

B.Sc. NURSING CURRICULUM



AMRITA
VISHVA VIDYAPEETHAM

Ettimadi, Coimbatore, Tamilnadu, India - 641105



Managed By

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OUR CHANCELLOR



Tomorrow's world will be shaped by today's children. In their tender minds, it is easy to cultivate universal human values. If you walk through a field of soft, green grass a few times, you will quickly make a path; whereas it takes countless trips to forge a trail on a rocky hillside. The teaching of universal spiritual principles and human values should be a standard part of the general education, not only the responsibility of the family. This should not be delayed any further, for if there is delay, the future generations will be lost to the world.

Sri Mata Amritanandamayi Devi, "Living in Harmony" Published by Mata Amritanandamayi Mission Trust, First Edition, Page No: 37.

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INDIAN NURSING COUNCIL
NOTIFICATION
New Delhi, August, 2022

**INDIAN NURSING COUNCIL {REVISED REGULATIONS AND CURRICULUM
FOR B. Sc. (NURSING) PROGRAM-Corrigendum}, REGULATIONS, 2022**

F. No. 11-1/2019-INC.—In exercise of the powers conferred by sub-section (1) of Section 16 of the Indian Nursing Council Act, 1947 (XLVIII of 1947), as amended from time to time and in partial modification of earlier Regulations notified no.11-1/2019-INC (No.275) dated 5th July, 2021, the Indian Nursing Council hereby makes the following amendments to the Regulation namely:—

SHORT TITLE AND COMMENCEMENT

- i. These Regulations may be called the Indian Nursing Council {Revised Regulations and Curriculum for B.Sc. Nursing Program- Corrigendum}, Regulations, 2022.
- ii. These Regulations shall come into force from the date, the same is notified in the Gazette of India. In the Gazette Notification No. 275 dated 5th July, 2021, the following changes are further effected:-

DEFINITIONS

In these Regulations, unless the context otherwise requires,

- i. ‘the Act’ means the Indian Nursing Council Act, 1947 (XLVIII of 1947) as amended from time to time;
- ii. ‘the Council’ means the Indian Nursing Council constituted under the Act of 1947;
- iii. ‘SNRC’ means the State Nurses and Midwives Registration Council by whichever name constituted and called by the respective State Governments;
- iv. ‘B.Sc. Nursing’ means the four year B.Sc. Nursing Degree qualification in Nursing recognized by the Council under Section 10 of the Act and included in Part-II of the Schedule to the Act;
- v. ‘Authority’ means a University or Body created by an Act for awarding the B.Sc. Nursing qualification recognized by the Council and included in Part-II of the Schedule to the Act;
- vi. ‘School of Nursing’ means a recognized training institution for the purpose of teaching of the GNM course;
- vii. ‘College’ means a recognized training institution for the purpose of training and teaching of the B.Sc. Nursing course;
- viii. ‘CNE’ means Continuing Nursing Education to be compulsorily undergone by the RN&RM/ RANM/RLHV for renewal of registration after every 5 (five) years.



AMRITA Vishwa Vidyapeetham is a multi-campus, multi-disciplinary deemed to be university that is accredited ‘A⁺⁺’ by NAAC (National Assessment and Accreditation Council) and is ranked as one of the best research centre in India and abroad. Currently, Amrita has 15 schools spread across six campuses in three states of India – Kerala, Tamil Nadu and Karnataka. The university headquarters at Ettimadai, Coimbatore, Tamil Nadu which spreads across 900 acres of land and eight million square feet built-up space. Its 20,000 students are guided by over 1,800 faculty as experts in various disciplines. Amrita is a partner in various international bilateral governmental research programmes and initiatives. It has links with 150+ universities for research into different areas.

MISSION (Amrita Vishwa Vidyapeetham)

To provide value-based education and mould the character of the younger generation through a system of wholesome learning, so that their earnest endeavor to achieve progress and prosperity in life is matched by an ardent desire to extend selfless service to society, one complementing the other.

I. INTRODUCTION OF THE PROGRAM

The B.Sc. Nursing degree program is a four-year fulltime program comprising eight semesters, which prepares B.Sc. Nursing graduates qualified to practice nursing and midwifery in a variety of settings in either public/government or private healthcare settings. It adopts credit system and semester system as per the Authority guidelines with minor modifications suitable to professional education in a hybrid form. The program encompasses foundational, core and elective courses. The choice-based system is applicable to electives only and is offered in the form of modules. Modular learning is also integrated in the foundational as well as core courses that are mandatory.

The program prepares nurses and midwives for generalist nursing including midwifery practice. Knowledge acquisition related to wellness, health promotion, illness, disease management and care of the dying is core to nursing practice. Mastery of competencies is the main focus. Students are provided with opportunities to learn a whole range of skills in addition to acquiring knowledge related to nursing practice (nursing and midwifery). This is achieved through learning in skill lab/simulated lab and clinical environment. Simulation will be integrated throughout the curriculum wherever feasible to enable them to develop competencies before entry into real field of practice.

The revised curriculum embraces competency-based and outcome-based approach throughout the program integrating mastery learning and self-directed learning. Transformational and relationship based educational approaches are emphasized. Through the educational process the students assimilate and synthesize knowledge, cultivate critical thinking skills and develop care strategies. Competencies that reflect practice standards of the Council address the areas of cultural diversity, communication technology, teamwork and collaboration, safety, quality, therapeutic interventions and evidence- based practice. They are prepared to provide safe and competent care to patients across life span and influence patient outcomes.

II. PHILOSOPHY (Indian Nursing Council)

The Council believes that:

Health and wellness are two fundamental concepts that are integrated throughout the program. Health is a state of well- being that encompasses physical, psychological, social,

economic and spiritual dimensions. Wellness is the individual's perception of wellness and is influenced by the presence of disease and individual's ability to adapt. Health is a right of all people. Individuals have a right to be active participants in achieving health as they perceive it. Society consists of dynamic and interactive systems involving individuals, families, groups and communities. Cultural diversity, race, caste, creed, socio economic levels, religion, lifestyles, changes in environment and political factors influence it. Nurses and midwives recognize and respect human differences and diversity of population within society and provide ethical care with respect and dignity and protect their rights.

Nursing as a profession and a discipline utilizes knowledge derived from arts, sciences (physical, biological and behavioral), humanities and human experience. Nursing science incorporates clinical competence, critical thinking, communication, teaching learning, professionalism, and caring and cultural competency. Nurses collaborate with other health disciplines to solve individual and community health problems. Nursing facilitates evidence-based practice, compassionate caring among its practitioners in response to emerging issues in healthcare and new discoveries and technologies in profession. Nursing practice requires personal commitment to professional development and life-long learning.

Scope of nursing and midwifery practice encompasses provision of promotive, preventive, curative and rehabilitative aspects of care to people across the life span in a wide variety of healthcare settings. Nursing practice is based on acquisition of knowledge, understanding, attitude, competencies and skills through the Council's curricular and practice standards. The competencies in which the students are trained will guide them in performing their scope of practice. Nursing offers qualified nurses and midwives a wealth of opportunities in the field of practice, education, management and research in India and overseas.

The undergraduate nursing program is broad based education within an academic curricular framework specifically directed to the development of critical thinking skills, competencies appropriate to human and professional values. Blended learning approach comprising of experiential learning, reflective learning, scenario based learning and simulated learning is also inbuilt. The teaching learning process encourages mastery learning, modular, self-directed and self-accountable in choice making in terms of elective courses. The program prepares its graduates to become exemplary citizens 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. Health and community orientation are provided with special emphasis on national health problems, national health programs and national health policy directives to achieve universal health care for all citizens of India. The main roles of graduates would be provider of care with beginning proficiency in delivering safe care, coordinator/manager of care by being active participant of inter-professional team and member of a profession demonstrating self-responsibility and accountability for practice as well as to support the profession.

The faculty has the responsibility to be role models and create learning environment that facilitates cultivation of critical thinking, curiosity, creativity and inquiry driven self-directed learning and attitude of life-long learning in students. Learners and educators interact in a process whereby students gain competencies required to function within their scope of practice.

AMRITA COLLEGE OF NURSING

Amrita College of Nursing, Health Sciences Campus, Kochi, a constituent unit of AMRITA Vishwa Vidyapeetham is established in the year 2002. The College is recognized by both Indian Nursing Council (INC) and Kerala Nurses and Midwives Council (KNMC). The College is a centre for observation visit by students and faculty in and outside the state and has student exchange programme. Amrita College of Nursing believe that, "of all the health professionals who interact with patients it is the nurses who are in the most strategic position to lead, co-ordinate and bring people and services together. Thus it is the nurses who should be among the best educated."

VISION

To be a global center of excellence in providing quality nursing education rooted in values, research and in preparing professionals to lead safe, dynamic nursing practice through clinical partnerships.

MISSION

Amrita College of Nursing is committed to:

- Provide nursing education programmes to prepare professionals capable of providing safe, comprehensive and compassionate nursing care in an ever changing health care environment.
- Prepare advanced practice nurses, educators and administrators (capacity building).
- Enhance research that improves quality of life of individuals / families and has an impact on nursing practice.
- Integrate nursing education, research and practice through clinical partnerships.

III. AIMS & OBJECTIVES

AIMS

The aims of the undergraduate program are to

1. Produce knowledgeable competent nurses and midwives with clear critical thinking skills who are caring, motivated, assertive and well-disciplined responding to the changing needs of profession, healthcare delivery system and society.
2. Prepare them to assume responsibilities as professional, competent nurses and midwives in providing promotive, preventive, curative and rehabilitative healthcare services in any healthcare setting.
3. Prepare nurses and midwives who can make independent decisions in nursing situations within the scope of practice, protect the rights of individuals and groups and conduct research in the areas of nursing practice and apply evidence- based practice.
4. Prepare them to assume role of practitioner, teacher, supervisor and manager in all healthcare settings.

OBJECTIVES

On completion of the B.Sc. Nursing program, the B.Sc. nursing graduates will be able to

1. Utilize critical thinking to synthesize knowledge derived from physical, biological, behavioural sciences, and humanities, in the practice of professional nursing and midwifery.
2. Practice professional nursing and midwifery competently and safely in diverse settings, utilizing caring, critical thinking and therapeutic nursing interventions with individuals, families, populations and communities at any developmental stage and with varied lived health experiences.
3. Provide promotive, preventive and restorative health services in line with national health policies and programs.
4. Integrate professional caring into practice decisions that encompass values, ethical, and moral and legal aspects of nursing.

5. Respect the dignity, worth, and uniqueness of self and others.
6. Apply concepts of leadership, autonomy and management to the practice of nursing and midwifery to enhance quality and safety in health care.
7. Utilize the latest knowledge and skills related to information and technology to enhance patient outcomes.
8. Communicate effectively with patients, peers, and all health care providers.
9. Utilize the requisite knowledge, skills and technologies to practice independently and collaboratively with all health professionals applying the principles of safety and quality improvement.
10. Integrate research findings and nursing theory in decision making in evidence-based practice.
11. Accept responsibility and accountability for the effectiveness of one's own nursing and midwifery practice and professional growth as a learner, clinician and leader.
12. Participate in the advancement of the profession to improve health care for the betterment of the global society.

IV. CORE COMPETENCIES FOR NURSING AND MIDWIFERY PRACTICE BY B.Sc. GRADUATE

{Is adapted from NLN Model and Massachusetts: Nurse of the Future – Core Competencies (2016) as shown in **figure 1**}

The B.Sc. Graduate nurse will be able to:

1. **Patient centered care:** Provide holistic care recognizing individual patient's preferences, values and needs, that is compassionate, coordinated, age and culturally appropriate safe and effective care.
2. **Professionalism:** Demonstrate accountability for the delivery of standard-based nursing care as per the Council standards that are consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles.
3. **Teaching & Leadership:** Influence the behavior of individuals and groups within their environment and facilitate establishment of shared goals through teaching and leadership.
4. **System-based practice:** Demonstrate awareness and responsiveness to the context of healthcare system and ability to manage resources essential to provide optimal quality of care.
5. **Health informatics and Technology:** Use technology and synthesize information and collaborate to make critical decisions that optimize patient outcomes.
6. **Communication:** Interact effectively with patients, families and colleagues fostering mutual respect and shared decision making to enhance patient satisfaction and health outcomes.
7. **Teamwork and Collaboration:** Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning and development.

8. **Safety:** Minimize risk of harm to patients and providers through both system effectiveness and individual performance.
9. **Quality improvement:** Use data to monitor the outcomes of care processes and utilize improvement methods to design and test changes to continuously improve the quality and safety of healthcare system.
10. **Evidence based practice:** Identify, evaluate and use the best current evidence coupled with clinical expertise and consideration of patient's preferences, experience and values to make practical decisions.

CORE COMPETENCIES REQUIRED FOR PROFESSIONAL NURSING AND MIDWIFERY PRACTICE IN ALL PRACTICE SETTINGS

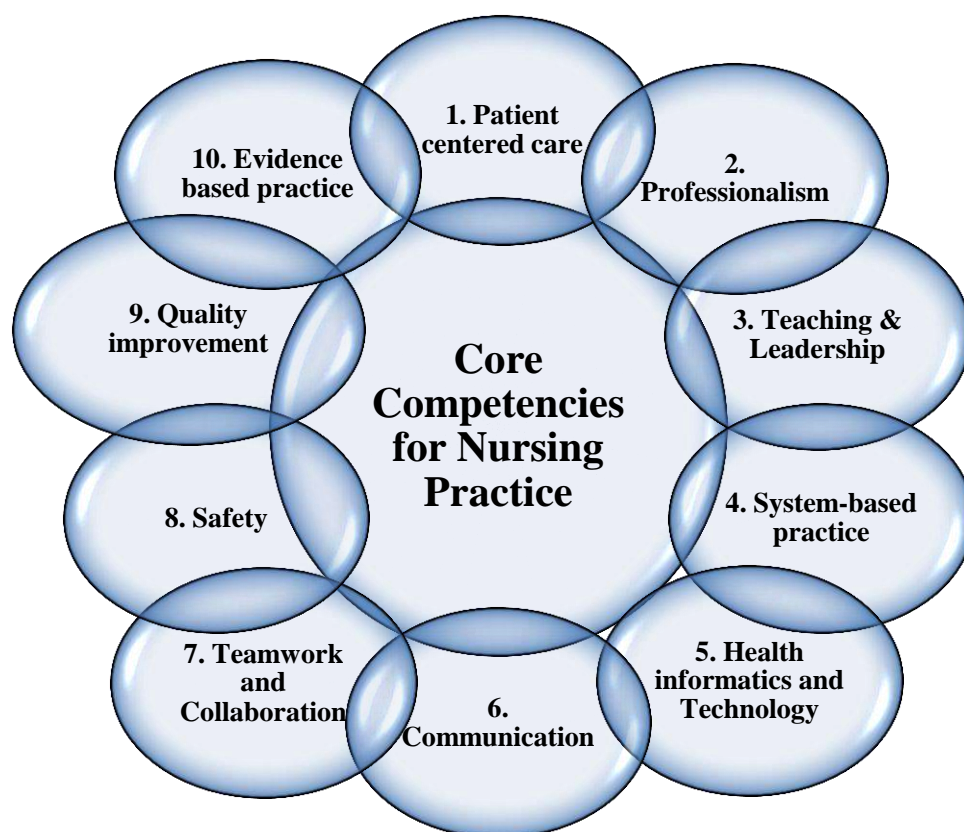


Figure1. Core competencies for nursing and midwifery practice by B.Sc. Nursing Graduate {Adapted from NLN Model and Massachusetts: Nurse of the Future – Core Competencies (2016)}

V. GUIDELINES REGARDING MINIMUM PRE-REQUISITES FOR GRANTING SUITABILITY FOR B.Sc. NURSING PROGRAMME IN COLLEGE OF NURSING

1. The following Organizations/Establishments are eligible to establish/open a B.Sc. Nursing programme in College of Nursing:
 - a) Central Government/State Government/Local Body;
 - b) Registered Private or Public Trust;
 - c) Organizations Registered under Societies Registration Act including Missionary Organizations;
 - d) Companies incorporated under Section 8 of Company's Act.

2. The eligible Organizations/Establishments should have their own 100 bedded Parent Hospital. Provided that in respect of Tribal and Hilly Area the requirement of own Parent Hospital is exempted.
 - a) Tribal Area – Scheduled notified area [*Areas as the President of India may by order declare to be Scheduled Areas*];
 - b) Hilly Area – UTs of Jammu & Kashmir and Ladakh, North Eastern States, Himachal Pradesh and Uttarakhand.
3. The eligible Organizations/Establishments should obtain Essentiality Certificate/No Objection Certificate from the concerned State Government where the B.Sc. Nursing programme in College of Nursing is sought to be established. The particulars of the name of the College/Nursing Institution along with the name of the Trust/Society/Company [as mentioned in Trust Deed or Memorandum of Association] as also full address shall be mentioned in No Objection Certificate/Essentiality Certificate.
4. After receipt of the Essentiality Certificate/No objection Certificate, the eligible institution shall get recognition from the concerned SNRC for the B.Sc. Nursing program for the particular academic year, which is a mandatory requirement.
5. The Council shall after receipt of the above documents/proposal by online, would then conduct Statutory Inspection of the recognized training nursing institution under Section 13 of the Act in order to assess the suitability with regard to availability of Teaching faculty, Clinical and Infrastructural facilities in conformity with Regulations framed under the provisions of the Act.

***Provided that training institutions shall apply for statutory inspection, under Section 13 of the Act, to the Council within 6 months from obtaining recognition from the SNRC.**

1. Parent Hospital (Unitary/Single Hospital)

College of Nursing should have 100 bedded parent/own hospital which is compulsory requirement.

Parent Hospital for a nursing institution having the same Trust/Society/Company which has established the nursing institution and has also established the hospital.

OR

For a nursing institution (managed by Trust/Society/Company under Section 8), a ‘Parent Hospital’ would be a hospital either owned and controlled by the Trust/Society/Company or managed and controlled by a trustee/member/director of the Trust/Society/Company. In case the owner of the hospital is a trustee/ member/director of the Trust/Society/Company, then the hospital would continue to function as a ‘Parent Hospital’ till the life of the nursing institution.

The Undertaking would also be to the effect that the trustee/member/ director of the Trust/Society/ Company would not allow the hospital to be treated ‘Parent/Affiliated Hospital’ to any other nursing institution and will be for minimum 30 years [i.e., signed by all trustees/members/directors of Trust/Society/ Company] to the Undertaking to be submitted from the trustee/member/director of the Trust/Society/ Company.

The beds of Parent Hospital shall be in one Unitary Hospital i.e. in same building/same campus. Further, the Parent Hospital shall be in the same State i.e. where the institution is located.

- a) It is to be noted that once a particular hospital is shown as 'Parent Hospital' and permission given to the nursing institution to conduct nursing courses, then, the permission/suitability granted would last as long as the said hospital is attached as a 'Parent Hospital'.
- b) In case the trustee/member/director of the Trust/Society/Company withdraws the Undertaking given, in that case even the permission/ suitability letter issued would be deemed to have lapsed/stand withdrawn with immediate effect.

2. Change of Trust/Society

- The Trust/Society cannot be purchased as per Indian Trust Act, but there can be change of trustees/ members. It is therefore the purchase of institution or change of membership will not be considered for continuation of the program. The institution which is purchased /taken over will be considered as closed. And a fresh Govt. Order shall be required mentioning the Trust/Society name along with programs.
- The change of membership in Society/change of trustees in the Trust to be submitted immediately after incorporating through Registrar Cooperative Societies/Indian Trust Act.
- As per law Trust/Society can open number of institutions, but it will be considered as one institution under the ambit of one Trust/Society. It is therefore, a Trust/Society can open only one nursing institution in one city/town.
- If already an institution is existing in that city or town with an abbreviated name (e.g R K College of Nursing) then another institution with expanded name (Rama Krishna College of Nursing) will not be allowed.
- No two Institutions will have same name in same city/town.

3. Change of Address

SNRC shall issue a certificate, certifying the fact that the nursing institution is being shifted to the new building/premises at the address indicated. The certificate issued should indicate clearly complete address. The certificate issued should indicate clearly the total covered area of the nursing institution, owner of the nursing institution, and detailed physical facilities like laboratories, classrooms etc. along with area specification, provision of adequate washroom facilities, lighting, ventilation etc. of the new building.

4. Change of Location

(District/Town/City/Village) shall be considered under new proposal, i.e. fresh Essentiality Certificate from the State Government and recognition from the SNRC is mandatory.

5. Strict Compliance of the Syllabus prescribed by the Council

No Institutions/SNRC/University will modify the syllabi prescribed by the Council for a course/ program. However they can add units/subjects if need be.

6. Close/Re-start of the Nursing Programs

If Institutions have not admitted the students for 2 consecutive years, it shall be considered as closed. Institute may apply for suitability to the Council under Section 13 & 14 of the Act through online within 5 years of the closure. While conducting the inspection they will not be covered under the new guidelines with regard to Parent Hospital. However, the above relaxation will be applicable only for five years. In case the proposal is submitted after 5 years

from the year of closure, it has to submit a fresh proposal with due Essentiality Certificate from the State Government and recognition from the SNRC. In such cases the new guidelines with regards to parent hospital and calendar of events shall be applicable.

7. Change of Name of the Institution

If the Trust/Society/Company proposes to change the name of the institute, a valid reason has to be submitted. If SNRC/University has accepted the change of name of institute it may be accepted by the Council provided the Trust/Society/Company is same and does not come under para no. 2 above.

8. Re-Inspection

Re-inspection application shall be considered only two times. If the institution is found deficient even after that, then the institution shall have to submit a proposal for Suitability under Section 13 & 14 of the Act online within 5 years. However in case the proposal is submitted after 5 years it has to submit a fresh proposal with due Essentiality Certificate from the State Government and recognition from the SNRC.

9. Number of Sanctioned Seats

- Maximum of 100 seats will be sanctioned for the B.Sc. Nursing program for which institute must have parent Medical College or parent hospital having 300 beds or above subject to teaching and physical facilities available for B.Sc. Nursing program.
- Maximum of 60 seats will be sanctioned for the institution with parent hospital having less than 300 beds on the basis of teaching and physical facilities for B.Sc. Nursing program.

10. Enhancement of Seats

Inspection for Enhancement of seats under Section 13 of the Act shall be conducted only once in an academic year i.e., only one application/proposal shall be accepted, in one academic year. Further, SNRC approval is mandatory for enhancement of seats.

11. Bond System

Taking service bonds from students and forcefully retaining their Original Certificates is viewed as an Unethical Practice by the Council. If any such practice comes to the notice of the Council, appropriate action under Section 14 of the Act will be taken against the erring institution.

MINIMUM REQUIREMENTS OF PHYSICAL FACILITIES

Regulations pertaining to Building and Laboratories

- (i) School and College of nursing can share laboratories, if they are in same campus under same name and under same Trust/Society/Company, that is the institution is one but offering different nursing programs. However they should have equipments and articles proportionate to the strength of admission. The classrooms should be available as per the requirement stipulated by the Council for each program.
- (ii) Further, two same programs by the same institute/Trust/Society/Company is not allowed in the same campus.

- (iii) The nursing institution can have all the nursing programs in the same building but with requisite program wise infrastructure. However, laboratories can be shared.
- (iv) If the Trust/Society/Company has some other educational programs, the nursing program shall be in separate block/floor with prescribed sq.ft. area.
- (v) Nursing program may be in hospital premises with a condition that it shall be in separate block/floor with prescribed sq.ft. area.
- (vi) Long lease by the Government will be considered. However, rented building shall not be considered as their own building.
- (vii) It is mandatory that institution shall have its own building within two years of its establishment.
- (viii) **Own Building/Lease/Rented Building:**
 - a) If one of the trustee/member/director of the Trust/Society/Company desires to lease the building owned by him for nursing program, it should be for a period of 30 years. It should also be ensured that lease deed that is entered into between the Trust/Society/Company and the trustee/member/ director, owning the building, should contain a clause that the lease deed cannot be terminated for a period of 30 years.

Further, it is clarified that, for a Nursing Institution (Managed by a Trust/Society/Company), own building would be a building either owned and controlled by the Trust/Society/Company or owned and controlled by a trustee/member/director of the Trust/Society/Company. That is, if the owner of the building is a trustee/member/director of the Trust/ Society/Company and she/he leases the building to the Trust/Society/Company for 30 years, it will be considered as own building of the nursing institution.
 - b) A duly registered gift deed of the building in favor of the Trust/Society/Company should be construed to be 'own building'.

Further it is clarified that if the lease of the building is between any government authority and the Trust/Society/Company/nursing institution and the lease is for 30 years or more, it will also be considered as own building.

Any deed of the building which is not as per either clause (a) or (b) above shall be considered as 'Rented Building' only.
 - c) In cases of irrevocable power of attorney, documents of the building should be duly registered as per law.
 - d) **Penalty for not having own building:** Institutions which do not have their own building within two years of establishment has to pay the penalty for not having the own building. The penalty fees is Rs. 1 Lakh for B.Sc. Nursing Program for 6 consecutive years. Even after 6 years, if the institution does not have own building then action shall be taken under Section 14 of the Act. However, a lease of 30 years is permissible with the trustee/member/director of the Trust/Society/ Company.

A. TEACHING BLOCK

The College of Nursing should be within 30 km distance from its parent hospital having space for expansion in an institutional area. For a college with an annual admission capacity of

60 students, the constructed area of the college should be **23,200** square feet.

The details of the constructed area are given below for admission capacity of **60** students.

SL. No.	Teaching Block	Area (in sq.ft.)
1	Lecture Hall	4 @ 900 = 3600
2	Skill Lab/Simulation Laboratory	
	i. Nursing Foundation including Adult Health Nursing & Advanced Nursing Lab	1600
	ii. Community Health Nursing & Nutrition Lab	1200
	iii. Obstetrics and Gynaecology Nursing Lab	900
	iv. Child Health Nursing Lab	900
	v. Pre-Clinical Science Lab	900
3	Computer Lab*	1500
4	A.V. Aids Room	600
5	Multipurpose Hall	3000
6	Common Room (Male and Female)	1000
7	Staff Room	800
8	Principal Room	300
9	Vice Principal Room	200
10	Library	2300
11	One Room for each Head of Departments	5 @ 200 = 1000
12	Faculty Room	2400
13	Provisions for Toilets	1000
	Total Constructed Area	23,200 sq.ft.

***Note:** 1:5 computer student ratio as per student intake.

Note:

- i. Nursing educational institution should be in institutional area only and not in residential area.
- ii. If the institute has non-nursing program in the same building, nursing program should have separate teaching block.
- iii. Shift-wise management with other educational institutions will not be accepted.
- iv. Separate teaching block shall be available if it is in hospital premises.
- v. Proportionately the size of the built-up area will increase/decrease according to the number of seats approved.
- vi. The distance between two nursing colleges shall be more than 10 kilometres.

1. Class Rooms

There should be at least four classrooms with the capacity of accommodating the number of students admitted each year. The rooms should be well ventilated with proper lighting. The seating arrangements for students should provide adequate space and comfortable desk/chairs with tables. There should be built-in white/green/black boards and provision for projection facilities. Also, there should be a desk/dais/big table and a chair for teacher and racks/cupboards for storing teaching aids or other equipment needed for the conduct of class.

2. Laboratories

As listed above, one large skill lab/simulation lab can be constructed consisting of the labs specified with a total of 5500 sq.ft. size or can have five separate labs in the college.

- a) *Nursing Foundation including Adult Health Nursing & Advanced Nursing Lab*: The lab should have adequate demonstration beds with dummies/ mannequins/simulators in proportion to the number of students practicing a nursing skill at a given point of time. (Desired ratio being 1 bed : 6 practicing students).

It should be fully equipped with built-in-cupboards and racks, wash-basins with running water supply, electric fitting, adequate furniture like table, chairs, stools, patient lockers, footsteps etc. Sufficient necessary inventory articles should be there i.e. at least 10-12 sets of all items needed for the practice of nursing procedure by the students. The laboratory equipment and articles mentioned in the 'Laboratory Equipment and Articles' published by the Council should be available.

There should be simulators used to teach, practice & learn advance skills e.g., administration of tube feeding, tracheostomy, gastrostomy, I/V injection, BLS, newborn resuscitation model, etc. The laboratory should have computers, internet connection, monitors and ventilator models/manikins/ simulators for use in Critical Care Units.

- b) *Community Health Nursing Practice Laboratory & Nutrition Laboratory*: It should have all required articles needed for practicing nursing procedures in a community set-up. The laboratory should give appearance of that of a rural setting, with community maps, records put on display & cupboards. The laboratory equipment and articles mentioned in the 'Laboratory Equipment and Articles' published by the Council should be available.

The Nutrition Laboratory should have facilities for imparting basic knowledge of various methods of cooking for the healthy as well as for the sick. The furnishing and equipment should include worktables, cooking cutlery, trays, and plates, dietetic scales, cooking utensils, microwave, racks/shelves, refrigerator, pressure cookers, mixie and cupboards for storage of food items. The food items shall be purchased for the conduct of practical classes as and when required. Sets of crockery and cutlery for preparation, napkins for serving and display of food also should be there. The laboratory equipment and articles mentioned in the 'Laboratory Equipment and Articles' published by the Council should be available.

- c) *Obstetrics and Gynaecology Laboratory*: The laboratory should have equipment and articles as mentioned in 'Laboratory Equipment and Articles' published by the Council.
- d) *Paediatrics Nursing Laboratory*: The laboratory should have equipment and articles as mentioned in 'Laboratory Equipment and Articles' published by the Council.
- e) *Pre-Clinical Sciences Laboratory*: It is the laboratory of Biochemistry, Anatomy, and Microbiology. The laboratory equipment and articles mentioned in the

'Laboratory Equipment and Articles' published by the Council should be available.

- f) *Computer Laboratory*: It shall have minimum computers in the ratio of 1: 5 (computer: students) i.e., 12 computers for 60 students' intake. The laboratory equipment and articles mentioned in the 'Laboratory Equipment and Articles' published by the Council should be available.

3. Multipurpose Hall

The College of Nursing should have a multipurpose hall, which can be utilized for hosting functions of the college, educational conferences/workshops, Continuing Nursing Education (CNEs), examinations etc. It should have proper stage with green room facilities. It should be well-ventilated and should have proper lighting facilities. Arrangements should be there in place for the use of all kinds of basic and advanced audio-visual aids.

4. Library

There should be a separate library for the College of Nursing. It should be easily accessible to the teaching faculty and the students, during college hours and extended hours also.

It should have comfortable seating arrangements for half of the total strength of the students and teachers in the college.

There should be separate budget for the library. The library committee should meet regularly for keeping the library updated with current books, journals and other literature. Internet facility should be provided in the library.

The library should have proper lighting facilities and it should be well-ventilated. It should have a cabin for librarian with intercom phone facility.

There should be sufficient number of cupboards, bookshelves and racks with glass doors for proper and safe storage of books, magazines, journals, newspapers and other literature. There should be provision for catalogue cabinets, racks for student's bags etc., book display racks, bulletin boards and stationery items like index cards, borrower's cards, labels and registers. Current books, magazines, journals, newspapers and other literature should be available in the library.

A minimum of 500 of different subject titled nursing books (all new editions), in the multiple of editions, 3 kinds of nursing journals, 3 kinds of magazines, 2 kinds of newspapers and other kinds of current health related literature should be available in the library.

There should be a separate record room with steel racks, built-in shelves and racks, cupboards and filing cabinets for proper storage of records and other important papers/documents belonging to the college.

5. Audio-Visual Aids Room & Store Room

This room should be provided for the proper and safe storage of all the Audio-Visual Aids. The college should possess all kind of basic as well as advanced training aids like chalk boards, overhead projectors, slide and film-strip projector, models, specimen, charts and posters, T.V. & V.C.R., Photostat machine, tape recorder and computers, LCD, laptop.

It should be provided to accommodate the equipment and other inventory articles which are required in the laboratories of the college. This room should have the facilities for proper and safe storage of these articles and equipment like cupboards, built-in-shelves, racks, cabinets, furniture items like tables and chairs. This room should be properly lighted and well-ventilated.

6. Other Facilities

Safe drinking water and adequate sanitary/toilet facilities should be available for both men and women separately in the college. Toilet facility to the students should be there along with hand washing facility.

7. Garage

Garage should accommodate a **50** seater vehicle.

8. Fire Extinguisher

Adequate provision for extinguishing fire should be available as per the local bye-laws.

9. Playground

Playground should be spacious for outdoor sports like volleyball, football, badminton and for athletics.

B. HOSTEL BLOCK

Adequate hostel/residential accommodation for students and staff should be available in addition to the mentioned built- up area of the Nursing College respectively.

Hostel Block (60 Students)

SL. No.	Hostel Block	Area (in sq. ft.)
1.	Single Room	12,000 (50 sq. ft. for each student)
	Double Room	
2.	Sanitary	One Latrine & One Bath Room (for 5 students) – $600 \times 4 = 2400$
3.	Visitor Room	500
4.	Reading Room	250
5.	Store	500
6.	Recreation Room	500
7.	Dining Hall	3,000
8.	Kitchen & Store	1,500
9.	Warden's room	450
Total		21, 100 sq.ft.

Grand Total of Constructed Area

Teaching Block 23,200 sq.ft.

Hostel Block 21,100 sq.ft.

Grand Total 44,300 sq.ft.

{**Note:** Minimum provision of hostel accommodation for 30% of the total student's intake is compulsory for the institution and accordingly the staff for hostel shall be provided as prescribed in the syllabi.}

Hostel Facilities

There should be a separate hostel for the male and female students. It should have the following facilities:

1. Pantry

One pantry on each floor should be provided. It should have water cooler and heating arrangements.

2. Washing & Ironing Space

Facility for drying and ironing clothes should be provided on each floor.

3. Warden's Room

Warden should be provided with a separate office room besides her residential accommodation. Intercom facility with College & hospital shall be provided.

4. Telephone

Telephone facility accessible to students in emergency situation shall be made available.

5. Canteen

There should be provision for a canteen for the students, their guests, and all other staff members.

6. Transport

College should have separate transport facility under the control of the Principal. 25 and 50 seater bus is preferable and number of vehicles shall be as per strength of the students.

Staff for the Hostel

1. Warden (Female) – 3: *Qualification:* B.Sc. Home Science or Diploma in Housekeeping/Catering. Minimum three wardens must be there in every hostel for morning, evening and night shifts. If number of students are more than 150, one more Warden/Assistant Warden for every additional 50 students.
2. Cook – 1: For every 20 students for each shift.
3. Kitchen & Dining Room helper – 1: For every 20 students for each shift.
4. Sweeper – 3
5. Gardener – 2
6. Security Guard/Chowkidar – 3

CLINICAL FACILITIES for 60 students

1. Parent hospital

College of Nursing should have a 100 bedded Parent/Own Hospital.

2. Additional Affiliation of Hospital

In addition to Parent Hospital of 100 beds, institution shall take affiliation of the hospital, if all the required learning experience are not available in the parent hospital. As 100 beds is not sufficient to offer clinical experience/specialties to students as laid down in the B.Sc. Nursing syllabus. The students should be sent to affiliated hospital/agencies/institutions where it is available.

a. Criteria for Affiliation

The types of experience for which a nursing college can affiliate are:

- Community Health Nursing
- Mental Health (Psychiatric) Nursing
- Specialty like Cardiology, Neurology, Oncology Nephrology, Orthopedics, communicable/ infectious disease etc.
- Obstetrics, Gynaecology, Paediatrics etc.

b. The size of the Hospital for Affiliation

- Should not be less than 50 beds apart from having own hospital.
- Bed occupancy of the hospital should be minimum 75%.

3. Clinical requirements for Nursing program are as given below:

SL. No.	Areas of Clinical Experience	Number of Beds
1	Medicine	50
2	Surgery including OT	50
3	Obstetrics & Gynaecology	50
4	Paediatrics	30
5	Orthopaedics	15
6	Emergency medicine	10
7	Psychiatry	20

4. Additional/Other Specialties/Facilities for clinical experience required are as follows:

- Community Health Nursing – own/affiliated rural and urban community health centre.
- Major OT
- Minor OT
- Dental, Otorhinolaryngology, Ophthalmology
- Burns and Plastic
- Neonatology care unit
- Communicable disease/Respiratory medicine/TB & chest diseases
- Dermatology
- Cardiology
- Oncology/Neurology/Neuro-surgery
- Nephrology
- ICU/ICCU
- Geriatric Medicine
- Any other specialty as per syllabus requirements

Note:

- i. Educational visits will also be conducted as per the B.Sc. Nursing syllabus (for example: Milk Treatment plant, Water and Sewage plant, Rehabilitation Centres, Orphanage, Geriatric Care, Home for Destitute, Professional Organization etc.).
- ii. The Nursing Staffing norms in the Parent and Affiliated Hospital should be as per the Staff Inspection Unit (SIU) norms.
- iii. The Parent/affiliated Hospital should give student status to the candidates of the nursing program.
- iv. Maximum Distance between affiliated hospitals & institutions should not be more than 30 kms.
- v. For Hilly & Tribal the maximum distance can be 50 kms.
- vi. 1:3 student patient ratio to be maintained.
- vii. **Distribution of Beds:** At least one third of the total number of beds should be for medical patients and one third for surgical patients. The number of beds for male patients should not be less than $1/6^{\text{th}}$ of the total number of beds i.e. at least 40 beds. There should be minimum of 100 deliveries per month. Provision should be made for clinics in health and family welfare and for preventive medicine.

5. Community Health Nursing Field Practice Area

The students should be sent for community health nursing experience in urban as well as rural field area. The institution can be attached to primary health centre. A well set up field teaching centre should be provided with facilities for accommodation of at least 10-15 students and one staff member at a time. Peon, cook and chowkidar should be available at health centre. Each College of Nursing should have its own transport facility and it must be under the control of the principal. The security of staff and students should be ensured.

ANTI-RAGGING

Anti-ragging guidelines as per gazette notification shall be followed.

BUDGET

In the overall budget of the institution, there should be provision for college budget under a separate head. Principal of the College of Nursing should be the drawing and disbursing authority.

TEACHING FACULTY

The principal should be the administrative head of the College. He/She should hold qualifications as laid down by the Council. The principal should be the controlling authority for the budget of the College and also be the drawing and disbursing officer. The Principal and Vice-Principal should be gazetted officers in Government Colleges and of equal status (though non-Gazetted) in non-government Colleges.

A. Qualifications & Experience of Teachers of College of Nursing

SL. No.	Post, Qualification & Experience
1	Principal cum Professor - Essential Qualification: M.Sc. (Nursing) Experience: M.Sc. (Nursing) having total 15 years experience with M.Sc. (Nursing) out of which 10 years after M.Sc. (Nursing) in collegiate program. Ph.D. (Nursing) is desirable
2	Vice-Principal cum Professor - Essential Qualification: M.Sc. (Nursing) Experience: M.Sc. (Nursing) Total 12 years experience with M.Sc. (Nursing) out of which 10 years teaching experience after M.Sc. (Nursing) Ph.D. (Nursing) is desirable
3	Professor - Essential Qualification: M.Sc. (Nursing) Experience: M.Sc. (Nursing) Total 12 years experience with M.Sc. (Nursing) out of which 10 years teaching experience after M.Sc. (Nursing). Ph.D. (Nursing) is desirable
4	Associate Professor - Essential Qualification: M.Sc. (Nursing) Experience: Total 8 years experience with M.Sc. (Nursing) including 5 years teaching experience Ph.D. (Nursing) desirable
5	Assistant Professor - Essential Qualification: M.Sc. (Nursing) Experience: M.Sc. (Nursing) with total 3 years teaching experience Ph.D. (Nursing) desirable
6	Tutor - M.Sc. (Nursing) preferable Experience: B.Sc. Nursing/P.B. B.Sc. Nursing with 1 year experience.

B. College of Nursing which has a parent hospital shall adopt the integration of service and education model recommended by the Council placed at www.indiannursingcouncil.org

C. Departments

Number of Nursing departments = 6 (Six)

- i. Nursing Foundation
- ii. Adult Health Nursing
- iii. Community Health Nursing
- iv. Midwifery/Obstetrics & Gynaecology Nursing
- v. Child Health Nursing
- vi. Mental Health Nursing

Note: Professor shall be head of the department.

SL. No.	Designation	B.Sc. Nursing (40-60)	B.Sc. Nursing (61-100)
1	Principal	1	1
2	Vice-Principal	1	1
3	Professor	1	1-2
4	Associate Professor	2	2-4
5	Assistant Professor	3	3-8
6	Tutor	8-16	16-24
	Total	16-24	24-40

(For example for 40 students intake minimum number of teachers required is 16 including Principal, i.e., 1 – Principal, 1 – Vice Principal, 1 – Professor, 2 – Associate Professor, 3 – Assistant Professor, and 8 tutors).

To start the program, minimum 3 M.Sc. Nursing faculty shall be appointed.

	I st year	II nd Year	III rd year	IV th year
40 Students	3 M.Sc. Nursing (2 - Med Surg., 1-Pediatrics) + 2 Tutors	5 M.Sc. Nursing (2 – Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric) + 3 Tutors	7 M.Sc. Nursing (2 - Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric, 2 - OBG) + 5 Tutors	8 M.Sc. Nursing (2 - Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric, 3- OBG) + 8 Tutors
60 Students	3 M.Sc. Nursing (2 - Med Surg., 1 - Pediatrics) + 3 Tutors	5 M.Sc. Nursing (2 - Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric) + 7 Tutors	7 M.Sc. Nursing (2 - Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric, 2 - OBG) + 11 Tutors	8 M.Sc. Nursing (2 - Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric, 3 - OBG) + 16 Tutors

100 Students	5 M.Sc. Nursing (3 - Med Surg., 2 - Pediatrics) + 5 Tutors	8 M.Sc. Nursing (4 - Med Surg., 2 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric) + 12 Tutors	12 M.Sc. Nursing (4 - Med Surg., 2 - Pediatrics, 2 - Community Health Nursing, 2 - Psychiatric, 2 - OBG) + 18 Tutors	16 M.Sc. Nursing (4 - Med Surg., 2 - Pediatrics, 2 - Community Health Nursing, 2 - Psychiatric, 6 - OBG) + 24 Tutors
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D. Teachers for non-nursing courses (Part-time/external faculty)**

SL. No.	Courses/Subjects
1	English
2	Anatomy
3	Physiology
4	Sociology
5	Psychology
6	Biochemistry
7	Nutrition & Dietetics
8	Health Nursing Informatics and Technology
9	Microbiology
10	Pharmacology
11	Pathology & Genetics
12	Forensic Nursing
13	Any other Clinical Discipline
14	Physical Education
15	Elective Courses

****The above teachers should have postgraduate qualification with teaching experience in respective discipline.**

Note:

- i. 1:10 teacher student ratio.
- ii. All teachers including Principal & Vice Principal shall take classes, perform clinical teaching and supervision and other academic activities. Every faculty including Principal shall spend at least four hours each day.
- iii. One of the tutors needs to stay at the community health field by rotation.
- iv. The salary of the teaching faculty in private Colleges of Nursing should not be less than what is admissible in the Colleges of Nursing under State/Central government or as per the UGC scales.

- v. Nursing service personnel should actively participate in instruction, supervision, guidance and evaluation of students in the clinical/community practice areas. The teaching faculty of the College of Nursing should work in close coordination with the nursing service personnel.
- vi. The teaching faculty of the College and nursing service personnel should be deputed to attend short term educational courses/workshops/conferences etc. to update their knowledge, skills and attitude.
- vii. It is mandatory for College authorities to treat teaching faculty of College of Nursing on duty with respect and dignity, when nominated/selected for the purpose of examination or inspection by the Council.
- viii. 50% of non-nursing courses/subjects should be taught by the nursing faculty. However, it will be supplemented by external faculty who are doctors or faculty in other disciplines having Post Graduate qualification in their requisite course. Nursing faculty who teach these courses shall be examiners for the taught course/s.

E. Additional Staff for College of Nursing

- Ministerial
 - a) Administrative Officer 1
 - b) Office Superintendent 1
 - c) PA to Principal 1
 - d) Accountant/Cashier 1

- Upper Division Clerk 2
- Lower Division Clerk 2
- Store Keeper 1
- Classroom Attendants 2
- Sanitary Staff - As per the physical space
- Security Staff - As per the requirement
- Peons/Office Attendants 4
- Library
 - a) Librarian 2
 - b) Library Attendants - As per the requirement

- Hostel
 - a) Wardens 3
 - Cooks, Bearers - As per the requirement
 - Gardeners and Dhobi (Desirable)

Note: Provision should be made to have leave reserve staff in addition to the regular staff according to rules.

F. College Management Committee

Following members should constitute the Board of Management of the College:	
Principal	Chairperson
Vice-Principal	Member
Professor/Associate Professor/Assistant Professor	Member
Chief Nursing Officer/Nursing Superintendent	Member
Representative of Medical Superintendent	Member

ADMISSION TERMS AND CONDITIONS

1. The minimum age for admission shall be 17 years on 31st December of the year in which admission is sought. The maximum age limit for admission shall be 35 years.
2. **Minimum Educational Qualification**
 - a) Candidate with Science who has passed the qualifying 12th Standard examination (10+2) and must have obtained a minimum of 45% marks in Physics, Chemistry and Biology taken together and passed in English individually.
 - b) Candidates are also eligible from State Open School recognized by State Government and National Institute of Open School (NIOS) recognized by Central Government having Science subjects and English only.
 - c) English is a compulsory subject in 10+2 for being eligible for admission to B.Sc. Nursing.
3. Colour blind candidates are eligible provided that colour corrective contact lens and spectacles are worn by such candidates.
4. Candidate shall be medically fit.
5. Married candidates are also eligible for admission.
6. Students shall be admitted once in a year.
7. Selection of candidates should be based on the merit of the **entrance examination**. Entrance test** shall comprise of:
 - a) Aptitude for Nursing 20 marks
 - b) Physics 20 marks
 - c) Chemistry 20 marks
 - d) Biology 20 marks
 - e) English 20 marks

Minimum qualifying marks for entrance test shall be 50% marks.

The minimum qualifying criteria of entrance test to admission to B.Sc. Nursing is as under:

General-	50 th percentile
SC/ST/OBC-	40 th percentile
General- PwD-	45 th percentile
SC/ST/OBC- PwD-	40 th percentile

**Entrance test shall be conducted by University/State Government.

8. Reservation Policy

- **Reservation of seats in for admission in Nursing Colleges for SC/ST/OBC/EWSs/PH**

Admission under the reserved quota shall be subject to reservation policy and eligibility criteria for SC/ST/OBC/EWSs prescribed by the Central Govt./State Govt./Union Territory as applicable to the College concerned.

In respect of candidates belonging to SC/ST/OBC the marks obtained in 3 subjects Physics, Chemistry, Biology shall be 40% and passed in English individually.

- **Reservation for disability**

5% Disability reservation to be considered for disabled candidates with a **disability of loco-motor** to the tune of 40% to 50% of the lower extremity and other eligibility criteria with regard to qualification will be same as prescribed for General category candidates. The upper age limit shall be relaxed by 5 years for disabled candidates.

Note: A committee to be formed consisting of medical officer authorized by medical board of State government and a nursing expert in the panel which may decide whether the candidates have the disability of loco-motor to the tune of 40% to 50%.

Note:

- Reservations shall be applicable within the sanctioned number of the seats.*
- The start of the semester shall be 1st August every year.*
- No admission after the cut-off date i.e. 30th September will be undertaken. Further Hall Tickets/Admit Card shall not be issued to the candidates who are admitted after 30th September.*
- The responsibility of obtaining and verifying the requisite documents for admission lies with the Institution and University.*

9. Foreign Nationals:

The entry qualification equivalency i.e., 12th standard will be obtained by Association of Indian Universities, New Delhi. Institution, SNRC and University will be responsible to ensure that the qualification and eligibility will be equivalent to what has been prescribed by the Council.

10. Admission/Selection Committee

This committee should comprise of:

- Principal (Chairperson)
- Vice-Principal
- Professor
- Chief Nursing Officer or Nursing Superintendent

11. Admission Strength

Maximum intake of students shall be sixty if the institution has a 100 bedded unitary parent hospital and 61-100 if the institution has 300 or more bedded unitary parent hospital.

12. Health Services

There should be provisions for the following health services for the students.

- An annual medical examination.
- Vaccination against Tetanus, Hepatitis B or any other communicable disease as considered necessary.
- Free medical care during illness.
- A complete health record should be kept in respect of each individual student. The criteria for continuing the training of a student with long term chronic illness will be decided by the individual College.

13. Records

Following are the minimum records which need to be/should be maintained in the College:

- a) For Students
 - i. Admission record
 - ii. Health record
 - iii. Class attendance record
 - iv. Clinical and Field Experience record
 - v. Internal assessment record for both theory and practical
 - vi. Mark Lists (University Results)
 - vii. Record of extracurricular activities of student (both in the College as well as outside)
 - viii. Leave record
 - ix. Practical record books – Procedure Book and Midwifery Record Book to be maintained as prescribed by the Council.
- b) For each academic year, for each class/batch
 - i. Course contents record (for each course/subjects)
 - ii. The record of the academic performance
 - iii. Rotation plans for each academic year
 - iv. Record of committee meetings
 - v. Record of the stock of the College
 - vi. Affiliation record
 - vii. Grant-in-aid record (if the College is receiving grant-in-aid from any source like State Govt. etc.)
 - viii. Cumulative record.
- c) Record of educational activities organized for teaching faculty (CNEs) and student, both in the College as well as outside.
- d) Annual reports (Record) of the achievement of the College prepared annually.
- e) College of Nursing should possess detailed and up-to-date record of each activity carried out in the College.

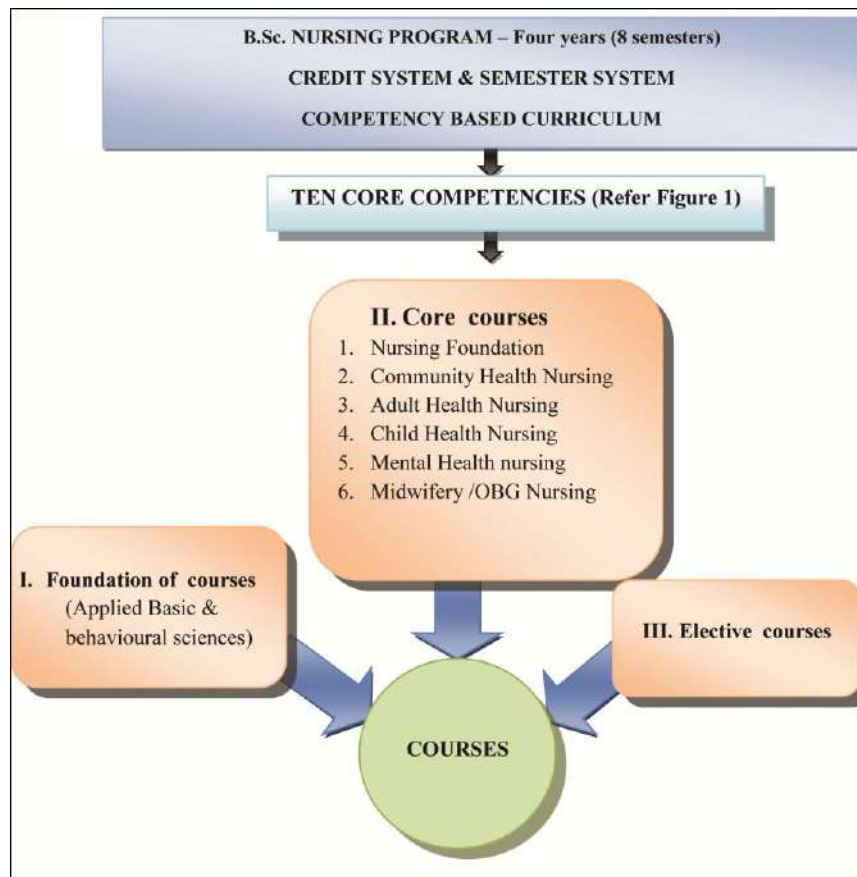
13. Transcript

All institutions to issue the transcript upon completion of the program and to **submit only one single copy of transcript** per batch to respective SNRC.

VI. CURRICULM

Curricular Framework

The B.Sc. Nursing program is a four-year program comprising of eight semesters that is credit and semester based. It is choice based only for elective courses. Competency based curriculum is the main approach that is based on ten core competencies. The courses are categorized into foundational courses, core courses and elective courses. The curricular framework shown in Figure 2 depicts the entire course of curriculum, which is further outlined in the program structure.



I & II Sem	III & IV Sem	V & VI Sem	VII & VIII Sem
<p>I Semester</p> <ol style="list-style-type: none"> 1. Communicative English 2. Applied Anatomy 3. Applied physiology 4. Applied Sociology 5. Applied Psychology 6. Nursing foundation-I <p>II Semester</p> <ol style="list-style-type: none"> 7. Applied Biochemistry 8. Applied Nutrition & Dietetics 9. Nursing Foundation II 10. Health/ Nursing informatics & Technology 	<p>III Semester</p> <ol style="list-style-type: none"> 11. Applied Microbiology and Infection control including safety 12. Pharmacology I 13. Pathology I 14. Adult Health Nursing I with integrated pathophysiology <p>IV Semester</p> <ol style="list-style-type: none"> 15. Pharmacology II 16. Pathology II & Genetics 17. Adult Health Nursing II with integrated pathophysiology 18. Professionalism, Professional values & Ethics including bioethics. 	<p>V Semester</p> <ol style="list-style-type: none"> 19. Child Health Nursing I 20. Mental health Nursing-I 21. Community Health Nursing I(including Environmental Science & Epidemiology) 22. Educational Technology/ Nursing Education 23. Introduction to Forensic Nursing and Indian Laws <p>VI Semester</p> <ol style="list-style-type: none"> 24. Child Health Nursing II 25. Mental health Nursing-II 26. Nursing Management & Leadership 27. Midwifery/ Obstetrics & Gynaecology I 	<p>VII Semester</p> <ol style="list-style-type: none"> 28. Community Health Nursing II 29. Nursing Research and Statistics 30. Midwifery/ Obstetrics & Gynaecology I <p>VIII Semester</p> <p>Internship (Intensive Practicum/ Residency Posting)</p>

Figure 2. Curricular Framework

1. PROGRAM STRUCTURE

B.Sc. Nursing Program Structure			
I Semester	III Semester	V Semester	VII Semester
<ol style="list-style-type: none"> 1. Communicative English 2. Applied Anatomy 3. Applied Physiology 4. Applied Sociology 5. Applied Psychology 6. *Nursing Foundation I <p>Mandatory Module *First Aid as part of Nursing Foundation I Course</p>	<ol style="list-style-type: none"> 1. Applied Microbiology and Infection Control including Safety 2. Pharmacology I 3. Pathology I 4. *Adult Health (Medical Surgical) Nursing I with integrated pathophysiology <p>Mandatory Module *BCLS as part of Adult Health Nursing I</p>	<ol style="list-style-type: none"> 1. *Child Health Nursing I 2. Mental Health Nursing I 3. Community Health Nursing I (including Environmental Science & Epidemiology) 4. Educational Technology/Nursing Education 5. Introduction to Forensic Nursing and Indian Laws <p>Mandatory Modules *Essential Newborn Care (ENBC), Facility Based Newborn Care (FBNBC), IMNCI and PLS as part of Child Health Nursing</p>	<ol style="list-style-type: none"> 1. Community Health Nursing II 2. Nursing Research & Statistics 3. Midwifery/Obstetrics and Gynecology (OBG) Nursing II <p>Mandatory Modules *Safe delivery app under OBG Nursing I/II (VI/VII Semester)</p>
II Semester	IV Semester	VI Semester	VIII Semester
<ol style="list-style-type: none"> 1. Applied Biochemistry 2. Applied Nutrition and Dietetics 3. *Nursing Foundation II 4. Health/Nursing Informatics & Technology <p>Mandatory Module *Health Assessment as part of Nursing Foundation II Course</p>	<ol style="list-style-type: none"> 1. *Pharmacology II 2. Pathology II & Genetics 3. Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing 4. Professionalism, Professional Values & Ethics including Bioethics <p>Mandatory Module *Fundamentals of Prescribing under Pharmacology II *Palliative care module under Adult Health Nursing II</p>	<ol style="list-style-type: none"> 1. Child Health Nursing II 2. Mental Health Nursing II 3. Nursing Management & Leadership 4. *Midwifery/Obstetrics and Gynecology (OBG) Nursing I <p>Mandatory Module * SBA Module under OBG Nursing I/II (VI/VII Semester)</p>	<p>Internship (Intensive Practicum/Residency Posting)</p>

Note: No institute/University will modify the curriculum. However they can add units/subject in the syllabus as deemed necessary.

#Modules both mandatory and elective shall be certified by the institution/external agency

MANDATORY MODULES

The prepared modules/modules outlined by the Council such as Health Assessment & Fundamentals of Prescribing and available modules as National Guidelines (First Aid – NDMA, IMNCI, ENBC, FBNBC), Palliative Care, Safe Delivery App and SBA module will be provided in separate learning resource package.

For BCLS, PLS – Standard national/international modules can be used.

The mandatory modules are offered during the time allotted for respective courses in the course content as theory and practicum- Lab/ Clinical.

ELECTIVE MODULES

Number of electives to be completed: 3 (Every module = 1 credit = 20 hours)

III & IV Semesters: To complete any **one** elective by end of 4th semester across 1st to 4th semesters.

- Human values
- Diabetes care
- Soft skills

V & VI Semesters: To complete any **one** of the following before end of 6th semester.

- CBT
- Personality development
- Addiction psychiatry
- Adolescent health
- Sports health
- Accreditation and practice standards
- Developmental psychology
- Menopausal health
- Health Economics

VII & VIII Semesters: To complete any **one** of the following before end of 8th semester.

- Scientific writing skills
- Lactation management
- Sexuality & Health
- Stress management
- Job readiness and employability in health care setting

2. CURRICULUM IMPLEMENTATION: OVERALL

PLAN Duration of the program: 8 semesters

1-7 Semesters

One Semester Plan for the first 7 Semesters

Total Weeks per Semester: 26 weeks per semester

Number of Weeks per Semester for instruction: 20 weeks (40 hours per week × 20 weeks = 800 hours) Number of Working Days: Minimum of 100 working days (5 days per week × 20 weeks)

Vacation, Holidays, Examination and Preparatory Holidays: 6 weeks

Vacation: 3 weeks

Holidays: 1 week

Examination and Preparatory Holidays: 2 weeks

8th Semester

One semester:

22weeks

Vacation: 1

week

Holidays: 1 week

Examination and Preparatory Holidays: 2 weeks

3. COURSES OF INSTRUCTION WITH CREDIT STRUCTURE

SL. No.	Semester	Course Code	Course/Subject Title	Theory credits	Theory Contact hours	Lab/Skill Lab credits	Lab/Skill Lab Contact hours	Clinical credits	Clinical Contact hours	Total Total credits (hours)	
1	First	ENGL 101	Communicative English	2	40					40	
		ANAT 105	Applied Anatomy	3	60					60	
		PHYS 110	Applied Physiology	3	60					60	
		SOCI 115	Applied Sociology	3	60					60	
		PSYC 120	Applied Psychology	3	60					60	
		N-NF (I) 125	Nursing Foundation I including First Aid module	6	120	2	80	2	160	10	360
		SSCC (I) 130	Self-study/Co-curricular								40+40
			TOTAL	20	400	2	80	2	160	20+2+640+80	2= 24
2	Second	BIOC 135	Applied Biochemistry	2	40					40	
		NUTR 140	Applied Nutrition and Dietetics	3	60					60	
		N-NF (II) 125	Nursing Foundation II including Health Assessment module	6	120	3	120	4	320		560
		HNIT 145	Health/Nursing Informatics & Technology	2	40	1	40				80
		SSCC (II) 130	Self-study/Co-curricular								40+20
			TOTAL	13	260	4	160	4	320	(13+4+ (740+60) 4=21)	= 800
3	Third	MICR 201	Applied Microbiology and Infection Control including Safety	2	40	1	40			80	
		PHAR (I) 205	Pharmacology I	1	20					20	
		PATH (I) 210	Pathology I	1	20					20	
		N-AHN(I) 215	Adult Health Nursing I with integrated pathophysiology including BCLS module	7	140	1	40	6	480		660
		SSCC (I) 220	Self-study/Co-curricular								20
			TOTAL	11	220	2	80	6	480	11+2+ 780+20 6=19	=800
4	Fourth	PHAR (II) 205	Pharmacology II including Fundamentals of prescribing module	3	60					60	
		PATH (II) 210	Pathology II and Genetics	1	20					20	
		N-AHN (I) 225	Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing + Palliative care module	7	140	1	40	6	480		660

S.No	Semester	Course Code	Course/Subject Title	Theory credits	Theory Contact hours	Lab/Skill Lab credits	Lab/Skill Lab Contact hours	Clinical credits	Clinical Contact hours	Total credits (hours)	Total credits (hours)
		PROF 230	Professionalism, Professional Values and Ethics including bioethics	1	20						20
		SSCC(II) 220	Self-study/Co-curricular								40
			TOTAL	12	240	1	40	6	480	12+1+760+406=1900	=8
5	Fifth	N-CHN(I) 301	Child Health Nursing I including Essential Newborn Care (ENBC), FBNC, IMNCI and PLS, modules	3	60	1	40	2	160	260	
		N-MHN(I) 305	Mental Health Nursing I	3	60			1	80	140	
		N-COMH(I) 310	Community Health Nursing I including Environmental Science & Epidemiology	5	100			2	160	260	
		EDUC 315	Educational Technology/Nursing Education	2	40	1	40			80	
		N-FORN 320	Introduction to Forensic Nursing and Indian laws	1	20					20	
		SSCC(I) 325	Self-study/Co-curricular							20+20	
			TOTAL	14	280	2	80	5	400	14+2+760+405=21800	=800
6	Sixth	N-CHN (II) 301	Child Health Nursing II	2	40			1	80	120	
		N-MHN(II) 305	Mental Health Nursing II	2	40			2	160	200	
		NMLE 330	Nursing Management & Leadership	3	60			1	80	140	
		N-MIDW(I) / OBGN 335	Midwifery/Obstetrics and Gynaecology (OBG) Nursing I including SBA module	3	60	1	40	3	240	340	
		SSCC(II) 325	Self-study/Co-curricular							-	
			TOTAL	10	200	1	40	7	560	10+1+8007=18	
7	Seventh	N-COMH(II) 401	Community Health Nursing II	5	100			2	160	260	
		NRST 405	Nursing Research & Statistics	2	40	2	80	(Project- 40)		120	
		N-MIDW(II)/ OBGN 410	Midwifery/Obstetrics and Gynaecology (OBG) Nursing II including Safe delivery app module	3	60	1	40	4	320	420	

4.

SL. No.	Semester	Course Code	Course/Subject Title	Theory credits	Theory Contact hours	Lab/Skill Lab credits	Lab/Skill Lab Contact hours	Clinical credits	Clinical Contact hours	Total credits	Total (hours)
			Self-study/Co-curricular								-
			TOTAL	10	200	3	120	6	480	10+3+6=19	800
8	Eight (Internship)	INTE 415	Community Health Nursing – 4 weeks								
		INTE 420	Adult Health Nursing – 6 weeks								
		INTE 425	Child Health Nursing – 4 weeks								
		INTE 430	Mental Health Nursing – 4 weeks								
		INTE 435	Midwifery – 4 weeks								
				TOTAL = 22 weeks					12 (1 credit = 4 hours per week per semester)	1056 (4 hours × 22 weeks = 88 hours × 12 credits = 1056 hours) (48 hours per week × 22 weeks)	

1 credit theory – 1 hour per week per semester

1 credit practical/lab/skill lab/simulation lab – 2 hours per week per semester

1 credit clinical – 4 hours per week per semester

1 credit elective course – 1 hour per week per semester (Electives can be offered during self study hours as shown in the following tables.

Total Semesters = 8

(Seven semesters: One semester = 20 weeks × 40 hours per week = 800 hours)

(Eighth semester – Internship: One semester = 22 weeks × 48 hours per week = 1056 hours)

Total number of course credits including internship and electives – 156 (141+12+3)

Distribution of credits and hours by courses, internship and electives

SL. No.	Credits	Theory (Cr/Hrs)	Lab (Cr/Hrs)	Clinical (Cr/Hrs)	Total credits	Hours
1	Course credits	90 credit per 1800 hours	15/600	36/2880	141	5280
2	Internship				12	1056
3	Electives				3	60
	TOTAL				156	6396
4	Self-study and Co-curricular	Saturdays (one semester = 5 hours per week × 20 weeks × 7 semesters = 700 hours)			12	240
					35	700
					47	940

Distribution of credits, hours and percentage for theory and practicum (Skill Lab & Clinical) across eight semesters

SL. No.	Theory & Practicum (Skill Lab & Clinical)	Credits	Hours	Percentage
1	Theory	90	1800	28
2	Lab/Skill Lab	15	600	10
3	Clinical	36	3936	62
	Total	141	6336 hours	100

Practicum (7 semesters) excluding internship

Lab/skill lab/simulation lab – 600 (17%)

Clinical – 2880 (83%)

Total – 3480

Lab/skill lab/simulation lab = 17% of the total practicum planned

Note: Besides the stipulated lab and clinical hours, a maximum of 13% (400-450 hours) from the clinical hours can be used in simulation lab/skill lab for skill lab/simulation learning and not to exceed 30% of total hours.

5. SCHEME OF EXAMINATION

The distribution of marks in internal assessment, End Semester College Exam, and End Semester University Exam for each course is shown below.

I SEMESTER

SL. No.	Course	Assessment (Marks)				
		Internal	End Semester College Exam	End Semester University Exam	Hours	Total Marks
Theory						
1	Communicative English	25	25		2	50
2	Applied Anatomy & Applied Physiology	25		75	3	100
3	Applied Sociology & Applied Psychology	25		75	3	100
4	Nursing Foundation I	*25				
Practical						
5	Nursing Foundation I	*25				

***Will be added to the internal marks of Nursing Foundation II Theory and Practical respectively in the next semester (Total weightage remains the same)**

Example:

Nursing Foundation Theory: Nursing Foundation I Theory Internal marks in 1st semester will be added to Nursing Foundation II Theory Internal in the 2nd semester and average of the two semesters will be taken.

II SEMESTER

SL. No.	Course	Assessment (Marks)				
		Internal	End Semester College Exam	End Semester University Exam	Hour	Total Marks
Theory						
1	Applied Biochemistry and Applied Nutrition & Dietetics	25		75	3	100
2	Nursing Foundation (I & II)	25 I Sem-25 & II Sem-25 (with average of both)		75	3	100
3	Health/Nursing Informatics & Technology	25	25		2	50
Practical						
4	Nursing Foundation (I & II)	50 I Sem-25 & II Sem-25		50		100

III SEMESTER

SL. No.	Course	Assessment (Marks)				
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks
Theory						
1	Applied Microbiology and Infection Control including Safety	25		75	3	100
2	Pharmacology I and Pathology I	*25				
3	Adult Health Nursing I	25		75	3	100
Practical						
4	Adult Health Nursing I	50		50		100

***Will be added to the internal marks of Pharmacology II and Pathology II & Genetics in the next semester (Total weightage remains the same).**

IV SEMESTER

SL. No.	Course	Assessment (Marks)				
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks
Theory						
1	Pharmacology & Pathology (I & II) and Genetics	25 III Sem-25 & IV Sem-25 (with average of both)		75	3	100
2	Adult Health Nursing II	25		75	3	100
3	Professionalism, Ethics and Professional Values	25	25		2	50
Practical						
4	Adult Health Nursing II	50		50		100

V SEMESTER

SL. No.	Course	Assessment (Marks)				
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks
Theory						
1	Child Health Nursing I	*25				
2	Mental Health Nursing I	*25				
3	Community Health Nursing I including Environmental Science & Epidemiology	25		75	3	100
4	Educational Technology/Nursing Education	25		75	3	100
5	Introduction to Forensic Nursing and Indian Laws	25	25		2	50
Practical						
6	Child Health Nursing I	*25				
7	Mental Health Nursing I	*25				
8	Community Health Nursing I	50		50		100

***Will be added to the internal marks of Child Health Nursing II and Mental Health Nursing II in both theory and practical respectively in the next semester (Total weightage remains same).**

VI SEMESTER

SL. No.	Course	Assessment (Marks)				
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks
Theory						
1	Child Health Nursing (I & II)	25 Sem V-25 & Sem VI-25 (with average of both)		75	3	100
2	Mental Health Nursing (I & II)	25 Sem V-25 & Sem VI-25 (with average of both)		75	3	100
3	Nursing Management & Leadership	25		75	3	100
4	Midwifery/Obstetrics & Gynecology I	*25				

Practical						
5	Child Health Nursing (I & II)	50 (Sem V-25 & Sem VI-25)		50		100
6	Mental Health Nursing (I & II)	50 (Sem V-25 & Sem VI-25)		50		100
7	Midwifery/Obstetrics & Gynecology I	*25				

***Will be added to Internal marks of Midwifery II theory and practical respectively in the next semester (Total weightage remains the same)**

VII SEMESTER

SL. No.	Course	Assessment (Marks)				
		Internal	End Semester College Exam	End Semester University Exam	Hours	Total marks
Theory						
1	Community Health Nursing II	25		75	3	100
2	Nursing Research & Statistics	25		75	3	100
3	Midwifery/Obstetrics and Gynecology (OBG) Nursing (I & II)	25 Sem VI-25 & Sem VII-25 (with average of both)		75	3	100
Practical						
4	Community Health Nursing II	50		50		100
5	Midwifery/Obstetrics and Gynecology (OBG) Nursing (I & II)	50 (Sem VI-25 & Sem VII-25)		50		100

VIII SEMESTER

SL. No.	Course	Assessment (Marks)				
		Internal	End Semester College Exam	End Semester University Exam	Hours	Total marks
Practical						
1	Competency Assessment	100		100		200

5. EXAMINATION REGULATIONS

Note:

1. **Applied Anatomy and Applied Physiology:** Question paper will consist of Section-A Applied Anatomy of 37 marks and Section-B Applied Physiology of 38 marks.
2. **Applied Sociology and Applied Psychology:** Question paper will consist of Section-A Applied Sociology of 37 marks and Section-B Applied Psychology of 38 marks.
3. **Applied Microbiology and Infection Control including Safety:** Question paper will consist of Section-A Applied Microbiology of 37 marks and Section-B Infection Control including Safety of 38 marks.
4. **Applied Biochemistry and Applied Nutrition and Dietetics:** Question paper will consist of Section-A Applied Biochemistry with 25 marks and Section-B Applied Nutrition and Dietetics with 50 marks.
5. **Pharmacology, Genetics and Pathology:** Question paper will consist of Section-A of Pharmacology with 38 marks, Section-B of Pathology with 25 marks and Genetics with 12 marks.
6. **Nursing Research and Statistics:** Nursing Research should be of 55 marks and Statistics of 20 marks.
7. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each course/subject for appearing for examination.
8. A candidate must have 100% attendance in each of the practical areas before award of degree.
9. Following exams shall be conducted as College exams. The minimum pass is 50% except for Communicative English. The marks for all the college exams listed university exams must be sent to university for inclusion in the mark sheet and shall be considered alongside all other below and to be sent to the University for inclusion in the marks sheet and shall be considered for calculating aggregate and ranking for awards by university.
 - i. Communicative English
 - ii. Health/Nursing Informatics and Technology
 - iii. Professionalism, Professional Values and Ethics including Bioethics
 - iv. Introduction to Forensic Nursing & Indian Laws

Award of rank will not be considered for those who fail in one or more courses and must have completed the program by 4 years.

The mark sheet with grades and grade point average shall be given by the University for all courses.

Communicative English and Elective Modules are not included for calculating Semester Grade Point Average (SGPA).

10. Minimum pass marks shall be 40% for Communicative English and in each of the Elective module. All elective modules must be completed as indicated in specified semester and pass marks sent to university before appearing for final examination.
11. Minimum pass marks shall be 50% in each of the Theory and practical papers

- separately except in English.
12. The student has to pass in all mandatory modules placed within courses and the pass mark for each module is 50%.
 13. A candidate has to pass in theory and practical exam separately in each of the paper.
 14. If a candidate fails in either theory or practical, he/she has to re-appear for both the papers (Theory and Practical).
 15. If the student has failed in only one subject and has passed in all the other subjects of a particular semester and Grace marks of up to 5 marks to theory marks can be added for one course/subject only, provided that by such an addition the student passes the semester examination.
 16. The candidate shall appear for exams in each semester:
 - i. The candidate shall have cleared all the previous examinations before appearing for fifth semester examination. However, the candidates shall be permitted to attend the consecutive semesters.
 - ii. The candidate shall have cleared all the previous examinations before appearing for seventh semester examination. However, the candidates shall be permitted to attend the consecutive semesters.
 - iii. The candidate shall have cleared all the previous examination before appearing for final year examination.
 - iv. The maximum period to complete the course successfully should not exceed 8 years.
 17. The candidate has to pass separately in internal and external examination (shall be reflected in the marks sheet). No institution shall submit average internal marks of the students not more than 75% (i.e. if 40 students are admitted in a course the average score of the 40 students shall not exceed 75% of total internal marks).
 18. At least 50% of the Non-nursing subjects like Applied Anatomy & Physiology, Applied Biochemistry, Applied Psychology & Sociology, Applied Microbiology, Pharmacology, Genetics, Nutrition & Dietetics, Communicative English and Health/Nursing Informatics & Technology should be taught by the Nursing teachers. Teachers who are involved in teaching non-nursing subjects can be the examiners for the program.
 19. Maximum number of candidates for practical examination should not exceed 20 per day. Particular year and of same institution batch shall be examined by the same set of examiners.
 20. All practical examinations must be held in the respective clinical areas.
 21. One internal and one external examiner should jointly conduct practical examination for each student.
 22. An examiner for theory and practical/OSCE examination should be an Assistant Professor or above in a College of Nursing with M.Sc. Nursing in concerned subject and minimum 3 years of teaching experience. To be an examiner for Nursing

Foundation course, the faculty having M.Sc. Nursing with any specialty shall be considered.

23. Examiner for Competency Assessment-VIII Semester: There must be a total of five examiners, one from each specialty i.e. External examiners-2 and Internal examiners-3. The internal examiners may be from the college faculty or from hospital with the required qualification and experience i.e. M.Sc. Nursing in respective specialty with minimum 3 years of teaching experience.

VII. ASSESSMENT GUIDELINES

1. Grading of Performance

Based on the performance, each student shall be awarded a final grade at the end of the semester for each course. Absolute grading is used by converting the marks to grade, based on predetermined class intervals.

UGC 10 point grading system is used with pass grade modified.

Letter grade	Grade point	Percentage of marks
O (Outstanding)	10	85% & Above
A+ (Excellent)	9	80-84.99%
A (Very Good)	8	75-79.99%
B+ (Good)	7	65-74.99%
B (Above Average)	6	60-64.99%
C (Average)	5	50-59.99%
P (Pass)	-	50% & Above
F (Fail)	0	< 50%
Ab(Absent)	0	0
*Pass for Communicative English and Electives – 40% and above. Grade point 4 (40-49.99%)		

For Nursing Courses and all other courses – Pass is at C Grade (5 grade point) 50% and above.

For English and electives – Pass is at P Grade (4 grade point) 40% and above.

Computation of Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA)

SPGA is the weighted average of the grade points obtained in all courses by the student during the semester (All courses excluding English and electives)

Ex. SGPA Computation

Course Number	Credit/s	Letter grade	Grade point	Credit point (Credit × grade)
1	3 (C1)	A	8 (G1)	3 × 8 = 24
2	4 (C2)	B+	7 (G2)	4 × 7 = 28
3	3 (C3)	B	6 (G3)	3 × 6 = 18

$$SGPA = \frac{C1G1 + C2G2 + C3G3}{C1 + C2 + C3}$$

$$= \frac{70}{10} = 7 \text{ (rounded off to two decimal points)}$$

Computation of CGPA

CGPA is calculated with SGPA of all semesters to two decimal points and is indicated in final grade in mark card/transcript showing grades of all 8 semesters and their courses/subjects.

CGPA reflects the failed status in case of fail till the course/s are passed.

Semester I	Semester 2	Semester 3	Semester 4
Credit – Cr Cr: 20 SGPA: 6.5 Cr × SGPA = 20 × 6.5	Cr: 22 SGPA: 7.0	Cr: 25 SGPA: 5.5	Cr: 26 SGPA: 6.0

$$\begin{aligned} \text{CGPA} &= \frac{20 \times 6.5 + 22 \times 7 + 25 \times 5.5 + 26 \times 6}{93} \\ &= \frac{577.5}{93} = 6.2 \end{aligned}$$

Transcript Format

Based on the above recommendation on letter grades, grade points, SGPA and CGPA, the transcript shall be issued for each semester with a consolidated transcript indicating the performance in all semesters.

Declaration of Pass

First Class with Distinction – CGPA of 7.5 and above

First Class – CGPA of 6.00-7.49

Second Class – CGPA of 5.00-5.99

2. Internal Assessment and Guidelines

The marks distribution of internal assessment is shown in Appendix 1 and the specific guidelines in Appendix 2.

3. University Theory and Practical Examination Pattern

The theory question paper pattern and practical exam pattern are shown in Appendix 3.

SYLLABUS COMMUNICATIVE ENGLISH

PLACEMENT: I SEMESTER
COURSE CODE: ENGL-101
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. Analyze 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 asks
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. 	<ul style="list-style-type: none"> • Through ‘check your understanding’ exercises

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
				<ul style="list-style-type: none"> Information on tenses and basic concepts of correct grammar through fill in the blanks, true/false questions 	
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 	<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 	<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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> Evaluating and comparing Complaints and suggestions Telephone conversations Delivering presentations 	<ul style="list-style-type: none"> Classroom conversation Scenario based learning tasks 	<ul style="list-style-type: none"> 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	<p>Reading</p> <ul style="list-style-type: none"> 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. Reading reports and interpreting them Using idioms and phrases, spotting errors, vocabulary for presentations Remedial Grammar 	<ul style="list-style-type: none"> Detailed tasks and exercises on reading for information, inference and evaluation Vocabulary games and puzzles for medical lexis Grammar activities 	<ul style="list-style-type: none"> Reading/ summarizing/ justifying answers orally Patient document Doctor's prescription of care Journal/news reading and interpretation Notes/Reports
VI	5 (T)	Enhance expressions through writing skills	<p>Writing Skills</p> <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 fulfillment, 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
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Recommended Books

1. Thomson AJ, Matinenete AV. A practical English grammar. Oxford university press; Latest edition.
2. English grammar for today. Mc. Millan publishers; Latest edition.
3. Cambridge English pronouncing dictionary; Latest edition.
4. Mohan K, Banerji M. Developing communication skills. Mc. Millan publishers; Latest edition.
5. Ashraf MR. Effective technical communication. New Delhi: Tata Mc Graw Hill publishing company; Latest edition.
6. Vocabulary booster. Hyderabad. Neelkamal Publications; Latest edition.

Reference Books

1. Lohumi Shama, Lohumi Rakesh. Communicative English for nurses. Gurgaon: Elsevier.
2. David MT. English for professional nursing, B I publishers Pvt Ltd Chennai.
3. Padmavathi.M. Facilitating effective communication in English for nurses. Bangalore: Emmess Medical Publishers.
4. Rose S. Career English for nurses. Chennai: Orient Blackswan Pvt Ltd.
5. Platt M, Landgridge A. English for nurses – A natural approach to language learning. New Delhi: Orient Longman Pvt. Ltd.
6. Taylor G. English conversation practice, Tata Mc.Graw. New Delhi: Hill Education Pvt. Ltd.
7. Sarumathi J. English for nursing. New Delhi: Jaypee Brothers Medical Publishers.
8. Sarma Shivani, Sood Sarika. Text book of communicative English for undergraduates & diploma nursing students, vision health sciences publishers, Punjab.

APPLIED ANATOMY

PLACEMENT: I SEMESTER

COURESE CODE: ANAT105

THEORY: 3 Credits (60 hours) Lab – 1Credit (20hours)

Course Description: The course is designed to assists 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.

Unit	Time (Hrs.)	Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory				
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, 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) 	<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

Unit	Time (Hrs.)	Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Movements (flexion, extension, abduction, adduction, medial rotation, lateral rotation, inversion, eversion, supination, pronation, 		
		Organization of human body and structure of cell, tissues membranes and glands	<ul style="list-style-type: none"> • plantar flexion, dorsal flexion and circumduction • Cell structure, Cell division • Tissue – definition, types, characteristics, classification, location • Membranes and glands: classification and cell structure • Identify major surface and bony landmarks in each body region, organization of human body. • Applications and implications in nursing 	Anatomical torso	
II	6 (T)	Describe the structure of respiratory system Identify the muscles of respiration and examine their contribution to the mechanism of breathing	The Respiratory system <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
III	6 (T)	Describe the structure of digestive system	The Digestive System <ul style="list-style-type: none"> • Structure of alimentary tract and accessory organs of digestion 	<ul style="list-style-type: none"> • Lecture cum discussion • Video/slides • Anatomical Torso 	<ul style="list-style-type: none"> • Short answer • Objective type

			<ul style="list-style-type: none"> • Applications and implications in nursing 		
IV	6 (T)	Describe the structure of circulatory and lymphatic system	<p>The Circulatory and Lymphatic System</p> <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 <p>Veins used for IV injections</p>	<ul style="list-style-type: none"> • Lecture • Models • Videos/ Slides 	<ul style="list-style-type: none"> • Short answer • MCQ
Unit	Time (Hrs.)	Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Application and implication in nursing 		
V	4 (T)	Identify the major endocrine glands and describe the structure of endocrine Glands	<p>The Endocrine system</p> <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 (T)	Describe the structure of various sensory organs	<p>The Sensory Organs</p> <ul style="list-style-type: none"> • Structure of skin, eye, ear, nose, tongue • Applications and implications in nursing 	<ul style="list-style-type: none"> • Lecture • Explain with Video/ models/ charts 	<ul style="list-style-type: none"> • Short answer • Objective type
VII	10 (T)	Describe anatomical position and structure of bones and joints Identify major bones that make up the axial and	<p>The Musculoskeletal system</p> <p>The Skeletal system</p> <ul style="list-style-type: none"> • Anatomical positions • Bones – types, structure, growth and ossification • Axial and appendicular skeleton 	<ul style="list-style-type: none"> • Review – discussion • Lecture • Discussion • Explain using charts, skeleton and loose bones and torso 	<ul style="list-style-type: none"> • Short answer • Objective type

		<p>appendicular skeleton</p> <p>Classify the joints</p> <p>Identify the application and implications in nursing</p> <p>Describe the structure of muscle</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"> • Joints – classification, major joints and structure • Application and implications in nursing <p>The Muscular system</p> <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 • Hyaline, fibro cartilage, elastic cartilage • Features of skeletal, smooth and cardiac muscle • Principal muscles – deltoid, biceps, triceps, respiratory, abdominal, pelvic floor, pelvic floor muscles, gluteal muscles and vastus lateralis 	<ul style="list-style-type: none"> • Identifying muscles involved in nursing procedures in lab 	
Unit	Time (Hrs.)	Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
		Apply the knowledge in performing nursing procedures/ skills	<ul style="list-style-type: none"> • Major muscles involved in nursing procedures 		
VIII	5 (T)	Describe the structure of renal system	<p>The Renal system</p> <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	<p>The Reproductive System</p>	<ul style="list-style-type: none"> • Lecture • Models/ charts 	<ul style="list-style-type: none"> • MCQ • Short

		system	<ul style="list-style-type: none"> • Structure of male reproductive organs • Structure of female reproductive organs • Structure of breast 		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

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

Recommended Books

1. Ashalatha PR, Deepa G. Textbook of anatomy & physiology for nurses. New Delhi: JP Medical.

Reference Books

1. Chaurasia BD. Human Anatomy vol. I, II, III & IV. Delhi: CBS Publishers;(Latest Edition).
2. Willmet al. Gray's anatomy. New York: Churchill Livingstone;(Latest Edition).
3. Grabowski SR, Tortora GJ. Principles of anatomy and physiology. Wiley; (latest edition).
4. Kimbler DC, Gray CE. Text book of Anatomy and Physiology for Nurses. London: Macmillan.
5. Milliard ND, King BG, Showers MJ. Human anatomy and physiology, Philadelphia: W.B.Saunders's Company; (Latest Edition).
6. Baj Pai RN. Human histology. New Delhi: JP Medical Ltd;(Latest Edition).

APPLIED PHYSIOLOGY

PLACEMENT: I SEMESTER

COURSE CODE: PHYS110

THEORY: 3 Credits (60 hours) Lab- 10 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 alteration in functions.
4. Apply knowledge of physiological basis to analyze clinical situations and therapeutic applications.

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	4 (T) 1 (L)	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 extra cellular 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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
II	6 (T)	Describe the physiology and mechanism of respiration Identify the muscles of respiration and examine their contribution to the mechanism of breathing	Respiratory system <ul style="list-style-type: none"> • Functions of respiratory organs • Physiology of respiration • 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 	<ul style="list-style-type: none"> • Lecture • Video slides 	<ul style="list-style-type: none"> • Essay • Short answer • MCQ
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 implication in nursing 	<ul style="list-style-type: none"> • Lecture cum Discussion • Video slides 	<ul style="list-style-type: none"> • Essay • Short answer • MCQ

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
IV	6 (T) 4 (L)	Explain the functions of the heart, and physiology of circulation	Circulatory and Lymphatic system <ul style="list-style-type: none"> • Functions of heart, conduction system, cardiac cycle, Stroke volume and cardiac output • Blood pressure and Pulse • Circulation–principles, factors influencing blood pressure, pulse • Coronary circulation, Pulmonary and systemic circulation • Heart rate –regulation of heart rate 	<ul style="list-style-type: none"> • Lecture • Discussion • Video/Slides 	<ul style="list-style-type: none"> • Short answer • MCQ
			<ul style="list-style-type: none"> • Normal value and variations • Cardiovascular homeostasis in exercise and posture • Lymph node- formation, function, composition and drainage • Application and implication in nursing 		
V	5 (T) 5 (L)	Describe the composition and functions of blood	Blood <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 	<ul style="list-style-type: none"> • Lecture • Discussion • Video/Slides 	<ul style="list-style-type: none"> • Essay • Short answer • MCQ

			<ul style="list-style-type: none"> • 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 		
VI	5 (T)	Identify the major endocrine glands and describe their functions	The Endocrine system <ul style="list-style-type: none"> • Functions and hormones of Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands. • Other hormones 	<ul style="list-style-type: none"> • Lecture • Explain using charts 	<ul style="list-style-type: none"> • Short answer • MCQ
Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Alterations in disease • Application and implication in nursing 		
VII	4 (T)	Describe the structure of various sensory organs	The Sensory Organs <ul style="list-style-type: none"> • Functions of skin • Vision, hearing, taste and smell • Errors of refraction, aging changes • Application and implication 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 bones, joints, various types of muscles, its special properties and nerves supplying them	Musculoskeletal system <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"> • Lecture • Discussion • Video presentation 	<ul style="list-style-type: none"> • Structured essay • 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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
XI	8 (T)	Describe the functions of brain, physiology of nerve stimulus, reflexes, cranial and spinal nerves	Nervous system <ul style="list-style-type: none"> • 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 • Reflexes • CSF formation, composition, circulation of CSF, blood brain barrier and blood CSF barrier • Application and implications in nursing 	<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

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

Recommended Books

1. Geetha N. Textbook of medical physiology. Hyderabad: Paras Medical Publishers; Latest edition.

Reference Books

1. Chaudhari SK. Concise medical physiology. Calcutta: New Central Book Agency; Latest Edition.
2. Chatterjee CC. Human physiology. Vol I and II. Calcutta: Medical Allied Agencies; Latest Edition.
3. Hall JE. Guyton. Hall textbook of medical physiology. Philadelphia: W.B. Saunders; Latest Edition.
4. BarrettKE, Ganong WF. Ganong's review of medical physiology. New York: McGraw-Hill Medical.
5. Jain AK. Textbook of physiology vol.1 & 2, 2021. Avichal Publishing Company, APC books.

APPLIED SOCIOLOGY

PLACEMENT: I SEMESTER

COURSE CODE: SOCI115

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 • 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. 	<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
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 • Trans cultural 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
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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

Recommended Books

Reference Books

1. Karunakkal Sibi. Applied sociology for nurses. S H Publication. Kochi: 2022
2. Varinder Kaur. Text book of sociology for under graduate nursing students. first edition. Vision health science publisher.
3. Prem Sharma. Applied sociology for B.Sc. nursing students.first edition. Lotus publishers.
4. Neelam Kumari. A textbook of applied sociology. S.Vikas and company: 2022
5. Ian Clement. A sociological implications in nursing. Frontline Publications; Hyderabad: 2022
6. Neeraja KP. Textbook of sociology for nursing students Jaypee Brothers;New Delhi: 2022
7. Isidore LM. Sociology and social problems in nursing. St. Louis; C.V. Mosby Company: 2022

APPLIED PSYCHOLOGY

PLACEMENT: I SEMESTER

COURSE CODE: PSYC120

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 <ul style="list-style-type: none"> – 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	Mental health and mental hygiene <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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
IV	7 (T)	Describe psychology of people in different age groups and role of nurse	Developmental psychology <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 lifespan • 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 children. • Psychology of vulnerable individuals- challenged women, sick etc. • Role of nurse with vulnerable groups. 	<ul style="list-style-type: none"> • Lecture • Group • discussion 	<ul style="list-style-type: none"> • Essay • Short answer
V	4 (T)	Explain personality and role of nurse in identification and improvement in altered personality	Personality <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 • Case based discussion 	<ul style="list-style-type: none"> • Essay and short answer • Objective type
VI	16 (T)	Explain cognitive process and their applications	Cognitive process <ul style="list-style-type: none"> • Attention – definition, types, determinants, duration, degree and alteration in attention • Perception – Meaning of Perception, principles, factors affecting perception • Intelligence – Meaning of intelligence – Effect of heredity and environment in intelligence, classification, Introduction to 	<ul style="list-style-type: none"> • Lecture • Discussion • Small group discussion • Demonstration 	<ul style="list-style-type: none"> • Essay and short answer • Objective type

			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,		
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • 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 		
VII	6 (T)	Describe motivation, emotion, attitude and role of nurse in emotionally sick client	Motivation and emotional processes <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 • Attitudes – Meaning of attitudes, nature, factors affecting attitude, attitudinal change, Role of attitude in 	<ul style="list-style-type: none"> • Lecture • Group discussion • Role play 	<ul style="list-style-type: none"> • Essay and short answer • Objective type

			<p>health and sickness</p> <ul style="list-style-type: none"> • 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	<p>Psychological assessment and tests – introduction</p> <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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
IX	10 (T)	Explain concept of soft skill and its application in work place and society	<p>Application of soft skill</p> <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 work place and society – Presentation skills, social etiquette, telephone etiquette, motivational skills, team work etc. • Use of soft skill in nursing 	<ul style="list-style-type: none"> • Lecture • Group discussion • Role play • Brain storming • Video recording before and after • Refer/Complete Soft skills module 	<ul style="list-style-type: none"> • Essay and short answer
X	2 (T)	Explain self-empowerment	<p>Self-empowerment</p> <ul style="list-style-type: none"> • Dimensions of self-empowerment • Self-empowerment development • Importance of women’s empowerment in society 	<ul style="list-style-type: none"> • Lecture • Discussion • Personal empowerment exercises and videos 	<ul style="list-style-type: none"> • Short answer • Objective type

			<ul style="list-style-type: none"> • Professional etiquette and personal grooming • Role of nurse in empowering others 		
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Recommended Books

1. Balachandran M. Psychology for nursing students. Thiruvananthapuram: Maanas Publishers. Latest Edition.
2. Sreevani R. Applied psychology for nurses. 4th ed. New Delhi: Jaypee Brothers Medical Publishers.
3. Sharma Harish Kumar, Mann Gulshan. Applied psychology for B.Sc. Nursing students. 6th ed. New Delhi: Lotus Publishers.
4. Maheswari SK, Kaur Amanpreet. Text book of applied psychology (for nursing and allied health sciences). 1st ed. Vision Health Sciences Publishers.
5. Anthikad J. Psychology for graduate nurses. Jaypee Brothers Medical Publishers: New Delhi. Latest edition.
6. Viswambaran R. Text book of psychology for health professionals. Latest Edition.
7. Bhatia Craig. Elements of psychology and mental hygiene for nurses in India.
8. Sreevani R. Psychology for nurses. New Delhi: Jaypee Brothers Medical Publishers.

Reference Books

1. Charles G. Morris. Psychology: an introduction. Prentice Hall: New Jersey. Latest Edition.
2. Baron RA. Psychology. Prentice Hall of India. New Delhi. Latest Edition.
3. Kutty AB. Psychology for B.Sc. nursing. PHI Learning: Delhi. Latest Edition.
4. Amanpreet KJ. A Textbook of psychology. Pee Vee Books. Latest Edition.
5. Mangal SK. Psychology for nurses. Jaypee Brothers Medical Publishers: New Delhi. Latest Edition

NURSING FOUNDATION - I **(including First Aid module)**

PLACEMENT: I SEMESTER

COURSE CODE: N-NF(I)125

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 <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
II	5 (T)	Describe the levels of illness prevention and care, health care services	Health Care Delivery Systems – <i>Introduction of Basic Concepts & Meanings</i> <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 centers, 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>	<p>History of Nursing and Nursing as a profession</p> <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
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
IV	8 (T) 3 (SL)	Describe the process, principles, and types of communication Explain therapeutic, non-therapeutic and professional communication Communicate effectively with patients, their families and team members	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 groups (children, women, physically and mentally challenged and elderly) 	<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
V	4 (T) 2 (SL)	Describe the purposes, types and techniques of recording and reporting Maintain records and reports accurately	Documentation and Reporting <ul style="list-style-type: none"> • Documentation – Purposes of Reports and Records • Confidentiality • Types of Client records/Common Record-keeping forms • Methods/Systems of documentation/recording • Guidelines for documentation • Do's and Don'ts of documentation/Legal guidelines for Documentation/Recording • Reporting – Change of shift reports, Transfer reports, Incident reports 	<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
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 ○ Sitz bath ● <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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
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 		
VIII	10(T) 3(SL)	Describe the basic principles and techniques of infection control and biomedical waste management	Introduction to Infection Control in Clinical setting Infection <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) Introductory concept of Asepsis – Medical & Surgical asepsis <i>Precautions</i> <ul style="list-style-type: none"> • Hand Hygiene • (Hand washing and use of hand Rub) • Use of Personal Protective Equipment (PPE) • Standard precautions Biomedical Waste management <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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
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 devices, PCA ○ Invasive techniques of pain management ○ Any other newer measures <ul style="list-style-type: none"> ○ CAM (Complementary & Alternative healing Modalities) 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & Re-demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • OSCE
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 	<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
			<ul style="list-style-type: none"> • Safety devices • 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. 		
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"> o Admission bed o Admission procedure o Medico-legal issues o Roles and Responsibilities of the nurse • Discharge from the hospital <ul style="list-style-type: none"> o Types – Planned discharge, LAMA and Abscond, Referrals and transfers o Discharge Planning o Discharge procedure o Medico-legal issues o Roles and Responsibilities of the nurse o 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 • Principles of body mechanics • Factors affecting Body Alignment and activity • Exercise – Types and benefits 	<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
			<ul style="list-style-type: none"> • Effects of Immobility • Maintenance of normal Body Alignment and Activity • Alteration in Body Alignment and mobility 		
			<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ Care of patients with casts and splints 		
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 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & Re-demonstration • Module completion • National Disaster Management Authority 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • OSCE

			persons o Respiratory Emergencies & Basic CPR o Unconsciousness o Foreign Bodies – Skin, Eye, Ear, Nose, Throat & Stomach o Burns & Scalds o Poisoning, Bites & Stings o Frostbite & Effects of Heat o Community Emergencies	(NDMA) / Indian Red Cross Society (IRCS) First Aid module	
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*Mandatory module

CLINICAL PRACTICUM

Clinical Practicum: 2 Credits (160 hours), 10 weeks × 16 hours per week

PRACTICE COMPETENCIES:

On completion of the clinical practicum, the students will be able to,

1. Maintain effective human relations (projecting professional image)
2. Communicate effectively with patient, families and team members
3. Demonstrate skills in techniques of recording and reporting
4. Demonstrate skill in monitoring vital signs
5. Care for patients with altered vital signs
6. Demonstrate skill in implementing standard precautions and use of PPE
7. Demonstrate skill in meeting the comfort needs of the patients
8. Provide safe and clean environment
9. Demonstrate skill in admission, transfer and discharge of a patient
10. Demonstrate skill in caring for patients with restricted mobility
11. Plan and provide appropriate health teaching following the principles
12. Acquire skills in assessing and performing First Aid during emergencies.

SKILL LAB
Use of Mannequins and Simulators

Sl. No.	Competencies	Mode of Teaching
1.	Therapeutic Communication and Documentation	Role Play
2.	Vital signs	Simulator/Standardized patient
3.	Medical and Surgical Asepsis	Videos/Mannequin
4.	Pain Assessment	Standardized patient
5.	Comfort Devices	Mannequin
6.	Therapeutic Positions	Mannequin
7.	Physical Restraints and Side rails	Mannequin
8.	ROM Exercises	Standardized patient
9.	Ambulation	Standardized patient
10.	Moving and Turning patients in bed	Mannequin
11.	Changing position of helpless patients	Mannequin/Standardized patient
12.	Transferring patients bed to stretcher/wheel chair	Mannequin/Standardized patient
13.	Admission, Transfer, Discharge & Health Teaching	Role Play

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	<p>Maintain effective human relations (projecting professional image)</p> <p>Communicate effectively with patient, families and team members</p> <p>Demonstrate skills in techniques of recording and reporting</p>	<p>Communication and Nurse patient relationship</p> <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	<p>Demonstrate skill in monitoring vital signs</p> <p>Care for patients with altered vital signs</p> <p>Demonstrate skill in implementing standard precautions and use of PPE</p>	<p>Vital signs</p> <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 – 	<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 check list • OSCE

			thermometer, BP apparatus, Stethoscope, Pulse oximeter		
Clinical Unit	Duration (in Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
			<i>Infection control in Clinical settings</i> <ul style="list-style-type: none"> • Hand hygiene • Use of PPE 		
	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 ○ 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 <i>Pain</i> <ul style="list-style-type: none"> ● Pain assessment and provision for comfort 		<ul style="list-style-type: none"> • Assessment of clinical skills using check list • OSCE

Clinical Unit	Duration (in Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
		Provide safe and clean environment	<ul style="list-style-type: none"> • Promoting Safety in Health Care Environment • 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 	Fall risk assessment-1	
	2	Demonstrate skill in admission, transfer and discharge of a patient	Hospital Admission and discharge, Mobility and Immobility and Patient education <i>Hospital Admission and discharge</i> Perform & Document: <ul style="list-style-type: none"> • Admission • Transfer • Planned Discharge 		<ul style="list-style-type: none"> • Assessment of clinical skills using check list • OSCE
		Demonstrate skill in caring for patients with restricted mobility Plan and provide appropriate health teaching following the principles	<i>Mobility and Immobility</i> <ul style="list-style-type: none"> • Range of Motion Exercises • Assist patient in: <ul style="list-style-type: none"> o Moving o Turning o Logrolling • Changing position of helpless patient • Transferring (Bed to and from chair/wheelchair/ stretcher) <i>Patient education</i>	<ul style="list-style-type: none"> • Individual teaching-1 	<ul style="list-style-type: none"> • Assessment of clinical skills using check list • OSCE

Clinical Unit	Duration (in Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
	1	Demonstrate skills in assessing and performing First Aid during emergencies	First aid and Emergencies <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 	<ul style="list-style-type: none"> • Module completion National Disaster Management Authority (NDMA) First Aid module (To complete it in clinicals if not completed during lab) 	<ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE • (first aid competencies)
Clinical Unit	Duration (in Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
			<ul style="list-style-type: none"> ▪ Figure of Eight <i>Special Bandages:</i> <ul style="list-style-type: none"> ▪ Capeline ▪ Eye/Ear Bandage ▪ Jaw Bandage ▪ Shoulder Spica ▪ Thumb spica ▪ Triangular Bandage/Sling (Head &limbs) Binders 		

Recommended Books

1. Potter PA, Potter AG. Fundamentals of nursing. London: Mosby Publication; (latest edition).
2. Kozier B, Erb G, Berman AJ, Burke K. Fundamentals of nursing, theory and practice. Ad dision: Wesley Longmann Publication; (latest edition).
3. Taylor C, Lillis C, Lemone P. Fundamentals of nursing – the art and science of nursing care. 5th edition. Philadelphia: Lippincott; (latest edition).
4. Gulanick.M, Mysers.J.L.Nurs Care Plan; (latestedition).
5. CapenittoLJ. Nursing careplan & documentation. Lippincott (latest edition).
6. Singh A. First aid and emergency care. Indore: NRBrother’s; (latest edition).

Reference Books

1. Perry AG, Potter PA. Clinical nursing skills and techniques. St. Louis: Mosby Publications; (latest edition).
2. Ellis JR, Nowlis EA, Bentz PM. Modules for basic nursing skills. I & II. Philadelphia: Lippincott; (latest edition).
3. Potter PA, Perry AG. Basic nursing – concepts process & practice. 6th ed. London: Mosby; (latest edition).
4. Dugas BW. Introduction to patient care – a comprehensive approach to nursing. Philadelphia: WB Saunders Company; (latest edition).
5. Leahy JM, Kizilay PE. Foundations of nursing practice – a nursing process approach. Philadelphia. WB Saunders Company; (latest edition).
6. Ulrich.S.P.& Canale.S.W. Nursing care planning guides for Adults in acute, Extended and home care settings. St.Louis:Elsveir(latest edition).
7. Rosdahl CB. Text book of basic nursing. 8th edition. Philadelphia: Lippincott; (latest edition).
8. Yallaswamy AA. First aid and emergency nursing (latest edition).
9. Mohapatra R. First aid for you and Me. 2nd edition [reprint]. Culcutta Academic Publishers; (latest edition).

PRACTICAL

Reference Books

1. Potter Patricia A. Fundamentals of nursing. St. Louis: C.V. Mosby Company.
2. Leahy Julia M, Patricia E. Kiziky Foundations of nursing practice – a nursing process approach, W.B.

APPLIED BIOCHEMISTRY

PLACEMENT: II SEMESTER

COURSE CODE: BIOC135

THEORY: 2 credits (40 hours) (includes lab hours also)

DESCRIPTION:

The course is designed to assist the students to acquire knowledge of the normal biochemical composition and functioning of human body, its alterations in disease conditions and to apply this knowledge in the practice of nursing.

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

1. Describe the metabolism of carbohydrates and its alterations.
2. Explain the metabolism of lipids and its alterations.
3. Explain the metabolism of proteins and amino acids and its alterations.
4. Explain clinical enzymology in various disease conditions.
5. Explain acid base balance, imbalance and its clinical significance.
6. Describe the metabolism of hemoglobin and its clinical significance.
7. Explain different function tests and interpret the findings.
8. Illustrate the immunochemistry.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	8 (T)	Describe the metabolism of carbohydrates and its alterations	Carbohydrates <ul style="list-style-type: none"> • Digestion, absorption and metabolism of carbohydrates and related disorders • Regulation of blood glucose • Diabetes Mellitus – type 1 and type 2, symptoms, complications & management in brief • Investigations of Diabetes Mellitus <ul style="list-style-type: none"> ○ OGTT – Indications, Procedure, Interpretation and types of GTT curve ○ Mini GTT, extended GTT, GCT, IV GTT ○ HbA1c (Only definition) • Hypoglycemia – definition & causes 	<ul style="list-style-type: none"> • Lecture cum Discussion • Explain using charts and slides • Demonstration of laboratory tests 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer
II	8 (T)	Explain the metabolism of lipids and its alterations	Lipids <ul style="list-style-type: none"> • Fatty acids – definition, classification • Definition & Clinical significance of MUFA & PUFA, Essential fatty acids, Trans fatty acids • Digestion, absorption & metabolism of lipids & related disorders • Compounds formed from cholesterol • Ketone bodies (name, types & significance only) • Lipoproteins – types & functions (metabolism not required) • Lipid profile • Atherosclerosis (in brief) 	<ul style="list-style-type: none"> • Lecture cum Discussion • Explain using charts and slides • Demonstration of laboratory tests 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	9 (T)	<p>Explain the metabolism of amino acids and proteins</p> <p>Identify alterations in disease conditions</p>	<p>Proteins</p> <ul style="list-style-type: none"> • Classification of amino acids based on nutrition, metabolic rate with examples • Digestion, absorption & metabolism of protein & related disorders • Biologically important compounds synthesized from various amino acids (only names) • In born errors of amino acid metabolism – only aromatic amino acids (in brief) • Plasma protein – types, function & normal values • Causes of proteinuria, hypoproteinemia, hyper-gammaglobinemia • Principle of electrophoresis, normal & abnormal electrophoretic patterns (in brief) 	<ul style="list-style-type: none"> • Lecture cum Discussion • Explain using charts, models and slides 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer
IV	4 (T)	<p>Explain clinical enzymology in various disease conditions</p>	<p>Clinical Enzymology</p> <ul style="list-style-type: none"> • Isoenzymes – definition & properties • Enzymes of diagnostic importance in <ul style="list-style-type: none"> ○ Liver Diseases – ALT, AST, ALP, GGT ○ Myocardial infarction – CK, cardiac troponins, AST, LDH ○ Muscle diseases – CK, Aldolase ○ Bone diseases –ALP ○ Prostate cancer – PSA, ACP 	<p>Lecture cum Discussion</p> <p>Explain using charts and slides</p>	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
V	3 (T)	Explain acid base balance, imbalance and its clinical significance	Acid base maintenance <ul style="list-style-type: none"> • pH – definition, normal value • Regulation of blood pH – blood buffer, respiratory & renal • ABG – normal values • Acid base disorders – types, definition & causes 	<ul style="list-style-type: none"> • Lecture cum Discussion • Explain using charts and slides 	<ul style="list-style-type: none"> • Short answer • Very short answer
VI	2 (T)	Describe the metabolism of hemoglobin and its clinical significance	Heme catabolism <ul style="list-style-type: none"> • Heme degradation pathway • Jaundice – type, causes, urine & blood investigations (van den berg test) 	<ul style="list-style-type: none"> • Lecture cum Discussion • Explain using charts and slides 	<ul style="list-style-type: none"> • Short answer • Very short answer
VII	3 (T)	Explain different function tests and interpret the findings	Organ function tests (biochemical parameters & normal values only) <ul style="list-style-type: none"> • Renal • Liver • Thyroid 	<ul style="list-style-type: none"> • Lecture cum Discussion • Visit to Lab • Explain using charts and slides 	<ul style="list-style-type: none"> • Short answer • Very short answer
VIII	3 (T)	Illustrate the immunochemistry	Immunochemistry <ul style="list-style-type: none"> • Structure & functions of immunoglobulin • Investigations & interpretation – ELISA 	<ul style="list-style-type: none"> • Lecture cum Discussion • Explain using charts and slides • Demonstration of laboratory tests 	<ul style="list-style-type: none"> • Short answer • Very short answer

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

Recommended books:

1. Vasudevan DM. Concise textbook of biochemistry for paramedical students. New Delhi:JP medical ltd;(latest edition).

Reference books

1. Shanmugham A. Fundamental of biochemistry for medical students. Chennai:karthik offset press;(latest edition).
2. Lal H. Biochemistry for B.s.c. nursing students. New Delhi: CBS publishers & Distributor pvtLtd;(latest edition).
3. Madala B, Raju SM. Biochemistry for nurses. New Delhi:JP medical ltd;(latest edition).
4. Murray KincaidR, AntonyH. Harper's biochemistry. USA:presentice hall international.

APPLIED NUTRITION AND DIETETICS

PLACEMENT: II SEMESTER

COURSE CODE: NUTR140

THEORY: 3 credits (60 hours) Theory: 45hours, Lab : 15hours

DESCRIPTION: The course is designed to assist the students to acquire basic knowledge and understanding of the principles of Nutrition and Dietetics and apply this knowledge in the practice of Nursing.

COMPETENCIES:

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

1. Identify the importance of nutrition in health and wellness.
2. Apply nutrient and dietary modifications in caring patients.
3. Explain the principles and practices of Nutrition and Dietetics.
4. Identify nutritional needs of different age groups and plan a balanced diet for them.
5. Identify the dietary principles for different diseases.
6. Plan therapeutic diet for patients suffering from various disease conditions.
7. Prepare meals using different methods and cookery rules.

COURSEOUTLINE
T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Define nutrition and its relationship to health	<p>Introduction to Nutrition Concepts</p> <ul style="list-style-type: none"> • Definition of Nutrition & health • Malnutrition – under Nutrition & over Nutrition • Role of Nutrition in maintaining health • Factors affecting food and nutrition <p>Nutrients</p> <ul style="list-style-type: none"> • Classification • Macro & Micronutrients • Organic & Inorganic • Energy yielding & Non-Energy yielding <p>Food</p> <ul style="list-style-type: none"> • Classification – Food groups • Origin 	<ul style="list-style-type: none"> • Lecture cum Discussion • Charts/Slides 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer
II	3 (T)	Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates Explain BMR and factors affecting BMR	<p>Carbohydrates</p> <ul style="list-style-type: none"> • Composition – starches, sugar and cellulose • Recommended Daily Allowance(RDA) • Dietary sources • Functions <p>Energy</p> <ul style="list-style-type: none"> • Unit of energy – Kcal • Basal Metabolic Rate (BMR) • Factors affecting BMR 	<ul style="list-style-type: none"> • Lecture cum Discussion • Charts/Slides • Models • Display of food items 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer
III	3 (T)	Describe the classification, Functions, sources	<p>Proteins</p> <ul style="list-style-type: none"> • Composition 	<ul style="list-style-type: none"> • Lecture cum Discussion • Charts/Slides 	<ul style="list-style-type: none"> • Essay • Short answer • Very short

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		and RDA of proteins.	<ul style="list-style-type: none"> • Eight essential amino acids • Functions • Dietary sources • Protein requirements – RDA 	<ul style="list-style-type: none"> • Models • Display of food items 	answer
IV	2 (T)	Describe the classification, Functions, sources and RDA of fats	Fats <ul style="list-style-type: none"> • Classification – saturated & unsaturated • Calorie value • Functions • Dietary sources of fats and fatty acids • Fat requirements – RDA 	<ul style="list-style-type: none"> • Lecture cum Discussion • Charts/Slides • Models • Display of food items 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer
V	3 (T)	Describe the classification, functions, sources and RDA of vitamins	Vitamins <ul style="list-style-type: none"> • Classification – fat soluble & water soluble • Fat soluble – Vitamins A, D, E, and K • Water soluble – Thiamine (vitamin B1), Riboflavin (vitamin B2), Nicotinic acid, Pyridoxine (vitamin B6), Pantothenic acid, Folic acid, Vitamin B12, Ascorbic acid (vitamin C) • Functions, Dietary Sources & Requirements – RDA of every vitamin 	<ul style="list-style-type: none"> • Lecture cum Discussion • Charts/Slides • Models • Display of food items 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer
VI	3 (T)	Describe the classification, functions, sources and RDA of minerals	Minerals <ul style="list-style-type: none"> • Classification – major minerals (calcium, phosphorus, sodium, potassium and magnesium) and Trace elements • Functions • Dietary sources • Requirements – RDA 	<ul style="list-style-type: none"> • Lecture cum Discussion • Charts/Slides • Models • Display of food items 	<ul style="list-style-type: none"> • Short answer • Very short answer
VII	7(T) 8(L)	Describe and plan balanced diet for different age groups, pregnancy, and lactation	Balanced diet <ul style="list-style-type: none"> • Definition, principles, steps • Food guides – Basic Four Food Groups • RDA – Definition, limitations, uses 	<ul style="list-style-type: none"> • Lecture cum Discussion 	<ul style="list-style-type: none"> • Short answer • Very short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Food Exchange System • Calculation of nutritive value of foods • Dietary fibre <p>Nutrition across life cycle</p> <ul style="list-style-type: none"> • Meal planning/menu planning – definition, principles, steps • Infant and Young Child Feeding (IYCF) guidelines – breast feeding, infant foods • Diet plan for different age groups – children, adolescents and elderly • Diet in pregnancy – nutritional requirements and balanced diet plan • Anemia in pregnancy – diagnosis, diet for anemic pregnant women, iron & folic acid supplementation and counseling • Nutrition in lactation – nutritional requirements, diet for lactating mothers, complementary feeding/weaning 	<ul style="list-style-type: none"> • Meal planning • Lab session on <ul style="list-style-type: none"> ○ Preparation of balanced diet for different categories ○ Low cost nutritious dishes 	
VIII	4 (T)	Explain the methods of nutritional assessment and nutrition education	<p>Nutrition assessment and nutrition education</p> <ul style="list-style-type: none"> • Objectives of nutritional assessment • Methods of assessment – clinical examination, anthropometry, laboratory & biochemical assessment, assessment of dietary intake including Food Frequency Questionnaire (FFQ) method • Nutrition education – purposes, principles and methods 	<ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Writing nutritional assessment report 	<ul style="list-style-type: none"> • Essay • Short answer • Evaluation of Nutritional assessment report
IX	6 (T)	Classify and describe the common nutritional deficiency disorders and identify nurses' role in assessment, management and prevention	<p>Nutritional deficiency disorders</p> <ul style="list-style-type: none"> • Protein energy malnutrition – magnitude of the problem, causes, classification, signs & symptoms, Severe Acute Malnutrition (SAM), management & prevention and nurses' role 	<ul style="list-style-type: none"> • Lecture cum Discussion • Charts/Slides Models 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Childhood obesity – signs & symptoms, assessment, management & prevention and nurses' role • Vitamin deficiency disorders – vitamin A, B, C & D deficiency disorders –causes, signs & symptoms, management & prevention and nurses' role • Mineral deficiency diseases – iron, iodine and calcium deficiencies –causes, signs& symptoms, management & prevention and nurses' role 		
X	4(T) 7(L)	Principles of diets in various diseases	Therapeutic diets <ul style="list-style-type: none"> • Definition, Objectives, Principles • Modifications – Consistency, Nutrients, • Feeding techniques. • Diet in Diseases – Obesity, Diabetes Mellitus, CVD, Underweight, Renal diseases, Hepatic disorders • Constipation, Diarrhea, Pre and Post-operative period 	<ul style="list-style-type: none"> • Lecture cum Discussion • Meal planning • Lab session on preparation of therapeutic diets 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer
XI	3 (T)	Describe the rules and preservation of nutrients	Cookery rules and preservation of nutrients <ul style="list-style-type: none"> • Cooking – Methods, Advantages and Disadvantages • Preservation of nutrients • Measures to prevent loss of nutrients during preparation • Safe food handling and Storage of foods • Food preservation • Food additives and food adulteration • Prevention of Food Adulteration Act (PFA) • Food standards 	<ul style="list-style-type: none"> • Lecture cum Discussion • Charts/Slides 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
XII	3 (T)	Describe nutritional problems in India and nutritional programs	National Nutritional Programs and role of nurse <ul style="list-style-type: none"> • Nutritional problems in India • National nutritional policy • <i>National nutritional programs</i> – Vitamin A Supplementation, Anemia Mukh Bharat Program, Integrated Child Development Services (ICDS), Mid-day Meal Scheme (MDMS), National Iodine Deficiency Disorders Control Program (NIDDCP), Weekly Iron Folic Acid Supplementation (WIFS) and others as introduced • Role of nurse in every program 	<ul style="list-style-type: none"> • Lecture cum Discussion 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer
XIII	2 (T)	<p>Discuss the importance of food hygiene and food safety</p> <p>Explain the Acts related to food safety</p>	Food safety <ul style="list-style-type: none"> • Definition, Food safety considerations & measures • Food safety regulatory measures in India – Relevant Acts • Five keys to safer food • Food storage, food handling and cooking • General principles of food storage of food items (eg. milk, meat) • Role of food handlers in food borne diseases • Essential steps in safe cooking practices 	<ul style="list-style-type: none"> • Guided reading on related acts 	<ul style="list-style-type: none"> • Quiz • Short answer

Food born diseases and food poisoning are dealt in Community Health Nursing I.

APPLIED NUTRITION AND DIETETICS

Recommended books

1. Sohi Dharsan. A comprehensive textbook of applied nutrition and dietetics. Jalandhar City: jay pee brothers pvt.Ltd. (Latest edition).
2. Swaminathan MS. Handbook of food and nutrition. Bangalore: BangalorePrinting and publishing Company Limited. (Latest edition).
3. Sohi Darshan. Nutrition and dietetics. Jalandhar City: PV books. (Latest edition).
4. Srilakshmi B. Dietetics. New Delhi: new age international. (Latest edition).

Reference books

1. Beegum RM. A Textbook of foods, nutrition and dietetics revised and enlarged. New Delhi: Sterling publications private Ltd. (Latest edition).
2. Bandana. Applied nutrition and dietetics for under graduate nursing students, Mohali Punjab: vision health science publication. (Latest edition).
3. Sheila john, Jasmin Devaselvam. Basic and applied biochemistry, nutrition and dietetics for nursing. India: Wolters Kluwer (India) Pvt. Ltd. (Latest edition).
4. Dharsan Sohi. A comprehensive textbook nutrition and therapeutic diet. Jalandhar City: jaypee brothers pvt.Ltd. (Latest edition).
5. Whitney EN, Rolfer SR. Understanding nutrition. Wadsworth: Thomason Learning. (Latest edition).

NURSING FOUNDATION - II
(Including Health Assessment Module)

PLACEMENT: II SEMESTER
COURSE CODE: N-NF (II) 125
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 patients.
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	Health Assessment <ul style="list-style-type: none"> • Interview techniques • Observation techniques • Purposes of health assessment • Process of Health assessment • Health history <ul style="list-style-type: none"> ○ 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 approach	The Nursing Process <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"> ○ Assessment <ul style="list-style-type: none"> ▪ Collection of Data: Types, Sources, Methods ▪ Organizing Data ▪ Validating Data ▪ Documenting Data 	<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
			<ul style="list-style-type: none"> ○ 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 ○ 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 including scientific reasons. ○ Implementation <ul style="list-style-type: none"> ● Process of Implementing the plan of care ● Types of care – Direct and Indirect ○ Evaluation <ul style="list-style-type: none"> ● Evaluation Process, Documentation and Reporting 		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	5 (T) 5 (SL)	Identify and meet the Nutritional needs of patients	Nutritional needs <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, Anorexia, Nausea, Vomiting • 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) 	<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
IV	5(T) 15 (SL)	Identify and meet the hygienic needs of patients	Hygiene <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 ○ Moisture associated skin infection and skin injuries. ○ 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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
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/bedpan ○ Care of patients with <ul style="list-style-type: none"> ▪ Condom drainage ▪ Intermittent Catheterization ▪ Indwelling Urinary catheter and urinary drainage ▪ Urinary diversions ▪ Bladder irrigation • 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"> ▪ Flatus tube insertion ▪ Enemas ▪ Suppository ▪ Bowel wash ▪ Digital Evacuation of impacted feces ▪ Care of patients with Ostomies (Bowel Diversion Procedures) 	<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
VI	3 (T) 4 (SL)	Explain various types of specimens and identify normal values of tests Develop skill in specimen collection, handling and transport	Diagnostic testing <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	Oxygenation needs <ul style="list-style-type: none"> ● Review of Cardiovascular and Respiratory Physiology ● Factors affecting respiratory functioning ● Alterations in Respiratory Functioning ● Conditions affecting <ul style="list-style-type: none"> ○ Airway ○ Movement of air ○ Diffusion ○ Oxygen transport 	<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"> ● Alterations in oxygenation ● Nursing interventions to promote oxygenation: assessment, types, equipment used & procedure <ul style="list-style-type: none"> ○ 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) ○ Acid-base imbalances <ul style="list-style-type: none"> ▪ Metabolic – acidosis & alkalosis ▪ Respiratory – acidosis & alkalosis 	<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"> ○ Intravenous therapy <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 ▪ Blood transfusion: indications, cross matching, principles and techniques, complication and nurses responsibility ▪ 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 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & Re-demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • OSCE

		<ul style="list-style-type: none"> • 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 		
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ Care of equipment: decontamination and disposal of syringes, needles, infusion sets ○ Prevention of Needle-Stick Injuries • Topical Administration: Types, purposes, site, equipment, procedure <ul style="list-style-type: none"> ○ Application to skin & mucous membrane ○ Direct application of liquids, Gargle and swabbing the throat ○ Insertion of Drug into body cavity: Suppository/ medicated packing in rectum/vagina ○ Instillations: Ear, Eye, Nasal, Bladder and Rectal ○ Irrigations: Eye, Ear, Bladder, Vaginal and Rectal ○ Spraying: Nose and throat • Inhalation: Nasal, oral, endotracheal/tracheal (steam, oxygen and medications, Nebulization) – purposes, types, equipment, procedure, recording and reporting of medications administered • Other Parenteral Routes: Meaning of epidural, intrathecal, intraosseous, intraperitoneal, intra-pleural, intra- arterial 		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
X	5 (T) 6 (SL)	Provide care to patients with altered functioning of sense organs and unconsciousness in supervised clinical practice	<p>Sensory needs</p> <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 <ul style="list-style-type: none"> ○ Promoting meaningful communication (patients with Aphasia, artificial airway & Visual and Hearing impairment) <p>Care of Unconscious Patients</p> <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
XI	4 (T) 6 (SL)	Explain loss, death and grief	<p>Care of Terminally ill, death and dying</p> <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 (Dying pathway) • The R Process model (Rando's) • Death – Definition, Meaning, Types (Brain & Circulatory Deaths) • Signs of Impending Death • Dying patient's Bill of Rights • End of life care policy 	<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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> 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 		
			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 Prevention of STIs, unwanted pregnancy, avoiding sexual harassment and abuse Dealing with inappropriate sexual behavior 	<ul style="list-style-type: none"> Lecture Discussion 	<ul style="list-style-type: none"> Essay Short answer Objective type
XIV	2 (T) 4 (SL)	Describe stress and adaptation	C. Stress and Adaptation – Introductory concepts <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) 	<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"> • 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 		
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

Sl.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, 	<ul style="list-style-type: none"> • History Taking –2 • Physical examination –2 	<ul style="list-style-type: none"> • Assessment of clinical skills using check list • OSCE

			Auscultation, Olfaction <ul style="list-style-type: none"> • Identification of system wise deviations • Documentation of findings 		
	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	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 	<ul style="list-style-type: none"> • Nutritional Assessment and Clinical Presentation –1 	<ul style="list-style-type: none"> • Assessment of clinical skills using check list • OSCE

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
		Implement basic nursing techniques in meeting hygienic needs of patients	<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 – Hair wash – Pediculosis treatment ● Oral Hygiene ● Perineal Hygiene ● Catheter care 	<ul style="list-style-type: none"> • Pressure sore assessment –1 	

	2	<p>Plan and Implement care to meet the elimination needs of patient</p> <p>Develop skills in instructing and collecting samples for investigation.</p> <p>Perform simple lab tests and analyze & interpret common diagnostic values</p>	<p>Elimination needs</p> <ul style="list-style-type: none"> ● Providing <ul style="list-style-type: none"> - Urinal - Bed pan ● Insertion of Suppository ● Insertion of flatus tube ● Enema ● Urinary Catheter care ● Care of urinary drainage <p>Diagnostic testing</p> <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 <p>Blood – GRBS Monitoring</p>	<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 check list ● OSCE
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Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
	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 ● Nebulization ● 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 check list ● OSCE ● Assessment of clinical skills using check list ● 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 <p><i>Oral</i></p> <p>Topical Inhalations</p> <p><i>Parenteral</i></p> <ul style="list-style-type: none"> ▪ Intradermal ▪ Subcutaneous 		<ul style="list-style-type: none"> ● Assessment of clinical skills using check list ● 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 O Eye, Ear, Nose – instillation of medicated drops, nasal sprays, irrigations		
	2	Assess, plan, implement & evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness Care for terminally ill and dying patients	Sensory Needs and Care of Unconscious patients, Care of Terminally ill, death and dying <i>Sensory Needs and Care of Unconscious patients</i> <ul style="list-style-type: none"> • Assessment of Level of Consciousness using Glasgow Coma Scale <i>Terminally ill, death and dying</i> <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 check list • OSCE • Assessment of clinical skills using check list

Recommended Books

1. Potter PA, Potter AG. Fundamentals of nursing. London: Mosby Publication; (latest edition).
2. Kozier B, Erb G, BermanAJ, Burke K. Fundamentals of nursing, theory and practice. Ad dision: Wesley Longmann Publication; (latest edition).
3. Taylor C, Lillis C, Lemone P. Fundamentals of nursing – the art and science of nursing care. 5th edition. Philadelphia: Lippincott; (latest edition).
4. Gulanick.M, Mysers.J.L.Nurs Care Plan; (latestedition).
5. CapenittoLJ. Nursing careplan & documentation. Lippincott (latest edition).
6. Singh A. First aid and emergency care. Indore: NRBrother’s; (latest edition).

Reference Books

1. Perry AG, Potter PA. Clinical nursing skills and techniques. St. Louis: Mosby Publications; (latest edition).
2. Ellis JR, Nowlis EA, Bentz PM. Modules for basic nursing skills. I & II. Philadelphia: Lippincott; (latest edition).
3. Potter PA, Perry AG. Basic nursing – concepts process & practice. 6th ed. London: Mosby; (latest edition).
4. Dugas BW. Introduction to patient care – a comprehensive approach to nursing. Philadelphia: WB Saunders Company; (latest edition). p. 4th ed.
5. Leahy JM, Kizilay PE. Foundations of nursing practice – a nursing process approach. Philadelphia. WB Saunders Company; (latest edition).
6. Ulrich.S.P.& Canale.S.W. Nursing care planning guides for adults in acute, extended and home care settings. St.Louis: Elsevier(latest edition).
7. Rosdahl CB. Text book of basic nursing. 8th ed. Philadelphia: Lippincott;(latest edition).
8. Yallaswamy AA. First aid and emergency nursing (latest edition).
9. Mohapatra R.First aid for you and Mc. 2nd ed [reprint].Culcutta Academic Publishers; (latest edition).

Practical

Reference Books

1. Potter PatriciaA. Fundamentals of nursing.St. Louis: C.V. Mosby Company.
2. LeabyJuliaM, PatriciaE. Kiziky Foundations of nursing practice – a nursing process approach, W.B.

HEALTH/NURSING INFORMATICS AND TECHNOLOGY

PLACEMENT: IISEMESTER

COURSE CODE: HNIT 145

THEORY: 2 Credits (40hours)

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 nursingpractice.
2. Apply the knowledge of computer and information technology in patient care and nursing education, practice, administration andresearch.
3. Describe the principles of health informatics and its use in developing efficienthealthcare.
4. Demonstrate the use of information system in healthcare for patient care and utilization of nursingdata.
5. Demonstrate the knowledge of using Electronic Health Records (EHR) system in clinicalpractice.
6. Apply the knowledge of interoperability standards in clinicalsetting.
7. Apply the knowledge of information and communication technology in public healthpromotion.
8. Utilize the functionalities of Nursing Information System (NIS) system innursing.
9. Demonstrate the skills of using data in management of healthcare.
10. Apply the knowledge of the principles of digital ethical and legal issues in clinicalpractice.
11. Utilize evidence-based practices in informatics and technology for providing quality patientcare.
12. Update and utilize evidence-based practices in nursing education, administration, andpractice.

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	Introduction to computer applications for patient care delivery system and nursing practice <ul style="list-style-type: none"> • Use of computers in teaching, learning, research and nursing practice 	<ul style="list-style-type: none"> • Lecture • Discussion • Practicessession • Supervised clinical practice on EHRuse • Participate in data analysis using statistical package withstatistician 	(T) <ul style="list-style-type: none"> • Shortanswer • Objectivetype questions • Visitreports • 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, PowerPoint • Internet • Literaturesearch • Statisticalpackages • Hospitalmanagement informationsystem 	<ul style="list-style-type: none"> • Visit to hospitalswith different hospital managementsystems 	(P) <ul style="list-style-type: none"> • Assessment of skills using checklist
II	4	5	Describe the principles of health informatics Explain the ways of data, knowledge and information can be used for effective healthcare	Principles of Health Informatics <ul style="list-style-type: none"> • Health informatics – needs, objectives andlimitations • Use of data, information and knowledge for moreeffective healthcare and betterhealth 	<ul style="list-style-type: none"> • Lecture • Discussion • Practicessession • Work in groups with health informatics team in a hospital to extract nursing data and prepare areport 	(T) <ul style="list-style-type: none"> • Essay • Shortanswer • Objective type questions • Assessment of report
III	3	5	Describe the concepts of information system in health Demonstrate the use of health information system in hospital setting	Information Systems inHealthcare <ul style="list-style-type: none"> • Introduction to the role and architecture of information systems in modernhealthcare environments • Clinical InformationSystem (CIS)/Hospital information System(HIS), Artificial Intellegence- Overview 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Practicessession • Work in groups with nurse leaders to understand thehospital informationsystem 	(T) <ul style="list-style-type: none"> • Essay • Shortanswer • Objectivetype

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P/L				
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 Prepare a report on current EHR standards in Indian setting 	<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
V	3		Describe the advantages and limitations of health informatics in maintaining patient safety and risk management	<p><u>Patient Safety & Clinical Risk</u></p> <ul style="list-style-type: none"> Relationship between patient safety and informatics Function and application of the risk management process 	<ul style="list-style-type: none"> Lecture Discussion 	<p>(T)</p> <ul style="list-style-type: none"> Essay Short answer Objective type
VI	3	6	<p>Explain the importance of knowledge management</p> <p>Describe the standardized languages used in health informatics</p>	<p><u>Clinical Knowledge & Decision Making</u></p> <ul style="list-style-type: none"> Role of knowledge management in improving decision-making in both the clinical and policy contexts. Systematized Nomenclature of Medicine, Clinical Terms, SNOMED CT to ICD-10-CM Map, standardized nursing terminologies (NANDA, NOC), Omaha system. 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Practical session Work in groups to prepare a report on standardized languages used in health informatics. Visit health informatics department to understand the standardized languages used in hospital setting. 	<p>(T)</p> <ul style="list-style-type: none"> Essay Short answer Objective type

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P/L				
VII	3		<p>Explain the use of information and communication technology in patient care</p> <p>Explain the application of public health informatics</p>	<p><u>e Health: Patients and the Internet</u></p> <ul style="list-style-type: none"> • Use of information and communication technology to improve or enable personal and public healthcare. • Introduction to public health informatics and role of nurses. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay • Shortanswer • Objectivetype • Practicalexam
VIII	3	5	<p>Describe the functions of nursing information system</p> <p>Explain the use of healthcare data in management of health care organization</p>	<p><u>Using Information in Healthcare Management</u></p> <ul style="list-style-type: none"> • Components of Nursing Information system (NIS). • Evaluation, analysis and presentation of healthcare data to inform decisions in the management of health-care organizations. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration on simulated NIS software • Visit to health informatics department of the hospital to understand use of healthcare data in decision making 	<p>(T)</p> <ul style="list-style-type: none"> • Essay • Shortanswer • Objectivetype
IX	4		<p>Describe the ethical and legal issues in healthcare informatics</p> <p>Explain the ethical and legal issues related to nursing informatics</p>	<p><u>Information Law & Governance in Clinical Practice</u></p> <ul style="list-style-type: none"> • Ethical-legal issues pertaining to healthcare information in contemporary clinical practice. • Ethical-legal issues related to digital health applied to nursing. 	<ul style="list-style-type: none"> • Lecture • Discussion • Casediscussion • Roleplay 	<p>(T)</p> <ul style="list-style-type: none"> • Essay • Shortanswer • Objectivetype
X	3		<p>Explain the relevance of evidence-based practices in providing quality healthcare</p>	<p><u>Healthcare Quality & Evidence Based Practice</u></p> <ul style="list-style-type: none"> • Use of scientific evidence in improving the quality of healthcare and technical and professional informatics standards 	<ul style="list-style-type: none"> • Lecture • Discussion • Casestudy 	<p>(T)</p> <ul style="list-style-type: none"> • Essay • Shortanswer • Objectivetype

SKILLS

- Utilize computer in improving various aspects of nursing practice.
- Use technology in patient care and professional advancement.
- Use data in professional development and efficient patient care.
- Use information system in providing quality patient care.
- Use the information system to extract nursing data.
- Develop skill in conducting literature review.

Reference Books

1. Saba VK, Mc. Comick KA. Essentials of nursing informatics. Mc. Graw Hill publishers 7th ed. 2021
2. Raj DEB, Anbu T. Nursing informatics. Jaypee brothers publishers, New Delhi, 1st ed. 2014
3. Mc. Gongie D, Mastrain KG, Nursing informatics. Navigate Premier Access, 5th ed. 2021
4. McBride S, Tietze M. Nursing informatics for the advanced practice nurse, Springer Publishing Company, United States 1st ed. 2016.

APPLIED MICROBIOLOGY AND INFECTION CONTROL INCLUDING SAFETY

PLACEMENT: III SEMESTER

COURSE CODE: MICR 201

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 caused 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	5	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 – tubedilution, 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

Unit	Time(Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
III	9	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 <p>- Characteristics, Source, portal of entry, transmission of infection, Identification of disease producing micro-organisms</p>	<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, hypersensitivity and immunization	Immunity <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"> • Lecture • Discussion • Demonstration • Visit to observe vaccine storage • Clinical practice 	<ul style="list-style-type: none"> • Short answer • Objective type • Visit report

SECTIONB: INFECTION CONTROL & SAFETY

THEORY: 20hours

PRACTICAL/LAB: 20hours (Lab/ExperientialLearning–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 handwashing 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.

COURSEOUTLINE
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 • 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 • Shortanswer

Unit	Time(Hrs)		LearningOutcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			setting	Associatedevents(VAE) <ul style="list-style-type: none"> • Prevention of Central Line Associated Blood Stream Infection(CLABSI) • Surveillance of HAI – Infection control team & Infection control committee • Outbreak management 		
II	1	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) - (Review) <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. • Handwashing and use of alcohol handrub. • 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 health care setting	Disinfection and sterilization <ul style="list-style-type: none"> • Definitions • Types of disinfection and sterilization • Environment cleaning <ul style="list-style-type: none"> - High touch surfaces and low touch surfaces • 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

Unit	Time(Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
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 wastemanagement & laundry management	BMW(Bio-Medical Waste Management) <i>Laundry management process and infection control and prevention</i> <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 	<ul style="list-style-type: none"> • Discussion • Demonstration • Experiential learning through visit 	<ul style="list-style-type: none"> • Knowledge assessment by short answers, objectivity • Performance assessment

				&labeling,Transportation		
VII	4		<p>Explain in detail about Antibiotic stewardship, AMR</p> <p>Describe MRSA/MDRDRO and its prevention</p>	<p>Antibiotic stewardship</p> <ul style="list-style-type: none"> • <i>Definition and goals</i> • Importance of Antibiotic Stewardship • MINDME concept <ul style="list-style-type: none"> - Management aspects - Concept of Hang time - treatment specificity - timely initiation of antimicrobials - IV to Oral switch - Antimicrobials for surgical prophylaxis- initiation, duration and administration - Patient counselling to prevent misuse of antimicrobials • Toxicity/ side effects of antimicrobials 	<ul style="list-style-type: none"> • Lecture • Discussion • Written assignment • Recent AMR(Antimicrobial resistance) guidelines 	<ul style="list-style-type: none"> • Shortanswer • Objective type • Assessment of assignment

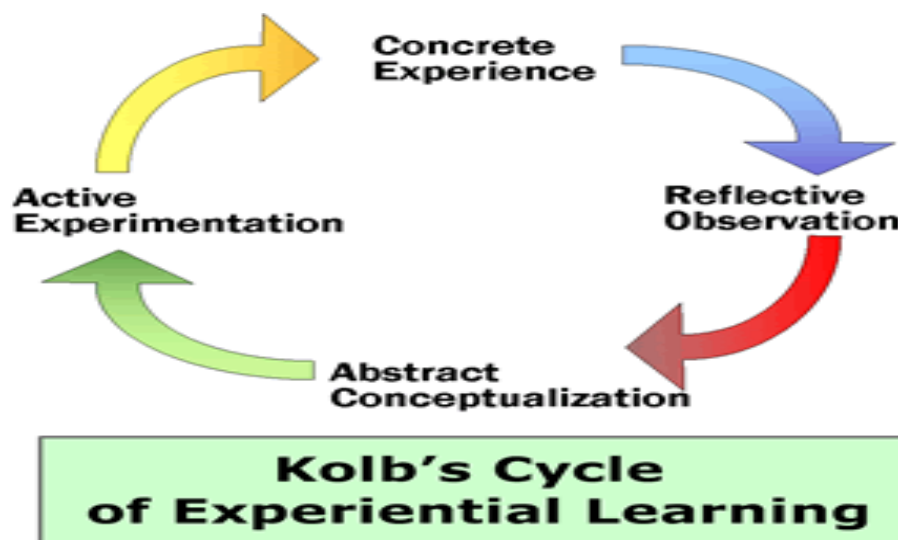
Unit	Time(Hrs)	Learning Outcomes	Content	Teaching/ LearningActivities	Assessment Methods
	P			•	•
			<ul style="list-style-type: none"> - Adverse drug reactions - Allergies • Antimicrobial resistance - AMR burden- global, national - Resistance mechanisms - Causes and consequences - Dissemination of AMR in environment- One health concept - AMR surveillance - Prevention and management strategies • Prevention of MRSA, MDR O in health care setting 		
VIII	5(L/E)	Enlist the patient safety indicators followed in a health care organization and the role of nurse in the patient safety audit process	<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 • Incidents and adverse Events • Capturing of incidents • RCA(Root Cause Analysis) • CAPA(Corrective and Preventive Action) 	<ul style="list-style-type: none"> • Lecture • Demonstration • Experiential learning 	<ul style="list-style-type: none"> • Knowledge assessment • Performance assessment • Checklist/OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	1 P	Captures and analyzes incidents and events for quality improvement	<ul style="list-style-type: none"> • Report writing 	<ul style="list-style-type: none"> • Lecture • Roleplay Inquiry Based Learning 	<ul style="list-style-type: none"> • Knowledge assessment • Short answer • Objective type
IX	1	Enumerate IPSPG and application of the goals in the patient care settings.	IPSPG(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 • Roleplay 	<ul style="list-style-type: none"> • Objective type
X	23(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 • Types and classification of fire • Fire alarms • Fire fighting equipment • HAZMAT(Hazardous Materials) safety • Types of spill • Spillage management • MSDS (Material Safety Data Sheets) • Environmental safety • Risk assessment • Aspect impact analysis • Maintenance of Temp and Humidity (Department wise) 	<ul style="list-style-type: none"> • Lecture • Demonstration/ Experiential learning 	<ul style="list-style-type: none"> • Mock drills • Posttests • Checklist

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Audits • Emergency Codes <p>Role of Nurse in times of disaster</p>		
XI	2	<p>Explain importance of employee safety indicators</p> <p>Identify risk of occupational hazards, prevention and post exposure prophylaxis.</p>	<p>Employee Safety Indicators</p> <ul style="list-style-type: none"> • Vaccination • Needle stick injuries(NSI) • prevention • Fall prevention • Radiation safety • Annual health check <p>Healthcare Worker Immunization Program and management of occupational exposure</p> <ul style="list-style-type: none"> • Occupational health ordinance • Vaccination program for health care staff • Needle stick injuries and prevention and postexposure prophylaxis 	<ul style="list-style-type: none"> • Lecture • Discussion • Lecture method • Journal review 	<ul style="list-style-type: none"> • Knowledge assessment by short answers, • Objective type • 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 student experiments 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.



Recommended Books

1. Ananthanarayan R, Paniker CKJ. Textbook of microbiology for nurses. 2nd ed. Hyderabad: Universities Press(India) Pvt. Ltd.
2. Surinder Kumar S. Textbook of microbiology for B. Sc nursing. 2nd ed. New Delhi: Jaypee Brothers Medical Publishers.

Reference Books

1. Ananthanarayanan and Paniker's textbook of microbiology. 11th ed. Delhi: Universities Press (India) Pvt. Ltd.
2. Apurba Sastry and Deepashree's essentials of hospital infection control. 3rd ed. New Delhi: Jaypee Brothers Medical Publishers.
3. Harrison's principles of internal medicine. 20th ed. United States and America: McGraw-Hill Education.
4. Mandell. Douglas and Bennett's principles and practice of infectious diseases. 9th ed. Philadelphia: Elsevier publications.

PHARMACOLOGY - I

PLACEMENT: III SEMESTER

COURSE CODE: PHAR (I) 205

THEORY: 1 Credit (20 hours)

DESCRIPTION: This course is designed to enable students to acquire understanding of Pharmacodynamics, Pharmacokinetics, principles of therapeutics and nursing implications.

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

1. Describe pharmacodynamics and pharmacokinetics.
2. Review the principles of drug calculation and administration.
3. Explain the commonly used antiseptics and disinfectants.
4. Describe the pharmacology of drugs acting on the GI system.
5. Describe the pharmacology of drugs acting on the respiratory system.
6. Describe drugs used in the treatment of cardiovascular and blood disorders.
7. Explain the drugs used in the treatment of endocrine system disorders.
8. Describe the drugs acting on skin and drugs used to treat communicable diseases.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching /Learning Activities	Assessment Methods
I	3 (T)	Describe Pharmacodynamics, Pharmacokinetics, Classification, principles of administration of drugs	Introduction to Pharmacology <ul style="list-style-type: none"> • Definitions & Branches • Nature & Sources of drugs • Dosage Forms and Routes of drug administration • Terminology used • Classification, Abbreviations, Prescription, Drug Calculation, Weights and Measures • <i>Pharmacodynamics:</i> Actions, Drug Antagonism, Synergism, Tolerance, Receptors, Therapeutic, adverse, toxic effects, pharmacovigilance • <i>Pharmacokinetics:</i> Absorption, Bioavailability, Distribution, Metabolism, Interaction, Excretion • Review: Principles of drug administration and treatment individualization - Factors affecting dose, route etc. • Indian Pharmacopoeia: Legal Issues, Drug Laws, Schedule Drugs • Rational Use of Drugs • Principles of Therapeutics 	<ul style="list-style-type: none"> ● Lecture cum Discussion ● Guided reading and written assignment on schedule K drugs 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of assignments

II	1 (T)	Describe antiseptics, and disinfectant & nurse's responsibilities	Pharmacology of commonly used antiseptics and disinfectants <ul style="list-style-type: none"> ● Antiseptics and Disinfectants ● Composition, action, dosage, route, indications, contra indications, Drug interactions, side effects, adverse effects, toxicity and role of nurse 	<ul style="list-style-type: none"> • Lecture cum Discussion • Drug study/ presentation 	<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
III	2 (T)	Describe drugs acting on gastro-intestinal system & nurse's responsibilities	Drugs acting on G.I. system <ul style="list-style-type: none"> ● Pharmacology of commonly used drugs <ul style="list-style-type: none"> ○ Emetics and Antiemetics ○ Laxatives and Purgatives ○ Antacids and antipeptic ulcer drugs ○ Anti-diarrhoeals – Fluid and electrolyte therapy, Furazolidone, dicyclomine ● Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse 	<ul style="list-style-type: none"> • Lecture cum Discussion • Drug study/ presentation 	<ul style="list-style-type: none"> • Short answer • Objective type
IV	2 (T)	Describe drugs acting on respiratory system & nurse's responsibilities	Drugs acting on respiratory system <ul style="list-style-type: none"> • Pharmacology of commonly used <ul style="list-style-type: none"> ○ Antiasthmatics – Bronchodilators (Salbutamol inhalers) ○ Decongestants ○ Expectorants, Antitussives and Mucolytics ○ Broncho-constrictors and Antihistamines • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse 	<ul style="list-style-type: none"> • Lecture cum Discussion • Drug study/ presentation 	<ul style="list-style-type: none"> • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
V	4 (T)	Describe drugs used on cardio-vascular system & nurse's responsibilities	Drugs used in treatment of Cardiovascular system and blood disorders <ul style="list-style-type: none"> • Haematinics, & treatment of anemia and antiadrenergics • Cholinergic and anticholinergic • Adrenergic Drugs for CHF& vasodilators • Antianginals • Antiarrhythmics • Antihypertensives • Coagulants &Anticoagulants • Antiplatelets & thrombolytics • Hypolipidemics • Plasma expanders & treatment of shock • Drugs used to treat blood disorders • Composition, action, dosage,route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse 	<ul style="list-style-type: none"> • Lecture cum Discussion • Drug study/ presentation 	<ul style="list-style-type: none"> • Short answer • Objective type

VI	2 (T)	Describe the drugs used in treatment of endocrine system disorders	Drugs used in treatment of endocrine system disorders <ul style="list-style-type: none"> • Insulin & oral hypoglycemics • Thyroid and anti-thyroid drugs • Steroids <ul style="list-style-type: none"> ○ Corticosteroids ○ Anabolic steroids • Calcitonin, parathormone, vitamin D3, calcium metabolism <ul style="list-style-type: none"> ○ Calcium salts 	<ul style="list-style-type: none"> • Lecture cum Discussion • Drug study/presentation 	<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
VII	1 (T)	Describe drugs used in skin diseases & nurse's responsibilities	Drugs used in treatment of integumentary system <ul style="list-style-type: none"> • Antihistaminics and antipruritics • Topical applications for skin- Benzyl benzoate, Gamma BHC, Clotrimazole, Miconazole, Silver Sulphadiazine(burns) • Composition, action, dosage,route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse 	<ul style="list-style-type: none"> • Lecture cum Discussion • Drug study/ presentation 	<ul style="list-style-type: none"> • Short answer • Objective type
VIII	5 (T)	Explain drug therapy/ chemotherapy of specific infections & infestations & nurse's responsibilities	Drugs used in treatment of communicable diseases (common infections, infestations) <ul style="list-style-type: none"> • General Principles for use of Antimicrobials • Pharmacology of commonly used drugs: <ul style="list-style-type: none"> o Penicillin, Cephalosporin's, Aminoglycosides, Macrolide & broad spectrum antibiotics, Sulfonamides, quinolones, Misc. antimicrobials • Anaerobic infections • Antitubercular drugs, • Antileprosy drugs • Antimalarials • Antiretroviral drugs • Antiviral agents 	<ul style="list-style-type: none"> • Lecture cum Discussion • Drug study/ presentation 	<ul style="list-style-type: none"> • Short answer • Objective type

			<ul style="list-style-type: none"> • Antihelminthics, Antiscabies agents • Antifungal agents • Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse 		
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Recommended Books

1. Tripathi KD. Essentials of medical pharmacology. 8th ed. New Delhi: Jaypee Brothers Medical Publishers; 2018.

Reference Books

1. Udaykumar P. Pharmacology for nurses. 4th ed. New Delhi: Jaypee Brothers Medical Publishers; 2019.
2. Sharma S K. Textbook of pharmacology, pathology and genetics for nurses. Vol. I. 1st ed. New Delhi: Jaypee Brothers Medical Publishers; 2016.
3. Satoskar R S. Pharmacology and pharmacotherapeutics. 26nd ed. India: Elsevier; 2020.

PATHOLOGY - I

PLACEMENT: III SEMESTER

COURSE CODE: PATH (I) 210

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	8 (T)	<p>Define the common terms used in pathology</p> <p>Identify the deviations from normal to abnormal structure and functions of body system</p>	<p>Introduction</p> <ul style="list-style-type: none"> • Importance of the study of pathology • Definition of terms in pathology • Cell injury: Etiology, pathogenesis of reversible and irreversible cell injury, Necrosis, Gangrene • Cellular adaptations: Atrophy, Hypertrophy, Hyperplasia, Metaplasia, Dysplasia, Apoptosis • Inflammation: <ul style="list-style-type: none"> ○ Acute inflammation (Vascular and Cellular events, systemic effects of acute inflammation) ○ Chronic inflammation (Granulomatous inflammation, systemic effects of chronic inflammation) • Wound healing • Neoplasia: Nomenclature, Normal and Cancer cell, Benign and malignant tumors, Carcinoma in situ, Tumor metastasis: general mechanism, routes of spread and examples of each route • Circulatory disturbances: Thrombosis, embolism, shock • Disturbance of body fluids and electrolytes: Edema, Transudates and Exudates 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using slides • Explain with clinical scenarios 	<ul style="list-style-type: none"> • Short answer • Objective type
II	5 (T)	<p>Explain pathological changes in disease conditions of various systems</p>	<p>Special Pathology</p> <p>Pathological changes in disease conditions of selected systems:</p> <p>1. Respiratory system</p> <ul style="list-style-type: none"> • Pulmonary infections: Pneumonia, Lung abscess, pulmonary tuberculosis • Chronic Obstructive Pulmonary Disease: Chronic bronchitis, Emphysema, Bronchial Asthma, Bronchiectasis • Tumors of Lungs 	<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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<p>2. Cardio-vascularsystem</p> <ul style="list-style-type: none"> • Atherosclerosis • Ischemia andInfarction. • Rheumatic HeartDisease • Infective endocarditis <p>3. Gastrointestinaltract</p> <ul style="list-style-type: none"> • Peptic ulcer disease (Gastric andDuodenal ulcer) • Gastritis-H Pyloriinfection • Oral mucosa: Oral Leukoplakia,Squamous cellcarcinoma • Esophagealcancer • Gastriccancer • Intestinal: Typhoid ulcer, Inflammatory Bowel Disease (Crohn’s disease and Ulcerative colitis), Colorectalcancer <p>4. Liver, Gall Bladder andPancreas</p> <ul style="list-style-type: none"> • Liver: Hepatitis, Amoebic Liverabscess, Cirrhosis ofLiver • Gall bladder:Cholecystitis. • Pancreas:Pancreatitis • Tumors of liver, Gall bladder andPancreas <p>5. Skeletalsystem</p> <ul style="list-style-type: none"> • Bone: Bone healing,Osteoporosis, Osteomyelitis,Tumors • Joints: Arthritis - Rheumatoid arthritis and Osteoarthritis <p>6. Endocrinesystem</p> <ul style="list-style-type: none"> • DiabetesMellitus • Goitre • Carcinomathyroid 		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	7 (T)	Describe various laboratory tests in assessment and monitoring of disease conditions	Hematological tests for the diagnosis of blood disorders <ul style="list-style-type: none"> • Blood tests: Hemoglobin, White cell and platelet counts, PCV, ESR • Coagulation tests: Bleeding time (BT), Prothrombin time (PT), Activated Partial Prothrombin Time (APTT) • Blood chemistry • Blood bank: <ul style="list-style-type: none"> ○ Blood grouping and crossmatching ○ Blood components ○ Plasmapheresis ○ Transfusion reactions 	<ul style="list-style-type: none"> • Lecture • Discussion • Visit to clinical lab, biochemistry lab and blood bank 	<ul style="list-style-type: none"> • Short answer • Objective type

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

Recommended Books

1. Mohan H. Textbook of pathology. 8th ed. New Delhi: Jaypee Brothers Medical Publishers; 2019.

Reference Books

1. Ramdas Nayak, Astha Gupta. Textbook of pathology and genetics for nurse. 2nd ed. New Delhi: Jaypee Brothers Medical Publishers; 2017.
2. Kumar V, Abdul K. Robbins basic pathology. 1st South Asia ed. India: Elsevier; 2017.
3. Sharma SK. Textbook of pharmacology, pathology and genetics for nurses. Vol. II. 1st ed. New Delhi: Jaypee Brothers Medical Publishers; 2016.

**ADULT HEALTH NURSING -I WITH INTEGRATED
PATHOPHYSIOLOGY**
(including BCLS module)

PLACEMENT: III SEMESTER

COURSE CODE: N-AHN (I) 215

THEORY: 7 Credits (140hours)

PRACTICUM: Lab/Skill Lab (SL) -1 Credit (40 hours) Clinical: 6 Credits (480 hours)

DESCRIPTION: This course is designed to equip the students to review and apply their knowledge of Anatomy, Physiology, Biochemistry and Behavioral sciences in caring for adult patients with Medical/Surgical disorders using nursing process approach and critical thinking. It also intends to develop competencies required for assessment, diagnosis, treatment, nursing management, and supportive/palliative care to patients with various Medical Surgical disorders.

COMPETENCIES: On completion of Adult Health Nursing- I course, students will be able to

1. Explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of common medical and surgical disorders.
2. Perform complete health assessment to establish a data base for providing quality patient care and integrate the knowledge of anatomy, physiology and diagnostic tests in the process of datacollection.
3. Identify nursing diagnoses, list them according to priority and formulate nursing careplan.
4. Perform nursing procedures skillfully and apply scientific principles while giving comprehensive nursing care to patients.
5. Integrate knowledge of pathology, nutrition and pharmacology in caring for patients experiencing various medical and surgicaldisorders.
6. Identify common diagnostic measures related to the health problems with emphasis on nursing assessment and responsibilities.
7. Demonstrate skill in assisting/performing diagnostic and therapeuticprocedures.
8. Demonstrate competencies/skills to patients undergoing treatment for medical surgicaldisorders.
9. Identify the drugs used in treating patients with medical surgicalconditions.
10. Plan and give relevant individual and group education on significant medical surgicaltopics.
11. Maintain safe environment for patients and the health care personnel in thehospital.
12. Integrate evidence-based information while giving nursing care topatients.

COURSE CONTENT

T – Theory, L/SL – Lab/Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	6 (T) 4 (L/SL)	<p>Narrate the evolution of medical surgical nursing</p> <p>Apply nursing process in caring for patients with medical surgical problems</p> <p>Execute the role of a nurse in various medical surgical setting</p> <p>Develop skills in assessment and care of wound</p> <p>Develop competency in providing pre and postoperative care</p>	<p>Introduction</p> <ul style="list-style-type: none"> • Evolution and trends of medical and surgical nursing • International classification of diseases • Roles and responsibility of a nurse in medical and surgical settings <ul style="list-style-type: none"> ○ Outpatient department ○ In-patient unit ○ Intensive care unit • Introduction to medical and surgical asepsis <ul style="list-style-type: none"> ○ Inflammation, infection ○ Wound healing – stages, influencing factors ○ Wound care and dressing technique • Care of surgical patient <ul style="list-style-type: none"> ○ pre-operative ○ post-operative • Alternative therapies used in caring for patients with Medical Surgical Disorders 	<ul style="list-style-type: none"> • Lecture cum discussion • Demonstration & Practice session • Roleplay • Visit to outpatient department, in patient and intensive care unit 	<ul style="list-style-type: none"> • Short Answer • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
II	15 (T) 4 (L/SL)	<p>Explain organizational set up of the operating theatre</p> <p>Differentiate the role of scrub nurse and circulating nurse</p> <p>Describe the different positioning for various surgeries</p> <p>Apply principles of asepsis in handling the sterile equipment</p> <p>Demonstrate skill in scrubbing procedures</p> <p>Demonstrate skill in assessing the patient and document accurately the surgical safety checklist</p> <p>Develop skill in assisting with selected surgeries</p> <p>Explain the types, functions, and nursing considerations for different types of anaesthesia</p>	<p>Intraoperative Care</p> <ul style="list-style-type: none"> • Organization and physical set up of the operation theatre <ul style="list-style-type: none"> ○ Classification ○ O.T Design ○ Staffing ○ Members of the OT team ○ Duties and responsibilities of the nurse in OT • Position and draping for common surgical procedures • Instruments, sutures and suture materials, equipment for common surgical procedures • Prevention of accidents and hazards in OT • Disinfection and sterilization of equipment • Preparation of sets for common surgical procedures • Scrubbing procedures – Gowning, masking and gloving • Monitoring the patient during the procedures • Maintenance of the therapeutic environment in OT • Assisting in major and minor operation, handling specimen • Prevention of accidents and hazards in OT • Anaesthesia – types, methods of administration, effects and stages, equipment & drugs • Legal aspects 	<ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration, Practice session, and Case Discussion • Visit to receiving bay 	<ul style="list-style-type: none"> • Caring for patient intra operatively • Submit a list of disinfectants used for instruments with the action and precaution

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	6 (T) 4 (L/SL)	<p>Identify the signs and symptoms of shock and electrolyte imbalances</p> <p>Develop skills in managing fluid and electrolyte imbalances</p> <p>Perform pain assessment and plans for the nursing management</p> <p>Perform edema assessment and plans for the nursing management</p>	<p>Nursing care of patients with common signs and symptoms and management</p> <ul style="list-style-type: none"> • Fluid and electrolyte imbalances • Shock • Pain • Edema 	<ul style="list-style-type: none"> • Lecture, discussion, demonstration • Case discussion 	<ul style="list-style-type: none"> • Short answer • MCQ • Case report
IV	18 (T) 4 (L)	<p>Demonstrate skill in respiratory assessment</p> <p>Differentiate different breath sounds and lists the indications</p> <p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of common respiratory problems</p>	<p>Nursing Management of patients with respiratory problems</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of respiratory system • Nursing Assessment – history taking, physical assessment and diagnostic tests • Common respiratory problems: <ul style="list-style-type: none"> ○ Upper respiratory tract infections ○ Chronic obstructive pulmonary diseases ○ Atelectasis ○ Bronchial Asthma ○ Pleural effusion, Empyema ○ Bronchiectasis ○ Pneumonia ○ Lung abscess ○ Cyst and tumors 	<ul style="list-style-type: none"> • Lecture, discussion, • Demonstration • Practice session • Case presentation • Visit to PFT Lab 	<ul style="list-style-type: none"> • Essay • Short answer • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Describe the health behaviour to be adopted in preventing respiratory illnesses	<ul style="list-style-type: none"> ○ Chest Injuries ○ Acute respiratory distress syndrome ○ Pulmonary embolism ● Health behaviours to prevent respiratory illness ● Recent trends in diagnosis and management 		
V	16 (T) 5 (L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of gastrointestinal disorders</p> <p>Demonstrate skill in gastrointestinal assessment</p> <p>Prepare patient for upper and lower gastrointestinal investigations</p>	<p>Nursing Management of patients with disorders of digestive system</p> <ul style="list-style-type: none"> ● Review of anatomy and physiology of GI system ● Nursing assessment – History and physical assessment ● GI investigations ● Common GI disorders: <ul style="list-style-type: none"> ○ Oral cavity: lips, gums and teeth ○ GI: Bleeding, Infections, Inflammation, tumors, Obstruction, Perforation & Peritonitis ○ Peptic & duodenal ulcer, ○ Mal-absorption, Appendicitis, Hernias ○ Hemorrhoids, fissures, Fistulas ○ Pancreas: inflammation, cysts, and tumors ○ Liver: inflammation, cysts, abscess, cirrhosis, portal hypertension, hepatic failure, tumors 	<ul style="list-style-type: none"> ● Lecture, Discussion ● Demonstration ● Roleplay ● Problem Based Learning ● Visit to stoma clinic 	<ul style="list-style-type: none"> ● Short answer ● Quiz ● OSCE
Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>Demonstrate skill in gastric decompression, gavage, and stoma care</p> <p>Demonstrate skill</p>	<ul style="list-style-type: none"> ○ Gall bladder: inflammation, Cholelithiasis, tumors ● Gastric decompression, gavage and stoma care, different feeding techniques 		

		in different feeding techniques	<ul style="list-style-type: none"> Alternative therapies, drugs used in treatment of disorders of digestive system Recent trends in diagnosis and management 		
VI	20 (T) 5 (L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of cardiovascular disorders</p> <p>Demonstrate skill in cardiovascular assessment</p> <p>Prepare patient for invasive and non-invasive cardiac procedures</p> <p>Demonstrate skill in monitoring and interpreting clinical signs related to cardiac disorders</p> <p>Complete BLS/BCLS module</p>	<p>Nursing Management of patients with cardiovascular problems</p> <ul style="list-style-type: none"> Review of anatomy and physiology of cardiovascular system Nursing Assessment: History and Physical assessment Invasive & non-invasive cardiac procedures Disorders of vascular system- Hypertension, arteriosclerosis, Raynaud's disease, aneurysm and peripheral vascular disorders Coronary artery diseases: coronary atherosclerosis, Angina pectoris, myocardial infarction Valvular disorders: congenital and acquired Rheumatic heart disease: pericarditis, myocarditis, endocarditis, cardiomyopathies Cardiac dysrhythmias, heart block Congestive heart failure, cor pulmonale, pulmonary edema, cardiogenic shock, cardiac tamponade Cardiopulmonary arrest Recent trends in diagnosis and management 	<ul style="list-style-type: none"> Lecture, discussion Demonstration Practical session Case discussion Health education Drug Book/ presentation Completion of BCLS Module 	<ul style="list-style-type: none"> Care plan Drug record BLS/ BCLS evaluation

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
VII	7(T) 3(L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of hematological disorders</p> <p>Interpret blood reports</p> <p>Prepare and provides health education on blood donation</p>	<p>Nursing Management of patients with disorders of blood</p> <ul style="list-style-type: none"> • Review of Anatomy and Physiology of blood • Nursing assessment: history, physical assessment & Diagnostic tests • Anemia, Polycythemia • Bleeding Disorders: clotting factor defects and platelets defects, thalassemia, leukemia, leukopenia, agranulocytosis • Lymphomas, myelomas • Recent trends in diagnosis and management 	<ul style="list-style-type: none"> • Field visit to blood bank • Counseling 	<ul style="list-style-type: none"> • Interpretation of blood reports • Visit report
VIII	8(T) 2(L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of endocrine disorders</p> <p>Demonstrate skill in assessment of endocrine organ dysfunction</p> <p>Prepare and provides health education on diabetic diet</p> <p>Demonstrate skill in insulin administration</p>	<p>Nursing management of patients with disorders of endocrine system</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of endocrine system • Nursing Assessment – History and Physical assessment • Disorders of thyroid and Parathyroid, Adrenal and Pituitary glands (Hyper, Hypo, tumors) • Diabetes mellitus • Recent trends in diagnosis and management 	<ul style="list-style-type: none"> • Lecture, discussion, demonstration • Practice session • Case discussion • Health education 	<ul style="list-style-type: none"> • Prepare health education on self-administration of insulin • Submit a diabetic diet plan

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
IX	8(T) 2(L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of disorders of integumentary system</p> <p>Demonstrate skill in integumentary assessment</p> <p>Demonstrate skill in medicated bath</p> <p>Prepare and provide health education on skin care</p>	<p>Nursing management of patients with disorders of Integumentary system</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of skin • Nursing Assessment: History and Physical assessment • Infection and infestations; Dermatitis • Dermatoses; infectious and Non infectious • Acne, Allergies, Eczema & Pemphigus • Psoriasis, Malignant melanoma, Alopecia • Special therapies, alternative therapies • Drugs used in treatment of disorders of integumentary system • Recent trends in diagnosis and management 	<ul style="list-style-type: none"> • Lecture, discussion • Demonstration • Practice session • Case discussion 	<ul style="list-style-type: none"> • Drug report • Preparation of Home care plan
X	16 (T) 4 (L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of musculoskeletal disorders</p> <p>Demonstrate skill in musculoskeletal assessment</p> <p>Prepare patient for radiological and non-radiological investigations of musculoskeletal system</p> <p>Demonstrate</p>	<p>Nursing management of patients with musculoskeletal problems</p> <ul style="list-style-type: none"> • Review of Anatomy and physiology of the musculoskeletal system • Nursing Assessment: History and physical assessment, diagnostic tests • Musculoskeletal trauma: Dislocation, fracture, sprain, strain, contusion, amputation • Musculoskeletal infections and tumors: Osteomyelitis, benign and malignant tumour • Orthopedic modalities: Cast, splint, traction, crutch walking • Musculoskeletal inflammation: Bursitis, synovitis, arthritis, gout • Special therapies, alternative therapies • Metabolic bone disorder: Osteoporosis, 	<ul style="list-style-type: none"> • Lecture/ • Discussion • Demonstration • Case discussion • Health education 	<ul style="list-style-type: none"> • Nursing care plan • Prepare health teaching on care of patient with cast

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		skill in crutch walking and splinting	osteomalacia and Paget's disease		
		Demonstrate skill in care of patient with replacement surgeries Prepare and provide health education on bone healing	<ul style="list-style-type: none"> • Spinal column defects and deformities – tumor, prolapsed intervertebral disc, Pott's spine • Rehabilitation, prosthesis Replacement surgeries • Recent trends in diagnosis and management 		
XI	20 (T) 3 (L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of patients with communicable diseases</p> <p>Demonstrate skill in barrier and reverse barrier techniques</p> <p>Demonstrate skill in execution of different isolation protocols</p>	<p>Nursing management of patients with Communicable diseases</p> <ul style="list-style-type: none"> • Overview of infectious diseases, the infectious process • Nursing Assessment: History and Physical assessment, Diagnostic tests • Tuberculosis • Diarrhoeal diseases • Hepatitis A- E • Typhoid • Herpes • Chickenpox • Smallpox • Measles • Mumps • Influenza • Meningitis • Gas gangrene • Leprosy • Dengue • Plague, • Malaria • Chikungunya • Swine flu • Filariasis • Diphtheria • Pertussis • Tetanus • Poliomyelitis 	<ul style="list-style-type: none"> • Lecture, discussion, demonstration • Practice session • Case discussion/ seminar • Health education • Drug Book/ presentation • Refer TB Control & Management module 	<ul style="list-style-type: none"> • Prepare and submit protocol on various isolation techniques

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • COVID-19 • Special infection control measures: Notification, Isolation, Quarantine, Immunization 		

Recommended Books

1. Chintamani, Lewis's. Medical-surgical nursing: assessment and management of clinical problems. Philadelphia: CV Mosby Company; (Latest Edition) – Adapted for South Asian Curriculum.
2. Smeltzer CS, Bare GB. Brunner & Suddarth's textbook of medical surgical nursing. Philadelphia: lippincott company; (latest edition).
3. Black JM, Hawks JH. Medical surgical nursing: clinical management for positive outcomes. Vol.I & II. Philadelphia: Saunders; (Latest Edition).

Reference Books

1. Das KK. Textbook of medicine. Vol.I & II. New Delhi:JP Publishers; (Latest Edition).
2. Swash M editor. Hutchinsons clinical methods. Philadelphia: WB Saunders; (Latest Edition).
3. Braunwald E, Fauci AS, Kasper DL, Hawser SL, Longo DL, Lameson JL. Harrisons principles of internal medicine. Vol.I& II. New York: McGraw-Hill;(Latest Edition).
4. Anderoli TE, Carpenter JCC, Smith HL. Cecil's essentials of medicine. Philadelphia: WB Saunders; (Latest Edition).
5. Burton G. Alternative medicine-the definitive guide. Washington: Future medical.
6. Peganna DK, Peganna JT. Diagnostic testing & nursing implications a case study approach.Philadelphia: Mosby publications;(Latest Edition).
7. Weber J, Kelly J. Health assessment in nursing. Philadelphia: Lippincott; (Latest Edition).
8. Hampton RJ. ECG made easy. London: Churchill livingstone; (Latest Edition).
9. Mandal RK, Williams EGL, Dunbar EM, Mayor-whireRT. Infectious diseases. Oxford: Blackwell publishing; (Latest Edition).
- 10.Pavithran.K.K. Dermato-venero- leprology. Vol.I & II. Kottayam: V Publishers; (Latest Edition).
- 11.Newberg L. Sheehey's emergency nursing-principles & practice. Philadelphia: Mosby; (Latest Edition).
- 12.Gulanick.M, Mysers.J.L.Nurs Care Plan; (Latest Edition).
- 13.Ebnazar J. Essentials of orthopaedics for physiotherapist. Jaypee brothers publishers; (Latest Edition).
- 14.Phillips NM. Berry & Kohn's operating room technique. St. Louis: Mosby ;(Latest Edition).
- 15.Nettina SM. Lippincott manual of nursing practice. Lippincott Williams & Wilkins; (Latest Edition).
- 16.Polaski AL, Tatro SE. Luckmann's core principles and practice of Medical Surgical Nursing. Philadelphia: Elsevier;(Latest Edition).

**ADULT HEALTH NURSING I WITH INTEGRATED PATHOPHYSIOLOGY
(including BCLS module)- Practical**

COURSE CODE: N-AHN (I) 215

PLACEMENT: III SEMESTER

TIME: 6 Credits (480 hours) – 18 weeks x 27 hours

PRACTICE COMPETENCIES: On completion of the clinical practicum, the students will be able to apply nursing process and critical thinking in delivering holistic nursing care including rehabilitation to the adult patients undergoing surgery, with shock and fluid and electrolyte imbalance and with selected medical & surgical conditions i.e., Gastrointestinal, Respiratory, Endocrine, Orthopedic, Dermatology and Cardiovascular disorders.

The students will be competent to:

1. Utilize the nursing process in providing care to the sick adults in the hospital:
 - a. Perform complete health assessment to establish a data base for providing quality patient care.
 - b. Integrate the knowledge of diagnostic tests in the process of data collection.
 - c. Identify nursing diagnoses and list them according to priority.
 - d. Formulate nursing care plan, using problem solving approach.
 - e. Apply scientific principles while giving nursing care to patients.
 - f. Perform nursing procedures skillfully on patients.
 - g. Establish/develop interpersonal relationship with patients and family members.
 - h. Evaluate the expected outcomes and modify the plan according to the patient needs.
2. Provide comfort and safety to adult patients in the hospital.
3. Maintain safe environment for patients during hospitalization.
4. Explain nursing actions appropriately to the patients and family members.
5. Ensure patient safety while providing nursing procedures.
6. Assess the educational needs of the patient and their family related to medical and surgical disorders and provide appropriate health education to patients.
7. Provide pre, intra and post-operative care to patients undergoing surgery.
8. Integrate knowledge of pathology, nutrition and pharmacology for patients experiencing various medical and surgical disorders.

9. Integrate evidence-based information while giving nursing care to patients.
10. Demonstrate the awareness of legal and ethical issues in nursing practice.

I. NURSING MANAGEMENT OF PATIENTS WITH MEDICAL CONDITIONS

A. Skill Lab

Use of manikins and simulators

- Intravenous therapy
- Oxygen through mask
- Oxygen through nasal prongs
- Venturi mask
- Nebulization
- Chest physiotherapy

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
General medical	4	<p>Develop skill in intravenous injection administration and IV therapy</p> <p>Assist with diagnostic procedures</p> <p>Develop skill in the management of patients with Respiratory problems</p> <p>Develop skill in managing patients with metabolic abnormality</p>	<ul style="list-style-type: none"> • Taking history • Perform general and specific physical examination • Intravenous therapy <ul style="list-style-type: none"> ○ IV cannulation ○ IV maintenance and monitoring ○ Administration of IV medication • Care of patient with Centralline • Preparation and assisting and monitoring of patients undergoing diagnostic procedures such as thoracentesis, Abdominal paracentesis <p>Management patients with respiratory problems</p> <ul style="list-style-type: none"> • Administration of oxygen through mask, nasal prongs, venture mask • Pulseoximetry • Nebulization • Chest physiotherapy • Postural drainage • Oropharyngeal suctioning • Care of patient with chest drainage • Diet Planning <ul style="list-style-type: none"> ○ High Protein diet ○ Diabetic diet • Insulin administration • Monitoring GRBS 	<ul style="list-style-type: none"> • Care Study –1 • Health education • Clinical presentation/Care note • Maintain drug book • Maintain practical record 	<ul style="list-style-type: none"> • Clinical evaluation • OSCE • Care Study

II. NURSING MANAGEMENT OF PATIENTS WITH SURGICAL CONDITIONS

A. Skill Lab

Use of manikins and simulators

- Nasogastric aspiration
- Surgical dressing
- Suture removal
- Colostomy care/ileostomy care
- Enteral feeding

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
General surgical wards	4	<p>Develop skill in caring for patients during pre- and post-operative period</p> <p>Assist with diagnostic procedures</p> <p>Develop skill in managing patient with Gastro-intestinal Problems</p> <p>Develop skill in wound management</p>	<input type="checkbox"/> Pre-Operative care <input type="checkbox"/> Immediate Post-operative care <input type="checkbox"/> Post-operative exercise <input type="checkbox"/> Pain assessment <input type="checkbox"/> Pain Management <input type="checkbox"/> Assisting diagnostic procedure and after care of patients undergoing <ul style="list-style-type: none"> • Colonoscopy • ERCP • Endoscopy • Liver Biopsy <input type="checkbox"/> Nasogastric aspiration <input type="checkbox"/> Gastrostomy/Jejunostomy feeds <input type="checkbox"/> Ileostomy/Colostomy care <input type="checkbox"/> Surgical dressing <input type="checkbox"/> Suture removal <input type="checkbox"/> Surgical soak <input type="checkbox"/> Sitz bath <input type="checkbox"/> Care of drain	<input type="checkbox"/> Care study - 1 <input type="checkbox"/> Health teaching <ul style="list-style-type: none"> • Maintain drug book • Maintain practical record 	<input type="checkbox"/> Clinical evaluation, OSCE <input type="checkbox"/> Care study <input type="checkbox"/> Care note/ Clinical presentation

III. NURSING MANAGEMENT OF PATIENTS WITH CARDIAC CONDITIONS

A. SkillLab

Use of manikins and simulators

- Cardiovascular assessment
- Interpreting ECG
- BLS/BCLS
- CPR
- ABG analysis
- Taking blood sample
- Arterial blood gas analysis –interpretation

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Cardiology wards	2	<p>Develop skill in management of patients with cardiac problems</p> <p>Develop skill in management of patients with disorders of Blood</p>	<ul style="list-style-type: none"> • Cardiac monitoring • Recording and interpreting ECG • Arterial blood gas analysis – interpretation • Administer cardiac drugs • Preparation and after care of patients for cardiac catheterization • CPR • Collection of blood sample for: <ul style="list-style-type: none"> ○ Blood grouping/cross matching ○ Blood sugar ○ Serum electrolytes • Assisting with blood transfusion • Assisting for bone marrow aspiration • Application of anti-embolism stockings (TED hose) • Application/maintenance of sequential compression device 	<ul style="list-style-type: none"> • Cardiac assessment –1 • Drug presentation – 1 	<ul style="list-style-type: none"> • Clinical evaluation • Drug presentation

IV. NURSING MANAGEMENT OF PATIENTS WITH DISORDERS OF INTEGUMENTARY SYSTEM

A. Skill Lab

Use of manikins and simulators
Application of topical medication

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Dermatology wards	1	Develop skill in management of patients with disorders of integumentary system	<ul style="list-style-type: none"> Intradermal injection-Skin allergy testing Application of topical medication Medicated bath 		<ul style="list-style-type: none"> Clinical evaluation

V. NURSING MANAGEMENT OF PATIENTS WITH COMMUNICABLE DISEASES

A. Skill Lab

- Barrier Nursing
- Reverse Barrier Nursing
- Standard precautions

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Isolation ward	1	Develop skill in the management of patients requiring isolation	<ul style="list-style-type: none"> Barrier Nursing Reverse barrier nursing Standard precautions (Universal precaution), use of PPE, needle stick and sharp injury prevention, cleaning and disinfection, respiratory hygiene, waste disposal and safe injection practices 	Care Note –1	<ul style="list-style-type: none"> Clinical evaluation Care note

VI. NURSING MANAGEMENT OF PATIENTS WITH MUSCULOSKELETAL PROBLEMS

A. Skill Lab

Use of manikins and simulators

- Range of motion exercises
- Muscle strengthening exercises
- Crutch walking

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Orthopedic wards	2	Develop skill in management of patients with musculoskeletal problems	<ul style="list-style-type: none"> • Preparation of patient with Myelogram/CT/MRI • Assisting with application & removal of POP/Cast • Preparation, assisting and after care of patient with Skin traction/skeletal traction • Care of orthotics • Muscle strengthening exercises • Crutch walking • Rehabilitation 	<ul style="list-style-type: none"> • Care Note –1 	<ul style="list-style-type: none"> • Clinical evaluation • Care note

VII. NURSING MANAGEMENT OF PATIENTS IN THE OPERATING ROOMS

A. Skill Lab

Use of manikins and simulators

- Scrubbing, gowning and gloving
- Orient to instruments for common surgeries
- Orient to suture materials
- Positioning

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Operation theatre	4	Develop skill in caring for intraoperative patients	<ul style="list-style-type: none"> • Position and draping • Preparation of operation table • Set up of trolley with instrument • Assisting in major and minor operation • Disinfection and sterilization of equipment • Scrubbing procedures – Gowning, masking and gloving • Intra operative monitoring 	<ul style="list-style-type: none"> • Assist as circulatory nurse –4 • Positioning & draping –5 • Assist as scrub nurse in major surgeries –4 • Assist as scrub nurse in minor surgeries –4 	<ul style="list-style-type: none"> • Clinical evaluation • OSCE

PHARMACOLOGY II

Including Fundamentals of Prescribing Module

PLACEMENT: IV SEMESTER

COURSE CODE: PHAR (II) 205

THEORY: 3 Credits (60 hours)

DESCRIPTION: This course is designed to enable students to acquire understanding of Pharmacodynamics, Pharmacokinetics, principles of therapeutics & nursing implications. Further it develops understanding of fundamental principles of prescribing in students.

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

1. Explain the drugs used in the treatment of ear, nose, throat and eye disorders.
2. Explain the drugs used in the treatment of urinary system disorders.
3. Describe the drugs used in the treatment of nervous system disorders.
4. Explain the drugs used for hormonal replacement and for the pregnant women during antenatal, intra natal and postnatal period.
5. Explain the drugs used to treat emergency conditions and immune disorders.
6. Discuss the role and responsibilities of nurses towards safe administration of drugs used to treat disorders of various systems with basic understanding of pharmacology.
7. Demonstrate understanding about the drugs used in alternative system of medicine.
8. Demonstrate understanding about the fundamental principles of prescribing.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	4 (T)	Describe drugs used in disorders of ear, nose, throat and eye and nurses' responsibilities	Drugs used in disorders of ear, nose, throat & Eye <ul style="list-style-type: none"> ● Antihistamines ● Topical applications for eye (Chloramphenicol, Gentamycin eye drops), ear (Soda glycerin, boric spirit ear drops), nose and buccal cavity- chlorhexidine mouthwash ● Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse 	<ul style="list-style-type: none"> ● Lecture cum Discussion ● Drug study/ presentation 	<ul style="list-style-type: none"> ● Short answer ● Objective type
II	4 (T)	Describe drugs acting on urinary system & nurse's responsibilities	Drugs used on urinary system <ul style="list-style-type: none"> ● Pharmacology of commonly used drugs <ul style="list-style-type: none"> ○ Renin angiotensin system ○ Diuretics and antidiuretics ○ Drugs toxic to kidney ○ Urinary antiseptics ○ Treatment of UTI – acidifiers and alkalinizers ● Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects toxicity and role of nurse 	<ul style="list-style-type: none"> ● Lecture cum Discussion ● Drug study/ presentation 	<ul style="list-style-type: none"> ● Short answer ● Objective type
III	10 (T)	Describe drugs used on nervous system & nurse's responsibilities	Drugs acting on nervous system <ul style="list-style-type: none"> ● Basis & applied pharmacology of commonly used drugs ● Analgesics and anaesthetics <ul style="list-style-type: none"> ○ Analgesics: Non-steroidal anti-inflammatory (NSAID) drugs ○ Antipyretics ○ Opioids & other central analgesics <ul style="list-style-type: none"> ✓ General (techniques of GA, pre anesthetic 	<ul style="list-style-type: none"> ● Lecture cum Discussion ● Drug study/ presentation 	<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"> ✓ medication) & local anesthetics ✓ Gases: oxygen, nitrous,oxide, carbon-dioxide & others ● Hypnotics andsedatives Skeletal muscle relaxants ● Antipsychotics oMood stabilizers ● Antidepressants ● Antianxiety Drugs ● Anticonvulsants ● Drugs for neurodegenerative disorders & miscellaneous drugs ● Stimulants, ethyl alcohol and treatment of methyl alcoholpoisoning ● Composition, action, dosage,route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role ofnurse 		
IV	5 (T)	Describe drugs used for hormonal disorder & supplementation, contraception & medical termination of pregnancy & nurse's responsibilities	<p>Drugs used for hormonal, disorders and supplementation, contraception and medical termination of pregnancy</p> <ul style="list-style-type: none"> ● Estrogens and progesterones <ul style="list-style-type: none"> o Oral contraceptives and hormone replacement therapy ● Vaginal contraceptives ● Drugs for infertility and medical termination of pregnancy <ul style="list-style-type: none"> oUterine stimulants and relaxants ●Composition, actions dosage route indications contraindications, drugs interactions, side effects, adverse effects, toxicity and role of nurse 	<ul style="list-style-type: none"> ● Lecture cum Discussion ● Drug study/ presentation 	<ul style="list-style-type: none"> ● Short answer ● Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
V	3 (T)	Develop understanding about important drugs used for women before, during and after labour	Drugs used for pregnant women during antenatal, labour and postnatal period <ul style="list-style-type: none"> • Tetanus prophylaxis • Iron and Vit K1 supplementation • Oxytocin, Misoprostol • Ergometrine • Methyl prostaglandin F2-alpha • Magnesium sulphate • Calcium gluconate 	<ul style="list-style-type: none"> • Lecture cum Discussion • Drug study/ presentation 	<ul style="list-style-type: none"> • Short answer • Objective type
VI	10 (T)	Describe drugs used in deaddiction, emergency, poisoning, vitamins & minerals supplementation, drugs used for immunization & immune-suppression & nurse's responsibilities	Miscellaneous <ul style="list-style-type: none"> • Drugs used for deaddiction • Drugs used in CPR and emergency- adrenaline, Chlorpheniramine, hydrocortisone, Dexamethasone • IV fluids & electrolyte replacement • Common poisons, drugs used for treatment of poisoning <ul style="list-style-type: none"> ○ Activated charcoal ○ Ipecac ○ Antidotes, ○ Anti-snake venom (ASV) • Vitamins and minerals supplementation • Vaccines & sera (Universal immunization program schedules) • Anticancer drugs: Chemotherapeutic drugs commonly used • Immuno-suppressants and Immunostimulants 	<ul style="list-style-type: none"> • Lecture cum Discussion • Drug study/ presentation 	<ul style="list-style-type: none"> • Short answer • Objective type
VII	4 (T)	Demonstrate awareness of common drugs used in alternative system of medicine	Introduction to drugs used in alternative systems of medicine <ul style="list-style-type: none"> • Ayurveda, Homeopathy, Unani and Siddha etc. • Drugs used for common ailments 	<ul style="list-style-type: none"> • Lecture cum Discussion • Observational visit 	<ul style="list-style-type: none"> • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
VIII	20(T)	Demonstrate understanding about fundamental principles of prescribing	Fundamental principles of prescribing <ul style="list-style-type: none"> • Prescriptive role of nursepractitioners: Introduction • Legal and ethical issues related to prescribing • Principles of prescribing • Steps of prescribing • Prescribing competencies 	<ul style="list-style-type: none"> • Completion of module on Fundamental principles of prescribing 	<ul style="list-style-type: none"> • Short answer • Assignment evaluation

Recommended Books

1. Tripathi KD. Essentials of medical pharmacology. 8th ed. New Delhi: Jaypee Brothers Medical Publishers; 2018.

Reference Books

1. Udaykumar P. Pharmacology for nurses. 4th ed. New Delhi: Jaypee Brothers Medical Publishers; 2019.
2. Sharma SK. Textbook of pharmacology, pathology and genetics for nurses. Vol. I. 1st ed. New Delhi: Jaypee Brothers Medical Publishers; 2016.
3. Satoskar R S. Pharmacology and pharmacotherapeutics. 26th ed. India: Elsevier; 2020.
4. Dilyse Nuttall. The textbook of non-medical prescribing. 2nd ed. United Kingdom: Wiley-Blackwell; 2015.
5. Ben Greenstein. Trounce's clinical pharmacology for nurses. 18th ed. India: Churchill Livingstone; 2008.
6. Grahame DR. Clinical pharmacology and drug therapy. 3rd ed. Michigan: Oxford University Press; 2002.

PATHOLOGY - II AND GENETICS

PLACEMENT: IV SEMESTER

COURSE CODE: PATH (II) 210

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	Special Pathology: Pathological changes in disease conditions of selected systems 1. Kidneys and Urinarytract <ul style="list-style-type: none"> • Glomerulonephritis • Pyelonephritis • Renalcalculi • Cystitis • Renal CellCarcinoma • Renal Failure (Acute andChronic) 2. Male genitalsystems <ul style="list-style-type: none"> • Cryptorchidism • Testicularatrophy • Prostatichyperplasia • Carcinoma penis andProstate. 3. Female genitalsystem <ul style="list-style-type: none"> • Carcinomacervix • Carcinoma ofendometrium • Uterinefibroids • Vesicular mole and Choriocarcinom a • Ovarian cyst andtumors 4. Breast <ul style="list-style-type: none"> • Fibrocysticchanges • Fibroadenoma • Carcinoma of theBreast 5. Central nervoussystem <ul style="list-style-type: none"> • Meningitis. • Encephalitis • Stroke • Tumors ofCNS 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using slides, X-rays and scans • Visit to pathology lab, endoscopy unit andOT 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
II	5 (T)	Describe the laboratory tests for examination of body cavity fluids, urine and faeces	Clinical Pathology <ul style="list-style-type: none"> • Examination of body cavity fluids: • Methods of collection and examination of CSF and other body cavity fluids (sputum, wound discharge) specimen for various clinical pathology, biochemistry and microbiology tests • 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 	<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

Recommended Books

1. Mohan H. Textbook of pathology. 8th ed. New Delhi: Jaypee Brothers Medical Publishers; 2019.

Reference Books

1. Ramdas Nayak, Astha Gupta. Textbook of pathology and genetics for nurse. Jaypee Brothers Medical Publishers.
2. Kumar V, Cotran SR, Robbins LR. Robbins basic pathology. Philadelphia: W B Saunders.
3. Rimpi Bansal. Textbook of pathology and genetics for B.Sc. nursing students.

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	Introduction: <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 bloodgroups • 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"> • Shortanswer • Objectivetype
II	2 (T)	Explain maternal, prenatal and genetic influences on development of defects and diseases	Maternal, prenatal and genetic influences on development of defects and diseases <ul style="list-style-type: none"> • Conditions affecting the mother: genetic and infections • Consanguinity atopy • Prenatal nutrition and food allergies • Maternal age • Maternal drug therapy • Prenatal testing and diagnosis 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using slides 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype

			<ul style="list-style-type: none"> • 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) 		
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	2 (T)	Explain the screening methods for genetic defects and diseases in neonates and children	Genetic testing in the neonates and children <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
IV	2 (T)	Identify genetic disorders in adolescents and adults	Genetic conditions of adolescents and adults <ul style="list-style-type: none"> • Cancer genetics: Familial cancer • Inborn errors of metabolism • Blood group alleles and hematological disorder • Genetic haemochromatosis • Huntington's disease • Mental illness 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using slides 	<ul style="list-style-type: none"> • Short answer • Objective type
V	2 (T)	Describe the role of nurse in genetic services and counselling	Services related to genetics <ul style="list-style-type: none"> • Genetic testing • Genetic therapy • Genetic counseling • Legal and Ethical issues • Role of nurse 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Short answer • Objective type

Recommended Books

1. Gangane SD. Human genetics. 6th ed. India: Reed Elsevier India Pvt. Ltd. 2021.

Reference Books

1. Diane B, Jane S. A guide to genetic counselling. 1st ed. New York: Wiley-Liss Inc. 1998.
2. Skirton HP. Genetics for health care professional: a life stage approach. UK: Bios Scientific Pbis. Ltd. 2002.

**ADULT HEALTH NURSING - II WITH INTEGRATED PATHOPHYSIOLOGY
including GERIATRIC NURSING and PALLIATIVE CARE MODULE**

PLACEMENT: IV SEMESTER

COURSE CODE: N-AHN (II) 225

THEORY: 7 Credits (140 hours)

PRACTICUM: Lab/Skill Lab (SL): 1 Credit (40 hours) Clinical: 6 Credits (480 hours)

DESCRIPTION: This course is designed to equip the students to review and apply their knowledge of Anatomy, Physiology, Biochemistry and Behavioral sciences in caring for adult patients with Medical/Surgical disorders using nursing process approach. It also intends to develop competencies required for assessment, diagnosis, treatment, nursing management, supportive/palliative and rehabilitative care to adult patients with various Medical Surgical disorders.

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning activities	Assessment Methods
I	12 (T) 4 (SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management of patients with ENT disorders	<p>Nursing management of patient with disorders of Ear, Nose and Throat (Includes etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management)</p> <p><input type="checkbox"/> Review of anatomy and physiology of the ear, nose and throat</p> <p><input type="checkbox"/> History, physical assessment and diagnostic tests</p> <p><input type="checkbox"/> Ear:</p> <ul style="list-style-type: none"> o External ear: deformities, otalgia, foreign bodies and tumors o Middle ear: impacted wax, 	<p><input type="checkbox"/> Lecture and discussion</p> <p><input type="checkbox"/> Demonstration of hearing aids, nasal packing, medication administration</p> <p><input type="checkbox"/> Visit to audiology and speech clinic</p>	<p><input type="checkbox"/> MCQ</p> <p><input type="checkbox"/> Short answer</p> <p><input type="checkbox"/> Essay</p> <p><input type="checkbox"/> OSCE</p> <p><input type="checkbox"/> Assessment of skill (using checklist)</p> <p><input type="checkbox"/> Quiz</p> <p><input type="checkbox"/> Drug book</p>

			<p>tympanic membrane perforation, otitis media and tumors</p> <p>o Inner ear: Meniere's disease, labyrinthitis, ototoxicity tumors</p> <p><input type="checkbox"/> Upper respiratory airway infections: Rhinitis, sinusitis, tonsillitis, laryngitis</p> <p><input type="checkbox"/> Epistaxis, Nasal obstruction, laryngeal obstruction</p> <p><input type="checkbox"/> Deafness and its management</p> <p>• Recent trends in diagnosis and management</p>		
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning activities	Assessment Methods
II	12 (T) 4 (SL)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of eye</p> <p>Describe eye donation, banking and transplantation</p>	<p>Nursing management of patient with disorder of eye</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review of anatomy and physiology of the eye <input type="checkbox"/> History, physical assessment, diagnostic assessment <p>Eye Disorders</p> <ul style="list-style-type: none"> <input type="checkbox"/> Refractive errors <input type="checkbox"/> Eyelids: infection, deformities <input type="checkbox"/> Conjunctiva: inflammation and infection, bleeding <input type="checkbox"/> Cornea: inflammation and infection <input type="checkbox"/> Lens: cataract <input type="checkbox"/> Glaucoma <input type="checkbox"/> Retinal detachment <input type="checkbox"/> Blindness <input type="checkbox"/> Eye donation, banking and transplantation • Recent trends in diagnosis and management 	<ul style="list-style-type: none"> <input type="checkbox"/> Lecture and discussion <input type="checkbox"/> Demonstration of visual aids, lens, medication administration <input type="checkbox"/> Visit to eye bank 	<ul style="list-style-type: none"> <input type="checkbox"/> MCQ <input type="checkbox"/> Short Essay <input type="checkbox"/> OSCE <input type="checkbox"/> Drug book
III	15 (T) 4(L/SL)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, medical, surgical, nutritional, and nursing management of Kidney and urinary system disorders</p> <p>Demonstrate skill in</p>	<p>Nursing management of patient with Kidney and Urinary problems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review of Anatomy and physiology of the genitourinary system <input type="checkbox"/> History, physical assessment, diagnostic tests <input type="checkbox"/> Urinary tract infections: acute, chronic, lower, upper <input type="checkbox"/> Nephritis, nephrotic syndrome 	<ul style="list-style-type: none"> <input type="checkbox"/> Lecture cum Discussion <input type="checkbox"/> Demonstration <input type="checkbox"/> Case Discussion <input type="checkbox"/> Health education <input type="checkbox"/> Drug book <input type="checkbox"/> Field visit– Visit to hemodialysis unit 	<ul style="list-style-type: none"> • MCQ <input type="checkbox"/> Short Note <input type="checkbox"/> Long essay <input type="checkbox"/> Case report <input type="checkbox"/> Submit health teaching on prevention of urinary calculi

		<p>genitourinary assessment</p> <p>Prepare patient for genitourinary investigations</p> <p>Prepare and provide health education on prevention of renal calculi</p>	<p><input type="checkbox"/> Renal calculi</p> <p><input type="checkbox"/> Acute and chronic renal failure</p> <ul style="list-style-type: none"> • Dialysis and Renal transplantation • Disorders of ureter, urinary bladder and Urethra <p><input type="checkbox"/> Disorders of prostate: inflammation, infection, stricture, obstruction and Benign Prostate Hypertrophy</p> <ul style="list-style-type: none"> • Recent trends in diagnosis and management 		
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning activities	Assessment Methods
IV	6 (T)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, medical, surgical, nutritional, and nursing management of male reproductive disorders.	<p>Nursing management of disorders of male reproductive system</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review of Anatomy and physiology of the male reproductive system <input type="checkbox"/> History, Physical Assessment, Diagnostic tests <ul style="list-style-type: none"> <input type="checkbox"/> Infections of testis, penis and adjacent structures: Phimosis, Epididymitis, and Orchitis <input type="checkbox"/> Sexual dysfunction, infertility, contraception <input type="checkbox"/> Male Breast Disorders: gynecomastia, tumor, climacteric changes • Recent trends in diagnosis and management 	<ul style="list-style-type: none"> <input type="checkbox"/> Lecture, Discussion <input type="checkbox"/> Case Discussion <input type="checkbox"/> Health education 	<ul style="list-style-type: none"> • Short essay
V	10(T) 4 (SL)	Explain the etiology, pathophysiology, clinical manifestations, types, diagnostic measures and management of patients with disorders of burns/cosmetic surgeries and its significance	<p>Nursing management of patient with burns, reconstructive and cosmetic surgery</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review of anatomy and physiology of the skin and connective tissues <input type="checkbox"/> History, physical assessment, assessment of burns and fluid & electrolyte loss <input type="checkbox"/> Burns <input type="checkbox"/> Reconstructive and cosmetic surgery for burns, congenital deformities, injuries and cosmetic purposes, gender reassignment <input type="checkbox"/> Legal and ethical aspects <input type="checkbox"/> Special therapies: LAD, vacuumed dressing. Laser, liposuction, skin health rejuvenation, use of derma filters • Recent trends in diagnosis and management 	<ul style="list-style-type: none"> • Lecture and discussion <input type="checkbox"/> Demonstration of burn wound assessment, vacuum dressing and fluid calculations <input type="checkbox"/> Visit to burn rehabilitation centres 	<ul style="list-style-type: none"> <input type="checkbox"/> OSCE <input type="checkbox"/> Short notes

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning activities	Assessment Methods
VI	16(T) 4 (SL/L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with neurological disorders	Nursing management of patient with neurological disorders <ul style="list-style-type: none"> <input type="checkbox"/> Review of anatomy and physiology of the neurological system <input type="checkbox"/> History, physical and neurological assessment, diagnostic tests <input type="checkbox"/> Headache, Head injuries <input type="checkbox"/> Spinal injuries: Paraplegia, Hemiplegia, Quadriplegia <input type="checkbox"/> Spinal cord compression: herniation of intervertebral disc <input type="checkbox"/> Intracranial and cerebral aneurysms <input type="checkbox"/> Meningitis, encephalitis, brain abscess, neurocysticercosis <input type="checkbox"/> Movement disorders: Chorea, Seizures & Epilepsies <input type="checkbox"/> Cerebrovascular disorders: CVA <input type="checkbox"/> Cranial, spinal neuropathies: Bell's palsy, trigeminal neuralgia <input type="checkbox"/> Peripheral Neuropathies <input type="checkbox"/> Degenerative diseases: Alzheimer's disease, Parkinson's disease 	<ul style="list-style-type: none"> <input type="checkbox"/> Lecture and discussion <input type="checkbox"/> Demonstration of physiotherapy, neuro assessment, tracheostomy care <input type="checkbox"/> Visit to rehabilitation centre, long term care clinics, EEG, NCV study unit 	<ul style="list-style-type: none"> <input type="checkbox"/> OSCE <input type="checkbox"/> Short notes <input type="checkbox"/> Essay <input type="checkbox"/> Drug book

			<ul style="list-style-type: none"> □ Guillain-Barré syndrome, Myasthenia gravis & Multiple sclerosis • Rehabilitation of patients with neurological deficits. • Recent trends in diagnosis and management 		
V VIV I IIVI I	12 (T) 4	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of immunological disorders</p> <p>Prepare and provides health education on prevention of HIV infection and rehabilitation</p> <p>Describe the national infection control programs</p>	<p>Nursing management of patients with Immunological problems</p> <ul style="list-style-type: none"> • Review of Immune system • Nursing Assessment: History and Physical assessment <p>HIV & AIDS: Epidemiology, Transmission, Prevention of Transmission and management of HIV/AIDS</p> <p>Role of Nurse; Counseling, Health education and home care consideration and rehabilitation</p> <p>National AIDS Control Program – NACO,</p>	Lecture, discussion Case Discussion / seminar Refer Module on HIV/AIDS	

			various national and international agencies for infection control		
VIII	12 (T) 4 (L/SL)	Explain the etiology, pathophysiology, types, clinical manifestations, staging, diagnostic measures and management of patients with different cancers, treatment modalities including newer treatments	<p>Nursing management of patient with Oncological conditions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Structure and characteristics of normal and cancer cells. <input type="checkbox"/> History, physical assessment, diagnostic tests <input type="checkbox"/> Prevention, screening, early detections, warning signs of cancer <input type="checkbox"/> Epidemiology, etiology, classification, Pathophysiology, staging, clinical manifestations, diagnosis, treatment modalities, medical, surgical and nursing management of Oncological conditions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Lecture and discussion <input type="checkbox"/> Demonstration of chemotherapy preparation and administration <input type="checkbox"/> Visit to BMT, radiotherapy units (linear accelerator, brachytherapy, etc.), nuclear medicine unit 	<ul style="list-style-type: none"> <input type="checkbox"/> OSCE <input type="checkbox"/> Essay <input type="checkbox"/> Quiz <input type="checkbox"/> Drug book <input type="checkbox"/> Counselling, health teaching

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning activities	Assessment Methods
			<ul style="list-style-type: none"> • Common malignancies: gastric cancer, lung and liver carcinoma (Review) • Common malignancies of various body system: eye, ear, nose, larynx, breast, cervix, ovary, uterus, sarcoma, renal, bladder, kidney, prostate, brain, spinal cord. <input type="checkbox"/> Oncological emergencies <input type="checkbox"/> Modalities of treatment: Chemotherapy, Radiotherapy: Radiation safety and AERB regulations, Surgical intervention, Stem cell and bone marrow transplant, Immunotherapy, Gene therapy <input type="checkbox"/> Psychological aspects of cancer: anxiety, depression, insomnia, anger <input type="checkbox"/> Supportive care <input type="checkbox"/> Hospice care • Recent trends in diagnosis and management 	Completion of palliative care module during clinical hours (20 hours)	
IX	15 (T) 4 (L/SL)	Explain the types, policies, guidelines, prevention and management of disaster and the etiology, pathophysiology, clinical manifestations, diagnostic measures	Nursing management of patient in Emergency and Disaster situations Disaster Nursing <ul style="list-style-type: none"> <input type="checkbox"/> Concept and principles of disaster nursing, Related Policies <input type="checkbox"/> Types of disaster: Natural and man- 	<input type="checkbox"/> Lecture and discussion <input type="checkbox"/> Demonstration of disaster preparedness (Mock drill) and triaging <input type="checkbox"/> Field visit to local disaster management centres or demo by fire	<input type="checkbox"/> OSCE <input type="checkbox"/> Case presentations and case study

		<p>and management of patients with acute emergencies</p>	<p>made</p> <ul style="list-style-type: none"> <input type="checkbox"/> Disaster preparedness: Team, guidelines, protocols, equipment, resources <input type="checkbox"/> Etiology, classification, Pathophysiology, staging, clinical manifestation, diagnosis, treatment modalities, medical, surgical and nursing management of patient with medical and surgical emergencies – Poly trauma, Bites, Poisoning and Thermal emergencies <input type="checkbox"/> Principles of emergency management <input type="checkbox"/> Medico legal aspects • Recent trends in diagnosis and management 	<p>extinguishers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Group presentation (role play, skit, concept mapping) on different emergency care • Refer Traumacare management/ ATCNmodule • Guided reading on National Disaster Management Authority(NDMA) guidelines 	
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning activities	Assessment Methods
X	10 (T)	<p>Explain the Concept, physiological changes, and psychosocial problems of ageing</p> <p>Describe the nursing management of elderly</p>	<p>Nursing care of the elderly</p> <ul style="list-style-type: none"> <input type="checkbox"/> History and physical assessment <input type="checkbox"/> Aging process and age-related body changes and psychosocial aspects <input type="checkbox"/> Stress and coping in elder patients <input type="checkbox"/> Psychosocial and sexual abuse of elderly <input type="checkbox"/> Role of family, formal and non-formal caregivers <input type="checkbox"/> Use of aids and prosthesis (hearing aids, dentures) <input type="checkbox"/> Legal and ethical issues <input type="checkbox"/> National programs for elderly, privileges, community programs and health services <input type="checkbox"/> Home and institutional care <ul style="list-style-type: none"> • Recent trends in diagnosis and management 	<ul style="list-style-type: none"> <input type="checkbox"/> Lecture and discussion <input type="checkbox"/> Demonstration of communication with visual and hearing impaired <input type="checkbox"/> Field visit to old age homes 	<ul style="list-style-type: none"> <input type="checkbox"/> OSCE <input type="checkbox"/> Case presentations <input type="checkbox"/> Assignment on family systems of India focusing on geriatric population
XI	15 (T) 8 (L/SL)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients in critical care units</p>	<p>Nursing management of patients in critical Care units</p> <ul style="list-style-type: none"> <input type="checkbox"/> Principles of critical care nursing <ul style="list-style-type: none"> • Organization: physical set-up, policies, staffing norms • Protocols, equipment and supplies <input type="checkbox"/> Use and application of critical care biomedical equipment: ventilators, cardiac monitors, defibrillators, infusion pump, Resuscitation equipment and any other <input type="checkbox"/> Advanced Cardiac Life support <input type="checkbox"/> Nursing management of critically ill patient 	<ul style="list-style-type: none"> <input type="checkbox"/> Lecture and discussion <input type="checkbox"/> Demonstration on the use of mechanical ventilators, cardiac monitors etc. <input type="checkbox"/> Clinical practice in different ICUs 	<ul style="list-style-type: none"> <input type="checkbox"/> Objective type <input type="checkbox"/> Short notes <input type="checkbox"/> Case presentations <input type="checkbox"/> Assessment of skill on monitoring of patients in ICU. <input type="checkbox"/> Written assignment on ethical and legal issues in critical care

			<input type="checkbox"/> Transitional care <input type="checkbox"/> Ethical and Legal Aspects <input type="checkbox"/> Breaking Bad News to Patients and/or their families: Communication with patient and family <input type="checkbox"/> End of life care <input type="checkbox"/> Recent trends in diagnosis and management		
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning activities	Assessment Methods
XII	5 (T)	Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with occupational/ industrial health disorders	Nursing management of patients with occupational and industrial disorders <input type="checkbox"/> History, physical examination, Diagnostic tests <input type="checkbox"/> Occupational diseases and management <ul style="list-style-type: none"> Recent trends in diagnosis and management 	<input type="checkbox"/> Lecture <input type="checkbox"/> And discussion <input type="checkbox"/> Industrial visit	<input type="checkbox"/> Assignment on industrial health hazards

CLINICAL PRACTICUM

CLINICAL PRACTICUM: 6 Credits (480 Hours) – 20 weeks × 24 hours

PRACTICE COMPETENCIES: On completion of the clinical practicum, the students will develop proficiency in applying nursing process and critical thinking in rendering holistic nursing care including rehabilitation to the adult/geriatric patients admitted in Critical Care Units, undergoing cosmetic and reconstructive surgery and with selected medical & surgical disorders of ear, nose, throat, eye, genitourinary, reproductive, immunologic, nervous systems and in emergency/disaster conditions.

The students will be competent to

1. Utilize the nursing process in providing care to the sick adults in the hospital
 - a. Perform complete health assessment to establish a data base for providing quality patient care.
 - b. Integrate the knowledge of diagnostic tests in patient assignment.
 - c. Identify nursing diagnoses and list them according to priority.
 - d. Formulate nursing care plan, using problem solving approach.
 - e. Apply scientific principles while giving nursing care to patients.
 - f. Develop skill in performing nursing procedures applying scientific principles.
 - g. Establish/develop interpersonal relationship with patients and family members.
 - h. Evaluate the expected outcomes and modify the plan according to the patient needs.
2. Provide comfort and safety to adult patients in the hospital.
3. Maintain safe environment for patients during hospitalization.
4. Explain nursing actions appropriately to the patients and family members.
5. Ensure patient safety while providing nursing procedures.
 6. Assess the educational needs of the patient and their family related to medical and surgical disorders and provide appropriate health education to patients.
 7. Provide pre, intra and post-operative care to patients undergoing surgery.
 8. Integrate knowledge of pathology, nutrition and pharmacology for patients experiencing selected medical and surgical disorders.
 9. Integrate evidence-based information while giving nursing care to patients.
 10. Demonstrate the awareness of legal and ethical issues in nursing practice.

I. Nursing Management of Patients with ENT Disorders

A. Skill Lab

Use of manikins and simulators

- Tracheostomy care
- Instilling Ear and Nasal medications
- Bandage application

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
ENT Ward and OPD	2	<p>Provide care to patients with ENT disorders</p> <p>Educate the patients and their families</p>	<ul style="list-style-type: none"> • Examination of ear, nose, throat and history taking • Applying bandages to ear, nose • Tracheostomy care • Preparation of patient, assisting and monitoring of patients undergoing diagnostic procedures <ul style="list-style-type: none"> ○ Auditory screening tests ○ Audiometric tests • Preparing the patient and assisting in special procedures like Anterior/posterior nasal packing, Ear Packing and Syringing • Preparation and aftercare of patients undergoing ENT surgical procedures • Instillation of drops/medication 	<ul style="list-style-type: none"> • ENT assessment –1 • Case study/ Clinical presentation –1 	<ul style="list-style-type: none"> • Clinical evaluation • OSCE • Case report study/ Clinical presentation

II. Nursing Management of Patients with Eye Conditions

A. Skill Lab

Use of manikins and simulators

- Instilling Eye medications
- Eye irrigation
- Eye bandage

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Ophthalmology unit	2	<p>Develop skill in providing care to patients with Eye disorders</p> <p>Educate the patients and their families</p>	<ul style="list-style-type: none"> • History taking, examination of eyes and interpretation • Assisting procedures <ul style="list-style-type: none"> ○ Visual acuity ○ Fundoscopy, retinoscopy, ophthalmoscopy, tonometry, ○ Refraction tests • Pre and post-operative care • Instillation of drops/medication • Eye irrigation • Application of eye bandage <ul style="list-style-type: none"> ○ Assisting with foreign body removal 	<ul style="list-style-type: none"> • Eye assessment – 1 • Health teaching • Case study/ Clinical Presentation – 1 	<ul style="list-style-type: none"> • Clinical evaluation • OSCE • Clinical presentation

III. Nursing Management of Patients with Kidney and Urinary System Disorders

A. Skill Lab

Use of manikins and simulators

- Assessment: kidney & urinary system
- Preparation: dialysis
- Catheterization and care

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Renal ward/ nephrology ward including Dialysis unit	2	Develop skill in Management of patients with urinary, male reproductive problems	<ul style="list-style-type: none"> • Assessment of kidney and urinary system <ul style="list-style-type: none"> ○ History taking ○ Physical examination ○ Testicular self-examination ○ Digital rectal examination • Preparation and assisting with diagnostic and therapeutic procedures <ul style="list-style-type: none"> ○ Cystoscopy, Cystometrogram, ○ Contrast studies: IVP etc. ○ Peritoneal dialysis ○ Hemodialysis, ○ Lithotripsy ○ Specific tests: Semen analysis, gonorrhoea test, Renal/ Prostate Biopsy etc. • Catheterization: care • Bladder irrigation • I/O recording and monitoring • Ambulation and exercise 	<ul style="list-style-type: none"> • Assessment –1 • Drug presentation – 1 • Care study/ Clinical presentation –1 • Preparing and assisting in hemodialysis 	<ul style="list-style-type: none"> • Clinical evaluation • Care plan • OSCE • Quiz • Drug presentation

IV. Nursing Management of Patients with Burns and Reconstructive Surgery

A. Skill Lab

Use of manikins and simulators

- Assessment of burn wound
- Wound dressing

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Burns unit/ reconstructive surgical unit	2	<p>Develop skill in burns assessment and providing care to patients with different types of burns</p> <p>Develop skill in providing care to patients with different types of cosmetic and reconstructive surgeries</p>	<ul style="list-style-type: none"> • Assessment of burns • First aid of burns • Fluid & electrolyte replacement therapy • Skincare • Care of Burn wounds <ul style="list-style-type: none"> – Bathing – Dressing • Pre-operative and post-operative care of patients • Caring of skin graft and post cosmetic surgery • Rehabilitation 	<ul style="list-style-type: none"> • burn wound assessment –1 • care study/case presentation –1 	<ul style="list-style-type: none"> • Clinical evaluation, • Care study/case report

V. Nursing Management of Patients with Neurological Disorders

A. Skill Lab

Use of manikins and simulators

- Range of motion exercises
- Muscle strengthening exercises
- Crutch walking

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Neurology-medical/ Surgery wards	3	Develop skill in Management of patients with Neurological problems	<ul style="list-style-type: none"> History taking; Neurological Examination Patient monitoring Prepare and assist for various invasive and non-invasive diagnostic procedures Range of motion exercises, muscle strengthening Care of medical, surgical and rehabilitative patients 	<ul style="list-style-type: none"> Neuro-assessment –1 Case study/ case presentation – 1 Drug presentation – 1 	<ul style="list-style-type: none"> Clinical evaluation Neuro assessment OSCE Case report/ presentations

VI. Nursing Management of Patients with Immunological Disorders

A. Skill Lab

- Barrier Nursing
- Reverse Barrier Nursing

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Isolation ward/ Medical ward	1	Develop skill in the Management of patients with immunological disorders	<ul style="list-style-type: none"> History taking Immunological status assessment (e.g. HIV) and Interpretation of specific tests Caring of patients with low immunity Practicing of standard safety measures, precautions/barrier nursing/reverse barrier/isolation skills 	<ul style="list-style-type: none"> Assessment of immunestatus Teaching of isolation to patient and family care givers Nutritional management Care Note –1 	<ul style="list-style-type: none"> Care note Quiz Health Teaching

VII. Nursing Management of Patients with disorders of Oncological conditions

A. Skill Lab

Use of manikins and simulators

- Application of topical medication
- Administration of chemotherapy

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Oncology wards (including day care radiotherapy unit)	3	Develop skill in providing care to patients with oncological disorders	<ul style="list-style-type: none"> • History taking & physical examination of cancer patients • Screening for common cancers: TNM classification • Preparation, assisting and after care of patients undergoing diagnostic procedures <ul style="list-style-type: none"> – Biopsies/FNAC – Papsmear – Bone-marrow aspiration • Various modalities of treatment <ul style="list-style-type: none"> – Chemotherapy – Radiotherapy – Pain management – Stomatherapy – Hormonal therapy – Immunotherapy – Gene therapy – Alternative therapy • Stoma care and feeding • Caring of patients treated with nuclear medicine • Rehabilitation 	<ul style="list-style-type: none"> • Assessment – 1 • Care study/ clinical presentation – 1 • Pre and post-operative care of patient with various modes of cancer treatment • Teaching on BSE to family members • Visit to palliative care unit 	<ul style="list-style-type: none"> • Clinical evaluation • Care study • Quiz • Drugbook

VIII. Nursing Management of Patients in Emergency Conditions

A. Skill Lab

Use of manikins and simulators

- Assessment: primary and secondary survey
- Trauma care: bandaging, wound care, splinting, positions

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Emergency room/ Emergency unit	2	Develop skill in providing care to patients with emergency health problems	<ul style="list-style-type: none"> • Practicing triage • Primary and secondary survey in emergency • Examination, investigations & their interpretations, in emergency & disaster situations • Emergency care of medical and traumatic injury patients • Documentations, assisting in legal procedures in emergency unit • Managing crowd • Counseling the patient and family in dealing with grieving & bereavement 	<ul style="list-style-type: none"> • Triage • Immediate care • Use of emergency trolley 	Clinical evaluation Quiz

IX. Nursing Management of Geriatric Patients

A. Skill Lab

Use of manikins and simulators

- Use of assistive safety devices

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Geriatric ward	1	Develops skill in geriatric assessment and providing care to patients with geriatric illness	<ul style="list-style-type: none"> History taking and assessment of Geriatric patient 	<ul style="list-style-type: none"> Geriatric assessment –1 Care of normal and geriatric patient with illness Fall risk assessment –1 Functional status assessment –1 	<ul style="list-style-type: none"> Clinical evaluation Care plan

X. Nursing Management of Patients in Critical Care Units

A. Skill Lab

Use of manikins and simulators

- Assessment of critically ill
- ET tube set up–suction
- TT suction
- Ventilator setup
- Chest drainage
- Bag mask ventilation
- Central & Peripheral line
- Pacemaker

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Critical Care Unit	2	Develop skill in assessment of critically ill and providing care to patients with critical health conditions	<ul style="list-style-type: none"> Assessment of critically ill patients Assisting in arterial puncture, ET tube intubation & extubation ABG analysis & interpretation - respiratory acidosis, respiratory alkalosis, metabolic acidosis, metabolic alkalosis Setting up of Ventilator modes and settings and care of patient on ventilator Set up of trolley with instruments Monitoring and maintenance of chest 	<ul style="list-style-type: none"> Hemodynamic monitoring Different scales used in ICU Communicating with critically ill patients 	<ul style="list-style-type: none"> Clinical evaluation OSCE RASS scale assessment Use of VAE bundle VAP, CAUTI, BSI Case presentation

			drainagesystem • Bag and maskventilation • Assisting and maintenance of centraland peripheral linesinvasive • Setting up of infusion pump,defibrillator • Drug administration- infusion,intracardic, intrathecal,epidural • Monitoringpacemaker • ICU carebundle • Management of the dying patient inthe ICU		
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Recommended Books

1. Chintamani, Lewis's. Medical-surgical nursing: assessment and management of clinicalproblems. Philadelphia: CV Mosby Company; (Latest Edition) – Adapted for South Asian Curriculum.
2. Smeltzer CS, Bare GB. Brunner & suddarth's textbook of medical surgical nursing. Philadelphia: lippincott company;(latestedition).
3. Black JM, Hawks JH. Medical surgical nursing: clinical management for positive outcomes. Vol.I & II. Philadelphia:Saunders; (Latest Edition).

Reference Books

1. Marsh R. The essentials of clinical oncology.
2. Barton M. Cancer Chemotherapy A nursing process approach.
3. BairdSB, McCorkleR, GrantM. Cancer nursing as a specialty.
4. Veenema GT. Disaster nursing and emergency preparedness for chemical, biological, radiological, terrorism and other hazards. New York: Springer publishers; (Latest Edition).
5. MarcaneC, Burns MS. AACN essentials of critical care nursing. New York: Lippincott Publishers; (Latest Edition).
6. Hickey VJ. The clinical practice of neurological and neurosurgical nursing. Philadelphia: JBLippincott company; (Latest Edition).
7. Newberg L. Sheehey's, emergency nursing - principles & practice. Philadelphia: Mosby; (Latest Edition).

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

PLACEMENT: IV SEMESTER

COURSE CODE: PROF 230

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 health care 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>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>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 <p><i>Challenges of professionalism</i></p> <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"> • Lecture cum Discussion • Debate • Role play • Case based discussion • Lecture cum Discussion 	<ul style="list-style-type: none"> • Shortanswer • Essay • Objective type

			<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> <p><i>Regulatory bodies:</i> Indian Nursing Council, State Nursing Council</p>		
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Describe the roles and responsibilities of regulatory bodies and professional organizations	<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	Visit to INC, • SNC, TNAI	• Visit reports
II	5(T)	Discuss the importance of professional values Distinguish between personal values and professional values Demonstrate appropriate professional values in nursing practice	PROFESSIONAL VALUES <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 Professional values in nursing <ul style="list-style-type: none"> • Importance of professional values in nursing and healthcare • Caring: definition, and process • Compassion: Sympathy Vs empathy, Altruism • Conscientiousness • Dedication/devotion to work • Respect for the person- Human dignity 	<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

			<ul style="list-style-type: none"> • 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 		
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
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 aequal • 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: Common ethical problems</p> <ul style="list-style-type: none"> • Conflict of interest • Paternalism • Deception • Privacy and confidentiality • 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) 	<ul style="list-style-type: none"> • Lecture cum discussion • Group discussion with examples • Flipping/ self-directed learning • Roleplay • 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"> • <i>Issues related to psychiatric care</i> <ul style="list-style-type: none"> ○ Noncompliance ○ Restrain and seclusion ○ Refuse to take food 		
		<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 (INC) <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 		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			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		

Recommended Books

1. Potter PA, Perry AG, Hall AE, Stockert PA. Fundamentals of nursing. United States: Elsevier Mosby; 2009.
2. Koziar B, Koziar and Erb's Fundamentals of nursing: Concepts, process, and practice. 8th ed. Uttar Pradesh: Pearson Education India; 2008.
3. Butts JB, Rich KL. Acknowledging dependence: a MacIntyrean perspective on relationships involving Alzheimer's disease. *Nurs Ethics*. 2004;11(4):400-10.
4. Hall JK. Nursing ethics and law. Philadelphia: W.B Saunders; 1996.

Reference Books

1. Jameton A. Nursing Practice: the ethical issues. 1st ed. New York: Pearson College Division; 1984
2. Perrin KO, McGhee J. Quick look nursing: ethics and conflict. Jones and Bartlett Publishers Learning; 2008.

CHILD HEALTH NURSING - I

PLACEMENT: V SEMESTER

COURSE CODE: N-CHN(I) 301

THEORY: 3 Credits (60hours)

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

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>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>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 childhealth • <i>Preventive pediatrics:</i> <ul style="list-style-type: none"> ○ Concept ○ Immunization ○ Immunization programs and coldchain. ○ Care of under-five and Under-five Clinics/Well-baby clinics ○ Preventive measures towards accidents <ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common pediatric procedures 	<ul style="list-style-type: none"> • Shortanswer • Objective type • Assessment of skills with checklist

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Describe the major functions & role of the pediatric nurse in caring for a hospitalized child. Describe the principles of child health nursing and perform child health nursing procedures	<ul style="list-style-type: none"> ● 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	2 (T)	Describe the normal growth and development of children at different ages Identify the needs of children at different ages & provide parental guidance Identify the nutritional needs of children at different ages & ways of meeting needs	<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 ● Nutritional needs of children and infants 	<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
		Identify the role of play for normal & sick children	<ul style="list-style-type: none"> -breastfeeding -exclusive breastfeeding - 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 Refer/consult MAA- Mothers Absolute Affection Program for Breast Feeding module (National guidelines) 	
	T) L)	Provide care to normal and high-risk neonates Perform neonatal resuscitation Recognize and manage common neonatal problems	<p>Nursing care of neonate:</p> <ul style="list-style-type: none"> • Appraisal of Newborn • Levels of Newborn care • Nursing care of a normal newborn/essential newborn care • Neonatal resuscitation • 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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	10 (T) 5 (L)	Apply principles and strategies of IMNCI	Integrated management of neonatal and childhood illnesses	<i>Modular based teaching:</i> IMNCI module • Clinical practice/ field	• OSCE
V	T) L)	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: • Identification and Nursing management of congenital malformations • Congenital disorders: Tracheoesophageal fistula, Diaphragmatic hernia • Others: Acute nasopharyngitis, Tonsillitis, Croup, Bronchitis, Bronchiolitis, Pneumonia, Asthma • Genetic disorders and genetic counseling - Review Endocrine system: • Juvenile Diabetes Mellitus, Hypothyroidism	• Lecture • Discussion • Demonstration • Practicessession • Clinicalpractice	• Shortanswer • Objectivetype • Assessment of skills with checklist
VI	T) L)	Develop ability to meet childhood emergencies and perform child CPR	Childhood emergencies • Accidents – causes and prevention, Poisoning, Foreign bodies, Hemorrhage, Burns and Drowning • PLS (AHA Guidelines)	• Lecture • Discussion • Demonstration • PLS Module/ Workshop	• 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	5 weeks 3 weeks	<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, Paladaicup • 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

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Paediatric Surgical Ward	V Sem – 2 weeks VI Sem – 1 week	<ul style="list-style-type: none"> Recognize different paediatric 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 Jejunostomy Care of surgical wounds <ul style="list-style-type: none"> Dressing Suture removal 	<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
Paediatric OPD/ Immunization room	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.

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
ICU & PICU	VI Sem – 1 week	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

Recommended Books

1. Marlow DR, Redding BA. Textbook of pediatric nursing. Latest edition. Philadelphia. WB Saunders.
2. Wong DL, Hockenberry MJ. Wong's nursing care of infants and children. Latest edition. St. Louis: Mosby Inc.

Reference Books

1. Magon P, Ashraf MU. Textbook of child health nursing. 1st ed. Lotus Publishers.
2. Behrman, Kliegman, Arvin. Nelson's textbook of pediatrics I & II. latest edition. Philadelphia: W.B. Saunders Company.
3. Gupte S. The short textbook of pediatrics, latest edition. New Delhi: Jaypee Publishers.
4. Ghai OP. GHAI's essential pediatrics, latest edition, New Delhi; Interprint.
5. Udani. Textbook of pediatrics (Vol. I, II & III). latest edition. New Delhi: Jaypee Brothers.
6. Singh M. Care of newborn, latest edition. New Delhi: Sagar Publications.
7. Ashcraft KW, Holcomb GW, Murphy JP. Pediatric surgeon, latest edition. Philadelphia: Elsevier.
8. Nelill JA. Principles of pediatric surgery, latest edition. St. Louis: Mosby.
9. Santosh KA. Manual of paediatric practice, latest edition. Hyderabad: Paras Publishing.
10. Singh I, Pal GP. Human embryology, latest edition. Dehi: Macmillan publishers.
11. Elrod S, Stensfield W. Schaum's outline of genetics, latest edition. New Delhi: Tata McGraw Hill.

MENTAL HEALTH NURSING – I

PLACEMENT: VSEMESTER

COURSE CODE: N-MHN(I)305

THEORY: 3 Credits (60hours)

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 healthnursing.
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 patientrelationship.
7. Demonstrate knowledge of the various treatment modalities and therapies used in mentaldisorders.
8. Apply nursing process in delivering care to patients with mentaldisorders.
9. Provide nursing care to patients with schizophrenia and other psychotic disorders based on assessment findings and treatment/therapiesused.
10. Provide nursing care to patients with mood disorders based on assessment findings and treatment/therapiesused.
11. Provide nursing care to patients with neurotic disorders based on assessment findings and treatment/ therapiesused.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	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
	(T)	Define the various terms used in mental health Nursing Explain the classification of mental disorders Explain the psychodynamic basis of maladaptive behaviour Discuss the etiological factors & psychopathology of mental disorders Explain the principles and standards of Mental health Nursing Describe the conceptual models of mental	Principles and Concepts of Mental Health Nursing <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 	<ul style="list-style-type: none"> • Role play • Video Assisted Learning. • Lecture cum Discussion • Explain using Charts • Review of personality development 	<ul style="list-style-type: none"> • Essay • Short answer

		health nursing	<p>healthNursing</p> <ul style="list-style-type: none"> • Ethics andresponsibilities • Practice Standards for PsychiatricMental Health Nursing (INC practicestandards) • Conceptual models and the role ofnurse: Existential model 		
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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	T)	Describe nature, purpose and process of assessment of mental health status	Mental Health Assessment <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 • Role play • Video Assisted Learning 	<ul style="list-style-type: none"> • Essay • Short answer • Assessment of mental health status
IV	T)	<p>Identify therapeutic communication & techniques</p> <p>Describe therapeutic relationship</p> <p>Describe therapeutic impasses and its interventions</p>	Therapeutic Communication and Nurse- Patient Relationship <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 impasses 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	(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, Biofeedback 	<ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Groupwork • Practice session • Clinical practice 	<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"> • Psychosocial: Group therapy, Family therapy, Therapeutic Community, Recreational therapy, Art therapy (Dance, Music etc), Occupational therapy, Milieu therapy, Psycho-drama • Alternative & Complementary: Yoga, Meditation, Relaxation, Mental imagery, Mindfulness, Progressive muscle relaxation, Deep breathing exercises and Light therapy • Consideration for special populations 		
VI	(T)	Describe the etiology, psychodynamics/ pathology, clinical manifestations, diagnostic criteria and management of patients with Schizophrenia, and other psychotic disorders	<p>Nursing management of patient with Schizophrenia and other psychotic disorders</p> <ul style="list-style-type: none"> • Prevalence and incidence • Classification • Etiology, psychodynamics, clinical manifestation, diagnostic criteria/formulations • Nursing process • Nursing Assessment: History, Physical and mental assessment • Treatment modalities and nursing management of patients with Schizophrenia and other psychotic disorders • Geriatric 	<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

			<p>considerations and considerations for special populations</p> <ul style="list-style-type: none"> • Follow up and home care and rehabilitation 		
VII	(T)	<p>Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with mood disorders</p>	<p>Nursing management of patient with mood disorders</p> <ul style="list-style-type: none"> • Prevalence and incidence • Mood disorders: Bipolar affective disorder, mania depression and dysthymia etc. • Etiology, psychodynamics, clinical manifestation, diagnosis • Nursing Assessment History, Physical and mental assessment • Treatment modalities and nursing management of patients with mood disorders 	<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
			<ul style="list-style-type: none"> • Geriatric considerations/ considerations for specialpopulations • Follow-up and home care and rehabilitation 		
VIII	(T)	<p>cribe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with neurotic, stress related and somatization disorders</p>	<p> Nursing management of patient with neurotic, stress related and somatisation disorders</p> <ul style="list-style-type: none"> • Prevalence and incidence • classifications • Anxiety disorders – OCD, PTSD, Somatoform disorders, Phobias, Dissociative 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 specialpopulations • 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

Recommended Books

1. Niraj A. A short text book of psychiatry. Jaypee Brothers. Latest Edition.
2. Stuart GW, Laraia MT. Principles and practice of psychiatric nursing. Philadelphia: Mosby. Latest Edition.
3. Townsend M. Psychiatric mental health nursing. Philadelphia: F. A. Davis. Latest Edition.

Reference Books

4. Boyd MA. Psychiatric nursing: Contemporary practice. Lippincott Williams & Wilkins. Latest Edition.
5. Varcarolis EM, Carson VB, Shoemaker NC. Foundations of psychiatric mental health nursing: A clinical approach. Saunders. Latest Edition.
6. Fortinash KM, Worret PA. Psychiatric mental health nursing. Mosby. Latest Edition.
7. Schultz JM, Videbeck SN. Lippincott manual of psychiatric nursing care plans. Latest Edition.
8. Sreevani R. A guide to psychiatric mental health nursing. Bangalore: Jaypee Brothers. Latest Edition.
9. WHO ICD Classification of Mental and Behavioral Disorders. Clinical Descriptions and diagnostic guidelines. Latest Edition.
10. Mental Health Care Act 2017. Latest Edition.
11. Rights of persons with Disabilities Act 2016. Latest Edition.
12. National Mental Health Programme for India -Latest Edition.

CLINICAL PRACTICUM

MENTAL HEALTH NURSING - I & II

PLACEMENT: SEMESTER V & VI

MENTAL HEALTH NURSING - I – 1 Credit (80 hours)

MENTAL HEALTH NURSING - II – 2 Credits (160 hours)

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

1. Assess patients with mental health problems/disorders
2. Observe and assist in various treatment modalities or therapies
3. Counsel and educate patients and families
4. Perform individual and group psycho education
5. Provide nursing care to patients with mental health problems/disorders
6. Motivate patients in the community for early treatment and followup
7. Observe the assessment and care of patients with substance abuse disorders in deaddiction centre.

CLINICAL POSTINGS

(8 weeks × 30 hours per week = 240 hours)

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Skills/Procedural Competencies	Clinical requirements	Assessments Methods
Psychiatric OPD	2	<ul style="list-style-type: none"> • Assess patients with mental health problems • Observe and assist in therapies • Counsel and educate patients, and families 	<ul style="list-style-type: none"> • History taking • Perform mental status examination (MSE) • Observe/practice Psychometric assessment • Perform Neurological examination • Observing and assisting in therapies • Individual and group psycho- education <ul style="list-style-type: none"> ▪ Mental hygiene practice education ▪ Family psycho-education 	<ul style="list-style-type: none"> • History taking and Mental status examination – 2 • Health education • Observation report of OPD 	<ul style="list-style-type: none"> • Assess performance with rating scale • Assess each skill with checklist • Evaluation of health education • Assessment of observation report • Completion of activity record

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Skills/Procedural Competencies	Clinical Requirements	Assessments Methods
Child Guidance clinic	1	<ul style="list-style-type: none"> Assess children with various mental health problems Counsel and educate children, families and significant others 	<ul style="list-style-type: none"> History & mental status examination Observe/practice psychometric assessment Observe and assist in various therapies Parental teaching for child with mental deficiency 	<ul style="list-style-type: none"> Case work –1 Observation report of different therapies –1 	<ul style="list-style-type: none"> Assess performance with rating scale Assess each skill with checklist Evaluation of the observation report
patient ward	4	<ul style="list-style-type: none"> Assess patients with mental health problems Provide nursing care for patients with various mental health problems Assist in various therapies Counsel and educate patients, families and significant others 	<ul style="list-style-type: none"> History taking Mental status examination (MSE) Neurological examination Assisting in psychometric 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"> Give care to 2-3 patients with various mental disorders Case study –1 Care plan Clinical presentation –1 Process recording 2 Maintain drug book 	<ul style="list-style-type: none"> Assess performance with rating scale Assess each skill with checklist Evaluation of the case study, care plan, clinical presentation, process recording Completion of activity record

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Skills/Procedural Competencies	Clinical Requirements	Assessments Methods
Community psychiatry & Deaddiction centre	1	<ul style="list-style-type: none"> Identify patients with various mental disorders Motivate patients for early treatment and followup 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 organization 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

COMMUNITY HEALTH NURSING - I

Including Environmental Science & Epidemiology

THEORY: 5 Credits (100 hours) includes Lab hours also

COURSE CODE: N-COMH (I) 310

PRACTICUM: Clinical: 2 Credits (160 hours)

DESCRIPTION: This course is designed to help students develop broad perspectives of health, its determinants, about community health nursing and understanding about the health care delivery services, health care policies and regulations in India. It helps the students to develop knowledge and understanding of environmental science. It further helps them to apply the principles and concepts of BCC and health education for health promotion and maintenance of health within the community in wellness and illness continuum. It helps students to practice Community Health Nursing for the individuals, family and groups at rural, urban and tribal settings by applying principles of community health nursing and epidemiological approach. It also helps the students to develop knowledge and competencies required to screen, assess, diagnose, manage and refer clients appropriately in various health care settings. It prepares the students to provide primary healthcare to clients of all ages in the community, DH, PHC, CHC, SC/HWC and develop beginning skills in participating in all the National Health Programs.

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

1. Explore the evolution of public health in India and community health nursing.
2. Explain the concepts and determinants of health.
3. Identify the levels of prevention and health problems of India.
4. Develop basic understanding about the health care planning and the present health care delivery system in India at various levels.
5. Locate the significance of primary health care and comprehensive primary health care as part of current health care delivery system focus.
6. Discuss health care policies and regulations in India.
7. Demonstrate understanding about an overview of environmental science, environmental health and sanitation.
8. Demonstrate skill in nutritional assessment for different age groups in the community and provide appropriate nutritional counseling.
9. Provide health education to individuals and families applying the principles and techniques of behavior change appropriate to community settings.
10. Describe community health nursing approaches and concepts.

11. Describe the role and responsibilities of community health nursing personnel.
12. Utilize the knowledge and skills in providing comprehensive primary health care across the life span at various settings.
13. Make effective home visits applying principles and methods used for home visiting.
14. Use epidemiological approach in community diagnosis.
15. Utilize the knowledge of epidemiology, epidemiological approaches in caring for people with communicable and non-communicable diseases.
16. Investigate an epidemic of communicable diseases.
17. Assess, diagnose, manage and refer clients for various communicable and non-communicable diseases appropriately at the primary health care level.
18. Identify and perform the roles and responsibilities of nurses in implementing various national health programs in the community for the prevention, control and management of communicable and non-communicable diseases particularly in screening, identification, primary management and referral to a health facility/First Referral Unit(FRU).

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	7	<p>Define public health, community health and community health nursing</p> <p>Explain the evolution of public health in India and scope of community health nursing</p> <p>Explain various concepts of health and disease, dimensions and determinants of health</p> <p>Explain the natural history of disease and levels of prevention</p> <p>Discuss the health problems of India</p>	<p>Concepts of Community Health and Community Health Nursing</p> <ul style="list-style-type: none"> • Definition of public health, community health and community health nursing • Public health in India and its evolution and Scope of community health nursing • <i>Review:</i> Concepts of Health & Illness/ disease: Definition, dimensions and determinants of health and disease • Natural history of disease Levels of prevention: Primary, Secondary & tertiary prevention – Review • Health problems (Profile) of India 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using chart, graphs • Community needs assessment (Field survey on identification of demographic characteristics, health determinants and resources of a rural and an urban community) • Explain using examples 	<ul style="list-style-type: none"> • Short answer • Essay • Objective type • Survey report
I	7	<p>Describe health planning and its steps, and various health plans, and committees</p> <p>Discuss health care delivery system in India at various levels</p>	<p>Health Care Planning and Organization of Health Care at various levels</p> <ul style="list-style-type: none"> • Health planning steps • Health planning in India: various committees and commissions on health and family welfare and Five Year plans • Participation of community and stakeholders in health planning • Health care delivery system in India: Infrastructure and Health sectors, Delivery of health services at sub-centre (SC), PHC, CHC, District level, state level and national level 	<ul style="list-style-type: none"> • Lecture • Discussion • Field visits to CHC, PHC, SC/ Health Wellness Centers (HWC) 	<ul style="list-style-type: none"> • Short answer • Essay • Evaluation of Field visit reports & presentation

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>Describe SDGs, primary health care and comprehensive primary health care (CPHC)</p> <p>Explain health care policies and regulations in India</p>	<ul style="list-style-type: none"> • Sustainable development goals (SDGs), Primary Health Care and Comprehensive Primary Health Care (CPHC): elements, principles • CPHC through SC/Health Wellness Center (HWC) • Role of MLHP/CHP National Health Care Policies and Regulations <ul style="list-style-type: none"> ○ National Health Policy (1983, 2002, 2017) ○ National Health Mission (NHM): National Rural Health Mission (NRHM), National Urban Health Mission (NUHM), NHM ○ National Health Protection Mission (NHPM) ○ Ayushman Bharat ○ Universal Health Coverage 	<ul style="list-style-type: none"> • Directed reading 	
	(T)	<p>Identify the role of an individual in the conservation of natural resources</p> <p>Describe ecosystem, its structure, types and functions</p>	<p>Environmental Science, Environmental Health, and Sanitation</p> <ul style="list-style-type: none"> • <i>Natural resources:</i> Renewable and non-renewable resources, natural resources and associated problems: Forest resources, water resources, mineral resources, food resources, energy resources and land resources • Role of individuals in conservation of natural resources, and equitable use of resources for sustainable lifestyles • <i>Ecosystem:</i> Concept, structure and functions of ecosystems, Types & Characteristics – Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystem, Energy flow in ecosystem 	<ul style="list-style-type: none"> • Lecture • Discussion • Debates on environmental protection and preservation • Explain using charts, graphs, models, films, slides 	<ul style="list-style-type: none"> • Short answer • Essay • Field visit reports

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>Explain the classification, value and threats to biodiversity</p> <p>Enumerate the causes, effects and control measures of environmental pollution</p> <p>Discuss about climate change, global warming, acid rain, and ozone layer depletion</p> <p>Enumerate the role of an individual in creating awareness about the social issues related to environment</p> <p>List the Acts related to environmental protection and preservation</p> <p>Describe the concept of environmental health and sanitation</p>	<ul style="list-style-type: none"> • <i>Biodiversity</i>: Classification, value of bio-diversity, threats to biodiversity, conservation of biodiversity • <i>Environmental pollution</i>: Introduction, causes, effects and control measures of Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, nuclear hazards & their impact on health • <i>Climate change, global warming</i>: eg. heat wave, acid rain, ozone layer depletion, waste land reclamation & its impact on health • <i>Social issues and environment</i>: sustainable development, urban problems related to energy, water and environmental ethics • Acts related to environmental protection and preservation <p>Environmental Health & Sanitation</p> <ul style="list-style-type: none"> • Concept of environment health and sanitation • Concept of safe water, sources of water, waterborne diseases, water purification processes, household purification of water • Physical and chemical standards of drinking water quality and tests for assessing bacteriological quality of water 	<ul style="list-style-type: none"> • Directed reading • Visits to water supply & purification sites 	

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Describe water conservation, rain water harvesting and water shed management Explain waste management	<ul style="list-style-type: none"> • Concepts of water conservation: rain water harvesting and watershed management • Solid waste management, human excreta disposal & management • Sewage disposal and management • Commonly used insecticides and pesticides 	<p>Observe rain waterhar vesting plants</p> <p>Visit to sewage disposal, treatment sites and wastedispo sal sites</p>	
IV	1)	<p>cribe the various nutrition assessment methods at the community level</p> <p>Plan and provide diet plans for all age groups including therapeutic diet</p> <p>Provide nutrition counseling and education to all age groups and describe</p>	<p>nutrition Assessment and Education - Review</p> <ul style="list-style-type: none"> • <i>Review of Nutrition</i> <ul style="list-style-type: none"> ◦ Concepts, types ◦ Meal planning: aims, steps & diet plan for different age groups ◦ Nutrition assessment of individuals, families and community by using appropriate methods • Planning suitable diet for individuals and families according to local availability of foods, dietary habits and economic status • General nutritional advice • Nutrition education: purpose, principles, methods and Rehabilitation 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Roleplay • Market visit • Nutritional assessment for different age groups <ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Performance assessment of nutrition assessment for different age groups • Evaluation on nutritional assessment reports <ul style="list-style-type: none"> • Short answer • Essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>national nutrition programs and</p> <p>Identify early the food borne diseases, perform initial management and referral appropriately</p>	<ul style="list-style-type: none"> • <i>Review:</i> Nutritional deficiency disorders • National nutritional policy & programs in India <p>Food Borne Diseases and Food Safety</p> <p>Food borne diseases</p> <ul style="list-style-type: none"> • Definition, burden, causes and classification • Signs & Symptoms • Transmission of food borne pathogens & toxins • Early identification, initial management and referral <p>Food poisoning & food intoxication</p> <ul style="list-style-type: none"> • Epidemiological features/clinical characteristics and types of food poisoning • Food intoxication-features, preventive & control measures • Public health response to food borne diseases 	<ul style="list-style-type: none"> • Field visits to milk purification centre and slaughter house • Refer Nutrition module- BPCCHN Block 2- unit I & UNIT 5 	<ul style="list-style-type: none"> • Field visit reports
V	T)	<p>Describe behaviour change communication skills</p>	<p>Communication management and Health Education</p> <p>Behaviour change communication skills</p> <ul style="list-style-type: none"> o Communication o Human behaviour o Health belief model: concepts & definition, ways to influence behaviour o Steps of behaviour change o Techniques of behaviour change: Guiding principles in planning BCC activity o Steps of BCC 	<ul style="list-style-type: none"> • Lecture • Discussion • Roleplay • Demonstration: BCC skills • Supervised field practice • Refer: BCC/SBCC module (MoHFW & USAID) 	<ul style="list-style-type: none"> • Short answer • Essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Counsel and provide health education to individuals, families and community for promotion of healthy life style practices using appropriate methods and media	<ul style="list-style-type: none"> ○ Social and Behaviour Change Communication ○ strategies (SBCC): techniques to collect social history from clients ○ Barriers to effective communication, and methods to overcome them ○ Health promotion and Health education: methods/techniques, and audio-visual aids 		Performance evaluation of health education sessions to individuals and families
VI)		<p>Describe community health nursing approaches and concepts</p> <p>Describe and identify the activities of community health nurse to promote and maintain family health through home visits</p>	<p>Community health nursing approaches, concepts, roles and responsibilities of community health nursing personnel</p> <ul style="list-style-type: none"> • <i>Approaches:</i> <ul style="list-style-type: none"> ○ Nursing process ○ Epidemiological approach ○ Problem solving approach ○ Evidence based approach ○ Empowering people to care for themselves • <i>Review:</i> Primary health care and Comprehensive Primary Health Care (CPHC) <p>Home Visits:</p> <ul style="list-style-type: none"> • Concept, Principles • Process & Techniques: Bag technique • Qualities of Community Health Nurse • Roles and responsibilities of community health nursing personnel in family health services • <i>Review:</i> Principles & techniques of counseling 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Roleplays <ul style="list-style-type: none"> • Supervised field practice 	<ul style="list-style-type: none"> • Short answer • Essays <ul style="list-style-type: none"> • Assessment of supervised field practice

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching /Learning Activities	Assessment Methods
	T)	<p>plain the specific activities of community health nurse in assisting individuals and groups to promote and maintain their health</p> <p>vide primary care at home/ health centers (HWC) using standing orders/ protocols as per public health standards/approved by MoH &FW and INC regulation</p>	<p>Assisting individuals and families to promote and maintain their health</p> <p><i>A. Assessment of individuals and families</i> (Review from Child health nursing, Medical surgical nursing and OBG Nursing)</p> <ul style="list-style-type: none"> • Assessment of children, women, adolescents, elderly etc. • Children: Monitoring growth and development, milestones • Anthropometric measurements, BMI • Social development • Temperature and Blood pressure monitoring • Menstrual cycle • Breast self-examination (BSE) and testicles self-examination (TSE) • Warning Signs of various diseases • Tests: Urine for sugar and albumin, blood sugar, Hemoglobin <p><i>B. Provision of health services/primary health care:</i></p> <ul style="list-style-type: none"> • Routine check-up, Immunization, counseling and diagnosis • Management of common diseases at home and health centre level <ul style="list-style-type: none"> ○ Care based on standing orders/protocols approved by MoH &FW ○ Drugs dispensing and injections at health centre <p><i>C. Continue medical care and follow up in community for various diseases/disabilities</i></p> <p><i>D. Carry out therapeutic procedures as prescribed/required for client and family</i></p>	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Roleplays 	<ul style="list-style-type: none"> • Short answer • Essay • Assessment of clinical performance in the field practice area • Assessment of procedural skills in lab procedures

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Develop skill in maintenance of records and reports	<p><i>E. Maintenance of health records and reports</i></p> <ul style="list-style-type: none"> • Maintenance of client records • Maintenance of health records at the facility level • Report writing and documentation of activities carried out during home visits, in the clinics/centers and field visits <p><i>F. Sensitize and handle social issues affecting health and development of the family</i></p> <ul style="list-style-type: none"> • Women empowerment • Women and child abuse • Abuse of elders • Female foeticide • Commercial sex workers • Substance abuse <p><i>G. Utilize community resources for client and family</i></p> <ul style="list-style-type: none"> • Trauma services • Old age homes • Orphanages • Homes for physically challenged individuals • Homes for destitute • Palliative care centres • Hospice care centres • Assisted living facility 	<p>Document and maintain:</p> <ul style="list-style-type: none"> • Individual records • Family records • Health center records <p>• Field visits</p>	<p>Evaluation of records and reports</p> <p>Evaluation of field visit reports</p>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	T)	Describe the concepts, approaches and methods of epidemiology Investigate an epidemic of communicable disease	Introduction to Epidemiology – Epidemiological Approaches and Processes <ul style="list-style-type: none"> • Epidemiology: Concept and Definition • Distribution and frequency of disease • Aims & uses of epidemiology • Epidemiological models of causation of disease • Concepts of disease transmission • Modes of transmission: Direct, Indirect and chain of infection • Time trends or fluctuations in disease occurrence • Epidemiological approaches: Descriptive, analytical and experimental • Principles of control measures/level of prevention of disease • Investigation of an epidemic of communicable disease • Use of basic epidemiological tools to make community diagnosis for effective planning and intervention 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Roleplay • Field visits: communicable diseases hospital & Entomology office • Investigation of an epidemic of communicable disease 	<ul style="list-style-type: none"> • Short answer • Essay • Report on visit to communicable disease hospital • Report on visit to entomology office • Report and presentation on investigating an epidemic of communicable disease

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching /Learning Activities	Assessment Methods
X	T)	<p>Explain the epidemiology of specific communicable diseases</p> <p>Describe the various methods of prevention, control and management of communicable diseases and the role of nurses in screening, diagnosing, primary management and referral to a health facility</p>	<p>Communicable Diseases and National Health Programs</p> <p><i>Communicable Diseases – Vector borne diseases (Every disease will be dealt under the following headlines)</i></p> <ul style="list-style-type: none"> • Epidemiology of the following vector born diseases • Prevention & control measures • Screening, diagnosing the following conditions, primary management, referral and followup <ul style="list-style-type: none"> ○ Malaria ○ Filaria ○ Kala-azar ○ Japanese encephalitis ○ Dengue ○ Chickungunya <p><i>Communicable diseases: Infectious diseases (Every disease will be dealt under the following headlines)</i></p> <ul style="list-style-type: none"> • Epidemiology of the following infectious diseases • Prevention & Control measures • Screening, diagnosing the following conditions, primary management, referral and followup <ul style="list-style-type: none"> ○ Leprosy ○ Tuberculosis <p>Vaccine preventable diseases –Diphtheria, whooping cough, tetanus, poliomyelitis and measles</p> <ul style="list-style-type: none"> ○ Enteric fever ○ Viral hepatitis 	<ul style="list-style-type: none"> • Lecture • Discussion, • Demonstration • Roleplay • Suggested field visits • Field practice • Assessment of clients with communicable diseases 	<ul style="list-style-type: none"> • Field visit reports • Assessment of family case study • OSCE assessment • Short answer • Essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Identify the national health programs relevant to communicable diseases and explain the role of nurses in implementation of these programs	<ul style="list-style-type: none"> ○ HIV/AIDS, and Sexually Transmitted Diseases/Reproductive tract infections (STIs/RTIs) ○ Diarrhoea ○ Respiratory tract infections ○ COVID-19 ○ Helminthic – soil & food transmitted and parasitic infections – Scabies and pediculosis <p>3. Communicable diseases: Zoonotic diseases</p> <ul style="list-style-type: none"> • Epidemiology of Zoonotic diseases • Prevention & control measures • Screening and diagnosing the following conditions, primary management, referral and followup ○ Rabies: Identify, suspect, primary management and referral to a health facility • Role of a nurse in control of communicable diseases <p>National Health Programs</p> <ol style="list-style-type: none"> 1. UIP: Universal Immunization Program (Diphtheria, Whooping cough, Tetanus, Poliomyelitis, Measles and Hepatitis B) 2. National Leprosy Eradication Program (NLEP) 3. Revised National Tuberculosis Control Program (RNTCP) 4. Integrated Disease Surveillance Program (IDSP): Enteric fever, Diarrhea, Respiratory 		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			infections and Scabies 5. National Aids Control Organization(NACO) 6. National Vector Borne Disease Control Program 7. National Air Quality Monitoring Program 8. Any other newly added program		
X	(T)	Describe the national health program for the control of non-communicable diseases and the role of nurses in screening, identification, primary management and referral to a health facility	Non-Communicable Diseases and National Health Program (NCD) <ul style="list-style-type: none"> • National response to NCDs (Every disease will be dealt under the following headlines) • Epidemiology of specific diseases • Prevention and control measures • Screening, diagnosing/ identification and primary management, referral and follow up care D-1 <ul style="list-style-type: none"> ○ Diabetes Mellitus ○ Hypertension ○ Cardiovascular diseases ○ Stroke & Obesity ○ Blindness: Categories of visual impairment ○ Thyroid diseases ○ Injury and accidents: Risk factors for Road traffic injuries and operational guidelines for trauma care facility on highways D-2 Cancers <ul style="list-style-type: none"> ○ Cervical Cancer ○ Breast Cancer ○ Oral cancer ○ Epidemiology of specific cancers, Risk factors/ 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Roleplay • Suggested field visits • Field practice • Assessment of clients with non-communicable diseases 	<ul style="list-style-type: none"> • Field visit reports • Assessment of family case study • OSCE assessment • Short answer • Essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Causes, Prevention, Screening, diagnosis – Signs & symptoms, early management & referral ○ Palliative care ○ Role of a nurse in non-communicable disease control program National Health Programs • National program for prevention and control of cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS) • National program for control of blindness • National program for prevention and control of deafness • National tobacco control program • Standard treatment protocols used in National Health Programs	Participation in national health programs	
XI	(T)	merate the school health activities and the functions of a school health nurse	School Health Services • Objectives • Health problems of school children • Components of school health services • Maintenance of school health records • Initiation and planning of school health services • Role of a school health nurse	• Lecture • Discussion • Demonstration • Roleplay • Suggested field visits • Field practice	• Short answer • Essay • Evaluation of health counseling to school children • Screen, diagnose, manage and refer school children • OSCE assessment

Note: Lab hours less than 1 Credit is not specified separately.

Recommended Books

1. Park K. Text book of Preventive & social medicine. Jabalpur: Banarsidas Bhanot Publishers.

Reference Books

2. Suryakantha AH. Community medicine-with recent advances. New Delhi: Jaypee Brothers Medical Publishers.
3. Kumari N. A textbook of community health nursing-I. S. Vikas & Company. Jalandhar.
4. Nutrition module- BPCCHN Block 2-unit. Vol. I & UNIT 5; <http://egyankosh.ac.in/handle/123456789/47982>.
5. David M, Mary Catherine B, Linda R. Environment. 10th edition. Wiley Publication.

CLINICAL PRACTICUM

CLINICAL: 2 Credits (160 hours)

CLINICAL POSTINGS: (4 weeks × 40 hours per week)

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Urban Rural	2 weeks	<p>Build and maintain rapport Identify the socio-demographic characteristics, health determinants and resources of a rural and an urban community</p> <p>Describe the functioning and document significant observations</p> <p>Perform nutritional assessment and plan diet plan for adult</p> <p>Assess individuals/family/community on nutrition hygiene and healthy lifestyle health promotion</p> <p>Perform health assessment for clients of various age groups</p>	<p>Interviewing skills using communication and interpersonal relationship</p> <ul style="list-style-type: none"> Conducting community needs assessment/survey to identify health determinants of a community Observation skills Nutritional assessment skills Skill in teaching individual/family on: <ul style="list-style-type: none"> Nutrition, including food hygiene and safety Healthy lifestyle Health promotion Health assessment including nutritional assessment for clients of different age groups Documentation skills 	<p>Community needs assessment/Survey Rural/urban – 1 Field visits:</p> <ul style="list-style-type: none"> SC/HWC, PHC, CHC Water resources & purification site – water quality standards Rain water harvesting Sewage disposal <p>Observation of</p> <ul style="list-style-type: none"> milk diary slaughter house – meat hygiene Observation of nutrition programs Visit to market Nutritional assessment of an individual (adult) – 1 Health teaching (Adult) – 1 Use of audio-visual aids <ul style="list-style-type: none"> Flashcards Posters Flannelgraph Flipcharts Health assessment of woman – 1, infant/under five – 1, adolescent – 1, adult – 1 Growth monitoring of under-five children – 1 <p>Record and maintain:</p> <ul style="list-style-type: none"> Individual record Family record Health center record Community health survey to investigate an epidemic – 1 	<p>Evaluation of survey report</p> <ul style="list-style-type: none"> Evaluation of field visit and observation reports Health talk evaluation Assessment of clinical performance
		Maintain records and reports			
					Evaluations of reports & records

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
		<p>Investigate epidemic of communicable disease</p> <p>Identify prevalent communicable and non-communicable diseases</p> <p>Screen, diagnose, manage and refer clients with common health problems in the community and refer high risk clients using standing orders/protocols</p> <p>Participate in implementation of national health programs</p> <p>Participate in school health program</p>	<ul style="list-style-type: none"> Investigating an epidemic – Community health survey Screening, diagnosing, primary management of common health problems in the community and referral of high-risk clients to FRUs Conduct home visit Participation in implementation of national health programs Participation in school health program 	<p>Screening, diagnosing and primary management and referral:</p> <ul style="list-style-type: none"> Communicable disease –1 Non-communicable diseases –1 Home visits –2 Participation in any two national health programs Participation in school health program –1 	<ul style="list-style-type: none"> Clinical performance assessment OSCE Final clinical examination Evaluation of home visit

EDUCATIONAL TECHNOLOGY/NURSING EDUCATION

PLACEMENT: VSEMESTER

COURSE CODE: EDUC 315

THEORY: 2 Credits (40hours)

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		<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: <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
I		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 • Bloom's Educational Taxonomy • 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) • 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

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
	T	P				
II	8	15	<p>Explain the principles and strategies of classroom management</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>	<p>Implementation <i>Teaching in Classroom and Skill lab – Teaching Methods</i></p> <ul style="list-style-type: none"> • Classroom management-principles and strategies • Classroom communication <ul style="list-style-type: none"> ○ Facilitators and Barriers to classroom communication ○ Information communication technology (ICT) – ICT used in education <p><i>Teaching methods – Features, advantages and disadvantages</i></p> <ul style="list-style-type: none"> • 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 <p><i>Active learning strategies</i></p> <ul style="list-style-type: none"> • Team based learning • Problem based learning • Peer sharing • Case study analysis • Journaling • Debate • Gaming • Inter-professional education 	<ul style="list-style-type: none"> • Lecture cum Discussion • Practice teaching/Micro teaching • Exercise (Peer teaching) • Patient teaching session • Construction of game – puzzle <ul style="list-style-type: none"> • Teaching in groups – interdisciplinary 	<ul style="list-style-type: none"> • Short answer • Objective type ○ Assessment of microteaching

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
V	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
V		<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>Educational/Teaching Media</p> <ul style="list-style-type: none"> • Media use – Purpose, components, principles and steps • Types of media <p><i>All 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 flashdrive 	<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				
			Develop skill in preparing and using media	<ul style="list-style-type: none"> ○ Motionpictures/films <i>Realia and models</i> ○ Real objects & Models <i>Audio aids/audiomedia</i> ○ Audiotapes/Compactdiscs ○ Radio & Taperecorder ○ Public addresssystem ○ Digitalaudio <i>Electronic media/computer learning resources</i> ○ Computers ○ Web-basedvideoconferencing ○ E-learning, Smart classroom <i>Telecommunication (Distance education)</i> ○ Cable TV, satellite broadcasting, videoconferencing ○ Telephones – Telehealth/telenursing <i>Mobile technology</i> 	<ul style="list-style-type: none"> • Preparation of different teaching aids – (Integrate with practice teachingsessions) 	Assessment of the teaching mediaprepared
VI			<p>Describe the purpose, scope, principles in selection of evaluation methods and barriers to evaluation</p> <p>Explain the guidelines to develop assessment tests</p> <p>Develop skill in construction of different tests</p>	<p>Assessment/Evaluation Methods/Strategies</p> <ul style="list-style-type: none"> • Purposes, scope and principles in selection of assessment methodsand types • Barriers toevaluation Guidelines to developassessment tests <p><i>Assessment of knowledge:</i></p> <ul style="list-style-type: none"> • Essay typequestions, • Short answer questions(SAQ) • Multiple choice questions (MCQ – single response & multipleresponse) <p><i>Assessment of skills:</i></p> <ul style="list-style-type: none"> • Clinicalevaluation • Observation (checklist, ratingscales, videotapes) 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			Identify various clinical evaluation tools and demonstrate skill in selected tests	<ul style="list-style-type: none"> • 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 • <i>Assessment of Attitude:</i> • Attitude scales • <i>Assessment tests for higher learning:</i> • 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
I	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				
			<p>Recognize the importance of preventive counseling and develop skill to respond to disciplinary problems and grievance among students</p>	<ul style="list-style-type: none"> • Issues for counseling in nursing students <i>Discipline and grievance in students</i> • Managing disciplinary/grievance problems – preventive guidance & counseling • Role of students' grievance redressal cell/committee 		
II	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>Produce 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

Recommended Books

1. Sankaranarayanan B, Sindhu B. Learning and teaching in nursing, Jaypee brothers, New Delhi.
2. Neeraja KP. Textbook of nursing education, Jaypee brothers New Delhi.
3. Pramila R. Nursing communication and educational technology. New Delhi: Jaypee Brothers medical publishers.
4. Sharma Suresh. Communication and educational technology in nursing. Elsevier India.

5. Venkatesan Latha, Joshi Poonam. Textbook of nursing education. Elsevier India.
6. Sodhi Jaspreet Kaur. Comprehensive textbook of nursing education, Jaypee brothers, New Delhi.

Reference Books

1. Aggarwal JC. Essentials of educational technology, innovations in teaching and learning. Delhi: Vikas Publishing House.
2. Aggarwal JC. Theory and principles of education. New Delhi: Vikas Publishing House.
3. Talla Mrunalini. Curriculum development perspectives, principles and issues, PEARSON INDIA.
4. Panneerselvam Sampath K, Santhanam A, S. New Delhi: Introduction to educational technology, Sterling Publishers Private Limited.
5. Sudha R. Nursing education: principles and concepts. Jaypee Brothers Medical Publishers. p. 154.
6. Basheer SP. Text book of nursing education. EMMESS publishers.
7. Online Sources / national or International Journals in Education / Nursing Education.

INTRODUCTION TO FORENSIC NURSING AND INDIAN LAWS

PLACEMENT: V SEMESTER

COURSE CODE: N-FORN 320

THEORY: 1 Credit (20 hours)

DESCRIPTION: This course is designed to help students to know the importance of forensic science in total patient care and to recognize forensic nursing as a specialty discipline in professional nursing practice.

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

1. Identify forensic nursing as an emerging specialty in healthcare and nursing practice.
2. Explore the history and scope of forensic nursing practice.
3. Identify forensic team, role and responsibilities of forensic nurse in total care of victim of violence and in preservation of evidence.
4. Develop basic understanding of the Indian judicial system and legal procedures.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 (T)	Describe the nature of forensic science and discuss issues concerning violence	<p>Forensic Science</p> <ul style="list-style-type: none"> • Definition • History • Importance in medical science • Forensic Science Laboratory <p>Violence</p> <ul style="list-style-type: none"> • Definition • Epidemiology • Source of data <p>Sexual abuse – child and women</p> <ul style="list-style-type: none"> • Human trafficking • Body shaming • Elder abuse 	<ul style="list-style-type: none"> • Lecture cum discussion • Visit to Regional Forensic Science Laboratory 	<ul style="list-style-type: none"> • Quiz • MCQ • Write visit report
II	2 (T)	Explain concepts of forensic nursing and scope of practice for forensic nurse	<p>Forensic Nursing</p> <ul style="list-style-type: none"> • Definition • History and development • Scope – setting of practice, areas of practice and subspecialties • Ethical issues • Roles and responsibilities of nurse • INC & SNCA Acts 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Short answer • Objective type
I	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 	<ul style="list-style-type: none"> • Lecture cum Discussion • Hypothetical/real case presentation • Observation of post-mortem 	<ul style="list-style-type: none"> • Objective type • Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<p>evidence preservation – role of nurses</p> <ul style="list-style-type: none"> • Observation • Recognition • Collection • Preservation • Documentation of Biological and other evidence related to criminal/traumatic event • Forwarding biological samples for forensic examination 	Visit to department of forensic medicine	Written report
IV	(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	(T)	<p>Explain Indian judicial system and laws</p> <p>Discuss the importance of POCSO 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-Independent Corrupt Practices and other related offences Commission • IE Act (Indian Evidence Act) <p>Overview of POCSO 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

Reference Books

1. Pyrek MK. Forensic nursing. London: CPR Press Taylor & Francis group. (Latest edition).
2. Bader, Garbacz. MD, Gabrielsue. Forensic nursing a concise manual. CPR Press Taylor & Francis Group. (latest edition).
3. Amar, Angela F, Sekula KL. A practical guide to forensic nursing: incorporating forensic principles into nursing practice. Dustin Sullivan Publications.
4. Lynch A, Virginia D, Janet B. Forensic nursing science. Elsevier Mosby Publication. (Latest edition).
5. Umadattan. Text book of forensic medicine. 2nd ed. CBS Publishers & Distributors Pvt. Ltd.

CHILD HEALTH NURSING – II

PLACEMENT: VI SEMESTER

COURSE CODE: N-CHN(II) 301

THEORY: 2 Credits (40 hours)

PRACTICUM: Clinical: 1 Credit (80 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. Apply the knowledge of pathophysiology and provide nursing care to children with Cardiovascular, GI, genitourinary, nervous system disorders, orthopedic disorders, eye, ear and skin disorders and communicable diseases.
2. Provide care to children with common behavioural, social and psychiatric problems.
3. Manage challenged children.
4. Identify the social and welfare services for challenged children.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
1	0 (T)	Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of cardiovascular, gastrointestinal, tourinary, and	Cardiovascular system: <ul style="list-style-type: none"> • Identification and Nursing management of congenital malformations • Congenital heart diseases: Cyanotic and Acyanotic (ASD, VSD, PDA, TOF) • Others: Rheumatic fever and Rheumatic heart disease, Congestive cardiac failure 	<ul style="list-style-type: none"> • Lecture cum discussion • Demonstration and practice session 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of skills with checklist

	nervoussy stem	<ul style="list-style-type: none"> • Hematological conditions: <ul style="list-style-type: none"> a) Congenital: Hemophilia, Thalassemia b) Others: Anemia, Leukemia, Idiopathic thrombocytopenic purpura, Hodgkins and non- hodgkins lymphoma • tro-intestinal system: <ul style="list-style-type: none"> • Identification and Nursingmanagement of congenital malformations. • Congenital: Cleft lip, Cleft palate, Congenital hypertrophic pyloric stenosis, Hirschsprungs disease (Megacolon), Anorectalmalformation, Malabsorption syndrome, Abdominal wall defects,Hernia • Others: Gastroenteritis, Diarrhea, Vomiting, Protein energy malnutrition, Intestinal obstruction, Hepaticdiseases, intestinalparasites • itourinary urinary system: <ul style="list-style-type: none"> • Identification and Nursingmanagement of congenital malformations. • Congenital: Wilms tumor, Extropy of bladder, Hypospadias, Epispadias, Obstructiveuropathy 	Refer/ Consult SAM operational guidelines on facility based management of children with severe acute malnutrition.	
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<p>Others: Nephrotic syndrome, Acute glomerulonephritis, renal failure</p> <p>Nervous system: Identification and Nursing management of congenital malformations</p> <p>a) Congenital: Spina bifida, Hydrocephalus</p> <p>b) Others: Meningitis, Encephalitis, Convulsive disorders (convulsions and seizures), Cerebral palsy, Head injury</p>		
II	0 (T)	<p>Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with Orthopedic disorders, eye, ear and skin disorders</p> <p>Explain the preventive measures and strategies for children with communicable diseases</p>	<p>Orthopedic disorders:</p> <ul style="list-style-type: none"> • Clubfoot • Hip dislocation • Fracture <p>Order of eye, ear and skin:</p> <ul style="list-style-type: none"> • Refractory errors • Otitis media • Atopic dermatitis <p>Communicable diseases in children- Their identification/ diagnosis, nursing management in hospital, in home, control & prevention:</p> <ul style="list-style-type: none"> • Tuberculosis • Diphtheria • Tetanus • Pertussis • Poliomyelitis • Measles • Mumps • Chickenpox • HIV/AIDS • Dengue fever • COVID-19 	<ul style="list-style-type: none"> • Lecture cum 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
III	(T)	<p>Describe the management of children with behavioral & social problems</p> <p>Identify the social & welfare services for challenged children</p>	<p>Management of behavior and social problems in children</p> <ul style="list-style-type: none"> • Child Guidance clinic • Common behavior disorders in children and management <ul style="list-style-type: none"> ○ Enuresis and Encopresis ○ Nervousness ○ Nailbiting ○ Thumb sucking ○ Temper tantrum ○ Stealing ○ Aggressiveness ○ Juvenile delinquency ○ School phobia ○ Learning disability • Psychiatric disorders in children and management <ul style="list-style-type: none"> ○ Childhood schizophrenia ○ Childhood depression ○ Conversion reaction ○ Posttraumatic stress disorder ○ Autistic spectrum disorders • Eating disorder in children and management <ul style="list-style-type: none"> ○ Obesity ○ Anorexia nervosa ○ Bulimia • Management of challenged children. <ul style="list-style-type: none"> ○ Mentally ○ Physically ○ Socially ○ Child abuse ○ Substance abuse ○ Welfare services for challenged children in India 	<ul style="list-style-type: none"> • Lecture cum discussion • Field visits to child guidance clinics, school for mentally & physically, socially challenged 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of field reports

CHILD HEALTH NURSING - II – CLINICAL PRACTICUM (1 Credit – 80 hours)
Given under Child Health Nursing - I as I & II

MENTAL HEALTH NURSING – II

PLACEMENT: VI SEMESTER
COURSE CODE: N-MHN(II) 305

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	(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, antiabuse 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	(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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	(T)	Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of childhood and adolescent disorders including mental deficiency	<p>Managing 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 • 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 	<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
IV	(T)	Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of organic brain disorders.	<p>Managing 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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
V	(T)	Identify psychiatric emergencies and carry out crisis intervention	Psychiatric Emergencies and Crisis Intervention <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	(T)	Explain legal aspects applied in mental health settings and role of the nurse	Legal Issues in Mental Health Nursing <ul style="list-style-type: none"> • Overview of Indian Lunacy Act and The Mental Health Act 1987 • (Protection of Children from Sexual Offence) POCSO 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 • Admission and discharge procedures as per MHCA 2017 • Role and responsibilities of nurses in implementing MHCA 2017 	<ul style="list-style-type: none"> • Lecture cum discussion • Case discussion 	<ul style="list-style-type: none"> • Short answer • Objective type
VII	(T)	Describe the model of preventive psychiatry Describe Community Mental health services and role of the nurse	Community Mental Health Nursing <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 	<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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • 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. 		

CLINICAL PRACTICUM – 2 Credits (80hours)

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

NURSING MANAGEMENT AND LEADERSHIP

PLACEMENT: VI Semester

COURSE CODE: NMLE 330

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

PRACTICUM: Clinical: 1 Credit (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 interprofessional 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	(T)	<p>Know the health care, development of nursing services and education in India and trends</p>	<p>Health Care and Development of Nursing Services in India</p> <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	(T)	<p>Explain the principles and functions of management applied to nursing</p> <p>Describe the introductory concepts of management as a process</p>	<p>Management Basics Applied to Nursing</p> <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 <p>Introduction to Management Process</p> <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	(T)	<p>Describe the essential elements of planning</p>	<p>Planning Nursing Services</p> <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"> • problem-solving exercises • Visit Report
IV	1)	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	1)	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 	<ul style="list-style-type: none"> • Lecture and discussion • Roleplay • Games -self-assessment, case discussion and practice session • Calculation of staffing requirements for 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"> 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 Acuity based care Turnover and absenteeism Staff welfare Discipline and grievances <p>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 inventory store of the institution 	<ul style="list-style-type: none"> Preparation of MMF/records Preparation of log book & condemnation documents Visit Report
VI	(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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	(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 • Conflict management and negotiation • Implementing planned change 	<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 in-charge, ANS) 	<ul style="list-style-type: none"> • Short answer • Essay • Assessment of exercise/report
III	(T)	<p>Explain the process of controlling and its activities</p>	<p>Controlling</p> <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, Nursing Quality Indicators- Review • Performance appraisal • Program evaluation review technique (PERT) • Bench marking, Activity plan (Gantt chart) • Critical path analysis • Accreditation and Certifications- National & Global 	<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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
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 • Interpersonal relationship- Review • Human relations • Public relations in the context of nursing • Relations with professional associations and employee unions • Collective bargaining • Motivation and morale building - Review • 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	(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 • Budget and Budgetary process • Financial audit 	<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
I	(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 & Telenursing • 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
I	(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		
II	(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 • Trends and issues in nursing education sector. 	<ul style="list-style-type: none"> • Lecture and discussion • Visit to one of the regulatory bodies 	<ul style="list-style-type: none"> • Visit report

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
V	(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 Curriculum planning - Review Planning teaching and learning experiences, clinical facilities – master plan, clinical rotation and time table Budget planning – faculty, staff, equipment & supplies, AV aids, Lab equipment, library books, journals, computers and maintenance Infrastructure facilities – college, classrooms, hostel, library, labs, computer lab, transport facilities Records & reports for students, staff- faculty and administrative Committees and functioning Clinical experiences 	<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
X)		Develop understanding of staffing the college and selecting the students	Hiring and Student Selection <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
X)		Analyze the leadership and management activities in an educational organization	Directing and Controlling <ul style="list-style-type: none"> Curriculum implementation and evaluation - Review Leadership and motivation, supervision – Review Guidance and counseling Quality management – educational audit Program evaluation, evaluation of performance 	<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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Maintaining discipline • Institutional records and reports – administrative, faculty, staff and students 		
XVII	(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 • Nursing excellence standards <p>Professional ethics - Review</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 system – types of law, tort law & liabilities • Laws related to nursing practice – negligence, malpractice, breach, penalties • Invasion of privacy, defamation of character • Nursing regulatory mechanisms – registration, licensure, renewal, accreditation, nurse practice act, regulation for nurse practitioner/specialist nursing practice 		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	1)	Explain various opportunities for professional advancement	Professional Advancement <ul style="list-style-type: none"> • Continuing Nursing Education • Career opportunities • Membership with professional organizations – national and international • Participation in research activities • Publications – journals, newspaper 	<ul style="list-style-type: none"> • Prepare journal list available in India • Write an article – research/ clinical 	<ul style="list-style-type: none"> • Assessment of assignments

Note: Less than 1 credit lab hours are not specified

CLINICAL PRACTICUM

Clinical: 2 Credits (80 hours) 2 weeks × 40 hours per week = 80 hours

Practice Competencies:

Hospital

1. Prepare organizational chart of hospital/Nursing services/nursing department
2. Calculate staffing requirements for a particular nursing unit/ward
3. Formulate Job description at different levels of care
4. Prepare duty roster for staff/students at different levels
5. Participate in procuring/purchase of equipment & supplies
6. Prepare log book/MMF for specific equipment/materials
7. Maintain and store inventory and keep daily records
8. Prepare and maintain various records & reports of the settings – incident reports/adverse reports/audit reports
9. Prepare and implement protocols & manuals
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, clinical rotation and time table
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.

Recommended Books

1. Vati J. Principles and Practice of Nursing Management and Administration: for B.Sc. and M.Sc. Nursing (as Per the Syllabus of Indian Nursing Council). Jaypee Brothers Medical Publishers.

Reference Books

1. Arnold EC, Boggs KU. Interpersonal relationships: professional communication skills for nurses. Saunders.
2. Koontz H, Weihrich H. Essentials of management. 5th ed. New Delhi: Tata McGraw-Hill publishing company Ltd; 1998.
3. Clement I. Management of nursing services and education. Elsevier Health Sciences.
4. Basavanthappa BT. Management of nursing service and education. JP Medical Ltd.
5. Kumari N. A textbook of management of nursing service and education. PV publishers.
6. Marriner-Tomey A. Nursing management and leadership. 5th ed. St. Louis: Mosby year Book, Inc; 1996.
7. Huber D. Leadership and nursing care management. 2nd ed. Philadelphia: Saunders; 2000.

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

PLACEMENT: VI SEMESTER

COURSE CODE: N-MIDW(I)/OBGN 335

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	T)	<p>Explain the history and current scenario of midwifery in India</p> <p>Review vital health indicators</p> <p>Describe the various national health programs related to RMNCH+A</p> <p>Identify the trends and issues in midwifery</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, Neonatal Mortality Rate, Perinatal Mortality Rate, fertility rates <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) <ul style="list-style-type: none"> ○ Universal rights of child-bearing women ○ Sexual and reproductive health and rights ○ Women's expectations & choices about care 	<ul style="list-style-type: none"> • Discussion • Demonstration • Roleplay • 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
		Discuss the legal and ethical issues relevant to midwifery practice	<ul style="list-style-type: none"> • <i>Legal provisions in midwifery practice in India:</i> • 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	1)	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, 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 	<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
III	12(T) 10(L) 40(C)	<p>vide preconception care to eligible couples</p> <p>scribe the physiology, assessment and management of normal pregnancy</p> <p>onstrate knowledge, attitude and skills of midwifery practice throughout 1st, 2nd and 3rd trimesters</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 Trimester</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 • Antenatal care : as per GoI guidelines • Antenatal counseling (lifestyle changes, nutrition, shared decision making, risky behavior, sexual life during pregnancy, immunization etc.) 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Self-Learning • Health talk • Roleplay • Counseling session <ul style="list-style-type: none"> • Case discussion/ presentation • Simulation • Supervised clinical practice <p>Refer SBA module & Safe motherhood booklet</p>	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of skills with checklist • Case study evaluation • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Education and management of physiological changes and discomforts of 3rd trimester • Third trimester tests and screening • Fetal engagement in late pregnancy • Childbirth preparation classes • 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 • Roleplay • 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>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 	<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 	<ul style="list-style-type: none"> • Essay type • Short answer • Objective type • Case study evaluation • Assessment of skills with checklist • OSCE
	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>Discuss how to maintain a safe environment for our</p> <p>Work effectively for pain management during labour</p> <p>Discuss how the</p>	<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 • 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"> • Refer SBA module • LaQshya guidelines • Dakshata guidelines • Refer ENBC, NSSK module • Demonstration • Groupwork • Scenario based learning 	

	<p>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"> • 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 		
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		<p>Discuss the impact of labour and birth as a transitional event in the woman's life</p> <p>Ensure initiation of breast feeding and adequate latching</p>	<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 breastfeeding • Skin to skin contact • Newborn resuscitation <p>Fourth Stage <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 • 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 	<ul style="list-style-type: none"> • Simulation • Roleplay • Demonstration • Videos • Visit to Positive childbirth experience centers like birth village 	

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
V	7(T) 7(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 SBAModule 	<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 the childbirth (Routine care of newborn) 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Simulated practice session • Supervised clinical practice • Refer safe delivery 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
			<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	(T) (L) (C)	<p>Explain various methods of family planning and role of nurse/midwife in providing family planning services</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 	<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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		<p>Describe youth friendly services and role of nurses/midwives</p> <p>Acknowledge the role of nurses/midwives in gender based violence</p>	<p>Gender related issues in SRH</p> <ul style="list-style-type: none"> • Gender based violence – Physical and sexual abuse, Laws affecting GBV and role of nurse/midwife • Special courts for abused people <p>Understand sensitive health services including family planning</p>		

Recommended Books

1. Dutta DC. Text book of obstetrics: Including perinatology and contraception. Hiralal Konar. Jaypee publisher, New central book agency; (Latest edition)
2. A V Raman, Redder, Martin, Koniak-Griffin. Maternity nursing, family, newborn and women's health care. New Delhi: Wolters Kluwer (Latest edition)
3. Sheila Balakrishnan. Text book of obstetrics. New Delhi. Paras Medical Publisher (Latest edition)
4. Dutta DC. Text book of gynecology. Hiralal Konar. Jaypee publisher: New central book agency; (Latest edition)

Reference material as per INC

1. GOI guidelines-NHM website (RMNCH+A portal)
2. WHO guidelines-reproductive health library
3. ICM documents-<https://www.internationalmidwives.org/>
4. UNFPA DOCUMENTS-<https://www.unfpa.org/>
5. Safe delivery app (Download)
6. E-learning for maternal and newborn healthcare (INC website)
7. E-learning for midwifery (will be available soon on INC)

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-conceptioncare
2. Demonstrate lab tests ex. urine pregnancytest
3. Perform antenatal assessment of pregnant women
4. Assess and care for normal antenatal mothers
5. Assist and perform specific investigations for antenatalmothers
6. Counsel mothers and their families on antenatal care and preparation for parenthood
7. Conduct childbirth educationclasses
8. Organize labourroom
9. Prepare and provide respectful maternity care for mothers inlabour
10. Perform per-vaginal examination for a woman in labour ifindicated
11. Conduct normal childbirth with essential newborncare
12. Demonstrate skills in resuscitating thenewborn
13. Assist women in the transition to motherhood
14. Perform postnatal and newbornassessment
15. Provide care for postnatal mothers and their newborn
16. Counsel mothers on postnatal and newborncare
17. Perform PPIUCD insertion andremoval
18. Counsel women on family planning and participate in family welfareservices
19. Provide youth friendly healthservices
20. Identify, assess, care and refer women affected with gender basedviolence

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
Delivery room	2 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 <ul style="list-style-type: none"> • 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

Clinical Area	Duration (weeks)	Clinical Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Parturition clinic and Postnatal Ward including FP unit	Weeks	<ul style="list-style-type: none"> Perform postnatal assessment Provide care to normal postnatal mothers and newborn 	<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
		<ul style="list-style-type: none"> 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	8 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 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	8 weeks	<p>Conduction of normal childbirth</p> <p>Conduct/assist in abnormal deliveries</p> <p>Monitor labour using partograph</p>	<ul style="list-style-type: none"> • Assessment of woman in labour • Partograph • Per vaginal examination if indicated • Obstetric examination • Care during first stage of labour • Pain management techniques • Upright and alternative positions in labour • Preparation for labour – 	<ul style="list-style-type: none"> • Partograph recording • Pain management during labour • Conduction of normal childbirth • Assisting in abnormal deliveries • Managing complication during labour 	<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
		Identify and manage complications during labour	<ul style="list-style-type: none"> 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 abnormal deliveries – posterior position, breech deliveries, twin deliveries, vacuum extraction, forceps delivery, shoulder dystocia • Assist in cervical encirclage 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 	<ul style="list-style-type: none"> • Casestudy • Case presentation 	
Postnatal Ward	1 week	<p>Perform postnatal assessment and identify postnatal complications</p> <p>Provide postnatal care</p>	<ul style="list-style-type: none"> • Postnatal history collection and physical examination • Identify postnatal complications • Care of postnatal mothers – abnormal deliveries, caesarean section 	<ul style="list-style-type: none"> • Health talk • Postnatal assessment • Newborn assessment • Casestudies • Case presentation 	<ul style="list-style-type: none"> • Roleplay • Assignment • Casestudy • Case presentation • Simulation • Vignettes • OSCE

Clinical Areas	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
		Provide family welfare services	<ul style="list-style-type: none"> • Care of normal newborn • Lactation management • Postnatal counselling • Health teaching on postnatal and newborn care • Family welfare counselling 	<ul style="list-style-type: none"> • PPIUCD insertion and removal 	<ul style="list-style-type: none"> •
natal Intensive Care Unit	1 week	<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 • Case study • Care plan • Simulation, Vignettes • OSCE
Obstetric/ Gynaecology operation theatre & ward	2 weeks	<p>Assist in gynecological and obstetric surgeries</p> <p>Care for women with gynecological disorders</p>	<ul style="list-style-type: none"> • Observe/Assist in caesarean section • Management of retained placenta • Gynecological surgeries • Hysterectomy • Uterine rupture • Care of women with gynecological conditions • Health education 	<ul style="list-style-type: none"> • Assisting in obstetric and gynecological surgery • Tray set-up for caesarean section • Care plan 	<ul style="list-style-type: none"> • Assignment • Tray set-up for obstetric and gynecological surgeries • Case presentation • Simulation • Vignettes

Note: Completion of safe delivery App module during VII Semester

COMMUNITY HEALTH NURSING – II

PLACEMENT: VII SEMESTER

COURSE CODE: N-COMH(II) 401

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 jobdescription.
14. Demonstrate initiative in preparing themselves and the community for disaster preparedness andmanagement.
15. Demonstrate skills in proper bio-medical waste management as perprotocols.
16. Explain the roles and functions of various national and international healthagencies.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	(T)	<p>plain nurses' role in identification, primary management and referral of clients with common disorders/ conditions and emergencies including first aid</p>	<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, sty, trachoma and refractive errors • ENT – Epistaxis, ASOM, sore throat, deafness 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Roleplay • Suggested field visits • Field practice • Assessment of clients with common conditions and provider 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
			<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> <p>High fever, low blood sugar, minor injuries, fractures, fainting, bleeding, shock, stroke, bites, burns, choking, seizures, RTAs, poisoning, drowning and foreign bodies</p>		
II	(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>Para-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 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Roleplay • 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
			<ul style="list-style-type: none"> • Early identification, primarymanagement, referral and follow up – preterm labour, fetal distress, prolonged and obstructed labour, vaginal & perennial tears,ruptured uterus • Care of newborn immediately afterbirth • Maintenance of records andreports • Use of Safe child birth checklist • SBA module –Review • Organization of labourroom <p>Postpartum care</p> <ul style="list-style-type: none"> • Objectives, Postnatal visits, care ofmother and baby, breast feeding, diet during lactation, and healthcounseling • Early identification, primarymanagement, referral and follow up of complications, Danger signs- postpartum hemorrhage, shock, puerperal sepsis, breast conditions, post-partumdepression • Postpartum visit by health careprovider <p>Newborn and child care</p> <ul style="list-style-type: none"> • <i>Review:</i> Essential newborncare • Management of common neonatalproblems • 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 riskfactors in adolescent girls andboys • Common Gynecological conditions – dysmenoorhea, Premenstrual Syndrome (PMS), Vaginal discharge, Mastitis,Breast lump, pelvic pain, pelvic organprolapse • Teenage pregnancy, awareness about legal age of marriage, nutritional status of adolescents, National Menstrual Hygiene scheme 		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		note adolescent health and youth friendly services	<ul style="list-style-type: none"> • 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 lifestages, program management, monitoring and evaluation systems • Universal Immunization Program (UIP) as per Government of India guidelines – Review • Rashtriya Bal Swasthya Karyakaram (RSBK)-children • Rashtriya Kishor Swasthya Karyakram (RKSK) –adolescents <p>other new programs</p>	<ul style="list-style-type: none"> • Screen, manage and refer adolescents • Counsel adolescents 	
III	4 (T)	Discuss the concepts and scope of demography	<p>Demography, Surveillance and Interpretation of Data</p> <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, mother and child tracking system (MCTS) in India 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Roleplay • Suggested field visits • Field practice 	<ul style="list-style-type: none"> • Short answer • Essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> Collection, analysis, interpretation, use of data Review: Common sampling techniques – random and non-random techniques Disaggregation of data 		
IV	6	<p>Discuss population explosion and its impact on social and economic development of India</p> <p>Describe the various methods of population control</p>	<p>Population and its Control</p> <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 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Roleplay Suggested field visits Field practice 	<ul style="list-style-type: none"> Short answer Essay OSCE assessment Counseling on family planning

			Stabilization Fund/JSK (Jansankhya Sthirata Kosh) <ul style="list-style-type: none"> • Family planning 2020 • National Family Welfare Program • Role of a nurse in Family Welfare Program 		
V	5	describe occupational health hazards, occupational diseases and the role of nurses in occupational health programs	Occupational Health <ul style="list-style-type: none"> • Occupational health hazards • Occupational diseases • ESI Act • 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"> • Lecture • Discussion • Demonstration • Roleplay • Suggested field visits • Field practice 	<ul style="list-style-type: none"> • Essay • Short answer • Clinical performance evaluation

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
	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
II	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 • Roleplay • Health counseling on promotion of mental health • Suggested field visits • Field practice 	<ul style="list-style-type: none"> • Essay • Short answer • Counseling report

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
	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 ○ Collection, analysis, interpretation of data ○ Analysis of data for community needs assessment and preparation of health action plan 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Roleplay • Suggested field visits • Field practice • Group project on community diagnosis – data management 	<ul style="list-style-type: none"> • Group project report • Essay • Short answer
IX	12 (T)	Describe the system management of delivery of community health services in rural and urban areas	Management of delivery of community health services: <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 • Field visit reports

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
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, 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, organizing health camps and 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"> • Lecture • Discussion • Demonstration • Roleplay • 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

			<ul style="list-style-type: none"> ○ Activities for which funds are received Accounting and book keeping requirements <ul style="list-style-type: none"> – 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 record 		
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • <i>Types of records</i> – communityrelated records, registers, guidelines for maintaining • <i>Report writing</i> – purposes,documentation of activities, types ofreports • <i>Medical Records Department</i> –functions, filing and retention of medicalrecords • <i>Electronic Medical Records (EMR)</i> – capabilities and components of EMR, electronic health record (EHR), levels of automation, attributes, benefits and disadvantages ofHER • Nurses' responsibility in recordkeeping andreporting 		
	6 (T)	Demonstrate initiative in preparing themselves and the community for disaster preparedness and management	Disaster Management <ul style="list-style-type: none"> • Disaster types andmagnitude • Disasterpreparedness • Emergency preparedness • Common problems during disastersand methods toovercome • Basic disaster supplieskit • Disaster response including emergency relief measures and Life 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Roleplay • Suggested field visits, and field practice • Mockdrills • Refer Disaster module(NDMA) National Disaster/INC – Reaching out in emergencies 	

			<p>saving techniques</p> <ul style="list-style-type: none"> • Use disaster management module 		
XII	3 (T)	Describe the importance of bio- medical waste management, its process and management	<p>-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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
XIII	3 (T)	Explain the roles and functions of various national and international health agencies	<p>Health Agencies</p> <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"> • Lecture • Discussion • Fieldvisits 	<ul style="list-style-type: none"> • Essay • Shortanswer

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, intra-partum, postnatal and new- born care</p> <p>Promote adolescent health, provide family welfare services</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 healthcenter • Newborn care • Counsel adolescents • Family planning counselling • Distribution of temporary contraceptives – condoms, OCP's, emergency contraceptives • Screening, diagnosing, management and referral of clients with occupational health problems 	<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 • 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 –1 • Family case study – 1 (Rural/Urban) 	<ul style="list-style-type: none"> • Clinical performance assessment • OSCE during posting • Final clinical examination (University) • Clinical performance assessment • OSCE • Family Case study evaluation

Clinical Area	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
		<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>Health assessment of elderly</p> <p>Mental health screening</p> <p>Participation in Community diagnosis – data management</p> <ul style="list-style-type: none"> • Writing health center activity report • Organizing and conducting clinics/camp • Participation in disaster mock drills 	<ul style="list-style-type: none"> • Screening, diagnosing, management and referral of clients with occupational health problems – 1 • Health assessment (Physical & nutritional) of elderly – 1 • Mental health screeningsurvey 1 • Group project: Community diagnosis – data management • Write report on health center activities – 1 • Organizing and conducting Antenatal/under-five clinic/Health camp – 1 	<ul style="list-style-type: none"> • Clinical performance evaluation • OSCE • Project evaluation

		ognize the importance and observe the biomedical waste management process		<ul style="list-style-type: none"> • Participation in disaster mock drills • Field visit to biomedical waste management site • Visit to AYUSH clinic 	
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Recommended Book

1. Park. K. Text book of Preventive & Social Medicine; M/s Banarsidas Bhanot Publishers; Green Park; New Delhi.

Reference Books

1. Sundar Rao K .An introduction to community health nursing; B.I. Publications.
2. Suryakantha. Community medicine-with recent advances. New Delhi: Jaypee Brothers Medical Publishers.
3. Gupta MC, Mahajan BK. Text book of preventive and Social Medicine. New Delhi: Jaypee Brothers Medical Publishers.
4. Gulani KK. Community Health Nursing- Principles & practice. Delhi: Kumar Publishing House.
5. Basavanhappa BT. Essentials of community health nursing. New Delhi: Jaypee Brothers Medical Publishers.
6. Vol. 7. A community health nursing manual. New Delhi: TNAI.
7. Kamalam S. Essentials in community health nursing practice. New Delhi: Jaypee Brothers Medical Publishers.
8. Asma R. Principles and practice of community Medicine. New Delhi: Jaypee Brothers Medical Publishers.
9. Swarnkar K. Community health nursing. Latest edition, N.R. Brothers; Indore.

NURSING RESEARCH AND STATISTICS

PLACEMENT: VII SEMESTER

COURSE CODE: NRST 405

THEORY: 2 Credits (40 hours)

PRACTICUM: Lab/Skill Lab: 1 Credit (40 hours) Clinical Project: 1 Credit (40 hours)

DESCRIPTION: The Course is designed to enable students to develop an understanding of basic concepts of research, research process and statistics. It is further, structured to conduct/ participate in need-based research studies in various settings and utilize the research findings to provide quality nursing care. The hours for practical will be utilized for conducting individual/group research project.

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

1. Identify research priority areas.
2. Formulate research questions/problem statement/hypotheses.
3. Review related literature on selected research problem and prepare annotated bibliography.
4. Prepare sample data collection tool.
5. Analyze and interpret the given data.
6. Practice computing, descriptive statistics and correlation.
7. Draw figures and types of graphs on given selected data.
8. Develop a research proposal.
9. Plan and conduct a group/individual research project.

COURSE OUTLINE
T – Theory, P – Practicum

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
	6		Describe the concept of research, terms, need and areas of research in nursing Explain the steps of research process State the purposes and steps of Evidence Based Practice	Research and Research Process <ul style="list-style-type: none"> • Introduction and need for nursing research • Definition of research & nursing research • Steps of scientific method • Characteristics of good research • Steps of research process – overview • Evidence Based Practice – concept, meaning, purposes, steps of EBP process and barriers 	<ul style="list-style-type: none"> • Lecture cum discussion • Narrate steps of research process followed from examples of published studies • Identify research priorities on a given area/specialty • List examples of Evidence Based Practice 	<ul style="list-style-type: none"> • Short answer • Objective type

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T				
II	2	Identify and state the research problem and objectives	Research Problem/Question <ul style="list-style-type: none"> • Identification of problem area • Problem statement • Criteria of a good research problem • Writing objectives and hypotheses 	<ul style="list-style-type: none"> • Lecture cum discussion • Exercise on writing statement of problem and objectives 	<ul style="list-style-type: none"> • Short answer • Objective type • Formulation of research questions/ objectives/ hypothesis
III	2	Review the related literature	Review of Literature <ul style="list-style-type: none"> • Location • Sources • Online search; CINHAL, COCHRANE etc. • Purposes • Method of review 	<ul style="list-style-type: none"> • Lecture cum discussion • Exercise on reviewing one research report/ article for a selected research problem • Prepare annotated Bibliography 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of review of literature on given topic presented
IV	4	Describe the research approaches and designs	Research Approaches and Designs <ul style="list-style-type: none"> • Historical, survey and experimental • Qualitative and Quantitative designs 	<ul style="list-style-type: none"> • Lecture cum discussion • Identify types of research approaches used from examples of published and unpublished research • Studies with rationale 	<ul style="list-style-type: none"> • Short answer • Objective type
V	6	Explain the sampling process Describe the methods of data collection	Sampling and Data Collection <ul style="list-style-type: none"> • Definition of Population, Sample • Sampling criteria, factors influencing sampling process, types of sampling techniques • Data – why, what, from whom, when and where to collect • Data collection methods and instruments <ul style="list-style-type: none"> ○ Methods of data collection 	<ul style="list-style-type: none"> • Lecture cum discussion • Reading assignment on examples of data collection tools • Preparation of sample data collection tool • Conduct group research project 	<ul style="list-style-type: none"> • Short answer • Objective type • Developing questionnaire/ Interview Schedule/ Checklist

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		P				
				<ul style="list-style-type: none"> ○ Questioning, interviewing ○ Observations, record analysis and measurement ○ Types of instruments, Validity & Reliability of the Instrument ● Research ethics ● Pilot study ● Data collection procedure 		
VI		6	Analyze, interpret and summarize the research data	Analysis of Data <ul style="list-style-type: none"> ● Compilation, Tabulation, classification, summarization, presentation, interpretation of data 	<ul style="list-style-type: none"> ● Lecture cum discussion ● Preparation of sample tables 	<ul style="list-style-type: none"> ● Short answer ● Objective type ● Analyze and interpret given data
VII		8	<p>Explain the use of statistics, scales of measurement and graphical presentation of data</p> <p>Describe the measures of central tendency and variability and methods of Correlation</p>	Introduction to Statistics <ul style="list-style-type: none"> ● Definition, use of statistics, scales of measurement. ● Frequency distribution and graphical presentation of data ● Mean, Median, Mode, Standard deviation ● Normal Probability and tests of significance ● Co-efficient of correlation ● Statistical packages and its application 	<ul style="list-style-type: none"> ● Lecture cum discussion ● Practice on graphical presentations ● Practice on computation of measures of central tendency, variability & correlation 	<ul style="list-style-type: none"> ● Short answer ● Objective type ● Computation of descriptive statistics
II	4	5 40 H	Communicate and utilize the research findings	Communication and utilization of Research <ul style="list-style-type: none"> ● Communication of research findings 	<ul style="list-style-type: none"> ● Lecture cum discussion ● Read/Presentations of a sample 	<ul style="list-style-type: none"> ● Short answer ● Objective type ● Oral presentation

		rs (Cl in ic al Pr oj ec t)	<ul style="list-style-type: none"> • Verbalreport • Writing researchreport • Writing scientificarticle/paper • Critical review of published research includingpublication ethics • Utilization of researchfindings • Conducting group researchproject 	<p>published/ unpublished researchreport</p> <ul style="list-style-type: none"> • Plan, conduct and Write individual/group researchproject 	<ul style="list-style-type: none"> • Development of research proposal • Assessment of researchProject
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Recommended Books:

1. Polit DF, Beck TC. Essentials of nursing research: appraising evidence for nursing practice. Philadelphia: Lippincott. (Latest Edition).
2. Sharma SK. Nursing research and statistics. India: Elsevier. (Latest Edition).
3. Bincy R. Nursing research: building evidence for practice. India: Viva Books. (Latest Edition).

Reference books:

1. Polit DF, Hungler BP. Nursing research: principles and methods. Philadelphia: Lippincott. (Latest Edition)
2. Polit DF, Beck CT. Nursing research: principles and methods. Philadelphia: Lippincott Williams and Wilkins. (Latest Edition)
3. Mahajan BK. Methods in biostatistics for medical students and research workers. New Delhi: Jaypee Brothers. (Latest Edition)
4. Kothari CRB. Research methodology: methods and techniques. New Delhi: New Age International Pvt Ltd. (Latest Edition)
5. Wood MJ, Ross-Kerr JC. Basic steps in planning nursing research. Boston: Jones Bartlett. (Latest Edition)
6. Young BD. Fundamentals of nursing research. Boston: Jones Bartlett. (Latest Edition)
7. Burns N, Grove SK. Study guide to understanding nursing research. Philadelphia: WB Saunders. (Latest Edition)
8. Sundaram KR, Dwivedi SN, Sreenivas V. Medical statistics: principles and methods. New Delhi: Wolters Kluwer. (Latest Edition)
9. Parahoo K. Nursing research: principles, process and issues. New York: Palgrave Macmillan. (Latest Edition)

MIDWIFERY/OBSTETRIC AND GYNECOLOGY (OBG) NURSING - II **including Safe Delivery App Module**

PLACEMENT: VII SEMESTER

COURSE CODE: N-MIDW (II)/OBGN- 410

THEORY: 3 Credits (60 hours)

PRACTICUM: Skill Lab: 1 Credit (40 Hours) Clinical: 4 Credits (320 Hours)

DESCRIPTION: This course is designed for students to develop knowledge and competencies on the concepts and principles of obstetric and gynecology nursing. It helps them to acquire knowledge and skills in rendering respectful maternity care to high risk woman during antenatal, natal and postnatal periods in hospitals and community settings and help to develop skills in initial management and referral of high risk neonates. It would also help students to gain knowledge, attitude and skills in caring for women with gynecological disorders.

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

1. Describe the assessment, initial management, referral and respectful maternity care of women with high risk pregnancy.
2. Demonstrate competency in identifying deviation from normal pregnancy.
3. Describe the assessment, initial management, referral and nursing care of women with high risk labour.
4. Assist in the conduction of abnormal vaginal deliveries and caesarean section.
5. Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions.
6. Demonstrate competency in the initial management of complications during the postnatal period.
7. Demonstrate competency in providing care for high risk newborn.
8. Apply nursing process in caring for high risk women and their families.
9. Describe the assessment and management of women with gynecological disorders.
10. Demonstrate skills in performing and assisting in specific gynecological procedures.
11. Describe the drugs used in obstetrics and gynecology.
12. Counsel and care for couples with infertility.
13. Describe artificial reproductive technology.

COURSE OUTLINE

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

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	(T) (L) (C)	Describe the assessment, initial management, and referral of women with problems during pregnancy Support women with complicated pregnancy and facilitate safe and positive birthing outcome	Recognition and Management of problems during Pregnancy <ul style="list-style-type: none"> • Assessment of high-risk pregnancy • Levels of care in Maternity Nursing Problems/Complications of Pregnancy <ul style="list-style-type: none"> • Hyper-emesis gravidarum, • Bleeding in early pregnancy – abortion, ectopic pregnancy, vesicular mole • Unintended or mistimed pregnancy • Post abortion care & counseling • Bleeding in late pregnancy placenta previa, abruption placenta, trauma • Medical conditions complicating pregnancy – Anemia, PIH/Pre-eclampsia, Eclampsia, GDM, cardiac disease, pulmonary disease, thyrotoxicosis, STDs, HIV, Rh incompatibility • Infections in pregnancy – urinary tract infection, bacterial, viral, protozoal, fungal, malaria in pregnancy • Surgical conditions complicating pregnancy – appendicitis, acute abdomen • COVID-19 & pregnancy and children • Hydramnios • Multiple pregnancy • Abnormalities of placenta and cord • Intra uterine growth restriction • Intra uterine fetal death 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Video & films • Scan reports • Case discussion • Case presentation • Drug presentation • Health talk • Simulation • Roleplay • Supervised Clinical practice • WHO midwifery toolkit • GoI guideline – screening for hypothyroidism, screening for syphilis, deworming during pregnancy, diagnosis and management of GDM 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • Assessment of skills with checklist • OSCE

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Gynaecological conditions complicating pregnancy • Mental health issues during pregnancy • Adolescent pregnancy • Elderly primi, grand multiparity • Management and care of conditions as per the GoI protocol • Policy for the referral services • Drugs used in management of high-risk pregnancies • Maintenance of records and reports 		
II	(T) (L) (C)	Identify, provide initial management and refer women with problems during labour within the scope of midwifery practice.	Recognition and management of abnormal labour <ul style="list-style-type: none"> • Preterm labour – Prevention and management of preterm labour; (Use of antenatal corticosteroids in preterm labour) • Premature rupture of membranes • Malpositions and abnormal presentations (posterior position, breech, brow, face, shoulder) • Contracted Pelvis, CephaloPelvic Disproportion (CPD) • Disorders of uterine action – Prolonged labour, Precipitate labour, Dysfunctional labour • Complications of third stage – Retained placenta, Injuries to birth canal, Postpartum hemorrhage (bimanual compression of the uterus, aortic compression, uterine ballooning) • Obstetric emergencies – Foetal distress, Ruptured uterus, Cord prolapse, Shoulder dystocia, Uterine inversion, Vasa previa, Obstetrical shock, Amniotic fluid embolism • Episiotomy and suturing • Obstetric procedures – Forceps delivery, Vacuum delivery, Version 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Case discussion/ presentation • Simulation • Roleplay • Drug presentation • Supervised clinical practice • WHO midwifery toolkit • GoI guidelines – use of uterotonics during labour, antenatal corticosteroids • GoI guidance note on prevention and management of PPH 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • Assessment of skills with checklist • OSCE

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Induction of labour – Medical & surgical • Caesarean section – indications and preparation • Nursing management of women undergoing • Obstetric operations and procedures • Drugs used in management of abnormal labour • Anesthesia and analgesia in obstetrics 		
II	(T) (L) (C)	Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions.	<p>Recognition and Management of postnatal problems</p> <ul style="list-style-type: none"> • Physical examination, identification of deviation from normal • Puerperal complications and its management <ul style="list-style-type: none"> ○ Puerperal pyrexia ○ Puerperal sepsis ○ Urinary complications ○ Secondary Postpartum hemorrhage ○ Vulval hematoma ○ Breast engorgement including mastitis/breast abscess, feeding problem ○ Thrombophlebitis ○ DVT ○ Uterine subinvolution ○ Vesico vaginal fistula (VVF), Recto vaginal fistula (RVF) ○ Postpartum depression/psychosis • Drugs used in abnormal puerperium <ul style="list-style-type: none"> ○ Policy about referral 	<ul style="list-style-type: none"> • Lecture • Demonstration • Case discussion/ presentation • Drug presentation • Supervised clinical practice 	<ul style="list-style-type: none"> • Quiz • Simulation • Short answer • OSCE

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
IV	(T) (L) (C)	Describe high risk neonates and their nursing management	Assessment and management of High- risk newborn(Review) <ul style="list-style-type: none"> • Models of newborn care in India – NBCC;SNCUs • Levels of new born care- review • Screening of high-risknewborn • Protocols, levels of neonatal care, infectioncontrol • Prematurity,Post-maturity • Low birthweight • Kangaroo Mother Care • Birth asphyxia/Hypoxicencephalopathy • Neonatal sepsis • Hypothermia • Respiratory distress • Jaundice • Neonatalinfections • Highfever • Convulsions • Neonataltetanus • Congenitalanomalies • Baby of HIV positive mothers • Baby of Rh negativemothers • Birthinjuries • SIDS (Sudden Infant Death Syndrome) prevention, Compassionatecare • Calculation of fluidrequirements, EBM/formula feeds/tubefeeding Home based newborn care program- community facility integration in newborn care • Decision making about managementand referral • Bereavementcounseling • Drugs used for high risknewborns • Maintenance of records andreports 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Simulation • Case discussion/ presentation • Drugpresentation • SupervisedClinica l practice • Integrated Management of NeonatalChildhood Illnesses(IMNCI) 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype • Assessment of skills with checklist • OSCE

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
V	(T) (L) (C)	Describe the assessment and management of women with gynecological disorders.	Assessment and management of women with gynecological disorders <ul style="list-style-type: none"> • Gynecological assessment – History and Physical assessment • Trends in Gynaecology (Robotic surgery) • Breast Self-Examination • Congenital abnormalities of female reproductive system • Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and management of women with <ul style="list-style-type: none"> ○ Menstrual abnormalities ○ Abnormal uterine bleed ○ Pelvic inflammatory disease ○ Infections of the reproductive tract ○ Uterine displacement ○ Endometriosis ○ Uterine and cervical fibroids and polyps ○ Tumors – uterine, cervical, ovarian, vaginal, vulval ○ Cysts – ovarian, vulval ○ Cystocele, urethrocele, rectocele ○ Genito-urinary fistulas ○ Breast disorders – infections, deformities, cysts, tumors ○ HPV vaccination ○ Disorders of Puberty and menopause ○ Hormonal replacement therapy • Assessment and management of couples with infertility <ul style="list-style-type: none"> ○ Infertility – definition, causes ○ Counseling the infertile couple ○ Investigations – male and female ○ Artificial reproductive technology 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Case discussion/ presentation • Drug presentation • Videos, films • Simulated practice • Supervised Clinical practice • Visit to infertility clinic and ART centers 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • Assessment of skills with checklist • OSCE

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Surrogacy, sperm and ovum donation, cryopreservation • Adoption – counseling, procedures • Injuries and Trauma; Sexual violence • Drugs used in treatment of gynaecological disorders 		

Note: Complete safe delivery app during VII Semester.

PRACTICUM

SKILL LAB & CLINICAL ARE GIVEN UNDER OBG NURSING –I

Recommended Books

1. Dutta DC. Text book of obstetrics: including perinatology and contraception. Hiralal Konar. Jaypee publisher, New central book agency;(Latest edition).
2. Raman AV, Redder Martin, Koniak-Griffin. Maternity nursing, family, newborn and women's health care. New Delhi: Wolters Kluwer (Latest edition).
3. Balakrishnan Sheila. Textbook of obstetrics. New Delhi. Paras Medical Publisher (Latest edition).
4. Dutta DC. Text book of gynecology. Hiralal Konar. Jaypee publisher, New central book agency;(Latest edition).

Other reference material as per INC

1. GOI guidelines-NHM website (RMNCH+A portal).
2. WHO guidelines-reproductive health library.
3. ICM documents-<https://www.internationalmidwives.org/>.
4. UNFPA. DOCUMENTS-<https://www.unfpa.org/>. Available from: <http://unfpa.org/>.
5. Safe delivery app (download).
6. E-learning for maternal and newborn healthcare (INC website).
7. E-learning for midwifery (will be available soon on INC).

LIST OF APPENDICES

1. Internal Assessment: Distribution of marks
2. Internal Assessment guidelines
3. University Theory paper Question pattern and Practical examination

APPENDIX 1

INTERNAL ASSESSMENT: Distribution of marks

I SEMESTER

S.No.	Name of the Course	Continuous Assessment	Sessional Exams – Theory/Practical	Total Internal Marks
	Theory			
1	Communicative English	10	15	25
2	Applied Anatomy & Applied Physiology	10	15	25
3	Applied Sociology & Applied Psychology	10	15	25
4	Nursing Foundation I	10	15	25
	Practical			
5	Nursing Foundation I	10	15	25

II SEMESTER

S.No.	Course	Continuous Assessment	Sessional Exams – Theory/Practical	Total Marks
	Theory			
1	Applied Biochemistry and Applied Nutrition & Dietetics	10	15	25
2	Nursing Foundation II including First Aid I & II	10	15	25 I & II = 25+25 = 50/2
3	Health/Nursing Informatics & Technology	10	15	25
	Practical			
4	Nursing Foundation III & II	10	15	25 I & II = 25+25 = 50

II SEMESTER

S.No.	Course	Continuous Assessment	Sessional Exams – Theory/Practical	Total Marks
	Theory			
1	Applied Microbiology and Infection Control including Safety	10	15	25
2	Pharmacology I and Pathology I	10	15	25
3	Adult Health Nursing I with integrated pathophysiology including BCLS module	10	15	25
	Practical			
4	Adult Health Nursing I	20	30	50

II SEMESTER

S.No.	Course	Continuous Assessment	Sessional Exams/ Practical	Total Marks
	Theory			
1	Pharmacology II & Pathology III & II	10	15	25 I & II = 25+25 = 50/2
2	Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing	10	15	25
3	Professionalism, Professional values & Ethics including bioethics	10	15	25
	Practical			
4	Adult Health Nursing II	20	30	50

II SEMESTER

S.No.	Course	Continuous Assessment	Sessional Theory/ Practical Exams	Total Marks
	Theory			
1	Child Health Nursing I	10	15	25
2	Mental Health Nursing I	10	15	25
3	Community Health Nursing I	10	15	25
4	Educational Technology/ Nursing education	10	15	25
5	Introduction to Forensic Nursing and Indian Laws	10	15	25
	Practical			
6	Child Health Nursing I	10	15	25
7	Mental Health Nursing I	10	15	25
8	Community Health Nursing I	20	30	50

APPENDIX 2
INTERNAL ASSESSMENT GUIDELINES THEORY

I. CONTINUOUS ASSESSMENT: 10 marks

1. Attendance – **2 marks** (95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)

2. Written assignments (Two) – **10 marks**

3. Seminar/microteaching/individual presentation (Two) – **12 marks**

4. Group

project/work/repo

rt – **6 marks**

Total = 30/3 = 10

If there is mandatory module in that semester, marks obtained by student out of 10 can be added to 30 totaling 40 marks

Total = 40/4 = 10 marks

II. SESSIONAL EXAMINATIONS: 15 marks

Two sessional exams per course

Exam pattern:

MCQ – $4 \times 1 = 4$

Essay – $1 \times 10 = 10$

Short – $2 \times 5 = 10$

Very Short – $3 \times 2 = 6$

$30 \text{ marks} \times 2 = 60/4 = 15$

PRACTICAL

I. CONTINUOUS ASSESSMENT: 10 marks

1. Attendance – **2 marks** (95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)

2. Clinical assignments – **10 marks**

(Clinical presentation – 3, drug presentation & report – 2, case study report – 5)

3. Continuous evaluation of clinical performance – **10 marks**

4. End of posting OSCE – **5 marks**

5. Completion of procedures and

clinical requirements – **3 marks** **Total**

= 30/3 = 10

II. SESSIONAL

EXAMINATIONS: 15

marksExam pattern:

OSCE – 10 marks (2-3 hours)

DOP – 20 marks (4-5 hours)

{DOP – Directly observed practical in the clinical setting}

Total = 30/2 = 15

Note: For Adult Health Nursing I, Adult Health Nursing II, Community Health Nursing I & Community Health Nursing II, the marks can be calculated as per weightage. Double the weightage as 20 marks for continuous assessment and 30 for sessional exams.

COMPETENCY ASSESSMENT: (VIII SEMESTER)

Internal assessment

Clinical performance evaluation

– 10 × 5 specialty = 50 marks

OSCE = 10 × 5 specialty = 50

marks

Total = 5 specialty × 20 marks = 100

APPENDIX 3

I. UNIVERSITY THEORY QUESTION PAPER PATTERN (For 75 marks)

1. Section A – 37 marks and Section B – 38 marks

- a. **Applied Anatomy & Applied Physiology:** Applied Anatomy – Section A and Applied Physiology – Section B,
- b. **Applied Sociology & Applied Psychology:** Applied Sociology – Section A and Applied Psychology – Section B
- c. **Applied Microbiology & Infection Control including Safety:** Applied Microbiology – Section A and Infection Control including Safety – Section B

Section A (37 marks)

MCQ – $6 \times 1 = 6$

Essay – $1 \times 10 = 10$

Short – $3 \times 5 = 15$

Very Short – 3

$\times 2 = 6$

Section B (38

marks) MCQ

$- 7 \times 1 = 7$

Essay – $1 \times 10 = 10$

Short – $3 \times 5 = 15$

Very Short – $3 \times 2 = 6$

2. Section A – 25 marks and Section B – 50 marks

Applied Biochemistry & Nutrition & Dietetics: Applied Biochemistry – Section A and Applied Nutrition & Dietetics – Section B

Section A (25 marks)

MCQ – $4 \times 1 = 4$

Short – $3 \times 5 = 15$

Very Short – 3

$\times 2 = 6$

Section B (50

marks) MCQ

$- 8 \times 1 = 8$

Essay/situation type – $1 \times 10 = 10$

Short – $4 \times 5 = 20$

Very Short – $6 \times 2 = 12$

3. **Section A – 38 marks, Section B – 25 marks and Section C – 12 marks**

Pharmacology, Pathology and Genetics: Pharmacology – Section A,
Pathology – Section B and Genetics – Section C

Section A (38 marks)

MCQ – $7 \times 1 = 7$

Essay – $1 \times 10 = 10$

Short – $3 \times 5 = 15$

Very Short – $3 \times 2 = 6$

Section B (25 marks) MCQ – $4 \times 1 = 4$

Short – $3 \times 5 = 15$

Very Short – 3

$\times 2 = 6$

Section C (12 marks) MCQ

– $3 \times 1 = 3$

Short – $1 \times 5 = 5$

Very Short – $2 \times 2 = 4$

4. **Section A – 55 marks and Section B – 20 marks**

Research and Statistics: Research – Section A and Statistics – Section B

Section A (55 marks)

MCQ – $9 \times 1 = 9$

Essay/situation type – $2 \times 15 = 30$

Short – $2 \times 5 = 10$

Very Short – 3

$\times 2 = 6$

Section B (20 marks) MCQ

– $4 \times 1 = 4$

Short – $2 \times 5 = 10$

Very Short – $3 \times 2 = 6$

5. Marks 75 (For all other university exams with 75 marks)

MCQ – $12 \times 1 = 12$

Essay/situation type – $2 \times 15 = 30$

Short – $5 \times 5 = 25$

Very Short – $4 \times 2 = 8$

6. College Exam (End of Semester) – 50 marks (50/2 = 25 marks)

MCQ – $8 \times 1 = 8$

Essay/situation type – $1 \times 10 = 10$

Short – $4 \times 5 = 20$

Very Short – $6 \times 2 = 12$

II. UNIVERSITY PRACTICAL

EXAMINATION – 50 marks OSCE –

15 marks

DOP – 35 marks

III. COMPETENCY ASSESSMENT – University Exam (VIII SEMESTER)

Integrated OSCE including all 5 specialties (Stations based on every specialty) = 5
specialty $5 \times 20 = 100$ marks

Total of 5 Examiners: external – 2 and internal – 3 (One from each specialty)

Internal examiners may be chosen from college faculty with required qualification or from hospital with required qualification.

II SEMESTER

S.No.	Course	Continuous Assessment	Sessional Exams/ Practical	Total Marks
	Theory			
1	Child Health Nursing III & II	10	15	25 I & II = 25+25 = 50/2
2	Mental Health Nursing III & II	10	15	25 I & II = 25+25 = 50/2
3	Nursing Management and Leadership	10	15	25
4	Midwifery/Obstetrics and Gynecology I	10	15	25
	Practical			
5	Child Health Nursing III & II	10	15	25 I & II = 25+25 = 50
6	Mental Health Nursing III & II	10	15	25 I & II = 25+25 = 50
7	Midwifery/Obstetrics and Gynecology (OBG)Nursing I	10	15	25

III SEMESTER

S.No.	Course	Continuous assessment	Sessional Exams/ Practical	Total Marks
	Theory			
1	Community Health Nursing II	10	15	25
2	Nursing Research & Statistics	10	15	25
3	Midwifery/Obstetrics and Gynecology (OBG)Nursing II I & II	10	15	25 I & II = 25+25 = 50/2
	Practical			
4	Community Health Nursing II	20	30	50
5	Midwifery/Obstetrics and Gynecology (OBG)Nursing II I & II	10	15	25 I & II = 25+25 = 50

IV SEMESTER (Internship)

S.No.	Course	Continuous performance evaluation	OSCE	Total Marks
1	Competency assessment – 5 specialties × 20 marks	Each specialty – 105×10 = 50 marks	Each specialty – 105×10 = 50 marks	100