEMENT:** I SEMESTER**THEORY:** 3 Credits (60 hours)**DESCRIPTION:** This course is designed to enable the students to develop understanding about basic concepts of sociology and its application in personal and community life, health, illness and nursing.**COMPETENCIES:** On completion of the course, the students will be able to

1. Identify the scope and significance of sociology in nursing.
2. Apply the knowledge of social structure and different culture in a society in identifying social needs of sick clients.
3. Identify the impact of culture on health and illness.
4. Develop understanding about types of family, marriage and its legislation.
5. Identify different types of caste, class, social change and its influence on health and health practices.
6. Develop understanding about social organization and disorganization and social problems in India.
7. Integrate the knowledge of clinical sociology and its uses in crisis intervention.

COURSE OUTLINE**T – Theory**

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	1 (T)	Describe the scope and significance of sociology in nursing	Introduction <ul style="list-style-type: none"> • Definition, nature and scope of sociology • Significance of sociology in nursing 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Essay • Short answer
II	15 (T)	Describe the individualization, Groups, processes of Socialization, social change and its importance	Social structure <ul style="list-style-type: none"> • Basic concept of society, community, association and institution • Individual and society • Personal disorganization • Social group – meaning, characteristics, and classification. • Social processes – definition and forms, Co-operation, competition, conflict, accommodation, assimilation, isolation • Socialization – characteristics, process, agencies of socialization • Social change – nature, process, and role of nurse 	<ul style="list-style-type: none"> • Lecture cum Discussion 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Structure and characteristics of urban, rural and tribal community. • Major health problems in urban, rural and tribal communities • Importance of social structure in nursing profession 		
III	8 (T)	Describe culture and its impact on health and disease	Culture <ul style="list-style-type: none"> • Nature, characteristic and evolution of culture • Diversity and uniformity of culture • Difference between culture and civilization • Culture and socialization • Transcultural society • Culture, Modernization and its impact on health and disease 	<ul style="list-style-type: none"> • Lecture • Panel discussion 	<ul style="list-style-type: none"> • Essay • Short answer
IV	8 (T)	Explain family, marriage and legislation related to marriage	Family and Marriage <ul style="list-style-type: none"> • Family – characteristics, basic need, types and functions of family • Marriage – forms of marriage, social custom relating to marriage and importance of marriage • Legislation on Indian marriage and family. • Influence of marriage and family on health and health practices 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Essay • Short answer • Case study report
V	8 (T)	Explain different types of caste and classes in society and its influence on health	Social stratification <ul style="list-style-type: none"> • Introduction – Characteristics & forms of stratification • Function of stratification • Indian caste system – origin and characteristics • Positive and negative impact of caste in society. • Class system and status • Social mobility-meaning and types • Race – concept, criteria of racial classification • Influence of class, caste and race system on health. 	<ul style="list-style-type: none"> • Lecture • Panel discussion 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
VI	15 (T)	Explain social organization, disorganization, social problems and role of nurse in reducing social problems	Social organization and disorganization <ul style="list-style-type: none"> • Social organization – meaning, elements and types • Voluntary associations • Social system – definition, types, role and status as structural element of social system. • Interrelationship of institutions • Social control – meaning, aims and process of social control 	<ul style="list-style-type: none"> • Lecture • Group discussion • Observational visit 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • Visit report

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Social norms, moral and values • Social disorganization – definition, causes, Control and planning • Major social problems – poverty, housing, food supplies, illiteracy, prostitution, dowry, Child labour, child abuse, delinquency, crime, substance abuse, HIV/AIDS, COVID-19 • Vulnerable group – elderly, handicapped, minority and other marginal group. • Fundamental rights of individual, women and children • Role of nurse in reducing social problem and enhance coping • Social welfare programs in India 		
VII	5 (T)	Explain clinical sociology and its application in the hospital and community	Clinical sociology <ul style="list-style-type: none"> • Introduction to clinical sociology • Sociological strategies for developing services for the abused • Use of clinical sociology in crisis intervention 	<ul style="list-style-type: none"> • Lecture, • Group discussion • Role play 	<ul style="list-style-type: none"> • Essay • Short answer

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NURSING FOUNDATION - I (including First Aid module)**PLACEMENT:** I SEMESTER**THEORY:** 6 Credits (120 hours)**PRACTICUM:** Skill Lab: 2 Credits (80 hours) and Clinical: 2 Credits (160 hours)

DESCRIPTION: This course is designed to help novice nursing students develop knowledge and competencies required to provide evidence-based, comprehensive basic nursing care for adult patients, using nursing process approach.

COMPETENCIES: On completion of the course, the students will be able to

1. Develop understanding about the concept of health, illness and scope of nursing within health care services.
2. Apply values, code of ethics and professional conduct in professional life.
3. Apply the principles and methods of effective communication in establishing communication links with patients, families and other health team members.
4. Develop skill in recording and reporting.
5. Demonstrate competency in monitoring and documenting vital signs.
6. Describe the fundamental principles and techniques of infection control and biomedical waste management.
7. Identify and meet the comfort needs of the patients.
8. Perform admission, transfer, and discharge of a patient under supervision applying the knowledge.
9. Demonstrate understanding and application of knowledge in caring for patients with restricted mobility.
10. Perform first aid measures during emergencies.
11. Identify the educational needs of patients and demonstrate basic skills of patient education.

***Mandatory Module used in Teaching/Learning:**

First Aid: 40 Hours (including Basic CPR)

COURSE OUTLINE

T – Theory, SL – Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 (T)	Describe the concept of health and illness	Introduction to health and illness Concept of Health – Definitions (WHO), Dimensions Maslow's hierarchy of needs Health – Illness continuum Factors influencing health Causes and risk factors for developing illnesses Illness – Types, illness behavior Impact of illness on patient and family	Lecture Discussion	Essay Short answer Objective type

II	5 (T)	Describe the levels of illness prevention and care, health care services	Health Care Delivery Systems – Introduction of Basic Concepts & Meanings <ul style="list-style-type: none"> • Levels of Illness Prevention – Primary (Health Promotion), Secondary and Tertiary • Levels of Care – Primary, Secondary and Tertiary • Types of health care agencies/ services – Hospitals, clinics, Hospice, rehabilitation centres, extended care facilities • Hospitals – Types, Organization and Functions • Health care teams in hospitals – members and their role 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
III	12 (T)	<p>Trace the history of Nursing</p> <p>Explain the concept, nature and scope of nursing</p> <p>Describe values, code of ethics and professional conduct for nurses in India</p>	History of Nursing and Nursing as a profession <ul style="list-style-type: none"> • History of Nursing, History of Nursing in India • Contributions of Florence Nightingale • Nursing – Definition – Nurse, Nursing, Concepts, philosophy, objectives, Characteristics, nature and Scope of Nursing/ Nursing practice, Functions of nurse, Qualities of a nurse, Categories of nursing personnel • Nursing as a profession – definition and characteristics/criteria of profession • Values – Introduction – meaning and importance • Code of ethics and professional conduct for nurses – Introduction 	<ul style="list-style-type: none"> • Lecture • Discussion • Case discussion • Role plays 	<ul style="list-style-type: none"> • Essay • Short answers • Objective type
IV	8 (T) 3 (SL)	<p>Describe the process, principles, and types of communication</p> <p>Explain therapeutic, non-therapeutic and professional communication</p> <p>Communicate effectively with patients, their families and team members</p>	Communication and Nurse Patient Relationship <ul style="list-style-type: none"> • Communication – Levels, Elements and Process, Types, Modes, Factors influencing communication • Methods of effective communication/therapeutic communication techniques • Barriers to effective communication/non-therapeutic communication techniques • Professional communication • Helping Relationships (Nurse Patient Relationship) – Purposes and Phases • Communicating effectively with patient, families and team members • Maintaining effective human relations and communication with vulnerable 	<ul style="list-style-type: none"> • Lecture • Discussion • Role play and video film on Therapeutic Communication 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
VI	15 (T) 20 (SL)	Describe principles and techniques of monitoring and maintaining vital signs Assess and record vital signs accurately	Vital signs <ul style="list-style-type: none"> • Guidelines for taking vital signs • <i>Body temperature</i> – <ul style="list-style-type: none"> ○ Definition, Physiology, Regulation, Factors affecting body temperature ○ Assessment of body temperature – sites, equipment and technique ○ Temperature alterations – Hyperthermia, Heat Cramps, Heat Exhaustion, Heatstroke, Hypothermia ○ Fever/Pyrexia – Definition, Causes, Stages, Types • Nursing Management <ul style="list-style-type: none"> ○ Hot and Cold applications • <i>Pulse:</i> <ul style="list-style-type: none"> ○ Definition, Physiology and Regulation, Characteristics, Factors affecting pulse ○ Assessment of pulse – sites, equipment and technique ○ Alterations in pulse • <i>Respiration:</i> <ul style="list-style-type: none"> ○ Definition, Physiology and Regulation, Mechanics of breathing, Characteristics, Factors affecting respiration ○ Assessment of respirations – technique ○ Arterial Oxygen saturation ○ Alterations in respiration • <i>Blood pressure:</i> <ul style="list-style-type: none"> ○ Definition, Physiology and Regulation, Characteristics, Factors affecting BP ○ Assessment of BP – sites, equipment and technique, Common Errors in BP Assessment ○ Alterations in Blood Pressure • Documenting Vital Signs 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & Re-demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • Document the given values of temperature, pulse, and respiration in the graphic sheet • OSCE
VII	3 (T)	Maintain equipment and linen	Equipment and Linen <ul style="list-style-type: none"> • Types – Disposables and reusable <ul style="list-style-type: none"> ○ Linen, rubber goods, glassware, metal, plastics, furniture • Introduction – Indent, maintenance, Inventory 		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
VIII	10 (T) 3 (SL)	Describe the basic principles and techniques of infection control and biomedical waste management	<p>Introduction to Infection Control in Clinical setting Infection</p> <ul style="list-style-type: none"> • Nature of infection • Chain of infection • Types of infection • Stages of infection • Factors increasing susceptibility to infection • Body defenses against infection – Inflammatory response & Immune response • Health care associated infection (Nosocomial infection) <p>Introductory concept of Asepsis – Medical & Surgical asepsis</p> <p><i>Precautions</i></p> <ul style="list-style-type: none"> • Hand Hygiene • (Hand washing and use of hand Rub) • Use of Personal Protective Equipment (PPE) • Standard precautions <p><i>Biomedical Waste management</i></p> <ul style="list-style-type: none"> • Types of hospital waste, waste segregation and hazards – Introduction 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Observation of autoclaving and other sterilization techniques • Video presentation on medical & surgical asepsis 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
IX	15 (T) 15 (SL)	Identify and meet the comfort needs of the patients	<p>Comfort, Rest & Sleep and Pain</p> <ul style="list-style-type: none"> • Comfort <ul style="list-style-type: none"> ○ Factors Influencing Comfort ○ Types of beds including latest beds, purposes & bed making ○ Therapeutic positions ○ Comfort devices • Sleep and Rest <ul style="list-style-type: none"> ○ Physiology of sleep ○ Factors affecting sleep ○ Promoting Rest and sleep ○ Sleep Disorders • Pain (Discomfort) <ul style="list-style-type: none"> ○ Physiology ○ Common cause of pain ○ Types ○ Assessment – pain scales and narcotic scales • Pharmacological and Non-pharmacological pain relieving measures – Use of narcotics, TENS 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & Re-demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • OSCE

			<p>devices, PCA</p> <ul style="list-style-type: none"> • Invasive techniques of pain management • Any other newer measures <ul style="list-style-type: none"> ○ CAM (Complementary & Alternative healing Modalities) 		
X	5 (T) 3 (SL)	Describe the concept of patient environment	<p>Promoting Safety in Health Care Environment</p> <ul style="list-style-type: none"> • Physical environment – Temperature, Humidity, Noise, Ventilation, Light, Odor, Pest control • Reduction of Physical hazards – fire, accidents • Fall Risk Assessment • Role of nurse in providing safe and clean environment • Safety devices – <ul style="list-style-type: none"> ○ Restraints – Types, Purposes, Indications, Legal Implications and Consent, Application of Restraints- Skill and Practice guidelines ○ Other Safety Devices – Side rails, Grab bars, Ambu alarms, non-skid slippers etc. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type

XI	6 (T) 2 (SL)	Explain and perform admission, transfer, and discharge of a patient	Hospital Admission and discharge <ul style="list-style-type: none"> • Admission to the hospital Unit and preparation of unit <ul style="list-style-type: none"> ○ Admission bed ○ Admission procedure ○ Medico-legal issues ○ Roles and Responsibilities of the nurse • Discharge from the hospital <ul style="list-style-type: none"> ○ Types – Planned discharge, LAMA and Abscond, Referrals and transfers ○ Discharge Planning ○ Discharge procedure ○ Medico-legal issues ○ Roles and Responsibilities of the nurse ○ Care of the unit after discharge 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
XII	8 (T) 10 (SL)	Demonstrate skill in caring for patients with restricted mobility	Mobility and Immobility <ul style="list-style-type: none"> • Elements of Normal Movement, Alignment & Posture, Joint Mobility, Balance, Coordinated Movement 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & 	<ul style="list-style-type: none"> • Essay • Short answer • Objective

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Principles of body mechanics • Factors affecting Body Alignment and activity • Exercise – Types and benefits • Effects of Immobility • Maintenance of normal Body Alignment and Activity • Alteration in Body Alignment and mobility • Nursing interventions for impaired Body Alignment and Mobility – assessment, types, devices used, method <ul style="list-style-type: none"> ○ Range of motion exercises ○ Muscle strengthening exercises ○ Maintaining body alignment – positions ○ Moving ○ Lifting ○ Transferring ○ Walking • Assisting clients with ambulation • Care of patients with Immobility using Nursing process approach • Care of patients with casts and splints 	Re-demonstration	type <ul style="list-style-type: none"> • OSCE
XIII	4 (T) 2 (SL)	Describe the principles and practice of patient education	Patient education <ul style="list-style-type: none"> • Patient Teaching – Importance, Purposes, Process • Integrating nursing process in patient teaching 	<ul style="list-style-type: none"> • Discussion • Role plays 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
XIV	20 (T) 20 (SL)	Explain and apply principles of First Aid during emergencies	First Aid* <ul style="list-style-type: none"> • Definition, Basic Principles, Scope & Rules • First Aid Management <ul style="list-style-type: none"> ○ Wounds, Hemorrhage & Shock ○ Musculoskeletal Injuries – Fractures, Dislocation, Muscle injuries ○ Transportation of Injured persons ○ Respiratory Emergencies & Basic CPR ○ Unconsciousness ○ Foreign Bodies – Skin, Eye, Ear, Nose, Throat & Stomach ○ Burns & Scalds ○ Poisoning, Bites & Stings ○ Frostbite & Effects of Heat ○ Community Emergencies 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & Re-demonstration • Module completion • National Disaster Management Authority (NDMA) / Indian Red Cross Society (IRCS) First Aid module 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • OSCE

*Mandatory Module

XI	6 (T) 2 (SL)	Explain and perform admission, transfer, and discharge of a patient	Hospital Admission and discharge <ul style="list-style-type: none"> • Admission to the hospital Unit and preparation of unit <ul style="list-style-type: none"> ○ Admission bed ○ Admission procedure ○ Medico-legal issues ○ Roles and Responsibilities of the nurse • Discharge from the hospital <ul style="list-style-type: none"> ○ Types – Planned discharge, LAMA and Abscond, Referrals and transfers ○ Discharge Planning ○ Discharge procedure ○ Medico-legal issues ○ Roles and Responsibilities of the nurse ○ Care of the unit after discharge 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
XII	8 (T) 10 (SL)	Demonstrate skill in caring for patients with restricted mobility	Mobility and Immobility <ul style="list-style-type: none"> • Elements of Normal Movement, Alignment & Posture, Joint Mobility, Balance, Coordinated Movement 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & 	<ul style="list-style-type: none"> • Essay • Short answer • Objective

CLINICAL POSTINGS – General Medical/Surgical Wards

10 weeks × 16 hours/week = 160 Hours

Clinical Unit	Duration (in Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
General Medical/Surgical wards	2	Maintain effective human relations (projecting professional image) Communicate effectively with patient, families and team members Demonstrate skills in techniques of recording and reporting	Communication and Nurse patient relationship <ul style="list-style-type: none"> • Maintaining Communication with patient and family and interpersonal relationship • Documentation and Reporting <ul style="list-style-type: none"> ○ Documenting patient care and procedures ○ Verbal report ○ Written report 		<ul style="list-style-type: none"> • OSCE
	2	Demonstrate skill in monitoring vital signs Care for patients with altered vital signs Demonstrate skill in implementing standard precautions and use of PPE	<i>Vital signs</i> <ul style="list-style-type: none"> • Monitor/measure and document vital signs in a graphic sheet <ul style="list-style-type: none"> ○ Temperature (oral, tympanic, axillary) ○ Pulse (Apical and peripheral pulses) ○ Respiration ○ Blood pressure ○ Pulse oximetry • Interpret and report alteration • Cold Applications – Cold Compress, Ice cap, Tepid Sponging • Care of equipment – thermometer, BP apparatus, Stethoscope, Pulse oximeter <i>Infection control in Clinical settings</i> <ul style="list-style-type: none"> • Hand hygiene • Use of PPE 	<ul style="list-style-type: none"> • Care of patients with alterations in vital signs- 1 	<ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE
	3	Demonstrate skill in meeting the comfort needs of the patients	Comfort, Rest & Sleep, Pain and Promoting Safety in Health Care Environment <i>Comfort, Rest & Sleep</i> <ul style="list-style-type: none"> • Bed making- <ul style="list-style-type: none"> ○ Open ○ Closed ○ Occupied ○ Post-operative 		<ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE

			<ul style="list-style-type: none"> ○ Cardiac bed ○ Fracture bed ● Comfort devices <ul style="list-style-type: none"> ○ Pillows ○ Over bed table/cardiac table ○ Back rest ○ Bed Cradle ● Therapeutic Positions <ul style="list-style-type: none"> ○ Supine ○ Fowlers (low, semi, high) ○ Lateral ○ Prone ○ Sim's ○ Trendelenburg ○ Dorsal recumbent ○ Lithotomy ○ Knee chest <p><i>Pain</i></p> <ul style="list-style-type: none"> ● Pain assessment and provision for comfort <p><i>Promoting Safety in Health Care Environment</i></p> <ul style="list-style-type: none"> ● Care of Patient's Unit ● Use of Safety devices: <ul style="list-style-type: none"> ○ Side Rails ● Restraints (Physical) ● Fall risk assessment and Post Fall Assessment 		
	2	Provide safe and clean environment		● Fall risk assessment-1	
		Demonstrate skill in admission, transfer, and discharge of a patient	<p>Hospital Admission and discharge, Mobility and Immobility and Patient education</p> <p><i>Hospital Admission and discharge</i></p> <p>Perform & Document:</p> <ul style="list-style-type: none"> ● Admission ● Transfer ● Planned Discharge 		<ul style="list-style-type: none"> ● Assessment of clinical skills using checklist ● OSCE
		Demonstrate skill in caring for patients with restricted mobility	<p><i>Mobility and Immobility</i></p> <ul style="list-style-type: none"> ● Range of Motion Exercises ● Assist patient in: <ul style="list-style-type: none"> ○ Moving 	● Individual teaching-1	<ul style="list-style-type: none"> ● Assessment of clinical skills using checklist ● OSCE

Clinical Unit	Duration (in Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
	1	Plan and provide appropriate health teaching following the principles	<ul style="list-style-type: none"> ○ Turning ○ Logrolling ● Changing position of helpless patient ● Transferring (Bed to and from chair/wheelchair/ stretcher) <p><i>Patient education</i></p>		
		Demonstrate skills in assessing and performing First Aid during emergencies	<p>First aid and Emergencies</p> <ul style="list-style-type: none"> ● Bandaging Techniques <ul style="list-style-type: none"> ○ Basic Bandages: <ul style="list-style-type: none"> ▪ Circular ▪ Spiral ▪ Reverse-Spiral ▪ Recurrent ▪ Figure of Eight ○ Special Bandages: <ul style="list-style-type: none"> ▪ Caplin ▪ Eye/Ear Bandage ▪ Jaw Bandage ▪ Shoulder Spica ▪ Thumb spica ▪ Triangular Bandage/ Sling (Head & limbs) ▪ Binders 	Module completion National Disaster Management Authority (NDMA) First Aid module (To complete it in clinicals if not completed during lab)	Assessment of clinical skills using checklist ● OSCE (first aid competencies)

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NURSING FOUNDATION - II**(Including Health Assessment Module)****PLACEMENT: II SEMESTER**

THEORY: 6 Credits (120 hours)

PRACTICUM: Skill Lab: 3 Credits (120 hours), Clinical: 4 Credits (320 hours)

DESCRIPTION: This course is designed to help novice nursing students develop knowledge and competencies required to provide evidence-based, comprehensive basic nursing care for adult patients, using nursing process approach.

COMPETENCIES: On completion of the course, the students will be able to

1. Develop understanding about fundamentals of health assessment and perform health assessment in supervised clinical settings
2. Demonstrate fundamental skills of assessment, planning, implementation and evaluation of nursing care using Nursing process approach in supervised clinical settings
3. Assess the Nutritional needs of patients and provide relevant care under supervision
4. Identify and meet the hygienic needs of patients
5. Identify and meet the elimination needs of patient
6. Interpret findings of specimen testing applying the knowledge of normal values
7. Promote oxygenation based on identified oxygenation needs of patients under supervision
8. Review the concept of fluid, electrolyte balance integrating the knowledge of applied physiology
9. Apply the knowledge of the principles, routes, effects of administration of medications in administering medication
10. Calculate conversions of drugs and dosages within and between systems of measurements
11. Demonstrate knowledge and understanding in caring for patients with altered functioning of sense organs and unconsciousness
12. Explain loss, death and grief
13. Describe sexual development and sexuality
14. Identify stressors and stress adaptation modes
15. Integrate the knowledge of culture and cultural differences in meeting the spiritual needs
16. Explain the introductory concepts relevant to models of health and illness in patient care

*Mandatory Module used in Teaching/Learning:

Health Assessment Module: 40 hours

COURSE OUTLINE

T – Theory, SL – Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	20 (T) 20 (SL)	Describe the purpose and process of health assessment and perform assessment under supervised clinical practice	<p>Health Assessment</p> <ul style="list-style-type: none"> • Interview techniques • Observation techniques • Purposes of health assessment • Process of Health assessment <ul style="list-style-type: none"> o Health history <ul style="list-style-type: none"> o Physical examination: <ul style="list-style-type: none"> ▪ Methods: Inspection, Palpation, Percussion, Auscultation, Olfaction ▪ Preparation for examination: patient and unit ▪ General assessment ▪ Assessment of each body system ▪ Documenting health assessment findings 	<ul style="list-style-type: none"> • Modular Learning • *Health Assessment Module • Lecture cum Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • OSCE
II	13 (T) 8 (SL)	Describe assessment, planning, implementation and evaluation of nursing care using Nursing process	<p>The Nursing Process</p> <ul style="list-style-type: none"> • Critical Thinking Competencies, Attitudes for Critical Thinking, Levels of critical thinking in Nursing • Nursing Process Overview 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Supervised Clinical Practice 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • Evaluation of care plan

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		approach	<ul style="list-style-type: none"> o Assessment <ul style="list-style-type: none"> ▪ Collection of Data: Types, Sources, Methods ▪ Organizing Data ▪ Validating Data ▪ Documenting Data o Nursing Diagnosis <ul style="list-style-type: none"> □ Identification of client problems, risks and strengths □ Nursing diagnosis statement – parts, Types, Formulating, Guidelines for formulating Nursing Diagnosis □ NANDA approved diagnoses □ Difference between medical and nursing diagnosis o Planning <ul style="list-style-type: none"> □ Types of planning □ Establishing Priorities □ Establishing Goals and Expected Outcomes – Purposes, types, guidelines, Components of goals and outcome statements □ Types of Nursing Interventions, Selecting interventions: Protocols and Standing Orders □ Introduction to Nursing Intervention Classification and Nursing Outcome Classification □ Guidelines for writing care plan o Implementation <ul style="list-style-type: none"> □ Process of Implementing the plan of care □ Types of care – Direct and Indirect o Evaluation <ul style="list-style-type: none"> □ Evaluation Process, Documentation and Reporting 		
III	5 (T) 5 (SL)	Identify and meet the Nutritional needs of patients	<p>Nutritional needs</p> <ul style="list-style-type: none"> • Importance • Factors affecting nutritional needs • Assessment of nutritional status • <i>Review</i>: special diets – Solid, Liquid, Soft • <i>Review</i> on therapeutic diets • Care of patient with Dysphagia, 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Exercise • Supervised Clinical practice 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • Evaluation of nutritional assessment & diet planning

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<p>Anorexia, Nausea, Vomiting</p> <ul style="list-style-type: none"> • Meeting Nutritional needs: Principles, equipment, procedure, indications <ul style="list-style-type: none"> ○ Oral ○ Enteral: Nasogastric/ Orogastric ○ Introduction to other enteral feeds – types, indications, Gastrostomy, Jejunostomy ○ Parenteral – TPN (Total Parenteral Nutrition) 		
IV	5 (T) 15 (SL)	Identify and meet the hygienic needs of patients	<p>Hygiene</p> <ul style="list-style-type: none"> • Factors Influencing Hygienic Practice • Hygienic care: Indications and purposes, effects of neglected care <ul style="list-style-type: none"> ○ Care of the Skin – (Bath, feet and nail, Hair Care) ○ Care of pressure points ○ Assessment of Pressure Ulcers using Braden Scale and Norton Scale ○ Pressure ulcers – causes, stages and manifestations, care and prevention ○ Perineal care/Meatal care ○ Oral care, Care of Eyes, Ears and Nose including assistive devices (eye glasses, contact lens, dentures, hearing aid) 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • OSCE
V	10 (T) 10 (SL)	Identify and meet the elimination needs of patient	<p>Elimination needs</p> <ul style="list-style-type: none"> • Urinary Elimination <ul style="list-style-type: none"> ○ Review of Physiology of Urine Elimination, Composition and characteristics of urine ○ Factors Influencing Urination ○ Alteration in Urinary Elimination ○ Facilitating urine elimination: assessment, types, equipment, procedures and special considerations ○ Providing urinal/bed pan ○ Care of patients with <ul style="list-style-type: none"> ▪ Condom drainage ▪ Intermittent Catheterization ▪ Indwelling Urinary catheter and urinary drainage ▪ Urinary diversions ▪ Bladder irrigation 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Bowel Elimination <ul style="list-style-type: none"> ○ Review of Physiology of Bowel Elimination, Composition and characteristics of feces ○ Factors affecting Bowel elimination ○ Alteration in Bowel Elimination ○ Facilitating bowel elimination: Assessment, equipment, procedures <ul style="list-style-type: none"> ▪ Enemas ▪ Suppository ▪ Bowel wash ▪ Digital Evacuation of impacted feces ▪ Care of patients with Ostomies (Bowel Diversion Procedures) 		
VI	3 (T) 4 (SL)	<p>Explain various types of specimens and identify normal values of tests</p> <p>Develop skill in specimen collection, handling and transport</p>	<p>Diagnostic testing</p> <ul style="list-style-type: none"> • Phases of diagnostic testing (pre-test, intra-test & post-test) in Common investigations and clinical implications <ul style="list-style-type: none"> ○ Complete Blood Count ○ Serum Electrolytes ○ LFT ○ Lipid/Lipoprotein profile ○ Serum Glucose – AC, PC, HbA1c ○ Monitoring Capillary Blood Glucose (Glucometer Random Blood Sugar – GRBS) ○ Stool Routine Examination ○ Urine Testing – Albumin, Acetone, pH, Specific Gravity ○ Urine Culture, Routine, Timed Urine Specimen ○ Sputum culture ○ Overview of Radiologic & Endoscopic Procedures 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
VII	11 (T) 10 (SL)	Assess patients for oxygenation needs, promote oxygenation and provide care during oxygen therapy	<p>Oxygenation needs</p> <ul style="list-style-type: none"> □ Review of Cardiovascular and Respiratory Physiology □ Factors affecting respiratory functioning □ Alterations in Respiratory Functioning <ul style="list-style-type: none"> □ Conditions affecting <ul style="list-style-type: none"> ○ Airway ○ Movement of air 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & Re-demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ○ Diffusion ○ Oxygen transport □ Alterations in oxygenation □ Nursing interventions to promote oxygenation: assessment, types, equipment used & procedure ○ Maintenance of patent airway ○ Oxygen administration ○ Suctioning – oral, tracheal ○ Chest physiotherapy – Percussion, Vibration & Postural drainage ○ Care of Chest drainage – principles & purposes ○ Pulse Oximetry – Factors affecting measurement of oxygen saturation using pulse oximeter, Interpretation □ Restorative & continuing care <ul style="list-style-type: none"> ○ Hydration ○ Humidification ○ Coughing techniques ○ Breathing exercises ○ Incentive spirometry 		
VIII	5 (T) 10 (SL)	Describe the concept of fluid, electrolyte balance	<p>Fluid, Electrolyte, and Acid –Base Balances</p> <ul style="list-style-type: none"> ● Review of Physiological Regulation of Fluid, Electrolyte and Acid-Base Balances ● Factors Affecting Fluid, Electrolyte and Acid-Base Balances ● Disturbances in fluid volume: <ul style="list-style-type: none"> ○ Deficit <ul style="list-style-type: none"> ▪ Hypovolemia ▪ Dehydration ○ Excess <ul style="list-style-type: none"> ▪ Fluid overload ▪ Edema ● Electrolyte imbalances (hypo and hyper) <ul style="list-style-type: none"> ○ Acid-base imbalances <ul style="list-style-type: none"> ▪ Metabolic – acidosis & alkalosis ▪ Respiratory – acidosis & alkalosis ○ Intravenous therapy 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Demonstration 	<ul style="list-style-type: none"> ● Essay ● Short answer ● Objective type ● Problem solving – calculations

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ▪ Peripheral venipuncture sites ▪ Types of IV fluids ▪ Calculation for making IV fluid plan ▪ Complications of IV fluid therapy ▪ Measuring fluid intake and output ▪ Administering Blood and Blood components ▪ Restricting fluid intake ▪ Enhancing Fluid intake 		
IX	20 (T) 22 (SL)	<p>Explain the principles, routes, effects of administration of medications</p> <p>Calculate conversions of drugs and dosages within and between systems of measurements</p> <p>Administer oral and topical medication and document accurately under supervision</p>	<p>Administration of Medications</p> <ul style="list-style-type: none"> • Introduction – Definition of Medication, Administration of Medication, Drug Nomenclature, Effects of Drugs, Forms of Medications, Purposes, Pharmacodynamics and Pharmacokinetics • Factors influencing Medication Action • Medication orders and Prescriptions • Systems of measurement • Medication dose calculation • Principles, 10 rights of Medication Administration • Errors in Medication administration • Routes of administration • Storage and maintenance of drugs and Nurses responsibility • Terminologies and abbreviations used in prescriptions and medications orders • Developmental considerations • Oral, Sublingual and Buccal routes: Equipment, procedure • Introduction to Parenteral Administration of Drugs – Intramuscular, Intravenous, Subcutaneous, Intradermal: Location of site, Advantages and disadvantages of the specific sites, Indication and contraindications for the different routes and sites. • Equipment – Syringes & needles, cannulas, Infusion sets – parts, types, sizes • Types of vials and ampoules, Preparing Injectable medicines from vials and ampoules <p>oCare of equipment: decontamination and disposal of syringes, needles,</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & Re-demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			infusion sets oPrevention of Needle-Stick Injuries <ul style="list-style-type: none"> • Topical Administration: Types, purposes, site, equipment, procedure o Application to skin & mucous membrane o Direct application of liquids, Gargle and swabbing the throat o Insertion of Drug into body cavity: Suppository/ medicated packing in rectum/vagina o Instillations: Ear, Eye, Nasal, Bladder, and Rectal o Irrigations: Eye, Ear, Bladder, Vaginal and Rectal o Spraying: Nose and throat • Inhalation: Nasal, oral, endotracheal/tracheal (steam, oxygen and medications) – purposes, types, equipment, procedure, recording and reporting of medications administered • Other Parenteral Routes: Meaning of epidural, intrathecal, intraosseous, intraperitoneal, intra-pleural, intra-arterial 		
X	5 (T) 6 (SL)	Provide care to patients with altered functioning of sense organs and unconsciousness in supervised clinical practice	Sensory needs <ul style="list-style-type: none"> • Introduction • Components of sensory experience – Reception, Perception & Reaction • Arousal Mechanism • Factors affecting sensory function • Assessment of Sensory alterations – sensory deficit, deprivation, overload & sensory poverty • Management oPromoting meaningful communication (patients with Aphasia, artificial airway & Visual and Hearing impairment) Care of Unconscious Patients <ul style="list-style-type: none"> • Unconsciousness: Definition, causes & risk factors, pathophysiology, stages of Unconsciousness, Clinical Manifestations • Assessment and nursing management of patient with unconsciousness, complications 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
XI	4 (T) 6 (SL)	Explain loss, death and grief	Care of Terminally ill, death and dying <ul style="list-style-type: none"> • Loss – Types • Grief, Bereavement & Mourning • Types of Grief responses • Manifestations of Grief • Factors influencing Loss & Grief Responses • Theories of Grief & Loss – Kubler Ross • 5 Stages of Dying • The R Process model (Rando's) • Death – Definition, Meaning, Types (Brain & Circulatory Deaths) • Signs of Impending Death • Dying patient's Bill of Rights • Care of Dying Patient • Physiological changes occurring after Death • Death Declaration, Certification • Autopsy • Embalming • Last office/Death Care • Counseling & supporting grieving relatives • Placing body in the Mortuary • Releasing body from Mortuary • Overview – Medico-legal Cases, Advance directives, DNI/DNR, Organ Donation, Euthanasia 	<ul style="list-style-type: none"> • Lecture • Discussion • Case discussions • Death care/last office 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
			PSYCHOSOCIAL NEEDS (A-D)		
XII	3 (T)	Develop basic understanding of self-concept	A. Self-concept <ul style="list-style-type: none"> • Introduction • Components (Personal Identity, Body Image, Role Performance, Self Esteem) • Factors affecting Self Concept • Nursing Management 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Case Discussion/ Role play 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
XIII	2 (T)	Describe sexual development and sexuality	B. Sexuality <ul style="list-style-type: none"> • Sexual development throughout life • Sexual health • Sexual orientation • Factors affecting sexuality 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> Prevention of STIs, unwanted pregnancy, avoiding sexual harassment and abuse Dealing with inappropriate sexual behavior 		
XIV	2 (T) 4 (SL)	Describe stress and adaptation	<p>C. Stress and Adaptation – Introductory concepts</p> <ul style="list-style-type: none"> Introduction Sources, Effects, Indicators & Types of Stress Types of stressors Stress Adaptation – General Adaptation Syndrome (GAS), Local Adaptation Syndrome (LAS) Manifestation of stress – Physical & psychological Coping strategies/ Mechanisms Stress Management <ul style="list-style-type: none"> Assist with coping and adaptation Creating therapeutic environment Recreational and diversion therapies 	<ul style="list-style-type: none"> Lecture Discussion 	<ul style="list-style-type: none"> Essay Short answer Objective type
XV	6 (T)	<p>Explain culture and cultural norms</p> <p>Integrate cultural differences and spiritual needs in providing care to patients under supervision</p>	<p>D. Concepts of Cultural Diversity and Spirituality</p> <ul style="list-style-type: none"> Cultural diversity <ul style="list-style-type: none"> Cultural Concepts – Culture, Subculture, Multicultural, Diversity, Race, Acculturation, Assimilation Transcultural Nursing Cultural Competence Providing Culturally Responsive Care Spirituality <ul style="list-style-type: none"> Concepts – Faith, Hope, Religion, Spirituality, Spiritual Wellbeing Factors affecting Spirituality Spiritual Problems in Acute, Chronic, Terminal illnesses & Near-Death Experience Dealing with Spiritual Distress/Problems 	<ul style="list-style-type: none"> Lecture Discussion 	<ul style="list-style-type: none"> Essay Short answer Objective type
XVI	6 (T)	Explain the significance of nursing theories	<p>Nursing Theories: Introduction</p> <ul style="list-style-type: none"> Meaning & Definition, Purposes, Types of theories with examples, Overview of selected nursing theories – Nightingale, Orem, Roy Use of theories in nursing practice 	<ul style="list-style-type: none"> Lecture Discussion 	<ul style="list-style-type: none"> Essay Short answer Objective type

CLINICAL PRACTICUM

Clinical: 4 Credits (320 hours)

PRACTICE COMPETENCIES: On completion of the course, the student will be able to

1. Perform health assessment of each body system
2. Develop skills in assessment, planning, implementation and evaluation of nursing care using Nursing process approach
3. Identify and meet the Nutritional needs of patients
4. Implement basic nursing techniques in meeting hygienic needs of patients
5. Plan and Implement care to meet the elimination needs of patient
6. Develop skills in instructing and collecting samples for investigation.
7. Perform simple lab tests and analyze & interpret common diagnostic values
8. Identify patients with impaired oxygenation and demonstrate skill in caring for patients with impaired oxygenation
9. Identify and demonstrate skill in caring for patients with fluid, electrolyte and acid – base imbalances
10. Assess, plan, implement & evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness
11. Care for terminally ill and dying patients

SKILL LAB

Use of Mannequins and Simulators

S.No.	Competencies	Mode of Teaching
1.	Health Assessment	Standardized Patient
2.	Nutritional Assessment	Standardized Patient
3.	Sponge bath, oral hygiene, perineal care	Mannequin
4.	Nasogastric tube feeding	Trainer/ Simulator
5.	Providing bed pan & urinal	Mannequin
6.	Catheter care	Catheterization Trainer
7.	Bowel wash, enema, insertion of suppository	Simulator/ Mannequin
8.	Oxygen administration – face mask, venture mask, nasal prongs	Mannequin
9.	Administration of medication through Parenteral route – IM, SC, ID, IV	IM injection trainer, ID injection trainer, IV arm (Trainer)
10.	Last Office	Mannequin

CLINICAL POSTINGS – General Medical/Surgical Wards

(16 weeks × 20 hours per week = 320 hours)

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
General Medical/Surgical wards	3	Perform health assessment of each body system	Health Assessment <ul style="list-style-type: none"> • Nursing/Health history taking • Perform physical examination: <ul style="list-style-type: none"> ○ General ○ Body systems • Use various methods of physical examination – Inspection, Palpation, Percussion, Auscultation, Olfaction • Identification of system wise deviations Documentation of findings	<ul style="list-style-type: none"> • History Taking – 2 • Physical examination – 2 	<ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
	1	Develop skills in assessment, planning, implementation and evaluation of nursing care using Nursing process approach	The Nursing Process <ul style="list-style-type: none"> • Prepare Nursing care plan for the patient based on the given case scenario 	<ul style="list-style-type: none"> • Nursing process – 1 	<ul style="list-style-type: none"> • Evaluation of Nursing process with criteria
	2	Identify and meet the Nutritional needs of patients Implement basic nursing techniques in meeting hygienic needs of patients	Nutritional needs, Elimination needs & Diagnostic testing <i>Nutritional needs</i> <ul style="list-style-type: none"> • Nutritional Assessment • Preparation of Nasogastric tube feed • Nasogastric tube feeding <i>Hygiene</i> <ul style="list-style-type: none"> • Care of Skin & Hair: <ul style="list-style-type: none"> – Sponge Bath/ Bed bath – Care of pressure points & back massage • Pressure sore risk assessment using Braden/Norton scale <ul style="list-style-type: none"> – Hair wash – Pediculosis treatment • Oral Hygiene • Perineal Hygiene • Catheter care 	<ul style="list-style-type: none"> • Nutritional Assessment and Clinical Presentation – 1 • Pressure sore assessment – 1 	<ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE
	2	Plan and Implement care to meet the elimination needs of patient Develop skills in instructing and collecting samples for investigation.	Elimination needs <ul style="list-style-type: none"> • Providing <ul style="list-style-type: none"> – Urinal – Bedpan • Insertion of Suppository • Enema • Urinary Catheter care • Care of urinary drainage Diagnostic testing	<ul style="list-style-type: none"> • Clinical Presentation on Care of patient with Constipation – 1 • Lab values – interpretation 	<ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
		Perform simple lab tests and analyze & interpret common diagnostic values	<ul style="list-style-type: none"> • Specimen Collection <ul style="list-style-type: none"> ○ Urine routine and culture ○ Stool routine ○ Sputum Culture • Perform simple Lab Tests using reagent strips <ul style="list-style-type: none"> ○ Urine – Glucose, Albumin, Acetone, pH, Specific gravity • Blood – GRBS Monitoring 		
	3	<p>Identify patients with impaired oxygenation and demonstrate skill in caring for patients with impaired oxygenation</p> <p>Identify and demonstrate skill in caring for patients with fluid, electrolyte and acid – base imbalances</p>	<p>Oxygenation needs, Fluid, Electrolyte, and Acid – Base Balances</p> <p><i>Oxygenation needs</i></p> <ul style="list-style-type: none"> • Oxygen administration methods <ul style="list-style-type: none"> ○ Nasal Prongs ○ Face Mask/Venturi Mask • Steam inhalation • Chest Physiotherapy • Deep Breathing & Coughing Exercises • Oral Suctioning <p><i>Fluid, Electrolyte, and Acid – Base Balances</i></p> <ul style="list-style-type: none"> • Maintaining intake output chart • Identify & report complications of IV therapy • Observe Blood & Blood Component therapy • Identify & Report Complications of Blood & Blood Component therapy 		<ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE • Assessment of clinical skills using checklist • OSCE
	3	<p>Explain the principles, routes, effects of administration of medications</p> <p>Calculate conversions of drugs and dosages within and between systems of Measurements</p> <p>Administer drugs by the following routes- Oral, Intradermal,</p>	<p>Administration of Medications</p> <ul style="list-style-type: none"> • Calculate Drug Dosages • Preparation of lotions & solutions • Administer Medications <ul style="list-style-type: none"> ○ Oral ○ Topical ○ Inhalations ○ Parenteral <ul style="list-style-type: none"> ▪ Intradermal ▪ Subcutaneous 		<ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
		Subcutaneous, Intramuscular, Intra Venous Topical, inhalation	<ul style="list-style-type: none"> ▪ -Intramuscular ▪ Instillations ○ Eye, Ear, Nose –instillation of medicated drops, nasal sprays, irrigations 		
	2	<p>Assess, plan, implement & evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness</p> <p>Care for terminally ill and dying patients</p>	<p>Sensory Needs and Care of Unconscious patients, Care of Terminally ill, death and dying</p> <p><i>Sensory Needs and Care of Unconscious patients</i></p> <ul style="list-style-type: none"> • Assessment of Level of Consciousness using Glasgow Coma Scale <p><i>Terminally ill, death and dying</i></p> <ul style="list-style-type: none"> • Death Care 	<ul style="list-style-type: none"> • Nursing rounds on care of patient with altered sensorium 	<ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE • Assessment of clinical skills using checklist

HEALTH/NURSING INFORMATICS AND TECHNOLOGY

PLACEMENT: II SEMESTER

THEORY: 2 Credits (40 hours)

PRACTICAL/LAB: 1 Credit (40 hours)

DESCRIPTION: This course is designed to equip novice nursing students with knowledge and skills necessary to deliver efficient informatics-led health care services.

COMPETENCIES: On completion of the course, the students will be able to

1. Develop a basic understanding of computer application in patient care and nursing practice.
2. Apply the knowledge of computer and information technology in patient care and nursing education, practice, administration and research.
3. Describe the principles of health informatics and its use in developing efficient healthcare.
4. Demonstrate the use of information system in healthcare for patient care and utilization of nursing data.
5. Demonstrate the knowledge of using Electronic Health Records (EHR) system in clinical practice.
6. Apply the knowledge of interoperability standards in clinical setting.
7. Apply the knowledge of information and communication technology in public health promotion.
8. Utilize the functionalities of Nursing Information System (NIS) system in nursing.
9. Demonstrate the skills of using data in management of health care.
10. Apply the knowledge of the principles of digital ethical and legal issues in clinical practice.
11. Utilize evidence-based practices in informatics and technology for providing quality patient care.
12. Update and utilize evidence-based practices in nursing education, administration, and practice.

COURSE OUTLINE

T – Theory, P/L – Lab

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P/L				
I	10	15	Describe the importance of computer and technology in patient care and nursing practice	<p>Introduction to computer applications for patient care delivery system and nursing practice</p> <ul style="list-style-type: none"> • Use of computers in teaching, learning, research and nursing practice 	<ul style="list-style-type: none"> • Lecture • Discussion • Practice session • Supervised clinical practice on EHR use • Participate in data analysis using statistical package with statistician 	<p>(T)</p> <ul style="list-style-type: none"> • Short answer • Objective type • Visit reports • Assessment of assignments
			Demonstrate the use of computer and technology in patient care, nursing education, practice, administration and research.	<ul style="list-style-type: none"> • Windows, MS office: Word, Excel, Power Point • Internet • Literature search • Statistical packages • Hospital management information system 	<ul style="list-style-type: none"> • Visit to hospitals with different hospital management systems 	<p>(P)</p> <ul style="list-style-type: none"> • Assessment of skills using checklist
II	4	5	<p>Describe the principles of health informatics</p> <p>Explain the ways data, knowledge and information can be used for effective healthcare</p>	<p><u>Principles of Health Informatics</u></p> <ul style="list-style-type: none"> • Health informatics – needs, objectives and limitations • Use of data, information and knowledge for more effective healthcare and better health 	<ul style="list-style-type: none"> • Lecture • Discussion • Practical session • Work in groups with health informatics team in a hospital to extract nursing data and prepare a report 	<p>(T)</p> <ul style="list-style-type: none"> • Essay • Short answer • Objective type questions • Assessment of report
III	3	5	<p>Describe the concepts of information system in health</p> <p>Demonstrate the use of health information system in hospital setting</p>	<p><u>Information Systems in Healthcare</u></p> <ul style="list-style-type: none"> • Introduction to the role and architecture of information systems in modern healthcare environments • Clinical Information System (CIS)/Hospital information System (HIS) 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Practical session • Work in groups with nurse leaders to understand the hospital information system 	<p>(T)</p> <ul style="list-style-type: none"> • Essay • Short answer • Objective type
IV	4	4	<p>Explain the use of electronic health records in nursing practice</p> <p>Describe the latest trend in electronic health records standards and interoperability</p>	<p><u>Shared Care & Electronic Health Records</u></p> <ul style="list-style-type: none"> • Challenges of capturing rich patient histories in a computable form • Latest global developments and standards to enable lifelong electronic health records to be integrated from disparate systems. 	<ul style="list-style-type: none"> • Lecture • Discussion • Practice on Simulated EHR system • Practical session • Visit to health informatics department of a hospital to understand the use of EHR in nursing practice 	<p>(T)</p> <ul style="list-style-type: none"> • Essay • Short answer • Objective type <p>(P)</p> <ul style="list-style-type: none"> • Assessment of skills using checklist

APPLIED MICROBIOLOGY AND INFECTION CONTROL INCLUDING SAFETY

PLACEMENT: III SEMESTER

THEORY: 2 Credits (40 hours)

PRACTICAL: 1 Credit (40 hours) (Lab/Experiential Learning – L/E)

SECTION A: APPLIED MICROBIOLOGY

THEORY: 20 hours

PRACTICAL: 20 hours (Lab/Experiential Learning – L/E)

DESCRIPTION: This course is designed to enable students to acquire understanding of fundamentals of Microbiology, compare and contrast different microbes and comprehend the means of transmission and control of spread by various microorganisms. It also provides opportunities for practicing infection control measures in hospital and community settings.

COMPETENCIES: On completion of the course, the students will be able to:

1. Identify the ubiquity and diversity of microorganisms in the human body and the environment.
2. Classify and explain the morphology and growth of microbes.
3. Identify various types of microorganisms.
4. Explore mechanisms by which microorganisms cause disease.
5. Develop understanding of how the human immune system counteracts infection by specific and non-specific mechanisms.
6. Apply the principles of preparation and use of vaccines in immunization.
7. Identify the contribution of the microbiologist and the microbiology laboratory to the diagnosis of infection.

COURSE OUTLINE

T – Theory, L/E – Lab/Experiential Learning

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	3		Explain concepts and principles of microbiology and its importance in nursing	Introduction: <ul style="list-style-type: none"> • Importance and relevance to nursing • Historical perspective • Concepts and terminology • Principles of microbiology 	<ul style="list-style-type: none"> • Lecture cum Discussion 	<ul style="list-style-type: none"> • Short answer • Objective type
II	10	10 (L/E)	Describe structure, classification morphology and growth of bacteria Identify Microorganisms	General characteristics of Microbes: <ul style="list-style-type: none"> • Structure and classification of Microbes • Morphological types • Size and form of bacteria • Motility • Colonization • Growth and nutrition of microbes • Temperature • Moisture • Blood and body fluids • Laboratory methods for Identification of Microorganisms • Types of Staining – simple, differential (Gram's, AFB), special – capsular staining (negative), spore, LPCB, KOH mount. • Culture and media preparation – solid and liquid. Types of media – semi synthetic, synthetic, enriched, enrichment, selective and differential media. Pure culture techniques – tube dilution, pour, spread, streak plate. Anaerobic cultivation of bacteria 	<ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Experiential Learning through visual 	<ul style="list-style-type: none"> • Short answer • Objective type
III	4	6 (L/E)	Describe the different disease producing organisms	Pathogenic organisms <ul style="list-style-type: none"> • Micro-organisms: Cocci – gram positive and gram negative; Bacilli – gram positive and gram negative • Viruses • Fungi: Superficial and Deep mycoses • Parasites • Rodents & Vectors <ul style="list-style-type: none"> ○ Characteristics, Source, portal of entry, transmission of infection, Identification of disease producing micro-organisms 	<ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Experiential learning through visual 	<ul style="list-style-type: none"> • Short answer • Objective type
IV	3	4 (L/E)	Explain the concepts of	Immunity	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Short answer • Objective

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			immunity, hyper sensitivity and immunization	<ul style="list-style-type: none"> • Immunity: Types, classification • Antigen and antibody reaction • Hypersensitivity reactions • Serological tests • Immunoglobulins: Structure, types & properties • Vaccines: Types & classification, storage and handling, cold chain, Immunization for various diseases • Immunization Schedule 	<ul style="list-style-type: none"> • Discussion • Demonstration • Visit to observe vaccine storage • Clinical practice 	<ul style="list-style-type: none"> type • Visit report

SECTION B: INFECTION CONTROL & SAFETY

THEORY: 20 hours

PRACTICAL/LAB: 20 hours (Lab/Experiential Learning – L/E)

DESCRIPTION: This course is designed to help students to acquire knowledge and develop competencies required for fundamental patient safety and infection control in delivering patient care. It also focuses on identifying patient safety indicators, preventing and managing hospital acquired infections, and in following universal precautions.

COMPETENCIES: The students will be able to:

1. Develop knowledge and understanding of Hospital acquired Infections (HAI) and effective practices for prevention.
2. Integrate the knowledge of isolation (Barrier and reverse barrier) techniques in implementing various precautions.
3. Demonstrate and practice steps in Hand washing and appropriate use of different types of PPE.
4. Illustrate various disinfection and sterilization methods and techniques.
5. Demonstrate knowledge and skill in specimen collection, handling and transport to optimize the diagnosis for treatment.
6. Incorporate the principles and guidelines of Bio Medical waste management.
7. Apply the principles of Antibiotic stewardship in performing the nurses' role.
8. Identify patient safety indicators and perform the role of nurse in the patient safety audit process.
9. Apply the knowledge of International Patient Safety Goals (IPSG) in the patient care settings.
10. Identify employee safety indicators and risk of occupational hazards.
11. Develop understanding of the various safety protocols and adhere to those protocols.

COURSE OUTLINE

T – Theory, L/E – Lab/Experiential Learning

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	2	2 (E)	Summarize the evidence based and effective patient care practices for the prevention of common healthcare associated infections in the healthcare	HAI (Hospital acquired Infection) <ul style="list-style-type: none"> • Hospital acquired infection • Bundle approach <ul style="list-style-type: none"> - Prevention of Urinary Tract Infection (UTI) - Prevention of Surgical Site Infection (SSI) - Prevention of Ventilator 	<ul style="list-style-type: none"> • Lecture & Discussion • Experiential learning 	<ul style="list-style-type: none"> • Knowledge assessment • MCQ • Short answer

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			Setting	Associated events (VAE) - Prevention of Central Line Associated Blood Stream Infection (CLABSI) <ul style="list-style-type: none"> • Surveillance of HAI – Infection control team & Infection control committee 		
II	3	4 (L)	Demonstrate appropriate use of different types of PPEs and the critical use of risk assessment	Isolation Precautions and use of Personal Protective Equipment (PPE) <ul style="list-style-type: none"> • Types of isolation system, standard precaution and transmission-based precautions (Direct Contact, Droplet, Indirect) • Epidemiology & Infection prevention – CDC guidelines • Effective use of PPE 	<ul style="list-style-type: none"> • Lecture • Demonstration & Re-demonstration 	<ul style="list-style-type: none"> • Performance assessment • OSCE
III	1	2 (L)	Demonstrate the hand hygiene practice and its effectiveness on infection control	Hand Hygiene <ul style="list-style-type: none"> • Types of Hand hygiene. • Hand washing and use of alcohol hand rub • Moments of Hand Hygiene • WHO hand hygiene promotion 	<ul style="list-style-type: none"> • Lecture • Demonstration & Re-demonstration 	<ul style="list-style-type: none"> • Performance assessment
IV	1	2 (E)	Illustrates disinfection and sterilization in the healthcare setting	Disinfection and sterilization <ul style="list-style-type: none"> • Definitions • Types of disinfection and sterilization • Environment cleaning • Equipment Cleaning • Guides on use of disinfectants • Spaulding's principle 	<ul style="list-style-type: none"> • Lecture • Discussion • Experiential learning through visit 	<ul style="list-style-type: none"> • Short answer • Objective type
V	1		Illustrate on what, when, how, why specimens are collected to optimize the diagnosis for treatment and management.	Specimen Collection (Review) <ul style="list-style-type: none"> • Principle of specimen collection • Types of specimens • Collection techniques and special considerations • Appropriate containers • Transportation of the sample • Staff precautions in handling specimens 	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Knowledge evaluation • Quiz • Performance assessment • Checklist
VI	2	2 (E)	Explain on Bio Medical waste management & laundry management	BMW (Bio Medical Waste Management) <i>Laundry management process and infection control and prevention</i>	<ul style="list-style-type: none"> • Discussion • Demonstration • Experiential learning through 	<ul style="list-style-type: none"> • Knowledge assessment by short answers, objective type • Performance

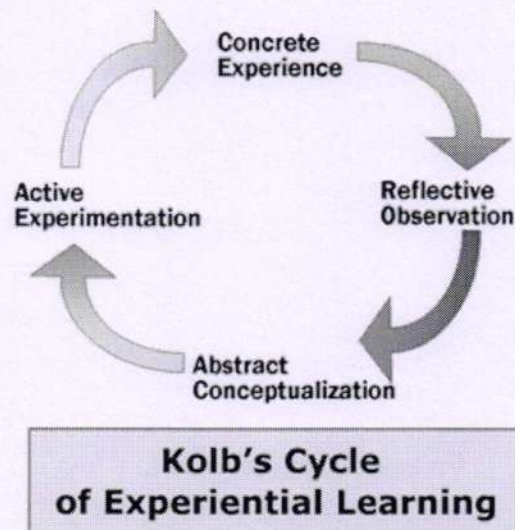
Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
				<ul style="list-style-type: none"> Waste management process and infection prevention Staff precautions Laundry management Country ordinance and BMW National guidelines 2017: Segregation of wastes, Colour coded waste containers, waste collection & storage, Packaging & labeling, Transportation 	visit	Assessment
VII	2		<p>Explain in detail about Antibiotic stewardship, AMR</p> <p>Describe MRSA/ MDRO and its prevention</p>	<p>Antibiotic stewardship</p> <ul style="list-style-type: none"> Importance of Antibiotic Stewardship Anti-Microbial Resistance Prevention of MRSA, MDRO in healthcare setting 	<ul style="list-style-type: none"> Lecture Discussion Written assignment –Recent AMR (Antimicrobial resistance) guidelines 	<ul style="list-style-type: none"> Short answer Objective type Assessment of assignment
VIII	3	5 (L/E)	<p>Enlist the patient safety indicators followed in a health care organization and the role of nurse in the patient safety audit process</p> <p>Captures and analyzes incidents and events for quality improvement</p>	<p>Patient Safety Indicators</p> <ul style="list-style-type: none"> Care of Vulnerable patients Prevention of Iatrogenic injury Care of lines, drains and tubing's Restrain policy and care – Physical and Chemical Blood & blood transfusion policy Prevention of IV Complication Prevention of Fall Prevention of DVT Shifting and transporting of patients Surgical safety Care coordination event related to medication reconciliation and administration Prevention of communication errors Prevention of HAI Documentation <p>Incidents and adverse Events</p> <ul style="list-style-type: none"> Capturing of incidents RCA (Root Cause Analysis) CAPA (Corrective and Preventive Action) Report writing 	<ul style="list-style-type: none"> Lecture Demonstration Experiential learning <ul style="list-style-type: none"> Lecture 	<ul style="list-style-type: none"> Knowledge assessment Performance assessment Checklist/ OSCE <ul style="list-style-type: none"> Knowledge assessment Short answer

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
					<ul style="list-style-type: none"> • Role play • Inquiry Based Learning 	<ul style="list-style-type: none"> • Objective type
IX	1		Enumerate IPSG and application of the goals in the patient care settings.	IPSG (International Patient safety Goals) <ul style="list-style-type: none"> • Identify patient correctly • Improve effective communication • Improve safety of High Alert medication • Ensure safe surgery • Reduce the risk of health care associated infection • Reduce the risk of patient harm resulting from falls • Reduce the harm associated with clinical alarm system 	<ul style="list-style-type: none"> • Lecture • Role play 	<ul style="list-style-type: none"> • Objective type
X	2	3 (L/E)	Enumerate the various safety protocols and its applications	Safety protocol <ul style="list-style-type: none"> • 5S (Sort, Set in order, Shine, Standardize, Sustain) • Radiation safety • Laser safety • Fire safety <ul style="list-style-type: none"> - Types and classification of fire - Fire alarms - Firefighting equipment • HAZMAT (Hazardous Materials) safety <ul style="list-style-type: none"> - Types of spill - Spillage management - MSDS (Material Safety Data Sheets) • Environmental safety <ul style="list-style-type: none"> - Risk assessment - Aspect impact analysis - Maintenance of Temp and Humidity (Department wise) - Audits • Emergency Codes • Role of Nurse in times of disaster 	<ul style="list-style-type: none"> • Lecture • Demonstration/ Experiential learning 	<ul style="list-style-type: none"> • Mock drills • Post tests • Checklist
XI	2		Explain importance of employee safety	Employee Safety Indicators <ul style="list-style-type: none"> • Vaccination • Needle stick injuries (NSI) 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Knowledge assessment by short answers,

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			indicators Identify risk of occupational hazards, prevention and post exposure prophylaxis.	prevention <ul style="list-style-type: none"> • Fall prevention • Radiation safety • Annual health check Healthcare Worker Immunization Program and management of occupational exposure <ul style="list-style-type: none"> • Occupational health ordinance • Vaccination program for healthcare staff • Needle stick injuries and prevention and post exposure prophylaxis 	<ul style="list-style-type: none"> • Lecture method • Journal review 	objective type <ul style="list-style-type: none"> • Short answer

***Experiential Learning:**

Experiential learning is the process by which knowledge is created through the process of experience in the clinical field. Knowledge results from the combination of grasping and transforming experience. (Kolb, 1984). The experiential learning cycle begins with an experience that the student has had, followed by an opportunity to reflect on that experience. Then students may conceptualize and draw conclusions about what they experienced and observed, leading to future actions in which the students experiment with different behaviors. This begins the new cycle as the students have new experiences based on their experimentation. These steps may occur in nearly any order as the learning progresses. As per the need of the learner, the concrete components and conceptual components can be in different order as they may require a variety of cognitive and affective behaviors.



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PATHOLOGY - II AND GENETICS

PLACEMENT: IV SEMESTER

THEORY: 1 Credit (20 hours) (Includes lab hours also)

DESCRIPTION: This course is designed to enable students to acquire knowledge of pathology of various disease conditions, understanding of genetics, its role in causation and management of defects and diseases and to apply this knowledge in practice of nursing.

COMPETENCIES: On completion of the course, the students will be able to

1. Apply the knowledge of pathology in understanding the deviations from normal to abnormal pathology
2. Rationalize the various laboratory investigations in diagnosing pathological disorders
3. Demonstrate the understanding of the methods of collection of blood, body cavity fluids, urine and feces for various tests
4. Apply the knowledge of genetics in understanding the various pathological disorders
5. Appreciate the various manifestations in patients with diagnosed genetic abnormalities
6. Rationalize the specific diagnostic tests in the detection of genetic abnormalities.
7. Demonstrate the understanding of various services related to genetics.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 (T)	Explain pathological changes in disease conditions of various systems	<p>Special Pathology:</p> <p>Pathological changes in disease conditions of selected systems</p> <p>1. Kidneys and Urinary tract</p> <ul style="list-style-type: none"> • Glomerulonephritis • Pyelonephritis • Renal calculi • Cystitis • Renal Cell Carcinoma • Renal Failure (Acute and Chronic) <p>2. Male genital systems</p> <ul style="list-style-type: none"> • Cryptorchidism • Testicular atrophy • Prostatic hyperplasia • Carcinoma penis and Prostate. <p>3. Female genital system</p> <ul style="list-style-type: none"> • Carcinoma cervix • Carcinoma of endometrium • Uterine fibroids • Vesicular mole and Choriocarcinoma • Ovarian cyst and tumors <p>4. Breast</p> <ul style="list-style-type: none"> • Fibrocystic changes • Fibroadenoma • Carcinoma of the Breast <p>5. Central nervous system</p> <ul style="list-style-type: none"> • Meningitis. • Encephalitis • Stroke • Tumors of CNS 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using slides, X-rays and scans • Visit to pathology lab, endoscopy unit and OT 	<ul style="list-style-type: none"> • Short answer • Objective type
II	5 (T)	Describe the laboratory tests for examination of body cavity fluids, urine and faeces	<p>Clinical Pathology</p> <ul style="list-style-type: none"> • Examination of body cavity fluids: <ul style="list-style-type: none"> ○ Methods of collection and examination of CSF and other body cavity fluids (sputum, wound discharge) specimen for various clinical pathology, biochemistry and microbiology tests 	<ul style="list-style-type: none"> • Lecture • Discussion • Visit to clinical lab and biochemistry lab 	<ul style="list-style-type: none"> • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Analysis of semen: <ul style="list-style-type: none"> ○ Sperm count, motility and morphology and their importance in infertility • Urine: <ul style="list-style-type: none"> ○ Physical characteristics, Analysis, Culture and Sensitivity • Faeces: <ul style="list-style-type: none"> ○ Characteristics ○ Stool examination: Occult blood, Ova, Parasite and Cyst, Reducing substance etc. ○ Methods and collection of urine and faeces for various tests 		

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GENETICS
COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Explain nature, principles and perspectives of heredity	<p>Introduction:</p> <ul style="list-style-type: none"> • Practical application of genetics in nursing • Impact of genetic condition on families • Review of cellular division: mitosis and meiosis • Characteristics and structure of genes • Chromosomes: sex determination • Chromosomal aberrations • Patterns of inheritance • Mendelian theory of inheritance • Multiple allots and blood groups • Sex linked inheritance • Mechanism of inheritance • Errors in transmission (mutation) 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using slides 	<ul style="list-style-type: none"> • Short answer • Objective type
II	2 (T)	Explain maternal, prenatal and genetic influences on development of defects and diseases	<p>Maternal, prenatal and genetic influences on development of defects and diseases</p> <ul style="list-style-type: none"> • Conditions affecting the mother: genetic and infections • Consanguinity atopy • Prenatal nutrition and food allergies • Maternal age 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using slides 	<ul style="list-style-type: none"> • Short answer • Objective type
			<ul style="list-style-type: none"> • Maternal drug therapy • Prenatal testing and diagnosis • Effect of Radiation, drugs and chemicals • Infertility • Spontaneous abortion • Neural Tube Defects and the role of folic acid in lowering the risks • Down syndrome (Trisomy 21) 		
III	2 (T)	Explain the screening methods for genetic defects and diseases in neonates and children	<p>Genetic testing in the neonates and children</p> <ul style="list-style-type: none"> • Screening for <ul style="list-style-type: none"> ○ Congenital abnormalities ○ Developmental delay ○ Dysmorphism 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using slides 	<ul style="list-style-type: none"> • Short answer • Objective type

**PROFESSIONALISM, PROFESSIONAL VALUES & ETHICS INCLUDING
BIOETHICS PLACEMENT:**

IV SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This course is designed to help students to develop an understanding of professionalism and demonstrate professional behavior in their workplace with ethics and professional values. Further the students will be able to identify ethical issues in nursing practice and participate effectively in ethical decision making along with health team members.

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

1. Describe profession and professionalism.
2. Identify the challenges of professionalism.
3. Maintain respectful communication and relationship with other health team members, patients and society.
4. Demonstrate professional conduct.
5. Describe various regulatory bodies and professional organizations related to nursing.
6. Discuss the importance of professional values in patient care.
7. Explain the professional values and demonstrate appropriate professional values in nursing practice.
8. Demonstrate and reflect on the role and responsibilities in providing compassionate care in the healthcare setting.
9. Demonstrate respect, human dignity and privacy and confidentiality to self, patients and their caregivers and other health team members.
10. Advocate for patients' wellbeing, professional growth and advancing the profession.
11. Identify ethical and bioethical concerns, issues and dilemmas in nursing and healthcare.
12. Apply knowledge of ethics and bioethics in ethical decision making along with health team members.
13. Protect and respect patient's rights.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 (T)	<p>Discuss nursing as a profession</p> <p>Describe the concepts and attributes of professionalism</p> <p>Identify the challenges of professionalism</p> <p>Maintain respectful communication and relationship with other health team members, patients and society</p> <p>Demonstrate professional conduct</p> <p>Respect and maintain professional boundaries between patients, colleagues and society</p> <p>Describe the roles and responsibilities of regulatory bodies and professional organizations</p>	<p>PROFESSIONALISM</p> <p>Profession</p> <ul style="list-style-type: none"> • Definition of profession • Criteria of a profession • Nursing as a profession <p>Professionalism</p> <ul style="list-style-type: none"> • Definition and characteristics of professionalism • Concepts, attributes and indicators of professionalism • <i>Challenges of professionalism</i> <ul style="list-style-type: none"> ○ Personal identity vs professional identity ○ Preservation of self-integrity: threat to integrity, Deceiving patient: withholding information and falsifying records ○ Communication & Relationship with team members: Respectful and open communication and relationship pertaining to relevant interests for ethical decision making ○ Relationship with patients and society <p>Professional Conduct</p> <ul style="list-style-type: none"> • Following ethical principles • Adhering to policies, rules and regulation of the institutions • Professional etiquettes and behaviours • Professional grooming: Uniform, Dress code • Professional boundaries: Professional relationship with the patients, caregivers and team members <p>Regulatory Bodies & Professional Organizations: Roles & Responsibilities</p> <ul style="list-style-type: none"> • <i>Regulatory bodies:</i> Indian Nursing Council, State Nursing Council • <i>Professional Organizations:</i> Trained Nurses Association of India (TNAI), Student Nurses Association (SNA), Nurses League of Christian Medical Association of India, International Council of Nurses (ICN) and International Confederation of Midwives 	<ul style="list-style-type: none"> • Lecture cum Discussion • Debate • Role play • Case based discussion • Lecture cum Discussion • Visit to INC, SNC, TNAI 	<ul style="list-style-type: none"> • Short answer • Essay • Objective type • Visit reports

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
II	5 (T)	<p>Discuss the importance of professional values</p> <p>Distinguish between personal values and professional values</p> <p>Demonstrate appropriate professional values in nursing practice</p>	<p>PROFESSIONAL VALUES</p> <ul style="list-style-type: none"> • Values: Definition and characteristics of values • Value clarification • Personal and professional values • Professional socialization: Integration of professional values with personal values <p>Professional values in nursing</p> <ul style="list-style-type: none"> • Importance of professional values in nursing and health care • Caring: definition, and process • Compassion: Sympathy Vs empathy, Altruism • Conscientiousness • Dedication/devotion to work • Respect for the person- Human dignity • Privacy and confidentiality: Incidental disclosure • Honesty and integrity: Truth telling • Trust and credibility: Fidelity, Loyalty • Advocacy: Advocacy for patients, work environment, nursing education and practice, and for advancing the profession 	<ul style="list-style-type: none"> • Lecture cum Discussion • Value clarification exercise • Interactive learning • Story telling • Sharing experiences • Scenario based discussion 	<ul style="list-style-type: none"> • Short answer • Essay • Assessment of student's behavior with patients and families
III	10 (T)	<p>Define ethics & bioethics</p> <p>Explain ethical principles</p> <p>Identify ethical concerns</p> <p>Ethical issues and dilemmas in health care</p>	<p>ETHICS & BIOETHICS</p> <p>Definitions: Ethics, Bioethics and Ethical Principles</p> <ul style="list-style-type: none"> • Beneficence • Non-maleficence: Patient safety, protecting patient from harm, Reporting errors • Justice: Treating each person as equal • Care without discrimination, equitable access to care and safety of the public • Autonomy: Respects patients' autonomy, Self-determination, Freedom of choice <p>Ethical issues and ethical dilemma:</p> <p>Common ethical problems</p> <ul style="list-style-type: none"> • Conflict of interest • Paternalism • Deception • Privacy and confidentiality 	<ul style="list-style-type: none"> • Lecture cum discussion • Group discussion with examples • Flipping/ self-directed learning • Role play • Story telling • Sharing experiences • Case based Clinical discussion • Role modeling • Group exercise on ethical decision-making following steps on a given scenario • Assignment 	<ul style="list-style-type: none"> • Short answer • Essay • Quiz • Reflective diary • Case report • Attitude test • Assessment of assignment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>Explain process of ethical decision making and apply knowledge of ethics and bioethics in making ethical decisions</p> <p>Explain code of ethics stipulated by ICN and INC</p>	<ul style="list-style-type: none"> • Valid consent and refusal • Allocation of scarce nursing resources • Conflicts concerning new technologies • Whistle-blowing • <i>Beginning of life issues</i> <ul style="list-style-type: none"> ○ Abortion ○ Substance abuse ○ Fetal therapy ○ Selective deduction ○ Intrauterine treatment of fetal conditions ○ Mandated contraception ○ Fetal injury ○ Infertility treatment • <i>End of life issues</i> <ul style="list-style-type: none"> ○ End of life ○ Euthanasia ○ Do Not Resuscitate (DNR) • <i>Issues related to psychiatric care</i> <ul style="list-style-type: none"> ○ Non compliance ○ Restrain and seclusion ○ Refuse to take food 		

Unit	Time (Hrs)	Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
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	<p>Discuss the rights of the patients and families to make decisions about health care</p> <p>Protect and respect patients' rights</p>	<p>Process of ethical decision making</p> <ul style="list-style-type: none"> • Assess the situation (collect information) • Identify the ethical problem • Identify the alternative decisions • Choose the solution to the ethical decision • Implement the decision • Evaluate the decision <p>Ethics committee: Roles and responsibilities</p> <ul style="list-style-type: none"> • Clinical decision making • Research <p>Code of Ethics</p> <ul style="list-style-type: none"> • International Council of Nurses (ICN) • Indian Nursing Council <p>Patients' Bill of Rights-17 patients' rights (MoH&FW, GoI)</p> <ol style="list-style-type: none"> 1. Right to emergency medical care 2. Right to safety and quality care according to standards 3. Right to preserve dignity 4. Right to nondiscrimination 5. Right to privacy and confidentiality 6. Right to information 7. Right to records and reports 8. Right to informed consent 9. Right to second opinion 10. Right to patient education 11. Right to choose alternative treatment options if available 12. Right to choose source for obtaining medicines or tests 13. Right to proper referral and transfer, which is free from perverse commercial influences 14. Right to take discharge of patient or receive body of deceased from hospital 15. Right to information on the rates to be charged by the hospital for each type of service provided and facilities available on a prominent display board and a brochure 16. Right to protection for patients involved in clinical trials, biomedical and health research 17. Right to be heard and seek redressal 		
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MENTAL HEALTH NURSING - I

PLACEMENT: V SEMESTER

THEORY: 3 Credits (60 hours)

PRACTICUM: Clinical: 1 Credit (80 hours)

DESCRIPTION: This course is designed to develop basic understanding of the principles and standards of mental health nursing and skill in application of nursing process in assessment and care of patients with mental health disorders.

COMPETENCIES: On completion of the course, the students will be competent to

1. Trace the historical development of mental health nursing and discuss its scope.
2. Identify the classification of the mental disorders.
3. Develop basic understanding of the principles and concepts of mental health nursing.
4. Apply the Indian Nursing Council practice standards for psychiatric mental health nursing in supervised clinical settings.
5. Conduct mental health assessment.
6. Identify and maintain therapeutic communication and nurse patient relationship.
7. Demonstrate knowledge of the various treatment modalities and therapies used in mental disorders.
8. Apply nursing process in delivering care to patients with mental disorders.
9. Provide nursing care to patients with schizophrenia and other psychotic disorders based on assessment findings and treatment/therapies used.
10. Provide nursing care to patients with mood disorders based on assessment findings and treatment/therapies used.
11. Provide nursing care to patients with neurotic disorders based on assessment findings and treatment/therapies used.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	6 (T)	Describe the historical development & current trends in mental health nursing Discuss the scope of mental health nursing Describe the concept of normal & abnormal behaviour	Introduction <ul style="list-style-type: none"> • Perspectives of Mental Health and Mental Health Nursing, evolution of mental health services, treatments and nursing practices • Mental health team • Nature & scope of mental health nursing • Role & functions of mental health nurse in various settings and factors affecting the level of nursing practice • Concepts of normal and abnormal behaviour 	<ul style="list-style-type: none"> • Lecture cum Discussion 	<ul style="list-style-type: none"> • Essay • Short answer

II	10 (T)	<p>Define the various terms used in mental health Nursing</p> <p>Explain the classification of mental disorders</p> <p>Explain the psychodynamics of maladaptive behaviour</p> <p>Discuss the etiological factors & psychopathology of mental disorders</p> <p>Explain the principles and standards of Mental health Nursing</p> <p>Describe the conceptual models of mental health nursing</p>	<p>Principles and Concepts of Mental Health Nursing</p> <ul style="list-style-type: none"> • Definition: mental health nursing and terminology used • Classification of mental disorders: ICD11, DSM5, Geropsychiatry manual classification • Review of personality development, defense mechanisms • Etiology bio-psycho-social factors • Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal neurotransmission • Principles of Mental health Nursing • Ethics and responsibilities • Practice Standards for Psychiatric Mental Health Nursing (INC practice standards) • Conceptual models and the role of nurse: <ul style="list-style-type: none"> ○ Existential model 	<ul style="list-style-type: none"> • Lecture cum Discussion • Explain using Charts • Review of personality development 	<ul style="list-style-type: none"> • Essay • Short answer
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ○ Psychoanalytical models ○ Behavioural model ○ Interpersonal model • Preventive psychiatry and rehabilitation 		
III	6 (T)	Describe nature, purpose and process of assessment of mental health status	<p>Mental Health Assessment</p> <ul style="list-style-type: none"> • History taking • Mental status examination • Mini mental status examination • Neurological examination • Investigations: Related Blood chemistry, EEG, CT & MRI • Psychological tests 	<ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Practice session • Clinical practice 	<ul style="list-style-type: none"> • Essay • Short answer • Assessment of mental health status
IV	6 (T)	<p>Identify therapeutic communication & techniques</p> <p>Describe therapeutic relationship</p> <p>Describe therapeutic impasses and its interventions</p>	<p>Therapeutic Communication and Nurse-Patient Relationship</p> <ul style="list-style-type: none"> • Therapeutic communication: Types, techniques, characteristics and barriers • Therapeutic nurse-patient relationship • Interpersonal relationship- • Elements of nurse patient contract, • Review of technique of IPR- Johari window • Therapeutic impasse and its management 	<ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Role Play • Process recording • Simulation (video) 	<ul style="list-style-type: none"> • Essay • Short answer • OSCE

V	10 (T)	Explain treatment modalities and therapies used in mental disorders and role of the nurse	Treatment modalities and therapies used in mental disorders <ul style="list-style-type: none"> • Physical therapies: Psychopharmacology, • Electro Convulsive therapy • Psychological Therapies: Psychotherapy, Behaviour therapy, CBT • Psychosocial: Group therapy, Family therapy, Therapeutic Community, Recreational therapy, Art therapy (Dance, Music etc), Occupational therapy • Alternative & Complementary: Yoga, Meditation, Relaxation • Consideration for special populations 	<ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Group work • Practice session • Clinical practice 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
VI	8 (T)	Describe the etiology, psycho-dynamics/ pathology, clinical manifestations, diagnostic criteria and management of patients with Schizophrenia, and other psychotic disorders	Nursing management of patient with Schizophrenia, and other psychotic disorders <ul style="list-style-type: none"> • Prevalence and incidence • Classification • Etiology, psychodynamics, clinical manifestation, diagnostic criteria/formulations 	<ul style="list-style-type: none"> • Lecture and Discussion • Case discussion • Case presentation • Clinical practice 	<ul style="list-style-type: none"> • Essay • Short answer • Assessment of patient management problems

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			Nursing process <ul style="list-style-type: none"> • Nursing Assessment: History, Physical and mental assessment • Treatment modalities and nursing management of patients with Schizophrenia and other psychotic disorders • Geriatric considerations and considerations for special populations • Follow up and home care and rehabilitation 		
VII	6 (T)	Describe the etiology, psycho-dynamics, clinical manifestations, diagnostic criteria and management of patients with mood disorders	Nursing management of patient with mood disorders <ul style="list-style-type: none"> • Prevalence and incidence • Mood disorders: Bipolar affective disorder, mania depression and dysthymia etc. • Etiology, psycho dynamics, clinical manifestation, diagnosis • Nursing Assessment History, Physical and mental assessment • Treatment modalities and nursing management of patients with mood disorders • Geriatric considerations/ considerations for special populations • Follow-up and home care and rehabilitation 	<ul style="list-style-type: none"> • Lecture and Discussion • Case discussion • Case presentation • Clinical practice 	<ul style="list-style-type: none"> • Essay • Short answer • Assessment of patient management problems

VIII	8 (T)	Describe the etiology, psycho-dynamics, clinical manifestations, diagnostic criteria and management of patients with neurotic, stress related and somatization disorders	Nursing management of patient with neurotic, stress related and somatisation disorders <ul style="list-style-type: none"> • Prevalence and incidence • classifications • Anxiety disorders – OCD, PTSD, Somatoform disorders, Phobias, Disassociative and Conversion disorders • Etiology, psychodynamics, clinical manifestation, diagnostic criteria/ formulations • Nursing Assessment: History, Physical and mental assessment • Treatment modalities and nursing management of patients with neurotic and stress related disorders • Geriatric considerations/ considerations for special populations • Follow-up and home care and rehabilitation 	<ul style="list-style-type: none"> • Lecture and Discussion • Case discussion • Case presentation • Clinical practice 	<ul style="list-style-type: none"> • Essay • Short answer • Assessment of patient management problems
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5. Mary C Townsend. "Psychiatric Mental Health Nursing". Concept of care, 4th edition. F.A.Davis Co. Philadelphia 2003.
6. Bimla Kapoor, Psychiatric nursing, Vol. I & II Kumar publishing house Delhi, 2001
7. Niraj Ahuja, A short textbook of pstchiatry, Jaypee brothers,new delhi, 2002.
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10. Patricia, Kennedy, Ballard, "Psychiatric Nursing Integration of Theory and Practice", USA, Mc Graw Hill 1999.
11. Kathernic M. Fort in ash, Psychiatric Nursing Care plans, Mossby Year book. Toronto
- 12.Sheila M. Sparks, CynthiaM. Jalor, Nursing Diagnosis reference manual 5th edition, Spring house, Corporation Pennsychiram's
- 13.R. Sreevani, A guide to mental health & psychiatric nursing, Jaypee brothers, Medical Publishers (Ltd)_, New Delhi 1st edition.
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16. Foundations Journals of mental health nursing
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18. Deborah Antai Otoing. "Psychiatric Nursing" Biological and behavioral concepts. Thomson. Singapore 2003
19. Mary Ann Boyd. "Psychiatric Nursing". Contemporary practice. Lippincott. Williams and Wilkins. Tokyo.

Internet Resources –

1. Internet Gateway: Psychology <http://www.lib.uiowa.edu/gw/psych/index.html>
2. Psychoanalytic studies <http://www.shef.ac.uk~psyc/psastud/index.html>
3. Psychaitric Times <http://www.mhsource.com.psychiatrictimes.html>
4. Self-help Group sourcebook online <http://www.cmhe.com/selfhelp>
5. National Rehabilitation Information center <http://www.nariic.com/naric>
6. Centre for Mental Health Services <http://www.samhsaa.gov/cmhs.htm>
7. Knowledge Exchange Network <http://www.mentalheaalth.org/>
8. Communication skills <http://www.personal.u-net.com/osl/m263.htm>
9. Lifeskills Resource center <http://www.rpeurifooy.com>
10. Mental Health Net <http://www.cmhe.com>

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Skills/Procedural Competencies	Clinical Requirements	Assessments Methods
		<ul style="list-style-type: none"> mental health problems • Assist in various therapies • Counsel and educate patients, families and significant others 	<ul style="list-style-type: none"> assessment • Recording therapeutic communication • Administration of medications • Assist Electro-Convulsive Therapy (ECT) • Participating in all therapies • Preparing patients for Activities of Daily Living (ADL) • Conducting admission and discharge counselling • Counseling and teaching patients and families 	<ul style="list-style-type: none"> • Care plan • Clinical presentation – 1 • Process recording – 2 • Maintain drug book 	<ul style="list-style-type: none"> • Evaluation of the case study, care plan, clinical presentation, process recording • Completion of activity record
Community psychiatry & Deaddiction centre	1	<ul style="list-style-type: none"> • Identify patients with various mental disorders • Motivate patients for early treatment and follow up • Assist in follow up clinic • Counsel and educate patient, family and community • Observe the assessment and care of patients at deaddiction centre 	<ul style="list-style-type: none"> • Conduct home visit and case work • Identifying individuals with mental health problems • Assisting in organizations of Mental Health camp • Conducting awareness meetings for mental health & mental illness • Counseling and Teaching family members, patients and community • Observing deaddiction care 	<ul style="list-style-type: none"> • Case work – 1 • Observation report on field visits • Visit to deaddiction centre 	<ul style="list-style-type: none"> • Assess performance with rating scale • Evaluation of case work and observation report • Completion of activity record

PLACEMENT: V SEMESTER

THEORY: 2 Credits (40 hours)

PRACTICUM: Lab/Practical: 1 Credit (40 hours)

DESCRIPTION: This course is designed to help the students to develop knowledge, attitude and beginning competencies essential for applying basic principles of teaching and learning among individuals and groups both in educational and clinical settings. It also introduces basics of curriculum planning and organization. It further enables students to participate actively in team and collaborative learning.

COMPETENCIES: On completion of the course, the students will be competent to

1. Develop basic understanding of theoretical foundations and principles of teaching and learning
2. Identify the latest approaches to education and learning
3. Initiate self- assessment to identify one's own learning styles
4. Demonstrate understanding of various teaching styles that can be used, based on the learners' readiness and generational needs
5. Develop understanding of basics of curriculum planning, and organizing
6. Analyze and use different teaching methods effectively that are relevant to student population and settings
7. Make appropriate decisions in selection of teaching learning activities integrating basic principles
8. Utilize active learning strategies that enhance critical thinking, team learning and collaboration
9. Engage in team learning and collaboration through inter professional education
10. Integrate the principles of teaching and learning in selection and use of educational media/technology
11. Apply the principles of assessment in selection and use of assessment and evaluation strategies
12. Construct simple assessment tools/tests integrating cognitive, psychomotor and affective domains of learning that can measure knowledge and competence of students
13. Develop basic understanding of student guidance through mentoring and academic advising
14. Identify difficult situations, crisis and disciplinary/grievance issues experienced by students and provide appropriate counseling
15. Engage in ethical practice in educational as well as clinical settings based on values, principles and ethical standards
16. Develop basic understanding of evidence-based teaching practices

COURSE OUTLINE

T – Theory, P – Practical (Laboratory)

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	6	3	<p>Explain the definition, aims, types, approaches and scope of educational technology</p> <p>Compare and contrast the various educational philosophies</p> <p>Explain the teaching learning process, nature, characteristics and principles</p>	<p>Introduction and Theoretical Foundations:</p> <p><i>Education and educational technology</i></p> <ul style="list-style-type: none"> • Definition, aims • Approaches and scope of educational technology • Latest approaches to education: <ul style="list-style-type: none"> ○ Transformational education ○ Relationship based education ○ Competency based education <p><i>Educational philosophy:</i></p> <ul style="list-style-type: none"> • Definition of philosophy, education and philosophy • Comparison of educational philosophies • Philosophy of nursing education <p><i>Teaching learning process:</i></p> <ul style="list-style-type: none"> • Definitions • Teaching learning as a process • Nature and characteristics of teaching and learning • Principles of teaching and learning • Barriers to teaching and learning • Learning theories • Latest approaches to learning <ul style="list-style-type: none"> ○ Experiential learning 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Quiz

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
				<ul style="list-style-type: none"> ○ Reflective learning ○ Scenario based learning ○ Simulation based learning ○ Blended learning 	<p>Group exercise:</p> <ul style="list-style-type: none"> • Create/discuss scenario-based exercise 	<p>Assessment of Assignment:</p> <ul style="list-style-type: none"> • Learning theories – analysis of any one
II	6	6	<p>Identify essential qualities/attributes of a teacher</p> <p>Describe the teaching styles of faculty</p> <p>Explain the determinants of learning and initiates self-assessment to identify own learning style</p> <p>Identify the factors that motivate the learner</p> <p>Define curriculum and classify types</p> <p>Identify the factors influencing curriculum development</p> <p>Develop skill in writing learning outcomes, and lesson plan</p>	<p>Assessment and Planning</p> <p><i>Assessment of teacher</i></p> <ul style="list-style-type: none"> • Essential qualities of a teacher • Teaching styles – Formal authority, demonstrator, facilitator, delegator <p><i>Assessment of learner</i></p> <ul style="list-style-type: none"> • Types of learners • Determinants of learning – learning needs, readiness to learn, learning styles • Today's generation of learners and their skills and attributes • Emotional intelligence of the learner • Motivational factors – personal factors, environmental factors and support system <p>Curriculum Planning</p> <ul style="list-style-type: none"> • Curriculum – definition, types • Curriculum design – components, approaches • Curriculum development – factors influencing curriculum development, facilitators and barriers • Writing learning outcomes/ behavioral objectives • Basic principles of writing course plan, unit plan and lesson plan 	<ul style="list-style-type: none"> • Lecture cum discussion <p>Self-assessment exercise:</p> <ul style="list-style-type: none"> • Identify your learning style using any learning style inventory (ex. Kolb's learning style inventory) <ul style="list-style-type: none"> • Lecture cum discussion <p>Individual/group exercise:</p> <ul style="list-style-type: none"> • Writing learning outcomes • Preparation of a lesson plan 	<ul style="list-style-type: none"> • Short answer • Objective type <p>Assessment of Assignment:</p> <ul style="list-style-type: none"> • Individual/ Group
III	8	15	<p>Explain the principles and strategies of classroom management</p>	<p>Implementation</p> <p><i>Teaching in Classroom and Skill lab – Teaching Methods</i></p> <ul style="list-style-type: none"> • Classroom management-principles and strategies • Classroom communication ○ Facilitators and Barriers to classroom communication 	<ul style="list-style-type: none"> • Lecture cum Discussion 	<ul style="list-style-type: none"> • Short answer • Objective type

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			<p>Describe different methods/strategies of teaching and develop beginning skill in using various teaching methods</p> <p>Explain active learning strategies and participate actively in team and collaborative learning</p>	<ul style="list-style-type: none"> ○ Information communication technology (ICT) – ICT used in education <i>Teaching methods – Features, advantages and disadvantages</i> • Lecture, Group discussion, microteaching • Skill lab – simulations, Demonstration & re-demonstration • Symposium, panel discussion, seminar, scientific workshop, exhibitions • Role play, project • Field trips • Self-directed learning (SDL) • Computer assisted learning • One-to-one instruction <i>Active learning strategies</i> • Team based learning • Problem based learning • Peer sharing • Case study analysis • Journaling • Debate • Gaming • Inter-professional education 	<ul style="list-style-type: none"> • Practice teaching/Micro teaching • Exercise (Peer teaching) • Patient teaching session • Construction of game – puzzle • Teaching in groups – interdisciplinary 	<ul style="list-style-type: none"> • Assessment of microteaching
IV	3	3	<p>Enumerate the factors influencing selection of clinical learning experiences</p> <p>Develop skill in using different clinical teaching strategies</p>	<p>Teaching in the Clinical Setting – Teaching Methods</p> <ul style="list-style-type: none"> • Clinical learning environment • Factors influencing selection of clinical learning experiences • Practice model • Characteristics of effective clinical teacher • Writing clinical learning outcomes/practice competencies • Clinical teaching strategies – patient assignment – clinical conference, clinical presentation/bedside clinic, Case study/care study, nursing rounds, concept mapping, project, debate, game, role play, PBL, questioning, written assignment, process recording 	<ul style="list-style-type: none"> • Lecture cum discussion • Writing clinical outcomes – assignments in pairs 	<ul style="list-style-type: none"> • Short answer • Assessment of written assignment

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
V	5	5	<p>Explain the purpose, principles and steps in the use of media</p> <p>Categorize the different types of media and describe its advantages and disadvantages</p> <p>Develop skill in preparing and using media</p>	<p>Educational/Teaching Media</p> <ul style="list-style-type: none"> • Media use – Purpose, components, principles and steps • Types of media <p><i>Still visuals</i></p> <ul style="list-style-type: none"> ○ Non projected – drawings & diagrams, charts, graphs, posters, cartoons, board devices (chalk/white board, bulletin board, flannel board, flip charts, flash cards, still pictures/photographs, printed materials-handout, leaflet, brochure, flyer ○ Projected – film stripes, microscope, power point slides, overhead projector <p><i>Moving visuals</i></p> <ul style="list-style-type: none"> ○ Video learning resources – videotapes & DVD, blu-ray, USB flash drive ○ Motion pictures/films <p><i>Realia and models</i></p> <ul style="list-style-type: none"> ○ Real objects & Models <p><i>Audio aids/audio media</i></p> <ul style="list-style-type: none"> ○ Audiotapes/Compact discs ○ Radio & Tape recorder ○ Public address system ○ Digital audio <p><i>Electronic media/computer learning resources</i></p> <ul style="list-style-type: none"> ○ Computers ○ Web-based videoconferencing ○ E-learning, Smart classroom <p><i>Telecommunication (Distance education)</i></p> <ul style="list-style-type: none"> ○ Cable TV, satellite broadcasting, videoconferencing Telephones – Telehealth/telenursing <p><i>Mobile technology</i></p>	<ul style="list-style-type: none"> • Lecture cum discussion • Preparation of different teaching aids – (Integrate with practice teaching sessions) 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of the teaching media prepared
VI	5	3	<p>Describe the purpose, scope, principles in selection of evaluation methods and barriers to evaluation</p> <p>Explain the guidelines to develop assessment</p>	<p>Assessment/Evaluation Methods/Strategies</p> <ul style="list-style-type: none"> • Purposes, scope and principles in selection of assessment methods and types • Barriers to evaluation • Guidelines to develop assessment 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Short answer • Objective type

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			<p>tests</p> <p>Develop skill in construction of different tests</p> <p>Identify various clinical evaluation tools and demonstrate skill in selected tests</p>	<p>tests</p> <p><i>Assessment of knowledge:</i></p> <ul style="list-style-type: none"> • Essay type questions, • Short answer questions (SAQ) • Multiple choice questions (MCQ – single response & multiple response) <p><i>Assessment of skills:</i></p> <ul style="list-style-type: none"> • Clinical evaluation • Observation (checklist, rating scales, videotapes) • Written communication – progress notes, nursing care plans, process recording, written assignments • Verbal communication (oral examination) • Simulation • Objective Structured Clinical Examination (OSCE) • Self-evaluation • Clinical portfolio, clinical logs <p><i>Assessment of Attitude:</i></p> <ul style="list-style-type: none"> • Attitude scales <p><i>Assessment tests for higher learning:</i></p> <ul style="list-style-type: none"> • Interpretive questions, hot spot questions, drag and drop and ordered response questions 	<ul style="list-style-type: none"> • Exercise on constructing assessment tool/s 	<ul style="list-style-type: none"> • Assessment of tool/s prepared
VII	3	3	<p>Explain the scope, purpose and principles of guidance</p> <p>Differentiate between guidance and counseling</p> <p>Describe the principles, types, and counseling process</p> <p>Develop basic skill of counseling and guidance</p>	<p>Guidance/academic advising, counseling and discipline</p> <p><i>Guidance</i></p> <ul style="list-style-type: none"> • Definition, objectives, scope, purpose and principles • Roles of academic advisor/ faculty in guidance <p><i>Counseling</i></p> <ul style="list-style-type: none"> • Difference between guidance and counseling • Definition, objectives, scope, principles, types, process and steps of counseling • Counseling skills/techniques – basics • Roles of counselor • Organization of counseling services 	<ul style="list-style-type: none"> • Lecture cum discussion • Role play on student counseling in different situations • Assignment on identifying situations requiring counseling 	<ul style="list-style-type: none"> • Assessment of performance in role play scenario • Evaluation of assignment

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			Recognize the importance of preventive counseling and develop skill to respond to disciplinary problems and grievance among students	<ul style="list-style-type: none"> • Issues for counseling in nursing students <i>Discipline and grievance in students</i> <ul style="list-style-type: none"> • Managing disciplinary/grievance problems – preventive guidance & counseling • Role of students' grievance redressal cell/committee 		
VIII	4	2	<p>Recognize the importance of value-based education</p> <p>Develop skill in ethical decision making and maintain ethical standards for students</p> <p>Introduce knowledge of EBT and its application in nursing education</p>	<p>Ethics and Evidence Based Teaching (EBT) in Nursing Education</p> <p><i>Ethics – Review</i></p> <ul style="list-style-type: none"> • Definition of terms • Value based education in nursing • Value development strategies • Ethical decision making • Ethical standards for students • Student-faculty relationship <p><i>Evidence based teaching – Introduction</i></p> <ul style="list-style-type: none"> • Evidence based education process and its application to nursing education 	<ul style="list-style-type: none"> • Value clarification exercise • Case study analysis (student encountered scenarios) and suggest ethical decision-making steps • Lecture cum discussion 	<ul style="list-style-type: none"> • Short answer • Evaluation of case study analysis • Quiz – MCQ

III	7 (T)	Identify members of forensic team and describe role of forensic nurse	<p>Forensic Team</p> <ul style="list-style-type: none"> • Members and their roles <p>Comprehensive forensic nursing care of victim and family</p> <ul style="list-style-type: none"> • Physical aspects • Psychosocial aspects • Cultural and spiritual aspects • Legal aspects • Assist forensic team in care beyond scope of her practice • Admission and discharge/referral/death of victim of violence • Responsibilities of nurse as a witness <p>Evidence preservation – role of nurses</p> <ul style="list-style-type: none"> • Observation • Recognition 	<ul style="list-style-type: none"> • Lecture cum Discussion • Hypothetical/real case presentation • Observation of post-mortem • Visit to department of forensic medicine 	<ul style="list-style-type: none"> • Objective type • Short answer • Write report
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Collection • Preservation • Documentation of Biological and other evidence related to criminal/traumatic event • Forwarding biological samples for forensic examination 		
IV	3 (T)	Describe fundamental rights and human rights commission	<p>Introduction of Indian Constitution</p> <p>Fundamental Rights</p> <ul style="list-style-type: none"> • Rights of victim • Rights of accused <p>Human Rights Commission</p>	<ul style="list-style-type: none"> • Lecture cum discussion • Written Assignment • Visit to prison 	<ul style="list-style-type: none"> • Short answer • Assessment of written assignment • Write visit report
V	5 (T)	<p>Explain Indian judicial system and laws</p> <p>Discuss the importance of POSCO Act</p>	<p>Sources of laws and law-making powers</p> <p>Overview of Indian Judicial System</p> <ul style="list-style-type: none"> • JMFC (Judicial Magistrate First Class) • District • State • Apex <p>Civil and Criminal Case Procedures</p> <ul style="list-style-type: none"> • IPC (Indian Penal Code) • ICPC • IE Act (Indian Evidence Act) <p>Overview of POSCO Act</p>	<ul style="list-style-type: none"> • Lecture cum discussion • Guided reading • Lecture cum discussion 	<ul style="list-style-type: none"> • Quiz • Short answer

CHILD HEALTH NURSING - I

PLACEMENT: V SEMESTER

THEORY: 3 Credits (60 hours)

PRACTICUM: Lab/Skill Lab: 1 Credit (40 hours) Clinical: 2 Credits (160 hours)

DESCRIPTION: This course is designed for developing an understanding of the modern approach to child-care, identification, prevention and nursing management of common health problems of neonates and children.

COMPETENCIES: On completion of the course, the students will be able to

1. Develop understanding of the history and modern concepts of child health and child-care.
2. Explore the national child welfare services, national programs and legislation in the light of National Health Policy 2017.
3. Describe the role of preventive pediatrics and perform preventive measures towards accidents.
4. Participate in national immunization programs/Universal Immunization Program (UIP).
5. Identify the developmental needs of children and provide parental guidance.
6. Describe the principles of child health nursing and perform child health nursing procedures.
7. Demonstrate competencies in newborn assessment, planning and implementation of care to normal and high-risk newborn including neonatal resuscitation.
8. Apply the principles and strategies of Integrated management of neonatal and childhood illness (IMNCI).
9. Apply the knowledge of pathophysiology and provide nursing care to children with respiratory system disorders.
10. Identify and meet childhood emergencies and perform child CPR.

COURSE OUTLINE

T – Theory, L/SL – Lab/Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	10 (T) 10 (L)	<p>Explain the modern concept of child-care</p> <p>Describe National policy, programs and legislation in relation to child health & welfare</p> <p>Describe role of preventive pediatrics</p>	<p>Introduction: Modern concepts of child-care</p> <ul style="list-style-type: none"> • Historical development of child health • Philosophy and modern concept of child-care • Cultural and religious considerations in child-care • National policy and legislations in relation to child health and welfare • National programs and agencies related to welfare services to the children • Internationally accepted rights of the child • Changing trends in hospital care, preventive, promotive and curative aspect of child health • <i>Preventive pediatrics:</i> <ul style="list-style-type: none"> ○ Concept ○ Immunization ○ Immunization programs and cold 	<ul style="list-style-type: none"> • Lecture Discussion • Demonstration of common pediatric procedures 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of skills with checklist

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>List major causes of death during infancy, early & late childhood</p> <p>Differentiate between an adult and child in terms of illness and response</p> <p>Describe the major functions & role of the pediatric nurse in caring for a hospitalized child.</p> <p>Describe the principles of child health nursing and perform child health nursing procedures</p>	<p>chain.</p> <ul style="list-style-type: none"> ○ Care of under-five and Under-five Clinics/Well-baby clinics ○ Preventive measures towards accidents ● Child morbidity and mortality rates ● Difference between an adult and child which affect response to illness <ul style="list-style-type: none"> ○ Physiological ○ Psychological ○ Social ○ Immunological ● Hospital environment for sick child ● Impact of hospitalization on the child and family ● Communication techniques for children ● Grief and bereavement ● The role of a child health nurse in caring for a hospitalized child ● Principles of pre and postoperative care of infants and children. <p><i>Child Health Nursing procedures:</i></p> <ul style="list-style-type: none"> ● Administration of medication: oral, I/M, & I/V ● Calculation of fluid requirement ● Application of restraints ● Assessment of pain in children. <ul style="list-style-type: none"> ○ FACES pain rating scale ○ FLACC scale ○ Numerical scale 		
II	12 (T)	<p>Describe the normal growth and development of children at different ages</p> <p>Identify the needs of children at different ages & provide parental guidance</p> <p>Identify the nutritional needs of children at different ages & ways</p>	<p>The Healthy Child</p> <ul style="list-style-type: none"> ● Definition and principles of growth and development ● Factors affecting growth and development ● Growth and development from birth to adolescence ● Growth and developmental theories (Freud, Erickson, Jean Piaget, Kohlberg) ● The needs of normal children through the stages of developmental and parental guidance 	<ul style="list-style-type: none"> ● Lecture Discussion ● Demonstration ● Developmental study of infant and children ● Observation study of normal & sick child ● Field visit to Anganwadi, child guidance clinic ● Videos on breast feeding 	<ul style="list-style-type: none"> ● Short answer ● Objective type ● Assessment of field visits and developmental study reports

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		of meeting needs Identify the role of play for normal & sick children	<ul style="list-style-type: none"> Nutritional needs of children and infants <ul style="list-style-type: none"> - breast feeding - exclusive breast feeding - Supplementary/artificial feeding and weaning Baby friendly hospital concept Types and value of play and selection of play material 	<ul style="list-style-type: none"> Clinical practice/field 	
III	15 (T) 20 (L)	Provide care to normal and high- risk neonates Perform neonatal resuscitation Recognize and manage common neonatal problems	Nursing care of neonate: <ul style="list-style-type: none"> Appraisal of Newborn <ul style="list-style-type: none"> Nursing care of a normal newborn/essential newborn care Neonatal resuscitation <ul style="list-style-type: none"> Nursing management of low birth weight baby Kangaroo mother care Nursing management of common neonatal disorder <ul style="list-style-type: none"> - Hyperbilirubinemia - Hypothermia - Hyperthermia - Metabolic disorder - Neonatal infections - Neonatal seizures - Respiratory distress syndrome - Retinopathy of Prematurity Organization of neonatal care unit Neonatal equipment 	<ul style="list-style-type: none"> Modular based teaching: ENBC and FBNC module (oral drills, videos, self-evaluation exercises) Workshop on neonatal resuscitation: NRP module Demonstration Practice Session Clinical practice Lecture Discussion 	<ul style="list-style-type: none"> OSCE Short answer Objective type
IV	10 (T) 5 (L)	Apply principles and strategies of IMNCI	Integrated management of neonatal and childhood illnesses	<i>Modular based teaching:</i> IMNCI module <ul style="list-style-type: none"> Clinical practice/field 	<ul style="list-style-type: none"> OSCE
V	8 (T)	Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of respiratory, and endocrine system	Nursing management in common childhood diseases Respiratory system: <ul style="list-style-type: none"> Identification and Nursing management of congenital malformations Congenital disorders: Tracheoesophageal fistula, Diaphragmatic hernia 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Practice session Clinical practice 	<ul style="list-style-type: none"> Short answer Objective type Assessment of skills with checklist

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> Others: Acute naso-pharyngitis, Tonsillitis, Croup, Bronchitis, Bronchiolitis, Pneumonia, Asthma Endocrine system: <ul style="list-style-type: none"> Juvenile Diabetes mellitus, Hypo-thyroidism 		
VI	5 (T) 5 (L)	Develop ability to meet child- hood emergencies and perform child CPR	Childhood emergencies <ul style="list-style-type: none"> Accidents – causes and prevention, Poisoning, Foreign bodies, Hemorrhage, Burns and Drowning PLS (AHA Guidelines) 	<ul style="list-style-type: none"> Lecture Discussion Demonstration PLS Module/ Workshop 	<ul style="list-style-type: none"> OSCE

CHILD HEALTH NURSING - I & II CLINICAL (3 Credits – 240 hours)

PLACEMENT: V & VI SEMESTER

PRACTICUM: Skill Lab: 1 Credit (40 hours)

Clinical: V SEMESTER – 2 Credits (160 hours) VI SEMESTER – 1 Credit (80 hours)

PRACTICE COMPETENCIES: On completion of the course, the students will be able to

1. Perform assessment of children: health, developmental & anthropometric.
2. Provide nursing care to children with various medical disorders.
3. Provide pre & postoperative care to children with common pediatric surgical conditions/malformation.
4. Perform immunization as per NIS.
5. Provide nursing care to critically ill children.
6. Give health education/nutritional education to parents.
7. Counsel parents according to identified counseling needs.

Skill Lab

Use of Manikins and
Simulators PLS, CPAP,
Endotracheal Suction

Pediatric Nursing

Procedures:

- Administration of medication – Oral, IM & IV
- Oxygen administration
- Application of restraints
- Specimen collection
- Urinary catheterization and drainage
- Ostomy care
- Feeding – NG, gastrostomy, Jejunostomy
- Wound dressing
- Suture removal

CLINICAL POSTINGS

8 weeks × 30 hours per week (5 weeks + 3 weeks)

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Pediatric Medical Ward	V Sem – 2 weeks VI Sem – 1 week	<ul style="list-style-type: none"> • Provide nursing care to children with various medical disorders 	<ul style="list-style-type: none"> • Taking pediatric history • Physical examination & assessment of children • Administration of oral, I/M, & I/V medicine/fluids • Calculation of fluid replacement • Preparation of different strengths of I/V fluids • Application of restraints • Administration of O₂ inhalation by different methods • Baby bath/sponge bath • Feeding children by Katori spoon, Paladai cup • Collection of specimens for common investigations • Assisting with common diagnostic procedures • Teaching mothers/ parents <ul style="list-style-type: none"> ○ Malnutrition ○ Oral rehydration therapy ○ Feeding & Weaning ○ Immunization schedule • Play therapy 	<ul style="list-style-type: none"> • Nursing care plan – 1 • Case study presentation – 1 • Health talk – 1 	<ul style="list-style-type: none"> • Assess performance with rating scale • Assess each skill with checklist OSCE/OSPE • Evaluation of case study/ presentation & health education session • Completion of activity record
Pediatric Surgical Ward	V Sem – 2 weeks VI Sem – 1 week	<ul style="list-style-type: none"> • Recognize different pediatric surgical conditions/ malformations • Provide pre & post-operative care to children with common paediatric surgical conditions/ malformation • Counsel & educate parents 	<ul style="list-style-type: none"> • Calculation, preparation & administration of I/V fluids • Bowel wash, insertion of suppositories • Care for ostomies: <ul style="list-style-type: none"> ○ Colostomy Irrigation ○ Ureterostomy ○ Gastrostomy ○ Enterostomy • Urinary catheterization & drainage • Feeding <ul style="list-style-type: none"> ○ Naso-gastric ○ Gastrostomy 	<ul style="list-style-type: none"> • Nursing care plan – 1 • Case study/ presentation – 1 	<ul style="list-style-type: none"> • Assess performance with rating scale • Assess each skill with checklist OSCE/OSPE • Evaluation of case study/ presentation • Completion of activity record

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
			<ul style="list-style-type: none"> ○ Jejunostomy ● Care of surgical wounds ○ Dressing ○ Suture removal 		
Pediatric OPD/ Immunization room	V Sem – 1 week	<ul style="list-style-type: none"> ● Perform assessment of children: health, developmental & anthropometric ● Perform immunization ● Give health education/ nutritional education 	<ul style="list-style-type: none"> ● Assessment of children <ul style="list-style-type: none"> ○ Health assessment ○ Developmental assessment ○ Anthropometric assessment ○ Nutritional assessment ● Immunization ● Health/Nutritional education 	<ul style="list-style-type: none"> ● Growth and developmental study: <ul style="list-style-type: none"> Infant – 1 Toddler – 1 Preschooler – 1 Schooler – 1 Adolescent – 1 	<ul style="list-style-type: none"> ● Assess performance with rating scale ● Completion of activity record.
NICU & PICU	VI Sem – 1 week	<ul style="list-style-type: none"> ● Provide nursing care to critically ill children 	<ul style="list-style-type: none"> ● Care of a baby in incubator/warmer ● Care of a child on ventilator, CPAP ● Endotracheal Suction ● Chest Physiotherapy ● Administration of fluids with infusion pumps ● Total Parenteral Nutrition ● Phototherapy ● Monitoring of babies ● Recording & reporting ● Cardiopulmonary Resuscitation (PLS) 	<ul style="list-style-type: none"> ● Newborn assessment – 1 ● Nursing Care Plan – 1 	<ul style="list-style-type: none"> ● Assess performance with rating scale ● Evaluation of observation report ● Completion of activity record

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MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - I
including SBA module

PLACEMENT: VI SEMESTER

THEORY: 3 Credits (60 hours)

PRACTICUM: Skill Lab: 1 Credit (40 hours); Clinical: 3 Credits (240 hours)

DESCRIPTION: This course is designed for students to develop knowledge and competencies on the concepts and principles of midwifery. It helps them to acquire knowledge and skills in rendering respectful maternity care to woman during antenatal, intranatal and postnatal periods in hospitals and community settings. It further helps to develop skills in managing normal neonates and participate in family welfare programs.

COMPETENCIES: On completion of the program, the students will be able to

1. Demonstrate professional accountability for the delivery of nursing care as per INC standards/ICM competencies that are consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles in midwifery practice.
2. Communicate effectively with individuals, families and professional colleagues fostering mutual respect and shared decision making to enhance health outcomes.
3. Recognize the trends and issues in midwifery and obstetrical nursing.
4. Review and describe the anatomy and physiology of human reproductive system and conception.
5. Describe and apply physiology in the management of normal pregnancy, birth and puerperium.
6. Demonstrate competency in providing respectful and evidence based maternity care for women during the antenatal, intranatal and postnatal period.
7. Uphold the fundamental human rights of individuals when providing midwifery care.
8. Promote physiologic labour and birth, and conduct normal childbirth.
9. Provide evidence based essential newborn care.
10. Apply nursing process approach in caring for women and their families.
11. Describe the methods of contraception and role of nurse/midwife in family welfare services.
12. Recognize the importance of and actively participate in family welfare programs.
13. Provide youth friendly health services and care for women affected by gender based violence.

COURSE OUTLINE

T – Theory, SL/L – Skill Lab/Lab, C – Clinical

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	8 (T)	<p>Explain the history and current scenario of midwifery in India</p> <p>Review vital health</p>	<p>Introduction to midwifery</p> <ul style="list-style-type: none"> • History of midwifery in India • <i>Current scenario:</i> <ul style="list-style-type: none"> ◦ Trends of maternity care in India ◦ Midwifery in India – Transformative education for relationship based and transformative midwifery practice in India • Vital health indicators – Maternal mortality ratio, Infant Mortality Rate, 	<ul style="list-style-type: none"> • Discussion • Demonstration • Role play • Directed reading and assignment: ICM competencies • Scenario based learning 	<ul style="list-style-type: none"> • Short answer • Objective type • Essay • Quiz

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		<p>indicators</p> <p>Describe the various national health programs related to RMNCH+A</p> <p>Identify the trends and issues in midwifery</p> <p>Discuss the legal and ethical issues relevant to midwifery practice</p>	<p>Neonatal Mortality Rate, perinatal mortality rate, fertility rates</p> <ul style="list-style-type: none"> ○ Maternal death audit • National health programs related to RMNCH+A (Reproductive Maternal Newborn and Child Health + Adolescent Health) <p><i>Current trends in midwifery and OBG nursing:</i></p> <ul style="list-style-type: none"> ○ Respectful maternity and newborn care (RMNC) ○ Midwifery-led care units (MLCU) ○ Women centered care, physiologic birthing and demedicalization of birth ○ Birthing centers, water birth, lotus birth ○ Essential competencies for midwifery practice (ICM) ○ Universal rights of child-bearing women ○ Sexual and reproductive health and rights ○ Women's expectations & choices about care <p><i>Legal provisions in midwifery practice in India:</i></p> <ul style="list-style-type: none"> • INC/MOH&FW regulations • ICM code of ethics • Ethical issues in maternal and neonatal care • Adoption laws, MTP act, Pre-Natal Diagnostic Test (PNDT) Act, Surrogate mothers • Roles and responsibilities of a midwife/Nurse practitioner midwife in different settings (hospital/ community) • Scope of practice for midwives 		
II	6 (T) 3 (L)	Review the anatomy and physiology of human reproductive system	<p>Anatomy and physiology of human reproductive system and conception (Maternal, Fetal & Newborn physiology)</p> <p><i>Review:</i></p> <ul style="list-style-type: none"> • Female organs of reproduction • Female pelvis – bones, joints, ligaments, planes, diameters, landmarks, inclination, pelvic variations • Foetal skull – bones, sutures, 	<ul style="list-style-type: none"> • Lecture • Discussion • Self-directed learning • Models • Videos & films 	<ul style="list-style-type: none"> • Quiz • Short answer • Essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			fontanelles, diameters, moulding <ul style="list-style-type: none"> • Fetopelvic relationship • Physiology of menstrual cycle, menstrual hygiene • Fertilization, conception and implantation • Embryological development • Placental development and function, placental barrier • Fetal growth and development • Fetal circulation & nutrition 		
III	12 (T) 10 (L) 40 (C)	Provide preconception care to eligible couples Describe the physiology, assessment and management of normal pregnancy Demonstrate knowledge, attitude and skills of midwifery practice throughout 1 st , 2 nd and 3 rd	<p>Assessment and management of normal pregnancy (ante-natal):</p> <p>Pre-pregnancy Care</p> <ul style="list-style-type: none"> • Review of sexual development (<i>Self Learning</i>) • Socio-cultural aspects of human sexuality (<i>Self Learning</i>) • Preconception care • Pre-conception counseling (including awareness regarding normal birth) Genetic counseling (<i>Self Learning</i>) • Planned parenthood <p>Pregnancy assessment and antenatal care (I, II & III Trimesters)</p> <p>Normal pregnancy</p> <ul style="list-style-type: none"> • Physiological changes during pregnancy • Assess and confirm pregnancy: Diagnosis of pregnancy – Signs, differential diagnosis and confirmatory tests • Review of maternal nutrition & malnutrition • Building partnership with women following RMC protocol • Fathers' engagement in maternity care <p>Ante-natal care:</p> <p>1st Trimesters</p> <ul style="list-style-type: none"> • Antenatal assessment: History taking, physical examination, breast examination, laboratory investigation • Identification and management of minor discomforts of pregnancy 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Self-Learning • Health talk • Role play • Counseling session • Case discussion/presentation • Simulation • Supervised clinical practice • Refer SBA module & Safe motherhood 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of skills with check list • Case study evaluation • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		trimesters	<ul style="list-style-type: none"> • Antenatal care : as per GoI guidelines • Antenatal counseling (lifestyle changes, nutrition, shared decision making, risky behavior, sexual life during pregnancy, immunization etc.) • Danger signs during pregnancy • Respectful care and compassionate communication • Recording and reporting: as per the GoI guidelines • Role of Doula/ASHAs <p>II Trimester</p> <ul style="list-style-type: none"> • Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard's stethoscope • Assessment of fetal well-being: DFMC, biophysical profile, Non stress test, cardio-tocography, USG, Vibro acoustic stimulation, biochemical tests. • Antenatal care • Women centered care • Respectful care and compassionate communication • Health education on IFA, calcium and vitamin D supplementation, glucose tolerance test, etc. • Education and management of physiological changes and discomforts of 2nd trimester • Rh negative and prophylactic anti D • Referral and collaboration, empowerment • Ongoing risk assessment • Maternal Mental Health <p>III Trimester</p> <ul style="list-style-type: none"> • Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard's stethoscope • Education and management of physiological changes and discomforts of 3rd trimester • Third trimester tests and screening • Fetal engagement in late pregnancy • Childbirth preparation classes 	<ul style="list-style-type: none"> • booklet • Lab tests – performance and interpretation • Demonstration • Roleplay • Demonstration of antenatal assessment 	

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Birth preparedness and complication readiness including micro birth planning • Danger signs of pregnancy – recognition of ruptured membranes • Education on alternative birthing positions – women's preferred choices, birth companion • Ongoing risk assessment • Cultural needs • Women centered care • Respectful and compassionate communication • Health education on exclusive breastfeeding • Role of Doula/ASHA's 	<ul style="list-style-type: none"> • Scenario based learning • Lecture • Simulation • Role play • Refer GoI Guidelines • Health talk • Counseling session • Demonstration of birthing positions • Workshop on alternative birthing positions 	
IV	12 (T) 12 (L) 80 (C)	<p>Apply the physiology of labour in promoting normal childbirth</p> <p>Describe the management and care during labour</p> <p>Discuss how to maintain a safe environment for labour</p> <p>Work effectively for pain management during labour</p>	<p>Physiology, management and care during labour</p> <ul style="list-style-type: none"> • Normal labour and birth • Onset of birth/labour • Per vaginal examination (if necessary) • Stages of labour • Organization of labour room – Triage, preparation for birth • Positive birth environment • Respectful care and communication • Drugs used in labour as per GoI guidelines <p>First Stage</p> <ul style="list-style-type: none"> • Physiology of normal labour • Monitoring progress of labour using Partograph/labour care guide • Assessing and monitoring fetal well being • Evidence based care during 1st stage of labour <ul style="list-style-type: none"> • Pain management in labour (non-pharmacological) • Psychological support – Managing fear • Activity and ambulation during first stage of labour 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Bedside clinics • Case discussion/presentation • Simulated practice • Supervised Clinical practice – Per vaginal examination, Conduction of normal childbirth • Refer SBA module • LaQshya guidelines • Dakshata guidelines 	<ul style="list-style-type: none"> • Essay type • Short answer • Objective type • Case study evaluation • Assessment of skills with check list • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		<p>Discuss how the midwife provides care and support for the women during birth to enhance physiological birthing and promote normal birth</p> <p>Assess and provide care of the newborn immediately following birth</p> <p>Discuss the impact of labour and birth as a transitional event in the woman's life</p>	<ul style="list-style-type: none"> • Nutrition during labour • Promote positive childbirth experience for women • Birth companion • Role of Doula/ASHA's <p>Second stage</p> <ul style="list-style-type: none"> • Physiology (Mechanism of labour) • Signs of imminent labour • Intrapartum monitoring • Birth position of choice • Vaginal examination • Psychological support • Non-directive coaching • Evidence based management of physiological birth/Conduction of normal childbirth • Essential newborn care (ENBC) • Immediate assessment and care of the newborn • Role of Doula/ASHA's <p>Third Stage</p> <ul style="list-style-type: none"> • Physiology – placental separation and expulsion, hemostasis • Physiological management of third stage of labour • Active management of third stage of labour (recommended) • Examination of placenta, membranes and vessels • Assess perineal, vaginal tear/ injuries and suture if required • Insertion of postpartum IUCD • Immediate perineal care • Initiation of breast feeding • Skin to skin contact • Newborn resuscitation <p>Fourth Stage</p> <p><i>Observation, Critical Analysis and Management of mother and newborn</i></p> <ul style="list-style-type: none"> • Maternal assessment, observation fundal height, uterine consistency, urine output, blood loss • Documentation and Record of birth 	<ul style="list-style-type: none"> • Refer ENBC, NSSK module • Demonstration • Group work • Scenario based learning • Simulation • Role play • Demonstration • Videos 	

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Ensure initiation of breast feeding and adequate latching	<ul style="list-style-type: none"> Breastfeeding and latching Managing uterine cramp Alternative/complementary therapies Role of Doula/ASHA's Various childbirth practices Safe environment for mother and newborn to promote bonding Maintaining records and reports 		
V	7 (T) 6 (L) 40 (C)	Describe the physiology, management and care of normal puerperium	Postpartum care/Ongoing care of women <ul style="list-style-type: none"> Normal puerperium – Physiology, duration Post-natal assessment and care – facility and home-based care Perineal hygiene and care Bladder and bowel function Minor disorders of puerperium and its management Physiology of lactation and lactation management Postnatal counseling and psychological support Normal postnatal baby blues and recognition of post-natal depression Transition to parenthood Care for the woman up to 6 weeks after childbirth Cultural competence (Taboos related to postnatal diet and practices) Diet during lactation-review Post-partum family planning Follow-up of postnatal mothers Drugs used in the postnatal period Records and reports 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Health talk Simulated practice Supervised clinical practice Refer SBA module 	<ul style="list-style-type: none"> Essay type Short answer Objective type Assessment of skills with checklist OSCE
VI	7 (T) 7 (L) 40 (C)	Discuss the need for and provision of compassionate, family centered midwifery care of the newborn Describe the assessment and care of normal neonate	Assessment and ongoing care of normal neonates <ul style="list-style-type: none"> Family centered care Respectful newborn care and communication Normal Neonate – Physiological adaptation Newborn assessment – Screening for congenital anomalies Care of newborn up to 6 weeks after 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Simulated practice session Supervised clinical practice Refer safe deliver app module – newborn 	<ul style="list-style-type: none"> Essay type Short answer Objective type Assessment of skills with checklist OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<p>the childbirth (Routine care of newborn)</p> <ul style="list-style-type: none"> • Skin to skin contact and thermoregulation • Infection prevention • Immunization • Minor disorders of newborn and its management 	<p>management</p> <ul style="list-style-type: none"> • Partial completion of SBA module 	
VII	8 (T) 2 (L) 40 (C)	<p>Explain various methods of family planning and role of nurse/midwife in providing family planning services</p> <p>Describe youth friendly services and role of nurses/ midwives</p> <p>Recognize the role of nurses/midwives in gender based violence</p>	<p>Family welfare services</p> <ul style="list-style-type: none"> • Impact of early/frequent childbearing • Comprehensive range of family planning methods <ul style="list-style-type: none"> ◦ Temporary methods – Hormonal, non-hormonal and barrier methods ◦ Permanent methods – Male sterilization and female sterilization • Action, effectiveness, advantages, disadvantages, myths, misconception and medical eligibility criteria (MEC) for use of various family planning methods • Emergency contraceptives • Recent trends and research in contraception • Family planning counseling using Balanced Counseling Strategy (BCS) • Legal and rights aspects of FP • Human rights aspects of FP adolescents • Youth friendly services – SRHR services, policies affecting SRHR and attitude of nurses and midwives in provision of services (Review) • Importance of follow up and recommended timing <p>Gender related issues in SRH</p> <ul style="list-style-type: none"> • Gender based violence – Physical, sexual and abuse, Laws affecting GBV and role of nurse/midwife • Special courts for abused people • Gender sensitive health services including family planning 	<ul style="list-style-type: none"> • Lecture • Supervised practice • Field visits • Scenario based learning • Discussion • GoI guidelines – injectable contraceptives, oral contraceptives, IUCD, male and female sterilization 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Field visit reports • Vignettes

PRACTICUM

PLACEMENT: VI & VII SEMESTER

VI SEMESTER: MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - I

SKILL LAB & CLINICAL: Skill Lab – 1 Credit (40 hours); Clinical – 3 Credits (240 hours)

PRACTICE COMPETENCIES: On completion of the course, the students will be able to:

1. Counsel women and their families on pre-conception care
2. Demonstrate lab tests ex. urine pregnancy test
3. Perform antenatal assessment of pregnant women
4. Assess and care for normal antenatal mothers
5. Assist and perform specific investigations for antenatal mothers
6. Counsel mothers and their families on antenatal care and preparation for parenthood
7. Conduct childbirth education classes
8. Organize labour room
9. Prepare and provide respectful maternity care for mothers in labour
10. Perform per-vaginal examination for a woman in labour if indicated
11. Conduct normal childbirth with essential newborn care
12. Demonstrate skills in resuscitating the newborn
13. Assist women in the transition to motherhood
14. Perform postnatal and newborn assessment
15. Provide care for postnatal mothers and their newborn
16. Counsel mothers on postnatal and newborn care
17. Perform PPIUCD insertion and removal
18. Counsel women on family planning and participate in family welfare services
19. Provide youth friendly health services
20. Identify, assess, care and refer women affected with gender based violence

SKILL LAB: Procedures/Skills for demonstration and return demonstration:

1. Urine pregnancy test
2. Calculation of EDD, Obstetrical score, gestational weeks
3. Antenatal assessment
4. Counseling antenatal mothers
5. Micro birth planning
6. PV examination
7. Monitoring during first stage of labour – Plotting and interpretation of partograph
8. Preparation for delivery – setting up labour room, articles, equipment
9. Mechanism of labour – normal
10. Conduction of normal childbirth with essential newborn care
11. Active management of third stage of labour
12. Placental examination
13. Newborn resuscitation
14. Monitoring during fourth stage of labour
15. Postnatal assessment

16. Newborn assessment
17. Kangaroo mother care
18. Family planning counseling
19. PPIUCD insertion and removal

CLINICAL POSTINGS (6 weeks × 40 hours per week = 240 hours)

Clinical Area	Duration (weeks)	Clinical Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Antenatal OPD and Antenatal ward	1 week	<p>Perform antenatal assessment</p> <p>Perform laboratory tests for antenatal women and assist in selected antenatal diagnostic procedures</p> <p>Counsel antenatal women</p>	<ul style="list-style-type: none"> • History collection • Physical examination • Obstetric examination • Pregnancy confirmation test • Urine testing • Blood testing for Hemoglobin, grouping & typing • Blood test for malaria • KICK chart • USG/NST • Antenatal counseling • Preparation for childbirth • Birth preparedness and complication readiness 	<ul style="list-style-type: none"> • Antenatal palpation • Health talk • Case study 	<ul style="list-style-type: none"> • OSCE • Case presentation
Labour room	3 weeks	<p>Monitor labour using partograph</p> <p>Provide care to women during labour</p> <p>Conduct normal childbirth, provide care to mother and immediate care of newborn</p>	<ul style="list-style-type: none"> • Assessment of woman in labour • Partograph • Per vaginal examination when indicated • Care during first stage of labour • Pain management techniques • Upright and alternative positions in labour • Preparation for labour – articles, physical, psychological • Conduction of normal childbirth • Essential newborn care • Newborn resuscitation • Active management of third stage of labour • Monitoring and care during fourth stage of labour 	<ul style="list-style-type: none"> • Partograph recording • PV examination • Assisting/ Conduction of normal childbirth • Case study • Case presentation • Episiotomy and suturing if indicated • Newborn resuscitation 	<ul style="list-style-type: none"> • Assignment • case study • Case presentation • OSCE
Post-partum clinic and Postnatal Ward including FP unit	2 weeks	<p>Perform postnatal assessment</p> <p>Provide care to normal postnatal mothers and newborn</p>	<ul style="list-style-type: none"> • Postnatal assessment • Care of postnatal mothers – normal • Care of normal newborn • Lactation management 	<ul style="list-style-type: none"> • Postnatal assessment • Newborn assessment • Case study 	<ul style="list-style-type: none"> • Assignment • Case study • Case presentation

Clinical Area	Duration (weeks)	Clinical Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
		Provide postnatal counseling Provide family welfare services	<ul style="list-style-type: none"> • Postnatal counseling • Health teaching on postnatal and newborn care • Family welfare counseling 	<ul style="list-style-type: none"> • Case presentation • PPIUCD insertion & removal 	

Note: Partial Completion of SBA module during VI semester

VII SEMESTER

MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - II

PRACTICUM

SKILL LAB & CLINICAL: Skill Lab – 1 Credit (40 hours); Clinical – 4 Credits (320 hours)

PRACTICE COMPETENCIES: On completion of the course, the students will be able to:

1. Identify, stabilize and refer antenatal women with complications
2. Provide care to antenatal women with complications
3. Provide post abortion care & counselling
4. Assist in the conduction of abnormal vaginal deliveries and caesarean section.
5. Demonstrate skills in resuscitating the newborn
6. Assist and manage complications during labour
7. Identify postnatal and neonatal complications, stabilize and refer them
8. Provide care for high risk antenatal, intranatal and postnatal women and their families using nursing process approach
9. Provide care for high risk newborn
10. Assist in advanced clinical procedures in midwifery and obstetric nursing
11. Provide care for women during their non childbearing period.
12. Assess and care for women with gynecological disorders
13. Demonstrate skills in performing and assisting in specific gynecological procedures
14. Counsel and care for couples with infertility

SKILL LAB: Procedures/Skills for demonstration and return demonstration:

1. Antenatal assessment and identification of complications
2. Post abortion care & counseling
3. Counseling antenatal women for complication readiness
4. Mechanism of labour – abnormal
5. Assisting in the conduction of abnormal vaginal deliveries and caesarean section.
6. Management of complications during pregnancy/labour/post partum (case studies/simulated scenarios)
7. Administration of Inj. Magnesium sulphate
8. Starting and maintaining an oxytocin drip for PPH
9. Management of PPH – Bimanual compression of uterus
10. Management of PPH – Balloon tamponade
11. Instruments used in obstetrics and gynecology
12. Visual inspection of cervix with acetic acid
13. Cervical biopsy
14. Breast examination
15. Counseling of infertile couples

CLINICAL POSTINGS (8 weeks × 40 hours per week = 320 hours)

Clinical Areas	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Antenatal OPD/ infertility clinics/ Reproductive medicine and antenatal ward	2 weeks	<p>Perform/assist in selected advanced antenatal diagnostic procedures</p> <p>Provide antenatal care for women with complications of pregnancy</p> <p>Counsel antenatal mothers</p> <p>Provide post abortion care and postnatal counselling</p> <p>Provide counselling and support to infertile couples</p>	<ul style="list-style-type: none"> • Kick chart, DFMC • Assist in NST/CTG/USG • Assisting in advanced diagnostic procedures • Care of antenatal women with complications in pregnancy • Antenatal counselling • Preparation for childbirth, Birth preparedness and complication readiness • Post abortion care • Post abortion counselling • Counselling infertile couples 	<ul style="list-style-type: none"> • Antenatal palpation • Health talk • Case study 	<ul style="list-style-type: none"> • Simulation • Case presentation • OSCE
Labour room	2 weeks	<p>Conduction of normal childbirth</p> <p>Conduct/assist in abnormal deliveries</p> <p>Monitor labour using partograph</p> <p>Identify and manage complications during labour</p>	<ul style="list-style-type: none"> • Assessment of woman in labour • Partograph • Pervaginal examination if indicated • Obstetric examination • Care during first stage of labour • Pain management techniques • Upright and alternative positions in labour • Preparation for labour – articles, physical, psychological • Conduction of normal childbirth • Essential newborn care • Newborn resuscitation • Active management of third stage of labour • Monitoring and care during fourth stage of labour • Identification, stabilization, referral and assisting in management of prolonged labour, cervical dystocia, CPD, contracted pelvis • Assist in the management of 	<ul style="list-style-type: none"> • Partograph recording • Pain management during labour • Conduction of normal childbirth • Assisting in abnormal deliveries • Managing complication during labour • Case study • Case presentation 	<ul style="list-style-type: none"> • Assignment • Case study • Case presentation • Simulation • OSCE

Clinical Areas	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
			<p>abnormal deliveries – posterior position, breech deliveries, twin deliveries, vacuum extraction, forceps delivery, shoulder dystocia</p> <ul style="list-style-type: none"> • Assist in cervical encircage procedures, D&C, D&E • Identify, assist and manage trauma to the birth canal, retained placenta, post partum hemorrhage, uterine atony • Management of obstetric shock 		
Postnatal Ward	1 week	<p>Perform postnatal assessment and identify postnatal complications</p> <p>Provide postnatal care</p> <p>Provide family welfare services</p>	<ul style="list-style-type: none"> • Postnatal history collection and physical examination • Identify postnatal complications • Care of postnatal mothers – abnormal deliveries, caesarean section • Care of normal newborn • Lactation management • Postnatal counselling • Health teaching on postnatal and newborn care • Family welfare counselling 	<ul style="list-style-type: none"> • Health talk • Postnatal assessment • Newborn assessment • Case studies • Case presentation • PPIUCD insertion and removal 	<ul style="list-style-type: none"> • Role play • Assignment • Case study • Case presentation • Simulation • Vignettes • OSCE
Neonatal Intensive Care Unit	1week	<p>Perform assessment of newborn and identify complications/congenital anomalies</p> <p>Perform neonatal resuscitation</p> <p>Care of high risk newborn</p> <p>Provide care for newborns in ventilator, incubator etc</p> <p>Assist/perform special neonatal procedures</p>	<ul style="list-style-type: none"> • Neonatal assessment – identification of complication, congenital anomalies. • Observation of newborn • Neonatal resuscitation • Phototherapy and management of jaundice in newborn • Assist in Exchange transfusion • Neonatal feeding – spoon and katori, paladai, NG tube • Care of baby in incubator, ventilator, warmer • Infection control in the nursery • Neonatal medications • Starting IV line for newborn, drug calculation 	<ul style="list-style-type: none"> • Case study • Case presentation • Assignments • Simulated practice 	<ul style="list-style-type: none"> • Case presentation • Care study • Care plan • Simulation, Vignettes • OSCE
Obstetric/ Gynae operation theatre & Gynecology	2weeks	<p>Assist in gynecological and obstetric surgeries</p>	<ul style="list-style-type: none"> • Observe/Assist in caesarean section • Management of retained placenta 	<ul style="list-style-type: none"> • Assisting in obstetric and gynecological surgery • Tray set-up for 	<ul style="list-style-type: none"> • Assignment • Tray set-up for obstetric and gynecological surgeries

Clinical Areas	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Ward		Care for women with gynecological disorders	<ul style="list-style-type: none"> • Gynecological surgeries • Hysterectomy • Uterine rupture • Care of women with gynecological conditions • Health education 	<ul style="list-style-type: none"> caesarean section • Care plan 	<ul style="list-style-type: none"> • Case presentation • Simulation • Vignettes

Note: Completion of safe delivery App module during VII Semester

REFERENCE

1. DUTTA- -Text book of Obstetrics 4th Ed., -Text book of Gynecology 3rd ed.
2. C.S. DAWN- - Textbook of Gynecology Contraception and Demography 13th ed.
3. BOBAK JENSEN- - Essentials of Maternity Nursing 3rd ed.
4. LONGMAN - Clinical Obstetrics 9th ed.
5. CAMPBELL -Gynecology by ten teachers 17th ed.
6. MYLES - Text book of Midwives 14th ed.

NURSING MANAGEMENT AND LEADERSHIP

PLACEMENT: VI Semester

THEORY: 3 Credits (60 hours) includes Lab/Skill Lab hours also

PRACTICUM: Clinical: 1 Credits (80 hours)

DESCRIPTION: This course is designed to enable students to acquire knowledge and competencies in areas of administration, and management of nursing services and education. Further prepares the students to develop leadership competencies and perform their role as effective leaders in an organization.

COMPETENCIES: On completion of the course, the students will be able to

1. Analyze the health care trends influencing development of nursing services and education in India.
2. Describe the principles, functions and process of management applied to nursing.
3. Develop basic understanding and beginning competencies in planning and organizing nursing services in a hospital.
4. Apply the concept of human resource management and identify the job description for all categories of nursing personnel including in service education.
5. Discuss the principles and methods of staffing and scheduling in an individual hospital/nursing unit.
6. Develop skill in management of materials and supplies including inventory control.
7. Develop team working and inter professional collaboration competencies.
8. Identify effective leadership styles and develop leadership competencies.
9. Utilize the knowledge of principles and line of control and participate in quality management and evaluation activities.
10. Utilize the knowledge related to financial planning in nursing services and education during budgetary process.

11. Apply the knowledge of nursing informatics in maintenance of records and reports relevant to patient information, nursing care and progress.
12. Demonstrate understanding of the INC guidelines for establishment and accreditation of educational institutions in terms of faculty norms, physical infrastructure and clinical facilities.
13. Demonstrate beginning competencies in planning, organizing and staffing at college including implementation and evaluation of curriculum.
14. Identify the legal issues and laws relevant to nursing practice and education.
15. Apply the knowledge and utilize the various opportunities for professional advancement.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	1 (T)	Explore the health care, development of nursing services and education in India and trends	Health Care and Development of Nursing Services in India <ul style="list-style-type: none"> • Current health care delivery system of India – review • Planning and development of nursing services and education at global and national scenario • Recent trends and issues of nursing service and management 	<ul style="list-style-type: none"> • Lecture cum discussion • Directed reading and written assignment 	<ul style="list-style-type: none"> • Short answer • Assessment of assignment
II	2 (T)	Explain the principles and functions of management applied to nursing Describe the introductory concepts of management as a process	Management Basics Applied to Nursing <ul style="list-style-type: none"> • Definitions, concepts and theories of management • Importance, features and levels of management • Management and administration • Functions of management • Principles of management • Role of a nurse as a manager Introduction to Management Process <ul style="list-style-type: none"> • Planning • Organizing • Staffing • Directing/Leading • Controlling 	<ul style="list-style-type: none"> • Lecture and discussion 	<ul style="list-style-type: none"> • MCQ • Short answer
			MANAGEMENT OF NURSING SERVICES		
III	4 (T)	Describe the essential elements of planning	Planning Nursing Services <ul style="list-style-type: none"> • Vision, Mission, philosophy, objectives • Nursing service policies, procedures and manuals • Functional and operational planning 	<ul style="list-style-type: none"> • Lecture and Discussion • Visit to specific hospital/ patient care units • Demonstration of disaster drill in the respective setting 	<ul style="list-style-type: none"> • Formulate Mission & Vision Statement for the nursing department/ unit • Assessment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Strategic planning • Program planning – Gantt chart & milestone chart • Budgeting – concepts, principles, types, • Budget proposal, cost benefit analysis • Planning hospital and patient care unit (Ward) • Planning for emergency and disaster 		<ul style="list-style-type: none"> • of problem-solving exercises • Visit Report
IV	4 (T)	Discuss the concepts of organizing including hospital organization	<p>Organizing</p> <ul style="list-style-type: none"> • Organizing as a process – assignment, delegation and coordination • Hospital – types, functions & organization • Organizational development • Organizational structure • Organizational charts • Organizational effectiveness • Hospital administration, Control & line of authority • Hospital statistics including hospital utilization indices • Nursing care delivery systems and trends • Role of nurse in maintenance of effective organizational climate 	<ul style="list-style-type: none"> • Lecture cum discussion • Comparison of organizational structure of various organizations • Nursing care delivery systems – assignment • Preparation of Organizational chart of hospital/ Nursing services 	<ul style="list-style-type: none"> • Short answer • Assessment of assignment
V	6 (T)	Identify the significance of human resource management (HRM) and material management and discuss its elements	<p>Staffing (Human resource management)</p> <ul style="list-style-type: none"> • Definition, objectives, components and functions <p>Staffing & Scheduling</p> <ul style="list-style-type: none"> • Staffing – Philosophy, staffing activities • Recruiting, selecting, deployment • Training, development, credentialing, retaining, promoting, transfer, terminating, superannuation • Staffing units – Projecting staffing requirements/calculation of requirements of staff resources Nurse patient ratio, Nurse Population ratio as per SIU norms/IPH Norms, and Patient classification system • Categories of nursing personnel including job description of all levels • Assignment and nursing care responsibilities 	<ul style="list-style-type: none"> • Lecture and discussion • Role play • Games self-assessment, case discussion and practice session • Calculation of staffing requirements for a specified ward 	<ul style="list-style-type: none"> • Formulate Job description at different levels of care & compare with existing system • Preparation of duty roster

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>Explain the procedural steps of material management</p> <p>Develop managerial skill in inventory control and actively participate in procurement process</p>	<ul style="list-style-type: none"> • Turnover and absenteeism • Staff welfare • Discipline and grievances <p>In-Service Education</p> <ul style="list-style-type: none"> • Nature and scope of in-service education program • Principles of adult learning – review • Planning and organizing in-service educational program • Methods, techniques and evaluation • Preparation of report <p>Material Resource Management</p> <ul style="list-style-type: none"> • Procurement, purchasing process, inventory control & role of nurse • Auditing and maintenance in hospital and patient care unit 	<ul style="list-style-type: none"> • Visit to inventory store of the institution 	<ul style="list-style-type: none"> • Preparation of MMF/records • Preparation of log book & condemnation documents • Visit Report
VI	5 (T)	Describe the important methods of supervision and guidance	<p>Directing and Leading</p> <ul style="list-style-type: none"> • Definition, principles, elements of directing • Supervision and guidance • Participatory management • Inter-professional collaboration • Management by objectives • Team management • Assignments, rotations • Maintenance of discipline • Leadership in management 	<ul style="list-style-type: none"> • Lecture and discussion • Demonstration of record & report maintenance in specific wards/ departments 	<ul style="list-style-type: none"> • Assignment on Reports & Records maintained in nursing department/ • Preparation of protocols and manuals
VII	4 (T)	<p>Discuss the significance and changing trends of nursing leadership</p> <p>Analyze the different leadership styles and develop leadership competencies</p>	<p>Leadership</p> <ul style="list-style-type: none"> • Definition, concepts, and theories • Leadership principles and competencies • Leadership styles: Situational leadership, Transformational leadership • Methods of leadership development • Mentorship/preceptorship in nursing • Delegation, power & politics, empowerment, mentoring and coaching • Decision making and problem solving 	<ul style="list-style-type: none"> • Lecture cum discussion • Self-assessment • Report on types of leadership adopted at different levels of health care in the given setting • Problem solving/ Conflict management exercise • Observation of managerial roles at different levels (middle level managers-ward incharge, ANS) 	<ul style="list-style-type: none"> • Short answer • Essay • Assessment of exercise/report

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Conflict management and negotiation • Implementing planned change 		
VIII	4 (T)	Explain the process of controlling and its activities	Controlling <ul style="list-style-type: none"> • Implementing standards, policies, procedures, protocols and practices • Nursing performance audit, patient satisfaction • Nursing rounds, Documentation – records and reports • Total quality management – Quality assurance, Quality and safety • Performance appraisal • Program evaluation review technique (PERT) • Bench marking, Activity plan (Gantt chart) • Critical path analysis 	<ul style="list-style-type: none"> • Lecture cum discussion • Preparation of policies/ protocols for nursing units/ department 	<ul style="list-style-type: none"> • Assessment of prepared protocols
IX	4 (T)	Explain the concepts of organizational behavior and group dynamics	Organizational Behavior and Human Relations <ul style="list-style-type: none"> • Concepts and theories of organizational behavior • Group dynamics • Review – Interpersonal relationship • Human relations • Public relations in the context of nursing • Relations with professional associations and employee unions • Collective bargaining • Review – Motivation and morale building • Communication in the workplace – assertive communication • Committees – importance in the organization, functioning 	<ul style="list-style-type: none"> • Lecture and discussion • Role play/ exercise – Group dynamics & human relations 	<ul style="list-style-type: none"> • Short answer • OSCE
X	2 (T)	Describe the financial management related to nursing services	Financial Management <ul style="list-style-type: none"> • Definition, objectives, elements, functions, principles & scope of financial management • Financial planning (budgeting for nursing department) • Proposal, projecting requirement for staff, equipment and supplies for – Hospital & patient care units & emergency and disaster units 	<ul style="list-style-type: none"> • Lecture cum discussion • Budget proposal review • Preparation of budget proposal for a specific department 	<ul style="list-style-type: none"> • Short answer • Essay • Assessment of assignment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> Budget and Budgetary process Financial audit 		
XI	1 (T)	Review the concepts, principles and methods and use of nursing informatics	Nursing Informatics/ Information Management – Review <ul style="list-style-type: none"> Patient records Nursing records Use of computers in hospital, college and community Telemedicine & Tele nursing Electronic Medical Records (EMR), EHR 	<ul style="list-style-type: none"> Review Practice session Visit to departments 	<ul style="list-style-type: none"> Short answer
XII	1 (T)	Review personal management in terms of management of emotions, stress and resilience	Personal Management – Review <ul style="list-style-type: none"> Emotional intelligence Resilience building Stress and time management – de-stressing Career planning 	<ul style="list-style-type: none"> Review Discussion 	
			MANAGEMENT OF NURSING EDUCATIONAL INSTITUTIONS		
XIII	4 (T)	Describe the process of establishing educational institutions and its accreditation guidelines	Establishment of Nursing Educational Institutions <ul style="list-style-type: none"> Indian Nursing Council norms and guidelines – Faculty norms, physical facilities, clinical facilities, curriculum implementation, and evaluation/examination guidelines Coordination with regulatory bodies – INC and State Nursing Council Accreditation – Inspections Affiliation with university/State council/board of examinations 	<ul style="list-style-type: none"> Lecture and discussion Visit to one of the regulatory bodies 	<ul style="list-style-type: none"> Visit report
XIV	4 (T)	Explain the planning and organizing functions of a nursing college	Planning and Organizing <ul style="list-style-type: none"> Philosophy, objectives and mission of the college Organization structure of school/college Review – Curriculum planning Planning teaching and learning experiences, clinical facilities – master plan, time table and clinical rotation Budget planning – faculty, staff, equipment & supplies, AV aids, Lab equipment, library books, journals, computers and maintenance Infrastructure facilities – college, classrooms, hostel, library, labs, 	<ul style="list-style-type: none"> Directed reading – INC Curriculum Preparation of organizational structure of the college Written assignment – writing philosophy of a teaching department Preparation of master plan, time table and clinical rotation 	<ul style="list-style-type: none"> Short answer Essay Assessment of assignment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<p>computer lab, transport facilities</p> <ul style="list-style-type: none"> Records & reports for students, staff, faculty and administrative Committees and functioning Clinical experiences 		
XV	4 (T)	Develop understanding of staffing the college and selecting the students	<p>Staffing and Student Selection</p> <ul style="list-style-type: none"> Faculty/staff selection, recruitment and placement, job description Performance appraisal Faculty development Faculty/staff welfare Student recruitment, admission, clinical placement 	<ul style="list-style-type: none"> Guided reading on faculty norms Faculty welfare activities report Writing job description of tutors 	<ul style="list-style-type: none"> Short answer Activity report Assessment of job description
XVI	4 (T)	Analyze the leadership and management activities in an educational organization	<p>Directing and Controlling</p> <ul style="list-style-type: none"> Review – Curriculum implementation and evaluation Leadership and motivation, supervision – review Guidance and counseling Quality management – educational audit Program evaluation, evaluation of performance Maintaining discipline Institutional records and reports – administrative, faculty, staff and students 	<ul style="list-style-type: none"> Review principles of evaluation Assignment – Identify disciplinary problems among students Writing student record 	<ul style="list-style-type: none"> Short answer Assessment of assignment and record
XVII	4 (T)	Identify various legal issues and laws relevant to nursing practice	<p>PROFESSIONAL CONSIDERATIONS</p> <p>Review – Legal and Ethical Issues</p> <ul style="list-style-type: none"> Nursing as a profession – Characteristics of a professional nurse Nursing practice – philosophy, aim and objectives Regulatory bodies – INC and SNC constitution and functions <p>Review – Professional ethics</p> <ul style="list-style-type: none"> Code of ethics and professional conduct – INC & ICN Practice standards for nursing – INC International Council for Nurses (ICN) <p>Legal aspects in nursing:</p> <ul style="list-style-type: none"> Consumer protection act, patient rights Legal terms related to practice, legal 		

10 Participate in supervision, evaluation and conducting in service education for the staff

College & Hostel

1. Prepare organizational chart of college
2. Formulate job description for tutors
3. Prepare Master plan, time table and clinical rotation
4. Prepare student anecdotes
5. Participate in planning, conducting and evaluation of clinical teaching
6. Participate in evaluation of students' clinical experience
7. Participate in planning and conducting practical examination OSCE – end of posting

CLINICAL POSTING: Management experience in hospital & college.

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2. Shakharkar, B M. Principles of Hospital Administration and Planning, Jaypee Brothers: Banglore, 1998.
3. Pai, Pragna. Effective Hospital Management, 1st edn, The National Book Depot: Mumbai, 2002.
4. Srinivasan, A V. Managing a Modern Hospital, 1st edn, Sage Publications: New Delhi, 2002.
5. Basavanthappa, B T. Nursing Administration, 1st edn, J P Brothers Medical Publishers: New Delhi, 2000.
6. Goel, s & Kumar, R. Hospital Administration and Management, 1st edn, Deep and Deep Publications: New Delhi, 2000.
7. Park K. Park's Textbook of Preventive and Social Medicine, 17th edn, M/S Banarsidas Bhanot Publishers: Jabalpur, 2003.
8. Russels, C S. Management & Leadership for Nurse Managers, 3rd edn, Jones Bartlett Publishers: London, 2002.
9. Francis, E M & Desouza, Mario. Hospital Administration, 3rd edn, Jaypee Brothers Medical Publishers: New Delhi, 2000.
10. Goddard, H A. Principles of Administration applied to Nursing Practice, WHO: Geneva, 1966.
11. Hersey, P., Blanchard, H K & Johnson, E D. Management of Organizational Behavior, Pearson Education Indian Branch: New Delhi, 2002.
12. Barret, Jean. Ward Management and Teaching, 2nd edn, English Book Society: New Delhi, 1967.

MENTAL HEALTH NURSING - II

PLACEMENT: VI SEMESTER

THEORY: 1 Credit (40 Hours)

PRACTICUM: Clinical: 2 Credits (160 Hours)

DESCRIPTION: This course is designed to provide the students with basic understanding and skills essential to meet psychiatric emergencies and perform the role of community mental health nurse.

COMPETENCIES: On completion of the course, the students will be able to

1. Apply nursing process in providing care to patients with substance use disorders, and personality and sexual disorders.
2. Apply nursing process in providing care to patients with behavioural and emotional disorders occurring during childhood and adolescence.
3. Apply nursing process in providing care to patients with organic brain disorders.
4. Identify and respond to psychiatric emergencies.
5. Carry out crisis interventions during emergencies under supervision.
6. Perform admission and discharge procedures as per MHCA 2017.
7. Explore the roles and responsibilities of community mental health nurse in delivering community mental health services.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	6 (T)	Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with substance use disorders	<p>Nursing Management of Patients with Substance Use Disorders</p> <ul style="list-style-type: none"> • Prevalence and incidence • Commonly used psychotropic substance: classifications, forms, routes, action, intoxication and withdrawal • Psychodynamics/etiology of substance use disorder (Terminologies: Substance Use, Abuse, Tolerance, Dependence, Withdrawal) • Diagnostic criteria/formulations • Nursing Assessment: History (substance history), Physical, mental assessment and drug and drug assay • Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction, Brief interventions, MET, refusal skills, maintenance therapy) and nursing management of patients with substance use disorders • Special considerations for vulnerable population • Follow-up and home care and rehabilitation 	<ul style="list-style-type: none"> • Lecture cum discussion • Case discussion • Case presentation • Clinical practice 	<ul style="list-style-type: none"> • Essay • Short answer • Assessment of patient management problems
II	6 (T)	Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with personality, and sexual disorders	<p>Nursing Management of Patient with Personality and Sexual Disorders</p> <ul style="list-style-type: none"> • Prevalence and incidence • Classification of disorders • Etiology, psychopathology, characteristics, diagnosis • Nursing Assessment: History, Physical and mental health assessment • Treatment modalities and nursing management of patients with personality, and sexual disorders • Geriatric considerations • Follow-up and home care and rehabilitation 	<ul style="list-style-type: none"> • Lecture cum discussion • Case discussion • Case presentation • Clinical practice 	<ul style="list-style-type: none"> • Essay • Short answer • Assessment of patient management problems
III	8 (T)	Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of childhood and adolescent disorders including mental deficiency	<p>Nursing Management of Behavioural & Emotional Disorders occurring during Childhood and Adolescence (Intellectual disability, autism, attention deficit, hyperactive disorder, eating disorders, learning disorder)</p> <ul style="list-style-type: none"> • Prevalence and incidence • Classifications • Etiology, psychodynamics, Characteristics, diagnostic criteria/formulations 	<ul style="list-style-type: none"> • Lecture cum discussion • Case discussion • Case presentation • Clinical practice 	<ul style="list-style-type: none"> • Essay • Short answer • Assessment of patient management problems

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Nursing Assessment: History, Physical, mental status examination and IQ assessment • Treatment modalities and nursing management of childhood disorders including intellectual disability • Follow-up and home care and rehabilitation 		
IV	5 (T)	Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of organic brain disorders.	<p>Nursing Management of Organic Brain Disorders (Delirium, Dementia, amnesic disorders)</p> <ul style="list-style-type: none"> • Prevalence and incidence • Classification • Etiology, psychopathology, clinical features, diagnosis and Differential diagnosis • Nursing Assessment: History, Physical, mental and neurological assessment • Treatment modalities and nursing management of organic brain disorders • Follow-up and home care and rehabilitation 	<ul style="list-style-type: none"> • Lecture cum discussion • Case discussion • Case presentation • Clinical practice 	<ul style="list-style-type: none"> • Essay • Short answer • Assessment of patient management problems
V	6 (T)	Identify psychiatric emergencies and carry out crisis intervention	<p>Psychiatric Emergencies and Crisis Intervention</p> <ul style="list-style-type: none"> • Types of psychiatric emergencies (attempted suicide, violence/ aggression, stupor, delirium tremens and other psychiatric emergencies) and their managements • Maladaptive behaviour of individual and groups, stress, crisis and disaster(s) • Types of crisis • Crisis intervention: Principles, Techniques and Process <ul style="list-style-type: none"> - Stress reduction interventions as per stress adaptation model - Coping enhancement - Techniques of counseling 	<ul style="list-style-type: none"> • Lecture cum discussion • Case discussion • Case presentation • Clinical practice 	<ul style="list-style-type: none"> • Short answer • Objective type
VI	4 (T)	Explain legal aspects applied in mental health settings and role of the nurse	<p>Legal Issues in Mental Health Nursing</p> <ul style="list-style-type: none"> • Overview of Indian Lunacy Act and The Mental Health Act 1987 • (Protection of Children from Sexual Offence) POSCO Act • Mental Health Care Act (MHCA) 2017 • Rights of mentally ill clients • Forensic psychiatry and nursing • Acts related to narcotic and psychotropic substances and illegal drug trafficking 	<ul style="list-style-type: none"> • Lecture cum discussion • Case discussion 	<ul style="list-style-type: none"> • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Admission and discharge procedures as per MHCA 2017 • Role and responsibilities of nurses in implementing MHCA 2017 		
VII	5 (T)	<p>Describe the model of preventive psychiatry</p> <p>Describe Community Mental health services and role of the nurse</p>	<p>Community Mental Health Nursing</p> <ul style="list-style-type: none"> • Development of Community Mental Health Services: • National mental health policy viz. National Health Policy • National Mental Health Program • Institutionalization versus Deinstitutionalization • Model of Preventive psychiatry • Mental Health Services available at the primary, secondary, tertiary levels including rehabilitation and nurses' responsibilities • Mental Health Agencies: Government and voluntary, National and International • Mental health nursing issues for special populations: Children, Adolescence, Women Elderly, Victims of violence and abuse, Handicapped, HIV/AIDS etc. 	<ul style="list-style-type: none"> • Lecture cum discussion • Clinical/ field practice • Field visits to mental health service agencies 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of the field visit reports

CLINICAL PRACTICUM – 2 Credits (80 hours)

Clinical Practicum for Mental Health Nursing - I & II are given under Mental Health Nursing - I Clinical Practicum

MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - I
including SBA module

PLACEMENT: VI SEMESTER

THEORY: 3 Credits (60 hours)

PRACTICUM: Skill Lab: 1 Credit (40 hours); Clinical: 3 Credits (240 hours)

DESCRIPTION: This course is designed for students to develop knowledge and competencies on the concepts and principles of midwifery. It helps them to acquire knowledge and skills in rendering respectful maternity care to woman during antenatal, intranatal and postnatal periods in hospitals and community settings. It further helps to develop skills in managing normal neonates and participate in family welfare programs.

COMPETENCIES: On completion of the program, the students will be able to

1. Demonstrate professional accountability for the delivery of nursing care as per INC standards/ICM competencies that are consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles in midwifery practice.
2. Communicate effectively with individuals, families and professional colleagues fostering mutual respect and shared decision making to enhance health outcomes.
3. Recognize the trends and issues in midwifery and obstetrical nursing.
4. Review and describe the anatomy and physiology of human reproductive system and conception.
5. Describe and apply physiology in the management of normal pregnancy, birth and puerperium.
6. Demonstrate competency in providing respectful and evidence based maternity care for women during the antenatal, intranatal and postnatal period.
7. Uphold the fundamental human rights of individuals when providing midwifery care.
8. Promote physiologic labour and birth, and conduct normal childbirth.
9. Provide evidence based essential newborn care.
10. Apply nursing process approach in caring for women and their families.
11. Describe the methods of contraception and role of nurse/midwife in family welfare services.
12. Recognize the importance of and actively participate in family welfare programs.
13. Provide youth friendly health services and care for women affected by gender based violence.

COURSE OUTLINE

T – Theory, SL/L – Skill Lab/Lab, C – Clinical

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	8 (T)	<p>Explain the history and current scenario of midwifery in India</p> <p>Review vital health</p>	<p>Introduction to midwifery</p> <ul style="list-style-type: none"> • History of midwifery in India • Current scenario: <ul style="list-style-type: none"> ○ Trends of maternity care in India ○ Midwifery in India – Transformative education for relationship based and transformative midwifery practice in India • Vital health indicators – Maternal mortality ratio, Infant Mortality Rate, 	<ul style="list-style-type: none"> • Discussion • Demonstration • Role play • Directed reading and assignment: ICM competencies • Scenario based learning 	<ul style="list-style-type: none"> • Short answer • Objective type • Essay • Quiz

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		<p>indicators</p> <p>Describe the various national health programs related to RMNCH+A</p> <p>Identify the trends and issues in midwifery</p> <p>Discuss the legal and ethical issues relevant to midwifery practice</p>	<p>Neonatal Mortality Rate, perinatal mortality rate, fertility rates</p> <ul style="list-style-type: none"> ○ Maternal death audit • National health programs related to RMNCH+A (Reproductive Maternal Newborn and Child Health + Adolescent Health) <p><i>Current trends in midwifery and OBG nursing:</i></p> <ul style="list-style-type: none"> ○ Respectful maternity and newborn care (RMNC) ○ Midwifery-led care units (MLCU) ○ Women centered care, physiologic birthing and demedicalization of birth ○ Birthing centers, water birth, lotus birth ○ Essential competencies for midwifery practice (ICM) ○ Universal rights of child-bearing women ○ Sexual and reproductive health and rights ○ Women's expectations & choices about care <p><i>Legal provisions in midwifery practice in India:</i></p> <ul style="list-style-type: none"> • INC/MOH&FW regulations • ICM code of ethics • Ethical issues in maternal and neonatal care • Adoption laws, MTP act, Pre-Natal Diagnostic Test (PNDT) Act, Surrogate mothers • Roles and responsibilities of a midwife/Nurse practitioner midwife in different settings (hospital/ community) • Scope of practice for midwives 		
II	6 (T) 3 (L)	Review the anatomy and physiology of human reproductive system	<p>Anatomy and physiology of human reproductive system and conception (Maternal, Fetal & Newborn physiology)</p> <p><i>Review:</i></p> <ul style="list-style-type: none"> • Female organs of reproduction • Female pelvis – bones, joints, ligaments, planes, diameters, landmarks, inclination, pelvic variations • Foetal skull – bones, sutures, 	<ul style="list-style-type: none"> • Lecture • Discussion • Self-directed learning • Models • Videos & films 	<ul style="list-style-type: none"> • Quiz • Short answer • Essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> fontanelles, diameters, moulding • Fetopelvic relationship • Physiology of menstrual cycle, menstrual hygiene • Fertilization, conception and implantation • Embryological development • Placental development and function, placental barrier • Fetal growth and development • Fetal circulation & nutrition 		
III	12 (T) 10 (L) 40 (C)	<p>Provide preconception care to eligible couples</p> <p>Describe the physiology, assessment and management of normal pregnancy</p> <p>Demonstrate knowledge, attitude and skills of midwifery practice throughout 1st, 2nd and 3rd</p>	<p>Assessment and management of normal pregnancy (ante-natal):</p> <p>Pre-pregnancy Care</p> <ul style="list-style-type: none"> • Review of sexual development (<i>Self Learning</i>) • Socio-cultural aspects of human sexuality (<i>Self Learning</i>) • Preconception care • Pre-conception counseling (including awareness regarding normal birth) Genetic counseling (<i>Self Learning</i>) • Planned parenthood <p>Pregnancy assessment and antenatal care (I, II & III Trimesters)</p> <p>Normal pregnancy</p> <ul style="list-style-type: none"> • Physiological changes during pregnancy • Assess and confirm pregnancy: Diagnosis of pregnancy – Signs, differential diagnosis and confirmatory tests • Review of maternal nutrition & malnutrition • Building partnership with women following RMC protocol • Fathers' engagement in maternity care <p>Ante-natal care:</p> <p>1st Trimesters</p> <ul style="list-style-type: none"> • Antenatal assessment: History taking, physical examination, breast examination, laboratory investigation • Identification and management of minor discomforts of pregnancy 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Self-Learning • Health talk • Role play • Counseling session <ul style="list-style-type: none"> • Case discussion/presentation • Simulation • Supervised clinical practice <ul style="list-style-type: none"> • Refer SBA module & Safe motherhood 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of skills with check list • Case study evaluation • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		trimesters	<ul style="list-style-type: none"> • Antenatal care : as per GoI guidelines • Antenatal counseling (lifestyle changes, nutrition, shared decision making, risky behavior, sexual life during pregnancy, immunization etc.) • Danger signs during pregnancy • Respectful care and compassionate communication • Recording and reporting: as per the GoI guidelines • Role of Doula/ASHAs <p>II Trimester</p> <ul style="list-style-type: none"> • Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard's stethoscope • Assessment of fetal well-being: DFMC, biophysical profile, Non stress test, cardio-tocography, USG, Vibro acoustic stimulation, biochemical tests. • Antenatal care • Women centered care • Respectful care and compassionate communication • Health education on IFA, calcium and vitamin D supplementation, glucose tolerance test, etc. • Education and management of physiological changes and discomforts of 2nd trimester • Rh negative and prophylactic anti D • Referral and collaboration, empowerment • Ongoing risk assessment • Maternal Mental Health <p>III Trimester</p> <ul style="list-style-type: none"> • Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard's stethoscope • Education and management of physiological changes and discomforts of 3rd trimester • Third trimester tests and screening • Fetal engagement in late pregnancy • Childbirth preparation classes 	<ul style="list-style-type: none"> • booklet • Lab tests – performance and interpretation • Demonstration • Roleplay • Demonstration of antenatal assessment 	

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Birth preparedness and complication readiness including micro birth planning • Danger signs of pregnancy – recognition of ruptured membranes • Education on alternative birthing positions – women's preferred choices, birth companion • Ongoing risk assessment • Cultural needs • Women centered care • Respectful and compassionate communication • Health education on exclusive breastfeeding • Role of Doula/ASHA's 	<ul style="list-style-type: none"> • Scenario based learning • Lecture • Simulation • Role play • Refer GoI Guidelines • Health talk • Counseling session • Demonstration of birthing positions • Workshop on alternative birthing positions 	
IV	12 (T) 12 (L) 80 (C)	<p>Apply the physiology of labour in promoting normal childbirth</p> <p>Describe the management and care during labour</p> <p>Discuss how to maintain a safe environment for labour</p> <p>Work effectively for pain management during labour</p>	<p>Physiology, management and care during labour</p> <ul style="list-style-type: none"> • Normal labour and birth • Onset of birth/labour • Per vaginal examination (if necessary) • Stages of labour • Organization of labour room – Triage, preparation for birth • Positive birth environment • Respectful care and communication • Drugs used in labour as per GoI guidelines <p>First Stage</p> <ul style="list-style-type: none"> • Physiology of normal labour • Monitoring progress of labour using Partograph/labour care guide • Assessing and monitoring fetal well being • Evidence based care during 1st stage of labour • Pain management in labour (non-pharmacological) • Psychological support – Managing fear • Activity and ambulation during first stage of labour 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Bedside clinics • Case discussion/presentation • Simulated practice • Supervised Clinical practice – Per vaginal examination, Conduction of normal childbirth • Refer SBA module • LaQshya guidelines • Dakshata guidelines 	<ul style="list-style-type: none"> • Essay type • Short answer • Objective type • Case study evaluation • Assessment of skills with check list • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		<p>Discuss how the midwife provides care and support for the women during birth to enhance physiological birthing and promote normal birth</p> <p>Assess and provide care of the newborn immediately following birth</p>	<ul style="list-style-type: none"> Nutrition during labour Promote positive childbirth experience for women Birth companion Role of Doula/ASHA's <p>Second stage</p> <ul style="list-style-type: none"> Physiology (Mechanism of labour) Signs of imminent labour Intrapartum monitoring Birth position of choice Vaginal examination Psychological support Non-directive coaching Evidence based management of physiological birth/Conduction of normal childbirth Essential newborn care (ENBC) Immediate assessment and care of the newborn Role of Doula/ASHA's <p>Third Stage</p> <ul style="list-style-type: none"> Physiology – placental separation and expulsion, hemostasis Physiological management of third stage of labour Active management of third stage of labour (recommended) Examination of placenta, membranes and vessels Assess perineal, vaginal tear/injuries and suture if required Insertion of postpartum IUCD Immediate perineal care Initiation of breast feeding Skin to skin contact Newborn resuscitation <p>Fourth Stage</p> <p><i>Observation, Critical Analysis and Management of mother and newborn</i></p> <ul style="list-style-type: none"> Maternal assessment, observation fundal height, uterine consistency, urine output, blood loss Documentation and Record of birth 	<ul style="list-style-type: none"> Refer ENBC, NSSK module Demonstration Group work Scenario based learning Simulation Role play Demonstration Videos 	
		Discuss the impact of labour and birth as a transitional event in the woman's life			

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Ensure initiation of breast feeding and adequate latching	<ul style="list-style-type: none"> Breastfeeding and latching Managing uterine cramp Alternative/complementary therapies Role of Doula/ASHA's Various childbirth practices Safe environment for mother and newborn to promote bonding Maintaining records and reports 		
V	7 (T) 6 (L) 40 (C)	Describe the physiology, management and care of normal puerperium	<p>Postpartum care/Ongoing care of women</p> <ul style="list-style-type: none"> Normal puerperium – Physiology, duration Post-natal assessment and care – facility and home-based care Perineal hygiene and care Bladder and bowel function Minor disorders of puerperium and its management Physiology of lactation and lactation management Postnatal counseling and psychological support Normal postnatal baby blues and recognition of post-natal depression Transition to parenthood Care for the woman up to 6 weeks after childbirth Cultural competence (Taboos related to postnatal diet and practices) Diet during lactation-review Post-partum family planning Follow-up of postnatal mothers Drugs used in the postnatal period Records and reports 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Health talk Simulated practice Supervised clinical practice Refer SBA module 	<ul style="list-style-type: none"> Essay type Short answer Objective type Assessment of skills with checklist OSCE
VI	7 (T) 7 (L) 40 (C)	Discuss the need for and provision of compassionate, family centered midwifery care of the newborn Describe the assessment and care of normal neonate	<p>Assessment and ongoing care of normal neonates</p> <ul style="list-style-type: none"> Family centered care Respectful newborn care and communication Normal Neonate – Physiological adaptation Newborn assessment – Screening for congenital anomalies Care of newborn up to 6 weeks after 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Simulated practice session Supervised clinical practice Refer safe deliver app module – newborn 	<ul style="list-style-type: none"> Essay type Short answer Objective type Assessment of skills with checklist OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<p>the childbirth (Routine care of newborn)</p> <ul style="list-style-type: none"> • Skin to skin contact and thermoregulation • Infection prevention • Immunization • Minor disorders of newborn and its management 	<p>management</p> <ul style="list-style-type: none"> • Partial completion of SBA module 	
VII	8 (T) 2 (L) 40 (C)	<p>Explain various methods of family planning and role of nurse/midwife in providing family planning services</p> <p>Describe youth friendly services and role of nurses/ midwives</p> <p>Recognize the role of nurses/midwives in gender based violence</p>	<p>Family welfare services</p> <ul style="list-style-type: none"> • Impact of early/frequent childbearing • Comprehensive range of family planning methods <ul style="list-style-type: none"> ◦ Temporary methods – Hormonal, non-hormonal and barrier methods ◦ Permanent methods – Male sterilization and female sterilization • Action, effectiveness, advantages, disadvantages, myths, misconception and medical eligibility criteria (MEC) for use of various family planning methods • Emergency contraceptives • Recent trends and research in contraception • Family planning counseling using Balanced Counseling Strategy (BCS) • Legal and rights aspects of FP • Human rights aspects of FP adolescents • Youth friendly services – SRHR services, policies affecting SRHR and attitude of nurses and midwives in provision of services (Review) • Importance of follow up and recommended timing <p>Gender related issues in SRH</p> <ul style="list-style-type: none"> • Gender based violence – Physical, sexual and abuse, Laws affecting GBV and role of nurse/midwife • Special courts for abused people • Gender sensitive health services including family planning 	<ul style="list-style-type: none"> • Lecture • Supervised practice • Field visits • Scenario based learning • Discussion • GoI guidelines – injectable contraceptives, oral contraceptives, IUCD, male and female sterilization 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Field visit reports • Vignettes

COMMUNITY HEALTH NURSING – II

PLACEMENT: VII SEMESTER

THEORY: 5 Credits (100 hours) – includes lab hours also

PRACTICUM: Clinical: 2 Credit (160 hours)

DESCRIPTION: This course is designed to help students gain broad perspective of specialized roles and responsibilities of community health nurses and to practice in various specialized health care settings. It helps students to develop knowledge and competencies required for assessment, diagnosis, treatment, and nursing management of individuals and families within the community in wellness and illness continuum.

COMPETENCIES: On completion of the course, the students will be able to

1. Demonstrate beginning practice competencies/skills relevant to provide comprehensive primary health care/community-based care to clients with common diseases and disorders including emergency and first aid care at home/clinics/centres as per predetermined protocols/drug standing orders approved by MOH&FW
2. Provide maternal, newborn and child care, and reproductive health including adolescent care in the urban and rural health care settings
3. Describe the methods of collection and interpretation of demographic data
4. Explain population control and its impact on the society and describe the approaches towards limiting family size
5. Describe occupational health hazards, occupational diseases and the role of nurses in occupational health programs
6. Identify health problems of older adults and provide primary care, counseling and supportive health services
7. Participate in screening for mental health problems in the community and providing appropriate referral services
8. Discuss the methods of data collection for HMIS, analysis and interpretation of data
9. Discuss about effective management of health information in community diagnosis and intervention
10. Describe the management system of delivery of community health services in rural and urban areas
11. Describe the leadership role in guiding, supervising, and monitoring the health services and the personnel at the PHCs, SCs and community level including financial management and maintenance of records & reports
12. Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers (HWCs)
13. Identify the roles and responsibilities of health team members and explain their job description
14. Demonstrate initiative in preparing themselves and the community for disaster preparedness and management
15. Demonstrate skills in proper bio-medical waste management as per protocols
16. Explain the roles and functions of various national and international health agencies

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
I	10 (T)	Explain nurses' role in identification, primary management and referral of clients with common disorders/ conditions and emergencies including first aid	<p>Management of common conditions and emergencies including first aid</p> <ul style="list-style-type: none"> • Standing orders: Definition, uses <p>Screening, diagnosing/ identification, primary care and referral of Gastrointestinal System</p> <ul style="list-style-type: none"> ○ Abdominal pain ○ Nausea and vomiting ○ Diarrhea ○ Constipation ○ Jaundice ○ GI bleeding ○ Abdominal distension ○ Dysphagia and dyspepsia ○ Aphthous ulcers <p>Respiratory System</p> <ul style="list-style-type: none"> ○ Acute upper respiratory infections – Rhinitis, Sinusitis, Pharyngitis, Laryngitis, Tonsillitis ○ Acute lower respiratory infections – Bronchitis, pneumonia and bronchial asthma ○ Hemoptysis, Acute chest pain <p>Heart & Blood</p> <ul style="list-style-type: none"> ○ Common heart diseases – Heart attack/coronary artery disease, heart failure, arrhythmia ○ Blood anemia, blood cancers, bleeding disorders <p>Eye & ENT conditions</p> <ul style="list-style-type: none"> • Eye – local infections, redness of eye, conjunctivitis, stye, trachoma and refractive errors • ENT – Epistaxis, ASOM, sore throat, deafness <p>Urinary System</p> <ul style="list-style-type: none"> • Urinary tract infections – cystitis, pyelonephritis, prostatitis, UTIs in children <p>First aid in common emergency conditions – Review</p> <ul style="list-style-type: none"> • High fever, low blood sugar, minor injuries, fractures, fainting, bleeding, shock, stroke, bites, burns, choking, seizures, RTAs, poisoning, drowning and foreign bodies 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice • Assessment of clients with common conditions and provide referral 	<ul style="list-style-type: none"> • Short answer • Essay • Field visit reports • OSCE assessment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
II	20 (T)	Provide reproductive, maternal, newborn and childcare, including adolescent care in the urban and rural health care settings	<p>Reproductive, maternal, newborn, child and adolescent Health (Review from OBG Nursing and application in community setting)</p> <ul style="list-style-type: none"> • Present situation of reproductive, maternal and child health in India <p>Antenatal care</p> <ul style="list-style-type: none"> • Objectives, antenatal visits and examination, nutrition during pregnancy, counseling • Calcium and iron supplementation in pregnancy • Antenatal care at health centre level • Birth preparedness • High risk approach – Screening/early identification and primary management of complications – Antepartum hemorrhage, pre-eclampsia, eclampsia, Anemia, Gestational diabetes mellitus, Hypothyroidism, Syphilis • Referral, follow up and maintenance of records and reports <p>Intra natal care</p> <ul style="list-style-type: none"> • Normal labour – process, onset, stages of labour • Monitoring and active management of different stages of labour • Care of women after labour • Early identification, primary management, referral and follow up – preterm labour, fetal distress, prolonged and obstructed labour, vaginal & perineal tears, ruptured uterus • Care of newborn immediately after birth • Maintenance of records and reports • Use of Safe child birth check list • SBA module – Review • Organization of labour room <p>Postpartum care</p> <ul style="list-style-type: none"> • Objectives, Postnatal visits, care of mother and baby, breast feeding, diet during lactation, and health counseling • Early identification, primary management, referral and follow up of complications, Danger signs-postpartum hemorrhage, shock, puerperal sepsis, breast conditions, post-partum depression • Postpartum visit by health care provider 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Suggested field visits and field practice • Assessment of antenatal, postnatal, newborn, infant, preschool child, school child, and adolescent health 	<ul style="list-style-type: none"> • Short answer • Essay • OSCE assessment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
		Promote adolescent health and youth friendly services	<p>Newborn and child care</p> <ul style="list-style-type: none"> • <i>Review:</i> Essential newborn care • Management of common neonatal problems • Management of common child health problems: Pneumonia, Diarrhoea, Sepsis, screening for congenital anomalies and referral • <i>Review:</i> IMNCI Module • Under five clinics <p>Adolescent Health</p> <ul style="list-style-type: none"> • Common health problems and risk factors in adolescent girls and boys • Common Gynecological conditions – dysmenorrhoea, Premenstrual Syndrome (PMS), Vaginal discharge, Mastitis, Breast lump, pelvic pain, pelvic organ prolapse • Teenage pregnancy, awareness about legal age of marriage, nutritional status of adolescents National Menstrual Hygiene scheme • Youth friendly services: <ul style="list-style-type: none"> ○ SRH Service needs ○ Role and attitude of nurses: Privacy, confidentiality, non judgemental attitude, client autonomy, respectful care and communication • Counseling for parents and teenagers (BCS – balanced counseling strategy) <p>National Programs</p> <ul style="list-style-type: none"> • RMNCH+A Approach – Aims, Health systems strengthening, RMNCH+A strategies, Interventions across life stages, program management, monitoring and evaluation systems • Universal Immunization Program (UIP) as per Government of India guidelines – Review • Rashtriya Bal Swasthya Karyakram (RSBK) -children • Rashtriya Kishor Swasthya Karyakram (RKSK) – adolescents <p>Any other new programs</p>	<ul style="list-style-type: none"> • Screen, manage and refer adolescents • Counsel adolescents 	

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
III	4 (T)	Discuss the concepts and scope of demography	Demography, Surveillance and Interpretation of Data <ul style="list-style-type: none"> • <i>Demography and vital statistics</i> – demographic cycle, world population trends, vital statistics • Sex ratio and child sex ratio, trends of sex ratio in India, the causes and social implications • <i>Sources of vital statistics</i> – Census, registration of vital events, sample registration system • <i>Morbidity and mortality indicators</i> – Definition, calculation and interpretation • Surveillance, Integrated disease surveillance project (IDSP), Organization of IDSP, flow of information and mother and child tracking system (MCTS) in India • Collection, analysis, interpretation, use of data • <i>Review: Common sampling techniques</i> – random and nonrandom techniques • Disaggregation of data 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice 	<ul style="list-style-type: none"> • Short answer • Essay
IV	6 (T)	<p>Discuss population explosion and its impact on social and economic development of India</p> <p>Describe the various methods of population control</p>	Population and its Control <ul style="list-style-type: none"> • Population Explosion and its impact on Social, Economic development of individual, society and country. • Population Control – Women Empowerment; Social, Economic and Educational Development • Limiting Family Size – Promotion of small family norm, Temporary Spacing Methods (natural, biological, chemical, mechanical methods etc.), Terminal Methods (Tubectomy, Vasectomy) • Emergency Contraception • Counseling in reproductive, sexual health including problems of adolescents • Medical Termination of pregnancy and MTP Act • National Population Stabilization Fund/JSK (Jansankhya Sthirata Kosh) • Family planning 2020 • National Family Welfare Program • Role of a nurse in Family Welfare Program 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice 	<ul style="list-style-type: none"> • Short answer • Essay • OSCE assessment • Counseling on family planning
V	5 (T)	Describe occupational health hazards, occupational diseases and the role of nurses in	Occupational Health <ul style="list-style-type: none"> • Occupational health hazards • Occupational diseases • ESI Act 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play 	<ul style="list-style-type: none"> • Essay • Short answer • Clinical performance

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
		occupational health programs	<ul style="list-style-type: none"> National/ State Occupational Health Programs Role of a nurse in occupational health services – Screening, diagnosing, management and referral of clients with occupational health problems 	<ul style="list-style-type: none"> Suggested field visits Field practice 	Evaluation
VI	6 (T)	Identify health problems of older adults and provide primary care, counseling and supportive health services	Geriatric Health Care <ul style="list-style-type: none"> Health problems of older adults Management of common geriatric ailments: counseling, supportive treatment of older adults Organization of geriatric health services National program for health care of elderly (NPHCE) State level programs/Schemes for older adults Role of a community health nurse in geriatric health services – Screening, diagnosing, management and referral of older adults with health problems 	<ul style="list-style-type: none"> Lecture Discussion Demonstration 	<ul style="list-style-type: none"> Visit report on elderly home Essay Short answer
VII	6 (T)	Describe screening for mental health problems in the community, take preventive measures and provide appropriate referral services	Mental Health Disorders <ul style="list-style-type: none"> Screening, management, prevention and referral for mental health disorders <i>Review:</i> <ul style="list-style-type: none"> Depression, anxiety, acute psychosis, Schizophrenia Dementia Suicide Alcohol and substance abuse Drug deaddiction program National Mental Health Program National Mental Health Policy National Mental Health Act Role of a community health nurse in screening, initiation of treatment and follow up of mentally ill clients 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Role play Health counseling on promotion of mental health Suggested field visits Field practice 	<ul style="list-style-type: none"> Essay Short answer Counseling report
VIII	4 (T)	Discuss about effective management of health information in community diagnosis and intervention	Health Management Information System (HMIS) <ul style="list-style-type: none"> Introduction to health management system: data elements, recording and reporting formats, data quality issues <i>Review:</i> <ul style="list-style-type: none"> Basic Demography and vital statistics Sources of vital statistics Common sampling techniques, frequency distribution 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Role play Suggested field visits Field practice Group project on community diagnosis – data 	<ul style="list-style-type: none"> Group project report Essay Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ○ Collection, analysis, interpretation of data • Analysis of data for community needs assessment and preparation of health action plan 	management	
IX	12 (T)	Describe the system management of delivery of community health services in rural and urban areas	<p>Management of delivery of community health services:</p> <ul style="list-style-type: none"> • Planning, budgeting and material management of CHC, PHC, SC/HWC • Manpower planning as per IPHS standards • Rural: Organization, staffing and material management of rural health services provided by Government at village, SC/HWC, PHC, CHC, hospitals – district, state and central • Urban: Organization, staffing, and functions of urban health services provided by Government at slums, dispensaries, special clinics, municipal and corporate hospitals • Defense services • Institutional services • Other systems of medicine and health: Indian system of medicine, AYUSH clinics, Alternative health care system referral systems, Indigenous health services 	<ul style="list-style-type: none"> • Lecture • Discussion • Visits to various health care delivery systems • Supervised field practice 	<ul style="list-style-type: none"> • Essay • Short answer • Filed visit reports
X	15 (T)	<p>Describe the leadership role in guiding, supervising, and monitoring the health services and the personnel at the PHCs, SCs and community level including financial management</p> <p>Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers (HWCs)</p>	<p>Leadership, Supervision and Monitoring</p> <ul style="list-style-type: none"> • Understanding work responsibilities/job description of DPHN, Health Visitor, PHN, MPHWP (Female), Multipurpose health Worker (Male), AWWs and ASHA • Roles and responsibilities of Mid-Level Health Care Providers (MLHPs) • Village Health Sanitation and Nutrition Committees (VHSNC): objectives, composition and roles & responsibilities • Health team management • <i>Review:</i> Leadership & supervision – concepts, principles & methods • Leadership in health: leadership approaches in healthcare setting, taking control of health of community and organizing health camps, village clinics • Training, Supportive supervision and monitoring – concepts, principles and process e.g. performance of frontline health workers <p>Financial Management and Accounting & Computing at Health Centers (SC)</p> <ul style="list-style-type: none"> ○ Activities for which funds are received 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice 	<ul style="list-style-type: none"> • Report on interaction with MPHWs, HVs, ASHA, AWWs • Participation in training programs • Essay • Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ○ Accounting and book keeping requirements – accounting principles & policies, book of accounts to be maintained, basic accounting entries, accounting process, payments & expenditure, fixed asset, SOE reporting format, utilization certificate (UC) reporting ○ Preparing a budget ○ Audit <p>Records & Reports:</p> <ul style="list-style-type: none"> • <i>Concepts of records and reports</i> – importance, legal implications, purposes, use of records, principles of record writing, filing of records • <i>Types of records</i> – community related records, registers, guidelines for maintaining • <i>Report writing</i> – purposes, documentation of activities, types of reports • <i>Medical Records Department</i> – functions, filing and retention of medical records • <i>Electronic Medical Records (EMR)</i> – capabilities and components of EMR, electronic health record (EHR), levels of automation, attributes, benefits and disadvantages of HER • Nurses' responsibility in record keeping and reporting 		
XI	6 (T)	Demonstrate initiative in preparing themselves and the community for disaster preparedness and management	<p>Disaster Management</p> <ul style="list-style-type: none"> • Disaster types and magnitude • Disaster preparedness • Emergency preparedness • Common problems during disasters and methods to overcome • Basic disaster supplies kit • Disaster response including emergency relief measures and Life saving techniques <p>Use disaster management module</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Suggested field visits, and field practice • Mock drills • Refer Disaster module (NDMA) National Disaster/INC – Reaching out in emergencies 	
XII	3 (T)	Describe the importance of bio-medical waste management, its process and management	<p>Bio-Medical Waste Management</p> <ul style="list-style-type: none"> • Waste collection, segregation, transportation and management in the community • Waste management in health center/clinics • Bio-medical waste management guidelines – 2016, 2018 (Review) 	<ul style="list-style-type: none"> • Lecture cum Discussion • Field visit to waste management site 	<ul style="list-style-type: none"> • Field visit report
XIII	3 (T)	Explain the roles and functions of	<p>Health Agencies</p>	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
		various national and international health agencies	<ul style="list-style-type: none"> • International: WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, European Commission, Red Cross, USAID, UNESCO, ILO, CAR, CIDA, JHPIEGO, any other • National: Indian Red Cross, Indian Council for Child Welfare, Family Planning Association of India, Tuberculosis Association of India, Central Social Welfare Board, All India Women's Conference, Blind Association of India, any other • Voluntary Health Association of India (VHA) 	<ul style="list-style-type: none"> • Discussion • Field visits 	<ul style="list-style-type: none"> • Short answer

COMMUNITY HEALTH NURSING II

Clinical practicum – 2 credits (160 hours)

CLINICAL POSTINGS (4 weeks × 40 hours per week)

Clinical Area	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Urban Rural	2 weeks 2 Weeks	<p>Screen, diagnose, manage and refer clients with common conditions/ emergencies</p> <p>Assess and provide antenatal, intrapartum, postnatal and new- born care</p> <p>Promote adolescent health</p>	<ul style="list-style-type: none"> • Screening, diagnosing, management and referral of clients with common conditions/ emergencies • Assessment (physical & nutritional) of antenatal, intrapartum, postnatal and newborn • Conduction of normal delivery at health center • Newborn care • Counsel adolescents • Family planning counselling • Distribution of temporary contraceptives – condoms, OCP's, emergency contraceptives 	<ul style="list-style-type: none"> • Screening, diagnosing, Primary management and care based on standing orders/protocols approved by MOH&FW • Minor ailments – 2 • Emergencies – 1 • Dental problems – 1 • Eye problems – 1 • Ear, nose, and throat problems – 1 • High risk pregnant woman – 1 • High risk neonate – 1 • Assessment of antenatal – 1, intrapartum – 1, postnatal – 1 and newborn – 1 • Conduction of normal delivery at health center and documentation – 2 • Immediate newborn care and documentation – 1 • Adolescent counseling – 1 • Family planning counselling – 	<ul style="list-style-type: none"> • Clinical performance assessment • OSCE during posting • Final clinical examination (University) • Clinical performance assessment • OSCE

Clinical Area	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
		<p>Provide family welfare services</p> <p>Screen, diagnose, manage and refer clients with occupational health problem</p> <p>Screen, assess and manage elderly with health problems and refer appropriately</p> <p>Screen, diagnose, manage and refer clients who are mentally unhealthy</p> <p>Participate in community diagnosis – data management</p> <p>Participate in health centre activities</p> <p>Organize and conduct clinics/health camps in the community</p> <p>Prepare for disaster preparedness and management</p> <p>Recognize the importance and observe the biomedical waste management process</p>	<ul style="list-style-type: none"> • Screening, diagnosing, management and referral of clients with occupational health problems • Health assessment of elderly • Mental health screening • Participation in Community diagnosis – data management • Writing health center activity report • Organizing and conducting clinics/camp • Participation in disaster mock drills 	<p>1</p> <ul style="list-style-type: none"> • Family case study – 1 (Rural/Urban) • Screening, diagnosing, management and referral of clients with occupational health problems – 1 • Health assessment (Physical & nutritional) of elderly – 1 • Mental health screening survey – 1 • Group project: Community diagnosis – data management • Write report on health center activities – 1 • Organizing and conducting Antenatal/under-five clinic/Health camp – 1 • Participation in disaster mock drills • Field visit to bio-medical waste management site • Visit to AYUSH clinic 	<ul style="list-style-type: none"> • Family Case study evaluation • Clinical performance evaluation • OSCE • Project evaluation