



Assam down town University

Curriculum and Syllabus

B.Sc. Nursing

Prescribed by Indian Nursing Council (INC)

FACULTY OF NURSING

July, 2023

PREAMBLE

Assam down town University is a premier higher educational institution which offers Bachelor, Master, and Ph.D. degree programmes across various faculties. These programmes, collectively embodies the vision and mission of the university. In keeping with the vision of evolutionary changes taking place in the educational landscape of the country, the university has restructured the course curriculum as per the guidelines of National Education Policy 2020. This document contains outline of teaching and learning framework and complete detailing of the courses. This document is a guide book for the students to choose desired courses for completing the programme and to be eligible for the degree. This volume also includes the prescribed literature, study materials, texts, and reference books under different courses as guidance for the students to follow.

Recommended by the Board of Studies (BOS) meeting of the Faculty of Nursing held on dated 15/06/2023 and approved by the Emergent Academic Council (AC) meeting held on dated 28/07/2023

Chairperson, Board of Study

Member Secretary, Academic Council

Vision

To become a Globally Recognized University from North Eastern Region of India, Dedicated to the Holistic Development of Students and Making Society Better

Missions

1. Creation of curricula that address the local, regional, national, and international needs of graduates, providing them with diverse and well-rounded education.
2. Build a diverse student body from various socio-economic backgrounds, provide exceptional value-based education, and foster holistic personal development, strong academic careers, and confidence.
3. Achieve high placement success by offering students skill-based, innovative education and strong industry connections.
4. Become the premier destination of young people, desirous of becoming future professional leaders through multidisciplinary learning and serving society better.
5. Create a highly inspiring intellectual environment for exceptional learners, empowering them to aspire to join internationally acclaimed institutions and contribute to global efforts in addressing critical issues, such as sustainable development, Climate mitigation and fostering a conflict-free global society.
6. To be renowned for creating new knowledge through high quality interdisciplinary research for betterment of society.
7. Become a key hub for the growth and excellence of AdtU's stakeholders including educators, researchers and innovators.
8. Adapt to the evolving needs and changing realities of our students and community by incorporating national and global perspectives, while ensuring our actions are in harmony with our foundational values and objectives of serving the community.

Programme Details

Programme Overview

The B.Sc. Nursing programme focuses on providing Nursing care to individuals, families, and communities. It also covers Nursing care based on the steps of the nursing process, in collaboration with other healthcare team members. The programme aims to impart knowledge of preventive, curative, and rehabilitative aspects of nursing care.

I. Specific Features of the Curriculum

The B.Sc. Nursing curriculum is designed to foster comprehensive nursing competencies, addressing three core areas. Firstly, it emphasizes social outreach, training students to create health policy awareness through effective nursing interventions, promoting better public health. Secondly, the curriculum ensures high clinical proficiency by providing hands-on experience in diverse simulated clinical settings, including intensive care, maternity, pediatrics, and emergency scenarios. Thirdly, it cultivates global competency, encouraging students to engage in international certification courses, webinars, and workshops, thereby expanding their knowledge and skills to meet global healthcare standards. This integrated approach prepares graduates for versatile and impactful nursing careers.

II. Eligibility Criteria: As per Indian Nursing Council (INC)

III. Programme Educational Objectives (PEOs):

PEO1 AdtU nursing graduates will be prepared for successful careers in industry and government/ or educational sectors in multidisciplinary areas of the healthcare systems.

PEO2 Graduates will be well prepared academically to become licensed professional nurses and midwives in due course and focus on continuous professional and personal development.

PEO3 Graduates will be successful in higher education in nursing and hospital management, if pursued; and can engage in professional activities to enhance their stature and simultaneously contribute to the profession.

IV. Programme Specific Outcomes (PSOs):

PSO 1 Social Outreach: Demonstrate social outreach competency for creating awareness about health policies in society through nursing intervention for better public health.

PSO 2 Clinical Proficiency: Exhibit high clinical proficiency in real-world simulated diverse clinical settings including intensive, maternity, paediatrics and emergency scenarios.

PSO 3 Global Competency: Demonstrate global competency while attaining knowledge comprehension during international certification courses, webinars and workshops.

V. Programme Outcome (POs):

PO1 Nursing Knowledge: Apply the knowledge of biological sciences, behavioural sciences, sociology, and health science concepts in the practice of professional nursing maintaining health and hygiene.

- PO2 Compassionate Patient Support:** Execute services with a focus on promotion, prevention, and restoration of health adhering to national health programs and policies.
- PO3 Technological Competence:** Use modern healthcare instruments and gadgets for better outcomes while practicing autonomy individually or in collaboration with teams.
- PO4 Person and Community Centric Care:** Intervene care practices and therapeutic approaches skillfully and safely while working with individuals, families, and communities at various stages of human in diverse care setups.
- PO5 Communication:** Communicate effectively with patients, peers and healthcare professionals to collaborate in delivering holistic care.
- PO6 Inquiry and Research:** Synthesize patient findings and implementing nursing theories in advanced decision-making within the context of evidence-based practice.
- PO7 Ethical Practice:** Incorporate the code of conduct and values in caring with a sense of responsibility and accountability into decision-making and critical thinking considering morals and legal aspects of nursing.
- PO8 Social Responsibility and Sustainability:** Advocate for equitable healthcare access and implement best practices in diverse healthcare settings for promoting environmental sustainability.
- PO9 Teamwork and Leadership:** Function effectively as an individual or as a member/leader of a healthcare team applying midwifery and nursing management principles maintaining integrity and nursing management principles maintaining integrity and dignity of oneself/others for enhancing quality and safety in healthcare.
- PO10 Lifelong Learning:** Participate in lifelong learning keeping in the broader context of global healthcare.

VII. Career Prospects:

B.Sc. Nursing offers robust career prospects, with graduates enjoying diverse opportunities in various healthcare settings. They can work as registered nurses in hospitals, clinics, and community health centers, or specialize in areas like pediatrics, oncology, and critical care. Advanced career paths include becoming nurse practitioners, nurse educators, or healthcare administrators, often requiring further education or certification. Additionally, the growing demand for healthcare services globally, driven by aging populations and chronic disease prevalence, ensures a steady need for skilled nursing professionals, making B.Sc. Nursing a promising and stable career choice.

CURRICULUM

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 1 depicts the entire course of curriculum, which is further outlined in the program structure.

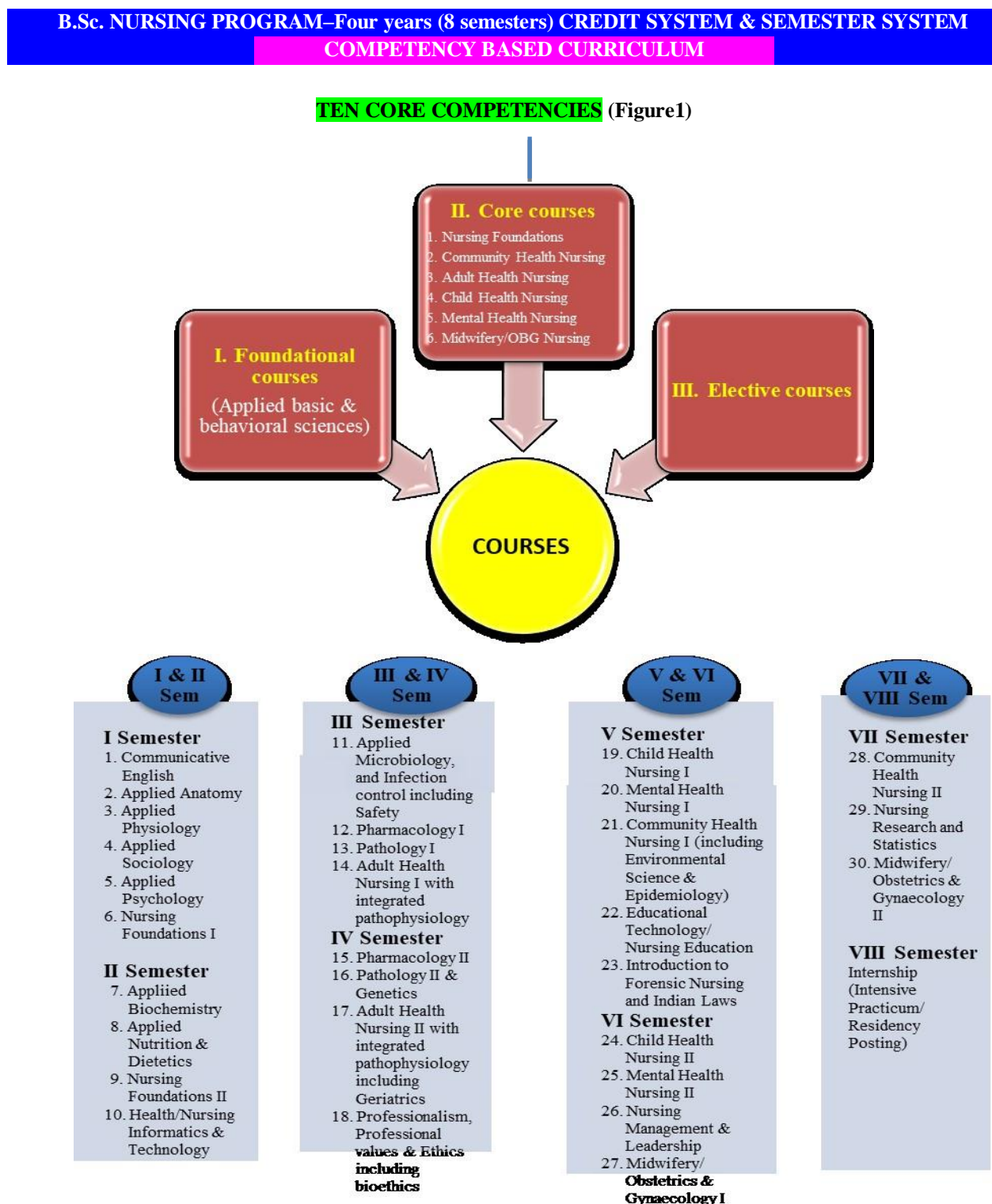


Figure 2: Curricular Framework

1. PROGRAM STRUCTURE

| B.Sc. Nursing Program Structure | | | |
|---|---|--|--|
| <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 Foundations I <p>Mandatory Module *First Aid as part of Nursing Foundation I Course</p> | <p>III Semester</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 path physiology <p>Mandatory Module *BCLS as part of Adult Health Nursing I</p> | <p>V Semester</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 I 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> | <p>VII Semester</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> |
| <p>II Semester</p> <ol style="list-style-type: none"> 1. Applied Biochemistry 2. Applied Nutrition and Dietetics 3. *Nursing Foundations II 4. Health/Nursing Informatics & Technology <p>Mandatory Module *Health Assessment as part of Nursing Foundation II Course</p> | <p>IV Semester</p> <ol style="list-style-type: none"> 1. *Pharmacology II 2. Pathology II & Genetics 3. Adult Health Nursing II with integrated path physiology 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> | <p>VI Semester</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>VIII Semester</p> <p>Internship (Intensive Practicum/Residency Posting)</p> |

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.

ELECTIVE MODULES

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

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

- Human values
- Diabetes care
- Soft skills

V & VI Semesters: To complete **anyone** 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 **anyone** 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 | : | 22 weeks |
| Vacation | : | 1 week |
| Holidays | : | 1 week |
| Examination and Preparatory Holidays | : | 2 weeks |

3. COURSES OF INSTRUCTION WITH CREDIT STRUCTURE

| S.No | Semester | Course Code | Course/Subject Title | Theory credits | Theory Contact hours | Lab/ Skill credits | Lab/ Skill Lab Clinical hours | Clinical Credits | Clinical Contact hours | Total credits | Total (Hours) |
|------|----------|---------------|--|----------------|----------------------|--------------------|-------------------------------|------------------|------------------------|------------------|-------------------|
| 1 | First | ENGL 101 | Communicative English | 2 | 40 | | | | | | 40 |
| | | ANAT105 | Applied Anatomy | 3 | 60 | | | | | | 60 |
| | | PHYS110 | Applied Physiology | 3 | 60 | | | | | | 60 |
| | | SOCI 115 | Applied Sociology | 3 | 60 | | | | | | 60 |
| | | PSYC120 | 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+2=24 | 640+80=720 |
| 2 | Second | BIOC135 | Applied Biochemistry | 2 | 40 | | | | | | 40 |
| | | NUTR140 | 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+4=21 | 740+60=800 |
| 3 | Third | MICR201 | 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 path physiology 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+6=19 | 780+20=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(II) 225 | Adult Health Nursing II with integrated path physiology 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 credits | Lab/ Skill Lab Clinical hours | Clinical Credits | Clinical Contact hours | Total credits | Total (Hours) |
|------|----------|--------------------|---|----------------|----------------------|--------------------|-------------------------------|------------------|------------------------|------------------|-------------------|
| | | PROF230 | 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+6=19 | 760+40=800 |
| 5 | Fifth | N-CHN(I)301 | Child Health Nursing I including Essential New born 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 |
| | | EDUC315 | Educational Technology/ Nursing Education | 2 | 40 | 1 | 40 | | | | 80 |
| | | N-FORN320 | 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+5=21 | 760+40=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 |
| | | NMLE330 | 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+7=18 | 800 |

| S.No | Semester | Course Code | Course/Subject Title | Theory credits | Theory Contact hours | Lab/Skill credits | Lab/Skill Lab Clinical hours | Clinical Credits | Clinical Contact hours | Total credits | Total (Hours) |
|------|--------------------|---------------------|---|----------------|-----------------------|-------------------|------------------------------|------------------|---|------------------|---------------|
| 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 |
| | | | 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–4weeks | | | | | | | | |
| | | | | | TOTAL=22 weeks | | | | 12 (1 credit=4 hours per week per semester) | | |

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

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

| S.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 | Saturdays (one semester = 5hours per week × | | | 12 | 240 |
| | Co-curricular | 20 weeks × 7 semesters = 700 hours) | | | 35 | 700 |
| | TOTAL | | | | 47 | 940 |

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

| S.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.

4. 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

| S.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 Foundations I | *25 | | | | |
| Practical | | | | | | |
| 5 | Nursing Foundations I | *25 | | | | |

***Will be added to the internal marks of Nursing Foundations II Theory and Practicals respectively in the next semester (Total weight age remains the same)**

Example:

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

II SEMESTER

| S.No. | Course | Assessment(Marks) | | | | |
|------------------|--|--|---------------------------|------------------------------|-------|-------------|
| | | Internal | End Semester College Exam | End Semester University Exam | Hours | Total Marks |
| Theory | | | | | | |
| 1 | Applied Biochemistry and Applied Nutrition & Dietetics | 25 | | 75 | 3 | 100 |
| 2 | Nursing Foundations (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 Foundations (I & II) | 50 I Sem-25 & II Sem-25 | | 50 | | 100 |

III SEMESTER

| S.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 weight age remains the same).

IV SEMESTER

| S.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

| S.No. | Course | Assessment(Marks) | | | | Hours | Total marks |
|------------------|---|-------------------|---------------------------|------------------------------|---|-------|-------------|
| | | Internal | End Semester College exam | End Semester University Exam | | | |
| 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 weight age remains same).**

VI SEMESTER

| S.No. | Course | Assessment (Marks) | | | | Hours | Total marks |
|------------------|-------------------------------------|--|---------------------------|------------------------------|---|-------|-------------|
| | | Internal | End Semester College exam | End Semester University Exam | | | |
| 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 weight age remains the same)**

VII SEMESTER

| S.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 |
| 2 | Midwifery/Obstetrics and Gynecology (OBG) Nursing (I & II) | 25 Sem VI - 25 & Sem VII-25 (with average of both) | | 75 | 3 | 100 |
| Practical | | | | | | |
| 3 | Community Health Nursing II | 50 | | 50 | | 100 |
| 4 | Midwifery/Obstetrics and Gynecology (OBG) Nursing (I & II) | 50 (Sem VI-25 & Sem VII-25) | | 50 | | 100 |

VIII SEMESTER

| S.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 are as before award of degree.
9. Following exams shall be conducted as College exam and minimum pass is 50% except communicative English. The marks for all the college exams listed below alongside all other university exams must be sent to the university for inclusion in the mark sheet and shall be considered for calculating aggregate and ranking awards by the 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% (P grade / 4 point) for English only and elective modules.
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% (Refer Appendix 2).
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 there spective 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 Foundations 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 speciality 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 speciality with minimum three 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 pre determined class intervals.

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

| Letter grade | Grade point | Percentage of marks |
|---|-------------|---------------------|
| O (Outstanding) | 10 | 85% and 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% and 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)

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/sarepassed.

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

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

Transcript Format

Based on the above recommendation on letter grades, grade points, SPGA 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 inAppendix 1and 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.

COMMUNICATIVE ENGLISH

PLACEMENT: I SEMESTER

THEORY: 2 Credits (40hours)

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 health care 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 tasks |
| II | 5(T) | Describe concepts and principles of Language (English) use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, | 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 | <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 | <ul style="list-style-type: none"> • Through _ check your understanding' exercises |

| | | | | | |
|-----|------|---|---|--|---|
| | | spelling, pause and silence | sentences and short paragraphs–emphasis on correct grammar | <ul style="list-style-type: none"> • Reading a medical dictionary/glossary of medical terms with matching exercises • Information on tenses and basic concepts of correct grammar through fill in the blanks, true/false questions | |
| 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 over all meaning and instructions • Listening to attitudes and opinions • Listening to audio, video and identify key points |
| IV | 9(T) | Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or other means | Speaking–Effective Conversation <ul style="list-style-type: none"> • Conversation situations– informal, formal and neutral • Factors influencing way of speaking – setting, topic, social relationship, attitude and language • Greetings, introductions, requesting, asking for and giving permission, speaking personally and casual conversations • Asking for information, giving instructions and directions • Agreeing and disagreeing, giving opinions • Describing people, places, events and things, narrating, reporting & reaching conclusions • Evaluating and comparing • Complaints and suggestions • Telephone conversations • Delivering presentations | <ul style="list-style-type: none"> • Different types of speaking activities related to the content • Guided with prompts and free discussions • Presentation techniques • Talking to peers and other adults. • Talking to patients and Patient attenders • Talking to other health care professionals • Classroom conversation • Scenario based learning tasks | <ul style="list-style-type: none"> • Individual and group/peer assessment through live speaking tests • Presentation of situation in emergency and routine • Hand off • Reporting in doctors/nurses ‘rounds • Case presentation • Face to face oral communication • Speaking individually (Nurse to nurse/ patient/ doctor) and to others in the group • Telephonic talking |
| V | 5(T) | Read, interpret and comprehend content in text, flow sheet, framework, figures, | <ul style="list-style-type: none"> • Reading • Reading strategies, reading notes and messages • Reading relevant articles and | <ul style="list-style-type: none"> • Detailed tasks and exercises on reading for information, inference and evaluation | <ul style="list-style-type: none"> • Reading/ summarizing/ justifying answers orally • Patient document • Doctor’s prescription of care |

| | | | | | |
|------------|------|---|--|--|--|
| | | tables, reports, anecdotes | <p>news items</p> <ul style="list-style-type: none"> • 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"> • Vocabulary games and puzzles for medical lexis • Grammar activities | <ul style="list-style-type: none"> • 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 • Summarizing • 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 | <p>LSRW Skills</p> <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 situation a activities • Demonstration – individually and in groups • Group Discussion • Presentation • Role Play • Writing reports | <ul style="list-style-type: none"> • Consolidated assess mentorally and through written tasks/exercises |

APPLIED ANATOMY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60hours)

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

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

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

COURSE OUTLINE

T–Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|--|--|---|---|
| I | 8(T) | <p>Define the terms relative to the anatomical position</p> <p>Describe the anatomical planes</p> <p>Define and describe the terms used to describe movements</p> <p>Organization of human body and structure of cell, tissues membranes and glands</p> <p>Describe the types of cartilage</p> <p>Compare and contrast the features of skeletal, smooth and cardiac muscle</p> | <p>Introduction to anatomical terms and organization of the human body</p> <ul style="list-style-type: none"> • Introduction to anatomical terms relative to position–anterior, ventral, posterior dorsal, superior, inferior, median, lateral, proximal, distal, superficial, deep, prone, supine, palmar and plantar • Anatomical planes (axial/transverse/horizontal, sagittal/vertical plane and coronal/frontal/oblique plane) • Movements (flexion, extension, abduction, adduction, medial rotation, lateral rotation, inversion, eversion, supination, pronation, plantar flexion, dorsal flexion and circumduction) • Cell structure, Cell division • Tissue–definition, types, characteristics, classification, location • Membrane, glands–classification and structure • Identify major surface and bony landmarks in each body region, Organization of human body • Hyaline, fibro cartilage, elastic cartilage • Features of skeletal, smooth and cardiac muscle • Application and implication in nursing | <ul style="list-style-type: none"> • Lecture cum Discussion • Use of models • Video demonstration • Use of microscopic slides • Lecture cum Discussion • Video/Slides • Anatomical Torso | <ul style="list-style-type: none"> • Quiz • MCQ • Short answer |
| II | 6(T) | Describe the structure of respiratory system | <p>The Respiratory system</p> <ul style="list-style-type: none"> • Structure of the organs of respiration | <ul style="list-style-type: none"> • Lecture cum Discussion | <ul style="list-style-type: none"> • Short answer • Objective type |

| | | | | | |
|-----|-------|--|--|--|--|
| | | Identify the muscles of respiration and examine their contribution to the mechanism of breathing | <ul style="list-style-type: none"> • Muscles of respiration • Application and implication in nursing | <ul style="list-style-type: none"> • Models • Video/Slides | |
| III | 6(T) | Describe the structure of digestive system | The Digestive system <ul style="list-style-type: none"> • Structure of alimentary canal and accessory organs of digestion • Application and implication in nursing | <ul style="list-style-type: none"> • Lecture cum Discussion • Video/Slides • Anatomical Torso | <ul style="list-style-type: none"> • Short answer • Objective type |
| IV | 6(T) | Describe the structure of circulatory and lymphatic system. | The Circulatory and Lymphatic system <ul style="list-style-type: none"> • Structure of blood components, blood vessels –Arterial and Venous system • Position of heart relative to the associated structures • Chambers of heart, layers of heart • Heart valves, coronary arteries • Nerve and blood supply to heart • Lymphatic issue • Veins used for IV injections • Application and implication in nursing | <ul style="list-style-type: none"> • Lecture • Models • Video/Slides | <ul style="list-style-type: none"> • Short answer • MCQ |
| V | 4(T) | Identify the major endocrine glands and describe the structure of endocrine Glands | The Endocrine system <ul style="list-style-type: none"> • Structure of Hypothalamus, Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands | <ul style="list-style-type: none"> • Lecture • Models/charts | <ul style="list-style-type: none"> • Short answer • Objective type |
| VI | 4(T) | Describe the structure of various sensory organs | The Sensory organs <ul style="list-style-type: none"> • Structure of skin, eye, ear, nose and tongue • Application and implications in nursing | <ul style="list-style-type: none"> • Lecture • Explain with Video/ models/ charts | <ul style="list-style-type: none"> • Short answer • MCQ |
| VII | 10(T) | Describe anatomical position and structure of bones and joints Identify major bones that makeup the axial and appendicular skeleton Classify the joints Identify the application and implications in nursing Describe the structure of muscle Apply the knowledge in performing nursing | The Musculo skeletal system: The Skeletal system <ul style="list-style-type: none"> • Anatomical positions • Bones–types, structure, growth and ossification • Axial and appendicular skeleton • Joints–classification, major joints and structure • Application and implications in nursing The Muscular system <ul style="list-style-type: none"> • Types and structure of muscles • Muscle groups–muscles of the head, neck, thorax, abdomen, pelvis, upper limb and lower limbs • Principal muscles–deltoid, biceps, triceps, respiratory, abdominal, pelvic floor, pelvic floor muscles, gluteal muscles and vastus lateralis | <ul style="list-style-type: none"> • Review–discussion • Lecture • Discussions • Explain using charts, skeleton and loose bones and torso • Identifying muscles involved in nursing procedures in lab | <ul style="list-style-type: none"> • Short answer • Objective type |

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

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

APPLIED PHYSIOLOGY

PLACEMENT: I SEMESTER

THEORY: 3Credits (60hours)

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 function in go fvarious organ systems of the body.
2. Identify the relative contribution of each organ system to wards maintenance of homeostasis.
3. Describe the effect of alterations in functions.
4. Apply knowledge of physiological basis to analyze clinical situations and the rapeutic applications.

COURSE OUT LINE

T–Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|------------|--|---|---|--|
| I | 4(T) | Describe the physiology of cell, tissues, membranes and glands | General Physiology –Basic concepts <ul style="list-style-type: none"> • Cell physiology including transportation across cell membrane • Body fluid compartments, Distribution of total body fluid, intra cellular 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 |
| 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, gallbladder and pancreas • Composition of bileand function | <ul style="list-style-type: none"> • Lecture cum Discussion • Video slides | <ul style="list-style-type: none"> • Essay • Short answer • MCQ |

| | | | | | |
|-------------|------|---|--|---|---|
| | | | <ul style="list-style-type: none"> • Secretion and function of small and large intestine • Movements of alimentary tract • Digestion in mouth, stomach, small intestine, large intestine, absorption of food • Application and implications in nursing | | |
| IV | 6(T) | Explain the functions of the heart, and physiology of circulation | <p>Circulatory and Lymphatic system</p> <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 in fluencing blood pressure, pulse • Coronary circulation, Pulmonary and systemic circulation • Heart rate–regulation of heart rate • Normal value and variations • Cardiovascular homeostasis in exercise and posture • Application and implication in nursing | <ul style="list-style-type: none"> • Lecture • Discussion • Video/Slides | <ul style="list-style-type: none"> • Short answer • MCQ |
| V | 5(T) | Describe the composition and functions of blood | <p>Blood</p> <ul style="list-style-type: none"> • Blood–Functions, Physical characteristics • Formation of blood cells • Erythropoiesis–Functions of RBC, RBC life cycle • WBC–types, functions • Platelets–Function and production of platelets • Clotting mechanism of blood, clotting time, bleeding time, PTT • Hemostasis–role of vaso constriction, platelet plug formation in homeostasis, coagulation factors, intrinsic and extrinsic pathways of coagulation • Blood groups and types • Functions of reticuloend othelial system, immunity • Application in nursing | <ul style="list-style-type: none"> • Lecture • Discussion • Videos | <ul style="list-style-type: none"> • Essay • Short answer • MCQ |
| VI | 5(T) | Identify the major endocrine glands and describe their functions | <p>The Endocrine system</p> <ul style="list-style-type: none"> • Functions and hormones of Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands. • Other hormones • Alterations in disease • Application and implication in nursing | <ul style="list-style-type: none"> • Lecture • Explain using charts | <ul style="list-style-type: none"> • Short answer • MCQ |
| VII | 4(T) | Describe the structure of various sensory organs | <p>The Sensory Organs</p> <ul style="list-style-type: none"> • Functions of skin • Vision, hearing, taste and smell • Errors of refraction, aging changes • Application and implications in nursing | <ul style="list-style-type: none"> • Lecture • Video | <ul style="list-style-type: none"> • Short answer • MCQ |
| VIII | 6(T) | Describe the functions of bones, joints, various types of | <p>Musculoskeletal system</p> <ul style="list-style-type: none"> • Bones – Functions, movements of bones of axial and appendicular skeleton, Bonehealing • Joints and joint movements | <ul style="list-style-type: none"> • Lecture • Discussion • Video presentation | <ul style="list-style-type: none"> • Structured essay • Short answer • MCQ |

| | | | | | |
|-----------|------|--|--|--|---|
| | | muscles, its special properties and nerves supplying them | <ul style="list-style-type: none"> • 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 | | |
| IX | 4(T) | Describe the physiology of renal system | Renal system <ul style="list-style-type: none"> • Functions of kidney in maintaining homeostasis • GFR • Functions of ureters, bladder and urethra • Micturition • Regulation of renal function • Application and implication in nursing | <ul style="list-style-type: none"> • Lecture • Charts and models | <ul style="list-style-type: none"> • Short answer • MCQ |
| X | 4(T) | Describe the structure of reproductive system | The Reproductive system <ul style="list-style-type: none"> • Female reproductive system–Menstrual cycle, function and hormones of ovary, oogenesis, fertilization, implantation, Functions of breast • Male reproductive system–Spermatogenesis, hormones and its functions, semen • Application and implication in providing nursing care | <ul style="list-style-type: none"> • Lecture • Explain using charts, models, specimens | <ul style="list-style-type: none"> • Short answer • MCQ |
| XI | 8(T) | Describe the functions of brain, physiology of nerve stimulus, reflexes, cranial and spinal nerves | <ul style="list-style-type: none"> • Nervous system • Overview of nervous system • Review of types, structure and functions of neurons • Nerve impulse • Review functions of Brain-Medulla, Pons, Cerebrum, Cerebellum • Sensory and Motor Nervous system • Peripheral Nervous system • Autonomic Nervous system • Limbic system and higher mental Functions- Hippocampus, Thalamus, Hypothalamus • Vestibular apparatus • Functions of cranial nerves • Autonomic functions • Physiology of Pain -somatic, visceral and referred • Reflexes • CSF formation, composition, circulation of CSF, blood brain barrier and blood CSF barrier • Application and implication 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)

APPLIED SOCIOLOGY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60hours)

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

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 |
| 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 | <ul style="list-style-type: none"> • Lecture • Panel discussion | <ul style="list-style-type: none"> • Essay • Short answer |

| | | | | | |
|------------|-------|---|--|--|---|
| | | | health and disease | | |
| 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. • Inter relationship of in situations • Social control–meaning, aims and process of social control • Social norms, moral and values • Social disorganization – definition, causes, Control and planning • Major social problems–poverty, housing, food supplies, illiteracy, prostitution, dowry, Childlabour, 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 | <ul style="list-style-type: none"> • Lecture • Group discussion • Observational visit | <ul style="list-style-type: none"> • Essay • Short answer • Objective type • Visit report |
| 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 |

APPLIED PSYCHOLOGY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60Hours)

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

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 work place 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 behavior | Biological basis of behavior–Introduction <ul style="list-style-type: none"> • Body mind relationship • Genetics and behavior • Inheritance of behavior • Brain and behavior. • Psychology and sensation–sensory process –normal and abnormal | <ul style="list-style-type: none"> • Lecture • Discussion | <ul style="list-style-type: none"> • Essay • Short answer |
| III | 5(T) | Describe mentally healthy person and defense mechanisms | 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 • Primitive 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 |

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|-----|-------|--|---|--|--|
| 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 life span Psychological needs of various groups in health and sickness – Infancy, childhood, adolescence, adulthood and older adult Introduction to child psychology and role of nurse in meeting the psychological needs of 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 | <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, factor affecting perception, Intelligence – Meaning of intelligence – Effect of heredity and environment in intelligence, classification, Introduction to measurement of intelligence tests–Mental deficiencies Learning–Definition of learning, types of learning, Factors influencing learning – Learning process, Habit formation Memory-meaning and nature of memory, factors influencing memory, methods to improve memory, forgetting Thinking–types, level, reasoning and problem solving. Aptitude–concept, types, individual differences and variability Psychometric assessment of cognitive processes – Introduction Alteration in cognitive processes | <ul style="list-style-type: none"> Lecture Discussion | <ul style="list-style-type: none"> Essay and short answer Objective type |
| VII | 6(T) | Describe motivation, emotion, attitude and role of nurse in emotionally | 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, | <ul style="list-style-type: none"> Lecture Group discussion | <ul style="list-style-type: none"> Essay and short answer Objective type |

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|------|-------|---|--|---|--|
| | | sick client | <p>development of emotions, alteration of emotion, emotions in sickness–handling emotions in self and other</p> <ul style="list-style-type: none"> • Stress and adaptation–stress, stressor, cycle, effect, adaptation and coping • Attitudes – Meaning of attitudes, nature, factor affecting attitude, attitudinal change, Role of attitude in health and sickness • Psychometric assessment of emotions and attitude – Introduction • Role of nurse in caring for emotionally sick client | | |
| VIII | 4(T) | Explain psychological assessment and tests and role of nurse | <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 |
| 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, teamwork etc. • Use of soft skill in nursing | <ul style="list-style-type: none"> • Lecture • Group discussion • Role play • Refer/Complete Soft skills module | <ul style="list-style-type: none"> • Essay and short answer |
| X | 2(T) | Explain self-empowerment | <p>Self-empowerment</p> <ul style="list-style-type: none"> • Dimensions of self - empowerment • Self-empowerment development • Importance of women’s empowerment in society • Professional etiquette and personal grooming • Role of nurse in empowering others | <ul style="list-style-type: none"> • Lecture • Discussion | <ul style="list-style-type: none"> • Short answer • Objective type |

NURSING FOUNDATION-I (including First Aid module)

PLACEMENT: I SEMESTER

THEORY: 6Credits (120hours)

PRACTICUM: Skill Lab: 2Credits (80hours) and Clinical: 2Credits (160hours)

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

1. Develop understanding about the concept of health, illness and scope of nursing with in 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: 40Hours (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– Introduction of Basic Concepts & Meanings <ul style="list-style-type: none"> • Levels of Illness Prevention– Primary (Health Promotion), Secondary and Tertiary • Levels of Care–Primary, Secondary and Tertiary • Types of health care agencies/services– Hospitals, clinics, Hospice, rehabilitation centres, extended care facilities • Hospitals–Types, Organization and Functions • Health care teams in hospitals–members and their role | <ul style="list-style-type: none"> • Lecture • Discussion | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |

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|-----|------------------|---|---|--|---|
| III | 12(T) | Trace the history of Nursing Explain the concept, nature and scope of nursing Describe values, code of ethics and professional conduct for nurses in India | History of Nursing and Nursing as a profession <ul style="list-style-type: none"> History of Nursing, History of Nursing in India Contributions of Florence Nightingale Nursing – Definition – Nurse, Nursing, Concepts, philosophy, objectives, Characteristics, nature and Scope of Nursing/ Nursing practice, Functions of nurse, Qualities of a nurse, Categories of nursing personnel Nursing as a profession–definition and characteristics/criteria of profession Values–Introduction–meaning and importance Code of ethics and professional conduct for nurses – Introduction | <ul style="list-style-type: none"> Lecture Discussion Case discussion Role plays | <ul style="list-style-type: none"> Essay Short answers Objective type |
| IV | 8(T) 3(SL) | 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 |
| VI | 15(T) 20 (SL) | Describe | Vital signs <ul style="list-style-type: none"> Guidelines for taking vital signs Body temperature– <ul style="list-style-type: none"> Definition, Physiology, Regulation, Factors affecting body temperature Assessment of body temperature–sites, | <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 |

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|-------------|----------------|--|---|---|--|
| | | <p>principles and techniques of monitoring and maintaining vital signs</p> <p>Assess and record vital signs accurately</p> | <p>equipment and technique</p> <ul style="list-style-type: none"> ○ Temperature alterations – Hyperthermia, Heat Cramps, Heat Exhaustion, Heatstroke, Hypothermia ○ Fever/Pyrexia–Definition, Causes, Stages, Types ● Nursing Management ○ Hot and Cold applications ● <i>Pulse:</i> ○ Definition, Physiology and Regulation, Characteristics, Factors affecting pulse ○ Assessment of pulse–sites, equipment and technique ○ Alterations in pulse ● <i>Respiration:</i> ○ 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> ○ 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 | | <p>values of temperature, pulse, and respiration in the graphic sheet</p> <ul style="list-style-type: none"> ● OSCE |
| VII | 3(T) | Maintain equipment and linen | <p>Equipment and Linen</p> <ul style="list-style-type: none"> ● Types–Disposables and reusable ○ 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 | <p>Introduction to Infection Control in Clinical setting Infection</p> <ul style="list-style-type: none"> ● Nature of infection ● Chain of infection ● Types of infection ● Stages of infection ● Factors increasing susceptibility to infection ● Body defenses against infection – Inflammatory response & Immune response ● Health care associated infection (Nosocomial infection) <p>Introductory concept of Asepsis– Medical & Surgical asepsis</p> <p>Precautions</p> <ul style="list-style-type: none"> ● Hand Hygiene ● (Hand washing and use of hand Rub) ● Use of Personal Protective Equipment (PPE) ● Standard precautions <p>Biomedical Waste management</p> <ul style="list-style-type: none"> ● Types of hospital waste, waste segregation and hazards – Introduction | <ul style="list-style-type: none"> ● Lecture ● Discussion ● Demonstration ● Observation of autoclaving and other sterilization techniques ● Video presentation on medical & surgical asepsis | <ul style="list-style-type: none"> ● Essay ● Short answer ● Objective type |
| IX | 15(T) | Identify and | Comfort, Rest & Sleep and Pain | <ul style="list-style-type: none"> ● Lecture | <ul style="list-style-type: none"> ● Essay |

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|------------|-----------------|---|--|--|---|
| | 15 (SL) | meet the comfort needs of the patients | <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 ○ CAM (Complementary & Alternative healing Modalities) | <ul style="list-style-type: none"> • Discussion • Demonstration & Re-demonstration | <ul style="list-style-type: none"> • 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 • Safety devices– <ul style="list-style-type: none"> ○ Restraints – Types, Purposes, Indications, Legal Implications and Consent, Application of Restraints- Skill and Practice guidelines ○ Other Safety Devices–Side rails, Grab bars, Ambu alarms, non-skid slippers etc. | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |
| XI | 6(T) 2(SL) | Explain and perform admission, transfer, and discharge of a patient | <p>Hospital Admission and discharge</p> <ul style="list-style-type: none"> • Admission to the hospital Unit and preparation of unit <ul style="list-style-type: none"> ○ Admission bed ○ Admission procedure ○ Medico-legal issues • Roles and Responsibilities of the nurse • Discharge from the hospital <ul style="list-style-type: none"> ○ Types–Planned discharge, LAMA and Abscond, Referrals and transfers ○ Discharge Planning ○ Discharge procedure ○ Medico-legal issues ○ Roles and Responsibilities of the nurse ○ Care of the unit after discharge | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |
| XII | 8(T) 10 (SL) | Demonstrate skill in caring for patients with | <p>Mobility and Immobility</p> <ul style="list-style-type: none"> • Elements of Normal Movement, Alignment & Posture, Joint Mobility, Balance, | <ul style="list-style-type: none"> • Lecture • Discussion | <ul style="list-style-type: none"> • Essay • Short answer |

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

***Mandatory Module**

CLINICAL PRACTICUM

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

| S.No. | Competencies | Mode of Teaching |
|-------|---|--------------------------------|
| 1. | The 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/wheelchair | 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 | Maintain effective human relations (projecting professional image) Communicate effectively with patient, families and team members Demonstrate skills in techniques of | Communication and Nurse patient relationship <ul style="list-style-type: none"> • Maintaining Communication with patient and family and interpersonal relationship • Documentation and Reporting <ul style="list-style-type: none"> ○ Documenting patient care and procedures ○ Verbal report ○ Written report | | <ul style="list-style-type: none"> • OSCE |

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|--|---|---|---|---|--|
| | | recording and reporting | | | |
| | 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><i>Vital signs</i></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 ○ Pulseoximetry • Interpret and report alteration • Cold Applications–Cold Compress, Icecap, Tepid Sponging • Care of equipment–thermometer, BP apparatus, Stethoscope, Pulse oximeter <p><i>Infection control in Clinical settings</i></p> <ul style="list-style-type: none"> • Hand hygiene • Use of PPE | <ul style="list-style-type: none"> • Care of patients with alterations in vital signs -1 | <ul style="list-style-type: none"> • Assessment of clinical skills using check list • OSCE |
| | 3 | <p>Demonstrate skill in meeting the comfort needs of the patients</p> <p>Provide safe and clean environment</p> | <p>Comfort, Rest & Sleep, Pain and Promoting Safety in Health Care Environment</p> <p><i>Comfort, Rest & Sleep</i></p> <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 ○ Backrest ○ Bed Cradle • Therapeutic Positions <ul style="list-style-type: none"> ○ Supine ○ Fowlers (low, semi, high) ○ Lateral ○ Prone ○ Sim's ○ Trendelenburg ○ Dorsal recumbent ○ Lithotomy ○ Knee chest <p><i>Pain</i></p> <ul style="list-style-type: none"> • Pain assessment and provision for comfort <p><i>Promoting Safety in Health Care Environment</i></p> <ul style="list-style-type: none"> • Care of Patient's Unit • Use of Safety devices: <ul style="list-style-type: none"> ○ Side Rails • Restraints(Physical) | <ul style="list-style-type: none"> • Fall risk assessment-1 | <ul style="list-style-type: none"> • Assessment of clinical skills using check list • OSCE |

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|--|---|---|---|--|--|
| | | | <ul style="list-style-type: none"> • Fall risk assessment and Post Fall Assessment | | |
| | 2 | <p>Demonstrate skill in admission, transfer, and discharge of a patient</p> <p>Demonstrate skill in caring for patients with restricted mobility</p> <p>Plan and provide appropriate health teaching following the principles</p> | <p>Hospital Admission and discharge, Mobility and Immobility and Patient education</p> <p><i>Hospital Admission and discharge</i></p> <p>Perform & Document:</p> <ul style="list-style-type: none"> • Admission • Transfer • Planned Discharge <p><i>Mobility and Immobility</i></p> <ul style="list-style-type: none"> • Range of Motion Exercises • Assist patient in: <ul style="list-style-type: none"> ○ Moving ○ Turning ○ 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 • Assessment of clinical skills using check list • OSCE |
| | 1 | <p>Demonstrate skills in assessing and performing First Aid during emergencies</p> | <p>First aid and Emergencies</p> <ul style="list-style-type: none"> • Bandaging Techniques <ul style="list-style-type: none"> ○ Basic Bandages: <ul style="list-style-type: none"> ▪ Circular ▪ Spiral ▪ Reverse-Spiral ▪ Recurrent ▪ Figure of Eight ○ Special Bandages: <ul style="list-style-type: none"> ▪ Caplin ▪ Eye/Ear Bandage ▪ Jaw Bandage ▪ Shoulder Spica ▪ Thumbs pica ▪ Triangular Bandage/Sling (Head & limbs) ▪ Binders | <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 check list • OSCE(first aid competencies) |

APPLIED BIOCHEMISTRY

PLACEMENT: II SEMESTER

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

DESCRIPTION: The course is designed to assist the students to acquire knowledge of then or mal 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

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 invarious 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 • Ketonebodies (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 |

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| III | 9(T) | Explain the metabolism of amino acids and proteins Identify alterations in disease conditions | Proteins <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-gamma globinemia • 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) | Explain clinical enzymology in various disease conditions | Clinical Enzymology <ul style="list-style-type: none"> • Is enzymes–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 | <ul style="list-style-type: none"> • Lecture cum Discussion • Explain using charts and slides | <ul style="list-style-type: none"> • Essay • Short answer • Very short answer |
| 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 | Hemecatabolism <ul style="list-style-type: none"> • Hemedegradation 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).

APPLIED NUTRITION AND DIETETICS

PLACEMENT: II SEMESTER

THEORY: 3 credits (60hours)

Theory : 45 hours

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

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.

COURSE OUTLINE

T–Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|------------|--|---|--|--|
| I | 2(T) | Define nutrition and its relationship to Health | Introduction to Nutrition <i>Concepts</i> <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 <i>Nutrients</i> <ul style="list-style-type: none"> • Classification • Macro & Micronutrients • Organic & Inorganic • Energy Yielding & Non-Energy Yielding <i>Food</i> <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 | Carbohydrates <ul style="list-style-type: none"> • Composition–Starches, sugar and cellulose • Recommended Daily Allowance (RDA) • Dietary sources • Functions Energy <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 and RDA of proteins. | Proteins <ul style="list-style-type: none"> • Composition • Eight essential amino acids • Functions • Dietary sources | <ul style="list-style-type: none"> • Lecture cum Discussion • Charts/Slides • Models • Display of food | <ul style="list-style-type: none"> • Essay • Short answer • Very short answer |

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| | | | <ul style="list-style-type: none"> Protein requirements–RDA | <ul style="list-style-type: none"> items | |
| 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 Food Exchange System Calculation of nutritive value of foods Dietary fibre Nutrition across life cycle <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"> Lecture cum Discussion Meal planning Lab session on <ul style="list-style-type: none"> Preparation of balanced diet for different categories Low cost nutritious dishes | <ul style="list-style-type: none"> Short answer Very short answer |
| VIII | 6(T) | Classify and describe the common nutritional deficiency disorders | Nutritional deficiency disorders <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 |

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| | | and identify nurses' role in assessment, management and prevention | <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 | | |
| IX | 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 |
| X | 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 |
| XI | 4(T) | Explain the methods of nutritional assessment and nutrition education | Nutrition assessment and nutrition education <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 |
| 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 Mukta 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 | <ul style="list-style-type: none"> • Lecture cum Discussion | <ul style="list-style-type: none"> • Essay • Short answer • Very short answer |

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| | | | others as introduced • Rolec of nurse in every program | | |
| XIII | 2(T) | Discuss the importance of food hygiene and food safety Explain the Acts related to food safety | Food safety • Definition, Food safety considerations & measures • Food safety regulatory measures in India –Relevant Acts • Five keys to safer food • Foodstorage, food handling and cooking • General principles of food storage of food items (ex. milk, meat) • Role of food handlers in food borne diseases • Essential steps in safe cooking practices | • Guided reading on related acts | • Quiz • Short answer |

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

NURSING FOUNDATION-II (including Health Assessment Module)

PLACEMENT: II SEMESTER

THEORY: 6Credits (120hours)

PRACTICUM:

Skill Lab : 3Credits (120hours)

Clinical : 4Credits (320hours)

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

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

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

Health Assessment Module : 40hours

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 -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 | <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 |

| | | | findings | | |
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| II | 13(T) 8(SL) | Describe assessment, planning, implementation and evaluation of nursing care using Nursing process approach | <p>The Nursing Process</p> <ul style="list-style-type: none"> • Critical Thinking Competencies, Attitudes for Critical Thinking, Levels of critical thinking in Nursing • Nursing Process Overview ○ Assessment <ul style="list-style-type: none"> ▪ Collection of Data: Types, Sources, Methods ▪ Organizing Data ▪ Validating Data ▪ Documenting Data ○ 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 ○ 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 | <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 |
| III | 5(T) 5(SL) | Identify and meet the Nutritional needs of patients | <p>Nutritional needs</p> <ul style="list-style-type: none"> • Importance • Factors affecting nutritional needs • Assessment to nutritional status • <i>Review:</i> special diets–Solid, Liquid, Soft • <i>Review</i> on the therapeutic diets • Care of patient with Dysphagia, Anorexia, Nausea, Vomiting • Meeting Nutritional needs: Principles, equipment, procedure, indications ○ Oral ○ Enteral: Nasogastric/ Orogastic ○ 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 |

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| IV | 5(T) 15 (SL) | Identify and meet the hygienic needs of patients | <p>Hygiene</p> <ul style="list-style-type: none"> • Factors Influencing Hygienic Practice • Hygienic care: Indications and purposes, effects of neglected care ○ Care of the Skin–(Bath, feet and nail, Hair Care) ○ Care of pressure points ○ Assessment of Pressure Ulcers using Braden Scale and Norton Scale ○ Pressure ulcers – causes, stages and manifestations, care and prevention ○ Perineal care/Meatal care ○ Oral care, Care of Eyes, Ears and Nose including assistive devices (eye glasses, contact lenses, dentures, hearing aid) | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration | <ul style="list-style-type: none"> • Essay • Short answer • Objective type • OSCE |
| V | 10(T) 10 (SL) | Identify and meet the elimination needs of patient | <p>Elimination needs</p> <ul style="list-style-type: none"> • Urinary Elimination ○ 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 ○ Review of Physiology of Bowel Elimination, Composition and characteristics of feces ○ Factors affecting Bowel elimination ○ Alteration in Bowel Elimination ○ Facilitating bowel elimination: Assessment, equipment, procedures <ul style="list-style-type: none"> ▪ Enemas ▪ Suppository ▪ Bowel wash ▪ Digital Evacuation of impacted feces ▪ Care of patients with Ostomies (Bowel Diversion Procedures) | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration | <ul style="list-style-type: none"> • Essay • Short answer • Objective type • OSCE |
| VI | 3(T) 4(SL) | Explain various types of specimens and identify normal values of tests Develop skill in specimen collection, | <p>Diagnostic testing</p> <ul style="list-style-type: none"> • Phases of diagnostic testing (pre-test, intra-test & post-test) in Common investigations and clinical implications ○ Complete Blood Count ○ Serum Electrolytes ○ LFT ○ Lipid/Lipoprotein profile ○ Serum Glucose–AC, PC, HbA1c ○ Monitoring Capillary Blood Glucose | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |

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| | | handling and transport | <p>(Glucometer Random Blood Sugar – GRBS)</p> <ul style="list-style-type: none"> ○ Stool Routine Examination ○ Urine Testing– Albumin, Acetone, pH, Specific Gravity ○ Urine Culture, Routine, Timed Urine Specimen ○ Sputum culture ○ Overview of Radiologic & Endoscopic Procedures | | |
| VII | 11(T) 10 (SL) | Assess patients for oxygenation needs, promote oxygenation and provide care during oxygen therapy | <p>Oxygenation needs</p> <ul style="list-style-type: none"> ● Review of Cardio vascular 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 ● Alterations in oxygenation ● Nursing interventions to promote oxygenation: assessment, types, equipment used & procedure <ul style="list-style-type: none"> ○ Maintenance of patent air way ○ 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 | <ul style="list-style-type: none"> ● Lecture ● Discussion ● Demonstration & Re-demonstration | <ul style="list-style-type: none"> ● Essay ● Short answer ● Objective type |
| 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(hypoand hyper) <ul style="list-style-type: none"> ○ 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 |

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| | | | <ul style="list-style-type: none"> ○ Intravenous therapy ▪ Peripheral venipuncture sites ▪ Types of IV fluids ▪ Calculation for making IV fluid plan ▪ Complications of IV fluid therapy ▪ Measuring fluid intake and output ▪ Administering Blood and Blood components ▪ Restricting fluid in take ▪ Enhancing Fluid in take | | |
| 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, Pharma co dynamics and Pharmacokinetics ● Factors in fluencing Medication Action ● Medication orders and Prescriptions ● Systems of measurement ● Medication dose calculation ● Principles, 10rights of Medication Administration ● Errors in Medication administration ● Routes of administration ● Storage and maintenance of drugs and Nurses responsibility ● Terminologies and abbreviations used in prescriptions and medications orders ● Developmental considerations ● Oral, Sublingual and Buccal routes: Equipment, procedure ● Introduction to Parenteral Administration of Drugs – Intramuscular, Intravenous, Subcutaneous, In tradermal: 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 Inject able medicines from vials and ampoules ○ Care of equipment: decontamination and disposal of syringes, needles, infusion sets ○ Prevention of Needle-Stick Injuries ● Topical Administration: Types, purposes, site, equipment, procedure ○ 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 | <ul style="list-style-type: none"> ● Lecture ● Discussion ● Demonstration & Re-demonstration | <ul style="list-style-type: none"> ● Essay ● Short answer ● Objective type ● OSCE |

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| | | | <ul style="list-style-type: none"> ○ Irrigations: Eye, Ear, Bladder, Vaginal and Rectal ○ Spraying: Nose and thro at ● Inhalation: Nasal, oral, endotracheal /tracheal (steam, oxygen and medications) – purposes, types, equipment, procedure, recording and reporting of medications administered ● Other Parenteral Routes: Meaning of epidural, in trathecal, intraosseous, intraperitoneal, intra-pleural, intra- arterial | | |
| X | 5(T) 6(SL) | Provide care to patients with altered functioning of sense organs and unconsciousness in supervised clinical practice | <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 ○ 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, path physiology, 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 in fluencing Loss & Grief Responses ● Theories of Grief & Loss–Kubler Ross ● 5StagesofDying ● The R Processmodel (Rando’s) ● Death–Definition, Meaning, Types (Brain & Circulatory Deaths) ● Signs of Impending Death ● Dying patient’s Bill of Rights ● Care of Dying Patient ● Physiological changes occurring after Death ● Death Declaration, Certification ● Autopsy ● Embalming ● Last office/Death Care ● Counseling & supporting grieving relatives ● Placing body in the Mortuary ● Releasing body from Mortuary ● Overview – Medico-legal Cases, Advanced irectives, DNI/DNR, Organ Donation, | <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 |

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| | | | Euthanasia | | |
| | | | PSYCHO SOCIAL 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) • Manifestation of stress–Physical & psychological • Coping strategies/Mechanisms • Stress Management <ul style="list-style-type: none"> ○ Assist with coping and adaptation ○ Creating the therapeutic environment • Recreational and diversion therapies | <ul style="list-style-type: none"> • Lecture • Discussion | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |
| XV | 6(T) | Explain culture and cultural norms Integrate cultural differences and spiritual needs in providing care to patients under supervision | D. Concepts of Cultural Diversity and Spirituality <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 Well being ○ 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 | Nursing Theories: Introduction <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: 4Credits (320hours)

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

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

SKILL LAB

Use of Mannequins and Simulators

| S.No. | Competencies | Mode of Teaching |
|-------|--|--|
| 1. | Health Assessment | Standardized Patient |
| 2. | Nutritional Assessment | Standardized Patient |
| 3. | Sponge bath, oral hygiene, perinea care | Mannequin |
| 4. | Nasogastric tube feeding | Trainer/Simulator |
| 5. | Providing bedpan & urinal | Mannequin |
| 6. | Catheter care | Catheterization Trainer |
| 7. | Bowel wash, enema, insertion of suppository | Simulator/Mannequin |
| 8. | Oxygen administration–facemask, venture mask, nasal prongs | Mannequin |
| 9. | Administration of medication through Parenteral route – IM, SC, ID, IV | I Minjection trainer, I Dinjection 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: general <ul style="list-style-type: none"> ○ Body systems • Use various methods of physical examination – Inspection, Palpation, Percussion, Auscultation, Olfaction • Identification of system wise deviations | <ul style="list-style-type: none"> • History Taking–2 • Physical examination –2 | <ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE |

| | | | | | |
|--|---|---|--|--|---|
| | | | <ul style="list-style-type: none"> • 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 | <p>Identify and meet the Nutritional needs of patients</p> <p>Implement basic nursing techniques in meeting hygienic needs of patients</p> | Nutritional needs, Elimination needs & Diagnostic testing <p><i>Nutritional needs</i></p> <ul style="list-style-type: none"> • Nutritional Assessment • Preparation of Nasogastric tube feed • Nasogastric tube feeding <p><i>Hygiene</i></p> <ul style="list-style-type: none"> • Care of Skin & Hair: <ul style="list-style-type: none"> - Sponge Bath/Bed bath - Care of pressure points & back massage • Pressure sore risk assessment using Braden/Norton scale <ul style="list-style-type: none"> - Hair wash - Pediculosis treatment • Oral Hygiene • Perineal Hygiene • Catheter care | <ul style="list-style-type: none"> • Nutritional Assessment and Clinical Presentation -1 • Pressure sore assessment-1 | <ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE |
| | 2 | <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> | Elimination needs <ul style="list-style-type: none"> • Providing <ul style="list-style-type: none"> - Urinal - Bedpan • Insertion of Suppository • Enema • Urinary Catheter care • Care of urinary drainage Diagnostic testing <ul style="list-style-type: none"> • Specimen Collection <ul style="list-style-type: none"> ○ Uriner routine and culture ○ Stool routine ○ Sputum Culture • Perform simple Lab Tests using reagent strips <ul style="list-style-type: none"> ○ Urine – Glucose, Albumin, Acetone, pH, Specific gravity • Blood-GRBS Monitoring | <ul style="list-style-type: none"> • Clinical Presentation on Care of patient with Constipation -1 • Lab values-interpretation | <ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE |
| | 3 | Identify patients with impaired oxygenation and demonstrate skill in caring for patients with impaired oxygenation | Oxygenation needs, Fluid, Electrolyte, and Acid-Base Balances <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 in halation • Chest Physiotherapy | | <ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE |

| | | | | | |
|--|---|---|--|--|--|
| | | Identify and demonstrate skill in caring for patients with fluid, electrolyte and acid–base imbalances | <ul style="list-style-type: none"> • Deep Breathing & Coughing Exercises • Oral Suctioning <p>Fluid, Electrolyte, and Acid–Base Balances</p> <ul style="list-style-type: none"> • Maintaining in take output chart • Identify & report complications of IV therapy • Observe Blood & Blood Component therapy • Identify & Report Complications of Blood & Blood Component therapy | | <ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE |
| | 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, In tradermal, Subcutaneous, Intramuscular, Intra Venous Topical, inhalation</p> | <p>Administration of Medications</p> <ul style="list-style-type: none"> • Calculate Drug Dosages • Preparation of lotions & solutions • Administer Medications <ul style="list-style-type: none"> ○ Oral ○ Topical ○ Inhalations ○ Parenteral <ul style="list-style-type: none"> ▪ In tradermal ▪ Subcutaneous ▪ -Intramuscular ▪ Instillations ○ Eye, Ear, Nose–instillation of medicated drops, nasals prays, irrigations | | <ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE |
| | 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 | <p>Sensory Needs and Care of Unconscious patients, Care of Terminally ill, death and dying</p> <p><i>Sensory Needs and Care of Unconscious patients</i></p> <ul style="list-style-type: none"> • Assessment of Level of Consciousness using Glasgow Coma Scale <p><i>Terminally ill, death and dying</i></p> <ul style="list-style-type: none"> • Death Care | <ul style="list-style-type: none"> • Nursing rounds on care of patient with altered sensorium | <ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE • Assessment of clinical skills using checklist |

HEALTH/NURSING INFORMATICS AND TECHNOLOGY

PLACEMENT: II SEMESTER

THEORY: 2Credits (40hours)

PRACTICAL/LAB: 1Credit (40hours)

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

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

COURSE OUTLINE

T–Theory, P/L–Lab

| Unit | Time (Hrs) | | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|-----------|------------|-----|--|--|---|---|
| | T | P/L | | | | |
| I | 10 | 15 | Describe the importance of computer and technology inpatient care and nursing practice Demonstrate the use of computer and technology inpatient care, nursing education, practice, administration and research. | <p>Introduction to computer applications for patient care delivery system and nursing practice</p> <ul style="list-style-type: none"> • Use of computers in teaching, learning, research and nursing practice • Windows, MS office: Word, Excel, Power Point • Internet • Literature search • Statistical packages • Hospital management information system | <ul style="list-style-type: none"> • Lecture • Discussion • Practice session • Supervised clinical practice on EHR use • Participate in data analysis using statistical package with statistician • Visit to hospitals with different hospital management systems | <p>(T)</p> <ul style="list-style-type: none"> • Short answer • Objective type • Visit reports • Assessment of assignments <p>(P)</p> <ul style="list-style-type: none"> • Assessment of skills using checklist |
| II | 4 | 5 | Describe the principles of health informatics Explain the ways data, knowledge and information can be used for effective | <p>Principles of Health Informatics</p> <ul style="list-style-type: none"> • Health informatics– needs, objectives and limitations • Use of data, information and knowledge for more effective healthcare and better health | <ul style="list-style-type: none"> • Lecture • Discussion • Practical session • Work in groups with health informatics team in a hospital to extract nursing data and prepare a report | <p>(T)</p> <ul style="list-style-type: none"> • Essay • Short answer • Objective type questions • Assessment of report |

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| | | | healthcare | | | |
| III | 3 | 5 | Describe the concepts of information system in health Demonstrate the use of health information system in hospital setting | <u>Information Systems in Health care</u> <ul style="list-style-type: none"> Introduction to the role and architecture of information systems in modern health care environments Clinical Information System (CIS)/Hospital information System (HIS) | <ul style="list-style-type: none"> Lecture Discussion Demonstration Practical session Work in groups with nurse leaders to understand the hospital information system | (T) <ul style="list-style-type: none"> Essay Short answer Objective type |
| IV | 4 | 4 | Explain the use of electronic health records in nursing practice Describe the latest trend in electronic health records standards and interoperability | <u>Shared Care & Electronic Health Records</u> <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 | (T) <ul style="list-style-type: none"> Essay Short answer Objective type (P) Assessment of skills using checklist |
| V | 3 | | Describe the advantages and limitations of health informatics in maintaining patient safety and risk management | <u>Patient Safety & Clinical Risk</u> <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 | (T) <ul style="list-style-type: none"> Essay Short answer Objective type |
| VI | 3 | 6 | Explain the importance of knowledge management Describe the standardized languages used in health informatics | <u>Clinical Knowledge & Decision Making</u> <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 | (T) <ul style="list-style-type: none"> Essay Short answer Objective type |
| VII | 3 | | Explain the use of information and communication technology in patient care Explain the application of | <u>e Health: Patients and the Internet</u> <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 Short answer Objective type Practical exam |

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| | | | public health informatics | | | |
| VIII | 3 | 5 | Describe the functions of nursing information system Explain the use of health care data in management of health care organization | <u>Using Information in Health care Management</u> <ul style="list-style-type: none"> • Components of Nursing Information system(NIS) • Evaluation, analysis and presentation of health care 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 | (T) <ul style="list-style-type: none"> • Essay • Short answer • Objective type |
| IX | 4 | | Describe the ethical and legal issues in health care informatics Explains the ethical and legal issues related to nursing informatics | <u>Information Law & Governance in Clinical Practice</u> <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 • Case discussion • Role play | (T) <ul style="list-style-type: none"> • Essay • Short answer • Objective type |
| X | 3 | | Explain the relevance of evidence-based practices in providing quality healthcare | <u>Health care Quality & Evidence Based Practice</u> <ul style="list-style-type: none"> • Use of scientific vidence in improving the quality of health care and technical and professional informatics standards | <ul style="list-style-type: none"> • Lecture • Discussion • Case study | (T) <ul style="list-style-type: none"> • Essay • Short answer • Objective type |

SKILLS

- Utilize computer in improving various aspects of nursing practice.
- Use technology in patient care and professional advancement.
- Use data unprofessional 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 literaturere view.

APPLIED MICROBIOLOGY AND INFECTION CONTROL INCLUDING SAFETY

PLACEMENT : III SEMESTER

THEORY : 2 Credits (40hours)

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

SECTION A: APPLIED MICROBIOLOGY

THEORY : 20hours

PRACTICAL : 20hours (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:

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

COURSE OUTLINE

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

| Unit | Time(Hrs) | | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|-----------|----------|---|--|---|--|
| | T | P | | | | |
| I | 3 | | Explain concepts and principles of microbiology and its importance in nursing | Introduction: <ul style="list-style-type: none"> • Importance and relevance to nursing • Historical perspective • Concepts and terminology • Principles of microbiology | <ul style="list-style-type: none"> • Lecture cum Discussion | <ul style="list-style-type: none"> • Short answer • Objective type |
| II | 10 | 10 (L/E) | Describe structure, classification morphology and growth of bacteria Identify Microorganisms | General characteristics of Microbes: <ul style="list-style-type: none"> • Structure and classification of Microbes • Morphological types • Size and form of bacteria • Motility • Colonization • Growth and nutrition of microbes • Temperature • Moisture • Blood and body fluids • Laboratory methods for Identification of Microorganisms • Types of Staining – simple, differential (Gram’s, AFB), special–capsular staining (negative), spore, LPCB, KOH mount. • Culture and media preparation –solid and liquid. Types of media – semi synthetic, synthetic, enriched, | <ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Experiential Learning through visual | <ul style="list-style-type: none"> • Short answer • Objective type |

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| | | | | enrichment, selective and differential media. Pure culture techniques–tube dilution, pour, spread, streak plate. Anaerobic cultivation of bacteria | | |
| III | 4 | 6(L/E) | Describe the different disease producing organisms | Pathogenic organisms <ul style="list-style-type: none"> • Micro-organisms: Cocci – gram positive and gram negative; Bacilli– gram positive and gram negative • Viruses • Fungi: Superficial and Deepmycoses • Parasites • Rodents & Vectors ○ Characteristics, Source, portal of entry, transmission of infection, Identification of disease producing micro-organisms | <ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Experiential learning through visual | <ul style="list-style-type: none"> • Short answer • Objective type |
| IV | 3 | 4(L/E) | Explain the concepts of immunity, hyper sensitivity 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 |

SECTION B: INFECTION CONTROL & SAFETY

THEORY: 20hours

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

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

COMPETENCIES: The students will be able to:

1. Develop knowledge and understanding of Hospital acquired Infections (HAI) and effective practices for prevention.
2. Integrate the knowledge of isolation (Barrier and reverse barrier) techniques in implementing various precautions.
3. Demonstrate and practice steps in 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 nurse's role.
8. Identify patient safety indicators and perform the role of nurse in the patient safety audit process.
9. Apply the knowledge of International Patient Safety Goals (IPSG) in the patient care settings.
10. Identify employee safety indicators and risk of occupational hazards.
11. Develop understanding of the various safety protocols and adhere to those protocols.

COURSE OUTLINE

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

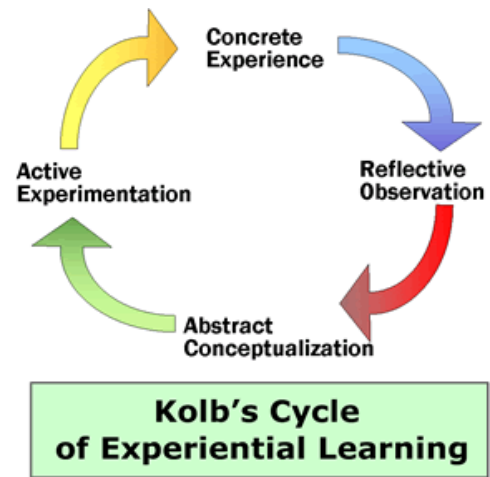
| Unit | Time(Hrs) | | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|-----------|------|---|---|--|---|
| | T | P | | | | |
| I | 2 | 2(E) | Summarize the evidence based and effective patient care practices for the prevention of common healthcare associated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

| | | | | | | |
|-------------|---|--------|---|---|---|--|
| VI | 2 | 2(E) | Explain on Bio Medical waste management & laundry management | BMW(Bio Medical Waste Management) <i>Laundry management process and infection control and prevention</i> <ul style="list-style-type: none"> Waste management process and infection prevention Staff precautions Laundry management Country ordinance and BMW National guidelines 2017: Segregation of wastes, Colour coded waste containers, waste collection & storage, Packaging & labeling, Transportation | <ul style="list-style-type: none"> Discussion Demonstration Experiential learning through visit | <ul style="list-style-type: none"> Knowledge assessment by short answers, objective type Performance Assessment |
| VII | 2 | | Explain in detail about Anti biotic stewardship, AMR Describe MRSA/MDRO and its prevention | Antibiotic stewardship <ul style="list-style-type: none"> Importance of Antibiotic Stewardship Anti-Microbial Resistance Prevention of MRSA, MDRO in healthcare setting | <ul style="list-style-type: none"> Lecture Discussion Written assignment –Recent AMR (Antimicrobial resistance) guidelines | <ul style="list-style-type: none"> Short answer Objective type Assessment of assignment |
| VIII | 3 | 5(L/E) | Enlist the patient safety indicators followed in a health care organization and the role of nurse in the patient safety audit process Captures and analyzes incidents and events for quality improvement | Patient Safety Indicators <ul style="list-style-type: none"> Care of Vulnerable patients Prevention of Iatrogenic injury Careoflines, 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 even trelated to medication reconciliation and administration Prevention of communication errors Prevention of HAI Documentation Incidents and adverse Events <ul style="list-style-type: none"> Capturing of incidents RCA (Root Cause Analysis) CAPA (Corrective and Preventive Action) Report writing | <ul style="list-style-type: none"> Lecture Demonstration Experiential learning <ul style="list-style-type: none"> Lecture Role play Inquiry Based Learning | <ul style="list-style-type: none"> Knowledge assessment Performance assessment Checklist/OSCE <ul style="list-style-type: none"> Knowledge assessment Short answer Objective type |
| IX | 1 | | Enumerate IPSG and application of the goals in the patient care | IPSG (International Patient safety Goals) <ul style="list-style-type: none"> Identify patient correctly Improve effective communication Improve safety of High Alert | <ul style="list-style-type: none"> Lecture Role play | <ul style="list-style-type: none"> Objective type |

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|----|---|--------|---|--|---|---|
| | | | settings. | <ul style="list-style-type: none"> 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 | | |
| X | 2 | 3(L/E) | Enumerate the various safety protocols and its applications | <p>Safety protocol</p> <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 - Firefighting 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) - Audits • Emergency Codes • Role of Nurse in times of disaster | <ul style="list-style-type: none"> • Lecture • Demonstration/ Experiential learning | <ul style="list-style-type: none"> • Mock drills • Posttests • Checklist |
| 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 • Need lestick 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 healthcare staff • Need lestick injuries and prevention and post exposure 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 reflection that experience. Then students may conceptualize and draw conclusions about what they experienced and observed, leading to future actions in which the students experiment with different behaviors. This begins the new cycle as the students have new experiences based on their experimentation. The 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 any order as they may require a variety of cognitive and affective behaviors.



PHARMACOLOGY -I

PLACEMENT: III SEMESTER

THEORY: 1Credit (20hours)

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

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 their 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 <ul style="list-style-type: none"> ○ 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, 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 | 2(T) | Describe drugs acting on gastrointestinal 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 anti-peptic ulcer drugs ○ Anti-diarrhoeals – Fluid and electrolyte | <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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| | | | <p>tetherapy, Furazolidone, dicyclomine</p> <ul style="list-style-type: none"> • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse | | |
| IV | 2(T) | Describe drugs acting on respiratory system & nurse's responsibilities | <p>Drugs acting on respiratory system</p> <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 |
| V | 4(T) | Describe drugs used on cardio-vascular system & nurse's responsibilities | <p>Drugs used in treatment of Cardiovascular system and blood disorders</p> <ul style="list-style-type: none"> • Haematinics, & treatment of anemia and anti adrenergics • Cholinergic and anticholinergic • Adrenergic Drugs for CHF & vasodilators • Anti anginals • 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 | <p>Drugs used intreatment to fendocrine system disorders</p> <ul style="list-style-type: none"> • Insulin & oralhy poglycemics • Thyroidandanti-thyroid drugs • Steroids <ul style="list-style-type: none"> ○ Corticosteroids ○ Anabolicsteroids • Calcitonin,parathormone,vitaminD3, calcium metabolism ○ Calcium salts | <ul style="list-style-type: none"> • Lecture cum Discussion • Drug study/ presentation | <ul style="list-style-type: none"> • Short answer • Objective type |
| VII | 1(T) | Describe drugs used in skin diseases & nurse's responsibilities | <p>Drugs used intreatment of integumentary system</p> <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 | <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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| | | | toxicity and role of nurse | | |
| 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"> ○ Penicillin, Cephalosporin's, Aminoglycosides, Macrolide & broad spectrum antibiotics, Sulfonamides, quinolones, Misc. antimicrobials • Anaerobic infections • Antitubercular drugs, • Anti leprosy drugs • Anti malarials • Antiretroviral drugs • Antiviral agents • Antihelminthics, Antiscabies agents • Antifungal agents • 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 |

PATHOLOGY-I

PLACEMENT: IIISEMESTER

THEORY: 1Credit (20hours) (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

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) • Woundhealing • 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: | <ul style="list-style-type: none"> • Lecture • Discussion • Explain using slides, X-rays and scans • Visit to pathology lab, endoscopy unit | <ul style="list-style-type: none"> • Short answer • Objective type |

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| | | | <p>Chronicbronchitis, Emphysema, Bronchial Asthma, Bronchiectasis</p> <ul style="list-style-type: none"> • Tumors of Lungs <p>2. Cardio-vascular system</p> <ul style="list-style-type: none"> • Atherosclerosis • Ischemia and Infarction. • Rheumatic Heart Disease • Infective endo carditis <p>3. Gastrointestinal tract</p> <ul style="list-style-type: none"> • Pepticulcer disease (Gastric and Duodenalulcer) • Gastritis-HPylori infection • Oralmucosa: Oral Leukoplakia, Squamous cell carcinoma • Esophageal cancer • Gastric cancer • Intestinal: Typhoidulcer, Inflammatory Bowel Disease (Crohn’s disease and Ulcerative colitis), Colorectal cancer <p>4. Liver, Gall Bladder and Pancreas</p> <ul style="list-style-type: none"> • Liver: Hepatitis, Amoebic Liverabscess, Cirrhosis of Liver • Gallbladder: Cholecystitis. • Pancreas: Pancreatitis • Tumorsofliver, Gallbladder and Pancreas <p>5. Skeletal system</p> <ul style="list-style-type: none"> • Bone: Bonehealing, Osteoporosis, Osteomyelitis, Tumors • Joints: Arthritis-Rheumatoid arthritis and Osteoarthritis <p>6. Endocrine system</p> <ul style="list-style-type: none"> • Diabetes Mellitus • Goitre • Carcinoma thyroid | and OT | |
| III | 7(T) | Describe various laboratory tests in assessment and monitoring of disease conditions | <p>Hematological tests for the diagnosis of blood disorders</p> <ul style="list-style-type: none"> • Bloodtests: 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 <p>Note: Few labhour scan beplanned for observation and visits (Lessthan 1 credit,labhoursarenotspecified separately)</p> | <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 |

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

PLACEMENT: III SEMESTER

THEORY: 7Credits (140hours)

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

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 Medical Surgical Nursing I course, students will be able to

1. Explain the etiology, path physiology, manifestations, diagnostic studies, treatments and complications of common medical and surgical disorders.
2. Perform complete health assessment to establish a database for providing quality patient care and integrate the knowledge of anatomy, physiology and diagnostic tests in the process of data collection.
3. Identify nursing diagnoses, list them according to priority and formulate nursing care plan.
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 surgical disorders.
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 the rapapeutic procedures.
8. Demonstrate competencies/skills to patients undergoing treatment for medical surgical disorders.
9. Identify the drugs used in treating patients with medical surgical conditions.
10. Plan and give relevant individual and group education on significant medical surgical topics.
11. Maintain safe environment for patients and the healthcare personnel in the hospital.
12. Integrate evidence –based information while giving nursing care to patients.

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) | Narrate the evolution of medical surgical nursing Apply nursing process in caring for patients with medical surgical problems Execute the role of a nurse in various medical surgical setting Develop skills in assessment and care of wound Develop competency in providing pre and postoperative care | Introduction <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 the rapies used incaring | <ul style="list-style-type: none"> • Lecture cum discussion • Demonstration& Practice session • Role play • Visit to outpatient department, in patient and intensive care unit | <ul style="list-style-type: none"> • Short Answer • OSCE |

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| | | | for patients with Medical Surgical Disorders | | |
| II | 15(T) 4(L/SL) | <p>Explain organizational setup 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 setup 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 • 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 |
| 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>Nursing care of patients with common signs and symptoms and management</p> <ul style="list-style-type: none"> • Fluid and electrolyte imbalance • Shock • Pain | <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>Differentiates different breath</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 | <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 |

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| | | <p>sounds and lists the indications</p> <p>Explain the etiology, path physiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of common respiratory problems</p> <p>Describe the health behavior to be adopted in preventing respiratory illnesses</p> | <p>tests</p> <ul style="list-style-type: none"> • Common respiratory problems: <ul style="list-style-type: none"> ○ Upper respiratory tract infections ○ Chronic obstructive pulmonary diseases ○ Asthma ○ Pleural effusion, Empyema ○ Bronchiectasis ○ Pneumonia ○ Lung abscess ○ Cyst and tumors ○ Chest injuries ○ Acute respiratory distress syndrome ○ Pulmonary embolism • Health behavior to prevent respiratory illness | | |
| V | 16(T) 5(L) | <p>Explain the etiology, path physiology, 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>Demonstrate skill in gastric decompression, gavage, and stomach care</p> <p>Demonstrate skill in different feeding techniques</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 ○ Gallbladder: inflammation, Cholelithiasis, tumors • Gastric decompression, gavage and stoma care, different feeding techniques • Alternative therapies, drugs used in treatment of disorders of digestive system | <ul style="list-style-type: none"> • Lecture, Discussion • Demonstration, • Role play • Problem Based Learning • Visit to stomach clinic | <ul style="list-style-type: none"> • Short answer • Quiz • OSCE |
| VI | 20(T) 5(L) | <p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of cardiovascular</p> | <p>Nursing Management of patients with cardiovascular problems</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of cardio-vascular system • Nursing Assessment: History and Physical assessment • Invasive & non-invasive cardiac procedures • Disorders of vascular system- | <ul style="list-style-type: none"> • Lecture, discussion • Demonstration • Practice session • Case Discussion • Health education • Drug Book/ presentation | <ul style="list-style-type: none"> • Care plan • Drug record |

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| | | <p>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>Hypertension, arteriosclerosis, Raynaud's disease, aneurysm and peripheral vascular disorders</p> <ul style="list-style-type: none"> • 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 • Cardio pulmonary arrest | <ul style="list-style-type: none"> • Completion of BCLS Module | <ul style="list-style-type: none"> • BLS/BCLS Evaluation |
| VII | 7(T) 3(L) | <p>Explain the etiology, path physiology, 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 | <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, path physiology, 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</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 (Hyper, Hypo, tumors) • Diabetes mellitus | <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 • Submits a diabetic diet plan |

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| | | health education on diabetic diet Demonstrate skill in insulin administration | | | |
| IX | 8(T) 2(L) | Explain the etiology, path physiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of disorders of integumentary system Demonstrate skill in integumentary assessment Demonstrate skill in medicated bath Prepare and provide health education on skin care | Nursing management of patients with disorders of Integumentary system <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 Noninfectious • Acne, Allergies, Eczema & Pemphigus • Psoriasis, Malignant melanoma, Alopecia • Special therapies, alternative therapies • Drugs used in treatment of disorders of integumentary system | <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) | Explain the etiology, path physiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of musculoskeletal disorders Demonstrate skill in musculoskeletal assessment Prepare patient for radiological and non-radiological investigations of musculoskeletal system Demonstrate skill in crutch walking and splinting Demonstrate skill in care of patient with replacement surgeries | Nursing management of patients with musculoskeletal problems <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 • Special therapies, alternative therapies • Metabolic bone disorder: Osteoporosis, osteomalacia and Paget's disease • Spinal column defects and deformities–tumor, prolapsed intervertebral disc, Pott's spine • Rehabilitation, prosthesis • Replacement surgeries | <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 |

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|-----------|---------------|--|---|--|---|
| | | Prepare and provide health education on bone healing | | | |
| XI | 20(T) 3(L) | <p>Explain the etiology, path physiology, 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 • Gasgangrene • Leprosy • Dengue, Plague, Malaria, Chikungunya, swineflu, Filariasis • Diphtheria, Pertussis, Tetanus, Poliomyelitis • COVID-19 • Special infection control measures: Notification, Isolation, Quarantine, Immunization | <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"> • Prepares and submits protocol on various isolation techniques |

CLINICAL PRACTICUM

CLINICAL PRACTICUM: 6Credits (480hours)-18weeks×27hours

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 database 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 skill fully 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. Maintains a free 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
- Venturimask
- Nebulization
- Chestphy siotherapy

B. Clinical Postings

| Clinical area/unit | Duration (weeks) | Learning Outcomes | Procedural Competencies/Clinical Skills | Clinical Requirements | Assessment Methods |
|--------------------|------------------|--|--|--|--|
| General medical | 4 | Develop skill in intravenous injection administration and IV therapy Assistwith diagnostic procedures Develop skill in the management of patients with Respiratory problems Develop skill in managing patients with metabolic abnormality | <ul style="list-style-type: none"> • Intravenous therapy <ul style="list-style-type: none"> ○ IV cannulation ○ IV maintenance and monitoring ○ Administration of IV medication • Care of patient with Central line • Preparation and assisting and monitoring of patients undergoing diagnostic procedures such as thoracentesis, Abdominal paracentesis <p><i>Management patients with respiratory problems</i></p> <ul style="list-style-type: none"> • Administration of oxygen through mask, nasal prongs, venturi mask • Pulseoximetry • Nebulization • Chestphysio therapy • Postural drainage • Oropharyngeal suctioning • Care of patient with chestdrainage • 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)–1 | <ul style="list-style-type: none"> • Clinical evaluation • OSCE • Care Study evaluation • Care Note/ Clinical presentation |

II. NURSING MANAGEMENT OF PATIENTS WITH SURGICAL CONDITIONS

A. Skill Lab

Use of manikins and simulators

- Nasogastric aspiration
- Surgical dressing
- Sutureremoval
- 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 | 4 | Develop skill in caring for | <ul style="list-style-type: none"> • Pre-Operative care • Immediate Post-operative care | <ul style="list-style-type: none"> • Carestudy–1 • Health teaching | <ul style="list-style-type: none"> • Clinical evaluation, |

| | | | | | |
|-------|--|--|---|--|--|
| wards | | <p>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> | <ul style="list-style-type: none"> • Post-operative exercise • Pain assessment • Pain Management • Assisting diagnostic procedure and after care of patients undergoing <ul style="list-style-type: none"> ○ Colonoscopy ○ ERCP ○ Endoscopy ○ Liver Biopsy • Nasogastric aspiration • Gastrostomy/Jejunostomy feeds • Ileostomy/Colostomy care • Surgical dressing • Suture removal • Surgical soak • Sitzbath • Care of drain | | <p>OSCE</p> <ul style="list-style-type: none"> • Care study • Care note/ Clinical presentation |
|-------|--|--|---|--|--|

III. NURSING MANAGEMENT OF PATIENTS WITH CARDIAC CONDITIONS

A. Skill Lab

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/crossmatching ○ Blood sugar ○ Serum electrolytes • Assisting with blood transfusion • Assisting for bonemarrow 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- Skinallergy 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) | <ul style="list-style-type: none"> CareNote-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/skeletaltraction 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 • Setup 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

THEORY: 3 Credits (60hours)

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, intranatal 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 | <p>Drugs used in disorders of ear, nose, throat & Eye</p> <ul style="list-style-type: none"> • Antihistamines • Topical applications for eye (Chloramphenicol, Gentamycin eye drops), ear (Sodaglycerin, boric spirit ear drops), nose and buccal cavity- chlorhexidine mouth wash • 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 | <p>Drugs used on urinary system</p> <ul style="list-style-type: none"> • Pharmacology of commonly used drugs <ul style="list-style-type: none"> ○ Renin angiotensin system ○ Diuretics and anti diuretics ○ 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 | <p>Drugs acting on nervous system</p> <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- | <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"> inflammatory (NSAID) drugs ○ Antipyretics ○ Opioids & other central analgesics ✓ General (techniques of GA, pre anesthetic medication) & local anesthetics ✓ Gases: oxygen, nitrous, oxide, carbon-dioxide & others ● Hypnotics and sedatives ● Skeletal muscle relaxants ● Antipsychotics ○ Mood stabilizers ● Antidepressants ● Anti-anxiety Drugs ● Anticonvulsants ● Drugs for neuro degenerative disorders & miscellaneous drugs ● Stimulants, ethyl alcohol and treatment of methylalcohol poisoning ● Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse | | |
| 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 ○ Oral contraceptives and hormone replacement therapy ● Vaginal contraceptives ● Drugs for in fertility and medical termination of pregnancy ○ Uterinestimulants 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 |
| V | 3(T) | Develop understanding about important drugs used for women before, during and after labour | <p>Drugs used for pregnant women during antenatal, labour and postnatal period</p> <ul style="list-style-type: none"> ● Tetanus prophylaxis ● Iron and VitK1 supplementation ● Oxytocin, Misoprostol ● Ergometrine ● Methylprostagl and in 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 | <p>Miscellaneous</p> <ul style="list-style-type: none"> ● Drugs used for deaddiction ● Drugs used in CPR and emergency-adrenaline, Chlorpheniramine, hydrocortisone, Dexamethasone ● IV fluids & electrolytes re placement ● Common poisons, drugs used for treatment of poisoning | <ul style="list-style-type: none"> ● Lecture cum Discussion ● Drug study/ presentation | <ul style="list-style-type: none"> ● Short answer ● Objective type |

| | | | | | |
|-------------|-------|--|--|---|--|
| | | <p>Immune-suppression & nurse's responsibilities</p> <ul style="list-style-type: none"> ○ Activated charcoal ○ Ipecac ○ Antidotes, ○ Anti-snakevenom(ASV) ● Vitamins and minerals supplementation ● Vaccines & sera (Universal immunization program schedules) ● Anticancer drugs: Chemotherapeutic drugs commonly used ● Immuno-suppressants and Immunostimulants | | | |
| VII | 4(T) | <p>Demonstrate awareness of common drugs used in alternative system of medicine</p> | <p>Introduction to drugs used in alternative systems of medicine</p> <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 |
| VIII | 20(T) | <p>Demonstrate understanding about fundamental principles of prescribing</p> | <p>Fundamental principles of prescribing</p> <ul style="list-style-type: none"> ● Prescriptive role of nurse practitioners: 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 ● Assignments evaluation |

PATHOLOGY-II AND GENETICS

PLACEMENT: IVSEMESTER

THEORY: 1Credit (20hours) (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 Urinary tract <ul style="list-style-type: none"> • Glomerulonephritis • Pyelonephritis • Renal calculi • Cystitis • Renal Cell Carcinoma • Renal Failure (Acute and Chronic) 2. Male genital systems <ul style="list-style-type: none"> • Cryptorchidism • Testicular atrophy • Prostatic hyperplasia • Carcinoma of penis and Prostate. 3. Female genital system <ul style="list-style-type: none"> • Carcinoma cervix • Carcinoma of endometrium • Uterine fibroids • Vesicular mole and Choriocarcinoma • Ovarian cyst and tumors 4. Breast <ul style="list-style-type: none"> • Fibrocystic changes • Fibroadenoma • Carcinoma of the Breast 5. Central nervous system <ul style="list-style-type: none"> • Meningitis. • Encephalitis • Stroke • Tumors of CNS | <ul style="list-style-type: none"> • Lecture • Discussion • Explain using slides, X-rays and scans • Visit to pathology lab, endoscopy unit and OT | <ul style="list-style-type: none"> • Short answer • Objective type |
| II | 5(T) | Describe the laboratory tests for | Clinical Pathology <ul style="list-style-type: none"> • Examination of body cavity fluids: | <ul style="list-style-type: none"> • Lecture • Discussion | <ul style="list-style-type: none"> • Short answer • Objective type |

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|--|--|---|---|--|--|
| | | examination of body cavity fluids, urine and faeces | <ul style="list-style-type: none"> ○ Methods of collection and examination of CSF and other body cavity fluids (sputum, wound discharge) specimen for various clinical pathology, biochemistry and microbiology tests • 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"> • Visit to clinical lab and biochemistry lab | |
|--|--|---|---|--|--|

GENETICS COURSE OUTLINE

T–Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|------------|--|---|---|--|
| I | 2(T) | Explain nature, principles and perspectives of heredity | <p>Introduction:</p> <ul style="list-style-type: none"> • Practical application of genetics in nursing • Impact of genetic condition on families • Review of cellular division: mitosis and meiosis • Characteristics and structure of genes • Chromosomes: sex determination • Chromosomal aberrations • Patterns of inheritance • Mendelian theory of inheritance • Multiple allots and blood groups • Sex linked inheritance • Mechanism of inheritance • Errors in transmission (mutation) | <ul style="list-style-type: none"> • Lecture • Discussion • Explain using slides | <ul style="list-style-type: none"> • Short answer • Objective type |
| II | 2(T) | Explain maternal, prenatal and genetic influences on development of defects and diseases | <p>Maternal, prenatal and genetic influences on development of defects and diseases</p> <ul style="list-style-type: none"> • Condition affecting the mother: genetic and infections • Consanguinity atopy • Prenatal nutrition and food allergies • Maternal age • Maternal drug therapy • Prenatal testing and diagnosis • Effect of Radiation, drugs and chemicals • Infertility | <ul style="list-style-type: none"> • Lecture • Discussion • Explain using slides | <ul style="list-style-type: none"> • Short answer • Objective type |

| | | | | | |
|------------|------|---|--|---|--|
| | | | <ul style="list-style-type: none"> • Spontaneous abortion • Neural Tube Defects and the role of folic acid in lowering the risks • Down syndrome (Trisomy 21) | | |
| III | 2(T) | Explain the screening methods for genetic defects and diseases in neonates and children | <p>Genetic testing in the neonates and children</p> <ul style="list-style-type: none"> • Screening for <ul style="list-style-type: none"> ○ Congenital abnormalities ○ Developmental delay ○ Dysmorphism | <ul style="list-style-type: none"> • Lecture • Discussion • Explain using slides | <ul style="list-style-type: none"> • Short answer • Objective type |
| IV | 2(T) | Identify genetic disorders in adolescents and adults | <p>Genetic conditions of adolescents and adults</p> <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 | <p>Services related to genetics</p> <ul style="list-style-type: none"> • Genetic testing • Gene 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 |

**ADULT HEALTH NURSING – II WITH INTEGRATED PATHOPHYSIOLOGY
including Geriatric Nursing AND PALLIATIVE CARE MODULE**

PLACEMENT: IV SEMESTER

THEORY: 7 Credits (140hours)

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

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

COMPETENCIES: On completion of the course the students will apply nursing process and critical thinking in delivering holistic nursing care with selected Medical and Surgical conditions.

At the completion of Adult Health Nursing II cours, students will

1. Explaintheetiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of selected common medical and surgical disorders.
2. Perform complete health assessment to establish a database for providing quality patient care and integrate the knowledge of diagnostic tests in the process of data collection.
3. Identify diagnoses, list the maccording to priority and formulate nursing careplan.
4. Perform nursing procedures skill fully and apply scientific principles while giving comprehensive nursing care to patients.
5. Integrate knowledge of anatomy, physiology, pathology, nutrition and pharmacology in caring for patient sex perienicing various medical and surgical disorders.
6. Identify common diagnostic measures related to the health problems with emphasison nursing assessment and responsibilities.
7. Demonstrate skill in assisting/performing diagnostic and the rapeutic procedures.
8. Demonstrate competencies/skills to patients undergoing treatment for medical surgical disorders.
9. Identify the drugs used in treating patients with selected medical surgical conditions.
10. Plan and provide relevant in dividual and group educationon significant medical surgical topics.
11. Maintain safe environment for patients and the health care personnel in the hospital.

COURSE OUTLINE

T–Theory, L/SL–Lab/Skill Lab

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|----------|----------------|--|--|---|--|
| I | 12(T) 4(SL) | Explain the etiology, path physiology, 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, path physiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management)</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of the ear, nose and throat • History, physical assessment, and diagnostic tests • Ear <ul style="list-style-type: none"> ○ Externalear: deformitiesotalgia, foreign bodies and tumors ○ Middle ear: impacted wax, tympanic, membrane perforation, otitis media, and tumors | <ul style="list-style-type: none"> • Lecture and discussion • Demonstration of hearing aids, nasal packing, medication administration • Visit to audiology and speech clinic | <ul style="list-style-type: none"> • MCQ • Short answer • Essay • OSCE • Assessment of skill (using checklist) • Quiz • Drug book |

| | | | | | |
|------------|------------------|--|--|---|--|
| | | | <ul style="list-style-type: none"> ○ Innerear: Meniere's disease, labyrinthitis, ototoxicity tumors • Upper respiratory airway infections: Rhinitis, sinusitis, tonsillitis, laryngitis • Epistaxis, Nasalobstruction, laryngeal obstruction • Deafness and its management | | |
| II | 12(T) 4(SL) | <p>Explain the etiology, path physiology, 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"> • Review of anatomy and physiology of the eye • History, physical assessment, diagnostic assessment <p>Eye Disorders</p> <ul style="list-style-type: none"> • Refractive errors • Eyelids: infection, deformities • Conjunctiva: inflammation and infection bleeding • Cornea: inflammation and infection • Lens: cataract • Glaucoma • Retinal detachment • Blindness • Eye donation, banking and transplantation | <ul style="list-style-type: none"> • Lecture and discussion • Demonstration of visual aids, lens, medication administration • Visit to eye bank | <ul style="list-style-type: none"> • MCQ • Short Essay • OSCE • Drug book |
| III | 15(T) 4(L/SL) | <p>Explain the etiology, path physiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of Kidney and urinary system disorders</p> <p>Demonstrate skill in genitourinary assessment</p> <p>Prepare patient for genitourinary investigations</p> <p>Prepare and provide health education on prevention of renal calculi</p> | <p>Nursing management of patient with Kidney and Urinary problems</p> <ul style="list-style-type: none"> • Review of Anatomy and physiology of the genitourinary system • History, physical assessment, diagnostic tests • Urinary tractinfections: acute, chronic, lower, upper • Nephritis, nephroticsyndrome • Renalcalculi • Acute and chronicrenal failure • Disorders of ureter,urinary bladder and Urethra • Disorders of prostate: inflammation, infection, stricture, obstruction, and Benign Prostate Hypertrophy | <ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Case Discussion • Health education • Drug book • Field visit–Visits hemodialysis unit | <ul style="list-style-type: none"> • MCQ • Short Note • Long essay • Case report • Submits health teaching on prevention of urinary calculi |
| IV | 6(T) | <p>Explain the etiology, path physiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, andnursing</p> | <p>Nursing management of disorders of male reproductive system</p> <ul style="list-style-type: none"> • Review of Anatomy and physiology of the male reproductive system • History, Physical Assessment, Diagnostic tests • Infections of testis, penis and | <ul style="list-style-type: none"> • Lecture, Discussion • Case Discussion • Health education | <ul style="list-style-type: none"> • Short essay |

| | | | | | |
|-----|------------------|---|--|---|---|
| | | management of male reproductive disorders | adjacent structures: Phimosis, Epididymitis, and Orchitis <ul style="list-style-type: none"> • Sexual dysfunction, infertility, contraception • Male Breast Disorders: gynecomastia, tumor, climacteric changes | | |
| V | 10(T) 4(SL) | Explain the etiology, path physiology, clinical manifestations, types, diagnostic measures and management of patients with disorders of burns/cosmetic surgeries and its significance | Nursing management of patient with burns, reconstructive and cosmetic surgery <ul style="list-style-type: none"> • Review of anatomy and physiology of the skin and connective tissues • History, physical assessment, assessment of burns and fluid & electrolyte loss • Burns • Reconstructive and cosmetic surgery for burns, congenital deformities, injuries and cosmetic purposes, gender reassignment • Legal and ethical aspects • Specialtherapies: LAD, vacuumed dressing. Laser, liposuction, skin health rejuvenation, use of derma filters | <ul style="list-style-type: none"> • Lecture and discussion • Demonstration of burn wound assessment, vacuum dressing and fluid calculations • Visit to burn rehabilitation centers | <ul style="list-style-type: none"> • OSCE • Short notes |
| VI | 16(T) 4(L/SL) | Explain the etiology, path physiology, clinical manifestations, diagnostic measures and management of patients with neurological disorders | Nursing management of patient with neurological disorders <ul style="list-style-type: none"> • Review of anatomy and physiology of the neurological system • History, physical and neurological assessment, diagnostic tests • Headache, Headinjuries • Spinalinjuries: Paraplegia, Hemiplegia, Quadriplegia • Spinal cord compression: herniation of in vertebral disc • Intracranial and cerebralaneurysms • Meningitis, encephalitis, brain, abscess, neuro-cysticercosis • Movement disorders: Chorea, Seizures & Epilepsies • Cerebrovascular disorders: CVA • Cranial, spinal neuropathies: Bell's palsy, trigeminal neuralgia • Peripheral Neuropathies • Degenerative diseases: Alzheimer's disease, Parkinson's disease • <i>Guillain-Barrésyndrome</i>, Myasthenia gravis & Multiple sclerosis • Rehabilitation of patientwith neurological deficit | <ul style="list-style-type: none"> • Lecture and discussion • Demonstration of physiotherapy, neuro assessment, tracheostomy care • Visit to rehabilitation center, long term care clinics, EEG, NCV study unit, | <ul style="list-style-type: none"> • OSCE • Short notes • Essay • Drug book |
| VII | 12(T) 4(L/SL) | Explain the etiology, path physiology, | Nursing management of patients with Immunological problems | <ul style="list-style-type: none"> • Lecture, discussion • Case Discussion/ | |

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| | | <p>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> | <ul style="list-style-type: none"> • Review of Immune system • Nursing Assessment: History and Physical assessment • HIV & AIDS: Epidemiology, Transmission, Prevention of Transmission and management of HIV/AIDS • Role of Nurse; Counseling, Health education and home care consideration and rehabilitation • National AIDS Control Program– NACO, various national and international agencies for infection control | <p>seminar</p> <ul style="list-style-type: none"> • Refer Module on HIV/AIDS | |
| VIII | 12(T) 4(L/SL) | <p>Explain the etiology, path physiology, types, clinical manifestations, staging, diagnostic measures and management of patients with different cancer, treatment modalities including newer treatments</p> | <p>Nursing management of patient with Oncological conditions</p> <ul style="list-style-type: none"> • Structure and characteristics of normal and cancer cells • History, physical assessment, diagnostic tests • Prevention screening early detection warning sign of cancer • Epidemiology, etiology classification, Pathophysiology, staging clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of Oncological condition • Common malignancies of various body system eye, ear, nose, larynx, breast, cervix, ovary, uterus, sarcoma, renal, bladder, kidney, prostate Brain, Spinal cord. • Oncological emergencies • Modalities of treatment: Chemotherapy, Radiotherapy: Radiation safety, AERB regulations, Surgical intervention, Stem cell and bone marrow transplant, Immunotherapy, Gene therapy • Psychological aspects of cancer: anxiety, depression, insomnia, anger • Supportive care • Hospice care | <ul style="list-style-type: none"> • Lecture and discussion • Demonstration of chemotherapy preparation and administration • Visit to BMT, radiotherapy units (linear accelerator, brachytherapy, etc.), nuclear medicine unit • Completion of palliative care module during clinical hours (20 hours) | <ul style="list-style-type: none"> • OSCE • Essay • Quiz • Drug book • Counseling, health teaching |
| IX | 15(T) 4(L/SL) | <p>Explain the types, policies, guidelines, prevention and management of disaster and the etiology, path</p> | <p>Nursing management of patient in Emergency and Disaster situations</p> <p>Disaster Nursing</p> <ul style="list-style-type: none"> • Concept and principles of disaster nursing, Related Policies | <ul style="list-style-type: none"> • Lecture and discussion • Demonstration of disaster preparedness (Mock drill) and | <ul style="list-style-type: none"> • OSCE • Case presentations and case study |

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

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| | | | Communication with patient and family • End of life care | | |
| XII | 5(T) | Describe the etiology, path physiology, clinical manifestations, diagnostic measures and management of patients with occupational/industrial health disorders | Nursing management of patients occupational and industrial disorders • History, physical examination, Diagnostic tests • Occupational diseases and management | • Lecture and discussion • Industrial visit | • Assignment on industrial health hazards |

CLINICAL PRACTICUM

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

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 database 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 principle.
 - 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. Maintains a fee 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 | 2 | Provide care to | <ul style="list-style-type: none"> • Examination of ear, nose, throat and History taking | <ul style="list-style-type: none"> • ENT assessment –1 | <ul style="list-style-type: none"> • Clinical evaluation |

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| and OPD | | patients with ENT disorders Educate the patients and their families | <ul style="list-style-type: none"> • 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 after care of patients undergoing ENT surgical procedures • Instillation of drops/medication | <ul style="list-style-type: none"> • Case study/ Clinical presentation–1 | <ul style="list-style-type: none"> • OSCE • Case report study/ Clinical presentation |
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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 | Develop skill in providing care to patients with Eye disorders Educate the patients and their families | <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 • 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 exam • Preparation and assisting with diagnostic and therapeutic procedures | <ul style="list-style-type: none"> • Assessment–1 • Drug presentation–1 • Care study/ Clinical presentation–1 • Preparing and assisting in | <ul style="list-style-type: none"> • Clinical evaluation • Care plan • OSCE • Quiz • Drug presentation |

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|--|--|--|--------------|--|
| | | <ul style="list-style-type: none"> ○ Cystoscopy, Cystometrogram, ○ Contrast studies: IV Pctc. ○ Peritoneal dialysis ○ Hemodialysis, ○ Lithotripsy ○ Specific tests: Semen analysis, gonorrhoeatest, Renal/Prostate Biopsy etc. ● Catheterization: care ● Bladder irrigation ● I/ Orecording and monitoring ● Ambulation and exercise | hemodialysis | |
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IV. Nursing Management of Patients with Burns and Reconstructive Surgery

A. Skill Lab

Use of manikins and simulators

- Assessment of burnswound
- 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 | Develop skill in burns assessment and providing care to patients with different types of burns Develop skill in providing care to patients with different types of cosmetic and reconstructive surgeries | <ul style="list-style-type: none"> ● Assessment of burns ● First aid of burns ● Fluid & electrolyte replacement therapy ● Skin care ● 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 | <ul style="list-style-type: none"> ● euro-assessment -1 ● Case study/case presentation – 1 ● Drug presentation-1 | <ul style="list-style-type: none"> ● Clinical evaluation ● Neuro assessment ● OSCE ● Case report/ presentations |

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| | | | <ul style="list-style-type: none"> Care of medical, surgical and rehabilitative patients | | |
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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 immune status Teaching of isolation to patient and family care givers Nutritional management CareNote-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 on cological 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 patients undergoing diagnostic procedures Biopsies/FNAC Papsmear Bone-marrow aspiration Various modalities of treatment Chemotherapy Radiotherapy Pain management Stoma therapy Hormonal therapy Immunotherapy Gene therapy Alternative therapy Stoma care and feeding | <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 BSEtofamily members Visit to palliativecare unit | <ul style="list-style-type: none"> Clinical evaluation Carestudy Quiz Drug book |

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| | | | <ul style="list-style-type: none"> • Caring of patients treated with nuclear medicine • Rehabilitation | | |
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VIII. Nursing Management of Patients in emergency conditions

A. Skill Lab

Use of manikins and simulators

- Assessment: primary and secondary survey
- Traumacare: bandaging, woundcare, 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 | <ul style="list-style-type: none"> • 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"> • Geriatricassessment-1 • Care of normal and geriatric patient with illness • Fallriskassessment-1 • Functionalstatusassessment-1 | <ul style="list-style-type: none"> • Clinical evaluation • Care plan |

X. Nursing Management of Patients in critical careunits

A. Skill Lab

Use of manikins and simulators

- Assessment critically ill
- ET tube setup-suction
- TT suction
- Ventilator setup
- Chest drainage
- Bagmask ventilation
- Central & Peripheralline
- 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, ETtube 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 a ventilator • Setup of trolley with instruments • Monitoring and maintenance of Chest drainage system • Bag and mask ventilation • Assisting and maintenance of Central and peripheral lines invasive • Setting up of infusion pump, defibrillator, • Drug administration- infusion, intracardiac, intrathecal, epidural, • Monitoring pacemaker • ICU care bundle • Management of the dying patient in the ICU | <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 |

PROFESSIONALISM, PROFESSIONAL VALUES & ETHICS INCLUDING BIOETHICS

PLACEMENT: IV SEMESTER

THEORY: 1Credit (20hours)

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 care givers 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 health care.
12. Apply knowledge of ethics and bioethics in ethical decision making along with health team members.
13. Protect and respect patient 'srights.

COURSE OUTLINE

T–Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|----------|------------|--|---|---|---|
| I | 5(T) | <p>Discuss nursing as a profession</p> <p>Describe the concepts and attributes of professionalism</p> <p>Identify the challenges of professionalism</p> <p>Maintain respectful</p> | <p>PROFESSIONALISM</p> <p>Profession</p> <ul style="list-style-type: none"> • Definition of profession • Criteria of a profession • Nursing as a profession <p>Professionalism</p> <ul style="list-style-type: none"> • Definition and characteristics of professionalism • Concepts, attributes and indicators of professionalism • <i>Challenges of professionalism</i> <ul style="list-style-type: none"> ○ Personal identity vs professional identity ○ Preservation of self-integrity: threat to integrity, Deceiving patient: withholding information and falsifying records ○ Communication & Relationship with team members: Respectful and open communication and relationship pertaining to relevant interests for ethical decision making ○ Relationship with patients and | <ul style="list-style-type: none"> • Lecture cum Discussion • Debate • Role play | <ul style="list-style-type: none"> • Short answer • Essay • Objective type |

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| | | <p>communication and relationship with other health team members, patients and society</p> <p>Demonstrate professional conduct</p> <p>Respect and maintain professional boundaries between patients, colleagues and society</p> <p>Describe the roles and responsibilities of regulatory bodies and professional organizations</p> | <p>society</p> <p>Professional Conduct</p> <ul style="list-style-type: none"> • Following ethical principles • Adhering to policies, rules and regulation of the institutions • Professional etiquettes and behaviours • Professional grooming: Uniform, Dress code • Professional boundaries: Professional relationship with the patients, caregivers and team members <p>Regulatory Bodies & Professional Organizations: Roles & Responsibilities</p> <ul style="list-style-type: none"> • <i>Regulatory bodies:</i> Indian Nursing Council, State Nursing Council • <i>Professional Organizations:</i> Trained Nurses Association of India (TNAI), Student Nurses Association (SNA), Nurses League of Christian Medical Association of India, International Council of Nurses (ICN) and International Confederation of Midwives | <ul style="list-style-type: none"> • Case based discussion • Lecture cum Discussion • Visit to INC, SNC, TNAI | <ul style="list-style-type: none"> • Visit reports |
| II | 5(T) | <p>Discuss the importance of professional values</p> <p>Distinguish between personal values and professional values</p> <p>Demonstrate appropriate professional values in nursing practice</p> | <p>PROFESSIONAL VALUES</p> <ul style="list-style-type: none"> • Values: Definition and characteristics of values • Value clarification • Personal and professional values • Professional socialization: Integration of professional values with personal values <p>Professional values in nursing</p> <ul style="list-style-type: none"> • Importance of professional values in nursing and health care • Caring: definition, and process • Compassion: Sympathy Vsempathy, Altruism • Conscientiousness • Dedication/ devotion to work • Respect for the person- Human dignity • Privacy and confidentiality: Incidental disclosure • Honesty and integrity: Truth telling • Trust and credibility: Fidelity, Loyalty • Advocacy: Advocacy for patients, work environment, nursing education and practice, and for advancing the profession | <ul style="list-style-type: none"> • Lecture cum Discussion • Value clarification exercise • Interactive learning of student's experiences • Storytelling • Sharing experiences • Scenario based discussion | <ul style="list-style-type: none"> • Short answer • Essay • Assessment of student's behavior with patients and families |

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| <p style="text-align: center;">III</p> | <p style="text-align: center;">10(T)</p> | <p>Defineethics & bioethics</p> <p>Explain ethical principles</p> <p>Identify ethical concerns</p> <p>Ethical issues and dilemmas in health care</p> <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> <p>Discuss the rights of the patients and families to make decisions about health care</p> <p>Protect and respect patients 'rights</p> | <p>ETHICS&BIOETHICS</p> <p>Definitions: Ethics, Bioethics and Ethical Principles</p> <ul style="list-style-type: none"> • Beneficence • Non-maleficence: Patient safety, protecting patient from harm, Reporting errors • Justice: Treating each person as Care without discrimination, equitable access to care and safety of the public • Autonomy: Respects patients' autonomy,Self-determination, Freedom of choice <p>Ethical issues and ethical dilemma:</p> <p>Common ethical problems</p> <ul style="list-style-type: none"> • Conflict of interest • Paternalism • Deception • Privacy and confidentiality • Valid consent and refusal • Allocation of scarce nursing resources • Conflicts concerning new technologies • Whistle-blowing • <i>Beginning of life issues</i> <ul style="list-style-type: none"> ○ Abortion ○ Substance abuse ○ Fetal therapy ○ Selective deduction ○ Intrauterine treatment of fetal conditions ○ Mandated contraception ○ Fetal injury ○ Infertility treatment • <i>End of life issues</i> <ul style="list-style-type: none"> ○ End of life ○ Euthanasia ○ Do Not Resuscitate (DNR) • <i>Issues related top sychiatric care</i> <ul style="list-style-type: none"> ○ Noncompliance ○ Restrain and seclusion <ul style="list-style-type: none"> ○ Refuse to take food <p>Process of ethical decision making</p> <ul style="list-style-type: none"> • Assess the situation (collect information) <p>Code of Ethics</p> <ul style="list-style-type: none"> • International Council of Nurses (ICN) • Indian Nursing Council <p>Patients' BillofRights-17patients' rights (MoH & FW, GoI)</p> <ol style="list-style-type: none"> 1. Right to emergency medical care 2. Right to safety and quality care according to standards 3. Right to preserve dignity 4. Right to non discrimination 5. Right to privacy and confidentiality | <ul style="list-style-type: none"> • Lecture cum discussion • Group discussion with examples • Flipping/ self-directed learning • Role play • Storytelling • Sharing experiences • Case based Clinical discussion • Role modeling • Group exerciseon 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 |
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| | | <p>6. Right to information</p> <p>7. Right to records and reports</p> <p>8. Right to informed consent</p> <p>9. Right to second opinion</p> <p>10. Right to patient education</p> <p>11. Right to choose alternative treatment options if available</p> <p>12. Right to choose source for obtaining medicines or tests</p> <p>13. Right to proper referral and transfer, which is free from perverse commercial influences</p> <p>14. Right to take discharge of patient or receive body of deceased from hospital</p> <p>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</p> <p>16. Right to protection for patients involved in clinical trials, biomedical and health research</p> <p>17. Right to be heard and seek redressal</p> | | |
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CHILD HEALTH NURSING – I

PLACEMENT: V SEMESTER

THEORY: 3Credits (60hours)

PRACTICUM: Lab/Skill Lab: 1Credit (40hours) Clinical: 2Credits (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 to wards 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 childhealth nursing and perform childhealth nursing procedures.
7. Demonstrate competencies in new born assessment, planning and implementation of care to normal and high-risk new born 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</p> | <p>Introduction: Modern concepts of child- care</p> <ul style="list-style-type: none"> • Historical development of child health • Philosophy and modern concept of child-care • Cultural and religious considerations in child-care • National policy and legislations in relation to child health and welfare • National programs and agencies related to welfare services to the children • Internationally accepted rights of the child • Changing trends in hospital care, preventive, promotive and curative aspect of child health <i>Preventive pediatrics:</i> <ul style="list-style-type: none"> ○ Concept ○ Immunization ○ Immunization programs and cold chain. ○ Care funder-five and Under-five Clinics/Well-baby clinics ○ Preventive measures to wards accidents | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration of common pediatric procedures | <ul style="list-style-type: none"> • Short answer • Objective type • Assessment of skills with checklist |

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| | | <p>and child in terms of illness and response</p> <p>Describe the major functions & role of the pediatric nurse in caring for a hospitalized child.</p> <p>Describe the principles of child health nursing and perform child health nursing procedures</p> | <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 • 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 post operative 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"> ○ FACE Spainrating scale ○ FLACC scale ○ Numerical scale | | |
| II | 12(T) | <p>Describe the normal growth and development of children at different ages</p> <p>Identify the needs of children at different ages & provide parental guidance</p> <p>Identify the nutritional needs of children at different ages & ways of meeting needs</p> <p>Identify the role of play for normal & sick children</p> | <p>The Healthy Child</p> <ul style="list-style-type: none"> • Definition and principles of growth and development • Factors affecting growth and development • Growth and development from birth to adolescence • Growth and developmental theories (Freud, Erickson, Jean Piaget, Kohlberg) • The needs of normal children through the stages of developmental and parental guidance • Nutritional needs of children and infants <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"> • 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 • Clinical practice/field • Refer /consult <p>MAA Mother Absolute Affection Program for Breast feeding Module (National guidelines)</p> | <ul style="list-style-type: none"> • Short answer • Objective type • Assessment of field visits and developmental study reports |
| III | 15(T) 20(L) | Provide care to normal and high-risk neonates | <p>Nursing care of neonate:</p> <ul style="list-style-type: none"> • Appraisal of New born • Nursing care of a normal new | <ul style="list-style-type: none"> • Modular based teaching: ENBC and FBNC | <ul style="list-style-type: none"> • OSCE • Short answer • Objective type |

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| | | Perform neonatal resuscitation Recognize and manage common neonatal problems | born/essential new born care <ul style="list-style-type: none"> • Neonatal resuscitation • Nursing management of low birth weight baby • Kangaroo mother care • Nursing management of common neonatal disorder <ul style="list-style-type: none"> - Hyper bilirubinemia - Hypothermia - Hyperthermia - Metabolic disorder - Neonatal infections - Neonatal seizures <ul style="list-style-type: none"> - Respiratory distress syndrome - Retinopathy of Prematurity • Organization of neonatal care unit • Neonatal equipment | module (oral drills, videos, self-evaluation exercises) <ul style="list-style-type: none"> • Workshop on neonatal resuscitation: NRP module • Demonstration • Practice Session • Clinical practice • Lecture Discussion | |
| IV | 10(T) 5(L) | Apply principles and strategies of IMNCI | Integrated management of neonatal and childhood illnesses | <i>Modular based teaching:</i> IMNCI module <ul style="list-style-type: none"> • Clinical practice/field | <ul style="list-style-type: none"> • OSCE |
| V | 8(T) | Describe the etiology, path physiology, clinical manifestation and nursing management of children with disorders of respiratory, and endocrine system | Nursing management in common childhood diseases Respiratory system: <ul style="list-style-type: none"> • Identification and Nursing management of congenital malformations • Congenital disorders: Tracheoesophageal fistula, Diaphragmatic hernia • Others: Acute nasopharyngitis, Tonsillitis, Croup, Bronchitis, Bronchiolitis, Pneumonia, Asthma Endocrine system: <ul style="list-style-type: none"> • Juvenile Diabetes mellitus, Hypothyroidism | <ul style="list-style-type: none"> • Lecture Discussion • Demonstration • Practice session • Clinical practice | <ul style="list-style-type: none"> • Short answer • Objective type • Assessment of skills with checklist |
| VI | 5(T) 5(L) | Develop ability to meet childhood emergencies and perform child CPR | Childhood emergencies <ul style="list-style-type: none"> • Accidents – causes and prevention, Poisoning, Foreign bodies, Hemorrhage, Burns and Drowning • PLS (AHA Guidelines) | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • PLS Module/ Workshop | <ul style="list-style-type: none"> • OSCE |

CHILD HEALTH NURSING -I & II

CLINICAL (3Credits–240 hours)

PLACEMENT: V & VI SEMESTER

PRACTICUM : Skill Lab : 1Credit (40hours)

Clinical : VSEMESTER– 2Credits (160hours) 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 & post operative 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

CLINICALPOSTINGS

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

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

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| | | with common paediatric surgical conditions/ malformation <ul style="list-style-type: none"> ● Counsel & educate parents | <ul style="list-style-type: none"> ○ Gastrostomy ○ Enterostomy ● Urinary catheterization & drainage ● Feeding ○ Naso-gastric ○ Gastrostomy ○ Jejunostomy ● Care of surgical wounds ○ Dressing ○ Suture removal | | <ul style="list-style-type: none"> ● Evaluation of case study/ presentation ● Completion of activity record |
| Pediatric OPD/ Immunization room | V Sem-1 week | <ul style="list-style-type: none"> ● Perform assessment of children: health, developmental anthropometric ● Perform immunization ● Give health education/ nutritional education | <ul style="list-style-type: none"> ● Assessment of children ○ Health assessment ○ Developmental assessment ○ Anthropometric assessment ○ Nutritional assessment ● Immunization ● Health/Nutritional education | <ul style="list-style-type: none"> ● Growth and developmental study: Infant-1 Toddler-1 Preschooler-1 Schooler-1 Adolescent-1 | <ul style="list-style-type: none"> ● Assess performance with rating scale ● Completion of activity record. |
| NICU&PICU | VI Sem-1 week | <ul style="list-style-type: none"> ● Provide nursing care to critically ill children | <ul style="list-style-type: none"> ● Care of a baby in incubator/warmer ● Care of a child on ventilator, CPAP ● Endotracheal Suction ● Chest Physiotherapy ● Administration of fluids with infusion pumps ● Total Parenteral Nutrition ● Phototherapy ● Monitoring of babies ● Recording & reporting ● Cardiopulmonary Resuscitation(PLS) | <ul style="list-style-type: none"> ● Newborn assessment-1 ● Nursing Care Plan - 1 | <ul style="list-style-type: none"> ● Assess performance with rating scale ● Evaluation of observation report ● Completion of activity record |

MENTAL HEALTH NURSING-I

PLACEMENT: V SEMESTER

THEORY: 3 Credits (60hours)

PRACTICUM: Clinical: 1Credit (80hours)

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

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

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

COURSE OUTLINE

T–Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|-----------|------------|--|---|---|---|
| I | 6(T) | Describe the historical development & current trends in mental health nursing Discuss the scope of mental health nursing Describe the concept of normal & abnormal behaviour | Introduction <ul style="list-style-type: none"> • Perspectives of Mental Health and Mental Health Nursing, evolution of mental health services, treatments and nursing practices • Mental health team • Nature & sope of mental health nursing • Role & functions of mental health nurse in various settings and factors affecting the level of nursing practice • Concepts of normal and abnormal behaviour | <ul style="list-style-type: none"> • Lecture cum Discussion | <ul style="list-style-type: none"> • Essay • Short answer |
| II | 10(T) | Define the various terms used in mental health Nursing Explain the classification of mental disorders Explain the psychodynamics of maladaptive behaviour Discuss the etiological factors& psychopathology of | 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 | <ul style="list-style-type: none"> • Lecture cum Discussion • Explain using Charts • Review of personality development | <ul style="list-style-type: none"> • Essay • Short answer |

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| | | <p>mental disorders</p> <p>Explain the principles and standards of Mental health Nursing</p> <p>Describe the conceptual models of mental health nursing</p> | <p>neurotransmission</p> <ul style="list-style-type: none"> • Principles of Mental health Nursing • Ethics and responsibilities • Practice Standards for Psychiatric Mental Health Nursing (INC practice standards) • Conceptual models and the role of nurse: <ul style="list-style-type: none"> ○ Existential model ○ Psychoanalytical models ○ Behavioural model ○ Interpersonal model • Preventive psychiatry and rehabilitation | | |
| III | 6(T) | Describe nature, purpose and process of assessment of mental health status | <p>Mental Health Assessment</p> <ul style="list-style-type: none"> • History taking • Mental status examination • Minimental status examination • Neurological examination • Investigations: Related Blood chemistry, EEG, CT & MRI • Psychological tests | <ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Practice session • Clinical practice | <ul style="list-style-type: none"> • Essay • Short answer • Assessment of mental health status |
| IV | 6(T) | <p>Identify therapeutic communication & techniques</p> <p>Describe therapeutic relationship</p> <p>Describe therapeutic impasses and its interventions</p> | <p>Therapeutic Communication and Nurse- Patient Relationship</p> <ul style="list-style-type: none"> • Therapeutic communication: Types, techniques, characteristics and barriers • Therapeutic nurse- patient relationship • Interpersonal relationship- • Elements of nurse patient contract, • Review of technique of IPR-Johari window • The rapeutic impasse and its management | <ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Role Play • Process recording • Simulation(video) | <ul style="list-style-type: none"> • Essay • Short answer • OSCE |
| V | 10(T) | Explain treatment modalities and therapies used in mental disorders and role of the nurse | <p>Treatment modalities and therapies used in mental disorders</p> <ul style="list-style-type: none"> • Physical therapies: Psychopharmacology, Electroconvulsive therapy • Psychological Therapies: Psychotherapy, Behaviour therapy, CBT • Psychosocial: Group therapy, Family therapy, Therapeutic Community, Recreational therapy, Arttherapy (Dance, Music etc), Occupational therapy • Alternative & Complementary: Yoga, Meditation, Relaxation • Consideration for special populations | <ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Group work • Practice session • Clinical practice | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |
| VI | 8(T) | Describe the etiology, psychodynamics/ pathology, clinical manifestations, diagnostic criteria and management of patients with | <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 | <ul style="list-style-type: none"> • Lecture and Discussion • Case discussion • Case presentation • Clinical practice | <ul style="list-style-type: none"> • Essay • Short answer • Assessment of patient management problems |

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| | | Schizophrenia, and other psychotic disorders | <p>Nursing process</p> <ul style="list-style-type: none"> • Nursing Assessment: History, Physical and mental assessment • Treatment modalities and nursing management of patients with Schizophrenia and other psychotic disorders • Geriatric considerations and considerations for special populations • Follow up and home care and rehabilitation | | |
| VII | 6(T) | Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with mood disorders | <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 • Geriatric considerations/considerations for special populations • Follow-up and home care and rehabilitation | <ul style="list-style-type: none"> • Lecture and Discussion • Case discussion • Case presentation • Clinical practice | <ul style="list-style-type: none"> • Essay • Short answer • Assessment of patient management problems |
| VIII | 8(T) | Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with neurotic, stress related and somatization disorders | <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, Disassociative and Conversion disorders • Etiology, psychodynamics, clinical manifestation, diagnostic criteria/formulations • Nursing Assessment: History, Physical and mental assessment • Treatment modalities and nursing management of patients with neurotic and stress related disorders • Geriatric considerations/considerations for special populations • Follow-up and home care and rehabilitation | <ul style="list-style-type: none"> • Lecture and Discussion • Case discussion • Case presentation • Clinical practice | <ul style="list-style-type: none"> • Essay • Short answer • Assessment of patient management problems |

**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 follow up
7. Observe the assessment and care of patients with substance abuse disorders in a de-addiction 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 |
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| 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 • Mental hygiene practice education • Family psycho-education | <ul style="list-style-type: none"> • History taking and Mental status examination – 2 • Health education – 1 • Observation report of OPD | <ul style="list-style-type: none"> • Assess performance with rating scale • Assess search skill with checklist • Evaluation of health education • Assessment of observation report • Completion of activity record |
| 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"> • Casework – 1 • Observation report of different therapies – 1 | <ul style="list-style-type: none"> • Assess performance with rating scale • Assess search skill with checklist • Evaluation of the observation report |
| Inpatient 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, | <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) | <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 | <ul style="list-style-type: none"> • Assess performance with rating scale • Assess search skill with checklist • Evaluation of the case study, care plan, clinical presentation, process |

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| | | families and significant others | <ul style="list-style-type: none"> • Participating in all therapies • Preparing patients for Activities of Daily Living (ADL) • Conducting admission and discharge counselling • Counseling and teaching patients and families | book | <ul style="list-style-type: none"> • recording • Completion of activity record |
| Community psychiatry & Dead diction centre | 1 | <ul style="list-style-type: none"> • Identify patients with various mental disorders • Motivate patients for early treatment and follow up • Assist in follow up clinic • Counsel and educate patient, family and community • Observe the assessment and care of patients at dead diction centre | <ul style="list-style-type: none"> • Conduct home visit and case work • Identifying individuals with mental health problems • Assisting in organizations of Mental Health camp • Conducting awareness meetings for mental health & mental illness • Counseling and Teaching family members, patients and community • Observing dead diction care | <ul style="list-style-type: none"> • Casework-1 • Observation report on field visits • Visit to dead diction centre | <ul style="list-style-type: none"> • Assess performance with rating scale • Evaluation of casework and observation report • Completion of activity record |

COMMUNITY HEALTH NURSING- I
including Environmental Science & Epidemiology

PLACEMENT: V SEMESTER

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

PRACTICUM: Clinical: 2 Credits (160hours)

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 group 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 health care 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

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 lifespan 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 |
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| I | 4(T) | <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 |
| II | 8(T) | <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>Describe SDGs, primary healthcare and comprehensive primary healthcare (CPHC)</p> <p>Explain healthcare policies and regulations in India</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 commissionson health and family welfare and Five Year plans • Participation of community and stake holders 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 • 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 Protection Mission (NHPM) ○ Ayushman Bharat Universal Health Coverage | <ul style="list-style-type: none"> • Lecture • Discussion • Field visits to CHC, PHC, SC/ Health Wellness Centers(HWC) • Directed reading | <ul style="list-style-type: none"> • Short answer • Essay • Evaluation of Field visit reports & presentation |
| III | 15(T) | <p>Identify the role of an individual in the conservation of natural</p> | <p>Environmental Science, Environmental Health, and Sanitation</p> | <ul style="list-style-type: none"> • Lecture • Discussion • Debates on | <ul style="list-style-type: none"> • Short answer • Essay • Field visit reports |

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| | <p>resources</p> <p>Describe ecosystem, its structure, types and functions</p> <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> <p>Describe water conservation, rain water harvesting and water shed management</p> <p>Explain waste management</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 • <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> ex. 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, water borne diseases, water purification processes, household purification of water • Physical and chemical standards of drinking water quality and tests for assessing bacteriological quality of water • Concepts of water conservation: rain water harvesting and watershed management • Solid waste management, human excreta disposal & management and sewage disposal and | <p>environmental protection and preservation</p> <ul style="list-style-type: none"> • Explain using Charts, graphs, Models, films, slides • Directed reading • Visits to water supply & purification sites • Observe rain water harvesting plants • Visit to sewage disposal and treatmentsites, and waste disposal sites | |
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| | | | <p>management</p> <ul style="list-style-type: none"> • Commonly used in septicides and pesticides | | |
| IV | 7(T) | <p>Describe 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 the national nutrition programs and</p> <p>Identify early the food borne diseases, and perform initial management and referral appropriately</p> | <p>Nutrition Assessment and Nutrition Education</p> <ul style="list-style-type: none"> • <i>Review of Nutrition</i> <ul style="list-style-type: none"> ○ Concepts, types ○ Mealplanning: 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 • <i>Review: Nutritional deficiency disorders</i> • 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, Types of food poisoning • Food intoxication-features, preventive & control measures • Public health response to food borne diseases | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Market visit • Nutritional assessment for different age groups • Lecture • Discussion • Field visits to milk purification plants, slaughter house • Refer Nutrition module-BPCCHN Block 2-unit I & UNIT 5 | <ul style="list-style-type: none"> • Performance assessment of nutrition assessment for different age groups • Evaluation on nutritional assessment reports • Short answer • Essay • Field visit reports |
| V | 6(T) | <p>Describe behaviour change communication skills</p> <p>Counsel and provide health education to individuals, families and community for promotion of healthy life style practices using appropriate methods and media</p> | <p>Communication management and Health Education</p> <ul style="list-style-type: none"> • Behaviour change communication skills <ul style="list-style-type: none"> ○ communication ○ Human behaviour ○ Health belief model: <ul style="list-style-type: none"> ○ concepts & definition, ways to influence behaviour ○ Steps of behaviour change ○ Techniques of behaviour change: Guiding principles in planning BCC | <ul style="list-style-type: none"> • Lecture • Discussion • Role play • Demonstration: BCC skills • Supervised field practice • Refer: BCC/SBCC module (MoHFW & USAID) | <ul style="list-style-type: none"> • Short answer • Essay • Performance evaluation of Health education sessions to individuals and families |

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| | | | <ul style="list-style-type: none"> ○ activity ○ Steps of BCC ○ 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 | | |
| VI | 7(T) | <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 ● Role plays ● Supervised field practice | <ul style="list-style-type: none"> ● Short answer ● Essays ● Assessment of supervised field practice |
| VII | 10(T) | <p>Explain the specific activities of community health nurse in assisting individuals and groups to promote and maintain their health</p> <p>Provide 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>Develop skill in</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 testicular self-examination | <ul style="list-style-type: none"> ● Lecture ● Discussion ● Demonstration ● Role plays ● Document and maintain: <ul style="list-style-type: none"> ● Individual records ● Family records ● Health center records ● Field visits | <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 ● Evaluation of records and reports ● Evaluation of field visit reports |

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| | | <p>maintenance of records and reports</p> <p>Develop beginning skills in handling social issues affecting the health and development of the family</p> <p>Identify and assist the families to utilize the community resources appropriately</p> | <p>(TSE)</p> <ul style="list-style-type: none"> • 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> <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 document ation 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 | | |
| VIII | 10(T) | <p>Describe the concepts, approaches and methods of epidemiology</p> <p>Investigate an epidemic of</p> | <p>Introduction to Epidemiology – Epidemiological Approaches and Processes</p> <ul style="list-style-type: none"> • Epidemiology: Concept and Definition • Distribution and frequency of | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Field visits: communicable | <ul style="list-style-type: none"> • Short answer • Essay • Report on visit to communicable disease hospital • Report on visit to |

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| | | communicabledisease | <p>disease</p> <ul style="list-style-type: none"> • 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/ levels 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 | <p>disease hospital & Entomology office</p> <ul style="list-style-type: none"> • Investigation of an epidemic of Communicable disease | <p>entomology office</p> <ul style="list-style-type: none"> • Report and presentation on investigating an epidemic of communicable disease |
| IX | 15(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>1. Communicable Diseases– Vector borne diseases(Every disease will be dealt under the following headlines)</p> <ul style="list-style-type: none"> • Epidemiology of the following vector born diseases • Prevention & control measures • Screening, and diagnosing the following conditions, primary management, referral and follow up <ul style="list-style-type: none"> ○ Malaria ○ Filaria ○ Kala-azar ○ Japaneseencephalitis ○ Dengue ○ Chickungunya <p>2. Communicable diseases: Infectious diseases (Every disease will be dealt under the following headlines)</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 follow up <ul style="list-style-type: none"> ○ Leprosy ○ Tuberculosis ○ Vaccine preventable diseases– Diphtheria, whooping cough, tetanus, poliomyelitis and measles ○ Enteric fever ○ Viral hepatitis | <ul style="list-style-type: none"> • Lecture • Discussion, • Demonstration • Role play • 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 |

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| | | <p>Identify the national health programs relevant to communicable diseases and explain the role of nurses in implementation of these programs</p> | <ul style="list-style-type: none"> ○ HIV/AIDS/RTI infections ○ 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 follow up <ul style="list-style-type: none"> ○ Rabies: Identify, suspect, primary management and referral to a health facility ● Role of anurses 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 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 | 15(T) | <p>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</p> | <p>Non-Communicable Diseases and National Health Program(NCD)</p> <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 <p>NCD-1</p> | <ul style="list-style-type: none"> ● Lecture ● Discussion ● Demonstration ● Role play ● Suggested field visits ● Field practice ● Assessment of clients with non-communicable diseases ● Participation <p>In national health</p> | <ul style="list-style-type: none"> ● Field visit reports ● Assessment of family case study ● OSCE assessment ● Short answer ● Essay |

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| | | | <ul style="list-style-type: none"> ○ Diabetes Mellitus ○ Hypertension ○ Cardiovascular diseases ○ Stroke & Obesity ○ Blindness: Categories of visual impairment and national program for control of blindness ○ Deafness: national program for prevention and control of deafness ○ Thyroid diseases ○ Injury and accidents: Risk factors for Road traffic injuries and operational guidelines for trauma care facility on highways <p>NCD-2Cancers</p> <ul style="list-style-type: none"> ○ Cervical Cancer ○ Breast Cancer ○ Oral cancer ○ Epidemiology of specific cancers, Risk factors/ Causes, Prevention, Screening, diagnosis – signs, Signs & symptoms, and early management & referral ○ Palliative care ○ Role of a nurse in non-communicable disease control program <p>National Health Programs</p> <ul style="list-style-type: none"> • 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 | programs | |
| XI | 3(T) | Enumerate the school health activities and the role functions of a school health nurse | <p>School Health Services</p> <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice | <ul style="list-style-type: none"> • Short answer • Essay • Evaluation of health counseling to school children • Screen, diagnose, manage and refer school children • OSCE Assessment |

CLINICAL PRACTICUM

CLINICAL: 2 Credits (160 hours)

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

| Clinical Area/Unit | Duration (Weeks) | Learning Outcomes | Procedural Competencies/ Clinical Skills | Clinical Requirements | Assessment Methods |
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| Urban | 2 weeks | Build and maintain rapport | Interviewing skills using communication and interpersonal relationship | <ul style="list-style-type: none"> Community needs assessment/Survey | <ul style="list-style-type: none"> Evaluation of survey report |
| Rural | 2Weeks | <p>Identify the socio-demographic characteristics, health determinants and resources of a rural and an urban community</p> <p>Observe the functioning and document significant observations</p> <p>Perform nutritional assessment and plan diet plan for adult</p> <p>Educate individuals/family/community on</p> <ul style="list-style-type: none"> Nutrition Hygiene Foodhygiene Healthylifestyle Health promotion <p>Perform health assessment for clients of various age groups</p> <p>Maintain records and reports</p> <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</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 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>Rural/urban–1 Field visits:</p> <ul style="list-style-type: none"> SC/HWC,PHC, CHC Water resources & purification site – water quality standards Rainwater harvesting Sewage disposal Observation of <ul style="list-style-type: none"> milkdiary slaughter house–meat hygiene Observation of nutrition programs Visit to market Nutritional assessment of an individual(adult)– 1 Health teaching (Adult) – 1 Useofaudio-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>Document and maintain:</p> <ul style="list-style-type: none"> Individualrecord Familyrecord Health center record Community health survey to investigate an epidemic – 1 <p>Screening, diagnosing and primary management and referral:</p> | <ul style="list-style-type: none"> Evaluation of field visit and observation reports Health talk evaluation Assessment of clinical performance Evaluations of reports & records Clinical performance assessment OSCE Finalclinical examination Evaluation of home visit |

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| | | <p>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"> • Communicable disease – 1 • Non-communicable diseases – 1 • Home visits – 2 • Participation in any two national health programs • Participation in school health program – 1 | |
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EDUCATIONAL TECHNOLOGY/NURSING EDUCATION

PLACEMENT: V SEMESTER

THEORY: 2 Credits(40hours)

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

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 learners' readiness and generational needs.
5. Develop an understanding of the basics of curriculum planning and organizing.
6. Analyze and use different teaching methods effectively that are relevant to the student population and settings.
7. Make appropriate decisions in the 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 interprofessional education.
10. Integrate the principles of teaching and learning in the selection and use of educational media/technology.
11. Apply the principles of assessment in the 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 students' knowledge and competence.
13. Develop a basic understanding of student guidance through mentoring and academic advising.
14. Identify difficult situations, crises, 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 a 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 |
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| | T | P | | | | |
| I | 6 | 3 | Explain the definition, aims, types, approaches and scope of educational technology Compare and contrast the various educational philosophies | Introduction and Theoretical Foundations Education and Educational Technology <ul style="list-style-type: none"> • Definition, aims • Approaches and scope of educational technology • Latest approaches to education: • Transformational education • Relationship-based education • Competency-based education • Educational Philosophy • Definition of philosophy, | <ul style="list-style-type: none"> • Lecture cum discussion Group exercise: <ul style="list-style-type: none"> • Create/discuss scenario-based exercise | <ul style="list-style-type: none"> • Quiz Assessment of Assignment: <ul style="list-style-type: none"> • Learning theories – analysis of any one |

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| | | Explain the teaching learning process, nature, characteristics and principles | <p>education, and philosophy</p> <ul style="list-style-type: none"> • Comparison of educational philosophies • Philosophy of nursing education • Teaching-Learning Process • 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: • Experiential learning • Reflective learning • Scenario-based learning • Simulation-based learning • Blended learning | | | |
| II | 6 | 6 | <p>Identify essential qualities/attributes of a teacher</p> <p>Describe the teaching styles of faculty</p> <p>Explain the determinants of learning and initiates self-assessment to identify own learning style</p> <p>Identify the factors that motivate the learner</p> <p>Define curriculum and classify types</p> <p>Identify the factors influencing curriculum development</p> <p>Develop skill in writing learning outcomes, and lesson plan</p> | <p>Assessment and Planning</p> <p><i>Assessment of teacher</i></p> <ul style="list-style-type: none"> • Essential qualities of a teacher • Teaching styles –Formal authority, demonstrator, facilitator, delegator <p><i>Assessment of learner</i></p> <ul style="list-style-type: none"> • Types of learners • Determinants of learning – learning needs, readiness to learn, learning styles • Today ‘s generation learners and Their skills and attributes • Emotional intelligence of the learner • Motivational factors–personal factors, environmental factors and support system <p>Curriculum Planning</p> <ul style="list-style-type: none"> • Curriculum–definition, types • Curriculum design–components, approaches • Curriculum development–factors influencing curriculum development, facilitators and barriers • Writing learning outcomes/ behavioral objectives • Basic principles of writing course plan, unit plan and lesson plan | <ul style="list-style-type: none"> • Lecture cum discussion <p>Self-assessment exercise:</p> <ul style="list-style-type: none"> • Identify your learning style using any learning style inventory (ex. Kolb ‘s learning style inventory) <ul style="list-style-type: none"> • Lecture cum discussion <p>Individual/group exercise:</p> <ul style="list-style-type: none"> • Writing learning outcomes • Preparation of a lesson plan | <ul style="list-style-type: none"> • Short answer • Objective type <p>Assessment of Assignment:</p> <ul style="list-style-type: none"> • Individual / Group |
| III | 8 | 15 | Explain the principles and strategies of classroom | <p>Implementation</p> <p><i>Teaching in Classroom and Skill lab– Teaching Methods</i></p> | <ul style="list-style-type: none"> • Lecture cum Discussion • Practice | <ul style="list-style-type: none"> • Short answer • Objective type • Assessment |

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| | | <p>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> | <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 <i>Teaching methods–Features, advantages and disadvantages</i> Lecture, Group discussion, microteaching Skill lab –simulations, Demonstration & re-demonstration Symposium, panel discussion, seminar, scientific workshop, exhibitions Role play, project Field trips Self-directed learning (SDL) Computer assisted learning One-to-one instruction <i>Active learning strategies</i> Team based learning Problem based learning Peer sharing Case study analysis Journaling Debate Gaming Inter-professional education | <p>teaching/Micro teaching</p> <ul style="list-style-type: none"> Exercise (Peer teaching) Patient teaching session Construction of game –puzzle Teachingingrous –interdisciplinary | <p>of microteaching</p> | |
| IV | 3 | 3 | <p>Enumerate the factors influencing selection Of clinical learning experiences</p> <p>Develop skill in using different clinical teaching strategies</p> | <p>Teaching in the Clinical Setting– Teaching Methods</p> <ul style="list-style-type: none"> Clinical learning environment Factors influencing selection of clinical learning experiences Practicemodel 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 | 5 | 5 | <p>Explain the purpose, principles and steps in the use of media</p> <p>Categorize the different types of media and describe its</p> | <p>Educational/ Teaching Media</p> <ul style="list-style-type: none"> Media use–Purpose, components, principles and steps Types of media <i>Still visuals</i> Non-projected –drawings & diagrams, charts, graphs, posters, | <ul style="list-style-type: none"> Lecture cum discussion Preparation of different teaching aids – (Integrate with practice teaching | <ul style="list-style-type: none"> Short answer Objective type Assessment of the teaching media prepared |

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| | | <p>advantages and disadvantages</p> <p>Develop skill in preparing and using media</p> | <p>cartoons, board devices (chalk/white board, bulletin board, flannel board, flip charts, flash cards, still pictures/photographs, printed materials-handout, leaflet, brochure, flyer</p> <ul style="list-style-type: none"> ○ Projected–films trips, microscope, power point slides, overhead projector <p><i>Moving visuals</i></p> <ul style="list-style-type: none"> ○ Video learning resources – video tapes& DVD, blu-ray, USB flash drive ○ Motion pictures/films <p><i>Realia and models</i></p> <ul style="list-style-type: none"> ○ Real objects & Models <p><i>Audio aids /audio media</i></p> <ul style="list-style-type: none"> ○ Audio tapes/ Compact discs ○ Radio & Tape recorder ○ Public address system ○ Digital audio <p><i>Electronic media/computer learning resources</i></p> <ul style="list-style-type: none"> ○ Computers ○ Web-based video conferencing ○ E-learning, Smart classroom <p><i>Telec Communication (Distance education)</i></p> <ul style="list-style-type: none"> ○ Cable TV, satellite broadcasting, video conferencing Telephones– Telehealth/ telenursing <p><i>Mobile technology</i></p> | <p>sessions)</p> | |
| VI | 5 | 3 | <p>Assessment/Evaluation Methods/Strategies</p> <ul style="list-style-type: none"> ● Purposes, scope and principles in selection of assessment methods and types ● Barriers to evaluation ● Guidelines to develop assessment tests <p><i>Assessment of knowledge:</i></p> <ul style="list-style-type: none"> ● Essay type questions, ● Short answer questions (SAQ) ● Multiple choice questions (MCQ– Single response & multiple response) <p><i>Assessment of skills:</i></p> <ul style="list-style-type: none"> ● Clinical evaluation ● Observation (checklist, ratingscales, videotapes) ● Written communication–progress notes, nursing care plans, process recording, written assignments ● Verbal communication (oral examination) ● Simulation ● Objective Structured Clinical | <ul style="list-style-type: none"> ● Lecture cum discussion ● Exercise on constructing assessment tool/s | <ul style="list-style-type: none"> ● Short answer type ● Objective type ● Assessment of tool/s prepared |

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| | | | <p>Examination (OSCE)</p> <ul style="list-style-type: none"> • Self-evaluation • Clinical portfolio, clinical logs <p><i>Assessment of Attitude:</i></p> <ul style="list-style-type: none"> • Attitude scales <p><i>Assessment tests for higher learning:</i></p> <ul style="list-style-type: none"> • Interpretive questions, hot spot questions, drag and drop and ordered response questions | | | |
| VII | 3 | 3 | <p>Explain the scope, purpose and principles of guidance</p> <p>Differentiate between guidance and counseling</p> <p>Describe the principles, types, and counseling process</p> <p>Develop basic skill of counseling and guidance</p> <p>Recognize the importance of preventive counseling and develop skill to respond to disciplinary problems and grievance among students</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 • Issues for counseling in nursing students <p><i>Discipline and grievance in students</i></p> <ul style="list-style-type: none"> • Managing disciplinary/ grievance problems – preventive guidance & counseling • Role of students ‘grievance Redressal cell/committee | <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 |
| VIII | 4 | 2 | <p>Recognize the importance of value-based education</p> <p>Develop skill in ethical decision making and maintain ethical standards for students</p> <p>Introduce knowledge of EBT and its application in nursing education</p> | <p>Ethics and Evidence Based Teaching (EBT) in Nursing Education</p> <p><i>Ethics – Review</i></p> <ul style="list-style-type: none"> • Definition of terms • Value based education in nursing • Value development strategies • Ethical decision making • Ethical standards for students • Student-faculty relationship <p><i>Evidence based teaching – Introduction</i></p> <ul style="list-style-type: none"> • Evidence based education process and its application to nursing education | <ul style="list-style-type: none"> • Value clarification exercise • Case study analysis (student encountered scenarios) and suggest ethical decision-making steps • Lecture cum discussion | <ul style="list-style-type: none"> • Short answer • Evaluation of case study analysis • Quiz – MCQ |

INTRODUCTION OF FORENSIC NURSING AND INDIAN LAWS

PLACEMENT: V SEMESTER

THEORY: 1Credit (20hours)

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

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 | 3(T) | Describe the nature of forensic science and discuss issues concerning violence | Forensic Science <ul style="list-style-type: none"> • Definition • History • Importance in medical science • Forensic Science Laboratory Violence <ul style="list-style-type: none"> • Definition • Epidemiology • Source of data Sexual abuse–child and women | <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 | Forensic Nursing <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&SNC Acts | <ul style="list-style-type: none"> • Lecture cum discussion | <ul style="list-style-type: none"> • Short answer • Objective type |
| III | 7(T) | Identify members of forensic team and describe role of forensic nurse | Forensic Team <ul style="list-style-type: none"> • Members and the roles Comprehensive forensic nursing care of victim and family <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 Evidence preservation–role of nurses <ul style="list-style-type: none"> • Observation • Recognition • Collection • Preservation • Documentation of Biological and other | <ul style="list-style-type: none"> • Lecture cum Discussion • Hypothetical/real case presentation • Observation of post- mortem • Visit to department of forensic medicine | <ul style="list-style-type: none"> • Objective type • Short answer • Write report |

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| | | | evidence related to criminal/traumatic event <ul style="list-style-type: none"> Forwarding biological samples for forensic examination | | |
| IV | 3(T) | Describe fundamental rights and humanrights commission | Introduction of Indian Constitution Fundamental Rights <ul style="list-style-type: none"> Rights of victim Rights of accused Human Rights Commission | <ul style="list-style-type: none"> Lecture cum discussion Written Assignment Visit to prison | <ul style="list-style-type: none"> Short answer Assessment of written assignment Write visit report |
| V | 5(T) | Explain Indian judicial system and laws Discuss the importance of POSCO Act | Sources of laws and law-making powers Overview of Indian Judicial System <ul style="list-style-type: none"> JMFC (Judicial Magistrate First Class) District State Apex Civil and Criminal Case Procedures <ul style="list-style-type: none"> IPC(IndianPenalCode) ICPC IEAct(IndianEvidenceAct) Overview of POSCO Act | <ul style="list-style-type: none"> Lecture cum discussion Guided reading Lecture cum discussion | <ul style="list-style-type: none"> Quiz Short answer |

CHILD HEALTH NURSING-II

PLACEMENT: VI SEMESTER

THEORY: 2 Credits (40hours)

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

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 | 20(T) | Describe the etiology, patho physiology, clinical manifestation and nursing management of children with disorders of cardiovascular, gastro intestinal, Genitourinary, and nervous system | <p>Cardiovascularsystem:</p> <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 cardiacfailure • Hematological conditions: <ol style="list-style-type: none"> a) Congenital: Hemophilia, Thalassemia b) Others: Anemia, Leukemia, Idio pathic throm bocyto penic purpura, Hodgkins and non- hodgkins lymphoma <p>Gastro-intestinalsystem:</p> <ul style="list-style-type: none"> • Identification and Nursing management of congenital malformations. • Congenital: Cleft lip, Cleft palate, Congenital hypertrophic pyloric stenosis, Hirschsprungs disease (Megacolon), Anorectal malformation, Malabsorption syndrome, Abdominal wall defects, Hernia • Others: Gastroenteritis, Diarrhea, Vomiting, Proteinenergy malnutrition, Intestinal obstruction, Hepatic diseases, intestinal parasites <p>Genitourinary urinary system:</p> <ul style="list-style-type: none"> • Identification and Nursing management of congenital | <ul style="list-style-type: none"> • Lecture cum discussion • Demonstration and practice session • Refer/ consult <p>SAM</p> <p>Operational guidelines on facility based management of children with severe acute malnutrition.</p> | <ul style="list-style-type: none"> • Short answer • Objective type • Assessment of skills with checklist |

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| | | | <p>malformations.</p> <ul style="list-style-type: none"> • Congenital: Wilmstumor, Extropy of bladder, Hypospadias, Epispadias, Obstructive uropathy • Others: Nephrotic syndrome, Acute glomerulone phritis, renal failure <p>Nervous system:</p> <ul style="list-style-type: none"> • Identification and Nursing management of congenital malformations <p>a) Congenital: Spinabifida, Hydrocephalous.</p> <p>b) Others: Meningitis, Encephalitis, Convulsive disorders (convulsions andseizures), Cerebralpalsy head injury</p> | | |
| II | 10(T) | <p>Describe the etiology, pathophysiology, clinicalmanifestation 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>Orthopedicdisorders:</p> <ul style="list-style-type: none"> • Clubfoot • Hip dislocation and • Fracture <p>Disorderofeye,earand skin:</p> <ul style="list-style-type: none"> • Refractory errors • Otitis media and • Atopic dermatitis <p>Communicable diseases in children, their identification/ diagnosis, nursing management in hospital, inhome, control & prevention:</p> <ul style="list-style-type: none"> • Tuberculosis • Diphtheria • Tetanus • Pertussis • Poliomyelitis • Measles • Mumps,and • Chickenpox • HIV/AIDS • Denguefever • 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 Skillswith checklist |
| III | 10(T) | <p>Describe the management of children with behavioral&social problems</p> <p>Identifythesocial& 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 disorder sin children and management <ul style="list-style-type: none"> ○ Enuresis and Encopresis ○ Nervousness ○ Nailbiting ○ Thumb sucking ○ Tempertantrum ○ Stealing ○ Aggressiveness ○ Juveniledelinquency ○ Schoolphobia ○ Learning disability <ul style="list-style-type: none"> • Psychiatric disorders in children and management | <ul style="list-style-type: none"> • Lecture cum discussion • Field visits to child guidance clinics, school formentally & physically, socially challenged | <ul style="list-style-type: none"> • Short answer • Objective type • Assessment of field reports |

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| | | | <ul style="list-style-type: none"> ○ Childhood schizophrenia ○ Childhood depression ○ Conversion reaction ○ Post traumatic stress disorder ○ Autistic spectrum disorders ● Eating disorder in children and management ○ Obesity ○ Anorexianervosa ○ Bulimia ● Management of challenged children. ○ Mentally ○ Physically ○ Socially ○ Childabuse, ○ Substance abuse ● Welfare services for challenged children in India | | |
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CHILD HEALTH NURSING-II-CLINICAL PRACTIC UM (1Credit-80hours)
Given under Child Health Nursing-I as I & II

MENTAL HEALTH NURSING-II

PLACEMENT: VI SEMESTER

THEORY: 1 Credit(40Hours)

PRACTICUM: Clinical: 2Credits(160Hours)

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

1. Apply nursing process in providing care to patients with substance use disorders, 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 procedure as per MHCA2017.
7. Explore the roles and responsibilities of community mental health nurse in delivering community mental health services.

COURSE OUTLINE

T–Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|-----------|------------|---|--|---|--|
| I | 6(T) | Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with substance use disorders | <p>Nursing Management of Patients with Substance Use Disorders</p> <ul style="list-style-type: none"> • Prevalence and incidence • Commonly used psychotropic substance: classifications, forms, routes, action, intoxication and withdrawal • Psychodynamics/ etiology of substance use disorder (Terminologies: Substance Use, Abuse, Tolerance, Dependence, Withdrawal) • Diagnostic criteria/formulations • Nursing Assessment: History (substance history), Physical, mental assessment and drug and drug assay • Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction, Brief interventions, MET, refusal skills, maintenance therapy) and nursing management of patients with substance use disorders • Special considerations for vulnerable population • Follow-up and home care and rehabilitation | <ul style="list-style-type: none"> • Lecture cum discussion • Case discussion • Case presentation • Clinical practice | <ul style="list-style-type: none"> • Essay • Short answer • Assessment of patient management problems |
| II | 6(T) | Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with | <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, | <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 |

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| | | personality, and sexual disorders | <p>Physical and mental health assessment</p> <ul style="list-style-type: none"> • Treatment modalities and nursing management of patients with personality, and sexual disorders • Geriatric considerations • Follow-up and home care and rehabilitation | | |
| III | 8(T) | Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of childhood and adolescent disorders including mental deficiency | <p>Nursing Management of Behavioural & Emotional Disorders occurring during Childhood and Adolescence (Intellectual disability, autism, attention deficit, hyperactive disorder, eating disorders, learning disorder)</p> <ul style="list-style-type: none"> • Prevalence and incidence • Classifications • Etiology, psychodynamics, Characteristics, diagnostic criteria/formulations • 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 | 5(T) | Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of organic brain disorders. | <p>Nursing Management of Organic Brain Disorders (Delirium, Dementia, amnesic disorders)</p> <ul style="list-style-type: none"> • Prevalence and incidence • Classification • Etiology, psychopathology, clinical features, diagnosis and Differential diagnosis • Nursing Assessment: History, Physical, mental and neurological assessment • Treatment modalities and nursing management of organic brain disorders • Follow-up and home care and rehabilitation | <ul style="list-style-type: none"> • Lecture cum discussion • Case discussion • Case presentation • Clinical practice | <ul style="list-style-type: none"> • Essay • Short answer • Assessment of patient management problems |
| V | 6(T) | Identify psychiatric emergencies and carry out crisis intervention | <p>Psychiatric Emergencies and Crisis Intervention</p> <ul style="list-style-type: none"> • Types of psychiatric emergencies (attempted suicide, violence/aggression, stupor, delirium tremens and other psychiatric emergencies) and their managements • Maladaptive behavior of individual and groups, stress, crisis and disaster(s) • Types of crisis • Crisis intervention: Principles, Techniques and Process - 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 |

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| VI | 4(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"> • Over view of Indian Lunacy Act and The Mental Health Act 1987 • (Protection of Children from Sexual Offence) POSCO Act • Mental Health Care Act (MHCA) 2017 • Rights of mentally ill clients • Forensic psychiatry and nursing • Acts related to narcotic and psychotropic substances and illegal drug trafficking • 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 | 5(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 De institutionalization • Model of Preventive psychiatry • Mental Health Services available at the primary, secondary, tertiary levels including rehabilitation and nurses 'responsibilities • Mental Health Agencies: Government and voluntary, National and International • Mental health nursing issues for special populations: Children, Adolescence, Women Elderly, Victims of violence and abuse, Handicapped, HIV/AIDS etc. | <ul style="list-style-type: none"> • Lecture cum discussion • Clinical/field practice • Field visits to mental health service agencies | <ul style="list-style-type: none"> • Short answer • Objective type • Assessment of the field visit reports |

CLINICAL PRACTICUM-2 Credits (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

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

PRACTICUM: Clinical: 1 Credits (80hours)

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 to

1. Analyze the health care trends influencing development of nursing services and education in India.
2. Describe the principles, functions and process of management applied to nursing.
3. Develop basic understanding and beginning competencies in planning and organizing nursing services in a hospital.
4. Apply the concept of human resource management and identify the job description for all categories of nursing personnel including in service education.
5. Discuss the principles and methods of staffing and scheduling in an individual hospital/nursing unit.
6. Develop skill in management of materials and supplies including inventory control.
7. Develop team working and inter professional collaboration competencies.
8. Identify effective leadership styles and develop leadership competencies.
9. Utilize the knowledge of principles and line of control and participate in quality management and evaluation activities.
10. Utilize the knowledge related to financial planning in nursing services and education during budgetary process.
11. Apply the knowledge of nursing informatics in maintenance of records and reports relevant to patient information, nursing care and progress.
12. Demonstrate understanding of the INC guidelines for establishment and accreditation of educational institutions in terms of faculty norms, physical infrastructure and clinical facilities.
13. Demonstrate beginning competencies in planning, organizing and staffing at college including implementation and evaluation of curriculum.
14. Identify the legal issues and laws relevant to nursing practice and education.
15. Apply the knowledge and utilize the various opportunities for professional advancement.

COURSE OUTLINE

T–Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|------------|--|---|---|--|
| I | 1(T) | Explore the health care, development of nursing services and education in India and trends | Health Care and Development of Nursing Services in India <ul style="list-style-type: none"> • Current health care delivery system of India – review • Planning and development of nursing services and education at global and national scenario • Recent trends and issues of nursing service and management | <ul style="list-style-type: none"> • Lecture cum discussion • Directed reading and written assignment | <ul style="list-style-type: none"> • Short answer • Assessment of assignment |
| II | 2(T) | Explain the principle sand | Management Basics Applied to Nursing <ul style="list-style-type: none"> • Definitions, concepts and theories of | <ul style="list-style-type: none"> • Lecture and discussion | <ul style="list-style-type: none"> • MCQ • Short answer |

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| | | functions of management applied to nursing Describe the introductory concepts of management as a process | <ul style="list-style-type: none"> management • Importance, features and levels of management • Management and administration • Functions of management • Principles of management • Role of anurseasa manager Introduction to Management Process <ul style="list-style-type: none"> • Planning • Organizing • Staffing • Directing/Leading • Controlling | | |
| | | | MANAGEMENT OF NURSING SERVICES | | |
| III | 4(T) | Describe the essential elements of planning | Planning Nursing Services <ul style="list-style-type: none"> • Vision, Mission, philosophy, objectives • Nursing service policies, procedures and manuals • Functional and operationalplanning • 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"> • 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 Of problem-solving exercises • Visit Report |
| IV | 4(T) | Discuss the concepts of organizing including hospital organization | Organizing <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 organization all climate | <ul style="list-style-type: none"> • Lecture cum discussion • Comparison of organizational structure of various organizations • Nursing care delivery systems– assignment • Preparation of Organizational chart of hospital/ Nursing services | <ul style="list-style-type: none"> • Short answer • Assessment of assignment |
| V | 6 (T) | Identify the significance of human resource management (HRM) and material management and discuss its elements Explain the procedural steps of material management | Staffing (Human resource management) <ul style="list-style-type: none"> • Definition, objectives, components and functions Staffing & Scheduling <ul style="list-style-type: none"> • Staffing–Philosophy, staffing activities • Recruiting, selecting, deployment • Training, development, credentialing, retaining, promoting, transfer, terminating, superannuation • Staffing units – Projecting staffing requirements/ calculation of requirements of staff resources Nurse patient ratio, Nurse Population ratio as | <ul style="list-style-type: none"> • Lecture and discussion • Role play • Games self-assessment, case discussion and practicesession • Calculation of staffing requirements for aspecified ward • Visit to inventory store of the | <ul style="list-style-type: none"> • Formulate Job description at different levelso fcare & compare with existing system • Preparation of duty roster • Preparation of MMF/records • Preparation of log book & |

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| | | Develop managerial skill in inventory control and actively participate in procurement process | <p>per SIU norms/IPH Norms, and Patient classification system</p> <ul style="list-style-type: none"> • Categories of nursing personnel including job description of all levels • Assignment and nursing care responsibilities • Turn over and absenteeism • Staff welfare • Discipline and grievances <p>In-Service Education</p> <ul style="list-style-type: none"> • Nature and scope of in-service education program • Principle 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 • Audit in and maintenance in hospital and patient care unit | institution | <p>condemnation documents</p> <ul style="list-style-type: none"> • Visit Report |
| VI | 5(T) | Describe the important methods of supervision and guidance | <p>Directing and Leading</p> <ul style="list-style-type: none"> • Definition, principles, elements of directing • Supervision and guidance • Participatory management • Inter-professional collaboration • Management by objectives • Team management • Assignments, rotations • Maintenance of discipline • Leadership in management | <ul style="list-style-type: none"> • Lecture and discussion • Demonstration of record & report maintenance in specific wards/ departments | <p>assignment on reports & records maintained in nursing department/ preparation of protocols and manuals</p> |
| VII | 4(T) | Discuss the significance and changing trends of nursing leadership Analyze the different leadership styles and develop leadership competencies | <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 incharge, ANS) | <ul style="list-style-type: none"> • Short answer • Essay • Assessment of exercise/report |
| VIII | 4(T) | Explain the process of controlling and its activities | <p>Controlling</p> <ul style="list-style-type: none"> • Implementing standards, policies, procedures, protocols and practices • Nursing performance audit, patient satisfaction | <ul style="list-style-type: none"> • Lecture cum discussion • Preparation of policies/ protocols for nursing units/ | <ul style="list-style-type: none"> • Assessment of prepared protocols |

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| | | | <ul style="list-style-type: none"> • Nursing rounds, Documentation–Records and reports • Total quality management–Quality assurance, Quality and safety • Performance appraisal • Programme valuation review technique (PERT) • Benchmarking, Activity plan (Gantt chart) • Critical path analysis | department | |
| IX | 4(T) | Explain the concepts of organizational behavior and group dynamics | Organizational Behavior and Human Relations <ul style="list-style-type: none"> • Concepts and theories of organizational behavior • Group dynamics • Review–Interpersonal relationship • Human relations • Public relations in the context of nursing • Relations with professional associations and employee unions • Collective bargaining • Review–Motivation and morale building • Communication in the workplace–Assertive communication • Committees–importance in the organization, functioning | <ul style="list-style-type: none"> • Lecture and discussion • Role play/ exercise – Group dynamics & human relations | <ul style="list-style-type: none"> • Short answer • OSCE |
| X | 2(T) | Describe the financial management related to nursing services | Financial Management <ul style="list-style-type: none"> • Definition, objectives, elements, functions, principles & scope of financial management • Financial planning (budgeting for nursing department) • Proposal, projecting requirement for staff, equipment and supplies for – Hospital & patient care units & emergency and disaster units • 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 |
| XI | 1(T) | Review the concepts, principles and methods and use of nursing informatics | Nursing Informatics/Information Management – Review <ul style="list-style-type: none"> • Patient records • Nursing records • Use of computers in hospital, college and community • Telemedicine & 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 |
| XII | 1(T) | Review personal management in terms of management of emotions, stress and resilience | Personal Management–Review <ul style="list-style-type: none"> • Emotional intelligence • Resilience building • Stress and time management–de-stressing • Career planning | <ul style="list-style-type: none"> • Review • Discussion | |
| | | | MANAGEMENT OF NURSING EDUCATIONAL INSTITUTIONS | | |
| XIII | 4(T) | Describe the | Establishment of Nursing Educational | <ul style="list-style-type: none"> • Lecture and | <ul style="list-style-type: none"> • Visit report |

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| | | process of establishing educational institutions and its accreditation guidelines | <p>Institutions</p> <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 | <p>discussion</p> <ul style="list-style-type: none"> • Visit to one of the regulatory bodies | |
| XIV | 4(T) | Explain the planning and organizing functions of a nursing college | <p>Planning and Organizing</p> <ul style="list-style-type: none"> • Philosophy, objectives and mission of the college • Organization structure of school/college • Review–Curriculum planning • Planning teaching and learning experiences, clinical facilities–master plan, time table and clinical rotation • Budget planning – faculty, staff, equipment & supplies, AVaids, 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 |
| XV | 4(T) | Develop understanding of staffing the college and selecting the students | <p>Staffing and Student Selection</p> <ul style="list-style-type: none"> • Faculty/staff selection, recruitment and placement, job description • Performance appraisal • Faculty development • Faculty/staff welfare • Student recruitment, admission, clinical placement | <ul style="list-style-type: none"> • Guided reading on faculty norms • Faculty welfare activities report • Writing job description of tutors | <ul style="list-style-type: none"> • Short answer • Activity report • Assessment of job description |
| XVI | 4(T) | Analyze the leadership and management activities in an educational organization | <p>Directing and Controlling</p> <ul style="list-style-type: none"> • Review–Curriculum implementation and evaluation • Leadership and motivation, supervision – review • Guidance and counseling • Quality management–educational audit • Program evaluation, evaluation of performance • Maintaining discipline • Institutional records and reports– administrative, faculty, staff and students | <ul style="list-style-type: none"> • Review principles of evaluation • Assignment – Identify disciplinary problems among students • Writing student record | <ul style="list-style-type: none"> • Short answer • Assessment of assignment and record |
| XVII | 4(T) | Identify various legal issues and laws relevant to nursing practice | <p>PROFESSIONAL CONSIDERATIONS</p> <p>Review–Legal and Ethical Issues</p> <ul style="list-style-type: none"> • Nursing as a profession– • Characteristics of a professional nurse • Nursing practice–philosophy, aim and | | |

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| | | | <ul style="list-style-type: none"> objectives • Regulatory bodies–INC and SNC constitution and functions Review–Professional ethics • Code of ethics and professional conduct – INC & ICN • Practice standards for nursing– INC • International Council for Nurses (ICN) Legal aspects in nursing: • Consumer protection act, patient rights • Legal terms related to practice, legal system–types of law, to 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 | | |
| XVIII | 2(T) | 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 logbook/ MMF for specific quipment/ 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 Masterplan, timetable and clinical rotation
4. Prepare student an ecdoes
5. Participate inplanning, 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.

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

PLACEMENT: VI SEMESTER

THEORY:3 Credits (60hours)

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

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 trend 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 child birth.
9. Provide evidence basedes sential new born care.
10. Apply nursing process approach in caring for women and their families.
11. Describe the methods of contrac option and role of nurse/midwifeinfamilywelfareservices.
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–SkillLab/Lab, C–Clinical

| Unit | Time (Hrs) | LearningOutcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|------------|---|---|--|---|
| I | 8(T) | <p>Explain the history and current scenario of midwifery in India</p> <p>Review vital health indicators</p> <p>Describe the various national health programs related to RMNCH+A</p> <p>Identify the trends and issues in midwifery</p> <p>Discuss the legal and ethical issues relevant to midwifery practice</p> | <p>Introduction to midwifery</p> <ul style="list-style-type: none"> • History of midwifery in India • <i>Currents cenario:</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, InfantMortality 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) | <ul style="list-style-type: none"> • Discussion • Demonstration • Roleplay • Directed reading and assignment: ICM competencies • Scenariobased learning | <ul style="list-style-type: none"> • Short answer • Objective type • Essay • Quiz |

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| | | | <p><i>Current trends in midwifery and OBG nursing:</i></p> <ul style="list-style-type: none"> ○ Respectful maternity and new born care (RMNC) ○ Midwifery-led care units (MLCU) ○ Women centered care, physiologic birth in gand demedicalization of birth ○ Birthing centers, water birth, lotus birth ○ Essential competencies for midwifery practice (ICM) ○ Universal rights of child-bearing women ○ Sexual and reproductive health and rights ○ Women ‘sexpectations & choices about care <p><i>Legal provisions in midwifery practice in India:</i></p> <ul style="list-style-type: none"> ● INC/MOH & FW regulations ● ICM code of ethics ● Ethical issues in maternal and neonatal care ● Adoption laws, MT Pact, 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 formid wives | | |
| II | 6(T) 3(L) | Review the anatomy and physiology of human reproductive system | <p>Anatomy and physiology of human reproductivesystemandconception (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 ● Foetalskull–bones, sutures, fontanelles, diameters, moulding ● Fetopelvic relationship ● Physiology of menstrualcycle, menstrual hygiene ● Fertilization, conceptionand 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 |

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| III | 12(T) 10(L) 40(C) | <p>Provide pre-conception care to eligible couples</p> <p>Describe the physiology, assessment and management of normal pregnancy</p> <p>Demonstrate knowledge, attitude and skills of midwifery practice throughout 1st, 2nd and 3rd 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>) • Pre-conception care • Pre-conception counseling (including awareness regarding normal birth) <p>Genetic counseling (<i>Self Learning</i>)</p> <ul style="list-style-type: none"> • Planned parenthood <p>Pregnancy assessment and antenatal care (I, II & III Trimesters)</p> <p>Normalpregnancy</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 ‘engagementinmaternitycare <p>Ante-natalcare:</p> <p>1st Trimesters</p> <ul style="list-style-type: none"> • Antenatal assessment: History taking, physical examination, breast examination, laboratory investigation • Identification and management of minor • discomforts of pregnancy • Antenatal care: as per GoI guidelines • Antenatal counseling (lifestyle changes, nutrition, shared decision making, risky behavior, sexual life during pregnancy, immunization etc.) • Danger signs during pregnancy • Respectful care and compassionate communication • Recording and reporting: as per the GoI guidelines • Role of Doula/ASHAs <p>II Trimester</p> <ul style="list-style-type: none"> • Antenatal assessment: abdominal palpation, fetal assessment, auscultatefetalheartrate–Doppler and pinnard ‘s stethoscope • Assessment of fetal well-being: DFMC, biophysical profile, Non stresstest, cardio-tocography, USG, Vibro acoustic stimulation, biochemical tests. • Antenatal care | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Self-Learning • Health talk • Role play • Counseling session <ul style="list-style-type: none"> • Case discussion/presentation • Simulation • Supervised clinical practice <ul style="list-style-type: none"> • Refer SBA module & Safe motherhood booklet • Lab tests – performance and interpretation <ul style="list-style-type: none"> • Demonstration • Roleplay • Demonstration of antenatal assessment | <ul style="list-style-type: none"> • Short answer • Objective type • Assessmentof skills with check list • Casestudy evaluation • OSCE |
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| | | | <ul style="list-style-type: none"> • Women centered care • Respectful care and compassionate communication • Health education on IFA, calcium and vitamin D supplementation, glucose tolerance test, etc. • Education and management of physiological changes and discomforts of 2nd trimester • Rhnegative and prophylactic anti D • Referral and collaboration, empowerment • On going risk assessment • Maternal Mental Health <p>III Trimester</p> <ul style="list-style-type: none"> • Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal hear trate–Doppler and pinnard’ stethoscope • Education and management of physiological changes and discomforts of 3rd trimester • Third trimester tests and screening • Fetal engagement in late pregnancy • Child birth preparation classes • Birth preparedness and complication readiness including micro birth planning • Danger signs of pregnancy– Recognition of rupturedmembranes • Education on alternative birthing positions – women ‘s preferred choices, birth companion • On going 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 • Healthtalk • 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 managementandcare during labour</p> <p>Discuss how to maintain a safe environmentforlabour</p> | <p>Physiology, management and care during labour</p> <ul style="list-style-type: none"> • Normal labour and birth • On set of birth/labour • Pervaginal examination (if necessary) • Stages of labour • Organization of labourroom– Triage, preparation for birth • Positive birth environment • Respectful care and communication • Drugs used in labour as per GoI guidelines <p>Fist Stage</p> <ul style="list-style-type: none"> • Physiology of normal labour | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Bedsideclinics • Case discussion/ presentation • Simulated practice • Supervised Clinical practice – Per vaginal examination, Conduction of normal child birth • Refer SBA module | <ul style="list-style-type: none"> • Essaytype • Short answer • Objectiv e type • Casestudy evaluation • Assessmentof skills withcheck list • OSCE |

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| | | <p>Work effectively for pain management during labour</p> <p>Discuss how the midwife provides care and support for the women during birth to enhance physiological birthing and promote normal birth</p> <p>Assess and provide care of the new born immediately following birth</p> <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> | <ul style="list-style-type: none"> 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 child birth experience for women Birth companion Role of Doula/ASHA's <p>Second stage</p> <ul style="list-style-type: none"> Physiology (Mechanism of labour) Signs of imminent labour Intrapartum monitoring Birth position of choice Vaginal examination Psychological support Non-directive coaching Evidence based management of physiological birth/Conduction of normal childbirth Essential new born care (ENBC) Immediate assessment and care of the new born Role of Doula/ASHA's <p>Third Stage</p> <ul style="list-style-type: none"> Physiology–placental separation and expulsion, hemostasis Physiological management of third stage of labour Active management of third stage of labour (recommended) Examination of placenta, membranes and vessels Assess perineal, vaginal tear/ injuries and suture if required Insertion of postpartum IUCD Immediate perineal care Initiation of breastfeeding Skint 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 | <ul style="list-style-type: none"> LaQshya guidelines Dakshat guidelines <ul style="list-style-type: none"> Refer ENBC, NSSK module Demonstration Groupwork Scenario based learning <ul style="list-style-type: none"> Simulation Roleplay Demonstration Videos | |
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| | | | <ul style="list-style-type: none"> • Documentation and Record of birth • Breast feeding and latching • Managing uterine cramp • Alternative/complementary therapies • Role of Doula/ASHA 's • Various child birth practices • Safe environment for mother and new born to promote bonding • Maintaining records and reports | | |
| V | 7(T) 6(L) 40(C) | Describe the physiology, management and care of normal puerperium | <p>Postpartum care/Ongoing care of women</p> <ul style="list-style-type: none"> • Normal puer perium– Physiology, duration • Post-natal assessment and care– Facility and home-based care • Perineal hygiene and care • Bladder and bowel function • Minor disorders of puer periumandits management • Physiology of lactation and lactation management • Post natal counseling and psychological support • Normal postnatal baby blues and recognition of post-natal depression • Transition to parenthood • Care for the woman upto 6weeks 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 • Healthtalk • Simulated practice • Supervised clinicalpractice • Refer SBA module | <ul style="list-style-type: none"> • Essay type • Short answer • Objectiv e type • Assessment of skills with checklist • OSCE |
| VI | 7(T) 7(L) 40(C) | Discuss the need for and provision of compassionate, family centered midwifery care of the newborn Describe the assessment and care of normal neonate | <p>Assessment and ongoing care of normal neonates</p> <ul style="list-style-type: none"> • Family centered care • Respectful new born care and communication • Normal Neonate– Physiological adaptation • New born assessment–Screening for congenital anomalies • Care of new born upto 6week safter The child birth (Routine care of new born) • Skin to skin contact and thermoregulation • Infection prevention • Immunization • Minor disorders of new born and its management | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Simulated practice session • Supervised clinical practice • Refer safe deliver app module – new born management • Partial completion of SBA module | <ul style="list-style-type: none"> • Essaytype • Short answer • Objectiv e type • Assessmentof skills with checklist • OSCE |
| VII | 8(T) | Explain various | Familywelfareservices | <ul style="list-style-type: none"> • Lecture | <ul style="list-style-type: none"> • Essaytype |

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| 2(L) 40(C) | <p>methods of family planning and role of nurse/midwife in providing family planning services</p> <p>Describe youth friendly services and role of nurses/ midwives</p> <p>Recognize the role of nurses/midwives in gender-based violence</p> | <ul style="list-style-type: none"> • Impact of early/frequent child bearing • 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 Gender related issues in SRH <ul style="list-style-type: none"> • Gender based violence – Physical, sexual and abuse, Laws affecting GBV and role of nurse/midwife • Special courts for abused people • Gender sensitive health services including family planning | <ul style="list-style-type: none"> • Supervise and practice • Field visits • Scenario based learning • Discussion • GoI guidelines – injectable contraceptives, oral contraceptives, IUCD, male and female sterilization | <ul style="list-style-type: none"> • Short answers • Objective type • Field visit reports • Vignettes |
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PRACTICUM

PLACEMENT: VI & VII SEMESTER

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

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

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

1. Counsel women and their families on pre-conception care
2. Demonstrate lab test sex. Urine pregnancy test
3. Perform ante natal assessment of pregnant women
4. Assess and care for normal antenatal mothers
5. Assist and perform specific investigations for antenatal mothers
6. Counsel mothers and their families on antenatal care and preparation for parenthood
7. Conduct child birth education classes
8. Organize labour room
9. Prepare and provide respectful maternity care for mothers in labour
10. Perform per-vaginal examination for a woman in labour if indicated
11. Conduct normal childbirth with essential newborn care
12. Demonstrate skills in resuscitating the newborn
13. Assist women in the transition to motherhood

14. Perform post natal and new born assessment
15. Provide care for postnatal mothers and their newborn
16. Counsel mother on post natal and new born care
17. Perform PIUCD insertion and removal
18. Counsel women on family planning and participate in family welfare services
19. Provide youth friendly health services
20. Identify, assess, care and refer women affected with gender-based violence

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

1. Urine pregnancy test
2. Calculation of EDD, Obstetrical score, gestational weeks
3. Ante natal assessment
4. Counseling antenatal mothers
5. Microbirth planning
6. PV examination
7. Monitoring during first stage of labour–Plotting and interpretation of part of graph
8. Preparation for delivery–setting up labour room, articles, equipment
9. Mechanism of labour–normal
10. Conduction of normal childbirth with essential new born care
11. Active management of third stage of labour
12. Placental examination
13. New born resuscitation
14. Monitoring during fourth stage of labour
15. Post natal assessment
16. New born assessment
17. Kangaroo 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 | Perform antenatal assessment Perform laboratory tests for antenatal women and assist in selected antenatal diagnostic procedures Counsel antenatal women | <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 child birth • Birth preparedness and complication readiness | <ul style="list-style-type: none"> • Antenatal palpation • Health talk • Case study | <ul style="list-style-type: none"> • OSCE • Case presentation |
| Labour room | 3 weeks | Monitor labour using partograph Provide care to women during labour Conduct normal child | <ul style="list-style-type: none"> • Assessment of woman in labour • Partograph • Pervaginal examination when indicated • Care during first stage of labour • Pain management techniques | <ul style="list-style-type: none"> • Partograph recording • PV examination • Assisting/Conduction of normal childbirth | <ul style="list-style-type: none"> • Assignment • case study • Case presentation • OSCE |

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| | | birth, provide care to mother and immediate care of newborn | <ul style="list-style-type: none"> • Up right and alternative positions in labour • Preparation for labour– articles, physical, psychological • Conduction of normal childbirth • Essential new born care • New born resuscitation • Active management of third stage of labour • Monitoring and care during fourth stage of labour | <ul style="list-style-type: none"> • Casestudy • Case presentation • Episiotomy and suturing if indicated • New born resuscitation | |
| Post-partum clinic and Postnatal Ward including FP unit | 2 weeks | Perform postnatal assessment Provide care to normal postnatal mothers and newborn Provide post natal counseling Provide family welfare services | <ul style="list-style-type: none"> • Post natal assessment • Care of postnatal mothers– normal • Care of normal newborn • Lactation management • Post natal counseling • Health teaching on postnatal and new born care • Family welfare counseling | <ul style="list-style-type: none"> • Postnatal assessment • Newborn assessment • Casestudy • Case presentation • PPIUCD Insertion & removal | <ul style="list-style-type: none"> • Assignment • Casestudy • Case presentation |

Note: Partial Completion of SBA Module during VI semester.

VII SEMESTER

MID WIFERY/ 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 a ntenatal 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 caes area n section.
5. Demon strate skills in resuscitating the new born
6. Assist and manage complications during labour
7. Identify post natal and neonatal complications, stabilize and refer them
8. Provide care for high risk antenatal, intranataland postnatal women and their families using nursing process approach
9. Provide care for high risk newborn
10. Assist in advance dclinical procedures in midwifery and obstetric nursing
11. Provide care for women during their nonchild bearing 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 in fertility

SKILLLAB: 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 caes arean section.
6. Management of complications during pregnancy/labour/postpartum

(casestudies/simulated scenarios)

7. Administration of Inj. Magnesium sulphate
8. Starting and maintaining anoxytocin 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 in spection of cervix with aceticacid
13. Cervical biopsy
14. Breast examination
15. Counseling of infertile couples

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

| Clinical Areas | Duration (Weeks) | Learning Outcomes | Procedural Competencies/ Clinical Skills | Clinical Requirements | Assessment Methods |
|---|------------------|--|--|---|--|
| Antenatal OPD/ infertility clinics/ Reproductive medicineand antenatal ward | 2weeks | <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 postabortion care and postnatal counselling</p> <p>Provide counselling and support to infertile couples</p> | <ul style="list-style-type: none"> • Kickchart, DFMC • Assistin 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 • Postabortion care • Postabortion counselling • Counselling in fertile 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 | 2weeks | <p>Conduction of normal chidlbirth</p> <p>Conduct/assist in abnormal deliveries</p> <p>Monitor labour using partograph</p> <p>Identify and manage complications during labour</p> | <ul style="list-style-type: none"> • Assessment of woman in labour • Partograph • Pervaginal examination if indicated • Obstetric examination • Care during first stage of labour • Pain management techniques • Upright and alternative positions in labour • Preparation for labour– articles, physical, psychological • Conduction of normal childbirth • Essential new born care | <ul style="list-style-type: none"> • Partograph recording • Pain management during labour • Conduction of normal child birth • Assisting in abnormal deliveries • Managing complication during labour • Case study • Case presentation | <ul style="list-style-type: none"> • Assignment • Casestudy • Case presentation • Simulation • OSCE |

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|------------------------------|--------|---|--|--|--|
| | | | <ul style="list-style-type: none"> • New born 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 encirclement procedures, D&C, D&E • Identify, assist and manage trauma to the birth canal, retained placenta, postpartum hemorrhage, uterine atony • Management of obstetric shock | | |
| Postnatal Ward | 1 week | <p>Perform postnatal assessment and identify postnatal complications</p> <p>Provide postnatal care</p> <p>Provide family welfare services</p> | <ul style="list-style-type: none"> • Postnatal history collection and physical examination • Identify postnatal complications • Care of postnatal mothers – abnormal deliveries, caesarean section • Care of normal newborn • Lactation management • Postnatal counselling • Health teaching on postnatal and newborn care • Family welfare counselling | <ul style="list-style-type: none"> • Health talk • Postnatal assessment • Newborn assessment • Case studies • Case presentation • PPIUCD Insertion and removal | <ul style="list-style-type: none"> • Roleplay • Assignment • Case study • Case presentation • Simulation • Vignettes • OSCE |
| Neonatal 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,</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, | <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 |

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| | | incubator etc Assist/perform special neonatal procedures | NG tube • Care of baby in incubator, ventilator, warmer • Infection control in the nursery • Neonatal medications • Starting IV-line for newborn, drug calculation | | |
| Obstetric/ Gynae operation theatre& Gynecology ward | 2 weeks | Assistin gynecological and obstetric surgeries Care for women with gynecological disorders | • Observe/Assistin caesarean section • Management of retained placenta • Gynecological surgeries • Hysterectomy • Uteriner upture • Care of women with gynecological conditions • Health education | • Assisting in obstetric and gynecological surgery • Trayset-upfor Caesarean section • Careplan | • Assignment • Trayset-upfor 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

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

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

COURSE OUTLINE

T–Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|------------|---|---|---|---|
| I | 10(T) | Explain nurses' role in identification, primary management and referral of clients with common disorders/conditions and emergencies | Management of common conditions and emergencies including first aid <ul style="list-style-type: none"> • Standing orders: Definition, uses Screening, diagnosing/identification, primary care and referral of Gastro intestinal System <ul style="list-style-type: none"> ○ Abdominal pain ○ Nausea and vomiting ○ Diarrhea | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Roleplay • Suggested field visits • Field practice • Assessment of | <ul style="list-style-type: none"> • Short answer • Essay • Field visit reports • OSCE assessment |

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| | | including first aid | <ul style="list-style-type: none"> ○ Constipation ○ Jaundice ○ GI bleeding ○ Abdominal distension ○ Dysphagia and dyspepsia ○ Aphthous ulcers <p>Respiratory System</p> <ul style="list-style-type: none"> ○ Acute upper respiratory infections – Rhinitis, Sinusitis, Pharyngitis, Laryngitis, Tonsillitis ○ Acute lower respiratory infections – Bronchitis, pneumonia and bronchial asthma ○ Hemoptysis, Acute chest pain <p>Heart & Blood</p> <ul style="list-style-type: none"> ○ Common heart diseases – Heart attack/coronary artery disease, heart failure, arrhythmia ○ Blood anemia, blood cancers, bleeding disorders <p>Eye & ENT conditions</p> <ul style="list-style-type: none"> • Eye – local infections, redness of eye, conjunctivitis, stye, trachoma and refractive errors • ENT – Epistaxis, ASOM, sore throat, deafness <p>Urinary System</p> <ul style="list-style-type: none"> • Urinary tract infections – cystitis, pyelonephritis, prostatitis, UTI in children <p>First aid in common emergency conditions – Review</p> <ul style="list-style-type: none"> • High fever, low blood sugar, minor injuries, fractures, fainting, bleeding, shock, stroke, bites, burns, choking, seizures, RTAs, poisoning, drowning and foreign bodies | clients with common conditions and provide referral | |
| II | 20(T) | <p>Provide reproductive, maternal, newborn and childcare, including adolescent care in the urban and rural health care settings</p> <p>Promote adolescent health and youth friendly services</p> | <p>Reproductive, maternal, newborn, child, and adolescent health (Review from OBG Nursing and application in community settings)</p> <ul style="list-style-type: none"> · Presents the 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 center level · Birth preparedness · High-risk approach—screening/early identification and primary management of complications—antepartum hemorrhage, pre-eclampsia, eclampsia, anemia, gestational diabetes mellitus, hypothyroidism, and syphilis. | <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 • Screen, manage and refer adolescents • Counsel adolescents | <ul style="list-style-type: none"> • Short answer • Essay • OSCE assessment |

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| | | <ul style="list-style-type: none"> · Referral, follow-up, and maintenance of records and reports <p>Intranatal care</p> <ul style="list-style-type: none"> · Normal labor—process, onset, stages of stages of labor · Monitoring and active management of different stages of labor · Care of women after labor · Early identification, primary management, referral, and follow-up—preterm labor, fetal distress, prolonged and obstructed labor, vaginal & perineal tears, ruptured uterus · Care of newborn immediately after birth · Maintenance of records and reports · Use of Safe Childbirth Check Use of Safe Childbirth Checklist · SBAModule—Review · Organization of labor room <p>Postpartum care</p> <ul style="list-style-type: none"> · Objectives: postnatal visits, care of mother and baby, breastfeeding, diet during lactation, and health counseling · Early identification, primary management, referral, and follow-up of complications. · Danger signs: postpartum hemorrhage, shock, puerperal sepsis, breast conditions, and postpartum depression. · Postpartum visit by healthcare provider <p>Newborn and child care</p> <ul style="list-style-type: none"> · Review: Essential newborn care · Management of common neonatal problems · Management of common child health problems: pneumonia, diarrhea, sepsis, screening for congenital anomalies, and referral · Review: IMNCIModule · Under five clinics <p>Adolescent Health</p> <ul style="list-style-type: none"> · Common health problems and risk factors in adolescent girls and boys · Common Gynecological conditions—dysmenorrhea, premenstrual syndrome (PMS), vaginal discharge, mastitis, breast lump, pelvic pain, pelvic organ prolapses • Teenagepregnancy, awareness about legal age of marriage, nutritional status of adolescents National Menstrual Hygiene scheme · Youth-friendly services: <ul style="list-style-type: none"> o SRH Service needs o Role and attitude of nurses: Privacy, confidentiality, nonjudgmental attitude, | |
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| | | | <p>client autonomy, respectful care, and communication</p> <ul style="list-style-type: none"> · Counseling for parents and teenagers: National Programs counseling strategy <p>National Programs</p> <ul style="list-style-type: none"> · RMNCH+A Approach—Aims, health systems strengthening, RMNCH+A strategies, interventions across life stages, program management, monitoring, and evaluation systems · Universal Immunization Program (UIP) as per Government of India guidelines—Review · Rashtriya Bal Swasthya Karyakaram (RSBK)—children · Rashtriya Kishor Swasthya Karyakram (RKSK) – adolescents <p>Any other new programs?</p> | | |
| III | 4(T) | Discuss the concepts and scope of demography | <p>Demography, Surveillance, and Interpretation of Data</p> <ul style="list-style-type: none"> · Demography <i>and vital statistics</i>—world population trends, vital statistics · Sex ratio and child sex ratio, trends of sex ratio in India, the causes, and social implications · <i>Sources of vital statistics</i>—Census, registration of vital events, sample registration system · <i>Morbidity and mortality indicators</i>—Definition, calculation, and interpretation · Surveillance, Integrated Disease Surveillance Project (IDSP), Organization of IDSP, flow of information, and Mother and child Tracking System (MCTS) in India · Collection, analysis, interpretation, and use of data · Review: Common sampling techniques—random and nonrandom techniques <p>Disaggregation of</p> | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Roleplay • Suggested field visits • Fieldpractice | <ul style="list-style-type: none"> • Short answer • Essay |
| IV | 6(T) | <p>Discuss population explosion and its impact on social and economic development of India</p> <p>Describe the various methods of population control</p> | <p>Population and Its Control</p> <ul style="list-style-type: none"> · Population explosion and its impact on social and economic development of individuals, society, and countries. · Population Control—Women Empowerment; Social, Economic, and Educational Development · Limiting Family Size—Promotion of small family norms, temporary spacing methods (natural, biological, chemical, mechanical methods, etc.), terminal methods (tubectomy, vasectomy) · Emergency Contraception · Counseling in reproductive and sexual health, including problems of adolescents | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Roleplay • Suggested field visits • Fieldpractice | <ul style="list-style-type: none"> • Short answer • Essay • OSCE assessment • Counseling on family planning |

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| | | | <ul style="list-style-type: none"> · Medical Termination of Pregnancy and MTP Act · National Population Stabilization Fund/JSK (Jansankhya Sthirata Kosh) · Family planning 2020 · National Family Welfare Program <p>Role of a Nurse in Family Welfare Program</p> | | |
| V | 5(T) | Describe occupational health hazards, occupational diseases and the role of nurses in Occupational health programs | <p>Occupational Health</p> <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 |
| VI | 6(T) | Identify health problems of older adults and provide primary care, counseling and supportive health services | <p>Geriatric Health Care</p> <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 healthcare of elderly (NPHCE) · State-level programs/schemes for older adults <p>Role of a community health nurse in geriatric health services – Screening, diagnosing, management and referral of older adults with health problems</p> | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration | <ul style="list-style-type: none"> • Visit report on elderly home • Essay • Short answer |
| VII | 6(T) | Describe screening for mental health problems in the community, take preventive measures and provide appropriate referral services | <p>Mental Health Disorders</p> <ul style="list-style-type: none"> · Screening, management, prevention, and referral for mental health · Review: <ul style="list-style-type: none"> o Depression, anxiety, acute psychosis, Schizophrenia o Dementia o Suicide o Alcohol and substance abuse o Drug addiction program o National Mental Health Program o National Mental Health Policy o National Mental Health Act <p>Role of a community health nurse in initiation of treatment, and follow-up on of treatment and follow up of mentally ill clients</p> | <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 |
| VIII | 4(T) | Discuss about effective management of health information in community diagnosis and | <p>Health Management Information System (HMIS)</p> <ul style="list-style-type: none"> · Introduction to health management system: data elements, recording and reporting formats, data quality issues · Review: <ul style="list-style-type: none"> o Basic Demography and Vital Statistics | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice | <ul style="list-style-type: none"> • Group project report • Essay • Short answer |

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| | | intervention | <ul style="list-style-type: none"> o Sources of vital statistics o Common sampling techniques, frequency distribution o Collection, analysis, interpretation of data <p>Analysis of data for community needs assessment and preparation of health action plan</p> | <ul style="list-style-type: none"> • Group project on community diagnosis – data management | |
| IX | 12(T) | Describe the system management of delivery of community health services in rural and urban areas | <p>Management of delivery of community health services:</p> <ul style="list-style-type: none"> • Planning, budgeting, and material management of CHC, PHC, SC/HWC • Manpower planning as per IPHS standards • Rural: Organization, staffing, and material management of rural health services provided by the government at village, SC/HWC, PHC, CHC, and hospitals— district, state, and central. • Urban: Organization, staffing, and functions of urban health services provided by the government at slums, dispensaries, special clinics, municipal, and corporate hospitals. • Defense services • Institutional services <p>Other systems of medicine and health: Indian system of medicine, AYUSH clinics, alternative health care system referral systems, indigenous health services</p> | <ul style="list-style-type: none"> • Lecture • Discussion • Visits to various health care delivery systems • Supervised field practice | <ul style="list-style-type: none"> • Essay • Short answer • Filed visit reports |
| X | 15(T) | Describe the leadership role in guiding, supervising, and monitoring the health service and the personnel at the PHCs, SCs and community level including financial management Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers (HWCs) | <p>Leadership, Supervision, and Monitoring</p> <ul style="list-style-type: none"> • Understanding work responsibilities of DPHN, Health Visitor, Health Worker (Male), Multipurpose Health Worker (Female), AWWs, and ASHA • Roles and responsibilities of mid-level health care providers (MLHPs) • Village Health Sanitation and Nutrition Committees (VHSNC): objectives, composition, and roles & responsibilities • Health Review: Leadership & Supervision— principles & methods • Leadership in health: leadership approaches in healthcare settings, taking control of the health of the community, and organizing health camps and village clinics • Training, supportive supervision, and monitoring—concepts, principles, and processes, e.g., performance of frontline health workers <p>Financial Management and Accounting & Computing at Health Centers (SC)</p> <ul style="list-style-type: none"> o Activities for which funds are received o Accounting and bookkeeping requirements—accounting principles & | <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 |

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| | | | <p>policies, a book of accounts to be maintained, basic accounting entries, an accounting process, payments & expenditure, a fixed asset, an SOE reporting format, utilization certificate (UC) reporting</p> <ul style="list-style-type: none"> o Preparing a budget o Records & Reports <p>Reports:</p> <ul style="list-style-type: none"> · Concepts of records and reports— importance, legal implications, purposes, use of records, principles of record writing, filing of records · Types of records—community-related records, registers, guidelines for maintaining · Report writing—purposes, documentation of activities <p>Medical Records Department— Records Department—functions, filing, and retention of medical records</p> <ul style="list-style-type: none"> · Electronic Medical Records (EMR)— <ul style="list-style-type: none"> • capabilities and components of EMR, electronic health record (EHR), level of automation, attributes, benefits and disadvantages of HER • Nurses' responsibility in record keeping and reporting | | |
| XI | 6(T) | Demonstrate initiative in preparing themselves and the community for disaster preparedness and management | <p>Disaster Management</p> <ul style="list-style-type: none"> • Disaster preparedness • Disaster preparedness • Emerge common problems during disasters and during disasters and Basic disaster supplies kit disaster supplies kit • Disaster response, including emergency relief measures and life-saving techniques • Use the disaster management module. | <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 | |
| XII | 3(T) | Describe the importance of bio-medical waste management, its process and management | <p>Bio-Medical Waste Management</p> <ul style="list-style-type: none"> • Waste collection, segregation, transportation and management in the community • Waste management in health center/clinics • Bio-medical waste management guidelines –2016,2018(Review) | <ul style="list-style-type: none"> • Lecture • Discussion • Field visit to waste management site | <ul style="list-style-type: none"> • Field visit report |
| XIII | 3(T) | Explain the roles and functions of 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, | <ul style="list-style-type: none"> • Lecture • Discussion • Field visits | <ul style="list-style-type: none"> • Essay • Short answer |

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| | | | 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) | | |

COMMUNITY HEALTH NURSING II

Clinical practicum – 2 credits (160 hours) CLINICAL POSTINGS (4weeks×40 hours per week)

| Clinical Area | Duration (Weeks) | Learning Outcomes | Procedural Competencies/ Clinical Skills | Clinical Requirements | Assessment Methods |
|--------------------|----------------------|--|---|---|---|
| Urban Rural | 2weeks 2Weeks | <p>Screen, diagnose, manage and refer clients with common conditions/emergencies</p> <p>Assess and provide antenatal, intrapartum, postnatal and new-born care</p> <p>Promote adolescent health</p> <p>Provide family welfare services.</p> <p>Screen, diagnose, and manage with occupational health problems.</p> <p>Screen, assess, and manage the health problems and refer appropriately.</p> <p>Screen, diagnose, manage, and refer clients who are mentally unhealthy.</p> | <ul style="list-style-type: none"> • Screening, diagnosing, management and referral of clients with common conditions/ emergencies • Assessment (physical & nutritional) of antenatal, intrapartum, postnatal and newborn • Conduction of normal delivery at health center • Newborn care • Counsel adolescents • Family planning counselling • Distribution of temporary contraceptives – condoms, OCP 's, emergency contraceptives • Screening, diagnosing, management and referral of clients with occupational health problems • Health assessment of elderly • Mental health screening • Participation in Community diagnosis–data management • Writing health center activity report • Organizing and conducting clinics/camp • Participation in disaster mock drills | <ul style="list-style-type: none"> • Screening, diagnosing, Primary management and care based on standing orders/protocols approved by MOH&FW • Minor ailments–2 • Emergencies–1 • Dental problems–1 • Eye problems–1 • Ear, nose, and throat problems–1 • High risk pregnant woman–1 • High risk neonate–1 • Assessment of antenatal – 1, intrapartum–1, postnatal–1 and newborn – 1 • Conduction of normal delivery at health center and documentation–2 • Immediate newborn care and documentation–1 • Adolescent counseling–1 • Family planning counselling–1 • Family case study–1 (Rural/Urban) • Screening, diagnosing, managing, and referring clients with occupational health problems–1 • Health assessment (physical & nutritional) of elderly–1 • Mental health screening survey–1 • Group project: Community diagnosis–data management Write a report on health center activities–1 Organizing and conducting antenatal/under-five clinic/health camp–1 | <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 performance evaluation • OSCE • Project evaluation |

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| | <p>Participate in community diagnosis—data management.</p> <p>Participate in health centre activities.</p> <p>Organize and conduct clinics/health camps in the community.</p> <p>Prepare for disaster preparedness and management.</p> <p>Recognize the importance and observe the biomedical waste management process.</p> | | <ul style="list-style-type: none"> · Participation in disaster mock drills · Field visit to a biomedical waste management site <p>Visit to AYUSH clinic</p> | |
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NURSING RESEARCH AND STATISTICS

PLACEMENT: VII SEMESTER

THEORY: 2 Credits(40hours)

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

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 statements/hypotheses.
3. Review related literature on the selected research problem and prepare an annotated bibliography.
4. Prepares a 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 given select 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 | | | | |
| I | 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 · Introduction and need for nursing research · Definition of Research & Nursing Research · Steps of the scientific method · Characteristic Steps of the Research Process— · Steps of Research process— overview Evidence-Based Practice— Concept, Meaning, Purposes, Steps of EBP Process, and Barriers | Lecture cum Discussion · Narrate steps of the research process followed from examples of published studies. · Identify research priorities in a given area/specialty. List examples of examples. Based Practice | <ul style="list-style-type: none"> • Short answer • Objective type |
| II | 2 | 8 | Identify and state the research problem and objectives | Research Problem/Question · 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 | 6 | Review the related | Review of Literature | • Lecture cum | • Short answer |

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| | | | literature | <ul style="list-style-type: none"> • Location • Sources • Online search; CINHAL, COCHRANE etc. • Purposes • Method of review | <p>Discussion</p> <ul style="list-style-type: none"> • Exercise on reviewing one research report/ article for a selected research problem • Prepare a notated Bibliography | <ul style="list-style-type: none"> • Objective type • Assessment of review of literature on given topic presented |
| IV | 4 | 1 | Describe the Research approaches and designs | <p>Research Approaches and Designs</p> <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 | 6 | <p>Explain the Sampling process</p> <p>Describe the methods of data collection</p> | <p>Sampling and Data Collection</p> <ul style="list-style-type: none"> • Definition of Population, Sample • Sampling criteria, factors influencing sampling processes, types of sampling techniques • Data—why, what, from whom, when, and where to collect • Data collection methods and instruments o Methods of data collection o Questioning, interviewing order analysis and measurement o Types of instruments, validity & reliability of the instrument • Research Pilot Study <p>Pilot study Data collection procedure</p> | <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 question naire/ Interview Schedule/ Checklist |
| VI | 4 | 6 | Analyze, Interpret and summarize the research data | <p>Analysis of data</p> <p>Compilation, Tabulation, classification, summarization, presentation, interpretation of data</p> | <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 | 12 | 8 | Explain the use of statistics, scales of measurement | <p>Introduction to Statistics</p> <ul style="list-style-type: none"> • Definition, use of statistics, scales of measurement. | <ul style="list-style-type: none"> • Lecture cum Discussion • Practice on | <ul style="list-style-type: none"> • Short answer • Objective type • Computation of |
| | | | <p>and graphical presentation of data</p> <p>Describe the</p> | <ul style="list-style-type: none"> • Frequency distribution and graphical presentation of data • Mean, Median, Mode, Standard deviation | <p>graphical presentations</p> <ul style="list-style-type: none"> • Practice on computation of measures of central tendency, variability & | <p>descriptive statistics</p> |

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| | | | measures of central tendency and variability and methods of Correlation | <ul style="list-style-type: none"> • Normal Probability and tests of significance • Co-efficient of correlation • Statistical packages and its application | correlation | |
| VIII | 4 | 540 Hrs (Clinical Project) | Communicate and utilize the research findings | <p>Communication and utilization of Research</p> <ul style="list-style-type: none"> • Communication of research findings • Verbal report • Writing research report • Writing scientific article/paper • Critical review of published research including publication ethics • Utilization of research findings • Conducting group research project | <ul style="list-style-type: none"> • Lecture cum Discussion • Read/Presentations of a sample published/unpublished research report • Plan, conduct and Write individual/group research project | <ul style="list-style-type: none"> • Short answer • Objective type • Oral Presentation • Development of research proposal • Assessment of research Project |

MIDWIFERY/OBSTETRIC AND GYNECOLOGY NURSING-II
Including Safe Delivery App Module

PLACEMENT: VII SEMESTER

THEORY: 3 Credits (60 hours)

PRACTICUM: Skill Lab:1Credit (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 gynecologic nursing. It helps them to acquire knowledge and skills in rendering respectful maternity care to high-risk women during antenatal, natal, and postnatal periods in hospitals and community settings and helps 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 labor.
4. Assist in the conduction of abnormal vaginal deliveries and cesarean sections.
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 newborns.
8. Apply the nursing process in caring for high-risk women and their families.
9. Describe the assessment and management of women with gynecological disorders.
10. Demonstrates 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 | 12(T) 10(L) 80(C) | Describe the assessment, initial management, and referral of women with problems during pregnancy. Support women with complicated pregnancies and facilitate safe and positive birthing outcomes. | Recognition and Management of Problems during Pregnancy · Assessment of high-risk pregnancy problems/complications of pregnancy · Hyperemesis gravidarum, · Bleeding in early pregnancy—abortion, ectopic pregnancy, vesicular mole · Unintended or mistimed pregnancy · Postabortion care & counseling · Bleeding in late pregnancy: placenta previa, abruption placenta, trauma · Medical conditions complicating pregnancy— anemia, PIH/pre-eclampsia, eclampsia, Eclampsia, GDM, | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Video&films • Scanreports • 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 | <ul style="list-style-type: none"> • Essay • Short answer • Objective type • Assessment 10 of skills with check list • OSCE |

| | | | | | |
|-----------|-------------------------|---|---|---|---|
| | | | <p>cardiac disease, pulmonary disease, thyrotoxicosis, STDs, HIV, Rh incompatibility.</p> <ul style="list-style-type: none"> · 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 <ul style="list-style-type: none"> · Hydramnios · Multiple pregnancy · Abnormalities of placenta and cord · Intrauterine growth restriction · Intrauterine fetal death · Gynaecological conditions complicating pregnancy <ul style="list-style-type: none"> · Mental health issues during pregnancy · Adolescent pregnancy · Elderly primipara, grand multiparity · Management and care of conditions as per the GoI protocol · Policy for the referral services · Drugs used in the management of high-risk pregnancies Maintenance of records and reports | and management of GDM | |
| II | 20(T) 15(L) 80(C) | Identify, provide initial management, and refer women with problems during labor within the scope of midwifery practice.. | <p>Recognition and management of abnormal labor</p> <ul style="list-style-type: none"> · Preterm labor—Prevention and management of preterm labor (use of antenatal corticosteroids in preterm labor) · Premature rupture of membranes · Malpositions and abnormal presentations (posterior position, breech, brow, face, shoulder) · Contracted Pelvis, CephaloPelvic Disproportion (CPD) · Disorders of uterine action— prolonged labor, precipitate labor, precipitate labor, dysfunctional labor · Complications of the third stage—retained placenta, injuries to the birth canal, postpartum hemorrhage (bimanual compression of the uterus, aortic | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Casediscussion/ presentation • Simulation • Roleplay • Drug presentation • Supervise dclinical practice • WHO midwifery toolkit • GoI guidelines—use of uterotonics during labour, antenatal cortico steroids • GoI guidance noteon prevention and management of PPH | <ul style="list-style-type: none"> • Essay • Short answer • Objective type • Assessment of skills with check list • OSCE |

| | | | | | |
|------------|-----------------------|---|--|---|--|
| | | | <p>compression, uterine balloon tamponade)</p> <ul style="list-style-type: none"> · Obstetric emergencies—Fetal 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, and version · Indicate Caesarean section—indications and Caesarean section—indications and preparation · Nursing management of women undergoing · Obstetric operations and procedures · Drugs used in the management of abnormal labor · Anesthesia and analgesia in obstetrics | | |
| III | 9(T) 5(L) 40(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 their management <ul style="list-style-type: none"> o Puerperal pyrexia o Puerperal sepsis o Urinary complications o Secondary postpartum hemorrhage <ul style="list-style-type: none"> o Vulvalhematoma o Breast engorgement, including mastitis/breast abscess, feeding problems o Thrombophlebitis o DVT o Uterine subinvolution o Vesicovaginal fistula (VVF), Rectovaginal fistula (RVF) o Postpartum depression/psychosis · Drugs used in abnormal puerperium 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 |
| IV | 7(T) 5(L) 40(C) | Describe high risk neonates and their nursing management | <p>Assessment and management of high-risk newborns (Review)</p> <ul style="list-style-type: none"> · Models of newborn care in India—NBCC; SNCUs · Screening of high-risk newborn | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Simulation • Case discussion/ | <ul style="list-style-type: none"> • Short answer • Objective type • Assessment of skills with check list • OSCE |

| | | | | | |
|---|------------------------|---|---|--|---|
| | | | <ul style="list-style-type: none"> · Protocols, level of neonatal care, infection control · Prematurity, Post-maturity · Low birth weight · Kangaroo Mother Care · Birth asphyxia/hypoxic encephalopathy · Neonatal sepsis · Hypothermia · Respiratory distress · Jaundice · Neonatal infections · High fever · Co Neonatal tetanus neonatal tetanus · Congenital anomalies · Baby of HIV-positive mothers · Baby of Rh-negative mothers · Birth injuries · (Kernicterus) prevention, compassionate care · Calculation of fluid requirements, EBM/formula feeds/tube feeding · Home-based newborn care program · community facility integration in newborn care · Decision-making about management and referral · Bereavement counseling · Drugs used for high-risk newborns · Maintenance of records and reports | <p>presentation</p> <ul style="list-style-type: none"> • Drug presentation • Supervised <p>Clinical practice</p> <ul style="list-style-type: none"> • Integrated <p>Management of Neonatal Childhood Illnesses (IMNCI)</p> | |
| V | 12(T) 5(L) 80(C) | Describe the assessment and management of women with gynecological disorders. | <p>Assessment and management of women with gynecological disorders</p> <ul style="list-style-type: none"> · Gynecological assessment— History and physical assessment · Breast Self-Examination · Congenital abnormalities of the female reproductive system <ul style="list-style-type: none"> · Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities, and management of women with <ul style="list-style-type: none"> o Menstrual abnormalities o Abnormal uterine bleed o Pelvic inflammatory disease o Infections of the reproductive tract o Uterine displacement o Endometriosis o Uterine and cervical fibroids and polyps | <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 check list • OSCE |

| | | | | |
|--|--|--|--|--|
| | | <ul style="list-style-type: none"> o Tumors—uterine, cervical, ovarian, vaginal, and vulval o Cysts—ovarian, vulval o Cystocele, urethrocele, rectocele o Genitor-urinary fistulas o Breast disorders—infections, deformities, cysts, tumors o HPV vaccination o Disorders of Puberty and Menopause o Hormonal replacement therapy · Assessment and management of couples with infertility o Infertility—definition, causes o Counseling the infertile couple o Investigations—male and female o Artificial reproductive technology o Surrogacy, sperm and ovum donation, cryopreservation · Adoption—counseling, procedures · Injuries and Trauma; Sexual Violence Drugs used in treatment of used in the treatment of gynecological disorders | | |
|--|--|--|--|--|

Note: Complete safe delivery App during VII semester

PRACTICUM

SKILL LAB & CLINICAL ARE GIVEN UNDEROBG NURSING-I

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 Foundations I | 10 | 15 | 25 |
| | Practical | | | |
| 5 | Nursing Foundations 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 Foundations 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 Foundations III & II | 10 | 15 | 25 I&II=25+25=50 |

III 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 patho physiology including BCLS module | 10 | 15 | 25 |
| | Practical | | | |
| 4 | Adult Health Nursing I | 20 | 30 | 50 |

IV 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 patho physiology 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 |

V 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 |

VI 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 |

VII 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 |

VIII SEMESTER (Internship)

| S.No. | Course | Continuous performance evaluation | OSCE | Total Marks |
|-------|---|--|--|-------------|
| 1 | Competecny Assessment – 5 specialities x 20 marks | Each speciality – 10 5 x 10= 50 marks | Each speciality – 10 5 x 10= 50 marks | 100 |

APPENDIX 2

INTERNAL ASSESSMENT GUIDELINES THEORY

I. CONTINUOUS ASSESSMENT: 10 marks

1. Attendance—**2marks** (95-100%:2 marks,90-94:1.5 marks,85-89:1mark,80-84:0.5mark, <80:0)
2. Written assignments (Two)—**10marks**
3. Seminar/microteaching/individual presentation (Two)—**12marks**
4. Group project/work/report—**6marks**

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—4×1=4

Essay—1×10=10

Short—2×5=10

VeryShort—3×2=6

30 marks×2=60/4=15

PRACTICAL

I. CONTINUOUS ASSESSMENT: 10 marks

1. Attendance—**2marks** (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
3. Clinical presentation—3, drug presentation & report—2, case study report—5)
4. Continuous evaluation of clinical performance—10 marks
5. End of posting OSCE—5 marks
6. Completion of procedures and clinical requirements—**3marks**

Total = 30/3 = 10

II. SESSIONAL EXAMINATIONS: 15 marks

Exam pattern:

OSCE—10marks(2-3hours)

DOP—20marks(4-5hours)

{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—10×5specialty=50marks 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 (37marks) | Section B (38 marks) |
|---|---|
| MCQ–6×1=6 Essay–1×10=10 Short–3×5=15 Very Short–3×2 =6 | MCQ – 7 × 1 = 7 Essay–1×10=10 Short–3×5=15 Very Short–3×2 =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) | Section B (50 marks) |
|---|--|
| MCQ–4×1=4 Short–3×5=15 Very Short–3×2=6 | MCQ – 8 × 1 = 8 Essay/situation type–1×10=10 Short–4×5=20 Very Short–6×2=12 |

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

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

| Section A (38 marks) | Section B (50 marks) | Section C (12 marks) |
|--|---|--|
| MCQ–7×1=7 Essay–1×10=10 Short–3×5=15 Very Short–3×2=6 | MCQ – 4 × 1 = 4 Short–3×5=15 Very Short–3×2=6 | MCQ – 3 × 1 = 3 Short–1×5=5 Very Short–2×2=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) | Section B (20 marks) |
|---|---|
| MCQ–9×1=9 Essay/situation type–2×15=30 Short–2×5=10 Very Short–3×2=6 | MCQ – 4 × 1 = 4 Short–2×5=10 Very Short–3×2=6 |

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

MCQ–12×1=12
Essay/situation type–2×15=30
Short–5×5=25
VeryShort–4×2=8

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

MCQ–8×1=8
Essay/situationtype–1×10=10
Short–4×5=20
VeryShort–6×2=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 one very specialty) = 5 specialty 5×20=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.

**Clinical Log book for B.Sc. Nursing Program (Procedural Competencies/Skills)
I&II SEMESTER**

| S.No. | Procedural Competencies/Skills | Performs independently | Assists/ Observes procedures A/O | DATE | | Signature of the Tutor/Faculty |
|-------------------|--|------------------------|----------------------------------|---------------------------|---------------|--------------------------------|
| | | | | Skill Lab/ Simulation Lab | Clinical Area | |
| I-SEMESTER | | | | | | |
| I | Communication and Documentation | | | | | |
| 1 | Maintaining Communication and interpersonal relationship with patient and families | | | | | |
| 2 | Verbal Report | | | | | |
| 3 | Recording/Documentation of patientcare (WrittenReport) | | | | | |
| II | Monitoring Vital Signs | | | | | |
| | <i>Temperature</i> | | | | | |
| 4 | Oral | | | | | |
| 5 | Axillary | | | | | |
| 6 | Rectal | | | | | |
| 7 | Tympanic | | | | | |
| | <i>Pulse</i> | | | | | |
| 8 | Radial | | | | | |
| 9 | Apical | | | | | |
| 10 | <i>Respiration</i> | | | | | |
| 11 | <i>BloodPressure</i> | | | | | |
| III | Hot & Cold Application | | | | | |
| 12 | Cold Compress | | | | | |
| 13 | Hot Compress | | | | | |
| 14 | Ice Cap | | | | | |
| 15 | Tepid sponge | | | | | |
| IV | Health Assessment (Basic–First year level) | | | | | |
| 16 | Health History | | | | | |
| 17 | Physical Assessment– General& system wise | | | | | |
| 18 | Documentation of findings | | | | | |
| V | Infection Control in Clinical Settings | | | | | |
| 19 | Handhygiene (Handwashing & Hand rub) | | | | | |
| 20 | Use of personal and protective equipment | | | | | |
| VI | Comfort | | | | | |
| 21 | Open Bed | | | | | |
| 22 | Occupied Bed | | | | | |
| 23 | Post-operative Bed | | | | | |
| 24 | Supine Position | | | | | |
| 25 | Fowler’s Position | | | | | |
| 26 | Lateral Position | | | | | |
| 27 | Prone Position | | | | | |
| 28 | Semi Prone Position | | | | | |
| 29 | Trendelen burg Position | | | | | |
| 30 | Lithotomy Position | | | | | |
| 31 | Changing Position of helpless | | | | | |

| | | | | | | |
|--------------------|--|--|--|--|--|--|
| | patient (Moving/Turning/Logrolling) | | | | | |
| 32 | Cardiac table/Over-bed table | | | | | |
| 33 | Back Rest | | | | | |
| 34 | Bed Cradle | | | | | |
| 35 | Pain Assessment (Initial & Reassessment) | | | | | |
| VII | Safety | | | | | |
| 36 | Side rail | | | | | |
| 37 | Restraint (Physical) | | | | | |
| 38 | Fall risk assessment & post fall assessment | | | | | |
| VIII | Admission & Discharge | | | | | |
| 39 | Admission | | | | | |
| 40 | Discharge | | | | | |
| 41 | Transfer (within hospital) | | | | | |
| IX | Mobility | | | | | |
| 42 | Ambulation | | | | | |
| 43 | Transferring patient from & to Bed & wheelchair | | | | | |
| 44 | Transferring patient from & to bed & stretcher | | | | | |
| 45 | Range of Motion Exercises (ROM) | | | | | |
| X | Patient Education | | | | | |
| 46 | Individual Patient Teaching | | | | | |
| II-SEMESTER | | | | | | |
| XI | Hygiene | | | | | |
| 47 | Sponge bath/Bed bath | | | | | |
| 48 | Pressure Injury Assessment | | | | | |
| 49 | Skin care and care of pressure points | | | | | |
| 50 | Oral hygiene | | | | | |
| 51 | Hair wash | | | | | |
| 52 | Pediculosis treatment | | | | | |
| 53 | Perineal Care/Meatal care | | | | | |
| 54 | Urinary Catheter care | | | | | |
| XII | Nursing Process-Basic level | | | | | |
| 55 | Assessment and formulating nursing diagnosis | | | | | |
| 56 | Planning the nursing Care | | | | | |
| 57 | Implementation of Care | | | | | |
| 58 | Evaluation of Care (Reassessment & Modification) | | | | | |
| XIII | Nutrition & Fluid Balance | | | | | |
| 59 | 24Hours Dietary Recall | | | | | |
| 60 | Planning Well balanced diet | | | | | |
| 61 | Making fluid plan | | | | | |
| 62 | Preparation of nasogastric tube feed | | | | | |
| 63 | Nasogastric tube feeding | | | | | |
| 64 | Maintaining intake & output chart | | | | | |
| 65 | Intra Venous Infusion Plan | | | | | |
| XIV | Elimination | | | | | |

| | | | | | | |
|------------------------------|--|--|--|--|--|--|
| 66 | Providing Bedpan | | | | | |
| 67 | Providing Urinal | | | | | |
| 68 | Enema | | | | | |
| 69 | Bowel Wash | | | | | |
| XV | Diagnostic Tests-Specimen collection | | | | | |
| 70 | Urine Specimen for Routine Analysis | | | | | |
| 71 | Urine Specimen for Culture | | | | | |
| 72 | Time durin specimen collection | | | | | |
| 73 | Feces specimen for routine | | | | | |
| 74 | Sputum Culture | | | | | |
| | Urine Testing | | | | | |
| 75 | Ketone | | | | | |
| 76 | Album in | | | | | |
| 77 | Reaction | | | | | |
| 78 | Specific Gravity | | | | | |
| XVI | Oxygenation Needs/Promoting Respiration | | | | | |
| 79 | Deep Breathing & Coughing Exercises | | | | | |
| 80 | Steam inhalation | | | | | |
| 81 | Oxygen administration using face mask | | | | | |
| 82 | Oxygen administration using nasal prongs | | | | | |
| XVII | Medication Administration | | | | | |
| 83 | Oral Medications | | | | | |
| 84 | Intramuscular | | | | | |
| 85 | Subcutaneous | | | | | |
| 86 | Rectal Suppositories | | | | | |
| XVIII | Death and Dying | | | | | |
| 87 | Death care/Last Office | | | | | |
| XIX | First Aid and Emergencies | | | | | |
| | Bandages & Binders | | | | | |
| 88 | Circular | | | | | |
| 89 | Spiral | | | | | |
| 90 | Reverse Spiral | | | | | |
| 91 | Recurrent | | | | | |
| 92 | Spica | | | | | |
| 93 | Figureof eight | | | | | |
| 94 | Eye | | | | | |
| 95 | Ear | | | | | |
| 96 | Caplin | | | | | |
| 97 | Jaw | | | | | |
| 98 | Arm Sling | | | | | |
| 99 | Abdominal Binder | | | | | |
| | ***** | | | | | |
| 100 | Basic CPR (first aid module) | | | | | |
| III & IV SEMESTER | | | | | | |
| I | MEDICAL | | | | | |
| | <i>Intravenous therapy</i> | | | | | |
| 1 | IVcannulation | | | | | |
| 2 | IVmaintenance & monitoring | | | | | |
| 3 | Administration of IV medication | | | | | |

| | | | | | | |
|---|---|--|--|--|--|--|
| 4 | Care of patient with Central Line | | | | | |
| <i>Preparation, assisting, and after care of patients under going diagnostic procedures</i> | | | | | | |
| 5 | Thoracentesis | | | | | |
| 6 | Abdominal paracentesis | | | | | |
| <i>Respiratory the rapies and monitoring</i> | | | | | | |
| 7 | Administration of oxygen using venturi mask | | | | | |
| 8 | Nebulization | | | | | |
| 9 | Chest physiotherapy | | | | | |
| 10 | Postural drainage | | | | | |
| 11 | Oropharyngeal suctioning | | | | | |
| 12 | Care of patient with chest drainage | | | | | |
| <i>Planning the rapeutic diet</i> | | | | | | |
| 13 | High protein diet | | | | | |
| 14 | Diabetic diet | | | | | |
| ***** | | | | | | |
| 15 | Performing and monitoring GRBS | | | | | |
| 16 | Insulin administration | | | | | |
| II SURGICAL | | | | | | |
| 17 | Pre-Operative care | | | | | |
| 18 | Immediate Post-operativecare | | | | | |
| 19 | Post-operative exercise | | | | | |
| 20 | Pain assessment and management | | | | | |
| <i>Assisting diagnostic procedures and after care of patients undergoing</i> | | | | | | |
| 21 | Colono scopy | | | | | |
| 22 | ERCP | | | | | |
| 23 | Endo scopy | | | | | |
| 24 | Liver Biopsy | | | | | |
| ***** | | | | | | |
| 25 | Nasogastric aspiration | | | | | |
| 26 | Gastrostomy/Jejunostomy feeds | | | | | |
| 27 | Ileostomy/Colostomy care | | | | | |
| 28 | Surgical dressing | | | | | |
| 29 | Suture removal | | | | | |
| 30 | Surgical soak | | | | | |
| 31 | Sitz bath | | | | | |
| 32 | Care of drain | | | | | |
| III CARDIOLOGY | | | | | | |
| 33 | Cardiac monitoring | | | | | |
| 34 | Recording and interpreting ECG | | | | | |
| 35 | Arterial blood gasanalysis– Interpretation | | | | | |
| 36 | Administration of cardiac drugs | | | | | |
| 37 | Preparation and after care of patients undergoing cardiac Catheterization | | | | | |
| 38 | Performing BCLS | | | | | |
| <i>Collection of blood sample for</i> | | | | | | |
| 39 | Blood grouping/cross matching | | | | | |
| 40 | Bloodsugar | | | | | |

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| 41 | Serume lectrolytes | | | | | |
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| 42 | Assisting with blood transfusion | | | | | |
| 43 | Assisting for bonemarrow aspiration | | | | | |
| 44 | Application of antiembolism stockings (TED hose) | | | | | |
| 45 | Application/maintenance of sequential Compression Device | | | | | |
| IV | DERMATOLOGY | | | | | |
| 46 | Application of topical medication | | | | | |
| 47 | Intradermalinjection-Skin allergy testing | | | | | |
| 48 | Medicated bath | | | | | |
| V | COMMUNI CABLE | | | | | |
| 49 | Intradermal injection-BCG and Tuberculin skin Testor Mantoux test | | | | | |
| 50 | Barrier nursing & Reverse barrier nursing | | | | | |
| 51 | Standard precautions-Hand hygiene, use of PPE, need lestick and sharp injury prevention, Cleaning and disinfection, Respiratory hygiene, waste disposal and safe injection practices | | | | | |
| VI | MUSCULOSKELETAL | | | | | |
| 52 | Preparation of patient with Myelogram/CT/MRI | | | | | |
| 53 | Assisting with application & removal of POP/Cast | | | | | |
| 54 | Preparation, assisting and after care of patient with Skin traction/skeletal traction | | | | | |
| 55 | Care of orthotics | | | | | |
| 56 | Muscle strengthening exercises | | | | | |
| 57 | Crutch walking | | | | | |
| 58 | Rehabilitation | | | | | |
| VII | OR | | | | | |
| 59 | Position and draping | | | | | |
| 60 | Preparation of operationtable | | | | | |
| 61 | Setup of trolley with instrument | | | | | |
| 62 | Assisting in major and minor operation | | | | | |
| 63 | Disinfection and sterilization of equipment | | | | | |
| 64 | Scrub bing procedures – Gowning, masking and gloving | | | | | |
| 65 | Intra operative monitoring | | | | | |
| IV-SEMESTER | | | | | | |

| I | ENT | | | | | |
|------------|--|--|--|--|--|--|
| 1 | History taking and examination of ear, nose & throat | | | | | |
| 2 | Application of bandage to Ear & Nose | | | | | |
| 3 | Tracheostomy care | | | | | |
| | <i>Preparation of patient, assisting and monitoring of patients under going diagnostic procedures</i> | | | | | |
| 4 | Auditory screening tests | | | | | |
| 5 | Audio metric tests | | | | | |
| | ***** | | | | | |
| 6 | Preparing and assisting in special procedures like Anterior/posterior nasal packing, Ear Packing and Syringing | | | | | |
| 7 | Preparation and after care of patients under going ENT surgical procedures | | | | | |
| 8 | Instillation of ear/nasal medication | | | | | |
| II | EYE | | | | | |
| 9 | History taking and Examination of eyes and interpretation | | | | | |
| | <i>Assisting procedures</i> | | | | | |
| 10 | Visual acuity | | | | | |
| 11 | Fundoscopy, retinoscopy, ophthalmoscopy, tonometry | | | | | |
| 12 | Refraction tests | | | | | |
| | ***** | | | | | |
| 13 | Pre and postoperative care of patient undergoing eye surgery | | | | | |
| 14 | Instillation of eye drops/medication | | | | | |
| 15 | Eye irrigation | | | | | |
| 16 | Application of eye bandage | | | | | |
| 17 | Assisting with foreign body removal | | | | | |
| III | NEPHROLOGY & UROLOGY | | | | | |
| 18 | Assessment of kidney and urinary system • History taking and physical examination • Testicular self-examination • Digital rectal exam | | | | | |
| | <i>Preparation and assisting with diagnostic and the therapeutic procedures</i> | | | | | |
| 19 | Cystoscopy, Cystometrogram | | | | | |
| 20 | Contrast studies–IVP | | | | | |
| 21 | Peritoneal dialysis | | | | | |
| 22 | Hemo dialysis | | | | | |
| 23 | Lithotripsy | | | | | |
| 24 | Renal/Prostate Biopsy | | | | | |
| 25 | Specific tests– • Semen analysis | | | | | |

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| | Gonorrhoea test | | | | | |
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| 26 | Catheterization care | | | | | |
| 27 | Bladder irrigation | | | | | |
| 28 | Intake and output recording and monitoring | | | | | |
| 29 | Ambulation and exercise | | | | | |
| IV | BURNS & RE-CONSTRUCTIVE SURGERY | | | | | |
| 30 | Assessment of burns wound – area/degree/percentage of wound using appropriate scales | | | | | |
| 31 | First aid of burns | | | | | |
| 32 | Fluid & electrolyte placement therapy | | | | | |
| 33 | Skin care | | | | | |
| 34 | Care of Burn wounds o Bathing o Dressing | | | | | |
| 35 | Pre-operative and post-operative care of patient with burns | | | | | |
| 36 | Caring of skin graft and post cosmetic surgery | | | | | |
| 37 | Rehabilitation | | | | | |
| V | NEUROLOGY | | | | | |
| 38 | History taking, neurological Examination–Use of Glasgow coma scale | | | | | |
| 39 | Continuous monitoring the patients | | | | | |
| 40 | Preparation and assisting for various invasive and non-invasive diagnostic procedures | | | | | |
| 41 | Care of patient undergoing neurosurgery including rehabilitation | | | | | |
| VI | IMMUNOLOGY | | | | | |
| 42 | History taking and Physical examination | | | | | |
| 43 | Immunological status assessment and interpretation of specific test (e.g. HIV) | | | | | |
| 44 | Care of patient with low immunity | | | | | |
| VII | ONCOLOGY | | | | | |
| 45 | History taking & physical examination of cancer patients | | | | | |
| 46 | Screening for common cancers– TNM classification | | | | | |
| <i>Preparation, assisting and after care patients undergoing diagnostic procedures</i> | | | | | | |
| 47 | Biopsies/FNAC | | | | | |
| 48 | Bone-marrow aspiration | | | | | |
| <i>Preparation of patients and assisting with various modalities of treatment</i> | | | | | | |

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| 49 | Chemotherapy | | | | | |
| 50 | Radiotherapy | | | | | |
| 51 | Hormonal therapy/ Immunotherapy | | | | | |
| 52 | Genetherapy/any other | | | | | |
| 53 | Care of patient treated with nuclear medicine | | | | | |
| 54 | Rehabilitation | | | | | |
| VIII | EMERGENCY | | | | | |
| 55 | Practicing triage | | | | | |
| 56 | Primary and secondary survey in emergency | | | | | |
| 57 | Examination, investigations & their interpretations, in emergency & disaster situations | | | | | |
| 58 | Emergency care of medical and traumatic injury patients | | | | | |
| 59 | Documentation, and assisting in legal procedures in emergency unit | | | | | |
| 60 | Managing crowd | | | | | |
| 61 | Counseling the patient and family in dealing with grieving & bereavement | | | | | |
| IX | CRITICAL CARE | | | | | |
| 62 | Assessment of critically ill patients | | | | | |
| 63 | Assisting with arterial puncture | | | | | |
| 64 | Assisting with ET tube intubation & extubation | | | | | |
| 65 | ABG analysis and interpretation –respiratory acidosis, respiratory alkalosis, metabolic acidosis, metabolic alkalosis | | | | | |
| 66 | Setting up of ventilator modes and settings and care of patient on ventilator | | | | | |
| 67 | Setting up of trolley with instruments | | | | | |
| 68 | Monitoring and maintenance of Chest drainage system | | | | | |
| 69 | Bag and mask ventilation | | | | | |
| 70 | Assisting with starting and maintenance of Central and peripheral lines invasive | | | | | |
| 71 | Setting up of infusion pump, and defibrillator | | | | | |
| 72 | Administration of drugs via infusion, intracardiac, intrathecal, epidural | | | | | |
| 73 | Monitoring and maintenance of pacemaker | | | | | |

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| 74 | ICU care bundle | | | | | |
| 75 | Management of the dying patient in the ICU | | | | | |
| X | Geriatric | | | | | |
| 76 | History taking and Assessment of Geriatric patient | | | | | |
| 77 | Geriatric counseling | | | | | |
| 78 | Comprehensive Health assessment (adult) after module completion | | | | | |
| V&VI-SEMESTER-CHILD HEALTH NURSING I& II | | | | | | |
| I | PEDIATRIC MEDICAL & SURGICAL | | | | | |
| | <i>Health assessment-Taking history & Physical examination and nutritional assessment of</i> | | | | | |
| 1 | Neonate | | | | | |
| 2 | Infant | | | | | |
| 3 | Toddler | | | | | |
| 4 | Pre-schooler | | | | | |
| 5 | Schooler | | | | | |
| 6 | Adolescent | | | | | |
| | <i>Administration of medication/fluids-Calculation, preparation and administration of medication</i> | | | | | |
| 7 | Oral | | | | | |
| 8 | I/M | | | | | |
| 9 | I/V | | | | | |
| 10 | Intradermal | | | | | |
| 11 | Subcutaneous | | | | | |
| ***** | | | | | | |
| 12 | Calculation of fluid requirements | | | | | |
| 13 | Preparation of different strengths of I/V fluids | | | | | |
| 14 | Administration of IV fluids | | | | | |
| 15 | Application of restraints | | | | | |
| | <i>Administration of O₂ inhalation by different methods</i> | | | | | |
| 16 | Nasal Catheter/Nasal Prong | | | | | |
| 17 | Mask | | | | | |
| 18 | Oxygenhood | | | | | |
| ***** | | | | | | |
| 19 | Baby bath/sponge bath | | | | | |
| 20 | Feeding children by Katori & spoon/paladai, cup | | | | | |
| | <i>Collection of specimens for common investigations</i> | | | | | |
| 21 | Urine | | | | | |
| 22 | Stool | | | | | |
| 23 | Blood | | | | | |
| ***** | | | | | | |
| 24 | Assisting with common diagnostic procedures (Lumbarpuncture, bonemarrow aspiration) | | | | | |
| | <i>Health education to mothers/parents-Topics</i> | | | | | |
| 25 | Prevention and management of Malnutrition | | | | | |
| 26 | Prevention and management of diarrhea (Oral rehydration therapy) | | | | | |

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| 27 | Feeding & Complementary feeding | | | | | |
| 28 | Immunization schedule | | | | | |
| 29 | Play therapy | | | | | |
| 30 | Conduct individual and group play therapy sessions | | | | | |
| 31 | Prevention of accidents | | | | | |
| 32 | Bowel wash | | | | | |
| 33 | Administration of suppositories | | | | | |
| <i>Care for ostomies:</i> | | | | | | |
| 34 | Colostomy Irrigation | | | | | |
| 35 | Ureterostomy | | | | | |
| 36 | Gastrostomy | | | | | |
| 37 | Enterostomy | | | | | |
| ***** | | | | | | |
| 38 | Urinary catheterization & drainage | | | | | |
| <i>Feeding</i> | | | | | | |
| 39 | Naso-gastric | | | | | |
| 40 | Gastrostomy | | | | | |
| 41 | Jejunostomy | | | | | |
| <i>Care of surgical wounds</i> | | | | | | |
| 42 | Dressing | | | | | |
| 43 | Suture removal | | | | | |
| II | PEDIATRIC OPD/IMMUNIZATION ROOM | | | | | |
| <i>Growth and Developmental assessment of children</i> | | | | | | |
| 44 | Infant | | | | | |
| 45 | Toddler | | | | | |
| 46 | Preschooler | | | | | |
| 47 | Schooler | | | | | |
| 48 | Adolescent | | | | | |
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| 49 | Administration of vaccination | | | | | |
| 50 | Health/Nutritional education | | | | | |
| III | NICCU/PICU | | | | | |
| 51 | Assessment of new born | | | | | |
| 52 | Care of preterm/LBW new born | | | | | |
| 53 | Kangaroo care | | | | | |
| 54 | Neonatal resuscitation | | | | | |
| 55 | Assisting in neonatal diagnostic procedures | | | | | |
| 56 | Feeding of high risk new born – EBM (spoon/paladai) | | | | | |
| 57 | Insertion/removal/feeding – Naso/oro-gastric tube | | | | | |
| 58 | Administration of medication – oral/parenteral | | | | | |
| 59 | Neonatal drug calculation | | | | | |
| 60 | Assisting in exchange transfusion | | | | | |
| 61 | Organizing different levels of neonatal care | | | | | |
| 62 | Care of a child on ventilator/CPAP | | | | | |

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| 63 | Endotracheal Suction | | | | | |
| 64 | Chest Physiotherapy | | | | | |
| 65 | Administration of fluids with infusion pumps | | | | | |
| 66 | Total Parenteral Nutrition | | | | | |
| 67 | Recording & reporting | | | | | |
| 68 | Cardiopulmonary Resuscitation– PLS | | | | | |
| V&VI SEMESTER–MENTAL HEALTH NURSING I& II | | | | | | |
| PSCHIATRY OPD | | | | | | |
| 1 | History taking | | | | | |
| 2 | Mental status examination (MSE) | | | | | |
| 3 | Psychometric assessment (Observe/practice) | | | | | |
| 4 | Neurological examination | | | | | |
| 5 | Observing & assisting in therapies | | | | | |
| <i>Individual and group psycho education</i> | | | | | | |
| 6 | Mental hygiene practice education | | | | | |
| 7 | Family psycho-education | | | | | |
| CHILD GUIDANCE CLINIC | | | | | | |
| 8 | History Taking & mental status examination | | | | | |
| 9 | Psychometric assessment (observe/practice) | | | | | |
| 10 | Observing and assisting in various therapies | | | | | |
| 11 | Parental teaching for a child with mental deficiency | | | | | |
| IN-PATIENT WARD | | | | | | |
| 12 | History taking | | | | | |
| 13 | Mental status examination (MSE) | | | | | |
| 14 | Neurological examination | | | | | |
| 15 | Assisting in psychometric assessment | | | | | |
| 16 | Recording therapeutic communication | | | | | |
| 17 | Administration of medications | | | | | |
| 18 | Assisting in Electroconvulsive Therapy (ECT) | | | | | |
| 19 | Participation in all therapies | | | | | |
| 20 | Preparation of patients for Activities of Daily Living (ADL) | | | | | |
| 21 | Conducting admission and discharge counseling | | | | | |
| 22 | Counseling and teaching patients and families | | | | | |
| COMMUNITY PSYCHIATRY & DEADDICTION CENTRE | | | | | | |
| 23 | Conducting home visits and | | | | | |

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| | casework | | | | | |
| 24 | Identification of individuals with mental health problems | | | | | |
| 25 | Assisting in the organization of mental health camps | | | | | |
| 26 | Conducting awareness meetings for mental health & mental illness | | | | | |
| 27 | Counseling and teaching family members, patients, and community | | | | | |
| 28 | Observation of dead addiction care | | | | | |
| V SEMESTER – COMMUNITY HEALTH NURSING I INCLUDING ENVIRONMENTAL SCIENCE & EPIDEMIOLOGY | | | | | | |
| 1 | Interviewing skills (using communication and interpersonal skills) | | | | | |
| 2 | Conducting a community needs assessment/survey | | | | | |
| 3 | Observation skills | | | | | |
| 4 | Nutritional assessment skills | | | | | |
| 5 | Teaching individuals and families on nutrition, food hygiene and safety, healthy lifestyles, and health promotion | | | | | |
| 6 | BCC (Behavior Change Communication) skills | | | | | |
| 7 | Health assessment, including nutritional assessment for different age groups· · Children under five · Adolescent · Woman | | | | | |
| 8 | Investigating an Epidemic— Community Health Survey | | | | | |
| 9 | Performing lab tests— hemoglobin, blood sugar, blood smear for malaria, etc. | | | | | |
| 10 | Screening, diagnosis, and primary management of common health problems in the community and referral of high-risk clients (communicable & NCD) | | | | | |
| 11 | Documentation skills | | | | | |
| 12 | Home visit | | | | | |
| 13 | Participation in national health programs | | | | | |
| 14 | Participation in school health programs | | | | | |
| V-SEMESTER–EDUCATIONAL TECHNOLOGY/NURSING EDUCATION | | | | | | |
| 1 | Writing learning outcomes | | | | | |
| 2 | Preparation of lesson plan | | | | | |
| 3 | Practice | | | | | |

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| | Teaching/Microteaching | | | | | |
| 4 | Preparation of teaching aids/media | | | | | |
| | <i>Preparation of assessment tools</i> | | | | | |
| 5 | Construction of MCQ tests | | | | | |
| 6 | Preparation of observation checklist | | | | | |
| VI-SEMESTER–NURSING MANAGEMENT & LEADERSHIP | | | | | | |
| Hospital and Nursing Service Department | | | | | | |
| 1 | Preparation of organogram (hospital/nursing department) | | | | | |
| 2 | Calculation of staffing requirements for a nursing unit/ward | | | | | |
| 3 | Formulation of job description of nursing officer (staff nurse) | | | | | |
| 4 | Preparation of patient assignment plan | | | | | |
| 5 | Preparation of duty roster for staff/students at different levels | | | | | |
| 6 | Preparation of logbook/MMF for specific equipment/materials | | | | | |
| 7 | Participation in inventory control and daily record keeping | | | | | |
| 8 | Preparation and maintenance of records & reports such as incident reports/adverse reports/audit reports | | | | | |
| 9 | Participation in performance appraisal/evaluation of nursing staff | | | | | |
| 10 | Participate in conducting in-service education for the staff | | | | | |
| College & Hostel | | | | | | |
| 11 | Preparation of organogram of college | | | | | |
| 12 | Formulation of job description for tutor | | | | | |
| 13 | Participation in performance appraisal of tutor | | | | | |
| 14 | Preparation of Masterplan, time- table and clinical rotation | | | | | |
| 15 | Preparation of student anecdotes | | | | | |
| 16 | Participation in clinical evaluation of students | | | | | |
| 17 | Participation in planning and conducting practical examination OSCE – end of posting | | | | | |
| VI&VII-SEMESTER–MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING I&II | | | | | | |
| I | ANTENATAL CARE | | | | | |
| | Health assessment of antenatal women | | | | | |

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| 1 | History taking, including obstetrical score, calculation of EDD, and gestational age | | | | | |
| 2 | Physical examination: head to foot | | | | | |
| 3 | Obstetrical examination including Leopold's maneuvers & auscultation of fetal heart sound (fetoscope/ stethoscope/ Doppler) | | | | | |
| Diagnostic tests | | | | | | |
| 4 | Urine pregnancy test/card test | | | | | |
| 5 | Estimation of hemoglobin using Sahle's hemoglobinometer | | | | | |
| 6 | Advice/assisting HIV/HBsAg/VDRL testing | | | | | |
| 7 | Preparation of peripheral smear for malaria | | | | | |
| 8 | Urine testing for albumin and sugar | | | | | |
| 9 | Preparation of mother for USG | | | | | |
| 10 | Kickchart/DFMC (Daily Fetal and Maternal Chart) | | | | | |
| 11 | Preparation and recording of CTG/NST | | | | | |
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| 12 | Antenatal counseling for each trimester, including birth preparedness and complication readiness | | | | | |
| 13 | Childbirth preparation classes for couples/families | | | | | |
| 14 | Administration of Td/TT | | | | | |
| 15 | Prescription of iron & folic acid and calcium tablets | | | | | |
| II | INTRANATAL CARE | | | | | |
| 16 | Identification and assessment of and assessment of women in labor | | | | | |
| 17 | Admission of women in labor | | | | | |
| 18 | Performing/assisting CTG | | | | | |
| 19 | Vaginal examination during labor, including clinical pelvimetry | | | | | |
| 20 | Plotting and interpretation of partograph | | | | | |
| 21 | Preparation for birthing/delivery—physical and psychological | | | | | |
| 22 | Setting up of the birthing room/delivery unit and newborn corner/care area | | | | | |
| 23 | Pain management during labor—non-pharmacological | | | | | |

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| 24 | Supporting normal births/conducting normal childbirth in upright positions/evidence-based | | | | | |
| 25 | Essential newborn care | | | | | |
| 26 | Basic newborn resuscitation | | | | | |
| 27 | Management of the third stage of labor—physiologic management/active management (AMTSL) | | | | | |
| 28 | Examination of placenta | | | | | |
| 29 | Care during the fourth stage of labor | | | | | |
| 30 | Initiation of breastfeeding and lactation management | | | | | |
| 31 | Infection prevention during labor and newborn care | | | | | |
| III | POST NATAL CARE | | | | | |
| 32 | Post natal assessment and care | | | | | |
| 33 | Perineal/episiotomy care | | | | | |
| 34 | Breast care | | | | | |
| 35 | Postnatal counseling- diet, exercise & breastfeeding | | | | | |
| 36 | Preparation for discharge | | | | | |
| IV | NEWBORN CARE | | | | | |
| 37 | Assessment of newborn | | | | | |
| 38 | Weighing of newborn | | | | | |
| 39 | Administration of Vitamin-K | | | | | |
| 40 | Neonatal immunization – Administration of BCG, Hepatitis B vaccine | | | | | |
| 41 | Identification of minor disorders of newborn and their management | | | | | |
| V | CARE OF WOMEN WITH ANTENATAL, INTRANATAL & POSTNATAL COMPLICATIONS | | | | | |
| 42 | High risk assessment – identification of antenatal complications such as pre-eclampsia, anemia, GDM, Antepartumhemorrhage etc. | | | | | |
| 43 | Postabortion care & counseling | | | | | |
| 44 | Glucose challenge test/Glucose Tolerance test | | | | | |
| 45 | Identification of fetal distress and its management | | | | | |
| 46 | Administration of MgSo4 | | | | | |
| 47 | Administration of antenatal corticosteroids for preterm labor | | | | | |
| 48 | Assisting with the medical induction of labor | | | | | |
| 49 | Assist in surgical induction—stripping and artificial rupture of membranes. | | | | | |

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| 50 | Episiotomy (only if required) and repair | | | | | |
| 51 | Preparation for emergency/elective caesarean section | | | | | |
| 52 | Assisting in a cesarean section | | | | | |
| 53 | Preparation of mother and assistance in vacuum delivery | | | | | |
| 54 | Identification and assisting in the management of malpresentation and malposition during labor | | | | | |
| 55 | Preparation and assisting in low forceps operation | | | | | |
| 56 | Preparation and assisting in emergency obstetric surgeries | | | | | |
| 57 | Prescription/administration of fluids and electrolytes through intravenous route | | | | | |
| Assisting in procedures | | | | | | |
| 58 | Assisting in the manual removal of the placenta | | | | | |
| 59 | Assisting in bimanual compression of the uterus/balloon tamponade for atonic uterus | | | | | |
| 60 | Assisting in Aortic Compression for PPH | | | | | |
| 61 | Identification and first aid management of PPH & obstetric shock | | | | | |
| 62 | Assisting in the management of obstetric shock | | | | | |
| 63 | Identification and assisting in the management of puerperal sepsis and administration of antibiotics | | | | | |
| 64 | Management of breast engorgement and infections | | | | | |
| 65 | Management of thrombophlebitis | | | | | |
| HIGH RISK NEWBORN (Some aspects of highrisk newborn care are included in Child Health Nursing) | | | | | | |
| 66 | Identification of high-risk newborn | | | | | |
| 67 | Care of neonate under radiant warmer | | | | | |
| 68 | Care of neonate on phototherapy | | | | | |
| 69 | Referral and transportation of high-risk newborn | | | | | |
| 70 | Parental counselling–sick neonate and neonatal loss | | | | | |
| FAMILYWELFARE | | | | | | |
| 71 | Postpartum family planning | | | | | |

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| | counseling | | | | | |
| 72 | Postpartum family planning— Insertion and removal of PPIUCD/PAIUCD | | | | | |
| 73 | Counseling of the woman for postpartum sterilization | | | | | |
| 74 | Preparation and assisting in tubectomy | | | | | |
| OTHER PROCEDURES | | | | | | |
| 75 | Preparation and assisting for D&C/D&E operations | | | | | |
| 76 | Observation/Assisting in Manual Vacuum Aspiration | | | | | |
| 77 | Assessment of women with gynecological disorders | | | | | |
| 78 | Assisting/performing Pap smears | | | | | |
| 79 | Performing visual inspection of the cervix with acetic acid | | | | | |
| 80 | Assisting/observation of cervical punch biopsy/cystoscopy/cryosurgery | | | | | |
| 81 | Assisting in gynecological surgeries | | | | | |
| 82 | Postoperative care of women with gynecological surgeries | | | | | |
| 83 | Counsel on breast self- examination. | | | | | |
| 84 | Counseling couples with infertility | | | | | |
| 85 | Completion of safe delivery app with certification | | | | | |
| VII-SEMESTER–COMMUNITY HEALTH NURSING-II | | | | | | |
| 1 | Screening, diagnosing, management and referral of clients with common conditions/emergencies | | | | | |
| 2 | Antenatal and postnatal care at home and health center | | | | | |
| 3 | Conduction of normal childbirth & newborn care at health center | | | | | |
| 4 | Tracking every pregnancy and filling up the MCP card | | | | | |
| 5 | Maintenance of records/registers/reports | | | | | |
| 6 | Adolescents participation in youth-friendly services | | | | | |
| 7 | Counseling for safe abortion services | | | | | |
| 8 | Family planning counseling | | | | | |
| 9 | Distribution of temporary contraceptives—condoms, OCPs, emergency contraceptives, and injectable | | | | | |

| | | | | | | |
|---|---|--|--|--|--|--|
| | MPA. | | | | | |
| 10 | Insertion of interval IUCD | | | | | |
| 11 | Removal of IUCD | | | | | |
| 12 | Participation in conducting a vasectomy/tubectomy camp | | | | | |
| 13 | Screening, diagnosis, primary management, and referral of clients with occupational health problems | | | | | |
| 14 | Health assessment of elderly | | | | | |
| 15 | mental health screening screening | | | | | |
| 16 | Participation in community diagnosis–data management | | | | | |
| 17 | Writing a health center activity report | | | | | |
| 18 | Participation in organizing and conducting clinic/health camp | | | | | |
| 19 | Participation in disaster mock drills | | | | | |
| 20 | Coordinating with ASHAs and other community health workers | | | | | |
| VII-SEMESTER–NURSING-RESEARCH-&-STATISTICS | | | | | | |
| <i>Research Process Exercise</i> | | | | | | |
| 1 | Statement of the problem | | | | | |
| 2 | Formulation of Objectives & Hypotheses | | | | | |
| 3 | Literature review of research report/article | | | | | |
| 4 | Annotated bibliography | | | | | |
| 5 | Preparation of sample research tool | | | | | |
| <i>Analysis & Interpretation of Data—Descriptive Statistics</i> | | | | | | |
| 6 | Organization of data | | | | | |
| 7 | Tabulation of data | | | | | |
| 8 | Graphic representation of data | | | | | |
| 9 | Tabular presentation of data | | | | | |
| 10 | Research Project (Group/Individual) Title: | | | | | |
| VIII-SEMESTER (INTERNSHIP) | | | | | | |
| | | | | | | |

***** Denotes separation lines before the next procedural competency.

Note: Maximum of 30% of all skills / procedures can be performed by students in the skill lab/simulation lab for all clinical nursing courses except Community Health Nursing and Mental Health Nursing in which the percentage allowed is only 10%.

*–When the student is found competent to perform the skill, it will be signed by the faculty/tutor.

Students: Students are expected to perform the listed skills/competencies many times until they reach level 3 competency, after which the preceptor signs against each competency.

Preceptors/faculty: Must ensure that the signature is given for each competency only after they reach level 3.

- Level 3 competency denotes that the NP student is able to perform that competency without supervision.
- Level 2 competency denotes that the student is able to perform each competency with supervision.
- Level 1 competency denotes that the student is not able to perform that competency/skill even with supervision.

Signature of the Faculty Coordinator

Signature of the HOD/Principal

CLINICAL REQUIREMENTS

| S.No. | Clinical Requirement | Date | Signature of the Faculty |
|--|--|------|--------------------------|
| I & II SEMESTER | | | |
| NURSING FOUNDATION I&II | | | |
| 1 | History Taking-2 1. 2. | | |
| 2 | Physical Examination-2 1. 2. | | |
| 3 | Fall risk assessment-2 1. 2. | | |
| 4 | Pressure Sore Assessment-2 1. 2. | | |
| 5 | Nursing Process-2 1. 2. | | |
| 6 | Completion of first aid module | | |
| 7 | Completion of Health assessment module | | |
| III-SEMESTER-ADULT HEALTH NURSING I | | | |
| Medical | | | |
| 1 | Care Study-1 | | |
| 2 | Health education-1 | | |
| 3 | Clinical presentation/care note-1 | | |
| Surgical | | | |
| 4 | Care study-1 | | |
| 5 | Health education-1 | | |
| 6 | Clinical Presentation/Care note-1 | | |
| Cardiac | | | |
| 7 | Cardiac assessment-1 | | |
| 8 | Drug presentation-1 | | |
| Communicable | | | |
| 9 | Clinical presentation/Care note-1 | | |
| Musculoskeletal | | | |
| 10 | Clinical presentation/Care note-1 | | |
| OR | | | |
| 11 | Assist as circulatory nurse-5 i. ii. iii. iv. v. | | |
| 12 | Assist as scrub nurse in minor surgeries-5 i. ii. iii. iv. v. | | |
| 13 | Positioning & draping-5 i. ii. | | |

| | | | |
|--|---|--|--|
| | iii. iv. v. | | |
| 14 | Assist as scrub nurse in major surgeries-5 i. ii. iii. iv. v. | | |
| 15 | Completion of BCLS module | | |
| IV SEMESTER-ADULT HEALTH NURSING II | | | |
| | ENT | | |
| 1 | ENT assessment of an adult-2 i. ii. | | |
| 2 | Observation and activity report of OPD | | |
| 3 | Clinical presentation-1 | | |
| 4 | Drug Book | | |
| | EYE | | |
| 5 | Eye assessment i. Adult-1 ii. Geriatric-1 | | |
| 6 | Patient-teaching-1 | | |
| 7 | Clinical Presentation-1 | | |
| | NEPHROLOGY & UROLOGY | | |
| 8 | Assessment of adult - 1 Assessment of Geriatric-1 | | |
| 9 | Drug presentation-1 | | |
| 10 | Care study/Clinical presentation-1 | | |
| | BURNS AND RECONSTRUCTIVE SURGERY | | |
| 11 | Burn wound assessment-1 | | |
| 12 | Clinical presentation-1 | | |
| 13 | Observation report of Burns unit | | |
| 14 | Observe cosmetic/reconstructive procedures | | |
| | NEUROLOGY | | |
| 15 | Neuro-assessment-2 i. ii. | | |
| 16 | Unconscious patient-1 | | |
| 17 | Care study/case presentation-1 | | |
| 18 | Drug presentation-1 | | |
| | IMMUNOLOGY | | |
| 19 | Assessment of immune status | | |
| 20 | Teaching of isolation to patient and family care givers | | |
| 21 | Nutritional management | | |
| 22 | Care Note-1 | | |
| | ONCOLOGY | | |
| 23 | Observation report of cancer unit | | |
| 24 | Assessment of each system cancer patients-2 | | |
| 25 | Care study/clinical presentation-1 | | |
| 26 | Pre and post-operative care of patient with various modes of cancer treatment such as chemotherapy, radiation therapy, surgery, BMT, etc. -3(at least) i. ii. | | |

| | | | |
|--|---|--|--|
| | ii. | | |
| 27 | Teaching on BSE to family members | | |
| | EMERGENCY | | |
| 28 | Primary assessment of adult-1 | | |
| 29 | Immediate care (IV access establishment, assisting in intubation, suction, etc.) | | |
| 30 | Use of emergency trolley | | |
| | CRITICAL CARE | | |
| 31 | Assessment of critically ill i. Adult ii. Geriatric | | |
| 32 | Carenote/Clinical presentation-1 | | |
| | GERIATRIC | | |
| 33 | Geriatric assessment-1 | | |
| 34 | Carenote/clinical presentation-1 | | |
| 35 | Fall risk assessment 1 | | |
| 36 | Functional status assessment-1 | | |
| 37 | Completion of Fundamentals of Prescribing module | | |
| 38 | Completion of Palliative care module | | |
| V&VI SEMESTER-CHILD HEALTH NURSING I& II | | | |
| | Pediatric medical | | |
| 1 | Nursing care plan-1 | | |
| 2 | Case presentation-1 | | |
| 3 | Health talk-1 | | |
| | Surgical | | |
| 4 | Nursing care plan-1 | | |
| 5 | Case study/presentation-1 | | |
| | OPD/Immunization Room | | |
| 6 | Growth and Developmental study: i. Infant-1 ii. Toddler-1 iii. Preschooler-1 | | |
| | NICCU/PICU | | |
| 7 | New born assessment-1 | | |
| 8 | Nursing Care Plan-1 | | |
| 9 | Kangaroo mother care-2 | | |
| 10 | Nursing care plan of highrisk newborn-1 | | |
| 11 | Completion of ENBC module | | |
| 12 | Completion of FNBC module | | |
| 13 | Completion of IMNCI module | | |
| 14 | Completion of PLS module | | |
| V&VI SEMESTER-MENTAL HEALTH NURSING I& II | | | |
| | Psychiatry OPD | | |
| 1 | History taking and Mental status examination-2 i. ii. | | |
| 2 | Health education-1 | | |
| 3 | Observation report of OPD | | |
| | Child guidance clinic | | |
| 4 | Case work-1 | | |
| | Inpatient Ward | | |
| 5 | Case study-1 | | |
| 6 | Care plan-2 | | |
| 7 | Clinical presentation 1 | | |

| | | | |
|---|---|--|--|
| 8 | Process recording 2 | | |
| 9 | Maintain drug book | | |
| Community psychiatry & Deaddictioncentre | | | |
| 10 | Case work-1 | | |
| 11 | Observation report on field visits | | |
| 12 | Visit to deaddiction centre | | |
| V SEMESTER – COMMUNITY HEALTH NURSING – I INCLUDING ENVIRONMENTAL SCIENCE & EPIDEMIOLOGY | | | |
| 1 | Community needs assessment/survey (Rural/Urban)-1 | | |
| 2 | Visits to – SC/HWC – PHC – CHC | | |
| 3 | Observation of nutritional programs Angan wadi | | |
| 4 | Observation visits | | |
| | i. Water purification site and Water quality tests | | |
| | ii. Milk diary | | |
| | iii. Slaughter-house | | |
| | iv. Market | | |
| | v. Sewage disposal site | | |
| | vi. Rainwater harvesting | | |
| | vii. Slaughter-house | | |
| 5 | Nutritional assessment-Adult 1 | | |
| 6 | Individual health teaching-Adult 1 | | |
| 7 | Use of A Vaidis-flash cards/posters/flannelgraphs/flipcharts (Any Two) i. ii. | | |
| 8 | Health assessment of i. Woman-1 ii. Infant/under five child-1 iii. Adolescent-1 iv. Adult-1 | | |
| 9 | Growth monitoring of children under five-1 | | |
| 10 | Documentation i. Individual records-1 ii. Family records-1 | | |
| 11 | Investigation of an epidemic-1 | | |
| 12 | Screening and primary management of i. Communicable diseases-1 ii. NCD-1 | | |
| 13 | Home visits-2 | | |
| 14 | Participation in national health programs-2 | | |
| 15 | Participation in school health program-1 | | |
| V SEMESTER-EDUCATIONAL TECHNOLOGY/NURSING EDUCATION | | | |
| 1 | Micro teaching-2 i. Theory-1 ii. Practical/lab-1 | | |
| 2 | Field Visit to nursing educational institution-regional/national organization | | |
| VI SEMESTER-NURSING MANAGEMENT & LEADERSHIP | | | |
| 1 | Field visit to Hospital-regional/national organization | | |
| VI&VII SEMESTER-MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING I&II | | | |

| | | | |
|--|--|--|--|
| 1 | Antenatal assessment and care–20 | | |
| 2 | Postnatal assessment and care– 15 | | |
| 3 | Assessment of labour using partograph–10 | | |
| 4 | Pervaginal examination– 10 | | |
| 5 | Observing normal child births/deliveries–10 | | |
| 6 | Assisting in conduction of normal child birth– 10 | | |
| 7 | Conduction of normal deliveries– 10 | | |
| 8 | Assisting in abnormal/instrumental deliveries–5 | | |
| 9 | Performing placental examination–5 | | |
| 10 | Episiotomy and suturing (only if indicated)–3 | | |
| 11 | Assist/observe Insertion of PPIUCD–2 | | |
| 12 | Newborn assessment–10 | | |
| 13 | Newborn resuscitation–5 | | |
| 14 | Kangaroo mothercare–2 | | |
| Nursing Care Plan/Clinical presentation with Drug Study | | | |
| 15 | <i>Antenatal care</i> Normal (careplan)–1 Highrisk (case study/Clinical presentation)–1 | | |
| 16 | <i>Intrapartum care</i> Highrisk (Clinicalpresentation)–1 | | |
| 17 | <i>Postnatal care</i> Normal (careplan)–1 Highrisk (Clinicalpresentation)–1 | | |
| 18 | <i>Newborn care</i> Normal (careplan)–1 | | |
| 19 | Gynecological condition Care plan –1 | | |
| 20 | Health talk–individual/group–2 | | |
| 21 | Counseling mothers and family members | | |
| 22 | Visit to • Peripheral health facility/Laqshya certified labour room • Infertility centre (Virtual/videos) | | |
| 23 | Completion of SBA module | | |
| 24 | Completion of safe delivery app | | |
| VII SEMESTER–COMMUNITY HEALTH NURSING II | | | |
| 1 | Screening and primary management of i. Minor ailments–2 ii. Emergencies–1 iii. Dental problems–1 iv. Eye–1 v. ENT–1 | | |
| 2 | Primary management and care based on protocols approved by MOH & FW (Home/health centre) | | |
| 3 | Screening and primary management of i. High risk pregnancy ii. High risk neonate | | |
| 4 | Assessment of i. Antenatal–1 ii. Intrapartum–1 iii. Postnatal–1 iv. Newborn–1 | | |
| 5 | Conduction of normal child birth and documentation–2 | | |
| 6 | Immediate newborn care and documentation–1 | | |
| 7 | Family planning counseling–1 | | |
| 8 | Group health education (Rural/urban)–1 | | |

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|--------------------------------------|---|--|--|
| 9 | Adolescent counseling-1 | | |
| 10 | Family case study (Rural/urban)-1 | | |
| 11 | Screening, diagnosis, primary management and referral of clients with occupational health problems – 2 i. ii. | | |
| 12 | Health assessment (physical & nutritional) of elderly-1 | | |
| 13 | Mental health screening survey-1 | | |
| 14 | Group project -Community diagnosis (data management) | | |
| 15 | Writing report on health centre activity-1 | | |
| 16 | Participation in organizing and conducting under five/antenatal clinic/health camp – 2 i. ii. | | |
| 17 | Participation in disaster mock drills | | |
| 18 | Field visits - Biomedical waste management site - AYUSH centre - Industry - Geriatric home | | |
| 19 | Report on interaction with MPH/HV/ASHA/AWWs (Any2) 1. 2. | | |
| VII SEMESTER-NURSING RESEARCH | | | |
| 1 | Research Project-Group/Individual Title: | | |

Signature of the Faculty coordinator

Signature of the HOD/Principal



Assam down town University

Curriculum and Syllabus

**M.Sc. Nursing
(Child Health Nursing)**

Prescribed by Indian Nursing Council (INC)

FACULTY OF NURSING

July, 2023

PREAMBLE

Assam downtown University is a premier higher educational institution which offers Bachelor, Master, and Ph.D. degree programmes across various faculties. These programmes, collectively embodies the vision and mission of the university. In keeping with the vision of evolutionary changes taking place in the educational landscape of the country, the university has restructured the course curriculum as per the guidelines of National Education Policy 2020. This document contains outline of teaching and learning framework and complete detailing of the courses. This document is a guide book for the students to choose desired courses for completing the programme and to be eligible for the degree. This volume also includes the prescribed literature, study materials, texts, and reference books under different courses as guidance for the students to follow.

Recommended by the Board of Studies (BOS) meeting of the Faculty of Nursing held on dated 15/06/2023 and approved by the Emergent Academic Council (AC) meeting held on dated 28/07/2023.

Chairperson, Board of Studies

Member Secretary, Academic Council

Vision

To become a Globally Recognized University from North Eastern Region of India, Dedicated to the Holistic Development of Students and Making Society Better

Missions

1. Creation of curricula that address the local, regional, national, and international needs of graduates, providing them with diverse and well-rounded education.
2. Build a diverse student body from various socio-economic backgrounds, provide exceptional value-based education, and foster holistic personal development, strong academic careers, and confidence.
3. Achieve high placement success by offering students skill-based, innovative education and strong industry connections.
4. Become the premier destination of young people, desirous of becoming future professional leaders through multidisciplinary learning and serving society better.
5. Create a highly inspiring intellectual environment for exceptional learners, empowering them to aspire to join internationally acclaimed institutions and contribute to global efforts in addressing critical issues, such as sustainable development, Climate mitigation and fostering a conflict-free global society.
6. To be renowned for creating new knowledge through high quality interdisciplinary research for betterment of society.
7. Become a key hub for the growth and excellence of AdtU's stakeholders including educators, researchers and innovators
8. Adapt to the evolving needs and changing realities of our students and community by incorporating national and global perspectives, while ensuring our actions are in harmony with our foundational values and objectives of serving the community.

Programme Details

Programme Overview

The M.Sc. Nursing prepares and equips students with the knowledge, skills, and attitude needed to enhance the quality of nursing education and practice. The programme offers opportunities to explore research, promote evidence-based practices, and develop students' confidence, analytical skills, and research orientation.

I. Specific Features of the Curriculum

The M.Sc. Nursing programme's curriculum is designed to enhance social outreach, quality assurance, and global competency. It prepares students to advocate for equitable health policies by engaging with community leaders and stakeholders in planning, executing, and evaluating outreach initiatives. The programme also focuses on evaluating and auditing nursing practices to ensure compliance with standards and achieve high-quality healthcare outcomes. Additionally, it promotes global competency by providing opportunities for students to gain comprehensive knowledge through interdisciplinary nursing certification courses on international learning platforms. These features ensure graduates are well-equipped for leadership roles in diverse healthcare settings.

II. Eligibility Criteria: As per Indian Nursing Council (INC)

III. Programme Educational Objectives (PEOs):

PEO1: AdtU nursing postgraduates will be prepared for successful careers in diverse healthcare industries and/or government sectors in one/ more areas of nursing i.e. medicine, surgery, paediatrics, obstetrics and gynaecology.

PEO2: The postgraduates will be academically prepared to become licensed nursing professionals in various specializations of nursing in due course and will contribute effectively to the growth and development of the profession

PEO3: Nursing postgraduates will engage in professional activities to improve their stature in the profession and will be successful in higher education if pursued.

IV. Programme Specific Outcomes (PSOs):

PSO1: Social Outreach: Demonstrate social outreach competency for creating awareness about health policies in society through nursing intervention for better public health.

PSO2: Clinical Proficiency: Exhibit high clinical proficiency in real-world simulated diverse clinical settings including intensive, maternity, paediatrics and emergency scenarios.

PSO3: Global Competency: Demonstrate global competency while attaining knowledge comprehension during international certification courses, webinars and workshops.

V. Programme Outcome (POs):

PO1: Nursing Knowledge: Apply comprehensive knowledge of human health and behavioural sciences and nursing specialization in medicine, surgery, paediatrics, obstetrics and gynaecology to design holistic healthcare plans for improving health outcomes.

PO2: Professional Competency: Integrate various scientific theories with nursing intervention and apply advanced practices for professional development,

PO3: Nursing Research: Evaluate the healthcare data using modern statistical/ analytical tools, and apply evidence-based practices in advancing the healthcare delivery systems.

PO4: Communication: Communicate effectively with the stakeholders by using adequate interpersonal and communication skills to strengthen quality healthcare outcomes.

PO5: Ethical Practice: Adhering to professional values and ethics in implementing quality care and health safety principles.

PO6: Teamwork and Leadership: Collaborate with inter-professional teams and apply proactive leadership in diverse organizational settings.

PO7: Social Responsibility: Promote health equity by supporting, coordinating, and integrating safe, quality and respectful care to the diverse population to provide equitable health outcomes.

PO8: Lifelong Learning: Cultivate professional activities that foster individual and lifelong learning of advancement in the nursing profession.

V. Career Prospects:

Graduates of an M.Sc. Nursing programme enjoy excellent career prospects with opportunities for advanced clinical practice, leadership, education, and research roles. They can work as nurse practitioners, clinical nurse specialists, or nurse managers in various healthcare settings such as hospitals, clinics, and community health centers. The programme also opens pathways to academic careers, allowing graduates to become nurse educators or professors in nursing schools. Additionally, they can engage in nursing research, influencing healthcare policies and practices. With the increasing demand for advanced nursing professionals and the global emphasis on quality healthcare, an M.Sc. in Nursing provides a strong foundation for a dynamic and rewarding career.

| Sl. No. | Content |
|----------------|---|
| 1 | Philosophy |
| 2 | Aim |
| 3 | Objectives |
| 4 | Other Staff (Maximum Requirement) |
| 5 | Eligibility Criteria/Admission Requirements |
| 6 | Regulations for Examination |
| 7 | Guidelines for Dissertation |
| 8 | Duration |
| 9 | Scheme of Examination |
| | First Year |
| 10 | Nursing Education |
| 11 | Advance Nursing Practice |
| 12 | <i>Clinical Speciality – I</i> |
| | - Obstetric& Gynaecological Nursing |
| 13 | Nursing Research & Statistics |
| | Second Year |
| 14 | Nursing Management |
| 15 | <i>Clinical Speciality –II</i> |
| | Obstetric& Gynaecological Nursing |
| 16 | Annexure – I (Staffing Pattern Relaxed till 2012) |

Philosophy

National Health Policy(NHP) 2002 emphasizes the need to prepare nurses to function in super-speciality areas who are required in tertiary care institutions, entrusting some limited public health functions to nurses after providing adequate training, and increase the ratio of degree holding vis a vis diploma holding nurses.

It is observed that there is an acute shortage of nursing faculty in under graduate and post graduate nursing programme in India

Indian Nursing Council believes that:

Post Graduate programme is essential to prepare nurses to improve the quality of nursing education and practice in India.

Post graduate programme in nursing builds upon and extends competence acquired at the graduate levels, emphasizes application of relevant theories into nursing practice, education, administration and development of research skills.

The programme prepares nurses for leadership position in nursing and health fields who can function as nurse specialists, consultants, educators, administrators and researchers in a wide variety of professional settings in meeting the National priorities and the changing needs of the society.

This programme provides the basis for the post masteral programme in nursing. Further the programme encourages accountability and commitment to life long learning which fosters improvement of quality care.

Aim

The aim of the postgraduate programme in nursing is to prepare graduates to assume responsibilities as nurse specialists, consultants, educators, administrators in a wide variety of professional settings

Objectives

On Completion of the two year M.Sc Nursing programme, the graduate will be able to:-

1. Utilize/apply the concepts, theories and principles of nursing science
2. Demonstrate advance competence in practice of nursing
3. Practice as a nurse specialist.
4. Demonstrate leadership qualities and function effectively as nurse educator and manager.
5. Demonstrate skill in conducting nursing research, interpreting and utilizing the findings from health-related research.
6. Demonstrate the ability to plan and effect change in nursing practice and in the health care delivery system.
7. Establish collaborative relationship with members of other disciplines
8. Demonstrate interest in continued learning for personal and professional advancement.

Other Staff (Minimum requirements)

(To be reviewed and revised and rationalized keeping in mind the mechanization and contract service)

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

- Upper Division Clerk 2

- Lower Division Clerk 2

- Store Keeper 1
 - a) Maintenance of stores 1
 - b) Classroom attendants 2
 - c) Sanitary staff As per the physical space
 - d) Security Staff As per the requirement

- Peons/Office attendants⁴

- Library
 - a) Librarian 2
 - b) Library Attendants As per the requirement

- Hostel
 - a) Wardens 2
 - b) Cooks, Bearers, As per the requirement Sanitary Staff
 - c) Ayas /Peons As per the requirement
 - d) Security Staff As per the requirement

- Gardeners & Dhobi Depends on structural facilities

Eligibility Criteria/Admission Requirements:

1. The candidate should be a Registered Nurse and Registered midwife or equivalent with any State Nursing Registration Council.
2. The minimum education requirements shall be the passing of: B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing with minimum of 55% aggregate marks.
3. The candidate should have undergone in B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing in an institution which is recognized by Indian Nursing Council.
4. Minimum one year of work experience after Basic B.Sc. Nursing.
5. Minimum one year of work experience prior or after Post Basic B.Sc. Nursing.
6. Candidate shall be medically fit.
7. 5% relaxation of marks for SC/ST candidates may be given.

Entrance/Selection test

Selection of the candidates should be based on the merit of the entrance examination held by University or competent authority.

Regulations for examination:

Eligibility for appearing for the examination:

75% of the attendance for theory and practicals. However, 100% of attendance for practical before the award of degree

Classification of results:

- 50% pass in each of the theory and practical separately.
- 50-59% Second division
- 60-74% first division
- 75% and above is distinction
- For declaring the rank aggregate of 2 years marks to be considered

If the candidate fails in either practicals or theory paper he/she has to re - appear for both the papers (theory and practical)

Maximum no. of attempts per subject is three (3) inclusive of first attempt. The maximum period to complete the course successfully should not exceed 4 years

Candidate who fails in any subject, shall be permitted to continue the studies into the second year. However the candidate shall not be allowed to appear for the Second year examination till such time that he/she passes all subjects of the first year M.Sc nursing examination

Practicals

- 4 hours of practical examination per student.
- Maximum number of 10 students per day per speciality.
- The examination should be held in clinical area only for clinical specialities
- One internal and external should jointly conduct practical examination
- Examiner – Nursing faculty teaching respective speciality area in M.Sc nursing programme with minimum 3 years experience after M.Sc nursing.

Dissertation

Evaluation of the dissertation should be done by the examiner prior to viva Duration: Viva-voce -minimum 30 minutes per student

Guidelines for Dissertation

Tentative Schedule for dissertation

| S. No. | Activities | Scheduled Time |
|--------|-------------------------------------|---|
| 1. | Submission of the research proposal | End of 9 th month of I st year |
| 2. | Submission of dissertation – Final | End of 9 th month of II nd Year |

Note: - Administrative approval and ethical clearance should be obtained

A. Research Guides

a) Qualification of Guide

Main guide: Nursing faculty / nursing expert in the same clinical speciality holding Ph.D./ M.Phil./ M.Sc. Nursing with a minimum of 3 years experience in teaching in the Post Graduate Programme in Nursing.

Co-Guide: A Co-Guide is a nursing faculty/expert in the field of study (may be from outside the college but should be within the city.)

b) Guide – Students Ratio

Maximum of 1:4 (including as co-guide)

c) Research Committee

There should be a research committee in each college comprising of minimum 5 members chaired by the Principal, College of Nursing.

Duration

Duration of the course is 2 years for M.Sc. (N)

| | |
|-----------------------|----------------------------|
| Available | 52 weeks |
| Vacation | 4 weeks |
| Examination | 2 weeks |
| Gazetted holidays | 3 weeks |
| Total weeks available | 43 weeks 40 hours per week |

Course of Instruction

| 1st Year | | |
|---------------------------------|-------------------------|----------------------------|
| | Theory (hrs) | Practical (hrs) |
| Nursing education | 150 | 150 |
| Advance nursing practice | 150 | 200 |
| Nursing Research and statistics | 150 | 100 |
| *Clinical speciality –I | 150 | 650 |
| Total | 600 | 1100 |
| IInd Year | | |
| Nursing Management | 150 | 150 |
| Nursing Research (Dissertation) | | 300 |
| *Clinical Speciality-II | 150 | 950 |
| Total | 300 | 1400 |

Educational visit 2 weeks

***Clinical Speciality** – Medical Surgical Nursing (Cardio Vascular & Thoracic Nursing, Critical care Nursing, Oncology Nursing, Neurosciences Nursing, Nephro-Urology Nursing, Orthopedic Nursing, Gastro Enterology Nursing,) Obstetric & Gynecological Nursing, Child Health (Paediatric) Nursing, Mental Health(Psychiatric) Nursing, Community Health Nursing, Psychiatric (Mental Health) Nursing etc.

Note: Students have to maintain log book for each activity during the course of study

Scheme of Examination

| 1 st Year | | | | | | |
|---------------------------------|--------|------------|------------|-----------|------------|------------|
| | Theory | | | Practical | | |
| | Hours | Internal | External | Hours | Internal | External |
| Nursing education | 3 | 25 | 75 | | 50 | 50 |
| Advance nursing practice | 3 | 25 | 75 | | | |
| Nursing Research and statistics | 3 | 25** | 75* | | | |
| Clinical speciality -I | 3 | 25 | 75 | | 100 | 100 |
| Total | | 100 | 300 | | 150 | 150 |
| IInd Year | | | | | | |
| Nursing Management | 3 | 25 | 75 | | | |
| Dissertation & Viva | | | | | 100 | 100 |
| Clinical Speciality-II | 3 | 25 | 75 | | 100 | 100 |
| Total | | 50 | 150 | | 200 | 200 |

* Nursing research=50 and statistics=25

**Nursing research=15 and statistics=10

1. Minimum pass marks shall be 50 % in each of the Theory and practical papers separately.
2. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each subject for appearing for examination.
3. A candidate must have 100% attendance in each of the practical areas before award of degree
4. A candidate has to pass in theory and practical exam separately in each of the paper.
5. If a candidate fails in either theory or practical paper he/she has to re-appear for both the papers (Theory and practical).
6. Maximum no. of attempts permitted for each paper is 3 including first attempt.
7. The maximum period to complete the course successfully should not exceed 4 (four) years.
8. A candidate failing in more than two subjects will not be promoted to the IInd year.
9. No candidate shall be admitted to the subsequent IInd year examination unless the candidate has passed the Ist year examination.
10. Maximum number of candidates for all practical examination should not exceed 10 per day.
11. Provision of Supplementary examination should be made.
12. All practical examinations must be held in the respective clinical areas.
13. One internal and One external examiners(outside the University) should jointly conduct practical examination for each student
14. An examiner should be M.Sc (N) in concerned subject and have minimum of 3 (three) years post graduate teaching experience.

15. One internal and One external examiners(outside the University) should evaluate dissertation and jointly conduct viva-voce for each student
16. For Dissertation Internal examiner should be the guide and external examiner should be Nursing faculty / nursing expert in the same clinical speciality holding Ph.D./M.Phil/M.Sc. Nursing with a minimum of 3 years experience in guiding the research projects for Post Graduate students of Nursing.

Admission Strength

Annual admission strength for M.Sc (N) Programme should have prior sanction/permission from the Indian Nursing Council on the basis of clinical, physical facilities and teaching faculty.

Health Services

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

- (a) An annual medical examination.
- (b) Vaccination against Tetanus, hepatitis B or any other communicable disease as considered necessary.
- (c) Free medical care during illness and / provision of health insurance should be made.
- (d) A complete health record should be kept in respect of each individual students. The question of continuing the training of a student, with long term chronic illness, will be decided by the individual college.

CURRICULUM

NURSING EDUCATION

Placement: 1st Year

Hours of Instruction
Theory 150 Hours
Practical 150 Hours
Total: 300 Hours

Course Description

This course is designed to assist students to develop a broad understanding of Fundamental Principles, concepts, trends and issues related to education and nursing education. Further, it would provide opportunity to students to understand, appreciate and acquire skills in teaching and evaluation, curriculum development, implementation, maintenance of standards and accreditation of various nursing educational programs.

Objectives

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

1. Explain the aims of education, philosophies, trends in education and health: its impact on nursing education.
2. Describe the teaching learning process.
3. Prepare and utilize various instructional media and methods in teaching learning process.
4. Demonstrate competency in teaching, using various instructional strategies.
5. Critically analyze the existing nursing educational programs, their problems, issues and future trends.
6. Describe the process of curriculum development, and the need and methodology of curriculum change, innovation and integration.
7. Plan and conduct continuing nursing education programs.
8. Critically analyze the existing teacher preparation programs in nursing.
9. Demonstrate skill in guidance and counseling.
10. Describe the problems and issues related to administration of nursing curriculum including selection and organization of clinical experience.
11. Explain the development of standards and accreditation process in nursing education programs.
12. Identify research priorities in nursing education.
13. Discuss various models of collaboration in nursing education and services.
14. Explain the concept, principles, steps, tools and techniques of evaluation
15. Construct, administer and evaluate various tools for assessment of knowledge, skill, and attitude.

Course Content

| Units | Hours | | Content |
|-------|--------|-----------|---|
| | Theory | Practical | |
| I | 10 | | <p>Introduction :</p> <ul style="list-style-type: none"> □ Education: Definition, aims, concepts, philosophies & their education implications, □ Impact of Social, economical, political & technological changes on education: <ul style="list-style-type: none"> • Professional education • Current trends and issues in education • Educational reforms and National Educational policy, various educational commissions-reports • Trends in development of nursing education in India |
| II | 20 | 30 | <p>Teaching – Learning Process</p> <ul style="list-style-type: none"> • Concepts of teaching and learning: Definition, theories of teaching and learning, relationship between teaching and learning. • Educational aims and objectives; types, domains, levels, elements and writing of educational objectives • Competency based education (CBE) and outcome-based education (OBE) • Instructional design: Planning and designing the lesson, writing lesson plan: meaning, its need and importance, formats. • Instruction strategies – Lecture, discussion, demonstration, simulation, laboratory, seminar, panel, symposium, problem solving, problem-based learning (PBL), workshop, project, role- play (socio- drama), clinical teaching methods, programmed instruction, self-directed learning (SDL), micro teaching, computer assisted instruction (CAI), computer assisted learning (CAL) |
| III | 10 | 10 | <p>Instructional media and methods</p> <ul style="list-style-type: none"> □ Key concepts in the selection and use of media in education □ Developing learning resource material using different media □ Instructional aids – types, uses, selection, preparation, utilization. □ Teacher’s role in procuring and managing instructional Aids – Project and non-projected aids, multimedia, video-tele conferencing etc. |
| IV | 10 | | <p>Measurement and evaluation:</p> <ul style="list-style-type: none"> □ Concept and nature of measurement and evaluation, meaning, process, purposes, problems in evaluation and measurement. □ Principles of assessment, formative and summative assessment- internal assessment external examination, advantages and disadvantages. □ Criterion and norm referenced evaluation, |

| Units | Hours | | Content |
|-------|--------|-----------|--|
| | Theory | Practical | |
| V | 12 | 10 | <p>Standardized and non-standardized tests:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meaning, characteristics, objectivity, validity, reliability, usability, norms, construction of tests- <ul style="list-style-type: none"> • Essay, short answer questions and multiple-choice questions. • Rating scales, checklist, OSCE/OSPE (Objective structured clinical/practical examination) • Differential scales, and summated scales, sociometry, anecdotal record, attitude scale, critical incident technique <input type="checkbox"/> Question bank-preparation, validation, moderation by panel, utilization <input type="checkbox"/> Developing a system for maintaining confidentiality |
| VI | 8 | 5 | <p>Administration, Scoring and Reporting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Administering a test; scoring, grading versus marks <input type="checkbox"/> Objective tests, scoring essay test, methods of scoring, Item analysis. |
| VII | 12 | 6 | <p>Standardized Tools</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tests of intelligence aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities and disabilities. |
| VIII | 5 | 6 | <p>Nursing Educational programs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Perspectives of nursing education: Global and national. <input type="checkbox"/> Patterns of nursing education and training programmes in India. Non-university and University programs: ANM, GNM, Basic B.Sc. Nursing, Post Certificate B.Sc. Nursing, M.Sc.(N) programs, M.Phil. and Ph.D.) in Nursing, post basic diploma programs, nurse practitioner programs. |
| IX | 12 | 25 | <p>Continuing Education in Nursing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Concepts – Definition, importance, need scope, principles of adult learning, assessments of learning needs, priorities, resources. <input type="checkbox"/> Program planning, implementation and evaluation of continuing education programs. <input type="checkbox"/> Research in continuing education. <input type="checkbox"/> Distance education in nursing. |
| X | 10 | 10 | <p>Curriculum Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Definition, curriculum determinants, process and steps of curriculum development, Curriculum models, Types and framework. <input type="checkbox"/> Formulation of philosophy, objectives, selection and organization of learning experiences; master plan, course plan, unit plan. <input type="checkbox"/> Evaluation strategies, process of curriculum change, role of students, faculty, administrators, statutory bodies and other stakeholders. <input type="checkbox"/> Equivalency of courses: Transcripts, credit system. |
| XI | 8 | 4 | <p>Teacher preparation</p> <ul style="list-style-type: none"> • Teacher – roles & responsibilities, functions, characteristics, competencies, qualities, • Preparation of professional teacher • Organizing professional aspects of teacher preparation programs • Evaluation: self and peer <input type="checkbox"/> Critical analysis of various programs of teacher education in India. |

| Units | Hours | | Content |
|-------|--------|-----------|---|
| | Theory | Practical | |
| XII | 10 | 5 | Guidance and counseling <ul style="list-style-type: none"> □ Concept, principles, need, difference between guidance and counseling, trends and issues. □ Guidance and counseling services: diagnostic and remedial. □ Coordination and organization of services. □ Techniques of counseling: Interview, case work, characteristics of counselor, problems in counseling. □ Professional preparation and training for counseling. |
| XIII | 15 | 10 | Administration of Nursing Curriculum <ul style="list-style-type: none"> □ Role of curriculum coordinator – planning, implementation and evaluation. □ Evaluation of educational programs in nursing- course and program. □ Factors influencing faculty staff relationship and techniques of working together. □ Concept of faculty supervisor (dual) position. □ Curriculum research in nursing. □ Different models of collaboration between education and service |
| XIV | 10 | | Management of nursing educational institutions <ul style="list-style-type: none"> □ Planning, organizing, staffing, budgeting, recruitment, discipline, public relation, performance appraisal, welfare services, library services, hostel |
| XV | 5 | 5 | <ul style="list-style-type: none"> □ Development and maintenance of standards and accreditation in nursing education programs. □ Role of Indian Nursing Council, State Registration Nursing Councils, Boards and University. □ Role of Professional associations and unions. |

Activities:

- Framing philosophy, aims and objectives.
- Lesson Planning.
- Micro teaching-2.
- Conduct practice teachings using different teaching strategies -10 (like lecture cum discussion, demonstration- lab method, field trips, seminars, project, role play, panel discussion, clinical methods etc)
- Preparation and utilization of instructional Aids using different media.
- Develop course plans, unit plans, rotation plans.
- Conduct a continuing education workshop.
- Annotated bibliography.
- Critical evaluation of any nursing education program offered by a selected institution.
- Planning and Organizing field visits.
- Educational visits.
- Field visits (INC/SNRC) to get familiar with recognition/registration process.
- Construct, administer and evaluate tools (objective & essay type test, observation checklist, rating scale etc)
- Observe and practice application of various non-standardized tests (intelligence, Aptitude, Personality, Sociometry, physical & mental disabilities tests.)

Methods of Teaching

- Lecture cum discussion
- Demonstration/ Return demonstration
- Seminar / Presentations
- Project work
- Field visits
- Workshop

Methods of evaluation

- Tests
- Presentation
- Project work
- Written assignments

Internal Assessment

| Techniques | Weightage |
|----------------------|------------------|
| Test- (2 tests) | 50 |
| Assignment | 25 |
| Seminar/presentation | 25 |
| Total | 100 |

Practical – Internal assessment

| | |
|---|----|
| Learning resource material | 25 |
| Practice Teaching | 50 |
| Conduct Workshop/ Short Term Course | 25 |
| Practical – external assessment | |
| Practice teaching- 1 | 50 |
| Preparation/use of learning resource material-1 | 25 |
| Construction of tests/rotation plan. | 25 |

ADVANCE NURSING PRACTICE

Placement: 1st Year

Hours of Instruction
Theory 150 Hours
Practical 200 Hours
Total: 350 Hours

Course Description

The course is designed to develop an understanding of concepts and constructs of theoretical basis of advance nursing practice and critically analyze different theories of nursing and other disciplines.

Objectives:

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

1. Appreciate and analyze the development of nursing as a profession.
2. Describe ethical, legal, political and economic aspects of health care delivery and nursing practice.
3. Explain bio- psycho- social dynamics of health, life style and health care delivery system.
4. Discuss concepts, principles, theories, models, approaches relevant to nursing and their application.
5. Describe scope of nursing practice.
6. Provide holistic and competent nursing care following nursing process approach.
7. Identify latest trends in nursing and the basis of advance nursing practice.
8. Perform extended and expanded role of nurse.
9. Describe alternative modalities of nursing care.
10. Describe the concept of quality control in nursing.
11. Identify the scope of nursing research.
12. Use computer in patient care delivery system and nursing practice.
13. Appreciate importance of self-development and professional advancement.

Course Content

| Unit | Hours | Content |
|------|-------|--|
| I | 10 | <p>Nursing as a Profession</p> <ul style="list-style-type: none"> □ History of development of nursing profession, characteristics, criteria of the profession, perspective of nursing profession-national, global □ Code of ethics (INC), code of professional conduct (INC), autonomy and accountability, assertiveness, visibility of nurses, legal considerations, □ Role of regulatory bodies □ Professional organizations and unions-self-defense, individual and collective bargaining □ Educational preparations, continuing education, career opportunities, professional advancement & role and scope of nursing education. □ Role of research, leadership and management. □ Quality assurance in nursing (INC). □ Futuristic nursing. |
| II | 5 | <p>Health care delivery</p> <ul style="list-style-type: none"> □ Health care environment, economics, constraints, planning process, policies, political process vis a vis nursing profession. □ Health care delivery system- national, state, district and local level. □ Major stakeholders in the health care system-Government, non-govt, Industry and other professionals. □ Patterns of nursing care delivery in India. □ Health care delivery concerns, national health and family welfare programs, inter-sectoral coordination, role of non- governmental agencies. □ Information, education and communication (IEC). □ Tele-medicine. |
| III | 10 | <p>Genetics</p> <ul style="list-style-type: none"> □ Review of cellular division, mutation and law of inheritance, human genome project, The Genomic era. □ Basic concepts of Genes, Chromosomes & DNA. □ Approaches to common genetic disorders. □ Genetic testing – basis of genetic diagnosis, Pre symptomatic and predisposition testing, Prenatal diagnosis & screening, Ethical, legal & psychosocial issues in genetic testing. □ Genetic counseling. □ Practical application of genetics in nursing. |
| IV | 10 | <p>Epidemiology</p> <ul style="list-style-type: none"> □ Scope, epidemiological approach and methods, □ Morbidity, mortality, □ Concepts of causation of diseases and their screening, □ Application of epidemiology in health care delivery, Health surveillance and health informatics □ Role of nurse |

| Unit | Hours | Content |
|------|-------|---|
| V | 20 | <p>Bio-Psycho social pathology</p> <ul style="list-style-type: none"> □ Pathophysiology and Psychodynamics of disease causation □ Life processes, homeostatic mechanism, biological and psycho-social dynamics in causation of disease, life style □ Common problems: Oxygen insufficiency, fluid and electrolyte imbalance, nutritional problems, hemorrhage and shock, altered body temperature, unconsciousness, sleep pattern and its disturbances, pain, sensory deprivation. □ Treatment aspects: pharmacological and pre- post operative care aspects, □ Cardio pulmonary resuscitation. □ End of life Care □ Infection prevention (including HIV) and standard safety measures, bio-medical waste management. □ Role of nurse- Evidence based nursing practice; Best practices □ Innovations in nursing |
| VI | 20 | <p>Philosophy and Theories of Nursing</p> <ul style="list-style-type: none"> □ Values, Conceptual models, approaches. □ Nursing theories: Nightingale's, Henderson's, Roger's, Peplau's, Abdella's, Lewine's, Orem's, Johnson's, King's, Neuman's, Roy's, Watson parsee, etc and their applications, □ Health belief models, communication and management, etc □ Concept of Self health. □ Evidence based practice model. |
| VIII | 10 | <p>Nursing process approach</p> <ul style="list-style-type: none"> □ Health Assessment- illness status of patients/clients (Individuals, family, community), Identification of health- illness problems, health behaviors, signs and symptoms of clients. □ Methods of collection, analysis and utilization of data relevant to nursing process. □ Formulation of nursing care plans, health goals, implementation, modification and evaluation of care. |
| IX | 30 | <p>Psychological aspects and Human relations</p> <ul style="list-style-type: none"> □ Human behavior, Life processes & growth and development, □ personality development, defense mechanisms, □ Communication, interpersonal relationships, individual and group, group dynamics, and organizational behavior, □ Basic human needs, Growth and development, (Conception through preschool, School age through adolescence, Young & middle adult, and Older adult) □ Sexuality and sexual health. □ Stress and adaptation, crisis and its intervention, □ Coping with loss, death and grieving, □ Principles and techniques of Counseling. |

| | | |
|-----------|-----------|--|
| X | 10 | <p>Nursing practice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Framework, scope and trends. <input type="checkbox"/> Alternative modalities of care, alternative systems of health and complimentary therapies. <input type="checkbox"/> Extended and expanded role of the nurse, in promotive, preventive, curative and restorative health care delivery system in community and institutions. <input type="checkbox"/> Health promotion and primary health care. <input type="checkbox"/> Independent practice issues,- Independent nurse-midwifery practitioner. <input type="checkbox"/> Collaboration issues and models-within and outside nursing. <input type="checkbox"/> Models of Prevention, <input type="checkbox"/> Family nursing, Home nursing, <input type="checkbox"/> Gender sensitive issues and women empowerment. <input type="checkbox"/> Disaster nursing. <input type="checkbox"/> Geriatric considerations in nursing. <input type="checkbox"/> Evidence based nursing practice- Best practices <input type="checkbox"/> Trans-cultural nursing. |
| XI | 25 | <p>Computer applications for patient care delivery system and nursing practice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of computers in teaching, learning, research and nursing practice. <input type="checkbox"/> Windows, MS office: Word, Excel, Power Point, <input type="checkbox"/> Internet, literature search, <input type="checkbox"/> Statistical packages, <input type="checkbox"/> Hospital management information system: softwares. |

Practical

Clinical posting in the following areas:

- Specialty area- in-patient unit - 2 weeks
- Community health center/PHC - 2 weeks
- Emergency/ICU - 2 weeks

Activities

- Prepare Case studies with nursing process approach and theoretical basis
- Presentation of comparative picture of theories
- Family case- work using model of prevention
- Annotated bibliography
- Report of field visits (5)

Methods of Teaching

- Lecture cum discussion
- Seminar
- Panel discussion
- Debate
- Case Presentations
- Exposure to scientific conferences
- Field visits

Methods of evaluation :

- Tests
- Presentation
- Seminar
- Written assignments

Advance nursing Procedures

Definition, Indication and nursing implications;

CPR, TPN, Hemodynamic monitoring, Endotracheal intubation, Tracheostoma, mechanical ventilation, Pacemaker, Hemodialysis, Peritoneal dialysis, LP, BT Pleural and abdominal paracentesis OT techniques, Health assessment, Triage, Pulse oximetry

Internal Assessment

| Techniques | Weightage |
|----------------------|------------------|
| Test- (2 tests) | 50 |
| Assignment | 25 |
| Seminar/presentation | 25 |
| Total | 100 |

CLINICAL SPECIALITY-I

Child Health (Paediatric) Nursing

Placement: 1st year

Hours of Instruction
Theory: 150 Hours.
Practical: 650 Hours.
Total: 800 Hours.

Course Description

This course is designed to assist students in developing expertise and in-depth understanding in the field of Pediatric Nursing. It will help students to appreciate the child as a holistic individual and develop skill to function as neonatal and pediatric nurse specialist. It will further enable the student to function as educator, manager, and researcher in the field of Paediatric nursing

Objectives

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

1. Appreciate the history and developments in the field of pediatrics and pediatric nursing as a specialty
2. Apply the concepts of growth and development in providing care to the pediatric clients and their families.
3. Appreciate the child as a holistic individual
4. Perform physical, developmental, and nutritional assessment of pediatric clients
5. Apply nursing process in providing nursing care to neonates & children
6. Integrate the concept of family centered pediatric nursing care with related areas such as genetic disorders, congenital malformations and long-term illness.
7. Recognize and manage emergencies in neonates
8. Describe various recent technologies and treatment modalities in the management of high-risk neonates
9. Appreciate the legal and ethical issues pertaining to pediatric and neonatal nursing
10. Prepare a design for layout and management of neonatal units
11. Incorporate evidence-based nursing practice and identify the areas of research in the field of pediatric/neonatal nursing
12. Recognize the role of pediatric nurse practitioner and as a member of the pediatric and neonatal health team
13. Teach pediatric nursing to undergraduate students & in-service nurses

COURSE CONTENT

| Unit | Hours | Content |
|------|-------|--|
| I | 10 | Introduction <ul style="list-style-type: none"> □ Historical development of Pediatrics and Pediatric Nursing in India; □ Current status of child health in India; □ Trends in Pediatrics and Pediatric Nursing, □ Ethical and cultural issues in pediatric care □ Rights of children □ National health policy for children, special laws and ordinances relating to children. □ National goals, □ Five year plans, □ National health programs related to child health. |
| II | 10 | Assessment of pediatric clients <ul style="list-style-type: none"> □ History taking □ Developmental assessment □ Physical assessment □ Nutritional assessment □ Family assessment |
| III | 10 | Hospitalized child <ul style="list-style-type: none"> □ Meaning of hospitalization of the child, preparation for □ hospitalization, effects of hospitalization on the child and family □ Stressors and reactions related to developmental stages, play activities for ill hospitalized child. □ Nursing care of hospitalized child and family -principles and practices |
| IV | 15 | Pre-natal Pediatrics <ul style="list-style-type: none"> □ Embryological and fetal development, Prenatal factors influencing growth and development of fetus, □ Genetic patterns of common pediatric disorders, chromosomal aberrations, genetic assessment and counseling legal and ethical aspects of genetic, screening and counseling role of nurse in genetic counseling, □ Importance of prenatal care and role of pediatric nurse. |
| V | 15 | Growth and Development of children <ul style="list-style-type: none"> □ Principles of growth and development, □ Concepts and theories of growth and development, □ Developmental tasks and special needs from infancy to adolescence, developmental milestones, □ Assessment of growth and development of pediatric clients, □ Factors affecting growth and development. |
| VI | 15 | Behavioral Pediatrics and Pediatric Nursing <ul style="list-style-type: none"> □ Parent child relationship, □ Basic behavioral pediatric principles and specific behavioral pediatric concepts/disorders- maternal deprivation, failure to thrive, child abuse, the battered child, □ Common behavioral problems and their management, □ Child guidance clinic. |

| Unit | Hours | Content |
|------|-------|---|
| VII | 15 | Preventive Pediatrics and Pediatric Nursing <ul style="list-style-type: none"> □ Concept, aims and scope of preventive pediatrics, □ Maternal health and its influence on child health antenatal aspects of preventive pediatrics, □ Immunization, expanded program on immunization/ universal immunization program and cold chain, □ Nutrition and nutritional requirements of children, changing patterns of feeding, baby- friendly hospital initiative and exclusive breast feeding, □ Health education, nutritional education for children □ Nutritional programs □ National and international organizations related to child health, Role of pediatric nurse in the hospital and community. |
| VIII | 30 | Neonatal Nursing <ul style="list-style-type: none"> □ New born baby- profile and characteristics of the new born, □ Assessment of the new born, □ Nursing care of the new born at birth, care of the new born and family, □ High risk newborn- pre term and term neonate and growth retarded babies, □ Identification and classification of neonates with infections, □ HIV & AIDS, Ophthalmia neonatorum, congenital syphilis. □ High risk new born-Identification, classification and nursing management □ Organization of neonatal care, services (Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU. |
| IX | 30 | IMNCI (Integrated management of neonatal and childhood illnesses) |

Practical

Total = 660Hours
1 Week = 30Hours

| S.No. | Dept./Unit | No. of Week | Total Hours |
|-------|---------------------------|-----------------|------------------|
| 1 | Pediatric Medicine Ward | 4 | 120 Hours |
| 2 | Pediatric Surgery Ward | 4 | 120 Hours |
| 3 | Labor Room/Maternity Ward | 2 | 60 Hours |
| 4 | Pediatric OPD | 2 | 60 Hours |
| 5 | NICU | 4 | 120 Hours |
| 6 | Creche | 1 | 30 Hours |
| 7 | Child Guidance Clinic | 1 | 30 Hours |
| 8 | Community | 4 | 120 Hours |
| | Total | 22 Weeks | 660 Hours |

Student Activities

- Clinical presentations
- Growth & developmental assessment
- Assessment & prescription of nursing interventions for sick children
- Health education related to disease conditions
- Nutritional assessment
- Project work
- Field visits

NURSING RESEARCH AND STATISTICS

Placement: 1st Year

Hours of Instruction
Theory 150 Hours
Practical 100 Hours
Total: 250 Hours

Part-A: Nursing Research

Theory 100 Hours
Practical 50 Hours
Total: 150 Hours

Course Description:

The course is designed to assist the students to acquire an understanding of the research methodology and statistical methods as a basis for identifying research problem, planning and implementing a research plan. It will further enable the students to evaluate research studies and utilize research findings to improve quality of nursing practice, education and management.

General Objectives:

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

1. Define basic research terms and concepts.
2. Review literature utilizing various sources
3. Describe research methodology
4. Develop a research proposal.
5. Conduct a research study.
6. Communicate research findings
7. Utilize research findings
8. Critically evaluate nursing research studies.
9. Write scientific paper for publication.

Content Outline

| Unit | Hours | | Course Content |
|------|--------|-----------|---|
| | Theory | Practical | |
| I | 10 | | Introduction: <ul style="list-style-type: none"> <input type="checkbox"/> Methods of acquiring knowledge – problem solving and scientific method. <input type="checkbox"/> Research – Definition, characteristics, purposes, kinds of research <input type="checkbox"/> Historical Evolution of research in nursing <input type="checkbox"/> Basic research terms <input type="checkbox"/> Scope of nursing research: areas, problems in nursing, health and social research <input type="checkbox"/> Concept of evidence-based practice <input type="checkbox"/> Ethics in research <input type="checkbox"/> Overview of Research process |
| II | 5 | 5 | Review of Literature <ul style="list-style-type: none"> <input type="checkbox"/> Importance, purposes, sources, criteria for selection of resources and steps in reviewing literature. |
| III | 12 | | Research Approaches and designs <ul style="list-style-type: none"> <input type="checkbox"/> Type: Quantitative and Qualitative <input type="checkbox"/> Historical, survey and experimental –Characteristics, types advantages and disadvantages <input type="checkbox"/> Qualitative: Phenomenology, grounded theory, ethnography |
| IV | 10 | 5 | Research problem: <ul style="list-style-type: none"> <input type="checkbox"/> Identification of research problem <input type="checkbox"/> Formulation of problem statement and research objectives <input type="checkbox"/> Definition of terms <input type="checkbox"/> Assumptions and delimitations <input type="checkbox"/> Identification of variables <input type="checkbox"/> Hypothesis – definition, formulation and types. |
| V | 5 | 5 | Developing theoretical/conceptual framework. <ul style="list-style-type: none"> <input type="checkbox"/> Theories: Nature, characteristics, Purpose and uses <input type="checkbox"/> Using, testing and developing conceptual framework, models and theories. |
| VI | 6 | | Sampling <ul style="list-style-type: none"> <input type="checkbox"/> Population and sample <input type="checkbox"/> Factors influencing sampling <input type="checkbox"/> Sampling techniques <input type="checkbox"/> Sample size <input type="checkbox"/> Probability and sampling error <input type="checkbox"/> Problems of sampling |
| VII | 20 | 10 | Tools and methods of Data collection: <ul style="list-style-type: none"> <input type="checkbox"/> Concepts of data collection <input type="checkbox"/> Data sources, methods/techniques quantitative and qualitative. <input type="checkbox"/> Tools for data collection – types, characteristics and their development <input type="checkbox"/> Validity and reliability of tools <input type="checkbox"/> Procedure for data collection |
| VIII | 5 | | Implementing research plan <ul style="list-style-type: none"> <input type="checkbox"/> Pilot Study, review research plan (design)., planning for data collection, administration of tool/interventions, collection of data |

| Unit | Hours | | Course Content |
|------|--------|--------|---|
| | Theory | Theory | |
| IX | 10 | 10 | Analysis and interpretation of data <ul style="list-style-type: none"> <input type="checkbox"/> Plan for data analysis: quantitative and qualitative <input type="checkbox"/> Preparing data for computer analysis and presentation. <input type="checkbox"/> Statistical analysis <input type="checkbox"/> Interpretation of data <input type="checkbox"/> Conclusion and generalizations <input type="checkbox"/> Summary and discussion |
| X | 10 | | Reporting and utilizing research findings: <ul style="list-style-type: none"> <input type="checkbox"/> Communication of research results; oral and written <input type="checkbox"/> Writing research report purposes, methods and style vancouver, American Psychological Association (APA), Campbell etc. <input type="checkbox"/> Writing scientific articles for publication: purposes & style |
| XI | 3 | 8 | Critical analysis of research reports and articles |
| XII | 4 | 7 | Developing and presenting a research proposal |

Activities:

- Annotated Bibliography of research reports and articles.
- Review of literature of selected topic and reporting
- Formulation of problem statement, objective and hypothesis
- Developing theoretical/conceptual framework.
- Preparation of a sample research tool
- Analysis and interpretation of given data
- Developing and presenting research proposal
- Journal club presentation
- Critical evaluation of selected research studies
- Writing a scientific paper.

Method of Teaching

- Lecture-cum-discussion
- Seminar/Presentations
- Project
- Class room exercises
- Journal club

Methods of Evaluation

- Quiz, Tests (Term)
- Assignments/Term paper
- Presentations
- Project work

Internal Assessment

| Techniques | Weightage (15marks) |
|--------------------|---------------------|
| Term Test(2 tests) | 40% |
| Assignment | 20% |
| Presentation | 20% |
| Project work | 20% |
| Total | 100% |

Part –B: Statistics

Hours of Instruction
Theory:50 Hours
Practical:50 Hours
Total: 100 Hours

Course Description

At the end of the course, the students will be able to develop an understanding of the statistical methods and apply them in conducting research studies in nursing.

General Objectives

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

1. Explain the basic concepts related to statistics
2. Describe the scope of statistics in health and nursing
3. Organize, tabulate and present data meaningfully.
4. Use descriptive and inferential statistics to predict results.
5. Draw conclusions of the study and predict statistical significance of the results.
6. Describe vital health statistics and their use in health-related research.
7. Use statistical packages for data analysis

| Unit | Hours | | Course Content |
|------------|----------|-----------|---|
| | Theory | Practical | |
| I | 7 | 4 | Introduction: <ul style="list-style-type: none"> <input type="checkbox"/> Concepts, types, significance and scope of statistics, meaning of data, sample, parameter type and levels of data and their measurement <input type="checkbox"/> Organization and presentation of data – Tabulation of data; <input type="checkbox"/> Frequency distribution <input type="checkbox"/> Graphical and tabular presentations. |
| II | 4 | 4 | Measures of central tendency: <ul style="list-style-type: none"> <input type="checkbox"/> Mean, Median, Mode |
| III | 4 | 5 | Measures of variability; <ul style="list-style-type: none"> <input type="checkbox"/> Range, Percentiles, average deviation, quartile deviation, standard deviation |
| IV | 3 | 2 | Normal Distribution: <ul style="list-style-type: none"> <input type="checkbox"/> Probability, characteristics and application of normal probability curve; sampling error. |
| V | 6 | 8 | Measures of relationship: <ul style="list-style-type: none"> <input type="checkbox"/> Correlation – need and meaning <input type="checkbox"/> Rank order correlation; <input type="checkbox"/> Scatter diagram method <input type="checkbox"/> Product moment correlation <input type="checkbox"/> Simple linear regression analysis and prediction. |
| VI | 5 | 2 | Designs and meaning: <ul style="list-style-type: none"> <input type="checkbox"/> Experimental designs <input type="checkbox"/> Comparison in pairs, randomized block design, Latin squares. |
| VII | 8 | 10 | Significance of Statistic and Significance of difference between two Statistics (Testing hypothesis) <ul style="list-style-type: none"> <input type="checkbox"/> Non parametric test – Chi-square test, Sign, median test, Mann Whitney test. <input type="checkbox"/> Parametric test – ‘t’ test, ANOVA, MANOVA, ANCOVA |

| Unit | Hours | Hours | Course Content |
|------|--------|-------|--|
| | Theory | | |
| VIII | 5 | 5 | Use of statistical methods in psychology and education: <ul style="list-style-type: none"> <input type="checkbox"/> Scaling – Z Score, Z Scaling <input type="checkbox"/> Standard Score and T Score <input type="checkbox"/> Reliability of test Scores: test-retest method, parallel forms, split half method. |
| IX | 4 | 2 | Application of statistics in health: <ul style="list-style-type: none"> <input type="checkbox"/> Ratios, Rates, Trends <input type="checkbox"/> Vital health statistics – Birth and death rates. <input type="checkbox"/> Measures related to fertility, morbidity and mortality |
| X | 4 | 8 | Use of Computers for data analysis <ul style="list-style-type: none"> <input type="checkbox"/> Use of statistical package. |

Activities

- Exercises on organization and tabulation of data,
- Graphical and tabular presentation of data
- Calculation of descriptive and inferential statistics(chi square, t-test, correlation)
- Practice in using statistical package
- Computing vital health statistics

Methods of Teaching:

- Lecture-cum-discussion
- Demonstration – on data organization, tabulation, calculation of statistics, use of statistical package, Classroom exercises, organization and tabulation of data,
- Computing Descriptive and inferential statistics; vital and health statistics and use of computer for data entry and analysis using statistical package.

Methods of Evaluation

- Test, Classroom statistical exercises.

Internal Assessment

Techniques

Test – (2 tests)

Weightage 10 marks

100%

NURSING MANAGEMENT

Placement: IInd Year

Hours of Instruction

Theory 150 Hours

Practical 150 Hours

Total: 300 Hours

Course Description

This course is designed to assist students to develop a broad understanding of Principles, concepts, trends and issues related to nursing management. Further, it would provide opportunity to students to understand, appreciate and acquire skills in planning, supervision and management of nursing services at different levels to provide quality nursing services.

Objectives

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

1. Describe the philosophy and objectives of the health care institutions at various levels.
2. Identify trends and issues in nursing
3. Discuss the public administration, health care administration vis a vis nursing administration
4. Describe the principles of administration applied to nursing
5. Explain the organization of health and nursing services at the various levels/institutions.
6. Collaborate and co-ordinate with various agencies by using multi- sectoral approach
7. Discuss the planning, supervision and management of nursing workforce for various health care settings.
8. Discuss various collaborative models between nursing education and nursing service to improve the quality of nursing care
9. Identify and analyse legal and ethical issues in nursing administration
10. Describe the process of quality assurance in nursing services.
11. Demonstrate leadership in nursing at various levels

Course Content

| Unit | Hours | Content |
|------|-------|---|
| I | 10 | <p>Introduction</p> <ul style="list-style-type: none"> □ Philosophy, purpose, elements, principles and scope of administration □ Indian Constitution, Indian Administrative system vis a vis health care delivery system: National, State and Local □ Organization and functions of nursing services and education at □ National, State, District and institutions: Hospital and Community □ Planning process: Five-year plans, Various Committee Reports on health, State and National Health policies, national population policy, national policy on AYUSH and plans, |
| II | 10 | <p>Management</p> <ul style="list-style-type: none"> □ Functions of administration □ Planning and control □ Co-ordination and delegation □ Decision making – decentralization basic goals of decentralization. □ Concept of management <p>Nursing management</p> <ul style="list-style-type: none"> □ Concept, types, principles and techniques □ Vision and Mission Statements □ Philosophy, aims and objective □ Current trends and issues in Nursing Administration □ Theories and models □ Application to nursing service and education |
| III | 15 | <p>Planning</p> <ul style="list-style-type: none"> □ Planning process: Concept, Principles, Institutional policies □ Mission, philosophy, objectives, □ Strategic planning □ Operational plans □ Management plans □ Programme evaluation and review technique(PERT), Gantt chart, Management by objectives(MBO) □ Planning new venture □ Planning for change □ Innovations in nursing □ Application to nursing service and education |
| IV | 15 | <p>Organisation</p> <ul style="list-style-type: none"> □ Concept, principles, objectives, Types and theories, Minimum requirements for organisation, Developing an organizational Structure, levels, organizational Effectiveness and organizational Climate, □ Organising nursing services and patient care: Methods of patient assignment- Advantages and disadvantages, primary nursing care, □ Planning and Organising: hospital, unit and ancillary services(specifically central sterile supply department, laundry,kitchen, laboratory services, emergency etc) □ Disaster management: plan, resources, drill, etc Application to nursing service and education |

| Unit | Hours | Content |
|------|-------|--|
| V | 15 | <p>Human Resource for health</p> <ul style="list-style-type: none"> □ Staffing <ul style="list-style-type: none"> • Philosophy • Norms: Staff inspection unit(SIU), Bajaj Committee, High power committee, Indian nursing council (INC) • Estimation of nursing staff requirement- activity analysis • Various research studies □ Recruitment: credentialing, selection, placement, promotion □ Retention □ Personnel policies □ Termination □ Staff development programme □ Duties and responsibilities of various category of nursing personnel Applications to nursing service and education |
| VI | 15 | <p>Directing</p> <ul style="list-style-type: none"> □ Roles and functions □ Motivation: Intrinsic, extrinsic, Creating motivating climate, Motivational theories □ Communication : process, types, strategies, Interpersonal communication, channels, barriers, problems, Confidentiality, Public relations □ Delegation; common delegation errors □ Managing conflict: process, management, negotiation, consensus □ Collective bargaining: health care labour laws, unions, professional associations, role of nurse manager □ Occupational health and safety Application to nursing service and education |
| VII | 10 | <p>Material management</p> <ul style="list-style-type: none"> □ Concepts, principles and procedures □ Planning and procurement procedures: Specifications □ ABC analysis, □ VED (very important and essential daily use) analysis □ Planning equipments and supplies for nursing care: unit and hospital □ Inventory control □ Condemnation □ Application to nursing service and education |
| VIII | 15 | <p>Controlling</p> <ul style="list-style-type: none"> □ Quality assurance – Continuous Quality Improvement □ Standards □ Models □ Nursing audit □ Performance appraisal: Tools, confidential reports, formats, Management, interviews □ Supervision and management: concepts and principles □ Discipline: service rules, self-discipline, constructive versus destructive discipline, problem employees, disciplinary proceedings- enquiry etc □ Self-evaluation or peer evaluation, patient satisfaction, utilization review □ Application to nursing service and education |

| Unit | Hours | Content |
|------|-------|--|
| IX | 15 | <p>Fiscal planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Steps <input type="checkbox"/> Plan and non-plan, zero budgeting, mid-term appraisal, capital and revenue <input type="checkbox"/> Budget estimate, revised estimate, performance budget <input type="checkbox"/> Audit <input type="checkbox"/> Cost effectiveness <input type="checkbox"/> Cost accounting <input type="checkbox"/> Critical pathways <input type="checkbox"/> Health care reforms <input type="checkbox"/> Health economics <input type="checkbox"/> Health insurance <input type="checkbox"/> Budgeting for various units and levels <p>Application to nursing service and education</p> |
| X | 10 | <p>Nursing informatics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Trends <input type="checkbox"/> General purpose <input type="checkbox"/> Use of computers in hospital and community <input type="checkbox"/> Patient record system <input type="checkbox"/> Nursing records and reports <input type="checkbox"/> Management information and evaluation system (MIES) <input type="checkbox"/> E- nursing, Telemedicine, telenursing <input type="checkbox"/> Electronic medical records |
| XI | 10 | <p>Leadership</p> <ul style="list-style-type: none"> <input type="checkbox"/> Concepts, Types, Theories <input type="checkbox"/> Styles <input type="checkbox"/> Manager behaviour <input type="checkbox"/> Leader behaviour <input type="checkbox"/> Effective leader: Characteristics, skills <input type="checkbox"/> Group dynamics <input type="checkbox"/> Power and politics <input type="checkbox"/> lobbying <input type="checkbox"/> Critical thinking and decision making <input type="checkbox"/> Stress management <input type="checkbox"/> Applications to nursing service and education |
| XII | 10 | <p>Legal and ethical issues</p> <p>Laws and ethics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ethical committee <input type="checkbox"/> Code of ethics and professional conduct <input type="checkbox"/> Legal system: Types of law, tort law, and liabilities <input type="checkbox"/> Legal issues in nursing: negligence, malpractice, invasion of privacy, defamation of character <input type="checkbox"/> Patient care issues, management issues, employment issues <input type="checkbox"/> Medico legal issues <input type="checkbox"/> Nursing regulatory mechanisms: licensure, renewal, accreditation <input type="checkbox"/> Patients rights, Consumer protection act(CPA) <input type="checkbox"/> Rights of special groups: children, women, HIV, handicap, ageing <input type="checkbox"/> Professional responsibility and accountability <input type="checkbox"/> Infection control <input type="checkbox"/> Standard safety measures |

PRACTICALS

1. Prepare prototype personal files for staff nurses, faculty and cumulative records
2. Preparation of budget estimate, Revised estimate and performance budget
3. Plan and conduct staff development programme
4. Preparation of Organisation Chart
5. Developing nursing standards/protocols for various units
6. Design a layout plan for speciality units /hospital, community and educational institutions
7. Preparation of job description of various categories of nursing personnel
8. Prepare a list of equipments and supplies for speciality units
9. Assess and prepare staffing requirement for hospitals, community and educational institutions
10. Plan of action for recruitment process
11. Prepare a vision and mission statement for hospital, community and educational institutions
12. Prepare a plan of action for performance appraisal
13. Identify the problems of the speciality units and develop plan of action by using problem solving approach
14. Plan a duty roster for speciality units/hospital, community and educational institutions
15. Prepare: anecdotes, incident reports, day and night reports, handing and taking over reports, enquiry reports, nurses notes, Official letters, curriculum vitae, presentations etc.
16. Prepare a plan for disaster management
17. Group work
18. Field appraisal report

CLINICAL SPECIALITY – II PEDIATRIC (CHILD HEALTH) NURSING

Placement – IInd Year

Hours of Instruction

Theory:150 hrs

Practical:950 hrs

Total:1100 hrs

Course Description

This course is designed to assist students in developing expertise and in- depth understanding in the field of Pediatric Nursing. It will help students to develop advanced skills for nursing intervention in various pediatric medical and surgical conditions. It will enable the student to function as pediatric nurse practitioner/specialist. It will further enable the student to function as educator, manager, and researcher in the field of Paediatric nursing

Objectives

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

1. Apply the nursing process in the care of ill infants to pre adolescents in hospital and community
2. Demonstrate advanced skills/competence in nursing management of children with medical and surgical problems
3. Recognize and manage emergencies in children
4. Provide nursing care to critically ill children
5. Utilize the recent technology and various treatment modalities in the management of high-risk children
6. Prepare a design for layout and describe standards for management of pediatric units/hospitals
7. Identify areas of research in the field of pediatric nursing

Course Content

| Unit | Hours | Content |
|------|-------|--|
| I | 5 | <p>Introduction</p> <ul style="list-style-type: none"> □ Current principles, practices and trends in Pediatric Nursing □ Role of pediatric nurse in various settings -Expanded and extended |
| II | 35 | <ul style="list-style-type: none"> □ Pathophysiology, assessment (including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities and nursing intervention in selected pediatric medical disorders • Child with respiratory disorders: <ul style="list-style-type: none"> - Upper respiratory tract: choanal atresia, tonsillitis, epistaxis, aspiration. - Lower respiratory tract: Broncheolitis, Bronchopneumonia, Asthma, cystic fibrosis • Child with gastro-intestinal disorders: <ul style="list-style-type: none"> - Diarrheal diseases, gastro-esophageal reflux. - Hepatic disorders: Hepatitis, Indian childhood cirrhosis, liver transplantation. - Malabsorption syndrome, Malnutrition • Child with renal/ urinary tract disorders: Nephrotic syndrome, Nephritis, Hydronephrosis, hemolytic-uremic syndrome, kidney transplantation • Child with cardio-vascular disorders: <ul style="list-style-type: none"> - Acquired: Rheumatic fever, Rheumatic heart disease, - Congenital: Cyanotic and acyanotic • Child with endocrine/metabolic disorders: Diabetes insipidus, Diabetes Mellitus – IDDM, NIDDM, hyper and hypo thyroidism, phenylketonuria, galactosemia • Child with Neurological disorders: Convulsions, Meningitis, encephalitis, guillian-Barre syndrome • Child with oncological disorders: Leukemias, Lymphomas, Wilms’ tumor, nephroblastomas, neuroblastomas, Rhabdomyosarcoma, retinoblastoma, hepatoblastoma, bone tumors • Child with blood disorders: Anemias, thalassemias, hemophilia, polycythemia, thrombocytopenia, and disseminated intravascular coagulation • Child with skin disorders • Common Eye and ENT disorders • Common Communicable diseases |
| III | 35 | <ul style="list-style-type: none"> □ Assessment (including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities including cosmetic surgery and nursing interventions in selected pediatric surgical problems/ Disorders • Gastrointestinal system: Cleft lip, cleft palate and conditions requiring plastic surgery, Tracheo esophageal • fistula/atresia, Hirschsprungs’ disease/megacolon, malrotation, intestinal obstruction, duodenal atresia, • gastrochisis, exomphalus, anorectal malformation, omphalocele, diaphragmatic hernia • Anomalies of the nervous system: Spina bifida, Meningocele, Myelomeningocele, hydrocephalus • Anomalies of the genito-urinary system: Hypospadias, Epispadias, Undescended testes, Exstrophy bladder • Anomalies of the skeletal system • Eye and ENT disorders |

| | | |
|------------|-----------|---|
| | | <ul style="list-style-type: none"> • Nursing management of the child with traumatic injuries: General principles of managing Pediatric trauma <ul style="list-style-type: none"> - Head injury, abdominal injury, poisoning, foreign body obstruction, burns - & Bites • Child with oncological disorders: Solid tumors of childhood, Nephroblastoma, Neuroblastoma, Hodgkin's/Non Hodgkin's Lymphoma, Hepatoblastoma, Rhabdomyosarcoma • Management of stomas, catheters and tubes • Management of wounds and drainages |
| IV | 10 | <p>Intensive care for pediatric clients</p> <ul style="list-style-type: none"> <input type="checkbox"/> Resuscitation, stabilization & monitoring of pediatric patients <input type="checkbox"/> Anatomical & physiological basis of critical illness in infancy and childhood <input type="checkbox"/> Care of child requiring long-term ventilation <input type="checkbox"/> Nutritional needs of critically ill child <input type="checkbox"/> Legal and ethical issues in pediatric intensive care <input type="checkbox"/> Intensive care procedures, equipment and techniques <input type="checkbox"/> Documentation |
| V | 20 | <p>High Risk Newborn</p> <ul style="list-style-type: none"> <input type="checkbox"/> Concept, goals, assessment, principles. <input type="checkbox"/> Nursing management of <ul style="list-style-type: none"> • Post-mature infant, and baby of diabetic and substance use mothers. • Respiratory conditions, Asphyxia neonatorum, neonatal apnoea meconium aspiration syndrome, pneumo thorax, pneumo mediastinum • Icterus neonatorum. • Birth injuries. • Hypoxic ischaemic encephelopathy • Congenital anomalies. • Neonatal seizures. • Neonatal hypocalcaemia, hypoglycemia, hypomagnesaemia. • Neonatal heart diseases. • Neonatal hemolytic diseases • Neonatal infections, neonatal sepsis, ophthalmia neonatorum, congenital syphilis, HIV/AIDS • Advanced neonatal procedures. • Calculation of fluid requirements. • Hematological conditions – erythroblastosis fetalis, hemorrhagic disorder in the newborn • Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU |
| VI | 10 | <p>Developmental disturbances and implications for nursing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adjustment reaction to school, <input type="checkbox"/> Learning disabilities <input type="checkbox"/> Habit disorders, speech disorders, <input type="checkbox"/> Conduct disorders, <input type="checkbox"/> Early infantile autism, Attention deficit hyperactive disorders (ADHD), depression and childhood schizophrenia. |
| VII | 10 | <p>Challenged child and implications for nursing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Physically challenged, causes, features, early detection & management <input type="checkbox"/> Cerebral palsied child, <input type="checkbox"/> Mentally challenged child. <input type="checkbox"/> Training & rehabilitation of challenged children |

| | | |
|-------------|-----------|--|
| VIII | 5 | Crisis and nursing intervention <ul style="list-style-type: none"> <input type="checkbox"/> The hospitalized child, <input type="checkbox"/> Terminal illness & death during childhood <input type="checkbox"/> Nursing intervention-counseling |
| IX | 5 | Drugs used in Pediatrics <ul style="list-style-type: none"> <input type="checkbox"/> Criteria for dose calculation <input type="checkbox"/> Administration of drugs, oxygen and blood <input type="checkbox"/> Drug interactions <input type="checkbox"/> Adverse effects and their management |
| X | 10 | Administration and management of pediatric care unit <ul style="list-style-type: none"> <input type="checkbox"/> Design & layout <input type="checkbox"/> Staffing, <input type="checkbox"/> Equipment, supplies, <input type="checkbox"/> Norms, policies and protocols <input type="checkbox"/> Practice standards for pediatric care unit <input type="checkbox"/> Documentation |
| XI | 5 | Education and training in Pediatric care <ul style="list-style-type: none"> <input type="checkbox"/> Staff orientation, training and development, <input type="checkbox"/> In-service education program, <input type="checkbox"/> Clinical teaching programs. |

Practical

Total = 960 Hours
1 Week = 30 Hours

- Field visits:

| S. No. | Dept./ Unit | No. of Week | Total Hours |
|---------------|-------------------------|--------------------|--------------------|
| 1 | Pediatric medicine ICU | 4 | 120 Hours |
| 2 | Pediatric surgical ICU | 4 | 120 Hours |
| 3 | NICU | 4 | 120 Hours |
| 4 | Pediatric OT | 2 | 60 Hours |
| 5 | Pediatric medicine ward | 6 | 180 Hours |
| 6 | Pediatric surgery ward | 6 | 180 Hours |
| 7 | Emergency/Casualty | 4 | 120 Hours |
| 8 | Field visits* | 2 | 60 Hours |
| | Total | 32 | 960 Hours |

*Child care center, Anganwadi, play school, Special schools for challenged children, Juvenile court, UNICEF, Orphanage, Creche, SOS village

Essential

I. Procedures Observed:

- Echo cardiogram
- Ultrasound head
- ROP screening (Retinopathy of prematurity)
- Any other

II. Procedures Assisted

- Advanced neonatal life support
- Lumbar Puncture
- Arterial Blood Gas
- ECG Recording
- Umbilical catheterization – arterial and venous
- Arterial B P monitoring
- Blood transfusion- exchange transfusion full and partial
- IV cannulation & therapy
- Arterial catheterization
- Chest tube insertion
- Endotracheal intubation
- Ventilation
- Insertion of long line
- Assist in surgery

III. Procedures Performed:

- Airway Management
 - Application of Oro Pharyngeal Airway
 - Oxygen therapy
 - CPAP(Continuous Positive Airway Pressure)
 - Care of Tracheostomy
 - Endotracheal Intubation
- Neonatal Resuscitation
- Monitoring of Neonates – clinically & with monitors, CRT(Capillary Refill Time), assessment of jaundice, ECG
- Gastric Lavage
- Setting of Ventilators
- Phototherapy
- Assessment of Neonates: Identification & assessment of risk factors, APGAR Score, gestation age, Anthropometric assessment, Weighing the baby, Newborn examination, detection of life threatening congenital abnormalities,
- Admission & discharge of neonates
- Feeding - management of breast feeding, artificial feeding, expression of breast milk, OG(Orogastric) tube insertion, gavage feeding, TPN, Breast feeding counseling
- Thermoregulation- Axillary temperature, Kangaroo Mother Care (KMC), Use of Radiant warmer, incubators, management of thermoregulation & control
- Administration of Drugs: I/M, IV injection, IV Cannulation & fixation infusion pump, Calculation of dosages, Neonatal formulation of drugs, use of tuberculin/ insulin syringes, Monitoring fluid therapy, Blood administration.
- Procedures for prevention of infections: Hand washing, disinfections & sterilization, surveillance, fumigation
- Collection of specimens
- Setting, Use & maintenance of basic equipment: Ventilator, O2 analyzer, monitoring equipment, Photo therapy unit, Flux meter, Infusion pump, Radiant warmer, incubator, Centrifuge machine, Bilimeter, Refractometer, laminar flow

IV. Other Procedures:

STAFFING PATTERN RELAXED TILL 2012*Qualifications & Experience of Teachers of College of Nursing*

| Sl. No. | Post, Qualification & Experience |
|----------------|--|
| 1 | Professor-cum-Principal <ul style="list-style-type: none">• Masters Degree in Nursing• 10 years of experience and minimum of 5 years of teaching experience Desirable: Independent published work of high standard / doctorate degree / M.Phil. |
| 2 | Professor-cum-Vice Principal <ul style="list-style-type: none">• Masters Degree in Nursing• 10 years of experience and minimum of 5 years of teaching experience Desirable: Independent published work of high standard / doctorate degree / M.Phil. |
| 3 | Reader / Associate Professor <ul style="list-style-type: none">• Master Degree in Nursing.• 7 years of experience and minimum of 3 years teaching experience Desirable: Independent published work of high standard / doctorate degree / M.Phil. |
| 4 | Assistant Professor /Lecturer <ul style="list-style-type: none">• Master Degree in Nursing.• 3 years experience |

Pay scales- as per UGC scales



Assam down town University

Curriculum and Syllabus

**M.Sc. Nursing
(Medical Surgical Nursing)**

Prescribed by Indian Nursing Council (INC)

FACULTY OF NURSING

July, 2023

PREAMBLE

Assam downtown University is a premier higher educational institution which offers Bachelor, Master, and Ph.D. degree programmes across various faculties. These programmes, collectively embodies the vision and mission of the university. In keeping with the vision of evolutionary changes taking place in the educational landscape of the country, the university has restructured the course curriculum as per the guidelines of National Education Policy 2020. This document contains outline of teaching and learning framework and complete detailing of the courses. This document is a guide book for the students to choose desired courses for completing the programme and to be eligible for the degree. This volume also includes the prescribed literature, study materials, texts, and reference books under different courses as guidance for the students to follow.

Recommended by the Board of Studies (BOS) meeting of the Faculty of Nursing held on dated 15/06/2023 and approved by the Emergent Academic Council (AC) meeting held on dated 28/07/2023.

Chairperson, Board of Studies

Member Secretary, Academic Council

Vision

To become a Globally Recognized University from North Eastern Region of India, Dedicated to the Holistic Development of Students and Making Society Better

Missions

1. Creation of curricula that address the local, regional, national, and international needs of graduates, providing them with diverse and well-rounded education.
2. Build a diverse student body from various socio-economic backgrounds, provide exceptional value-based education, and foster holistic personal development, strong academic careers, and confidence.
3. Achieve high placement success by offering students skill-based, innovative education and strong industry connections.
4. Become the premier destination of young people, desirous of becoming future professional leaders through multidisciplinary learning and serving society better.
5. Create a highly inspiring intellectual environment for exceptional learners, empowering them to aspire to join internationally acclaimed institutions and contribute to global efforts in addressing critical issues, such as sustainable development, Climate mitigation and fostering a conflict-free global society.
6. To be renowned for creating new knowledge through high quality interdisciplinary research for betterment of society.
7. Become a key hub for the growth and excellence of AdtU's stakeholders including educators, researchers and innovators.
8. Adapt to the evolving needs and changing realities of our students and community by incorporating national and global perspectives, while ensuring our actions are in harmony with our foundational values and objectives of serving the community.

Programme Details

Programme Overview

The M.Sc. Nursing prepares and equips students with the knowledge, skills, and attitude needed to enhance the quality of nursing education and practice. The programme offers opportunities to explore research, promote evidence-based practices, and develop students' confidence, analytical skills, and research orientation.

I. Specific Features of the Curriculum

The M.Sc. Nursing programme's curriculum is designed to enhance social outreach, quality assurance, and global competency. It prepares students to advocate for equitable health policies by engaging with community leaders and stakeholders in planning, executing, and evaluating outreach initiatives. The programme also focuses on evaluating and auditing nursing practices to ensure compliance with standards and achieve high-quality healthcare outcomes. Additionally, it promotes global competency by providing opportunities for students to gain comprehensive knowledge through interdisciplinary nursing certification courses on international learning platforms. These features ensure graduates are well-equipped for leadership roles in diverse healthcare settings.

II. Eligibility Criteria: As per Indian Nursing Council (INC)

III. Programme Educational Objectives (PEOs):

PEO1: AdtU nursing postgraduates will be prepared for successful careers in diverse healthcare industries and/or government sectors in one/ more areas of nursing i.e. medicine, surgery, paediatrics, obstetrics and gynaecology.

PEO2: The postgraduates will be academically prepared to become licensed nursing professionals in various specializations of nursing in due course and will contribute effectively to the growth and development of the profession

PEO3: Nursing postgraduates will engage in professional activities to improve their stature in the profession and will be successful in higher education if pursued.

IV. Programme Specific Outcomes (PSOs):

PSO1: Social Outreach: Demonstrate social outreach competency for creating awareness about health policies in society through nursing intervention for better public health.

PSO2: Clinical Proficiency: Exhibit high clinical proficiency in real-world simulated diverse clinical settings including intensive, maternity, paediatrics and emergency scenarios.

PSO3: Global Competency: Demonstrate global competency while attaining knowledge comprehension during international certification courses, webinars and workshops.

V. Programme Outcome (POs):

PO1: Nursing Knowledge: Apply comprehensive knowledge of human health and behavioural sciences and nursing specialization in medicine, surgery, paediatrics, obstetrics and gynaecology to design holistic healthcare plans for improving health outcomes.

PO2: Professional Competency: Integrate various scientific theories with nursing intervention and apply advanced practices for professional development,

PO3: Nursing Research: Evaluate the healthcare data using modern statistical/ analytical tools, and apply evidence-based practices in advancing the healthcare delivery systems.

PO4: Communication: Communicate effectively with the stakeholders by using adequate interpersonal and communication skills to strengthen quality healthcare outcomes.

PO5: Ethical Practice: Adhering to professional values and ethics in implementing quality care and health safety principles.

PO6: Teamwork and Leadership: Collaborate with inter-professional teams and apply proactive leadership in diverse organizational settings.

PO7: Social Responsibility: Promote health equity by supporting, coordinating, and integrating safe, quality and respectful care to the diverse population to provide equitable health outcomes.

PO8: Lifelong Learning: Cultivate professional activities that foster individual and lifelong learning of advancement in the nursing profession.

V. Career Prospects:

Graduates of an M.Sc. Nursing programme enjoy excellent career prospects with opportunities for advanced clinical practice, leadership, education, and research roles. They can work as nurse practitioners, clinical nurse specialists, or nurse managers in various healthcare settings such as hospitals, clinics, and community health centers. The programme also opens pathways to academic careers, allowing graduates to become nurse educators or professors in nursing schools. Additionally, they can engage in nursing research, influencing healthcare policies and practices. With the increasing demand for advanced nursing professionals and the global emphasis on quality healthcare, an M.Sc. in Nursing provides a strong foundation for a dynamic and rewarding career.

| Sl. No. | Content |
|----------------|--|
| 1 | Philosophy |
| 2 | Aim |
| 3 | Objectives |
| 4 | Other Staff (Maximum Requirement) |
| 5 | Eligibility Criteria/Admission Requirements |
| 6 | Regulations for Examination |
| 7 | Guidelines for Dissertation |
| 8 | Duration |
| 9 | Scheme of Examination |
| | First Year |
| 10 | Nursing Education |
| 11 | Advance Nursing Practice |
| 12 | Clinical Speciality – I |
| | - Medical Surgical Nursing |
| 13 | Nursing Research & Statistics |
| | Second Year |
| 14 | Nursing Management |
| 15 | Clinical Speciality –II |
| | Medical Surgical Nursing |
| | - Cardio Vascular & Thoracic Nursing |
| | - Medical Surgical Nursing – Critical Care Nursing |
| | - Medical Surgical Nursing – Oncology Nursing |
| | - Medical Surgical Nursing - Neurosciences Nursing |
| | - Medical Surgical Nursing - Nephro- Urology Nursing |
| | - Medical Surgical Nursing -Orthopedic Nursing |
| | - Medical Surgical Nursing - Gastro Enterology Nursing |
| 16 | Annexure – I (Staffing Pattern Relaxed till 2012) |

Philosophy

National Health Policy (NHP) 2002 emphasizes the need to prepare nurses to function in super-speciality areas who are required in tertiary care institutions, entrusting some limited public health functions to nurses after providing adequate training, and increase the ratio of degree holding vis a vis diploma holding nurses.

It is observed that there is an acute shortage of nursing faculty in under graduate and post graduate nursing programme in India

Indian Nursing Council believes that:

Post Graduate programme is essential to prepare nurses to improve the quality of nursing education and practice in India.

Post graduate programme in nursing builds upon and extends competence acquired at the graduate levels, emphasizes application of relevant theories into nursing practice, education, administration and development of research skills.

The programme prepares nurses for leadership position in nursing and health fields who can function as nurse specialists, consultants, educators, administrators and researchers in a wide variety of professional settings in meeting the National priorities and the changing needs of the society.

This programme provides the basis for the post masteral programme in nursing. Further the programme encourages accountability and commitment to lifelong learning which fosters improvement of quality care.

Aim

The aim of the postgraduate programme in nursing is to prepare graduates to assume responsibilities as nurse specialists, consultants, educators, administrators in a wide variety of professional settings

Objectives

On Completion of the two year M.Sc. Nursing programme, the graduate will be able to:-

1. Utilize/apply the concepts, theories and principles of nursing science
2. Demonstrate advance competence in practice of nursing
3. Practice as a nurse specialist.
4. Demonstrate leadership qualities and function effectively as nurse educator and manager.
5. Demonstrate skill in conducting nursing research, interpreting and utilizing the findings from health-related research.
6. Demonstrate the ability to plan and effect change in nursing practice and in the health care delivery system.
7. Establish collaborative relationship with members of other disciplines
8. Demonstrate interest in continued learning for personal and professional advancement.

Other Staff (Minimum requirements)

(To be reviewed and revised and rationalized keeping in mind the mechanization and contract service)

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

- Upper Division Clerk 2

- Lower Division Clerk 2

- Store Keeper 1
 - a) Maintenance of stores 1
 - b) Classroom attendants 2
 - c) Sanitary staff As per the physical space
 - d) Security Staff As per the requirement

- Peons/Office attendants⁴

- Library
 - a) Librarian 2
 - b) Library Attendants As per the requirement

- Hostel
 - a) Wardens 2
 - b) Cooks, Bearers, As per the requirement Sanitary Staff
 - c) Ayas /Peons As per the requirement
 - d) Security Staff As per the requirement

- Gardeners & Dhobi Depends on structural facilities

Eligibility Criteria/Admission Requirements:

1. The candidate should be a Registered Nurse and Registered midwife or equivalent with any State Nursing Registration Council.
2. The minimum education requirements shall be the passing of: B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing with minimum of 55% aggregate marks.
3. The candidate should have undergone in B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing in an institution which is recognized by Indian Nursing Council.
4. Minimum one year of work experience after Basic B.Sc. Nursing.
5. Minimum one year of work experience prior or after Post Basic B.Sc. Nursing.
6. Candidate shall be medically fit.
7. 5% relaxation of marks for SC/ST candidates may be given.

Entrance/Selection test

Selection of the candidates should be based on the merit of the entrance examination held by university or competent authority.

Regulations for examination:

Eligibility for appearing for the examination:

75% of the attendance for theory and practicals. However, 100% of attendance for practical before the award of degree

Classification of results:

- 50% pass in each of the theory and practical separately.
- 50-59% Second division
- 60-74% first division
- 75% and above is distinction
- For declaring the rank aggregate of 2 years marks to be considered

If the candidate fails in either practical or theory paper he/she has to re - appear for both the papers (theory and practical)

Maximum no. of attempts per subject is three (3) inclusive of first attempt. The maximum period to complete the course successfully should not exceed 4 years

Candidate who fails in any subject, shall be permitted to continue the studies into the second year. However, the candidate shall not be allowed to appear for the Second year examination till such time that he/she passes all subjects of the first year M.Sc. nursing examination

Practicals

- 4 hours of practical examination per student.
- Maximum number of 10 students per day per speciality.
- The examination should be held in clinical area only for clinical specialities
- One internal and external should jointly conduct practical examination
- Examiner – Nursing faculty teaching respective speciality area in M.Sc nursing programme with minimum 3 years experience after M.Sc nursing.

Dissertation

Evaluation of the dissertation should be done by the examiner prior to viva Duration: Viva-voce -minimum 30 minutes per student

Guidelines for Dissertation

Tentative Schedule for dissertation

| S. No. | Activities | Scheduled Time |
|--------|-------------------------------------|---|
| 1. | Submission of the research proposal | End of 9 th month of I st year |
| 2. | Submission of dissertation – Final | End of 9 th month of II nd Year |

Note: - Administrative approval and ethical clearance should be obtained

A. Research Guides

a) *Qualification of Guide*

Main guide: Nursing faculty / nursing expert in the same clinical speciality holding Ph.D./ M.Phil./ M.Sc. Nursing with a minimum of 3 years experience in teaching in the Post Graduate Programme in Nursing.

Co-Guide: A Co-Guide is a nursing faculty/expert in the field of study (may be from outside the college but should be within the city.)

b) *Guide – Students Ratio*

Maximum of 1:4 (including as co-guide)

c) *Research Committee*

There should be a research committee in each college comprising of minimum 5 members chaired by the Principal, College of Nursing.

Duration

Duration of the course is 2 years for M.Sc. (N)

| | |
|-----------------------|----------------------------|
| Available | 52 weeks |
| Vacation | 4 weeks |
| Examination | 2 weeks |
| Gazetted holidays | 3 weeks |
| Total weeks available | 43 weeks 40 hours per week |

Course of Instruction

| 1 st Year | | |
|---------------------------------|-----------------|--------------------|
| | Theory (hrs) | Practical (hrs) |
| Nursing education | 150 | 150 |
| Advance nursing practice | 150 | 200 |
| Nursing Research and statistics | 150 | 100 |
| *Clinical speciality –I | 150 | 650 |
| Total | 600 | 1100 |
| II nd Year | | |
| Nursing Management | 150 | 150 |
| Nursing Research (Dissertation) | | 300 |
| *Clinical Speciality-II | 150 | 950 |
| Total | 300 | 1400 |

Educational visit 2 weeks

***Clinical Speciality** – Medical Surgical Nursing (Cardio Vascular & Thoracic Nursing, Critical care Nursing, Oncology Nursing, Neurosciences Nursing, Nephro-Urology Nursing, Orthopedic Nursing, Gastro Enterology Nursing,)Obstetric & Gynecological Nursing, Child Health (Paediatric) Nursing, Mental Health(Psychiatric) Nursing, Community Health Nursing, Psychiatric (Mental Health) Nursing etc.

Note: Students have to maintain log book for each activity during the course of study

Scheme of Examination

| 1 st Year | | | | | | |
|---------------------------------|--------|------------|------------|-----------|------------|------------|
| | Theory | | | Practical | | |
| | Hours | Internal | External | Hours | Internal | External |
| Nursing education | 3 | 25 | 75 | | 50 | 50 |
| Advance nursing practice | 3 | 25 | 75 | | | |
| Nursing Research and statistics | 3 | 25** | 75* | | | |
| Clinical speciality -I | 3 | 25 | 75 | | 100 | 100 |
| Total | | 100 | 300 | | 150 | 150 |
| II nd Year | | | | | | |
| Nursing Management | 3 | 25 | 75 | | | |
| Dissertation & Viva | | | | | 100 | 100 |
| Clinical Speciality-II | 3 | 25 | 75 | | 100 | 100 |
| Total | | 50 | 150 | | 200 | 200 |

* Nursing research=50 and statistics=25

**Nursing research=15 and statistics=10

1. Minimum pass marks shall be 50 % in each of the Theory and practical papers separately.
2. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each subject for appearing for examination.
3. A candidate must have 100% attendance in each of the practical areas before award of degree
4. A candidate has to pass in theory and practical exam separately in each of the paper.
5. If a candidate fails in either theory or practical paper he/she has to re-appear for both the papers (Theory and practical).
6. Maximum no. of attempts permitted for each paper is 3 including first attempt.
7. The maximum period to complete the course successfully should not exceed 4 (four) years.
8. A candidate failing in more then two subjects will not be promoted to the IInd year.
9. No candidate shall be admitted to the subsequent IInd year examination unless the candidate has passed the Ist year examination.
10. Maximum number of candidates for all practical examination should not exceed 10 per day.
11. Provision of Supplementary examination should be made.
12. All practical examinations must be held in the respective clinical areas.
13. One internal and One external examiners(outside the University) should jointly conduct practical examination for each student
14. An examiner should be M.Sc (N) in concerned subject and have minimum of 3 (three) years post graduate teaching experience.

15. One internal and One external examiners(outside the University) should evaluate dissertation and jointly conduct viva-voce for each student
16. For Dissertation Internal examiner should be the guide and external examiner should be Nursing faculty / nursing expert in the same clinical speciality holding Ph.D./M.Phil/M.Sc. Nursing with a minimum of 3 years experience in guiding the research projects for Post Graduate students of Nursing.

Admission Strength

Annual admission strength for M.Sc (N) Programme should have prior sanction/permission from the Indian Nursing Council on the basis of clinical, physical facilities and teaching faculty.

Health Services

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

- (a) An annual medical examination.
- (b) Vaccination against Tetanus, hepatitis B or any other communicable disease as considered necessary.
- (c) Free medical care during illness and / provision of health insurance should be made.
- (d) A complete health record should be kept in respect of each individual students. The question of continuing the training of a student, with long term chronic illness, will be decided by the individual college.

CURRICULUM

NURSING EDUCATION

Placement: 1st Year

Hours of Instruction
Theory 150 Hours
Practical 150 Hours
Total: 300 Hours

Course Description

This course is designed to assist students to develop a broad understanding of Fundamental Principles, concepts, trends and issues related to education and nursing education. Further, it would provide opportunity to students to understand, appreciate and acquire skills in teaching and evaluation, curriculum development, implementation, maintenance of standards and accreditation of various nursing educational programs.

Objectives

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

1. Explain the aims of education, philosophies, trends in education and health: its impact on nursing education.
2. Describe the teaching learning process.
3. Prepare and utilize various instructional media and methods in teaching learning process.
4. Demonstrate competency in teaching, using various instructional strategies.
5. Critically analyze the existing nursing educational programs, their problems, issues and future trends.
6. Describe the process of curriculum development, and the need and methodology of curriculum change, innovation and integration.
7. Plan and conduct continuing nursing education programs.
8. Critically analyze the existing teacher preparation programs in nursing.
9. Demonstrate skill in guidance and counseling.
10. Describe the problems and issues related to administration of nursing curriculum including selection and organization of clinical experience.
11. Explain the development of standards and accreditation process in nursing education programs.
12. Identify research priorities in nursing education.
13. Discuss various models of collaboration in nursing education and services.
14. Explain the concept, principles, steps, tools and techniques of evaluation
15. Construct, administer and evaluate various tools for assessment of knowledge, skill, and attitude.

Course Content

| Units | Hours | | Content |
|-------|--------|-----------|--|
| | Theory | Practical | |
| I | 10 | | <p>Introduction:</p> <ul style="list-style-type: none"> □ Education: Definition, aims, concepts, philosophies & their education implications, □ Impact of Social, economical, political & technological changes on education: <ul style="list-style-type: none"> • Professional education • Current trends and issues in education • Educational reforms and National Educational policy, various educational commissions-reports • Trends in development of nursing education in India |
| II | 20 | 30 | <p>Teaching – Learning Process</p> <ul style="list-style-type: none"> □ Concepts of teaching and learning: Definition, □ theories of teaching and learning, relationship between teaching and learning. □ Educational aims and objectives; types, domains, levels, elements and writing of educational objectives □ Competency based education (CBE) and outcome-based education (OBE) □ Instructional design: Planning and designing the lesson, writing lesson plan: meaning, its need and importance, formats. □ Instruction strategies – Lecture, discussion, demonstration, simulation, laboratory, seminar, panel, symposium, problem solving, problem-based learning (PBL), workshop, project, role- play (socio- drama), clinical teaching methods, programmed instruction, self-directed learning (SDL), micro teaching, computer assisted instruction (CAI), computer assisted learning (CAL) |
| III | 10 | 10 | <p>Instructional media and methods</p> <ul style="list-style-type: none"> □ Key concepts in the selection and use of media in education □ Developing learning resource material using different media □ Instructional aids – types, uses, selection, preparation, utilization. □ Teacher’s role in procuring and managing instructional Aids – Project and non-projected aids, multimedia, video-tele conferencing etc. |
| IV | 10 | | <ul style="list-style-type: none"> □ Measurement and evaluation: □ Concept and nature of measurement and evaluation, meaning, process, purposes, problems in evaluation and measurement. □ Principles of assessment, formative and summative assessment- internal assessment external examination, advantages and disadvantages. □ Criterion and norm referenced evaluation, |

| Units | Hours | | Content |
|-------|--------|-----------|--|
| | Theory | Practical | |
| V | 12 | 10 | <p>Standardized and non-standardized tests:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meaning, characteristics, objectivity, validity, reliability, usability, norms, construction of tests- <ul style="list-style-type: none"> • Essay, short answer questions and multiple-choice questions. • Rating scales, checklist, OSCE/OSPE (Objective structured clinical/practical examination) • Differential scales, and summated scales, sociometry, anecdotal record, attitude scale, critical incident technique <input type="checkbox"/> Question bank-preparation, validation, moderation by panel, utilization <input type="checkbox"/> Developing a system for maintaining confidentiality |
| VI | 8 | 5 | <ul style="list-style-type: none"> <input type="checkbox"/> Administration, Scoring and Reporting <input type="checkbox"/> Administering a test; scoring, grading versus marks <input type="checkbox"/> Objective tests, scoring essay test, methods of scoring, Item analysis. |
| VII | 12 | 6 | <ul style="list-style-type: none"> <input type="checkbox"/> Standardized Tools <input type="checkbox"/> Tests of intelligence aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities and disabilities. |
| VIII | 5 | 6 | <ul style="list-style-type: none"> <input type="checkbox"/> Nursing Educational programs <input type="checkbox"/> Perspectives of nursing education: Global and national. <input type="checkbox"/> Patterns of nursing education and training programmes in India. Non-university and University programs: ANM, GNM, Basic B.Sc. Nursing, Post Certificate B.Sc. Nursing, M.Sc.(N) programs, M.Phil. and Ph.D.) in Nursing, post basic diploma programs, nurse practitioner programs. |
| IX | 12 | 25 | <ul style="list-style-type: none"> <input type="checkbox"/> Continuing Education in Nursing <input type="checkbox"/> Concepts – Definition, importance, need scope, principles of adult learning, assessments of learning needs, priorities, resources. <input type="checkbox"/> Program planning, implementation and evaluation of continuing education programs. <input type="checkbox"/> Research in continuing education. <input type="checkbox"/> Distance education in nursing. |
| X | 10 | 10 | <p>Curriculum Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Definition, curriculum determinants, process and steps of curriculum development, Curriculum models, Types and framework. <input type="checkbox"/> Formulation of philosophy, objectives, selection and organization of learning experiences; master plan, course plan, unit plan. <input type="checkbox"/> Evaluation strategies, process of curriculum change, role of students, faculty, administrators, statutory bodies and other stakeholders. <input type="checkbox"/> Equivalency of courses: Transcripts, credit system. |

| Units | Hours | | Content |
|-------|--------|-----------|---|
| | Theory | Practical | |
| XI | 8 | 4 | Teacher preparation <ul style="list-style-type: none"> <input type="checkbox"/> Teacher – roles & responsibilities, functions, characteristics, competencies, qualities, <input type="checkbox"/> Preparation of professional teacher <input type="checkbox"/> Organizing professional aspects of teacher preparation programs <input type="checkbox"/> Evaluation: self and peer <input type="checkbox"/> Critical analysis of various programs of teacher education in India. |
| XII | 10 | 5 | Guidance and counseling <ul style="list-style-type: none"> <input type="checkbox"/> Concept, principles, need, difference between guidance and counseling, trends and issues. <input type="checkbox"/> Guidance and counseling services: diagnostic and remedial. <input type="checkbox"/> Coordination and organization of services. <input type="checkbox"/> Techniques of counseling: Interview, case work, characteristics of counselor, problems in counseling. <input type="checkbox"/> Professional preparation and training for counseling. |
| XIII | 15 | 10 | Administration of Nursing Curriculum <ul style="list-style-type: none"> <input type="checkbox"/> Role of curriculum coordinator – planning, implementation and evaluation. <input type="checkbox"/> Evaluation of educational programs in nursing- course and program. <input type="checkbox"/> Factors influencing faculty staff relationship and techniques of working together. <input type="checkbox"/> Concept of faculty supervisor (dual) position. <input type="checkbox"/> Curriculum research in nursing. <input type="checkbox"/> Different models of collaboration between education and service |
| XIV | 10 | | Management of nursing educational institutions <ul style="list-style-type: none"> <input type="checkbox"/> Planning, organizing, staffing, budgeting, recruitment, discipline, public relation, performance appraisal, welfare services, library services, hostel |
| XV | 5 | 5 | <ul style="list-style-type: none"> <input type="checkbox"/> Development and maintenance of standards and accreditation in nursing education programs. <input type="checkbox"/> Role of Indian Nursing Council, State Registration Nursing Councils, Boards and University. <input type="checkbox"/> Role of Professional associations and unions. |

Activities:

- Framing philosophy, aims and objectives.
- Lesson Planning.
- Micro teaching-2.
- Conduct practice teachings using different teaching strategies -10 (like lecture cum discussion, demonstration- lab method, field trips, seminars, project, role play, panel discussion, clinical methods etc)
- Preparation and utilization of instructional Aids using different media.
- Develop course plans, unit plans, rotation plans.
- Conduct a continuing education workshop.
- Annotated bibliography.
- Critical evaluation of any nursing education program offered by a selected institution.
- Planning and Organizing field visits.

- Educational visits.
- Field visits (INC/SNRC) to get familiar with recognition/registration process.
- Construct, administer and evaluate tools (objective & essay type test, observation checklist, rating scale etc)
- Observe and practice application of various non-standardized tests (intelligence, Aptitude, Personality, Sociometry, physical & mental disabilities tests.)

Methods of Teaching

- Lecture cum discussion
- Demonstration/ Return demonstration
- Seminar / Presentations
- Project work
- Field visits
- Workshop

Methods of evaluation

- Tests
- Presentation
- Project work
- Written assignments

Internal Assessment

| Techniques | Weightage |
|----------------------|------------------|
| Test- (2 tests) | 50 |
| Assignment | 25 |
| Seminar/presentation | 25 |
| Total | 100 |

Practical – Internal assessment

| | |
|---|----|
| Learning resource material | 25 |
| Practice Teaching | 50 |
| Conduct Workshop/ Short Term Course | 25 |
| Practical – external assessment | |
| Practice teaching- 1 | 50 |
| Preparation/use of learning resource material-1 | 25 |
| Construction of tests/rotation plan. | 25 |

ADVANCE NURSING PRACTICE

Placement: Ist Year

Hours of Instruction

Theory 150 Hours

Practical 200 Hours

Total: 350 Hours

Course Description

The course is designed to develop an understanding of concepts and constructs of theoretical basis of advance nursing practice and critically analyze different theories of nursing and other disciplines.

Objectives:

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

1. Appreciate and analyze the development of nursing as a profession.
2. Describe ethical, legal, political and economic aspects of health care delivery and nursing practice.
3. Explain bio- psycho- social dynamics of health, life style and health care delivery system.
4. Discuss concepts, principles, theories, models, approaches relevant to nursing and their application.
5. Describe scope of nursing practice.
6. Provide holistic and competent nursing care following nursing process approach.
7. Identify latest trends in nursing and the basis of advance nursing practice.
8. Perform extended and expanded role of nurse.
9. Describe alternative modalities of nursing care.
10. Describe the concept of quality control in nursing.
11. Identify the scope of nursing research.
12. Use computer in patient care delivery system and nursing practice.
13. Appreciate importance of self-development and professional advancement.

Course Content

| Unit | Hours | Content |
|------|-------|--|
| I | 10 | <p>Nursing as a Profession</p> <ul style="list-style-type: none"> □ History of development of nursing profession, characteristics, criteria of the profession, perspective of nursing profession-national, global □ Code of ethics (INC), code of professional conduct (INC), autonomy and accountability, assertiveness, visibility of nurses, legal considerations, □ Role of regulatory bodies □ Professional organizations and unions-self-defense, individual and collective bargaining □ Educational preparations, continuing education, career opportunities, professional advancement & role and scope of nursing education. □ Role of research, leadership and management. □ Quality assurance in nursing (INC). □ Futuristic nursing. |
| II | 5 | <p>Health care delivery</p> <ul style="list-style-type: none"> □ Health care environment, economics, constraints, planning process, policies, political process vis a vis nursing profession. □ Health care delivery system- national, state, district and local level. □ Major stakeholders in the health care system-Government, non-govt, Industry and other professionals. □ Patterns of nursing care delivery in India. □ Health care delivery concerns, national health and family welfare programs, inter-sectoral coordination, role of non- governmental agencies. □ Information, education and communication (IEC). □ Tele-medicine. |
| III | 10 | <p>Genetics</p> <ul style="list-style-type: none"> □ Review of cellular division, mutation and law of inheritance, human genome project, The Genomic era. □ Basic concepts of Genes, Chromosomes & DNA. □ Approaches to common genetic disorders. □ Genetic testing – basis of genetic diagnosis, Pre symptomatic and predisposition testing, Prenatal diagnosis & screening, Ethical, legal & psychosocial issues in genetic testing. □ Genetic counseling. □ Practical application of genetics in nursing. |
| IV | 10 | <p>Epidemiology</p> <ul style="list-style-type: none"> □ Scope, epidemiological approach and methods, □ Morbidity, mortality, □ Concepts of causation of diseases and their screening, □ Application of epidemiology in health care delivery, Health surveillance and health informatics □ Role of nurse |
| V | 20 | <p>Bio-Psycho social pathology</p> <ul style="list-style-type: none"> □ Pathophysiology and Psychodynamics of disease causation □ Life processes, homeostatic mechanism, biological and psycho-social dynamics in causation of disease, life style □ Common problems: Oxygen insufficiency, fluid and electrolyte imbalance, nutritional problems, hemorrhage and shock, altered body temperature, unconsciousness, sleep pattern and its disturbances, pain, sensory deprivation. |

| Unit | Hours | Content |
|-------------|-----------|--|
| | | <ul style="list-style-type: none"> ❑ Treatment aspects: pharmacological and pre- post operative care aspects, ❑ Cardio pulmonary resuscitation. ❑ End of life Care ❑ Infection prevention (including HIV) and standard safety measures, bio-medical waste management. ❑ Role of nurse- Evidence based nursing practice; Best practices ❑ Innovations in nursing |
| VI | 20 | <p>Philosophy and Theories of Nursing</p> <ul style="list-style-type: none"> ❑ Values, Conceptual models, approaches. ❑ Nursing theories: Nightingale's, Hendersons's, Roger's, Peplau's, Abdella's, Lewine's, Orem's, Johnson's, King's, Neuman's, Roy's, Watson parsee, etc and their applications, ❑ Health belief models, communication and management, etc ❑ Concept of Self health. ❑ Evidence based practice model. |
| VII | 10 | <p>Nursing process approach</p> <ul style="list-style-type: none"> ❑ Health Assessment- illness status of patients/clients (Individuals, family, community), Identification of health- illness problems, health behaviors, signs and symptoms of clients. ❑ Methods of collection, analysis and utilization of data relevant to nursing process. ❑ Formulation of nursing care plans, health goals, implementation, modification and evaluation of care. |
| VIII | 30 | <p>Psychological aspects and Human relations</p> <ul style="list-style-type: none"> ❑ Human behavior, Life processes & growth and development, ❑ personality development, defense mechanisms, ❑ Communication, interpersonal relationships, individual and group, group dynamics, and organizational behavior, ❑ Basic human needs, Growth and development, (Conception through preschool, School age through adolescence, Young & middle adult, and Older adult) ❑ Sexuality and sexual health. ❑ Stress and adaptation, crisis and its intervention, ❑ Coping with loss, death and grieving, ❑ Principles and techniques of Counseling. |
| IX | 10 | <p>Nursing practice</p> <ul style="list-style-type: none"> ❑ Framework, scope and trends. ❑ Alternative modalities of care, alternative systems of health and complimentary therapies. ❑ Extended and expanded role of the nurse, in promotive, preventive, curative and restorative health care delivery system in community and institutions. ❑ Health promotion and primary health care. ❑ Independent practice issues,- Independent nurse-midwifery practitioner. ❑ Collaboration issuesand models-within and outside nursing. ❑ Models of Prevention, ❑ Family nursing, Home nursing, ❑ Gender sensitive issues and women empowerment. ❑ Disaster nursing. ❑ Geriatric considerations in nursing. ❑ Evidence based nursing practice- Best practices ❑ Trans-cultural nursing. |

| Unit | Hours | Content |
|------|-------|---|
| X | 25 | <p>Computer applications for patient care delivery system and nursing practice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of computers in teaching, learning, research and nursing practice. <input type="checkbox"/> Windows, MS office: Word, Excel, Power Point, <input type="checkbox"/> Internet, literature search, <input type="checkbox"/> Statistical packages, <input type="checkbox"/> Hospital management information system: softwares. |

Practical

Clinical posting in the following areas:

- Specialty area- in-patient unit - 2 weeks
- Community health center/PHC - 2 weeks
- Emergency/ICU - 2 weeks

Activities

- Prepare Case studies with nursing process approach and theoretical basis
- Presentation of comparative picture of theories
- Family case- work using model of prevention
- Annotated bibliography
- Report of field visits (5)

Methods of Teaching

- Lecture cum discussion
- Seminar
- Panel discussion
- Debate
- Case Presentations
- Exposure to scientific conferences
- Field visits

Methods of evaluation:

- Tests
- Presentation
- Seminar
- Written assignments

Advance nursing Procedures

Definition, Indication and nursing implications;

CPR, TPN, Hemodynamic monitoring, Endotracheal intubation, Tracheostoma, mechanical ventilation, Pacemaker, Hemodialysis, Peritoneal dialysis, LP, BT Pleural and abdominal paracentesis OT techniques, Health assessment, Triage, Pulse oximetry

Internal Assessment

| Techniques | Weightage |
|----------------------|------------------|
| Test- (2 tests) | 50 |
| Assignment | 25 |
| Seminar/presentation | 25 |
| Total | 100 |

CLINICAL SPECIALITY – I

MEDICAL SURGICAL NURSING

Placement: Ist Year

Hours of instruction
Theory: 150 Hours
Practical: 650 Hours
Total: 800 Hours

Course Description

This course is common for the students undergoing clinical speciality-II in neuro science nursing/ cardiovascular & thoracic nursing/critical care nursing/oncology nursing/orthopaedic and rehabilitation nursing/ nephro & urology nursing, gastroenterology nursing/ geriatric nursing.

It is designed to assist students in developing expertise and in depth knowledge in the field of medical Surgical Nursing. It will help students to appreciate the patient as a holistic individual and develop skill to function as a specialized Medical-Surgical Nurse. It will further enable the student to function as educator, manager and researcher in the field of Medical – Surgical Nursing.

Objectives

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

1. Appreciate the trends & issues in the field of Medical – Surgical Nursing as a speciality.
2. Apply concepts & theories related to health promotion.
3. Appreciate the client as a holistic individual.
4. Perform physical, psychosocial assessment of Medical – Surgical patients.
5. Apply Nursing process in providing care to patients.
6. Integrate the concept of family centered nursing care with associated disorder such as genetic, congenital and long-term illness.
7. Recognize and manage emergencies with Medical- Surgical patients.
8. Describe various recent technologies & treatment modalities in the management of critically ill patients.
9. Appreciate the legal & ethical issues relevant to Medical – Surgical Nursing.
10. Prepare a design for layout and management of Medical – Surgical Units.
11. Appreciate the role of alternative systems of Medicine in care of patients.
12. Incorporate evidence-based Nursing practice and identify the areas of research in the field of Medical – Surgical Nursing.
13. Recognize the role of Nurse practitioner as a member of the Medical – Surgical health team.
14. Teach Medical – Surgical Nursing to undergraduate nursing students & in-service nurses.

COURSE CONTENT

| Unit | Hours | Content |
|------|-------|--|
| I | 5 | <p>Introduction:</p> <ul style="list-style-type: none"> □ Historical development of Medical- Surgical Nursing in India. □ Current status of health and disease burden in India. □ Current concept of health. □ Trends & issues in Medical – Surgical Nursing. □ Ethical & cultural issues in Medical – Surgical Nursing. □ Rights of patients. □ National health policy, special laws & ordinances relating to older people. □ National goals. □ Five-year plans. □ National health programs related to adult health. |
| II | 20 | <p>Health Assessment of patients</p> <ul style="list-style-type: none"> □ History taking. □ Physical examination of various systems. □ Nutritional assessment. □ Related investigations and diagnostic assessment. |
| III | 5 | <p>Care in hospital settings:</p> <ul style="list-style-type: none"> □ Ambulatory care. □ Acute and Critical care. □ Long term care. □ Home Health Care. □ Characteristics, care models, practice settings, interdisciplinary team. □ Hospitalization- effects of hospitalization on the patient & family. □ Stressors & reactions related to disease process. □ Nursing care using Nursing process approach. |
| IV | 10 | <p>Management of patients with disorders of Gastro intestinal tract</p> <ul style="list-style-type: none"> □ Review of anatomy and physiology. □ Common Disorders-etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment- History taking, physical examination, investigation and diagnostic assessment. □ Treatment modalities and trends. □ Nursing management. □ Related research studies. □ Evidence based nursing practice. □ Rehabilitation and follow-up. |
| V | 10 | <p>Management of patients with disorders of nervous system</p> <ul style="list-style-type: none"> □ Review of anatomy and physiology. □ Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment-History taking, physical examination, investigation and diagnostic assessment. □ Treatment modalities and trends. □ Nursing management. □ Related research studies. □ Evidence based nursing practice. □ Rehabilitation and follow-up. |

| Unit | Hours | Content |
|-------------|--------------|--|
| VI | 10 | <p>Management of patients with disorders of respiratory system</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review of anatomy and physiology. <input type="checkbox"/> Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. <input type="checkbox"/> Health assessment-History taking, physical examination, investigation and diagnostic assessment. <input type="checkbox"/> Treatment modalities and trends. <input type="checkbox"/> Nursing management. <input type="checkbox"/> Related research studies. <input type="checkbox"/> Evidence based nursing practice. <input type="checkbox"/> Rehabilitation and follow-up. |
| VII | 10 | <p>Management of patients with disorders of cardio vascular system</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review of anatomy and physiology. <input type="checkbox"/> Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. <input type="checkbox"/> Health assessment-History taking, physical examination, investigation and diagnostic assessment. <input type="checkbox"/> Treatment modalities and trends. <input type="checkbox"/> Nursing management. <input type="checkbox"/> Related research studies. <input type="checkbox"/> Evidence based nursing practice. <input type="checkbox"/> Rehabilitation and follow-up. |
| VIII | 5 | <p>Management of patients with disorders of blood</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review of anatomy and physiology. <input type="checkbox"/> Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. <input type="checkbox"/> Health assessment-History taking, physical examination, investigation and diagnostic assessment. <input type="checkbox"/> Treatment modalities and trends. <input type="checkbox"/> Nursing management. <input type="checkbox"/> Related research studies <input type="checkbox"/> Evidence based nursing practice <input type="checkbox"/> Rehabilitation and follow-up |
| IX | 10 | <p>Management of patients with disorders of genito urinary system</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review of anatomy and physiology. <input type="checkbox"/> Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. <input type="checkbox"/> Health assessment-History taking, physical examination, investigation and diagnostic assessment. <input type="checkbox"/> Treatment modalities and trends. <input type="checkbox"/> Nursing management. <input type="checkbox"/> Related research studies. <input type="checkbox"/> Evidence based nursing practice. <input type="checkbox"/> Rehabilitation and follow-up. |

| Unit | Hours | Content |
|------|-------|---|
| X | 10 | <p>Management of patients with disorders of endocrine system</p> <ul style="list-style-type: none"> □ Review of anatomy and physiology. □ Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment-History taking, physical examination, investigation and diagnostic assessment. □ Treatment modalities and trends. □ Nursing management. □ Related research studies. □ Evidence based nursing practice. □ Rehabilitation and follow-up. |
| XI | 10 | <p>Management of patients with disorders of Musculo-skeletal system</p> <ul style="list-style-type: none"> □ Review of anatomy and physiology. □ Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment-History taking, physical examination, investigation and diagnostic assessment. □ Treatment modalities and trends. □ Nursing management. □ Related research studies. □ Evidence based nursing practice. □ Rehabilitation and follow-up. |
| XII | 8 | <p>Management of patients with disorders of integumentary system</p> <ul style="list-style-type: none"> □ Review of anatomy and physiology. □ Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment-History taking, physical examination, investigation and diagnostic assessment. □ Treatment modalities and trends. □ Nursing management. □ Related research studies. □ Evidence based nursing practice. □ Rehabilitation and follow-up. |
| XIII | 5 | <p>Management of patients with disorders of Eye and ENT</p> <ul style="list-style-type: none"> □ Review of anatomy and physiology. □ Common Disorders-etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment-History taking, physical examination, investigation and diagnostic assessment. □ Treatment modalities and trends. □ Nursing management. □ Related research studies. □ Evidence based nursing practice. □ Rehabilitation and follow-up. |

| Unit | Hours | Content |
|------|-------|---|
| XIV | 8 | <p>Management of patients with disorders of reproductive system</p> <ul style="list-style-type: none"> □ Review of anatomy and physiology. □ Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment-History taking, physical examination, investigation and diagnostic assessment. □ Treatment modalities and trends. □ Nursing management. □ Related research studies. □ Evidence based nursing practice. □ Rehabilitation and follow-up. |
| XV | 8 | <p>Geriatric nursing</p> <ul style="list-style-type: none"> □ Nursing Assessment-History and Physical assessment. □ Ageing; □ Demography; Myths and realities. □ Concepts and theories of ageing. □ Cognitive Aspects of Ageing. □ Normal biological ageing. □ Age related body systems changes. □ Psychosocial Aspects of Aging. □ Medications and elderly. □ Stress & coping in older adults. □ Common Health Problems & Nursing Management; □ Psychosocial and Sexual. □ Abuse of elderly. □ Role of nurse for care of elderly: ambulation, nutritional, communicational, psychosocial and spiritual. □ Role of nurse for caregivers of elderly. □ Role of family and formal and non formal caregivers. □ Use of aids and prosthesis (hearing aids, dentures, □ Legal & Ethical Issues. □ Provisions and Programmes for elderly; privileges, Community Programs and health services; □ Home and institutional care. □ Issues, problems and trends. |
| XVI | 8 | <p>Management of patients with communicable and sexually transmitted diseases:</p> <ul style="list-style-type: none"> □ Review of immune system. □ Common Disorders of immune system – HIV/AIDS. □ Review of infectious disease process. □ Communicable Diseases- etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment-History taking, physical examination, investigation and diagnostic assessment. □ Treatment modalities and trends. □ Nursing management. □ Related research studies. □ Evidence based nursing practice. □ Rehabilitation and follow-up. |

| Unit | Hours | Content |
|------|-------|---|
| XVII | 8 | Emergency, trauma and multi-system organ failure <ul style="list-style-type: none"> □ DIC (disseminated intravascular coagulation) □ Trauma, burns, poisoning □ Etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment-History taking, physical examination, investigation and diagnostic assessment. <ul style="list-style-type: none"> • Treatment modalities and trends. • Nursing management. • Related research studies. • Evidence based nursing practice. • Rehabilitation and follow-up. |

Practical

Total = 660 Hours
1 Week = 30 Hours

| S.No. | Dept/Unit | No. of Week | Total Hours |
|--------------|-----------------------|-----------------|------------------|
| 1. | General Medical Ward | 4 | 120 Hours |
| 2. | General Surgical Ward | 4 | 120 Hours |
| 3. | ICUs | 4 | 120 Hours |
| 4. | Oncology | 2 | 60 Hours |
| 5. | Ortho | 2 | 60 Hours |
| 6. | Cardio | 2 | 60 Hours |
| 7. | Emergency Department | 2 | 60 Hours |
| 8. | Neuro | 2 | 60 Hours |
| Total | | 22 Weeks | 660 Hours |

Student Activities:

- Clinical presentations
- History taking
- Health Assessment
- Nutritional Assessment
- Health Education related to disease conditions
- Case studies
- Project work
- Field visits

NURSING RESEARCH AND STATISTICS

Placement: Ist Year

Hours of Instruction
Theory 150 Hours
Practical 100 Hours
Total: 250 Hours

Part-A: Nursing Research

Theory 100 Hours
Practical 50 Hours
Total: 150 Hours

Course Description:

The course is designed to assist the students to acquire an understanding of the research methodology and statistical methods as a basis for identifying research problem, planning and implementing a research plan. It will further enable the students to evaluate research studies and utilize research findings to improve quality of nursing practice, education and management.

General Objectives:

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

1. Define basic research terms and concepts.
2. Review literature utilizing various sources
3. Describe research methodology
4. Develop a research proposal.
5. Conduct a research study.
6. Communicate research findings
7. Utilize research findings
8. Critically evaluate nursing research studies.
9. Write scientific paper for publication.

Content Outline

| Unit | Hours | | Content |
|------|--------|-----------|---|
| | Theory | Practical | |
| I | 10 | | Introduction: <ul style="list-style-type: none"> <input type="checkbox"/> Methods of acquiring knowledge – problem solving and scientific method. <input type="checkbox"/> Research – Definition, characteristics, purposes, kinds of research <input type="checkbox"/> Historical Evolution of research in nursing <input type="checkbox"/> Basic research terms <input type="checkbox"/> Scope of nursing research: areas, problems in nursing, health and social research <input type="checkbox"/> Concept of evidence-based practice <input type="checkbox"/> Ethics in research <input type="checkbox"/> Overview of Research process |
| II | 5 | 5 | Review of Literature <ul style="list-style-type: none"> <input type="checkbox"/> Importance, purposes, sources, criteria for selection of resources and steps in reviewing literature. |
| III | 12 | | Research Approaches and designs <ul style="list-style-type: none"> <input type="checkbox"/> Type: Quantitative and Qualitative <input type="checkbox"/> Historical, survey and experimental –Characteristics, types advantages and disadvantages <input type="checkbox"/> Qualitative: Phenomenology, grounded theory, ethnography |
| IV | 10 | 5 | Research problem: <ul style="list-style-type: none"> <input type="checkbox"/> Identification of research problem <input type="checkbox"/> Formulation of problem statement and research objectives <input type="checkbox"/> Definition of terms <input type="checkbox"/> Assumptions and delimitations <input type="checkbox"/> Identification of variables <input type="checkbox"/> Hypothesis – definition, formulation and types. |
| V | 5 | 5 | Developing theoretical/conceptual framework. <ul style="list-style-type: none"> <input type="checkbox"/> Theories: Nature, characteristics, Purpose and uses <input type="checkbox"/> Using, testing and developing conceptual framework, models and theories. |
| VI | 6 | | Sampling <ul style="list-style-type: none"> <input type="checkbox"/> Population and sample <input type="checkbox"/> Factors influencing sampling <input type="checkbox"/> Sampling techniques <input type="checkbox"/> Sample size <input type="checkbox"/> Probability and sampling error <input type="checkbox"/> Problems of sampling |

| Unit | Hours | | Course Content |
|------|--------|-----------|---|
| | Theory | Practical | |
| VII | 20 | 10 | Tools and methods of Data collection: <ul style="list-style-type: none"> <input type="checkbox"/> Concepts of data collection <input type="checkbox"/> Data sources, methods/techniques quantitative and qualitative. <input type="checkbox"/> Tools for data collection – types, characteristics and their development <input type="checkbox"/> Validity and reliability of tools <input type="checkbox"/> Procedure for data collection |
| VIII | 5 | | Implementing research plan <ul style="list-style-type: none"> <input type="checkbox"/> Pilot Study, review research plan (design)., planning for data collection, administration of tool/interventions, collection of data |
| IX | 10 | 10 | Analysis and interpretation of data <ul style="list-style-type: none"> <input type="checkbox"/> Plan for data analysis: quantitative and qualitative <input type="checkbox"/> Preparing data for computer analysis and presentation. <input type="checkbox"/> Statistical analysis <input type="checkbox"/> Interpretation of data <input type="checkbox"/> Conclusion and generalizations <input type="checkbox"/> Summary and discussion |
| X | 10 | | Reporting and utilizing research findings: <ul style="list-style-type: none"> <input type="checkbox"/> Communication of research results; oral and written <input type="checkbox"/> Writing research report purposes, methods and style vancouver, American Psychological Association(APA), Campbell etc <input type="checkbox"/> Writing scientific articles for publication: purposes & style |
| XI | 3 | 8 | Critical analysis of research reports and articles |
| XII | 4 | 7 | Developing and presenting a research proposal |

Activities:

- Annotated Bibliography of research reports and articles.
- Review of literature of selected topic and reporting
- Formulation of problem statement, objective and hypothesis
- Developing theoretical/conceptual framework.
- Preparation of a sample research tool
- Analysis and interpretation of given data
- Developing and presenting research proposal
- Journal club presentation
- Critical evaluation of selected research studies
- Writing a scientific paper.

Method of Teaching

- Lecture-cum-discussion
- Seminar/Presentations
- Project
- Class room exercises
- Journal club

Methods of Evaluation

- Quiz, Tests (Term)
- Assignments/Term paper
- Presentations
- Project work

Internal Assessment

| Techniques | Weightage (15marks) |
|--------------------|----------------------------|
| Term Test(2 tests) | 40% |
| Assignment | 20% |
| Presentation | 20% |
| Project work | 20% |
| Total | 100% |

Part –B: Statistics

Hours of Instruction

Theory 50 Hours

Practical 50 Hours

Total: 100 Hours

Course Description

At the end of the course, the students will be able to develop an understanding of the statistical methods and apply them in conducting research studies in nursing.

General Objectives

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

1. Explain the basic concepts related to statistics
2. Describe the scope of statistics in health and nursing
3. Organize, tabulate and present data meaningfully.
4. Use descriptive and inferential statistics to predict results.
5. Draw conclusions of the study and predict statistical significance of the results.
6. Describe vital health statistics and their use in health-related research.
7. Use statistical packages for data analysis

| Unit | Hours | | Content |
|------|--------|-----------|--|
| | Theory | Practical | |
| I | 7 | 4 | Introduction: <input type="checkbox"/> Concepts, types, significance and scope of statistics, meaning of data, sample, parameter type and levels of data and their measurement <input type="checkbox"/> Organization and presentation of data – Tabulation of data; <input type="checkbox"/> Frequency distribution <input type="checkbox"/> Graphical and tabular presentations. |
| II | 4 | 4 | Measures of central tendency: <input type="checkbox"/> Mean, Median, Mode |
| III | 4 | 5 | Measures of variability; <input type="checkbox"/> Range, Percentiles, average deviation, quartile deviation, standard deviation |
| IV | 3 | 2 | Normal Distribution: <input type="checkbox"/> Probability, characteristics and application of normal probability curve; sampling error. |
| V | 6 | 8 | Measures of relationship: <input type="checkbox"/> Correlation – need and meaning <input type="checkbox"/> Rank order correlation; <input type="checkbox"/> Scatter diagram method <input type="checkbox"/> Product moment correlation <input type="checkbox"/> Simple linear regression analysis and prediction. |
| VI | 5 | 2 | Designs and meaning: <input type="checkbox"/> Experimental designs <input type="checkbox"/> Comparison in pairs, randomized block design, Latin squares. |

| Unit | Hours | | Content |
|------|--------|-----------|--|
| | Theory | Practical | |
| VII | 8 | 10 | Significance of Statistic and Significance of difference between two Statistics (Testing hypothesis) <input type="checkbox"/> Non parametric test – Chi-square test, Sign, median test, Mann Whitney test. <input type="checkbox"/> Parametric test – ‘t’ test, ANOVA, MANOVA, ANCOVA |
| VIII | 5 | 5 | Use of statistical methods in psychology and education: <input type="checkbox"/> Scaling – Z Score, Z Scaling <input type="checkbox"/> Standard Score and T Score <input type="checkbox"/> Reliability of test Scores: test-retest method, parallel forms, split half method. |
| IX | 4 | 2 | Application of statistics in health: <input type="checkbox"/> Ratios, Rates, Trends <input type="checkbox"/> Vital health statistics – Birth and death rates. <input type="checkbox"/> Measures related to fertility, morbidity and mortality |
| X | 4 | 8 | Use of Computers for data analysis <input type="checkbox"/> Use of statistical package. |

Activities

- Exercises on organization and tabulation of data,
- Graphical and tabular presentation of data
- Calculation of descriptive and inferential statistics(chi square, t-test, correlation)
- Practice in using statistical package
- Computing vital health statistics

Methods of Teaching:

- Lecture-cum-discussion
- Demonstration – on data organization, tabulation, calculation of statistics, use of statistical package, Classroom exercises, organization and tabulation of data,
- Computing Descriptive and inferential statistics; vital and health statistics and use of computer for data entry and analysis using statistical package.

Methods of Evaluation

- Test, Classroom statistical exercises.

Internal Assessment

Techniques

Test – (2 tests)

Weightage 10 marks

100%

NURSING MANAGEMENT

Placement: IInd Year

Hours of Instruction
Theory 150 Hours
Practical 150 Hours
Total: 300 Hours

Course Description

This course is designed to assist students to develop a broad understanding of Principles, concepts, trends and issues related to nursing management. Further, it would provide opportunity to students to understand, appreciate and acquire skills in planning, supervision and management of nursing services at different levels to provide quality nursing services.

Objectives

1. At the end of the course, students will be able to:
2. Describe the philosophy and objectives of the health care institutions at various levels.
3. Identify trends and issues in nursing
4. Discuss the public administration, health care administration vis a vis nursing administration
5. Describe the principles of administration applied to nursing
6. Explain the organization of health and nursing services at the various levels/institutions.
7. Collaborate and co-ordinate with various agencies by using multi- sectoral approach
8. Discuss the planning, supervision and management of nursing workforce for various health care settings.
9. Discuss various collaborative models between nursing education and nursing service to improve the quality of nursing care
10. Identify and analyse legal and ethical issues in nursing administration
11. Describe the process of quality assurance in nursing services.
12. Demonstrate leadership in nursing at various levels

Course Content

| Unit | Hours | Content |
|------|-------|---|
| I | 10 | <p>Introduction</p> <ul style="list-style-type: none"> □ Philosophy, purpose, elements, principles and scope of administration □ Indian Constitution, Indian Administrative system vis a vis health care delivery system: National, State and Local □ Organization and functions of nursing services and education at □ National, State, District and institutions: Hospital and Community □ Planning process: Five-year plans, Various Committee Reports on health, State and National Health policies, national population policy, national policy on AYUSH and plans, |
| II | 10 | <p>Management</p> <ul style="list-style-type: none"> □ Functions of administration □ Planning and control □ Co-ordination and delegation □ Decision making – decentralization basic goals of decentralization. □ Concept of management <p>Nursing management</p> <ul style="list-style-type: none"> □ Concept, types, principles and techniques □ Vision and Mission Statements □ Philosophy, aims and objective □ Current trends and issues in Nursing Administration □ Theories and models <p>Application to nursing service and education</p> |
| III | 15 | <p>Planning</p> <ul style="list-style-type: none"> □ Planning process: Concept, Principles, Institutional policies □ Mission, philosophy, objectives, □ Strategic planning □ Operational plans □ Management plans □ Programme evaluation and review technique(PERT), Gantt chart, Management by objectives(MBO) □ Planning new venture □ Planning for change □ Innovations in nursing <p>Application to nursing service and education</p> |
| IV | 15 | <p>Organisation</p> <ul style="list-style-type: none"> □ Concept, principles, objectives, Types and theories, Minimum requirements for organisation, Developing an organizational Structure, levels, organizational Effectiveness and organizational Climate, □ Organising nursing services and patient care: Methods of patient assignment- Advantages and disadvantages, primary nursing care, □ Planning and Organising: hospital, unit and ancillary services(specifically central sterile supply department, laundry,kitchen, laboratory services, emergency etc) □ Disaster management: plan, resources, drill, etc Application to nursing service and education |

| Unit | Hours | Content |
|------|-------|--|
| V | 15 | <p>Human Resource for health</p> <ul style="list-style-type: none"> <input type="checkbox"/> Staffing <ul style="list-style-type: none"> • Philosophy • Norms: Staff inspection unit(SIU), Bajaj Committee, High power committee, Indian nursing council (INC) • Estimation of nursing staff requirement- activity analysis • Various research studies <input type="checkbox"/> Recruitment: credentialing, selection, placement, promotion <input type="checkbox"/> Retention <input type="checkbox"/> Personnel policies <input type="checkbox"/> Termination <input type="checkbox"/> Staff development programme <input type="checkbox"/> Duties and responsibilities of various category of nursing personnel <p>Applications to nursing service and education</p> |
| VI | 15 | <p>Directing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Roles and functions <input type="checkbox"/> Motivation: Intrinsic, extrinsic, Creating motivating climate, Motivational theories <input type="checkbox"/> Communication : process, types, strategies, Interpersonal <input type="checkbox"/> communication, channels, barriers, problems, Confidentiality, Public relations <input type="checkbox"/> Delegation; common delegation errors <input type="checkbox"/> Managing conflict: process, management, negotiation, consensus <input type="checkbox"/> Collective bargaining: health care labour laws, unions, professional associations, role of nurse manager <input type="checkbox"/> Occupational health and safety <p>Application to nursing service and education</p> |
| VII | 10 | <p>Material management</p> <ul style="list-style-type: none"> <input type="checkbox"/> Concepts, principles and procedures <input type="checkbox"/> Planning and procurement procedures : Specifications <input type="checkbox"/> ABC analysis, <input type="checkbox"/> VED (very important and essential daily use) analysis <input type="checkbox"/> Planning equipments and supplies for nursing care: unit and hospital <input type="checkbox"/> Inventory control <input type="checkbox"/> Condemnation <p>Application to nursing service and education</p> |
| VIII | 15 | <p>Controlling</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quality assurance – Continuous Quality Improvement <ul style="list-style-type: none"> • Standards • Models • Nursing audit <input type="checkbox"/> Performance appraisal: Tools, confidential reports, formats, Management, interviews <input type="checkbox"/> Supervision and management: concepts and principles <input type="checkbox"/> Discipline: service rules, self-discipline, constructive versus destructive discipline, problem employees, disciplinary proceedings- enquiry etc <input type="checkbox"/> Self-evaluation or peer evaluation, patient satisfaction, utilization review <p>Application to nursing service and education</p> |

| Unit | Hours | Content |
|------|-------|--|
| IX | 15 | <p>Fiscal planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Steps <input type="checkbox"/> Plan and non-plan, zero budgeting, mid-term appraisal, capital and revenue <input type="checkbox"/> Budget estimate, revised estimate, performance budget <input type="checkbox"/> Audit <input type="checkbox"/> Cost effectiveness <input type="checkbox"/> Cost accounting <input type="checkbox"/> Critical pathways <input type="checkbox"/> Health care reforms <input type="checkbox"/> Health economics <input type="checkbox"/> Health insurance <input type="checkbox"/> Budgeting for various units and levels <p>Application to nursing service and education</p> |
| X | 10 | <p>Nursing informatics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Trends <input type="checkbox"/> General purpose <input type="checkbox"/> Use of computers in hospital and community <input type="checkbox"/> Patient record system <input type="checkbox"/> Nursing records and reports <input type="checkbox"/> Management information and evaluation system (MIES) <input type="checkbox"/> E- nursing, Telemedicine, telenursing <input type="checkbox"/> Electronic medical records |
| XI | 10 | <p>Leadership</p> <ul style="list-style-type: none"> <input type="checkbox"/> Concepts, Types, Theories <input type="checkbox"/> Styles <input type="checkbox"/> Manager behaviour <input type="checkbox"/> Leader behaviour <input type="checkbox"/> Effective leader: Characteristics, skills <input type="checkbox"/> Group dynamics <input type="checkbox"/> Power and politics <input type="checkbox"/> lobbying <input type="checkbox"/> Critical thinking and decision making <input type="checkbox"/> Stress management <p>Applications to nursing service and education</p> |
| XII | 10 | <p>Legal and ethical issues</p> <p>Laws and ethics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ethical committee <input type="checkbox"/> Code of ethics and professional conduct <input type="checkbox"/> Legal system: Types of law, tort law, and liabilities <input type="checkbox"/> Legal issues in nursing: negligence, malpractice, invasion of privacy, defamation of character <input type="checkbox"/> Patient care issues, management issues, employment issues <input type="checkbox"/> Medico legal issues <input type="checkbox"/> Nursing regulatory mechanisms: licensure, renewal, accreditation <input type="checkbox"/> Patients rights, Consumer protection act(CPA) <input type="checkbox"/> Rights of special groups: children, women, HIV, handicap, ageing <input type="checkbox"/> Professional responsibility and accountability <input type="checkbox"/> Infection control <input type="checkbox"/> Standard safety measures |

PRACTICALS

1. Prepare prototype personal files for staff nurses, faculty and cumulative records
2. Preparation of budget estimate, Revised estimate and performance budget
3. Plan and conduct staff development programme
4. Preparation of Organisation Chart
5. Developing nursing standards/protocols for various units
6. Design a layout plan for speciality units /hospital, community and educational institutions
7. Preparation of job description of various categories of nursing personnel
8. Prepare a list of equipments and supplies for speciality units
9. Assess and prepare staffing requirement for hospitals, community and educational institutions
10. Plan of action for recruitment process
11. Prepare a vision and mission statement for hospital, community and educational institutions
12. Prepare a plan of action for performance appraisal
13. Identify the problems of the speciality units and develop plan of action by using problem solving approach
14. Plan a duty roster for speciality units/hospital, community and educational institutions
15. Prepare: anecdotes, incident reports, day and night reports, handing and taking over reports, enquiry reports, nurses notes, Official letters, curriculum vitae, presentations etc.
16. Prepare a plan for disaster management
17. Group work
18. Field appraisal report

CLINICAL SPECIALITY – II
MEDICAL SURGICAL NURSING
SUB SPECIALITY – CARDIO VASCULAR AND THORACIC NURSING

Placement: IInd year

Hours of Instruction

Theory: 150 hours.

Practical: 950 hours.

Total: 1100 hours.

Course Description

This course is designed to assist students in developing expertise and in- depth understanding in the field of cardiovascular and thoracic nursing. It will help students to develop advanced skills for nursing intervention in various cardio medical and surgical conditions. It will enable the student to function as Cardio vascular and Thoracic Nurse practitioner/specialist. It will further enable the student to function as educator, manager and researcher in the field of cardio vascular and thoracic nursing.

Objectives

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

1. Appreciate trends and issues related to cardio vascular and thoracic Nursing.
2. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of cardio vascular and thoracic conditions
3. Participate in national health programs for health promotion, prevention and rehabilitation of patients with cardio vascular and thoracic conditions
4. Perform physical, psychosocial & spiritual assessment
5. Assist in various diagnostic, therapeutic and surgical procedures
6. Apply nursing process in providing comprehensive care to patients with cardio vascular and thoracic conditions
7. Demonstrate advance skills/competence in managing patients with cardio vascular and thoracic conditions including Advance Cardiac Life Support.
8. Describe the various drugs used in cardio vascular and thoracic conditions and nurses responsibility
9. Demonstrate skill in handling various equipments/gadgets used for critical care of cardio vascular and thoracic patients
10. Appreciate team work & coordinate activities related to patient care.
11. Practice infection control measures.
12. Identify emergencies and complications & take appropriate measures
13. Discuss the legal and ethical issues in cardio vascular and thoracic nursing
14. Assist patients and their family to cope with emotional distress, grief, anxiety and spiritual needs.
15. Appreciate the role of alternative system of medicine in care of patient
16. Incorporate evidence-based nursing practice and identify the are as of research in the field of cardio vascular and thoracic nursing
17. Identify the sources of stress and manage burnout syndrome among health care providers.
18. Teach and supervise nurses and allied health workers.
19. Design a layout of ICCU and ICTU and develop standards for cardio vascular and thoracic nursing practice.

Content Outline

| Unit | Hours | Content |
|------|-------|---|
| I | 5 | <p>Introduction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Historical development, trends and issues in the field of cardiology. <input type="checkbox"/> Cardio vascular and thoracic conditions – major health problem. <input type="checkbox"/> Concepts, principles and nursing perspectives <input type="checkbox"/> Ethical and legal issues <input type="checkbox"/> Evidence based nursing and its application in cardio vascular and thoracic nursing (to be incorporated in all the units) |
| II | 5 | <p>Epidemiology</p> <ul style="list-style-type: none"> <input type="checkbox"/> Risk factors: hereditary, psycho social factors, hypertension, smoking, obesity, diabetes mellitus etc <input type="checkbox"/> Health promotion, disease prevention, Life style modification <input type="checkbox"/> National health programs related to cardio vascular and thoracic conditions <input type="checkbox"/> Alternate system of medicine <input type="checkbox"/> Complementary therapies |
| III | 5 | <p>Review of anatomy and physiology of cardio vascular and respiratory system</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review of anatomy and physiology of heart, lung, thoracic cavity and blood vessels. Embryology of heart and lung. <input type="checkbox"/> Coronary circulation <input type="checkbox"/> Hemodynamics and electro physiology of heart. <input type="checkbox"/> Bio-chemistry of blood in relation to cardio pulmonary function. |
| IV | 20 | <p>Assessment and Diagnostic Measures:</p> <ul style="list-style-type: none"> <input type="checkbox"/> History taking <input type="checkbox"/> Physical assessment <ul style="list-style-type: none"> • Heart rate variability: Mechanisms, measurements, pattern, factors, impact of interventions on HRV <input type="checkbox"/> Diagnostic tests <ul style="list-style-type: none"> • Hemodynamic monitoring: Technical aspects, monitoring, functional hemodynamic indices, ventricular function indices, output measurements (Arterial and swan Ganz monitoring). • Blood gases and its significance, oxygen supply and demand • Radiologic examination of the chest: interpretation, chest film findings • Electro cardiography(ECG) : electrical conduction through the heart, basic electrocardiography, 12 lead electrocardiogram, axis determination <ul style="list-style-type: none"> – ECG changes in: intraventricular conduction abnormalities- Arrhythmias, ischemia, injury and infarction, atrial and ventricular enlargement, electrolyte imbalance, • Echocardiography: technical aspects, special techniques, echocardiography of cardiac structures in health and disease, newer techniques • Nuclear and other imaging studies of the heart: Magnetic Resonance Imaging. • Cardio electrophysiology procedures: diagnostic studies, interventional and catheter ablation, nursing care • Exercise testing: indications and objectives, safety and personnel, pretest considerations, selection, interpretation, test termination, recovery period • Cardiac catheterization: indications, contraindications, patient preparation, procedure, interpretation of data • Pulmonary function test: Bronchoscopy and graphies • Interpretation of diagnostic measures • Nurse’s role in diagnostic tests <input type="checkbox"/> Laboratory tests using blood: Blood specimen collection, Cardiac markers, Blood lipids, Hematologic studies, Blood cultures, Coagulation studies, Arterial blood gases, Blood Chemistries, cardiac enzyme studies, Serum Concentration of Selected drugs. <input type="checkbox"/> Interpretation and role of nurse |

| Unit | Hours | Content |
|------|-------|---|
| V | 25 | <p>Cardiac disorders and nursing management:</p> <p>□ Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, treatment modalities and nursing management of:</p> <ul style="list-style-type: none"> • Hypertension • Coronary Artery Disease. • Angina of various types. • Cardiomegaly • Myocardial Infarction, Congestive cardiac failure • Heart Failure, Pulmonary Edema, Shock. • Rheumatic heart disease and other Valvular Diseases • Inflammatory Heart Diseases, Infective Endocarditis, Myocarditis, Pericarditis. • Cardiomyopathy, dilated, restrictive, hypertrophic. • Arrhythmias, heart block Associated illnesses |
| VI | 10 | <p>Altered pulmonary conditions</p> <p>□ Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, treatment modalities and nursing management of:</p> <ul style="list-style-type: none"> • Bronchitis • Bronchial asthma • Bronchiectasis • Pneumonias • Lung abscess, lung tumour • Pulmonary tuberculosis, fibrosis, pneumoconiosis etc • Pleuritis, effusion • Pneumo, haemo and pyothorax • Interstitial Lung Disease • Cystic fibrosis • Acute and Chronic obstructive pulmonary disease (conditions leading to) • Cor pulmonale • Acute respiratory failure • Adult respiratory distress syndrome • Pulmonary embolism • Pulmonary Hypertension |
| VII | 10 | <p>Vascular disorders and nursing management</p> <p>□ Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, treatment modalities and nursing management of:</p> <ul style="list-style-type: none"> • Disorders of arteries • Disorders of the aorta • Aortic Aneurysms, • Aortic dissection • Raynaud's phenomenon • Peripheral arterial disease of the lower extremities • Venous thrombosis • Varicose veins • Chronic venous insufficiency and venous leg ulcers • Pulmonary embolism |

| Unit | Hours | Content |
|------|-------|--|
| VIII | 10 | <p>Cardio thoracic emergency interventions</p> <ul style="list-style-type: none"> □ CPR- BLS and ALS □ Use of ventilator, defibrillator, pacemaker □ Post resuscitation care. □ Care of the critically ill patients □ Psychosocial and spiritual aspects of care □ Stress management; ICU psychosis □ Role of nurse |
| IX | 10 | <p>Nursing care of a patient with obstructive airway</p> <ul style="list-style-type: none"> □ Assessment □ Use of artificial airway □ Endotracheal intubation, tracheostomy and its care □ Complication, minimum cuff leak, securing tubes <p>Oxygen delivery systems.</p> <ul style="list-style-type: none"> □ Nasal Cannula □ Oxygen mask, Venturi mask □ Partial rebreathing bag □ Bi-PAP and C-PAP masks □ Uses, advantages, disadvantages, nursing implications of each. <p>Mechanical Ventilation</p> <ul style="list-style-type: none"> □ Principles of mechanical ventilation □ Types of mechanical ventilation and ventilators. □ Modes of ventilation, advantage, disadvantage, complications. □ PEEP therapy, indications, physiology, and complications. Weaning off the ventilator. □ Nursing assessment and interventions of ventilated patient |
| X | 10 | <p>Congenital Heart Diseases,</p> <ul style="list-style-type: none"> □ Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, treatment modalities and nursing management of: <ul style="list-style-type: none"> • Embryological development of heart. • Classification – cyanotic and acyanotic heart disease. • Tetralogy of Fallots. • Atrial Septal Defect, Ventricular Septal Defect., Eisenmenger’s complex. • Patent ductus arteriosus, AP window • Truncus Arteriosus. • Transposition of great arteries. • Total Anomaly of Pulmonary Venous Connection. • Pulmonary stenosis, atresia. • Coarctation of aorta. • Ebstein’s anomaly • Double outlet right ventricle, Single ventricle, Hypoplastic left heart syndrome. |

| Unit | Hours | Content |
|------|-------|---|
| XI | 10 | <p>Pharmacology</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review <input type="checkbox"/> Pharmacokinetics <input type="checkbox"/> Analgesics/Anti-inflammatory agents <input type="checkbox"/> Antibiotics, antiseptics <input type="checkbox"/> Drug reaction & toxicity <input type="checkbox"/> Drugs used in cardiac emergencies <input type="checkbox"/> Blood and blood components <ul style="list-style-type: none"> • Antithrombolytic agents • Inotropic agents • Beta-blocking agents • Calcium channel blockers. • Vaso constrictors • Vaso dilators • ACE inhibitors. • Anticoagulents • Antiarrhythmic drugs. • Anti-hypertensives • Diuretics • Sedatives and tranquilizers. • Digitalis. • Antilipemics <input type="checkbox"/> Principles of drug administration, role and responsibilities of nurses and care of drugs |
| XII | 20 | <p>Nursing Care of patient undergoing cardio thoracic surgery</p> <ul style="list-style-type: none"> <input type="checkbox"/> Indications, selection of patient <input type="checkbox"/> Preoperative assessment and preparation; counselling. <input type="checkbox"/> Intraoperative care: Principles of open heart surgery, equipment, anaesthesia, cardiopulmonary by pass. <input type="checkbox"/> Surgical procedures for Coronary Artery Bypass Grafting, recent advances and types of grafts, Valve replacement or reconstruction, cardiac transplant, Palliative surgery and different Stents, vascular surgery, other recent advances. <input type="checkbox"/> Thoracic surgery: lobectomy, pneumonectomy, tumour excision etc <input type="checkbox"/> Immediate postoperative care : assessment, post operative problems and interventions : Bleeding, Cardiac tamponade, Low cardiac output, Infarction, Pericardial effusion, Pleural effusion, Pneumothorax, Haemothorax, Coagulopathy, Thermal imbalance, Inadequate., ventilation/perfusion, Neurological problems, renal problems, Psychological problems. <input type="checkbox"/> Chest physiotherapy <input type="checkbox"/> Nursing interventions- life style modification, complementary <input type="checkbox"/> therapy/alternative systems of medicine. <input type="checkbox"/> Intermediate and late post operative care after CABG, valve surgery, others. Follow up care |
| XIII | 5 | <p>Cardiac rehabilitation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Process <input type="checkbox"/> Physical evaluation <input type="checkbox"/> Life style modification <input type="checkbox"/> Physical conditioning for cardiovascular efficiency through exercise <input type="checkbox"/> Counseling <input type="checkbox"/> Follow up care |

| Unit | Hours | Content |
|------|-------|---|
| XIV | 5 | Intensive Coronary Care Unit/intensive cardio thoracic unit: <ul style="list-style-type: none"> <input type="checkbox"/> Quality assurance <ul style="list-style-type: none"> • Standards, Protocols, Policies, Procedures • Infection control; Standard safety measures • Nursing audit • Design of ICCU/ICTU • Staffing; cardiac team • Burn out syndrome <input type="checkbox"/> Nurse's role in the management of I.C.C.U and ICTU. <input type="checkbox"/> Mobile coronary care unit. <input type="checkbox"/> Planning inservice educational programme and teaching |

Practicals

Total – 960 Hours
1 Weeks = 30 Hours

| S.No. | Deptt/ Unit | No. of Week | Total Hours |
|--------------|------------------------------------|-----------------|------------------|
| 1 | Cardio thoracic | Medical | 120 Hours |
| | | Surgical | 120 Hours |
| 2. | OTs (Cardiac and thoracic) | 4 | 120 Hours |
| 3. | Casualty | 2 | 60 Hours |
| 4. | Diagnostic labs including cath lab | 2 | 60 Hours |
| 5. | ICCU | 4 | 120 Hours |
| 6. | ICU | 4 | 120 Hours |
| 7. | CCU | 4 | 120 Hours |
| 8. | Paediatric Intensive | 2 | 60 Hours |
| 9. | OPD | 2 | 60 Hours |
| Total | | 32 Weeks | 960 Hours |

Essential Nursing Skills

I. Procedures Observed

1. Echo cardiogram
2. Ultrasound
3. Monitoring JVP , CVP
4. CT SCAN
5. MRI
6. Pet SCAN
7. Angiography
8. Cardiac cathetrisation
9. Angioplasty
10. Various Surgeries
11. Any other

II. Procedures Assisted

1. Arterial blood gas analysis
2. Thoracentesis
3. Lung biopsy
4. Computer assisted tomography (CAT Scan)

5. M.R.I.
6. Pulmonary angiography
7. Bronchoscopy
8. Pulmonary function test
9. ET tube insertion
10. Tracheostomy tube insertion
11. Cardiac catheterisation
12. Angiogram
13. Defibrillation
14. Treadmill test
15. Echo cardiography
16. Doppler ultrasound
17. Cardiac surgery
18. Insertion of chest tube
19. CVP Monitoring
20. Measuring pulmonary artery pressure by Swan-Ganz Catheter
21. Cardiac Pacing

III. Procedures Performed

1. Preparation of assessment tool for CT client (Cardiac, thoracic and vascular).
2. ECG – Recording, Reading, Identification of abnormalities
3. Oxygen therapy – Cylinder, central supply,
Catheter, nasal canula, mask,
tent Through ET and Tracheostomy tube
Manual resuscitation bag
4. Mechanical ventilation
5. Spirometer
6. Tuberculin skin test
7. Aerosol therapy
8. Nebulizer therapy
9. Water seal drainage
10. Chest physiotherapy including – Breathing Exercises, Coughing Exercises, Percussion & Vibration
11. Suctioning – Oropharyngeal, nasotracheal, Endotracheal Through tracheostomy tube
12. Artificial airway cuff maintenance
13. CPR
14. Care of client on ventilator
15. Identification of different – Arrhythmias Abnormal pulses, respirations B.P. Variation
Heart sounds Breath sounds
16. Pulse oxymetry
17. Introduction of intracath
18. Bolus I.V. Injection
19. Life line
20. Maintenance of “Heplock”
21. Subcutaneous of Heparin
22. Obtaining leg measurements to detect early swelling in thrombophlebitis
23. Identification of Homans signs
24. Buerger – Allen exercises

CLINICAL SPECIALITY – II

MEDICAL SURGICAL NURSING - CRITICAL CARE NURSING

Placement: IInd year

Hours of instruction
Theory: 150 hours
Practical: 950 hours
Total: 1100 hours

Course Description

This course is designed to assist students in developing expertise and in-depth knowledge in the field of Critical care Nursing. It will help students to develop advanced skills for nursing intervention in caring for critically ill patients. It will enable the student to function as critical care nurse practitioner/ specialist. It will further enable the student to function as educator, manager and researcher in the field of Critical Care Nursing.

Objectives

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

1. Appreciate trends and issues related to Critical Care Nursing.
2. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of critically ill patients
3. Describe the various drugs used in critical care and nurses responsibility
4. Perform physical, psychosocial & spiritual assessment
5. Demonstrate advance skills/competence in managing critically ill patients including Advance Cardiac Life Support.
6. Demonstrate skill in handling various equipments/gadgets used for critical care
7. Provide comprehensive care to critically ill patients.
8. Appreciate team work & coordinate activities related to patient care.
9. Practice infection control measures.
10. Assess and manage pain.
11. Identify complications & take appropriate measures.
12. Discuss the legal and ethical issues in critical care nursing
13. Assist patients and their family to cope with emotional distress, spiritual, grief and anxiety
14. Assist in various diagnostic, therapeutic and surgical procedures
15. Incorporate evidence-based nursing practice and identify the areas of research in the field of critical care nursing
16. Identify the sources of stress and manage burnout syndrome among health care providers.
17. Teach and supervise nurses and allied health workers.
18. Design a layout of ICU and develop standards for critical care nursing practice.

Course Content

| Unit | Hours | Content |
|------|-------|---|
| I | 5 | Introduction to Critical Care Nursing <ul style="list-style-type: none"> <input type="checkbox"/> Historical review- Progressive patient care(PPC) <input type="checkbox"/> Review of anatomy and physiology of vital organs, fluid and electrolyte balance <input type="checkbox"/> Concepts of critical care nursing <input type="checkbox"/> Principles of critical care nursing <input type="checkbox"/> Scope of critical care nursing <input type="checkbox"/> Critical care unit set up including equipments supplies, use and care of various type of monitors & ventilators <input type="checkbox"/> Flow sheets |
| II | 10 | Concept of Holistic care applied to critical care nursing practice <ul style="list-style-type: none"> <input type="checkbox"/> Impact of critical care environment on patients:- <ul style="list-style-type: none"> • Risk factors, Assessment of patients, Critical care psychosis, prevention & nursing care for patients affected with psychophysiological & psychosocial problems of critical care unit, Caring for the patient's family, family teaching <input type="checkbox"/> The dynamics of healing in critical care unit: -therapeutic touch, Relaxation, Music therapy, Guided Imagery, acupressure <input type="checkbox"/> Stress and burnout syndrome among health team members |
| III | 14 | Review <ul style="list-style-type: none"> <input type="checkbox"/> Pharmacokinetics <input type="checkbox"/> Analgesics/Anti inflammatory agents <input type="checkbox"/> Antibiotics, antiseptics <input type="checkbox"/> Drug reaction & toxicity <input type="checkbox"/> Drugs used in critical care unit (inclusive of ionotropic, lifesaving drugs) <input type="checkbox"/> Drugs used in various body systems <input type="checkbox"/> IV fluids and electrolytes <input type="checkbox"/> Blood and blood components <input type="checkbox"/> Principles of drug administration, role of nurses and care of drugs |
| IV | 5 | Pain Management <ul style="list-style-type: none"> <input type="checkbox"/> Pain & Sedation in Critically ill patients <input type="checkbox"/> Theories of pain, Types of pain, Pain assessment, Systemic responses to pain <input type="checkbox"/> pain management-pharmacological and non-pharmacological measures <input type="checkbox"/> Placebo effect |
| V | 5 | Infection control in intensive care unit <ul style="list-style-type: none"> <input type="checkbox"/> Nosocomial infection in intensive care unit; methyl resistant staphylococcus aureus (MRSA), Disinfection, Sterilization, Standard safety measures, Prophylaxis for staff |
| VI | 10 | Gastrointestinal System <ul style="list-style-type: none"> <input type="checkbox"/> Causes, Pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: Medical, Surgical and Nursing management of: -Acute Gastrointestinal Bleeding, Abdominal injury, Hepatic Disorders: -Fulminant hepatic failure, Hepatic encephalopathy, Acute Pancreatitis, Acute intestinal obstruction, perforative peritonitis |

| Unit | Hours | Content |
|------|-------|--|
| VII | 10 | <p>Renal System</p> <ul style="list-style-type: none"> □ Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: Medical, Surgical and Nursing management of: -Acute Renal Failure, Chronic Renal Failure, Acute tubular necrosis, Bladder trauma □ Management Modalities: Hemodialysis, Peritoneal Dialysis, Continuous Ambulatory Peritoneal Dialysis, Continuous arterio venous hemodialysis, Renal Transplant, |
| VIII | 10 | <p>Nervous System</p> <ul style="list-style-type: none"> □ Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: Medical, Surgical and Nursing management of: -Common Neurological Disorders: -Cerebrovascular disease, Cerebrovascular accident, Seizure disorders, Guillein Barre-Syndrome, Myasthenia Gravis, Coma, Persistent vegetative state, Encephalopathy, Head injury, Spinal Cord injury □ Management Modalities: Assessment of Intracranial pressure, Management of intracranial hypertension, Craniotomy □ Problems associated with neurological disorders: Thermo regulation, Unconsciousness, Herniation syndrome |
| IX | 5 | <p>Endocrine System</p> <ul style="list-style-type: none"> □ Causes, Pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: Medical, Surgical and Nursing Management of :-Hypoglycemia, Diabetic Ketoacidosis, Thyroid crisis, Myxoedema, Adrenal crisis, Syndrome of Inappropriate/ hypersecretion of Antidiuretic Hormone (SIADH) |
| X | 15 | <p>Management of other Emergency Conditions</p> <ul style="list-style-type: none"> □ Mechanism of injury, Thoracic injuries, Abdominal injuries, pelvic fractures, complications of trauma, Head injuries □ Shock: Shock syndrome, Hypovolemic, Cardiogenic, Anaphylactic, □ Neurogenic and Septic shock □ Systemic inflammatory Response: The inflammatory response, Multiple organ dysfunction syndrome □ Disseminated Intravascular Coagulation □ Drug Overdose and Poisoning, □ Acquired Immunodeficiency Syndrome (AIDS) □ Ophthalmic: Eye injuries, Glaucoma, retinal detachment □ Ear Nose Throat: Foreign bodies, stridor, bleeding, quincy, acute allergic conditions □ Psychiatric emergencies:, suicide, □ crisis intervention |
| XI | 20 | <p>Cardiovascular emergencies</p> <ul style="list-style-type: none"> □ Principles of Nursing in caring for patient's with Cardiovascular disorders □ Assessment: Cardiovascular system: Heart sounds, Diagnostic studies:- Cardiac enzymes studies, Electrocardiographic monitoring, Holter monitoring, Stress test. Echo cardiography, Coronary angiography, Nuclear medicine studies □ Causes, Pathophysiology, Clinical types, Clinical features, Diagnostic Prognosis, Management : Medical, Surgical & Nurisng management of: -Hypertensive crisis, Coronary artery disease, Acute Myocardial infarction, Cardiomyopathy, Deep vein thrombosis, Valvular diseases, Heart block, Cardiac arrhythmias & conduction disturbances, Aneurysms, Endocarditis, Heart failure Cardio pulmonary resuscitation BCLS/ ACLS □ Management Modalities: Thrombolytic therapy, Pacemaker – temporary & permanent, Percutaneous transluminal coronary angioplasty, Cardioversion, Intra Aortic Balloon pump monitoring, Defibrillations, Cardiac surgeries, Coronary Artery Bypass Grafts (CABG/MICAS), Valvular surgeries, Heart Transplantation, Autologous blood transfusion, Radiofrequency Catheter Ablation |

| Unit | Hours | Content |
|------|-------|--|
| XII | 15 | <p>Respiratory System</p> <ul style="list-style-type: none"> □ Acid-base balance & imbalance □ Assessment: History & Physical Examination □ Diagnostic Tests: Pulse Oximetry, End –Tidal Carbon Dioxide Monitoring, Arterial blood gas studies, chest radiography, pulmonary Angiography, Bronchoscopy, Pulmonary function Test, Ventilation perfusion scan, Lung ventilation scan □ Causes Pathophysiology, Clinical types, Clinical features, Prognosis, Management: Medical, Surgical and Nursing management of Common pulmonary disorders: - Pneumonia, Status asthmaticus, interstitial drug disease, Pleural effusion, Chronic obstructive pulmonary disease, Pulmonary tuberculosis, Pulmonary edema, Atelectasis, Pulmonary embolism, Acute respiratory failure, acute respiratory distress syndrome (ARDS), Chest Trauma Haemothorax, Pneumothorax □ Management Modalities: -Airway Management □ Ventilatory Management: -Invasive, non- invasive, long term mechanical ventilations □ Bronchial Hygiene: -Nebulization, deep breathing exercise, chest physiotherapy, postural drainage, Inter Costal Drainage, Thoracic surgeries |
| XIII | 7 | <p>Burns</p> <ul style="list-style-type: none"> □ Clinical types, classification, pathophysiology, clinical features, assessment, diagnosis, prognosis, Management: Medical, Surgical & Nursing management of burns □ Fluid and electrolyte therapy – calculation of fluids and its administration □ Pain management □ Wound care □ Infection control □ Prevention and management of burn complications □ Grafts and flaps □ Reconstructive surgery □ Rehabilitation |
| XIV | 5 | <p>Obstetrical Emergencies</p> <ul style="list-style-type: none"> □ Causes, Pathophysiology, Clinical types, clinical features, diagnostic Prognosis, Management: Medical, Surgical and Nursing management of :Antepartum haemorrhage, Preeclampsia, eclampsia, Obstructed labour and ruptured uterus, Post-partum haemorrhage, Peurperal sepsis, Obstetrical shock |
| XV | 10 | <p>Neonatal Paediatric emergencies</p> <ul style="list-style-type: none"> □ Causes, pathophysiology, Clinical types, Clinical features, □ diagnostic, Prognosis, Management: medical, surgical and Nursing management of <ul style="list-style-type: none"> • Neonatal emergencies □ Asphyxia Neonatarum, Pathological Jaundice in Neonates, Neonatal seizures, Metabolic disorders, Intra cranial Hemorrhage, Neonatal Sepsis, RDS/ HMD (respiratory distress syndrome/Hyaline Membrane Disease), Congenital disorders: - <ul style="list-style-type: none"> • Cyanotic heart disease, tracheo oesophageal fistula, congenital hypertropic pyloric stenosis, imperforate anus • Pediatric emergencies □ Dehydration, Acute broncho pneumonia, Acute respiratory distress syndrome, Poisoning, Foreign bodies, seizures, traumas, Status asthmaticus |

| Unit | Hours | Content |
|------|-------|--|
| XVI | 2 | Legal and ethical issues in critical care-Nurse's role <input type="checkbox"/> Brain death <input type="checkbox"/> Organ donation & Counselling <input type="checkbox"/> Do Not Resuscitate (DNR) <input type="checkbox"/> Euthanasia <input type="checkbox"/> Living will |
| XVII | 2 | Quality assurance <input type="checkbox"/> Standards, Protocols, Policies, Procedures <input type="checkbox"/> Infection control; Standard safety measures <input type="checkbox"/> Nursing audit <input type="checkbox"/> Staffing <input type="checkbox"/> Design of ICU/CCU |

Practical

Total = 960 Hours
1 Week = 30 Hours

| S.No. | Deptt. / Unit | No. of Week | Total Hours |
|-------|----------------------|-----------------|------------------|
| 3 | Burns ICU | 2 | 60 Hours |
| 5 | Medical ICU | 8 | 240 Hours |
| 6 | Surgical ICU | 12 | 360 Hours |
| 9 | CCU | 2 | 60 Hours |
| 10 | Emergency Department | 3 | 90 Hours |
| 12 | Dialysis Unit | 1 | 30 Hours |
| 13 | Transplant Room | 2 | 60 Hours |
| 14 | Paediatric/ NICU | 2 | 60 Hours |
| | Total | 32 Weeks | 960 Hours |

ESSENTIAL CRITICAL CARE NURSING SKILLS

I. Procedures Observed

1. CT Scan
2. MRI
3. EEG
4. Hemodialysis
5. Endoscopic Retrograde cholangio Pancreaticogram(ERCP)
6. Heart/ Neuro/GI./ Renal Surgeries

II. Procedures Assisted

1. Advanced life support system
2. Basic cardiac life support
3. Arterial line/arterial pressure monitoring/blood taking
4. Arterial blood gas
5. ECG recording
6. Blood transfusion
7. IV cannulation therapy
8. Arterial Catheterization
9. Chest tube insertion
10. Endotracheal intubations

11. Ventilation
12. Insertion of central line/cvp line
13. Connecting lines for dialysis

III. Procedure Performed

1. Airway management
 - a. Application of oropharyngeal airway
 - b. Oxygen therapy
 - c. CPAP (Continuous Positive Airway pressure)
 - d. Care of tracheostomy
 - e. Endotracheal extubation
2. Cardiopulmonary resuscitation, Basic cardiac life support, ECG
3. Monitoring of critically ill patients – clinically with monitors, capillary refill time (CRT) assessment of jaundice, ECG.
4. Gastric lavage
5. Assessment of critically ill patients
Identification & assessment of risk factors, Glasgow coma scale, and dolls eye movement, arterial pressure monitoring, cardiac output/pulmonary artery pressure monitoring, and detection of life threatening abnormalities
6. Admission & discharge of critically ill patients
7. Nutritional needs – gastrostomy feeds, pharyngeal feeds, jejunostomy feeds, TPN, formula preparation & patient education.
8. Assessment of patient for alteration in blood sugar levels monitoring blood sugar levels periodically & administering insulin periodically.
9. Administration of drugs: IM, IV injection, IV cannulation & fixation of infusion pump, calculation of dosages, use of insulin syringes/ tuberculin, monitoring fluid therapy, blood administration.
10. Setting up dialysis machine and starting, monitoring and closing dialysis
11. Procedures for prevention of infections: Hand washing, disinfection & sterilization surveillance, and fumigation universal precautions.
12. Collection of specimen.
13. Setting, use & maintenance of basic equipment, ventilator, O2 analyzer, monitoring equipment, transducers, defibrillator, infusion & syringe pumps, centrifuge machine.

IV Other Procedures:

CLINICAL SPECIALITY-II
MEDICAL SURGICAL NURSING- ONCOLOGY NURSING

Placement: IInd year

Hours of Instruction

Theory:150 hours

Practical: 950 hours

Total: 1100 hours

Course Description

This course is designed to assist students in developing expertise and in- depth understanding in the field of oncology Nursing. It will help students to develop advanced skills for nursing intervention in various oncological conditions. It will enable the student to function as oncology nurse practitioner/specialist and provide quality care. It will further enable the student to function as educator, manager, and researcher in the field of oncology nursing

Objectives

1. Explain the prevention, screening and early detection of cancer
2. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of oncological disorders of various body systems
3. Describe the psychosocial effects of cancer on patients and families.
4. Demonstrate skill in administering/assisting in various treatment modalities used for patients with cancer
5. Apply nursing process in providing holistic care to patients with cancer.
6. Apply specific concepts of pain management
7. Appreciate the care of death and dying patients and value of bereavement support.
8. Describe the philosophy, concept and various dimensions of palliative care
9. Appreciate the role of alternative systems of medicine in care of cancer patients
10. Appreciate the legal & ethical issues relevant to oncology nursing
11. Recognize and manage Oncological emergencies
12. Counsel the patients with cancer and their families
13. Incorporate evidence-based nursing practice and identify the areas of research in the field of oncology nursing
14. Recognize the role of oncology nurse practitioner as a member of oncology team
15. Collaborate with other agencies and utilize resources in caring for cancer patients.
16. Teach and supervise nurses and allied health workers.
17. Design a layout and develop standards for management of oncology units/hospitals and nursing care.

| Unit | Hours. | Content |
|------|--------|--|
| I | 4 | Introduction <ul style="list-style-type: none"> □ Epidemiology-Incidence, Prevalence – Global, National, State and Local □ Disease burden, concept of cancer, risk factors □ Historical perspectives □ Trends and issues □ Principles of cancer management □ Roles and responsibilities of oncology nurse |
| II | 5 | The Nature of Cancer <ul style="list-style-type: none"> □ Normal cell biology □ The Immune system □ Pathological and pathophysiological changes in tissues <ul style="list-style-type: none"> • Biology of the cancer cell • Clone formation Transformation • Tumor stem lines • Structure of a solid tumor • Products produced by the tumor • Systemic effects of tumor growth |
| III | 4 | Etiology of Cancer <ul style="list-style-type: none"> □ Carcinogenesis, □ Theories of cancer causation □ Risk factors □ Carcinogens – genetic factors, chemical carcinogens, radiation, viruses, Immune system failure, rapid tissue proliferation □ Hormone changes, diet, emotional factors. |
| IV | 10 | Diagnostic Evaluation <ul style="list-style-type: none"> □ Health assessment: History taking, physical examination, □ Staging and grading of tumors, □ TNM Classification □ Common diagnostic tests <ul style="list-style-type: none"> • Blood investigation: Haemetological, Bio-chemical, Tumor markers, Hormonal assay • Cytology:Fine needle aspiration cytology(FNAC) • Histopathology: Biopsy • Radiological assessment: MRI, Ultrasound, Computed tomography, Mammography, Positron emission tomography(PET), Radio nuclide imaging, Functional metabolism imaging • Endoscopies <p>Nurses responsibilities in diagnostic measures</p> |
| V | 10 | Levels of prevention and care <ul style="list-style-type: none"> □ Primary prevention – Guidelines for cancer detection, general measures, Warning signs of cancer, □ Self-examination-Oral, Breast, Testicular □ Secondary prevention – early diagnosis. □ Screening □ Tertiary prevention – disability limitation, □ Rehabilitation: Mobility, Speech, Bowel and bladder, Ostomies etc □ Patient and family education, □ Discharge instruction, follow-up care and use of community resources. |

| Unit | Hours. | Content |
|------|--------|---|
| VI | 25 | <p>Cancer Treatment Modalities and Nurse's Role</p> <ul style="list-style-type: none"> □ Surgery <ul style="list-style-type: none"> • Principles of surgical oncology • Current surgical strategy, • Determining surgical risk • Special surgical techniques • Pre-intra-postoperative nursing care • Acute and chronic surgical complications • Future directions and advances □ Chemotherapy <ul style="list-style-type: none"> • Principles and classification of chemotherapeutics • Pharmacology of antineoplastic drugs- Mechanism of action, Absorption, protein binding, Bio-transformation, excretion, common side effects, drug toxicity • Calculating drug doses, • Therapeutic response to chemotherapy-Tumor variables, drug resistance, • Safety precautions □ Radiation Therapy <ul style="list-style-type: none"> • Physics of radiotherapy • Types of ionizing rays • Radiation equipments:Linear accelerator, cobalt, Implants,Isotopes, • Types of therapies: Oral, Brachy therapy, tele therapy, selectron therapy • Effects of radiation on the body tissue, • Radiation biology – cell damage hypoxic cells, alteration of tumor kinetics. • Approaches to radiation therapy – • External radiotherapy • Internal radiotherapy – unsealed, • Sealed sources. • Effectiveness of radiotherapy-Radiosensitivity, treatment effects • Complications of radiotherapy • Radiation safety: Standards of Bhaba Atomic Research Centre(BARC) □ Bone Marrow Transplantation /Stem Cell Transplantation <ul style="list-style-type: none"> • Types, indications, transplantation procedure, complications and nursing management • Types and donor sources • Preparation and care of donor and recipient • Bone marrow bank • Legal and ethical issues □ Immunotherapy (Biotherapy) <ul style="list-style-type: none"> • Concepts and principles • Classification of agents • Treatment and applications □ Gene Therapy <ul style="list-style-type: none"> • Current Concepts and practices □ Alternative and Complementary Therapies <ul style="list-style-type: none"> ○ Current practices |

| Unit | Hours. | Content |
|------|--------|---|
| VII | 10 | <p>□ Pain management: - Theories, types and</p> <ul style="list-style-type: none"> • Nature of cancer pain • Pathophysiology of pain • Pain threshold <p>□ Assessment of pain</p> <ul style="list-style-type: none"> • Principles of cancer pain control • Pharmacological: Opioid and non-opioid analgesic therapy • Patient controlled analgesia(PCA) • Other invasive techniques of pain control • Recent developments in Cancer pain <p>□ Non- Pharmacological pain relief technique-</p> <ul style="list-style-type: none"> • Complementary therapies(Music, massage, meditation, relaxation techniques, biofeed back etc) • Psychological intervention in pain control • Alternative system of medicines <p>Role of nurse</p> |
| VIII | 5 | <p>Palliative care</p> <ul style="list-style-type: none"> □ Definition and scope, philosophy □ Concept and elements of palliative care □ Global and Indian perspective of palliative care □ Quality of life issues □ Communication skill □ Nursing perspective of palliative care and its elements □ Home care □ Hospice care <p>Role of nurse in palliative care</p> |
| IX | 2 | <p>□ Infection control:</p> <ul style="list-style-type: none"> • Process of infection, risk of hospitalization, nosocomial infections- prevention and control of infection in acute, long term care facility and community-based care • Standard safety measures |
| X | 30 | <p>Nursing Care of Patients with Specific Malignant Disorders</p> <ul style="list-style-type: none"> □ Malignancies of G.I. system-oral, oesophagus, stomach, rectal, liver & pancreas, care of ostomies/stoma □ Respiratory malignancies □ Genito urinary system malignancies- prostate Bladder, renal testicular malignancies, □ Gynecological malignancies-cervix, uterus, ovary □ Hematological malignancies-Lymphomas, Leukemias. □ Malignancies of musculoskeletal system □ Endocrine malignancies □ Skin □ Head and Neck -brain tumors □ Other malignancies – Breast cancer, AIDS related Malignancies (Kaposi's Sarcoma) |
| XI | 10 | <p>Paediatric malignancies</p> <ul style="list-style-type: none"> □ Leukemia, Lymphoma, Neuro- blastoma □ Wilm's tumor, Soft tissue sarcoma, Retinoblastoma □ Nursing Management of children with Paediatric Malignancies |

| Unit | Hours | Content |
|------|-------|--|
| XII | 15 | <p>Nursing Management of Physiological Conditions and Symptoms of Cancer Patient</p> <ul style="list-style-type: none"> □ <u>Nutrition</u>: - effects of cancer on nutritional Status and its consequences:-Anemia, Cachexia, Xerostomia, mucositis, Dysphagia , nausea and vomiting, constipation, diarrhoea, electrolyte imbalances, taste alterations □ Impaired mobility: Decubitus ulcer, pathologic fractures, thrombophlebitis, pulmonary embolism, contractures, footdrop <p>Other symptoms</p> <ul style="list-style-type: none"> □ Dyspepsia & hiccup, dyspnoea □ intestinal obstruction, □ Fungating wounds □ Anxiety & depression, insomnia □ Lymph edema <p>Impact of cancer on sexuality:</p> <ul style="list-style-type: none"> □ Effects of radiotherapy/ chemotherapy/surgery on sexuality of the cancer patient □ Nursing management of cancer patients experiencing sexual dysfunction □ Sexual counseling |
| XIII | 10 | <p>Cancer Emergencies</p> <ul style="list-style-type: none"> □ Disseminated intravascular coagulation(DIC), □ Malignant pleural effusion □ Neoplastic cardiac tamponade and septic shock spinal cord compression □ Superior venacava syndrome □ Metabolic emergency: hyper and hypo calcemia □ Surgical emergency □ Urological emergency □ Hemorrhage □ Organ obstruction □ Brain metastasis □ Nurses role in managing oncologic emergencies |
| XIV | 8 | <p>Psycho-Social Aspects of Nursing Care</p> <ul style="list-style-type: none"> □ Psychological responses of patients with cancer □ Psychosocial assessment – □ Crisis intervention, coping mechanisms □ Stress management, spiritual/cultural care and needs □ Counseling: individual and family □ Maximizing quality of life of patient and family <p>Ethical, moral and legal issues-</p> <ul style="list-style-type: none"> □ End of life care □ Grief and grieving process □ Bereavement support □ Care of Nurses who care for the dying. |
| XV | 2 | <p>Layout and Design of an oncology institution/ ward, OPD, chemotherapy unit, Bone marrow transplantation unit, Pain clinic etc</p> <ul style="list-style-type: none"> □ Practice Standards of oncology nursing <ul style="list-style-type: none"> • Policies and Procedures □ Establishing Standing orders and Protocols <p>Quality Assurance Programme in oncology units</p> <ul style="list-style-type: none"> □ Nursing audit |

Clinical Experience

| S. No. | Deptt./ Unit | No. of Week | Total Hours |
|--------|--|-----------------|------------------|
| 1 | Medical Oncology ward | 6 | 180 Hours |
| 2 | Surgical Oncology ward | 6 | 180 Hours |
| 3 | Bone marrow transplantation Unit | 2 | 60 Hours |
| 4 | Operation Theatre | 2 | 60 Hours |
| 5 | Radiotherapy Unit | 2 | 60 Hours |
| 6 | Chemotherapy Unit | 4 | 120 Hours |
| 7 | Out patient department and pain clinic | 2 | 60 Hours |
| 8 | Pediatric Oncology ward | 2 | 60 Hours |
| 9 | Palliative Care ward | 2 | 60 Hours |
| 10 | Community oncology | 2 | 60 Hours |
| 11 | Hospice | 1 | 30 Hours |
| 12 | Other field visits | 1 | 30 Hours |
| | Total | 32 Weeks | 960 Hours |

Procedures Observed

1. CT Scan
2. MRI
3. PET Scan(Positron Emission Tomography)
4. Ultra sound
5. Mammography
6. Radio Nuclide Imaging
7. Bone Scan
8. Thyroid Function Test
9. Functional and Metabolic Imaging
10. Transportation of radioactive materials
11. Others

Procedures Assisted

1. IV cannulation – Open method
2. Chemotherapy
3. Radiotherapy – Brachytherapy – Low Density Radiation, High Density Radiation.
4. Interstitial implantation
5. Bio-therapy and Gene therapy
6. Teletherapy – Treatment planning
7. Bone marrow aspiration and biopsy
8. Biopsy – tissue
9. FNAC – Fine Needle Aspiration Cytology and biopsy
10. Advance Cardiac life support
11. Endotracheal intubation
12. Defibrillation Ventilation

13. Tracheostomy
14. Thoracentesis
15. Paracentesis
16. Lumbar Puncture
17. Arterial Blood Gas
18. Nerve Block
19. Chest tube insertion
20. Intercostal drainage
21. CVP monitoring

Procedure Performed

1. Screening for cancer
2. Assessment of pain
3. Assessment of Nutritional status
4. Care of Tracheostomy
5. Endotracheal intubation
6. Gastric gavage
7. Pap smear
8. IV cannulation
9. Care of surgical flaps
10. Care of ostomies
11. Blood transfusion and component therapy
12. Counseling
13. Practice standard safety measures
14. Care of dead body and mortuary formalities

Other procedures

(As per the institutional protocol):

1. Alternative therapies

CLINICAL SPECIALITY – II

MEDICAL SURGICAL NURSING- NEUROSCIENCES NURSING

Placement: IInd year

Hours of Instruction
Theory – 150 Hours
Practical- 950 Hours
Total: 1100 Hours

Course Description

This course is designed to assist students in developing expertise and in- depth knowledge in the field of neurology and neurosurgical Nursing. It will help students to develop advanced skills for nursing intervention in caring for patients with neurological and neurosurgical disorders. It will enable the student to function as neuroscience nurse practitioner/ specialist. It will further enable the student to function as educator, manager and researcher in the field of neurology and neurosurgical Nursing.

Objectives

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

1. Appreciate trends and issues related to neurology and neurosurgical Nursing.
2. Review the anatomy and physiology of nervous system
3. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of patients with neurological and neurosurgical disorders
4. Perform neurological assessment and assist in diagnostic procedures
5. Describe the concepts and principles of neuroscience nursing
6. Describe the various drugs used in neurosciences and nurses responsibility
7. Assist in various therapeutic and surgical procedures in neuroscience nursing
8. Demonstrate advance skills/competence in managing patients with neurological and neurosurgical disorder following nursing process approach
9. Identify psychosocial problems of patients with disabilities and assist patients and their family to cope with emotional distress, spiritual, grief and anxiety
10. Participate in preventive, promotive and rehabilitative services for neurological and neurosurgical patients.
11. Explain the legal and ethical issues related to brain death, organ transplantation and practice of neuroscience nursing
12. Incorporate evidence-based nursing practice and identify the areas of research in the field of neuroscience nursing
13. Organise and conduct in service education program for nursing personnel.
14. Develop standards of care for quality assurance in neuroscience nursing practice
15. Identify the sources of stress and manage burnout syndrome among health care providers.
16. Teach and supervise nurses and allied health workers.
17. Plan and develop physical layout of neuro intensive care unit

| Unit | Hours | Content |
|------|-------|--|
| I | 5 | <p>Introduction</p> <ul style="list-style-type: none"> □ Introduction to neuroscience(neurological and neurosurgical) nursing <ul style="list-style-type: none"> • History-Development in neurological and neurosurgical nursing, Service & education • Emerging trends and issues in neurology and neuro surgery and its implication to nursing. • neurological and neurosurgical problems – • Concepts, principles and nursing perspectives • Ethical and legal issues • Evidence based nursing and its application in neurological and neurosurgical nursing |
| II | 5 | <p>Epidemiology</p> <ul style="list-style-type: none"> □ Major health problems- □ Risk factors associated with neurological conditions- Hereditary, □ Psychosocial factors, smoking, alcoholism, dietary habits, cultural and ethnic considerations, occupational and infections. □ Health promotion, disease prevention, life style modification and its implications to nursing <p>Alternate system of medicine/complementary therapies</p> |
| III | 10 | <p>Review of Anatomy and physiology</p> <ul style="list-style-type: none"> □ Embryology □ Structure and functions of Nervous system- CNS, ANS, cereberal circulation, cranial and spinal nerves and reflexes, motor and sensory functions □ Sensory organs |
| IV | 15 | <p>Assessment and diagnostic measures</p> <ul style="list-style-type: none"> □ Assessment <ul style="list-style-type: none"> • History taking • Physical assessment, psychosocial assessment • Neurological assessments, Glasgow coma scale interpretation & its relevance to nursing. • Common assessment abnormalities □ Diagnostic measures <ul style="list-style-type: none"> • Cerebro spinal fluid analysis • Radiological studies-Skull and spine X-ray Cerebral Angiography, CT Scan, Single Photon Emission Computer Tomography(SPECT), MRI (Magnetic Resonance Imaging), MRA, MRS, Functional MRI, Myelography, PET (Positron Emission Test), Interventional radiology. • Electorgraphic studies- Electro encephalo graphy, MEG, EMG, video EEG, • Nerve conduction studies-Evoked potentials, visual evoked potentials, brain stem auditory evoked potentials, somatosensory evoked potentials • Ultrasound studies-Carotid duplex, transcranial Doppler sonography, • Immunological studies • Biopsies – muscle, nerve and Brain. • Interpretation of diagnostic measures <p>Nurse’s role in diagnostic tests</p> |

| Unit | Hours | Content |
|------|-------|--|
| V | 5 | <p>Meeting Nutritional needs of neurological patients</p> <ul style="list-style-type: none"> □ Basic nutritional requirements □ Metabolic changes following injury and starvation □ Nutritional assessment □ Common neurological problems that interfere with nutrition and strategies for meeting their nutritional needs □ Special metabolic and electrolyte imbalances □ Chronic fatigue syndrome |
| VI | 5 | <p>Drugs used in neurological and neurosurgical disorders</p> <ul style="list-style-type: none"> □ Classification □ Indications, contraindications, actions and effects, toxic effects <p>Role of nurse</p> |
| VII | 10 | <p>Traumatic conditions.</p> <ul style="list-style-type: none"> □ Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: medical, surgical and Nursing management of <ul style="list-style-type: none"> • Cranio cerebral injuries. • Spinal & Spinal cord injuries. • Peripheral nerve injuries. • Unconsciousness |
| VIII | 10 | <p>Cerebro vascular disorders.</p> <ul style="list-style-type: none"> □ Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis , Management: medical, surgical and Nursing management of <ul style="list-style-type: none"> • Stroke & arterio venous thrombosis. • Haemorrhagic embolus. • Cerebro vascular accidents. • Intracranial aneurysm. • Subarchnoid Haemorrhage. • Arterio venous fistula. • Brain tumours □ Diseases of cranial nerves; Trigeminal neuralgia, Facial palsy, Bulbar palsy. |
| IX | 10 | <p>Degenerating and demyelinating disorders</p> <ul style="list-style-type: none"> □ Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis, Management: medical, surgical and Nursing management of <ul style="list-style-type: none"> • Motor neuron diseases. • Movement disorders- Tics, dystonia, chorea, Wilson's disease, essential tremors • Dementia. • Parkinson's disease. • Multiple sclerosis. • Alzheimer's |

| Unit | Hours | Content |
|------|-------|---|
| X | 10 | <p>Neuro infections</p> <p>□ Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis, Management: medical, surgical and Nursing management of Neuro infections</p> <ul style="list-style-type: none"> • Meningitis-types • Encephalitis. • Poliomyelitis. • Parasitic infections. • Bacterial infections • Neurosyphilis. • HIV & AIDS. • Brain abscess. |
| XI | 10 | <p>Paroxysmal disorders.</p> <p>□ Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: medical, surgical and Nursing management of</p> <ul style="list-style-type: none"> • Epilepsy and seizures. • Status epilepticus. • Syncope. • Menier's syndrome. • Cephalgia. |
| XII | 10 | <p>Developmental disorders.</p> <p>□ Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis , Management: medical, surgical and Nursing management of</p> <ul style="list-style-type: none"> • Hydrocephalus. • Craniosynostosis. • spina bifida- Meningocele, Meningomyelocele encephalocele • syringomyelia. • Cerebro vascular system anomalies. • Cerebral palsies. • Down's syndrome |
| XIII | 10 | <p>Neuro muscular disorders.</p> <p>□ Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis , Management: medical, surgical and Nursing management of</p> <ul style="list-style-type: none"> • Polyneuritis – G B Syndrome. • Muscular dystrophy. • Myasthenia gravis. • Trigeminal neuralgia. • Bell's palsy. • Menier's disease • Carpal tunnel syndrome • Peripheral neuropathies |
| XIV | 5 | <p>Neoplasms – surgical conditions.</p> <p>□ Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis, Management: medical, surgical and Nursing management of</p> <ul style="list-style-type: none"> • Space occupying lesions -types • Common tumors of CNS, |

| Unit | Hours | Content |
|-------|-------|---|
| XV | 5 | <p>Other disorders</p> <ul style="list-style-type: none"> □ Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis, Management: medical, surgical and Nursing management of □ Metabolic disorders- diabetes, insipidus, metabolic encephalopathy □ Sleep disorders □ Auto immune disorders- multiple sclerosis, inflammatory myopathies |
| XVI | 10 | <p>Neuro emergencies</p> <ul style="list-style-type: none"> □ Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis, Management: medical, surgical and Nursing management of <ul style="list-style-type: none"> • Increased intracranial pressure • Unconscious • Herniation syndrome • Seizures • Severe head injuries • Spinal injuries • Cerebro vascular accidents |
| XVII | 5 | <p>Rehabilitation.</p> <ul style="list-style-type: none"> □ Concept and Principles of Rehabilitation. □ Factors affecting quality of life and coping □ Rehabilitation in acute care setting, and following stroke, head injury and degenerative disorders of brain □ Physiotherapy. □ Counselling □ Care giver's role <p>Speech & Language. -Neurogenic communication disorders, Speech therapy</p> |
| XVIII | 5 | <p>Ethical and legal issues in neuroscience nursing</p> <ul style="list-style-type: none"> □ Brain death and organ transplantation □ Euthanasia □ Negligence and malpractice □ Nosocomial infections |
| XIX | 5 | <ul style="list-style-type: none"> □ Quality assurance in neurological nursing practice □ Role of advance practitioner in neurological nursing □ Professional practice standards □ Quality control in neurologic nursing □ Nursing audit □ Neuro ICU <ul style="list-style-type: none"> • Philosophy, aims and objectives • Policies, staffing pattern, design and physical plan of neuro ICU • Team approach, functions • Psychosocial aspects in relation to staff and clients of neuro ICU, • In-service education |

Practical

Total = 960 Hours
1 Week = 30 Hours

| S.No. | AREA OF POSTING | No. of Week | Total Hours |
|-------|------------------------|-----------------|------------------|
| 1 | O.P.D. | 2 | 60 |
| 2 | Casualty | 2 | 60 |
| 3 | Diagnostics | 2 | 60 |
| 4 | Neuro psychiatry | 1 | 30 |
| 5 | Neuro Medical wards | 4 | 120 |
| 6 | Paediatric Neuro ward | 2 | 60 |
| 7 | Neuro surgical wards | 4 | 120 |
| 8 | Head Injury ward | 3 | 90 |
| 9 | ICU- neuro medicine | 4 | 120 |
| 10 | I.C.U.- neuro surgical | 4 | 120 |
| 11 | Rehabilitation | 2 | 60 |
| 12 | Operation Theatre | 2 | 60 |
| | Total | 32 Weeks | 960 Hours |

ESSENTIAL NEURO NURSING SKILLS

I. Procedures Observed

1. CT scan
2. MRI
3. PET
4. EEG
5. EMG
6. Sleep pattern studies/Therapy
7. Radiographical studies
8. Neuro surgeries
9. Nerve conduction studies
10. Ultrasound studies
11. Any other

II. Procedures Assisted

1. Advanced Cardiac life support
2. Lumbar Puncture
3. Biopsies – muscle, nerve and Brain
4. Arterial Blood Gas
5. ECG Recording
6. Blood transfusion
7. IV cannulation – open method
8. Endotracheal intubation
9. Ventilation
10. Tracheostomy
11. ICP monitoring

12. Gama Knife
13. Cerebral angiography
14. Myelography
15. Neuro surgeries

III. Procedures Performed:

1. Airway management
 - a. Application of Oro Pharyngeal Airway
 - b. Care of Tracheostomy
 - c. Conduct Endotracheal Intubation
 - d. use of AMBU bag, artificial respirators
 - e. Setting of Ventilators and Care of patients on ventilators
2. Cardio Pulmonary Resuscitation -Defibrillation
3. Neurological assessment -Glasgow coma scale
4. Gastric Lavage
5. IV Cannulation
6. Administration of emergency IV Drugs, fluid
7. Care of patients with incontinence, bladder training Catheterization
8. Care of patients on traction related to the neurological conditions
9. Blood Administration.
10. Muscle strengthening exercises
11. Guidance and counseling
12. Monitoring – management and care of monitors.

IV. Other Procedures:

CLINICAL SPECIALITY – II
MEDICAL SURGICAL NURSING- NEPHRO-UROLOGY NURSING

Placement: IInd year

Hour of Instruction
Theory: 150 Hours
Practical: 950 Hours
Total: 1100 Hours

Course Description

This course is designed to assist students in developing expertise and in- depth understanding in the field of Nephro and urological Nursing. It will help students to develop advanced skills for nursing intervention in various nephro and urological conditions. It will enable the student to function as nephro and urology nurse practitioner/specialist and provide quality care. It will further enable the student to function as educator, manager, and researcher in the field of nephro and urology nursing

Objectives

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

1. Appreciate trends and issues related to nephro and urological nursing
2. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of nephro and urological conditions
3. Perform physical, psychosocial & spiritual assessment
4. Assist in various diagnostic, therapeutic and surgical interventions
5. Provide comprehensive nursing care to patients with nephro and urological conditions
6. Describe the various drugs used in nephro and urological conditions and nurses responsibility
7. Demonstrate skill in handling various equipments/gadgets used for patients with nephro and urological conditions
8. Appreciate team work & coordinate activities related to patient care.
9. Practice infection control measures.
10. Identify emergencies and complications & take appropriate measures
11. Assist patients and their family to cope with emotional distress, grief, anxiety and spiritual needs
12. Discuss the legal and ethical issues in nephro and urological nursing
13. Identify the sources of stress and manage burnout syndrome among health care providers
14. Appreciate the role of alternative system of medicine in the care of patient
15. Incorporate evidence based nursing practice and identify the areas of research in the field of nephro and urological nursing
16. Teach and supervise nurses and allied health workers.
17. Design a layout of kidney transplant unit and dialysis unit
18. Develop standards of nephro urological nursing practice

| Unit | Hours | Content |
|------|-------|--|
| I | 5 | <p>Introduction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Historical development: trends and issues in the field of nephro and urological nursing. <input type="checkbox"/> nephro and urological problems <input type="checkbox"/> Concepts, principles and nursing perspectives <input type="checkbox"/> Ethical and legal issues <input type="checkbox"/> Evidence based nursing and its application in nephro and urological nursing(to be incorporated in all the units) |
| II | 5 | <p>Epidemiology</p> <ul style="list-style-type: none"> <input type="checkbox"/> Major health problems- urinary dysfunction, urinary tract infections, Glomerular disorders, obstructive disorders and other urinary disorders <input type="checkbox"/> Risk factors associated with nephro and urological conditions- Hereditary, Psychosocial factors, smoking, alcoholism, dietary habits, cultural and ethnic considerations <input type="checkbox"/> Health promotion, disease prevention, life style modification and its implications to nursing <input type="checkbox"/> Alternate system of medicine/complementary therapies |
| III | 5 | <p>Review of anatomy and physiology of urinary system</p> <ul style="list-style-type: none"> <input type="checkbox"/> Embryology <input type="checkbox"/> Structure and functions <input type="checkbox"/> Renal circulation <input type="checkbox"/> Physiology of urine formation <input type="checkbox"/> Fluid and electrolyte balance <input type="checkbox"/> Acid base balance <input type="checkbox"/> Immunology specific to kidney |
| IV | 20 | <p>Assessment and diagnostic measures</p> <ul style="list-style-type: none"> <input type="checkbox"/> History taking <input type="checkbox"/> Physical assessment, psychosocial assessment <input type="checkbox"/> Common assessment abnormalities-dysurea, frequency, enuresis, urgency, hesitancy, hematuria, pain, retention, burning on urination, pneumaturia, incontinence, nocturia, polyurea, anuria, oliguria, <input type="checkbox"/> Diagnostic tests-urine studies, blood chemistry, radiological procedures-KUB, IVP,nephrotomogram, retrograde pyelogram, renal arteriogram, renalultrasound, CT scan, MRI, cystogram, renal scan, biopsy, endoscopy-cystoscopy, urodynamics studies- cystometrogram, urinary flow study, sphincter electromyography, voiding pressure flow study, video urodynamics, Whitaker study <input type="checkbox"/> Interpretation of diagnostic measures <input type="checkbox"/> Nurse's role in diagnostic tests |
| V | 5 | <p>Renal immunopathy/Immunopathology</p> <ul style="list-style-type: none"> <input type="checkbox"/> General Concept of immunopathology <input type="checkbox"/> Immune mechanism of glomerular vascular disease <input type="checkbox"/> Role of mediator systems in glomerular vascular disease |

| Unit | Hours | Content |
|------|-------|--|
| VI | 15 | Urological Disorders and Nursing Management <ul style="list-style-type: none"> <input type="checkbox"/> Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical, surgical and nursing management of <input type="checkbox"/> Urinary tract infections- pyelonephritis, lower urinary tract infections, <input type="checkbox"/> Disorders for ureters, bladder and urethra <input type="checkbox"/> Urinary tract infections- <input type="checkbox"/> Urinary dysfunctions- urinary retention, urinary incontinence, urinary reflux, <input type="checkbox"/> Bladder disorders- neoplasms, calculi, neurogenic bladder, trauma, <input type="checkbox"/> congenital abnormalities <input type="checkbox"/> Benign prostrate hypertrophy(BPH) <input type="checkbox"/> Ureteral disorders: ureteritis, ureteral trauma, congenital anomalies of ureters <input type="checkbox"/> Urethral disorders- tumours, trauma, congenital anomalies of <input type="checkbox"/> ureters, |
| VII | 25 | Glomerular disorders and nursing management <ul style="list-style-type: none"> <input type="checkbox"/> Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical, surgical and nursing management of <input type="checkbox"/> Glomerular nephritis- chronic, acute, nephritic syndrome <input type="checkbox"/> Acute Renal failure and chronic renal failure. <input type="checkbox"/> Renal calculi <input type="checkbox"/> Renal tumours-benign and malignant <input type="checkbox"/> Renal trauma <input type="checkbox"/> Renal abscess <input type="checkbox"/> Diabetic nephropathy <input type="checkbox"/> Vascular disorders <input type="checkbox"/> Renal tuberculosis <input type="checkbox"/> Polycystic <input type="checkbox"/> Congenital disorders <input type="checkbox"/> Hereditary renal disorders |
| VIII | 10 | <ul style="list-style-type: none"> <input type="checkbox"/> Management of Renal emergencies <input type="checkbox"/> Anuria <input type="checkbox"/> Acute Renal failure <input type="checkbox"/> Poisoning <input type="checkbox"/> Trauma <input type="checkbox"/> Urine retention <input type="checkbox"/> Acute graft rejection <input type="checkbox"/> Hematuria <input type="checkbox"/> Nurse's role |
| IX | 10 | Drugs used in urinary disorders <ul style="list-style-type: none"> <input type="checkbox"/> Classification <input type="checkbox"/> Indications, contraindications, actions and effects, toxic effects <input type="checkbox"/> Role of nurse |
| X | 10 | Dialysis <ul style="list-style-type: none"> <input type="checkbox"/> Dialysis- Historical, types, Principles, goals <ul style="list-style-type: none"> • Hemodialysis- vascular access sites- temporary and permanent • Peritoneal dialysis <input type="checkbox"/> Dialysis Procedures- steps, equipments, maintenance, <input type="checkbox"/> Role of nurse- pre dialysis, intra and post dialysis <input type="checkbox"/> Complications- <input type="checkbox"/> Counseling <input type="checkbox"/> patient education <input type="checkbox"/> Records and reports |

| | | |
|-------------|-----------|---|
| XI | 10 | <ul style="list-style-type: none"> <input type="checkbox"/> Kidney transplantation <input type="checkbox"/> Nursing management of a patient with Kidney transplantation <input type="checkbox"/> Kidney transplantations- a historical review <input type="checkbox"/> Immunology of graft rejections <input type="checkbox"/> The recipient of a renal transplant <input type="checkbox"/> Renal preservations <input type="checkbox"/> Human Leucocytic Antigen(HLA) typing matching and cross matching in renal transplantation <input type="checkbox"/> Surgical techniques of renal transplantations <input type="checkbox"/> Chronic renal transplant rejection <input type="checkbox"/> Complication after KTP: Vascular and lymphatic, Uroloical, cardiovascular, liver and neurological, infectious complication <input type="checkbox"/> KTP in children and management of pediatric patient with KTP <input type="checkbox"/> KTP in developing countries <input type="checkbox"/> Results of KTP <input type="checkbox"/> Work up of donor and recipient for renal transplant <input type="checkbox"/> Psychological aspect of KTP and organ donations <input type="checkbox"/> Ethics in transplants <input type="checkbox"/> Cadaveric transplantation |
| XII | 5 | <ul style="list-style-type: none"> <input type="checkbox"/> Rehabilitation of patient with nephrological problems <input type="checkbox"/> Risk factors and prevention <input type="checkbox"/> Rehabilitation of patients on dialysis and after kidney transplant <input type="checkbox"/> Rehabilitation of patients after urinary diversions <input type="checkbox"/> Family and patient teaching |
| XIII | 10 | <p>Pediatric urinary disorders</p> <ul style="list-style-type: none"> <input type="checkbox"/> Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical , surgical and nursing management of children with Renal Diseases -UTI, ureteral reflux, glomerulo nephritis, nephrotic syndrome infantile nephrosis, cystic kidneys, <input type="checkbox"/> familial factors in renal diseases in childhood, Haemolytic uraemic Benign recurrent haemturia nephropathy wilms’ tumour |
| XIV | 5 | <p>Critical care units- dialysis, KTP unit</p> <ul style="list-style-type: none"> <input type="checkbox"/> Philosophy, aims and objectives <input type="checkbox"/> Policies, staffing pattern, design and physical plan of Dialysis and <input type="checkbox"/> KTP units <input type="checkbox"/> Team approach, functions <input type="checkbox"/> Psychosocial aspects in relation to staff and clients of ICU, dialysis unit <input type="checkbox"/> In-service education <input type="checkbox"/> Ethical and legal issues |
| XV | 5 | <ul style="list-style-type: none"> <input type="checkbox"/> Quality assurance in nephrological nursing practice <input type="checkbox"/> Role of advance practioner in nephrological nursing <input type="checkbox"/> Professional practice standards <input type="checkbox"/> Quality control in nephrological nursing <input type="checkbox"/> Nursing audit |

Practicals

Total = 960 Hours
1 Week = 30 Hours

| S. No. | Deptt./ Unit | No. of Week | Total Hours |
|--------|-----------------------------|-----------------|------------------|
| 1 | Nephrology Ward | 6 | 180 Hours |
| 2 | Pediatrics | 2 | 60 Hours |
| 3 | Critical Care Unit | 2 | 60 Hours |
| 4 | Urology Ward | 6 | 180 Hours |
| 5 | Dialysis Unit | 4 | 120 Hours |
| 6 | Kidney Transplantation Unit | 2 | 60 Hours |
| 7 | URO OT | 2 | 60 Hours |
| 8 | Emergency Wards | 2 | 60 Hours |
| 9 | Uro Nephro OPDs | 4 | 120 Hours |
| 10 | Diagnostic Labs | 2 | 60 Hours |
| | Total | 32 Weeks | 960 Hours |

Procedures observed

I. Procedures Observed

1. CT Scan
2. MRI
3. Radiographic studies
4. Urodynamics
5. Hemodialysis
6. Renal Surgeries

II. Procedures Assisted

1. Blood transfusion
2. I V cannulation therapy
3. Arterial Catheterization
4. Insertion of central line/cvp line
5. Connecting lines for dialysis
6. Peritoneal dialysis
7. Renal biopsy
8. Endoscopies- Bladder, urethra

III. Procedure Performed

1. Health assessment
2. Insertion of urethral and suprapubic catheters
3. Urine analysis
4. Catheterization
5. Peritoneal dialysis
6. Bladder irrigation
7. Care of ostomies
8. Care of urinary drainage
9. Bladder training

10. Care of vascular access
11. Setting up dialysis machine and starting, monitoring and closing dialysis
12. Procedures for prevention of infections:
13. Hand washing, disinfection & sterilization surveillance, and fumigation universal precautions.
14. Collection of specimen.
15. Administration of drugs: IM, IV injection, IV cannulation & fixation of infusion pump, calculation of dosages, blood administration. monitoring -fluid therapy, electrolyte imbalance,
16. Nutritional needs , diet therapy & patient education.
17. Counselling

IV. OTHER PROCEDURES:

CLINICAL SPECIALITY – II

MEDICAL SURGICAL NURSING - ORTHOPEDIC NURSING

Placement: IInd Year

Hours of Instruction

Theory: 150 Hours

Practical: 950 Hours

Total: 1100 Hours

Course Description

This course is designed to assist students in developing expertise and in- depth understanding in the field of orthopedic nursing. It will help students to develop advanced skills for nursing intervention in various orthopedic conditions. It will enable the student to function as orthopedic nurse practitioner/specialist providing quality care. It will further enable the student to function as educator, manager, and researcher in the field of orthopedic nursing.

Objectives

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

1. Appreciate the history and developments in the field of orthopedic nursing
2. Identify the psycho-social needs of the patient while providing holistic care.
3. Perform physical and psychological assessment of patients with orthopedic conditions and disabilities.
4. Describe various disease conditions and their management
5. Discuss various diagnostic tests required in orthopedic conditions
6. Apply nursing process in providing care to patients with orthopedic conditions and those requiring rehabilitation.
7. Recognize and manage orthopedic emergencies.
8. Describe recent technologies and treatment modalities in the management of patients with orthopedic conditions and those requiring rehabilitation.
9. Integrate the concept of family centered, long term care and community-based rehabilitation to patients with orthopedic conditions.
10. Counsel the patients and their families with orthopedic conditions
11. Describe various orthotic and prosthetic appliances
12. Appreciate the legal and ethical issues pertaining to patients with orthopedic conditions and those requiring rehabilitation.
13. Appreciate the role of alternative system of medicine in care of patients with orthopedic conditions
14. Incorporate evidence-based nursing practice and identify the areas of research in the field of orthopedic nursing.
15. Recognize the role of orthopedic nurse practitioner and as a member of the orthopedic and rehabilitation team.
16. Teach orthopedic nursing to undergraduate students and in-service nurses.
17. Prepare a design and layout of orthopedic and rehabilitative units.

Course Content

| Unit | Hours | Content |
|------|-------|---|
| I | 5 | <p>Introduction</p> <ul style="list-style-type: none"> □ Historical perspectives – History and trends in orthopedic nursing □ Definition and scope of orthopedic nursing □ Anatomy and physiology of Musculo-skeletal system □ Posture, Body landmarks Skeletal system Muscular system. Nervous system - Main nerves □ Healing of- Injury, bone injury, □ Repair of ligaments □ Systemic response to injury □ Ergonomics, Body mechanics, biomechanical measures □ Orthopedic team |
| II | 8 | <p>Assessment of Orthopedic Patient</p> <ul style="list-style-type: none"> □ Health Assessment: History, physical examination- Inspection, palpation, movement, Measurement, muscle strength Testing. □ Diagnostic studies – Radiological studies, Muscle enzymes, □ serologic studies |
| III | 10 | <p>Care of patients with devices</p> <ul style="list-style-type: none"> □ Splints, braces, various types of plaster cast □ Various types of tractions, □ Various types of orthopedic beds and mattresses □ Comfort devices □ Implants in orthopedic □ Prosthetics and Orthotics |
| IV | 15 | <p>Injuries</p> <p><i>Trauma & Injuries</i></p> <ul style="list-style-type: none"> □ Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, management, medical surgical and nursing management of : <ul style="list-style-type: none"> • Early management of Trauma • Fractures • Injuries of the □ Shoulder and arm □ Elbow, fore arm, wrist, hand □ Hip, thigh, knee, leg, ankle, foot □ Spine □ Head injury □ Chest injury <ul style="list-style-type: none"> • Polytrauma • Nerve injuries • Vascular injuries • Soft tissue injuries • Sports injuries • Amputation |
| V | 8 | <p>Infections of Bones and Joints</p> <ul style="list-style-type: none"> □ Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, management, medical surgical and nursing management of : <ul style="list-style-type: none"> • Tuberculosis • Osteomyelitis • Arthritis • Leprosy |

| Unit | Hours | Content |
|------|-------|---|
| VI | 5 | Bone Tumours <input type="checkbox"/> Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, management, medical surgical and nursing management of: <ul style="list-style-type: none"> • Bone tumors – Benign, Malignant and metastatic • Different types of therapies for tumors |
| VII | 10 | Deformities <input type="checkbox"/> Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis – medical surgical and nursing management of: Scoliosis, Kyphosis, Lordosis <input type="checkbox"/> Congenital disorders: Congenital dislocation of hip (CDH), Dislocation of patella, knee, <input type="checkbox"/> Varus and valgus deformities, <input type="checkbox"/> Deformities of digits, <input type="checkbox"/> Congenital torticollis. <input type="checkbox"/> Meningocele, meningocele, spina bifida, <input type="checkbox"/> Chromosomal disorders. <input type="checkbox"/> Computer related deformities |
| VIII | 5 | Disorders of the spine <input type="checkbox"/> Intervertebral disc prolapse, Fracture of the spine <input type="checkbox"/> Low back disorder – Low back pain, PND, spinal stenosis, spondylosis |
| IX | 5 | Nutritional/Metabolic and Endocrine Disorders <input type="checkbox"/> Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, medical surgical and nursing management of: <ul style="list-style-type: none"> • Rickets, • Scurvy, • Hyper vitaminosis A and D, • Osteomalacia, • Osteoporosis • Paget's disease, • gout, • Gigantism, • Dwarfism, • Acromegaly. • Therapeutic diets for various orthopedic disorders |
| X | 8 | Neuro-Muscular Disorders: <input type="checkbox"/> Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, medical surgical and nursing management of: <ul style="list-style-type: none"> • Poliomyelitis, Cerebral Palsy • Myasthenia gravis • Spina bifida. • Peripheral nerve lesion, • Paraplegia, Hemiplegia, Quadriplegia. • Muscular dystrophy |
| XI | 8 | Chronic/ Degenerative Diseases of Joints and Autoimmune Disorders: <input type="checkbox"/> Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis – medical surgical and nursing management of: <ul style="list-style-type: none"> • Osteo Arthritis • Rheumatoid Arthritis • Ankylosing spondylitis. • Spinal disorders. • Systemic Lupus Erythematosus |

| Unit | Hours | Content |
|-------------|-----------|--|
| XII | 5 | Orthopedic Disorders in Children: <ul style="list-style-type: none"> <input type="checkbox"/> General and special consideration on pediatric orthopedics <input type="checkbox"/> Genetic disorders <input type="checkbox"/> Congenital anomalies <input type="checkbox"/> Growth disorders <input type="checkbox"/> Genetic counseling <input type="checkbox"/> Nurses role in genetic counseling |
| XIII | 5 | Geriatric Problems <ul style="list-style-type: none"> <input type="checkbox"/> Geriatric population, types of disabilities, causes, treatment and Management – Hospitalization, rest, physiotherapy, involvement of family members, social opportunities. <input type="checkbox"/> Care at home – involvement of family and community, follow up care and rehabilitation |
| XIV | 6 | Pharmacokinetics <ul style="list-style-type: none"> <input type="checkbox"/> Principles of drug administration <input type="checkbox"/> Analgesics and anti inflammatory agents <input type="checkbox"/> Antibiotics, Antiseptics, <input type="checkbox"/> Drugs used in orthopedics and neuromuscular disorders <input type="checkbox"/> Blood and blood components <input type="checkbox"/> Care of drugs and nurses role |
| V | 30 | Nurses Role in Orthopedic Conditions <ul style="list-style-type: none"> <input type="checkbox"/> Gait analysis <input type="checkbox"/> Urodynamic studies <input type="checkbox"/> Prevention of physical deformities <input type="checkbox"/> Alteration of body temperature regulatory system and immune systems <input type="checkbox"/> Immobilization – cast, splints, braces and tractions <input type="checkbox"/> Prevention and care of problems related to immobility <input type="checkbox"/> Altered sleep patterns <input type="checkbox"/> Impaired communication <input type="checkbox"/> Self care and activities of daily living <input type="checkbox"/> Bladder and bowel rehabilitation <input type="checkbox"/> Sensory function rehabilitation <input type="checkbox"/> Psychological reaction related to disabilities and disorders. <input type="checkbox"/> Coping of individual and family with disabilities and disorders <input type="checkbox"/> Maintaining sexuality <input type="checkbox"/> Spirituality – A rehabilitative prospective Orthopedic Reconstructive Surgeries <ul style="list-style-type: none"> <input type="checkbox"/> Replacement surgeries – Hip, Knee, Shoulder <input type="checkbox"/> Spine surgeries <input type="checkbox"/> Grafts and flaps surgery <input type="checkbox"/> Deformity correction. Physiotherapy <ul style="list-style-type: none"> <input type="checkbox"/> Concepts, Principles, purpose, <ul style="list-style-type: none"> • Mobilization – Exercises: types, re-education in walking: Crutch walking, wheel chair, Transfer techniques, • Types of gaits: Non-weight bearing, partial weight bearing, four point crutch, tripod, walking with sticks, calipers • Forms of therapies: Hydrotherapy, electrotherapy, wax bath, heat therapy, ice, helio therapy, radiant heat, • Chest physiotherapy |

| Unit | Hours | Content |
|-------|-------|--|
| XVI | 8 | Rehabilitation <ul style="list-style-type: none"> <input type="checkbox"/> Principles of rehabilitation, definition, philosophy, process, <input type="checkbox"/> Various types of therapies <input type="checkbox"/> Special therapies and alternative therapies <input type="checkbox"/> Rehabilitation counseling <input type="checkbox"/> Preventive and restorative measures. <input type="checkbox"/> Community based rehabilitation (CBR) <input type="checkbox"/> Challenges in rehabilitation. <input type="checkbox"/> Role of the nurse in rehabilitation, <input type="checkbox"/> Legal and ethical issues in rehabilitation nursing <input type="checkbox"/> Occupational therapy |
| XVII | 5 | National Policies and Programmes <ul style="list-style-type: none"> <input type="checkbox"/> National programmes for rehabilitation of persons with disability - National Institutes, artificial limbs manufacturing Corporation, District Rehabilitation Centers and their schemes <input type="checkbox"/> Regional rehabilitation centers etc. <input type="checkbox"/> Public policy in rehabilitation nursing <input type="checkbox"/> The persons with disabilities act 1995, <input type="checkbox"/> Mental rehabilitation and Multiple disabilities act 1992, <input type="checkbox"/> The National Trust Rules 1999 and 2000 <input type="checkbox"/> Rehabilitation Council of India <input type="checkbox"/> Legal and ethical aspects in orthopedic nursing <input type="checkbox"/> Rehabilitation health team and different categories of team members. |
| XVIII | 4 | Quality assurance <ul style="list-style-type: none"> <input type="checkbox"/> Standards, Protocols, Policies, Procedures <input type="checkbox"/> Nursing audit <input type="checkbox"/> Staffing <input type="checkbox"/> Design of orthopedic, physiotherapy and rehabilitation unit |

Practicals

1. Clinical practice in Orthopedic, physiotherapy and Rehabilitation Units.
2. Application of tractions and plaster casts and removal of tractions and plaster casts and other appliances.
3. Apply Theories and Nursing Process in the management of patients with orthopedic conditions.
4. Provide various types of physical and rehabilitative therapies
5. Provide health education on related disease conditions.
6. Unit management and plan - designing

Clinical Experience

Total = 960 Hours
1 Week = 30 Hours

| S. No. | Deptt./Unit | No. of Week | Total Hours |
|--------|-------------------------------------|-----------------|------------------|
| 1 | Orthopedic Ward | 8 | 240 Hours |
| 2 | Orthopedic Operation theatre | 4 | 120 Hours |
| 3 | Neurosurgical Ward | 2 | 60 Hours |
| 4 | Orthopedic O.P.D. | 4 | 120 Hours |
| 5 | Casualty/Emergency and Trauma | 4 | 120 Hours |
| 6 | Rehabilitation Units | 2 | 60 Hours |
| 7 | Physiotherapy Unit | 4 | 120 Hours |
| 8 | Paediatric /paediatric surgery unit | 2 | 60 Hours |
| 9 | Field Visit | 2 | 60 Hours |
| | Total | 32 Weeks | 960 Hours |

Procedures Observed

1. X Ray
2. Ultrasound
3. MRI
4. C T Scan/bone scan
5. Arthroscopy
6. Electrothermally – assisted capsule shift or ETAC (Thermal capsulorrhaphy)
7. Fluoroscopy
8. Electromyography
9. Myelography
10. Discography
11. Others

Procedures Assisted

1. Blood Transfusion
2. IV cannulation and therapy
3. Ventilation
4. Various types of tractions
5. Orthopedic surgeries – Arthrocentesis, Arthroscopy, Bone lengthening, Arthrodesis, grafting, Fractures fixation, reconstructive, reimplantation, replantation, spinal decompression, transplantation of bone, muscle or articular cartilage, autografting, allografting.
6. Injection – Intra articular, intra osseous.
7. Advance Life Support

Procedures Performed

1. Interpretation of X ray films.
2. Application and removal of splints, casts, and braces.
3. Care of tractions – skin and skeletal traction, pin site care.
4. Cold therapy.
5. Heat therapy
6. Hydrotherapy
7. Therapeutic exercises
8. Use of TENS (Transcutaneous electrical nerve stimulation)
9. Techniques of transportation
10. Crutch walking, walkers, wheel chair.
11. Use of devices for activities of daily living and prevention of deformities.
12. Administration of drugs: IV injection, IV cannulation, and Blood transfusion.
13. Procedures for prevention of infections: disinfection and sterilization, surveillance, fumigation.
14. Special skin/ part preparations for orthopedic surgeries.
15. Surgical dressings – Debridement.
16. Bladder and bowel training

Other Procedures

CLINICAL SPECIALITY - II
MEDICAL SURGICAL NURSING - GASTRO ENTEROLOGY NURSING

Placement: IInd Year

Hours of Instruction

Theory: 150 hrs.

Practical: 950 hrs.

Total: 1100 hrs.

Course Description

This course is designed to assist students in developing expertise and in- depth understanding in the field of gastro enterology Nursing. It will help students to develop advanced skills for nursing intervention in various gastro enterology conditions. It will enable the student to function as gastro enterology nurse practitioner/specialist and provide quality care. It will further enable the student to function as educator, manager, and researcher in the field of gastro enterology nursing

Objectives

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

1. Appreciate trends and issues related to gastro enterology nursing
2. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of gastrointestinal conditions
3. Participate in national health programs for health promotion, prevention and rehabilitation of patients with gastrointestinal conditions
4. Perform physical, psychosocial & spiritual assessment
5. Assist in various diagnostic, therapeutic and surgical procedures
6. Provide comprehensive care to patients with gastrointestinal conditions
7. Describe the various drugs used in gastrointestinal conditions and nurses responsibility
8. Demonstrate skill in handling various equipments/gadgets used for patients with gastrointestinal conditions
9. Appreciate team work & coordinate activities related to patient care.
10. Practice infection control measures.
11. Identify emergencies and complications & take appropriate measures
12. Assist patients and their family to cope with emotional distress, grief, anxiety and spiritual needs
13. Discuss the legal and ethical issues in GE nursing
14. Identify the sources of stress and manage burnout syndrome among health care providers
15. Appreciate the role of alternative system of medicine in care of patient
16. Incorporate evidence-based nursing practice and identify the areas of research in the field of gastrointestinal nursing
17. Teach and supervise nurses and allied health workers.
18. Design a layout of Gastro enterology intensive care unit (GEICU), liver care/transplant unit

Course Content

| Unit | Hours | Content |
|------|-------|---|
| I | 5 | Introduction <ul style="list-style-type: none"> □ Historical development: trends and issues in the field of gastro enterology. □ Gastro enterological problems □ Concepts, principles and nursing perspectives □ Ethical and legal issues □ Evidence based nursing and its application in gastrointestinal nursing (to be incorporated in all the units) |
| II | 5 | Epidemiology <ul style="list-style-type: none"> □ Risk factors associated with GE conditions- Hereditary, □ Psychosocial factors, smoking, alcoholism, dietary habits, cultural and ethnic considerations □ Health promotion, disease prevention, life style modification and its implications to nursing □ National health programmes related to gastro enterology □ Alternate system of medicine/complementary therapies |
| III | 5 | Review of anatomy and physiology of gastrointestinal system <ul style="list-style-type: none"> □ Gastrointestinal system □ Liver, biliary and pancreas □ Gerontologic considerations □ Embryology of GI system □ Immunology specific to GI system |
| IV | 15 | Assessment and diagnostic measures <ul style="list-style-type: none"> □ History taking □ Physical assessment, psychosocial assessment □ Diagnostic tests <ul style="list-style-type: none"> • Radiological studies:Upper GIT- barium swallow, lower GIT- Barrium enema, • Ultra sound: • Computed tomography • MRI • Cholangiography: Percutaneous transheptatic Cholangiogram(PTC) • Magnetic Resonance Cholangio pancreotography (MRCP) • Nuclear imaging scans(scintigraphy) • Endoscopy □ Colonoscopy □ Proctosigmoidoscopy □ Endoscopic Retrogrde Cholongio pancreotography (ERCP) □ Endoscopic ultrasound □ Peritonoscopy(Laproscopy) □ Gastric emptying studies □ Blood chemistries: Serum amylase, serum lipase □ Liver biopsy □ Miscellaneous tests:Gastric analysis, fecal analysis □ Liver function tests: Bile formation and excretion, dye excretion test, Protein metabolism, haemostatic functions- prothrombin vitamin K production, serum enzyme tests,Lipid metabolism- serum cholesterol <p>Interpretation of diagnostic measures</p> <p>Nurse's role in diagnostic tests</p> |

| Unit | Hours | Content |
|------|-------|--|
| V | 25 | <p>Gastro intestinal disorders and nursing management</p> <ul style="list-style-type: none"> □ Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical , surgical and nursing management of <ul style="list-style-type: none"> • Disorders of the mouth: Dental caries, Peridontal disease, Acute tooth infection, Stomatitis, Thrush (moniliasis), Gingivitis, Leukoplakia, Inflammation of the parotid gland, Obstruction to the flow of saliva, Fracture of the jaw • Disorders of the oesophagus: Reflux oesophagitis, Oesophageal achalasia, Oesophageal varices, Hiatus hernia, Diverticulum • Disorders of the stomach and duodenum: Gastritis, Peptic ulcer, Dumping of the stomach, Food poisoning, idiopathic gastroparesis, Aerophagia and belching syndrome, Ideopathic cyclic nausea and vomiting, Rumination syndrome, Functional dyspepsia, Chronic Non specific (functional) abdominal pain • Disorders of the small intestine <ul style="list-style-type: none"> – Malabsorption syndrome – tropical sprue – Gluten – sensitive enteropathy (Coeliac disease) – Inflammatory diseases of intestines and abdomen,: appendicitis, Peritonities, Intestinal obstruction, Abdominal TB, Gastrointestinal polyposis syndrome – Chronic inflammatory bowel disease, Ulcerative colites, crohn’s disease – Infestations and infections – Worm infestations, Typhoid, Leptospirosis – Solitary rectal ulcer syndrome – Alteration in bowel elimination (diarrhoea, constipation, fecal impaction, fecal incontinence, Irritable bowel syndrome, Chronic idiopathic constipation, Functional diarrhoea <p>Anorectal Conditions: Hemorrhoids, Anal fissure, Anal fistula, Abscess, Strictures, Rectal prolapse, Pruritis ani, Pelonidal disease, Anal condylomas, Warts</p> |
| VI | 15 | <p>Disorder of liver, pancreas gall bladder and nursing management</p> <ul style="list-style-type: none"> □ Disorders of liver biliary tract : □ Viral Hepatitis – A, B, C, D & E □ Toxic hepatitis <ul style="list-style-type: none"> • Cirrhosis of liver, liver failure, Liver transplantation • Non cirrhotic portal fibrosis • Liver abscess,; • Parasitic and other cysts of the liver • Disorders of the Gall Bladder and Bile Duct: □ Cholecystitis □ Cholelithiasis □ Choledocholithiasis □ Disorders of the pancreas: Pancreatitis, □ Benign tumors of islet cells □ Disorders of the Peritoneum <ul style="list-style-type: none"> • Infections of the peritoneum □ Surgical peritonitis □ Spontaneous bacterial peritonitis □ Tuberculosis peritonitis □ Disorders of the Diaphragm <ul style="list-style-type: none"> • Diaphragmatic hernia • Congenital hernias • Paralysis of diaphragm • Tumors of the diaphragm □ Hiccups |

| Unit | Hours | Content |
|------|-------|--|
| VII | 15 | <p>Gastro intestinal emergencies and nursing interventions</p> <ul style="list-style-type: none"> □ Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical, surgical and nursing management of: <ul style="list-style-type: none"> • Esophageal varices, • Ulcer perforation, • Acute cholecystitis • Diverticulitis • Fulminant hepatic failure • Biliary obstruction • Bowel obstruction • Gastroenteritis • Intussusception • Acute intestinal obstruction, perforation • Acute pancreatitis • Cirrhosis of liver complications • Liver , spleen, stomach pancreatic, mesenteric, bowel and greater vessel injuries • Acute appendicitis /peritonitis • Acute abdomen • Food poisoning |
| VIII | 15 | <ul style="list-style-type: none"> □ Congenital Anomalies of Esophagus <ul style="list-style-type: none"> • Esophageal atresia • Tracheo esophageal fistula • Esophageal stenosis • Esophageal duplications • Dysphagia – Lusoria – aberrant right subclavian artery compressing esophagus • Esophageal rings – schalzkiring • Esophageal webs □ Congenital Anomalies of Stomach <ul style="list-style-type: none"> • Gastric atresia • Micro gastria • Gastric diverticulum • Gastric duplication • Gastric teratoma • Gastric volvulus • Infantile hypertrophic pyloric stenosis • Adult hypertrophic pyloric stenosis □ Congenital Anomalies of Duodenal <ul style="list-style-type: none"> • Duodenal Atresia or stenosis • Annular pancreas • Duodenal duplication cysts • Malrotation and mid gut volvulus □ Developmental anomalies of the intestine: <ul style="list-style-type: none"> • Abdominal wall defects (omphalocele and Gastroschisis) • Meckel’s diverticulum • Intestinal atresia □ Hirschsprung’s disease |

| Unit | Hours | Content |
|------|-------|---|
| IX | 15 | Pharmo Kinetics <ul style="list-style-type: none"> <input type="checkbox"/> Drugs used in GIT <input type="checkbox"/> Principles of administration <input type="checkbox"/> Roles responsibilities of nurses <input type="checkbox"/> Drugs in Peptic ulcer disease <input type="checkbox"/> Proton Pump inhibitors <input type="checkbox"/> H2 Receptor Antagonists <input type="checkbox"/> Cytoprotective Agents: <input type="checkbox"/> Drugs used in Diarrhea <input type="checkbox"/> Drugs used in constipation <input type="checkbox"/> Drugs used in Inflammatory Bowel Disease <input type="checkbox"/> Aminosalicylates <input type="checkbox"/> Corticosteroids <input type="checkbox"/> Immunomodulators <input type="checkbox"/> chemotherapy <input type="checkbox"/> Antibiotics <input type="checkbox"/> Antiemetics: <input type="checkbox"/> Anticholinergics <input type="checkbox"/> Antihistaminics <input type="checkbox"/> Anthelmintics <input type="checkbox"/> Vitamin Supplements |
| X | 10 | Nutrition and nutritional problems related to GI system <ul style="list-style-type: none"> <input type="checkbox"/> Nutritional assessment and nursing interventions <input type="checkbox"/> Therapeutic diets <input type="checkbox"/> Adverse reactions between drugs and various foods <input type="checkbox"/> Malnutrition- etiology , clinical manifestations and management <input type="checkbox"/> Tube feeding, parenteral nutrition, total parenteral nutrition <input type="checkbox"/> Obesity- etiology, clinical manifestations and management <input type="checkbox"/> Eating disorders- anorexia nervosa, bulimia nervosa <input type="checkbox"/> Recent advances in nutrition |
| XI | 15 | Malignant disorders of gastro intestinal system <ul style="list-style-type: none"> <input type="checkbox"/> Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical, surgical, other modalities and nursing management of: <ul style="list-style-type: none"> • Malignancy of oral cavity, Lip, Tongue, buccal mucosa, oropharynx, Salivary gland • Esophageal, Gastric, Carcinoma of bowel - small bowel, Colorectal and Anal carcinoma, • Liver, biliary tract and Pancreatic carcinoma |
| XII | 5 | Administration and management of GE unit <ul style="list-style-type: none"> <input type="checkbox"/> Design & layout <input type="checkbox"/> Staffing, <input type="checkbox"/> Equipment, supplies, <input type="checkbox"/> Infection control; Standard safety measures <input type="checkbox"/> Quality Assurance:-Nursing audit –records /reports, Norms, policies and protocols <input type="checkbox"/> Practice standards |
| XIII | 5 | Education and training in GE care <ul style="list-style-type: none"> <input type="checkbox"/> Staff orientation, training and development, <input type="checkbox"/> In-service education program, <ul style="list-style-type: none"> • Clinical teaching programs |

Practicals**Total = 960 Hours****1 Week = 30 Hours**

| S.No. | Deptt./Unit | No. of Week | Total Hours |
|-------|----------------------------|-----------------|------------------|
| 1 | Diagnostic labs | 2 | 60 Hours |
| 2 | Emergency and casualty | 3 | 90 Hours |
| 3 | Liver transplant unit | 1 | 30 Hours |
| 4 | GE Medical Ward | 6 | 180 Hours |
| 5 | GE Surgical Ward | 8 | 240 Hours |
| 6 | OT | 2 | 60 Hours |
| 7 | ICU | 4 | 120 Hours |
| 8 | Pediatric gastroenterology | 2 | 60 Hours |
| 9 | Oncology | 2 | 60 Hours |
| 10 | GE OPD | 2 | 60 Hours |
| | Total | 32 Weeks | 960 Hours |

Procedures Assisted

1. Endoscopy room – Upper G.I. Endoscopy (Diagnostic and therapeutic).
2. Sigmoidoscopy
3. Colonoscopy
4. Polypectomy
5. Endoscopic retrograde cholangio pancreatography (ERCP)
6. Liver biopsy
7. Percutaneous catheter drainage (PCD) of Pseudocyst pancreas
8. Abdominal paracentesis
9. Percutaneous aspiration of liver abscess
10. GE Lab : PT, Hbs Ag, Markers – A, B, C virus, CBP, ESR, Stool Test

Procedures Performed

1. History and Physical assessment
2. RT intubation / extubation / aspiration/suction
3. Gastric lavage and gavage
4. Bowel wash
5. Therapeutic Diets
6. Ostomy feeding
7. Stoma care
8. Monitoring vital parameters
9. Plan of in-service education programme for nursing staff and Class-IV employees
10. Counseling

STAFFING PATTERN RELAXED TILL 2012***Qualifications & Experience of Teachers of College of Nursing***

| Sl. No. | Post, Qualification & Experience |
|----------------|--|
| 1 | <p>Professor-cum-Principal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Masters Degree in Nursing <input type="checkbox"/> 10 years of experience and minimum of 5 years of teaching experience <p>Desirable: Independent published work of high standard / doctorate degree / M.Phil.</p> |
| 2 | <p>Professor-cum-Vice Principal</p> <ul style="list-style-type: none"> • Masters Degree in Nursing • 10 years of experience and minimum of 5 years of teaching experience <p>Desirable: Independent published work of high standard / doctorate degree / M.Phil.</p> |
| 3 | <p>Reader / Associate Professor</p> <ul style="list-style-type: none"> • Master Degree in Nursing. • 7 years of experience and minimum of 3 years teaching experience <p>Desirable: Independent published work of high standard / doctorate degree / M.Phil.</p> |
| 4 | <p>Assistant Professor /Lecturer</p> <ul style="list-style-type: none"> • Master Degree in Nursing. • 3 years experience |

Pay scales- as per UGC scales



Assam down town University

Curriculum and Syllabus

**M.Sc. Nursing
(Obstetrics and Gynaecological Nursing)**

Prescribed by Indian Nursing Council (INC)

FACULTY OF NURSING

July, 2023

PREAMBLE

Assam downtown University is a premier higher educational institution which offers Bachelor, Master, and Ph.D. degree programmes across various faculties. These programmes, collectively embodies the vision and mission of the university. In keeping with the vision of evolutionary changes taking place in the educational landscape of the country, the university has restructured the course curriculum as per the guidelines of National Education Policy 2020. This document contains outline of teaching and learning framework and complete detailing of the courses. This document is a guide book for the students to choose desired courses for completing the programme and to be eligible for the degree. This volume also includes the prescribed literature, study materials, texts, and reference books under different courses as guidance for the students to follow.

Recommended by the Board of Studies (BOS) meeting of the Faculty of Nursing held on dated 15/06/2023 and approved by the Emergent Academic Council (AC) meeting held on dated 28/07/2023.

Chairperson, Board of Studies

Member Secretary, Academic Council

Vision

To become a Globally Recognized University from North Eastern Region of India, Dedicated to the Holistic Development of Students and Making Society Better

Missions

1. Creation of curricula that address the local, regional, national, and international needs of graduates, providing them with diverse and well-rounded education.
2. Build a diverse student body from various socio-economic backgrounds, provide exceptional value-based education, and foster holistic personal development, strong academic careers, and confidence.
3. Achieve high placement success by offering students skill-based, innovative education and strong industry connections.
4. Become the premier destination of young people, desirous of becoming future professional leaders through multidisciplinary learning and serving society better.
5. Create a highly inspiring intellectual environment for exceptional learners, empowering them to aspire to join internationally acclaimed institutions and contribute to global efforts in addressing critical issues, such as sustainable development, Climate mitigation and fostering a conflict-free global society.
6. To be renowned for creating new knowledge through high quality interdisciplinary research for betterment of society.
7. Become a key hub for the growth and excellence of AdtU's stakeholders including educators, researchers and innovators.
8. Adapt to the evolving needs and changing realities of our students and community by incorporating national and global perspectives, while ensuring our actions are in harmony with our foundational values and objectives of serving the community.

Programme Details

Programme Overview

The M.Sc. Nursing prepares and equips students with the knowledge, skills, and attitude needed to enhance the quality of nursing education and practice. The programme offers opportunities to explore research, promote evidence-based practices, and develop students' confidence, analytical skills, and research orientation.

I. Specific Features of the Curriculum

The M.Sc. Nursing programme's curriculum is designed to enhance social outreach, quality assurance, and global competency. It prepares students to advocate for equitable health policies by engaging with community leaders and stakeholders in planning, executing, and evaluating outreach initiatives. The programme also focuses on evaluating and auditing nursing practices to ensure compliance with standards and achieve high-quality healthcare outcomes. Additionally, it promotes global competency by providing opportunities for students to gain comprehensive knowledge through interdisciplinary nursing certification courses on international learning platforms. These features ensure graduates are well-equipped for leadership roles in diverse healthcare settings.

II. Eligibility Criteria: As per Indian Nursing Council (INC)

III. Programme Educational Objectives (PEOs):

PEO1: AdtU nursing postgraduates will be prepared for successful careers in diverse healthcare industries and/or government sectors in one/ more areas of nursing i.e. medicine, surgery, paediatrics, obstetrics and gynecology.

PEO2: The postgraduates will be academically prepared to become licensed nursing professionals in various specializations of nursing in due course and will contribute effectively to the growth and development of the profession

PEO3: Nursing postgraduates will engage in professional activities to improve their stature in the profession and will be successful in higher education if pursued.

IV. Programme Specific Outcomes (PSOs):

PSO1: Social Outreach: Demonstrate social outreach competency for creating awareness about health policies in society through nursing intervention for better public health.

PSO2: Clinical Proficiency: Exhibit high clinical proficiency in real-world simulated diverse clinical settings including intensive, maternity, paediatrics and emergency scenarios.

PSO3: Global Competency: Demonstrate global competency while attaining knowledge comprehension during international certification courses, webinars and workshops.

V. Programme Outcomes (POs):

PO1: Nursing Knowledge: Apply comprehensive knowledge of human health and behavioural sciences and nursing specialization in medicine, surgery, paediatrics, obstetrics and gynaecology to design holistic healthcare plans for improving health outcomes.

PO2: Professional Competency: Integrate various scientific theories with nursing intervention and apply advanced practices for professional development,

PO3: Nursing Research: Evaluate the healthcare data using modern statistical/ analytical tools, and apply evidence-based practices in advancing the healthcare delivery systems.

PO4: Communication: Communicate effectively with the stakeholders by using adequate interpersonal and communication skills to strengthen quality healthcare outcomes.

PO5: Ethical Practice: Adhering to professional values and ethics in implementing quality care and health safety principles.

PO6: Teamwork and Leadership: Collaborate with inter-professional teams and apply proactive leadership in diverse organizational settings.

PO7: Social Responsibility: Promote health equity by supporting, coordinating, and integrating safe, quality and respectful care to the diverse population to provide equitable health outcomes.

PO8: Lifelong Learning: Cultivate professional activities that foster individual and lifelong learning of advancement in the nursing profession.

VII. Career Prospects:

Graduates of an M.Sc. Nursing programme enjoy excellent career prospects with opportunities for advanced clinical practice, leadership, education, and research roles. They can work as nurse practitioners, clinical nurse specialists, or nurse managers in various healthcare settings such as hospitals, clinics, and community health centers. The programme also opens pathways to academic careers, allowing graduates to become nurse educators or professors in nursing schools. Additionally, they can engage in nursing research, influencing healthcare policies and practices. With the increasing demand for advanced nursing professionals and the global emphasis on quality healthcare, an M.Sc. in Nursing provides a strong foundation for a dynamic and rewarding career.

| Sl. No. | Content |
|---------|---|
| 1 | Philosophy |
| 2 | Aim |
| 3 | Objectives |
| 4 | Other Staff (Maximum Requirement) |
| 5 | Eligibility Criteria/Admission Requirements |
| 6 | Regulations for Examination |
| 7 | Guidelines for Dissertation |
| 8 | Duration |
| 9 | Scheme of Examination |
| | First Year |
| 10 | Nursing Education |
| 11 | Advance Nursing Practice |
| 12 | <i>Clinical Speciality – I</i> |
| | - Obstetric& Gynaecological Nursing |
| 13 | Nursing Research & Statistics |
| | Second Year |
| 14 | Nursing Management |
| 15 | <i>Clinical Speciality –II</i> |
| | Obstetric& Gynaecological Nursing |
| 16 | Annexure – I (Staffing Pattern Relaxed till 2012) |

Philosophy

National Health Policy(NHP) 2002 emphasizes the need to prepare nurses to function in super-speciality areas who are required in tertiary care institutions, entrusting some limited public health functions to nurses after providing adequate training, and increase the ratio of degree holding vis a vis diploma holding nurses.

It is observed that there is an acute shortage of nursing faculty in under graduate and post graduate nursing programme in India

Indian Nursing Council believes that:

Post Graduate programme is essential to prepare nurses to improve the quality of nursing education and practice in India.

Post graduate programme in nursing builds upon and extends competence acquired at the graduate levels, emphasizes application of relevant theories into nursing practice, education, administration and development of research skills.

The programme prepares nurses for leadership position in nursing and health fields who can function as nurse specialists, consultants, educators, administrators and researchers in a wide variety of professional settings in meeting the National priorities and the changing needs of the society.

This programme provides the basis for the post masteral programme in nursing. Further the programme encourages accountability and commitment to life long learning which fosters improvement of quality care.

Aim

The aim of the postgraduate programme in nursing is to prepare graduates to assume responsibilities as nurse specialists, consultants, educators, administrators in a wide variety of professional settings

Objectives

On Completion of the two year M.Sc Nursing programme, the graduate will be able to:-

1. Utilize/apply the concepts, theories and principles of nursing science
2. Demonstrate advance competence in practice of nursing
3. Practice as a nurse specialist.
4. Demonstrate leadership qualities and function effectively as nurse educator and manager.
5. Demonstrate skill in conducting nursing research, interpreting and utilizing the findings from health-related research.
6. Demonstrate the ability to plan and effect change in nursing practice and in the health care delivery system.
7. Establish collaborative relationship with members of other disciplines
8. Demonstrate interest in continued learning for personal and professional advancement.

Other Staff (Minimum requirements)

(To be reviewed and revised and rationalized keeping in mind the mechanization and contract service)

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

- Upper Division Clerk 2

- Lower Division Clerk 2

- Store Keeper 1
 - a) Maintenance of stores 1
 - b) Classroom attendants 2
 - c) Sanitary staff As per the physical space
 - d) Security Staff As per the requirement

- Peons/Office attendants⁴

- Library
 - a) Librarian 2
 - b) Library Attendants As per the requirement

- Hostel
 - a) Wardens 2
 - b) Cooks, Bearers, As per the requirement Sanitary Staff
 - c) Ayas /Peons As per the requirement
 - d) Security Staff As per the requirement

- Gardeners & Dhobi Depends on structural facilities

Eligibility Criteria/Admission Requirements:

1. The candidate should be a Registered Nurse and Registered midwife or equivalent with any State Nursing Registration Council.
2. The minimum education requirements shall be the passing of: B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing with minimum of 55% aggregate marks.
3. The candidate should have undergone in B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing in an institution which is recognized by Indian Nursing Council.
4. Minimum one year of work experience after Basic B.Sc. Nursing.
5. Minimum one year of work experience prior or after Post Basic B.Sc. Nursing.
6. Candidate shall be medically fit.
7. 5% relaxation of marks for SC/ST candidates may be given.

Entrance/Selection test

Selection of the candidates should be based on the merit of the entrance examination held by University or competent authority.

Regulations for examination:

Eligibility for appearing for the examination:

75% of the attendance for theory and practicals. However, 100% of attendance for practical before the award of degree

Classification of results:

- 50% pass in each of the theory and practical separately.
- 50-59% Second division
- 60-74% first division
- 75% and above is distinction
- For declaring the rank aggregate of 2 years marks to be considered

If the candidate fails in either practicals or theory paper he/she has to re - appear for both the papers (theory and practical)

Maximum no. of attempts per subject is three (3) inclusive of first attempt. The maximum period to complete the course successfully should not exceed 4 years

Candidate who fails in any subject, shall be permitted to continue the studies into the second year. However the candidate shall not be allowed to appear for the Second year examination till such time that he/she passes all subjects of the first year M.Sc nursing examination

Practicals

- 4 hours of practical examination per student.
- Maximum number of 10 students per day per speciality.
- The examination should be held in clinical area only for clinical specialities
- One internal and external should jointly conduct practical examination
- Examiner – Nursing faculty teaching respective speciality area in M.Sc nursing programme with minimum 3 years experience after M.Sc nursing.

Dissertation

Evaluation of the dissertation should be done by the examiner prior to viva Duration: Viva-voce -minimum 30 minutes per student

Guidelines for Dissertation

Tentative Schedule for dissertation

| S. No. | Activities | Scheduled Time |
|--------|-------------------------------------|---|
| 1. | Submission of the research proposal | End of 9 th month of I st year |
| 2. | Submission of dissertation – Final | End of 9 th month of II nd Year |

Note: - Administrative approval and ethical clearance should be obtained

A. Research Guides

a) *Qualification of Guide*

Main guide: Nursing faculty / nursing expert in the same clinical speciality holding Ph.D./ M.Phil./ M.Sc. Nursing with a minimum of 3 years experience in teaching in the Post Graduate Programme in Nursing.

Co-Guide: A Co-Guide is a nursing faculty/expert in the field of study (may be from outside the college but should be within the city.)

b) *Guide – Students Ratio*

Maximum of 1:4 (including as co-guide)

c) *Research Committee*

There should be a research committee in each college comprising of minimum 5 members chaired by the Principal, College of Nursing.

Duration

Duration of the course is 2 years for M.Sc. (N)

| | |
|-----------------------|----------------------------|
| Available | 52 weeks |
| Vacation | 4 weeks |
| Examination | 2 weeks |
| Gazetted holidays | 3 weeks |
| Total weeks available | 43 weeks 40 hours per week |

Course of Instruction

| 1st Year | | |
|---------------------------------|-------------------------|----------------------------|
| | Theory (hrs) | Practical (hrs) |
| Nursing education | 150 | 150 |
| Advance nursing practice | 150 | 200 |
| Nursing Research and statistics | 150 | 100 |
| *Clinical speciality –I | 150 | 650 |
| Total | 600 | 1100 |
| IInd Year | | |
| Nursing Management | 150 | 150 |
| Nursing Research (Dissertation) | | 300 |
| *Clinical Speciality-II | 150 | 950 |
| Total | 300 | 1400 |

Educational visit 2 weeks

***Clinical Speciality** – Medical Surgical Nursing (Cardio Vascular & Thoracic Nursing, Critical care Nursing, Oncology Nursing, Neurosciences Nursing, Nephro-Urology Nursing, Orthopedic Nursing, Gastro Enterology Nursing,)Obstetric & Gynecological Nursing, Child Health (Paediatric) Nursing, Mental Health(Psychiatric) Nursing, Community Health Nursing, Psychiatric (Mental Health) Nursing etc.

Note: Students have to maintain log book for each activity during the course of study

Scheme of Examination

| 1 st Year | | | | | | |
|---------------------------------|--------|------------|------------|-----------|------------|------------|
| | Theory | | | Practical | | |
| | Hours | Internal | External | Hours | Internal | External |
| Nursing education | 3 | 25 | 75 | | 50 | 50 |
| Advance nursing practice | 3 | 25 | 75 | | | |
| Nursing Research and statistics | 3 | 25** | 75* | | | |
| Clinical speciality -I | 3 | 25 | 75 | | 100 | 100 |
| Total | | 100 | 300 | | 150 | 150 |
| II nd Year | | | | | | |
| Nursing Management | 3 | 25 | 75 | | | |
| Dissertation & Viva | | | | | 100 | 100 |
| Clinical Speciality-II | 3 | 25 | 75 | | 100 | 100 |
| Total | | 50 | 150 | | 200 | 200 |

* Nursing research=50 and statistics=25

**Nursing research=15 and statistics=10

1. Minimum pass marks shall be 50 % in each of the Theory and practical papers separately.
2. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each subject for appearing for examination.
3. A candidate must have 100% attendance in each of the practical areas before award of degree
4. A candidate has to pass in theory and practical exam separately in each of the paper.
5. If a candidate fails in either theory or practical paper he/she has to re-appear for both the papers (Theory and practical).
6. Maximum no. of attempts permitted for each paper is 3 including first attempt.
7. The maximum period to complete the course successfully should not exceed 4 (four) years.
8. A candidate failing in more then two subjects will not be promoted to the IInd year.
9. No candidate shall be admitted to the subsequent IInd year examination unless the candidate has passed the Ist year examination.
10. Maximum number of candidates for all practical examination should not exceed 10 per day.
11. Provision of Supplementary examination should be made.
12. All practical examinations must be held in the respective clinical areas.
13. One internal and One external examiners(outside the University) should jointly conduct practical examination for each student
14. An examiner should be M.Sc (N) in concerned subject and have minimum of 3 (three) years post graduate teaching experience.

15. One internal and One external examiners(outside the University) should evaluate dissertation and jointly conduct viva-voce for each student
16. For Dissertation Internal examiner should be the guide and external examiner should be Nursing faculty / nursing expert in the same clinical speciality holding Ph.D./M.Phil/M.Sc. Nursing with a minimum of 3 years experience in guiding the research projects for Post Graduate students of Nursing.

Admission Strength

Annual admission strength for M.Sc. (N) Programme should have prior sanction/permission from the Indian Nursing Council on the basis of clinical, physical facilities and teaching faculty.

Health Services

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

- (a) An annual medical examination.
- (b) Vaccination against Tetanus, hepatitis B or any other communicable disease as considered necessary.
- (c) Free medical care during illness and / provision of health insurance should be made.
- (d) A complete health record should be kept in respect of each individual students. The question of continuing the training of a student, with long term chronic illness, will be decided by the individual college.

CURRICULUM

NURSING EDUCATION

Placement: 1st Year

Hours of Instruction
Theory 150 Hours
Practical 150 Hours
Total: 300 Hours

Course Description

This course is designed to assist students to develop a broad understanding of Fundamental Principles, concepts, trends and issues related to education and nursing education. Further, it would provide opportunity to students to understand, appreciate and acquire skills in teaching and evaluation, curriculum development, implementation, maintenance of standards and accreditation of various nursing educational programs.

Objectives

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

1. Explain the aims of education, philosophies, trends in education and health: its impact on nursing education.
2. Describe the teaching learning process.
3. Prepare and utilize various instructional media and methods in teaching learning process.
4. Demonstrate competency in teaching, using various instructional strategies.
5. Critically analyze the existing nursing educational programs, their problems, issues and future trends.
6. Describe the process of curriculum development, and the need and methodology of curriculum change, innovation and integration.
7. Plan and conduct continuing nursing education programs.
8. Critically analyze the existing teacher preparation programs in nursing.
9. Demonstrate skill in guidance and counseling.
10. Describe the problems and issues related to administration of nursing curriculum including selection and organization of clinical experience.
11. Explain the development of standards and accreditation process in nursing education programs.
12. Identify research priorities in nursing education.
13. Discuss various models of collaboration in nursing education and services.
14. Explain the concept, principles, steps, tools and techniques of evaluation
15. Construct, administer and evaluate various tools for assessment of knowledge, skill, and attitude.

Course Content

| Units | Hours | | Content |
|-------|--------|-----------|--|
| | Theory | Practical | |
| I | 10 | | <p>Introduction :</p> <ul style="list-style-type: none"> □ Education: Definition, aims, concepts, philosophies & their education implications, □ Impact of Social, economical, political & technological changes on education: <ul style="list-style-type: none"> • Professional education • Current trends and issues in education • Educational reforms and National Educational policy, various educational commissions-reports • Trends in development of nursing education in India |
| II | 20 | 30 | <p>Teaching – Learning Process</p> <ul style="list-style-type: none"> □ Concepts of teaching and learning: Definition, □ theories of teaching and learning, relationship between teaching and learning. □ Educational aims and objectives; types, domains, levels, elements and writing of educational objectives □ Competency based education (CBE) and outcome-based education (OBE) □ Instructional design: Planning and designing the lesson, writing lesson plan: meaning, its need and importance, formats. □ Instruction strategies – Lecture, discussion, demonstration, simulation, laboratory, seminar, panel, symposium, problem solving, problem-based learning (PBL), workshop, project, role- play (socio- drama), clinical teaching methods, programmed instruction, self-directed learning (SDL), micro teaching, computer assisted instruction (CAI), computer assisted learning (CAL) |
| III | 10 | 10 | <p>Instructional media and methods</p> <ul style="list-style-type: none"> □ Key concepts in the selection and use of media in education □ Developing learning resource material using different media □ Instructional aids – types, uses, selection, preparation, utilization. □ Teacher’s role in procuring and managing instructional Aids – Project and non-projected aids, multimedia, video-tele conferencing etc. |
| IV | 10 | | <p>Measurement and evaluation:</p> <ul style="list-style-type: none"> □ Concept and nature of measurement and evaluation, meaning, process, purposes, problems in evaluation and measurement. □ Principles of assessment, formative and summative assessment- internal assessment external examination, advantages and disadvantages. □ Criterion and norm referenced evaluation, |

| Units | Hours | | Content |
|-------|--------|-----------|---|
| | Theory | Practical | |
| V | 12 | 10 | <p>Standardized and non-standardized tests:</p> <ul style="list-style-type: none"> □ Meaning, characteristics, objectivity, validity, reliability, usability, norms, construction of tests- <ul style="list-style-type: none"> • Essay, short answer questions and multiple-choice questions. • Rating scales, checklist, OSCE/OSPE (Objective structured clinical/practical examination) • Differential scales, and summated scales, sociometry, anecdotal record, attitude scale, critical incident technique □ Question bank-preparation, validation, moderation by panel, utilization □ Developing a system for maintaining confidentiality |
| VI | 8 | 5 | <p>Administration, Scoring and Reporting</p> <ul style="list-style-type: none"> □ Administering a test; scoring, grading versus marks □ Objective tests, scoring essay test, methods of scoring, Item analysis. |
| VII | 12 | 6 | <p>Standardized Tools</p> <ul style="list-style-type: none"> □ Tests of intelligence aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities and disabilities. |
| VIII | 5 | 6 | <p>Nursing Educational programs</p> <ul style="list-style-type: none"> □ Perspectives of nursing education: Global and national. □ Patterns of nursing education and training programmes in India. Non-university and University programs: ANM, GNM, Basic B.Sc. Nursing, Post Certificate B.Sc. Nursing, M.Sc.(N) programs, M.Phil. and Ph.D.) in Nursing, post basic diploma programs, nurse practitioner programs. |
| IX | 12 | 25 | <p>Continuing Education in Nursing</p> <ul style="list-style-type: none"> □ Concepts – Definition, importance, need scope, principles of adult learning, assessments of learning needs, priorities, resources. □ Program planning, implementation and evaluation of continuing education programs. □ Research in continuing education. □ Distance education in nursing. |
| X | 10 | 10 | <p>Curriculum Development</p> <ul style="list-style-type: none"> □ Definition, curriculum determinants, process and steps of curriculum development, Curriculum models, Types and framework. □ Formulation of philosophy, objectives, selection and organization of learning experiences; master plan, course plan, unit plan. □ Evaluation strategies, process of curriculum change, role of students, faculty, administrators, statutory bodies and other stakeholders. □ Equivalency of courses: Transcripts, credit system. |

| Units | Hours | | Content |
|-------|--------|-----------|---|
| | Theory | Practical | |
| XI | 8 | 4 | Teacher preparation <ul style="list-style-type: none"> □ Teacher – roles & responsibilities, functions, characteristics, competencies, qualities, □ Preparation of professional teacher □ Organizing professional aspects of teacher preparation programs □ Evaluation: self and peer ○ Critical analysis of various programs of teacher education in India. |
| XII | 10 | 5 | Guidance and counseling <ul style="list-style-type: none"> □ Concept, principles, need, difference between guidance and counseling, trends and issues. □ Guidance and counseling services: diagnostic and remedial. □ Coordination and organization of services. □ Techniques of counseling: Interview, case work, characteristics of counselor, problems in counseling. □ Professional preparation and training for counseling. |
| XIII | 15 | 10 | Administration of Nursing Curriculum <ul style="list-style-type: none"> □ Role of curriculum coordinator – planning, implementation and evaluation. □ Evaluation of educational programs in nursing- course and program. □ Factors influencing faculty staff relationship and techniques of working together. □ Concept of faculty supervisor (dual) position. □ Curriculum research in nursing. □ Different models of collaboration between education and service |
| XIV | 10 | | Management of nursing educational institutions <ul style="list-style-type: none"> □ Planning, organizing, staffing, budgeting, recruitment, discipline, public relation, performance appraisal, welfare services, library services, hostel |
| XV | 5 | 5 | <ul style="list-style-type: none"> □ Development and maintenance of standards and accreditation in nursing education programs. □ Role of Indian Nursing Council, State Registration Nursing Councils, Boards and University. □ Role of Professional associations and unions. |

Activities:

- Framing philosophy, aims and objectives.
- Lesson Planning.
- Micro teaching-2.
- Conduct practice teachings using different teaching strategies -10 (like lecture cum discussion, demonstration- lab method, field trips, seminars, project, role play, panel discussion, clinical methods etc)
- Preparation and utilization of instructional Aids using different media.
- Develop course plans, unit plans, rotation plans.
- Conduct a continuing education workshop.
- Annotated bibliography.
- Critical evaluation of any nursing education program offered by a selected institution.
- Planning and Organizing field visits.

- Educational visits.
- Field visits (INC/SNRC) to get familiar with recognition/registration process.
- Construct, administer and evaluate tools (objective & essay type test, observation checklist, rating scale etc)
- Observe and practice application of various non-standardized tests (intelligence, Aptitude, Personality, Sociometry, physical & mental disabilities tests.)

Methods of Teaching

- Lecture cum discussion
- Demonstration/ Return demonstration
- Seminar / Presentations
- Project work
- Field visits
- Workshop

Methods of evaluation

- Tests
- Presentation
- Project work
- Written assignments

Internal Assessment

| Techniques | Weightage |
|----------------------|------------------|
| Test- (2 tests) | 50 |
| Assignment | 25 |
| Seminar/presentation | 25 |
| Total | 100 |

Practical – Internal assessment

| | |
|---|----|
| Learning resource material | 25 |
| Practice Teaching | 50 |
| Conduct Workshop/ Short Term Course | 25 |
| Practical – external assessment | |
| Practice teaching- 1 | 50 |
| Preparation/use of learning resource material-1 | 25 |
| Construction of tests/rotation plan. | 25 |

ADVANCE NURSING PRACTICE

Placement: 1st Year

Hours of Instruction
Theory 150 Hours
Practical 200 Hours
Total: 350 Hours

Course Description

The course is designed to develop an understanding of concepts and constructs of theoretical basis of advance nursing practice and critically analyze different theories of nursing and other disciplines.

Objectives:

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

1. Appreciate and analyze the development of nursing as a profession.
2. Describe ethical, legal, political and economic aspects of health care delivery and nursing practice.
3. Explain bio- psycho- social dynamics of health, life style and health care delivery system.
4. Discuss concepts, principles, theories, models, approaches relevant to nursing and their application.
5. Describe scope of nursing practice.
6. Provide holistic and competent nursing care following nursing process approach.
7. Identify latest trends in nursing and the basis of advance nursing practice.
8. Perform extended and expanded role of nurse.
9. Describe alternative modalities of nursing care.
10. Describe the concept of quality control in nursing.
11. Identify the scope of nursing research.
12. Use computer in patient care delivery system and nursing practice.
13. Appreciate importance of self-development and professional advancement.

Course Content

| Unit | Hours | Content |
|------|-------|--|
| I | 10 | <p>Nursing as a Profession</p> <ul style="list-style-type: none"> □ History of development of nursing profession, characteristics, criteria of the profession, perspective of nursing profession-national, global □ Code of ethics (INC), code of professional conduct (INC), autonomy and accountability, assertiveness, visibility of nurses, legal considerations, □ Role of regulatory bodies □ Professional organizations and unions-self-defense, individual and collective bargaining □ Educational preparations, continuing education, career opportunities, professional advancement & role and scope of nursing education. □ Role of research, leadership and management. □ Quality assurance in nursing (INC). □ Futuristic nursing. |
| II | 5 | <p>Health care delivery</p> <ul style="list-style-type: none"> □ Health care environment, economics, constraints, planning process, policies, political process vis a vis nursing profession. □ Health care delivery system- national, state, district and local level. □ Major stakeholders in the health care system-Government, non-govt, Industry and other professionals. □ Patterns of nursing care delivery in India. □ Health care delivery concerns, national health and family welfare programs, inter-sectoral coordination, role of non- governmental agencies. □ Information, education and communication (IEC). □ Tele-medicine. |
| III | 10 | <p>Genetics</p> <ul style="list-style-type: none"> □ Review of cellular division, mutation and law of inheritance, human genome project, The Genomic era. □ Basic concepts of Genes, Chromosomes & DNA. □ Approaches to common genetic disorders. □ Genetic testing – basis of genetic diagnosis, Pre symptomatic and predisposition testing, Prenatal diagnosis & screening, Ethical, legal & psychosocial issues in genetic testing. □ Genetic counseling. □ Practical application of genetics in nursing. |
| IV | 10 | <p>Epidemiology</p> <ul style="list-style-type: none"> □ Scope, epidemiological approach and methods, □ Morbidity, mortality, □ Concepts of causation of diseases and their screening, □ Application of epidemiology in health care delivery, Health surveillance and health informatics □ Role of nurse |

| Unit | Hours | Content |
|------|-------|---|
| V | 20 | <p>Bio-Psycho social pathology</p> <ul style="list-style-type: none"> □ Pathophysiology and Psychodynamics of disease causation □ Life processes, homeostatic mechanism, biological and psycho-social dynamics in causation of disease, life style □ Common problems: Oxygen insufficiency, fluid and electrolyte imbalance, nutritional problems, hemorrhage and shock, altered body temperature, unconsciousness, sleep pattern and its disturbances, pain, sensory deprivation. □ Treatment aspects: pharmacological and pre- post operative care aspects, □ Cardio pulmonary resuscitation. □ End of life Care □ Infection prevention (including HIV) and standard safety measures, bio-medical waste management. □ Role of nurse- Evidence based nursing practice; Best practices □ Innovations in nursing |
| VI | 20 | <p>Philosophy and Theories of Nursing</p> <ul style="list-style-type: none"> □ Values, Conceptual models, approaches. □ Nursing theories: Nightingale's, Hendersons's, Roger's, Peplau's, Abdella's, Lewine's, Orem's, Johnson's, King's, Neuman's, Roy's, Watson parsee, etc and their applications, □ Health belief models, communication and management, etc □ Concept of Self health. □ Evidence based practice model. |
| VIII | 10 | <p>Nursing process approach</p> <ul style="list-style-type: none"> □ Health Assessment- illness status of patients/clients (Individuals, family, community), Identification of health- illness problems, health behaviors, signs and symptoms of clients. □ Methods of collection, analysis and utilization of data relevant to nursing process. □ Formulation of nursing care plans, health goals, implementation, modification and evaluation of care. |
| IX | 30 | <p>Psychological aspects and Human relations</p> <ul style="list-style-type: none"> □ Human behavior, Life processes & growth and development, □ personality development, defense mechanisms, □ Communication, interpersonal relationships, individual and group, group dynamics, and organizational behavior, □ Basic human needs, Growth and development, (Conception through preschool, School age through adolescence, Young & middle adult, and Older adult) □ Sexuality and sexual health. □ Stress and adaptation, crisis and its intervention, □ Coping with loss, death and grieving, □ Principles and techniques of Counseling. |

| | | |
|----|----|--|
| X | 10 | <p>Nursing practice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Framework, scope and trends. <input type="checkbox"/> Alternative modalities of care, alternative systems of health and complimentary therapies. <input type="checkbox"/> Extended and expanded role of the nurse, in promotive, preventive, curative and restorative health care delivery system in community and institutions. <input type="checkbox"/> Health promotion and primary health care. <input type="checkbox"/> Independent practice issues,- Independent nurse-midwifery practitioner. <input type="checkbox"/> Collaboration issues and models-within and outside nursing. <input type="checkbox"/> Models of Prevention, <input type="checkbox"/> Family nursing, Home nursing, <input type="checkbox"/> Gender sensitive issues and women empowerment. <input type="checkbox"/> Disaster nursing. <input type="checkbox"/> Geriatric considerations in nursing. <input type="checkbox"/> Evidence based nursing practice- Best practices <input type="checkbox"/> Trans-cultural nursing. |
| XI | 25 | <p>Computer applications for patient care delivery system and nursing practice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of computers in teaching, learning, research and nursing practice. <input type="checkbox"/> Windows, MS office: Word, Excel, Power Point, <input type="checkbox"/> Internet, literature search, <input type="checkbox"/> Statistical packages, <input type="checkbox"/> Hospital management information system: softwares. |

Practical

Clinical posting in the following areas:

- Specialty area- in-patient unit - 2 weeks
- Community health center/PHC - 2 weeks
- Emergency/ICU - 2 weeks

Activities

- Prepare Case studies with nursing process approach and theoretical basis
- Presentation of comparative picture of theories
- Family case- work using model of prevention
- Annotated bibliography
- Report of field visits (5)

Methods of Teaching

- Lecture cum discussion
- Seminar
- Panel discussion
- Debate
- Case Presentations
- Exposure to scientific conferences
- Field visits

Methods of evaluation :

- Tests
- Presentation
- Seminar
- Written assignments

Advance nursing Procedures

Definition, Indication and nursing implications;

CPR, TPN, Hemodynamic monitoring, Endotracheal intubation, Tracheostoma, mechanical ventilation, Pacemaker, Hemodialysis, Peritoneal dialysis, LP, BT Pleural and abdominal paracentesis OT techniques, Health assessment, Triage, Pulse oximetry

Internal Assessment

| Techniques | Weightage |
|----------------------|------------------|
| Test- (2 tests) | 50 |
| Assignment | 25 |
| Seminar/presentation | 25 |
| Total | 100 |

CLINICAL SPECIALITY-I

OBSTETRIC AND GYNAECOLOGICAL NURSING

Placement: Ist year

Hours of Instruction

Theory: 150 Hours.

Practical: 650 Hours.

Total: 800 Hours.

Course Description

This course is designed to assist students in developing expertise and in- depth understanding in the field of Obstetric and Gynaecological Nursing. It will help students to appreciate the client as a holistic individual and develop skill to function as an independent midwifery practitioner. It will further enable the student to function as educator, manager, and researcher in the field of Obstetric and Gynaecological nursing

Objectives

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

1. Appreciate the trends in the field of midwifery, obstetrics and gynaecology as a speciality.
2. Describe the population dynamics and indicators of maternal and child health
3. Describe the concepts of biophysical, psychological and spiritual aspects of normal pregnancy, labor and puerperium.
4. Provide comprehensive nursing care to women during reproductive period and newborns.
5. Integrate the concepts of family centered nursing care and nursing process approach in obstetric and gynaecological nursing.
6. Identify and analyze the deviations from normal birth process and refer appropriately.
7. Describe the pharmacological agents, their effects during pregnancy, child birth, puerperium, lactation and the role of nurse
8. Counsel adolescents, women and families on issues pertaining to pregnancy, child birth and lactation
9. Describe the role of various types of complementary and alternative therapies in obstetric and gynaecological nursing.
10. Incorporate evidence based nursing practice and identify the areas of research in the field of obstetric and gynaecological nursing.
11. Describe the recent advancement in contraceptive technology and birth control measures
12. Appreciate the legal and ethical issues pertaining to obstetric and gynaecological nursing

Course Content

| Units | Hours | Content |
|-------|-------|---|
| I | 10 | <p>Introduction</p> <ul style="list-style-type: none"> □ Historical and contemporary perspectives □ Epidemiological aspects of maternal and child health □ Magnitude of maternal and child health problems □ Issues of maternal and child health : Age, Gender, Sexuality, psycho Socio cultural factors □ Preventive obstetrics □ National health and family welfare programmes related to maternal and child health: health care delivery system- National Rural health mission, Role of NGO's □ Theories, models and approaches applied to midwifery practice □ Role and scope of midwifery practice: Independent Nurse midwifery practitioner □ Legal and Ethical issues: Code of ethics and standards of midwifery practice, standing orders □ Evidence based midwifery practice □ Research priorities in obstetric and gynaecological nursing. |
| II | 15 | <p>Human reproduction</p> <ul style="list-style-type: none"> □ Review of anatomy and physiology of human reproductive system: male and female □ Hormonal cycles □ Embryology □ Genetics, teratology and counseling □ Clinical implications |
| III | 25 | <p>Pregnancy</p> <ul style="list-style-type: none"> □ Maternal adaptation: Physiological, psychosocial <ul style="list-style-type: none"> • Assessment – Maternal and foetal measures Maternal measures:History taking , exmanination-General,physical and obstetrical measure, identification of high risk, • Foetal measure- clinical parameters, biochemical- human estriol, Maternal Serum Alfa Feto Protein, Acetyl Choline esterase (AchE), Triple Test Aminocentesis, Cordocentesis, chorionic villus sampling (CVS)), • Biophysical- (US IMAGING, Foetal movement count, Ultra Sonography, Cardiocography, cardiotomography, Non Stress Test(NST), Contraction stress test(CST), amnioscopy, foetoscopy, • Radiological examination, □ Interpretation of diagnostic tests and nursing implications □ Nursing management of the pregnant women, minor disorders of pregnancy and management, preparation for child birth and parenthood, importance of institutional delivery, choice of birth setting, importance and mobilizing of transportation, prenatal counseling, role of nurse and crisis intervention, identification of high-risk pregnancy and refer □ Alternative/complementary therapies |

| Units | Hours | Content |
|-------|-------|--|
| IV | 25 | <p>Normal Labour and nursing management:</p> <ul style="list-style-type: none"> □ Essential factors of labour □ Stages and onset <p>First stage: Physiology of normal labour</p> <ul style="list-style-type: none"> • Use of partograph: Principles, use and critical analysis, evidence based studies • Analgesia and anaesthesia in labour • Nursing management <p>Second stage</p> <ul style="list-style-type: none"> • Physiology , intrapartum monitoring • Nursing management. • Resuscitation , immediate newborn care and initiate breast feeding (Guidelines of National neonatology forum of India) <p>Third stage</p> <ul style="list-style-type: none"> • Physiology and nursing management <p>Fourth stage – Observation, critical analysis and Nursing management.</p> <ul style="list-style-type: none"> • Various child birth practice: water birth, position change etc • Evidence based practice in relation to labour intervention <p>Role of nurse midwifery practitioner</p> <ul style="list-style-type: none"> • Alternative/complementary therapies |
| V | 20 | <p>Normal puerperium and nursing management</p> <ul style="list-style-type: none"> □ Physiology of puerperium □ Physiology of lactation, lactation management, exclusive breast feeding, Baby friendly hospital initiative(BFHI) □ Assessment of postnatal women . □ Minor discomforts and complications of puerperium □ Management of mothers during puerperium: Postnatal exercises Rooming in, bonding, warm chain □ Evidence based studies <p>Role of nurse midwifery practitioner</p> <ul style="list-style-type: none"> • Alternative/complementary therapies |
| VI | 20 | <p>Normal Newborn</p> <ul style="list-style-type: none"> □ Physiology and characteristics of normal newborn □ Physical and Behavioural assessment of newborn □ Needs of newborn □ Essential newborn care: Exclusive breast feeding, Immunization, Hygiene measures, Newborn nutrition □ Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU □ Observation and care of newborn □ Parenting process |
| VII | 10 | <p>Pharmoco dynamics in obstetrics</p> <ul style="list-style-type: none"> □ Drugs used in pregnancy, labour, post-partum and newborn □ Calculation of drug dose and administration □ Effects of drugs used □ Anaesthesia and analgesia in obstetrics □ Roles and responsibilities of midwifery nurse practitioner □ Standing orders and protocols and use of selected lifesaving drugs and interventions of obstetric emergencies approved by the MOHFW |

| Units | Hours | Content |
|-------|-------|--|
| VIII | 10 | Family welfare services <ul style="list-style-type: none"> □ Population dynamics □ Demography trends: vital statistics, calculation of indicators especially maternal and neonatal mortality rates and problems and other health problems □ Recent advancement in contraceptive technology □ Role of nurses in family welfare programmes in all settings □ Role of independent nurse midwifery practitioner □ Family life education □ Evidence based studies □ Information, Education and Communication(IEC) □ Management information and evaluation system(MIES) □ Teaching and supervision of health team members |
| IX | 5 | Infertility <ul style="list-style-type: none"> □ Primary and secondary causes □ Diagnostic procedures □ Counseling: ethical and legal aspects of assisted reproductive technology(ART) □ Recent advancement in infertility management. □ Adoption procedures Role of nurses in infertility management. |
| X | 5 | Menopause <ul style="list-style-type: none"> □ Physiological, psychological and social aspects □ Hormone Replacement Therapy □ Surgical menopause □ Counseling and guidance Role of midwifery nurse practitioner |
| XI | 5 | Abortion <ul style="list-style-type: none"> □ Types, causes □ Legislations, Clinical rights and professional responsibility □ Abortion procedures □ Complications □ Nursing management Role of midwifery nurse practitioner |

Practical

Total = 660 Hours
1 Week = 30 Hours

| S.No. | Deptt./Unit | No. of Week | Total Hours |
|-------|------------------------------|-----------------|------------------|
| 1 | Anetenatal Wards & OPDs | 4 | 120 |
| 2 | Labour Room | 5 | 150 |
| 3 | Postnatal Ward | 2 | 60 |
| 4 | Family Planning Clinics | 2 | 60 |
| 5 | PHC/Rural maternity settings | 4 | 120 |
| 6 | Gynae | 2 | 60 |
| 7 | Maternity OT | 2 | 60 |
| 8 | NICU | 1 | 30 |
| | Total | 22 Weeks | 660 Hours |

Procedures observed

- Diagnostic investigations: amniocentecis, chordocentecis, chorionic villi sampling
- Infertility management: artificial reproduction : artificial insemination, invitro fertilization, and related procedures

Procedures assisted

- Medical termination of pregnancy,

Procedures performed

- Antenatal assessment-20
- Postnatal assessment-20
- Assessment during labour : use of partograph - 20
- Per vaginal examination-20
- Conduct of normal delivery-20
- Episiotomy and suturing-10
- Setting up of delivery areas
- Insertion of intra uterine devices(copper T)

Others

- Identification of high risk women and referral
- Health education: to women and their families
- Motivation of couples for planned parenthood

NURSING RESEARCH AND STATISTICS

Placement: Ist Year

Hours of Instruction
Theory 150 Hours
Practical 100 Hours
Total: 250 Hours

Part-A: Nursing Research

Practical 50 Hours
Theory 100 Hours
Total: 150 Hours

Course Description:

The course is designed to assist the students to acquire an understanding of the research methodology and statistical methods as a basis for identifying research problem, planning and implementing a research plan. It will further enable the students to evaluate research studies and utilize research findings to improve quality of nursing practice, education and management.

General Objectives:

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

1. Define basic research terms and concepts.
2. Review literature utilizing various sources
3. Describe research methodology
4. Develop a research proposal.
5. Conduct a research study.
6. Communicate research findings
7. Utilize research findings
8. Critically evaluate nursing research studies.
9. Write scientific paper for publication.

Content Outline

| Unit | Hours | | Content |
|------|--------|-----------|---|
| | Theory | Practical | |
| I | 10 | | Introduction: <ul style="list-style-type: none"> <input type="checkbox"/> Methods of acquiring knowledge – problem solving and scientific method. <input type="checkbox"/> Research – Definition, characteristics, purposes, kinds of research <input type="checkbox"/> Historical Evolution of research in nursing <input type="checkbox"/> Basic research terms <input type="checkbox"/> Scope of nursing research: areas, problems in nursing, health and social research <input type="checkbox"/> Concept of evidence-based practice <input type="checkbox"/> Ethics in research <input type="checkbox"/> Overview of Research process |
| II | 5 | 5 | Review of Literature <ul style="list-style-type: none"> <input type="checkbox"/> Importance, purposes, sources, criteria for selection of resources and steps in reviewing literature. |
| III | 12 | | Research Approaches and designs <ul style="list-style-type: none"> <input type="checkbox"/> Type: Quantitative and Qualitative <input type="checkbox"/> Historical, survey and experimental –Characteristics, types advantages and disadvantages <input type="checkbox"/> Qualitative: Phenomenology, grounded theory, ethnography |
| IV | 10 | 5 | Research problem: <ul style="list-style-type: none"> <input type="checkbox"/> Identification of research problem <input type="checkbox"/> Formulation of problem statement and research objectives <input type="checkbox"/> Definition of terms <input type="checkbox"/> Assumptions and delimitations <input type="checkbox"/> Identification of variables <input type="checkbox"/> Hypothesis – definition, formulation and types. |
| V | 5 | 5 | Developing theoretical/conceptual framework. <ul style="list-style-type: none"> <input type="checkbox"/> Theories: Nature, characteristics, Purpose and uses <input type="checkbox"/> Using, testing and developing conceptual framework, models and theories. |
| VI | 6 | | Sampling <ul style="list-style-type: none"> <input type="checkbox"/> Population and sample <input type="checkbox"/> Factors influencing sampling <input type="checkbox"/> Sampling techniques <input type="checkbox"/> Sample size <input type="checkbox"/> Probability and sampling error <input type="checkbox"/> Problems of sampling |
| VIII | 5 | | Implementing research plan <ul style="list-style-type: none"> <input type="checkbox"/> Pilot Study, review research plan (design)., planning for data collection, administration of tool/interventions, collection of data |
| IX | 10 | 10 | Analysis and interpretation of data <ul style="list-style-type: none"> <input type="checkbox"/> Plan for data analysis: quantitative and qualitative <input type="checkbox"/> Preparing data for computer analysis and presentation. <input type="checkbox"/> Statistical analysis <input type="checkbox"/> Interpretation of data <input type="checkbox"/> Conclusion and generalizations <input type="checkbox"/> Summary and discussion |

| Unit | Hours | | Hours |
|------|--------|--------|--|
| | Theory | Theory | |
| X | 10 | | Reporting and utilizing research findings: <ul style="list-style-type: none"> □ Communication of research results; oral and written □ Writing research report purposes, methods and style vancouver, American Psychological Association(APA), Campbell etc □ Writing scientific articles for publication: purposes & style |
| XI | 3 | 8 | Critical analysis of research reports and articles |
| XII | 4 | 7 | Developing and presenting a research proposal |

Activities:

- Annotated Bibliography of research reports and articles.
- Review of literature of selected topic and reporting
- Formulation of problem statement, objective and hypothesis
- Developing theoretical/conceptual framework.
- Preparation of a sample research tool
- Analysis and interpretation of given data
- Developing and presenting research proposal
- Journal club presentation
- Critical evaluation of selected research studies
- Writing a scientific paper.

Method of Teaching

- Lecture-cum-discussion
- Seminar/Presentations
- Project
- Class room exercises
- Journal club

Methods of Evaluation

- Quiz, Tests (Term)
- Assignments/Term paper
- Presentations
- Project work

Internal Assessment

| Techniques | Weightage (15marks) |
|--------------------|---------------------|
| Term Test(2 tests) | 40% |
| Assignment | 20% |
| Presentation | 20% |
| Project work | 20% |
| Total | 100% |

Part –B: Statistics

Hours of Instruction

Theory:50 Hours

Practical:50 Hours

Total: 100 Hours

Course Description

At the end of the course, the students will be able to develop an understanding of the statistical methods and apply them in conducting research studies in nursing.

General Objectives

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

1. Explain the basic concepts related to statistics
2. Describe the scope of statistics in health and nursing
3. Organize, tabulate and present data meaningfully.
4. Use descriptive and inferential statistics to predict results.
5. Draw conclusions of the study and predict statistical significance of the results.
6. Describe vital health statistics and their use in health-related research.
7. Use statistical packages for data analysis

| Unit | Hours | | Content |
|------|--------|-----------|--|
| | Theory | Practical | |
| I | 7 | 4 | Introduction: <ul style="list-style-type: none">□ Concepts, types, significance and scope of statistics, meaning of data, sample, parameter type and levels of data and their measurement□ Organization and presentation of data – Tabulation of data;□ Frequency distribution□ Graphical and tabular presentations. |
| II | 4 | 4 | Measures of central tendency: <ul style="list-style-type: none">□ Mean, Median, Mode |
| III | 4 | 5 | Measures of variability; <ul style="list-style-type: none">□ Range, Percentiles, average deviation, quartile deviation, standard deviation |
| IV | 3 | 2 | Normal Distribution: <ul style="list-style-type: none">□ Probability, characteristics and application of normal probability curve; sampling error. |
| V | 6 | 8 | Measures of relationship: <ul style="list-style-type: none">□ Correlation – need and meaning□ Rank order correlation;□ Scatter diagram method□ Product moment correlation□ Simple linear regression analysis and prediction. |
| VI | 5 | 2 | Designs and meaning: <ul style="list-style-type: none">□ Experimental designs□ Comparison in pairs, randomized block design, Latin squares. |

| Unit | Hours | | Content |
|------|--------|--------|--|
| | Theory | Theory | |
| VII | 8 | 10 | Significance of Statistic and Significance of difference between two Statistics (Testing hypothesis) <input type="checkbox"/> Non parametric test – Chi-square test, Sign, median test, Mann Whitney test. <input type="checkbox"/> Parametric test – ‘t’ test, ANOVA, MANOVA, ANCOVA |
| VIII | 5 | 5 | Use of statistical methods in psychology and education: <input type="checkbox"/> Scaling – Z Score, Z Scaling <input type="checkbox"/> Standard Score and T Score <input type="checkbox"/> Reliability of test Scores: test-retest method, parallel forms, split half method. |
| IX | 4 | 2 | Application of statistics in health: <input type="checkbox"/> Ratios, Rates, Trends <input type="checkbox"/> Vital health statistics – Birth and death rates. <input type="checkbox"/> Measures related to fertility, morbidity and mortality |
| X | 4 | 8 | Use of Computers for data analysis <input type="checkbox"/> Use of statistical package. |

Activities

- Exercises on organization and tabulation of data,
- Graphical and tabular presentation of data
- Calculation of descriptive and inferential statistics(chi square, t-test, correlation)
- Practice in using statistical package
- Computing vital health statistics

Methods of Teaching:

- Lecture-cum-discussion
- Demonstration – on data organization, tabulation, calculation of statistics, use of statistical package, Classroom exercises, organization and tabulation of data,
- Computing Descriptive and inferential statistics; vital and health statistics and use of computer for data entry and analysis using statistical package.

Methods of Evaluation

- Test, Classroom statistical exercises.

Internal Assessment

Techniques

Test – (2 tests)

Weightage 10 marks

100%

NURSING MANAGEMENT

Placement: IInd Year

Hours of Instruction

Theory 150 Hours

Practical 150 Hours

Total: 300 Hours

Course Description

This course is designed to assist students to develop a broad understanding of Principles, concepts, trends and issues related to nursing management. Further, it would provide opportunity to students to understand, appreciate and acquire skills in planning, supervision and management of nursing services at different levels to provide quality nursing services.

Objectives

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

1. Describe the philosophy and objectives of the health care institutions at various levels.
2. Identify trends and issues in nursing
3. Discuss the public administration, health care administration vis a vis nursing administration
4. Describe the principles of administration applied to nursing
5. Explain the organization of health and nursing services at the various levels/institutions.
6. Collaborate and co-ordinate with various agencies by using multi- sectoral approach
7. Discuss the planning, supervision and management of nursing workforce for various health care settings.
8. Discuss various collaborative models between nursing education and nursing service to improve the quality of nursing care
9. Identify and analyse legal and ethical issues in nursing administration
10. Describe the process of quality assurance in nursing services.
11. Demonstrate leadership in nursing at various levels

Course Content

| Unit | Hours | Content |
|------|-------|---|
| I | 10 | <p>Introduction</p> <ul style="list-style-type: none"> □ Philosophy, purpose, elements, principles and scope of administration □ Indian Constitution, Indian Administrative system vis a vis health care delivery system: National, State and Local □ Organization and functions of nursing services and education at □ National, State, District and institutions: Hospital and Community □ Planning process: Five-year plans, Various Committee Reports on health, State and National Health policies, national population policy, national policy on AYUSH and plans, |
| II | 10 | <p>Management</p> <ul style="list-style-type: none"> □ Functions of administration □ Planning and control □ Co-ordination and delegation □ Decision making – decentralization basic goals of decentralization. □ Concept of management <p>Nursing management</p> <ul style="list-style-type: none"> □ Concept, types, principles and techniques □ Vision and Mission Statements □ Philosophy, aims and objective □ Current trends and issues in Nursing Administration □ Theories and models □ Application to nursing service and education |
| III | 15 | <p>Planning</p> <ul style="list-style-type: none"> □ Planning process: Concept, Principles, Institutional policies □ Mission, philosophy, objectives, □ Strategic planning □ Operational plans □ Management plans □ Programme evaluation and review technique(PERT), Gantt chart, Management by objectives(MBO) □ Planning new venture □ Planning for change □ Innovations in nursing □ Application to nursing service and education |
| IV | 15 | <p>Organisation</p> <ul style="list-style-type: none"> □ Concept, principles, objectives, Types and theories, Minimum requirements for organisation, Developing an organizational Structure, levels, organizational Effectiveness and organizational Climate, □ Organising nursing services and patient care: Methods of patient assignment- Advantages and disadvantages, primary nursing care, □ Planning and Organising: hospital, unit and ancillary services(specifically central sterile supply department, laundry,kitchen, laboratory services, emergency etc) □ Disaster management: plan, resources, drill, etc Application to nursing service and education |

| Unit | Hours | Content |
|------|-------|---|
| V | 15 | <p>Human Resource for health</p> <ul style="list-style-type: none"> □ Staffing <ul style="list-style-type: none"> • Philosophy • Norms: Staff inspection unit(SIU), Bajaj Committee, High power committee, Indian nursing council (INC) • Estimation of nursing staff requirement- activity analysis • Various research studies □ Recruitment: credentialing, selection, placement, promotion □ Retention □ Personnel policies □ Termination □ Staff development programme □ Duties and responsibilities of various category of nursing personnel <p>Applications to nursing service and education</p> |
| VI | 15 | <p>Directing</p> <ul style="list-style-type: none"> □ Roles and functions □ Motivation: Intrinsic, extrinsic, Creating motivating climate, Motivational theories □ Communication: process, types, strategies, Interpersonal communication, channels, barriers, problems, Confidentiality, Public relations □ Delegation; common delegation errors □ Managing conflict: process, management, negotiation, consensus □ Collective bargaining: health care labour laws, unions, professional associations, role of nurse manager □ Occupational health and safety <p>Application to nursing service and education</p> |
| VII | 10 | <p>Material management</p> <ul style="list-style-type: none"> □ Concepts, principles and procedures □ Planning and procurement procedures : Specifications □ ABC analysis, □ VED (very important and essential daily use) analysis □ Planning equipments and supplies for nursing care: unit and hospital □ Inventory control □ Condemnation <p>Application to nursing service and education</p> |
| VIII | 15 | <p>Controlling</p> <ul style="list-style-type: none"> □ Quality assurance – Continuous Quality Improvement <ul style="list-style-type: none"> • Standards • Models • Nursing audit □ Performance appraisal: Tools, confidential reports, formats, Management, interviews □ Supervision and management: concepts and principles □ Discipline: service rules, self-discipline, constructive versus destructive discipline, problem employees, disciplinary proceedings- enquiry etc □ Self-evaluation or peer evaluation, patient satisfaction, utilization review <p>Application to nursing service and education</p> |

| Unit | Hours | Content |
|------|-------|--|
| IX | 15 | <p>Fiscal planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Steps <input type="checkbox"/> Plan and non-plan, zero budgeting, mid-term appraisal, capital and revenue <input type="checkbox"/> Budget estimate, revised estimate, performance budget <input type="checkbox"/> Audit <input type="checkbox"/> Cost effectiveness <input type="checkbox"/> Cost accounting <input type="checkbox"/> Critical pathways <input type="checkbox"/> Health care reforms <input type="checkbox"/> Health economics <input type="checkbox"/> Health insurance <input type="checkbox"/> Budgeting for various units and levels <p>Application to nursing service and education</p> |
| X | 10 | <p>Nursing informatics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Trends <input type="checkbox"/> General purpose <input type="checkbox"/> Use of computers in hospital and community <input type="checkbox"/> Patient record system <input type="checkbox"/> Nursing records and reports <input type="checkbox"/> Management information and evaluation system (MIES) <input type="checkbox"/> E- nursing, Telemedicine, telenursing <input type="checkbox"/> Electronic medical records |
| XI | 10 | <p>Leadership</p> <ul style="list-style-type: none"> <input type="checkbox"/> Concepts, Types, Theories <input type="checkbox"/> Styles <input type="checkbox"/> Manager behaviour <input type="checkbox"/> Leader behaviour <input type="checkbox"/> Effective leader: Characteristics, skills <input type="checkbox"/> Group dynamics <input type="checkbox"/> Power and politics <input type="checkbox"/> lobbying <input type="checkbox"/> Critical thinking and decision making <input type="checkbox"/> Stress management <p>Applications to nursing service and education</p> |
| XII | 10 | <p>Legal and ethical issues</p> <p>Laws and ethics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ethical committee <input type="checkbox"/> Code of ethics and professional conduct <input type="checkbox"/> Legal system: Types of law, tort law, and liabilities <input type="checkbox"/> Legal issues in nursing: negligence, malpractice, invasion of privacy, defamation of character <input type="checkbox"/> Patient care issues, management issues, employment issues <input type="checkbox"/> Medico legal issues <input type="checkbox"/> Nursing regulatory mechanisms: licensure, renewal, accreditation <input type="checkbox"/> Patients rights, Consumer protection act(CPA) <input type="checkbox"/> Rights of special groups: children, women, HIV, handicap, ageing <input type="checkbox"/> Professional responsibility and accountability <input type="checkbox"/> Infection control <input type="checkbox"/> Standard safety measures |

PRACTICALS

1. Prepare prototype personal files for staff nurses, faculty and cumulative records
2. Preparation of budget estimate, Revised estimate and performance budget
3. Plan and conduct staff development programme
4. Preparation of Organisation Chart
5. Developing nursing standards/protocols for various units
6. Design a layout plan for speciality units /hospital, community and educational institutions
7. Preparation of job description of various categories of nursing personnel
8. Prepare a list of equipments and supplies for speciality units
9. Assess and prepare staffing requirement for hospitals, community and educational institutions
10. Plan of action for recruitment process
11. Prepare a vision and mission statement for hospital, community and educational institutions
12. Prepare a plan of action for performance appraisal
13. Identify the problems of the speciality units and develop plan of action by using problem solving approach
14. Plan a duty roster for speciality units/hospital, community and educational institutions
15. Prepare: anecdotes, incident reports, day and night reports, handing and taking over reports, enquiry reports, nurses notes, Official letters, curriculum vitae, presentations etc.
16. Prepare a plan for disaster management
17. Group work
18. Field appraisal report

CLINICAL SPECIALITY – II OBSTETRIC AND GYNAECOLOGICAL NURSING

Placement - IInd Year

Hours of Instruction

Theory:150 hrs

Practical:950 hrs

Total:1100 hrs

Course Description

This course is designed to assist the student in developing expertise and in- depth understanding in the field of Obstetric and gynecological Nursing .It will help the student to develop advanced nursing skills for nursing interventions in various obstetrical and gynecological conditions. It will further enable the students to function as midwifery nurse practitioner/ specialist, educator, manager and researcher in the field of obstetric and gynecological nursing.

Objectives

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

1. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of women with obstetric and gynaecological conditions
2. Perform physical, psychosocial, cultural & spiritual assessment
3. Demonstrate competence in caring for women with obstetrical and gynaecological conditions
4. Demonstrate competence in caring for high risk newborn.
5. Identify and Manage obstetrical and neonatal emergencies as per protocol.
6. Practice infection control measures
7. Utilize recent technology and various diagnostic, therapeutic modalities in the management of obstetrical , gynecological and neonatal care.
8. Demonstrate skill in handling various equipments/gadgets used for obstetrical, gynaecological and neonatal care
9. Teach and supervise nurses and allied health workers.
10. Design a layout of speciality units of obstetrics and gynecology
11. Develop standards for obstetrical and gynaecological nursing practice.
12. Counsel women and families
13. Incorporate evidence based nursing practice and identify the areas of research in the field of obstetrical and gynaecological nursing
14. Function as independent midwifery nurse practitioner

Contents Outline

| Unit | Hours | Content |
|------|-------|--|
| I | 25 | <p>Management of problems of women during pregnancy</p> <ul style="list-style-type: none"> □ Risk approach of obstetrical nursing care , concept & goals. □ Screening of high-risk pregnancy, newer modalities of diagnosis. □ Nursing Management of Pregnancies at risk-due to obstetrical complication <ul style="list-style-type: none"> • Pernicious Vomiting. • Bleeding in early pregnancy, abortion, ectopic pregnancy, and gestational trophoblastic diseases. • Hemorrhage during late pregnancy, ante partum hemorrhage, Placenta praevia, abruptio placenta. • Hypertensive disorders in pregnancy, pre-eclampsia, eclampsia, Hemolysis Elevated liver enzyme Low Platelet count (HELLP) • Iso-immune diseases. Rh and ABO incompatibility • Hematological problems in pregnancy. • Hydramnios-oligohydramnios • Prolonged pregnancy- post term, post maturity. • Multiple pregnancies. • Intra uterine infection & pain during pregnancy. • Intra Uterine Growth Retardation(IUGR), Premature Rupture of Membrane(PROM), intra uterine death |
| II | 15 | <p>Pregnancies at risk-due to pre-existing health problems</p> <ul style="list-style-type: none"> □ Metabolic conditions. □ Anemia and nutritional deficiencies □ Hepatitis □ Cardio-vascular disease. □ Thyroid diseases. □ Epilepsy. □ Essential hypertension □ Chronic renal failure. □ Tropical diseases. □ Psychiatric disorders □ Infections Toxoplasmosis Rubella Cytomegalo virus Herpes (TORCH); Reproductive Tract Infection(RTI);STD; HIV/AIDS, Vaginal infections; Leprosy, Tuberculosis □ Other risk factors: Age- Adolescents, elderly; unwed mothers, □ sexual abuse, substance use □ Pregnancies complicating with tumors, uterine anomalies, prolapse, ovarian cyst |

| Unit | Hours | Content |
|------|-------|---|
| III | 15 | <p>Abnormal labour, pre-term labour & obstetrical emergencies</p> <ul style="list-style-type: none"> □ Etiology, pathophysiology and nursing management of <ul style="list-style-type: none"> • Uncoordinated uterine actions, Atony of uterus, precipitate labour, prolonged labour. • Abnormal lie, presentation, position compound presentation. • Contracted pelvis-CPD; dystocia. • Obstetrical emergencies Obstetrical shock, vasa praevia, inversion of uterus, amniotic fluid embolism, rupture uterus, presentation and prolapse cord. • Augmentation of labour. Medical and surgical induction. • Version • Manual removal of placenta. • Obstetrical operation: Forceps delivery, Ventouse, Caesarian section, Destructive operations • Genital tract injuries-Third degree perineal tear, VVF, RVF □ Complications of third stage of labour: <ul style="list-style-type: none"> • Post partum Hemorrhage. • Retained placenta. |
| IV | 10 | <p>Post Partum Complications</p> <ul style="list-style-type: none"> □ Nursing management of <ul style="list-style-type: none"> • Puerperal infections, puerperal sepsis, urinary complications, puerperal venous thrombosis and pulmonary embolism • Sub involution of uterus, Breast conditions, Thrombophlebitis • Psychological complications, post partum blues, depression, psychosis |
| V | 25 | <p>High Risk Newborn</p> <ul style="list-style-type: none"> □ Concept, goals, assessment, principles. □ Nursing management of <ul style="list-style-type: none"> • Pre-term, small for gestational age, post-mature infant, and baby of diabetic and substance use mothers. • Respiratory conditions, Asphyxia neonatorum, neonatal apnoea meconium aspiration syndrome, pneumo thorax, pneumo mediastinum • Icterus neonatorum. • Birth injuries. • Hypoxic ischaemic encephelopathy • Congenital anomalies. • Neonatal seizures. • Neonatal hypocalcaemia, hypoglycemia, hypomagnesaemia. • Neonatal heart diseases. • Neonatal hemolytic diseases • Neonatal infections, neonatal sepsis, ophthalmia neonatorum, congenital syphilis, HIV/AIDS • Advanced neonatal procedures. • Calculation of fluid requirements. • Hematological conditions – erythroblastosis fetalis, hemorrhagic disorder in the newborn • Organization of neonatal care, services (Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU |

| Unit | Hours | Content |
|------|-------|---|
| VI | 15 | <p>HIV/AIDS</p> <ul style="list-style-type: none"> <input type="checkbox"/> HIV positive mother and her baby <input type="checkbox"/> Epidemiology <input type="checkbox"/> Screening <input type="checkbox"/> Parent to child transmission(PTCT) <input type="checkbox"/> Prophylaxis for mother and baby <input type="checkbox"/> Standard safety measures <input type="checkbox"/> Counseling <input type="checkbox"/> Breast feeding issues <input type="checkbox"/> National policies and guidelines <input type="checkbox"/> Issues: Legal,ethical, Psychosocial and rehabilitation <p>Role of nurse</p> |
| VII | 25 | <p>Gynecological problems and nursing management</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gynecological assessment <input type="checkbox"/> Gynecological procedures <input type="checkbox"/> Etiology, pathophysiology, diagnosis and nursing management of <ul style="list-style-type: none"> • Menstrual irregularities • Diseases of genital tract • Genital tract infections • Uterine displacement • Genital prolapse • Genital injuries • Uterine malformation • Uterine fibroid, ovarian tumors, Breast carcinoma, Pelvic inflammatory diseases, reproductive tract malignancies, hysterectomy – vaginal and abdominal. • Sexual abuse, rape, trauma , assault |
| VIII | 5 | <p>Administration and management of obstetrical and gynaecological unit</p> <ul style="list-style-type: none"> <input type="checkbox"/> Design & layout <input type="checkbox"/> Staffing, <input type="checkbox"/> Equipment, supplies, <input type="checkbox"/> Infection control; Standard safety measures <input type="checkbox"/> Quality Assurance: -Obstetric auditing –records /reports, Norms, policies and protocols <input type="checkbox"/> Practice standards for obstetrical and gynaecological unit |
| IX | 5 | <p>Education and training in obstetrical and gynaecological care</p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff orientation, training and development, <input type="checkbox"/> In-service education program, <input type="checkbox"/> Clinical teaching programs. |

Practicals

Total = 960 Hours

1 Week = 30 Hours

| S.No. | Dept./ Unit | No. of Week | Total Hours |
|-------|---|-----------------|------------------|
| 1 | Antenatal OPD including Infertility clinics/ Reproductive medicine, Family welfare and post- partum clinic / PTCT | 6 | 180 Hours |
| 2 | Antenatal and Postnatal ward | 6 | 180 Hours |
| 3 | Labour room | 4 | 120 Hours |
| 4 | Neonatal Intensive Care Unit | 3 | 90 Hours |
| 5 | Obstetric/Gynae Operation Theatre | 3 | 90 Hours |
| 6 | Gynae Ward | 4 | 120 Hours |
| 7 | CHC, PHC, SC | 6 | 180 Hours |
| | Total | 32 Weeks | 960 Hours |

Essential Obstetrical And Gynecological Skills

Procedure Observed

- Assisted Reproductive Technology procedures
- Ultra sonography
- Specific laboratory tests.
- Amniocentesis.
- Cervical & vaginal cytology.
- Fetoscopy.
- Hysteroscopy.
- MRI.
- Surgical diathermy.
- Cryosurgery.

Procedures Assisted

- Operative delivery
- Abnormal deliveries-Forceps application, Ventouse, Breech
- Exchange blood transfusion
- Culdoscopy.
- Cystoscopy
- Tuboscopy
- Laparoscopy.
- Endometrial Biopsy
- Tubal patent test
- Chemotherapy
- Radiation therapy
- Medical Termination of Pregnancy.
- Dilatation and Curettage

Procedures Performed

- History taking.
- Physical Examination-General
- Antenatal assessment. – 20
- Pelvic examination
- Assessment of risk status.
- Assessment of Intra uterine foetal well-being.kick chart and foetal movement chart, Doppler assessment, Non Stress Test, Contraction stress test(Oxytocin challenge test)
- Universal precautions- Disposal of biomedical waste.
- Per Vaginal examination and interpretation (early pregnancy, labour, post partum).
- Utilization of Partograph
- Medical & Surgical induction(Artificial rupture of membranes).
- Vacuum extraction
- Conduct of delivery.
- Prescription and administration of fluids and electrolytes through intravenous route.
- Application of outlet forceps, delivery of breach – Burns Marshall, Loveset manoeuvre
- Repair of tears and Episiotomy suturing.
- Vacuum extraction
- Controlled cord traction, Manual removal of placenta, placental examination,
- Manual vacuum aspiration
- Postnatal assessment.- 20
- Management of breast engorgement
- Thrombophlebitis (white leg)
- Postnatal counseling.
- Reposition of inversion of uterus.
- Laboratory tests: Blood- Hb, Sugar, Urine-albumin,sugar
- Breast care, breast exam, and drainage breast abscess.
- Postnatal exercise.
- Assessment –New born assessment; physical and neurological, Apgar score, high-risk newborn, Monitoring neonates; Clinically and With monitors, Capillary refill time, Assessment of jaundice, danger signs
- Anthropometric measurement
- Neonatal resuscitation
- Gastric Lavage
- Care of newborn in multi channel monitor and ventilator.
- Care of newborn in radiant warmer and incubator.
- Kangaroo mother care.
- Assisting mother with exclusive Breast-feeding
- Feeding technique: Katori, spoon, naso/ orogastric, Total Parenteral nutrition
- Assessement, calculation and administration of fluids and medications:
 - Oral
 - I.D.
 - I.M.
 - I.V.- Securing IV-line, infusion pump

- Administration of drug per rectum
- Capillary blood sample collection.
- Oxygen therapy.
- Phototherapy.
- Chest physiotherapy.
- counseling – Parental, bereavment, family planning, infertility etc
- Setting of operation theatre.
- Trolley and table set up for Obstetrical & gynaecological operations.
- Pap smear.
- Vaginal smear.
- Insertion of pessaries,
- Insertion of IUD and removal.
- Teaching skills
- communication skills
- Prepare referral slips
- Pre transport stabilization
- Networking with other stake holders

STAFFING PATTERN RELAXED TILL 2012***Qualifications & Experience of Teachers of College of Nursing***

| Sl. No. | Post, Qualification & Experience |
|----------------|--|
| 1 | Professor-cum-Principal <ul style="list-style-type: none">• Masters Degree in Nursing• 10 years of experience and minimum of 5 years of teaching experience Desirable: Independent published work of high standard / doctorate degree / M.Phil. |
| 2 | Professor-cum-Vice Principal <ul style="list-style-type: none">• Masters Degree in Nursing• 10 years of experience and minimum of 5 years of teaching experience Desirable: Independent published work of high standard / doctorate degree / M.Phil. |
| 3 | Reader / Associate Professor <ul style="list-style-type: none">• Master Degree in Nursing.• 7 years of experience and minimum of 3 years teaching experience Desirable: Independent published work of high standard / doctorate degree / M.Phil. |
| 4 | Assistant Professor /Lecturer <ul style="list-style-type: none">• Master Degree in Nursing.• 3 years experience |

Pay scales- as per UGC scales



Assam down town University

Curriculum and Syllabus

Post Basic B.Sc. Nursing

Prescribed by Indian Nursing Council (INC)

FACULTY OF NURSING

July, 2023

PREAMBLE

Assam down town University is a premier higher educational institution which offers Bachelor, Master, and Ph.D. degree programmes across various faculties. These programmes, collectively embodies the vision and mission of the university. In keeping with the vision of evolutionary changes taking place in the educational landscape of the country, the university has restructured the course curriculum as per the guidelines of National Education Policy 2020. This document contains outline of teaching and learning framework and complete detailing of the courses. This document is a guide book for the students to choose desired courses for completing the programme and to be eligible for the degree. This volume also includes the prescribed literature, study materials, texts, and reference books under different courses as guidance for the students to follow.

Recommended by the Board of Studies (BOS) meeting of the Faculty of Nursing held on dated 15/06/2023 and approved by the Emergent Academic Council (AC) meeting held on dated 28/07/2023

Chairperson, Board of Studies

Member Secretary, Academic Council

Vision

To become a Globally Recognized University from North Eastern Region of India, Dedicated to the Holistic Development of Students and Making Society Better

Missions

1. Creation of curricula that address the local, regional, national, and international needs of graduates, providing them with diverse and well- rounded education.
2. Build a diverse student body from various socio-economic backgrounds, provide exceptional value-based education, and foster holistic personal development, strong academic careers, and confidence.
3. Achieve high placement success by offering students skill-based, innovative education and strong industry connections.
4. Become the premier destination of young people, desirous of becoming future professional leaders through multidisciplinary learning and serving society better.
5. Create a highly inspiring intellectual environment for exceptional learners, empowering them to aspire to join internationally acclaimed institutions and contribute to global efforts in addressing critical issues, such as sustainable development, Climate mitigation and fostering a conflict-free global society.
6. To be renowned for creating new knowledge through high quality interdisciplinary research for betterment of society.
7. Become a key hub for the growth and excellence of AdtU's stakeholders including educators, researchers and innovators
8. Adapt to the evolving needs and changing realities of our students and community by incorporating national and global perspectives, while ensuring our actions are in harmony with our foundational values and objectives of serving the community.

Programme Details

Programme overview

Post-Basic B.Sc. Nursing helps demonstrate critical thinking skills in decision-making in all settings. It teaches the practice of nursing within the framework of the code of ethics and professional standard of conduct. Students pursuing this programme are expected to effectively communicate with health team members and communities.

I. Specific features of the curriculum

The curriculum emphasizes three critical areas derived from the PSOs. First, it focuses on social outreach by training students to raise awareness about health policies, aiming to improve public health outcomes. Second, it ensures high clinical competency through immersive experiences in diverse, real-life simulated settings such as intensive care, maternity, pediatrics, and emergency scenarios. Third, it incorporates management practices, equipping students with skills for effective coordination, leadership, and critical thinking in interdisciplinary healthcare teams to address complex healthcare challenges. This comprehensive approach prepares students for impactful and versatile roles in nursing and healthcare.

Eligibility criteria

- Obtained a certificate in General Nursing and Midwifery and registered as R.N.R.M. with the State Nurses Registration Council.
- Candidate shall be medically fit.
- Students shall be admitted once in a year.
- Minimum One year of bedside experience after GNM nursing is preferred for admission.
- Student must have NUID no. (National Unique Identity Number) or A/F NUID no. Have to submit that during admission.

II. Programme Educational Objectives (PEOs):

PEO-1: AdtU Post-Basic Nursing Graduates will be prepared for successful careers in multidisciplinary clinical and healthcare industry/institutional and government sectors.

PEO-2: The Post-Basic Nursing Graduates will be well prepared academically to become licensed/registered professional graduate nurses/midwives and will contribute effectively to healthcare services.

PEO-3: The graduates will engage in professional activities to enhance their stature and simultaneously contribute to the profession, and be successful in higher education in nursing and hospital management, if pursued.

III. Programme Specific Outcomes (PSOs):

PSO1: Social Outreach: Engage in social outreach to raise awareness about health policies for improving public health outcomes.

PSO2: Clinical Competency: Demonstrate high nursing proficiency in clinical evaluation in diverse real-life simulated clinical settings including intensive care, maternity, pediatrics, and emergency scenarios.

PSO3: Management Practices: Exhibit effective coordination and leadership while working with interdisciplinary healthcare teams, and think critically to address complex healthcare challenges.

IV. Programme Outcomes (POs)

- PO1: Nursing Knowledge:** Apply the comprehensive knowledge of biological, behavioural, social and health sciences, nursing principles, practices and professional experiences (if pertain) for effective patient caring and nursing in diverse health care settings.
- PO2: Compassionate Nursing:** Committed and compassionate for effective nursing and patient care services focusing on promotion, prevention and restoring health as per national health policies.
- PO3: Modern Competence:** Practice modern healthcare equipment, instruments, tools and care practices for improvised health outcomes
- PO4: Patient-Centric Care:** Implement patient-centric care practices with responsive nursing and therapeutic approaches ensuring safety while working with individuals, families and communities in diverse settings.
- PO5: Communication:** Communicate effectively with patients, their families, peers and multidisciplinary healthcare professionals to provide quality patient services
- PO6: Inquiry and Research:** Comprehend patient information and evidence-based health interventions with nursing theories to make advanced decisions for better health outcomes
- PO7: Professional Ethics:** Adhere to codes of conduct and ethical principles, while upholding nursing responsibility and accountability, integrating legal considerations, to maintain integrity and dignity for better healthcare outcomes in the profession.
- PO8: Social Responsibility:** Advocate for equitable healthcare access irrespective of socioeconomic and cultural differences to implement best nursing practices in diverse settings with a sense of environmental sustainability
- PO9: Teamwork and Leadership:** Function effectively as an individual or as a collaborative member/leader in multidisciplinary healthcare teams.
- PO10: Lifelong Learning:** Engage in continuous lifelong learning in the broader context of global healthcare and advancements.

V. Total Credits to be Earned: As per the Course Framework:

VI. Career Prospects:

A Post Basic B. Sc. Nursing programme significantly enhances career prospects for registered nurses by providing advanced knowledge and specialized skills. Graduates can pursue higher-level clinical positions, administrative roles, or teaching opportunities in academic settings. This qualification opens doors to specialized fields such as medical surgical nursing, psychiatric nursing, and community health nursing. Moreover, it serves as a steppingstone for further education, such as master's or doctoral programs, which can lead to roles in nursing research, leadership, or advanced practice nursing. The continuous demand for experienced and highly qualified nurses ensures strong career stability and growth.

Philosophy

INC believes that:

Health is a state of being that enables a person to lead a psychologically well, socially and economically productive life. Health is not a privilege but a right of all the people. Individuals, families and communities have a responsibility towards maintaining their health.

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

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

Nursing is based on values of caring, and aims to help individuals to attain independence in self care. It necessitates development of compassion and understanding of human behavior among its practitioners to provide care with respect and dignity and protect the rights of individuals & groups.

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

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

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

Aims

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

- Assume responsibilities as professional, competent nurses and midwives at basic level in providing promotive, preventive, curative, and rehabilitative services.
- Make independent decisions in nursing situations, protect the rights of and facilitate individuals and groups in pursuit of health, function in the hospital, community nursing services, and conduct research studies in the areas of nursing practice. They are also expected to assume the role of teacher, supervisor, and manager in clinical/public health settings.

Objectives

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

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

SUBJECT AND TEACHING SCHEDULE
COURSES OF STUDY

| S.No | Subject | Hours Theory | Hours Practical |
|---|---|--------------|-----------------|
| 1ST Year | | | |
| 1 | Nursing Foundation | 45 | - |
| 2 | Nutrition & dietetics | 30 | 15 |
| 3 | Biochemistry & Biophysics | 60 | - |
| 4 | Psychology | 60 | 15 |
| 5 | Maternal Nursing | 60 | 240 |
| 6 | Child Health Nursing | 60 | 240 |
| 7 | Microbiology | 60 | 30 |
| 8 | Medical & Surgical Nursing | 90 | 270 |
| 9 | English(Qualifying) | 60 | - |
| | Total | 525 | 810 |
| Note: Hindi/Local Language as per the need of institution | | | |
| 2nd Year | | | |
| 10 | Sociology | 60 | - |
| 11 | Community Health Nursing | 60 | 240 |
| 12 | Mental Health Nursing | 60 | 240 |
| 13 | Introduction to Nursing Education | 60 | 75 |
| 14 | Introduction to Nursing Administration | 60 | 180 |
| 15 | Introduction to Nursing Research & Statistics | 45 | 120 |
| | Total | 345 | 855 |

SCHEME OF EXAMINATION

| Paper | Subject | Duration | Int. Asst | Ext. Asst | Total Marks |
|----------------------------------|---|----------|-----------|-----------|-------------|
| 1stYear Theory | | | | | |
| 1 | Nursing Foundation | 2 | 15 | 35 | 50 |
| 2 | Nutrition & Dietetics | 2 | 15 | 35 | 50 |
| 3 | Biochemistry & Biophysics | 3 | 25 | 75 | 100 |
| 4 | Psychology | 3 | 25 | 75 | 100 |
| 5 | Maternal Nursing | 3 | 25 | 75 | 100 |
| 6 | Child Health Nursing | 3 | 25 | 75 | 100 |
| 7 | Microbiology | 3 | 25 | 75 | 100 |
| 8 | Medical & Surgical Nursing | 3 | 25 | 75 | 100 |
| 9 | English(Qualifying)* | 3 | 25 | 75 | 100 |
| Practicals | | | | | |
| 1 | Medical & Surgical Nursing | | 50 | 50 | 100 |
| 2 | Maternal Nursing | | 50 | 50 | 100 |
| 3 | Child Health Nursing | | 50 | 50 | 100 |
| 2ndYear Theory | | | | | |
| 10 | Sociology | 3 | 25 | 75 | 100 |
| 11 | Community Health Nursing | 3 | 25 | 75 | 100 |
| 12 | Mental Health Nursing | 3 | 25 | 75 | 100 |
| 13 | Introduction To Nursing Education | 3 | 25 | 75 | 100 |
| 14 | Introduction To Nursing Administration | 3 | 25 | 75 | 100 |
| 15 | Introduction To Nursing Research & Statistics** | 2 | 50 | - | 50 |
| Practicals | | | | | |
| 4 | Community Health Nursing | | 50 | 50 | 100 |
| 5 | Mental Health Nursing | | 50 | 50 | 100 |
| 6 | Research Project* | | 50 | 50 | 50 |

Note: *Qualifying Examination

**College Examination (not University Examination)

N.B:

1. Teaching of Anatomy, Physiology, Pharmacology and Pathology will be integrated with clinical subjects
2. A minimum of 80% Attendance in theory and Practical in each subject is essential for appearing in the examination.
3. 100% attendance in practical in each clinical area is essential before award of degree.
4. 50% of minimum marks in each theory and practical paper separately is required for passing.
5. A candidate has to secure minimum of 33% in qualifying subject for passing

NURSING FOUNDATION

Placement: First Year

Time Allotted:

Theory: 45 hours

COURSE DESCRIPTION:-

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

OBJECTIVES:-

At the end of the course, the students will:

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

| Unit No | Hours | Learning Objective | Course Contents | Teaching Learning Activities | Assessment method |
|----------------|--------------|---|--|--|---|
| Unit I | 6 hrs | Explain concept & scope of nursing Describe values code of ethics & Professional conduct for nurses in India | <ul style="list-style-type: none">• Development of Nursing as a profession<ul style="list-style-type: none">- Its philosophy- Objectives and responsibilities of a graduate nurse• Trends influencing nursing practice• Expanded role of the nurse• Development of nursing education in India and trends in nursing education• Professional organizations, career planning• Codes of ethics & professional conduct for nurses. | Lecture, discussion, chart, slides | Written Test; Objective and Essay Type. |
| Unit II | 12 hrs | Describe the ethical legal issues in nursing Explain concept of health, illness effect on the individual | <ul style="list-style-type: none">• Ethical, legal and other issues in nursing• Concepts of health and illness, effects on the person• Stress and adaptation | Lecture, discussion, charts, slides & Demonstrations | Written Test; Objective and Essay Type. |

| | | | | | |
|-----------------|--------|---|--|--|--|
| | | Explain developmental concept, needs & roles of individual | <ul style="list-style-type: none"> • Health care concept and nursing care concept • Developmental concept, needs, roles and problems of the development stages of individual—newborn, infant, toddler, pre-adolescent, adolescent, adulthood, middle-age, old age. | | |
| Unit III | 5 hrs | Explain the theory of nursing practice Describe meta-paradigm of nursing | <ul style="list-style-type: none"> • Theory of nursing practices • Meta- paradigm of nursing—characterized by four central concepts i.e. nurse, person (client/patient), health and environment. | Lecture, discussion Demonstration Practice session Clinical Practice | Written Test; Objective and Essay Type. |
| Unit IV | 10 hrs | Explain the concepts , uses & steps of nursing process | <ul style="list-style-type: none"> • Nursing process. • Assessment: tools for assessment, methods, recording. • Planning: Techniques for planning care, types of care plans. • Implementation: different approaches to care, record. • Evaluation: Tools for evaluation, process of evaluation. | Lecture, discussion Demonstration Practice session, Clinical Practice | Written Test; Objective and Essay Type. |
| Unit V | 4 hrs | Explain the value of quality assurance in nursing | <ul style="list-style-type: none"> • Quality assurance: nursing standards, nursing audit, total quality management. • Role of council and professional bodies in maintenance of standards. | Lecture, discussion. Demonstration, charts, slides. | Written Test; Objective and Essay Type. |
| Unit VI | 4 hrs | Explain the current trends in health & nursing | <ul style="list-style-type: none"> • Primary health care concept: <ul style="list-style-type: none"> - Community oriented nursing - Holistic nursing - Primary nursing • Family oriented nursing concept <ul style="list-style-type: none"> - Problem oriented nursing - Progressive patient care - Team nursing | Lecture, discussion | Written Test; Objective and Essay Type. |

NUTRITION AND DIETETICS

Placement: First Year

Time Allotted
Theory-30 hours
Practical-15 hours

COURSE DESCRIPTION

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

OBJECTIVES

At the end of the course, the student will

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

| UNIT NO | HOURS | | Learning Objective | COURSE CONTENT | Teaching Learning Activities | Assessment |
|----------|-------|---|---|---|---|--|
| | T | P | | | | |
| UNIT I | 8 Hrs | | Explain the principle of nutrition & dietetics | <ul style="list-style-type: none"> • Introduction to nutrition and dietetics. • Balanced diet, factors on which it depends. • Factors to be considered in planning. • Guides available for planning. • Food hygiene, preparation and preservation • Review of nutrients–micro and macro. | Lecture & Discussion Explain Using chart Panel Discussion | Written Test; Objective and Essay Type. |
| UNIT II | 8 Hrs | 8 | Describe & plan various therapeutic diet for different conditions | <ul style="list-style-type: none"> • Introduction to diet therapy • Routine hospital diets • Therapeutic diet under each unit i.e. cardiovascular diseases, Gastronitestinal diseases, Renal disorders, endocrine and metabolic disorders, allergy, infections and fevers, pre and post operative stage, deficiency diseases and malnutrition, overweight and underweight. | Lecture & Discussion Explain using chart | Written Test; Objective and Essay Type. |
| UNIT III | 8 Hrs | 7 | Describe and plan feeding of infant & children | <ul style="list-style-type: none"> • Infant and child nutrition • Feeding of normal infants: factors to be considered in planning nutritional requirements. • Feeding of premature infants: | Lecture & Discussion Explain with slide film Show | Written Test; Objective and Essay Type. |

| | | | | | |
|----------------|-------|--|--|---|---|
| | | | <p>factors to be considered in planning, nutritional requirements.</p> <ul style="list-style-type: none"> • Supplementary feeding of infants: Advantage and method of introduction. • Weaning, effects on mother and child • Psychology of infant and child feeding. • Feed the sick child: Diet in diseases of infancy and childhood. • Deficiency states–malnutrition and under nutrition. • Feeding pre-school child: nutritional needs, factors to be considered in planning diets. Problems in feeding. • School lunch programme: Advantages, Need in India. | demonstration of assessment of nutritional charts | |
| UNIT IV | 6 Hrs | <p>Describe various community nutrition programme</p> <p>Describe nutritional needs & diet plan for different age groups</p> | <ul style="list-style-type: none"> • Community Nutrition: Need for community nutrition programme. • Nutritional needs for special groups: infant, child, adolescent, pregnant woman, lactating mother and old people. • Substitutes for non-vegetarian foods. • Selection of cheap and nutritious foods: Nutrition education needs and methods. • Methods of assessing nutritional status of individual/ group /community. • Current nutritional problems and national programmes. | Lecture & Discussion Explain with slide film Show demonstration of assessment of nutritional charts | Written Test; Objective and Essay Type. |

PRACTICUM

Methods of cooking and cookery rules.

- Simple preparation of beverages, soups, cereals and pulses, eggs, vegetables, meat.
- Menu Plans.

Preparation of supplementary food for infants.

- Food for toddlers.
- Low cost nutritious dishes for vulnerable groups.
- Dietary case study of patient on special diet and planning of low cost dietary instructions for home adaptations.
- Planning of therapeutic diets.

BIOCHEMISTRY AND BIOPHYSICS

Placement: First Year

Time Allotted:

Section A (Biochemistry) – Theory 30 hours

Section B (Biophysics) – Theory 30 hours

COURSE DESCRIPTION:

This course introduces the basic principles of Biochemistry and Biophysics related to nursing.

OBJECTIVES:

At the end of the course, the student will

- Identify the basic principles of Biochemistry and Biophysics.
- Synthesize the knowledge of these principles in various nursing situations.

Section A: Biochemistry

Theory:-30 hours

| Unit No | Hours | Learning Objective | COURSE CONTENTS | Teaching learning Activities | Assessment Method |
|----------|-------|---|--|---|--|
| UNIT I | 2 Hrs | Describe basic principles of biochemistry Describe the Structure & functions of cell | <ul style="list-style-type: none">• Introduction: Importance of biochemistry in nursing• Study of cell and its various components. | Lecture, discussion, ,charts, slides Demonstration use of microscope | Written Test; Objective and Essay Type. |
| UNIT II | 2 Hrs | Describe the Water & electrolyte balance of human body | <ul style="list-style-type: none">• Water and Electrolytes: Water-sources, property and functions in human body.• Water and fluid balance• Electrolytes of human body, functions, sources. | Lecture, discussion, Charts Slides Explain Using charts, Graph | Written Test; Objective and Essay Type |
| UNIT III | 5 Hrs | Explain the mechanism of action of enzymes | <ul style="list-style-type: none">• Enzymes<ul style="list-style-type: none">- Mechanism of action- Factors affecting enzyme activity- Diagnostic applications- Precautions for handling specimens for enzyme estimation• Digestion and absorption of carbohydrates, proteins and fats• Various factors influencing the Digestion and absorption, malabsorption syndrome. | Lecture, discussion Slides Demonstration in laboratory | Written Test; Objective and Essay Type |
| UNIT IV | 5 Hrs | Explain catabolism of | <ul style="list-style-type: none">• Carbohydrates: Catabolism of carbohydrates for energy | Lecture, discussion | Written Test; Objective and |

| | | | | | |
|---------|-------|--|--|--|---|
| | | carbohydrates Explain the storage and utilization of fats & glucose in the body | <p>purposes</p> <ul style="list-style-type: none"> • Mitochondrial oxidation and oxidation phosphorylation. • Fats of glucose in the body. Storage of glucose in the body, glycogenesis, glycogenolysis and neoglucogenesis, blood glucose and its regulation. • Glucose tolerance test, hyperglycemia, hypoglycemia, glycemia. | Charts Slides Demonstration of laboratory tests | Essay Type |
| UNIT V | 5 Hrs | Explain the metabolism of amino acids & proteins | <ul style="list-style-type: none"> • Protein: Amino acids, hormones. • Essential amino acids: Biosynthesis of protein in the cells • Role of nucleic acid in protein synthesis • Nitrogenous constituents of urine, blood, their origin– urea cycle, uric acid formation, gout. • Plasma proteins and their functions. | Lecture, discussion Charts Slides Demonstration of laboratory Tests | Written Test; Objective and Essay Type. |
| UNIT VI | 6 Hrs | Explain the metabolism of fat, importance of lipids & their functions | <ul style="list-style-type: none"> • Fat: Biosynthesis of fats and storage of fats in the body. • Role of liver in fat metabolism • Biological importance of important lipids and their functions • Cholesterol and lipoprotein <ul style="list-style-type: none"> - Sources, occurrence and distribution - Blood level and metabolism - Ketone bodies and utilization. • Inter-relationship in metabolism and cellular control of metabolic processes. | Lecture, discussion, explain using charts, graph | Written Test; Objective and Essay Type. |

Section B: Biophysics

Theory:-30 hours

| Unit No | Hours | Learning Objective | Course Contents | Teaching Learning Activities | Assessment Method |
|----------|-------|---|---|--|---|
| Unit I | 2 Hrs | Basic principles of biophysics | <ul style="list-style-type: none"> • Introduction: Concepts of unit and measurements. • Fundamental and derived units. • Units of length, weight, mass, time. | Lecture, discussion, chart, slides | Written Test; Objective and Essay Type. |
| Unit II | 2 Hrs | Describe the vector & scalar motion | <ul style="list-style-type: none"> • Vector and scalar motion, speed, velocity and acceleration. | Lecture, & discussion | Written Test; Objective and Essay Type |
| Unit III | 3 Hrs | Describe the gravity & its application in nursing | <ul style="list-style-type: none"> • Gravity: Specific gravity, centre of gravity, principles of gravity. • Effect of gravitational forces on human body • Application of principles of gravity in nursing. | Lecture, discussion, chart, slides, experiments | Written Test; Objective and Essay Type |
| Unit IV | 3 Hrs | Describe the force, work & energy, its principle & application in nursing | <ul style="list-style-type: none"> • Force, work, Energy: their units of measurement. • Type and transformation of energy, forces of the body, static forces. • Principles of machines, friction and body mechanics. • Simple mechanics–lever and body mechanics, pulley and traction, incline plane, screw. • Application of these principles in nursing. | Lecture, discussion, charts, slides experiments | Written Test; Objective and Essay Type Essay Type. |
| Unit V | 3 Hrs | Describe the heat, its principle & application in nursing | <ul style="list-style-type: none"> • Heat: Nature, measurement, transfer of heat. • Effects of heat on matter • Relative humidity, specific heat • Temperature scales • Regulation of body temperature • Use of heat for sterilization • Application of these principles in nursing | Lecture, discussion Demonstration | Written Test; Objective and Essay Type. |
| Unit VI | 3 Hrs | Describe the light, its principle & applications in nursing | <ul style="list-style-type: none"> • Light: Laws of reflection • Focusing elements of the eye, defective vision and its correction, use of lenses. • Relationship between energy, frequency and wavelength of light • Biological effects of light. | Lecture, discussion Demonstration, charts, slides | Written Test; Objective and Essay Type. |

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|-----------|-------|--|---|--|---|
| | | | <ul style="list-style-type: none"> • Use of light in therapy. • Application of these principles in Nursing. | | |
| Unit VII | 3 Hrs | Describe the pressure, its principle & applications in nursing | <ul style="list-style-type: none"> • Pressures: Atmospheric pressure, hydrostatic pressure, osmotic pressure. • Measurements of pressures in the body <ul style="list-style-type: none"> - Arterial and venous blood pressures - Ocular pressure - Intracranial pressure - Applications of these principles in nursing. | Lecture, discussion, demonstration, charts, slides | Written Test; Objective and Essay Type. |
| Unit VIII | 2 Hrs | Describe the sound, its principle & applications in nursing | <ul style="list-style-type: none"> • Sound: Frequency, Velocity and intensity • Vocalization and hearing • Use of ultrasound. Noise pollution and its prevention • Application of these principles in nursing. | Lecture, discussion | Written Test; Objective and Essay Type. |
| Unit IX | 5 Hrs | Describe the electricity & applications in human body | <ul style="list-style-type: none"> • Electricity and Electromagnetism: Nature of electricity, voltage, current, resistance and their units. • Flow of electricity in solids, electrolytes, gases and vacuum. • Electricity and human body. • ECG, EEG, EMG, ECT • Pace makers and defibrillation • Magnetism and electricity. • M.R.I Scanning, CAT Scan | Lecture, discussion, demonstration, Supervised clinical practice | Written Test; Objective and Essay Type. |
| Unit X | 2 Hrs | Describe the atomic energy, its structure, use & applications in nursing | <ul style="list-style-type: none"> • Atomic Energy: Structure of Atom, Isotopes and Isobars. • Radioactivity: Use of radioactive isotopes. • Radiation protection units and limits, instruments used for detection of ionizing radiation, X-rays. | Lecture, discussion, charts | Written Test; Objective and Essay Type. |
| Unit XI | 2 Hrs | Describe the principle of electronic & its applications in nursing | <ul style="list-style-type: none"> • Principles of Electronics: Common electronic equipments used in patient care. | Lecture, discussion, Supervised, clinical practice | Written Test; Objective and Essay Type. |

Practicum:

- Experiments and Tests should be demonstrated wherever applicable

PSYCHOLOGY

Placement: First Year

Time Allotted
Theory-60 hours
Practical-15 hours

COURSE DESCRIPTION

The course is designed to reorient and widen the student's knowledge of fundamentals of psychology. The student is offered an opportunity to apply the theoretical concepts in the clinical setting and thereby understand the psychodynamics of patient behavior. This course would also help the student to develop an insight into her own behavior.

OBJECTIVES

At the end of the course, the student will

1. Apply psychological principles while performing nursing duties.
2. Distinguish the psychological processes during health and sickness.
3. Analyze own behavior patterns.
4. Tabulate the psychological needs of the patients for planning nursing care.
5. Participate in psychometric assessment of the client.

| Unit No | Hours | | Learning Objective | Course Contents | Teaching Learning Activities | Assessment Method |
|----------|-------|-------|--|--|------------------------------|--|
| | T | P | | | | |
| UNIT I | 3 Hrs | | Describe the scope & methods of psychology | <ul style="list-style-type: none"> • Introduction: Definition of psychology, scope and methods of psychology. • Relationship with other subjects. | Lecture & Discussion | Written Test; Objective and Essay Type |
| UNIT II | 6 Hrs | 5 Hrs | Describe The sensation, at tenson & distinguish between normal& abnormal Simple experiment S Perception measuring thresholds Reaction Time | <ul style="list-style-type: none"> • Sensation, Attention and Perception : Definition • Sensory processes Normal and abnormal • Attention and Distraction: Contributory factors. • Characteristics of perception, Perception: normal and abnormal. | Lecture & Discussion | Written Test; Objective and Essay Type |
| UNIT III | 6 Hrs | | Describe motivation, its nature Describe Frustration and conflicts | <ul style="list-style-type: none"> * Motivation: Definition and nature of motivation * Biological and social motives * Frustration and conflicts * Self-actualization | Lecture & Discussion | Written Test; Objective and Essay Type |

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|-----------|-------|--|---|--|---|---|
| UNIT IV | 5 Hrs | | Describe Emotions & Its application in sickness | <ul style="list-style-type: none"> Emotions : Definition of emotions, Expression and perception. Emotion in sickness. | Lecture & Discussion | Written Test; Objective and Essay Type |
| UNIT V | 7 Hrs | | Explain the Concept of personality & its influence in behavior. | <ul style="list-style-type: none"> Personality: Definition, Constituents of personality Personality in sickness and nursing. | Lecture & Discussion | Written Test; Objective and Essay Type |
| UNIT VI | 5 Hrs | | Describe psychological needs of various ages during their life cycle | <ul style="list-style-type: none"> Psychological aspects of nursing. Behavior and sickness. Psychological needs if <ul style="list-style-type: none"> - Child and adolescents. - Adult. - Aged. - Attendants. - Chronically ill individual | Lecture & Discussion Case Discussion | Written Test; Objective and Essay Type |
| UNIT VII | 4 Hrs | | Describe significance of individual differences & its implications in nursing | <ul style="list-style-type: none"> Individual differences. Significance of individual differences Heredity and environment. Role of individual differences both in health and sickness. Implications of Individual differences in nursing | Lecture & Discussion Demonstration Practical sessions | Written Test; Objective and Essay Type |
| UNIT VIII | 6 Hrs | | Describe intelligence & abilities During sickness | <ul style="list-style-type: none"> Intelligence and Abilities: Definition. Intelligence and abilities during sickness. Measurement of intelligence and abilities. | Lecture & Discussion Demonstration | Written Test; Objective and Essay Type |
| UNIT IX | 5 Hrs | | Describe learning & laws of learning during health & sickness | <ul style="list-style-type: none"> Learning: Definition, Condition of learning. Laws of learning. Learning during health and sickness. | Lecture & Discussion Demonstration | Assessment of Practice Written Test; Objective and Essay Type |

| | | | | | |
|-------------|----------|---|--|---------------------------------------|---|
| UNIT X | 5 Hrs | Describe memory & forgetting Describe its application during health & sickness | <ul style="list-style-type: none"> • Memory and forgetting : Definition and nature of memory. • Memory during health and sickness. • Forgetting during health and sickness. | Lecture & Discussion Demonstration | Written Test; Objective and Essay Type |
| UNIT XI | 5 Hrs | Describe attitude & role of attitudes in health & sickness | <ul style="list-style-type: none"> • Attitudes : Definition, development and modification. • Role of attitudes in health and sickness. | Lecture & Discussion | Written Test; Objective and Essay Type |
| UNIT XII | 3 Hrs | Describe the characteristics of mentally healthy person Explain ego, Defense mechanism | <ul style="list-style-type: none"> • Concept of Mental hygiene and mental health. • Characteristics of a mentally healthy person. • Defense mechanisms. | Lecture & Discussion | Written Test; Objective and Essay Type |

PRACTICUM

- Simple experiments on (i) perception (ii) measuring thresholds (iii) reaction time.
- Administration of psychological tests.
- Observation and recording data : (i) Field observation (ii) Interview (iii) Case study (iv) Self-rating.

REFERENCES:

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

MICROBIOLOGY

PLACEMENT: First Year

Time Allotted
Theory-60 hours
Practical-30 hours

COURSE DESCRIPTION

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

OBJECTIVES

At the end of the course, the student will

1. Identify common disease producing micro-organisms.
2. Explain the basic principles of micro biology and their significance in health and disease.
3. Demonstrate skill in handling specimens.
4. Explain various methods of disinfection and sterilization.
5. Identify the role of the nurse in hospital infection control system.

| Unit No | Hours | | Learning Objective | Course Contents | Teaching Learning Activities | Assessment Method |
|----------|-------|-------|---|---|------------------------------------|---|
| | T | P | | | | |
| UNIT I | 5 hrs | 5 hrs | Describe the structure, classification, morphology & motility of microbes | <ul style="list-style-type: none"> ● Structure and Classification of Microbes. ● Morphological types. ● Size and form of bacteria. ● Motility. ● Classification of Micro-organisms. <p>Practical:</p> <ul style="list-style-type: none"> - Use and care of microscope. - Common examination : Smear, Blood, Moulds, Yeasts. | Lecture, Discussion, Demonstration | Written Test; Objective And Essay Type. |
| UNIT II | 5 hrs | 5 hrs | Identify common disease producing micro-organisms Describe & discuss different laboratory methods to diagnose bacterial diseases | <ul style="list-style-type: none"> ● Identification of Micro-organisms. ● Discussion of Laboratory methods. ● Diagnosis of bacterial diseases. <p>Practical :</p> <ul style="list-style-type: none"> - Staining techniques gram staining, acid fast staining. - Hanging drop preparation. | Lecture, discussion, Demonstration | Written Test; Objective and Essay Type. |
| UNIT III | 5 hrs | 5 hrs | Describe the growth & Nutrition of microbes | <ul style="list-style-type: none"> ● Growth and Nutrition of Microbes. ● Temperature. | Lecture, Discussion, Demonstration | Written Test; Objective And Essay |

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|----------|--------|-------|---|---|--|--|
| | | | | <ul style="list-style-type: none"> • Moisture. • Blood. <p>Practical :</p> <ul style="list-style-type: none"> - Preparation of Media and culture techniques. - Collection, handling and transportation of various specimens. | | Type. |
| UNIT IV | 10 | 2 | Describe the methods of infection control Identify the different disease producing micro-organisms | <ul style="list-style-type: none"> • Destruction of Micro-organisms. • Sterilization and disinfection. • Chemotherapy and antibiotics. • Effects of heat and cold. • Hospital infection control procedure & role of nurse. <p>Practical :</p> <p>Sterilization methods – Physical, Chemical and Mechanical.</p> | Lecture, Discussion Demonstration | Written Test; Objective And Essay Type. |
| UNIT V | 12 hrs | 4 hrs | Describe the different Diseases producing Microorganism | <ul style="list-style-type: none"> • Disease producing micro-organisms. • Gram positive bacilli. • Tuberculosis and Leprosy. • Anaerobes. • Cocci. • Spirochete. • Rickettsiae. <p>Practical :</p> <p>Identification and study of the following bacteria : Streptococci, Pneumococci and Staphylococci, Corynebacteria, Spirochetes and gonococci. Enteric bacteria, Posting in infection control department.</p> | Lecture, Discussion Demonstration Clinical Practice | Written Test; Objective And Essay Type. |
| UNIT VI | 5 hrs | | Describe pathogenic fungi, dermatophytes & mycotic infections & its laboratory diagnosis | <ul style="list-style-type: none"> • Dermatophytes. • Systemic Mycotic infection. • Laboratory diagnosis of mycotic infection. | Lecture, Discussion Demonstration Clinical Practice | Written Test; Objective And Essay Type. |
| UNIT VII | 8 hrs | 5 hrs | Explain the concept of immunity & hypersensitivity & | <ul style="list-style-type: none"> • Immunity. • Immunity and hypersensitivity – Skin test. • Antigen and antibody reaction. | Lecture, Discussion Clinical Practice | Written Test; Objective And Essay Type. |

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|-----------|-------|-------|---|---|--|--|
| | | | immunization in diseases | <ul style="list-style-type: none"> • Immunization in disease. Practical : Demonstration of serological methods. | | |
| UNIT VIII | 8 hrs | 4 hrs | Describe parasites & vectors, protozoal infections, helminthes & its diagnosis & disease transmission | <ul style="list-style-type: none"> • Parasites and Vectors. • Characteristics and classification of parasites. • Protozoal infection including amoebiasis. • Helminthes infection. • Diagnosis of parasitic infection. • Vectors and diseases transmitted by them. Practical : Identification of Parasites and Vectors. | Lecture, Discussion Clinical Practice | Written Test; Objective And Essay Type. |
| UNIT IX | 5 hrs | | Describe & classify different viruses Explain the causes of diseases by viruses & their control | <ul style="list-style-type: none"> • Viruses. • Classification and general character of viruses. • Diseases caused by viruses in man and animal and their control. | Lecture, Discussion Clinical Practice | Written Test; Objective And Essay Type. |
| UNIT X | 5 hrs | | Explain food borne Infections & food poisoning | <ul style="list-style-type: none"> • Micro-organisms transmitted through food. • Food poisoning. Food borne infections. | Lecture, Discussion Clinical Practice | Written Test; Objective And Essay Type. |

Practicum

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

REFERENCES

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

MATERNAL NURSING

Placement: First Year

Time Allotted
Theory-60 hrs
Practical-240 hrs

COURSE DESCRIPTION

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

OBJECTIVES

At the end of the course, the student will

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

| Unit No | Hours | Learning Objective | Course Content | Teaching Learning Activities | Assessment |
|------------|--------------|---|---|--|---|
| I | 5 hrs | Describe the concept of maternal nursing Explain the magnitude of maternal morbidity & mortality rates Describe the legislations related to maternity benefits, MTP act & family planning | <ul style="list-style-type: none"> • Introduction to historical review. • Planned Parenthood. • Maternal morbidity and mortality rates. • Legislations related to maternity benefits, MTP acts, incentives for family planning etc. | Lecture & discussion Assessment of skills with checklist | Written Test; Objective and Essay Type. |
| II | 6 hrs | Describe the anatomy & physiology of female reproductive system Explain foetal development | <ul style="list-style-type: none"> • Review of the anatomy and physiology of female reproductive system. • Female pelvis (normal and contracted) • Review of fetal development. | Lecture & Discussion Explain using models chart slides Specimen record book | Written Test; Objective and Essay Type. |
| III | 8 hrs | Describe the physiology & management of pregnancy, labour | <ul style="list-style-type: none"> • Physiology and management of pregnancy, labour and | Lecture & Discussion Demonstration Charts slides | Written Test; Objective and Essay Type. |

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|----|-------|--|---|---|---|
| | | <p>& puerperium.</p> <p>Perform neonatal resuscitation. Recognize & manage common neonatal problems.</p> | <p>puerperium.</p> <ul style="list-style-type: none"> ● Signs and symptoms and diagnosis of pregnancy. ● Antenatal care. ● Pregnant woman with HIV / AIDS ● Management of common gynecological problems. | <p>Assessment of skills with checklist</p> | |
| IV | 6hrs | <p>Describe essential newborn care</p> <p>Describe the management of high risk newborn</p> | <ul style="list-style-type: none"> ● The new born baby. ● Care of the baby at birth including resuscitation. ● Essential Newborn care <ul style="list-style-type: none"> - Feeding. - Jaundice and infection. - Small & large for date babies. - Intensive care of the new born. - Trauma and hemorrhage. | <p>Lecture & Discussion Demonstration Charts slides Assessment of skills with checklist</p> | <p>Written Test; Objective and Essay Type. Assessment of skills with checklist Assessment of patient management</p> |
| V | 5 hrs | <p>Describe management of abnormal pregnancy labour & puerperium</p> <p>Identify & manage high risk pregnancy & puerperium</p> | <ul style="list-style-type: none"> ● Management of abnormal pregnancy, labour and puerperium. ● Abortion, ectopic pregnancy and vesicular mole. ● Pregnancy induced hypertension, gestational diabetes, anemia, heart disease. ● Urinary infections, Ante-partum hemorrhage. ● Abnormal labour (mal-position & mal-presentation) <ul style="list-style-type: none"> - Uterine inertia. - Disorders of puerperium - Management of engorged breast, cracked nipples, breast abscess and mastitis. - Puerperal sepsis. - Post partum hemorrhage. - Inversion and prolapsed of uterus, obstetrical emergencies. - Obstetrical operations i. e. forceps, vacuum, episiotomy, caesarean section. | <p>Lecture & Discussion Demonstration Charts slides Assessment of skills with checklist</p> | <p>Written Test; Objective and Essay Type.</p> |

| | | | | | |
|------------|---------------|---|---|--------------------------------------|---|
| VI | 10 hrs | Explain effect of drugs during pregnancy, labour & puerperium on mother & baby | <ul style="list-style-type: none"> • Drugs in obstetrics. • Effects of drugs during pregnancy, labour and puerperium on mother and baby. | Lecture & Discussion Drugbook | Written Test; Objective and Essay Type. |
| VII | 3 hrs | Explain the concept of national family welfare programs for women & national family welfare program | <ul style="list-style-type: none"> • National Welfare Programs for woman. • National Family Welfare Program. • Infertile family. • Problems associated with unwanted pregnancy. • Unwed mothers. | Lecture & Discussion Chart slides | Written Test; Objective and Essay Type. |

PRACTICUM

1. The students will
 - a. Be posted in antenatal Clinic, MCH Clinic, antenatal ward, labour room. Postnatal ward, Maternity OT, MTP room.
 - b. Visit welfare agencies for women and write observation report.
 - c. Follow nursing process in providing care to 3 – 6 patients.
 - d. Write at least two nursing care studies and do a presentation.
2. Practice following nursing procedures.
 - a. Antenatal & Postnatal examination per vaginal exam.
 - b. Conduct normal delivery, stitching of episiotomy (For male candidates minimum conduct of 5 deliveries)
 - c. Motivation of family for adopting family planning methods.
 - d. Motivate family for Planned Parenthood.
 - e. Assist in various diagnostic and therapeutic procedures including IUD insertion and removal.

REFERENCES

1. Myles Text Book of Midwives, Eds; Diane M. Fraser and Margaret A. Cooper 14th Ed, Churchill Livingstone.
2. D.C. Dutta Text Book of Obstetrics including Perinatology and Contraception 6th Edition, 2004 New Central Book Agency.
3. Hawkins and Bourne, Shaws Textbook of Gynaecology, Eds; V.G Padubidri and Shirish N Daftary, 13th ed, Reed Elsevier India.
4. SS Ratnam, K Bhasker Rao and S Arulkumaran, Obstetrics and Gynaecology for Postgraduates, Vol 1 and Vol 2, Orient Longman Ltd 1994.
5. Lowdermilk, Perry, Bobak: "Maternity and Women's Health Care" 6th ed.; 1997, C.V Mosby.
6. C.S. Dawn: Textbook for Obstetrics & Neonatology 12th edition.

CHILD HEALTH NURSING

Placement: First Year

Time Allotted
Theory - 60 hrs
Practical - 240 hrs

COURSE DESCRIPTION

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

OBJECTIVES

At the end of the course, the student will

1. Explain the modern concept of child care and the principles of child health nursing.
2. Describe the normal growth and development of children at different ages.
3. Manage sick as well as healthy neonates and children
4. Identify various aspects of preventive pediatric nursing and apply them in providing nursing care to children in hospital and community.

| Unit No | Hours | Learning Objective | Course Content | Teaching Learning Methods | Evaluation |
|---------|--------|--|--|--|---|
| I | 8 Hrs | Describe the historical development philosophy & principles in nursing | <ul style="list-style-type: none"> • Introduction. • Modern concept of child care. • Internationally accepted rights of the child. • National policy and legislations in relation to child health and welfare. • National programs related to child health and welfare. • Changing trends in hospital care, preventive, promotive and curative aspects of child health. • Child morbidity and mortality rates. • Differences between an adult and child. • Hospital environment for a sick child. • The role of a pediatric nurse in caring for a hospitalized child. • Principles of pre and post operative care of infants and children. • Pediatric nursing procedures. | Lecture, discussion, Demonstration of common pediatric procedure Assessment of skills with checklist | Written Test; Objective and Essay Type. |
| II | 12 Hrs | Describe the normal growth & development | <ul style="list-style-type: none"> • The healthy child. • Growth and development from birth to adolescence. • The needs of normal children | Lecture, discussion, Demonstrations Developmental | Written Test; Objective and Essay |

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|-----|--------|--|---|--|---|
| | | of children at different ages Identify the needs of children at different ages & provide parental guidance | through the stages of development and parental guidance. <ul style="list-style-type: none"> • Nutritional needs of children & Infants breast feeding, supplementary / artificial feeding andweaning. • Accidents, causes and prevention. • Value of play and selection of play material. • Preventive immunization. | study of infant and children Observation on study of normal and sick child | Type. |
| III | 4 Hrs | Provide care to normal & low birth baby Perform neonatal resuscitation recognize and manage common neonatal problems | <ul style="list-style-type: none"> • Nursing care of a neonate. • Nursing care of a normal newborn. • Neonatal resuscitation. • Nursing management of low birth weight baby. • Nursing management of common neonatal disorders. • Organization of neonatal unit. Prevention of infections in the nursery. | Lecture, discussion, Demonstrations Workshop on neonatal resuscitation Demonstration, Practice, Assessment of skills with checklist | Written Test; Objective and Essay Type. |
| IV | 32 Hrs | Provide nursing care in common childhood diseases Identify measures to prevent Common childhood diseases including immunization | <ul style="list-style-type: none"> • Nursing management in common childhood diseases. • Nutritional deficiency disorders. • Respiratory disorders and infections. • Gastrointestinal infections, infestations and congenital disorders. • Cardio vascular problem- congenital defects and rheumatic fever. • Genito-urinary disorder – Nephrotic syndrome, Wilms’ tumor, infection and congenital disorders. • Neurological infections and disorders – convulsions, epilepsy, meningitis, hydrocephalus, spinabifida. • Hematological disorders – Anemia, thalassemia, ITP, Leukemia, hemophilia. • Endocrine disorders – Juvenile Diabetes Mellitus. • Orthopedic disorders – club feet, hip dislocation and fracture. | Lecture, discussion, Demonstrations Practices session Clinical practice | Written Test; Objective and Essay Type. |

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|---|-------|---|---|--|---|
| | | | <ul style="list-style-type: none"> • Disorders of skin, eye and ears. • Common communicable diseases in children, their identification, nursing management in hospital and home and prevention. • Pediatric emergencies – poisoning, foreign bodies, hemorrhage, burns and drowning. | | |
| V | 4 Hrs | Manage the child with behavioral & social problem | <ul style="list-style-type: none"> • Management of behavior disorders in children. • Management of challenged children : <ul style="list-style-type: none"> ○ Mentally challenged ○ Physically challenged. ○ Socially challenged. | Lecture, discussion, Demonstrations Field visit to the child guidance clinics, school for mentally physically & socially challenged | Written Test; Objective and Essay Type. |

PRACTICUM

The student will :

1. Be posted in pediatric medical and surgical ward, OPD in hospital, health centre and neonatal unit.
2. Visit a centre for handicapped children and child welfare centre and write observation report.
3. Write an observation study of normal children of various age groups in home / nursery school/crèche.
4. Follow nursing process in providing care to 3 – 6 children.
5. Write at least two nursing care studies and do a presentation.
6. Give two planned health teachings, one in hospital and one in OPD / health centre.
7. Practice the following nursing procedures :
 - Taking pediatric history.
 - Physical assessment of children
 - Baby bath
 - Feeding.
 - Restraining
 - Calculation of dosage of drugs and administration of medications and injections.
 - Collection of specimens.
 - Enema, bowl wash, colostomy irrigation.
 - Steam and Oxygen inhalation.
 - Preparation to assist with diagnostic tests and operations.
 - Examination / Assessment of a new born.
 - Neonatal resuscitation
 - Care of a baby in incubator and on ventilator.
 - Photo therapy
 - Assist in exchange transfusion and other therapeutic procedures.

REFERENCES:

1. Marlow Dorothy and Redding. Textbook of Pediatric Nursing. 6th edition Hartcourt India Ltd, New Delhi, 2001.
2. Wong Dona et al. Whaley and Wong's Nursing Care of Infants and Children. 6th edition. Mosby Company, Philadelphia, 2000.
3. Black G. Florence and Wright. Essentials of Pediatric Nursing. J.B. Lippincott & Co. Philadelphia.
4. Parthasarathy et al. IAP Textbook of Pediatrics. 1st edition Jaypee Brothers, New Delhi, 2000.
5. Ghai O.P. et al. Ghai's Essentials of Pediatrics. 5th edition. Mehta Offset Works, New Delhi, 2000.
6. Vishwanathan and Desai. Achar's Textbook of Pediatrics. 3rd edition Orient Longman. Chennai, 19

MEDICAL SURGICAL NURSING

Placement: First Year

**Time Allotted:
Theory–90hrs
Practical-270hrs**

COURSE DESCRIPTION

The purpose of the course is to widen the student's knowledge and develop proficiency in caring for patients with medical surgical problems. The course includes review of relevant anatomy and physiology, pathophysiology in medical surgical disorders and the nursing management of these conditions.

OBJECTIVES

At the end of the course, the student will

1. Explain relevant anatomy and physiology of various system of the body.
2. Explain pathophysiology of various disorders.
3. Explain the actions, side effects and nursing implications in administering drugs for various disorders.
4. Discuss the recent advancement in the treatment and care of patients with medical surgical conditions.
5. Develop skill in giving comprehensive nursing care to patients following the steps of nursing process.
6. Assist the patients and their families in identifying and meeting their own health needs.
7. Appreciate the role of the nurse in the medical surgical health team.

| Unit No | Hours | Learning Objective | Course Content | Teaching Learning Methods | Evaluation |
|---------|--------|---|--|---|---|
| I | 4 Hrs | Explain the roles of a nurse in patient care | <ul style="list-style-type: none">• Introduction to medical surgical nursing.• Review of concepts of comprehensive nursing care in medical surgical conditions.• Nurse, patient and his / her family.• Functions of a nurse in the outpatient department.• Intensive care unit | Lecture, discussion charts, graphs, models, films and slides | Written Test; Objective and Essay Type. |
| II | 10 Hrs | Describe the common signs & symptoms of patients suffering with minor illness | <ul style="list-style-type: none">• Nursing management of patient with specific problems.- Fluid and electrolyte imbalance.- Dyspnea and cough, respiratory obstruction- Fever- Shock- Unconsciousness | Lecture, discussion charts, graphs, models, films and slides Demonstrations Practice sessions Case discussion Seminar | Written Test; Objective and Essay Type. |

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|-----|-------|--|---|--|---|
| | | | <ul style="list-style-type: none"> - Pain - Acute illness - Chronic illness - Terminal illness - Age related illness - Patient under going surgery - Incontinence. | | |
| III | 8 Hrs | Describe the etiology, pathophysiology clinical manifestations, diagnostic measures and nursing management of patients with neurological disorders | <ul style="list-style-type: none"> - Nursing management of patient with neurological and neurosurgical conditions. - Review of anatomy and physiology of the nervous system. - Pathophysiology, diagnostic procedures and management of : <ul style="list-style-type: none"> - Cerebro-vascular accident - Cranial, spinal and peripheral neuropathies - Headache and intractable pain. - Epilepsy - Infectious and inflammatory diseases and trauma of the Nervous System - Common disorders of the system - Recent advances in diagnostic and treatment modalities. - Drugs used in these disorders. - Tumors of brain & spinal cord, congenital malformations, degenerative diseases. | Lecture, discussion, Demonstrations Case discussion / seminar Health education Supervised clinical practice Drug book presentation | Written Test; Objective and Essay Type. |
| IV | 8 Hrs | Describe the etiology, pathophysiology clinical manifestations, diagnostic measures and nursing management of | <ul style="list-style-type: none"> - Nursing management of patient with cardiovascular problems. - Review of relevant anatomy and physiology of cardiovascular system. - Pathophysiology, | Lecture, discussion, Demonstrations Case discussion / seminar Health education Supervised clinical practice Drug book presentation | Written Test; Objective and Essay Type. |

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| | | patients with adults including elderly with disorders of blood and cardiovascular problems | <p>diagnostic procedures and management of :</p> <ul style="list-style-type: none"> - Ischemic Heart diseases - Cardiac arrhythmias - Congestive heart failure - Rheumatic and other valvular heart diseases. - Endocarditis, cardiomyopathies, congenital heart diseases, hypertension, heart block. - Cardiac emergencies: cardiac arrest, acute pulmonary oedema, cardiac tamponade, cardiogenic shock aneurysms and peripherovascular disorders, recent advancement in cardiology. | | |
| V | 6 Hrs | Describe the etiology, pathophysiology clinical manifestations, diagnostic measures and nursing management of patients with adults including elderly with disorder of respiratory system common medical surgical nursing procedures | <ul style="list-style-type: none"> - Nursing management of patient with respiratory problems. - Review of anatomy and physiology of respiratory system. Pathophysiology, diagnostic procedures and management of upper respiratory tract infections. - Bronchitis - Asthma - Emphysema, Empyema, Atelectasis, COPD - Bronchiectasis - Pneumonia - Pulmonary tuberculosis - Lung abscess - Pleural effusion - Tumors and cysts. - Chest injuries. - Respiratory arrest and insufficiency | Lecture, discussion, Demonstrations Chart, graphs, films, and slides Case discussion/seminar Health education Supervised clinical practice Drug book presentation Exposure to procedure: <ul style="list-style-type: none"> • x-ray • MRI • Endoscopy | Written Test; Objective and Essay Type. |

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| | | | <ul style="list-style-type: none"> - Pulmonary embolism - Drugs used in management - of these patients - Special respiratory therapies. | | |
| VI | 5 Hrs | Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures, and nursing management of patients with adult including elderly with disorder of genitourinary system. | <ul style="list-style-type: none"> • Nursing management of patient with genito-urinary problems. • Review of anatomy and physiology of genito-urinary system - Nephritis. - Renal calculus - Acute renal failure - Chronic renal failure - End stage renal disease - Special procedures, dialysis, renal transplant. - Drugs used in management of these patients. - Congenital disorders, urinary infections. - Benign prostate hypertrophy. | Lecture, discussion, Demonstrations Case discussion/seminar Health education Supervised clinical practice Drug book presentation | Written Test; Objective and Essay Type. |
| VII | 5 Hrs | Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures, and nursing management of patients with adult including elderly with disorder of digestive system. | <ul style="list-style-type: none"> • Nursing management of patient with problems of the digestive systems. • Review of anatomy and physiology of gastrointestinal system and accessory organs. • Pathophysiology, diagnostic procedures and management of - G. I. Bleeding - Peptic ulcer - Infections. - Acute abdomen - Colitis, diarrhea, dysentery, & mal-absorption syndrome. - Cholecystitis. - Hepatitis, hepatic coma and cirrhosis of liver | Lecture, discussion, Demonstrations, Explain using charts, graphs, models, films, and slides Case discussion/seminar Health education Supervised clinical practice Drug book presentation | Written Test; Objective and Essay Type. |

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| | | | <ul style="list-style-type: none"> - Portal hypertension - Pancreatitis - Tumors, hernias, fistulas, fissures, hemorrhoids <p>Drugs used in the management of these patients.</p> | | |
| VIII | 10 Hrs | Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures, and nursing management of patients with adult including elderly with disorder of endocrine system. | <ul style="list-style-type: none"> - Nursing management of patient with endocrine problems. - Review of anatomy and physiology and patho-physiology of patient with - Thyroid disorders - Diabetes mellitus - Diabetes insipidus - Adrenal tumor - Pituitary disorders. - Diagnostic procedures <p>Nursing management of patient with above problems.</p> <p>Drugs used in endocrine problems</p> | Lecture, discussion, Demonstrations, Explain using charts, graphs, models, films, and slides Case discussion/seminar Practice sessions, Health education Supervised clinical practice Drug book presentation | Written Test; Objective and Essay Type. |
| IX | 5 Hrs | Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures, and nursing management of patients with adult including elderly with disorder of musculoskeletal system. | <ul style="list-style-type: none"> - Nursing management of patient with musculoskeletal problems. - Review of anatomy and physiology and patho-physiology - Arthritis, osteomyelitis, bursitis. - Fractures, dislocation and trauma - Prolapsed disc. - Osteomalacia and osteoporosis. - Tumor - Amputation <p>Diagnostic procedures.</p> <p>Nursing management of patient with above problems.</p> <ul style="list-style-type: none"> • Prosthesis and rehabilitation • Transplant & replacement surgeries | Lecture, discussion, Demonstrations, Explain using charts, graphs, models, films, and slides Case discussion/seminar Health education Supervised clinical practice Drug book presentation | |

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|------|-------|--|---|---|---|
| X | 3 Hrs | Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures, and nursing management of patients with adult including elderly with disorder of patients with oncology. | <ul style="list-style-type: none"> • Nursing management of patient with disorders of female reproductive tract. • Disorder of menstruation • Infections of the genital tract. • Benign and malignant tumors of the genital tract. • R.V.F., V.V.F. • Climateric changes and associated problems. | Lecture, discussion, Demonstrations, Explain using charts, graphs, models, films, and slides Case discussion/seminar Health education Supervised clinical practice Drug book presentation | Written Test; Objective and Essay Type. |
| XI | 5 Hrs | Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures, and nursing management of patients with burns, reconstructive, and cosmetic surgery. | <ul style="list-style-type: none"> • Nursing management of patient with Oncological disorders. • Types of neoplasms and related pathophysiology. • Diagnostic procedures. • Modalities of treatment and nurse's role. • Special therapies – chemotherapy and radiotherapy • Preventive measures, other therapies. | Lecture, discussion, Demonstrations, Explain using charts, graphs, models, films, and slides Case discussion/seminar Health education Supervised clinical practice Drug book presentation | Written Test; Objective and Essay Type. |
| XII | 3 Hrs | Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures, and nursing management of patients with adult including elderly with disorder of immunological system. | <ul style="list-style-type: none"> • Nursing management of patient with burns. • Nursing management of patient with reconstructive surgeries. | Lecture, discussion, Demonstrations, Explain using charts, graphs, models, films, and slides Case discussion/seminar Health education Supervised clinical practice Drug book presentation | Written Test; Objective and Essay Type. |
| XIII | 5 Hrs | Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures, and | <ul style="list-style-type: none"> • Nursing management of patient with common communicable diseases & STD'S. • Nursing management of patient with | Lecture, discussion, Demonstrations, Explain using charts, graphs, models, films, and slides | Written Test; Objective and Essay Type. |

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| | | nursing management of patients with adult including elderly with disorder of communicable diseases. | immunological disorders including HIV / AIDS. | Case discussion/seminar Health education Supervised clinical practice Drug book presentation | |
| XIV | 5 Hrs | Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures, and nursing management of patients with adult including elderly with disorder of ear, nose, and throat. | Nursing management of patient with diseases of eye, ear, nose, throat & skin. | Lecture, discussion, Demonstrations, Explain using charts, graphs, models, films, and slides Case discussion/seminar Health education Supervised clinical practice Drug book presentation | Written Test; Objective and Essay Type. |
| XV | 5 Hrs | Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures, and nursing management of patients with adult including elderly with disorder of blood. | <ul style="list-style-type: none"> • Nursing management of patient with blood disorders. • Review of anatomy and physiology of Blood and Blood products. • Pathophysiology, diagnostic procedures and management of blood disorders. <ul style="list-style-type: none"> - Anemia. - Leukemia - Bleeding disorders. - Hemophilia - Purpura etc. • Blood transfusion, safety checks, procedure and requirements, management of adverse transfusion reaction, records for blood transfusion. • Management and counseling of blood donors, phlebotomy procedure, and post donation management. | Lecture, discussion, | Written Test; Objective and Essay Type. |

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| | | | <ul style="list-style-type: none"> • Blood bank functioning and hospital transfusion committee. • Bio-safety and waste management in relation to blood transfusion. | | |
| XVI | 3 Hrs | Explain the role of a nurse in nursing emergencies. | <ul style="list-style-type: none"> • Nursing in emergencies. • Cardiac emergencies. • Trauma • Poisoning • Crisis management: Thyroid crisis, Hypertensive crisis, adrenal crisis. | Lecture, discussion | Written Test; Objective and Essay Type. |

PRACTICUM

- Students should be rotated in the selected medical & surgical areas like Cardio Thoracic, Neurology, Urology, Orthopedics, Gynecology, Oncology, Burns and reconstructive surgical units.
- The students should be given patient assignment. They have to practice patient centered comprehensive nursing.
- Each student is required to give planned health techniques, conduct clinical teaching, case presentation and drug study.

REFERENCES:

1. Long, Phipps. Case, yer. Medical Surgical Nursing. A Nursing process approach. Pub. Mosby co. 1993
2. Lewis, Collier, Heitcemper. Medical Surgical Assessment & management of clinical problems.
3. Brunner & Suddarth. Medical Surgical Nursing. Pub. J. B. Lippincott co.
4. Luckmann & Sorensen. Medical Surgical Nursing. A psychophysiologic approach. Pub. W. B. Saunders co.
5. Joyce M. Black, E. M. Jacobs; Medical, Surgical Nursing, Clinical Management

ENGLISH

Placement: First Year

**Time Allotted
Theory-60 hrs**

COURSE DESCRIPTION

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

OBJECTIVES

At the end of the course, the student will

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

| Unit No | Hours | Learning Objective | Course Content | Teaching Learning Methods | Evaluation |
|---------|--------|--|--|--|---|
| I | 15 Hrs | Learn & understand English grammar, develop vocabulary Explain the steps & research process | <ul style="list-style-type: none"> • Remedial Study of Grammar. • Review of grammar, vocabulary and effective use of dictionary. • Prepare task-oriented seminars. • Symposia and panel discussion. * | Demonstrate use of dictionary Classroom conversion Exercise on use of grammar Practice in public school | Written Test; Objective and Essay Type. |
| II | 10 Hrs | Develops ability in reading & speaking correct English | <ul style="list-style-type: none"> • The ability to understand selected passage and express meaning in one's own words. • Reading and comprehension of the prescribed books. | Exercise on reading Summarizing Comprehension | Written Test; Objective and Essay Type. |
| III | 20 Hrs | Develops effective skills in reading & understanding English language | <ul style="list-style-type: none"> • The study of various forms of composition - Note taking - Diary - Nurses notes, anecdotal records. - Writing of summary - Nurses reports on health problems. The student will submit one sample of each item from her own practical experience. | Exercise on writing letter writing precise diary anecdotal records, reports on health problem story writing resume writing essay writing discussion on written report documents | Written Test; Objective and Essay Type. |
| IV | 15 Hrs | Develop skills in communications & implement it in day-to-day practical experience | <ul style="list-style-type: none"> • Verbal communication • Oral reports • Summarization of discussion • Debate • Listening comprehension – Film, Cassette and Radio | Exercise on debating Participating in seminar Panel symposium Telephone | Written Test; Objective and Essay Type.. |

PRACTICUM

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

SOCIOLOGY

Placement: Second Year

Time Allotted: 60 hrs

COURSE DESCRIPTION

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

OBJECTIVES:

At the end of the course, the student will:

1. Describe Sociological concepts that are applicable to Nursing.
2. Determine role of Sociology in Nursing as related to social institutions in India.
3. Develop positive attitudes towards individual, family, and community.

| Unit No | Hours | Learning Objective | Course Content | Teaching Learning Activities | Assessment |
|---------|-------|--|--|---|--|
| I | 1 | Describe the importance of sociology in Nursing | <ul style="list-style-type: none"> • Introduction. • Importance of study of Sociology in Nursing, relationship of Anthropology, Sociology, etc. | Chalkboard Power point Transparency | Essay type Short answers |
| II | 3 | Describe the inter-relationship of individual in society and community | <ul style="list-style-type: none"> • Individual and the society. • Socialization. • Interdependence of the individual and society. • Personal disorganization. | Chalkboard Power point Transparency | Essay type Short answers Assignment |
| III | 3 | Describe the influence of culture and on health and disease | <ul style="list-style-type: none"> • Culture. • Nature of culture. • Evolution of culture. • Diversity and uniformity of culture. | Chalkboard Power point Transparency | Essay type Short answers Assignment |
| IV | 4 | Identify various social groups and their interactions | <ul style="list-style-type: none"> • Social organization. • Social groups, crowds, and public groups, nations, race. • Social institutions: Family, marriage, education, religion, arts, economic organization, political organization. • The urban & rural community in India: Ecology, characteristics of the village, characteristics of the town and city. | Chalkboard power point Transparency | Essay type Short answers Assignment |

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| | | | <ul style="list-style-type: none"> • Social stratification: Class and caste. | | |
| V | 6 | Explain the Social process | <ul style="list-style-type: none"> • Social process. • Process of social interaction: Competition, conflict - war, cooperation, accommodation, and assimilation. | Chalkboard power point Transparency | Essay type Short answers Assessment of report on community identification |
| VI | 4 | Explain the Social change | <ul style="list-style-type: none"> • Social change. • Nature and process of social change: Factors influencing cultural change. • Cultural lag. | Chalkboard power point Transparency | Essay type Short answers |
| VII | 6 | Describe the institutions of family and marriage in India | <ul style="list-style-type: none"> • Social problems. • Social disorganization control & planning: Poverty, population, housing, illiteracy, food supplies, growth of urbanization, prostitution, minority groups, rights of women & children, child labor, child abuse, delinquency and crime, substance abuse. | Chalkboard power point Transparency | Essay type Short answers |

References:

1. Sachadeva Y. V., An introduction to sociology, Kithab Mahal: Allahabad
2. R. K. Manelkar, Sociology for Nurses, Sivosankar T. P., Vora Medical Publications
3. K. P. Pothan, S. Pothan, Sociology for Nurses, 3rd Edition, N. R. Brothers, Indore. C. N. Shankar Rao, Principles of Sociology with introduction to social thoughts, S. Chand & Company Publishers
4. Ashok N. Patel, S. S. Hooda, Sociology
5. Dr. N. H. Groenman, Dr. O. D'aslevin, M. A. Bockenham, Social and Behavioral sciences for Nurses, 1st edition, Companion Press Ltd.
6. Dr. Ajithkumar Sinha, Principles of Sociology, Lakshmi Narain Agarwal educational publishers.
7. T. B. Bottomore, Sociology: A guide to problem and literature, 2nd edition, Blockie & Sons Publishers Pvt. Ltd.

COMMUNITY HEALTH NURSING

Placement: Second Year

Time Allotted:

Theory–60 hrs

Practical-240hrs

COURSE DESCRIPTION

The course enables the students to understand the national health care delivery system and to participate in the delivery of community health nursing.

OBJECTIVES

At the end of the course, the student will

1. Explain the concept of various factors contributing to health of individual, family, and community.
2. Identify the role of community health nurse.
3. Describe national health care delivery system.
4. Describe epidemiological methods and principles of prevention and control of illness in the community.
5. Identify the role of personnel working in the community health setup.
6. Plan the work of community health nurse and supervise and train health workers.

| Unit No | Hours | Learning Objective | Course Content | Teaching Learning Activities | Assessment |
|---------|-------|---|---|---|---|
| I | 6 | Describe the concepts of community health nursing | <ul style="list-style-type: none">• Introduction to Community Health – Concepts, Principles, and Elements of Primary Health Care.• Introduction to Community Health Nursing.• Concept of Community Health Nursing – Community Nursing process.• Objective, Scope, and Principles of Community Health Nursing. | Chalkboard Power point Transparency | Essay type Short answers |
| II | 8 | Describe the Family health services | <ul style="list-style-type: none">• Family Health Services.• Concept, Objective, Scope, and Principles.• Individual, Family, and Community as a unit of service.• Principles and techniques of home visiting.• Establishing working relationship with the family.• Working with families in relation to prevention of diseases, promotion of health.• Care of the sick in the home, | Chalkboard Power point Transparency | Essay type Short answers Assignment |

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| | | | <p>physically handicapped, and mentally challenged.</p> <ul style="list-style-type: none"> • Surveillance and monitoring. | | |
| III | 10 | Describe the organization and administration of health services in India. | <ul style="list-style-type: none"> • Organization and administration of health services in India. • National Health Policy. • Health care delivery system in India. • Health team concepts: • Centre, State, District, Urban Health Services, Rural Health Services • System of medicines • Centrally sponsored health schemes • Role of voluntary health organizations and international health agencies • Role of health personnel in the community • Public Health Legislation. | <p>Chalkboard Power point Transparency</p> | <p>Essay type Short answers Assignment</p> |
| IV | 8 | Explain health education, its aims, concepts, and scope. | <ul style="list-style-type: none"> • Health Education: • Aims, Concepts, and Scope of Health Education. • National Plan for Health Education • Communication Techniques • Methods and media for health education programmes • Planning for health education and role of nurse. | <p>Chalkboard Power point Transparency</p> | <p>Essay type Short answers Assignment</p> |
| V | 8 | Explain the role of the community health nurse. | <ul style="list-style-type: none"> • Role of the Community Health Nurse. • National Health Programmes: • Maternal and child health programmes • Family welfare and school health services • Occupational health services. • As a member of the health team. • Training and supervision of health care workers. | <p>Chalkboard Power point Transparency</p> | <p>Essay type Short answers Assessment of report on community Identification</p> |
| VI | 10 | Describe Epidemiology | <ul style="list-style-type: none"> • Epidemiology • Definition – concepts, aims, objectives, methods & principles • Epidemiology – theories and models | <p>Chalkboard Power point Transparency</p> | <p>Essay type Short answers</p> |

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| | | | <ul style="list-style-type: none"> • Application of epidemiology, principles, and concepts in community health | | |
| VII | 10 | Explains the Biostatistics and vital statistics | <ul style="list-style-type: none"> • Bio-Statistics and Vital Statistics. • Introduction, definition, and scope, legislation. • Report, recording, and compiling of vital statistics at the local, state, national, and international level. • Definition and methods of computing vital statistics. • Methods of presenting data. • Management information system. | Chalkboard Power point | Essay type Short answers Assignment |

PRACTICUM

1. Each student will prepare a community profile.
2. The student will be allotted families for gaining experience in identifying family health needs, health counseling and guidance, and family budgeting for optimum health.
3. The student will participate in the activities of primary health centre.
4. Sub-centre, MCH centre.
5. Visits will be made to selected health and welfare agencies, water purification plant and sewage disposal plant, infectious disease hospital, child welfare centre, old aged homes, orphanages, and handicapped hospitals.
6. Conduct health educational programmes for individual/groups/community.

REFERENCES:

1. K. Park, Textbook of Preventive & Social Medicine - current edition
2. K. Park, Essentials of Community Health Nursing
3. Rao Kasturi, An Introduction to Community Health Nursing, I Publications
4. Freeman Ruth, Community Health Nursing Practice
5. Stanhope Lancaster, Community Health Nursing Process & Practice, Popular Publication
6. Basavantappa B. T., Community Health Nursing
7. Sathe, Epidemiology & Management of Health Care, Popular Publication
8. Mahajan Gupta, Textbook of Preventive & Social Medicine, Jaypee Publications; Lancaster, Community Health Nursing Process and Practice for Promoting Health, Mosby Publications

MENTAL HEALTH NURSING

Placement: Second Year

Time Allotted:

Theory:-60 hrs

Practical–240 hrs

COURSE DESCRIPTION

This course enables the students to recognize and appreciate the causes, symptoms, and process of abnormal human behavior. It also introduces the student to the present-day treatment modalities in the light of psychological, social, and cultural factors affecting human behavior. This course helps the student to learn principles of mental health and psychiatric nursing and to develop beginning skills in the management of the mentally ill in hospital and community.

OBJECTIVES

At the end of the course, the student will:

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

| Unit No | Hours | Learning Objective | Course Content | Teaching Learning Activities | Assessment |
|---------|-------|--|--|--|---|
| I | 5 | Discuss the historical development of psychiatry and psychiatric development | <ul style="list-style-type: none"> • Introduction and historical development. • History of Psychiatry. • Historical development of Mental Health Nursing. • Philosophy, Principles of Mental Health Nursing and Psychiatric Nursing. • Concept of normal and abnormal behavior. • Role and qualities of Mental Health and Psychiatric Nurse. • Mental Health team and functions of team members. • Legal aspects in Psychiatry and Mental Health services. | <ul style="list-style-type: none"> • Chalkboard • Transparency • PowerPoint • Charts | <ul style="list-style-type: none"> <input type="checkbox"/> Assignments <input type="checkbox"/> Unit tests, <input type="checkbox"/> Essay type <input type="checkbox"/> Short Answers <input type="checkbox"/> Objectives Type |
| II | 5 | Discuss history | <ul style="list-style-type: none"> • Classification and | | |

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| | | taking. Describe mental status examination | assessment of mental disorders. <ul style="list-style-type: none"> • Terminologies used in Psychiatry. • Classification of mental disorders. • Etiological factors and psychopathology of mental disorders. • History taking and assessment methods for mental disorders. | <ul style="list-style-type: none"> • Transparency • PowerPoint • Charts Chalkboard <ul style="list-style-type: none"> • | <input type="checkbox"/> Assignments <input type="checkbox"/> Unit tests, <input type="checkbox"/> Essay type <input type="checkbox"/> Short Answers <input type="checkbox"/> Objectives Type |
| III | 4 | Enlist various types of therapeutic techniques. Explain the elements of nurse patient contract. | <ul style="list-style-type: none"> • Therapeutic communication. • Communication process. • Interview skills, therapeutic communication techniques. Nurse-patient relationship, therapeutic impasse and its management process recording. | <ul style="list-style-type: none"> • Chalkboard • Transparency • PowerPoint Charts | <input type="checkbox"/> Assignments <input type="checkbox"/> Unit tests, <input type="checkbox"/> Essay type <input type="checkbox"/> Short Answers <input type="checkbox"/> Objectives Type |
| IV | 20 | Write the management of patient with Schizophrenia. Discuss the management of patient with mood disorders. Explain the management of patient with Neurotic disorder | <ul style="list-style-type: none"> • Management of mental disorders • Etiological factors, psychopathology, types, clinical features, diagnostic criteria, treatment, and nursing management of patient with following disorders: • Neurotic disorders: Anxiety Neurosis, Depressive Neurosis, Obsessive Compulsive Neurosis, Phobic Neurosis, and Hypochondriacal Neurosis, stress-related and somatoform disorders. • Psychotic disorders: Schizophrenic form, Affective and Organic psychosis. • Organic Brain syndromes • Psychosomatic disorders • Personality disorders • Disorders of Childhood and Adolescence. | <ul style="list-style-type: none"> • Chalkboard • Transparency • PowerPoint Charts | <input type="checkbox"/> Assignments <input type="checkbox"/> Assignments <input type="checkbox"/> Unit tests, <input type="checkbox"/> Essay type <input type="checkbox"/> Short Answers <input type="checkbox"/> Objectives Type |

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| V | 3 | Discuss the management of patient with substance use disorder. | <ul style="list-style-type: none"> • Management of patients with substance use disorders. • Substance use and misuse. • Dependence, intoxication, and withdrawal. • Classification of psychoactive substances. • Etiological & contributory factors. • Psychopathology. • Clinical features. • Diagnostic criteria. • Treatment and nursing management of patient with substance use disorders. • Preventive and rehabilitative aspects in substance abuse. | <ul style="list-style-type: none"> • Chalkboard • Transparency • PowerPoint • Charts | <ul style="list-style-type: none"> • Assignments • Unit tests, • Essay type • Short Answers • Objectives Type |
| VI | 2 | Discuss the nursing management of patient with mental deficiency. | <ul style="list-style-type: none"> • Management of mental sub-normality. • Classification of mental sub-normality. • Etiological factors, psychopathology, psychometric assessment. Diagnostic criteria and management of sub-normality. | <ul style="list-style-type: none"> • Chalkboard • Transparency • PowerPoint • Charts | <ul style="list-style-type: none"> • Assignments • Unit tests, • Essay type • Short Answers • Objectives Type |
| VII | 4 | Enlist the psychiatric emergencies. Discuss crisis intervention. | <ul style="list-style-type: none"> • Psychiatric emergencies • Types of emergencies, psychopathology, clinical features, assessment and diagnosis, treatment, and nursing management of patient with psychiatric emergencies. • Crisis intervention therapy | <ul style="list-style-type: none"> • Chalkboard • Transparency • PowerPoint • Charts | <ul style="list-style-type: none"> • Assignments • Unit tests, • Essay type • Short Answers • Objectives Type |
| VIII | 12 | Discuss Psychopharmacology in mental disorders. Explore psychological | <ul style="list-style-type: none"> • Therapeutic modalities. • Principles, indication, contraindications, and role of nurse in various treatment methods: • Therapeutic community and milieu therapy • Occupational therapy • Psychotherapy | <ul style="list-style-type: none"> • Chalkboard • Transparency • PowerPoint • Charts | <ul style="list-style-type: none"> • Assignments • Unit tests, • Essay type • Short Answers • Objectives Type |

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| | | therapies used in mental disorder. | <ul style="list-style-type: none"> • Behaviour therapy • Group therapy • Family therapy • Pharmacotherapy • Electroconvulsive therapy • Other miscellaneous therapies. | | |
| IX | 5 | <p>Discuss the levels of prevention in psychiatry.</p> <p>Explain national mental health program me</p> | <ul style="list-style-type: none"> • Preventive Psychiatry. • Model of prevention. • Role of nursing in preventive psychiatry. • Psychiatric social work. • Community mental health nursing. • Community mental health agencies. • National mental health programmes. | <ul style="list-style-type: none"> • Chalkboard • Transparency • PowerPoint • Charts | <ul style="list-style-type: none"> • Assignments • Unit tests, • Essay type • Short Answers • Objectives Type |

PRACTICUM

The student will be provided the opportunity to:

- Observe, record, and report the behavior of their selected patients.
- Record the process of interaction.
- Assess the nursing needs of their selected patients, plan, and implement the nursing intervention.
- Counsel the attendant and family members of the patient.
- Participate in the activities of the psychiatric team.
- Write observation report after a field visit to the following places:
 - Child guidance clinic
 - School/Special Schools (For Mentally subnormal)
 - Mental hospital
 - Community mental health centres
 - De-addiction centre

References:

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2. Michael Gelder, Richard Mayou, Philip Cowen, Shorter oxford textbook of psychiatry, Oxford medical publication, 4th edition. 2001.
3. M.S. Bhatia, CBS publishers and distributors, Delhi 2nd edition. 1999.
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6. Bimla Kapoor, Psychiatric nursing, Vol. I & II, Kumar publishing house Delhi, 2001
7. Niraj Ahuja, A short text book of psychiatry, Jaypee brothers, New Delhi, 2002.
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9. De Souza Alan, De Souza Dhanlaxmi, DeSouzaA, “National series–Childpsychiatry” 1sted,Mumbai,TheNationalBookDepot,2004
 10. Patricia, Kennedy, Ballard,“Psychiatric Nursing Integration of Theory and Practice”,USA, McGrawHill1999.
 11. Kathernic M. Fortinash, Psychiatric Nursing Careplans, Mossby Yearbook. Toronto
 12. Sheila M.Sparks, Cynthia M.Jalor, Nursing Diagnosis reference manual 5th edition, ,Springhouse, Corporation Pennsychiram’s
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INTRODUCTION ON NURSING EDUCATION

Placement: Second year

Time Allotted
Theory-60hrs
Practical- 75hrs

COURSE DESCRIPTION

This course introduced the students to principles and concepts of education, curriculum development and methods and media of teaching. It also describes the steps in curriculum development and implementation of educational programmes in nursing.

OBJECTIVES

At the end of the course, the students will

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

| Unit no | Hours | Learning Objective | Course Content | Teaching Learning Activities | Assessment |
|---------|-------|--|--|--|---|
| I | 2 | Discuss the Meaning of education, aims, function and principles. Philosophy of education | Introduction to education Meaning of education, aims, function and principles. Philosophy of education | <ul style="list-style-type: none"> • Chalkboard • Transparency • PowerPoint • Charts | <input type="checkbox"/> Assignments <input type="checkbox"/> Unit tests, <input type="checkbox"/> Essay type <input type="checkbox"/> Short Answers <input type="checkbox"/> Objectives <input type="checkbox"/> Type |
| II | 4 | Discuss Teaching learning process | Teaching learning process * Nature and characteristics of learning * Principles and maxims of teaching * Formulating objectives * Lesson planning. | Chalkboard <ul style="list-style-type: none"> • Transparency • PowerPoint • Charts | <input type="checkbox"/> Assignments <input type="checkbox"/> Unit tests, <input type="checkbox"/> Essay type <input type="checkbox"/> Short Answers <input type="checkbox"/> Objectives <input type="checkbox"/> Type |
| III | 10 | Enlist various types of Methods of teaching | Methods of teaching * Teaching methods * Lecture * Discussion * Demonstration * Group discussion * Project * Role play * Panel discussion | <ul style="list-style-type: none"> • Chalkboard • Transparency • PowerPoint • Charts | <input type="checkbox"/> Assignments <input type="checkbox"/> Unit tests, <input type="checkbox"/> Essay type <input type="checkbox"/> Short Answers <input type="checkbox"/> Objectives <input type="checkbox"/> Type |

| | | | | | |
|----|----|-----------------------------------|--|--|---|
| | | | <ul style="list-style-type: none"> * Symposium * Seminar * Fieldtrip * Workshop * Exhibition * Programmed instruction * Computer assisted learning <p>Clinical teaching methods:</p> <ul style="list-style-type: none"> * Case methods * Case presentation * Nursing rounds and reports * Bedside clinic * Conference(individual and group) * Recording of interaction process | | |
| IV | 10 | Explain the Educational media | <p>Educational media</p> <ul style="list-style-type: none"> * The communication process: factors affecting communication * Purposes and types of audio-visual aids * Graphics aid: Chalk-board, charts, graphs, posters, flashcards, flannel graph/ khadi graph, bulletin, cartoon. * Three dimensional aids: Objects, specimen, models, puppets. * Printed aids: pamphlets and leaflets * Projected aids: slides, films and televisions, VCR, VCP, Overhead projector, Camera, microscope. * Audio–Aids: Tape-recorder, public address system, computer | <ul style="list-style-type: none"> ● Chalkboard ● Transparency ● PowerPoint ● Charts | <ul style="list-style-type: none"> <input type="checkbox"/> Assignments <input type="checkbox"/> Unit tests, <input type="checkbox"/> Essay type <input type="checkbox"/> Short Answers <input type="checkbox"/> Objectives Type |
| V | 10 | Discuss the Methods of assessment | <p>Methods of assessment</p> <ul style="list-style-type: none"> * Purpose and scope of evaluation and assessment * Criteria for selection of assessment techniques and methods * Assessment of knowledge: essay type Question, SAQ (Short Answer Questions) * MCQ (multiple choice Questions) | <ul style="list-style-type: none"> ● Chalkboard ● Transparency ● PowerPoint ● Charts | <ul style="list-style-type: none"> <input type="checkbox"/> Assignments <input type="checkbox"/> Unit tests, <input type="checkbox"/> Essay type <input type="checkbox"/> Short Answers <input type="checkbox"/> Objectives Type |

| | | | | | |
|------|----|---|--|--|---|
| | | | <p>* Assessment of skills: Observation, checklist. Practical examination, Viva, objective structured clinical examination.</p> <p>* Assessment of attitude: Attitude scale.</p> | | |
| VI | 10 | Discuss the Management of school of Nursing | <p>Management of school of Nursing</p> <p>* Planning of school of nursing, organization</p> <p>* Recruitment of teaching staff, budget, facilities for the school, student selection and admission procedure, administrative planning for students, welfare services for students, maintenance of school records, preparation of annual reports. INC guidelines for school of nursing</p> | <ul style="list-style-type: none"> • Chalkboard • Transparency • PowerPoint • Charts | <ul style="list-style-type: none"> <input type="checkbox"/> Assignments <input type="checkbox"/> Unit tests, <input type="checkbox"/> Essay type <input type="checkbox"/> Short Answers <input type="checkbox"/> Objectives Type |
| VII | 8 | Discuss Guidance and counseling. | <p>Guidance and counseling definition</p> <p>* Basic principles of guidance and counseling</p> <p>* Organization of guidance and counseling services</p> <p>* Counselling process</p> <p>* Managing disciplinary problems</p> <p>* Management of crisis</p> | <ul style="list-style-type: none"> • Chalkboard • Transparency • PowerPoint • Charts | <ul style="list-style-type: none"> <input type="checkbox"/> Assignments <input type="checkbox"/> Unit tests, <input type="checkbox"/> Essay type <input type="checkbox"/> Short Answers <input type="checkbox"/> Objectives Type |
| VIII | 6 | Discuss In-service education. | <p>In-service education</p> <p>* Introduction to nature scope of in-service education programme</p> <p>* Principles of adult learning</p> <p>* Planning for in-service programme</p> <p>* Techniques, and methods of staff education programme</p> <p>* Evaluation of in-service programme.</p> | <ul style="list-style-type: none"> • Chalkboard • Transparency • PowerPoint • Charts | <ul style="list-style-type: none"> <input type="checkbox"/> Assignments <input type="checkbox"/> Unit tests, <input type="checkbox"/> Essay type <input type="checkbox"/> Short Answers <input type="checkbox"/> Objectives Type |

PRACTICUM

Each student should:

- Conduct five planned teaching using different methods and media
- Prepare different types of teaching aids
- Plan, organize and conduct In service education programme.

- Conduct at least one counseling session
- Prepare rotation plans.

References:

1. Bhatia, Kamala & Bhatia B.D.: The Principles and Methods of Teaching: Delhi, Doaba House, 1977.
2. Neeraja, Nursing Education, New Delhi, JaypeeBrother,2004.
3. Safaya, Raghunath & Shaida, B.D. Educational Theory & Practice, Delhi, Dhanpat Row & Sons,1974.
4. Bhatia, Hans Raj Elements of Educational Psychology, Bombay, Qnent Conpman, 5th ed

INTRODUCTION TO NURSING SERVICE ADMINISTRATION

Placement: Second year

Time Allotted
Theory-60hrs
Practical-180hrs

COURSE CONTENTS

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

OBJECTIVES

At the end of the course, the student will

1. Identify the principles of administration
2. Describe the principles and techniques of supervision
3. Explain the principles and methods of personnel management
4. Explain the principles of budgeting
5. Organise and manage a nursing unit effectively
6. Identity dynamics of organizational behaviour, styles and functions of effective leadership.

| Unit No | Hours | Learning Objective | Course Content | Teaching Learning Activities | Assessment |
|---------|-------|--|--|--|---|
| I | 2 | Discuss the Meaning of education, aims, function and principles. Philosophy of education | Principles and practice of Administration * Significance, elements and principles of administration, * Organization of hospital– Definition, Aims, functions and classifications, health team. * Policies of hospital, different departments with special emphasis on department of Nursing and office management. * Responsibilities of the nursing personnel specially of ward sister, medico legal aspects, concept of cost Effectiveness. | <ul style="list-style-type: none"> ● Chalkboard ● Transparency ● PowerPoint ● Charts | <input type="checkbox"/> Assignments <input type="checkbox"/> Unit tests, <input type="checkbox"/> Essay type <input type="checkbox"/> Short Answers <input type="checkbox"/> Objectives Type |
| II | 4 | Discuss Teaching learning process | Nursing unit Management * Physical layout of a nursing unit and necessary facilities * Factors affecting the | Chalkboard <ul style="list-style-type: none"> ● Transparency ● PowerPoint ● Charts | <input type="checkbox"/> Assignments <input type="checkbox"/> Unit tests, <input type="checkbox"/> Essay type <input type="checkbox"/> Short Answers |

| | | | | | |
|-----|----|---|---|--|---|
| | | | <p>quality of nursing care</p> <ul style="list-style-type: none"> * Maintenance of a therapeutic environment * Administration of the unit-management of patient care * Maintenance of physical environment * Assignment of duties and time plan. * Patient assignment, safety measures, prevention of accidents and infections, * Maintenance of patients records and reports, legal responsibilities. * Maintenance of quality nursing care, nursing audit. | | <input type="checkbox"/> Objectives Type |
| III | 10 | Enlist various types of Methods of teaching | <p>Personnel management</p> <ul style="list-style-type: none"> * Staff recruitment and selection, appointment, promotions, personnel policies and job descriptions. * Job analysis. * Staffing the unit, staffing norms, rotation plan, leave planning, performance appraisal, staff welfare and management of disciplinary problems. | <ul style="list-style-type: none"> ● Chalkboard ● Transparency ● PowerPoint ● Charts | <input type="checkbox"/> Assignments <input type="checkbox"/> Unit tests, <input type="checkbox"/> Essay type <input type="checkbox"/> Short Answers <input type="checkbox"/> Objectives Type |
| IV | 10 | Explain the Educational media | <p>Supervision</p> <ul style="list-style-type: none"> * Principles of supervision, nature and objectives * Tools and techniques of supervision * Evaluation * Nursing audit * Staff development–orientation program * Skill training * Leadership development * Problem solving process. | <ul style="list-style-type: none"> ● Chalkboard ● Transparency ● PowerPoint ● Charts | <input type="checkbox"/> Assignments <input type="checkbox"/> Unit tests, <input type="checkbox"/> Essay type <input type="checkbox"/> Short Answers <input type="checkbox"/> Objectives Type |
| V | 10 | Discuss the Methods of assessment | <p>Material management</p> <ul style="list-style-type: none"> * Principles of material management * Quality control * Inventory, care of equipment, safe keeping * Role of nursing personnel | <ul style="list-style-type: none"> ● Chalkboard ● Transparency ● PowerPoint ● Charts | <input type="checkbox"/> Assignments <input type="checkbox"/> Unit tests, <input type="checkbox"/> Essay type <input type="checkbox"/> Short Answers <input type="checkbox"/> Objectives Type |

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|-----|----|---|--|--|---|
| | | | in material management. | | |
| VI | 10 | Discuss the Management of school of Nursing | Financial Management *Budgeting–Principles of budgeting, audit. | <ul style="list-style-type: none"> ● Chalkboard ● Transparency ● PowerPoint ● Charts | <input type="checkbox"/> Assignments <input type="checkbox"/> Unit tests, <input type="checkbox"/> Essay type <input type="checkbox"/> Short Answers <input type="checkbox"/> Objectives Type |
| VII | 8 | Discuss Guidance and counseling. | Organizational behavior * Group dynamic and human relation, organizational communication (hospital information system) * Public relations, leadership styles and functions * Methods of reporting * Maintaining records and reports | <ul style="list-style-type: none"> ● Chalkboard ● Transparency ● PowerPoint ● Charts | <input type="checkbox"/> Assignments <input type="checkbox"/> Unit tests, <input type="checkbox"/> Essay type <input type="checkbox"/> Short Answers <input type="checkbox"/> Objectives Type |

PRACTICUM

Observe the functioning of nursing administration at various level i.e. institution, department, unit.

Each student will practice ward management under supervision.

Student will prepare rotation plan of the staff, write reports, give verbal report of the ward and assist in maintaining the inventory of the nursing unit.

Visit to private and government hospital and write observation reports.

References:

1. TNAI. Nursing Administration and Management, 1st edn, Academic Press: New Delhi, 2000.
2. Shakharkar, BM .Principles of Hospital Administration and Planning, Jaypee Brothers: Bangalore, 1998.
3. Pai, Pragna. Effective Hospital Management, 1st ed n, The National Book Depot: Mumbai, 2002.
4. Srinivasan, AV. Managing a Modern Hospital, 1st edn, Sage Publications: New Delhi, 2002.
5. Basavanthappa, BT. Nursing Administration, 1st edn, JPB rothers Medical Publishers: New Delhi, 2000.
6. Goel, s & Kumar, R. Hospital Administration and Management, 1st edn, Deep and Deep Publications: New Delhi, 2000.
7. ParkK. Park's Textbook of Preventive and Social Medicine, 17th edn, M/SB anarsidas Bhanot Publishers: Jabalpur, 2003.
8. Russels, CS. Management & Leadership for Nurse Managers, 3rd edn, Jones Bartlett Publishers: London, 2002.

INTRODUCTION TO NURSING RESEARCH AND STATISTICS

Placement: Second Year

Time Allotted
Theory- 45 hrs
Practical- 120 hrs

COURSE DESCRIPTION

The course is designed to assist the students to develop an understanding of basic concepts of research and statistics, use the findings of nursing research in nursing practice, apply the knowledge in conducting projects (s) and solve problems related to nursing using scientific method.

OBJECTIVES

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

1. Define the terms and concepts of nursing research
2. Identify needs and scope of nursing research
3. Identify and define a research problem
4. Locate and list sources of literature for a specific study
5. Describe different research approaches, methods of data collection and sampling techniques with a special reference to survey method.
6. Develop tool for data collection
7. Enumerate steps of data analysis and present data summary in tabular form.
8. Use descriptive and co-relational statistics in data analysis
9. Conduct a group research project.

| Unit no | Hours | Learning Objective | Course Content | Teaching Learning Activities | Assessment |
|---------|-------|--|---|--|---|
| I | 4 | Defines the research definition | A.INTRODUCTION TO RESEARCH METHODOLOGY * Steps of scientific methods. * Definition of research * Need for nursing research * Characteristics of good research. Research process. | <ul style="list-style-type: none"> ● Chalkboard ● Transparency | <ul style="list-style-type: none"> ➤ Assignments ➤ Unit tests ➤ Objectives Type |
| II | 4 | Discuss the Definition or research terms and Review of literature. | Statement of research problem * Statement of purpose and objectives * Definition or research terms * Review of literature. | <ul style="list-style-type: none"> ● Chalkboard ● Transparency ● PowerPoint | <ul style="list-style-type: none"> ➤ Assignments ➤ Short Answers ➤ Objectives Type |
| III | 4 | Discuss Research approaches | Research approaches: - historical, survey and experimental | <ul style="list-style-type: none"> ● Chalkboard ● Transparency ● PowerPoint | <ul style="list-style-type: none"> ➤ Essay type ➤ Short Answers ➤ Objectives Type |
| IV | 4 | Enlist various Sampling | Sampling techniques and methods of data collection. | <ul style="list-style-type: none"> ● Chalkboard ● Transparency | <ul style="list-style-type: none"> ➤ Assignments ➤ Objectives |

| | | | | | |
|------|---|--|---|---|--|
| | | techniques and methods of data collection | <ul style="list-style-type: none"> * Sampling * Instruments-Questionnaire. Interview * Observation schedule, records, measurements * Reliability and validity or instruments. | | Type |
| V | 4 | Explain the Analysis of Data | Analysis of Data: Tabulation <ul style="list-style-type: none"> * Classification and summarization * Presentation * Interpretation of data | <ul style="list-style-type: none"> ● Chalkboard ● Transparency ● PowerPoint Charts | <ul style="list-style-type: none"> ➤ Assignments ➤ Unit tests, ➤ Essay type ➤ Short Answers |
| VI | 4 | Discuss the Communication of research findings | Communication of research findings <ul style="list-style-type: none"> * Writing Report: * Organizing materials for writing * Format of the report * Use of computers | <ul style="list-style-type: none"> ● Chalkboard ● Transparency | <ul style="list-style-type: none"> ➤ Assignments ➤ Unit tests, ➤ Objectives Type |
| VII | 8 | Discuss the Measures of central tendency | B. INTRODUCTION TO STATISTICS <ul style="list-style-type: none"> * Descriptive Statistics. * Frequency Distribution– Types of measure– frequencies, class interval, graphic methods of describing frequency. * Measures of central tendency–Mode, Median and mean. * Measures of variability: Range, standard deviation * Introduction to normal probability. | <ul style="list-style-type: none"> ● Chalkboard ● Transparency ● PowerPoint Charts | <ul style="list-style-type: none"> ➤ Assignments ➤ Unit tests, ➤ Essay type ➤ Short Answers ➤ Objectives Type |
| VIII | 4 | Discuss Correlation | Correlation <ul style="list-style-type: none"> * Computation by rank difference methods * Uses of correlation coefficient | <ul style="list-style-type: none"> ● Chalkboard ● Transparency | <ul style="list-style-type: none"> ➤ Assignments ➤ Objectives Type |
| IX | 4 | Discuss Biostatistics | Biostatistics: Uderates and standardized rates, ratio and estimation of the trends. | <ul style="list-style-type: none"> ● Chalkboard ● Transparency ● PowerPoint | <ul style="list-style-type: none"> ➤ Assignments ➤ Unit tests, ➤ Essay type |
| X | 6 | Explain the Introduction to computers in nursing | Introduction to computers in nursing <ul style="list-style-type: none"> * Introduction to computers and disk-operating system. * Introduction to word processing * Introduction to data base * Windows applications, word, | <ul style="list-style-type: none"> ● Chalkboard ● Transparency ● PowerPoint | <ul style="list-style-type: none"> ➤ Assignments ➤ Unit tests, ➤ Essay type |

| | | | | | |
|--|--|--|---|--|--|
| | | | <p>excel, power point, multimedia.</p> <p>* Use of statistical packages.</p> <p>* Introduction to internet & use of electronic mail</p> <p>* Computer aided teaching and testing.</p> | | |
|--|--|--|---|--|--|

PRACTICUM

Students will conduct research project in small groups in selected areas of nursing and submit a report (Group studies may include studying of existing health practices, improved practices of nursing (procedures) health records, patient records and survey on nursing literature).

References:

1. Polit, D.F.& Beck CT, Nursing Research, Principles and Methods, 7th ed. Lippincott Williams & Wilkins, Philadelphia, 2003.
2. Polit Dennis and Hunglar BP, Nursing research principles and methods, 6th edition Lippincott, Philadelphia, 1999.
3. Laura A. Talbot, Principles and practice of nursing research, Mosby St. Louis 1995.
4. Dorothy YB & Marie TH, Fundamentals of research in Nursing, 3rd ed. Jones & Bartlett Publishers, Boston, 2003.
5. Rao TB, Methods in Medical Research, 1st ed, Radha Rani Publishers, Guntur AP, 2002.
6. Smith, P Research Mindedness for Practice. An interactive approach for nursing and healthcare, Churchill Livingstone, New York, 1997
7. American Psychological Association publication manual. 2001.
8. Mahajan Methods in Biostatistics.
9. Trece E.W. & Trece JW : Elements of Research in Nursing, 3rd ed The CV Mosby Company St. Louis 1986.