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# Regulations and Curriculum

## Basic B.Sc. Nursing Program



**YENEPOYA  
UNIVERSITY**

Recognized under Sec 3 (A) of the UGC Act, 1956  
as per notification No. F.9-11/2007.U-3 (A) dated 27-02-2008  
Accredited by NAAC with 'A' Grade

**University Road, Deralakatte, Mangaluru – 575 018.**

**[www.yenepoya.edu.in](http://www.yenepoya.edu.in)**

(CURRICULUM - EFFECTIVE FROM 2009-10)

ATTESTED  
*Wes*

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Dr.Gangadhara Somayaji K.S.  
Registrar  
Yenepoya(Deemed to be University)  
University Road, Deralakatte  
Mangalore-575 018, Karnataka

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Year of Establishment : 2002  
Year of Establishment under Yenepoya University : 2009

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Yenepoya University

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# Vision and Mission

## Vision

To provide access to quality higher education, ensuring equity, to create a vibrant knowledge capital and to create inspiring leaders of tomorrow who can take this country to the forefront of the developed nations.

## Mission

- To achieve academic excellence and global competencies among students.
- To create an environment for the generation of new knowledge through meaningful research, adopting latest methods of pedagogy and incorporating modern principles of academics integrated with highest ethical standards.
- To extend the knowledge acquired and new knowledge generated for the development of the community.

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## Preface

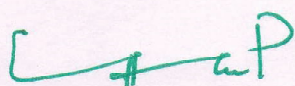
Yenepoya University, the first Deemed University (recognized under Section 3(A) of the UGC Act 1956) in Dakshina Kannada district was established in 2009. The university Consists of four constituent colleges under its ambit namely Yenepoya Medical College, Yenepoya Dental College, Yenepoya Nursing College and Yenepoya Physiotherapy College. The institutions ensure high standards of academic performance and are rendering quality health care services.

The aims of nursing profession is to render quality healthcare to all needy people and nursing education aims at creating a new generation of nurses who are competent to meet the emerging nursing challenges in the hospital environment and community environment through quality education. There are a number of educational paths to become a professional nurse, which vary greatly worldwide, but all involve extensive study of nursing theory and practice as well as training in clinical skills. The minimum standard requirements for entry in to nursing practice is determined by the nursing council of India.

The Indian Nursing Council is a National regulatory body that maintains uniform standards in Nursing Education and prescribes the syllabus and regulations for various nursing programs in India. Considering the recommendations of Indian Nursing Council, the syllabus for B.Sc & M.Sc nursing have been revised at par with the current developments and trends in the nursing profession after proper discussions at the levels of Board of Studies, Faculty and Academic Council.

The students of Yenepoya University are also privileged to undergo the core module on environmental studies as per the UGC recommendation in addition to other Add on courses.

I hope the revamping of syllabus will help the students to update and expand their knowledge to a great extent. The academic transaction is now going to be shifted from conventional methods to e-learning from 2015 onwards. I congratulate and appreciate the efforts put by the faculty of nursing in the revision of curriculum.



Vice Chancellor



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# Philosophy

(Adapted from Indian Nursing Council)

**INC believes that,**

Health is a state of well-being that enables a person to lead a psychologically, socially and economically productive life. Health is 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, medicine and nursing.

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 and groups.

Undergraduate nursing program is broad based education within an academic framework, specifically directed to the development 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 lifelong learning.

Under graduate nursing education program 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.

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# Aims

**(Adapted from Indian Nursing Council)**

The aim of the undergraduate nursing program is to,

- prepare graduates to assume responsibilities as professional, competent nurses and midwives in providing promotive, preventive, curative and rehabilitative services.
- prepare nurses who can 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 a clinical/public health setting

# Objectives

On completion of the four year B.Sc. Nursing program the graduate will be able to,

- apply knowledge from physical, biological, and behavioural sciences, medicine including alternative systems and nursing in providing nursing care to individuals, families and communities.
- demonstrate understanding of life style and other factors, which affect health of individuals and groups.
- provide nursing care based on steps of nursing process in collaboration with the individuals and groups.
- demonstrate critical thinking skill in making decisions in all situations in order to provide quality care.
- utilize the latest trends and technology in providing health care.
- provide promotive, preventive and restorative health services in line with the national health policies and programmes.
- practice within the framework of code of ethics and professional conduct, and acceptable standards of practice within the legal boundaries.
- communicate effectively with individuals and groups, and members of the health team in order to promote effective interpersonal relationships and teamwork.
- demonstrate skills in teaching to individuals and groups in clinical/community health settings.
- participate effectively as members of the health team in health care delivery system
- demonstrate leadership and managerial skills in clinical/community health settings
- conduct need based research studies in various settings and utilize the research findings to
- improve the quality of care.
- demonstrate awareness, interest and contribute towards advancement of self and of the profession





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University Road,  
Deralakatte  
Mangalore - 575018  
Ph: 0824-2204667/68/69/71  
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**NOTIFICATION – 2-ACM/2009 dtd.10/05/2009**

Sub: Curriculum for B.Sc. Nursing course

Ref: Resolution of the Academic Council at its 2<sup>nd</sup> meeting held on 05.05.2009  
vide Agenda -4

\*\*\*\*\*

The curriculum for B.Sc. Nursing course submitted by the Board of Studies, Yenepoya Nursing College has been approved at the 2<sup>nd</sup> meeting of Academic Council held on 05.05.2009 and subsequently at the meeting of Board of Management.

This notification is issued for implementation with effect from the academic year 2009-2010.

To:

The Principal – Yenepoya Nursing College

Copy to:

1. Controller of Examinations
2. File copy



**REGISTRAR**  
Registrar  
Yenepoya University  
University Road, Deralakatte  
Mangalore - 575 018



Recognised under Sec. 3(A) of the UGC Act 1956 as per notification number F.9-11/2007.U.3(A) dated 27-02-2008

No: YU/REG/ACA/AC-9/Agenda (3-A-ii)/2012

21.04.2012

### **NOTIFICATION**

Sub: Amendment to the Regulations governing B.Sc. (N) Course  
Ref: Resolution of the Academic Council at its meeting on 19.04.2012

\*\*\*\*\*

The amendment to the Regulations governing B.Sc. (N) Programme as proposed by the Faculty of Nursing is approved by the Academic Council and Board of Management at their meeting, held on 19.04.2012 and is hereby notified for implementation.

*Is anwar...*  
**REGISTRAR**  
*R*

To:

✓ The Principal I/C, YNC

Copy to:

1. Controller of Examinations
2. Coordinator, NAAC
3. Academic Section

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# Regulations for the course

## 1. Title of the course

The course is titled Basic B.Sc in Nursing or B.Sc N (Basic)

## 2. Eligibility criteria for admission

- a. The minimum age for admission shall be 17 years on 31st December of the year in which admission is sought.
- b. Minimum education shall be 10+2 class pass with Science (Physics, Chemistry, and Biology) and English with an aggregate of 45% marks from a recognized board under AISSCE/CBSE/ICSE/SSCE/HSCE or equivalent.
- c. Student should be medically fit male or female.
- d. Students appearing in 10+2 examination in Science conducted by National Institute of Open School with 45% marks shall also be considered for admission.
- e. Simultaneous attendance in multiple courses is not permitted

## 3. Entrance / Selection test

Selection of candidates is based on marks scored in the entrance examination conducted by the University

## 4. Annual intake

Students are admitted once a year. The annual intake for the course is as sanctioned by the Indian Nursing Council (INC).

## 5. Duration

Duration of the course is four years including six months of internship

## 6. Commencement of the course

The college academic year commences in the month of August.

## 7. Medium of instruction

English is the medium of instruction for all the subjects of study (except Kannada) and for examinations of the Basic B Sc Nursing degree course.

## 8. The syllabus

The syllabus for the course is designed based on the requirements prescribed by Indian Nursing Council. Syllabus enrichment is done based on the recommendations of the Board of studies from time to time and subject to the approval of the Academic Council of the University

## 9. Attendance

- a. A candidate must have a minimum 80% attendance in theory and practical, in each subject, for appearing for examinations, irrespective of the kind of absence she/he may have had.
- b. There shall be no condoner for any leave for any reason, including pregnancy, child birth, or medical conditions of any nature.
- c. For the degree to be awarded, 100% attendance in each practical / clinics is mandatory.

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## 10. Clinical experience

In order to provide hands on skills as part of the curriculum, the students will have to undergo clinical experience in the multispecialty medical college hospital as well as in the rural health centers attached to Yenepoya University.

## 11. Conduct of university examinations

The university examinations will be conducted at the end of each academic year.

## 12. Internal exams

- a. The internal exams refer to the final examinations conducted by the college for which university examinations will not be conducted for subjects such as Kannada and Introduction to Computers
- b. It is compulsory to obtain pass marks in these exams
- c. The marks of Introduction to Computers only will be included in the marks sheet.

## 13. Internal Assessment Marks

- a. Internal Assessment Marks (IA) for theory is calculated based on the sessional examination, model examination and Continuous Comprehensive Assessment (CCA) consisting of unit tests, assignments, presentations, project work and group work etc.
- b. Internal Assessment Marks (IA) for practical is calculated based on the model practical examination and Continuous Comprehensive Assessment (CCA) consisting of clinical presentations and patient care assignments.
- c. A candidate shall secure at least 50% of marks in internal assessments to be eligible to appear in the University examination.

## 14. Marks qualifying for pass

- a. Minimum pass marks shall be 50% in each of the theory and practical papers separately.
- b. Minimum pass marks for English shall be 40% only
- c. A candidate has to pass both theory and practical exams separately for each subject
- d. A candidate shall secure minimum 40% in university written examination and shall be declared pass in the subject only if he/she secures minimum 50% in the subject.
- e. A candidate not securing 50% marks in aggregate in theory or practical examination in a subject shall be declared to have failed in that subject and is required to appear for both theory and practical again in the subsequent examination in that subject.
- f. Maximum of 5 grace marks for each subject is not permitted, and grace marks should not exceed 5 marks in total marks for one academic year in theory paper only.

## 15. Practical examination

- a. All practical examinations are held in the respective clinical areas.
- b. The maximum number of candidates for practical examination may not exceed 20 per day.
- c. One internal and one external examiner appointed by the university will jointly conduct the practical examinations and viva-voce for each student.

## 16. Examiners

- a. An examiner should be a lecturer or above from a College of Nursing with M.Sc. (N) in the concerned subject, with minimum three years of teaching experience.

- 
- b. To be an examiner for nursing foundation, a faculty having M.Sc. (N) with any specialty shall be considered.
  - c. Nursing faculty will be the examiners for nursing subjects as well as the non-nursing subjects such as Anatomy and Physiology, Psychology, Biochemistry, Microbiology and Nutrition. However, non-nursing faculty with M.Sc. in respective subjects can be arranged as guest lecturers/external faculty/part time teaching faculty for teaching.

### **17. Carryover of failed subjects**

If a candidate fails in more than one/two subjects in any nursing programme they can be promoted to the next year. (As per INC resolution: F.No.1-5/2014-INC dated 29.10.2014) However, a student failing in all the subjects is not eligible for promotion to the next academic year. All papers need to be cleared before appearing in the final examination.

The maximum period to complete the course successfully should not exceed 8 years.

### **18. Revaluation / re-totaling of answer papers**

Revaluation of answer papers is not permitted. Only re-totaling of theory answer papers is allowed in the failed subjects. Application for the same should be through the institution, within 10 days from the date of announcement of results.

### **19. Vacation**

The students will be declared the vacation 3 times in an academic year.

### **20. Internship (Integrated Practice)**

- a. Students will be under internship for a period of six months during fourth year of the course.
- b. Internship refers to 8 hours of integrated clinical duties in which two weeks of evening and night shift duties are included.
- c. Internship should be carried out as eight hours per day at 48 hours per week.
- d. Students in internship will be supervised by nursing teachers.
- e. Fourth year final examination would be held only after completing internship.

### **21. Withdrawal from the course**

#### **a. Temporary Withdrawal :**

A student can withdraw from the course for a maximum period of one year with valid evidence, due to sickness or any national calamity

#### **b. Permanent Withdrawal :**

If a student intends to discontinue the course at any time after joining and attending classes, the student shall pay the college fees and dues as applicable for the remaining years of the course and obtain a no due certificate

- c. **Migration :** In case the candidate desires to migrate during the course, a no objection certificate would be provided from the university. This is applicable only in case of sickness/disaster/loss of parents.

### **22. Student Nurses Association**

Students joining the nursing course will automatically entitled to be the member of Student Nurses Association (SNA). The prescribed fee for membership is to be paid as per the notification of Trained Nurses

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Associations of India (TNAI). After completion of the course, students will be eligible to transfer the membership to Trained Nurses Associations of India after obtaining State Nursing Council Registration. A student registering with TNAI within one year of completion of the course is required to transfer SNA membership to TNAI and pay the membership fee. However, those who delay the transfer of membership will have to pay full membership fee as per TNAI notification.

**23. Dress code**

The students of the course have to follow the dress code prescribed by the institution for regular classes as well as during the clinical posting.

**24. Health services**

- a. On admission, students will undergo a routine medical examination, and thereafter, annually.
- b. Free medical care during illness and/provision of health insurance is available.
- c. A complete health record is kept in respect of each individual student. The question of continuing the training of a student with long term chronic illness will be decided by the college.
- d. Vaccination against hepatitis B and other communicable disease is provided, as deemed necessary.

**25. Curbing The menace of ragging in the campus**

- a. Ragging has been declared as a *criminal offence* (Supreme Court of India) hence, any act of such kind is punishable as per the law.
- b. On admission every student and his/her parents to file an **affidavit** avowing not to indulge in ragging.

**26. Hostel facilities**

Separate hostels are provided for men and women within the campus. All the rooms are well furnished and well equipped. The students are expected to stay in the hostels throughout the period of their study. The hostels have facilities to cater to both vegetarian & non-vegetarian students. The hostels are provided with basic amenities, mess, TV room, recreation room, basketball & volleyball courts and visitors area. Each hostel is managed by a Chief Warden and two Assistant Wardens.

**27. Library**

Central Library contains a collection of updated new editions of books, journals and periodicals. For the benefit of students the central library remains open from 9 am to 12 midnight.

**28. Student Mentorship programme (SMP)**

The institution has student mentorship programme during the first two academic years. This programme is meant to help the students to cope with the professional college life as well as the personal life. A mentor will cater to maximum of twenty (20) students. A mentor will be the faculty of the respective college takes special care of students in the form of counseling and personal contact with parents.

**29. Extra curricular activities**

The management believes in the adage “sound mind in a sound body” and realizes the importance of the need for cultural and sports activities for the students.

# Course of instruction

## First Year

Sl. No.	Subject	Theory (In hrs) (class and lab)	Practical (In hrs) (clinical)	(In hrs)
1.	Sec.A. Anatomy Sec.B. Physiology	60 60		
2.	Sec.A. Nutrition Sec.B. Biochemistry	40 + 20 30		
3.	Nursing Foundation	265 + 200	450	
4.	Psychology	60		
5.	Microbiology	45+15		
6.	English	60		
7.	*Introduction to Computers	45		
8.	* Kannada	30		
	Library work/Self Study			50
	Co-curricular activities			50
	<b>Total Hours</b>	<b>930</b>	<b>450</b>	<b>100</b>
	<b>Total Hours : 1480 hrs</b>			

\*Internal exam

## Second Year

Sl. No.	Subject	Theory (In hrs) (class and lab)	Practical (In hrs) (clinical)	(In hrs)
1.	Sociology	60		
2.	Sec.A. Pharmacology Sec.B. Pathology & Genetics	45 30 15		
3.	Medical-Surgical Nursing (Adult including geriatrics) - I	210	720	
4.	Community Health Nursing - I	95	135	
5.	Communication and Educational Technology	65 + 35		
	Library work/Self Study			50
	Co-curricular activities			35
	<b>Total Hours</b>	<b>555</b>	<b>855</b>	<b>85</b>
	<b>Total Hours : 1495 hrs</b>			



## Third Year

Sl. No.	Subject	Theory (In hrs) (class and lab)	Practical (In hrs) (clinical)	(In hrs)
1.	Medical Surgical Nursing (Adult including geriatrics) - II	120	270	
2.	Child Health Nursing	90	270	
3.	Mental Health Nursing	90	270	
4.	Midwifery and Obstetrical nursing	90	180	
	Library work/Self Study			50
	Co-curricular activities			50
	<b>Total Hours</b>	<b>390</b>	<b>990</b>	<b>100</b>
	<b>Total Hours : 1480 hrs</b>			

## Fourth Year

Sl. No.	Subject	Theory (In hrs) (class and lab)	Practical (In hrs) (clinical)	
1.	Midwifery and Obstetrical nursing		180	
2.	Community Health Nursing - II	90	135	
3.	*Nursing Research and Statistics	45		
4.	Management of Nursing Services and education	60	30	
	<b>Total Hours</b>	<b>195</b>	<b>345</b>	
	<b>Total Hours : 540 hrs</b>			

\* Project work to be carried out during Internship

## Internship (Integrated Practice)

Practical = 30 hours per week

Sl. No.	Subject	Theory	Practical (In hrs)	In Weeks
1.	Midwifery and Obstetrical Nursing		240	5
2.	Community Health Nursing - II		195	4
3.	Medical Surgical Nursing (Adult and geriatric)		430	9
4.	Child Health Nursing		145	3
5.	Mental Health Nursing		95	2
6.	Research Project		45	1
	<b>Total Hours</b>		<b>1150</b>	<b>24</b>
	<b>Total Hours : 1690 hrs</b>			

# Scheme of Examination

## First Year

Sl. No.	Subject	Subject Code	Assessment			
			Hours	Internal	External	Total
	<b>Theory</b>					
1.	Sec.A. Anatomy Sec.B. Physiology	3001 3002	3	25	37 38	100
2.	Sec.A. Nutrition Sec.B. Biochemistry	3003 3004	3	25	45 30	100
3.	Nursing Foundation	3005	3	25	75	100
4.	Psychology	3006	3	25	75	100
5.	Microbiology	3007	3	25	75	100
6.	English	3021	3	25	75	100
7.	*Introduction to Computers		3	25	75	100
8.	*Kannada			--	--	--
	<b>Practical and Viva Voce</b>					
	1. Nursing Foundation		3	100	100	200

\*Internal exam

## Second Year

Sl. No.	Subject	Subject Code	Assessment			
			Hours	Internal	External	Total
	<b>Theory</b>					
1.	Sociology	3008	3	25	75	100
2.	Medical-Surgical Nursing - I	3009	3	25	75	100
3.	Sec.A. Pharmacology Sec.B. Pathology & Genetics	3010 3011	3	25	38 25 12	100
4.	Community Health Nursing - I	3012	3	25	75	100
5.	Communication and Educational Technology	3013	3	25	75	100
	<b>Practical and Viva Voce</b>					
1.	Medical - Surgical Nursing - I		3	100	100	200

## Third Year

Sl. No.	Subject	Subject Code	Assessment			
			Hours	Internal	External	Total
	<b>Theory</b>					
1.	Medical - Surgical Nursing -II	3014	3	25	75	100
2.	Child Health Nursing	3015	3	25	75	100
3.	Mental Health Nursing	3016	3	25	75	100
	<b>Practical and Viva Voce</b>					
1.	Medical - Surgical Nursing -II		3	50	50	100
2.	Child Health Nursing		3	50	50	100
3.	Mental Health Nursing		3	50	50	100

## Fourth Year

Sl. No.	Subject	Subject Code	Assessment			
			Hours	Internal	External	Total
	<b>Theory</b>					
1.	Midwifery and Obstetrical Nursing	3017	3	25	75	100
2.	Community Health Nursing -II	3018	3	25	75	100
3.	Nursing Research and Statistics	3019 3020	3	25	50 25	100
4.	Management of Nursing Services and Education	3023	3	25	75	100
	<b>Practical and Viva Voce</b>					
1.	Midwifery and Obstetrical Nursing		3	50	50	100
2.	Community Health Nursing - II		3	50	50	100

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# Question Paper Pattern

## First Year

### SECTION - A : ANATOMY

Type of Question	Total No. of Questions	Marks
Long essay	1	1X10 = 10 marks
Short essay	4 (out of 5)	4X5= 20 marks
MCQ	7	7X1 =7 marks
<b>TOTAL</b>		<b>37 marks</b>

### SECTION - B : PHYSIOLOGY

Type of Question	Total No. of Questions	Marks
Long essay	1	1X10 = 10 marks
Short essay	5 (out of 7)	5X5= 25 marks
MCQ	3	3X1 = 3 marks
<b>TOTAL</b>		<b>38 marks</b>

### SECTION - A : NUTRITION

Type of Question	Total No. of Questions	Marks
Long essay	1	1X10 = 10 marks
Short essay	6 (out of 8)	6X5 = 30 marks
MCQ	5	5X1 = 5 marks
<b>TOTAL</b>		<b>45marks</b>

### SECTION - B : BIOCHEMISTRY

Type of Question	Total No. of Questions	Marks
Long essay	1	1 X 10 = 10 marks
Short essay	3 (out of 5)	3 X 5= 15 marks
MCQ	5	5 X 1 = 5 marks
<b>TOTAL</b>		<b>30 marks</b>

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**PSYCHOLOGY**

Type of Question	Total No. of Questions	Marks
Long essay	2	2X10 = 20 marks
Short essay	9 (out of 11)	9X5= 45 marks
MCQ	10	10X1 = 10 marks
<b>TOTAL</b>		<b>75 marks</b>

**MICROBIOLOGY**

Type of Question	Total No. of Questions	Marks
Long essay	2	2X10 = 20 marks
Short essay	9 (out of 11)	9X5= 45 marks
MCQ	10	10X1 = 10 marks
<b>TOTAL</b>		<b>75 marks</b>

**NURSING FOUNDATION**

Type of Question	Total No. of Questions	Marks
Long essay	2	2X10 = 20 marks
Short essay	9 (out of 11)	9X5= 45 marks
MCQ	10	10X1 = 10 marks
<b>TOTAL</b>		<b>75 marks</b>

**INTRODUCTION TO COMPUTERS**

Type of Question	Total No. of Questions	Marks
Long essay	2	2X10 = 20 marks
Short essay	9 (out of 11)	9X5= 45 marks
MCQ	10	10X1 = 10 marks
<b>TOTAL</b>		<b>75 marks</b>

**KANNADA**

Type of Question	Total No. of Questions	Marks
Long essay	1	1 X 10 = 10 marks
Short essay	2	2 X 5 = 10 marks
Objective Types	30	30 marks
<b>TOTAL</b>		<b>50 marks</b>

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**ENGLISH**

<b>Type of Question</b>	<b>Total No. of Questions</b>	<b>Marks</b>
Long essay	2	2X10 = 20 marks
Objective types	55	55 marks
<b>TOTAL</b>		<b>75 marks</b>

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## Second Year

### SOCIOLOGY

Type of Question	Total No. of Questions	Marks
Long essay	2	2X10 = 20 marks
Short essay	9 (out of 11)	9X5= 45 marks
MCQ	10	10X1 = 10 marks
<b>TOTAL</b>		<b>75 marks</b>

### MEDICAL SURGICAL NURSING - I

Type of Question	Total No. of Questions	Marks
Long essay	2	2X10 = 20 marks
Short essay	9 (out of 11)	9X5= 45 marks
MCQ	10	10X1 = 10 marks
<b>TOTAL</b>		<b>75 marks</b>

### SECTION – A : PHARMACOLOGY

Type of Question	Total No. of Questions	Marks
Long essay	1	1X10 = 10 marks
Short essay	5 (out of 6)	5X5= 25 marks
MCQ	3	3X1 = 3 marks
<b>TOTAL</b>		<b>38 marks</b>

### SECTION – B: PATHOLOGY AND GENETICS

Type of Question	Total No. of Questions	Marks
Long essay	1	1X10 = 10 marks
Short essay	4 (out of 6)	4X5= 20 marks
MCQ	7	7X1 = 7 marks
<b>TOTAL</b>		<b>37 marks</b>



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**COMMUNITY HEALTH NURSING - I**

<b>Type of Question</b>	<b>Total No. of Questions</b>	<b>Marks</b>
Long essay	2	2X10 = 20 marks
Short essay	9 (out of 11)	9X5= 45 marks
MCQ	10	10X1 = 10 marks
<b>TOTAL</b>		<b>75 marks</b>

**COMMUNICATION & EDUCATIONAL TECHNOLOGY**

<b>Type of Question</b>	<b>Total No. of Questions</b>	<b>Marks</b>
Long essay	2	2X10 = 20 marks
Short essay	9 (out of 11)	9X5= 45 marks
MCQ	10	10X1 = 10 marks
<b>TOTAL</b>		<b>75 marks</b>

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## Third Year

### MEDICAL SURGICAL NURSING - II

Type of Question	Total No. of Questions	Marks
Long essay	2	2X10 = 20 marks
Short essay	9 (out of 11)	9X5= 45 marks
MCQ	10	10X1 = 10 marks
<b>TOTAL</b>		<b>75 marks</b>

### CHILD HEALTH NURSING

Type of Question	Total No. of Questions	Marks
Long essay	Two	2X10 = 20 marks
Short essay	9 (out of 11)	9X5= 45 marks
MCQ	10	10X1 = 10 marks
<b>TOTAL</b>		<b>75 marks</b>

### MENTAL HEALTH NURSING

Type of Question	Total No. of Questions	Marks
Long essay	2	2X10 = 20 marks
Short essay	9 (out of 11)	9X5= 45 marks
MCQ	10	10X1 = 10 marks
<b>TOTAL</b>		<b>75 marks</b>

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## Forth Year

### MIDWIFERY AND OBSTETRICAL NURSING

Type of Question	Total No. of Questions	Marks
Long essay	2	2X10 = 20 marks
Short essay	9 (out of 11)	9X5= 45 marks
MCQ	10	10X1 = 10 marks
<b>TOTAL</b>		<b>75 marks</b>

### COMMUNITY HEALTH NURSING –II

Type of Question	Total No. of Questions	Marks
Long essay	2	2X10 = 20 marks
Short essay	9 (out of 11)	9X5= 45 marks
MCQ	10	10X1 = 10 marks
<b>TOTAL</b>		<b>75 marks</b>

### NURSING RESEARCH

Type of Question	Total No. of Questions	Marks
Long Essay	1	1x10=10 marks
Short Essay	6 (out of 8)	6x5=30 marks
MCQ	10	10x1=10 marks
<b>TOTAL</b>		<b>50 marks</b>

### STATISTICS

Type of Question	Total No. of Questions	Marks
Long Essay	-	-
Short Essay	4 (out of 5)	4x5=20 marks
MCQ	5	5x1=5 marks
<b>TOTAL</b>		<b>25 marks</b>

### MANAGEMENT OF NURSING SERVICES AND EDUCATION

Type of Question	Total No. of Questions	Marks
Long essay	2	2X10 = 20 marks
Short essay	9 (out of 11)	9X5= 45 marks
MCQ	10	10X1 = 10 marks
<b>TOTAL</b>		<b>75 marks</b>

# Anatomy

Placement - First year

Theory - 60 hours

**Course Description :** The course is designed to enable students to acquire knowledge of the normal Structure of various human body systems and understand the alterations in anatomical structures in disease and practice of nursing.

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	5	<ul style="list-style-type: none"> <li>Describe the anatomical terms, organization of human body and structure of cell, tissues, and membranes of glands.</li> </ul>	<p><b>Introduction to Anatomical terms organizations of the human body</b></p> <ul style="list-style-type: none"> <li>Basic Construction of human body</li> <li>Levels of organisation</li> <li>Functional categories of body systems</li> <li>Relationship between anatomy and physiology</li> <li>Anatomical positions</li> <li>Regional and directional terms</li> <li>Body planes and sections</li> <li>Body cavities</li> <li>Human Cell structure</li> <li>Tissues-Definition, Types, characteristics, classification, location, functions and formation</li> <li>Membranes and glands -classification and structure</li> <li>Alterations in disease</li> <li>Applications and Implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Explain using charts, microscopic slides, Skeleton and torso</li> <li>Demonstrate cells, types of tissues, membranes and glands</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer questions</li> <li>Objective type</li> </ul>
II	6	<ul style="list-style-type: none"> <li>Describe the structure and function of bones and joints.</li> </ul>	<p><b>The Skeletal System</b></p> <ul style="list-style-type: none"> <li>Bones-types, structure, Axial &amp; appendicular skeleton.</li> <li>Functions, classification of bones</li> <li>Macroscopic, microscopic structure of the bone</li> <li>Matrix of the bone, Bone cells</li> <li>Periosteum</li> <li>Description of Bones</li> <li>Ossification               <ul style="list-style-type: none"> <li>Ossification center</li> <li>Types of the ossification</li> <li>Laws of ossification</li> </ul> </li> <li>Long bone               <ul style="list-style-type: none"> <li>Parts of the long bone</li> <li>Blood supply of the long bone</li> </ul> </li> <li>Bone formation and growth</li> <li>Factors regulating the bone growth</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Explain using charts, skeleton, loose bones and joints</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer questions</li> <li>Objective type</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>● Axial skeletal and appendicular bones <ul style="list-style-type: none"> <li>▪ Bones of the upper limb</li> <li>▪ Identification features, parts, ossification</li> <li>▪ Bones of the lower limb</li> <li>▪ Identification features, parts, ossification</li> </ul> </li> <li><b>Joints</b></li> <li>● Definition</li> <li>● Types <ul style="list-style-type: none"> <li>▪ Synarthroses <ul style="list-style-type: none"> <li>* Fibrous</li> <li>* Cartilaginous</li> </ul> </li> <li>▪ Diarthroses <ul style="list-style-type: none"> <li>* Synovial joint</li> </ul> </li> </ul> </li> <li>● Axial skeletal and appendicular joints</li> <li>● Joints of <ul style="list-style-type: none"> <li>▪ Upper limb</li> <li>▪ Lower limb</li> <li>▪ Axial skeleton</li> </ul> </li> <li>● Applied aspects <ul style="list-style-type: none"> <li>▪ Rickets</li> <li>▪ Osteomalacia</li> <li>▪ Osteoporosis</li> <li>▪ Trauma and Injury</li> <li>▪ Achondroplasia</li> <li>▪ Bone remodeling</li> </ul> </li> <li>● Alterations in disease</li> <li>● Applications and implications in nursing</li> </ul>		
III	7	<ul style="list-style-type: none"> <li>● Describe the structure and function of muscles</li> </ul>	<b>The Muscular System</b> <ul style="list-style-type: none"> <li>● Types and structure of muscles.</li> <li>● Muscle groups</li> <li>● Muscular tissues</li> <li>● Muscles (brief outline) <ul style="list-style-type: none"> <li>▪ Upper limb</li> <li>▪ Lower limb</li> <li>▪ Axial muscles</li> </ul> </li> <li>● Alterations in disease</li> <li>● Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture cum Discussion</li> <li>● Explain using Charts, Models, and films.</li> <li>● Demonstrate muscular movements.</li> </ul>	<ul style="list-style-type: none"> <li>● Essay type</li> <li>● Short answer questions</li> <li>● Objective type</li> </ul>
IV	6	<ul style="list-style-type: none"> <li>● Describe the structure &amp; function of nervous system</li> </ul>	<b>The Nervous System</b> <ul style="list-style-type: none"> <li>● <i>Somatic Nervous System</i> : <ul style="list-style-type: none"> <li>▪ Structure of brain, spinal cord, cranial nerves, Spinal nerves, peripheral nerves</li> </ul> </li> <li>● <i>Autonomic Nervous System</i> :</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture Discussion</li> <li>● Explain using Models, charts,</li> </ul>	<ul style="list-style-type: none"> <li>● Essay type</li> <li>● Short answer questions</li> <li>● Objective type</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>▪ Sympathetic, parasympathetic</li> <li>▪ Structure, location               <ul style="list-style-type: none"> <li>* Structure of neurons &amp; neuroglia</li> <li>* Coverings of the brain with dural venous sinuses</li> <li>* Spinal cord</li> </ul> </li> <li>• Brain stem               <ul style="list-style-type: none"> <li>▪ Midbrain, pons, medulla oblongata</li> </ul> </li> <li>• Cerebellum               <ul style="list-style-type: none"> <li>▪ External features</li> <li>▪ Functions</li> </ul> </li> <li>• Cerebrum               <ul style="list-style-type: none"> <li>▪ External features</li> <li>▪ Functional areas</li> </ul> </li> <li>• Subarachnoid grey matter (external features and functions)               <ul style="list-style-type: none"> <li>▪ Basal nuclei</li> <li>▪ Thalamus</li> <li>▪ Hypothalamus</li> </ul> </li> <li>• Blood supply of the brain</li> <li>• <i>Nerves</i> <ul style="list-style-type: none"> <li>▪ Upper limb</li> <li>▪ Lower limb</li> </ul> </li> <li>• Alterations in disease</li> <li>• Applications and implications in nursing</li> </ul>	Slides, Specimens	<ul style="list-style-type: none"> <li>• Objective type</li> </ul>
V	6	<ul style="list-style-type: none"> <li>• Explain the structure &amp; functions of sensory organs.</li> </ul>	<b>The Sensory Organs</b> <ul style="list-style-type: none"> <li>• Structure of skin, eye, ear, nose, tongue, Auditory and olfactory apparatus</li> <li>• Alterations in disease</li> <li>• Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion.</li> <li>• Explain using Models, Charts, Slides, Specimens</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer questions</li> <li>• Objective type</li> </ul>
VI	7	<ul style="list-style-type: none"> <li>• Describe the structure &amp; function of circulatory and lymphatic system.</li> </ul>	<b>Circulatory and lymphatic system</b> <ul style="list-style-type: none"> <li>• The Circulatory System               <ul style="list-style-type: none"> <li>▪ Blood - Microscopic Structure.</li> <li>▪ Structure of Heart</li> <li>▪ Structure of blood vessels - arterial and venous system.</li> <li>▪ Circulation : systemic, pulmonary, coronary.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Explain using Models, charts, Slides, Specimens</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer questions</li> <li>• Objective type</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Lymphatic system. <ul style="list-style-type: none"> <li>▪ Lymphatic vessels and lymph.</li> <li>▪ Lymphatic tissues. <ul style="list-style-type: none"> <li>* Thymus gland.</li> <li>* Lymph nodes.</li> <li>* Spleen.</li> <li>* Lymphatic nodules.</li> </ul> </li> </ul> </li> <li>• Alterations in disease</li> <li>• Applications and implications in nursing</li> </ul>		
VII	5	<ul style="list-style-type: none"> <li>• Describe the structure &amp; functions of respiratory system.</li> </ul>	<b>The Respiratory System</b> <ul style="list-style-type: none"> <li>• Structure of the organs of respiration.</li> <li>• Muscles of respiration Intercostals and Diaphragm.</li> <li>• Alterations in disease</li> <li>• Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Explain using models, charts, slides, specimens</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type</li> <li>• Essay type</li> <li>• Short answer questions</li> <li>• Objective type</li> </ul>
VIII	6	<ul style="list-style-type: none"> <li>• Describe the structure &amp; functions of digestive system.</li> </ul>	<b>The Digestive System</b> <ul style="list-style-type: none"> <li>• Structure of alimentary tract and accessory organs of digestion.</li> <li>• Alterations in disease</li> <li>• Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Explain using models,, charts, slides, specimens</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer questions</li> <li>• Objective type.</li> </ul>
IX	4	<ul style="list-style-type: none"> <li>• Describe the structure &amp; functions of excretory system.</li> </ul>	<b>The Excretory system (Urinary)</b> <ul style="list-style-type: none"> <li>• Structure of organs in urinary system:</li> <li>• Kidney, ureters, urinary bladder, urethra.</li> <li>• Alterations in disease</li> <li>• Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Explain using models, charts, slides, specimens</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer questions</li> <li>• Objective type.</li> </ul>
X	4	<ul style="list-style-type: none"> <li>• Describe the structure &amp; functions of endocrine system.</li> </ul>	<b>The Endocrine system</b> <ul style="list-style-type: none"> <li>• Structure of pituitary, pancreas, thyroid, parathyroid, thymus and adrenal glands.</li> <li>• Alterations in disease</li> <li>• Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Explain using models, charts, slides, specimens</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer questions</li> <li>• Objective type.</li> </ul>



Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
XI	4	<ul style="list-style-type: none"> <li>Describe the structure &amp; functions of reproductive system.</li> </ul>	<p><b>The Reproductive system including breast</b></p> <ul style="list-style-type: none"> <li>Structure of female reproductive organs.</li> <li>Structure of male reproductive organs.</li> <li>Structure of breast.</li> <li>Alterations in disease</li> <li>Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Explain using models, charts, slides, specimens</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer questions</li> <li>Objective type</li> </ul>

# Physiology

**Placement** - First year

**Time** : Theory - 60 hours

**Course Description:** The Course is designed to assist the students to acquire knowledge of the normal Physiology of various human body systems and understand the alterations in physiology in diseases and practice of nursing.

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	4	<ul style="list-style-type: none"> <li>Describe the physiology of cell, tissues, membranes and glands</li> </ul>	<b>Cell Physiology</b> <ul style="list-style-type: none"> <li>Tissue-formation, repair.</li> <li>Membranes and glands-functions.</li> <li>Homeostasis</li> <li>Alterations in disease</li> <li>Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> </ul>
II	4	<ul style="list-style-type: none"> <li>Describe the bone formation, growth and movements of skeletal system.</li> </ul>	<b>Skeletal System</b> <ul style="list-style-type: none"> <li>Bones formations &amp; growth.</li> <li>Bone –Functions and movements of bones of axial and appendicular skeleton, bone healing.</li> <li>Joints and joint movement</li> <li>Alterations in disease</li> <li>Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using charts, models, and films.</li> <li>Demonstration of joint movements.</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> </ul>
III	4	<ul style="list-style-type: none"> <li>Describe the muscle movements, tone and demonstrate muscle contraction and tone.</li> </ul>	<b>Muscular System</b> <ul style="list-style-type: none"> <li>Muscle movements Muscle tone, Physiology of muscle contraction, levels and maintenance of posture</li> <li>Alterations in disease</li> <li>Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using charts, models, and films.</li> <li>Demonstration of muscle movements, tone, and contraction.</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> </ul>
IV	7	<ul style="list-style-type: none"> <li>Describe the physiology of nerve stimulus, reflexes, brain, cranial and</li> </ul>	<b>Nervous System</b> <ul style="list-style-type: none"> <li>Functions of Neurologia &amp; neurons.</li> <li>Stimulus and nerve impulse: Definitions and mechanism.</li> <li>Functions of brain, spinal cord, cranial and spinal nerves.</li> <li>Cerebrospinal fluid- Formation, Composition, circulation and</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using charts, models, and films.</li> <li>Demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
		spinal nerves. • Demonstrate reflex action and stimulus.	function. • Reflex arc, Reflex action and reflexes. • Autonomic functions: <ul style="list-style-type: none"> <li>▪ Pain: somatic, visceral, and referred.</li> <li>▪ Autonomic learning and biofeedback.</li> <li>▪ Alterations in disease</li> </ul> • Applications and implications in nursing	Nerve stimulation, reflex action, and reflexes.	• Objective type
V	8	• Describe the physiology of blood and functions of heart. • Demonstrate blood cell count, coagulation, grouping, Hb, B.P., and pulse monitoring.	<b>Circulatory System</b> <ul style="list-style-type: none"> <li>• Blood formation, composition, blood groups, blood coagulation.</li> <li>• Haemoglobin: Structure, Synthesis &amp; breakdown, Variation of molecules, estimations.</li> <li>• Functions of Heart, Conduction, Cardiac cycle, circulation Principles, Control, factors influencing BP and pulse.</li> <li>• Alterations in disease</li> <li>• Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion.</li> <li>• Explain using charts, films.</li> <li>• Demonstration of blood cell count, coagulation, grouping, Haemoglobin estimation, Heart conduction system.</li> <li>• Measurement of B.P, Pulse.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> </ul>
VI	6	• Describe the physiology and mechanisms of respiration. • Demonstrate spirometry	<b>The Respiratory System</b> <ul style="list-style-type: none"> <li>• Functions of respiratory organs.</li> <li>• Physiology of respiration.</li> <li>• Pulmonary ventilation, Volume.</li> <li>• Mechanics of respiration.</li> <li>• Gaseous exchange in lungs.</li> <li>• Carriage of oxygen &amp; carbon-dioxide.</li> <li>• Exchange of gases in tissues.</li> <li>• Regulation of respiration.</li> <li>• Alterations in disease</li> <li>• Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, films.</li> <li>• Demonstration of spirometry.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
VII	6	<ul style="list-style-type: none"> <li>Describe the physiology of digestive system.</li> <li>Demonstrate BMR.</li> </ul>	<b>The Digestive System</b> <ul style="list-style-type: none"> <li>Functions of organs of digestive tract, Movement of alimentary tract, Digestion in mouth, stomach,</li> <li>small intestines, Large intestines, Absorption of food, functions of liver, gall bladder &amp; pancreas</li> <li>Metabolism of carbohydrates, protein and fat.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion.</li> <li>Explain using charts, films.</li> <li>Demonstration of BMR.</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer questions</li> <li>Objective type</li> </ul>
VIII	5	<ul style="list-style-type: none"> <li>Describe the physiology of excretory system.</li> </ul>	<b>The Excretory System</b> <ul style="list-style-type: none"> <li>Function of kidneys, ureters, urinary bladder &amp; urethra.</li> <li>Composition of urine.</li> <li>Mechanism of urine formation.</li> <li>Functions of skin in excretion.</li> <li>Regulation of body temperature.</li> <li>Fluid and electrolyte balance and imbalance.</li> <li>Alterations in disease</li> <li>Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using charts, films.</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer questions</li> <li>Objective type</li> </ul>
IX	4	<ul style="list-style-type: none"> <li>Describe the physiology of sensory organs.</li> </ul>	<b>The Sensory Organs</b> <ul style="list-style-type: none"> <li>Functions of skin, eye, ear, nose, tongue.</li> <li>Alterations in disease</li> <li>Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using charts, films.</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer questions</li> <li>Objective type</li> </ul>
X	5	<ul style="list-style-type: none"> <li>Describe the physiology of endocrine glands.</li> </ul>	<b>The Endocrine system</b> <ul style="list-style-type: none"> <li>Functions of Pituitary, pineal body, thymus, thyroid, parathyroid, pancreas, Suprarenal, Placenta and Ovaries &amp; Testes, adrenal gland.</li> <li>Alterations in disease</li> <li>Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion.</li> <li>Explain using charts, films</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer questions</li> <li>Objective type</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
XI	5	<ul style="list-style-type: none"> <li>Describe the physiology of female and male re-productive system.</li> </ul>	<b>The Reproductive system</b> <ul style="list-style-type: none"> <li>Reproduction of cells-DNA, Mitosis, Meiosis, spermatogenesis, oogenesis.</li> <li>Functions of female reproductive organs; functions of breast, female sexual cycle, Physiology of menstruation.</li> <li>Introduction to embryology.</li> <li>Functions of male reproductive organs, Male function in reproduction, Male fertility system,</li> <li>Alterations in disease</li> <li>Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion.</li> <li>Explain using charts, films, models, specimens</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer questions</li> <li>Objective type</li> </ul>
XII	2	<ul style="list-style-type: none"> <li>Describe the physiology of Lymphatic and immunological system</li> </ul>	<b>Lymphatic and Immunological System</b> <ul style="list-style-type: none"> <li>Circulation of lymph</li> <li>Immunity <ul style="list-style-type: none"> <li>Formation of T-cells and B cells</li> <li>Types of Immune response</li> <li>Antigens</li> <li>Cytokines</li> <li>Antibodies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using charts, films.</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer questions</li> <li>Objective type</li> </ul>

# Nutrition

Placement - First year

Theory - 40 hours

Practical - 20 hours

**Course Description:** The course is designed to assist the students to acquire knowledge of nutrition for maintenance of optimum health at different stages of life and its application for practice of nursing.

Unit	Hours		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
I	4		<ul style="list-style-type: none"> <li>• Describe the relationship between nutrition &amp; health</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Nutrition               <ul style="list-style-type: none"> <li>▪ History</li> <li>▪ Concepts</li> </ul> </li> <li>• Role of nutrition in maintaining health</li> <li>• Nutritional problems in India</li> <li>• National nutritional policy</li> <li>• Factors affecting food and nutrition: socio-economic, cultural, tradition, production, system of distribution, life style and food habits etc.</li> <li>• Role of food and its medicinal value</li> <li>• Classification of foods</li> <li>• Food standards</li> <li>• Elements of nutrition: macro and micro</li> <li>• Calorie, BMR</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Explain using charts</li> <li>• Panel discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> </ul>
II	6		<ul style="list-style-type: none"> <li>• Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates, fats and proteins.</li> </ul>	<p><b>Macro nutrients</b></p> <ul style="list-style-type: none"> <li>• Carbohydrates, Proteins, Fats               <ul style="list-style-type: none"> <li>▪ Classification</li> <li>▪ Calorie Value</li> <li>▪ Recommended daily allowances</li> <li>▪ Dietary sources</li> <li>▪ Functions</li> <li>▪ Digestion, absorption and storage, metabolism.</li> <li>▪ Malnutrition: deficiencies and over consumption.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Explain using charts</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> </ul>
III	3		<ul style="list-style-type: none"> <li>• Describe the daily calorie</li> </ul>	<p><b>Energy</b></p> <ul style="list-style-type: none"> <li>• Unit of Energy-Kcal.</li> <li>• Energy requirements of</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> </ul>

Unit	Hours		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
			requirement for different categories of people.	<ul style="list-style-type: none"> <li>different categories of people.</li> <li>Measurements of energy.</li> <li>Body Mass Index (BMI) and basic metabolism.</li> <li>Basal Metabolic Rate</li> <li>BMR-determination and factors affecting it.</li> </ul>	<ul style="list-style-type: none"> <li>Explain using charts</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective type</li> </ul>
IV	8		<ul style="list-style-type: none"> <li>Describe the classification, functions, sources and recommended daily allowances (RDA) of vitamins and minerals.</li> </ul>	<b>Micro nutrients</b> <ul style="list-style-type: none"> <li>Vitamins, Minerals <ul style="list-style-type: none"> <li>Classification</li> <li>Recommended daily allowances</li> <li>Dietary sources</li> <li>Functions</li> <li>Absorption, synthesis, metabolism storage and excretion</li> <li>Deficiencies</li> <li>Over consumption and toxicity</li> </ul> </li> <li>Hypervitaminosis</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Explain using charts</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> </ul>
V	3		<ul style="list-style-type: none"> <li>Describe the sources, functions and requirements of water &amp; electrolytes.</li> </ul>	<b>Water &amp; electrolytes</b> <ul style="list-style-type: none"> <li>Water: Daily requirement, regulation of water metabolism, distribution of body water</li> <li>Electrolytes: Types, sources, composition of body fluids</li> <li>Maintenance of fluid &amp; electrolyte balance</li> <li>Over hydration, dehydration and water intoxication</li> <li>Electrolyte imbalances</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Explain using charts</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> </ul>
VI	5	15	<ul style="list-style-type: none"> <li>Describe the Cookery rules and preservation of nutrients</li> <li>Prepare and serve simple beverages and different types of foods</li> </ul>	<b>Cookery rules and preservation of nutrients</b> <ul style="list-style-type: none"> <li>Principles, methods of cooking and serving <ul style="list-style-type: none"> <li>Preservation of nutrients</li> </ul> </li> <li>Safe food handling- toxicity</li> <li>Storage and preservation of food</li> <li>Food fortification</li> <li>Food additives and its principles</li> <li>Prevention of food adulteration Act (PFA)</li> <li>Food standards</li> <li>Preparation of simple beverages and different types of food</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Demonstration</li> <li>Practice session</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> <li>Assessment of practice sessions</li> </ul>

Unit	Hours		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
VII	7	5	<ul style="list-style-type: none"> <li>Describe and plan balanced diet for different categories of people.</li> </ul>	<b>Balance diet</b> <ul style="list-style-type: none"> <li>Elements</li> <li>Food groups</li> <li>Recommended daily allowances for different age groups</li> <li>Nutritive value of foods</li> <li>Calculation of balanced diet for different categories of people</li> <li>Planning menu</li> <li>Budgeting of food</li> <li>Introduction to therapeutic diets: Naturopathy - Diet</li> </ul>	<ul style="list-style-type: none"> <li>Practice Session</li> <li>Meal planning</li> </ul>	<ul style="list-style-type: none"> <li>Exercise on menu planning</li> </ul>
VIII	4		<ul style="list-style-type: none"> <li>Describe the various national programmes related to nutrition.</li> <li>Describe the role of nurse in assessment of nutritional status and nutrition education</li> </ul>	<b>Role of nurse in nutritional programmes</b> <ul style="list-style-type: none"> <li>National programmes related to nutrition. <ul style="list-style-type: none"> <li>Vitamin A deficiency programme</li> <li>National Iodine deficiency disorder (IDD) programme</li> <li>Mid-day meal programme</li> <li>Integrated child development scheme (ICDS)</li> </ul> </li> <li>National and International agencies working towards food/nutrition <ul style="list-style-type: none"> <li>NIPCCD, CARE, FAO, NIN, CFTRI (Central food technology and research institute) etc.</li> </ul> </li> <li>Assessment of nutritional status</li> <li>Nutrition education and role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Explain slide/film shows</li> <li>Demonstration of Assessment of nutritional status</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> </ul>

### PRACTICUM : ( 20 hrs)

#### I. Preparation of different types of foods and simple beverages.

- Clear liquids
- Full liquids
- Soft diets

#### II. Planning menu for different age groups



# Biochemistry

Placement - First year

Theory - 30 hours

**Course Description:** The Course is designed to assist the students to acquire knowledge of the normal biochemical composition and functioning of human body and understand the alterations in biochemistry in diseases for practice of nursing.

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	3	<ul style="list-style-type: none"> <li>Describe the structure Composition and functions of cell</li> <li>Differentiate between Prokaryote &amp; Eukaryote cell</li> <li>Identify techniques of Microscopy</li> </ul>	<b>Introduction</b> <ul style="list-style-type: none"> <li>Definition and significance in nursing</li> <li>Review of structure, Composition and functions of cell</li> <li>Prokaryote and Eukaryote cell organization</li> <li>Microscopy</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion using charts, slides</li> <li>Demonstrate use of microscope</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type.</li> </ul>
II	6	<ul style="list-style-type: none"> <li>Describe the structure and functions of cell membrane</li> </ul>	<b>Structure and functions of Cell membrane</b> <ul style="list-style-type: none"> <li>Fluid mosaic model tight junction, Cytoskeleton</li> <li>Transport mechanism: diffusion osmosis, filtration, active channel, sodium pump</li> <li>Acid base balance-maintenance &amp; diagnostic tests                             <ul style="list-style-type: none"> <li>PH buffers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type.</li> </ul>
III	6	<ul style="list-style-type: none"> <li>Explain the metabolism of carbohydrates</li> </ul>	<b>Composition and metabolism of Carbohydrates</b> Types, structure, composition and uses <ul style="list-style-type: none"> <li>Monosaccharides,</li> <li>Disaccharides,</li> <li>Polysaccharides</li> <li>Oligosaccharides</li> </ul> <ul style="list-style-type: none"> <li>Metabolism                             <ul style="list-style-type: none"> <li>Pathways of glucose:                                     <ul style="list-style-type: none"> <li>Glycolysis</li> <li>Gluconeogenesis: Cori's cycle, Tricarboxylic acid (TCA) cycle</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion using charts</li> <li>Demonstration of laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type.</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			Glycogenolysis <ul style="list-style-type: none"> <li>• Pentose phosphate Pathways (Hexose mono phosphate)</li> <li>• Regulation of blood glucose level</li> <li>• Investigations and their interpretations</li> </ul>		
IV	4	<ul style="list-style-type: none"> <li>• Explain the metabolism of Lipids</li> </ul>	<b>Composition and metabolism of Lipids</b> <ul style="list-style-type: none"> <li>• Types, Structure, composition and uses of fatty acids               <ul style="list-style-type: none"> <li>▪ Nomenclature, Roles and Prostaglandins</li> </ul> </li> <li>• Metabolism of fatty acid               <ul style="list-style-type: none"> <li>▪ Breakdown</li> <li>▪ Synthesis</li> </ul> </li> <li>• Metabolism of triacylglycerols</li> <li>• Cholesterol metabolism               <ul style="list-style-type: none"> <li>▪ Biosynthesis and its Regulation</li> </ul> </li> <li>• Bile salts and bilirubin</li> <li>• Vitamin D</li> <li>• Steroid hormones</li> <li>• Lipoproteins and their functions               <ul style="list-style-type: none"> <li>▪ VLDLs- IDLs, LDLs and HDLs</li> <li>▪ Transport of lipids</li> <li>▪ Atherosclerosis,</li> </ul> </li> <li>• Investigations and their interpretations</li> </ul>	<ul style="list-style-type: none"> <li>• discussion using charts</li> <li>• Demonstration of laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Objective type.</li> </ul>
V	6	<ul style="list-style-type: none"> <li>• Explain the metabolism of Amino acids and Proteins</li> </ul>	<b>Composition and metabolism of Amino acids and Proteins</b> <ul style="list-style-type: none"> <li>• Types, structure, composition and uses of Amino acids and Proteins</li> <li>• Metabolism of Amino acids and Proteins               <ul style="list-style-type: none"> <li>▪ Protein synthesis, targeting and Glycosylation</li> <li>▪ Chromatography</li> <li>▪ Electrophoresis</li> <li>▪ Sequencing</li> </ul> </li> <li>• Metabolism of Nitrogen               <ul style="list-style-type: none"> <li>▪ Fixation and Assimilation</li> <li>▪ Urea Cycle</li> <li>▪ Hemes and chlorophylls</li> </ul> </li> <li>• Enzymes and co-enzymes               <ul style="list-style-type: none"> <li>▪ Classification</li> <li>▪ Properties</li> <li>▪ Kinetics and inhibition</li> <li>▪ Control</li> </ul> </li> <li>• Investigations and their interpretations</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion using charts</li> <li>• Demonstration of laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Objective type.</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
VI	2	<ul style="list-style-type: none"> <li>Describe types, composition and utilization of Vitamins &amp; minerals</li> </ul>	<p><b>Composition of Vitamins and minerals</b></p> <ul style="list-style-type: none"> <li>Vitamins and minerals: <ul style="list-style-type: none"> <li>Structure, Classification, Properties, Absorption</li> <li>Storage &amp; transportation</li> <li>Normal concentration</li> </ul> </li> <li>Investigations and their interpretation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion using charts</li> <li>Demonstration of laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type.</li> </ul>
VII	3	<ul style="list-style-type: none"> <li>Describe Immunochemistry</li> </ul>	<p><b>Immunochemistry</b></p> <ul style="list-style-type: none"> <li>Immune response,</li> <li>Structure and classification of immunoglobins</li> <li>Mechanism of antibody production</li> <li>Antigens: HLA typing</li> <li>Free radical and Antioxidants</li> <li>Specialized Protein: Collagen, Elastin, Keratin, Myosin, Lens Protein.</li> <li>Electrophoretic and Quantitative determination of immunoglobins – ELISA etc.</li> <li>Investigations and their interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion using charts</li> <li>Demonstration of laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type.</li> </ul>

# Nursing Foundation

**Placement:** First year

**Time :** Theory - 265 hours  
 Practical - 650 hours  
 (200 lab and 450 clinical)

**Course Description :** The course is designed to help the students to develop an understanding of the philosophy, objective, theories and process of nursing in various Supervised Clinical settings. It is aimed at helping the students to acquire knowledge, understanding and skills in techniques of nursing and practice them in Supervised Clinical settings.

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
I	10	<ul style="list-style-type: none"> <li>• Describe the concept of health, illness and health care agencies</li> </ul>	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Concept of Health: Health – illness continuum.</li> <li>• Factors influencing health.</li> <li>• Causes and risk factors for developing illness.</li> <li>• Body defenses: Immunity and immunization.</li> <li>• Illness and illness Behavior.</li> <li>• Impact of illness on patient and family.</li> <li>• Health Care Service: Health Promotion and Prevention Primary Care, Diagnosis, Treatment, Rehabilitation and Continuing Care.</li> <li>• Health care teams.</li> <li>• Type of health care agencies.</li> <li>• Hospitals: Types, Organization and Functions.</li> <li>• Health Promotion and Levels of Disease Prevention.</li> <li>• Primary health care and its delivery: Role of nurse.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Visit to health care agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> </ul>
II	16	<ul style="list-style-type: none"> <li>• Explain concept and scope of nursing</li> <li>• Describe value, code of ethics and professional conduct for nurses of India</li> </ul>	<b>Nursing as a profession</b> <ul style="list-style-type: none"> <li>• Definition and Characteristics of a profession.</li> <li>• Nursing :                             <ul style="list-style-type: none"> <li>▪ Definition, Concepts, philosophy, objectives.</li> <li>▪ Characteristics, nature and scope of nursing practice.</li> <li>▪ Functions of nurse</li> <li>▪ Qualities of a nurse.</li> <li>▪ Categories of nursing personnel.</li> <li>▪ Nursing as a profession.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion,</li> <li>• Case Discussion,</li> <li>• Role plays.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> </ul>

Unit	Time (Hrs.)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>▪ History of Nursing in India.</li> <li>• Principles that guide nursing action.</li> <li>• Values: Definition, Types, Values Clarification and values in professional Nursing: Caring and Advocacy.</li> <li>• Ethics : <ul style="list-style-type: none"> <li>▪ Definition and Ethical Principles.</li> <li>▪ Code of ethics and professional conduct for nurses</li> </ul> </li> </ul>		
III	4	<ul style="list-style-type: none"> <li>• Explain the admission and discharge procedure</li> <li>• Performs admission and discharge procedure</li> </ul>	<p><b>Hospital admission and discharge</b></p> <ul style="list-style-type: none"> <li>• Admission to the hospital. <ul style="list-style-type: none"> <li>▪ Unit and its preparation - admission bed.</li> <li>▪ Admission procedure.</li> <li>▪ Special considerations.</li> <li>▪ Medico-legal issues.</li> <li>▪ Roles and Responsibilities of the nurse.</li> </ul> </li> <li>• Discharge from the hospital. <ul style="list-style-type: none"> <li>▪ Types: Planned discharge, LAMA and abscond, Referrals and transfers.</li> <li>▪ Discharge Planning.</li> <li>▪ Discharge procedure.</li> <li>▪ Special considerations, adjusting the environment to the needs of the patient.</li> <li>▪ Medico-legal issue.</li> <li>▪ Roles and Responsibilities of the nurse.</li> <li>▪ Care of the Unit after discharge</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> <li>• Lab Practice</li> <li>• Supervised Clinical Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> </ul>
IV	10	<ul style="list-style-type: none"> <li>• Communicate effectively with patient, families and team members and maintain effective</li> </ul>	<p><b>Communication and Nurse patient relationship</b></p> <ul style="list-style-type: none"> <li>• Communication: Levels, Elements, Types, Modes, Process, Factors influencing Communication.</li> <li>• Principles of communications. <ul style="list-style-type: none"> <li>▪ Methods of Effective Communication.</li> </ul> </li> <li>• Attending skills. <ul style="list-style-type: none"> <li>* Rapport building skills.</li> <li>* Empathy skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture, Discussion,</li> <li>• Role play and Video film on the nurses interacting with the patient,</li> <li>• Practice session on</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
		<p>human relations (projecting professional image)</p> <ul style="list-style-type: none"> <li>• Appreciate the importance of patient teaching in nursing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Barriers to effective communication.</li> <li>• Helping Relationships (NPR) : Dimensions of Helping Relationships, Phases of a helping relationship</li> <li>• Communication effectively with patient, families and team members and maintain effective human relations with special reference to communicating with vulnerable group (children women, physically and mentally challenged and elderly).</li> <li>• Patient Teaching: Importance, Purpose, Process, role of nurse and Integrating teaching in Nursing Process.</li> </ul>	<p>patient teaching,</p> <ul style="list-style-type: none"> <li>• Supervised Clinical Practice</li> </ul>	
V	15	<ul style="list-style-type: none"> <li>• Explain the concept, uses, format and steps of nursing process</li> <li>• Documents nursing process as per the format.</li> </ul>	<p><b>The Nursing Process</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking and Nursing judgment. <ul style="list-style-type: none"> <li>▪ Critical Thinking : Thinking and learning ,</li> <li>▪ Competencies, Attitudes for Critical Thinking, Level of critical thinking in Nursing.</li> </ul> </li> <li>• Nursing Process Overview: Application in practice. <ul style="list-style-type: none"> <li>▪ Nursing process format: INC, current format.</li> <li>▪ Assessment. <ul style="list-style-type: none"> <li>* Collection of Data: Types, Sources, Methods.</li> <li>* Formulating Nursing judgment: Data interpretation.</li> </ul> </li> <li>▪ Nursing diagnosis. <ul style="list-style-type: none"> <li>* Identification of client problems.</li> <li>* Nursing diagnosis statement.</li> <li>* Difference between medical and nursing diagnosis.</li> </ul> </li> <li>▪ Planning. <ul style="list-style-type: none"> <li>* Establishing Priorities.</li> <li>* Establishing Goals and expected Outcomes,</li> <li>* Selection of interventions: Protocols and standing orders.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture, discussion,</li> <li>• Demonstration exercise, supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> </ul>

Unit	Time (Hrs.)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
			<ul style="list-style-type: none"> <li>• Writing the Nursing Care plan. <ul style="list-style-type: none"> <li>▪ Implementing <ul style="list-style-type: none"> <li>* Implementing the plan of care.</li> </ul> </li> <li>▪ Evaluation. <ul style="list-style-type: none"> <li>* Outcome of care.</li> <li>* Review and Modify.</li> </ul> </li> <li>▪ Documentation and Reporting.</li> </ul> </li> </ul>		
VI	4	<ul style="list-style-type: none"> <li>• Describe the purposes, types and techniques of recording and reporting</li> </ul>	<p><b>Documentation and Reporting</b></p> <ul style="list-style-type: none"> <li>• Documentation: Purposes of Recording and reporting.</li> <li>• Communication within the Health Care Team,</li> <li>• Types of records; ward records, medical / nursing records,</li> <li>• Common Record-keeping forms, computerized documentation.</li> <li>• Guidelines for Reporting: Factual Basis, Accuracy, Completeness, current issue, Organization, confidentiality.</li> <li>• Methods of Recording.</li> <li>• Reporting Change of shift reports: Transfer reports, Incident reports. <ul style="list-style-type: none"> <li>• Minimizing legal Liability through effective record keeping.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Practice session,</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> </ul>
VII	15	<ul style="list-style-type: none"> <li>• Describe principles and techniques of monitoring and maintaining vital signs</li> <li>• Monitor and maintain vital signs</li> </ul>	<p><b>Vital signs</b></p> <ul style="list-style-type: none"> <li>• Guidelines for taking vital signs:</li> <li>• Body temperature : <ul style="list-style-type: none"> <li>▪ Physiology, Regulation, Factors affecting body temperature,</li> <li>▪ Assessment of body temperature: sites, equipments and technique, special considerations.</li> <li>▪ Temperature alterations: Hyperthermia, Heatstroke, Hypothermia.</li> <li>▪ Hot and cold applications.</li> </ul> </li> <li>• Pulse : <ul style="list-style-type: none"> <li>▪ Physiology and Regulation, Characteristics of the pulse, Factors affecting pulse.</li> <li>▪ Assessment of pulse: site,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Practice session,</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
			<p>location, equipments and technique, special considerations.</p> <ul style="list-style-type: none"> <li>▪ Alterations in pulse:</li> <li>• Respiration : <ul style="list-style-type: none"> <li>▪ Physiology and Regulation Characteristics of the respiration, factors affecting respiration.</li> <li>▪ Assessment of respirations: technique, special considerations.</li> <li>▪ Alterations in respiration.</li> </ul> </li> <li>• Blood Pressure: <ul style="list-style-type: none"> <li>▪ Physiology and Regulation, Characteristics of the blood pressure, Factors affecting blood pressure.</li> <li>▪ Assessment of blood pressure sites, equipments and technique, special considerations.</li> <li>▪ Alterations in blood pressure.</li> </ul> </li> <li>• Recording of vital signs.</li> </ul>		
VIII	30	<ul style="list-style-type: none"> <li>• Describe purpose and process of health assessment</li> <li>• Describe the health assessment of each body system</li> <li>• Perform health assessment of each body system</li> </ul>	<p><b>Health assessment</b></p> <ul style="list-style-type: none"> <li>• Purposes.</li> <li>• Process of Health assessment. <ul style="list-style-type: none"> <li>▪ Health History</li> <li>▪ Physical examination <ul style="list-style-type: none"> <li>* Methods- Inspection, Palpation,</li> <li>* Percussion, Auscultation, Olfaction.</li> <li>* Preparation for examination: patient and Unit.</li> <li>* General assessment.</li> <li>* Recording of health assessment.</li> <li>* Assessment of each body system.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Practice session,</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> </ul>
IX	5	<ul style="list-style-type: none"> <li>• Identify the various machinery equipment and linen</li> </ul>	<p><b>Machinery, Equipment and lines</b></p> <ul style="list-style-type: none"> <li>• Type : Disposables and reusable's- Linen, rubber goods, glass ware, metal, plastics,</li> <li>• Introduction:</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>



Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
		and their care	<ul style="list-style-type: none"> <li>▪ Indent</li> <li>▪ Maintenance</li> <li>▪ Inventory</li> </ul>		<ul style="list-style-type: none"> <li>• Assessment of skills with check list</li> </ul>
X	60	<ul style="list-style-type: none"> <li>• Describe the basic psychological needs of patient</li> <li>• Describe the principles and techniques for meeting basic physiological needs of patient</li> <li>• Perform nursing assessment, plan implement and evaluate the care for meeting basic physiological and psychological needs of patient</li> </ul>	<p><b>Meeting needs of patient</b></p> <ul style="list-style-type: none"> <li>• Basic needs (Activities of daily living). <ul style="list-style-type: none"> <li>▪ Providing safe and clean environment: <ul style="list-style-type: none"> <li>* Physical environment: <ul style="list-style-type: none"> <li>* Temperature,</li> <li>* Humidity, Noise,</li> <li>* Ventilation, light,</li> <li>* Odors, pests control.</li> </ul> </li> <li>* Reduction of Physical hazards: fire, accident.</li> <li>* Safety devices: Restraints, side rails, airways, trapeze, etc.</li> <li>* Role of nurse in providing safe and clean environment.</li> </ul> </li> <li>▪ Hygiene:- <ul style="list-style-type: none"> <li>* Factors Influencing.</li> <li>* Hygienic Practice.</li> </ul> </li> <li>* Hygienic care: Care of the Skin-Bath and pressure points, feet and nail, Oral cavity, Hair Care, Eyes, Ears, and Nose.</li> <li>* Assessment, Principles, Types, Equipments, Procedure, Special Considerations.</li> <li>* Patient environment: Room Equipment and linen, making patient beds.</li> <li>* Types of beds and bed making</li> <li>▪ Comfort:- <ul style="list-style-type: none"> <li>* Factors including Comfort.</li> <li>* Comfort devices.</li> </ul> </li> </ul> </li> <li>• Physiological needs: <ul style="list-style-type: none"> <li>▪ Sleep and Rest: <ul style="list-style-type: none"> <li>* Physiology of sleep.</li> <li>* Factors affecting sleep.</li> <li>Promoting Rest and sleep.</li> <li>* Sleep Disorders.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Practice session,</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>▪ Nutrition:-               <ul style="list-style-type: none"> <li>* Importance.</li> <li>* Factors affecting nutritional needs.</li> <li>* Assessment of nutritional needs: Variables.</li> <li>* Meeting Nutritional needs: Principles, equipments, Procedure and special considerations</li> <li>* Oral                   <ul style="list-style-type: none"> <li>* Enteral: Naso/Orogastric, gastrostomy</li> <li>* Parenteral:</li> </ul> </li> </ul> </li> <li>▪ Urinary Elimination               <ul style="list-style-type: none"> <li>* Review of Physiology of urine Elimination, composition and characteristics of urine.</li> <li>* Factors Influencing Urination.</li> <li>* Alteration in Urinary Elimination.</li> <li>* Types and collection of urine specimen: Observation, urine testing.</li> <li>* Facilitating urine elimination: assessment, types, equipments, procedures and special considerations.</li> <li>* Providing urinal/bed pan.</li> <li>* Condom drainage.</li> <li>* Perineal care.</li> <li>* Catheterization.</li> <li>* Care of urinary drainage.</li> <li>* Care of urinary diversions.</li> <li>* Bladder irrigation.</li> </ul> </li> <li>▪ Bowel Elimination.               <ul style="list-style-type: none"> <li>* Review of Physiology of Bowel elimination, Composition and characteristics of faces.</li> <li>* Factors affecting Bowel elimination.</li> <li>* Alteration in Bowel Elimination.</li> <li>* Types and Collection of specimen of faces: Observation.</li> </ul> </li> </ul>		

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>* Facilitating bowel elimination, procedures and special considerations.</li> <li>* Passing of Flatus tube.</li> <li>* Enemas.</li> <li>* Suppository.</li> <li>* Sitz bath.</li> <li>* Bowel wash.</li> <li>* Care of Ostomies.</li> <li>▪ Mobility and immobility.               <ul style="list-style-type: none"> <li>* Principles of Body Mechanics.</li> <li>* Maintenance of normal body.</li> <li>* Alignment and mobility.</li> <li>* Factors affecting body Alignment and mobility.</li> <li>* Hazards associated with immobility.</li> <li>* Alteration in body alignment and mobility.</li> <li>* Nursing interventions for impaired Body Alignment and, Mobility: assessment, types, devices used, method and Special considerations rehabilitation aspects.</li> <li>* Range of motion exercises.</li> <li>* Maintaining body alignment: Positions</li> <li>* Moving.</li> <li>* Lifting.</li> <li>* Transferring.</li> <li>* Walking.</li> <li>* Restraints.</li> </ul> </li> <li>▪ Oxygenation               <ul style="list-style-type: none"> <li>* Review of Cardiovascular and respiratory Physiology.</li> <li>* Factors Affecting Oxygenation.</li> <li>* Alterations in Oxygenation.</li> <li>* Nursing interventions in oxygenation: assessment, Types of equipment used, procedure and special considerations.</li> <li>* Maintenance of patent airway.</li> </ul> </li> </ul>		

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>* Oxygen administration.</li> <li>* Suction.</li> <li>* Inhalations: dry and moist postural drainage.</li> <li>* Care of Chest drainage.</li> <li>* Pulse-oximetry.</li> <li>* CPR-Basic life support.</li> <li>▪ Fluid, Electrolyte, and Acid- Base Balances. <ul style="list-style-type: none"> <li>* Review of Physiological.</li> <li>* Regulation of Fluid, Electrolyte, and Acid-Base Balances.</li> <li>* Factors Affecting Fluid, Electrolyte, and Acid Base balances.</li> <li>* Alterations in Fluid, Electrolyte, and Acid-Base Balances.</li> <li>* Nursing interventions in fluid, Electrolyte, and Acid.</li> <li>* Base Imbalances: assessment, types, and equipment, procedure and special considerations.</li> <li>* Measuring fluid intake and output.</li> <li>* Correcting fluid, Electrolyte Imbalance : <ul style="list-style-type: none"> <li>* Replacement of fluids: Oral and Parenteral - Venipuncture, regulating IV Flow rates, changing IV solutions and tubing, Changing IV dressing.</li> <li>* Administering Blood transfusion.</li> <li>* Restriction of fluids.</li> </ul> </li> </ul> </li> <li>• Psychosocial Needs. <ul style="list-style-type: none"> <li>▪ Concepts of Cultural Diversity, Stress and Adaptation, Self – concept, Sexuality, Spiritual Health, Coping with loss, death and grieving.</li> <li>▪ Assessment of psychosocial needs.</li> <li>▪ Nursing intervention for Psychosocial needs. <ul style="list-style-type: none"> <li>* Assist with coping and adaptation.</li> <li>* Creating therapeutic environment.</li> </ul> </li> <li>▪ Recreational and diversional</li> </ul> </li> </ul>		

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
XI	20	<ul style="list-style-type: none"> <li>Describe principles and techniques for infection control and biomedical waste management in supervised clinical settings</li> </ul>	<p><b>Infection control in Clinical settings</b></p> <ul style="list-style-type: none"> <li>Infection control. <ul style="list-style-type: none"> <li>Nature of infection.</li> <li>Chain of infection transmission.</li> <li>Defenses against infection: natural and acquired.</li> <li>Hospital acquired infection (Nosocomial infection).</li> </ul> </li> <li>Concept of asepsis: medical asepsis, and surgical asepsis.</li> <li>Isolation precautions (Barrier nursing): <ul style="list-style-type: none"> <li>Hand washing: simple, hand antisepsis (scrub).</li> <li>Isolation: Source and protective.</li> <li>Personal protecting equipments: types, uses and technique of wearing and removing.</li> <li>Decontamination of equipment and Unit.</li> <li>Transportation of infected patients.</li> <li>Standard safety precautions (Universal precautions).</li> <li>Transmission based precautions.</li> </ul> </li> <li>Biomedical waste management: <ul style="list-style-type: none"> <li>Importance.</li> <li>Types of hospital waste.</li> <li>Hazards associated with waste.</li> <li>Decontamination of hospital waste.</li> <li>Segregation and Transportation and disposal.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> <li>Practice session,</li> <li>Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Assessment of skills with check list</li> </ul>
XII	40	<ul style="list-style-type: none"> <li>Explain the principles, routes, effects of administration of medications</li> <li>Calculate conversions of drugs and</li> </ul>	<p><b>Administration of Medications</b></p> <ul style="list-style-type: none"> <li><b>General Principles/ Considerations.</b> <ul style="list-style-type: none"> <li>Purpose of Medication.</li> <li>Principles: 5 rights, Special Considerations, Prescriptions, Safety in Administering Medications and Medication Errors.</li> <li>Drugs forms.</li> <li>Routes of administration.</li> <li>Storage and maintenance of drugs and Nurses.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> <li>Practice session,</li> <li>Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Assessment of skills with check list</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
		<p>dosages within and between systems of measurements</p> <ul style="list-style-type: none"> <li>• Administer drugs by the following routes – oral, intradermal, subcutaneous, intramuscular, intravenous, topical, inhalation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Responsibility.</li> <li>▪ Broad classification of drugs.</li> <li>▪ Therapeutic Effect, Side Effects, Toxic Effects, Idiosyncratic Reactions, Idiosyncratic Reactions,</li> <li>▪ Allergic, Reactions, Drug Tolerance, Drug Interactions,</li> <li>▪ Factors influencing drug Actions,</li> <li>▪ Systems of Drug Measurement: Metric System, Apothecary System, Household Measurements, Solutions.</li> <li>▪ Converting Measurements, Units: Conversion within one system, Conversion between system, Dosage Calculation,</li> <li>▪ Terminologies and abbreviations used in prescriptions of medication.</li> <li>• Oral Drugs Administration: Oral, Sublingual and Buccal: Equipment, procedure.</li> <li>• Parenteral <ul style="list-style-type: none"> <li>▪ General principles: decontamination and disposal of syringes, needles,</li> <li>▪ Types of parenteral therapies</li> <li>▪ Types of syringes, needles</li> </ul> </li> <li>• Canula, and infusion sets. <ul style="list-style-type: none"> <li>▪ Protection from Needlestick injuries: Giving Medications with a safety syringes.</li> <li>▪ Routes of parenteral therapies. <ul style="list-style-type: none"> <li>* Intradermal: purpose, site, equipment, procedure, special considerations.</li> <li>* Subcutaneous: purpose, site, equipment, procedure, special considerations.</li> <li>* Intramuscular: purpose, site, equipment, procedure, special considerations.</li> <li>* Intra Venous: purpose, site, equipment, site, equipment procedure, special considerations.</li> </ul> </li> </ul> </li> </ul>		

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
			<ul style="list-style-type: none"> <li>* Advanced techniques: epidural, intrathecal, intraosseous, intraperitoneal, intraplural, intraarterial.</li> <li>Role of nurses.</li> <li>• Topical Administration : Purposes, site, equipment, procedure, special considerations for : <ul style="list-style-type: none"> <li>▪ Application to Skin.</li> <li>▪ Application to mucous membrane.</li> </ul> </li> <li>* Direct application of liquids- Gargle and swabbing the throat.</li> <li>* Insertion of Drug into body cavity: Suppository/ medicated</li> <li>* packing in rectum/vagina.</li> <li>* Instillations:, Ear, Eye, Nasal, Bladder, Vaginal and Rectal.</li> <li>* Irrigations: Eye, Ear, Bladder, Vaginal and Rectal.</li> <li>* Spraying: Nose and throat.</li> <li>• Inhalation, Nasal, Oral, endotracheal / tracheal (steam, oxygen and medications) - purposes, types, equipment, procedure, special considerations. <ul style="list-style-type: none"> <li>▪ Recording and reporting of medications administered.</li> </ul> </li> </ul>		
XIII	10	<ul style="list-style-type: none"> <li>• Describe the pre and post operative care of patients</li> <li>• Explain the process of wound healing</li> <li>• Explain</li> </ul>	<p><b>Meeting needs of perioperative patients</b></p> <ul style="list-style-type: none"> <li>• Definition and concept of perioperative Nursing.</li> <li>• Preoperative Phase. <ul style="list-style-type: none"> <li>▪ Preparation of patient for surgery.</li> </ul> </li> <li>• Intraoperative. <ul style="list-style-type: none"> <li>▪ Operation theatre Set up and environment.</li> <li>▪ Role of nurse.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Practice session,</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> <li>the principles and techniques of wound care</li> <li>Perform care of wounds</li> </ul>	<ul style="list-style-type: none"> <li>Postoperative phase. <ul style="list-style-type: none"> <li>Recovery Unit.</li> <li>Post operative Unit.</li> <li>Postoperative care,</li> </ul> </li> <li>Wounds: types, Classifications, wound Healing Process, Factors affecting Wound, Complications of Wound Healing.</li> <li>Surgical asepsis.</li> <li>Care of the wound: types, equipment, procedure and special considerations. <ul style="list-style-type: none"> <li>Dressing, Suture Care,</li> <li>Care of Drawings.</li> <li>Application of Bandages, Binders, Splints &amp; Slings Heat and Cold Therapy.</li> </ul> </li> </ul>		
XIV	15	<ul style="list-style-type: none"> <li>Explain care of patients having alterations in body functioning</li> </ul>	<p><b>Meeting special needs of the patient</b></p> <ul style="list-style-type: none"> <li>Care of patients having alteration in : <ul style="list-style-type: none"> <li>Temperature (hyper and hypothermia): Types, Assessment, and Management.</li> <li>Sensorium (Unconsciousness): Assessment, Management.</li> <li>Urinary Elimination (retention and incontinence) Assessment, Management.</li> <li>Functioning of sensory organs: (Visual &amp; hearing impairment).</li> <li>Assessment of Self-Care ability.</li> <li>Communication Methods and special considerations.</li> <li>Mobility (physically challenged, cast), assessment of Self-Care ability: Communication methods and special considerations.</li> <li>Mental state (mentally challenged), assessment of Self-Care ability ;</li> <li>Communication Methods and special considerations.</li> <li>Respiration (distress): types, Assessment.</li> <li>Comfort-(Pain)-Nature,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture, discussion, case discussions, supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Assessment of skills with check list</li> </ul>



Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<p>Types, factors influencing Pain, coping Assessment management.</p> <ul style="list-style-type: none"> <li>• Treatments related to gastrointestinal system; naso-gastric suction, gastric irrigation, gastric analysis.</li> </ul>		
XV	5	<ul style="list-style-type: none"> <li>• Explain care of terminally ill patient</li> </ul>	<p><b>Care of terminally ill patient</b></p> <ul style="list-style-type: none"> <li>▪ Concepts of Loss, Grief, grieving Process.</li> <li>▪ Signs of clinical death.</li> <li>▪ Care of dying patient: special considerations.</li> <li>* Advance directives: euthanasia, will dying declaration, organ donation etc.</li> <li>▪ Medico-legal issues.</li> <li>▪ Care of dead body: equipment, procedure and care of Unit.</li> <li>▪ Autopsy.</li> <li>▪ Embalming.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion,</li> <li>• Demonstration, case discussion/ Role play,</li> <li>• Practice session,</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> </ul>
XVI	6	<ul style="list-style-type: none"> <li>• Explain the basic concepts of conceptual and theoretical models of nursing</li> </ul>	<p><b>Professional Nursing concepts and practices</b></p> <ul style="list-style-type: none"> <li>• Conceptual and theoretical models of nursing practice. Introduction to models, health belief model, health promotion model etc.</li> <li>• Introduction to Theories in Nursing; Peplau's Henderson's, Orem's Neuman's, Rogar's and Roy's.</li> <li>• Linking theories with nursing process.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> </ul>

# Nursing Foundation - Practical

**Placement :** First year

Practical - 650 hours  
(200 lab and 450 clinical)

**Course Description:** The course is designed to help the students to develop an understanding of the philosophy, objective, theories and process of nursing in various Supervised Clinical settings. It is aimed at helping the students to acquire knowledge, understanding and skills in techniques of nursing and practice them in Supervised Clinical settings.

Areas	Hours	Objectives	Skills	Assignments	Assessment Methods
Demonstration, lab, general Medical and Surgery ward	Lab 200 hours, Clinical 450 hours	<ul style="list-style-type: none"> <li>Performs admissions and discharge procedure.</li> <li>Prepares nursing care plans as per the nursing process format</li> <li>Communicate</li> </ul>	<p><b>Hospital admission and discharge</b></p> <ul style="list-style-type: none"> <li>Admission</li> <li>Prepare unit for new patient</li> <li>Prepare admission bed</li> <li>Perform admission procedure</li> <li>New patient</li> <li>Transfer in</li> <li>Prepare patient records</li> <li>Discharge / Transfer out</li> <li>Give discharge counseling</li> <li>Perform discharge procedure (Planned discharge, LAMA, Abscond, Referrals and Transfer)</li> <li>Prepare records of discharge/ transfer</li> <li>Dismantle, and disinfect unit and equipment after discharge/ transfer.</li> </ul> <p><b>Perform assessment :</b></p> <ul style="list-style-type: none"> <li>History taking, Nursing diagnoses, Problem list, Prioritization, Goals and Expected outcomes, Section of interventions</li> <li>Write Nursing Care Plan</li> <li>Give care as per the plan</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Use verbal and non verbal communication techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Practice in unit/ hospital</li> <li>Write nursing process records of patients</li> <li>Simulated - 1</li> <li>actual - 1</li> <li>Role-plays in simulated</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate with checklist</li> <li>Assessment of clinical performance with rating scale</li> <li>Completion of practical record</li> <li>Assessment of nursing process records with checklist</li> <li>Assessment of actual care given with rating scale</li> <li>Assess role plays with</li> </ul>

Areas	Hours	Objectives	Skills	Assignments	Assessment Methods
		<p>effectively with patient families and team members.</p> <ul style="list-style-type: none"> <li>• Maintain effective human relations</li> <li>• Develops plan for patient teaching</li> <li>• Prepare patient reports</li> <li>• Presents reports</li> <li>• Monitor vital signs</li> <li>• Perform health assessment of each body</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Prepare a plan for patient teaching session</b></li> </ul> <p><b>Write patient report</b></p> <ul style="list-style-type: none"> <li>• Change of shift reports, transfer reports, incident reports etc.</li> <li>• Presents patient report</li> </ul> <ul style="list-style-type: none"> <li>• <b>Vital signs</b></li> <li>• Measure, records and interpret alterations in body temperature, pulse, respiration and blood pressure</li> </ul> <p><b>Health assessment</b></p> <ul style="list-style-type: none"> <li>• Health history taking</li> <li>• Perform assessment :</li> <li>• General</li> <li>• Body system</li> <li>• Use various methods o physical examination</li> <li>• Inspection, palpation, percussion, auscultation, olfaction</li> </ul>	<p>situations on communication techniques – 1</p> <ul style="list-style-type: none"> <li>• health talk – 1</li> </ul> <ul style="list-style-type: none"> <li>• Write nurses notes and present the patient report of 2-3 assigned patients</li> <li>• Lab practice</li> <li>• Measure vital signs of assigned patient</li> <li>• Practice in lab and hospital</li> </ul>	<p>the checklist on communication techniques</p> <ul style="list-style-type: none"> <li>• Assess health talk with the checklist</li> <li>• Assessment of communication techniques by rating scale</li> <li>• Assessment of performance with rating scale</li> <li>• Assessment of each skill with checklist</li> <li>• Completion of activity record.</li> </ul>

Areas	Hours	Objectives	Skills	Assignments	Assessment Methods
		<ul style="list-style-type: none"> <li>• Provide basic nursing care to the patients</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of system wise deviations</li> </ul> <p><b>Prepare patient's unit :</b></p> <ul style="list-style-type: none"> <li>• Prepare beds :</li> <li>• Open, closed, occupied, operation, amputation</li> <li>• Cardiac, fracture, burn, divided and fowlers bed.</li> <li>• Pain assessment and provision for comfort</li> </ul> <p><b>Use comfortable devices , hygienic care</b></p> <ul style="list-style-type: none"> <li>• Oral hygiene:</li> <li>• Baths and care of pressure points</li> <li>• Hair wash, pediculosis treatment</li> </ul> <p><b>Feeding:</b></p> <ul style="list-style-type: none"> <li>• Oral, enteral, naso/orogastric, gastrostomy, and parenteral feeding</li> <li>• Naso-gastric insertion, suction and irrigation</li> </ul> <p><b>Assisting patient in urinary elimination</b></p> <ul style="list-style-type: none"> <li>• provides urinary/ bedpan</li> <li>• condom drainage</li> <li>• perineal care</li> <li>• catheterization</li> <li>• care of urinary drainage</li> <li>• Bladder irrigation</li> </ul> <p><b>Assisting bowel elimination:</b></p> <ul style="list-style-type: none"> <li>• insertion of flatus tube</li> <li>• enemas</li> <li>• insertion of suppository</li> </ul> <p><b>Bowel wash body alignment and mobility:</b></p> <ul style="list-style-type: none"> <li>• Range of motion exercises</li> <li>• Positioning:</li> <li>• Recumbent, lateral,(rt/lt), fowlers, sims, lithotomy, prone, trendelenburg position</li> </ul>	<ul style="list-style-type: none"> <li>• Simulated exercise on CPR manikin</li> <li>• Observation study - 2</li> </ul>	

Areas	Time (Hrs.)	Objectives	Skills	Assignments	Assessment methods
			<ul style="list-style-type: none"> <li>• Assist patient in moving, lifting, transferring, walking</li> <li>• Restraints</li> <li>• <b>Oxygen administration</b></li>   <li>• <b>Suctioning: Oro pharyngeal, Naso pharyngeal</b></li>   <li>• <b>Chest physiotherapy and postural drainage</b></li> </ul> <p><b>Case of chest drainage</b>  <b>CPR : Basic life support</b></p> <p><b>Intra venous therapy</b></p> <p><b>Blood and blood component therapy</b></p> <p><b>Collect/assist for collection of specimens, for investigations</b>  <b>Urine, sputum, feces, vomitus, blood and other body fluids</b></p> <p><b>Perform lab tests:</b></p> <ul style="list-style-type: none"> <li>• Urine: Sugar, Albumin, Acetone</li> <li>• Blood : Sugar (with strip/Gluco-meter)</li> </ul> <p><b>Hot and Cold applications:</b></p> <ul style="list-style-type: none"> <li>• Local and general Sitz bath</li> </ul> <p><b>Communicating and assisting with self – care of visually and hearing impaired patients</b></p> <ul style="list-style-type: none"> <li>• <b>Communicating and assisting with self care of mentally challenged/disturbed patients</b></li> </ul> <p><b>Recreational and Diversional therapies</b></p> <ul style="list-style-type: none"> <li>• <b>Caring of patients with alterations in sensorium</b></li> </ul>		



Areas	Hours	Objectives	Skills	Assignments	Assessment Methods
		<ul style="list-style-type: none"> <li>• Provide care to dying and dead</li> <li>• Counsel and support relatives.</li> </ul>	<p>indifferent forms and routes</p> <ul style="list-style-type: none"> <li>• Oral, Sublingual and Buccal</li> <li>• Parenteral : Intra dermal, Subcutaneous, Intra muscular, etc.,</li> <li>• Assist with Intra venous medications</li> <li>• Drug measurements and dose calculations</li> <li>• Preparation of lotions and solutions</li> <li>• Administer topical applications</li> <li>• Insertion of drug into body cavity : Suppository and medicataed packing etc.,</li> <li>• Instillation of medicines and spray into Ear, Eye, Nose and Throat</li> <li>• Irrigations : Eye, Ear, Bladder, Vagina and Rectum</li> <li>• Inhalations : Dry and Moist</li> </ul> <p><b>Care of dying patient</b></p> <ul style="list-style-type: none"> <li>• Caring and packing of dead body</li> <li>• Counseling and supporting grieving relatives</li> <li>• Terminal care of the unit</li> </ul>		

# Psychology

**Placement:** First year

**Time :** Theory - 60 hours

**Course Description:** This course is designed to assist the students to acquire knowledge of fundamentals of psychology and develop an insight into behavior of self and others. Further it is aimed at helping them to practice the principles of mental hygiene for promoting mental health in nursing practice.

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
I	2	<ul style="list-style-type: none"> <li>Describe the history, scope and methods of psychology</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>History and origin of science of psychology.</li> <li>Definitions and scope of psychology.</li> <li>Relevance to nursing.</li> <li>Methods of psychology</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> <li>Quiz</li> <li>Assignments</li> </ul>
II	4	<ul style="list-style-type: none"> <li>Explain the Biology of Human behaviour</li> </ul>	<p><b>Biology of Behaviour</b></p> <ul style="list-style-type: none"> <li>Body mind relationship- modulation process in health and illness.</li> <li>Genetics and behavior: heredity and environment.</li> <li>Brain and behavior: nervous system, neurons and synapse.</li> <li>Association cortex, right and left hemispheres.</li> <li>Psychology of sensations.</li> <li>Muscular and glandular controls of behaviour.</li> <li>Nature of behaviour of an organism / integrated responses.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Video</li> <li>Demonstration</li> <li>Models</li> <li>Mind maps</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> </ul>
III	20	<ul style="list-style-type: none"> <li>Describe various cognitive processes and their applications</li> </ul>	<p><b>Cognitive processes</b></p> <ul style="list-style-type: none"> <li>Attention: types, determinants duration and degree, alterations.</li> <li>Perception : meaning principles, factors affecting, errors.</li> <li>Learning : nature, types, learner and learning, factors influencing, laws and theories, process, transfer, study habits.</li> <li>Memory: meaning, types, nature, factors influencing, development theories and methods of memorizing and forgetting.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Psychometric assessment</li> <li>Practice sessions</li> <li>Role play</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> <li>Demonstration</li> </ul>



Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
			<ul style="list-style-type: none"> <li>• Thinking: types and levels, stages of development, relationship with language and communication.</li> <li>• Intelligence: meaning classification, uses, theories.</li> <li>• Aptitude: concepts, types, individual differences and variability.</li> <li>• Psychometric assessments of cognitive processes.</li> <li>• Alterations in cognitive processes.</li> <li>• Applications of cognitive process in nursing</li> </ul>		
IV	8	<ul style="list-style-type: none"> <li>• Describe motivation, emotions, stress, attitudes and their influence on behaviour</li> </ul>	<p><b>Motivation and Emotional Processes:</b></p> <ul style="list-style-type: none"> <li>• Motivation: meaning, concepts, types, theories, motives and behavior, conflicts and frustration, conflict resolution.</li> <li>• Emotions and stress <ul style="list-style-type: none"> <li>▪ Emotions : definition, components, changes in emotions, theories, emotional adjustments, emotions in health and illness.</li> <li>▪ Stress: stressors, cycle, effect, adaptation and coping.</li> </ul> </li> <li>• Attitude: meaning, nature, development, factors affecting. <ul style="list-style-type: none"> <li>▪ Behavior and attitudes.</li> <li>▪ Attitudinal change.</li> <li>▪ Psychometric assessments of emotions and attitudes.</li> <li>▪ Alterations in emotions.</li> </ul> </li> <li>• Applications.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Practice sessions</li> <li>• Role play</li> <li>• Case discussion</li> <li>• Panel discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Vignettes and case analysis</li> </ul>
V	7	<ul style="list-style-type: none"> <li>• Explain the concepts of personality and its influence on behaviour</li> </ul>	<p><b>Personality</b></p> <ul style="list-style-type: none"> <li>• Definitions, topography, types, theories.</li> <li>• Psychometric assessments of personality.</li> <li>• Alterations in personality.</li> <li>• Applications</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Demonstration</li> <li>• Video</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
VI	7	<ul style="list-style-type: none"> <li>Describe psychology of people during the life cycle</li> </ul>	<b>Developmental Psychology</b> <ul style="list-style-type: none"> <li>Psychology of people at different ages from infancy to old age.</li> <li>Psychology of vulnerable individuals- challenged, women, sick, etc.</li> <li>Psychology of groups.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Case Discussion</li> <li>Role play</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> </ul>
VII	8	<ul style="list-style-type: none"> <li>Describe the characteristics of mentally healthy person</li> <li>Explain ego defence mechanisms</li> </ul>	<b>Mental hygiene and mental health</b> <ul style="list-style-type: none"> <li>Concepts of mental hygiene and mental health.</li> <li>Characteristics of mentally healthy person.</li> <li>Warning signs of poor mental health.</li> <li>Promotive and preventive mental health-strategies and services.</li> <li>Ego defence mechanisms and implications.</li> <li>Personal and social adjustments.</li> <li>Guidance and counseling.</li> <li>Role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Case Discussion</li> <li>Role-play</li> <li>Demonstration</li> <li>Seminar</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> </ul>
VIII	4	<ul style="list-style-type: none"> <li>Explain the psychological assessments and role of nurse</li> </ul>	<b>Psychological assessment and tests</b> <ul style="list-style-type: none"> <li>Types, developments, characteristics, principles, uses, interpretations and role of nurse in psychological assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Demonstration</li> <li>Practice sessions</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> <li>Assessment of practice</li> </ul>

# Microbiology

Placement: First year

Theory - 45 hours

Lab - 15 hours

**Course Description:** This course is designed to enable students to acquire understanding of fundamentals of Microbiology and identification of various micro-organisms. It also provides opportunities for practicing infection control measures in hospital and community settings.

Unit	Hours		Learning Objectives	Content	Teaching Learning Activities	Assessment methods
	Th.	Pr.				
I	5		<ul style="list-style-type: none"> <li>• Explain concepts and principles of microbiology and their importance in nursing</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Importance and relevance to nursing</li> <li>• Historical perspective</li> <li>• Concepts and terminology</li> <li>• Principles of microbiology</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>
II	10	5	<ul style="list-style-type: none"> <li>• Describe structure, classification, morphology and growth of bacteria</li> <li>• Identify micro-organisms</li> </ul>	<p><b>General characteristics of Microbes</b></p> <ul style="list-style-type: none"> <li>• Structure and classification of microbes</li> <li>• Morphological types</li> <li>• Size and form of bacteria</li> <li>• Motility</li> <li>• Colonization</li> <li>• Growth and nutrition of microbes               <ul style="list-style-type: none"> <li>▪ Temperature</li> <li>▪ Moisture</li> <li>▪ Blood and body fluids</li> </ul> </li> <li>• Laboratory methods for identification of Micro-organisms               <ul style="list-style-type: none"> <li>▪ Staining techniques, Gram staining, Acid fast staining, Hanging drop preparation</li> <li>▪ Culture; various medias</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>
III	10	2	<ul style="list-style-type: none"> <li>• Describe the methods of infection control</li> <li>• Identify the role of nurse in hospital infection</li> </ul>	<p><b>Infection control</b></p> <ul style="list-style-type: none"> <li>• Infection               <ul style="list-style-type: none"> <li>▪ Sources, portals of entry and exit, transmission</li> </ul> </li> <li>• Asepsis</li> <li>• Disinfection               <ul style="list-style-type: none"> <li>▪ Types and methods</li> </ul> </li> <li>• Sterilization               <ul style="list-style-type: none"> <li>▪ Types and methods</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> <li>• Visit to CSSD</li> <li>• Clinical Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>

Unit	Hours		Learning Objectives	Content	Teaching Learning Activities	Assessment methods
	Th.	Pr.				
			control programme	<ul style="list-style-type: none"> <li>• Chemotherapy and antibiotics</li> <li>• Standard safety measures</li> <li>• Biomedical waste management</li> <li>• Role of Nurse</li> <li>• Hospital acquired infection</li> <li>• Hospital infection control programme               <ul style="list-style-type: none"> <li>▪ Protocols, collection of samples,</li> <li>▪ Preparation of reports and status of rate of infection in the unit/hospital,</li> <li>▪ Nurses accountability, continuing education etc.</li> </ul> </li> </ul>		
IV	12	4	<ul style="list-style-type: none"> <li>• Describe the different disease producing organisms</li> </ul>	<p><b>Pathogenic organism</b></p> <ul style="list-style-type: none"> <li>• Micro-organisms           <ul style="list-style-type: none"> <li>▪ Cocci-gram positive               <ul style="list-style-type: none"> <li>* Staphylococci -S. Aureus &amp; Coagulase negative staph.</li> <li>* Streptococci</li> <li>Strpyogens</li> <li>* Str.pneumoniae</li> <li>* Str.Viridans</li> <li>* Str.Fecalis</li> <li>* Importance of carrier state in case of streptococci</li> </ul> </li> <li>▪ Gram negative bacilli</li> <li>▪ Gram positive bacilli               <ul style="list-style-type: none"> <li>* C.Deptheriae</li> <li>* Clostridium tetani</li> <li>* Cl.perfringens</li> </ul> </li> <li>▪ Bacillus anthracis and gram negative</li> <li>▪ E-Coli</li> <li>▪ V.Cholerae</li> <li>▪ S.Typhi</li> <li>▪ Shigella species and Bacillary dysentery</li> <li>▪ Mycobacteria               <ul style="list-style-type: none"> <li>* M.Tuberculosis</li> <li>* M.Leprae</li> <li>* Atypical mycobacteria (Brief)</li> </ul> </li> <li>▪ Spirochaete</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Demonstration</li> <li>• Clinical Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>

Unit	Hours		Learning Objectives	Content	Teaching Learning Activities	Assessment methods
	Th.	Pr.				
				<ul style="list-style-type: none"> <li>* T.Pallidum</li> <li>* Leptospira</li> <li>▪ Mycoplasma</li> <li>▪ Rickettsiae</li> <li>▪ Chlamydiae</li> <li>• Viruses <ul style="list-style-type: none"> <li>▪ Classification of viruses</li> <li>▪ Morphology-size, shape</li> <li>▪ Difference between bacteria and viruses</li> <li>▪ Cultivation of viruses</li> <li>▪ Treatment of viral infections.</li> <li>▪ Rabies</li> <li>▪ Arboviruses, common arboviral infection in India</li> <li>▪ HIV/AIDS</li> </ul> </li> <li>• Fungi- Superficial and Deep mycoses <ul style="list-style-type: none"> <li>▪ Classification</li> <li>▪ Superficial mycoses- dermatophytes</li> <li>▪ Deep mycoses-mycotoma</li> <li>▪ Opportunistic fungal infections-candida and Cryptococcus</li> </ul> </li> <li>• Rodents &amp; vectors <ul style="list-style-type: none"> <li>▪ Characteristics, Sources, portal of entry, transmission of infection,</li> <li>▪ Identification of disease producing micro-organisms</li> <li>▪ Collection, handling and transportation of various specimens</li> </ul> </li> <li>• Parasites <ul style="list-style-type: none"> <li>▪ Types of parasites,</li> <li>▪ Terminology-parasites, vector, host, lifestyle.</li> </ul> </li> <li>• Protozoa <ul style="list-style-type: none"> <li>▪ Amoebiasis,</li> <li>▪ Malaria</li> <li>▪ Trichomonas</li> <li>▪ Entamoeba</li> <li>▪ Histolytica,</li> <li>▪ Malarial parasites</li> <li>▪ Giardia</li> <li>▪ Trichomonas</li> </ul> </li> </ul>		

Unit	Hours		Learning Objectives	Content	Teaching Learning Activities	Assessment methods
	Th.	Pr.				
				<ul style="list-style-type: none"> <li>• Helminths <ul style="list-style-type: none"> <li>▪ Character, classification of termatode, cestode, nematode.</li> </ul> </li> <li>• Cestodes- <ul style="list-style-type: none"> <li>▪ T.Solium</li> <li>▪ T.Saginata</li> <li>▪ E.Granulosus</li> </ul> </li> <li>• Nematodes <ul style="list-style-type: none"> <li>▪ Ascaris</li> <li>▪ Ankylostoma</li> <li>▪ Enterobius</li> <li>▪ Filariasis</li> </ul> </li> <li>• <b>Applied Microbiology</b> <ul style="list-style-type: none"> <li>▪ Food and water borne infections.</li> <li>▪ Antibiotic sensitivity test</li> <li>▪ Blood culture</li> <li>▪ Sexually transmitted infections</li> <li>▪ Urinary tract infections.</li> <li>▪ Normal flora and its importance.</li> </ul> </li> </ul>		
V	8	4	<ul style="list-style-type: none"> <li>• Explain the concepts of immunity, hyper-sensitivity and immunization</li> </ul>	<p><b>Immunity</b></p> <ul style="list-style-type: none"> <li>• Immunity <ul style="list-style-type: none"> <li>▪ Types &amp; classification</li> </ul> </li> <li>• Antigen and antibody reaction</li> <li>• Hypersensitivity <ul style="list-style-type: none"> <li>▪ skin test</li> </ul> </li> <li>• Serological tests</li> <li>• Immunoprophylaxis <ul style="list-style-type: none"> <li>▪ Vaccines &amp; sera-Types &amp; classification, storage and handling, cold chain</li> <li>▪ Immunization of various diseases</li> <li>▪ Immunization schedule</li> <li>▪ Autoimmunity &amp; Transplantation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> <li>• Clinical Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>

# English

**Placement :** First year

Theory 60 Hours

**Course Description:** The course is designed to enable students to enhance ability to comprehend spoken and written English (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 experiences.

Unit	Time (Hrs.)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
I	10	<ul style="list-style-type: none"> <li>• Speak &amp; write grammatically correct English</li> </ul>	<b>Review of Grammar</b> <ul style="list-style-type: none"> <li>• Remedial study of Grammar</li> <li>• Building Vocabulary</li> <li>• Lexical sets</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate use of grammar Dictionary</li> <li>• Exercise on use of Grammar</li> <li>• Practice in using appropriate expression</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type</li> <li>• Fill in the blanks</li> <li>• Do as directed</li> </ul>
II	4	<ul style="list-style-type: none"> <li>• Developing listening skills</li> </ul>	<b>Listening Comprehension</b> <ul style="list-style-type: none"> <li>• Media, audio, video, speeches etc.</li> <li>• Audio rendition of text.</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise on: Listening to audio, video tapes and identify the key points, accent &amp; information pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of skills based on the check list</li> </ul>
III	6	<ul style="list-style-type: none"> <li>• Developing speaking skills</li> </ul>	<b>Spoken English Phonetics,</b> <ul style="list-style-type: none"> <li>• Public speaking</li> <li>• Oral report</li> <li>• Group Discussion</li> <li>• Debate</li> <li>• Telephonic Conversion</li> <li>• Conversational skills (Formal, Neutral &amp; informal situation)</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise on:               <ul style="list-style-type: none"> <li>▪ Debating</li> <li>▪ Participating in Seminar, Panel, Symposium</li> <li>▪ Telephonic Conversion</li> <li>▪ Conversation in different situations, practice in public speaking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of the skills based on the checklist.</li> </ul>
IV	30	<ul style="list-style-type: none"> <li>• Develop ability to read,</li> </ul>	<b>Read and comprehend</b> <ul style="list-style-type: none"> <li>• Prescribed course books</li> <li>• Skimming &amp; Scanning</li> </ul>	Exercise on: <ul style="list-style-type: none"> <li>▪ Reading</li> <li>▪ Summarizing</li> </ul>	<ul style="list-style-type: none"> <li>• Short Answer type questions</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
		understand and express meaningfully, the prescribed text.	<ul style="list-style-type: none"> <li>• Reading in sense groups</li> <li>• Reading between the lines</li> </ul>	<ul style="list-style-type: none"> <li>▪ Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type questions</li> </ul>
V	10	Develop writing skills	<p><b>Various forms of composition</b></p> <ul style="list-style-type: none"> <li>▪ Letter writing</li> <li>▪ Note making &amp; Note takings</li> <li>▪ Précis writings</li> <li>▪ Nurses Notes</li> <li>▪ Anecdotal records</li> <li>▪ Diary writing</li> <li>▪ Reports on health problem</li> <li>▪ Resume /CV</li> <li>▪ Notices, Agenda, minutes</li> <li>▪ Telegram</li> <li>▪ Essay</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise on: <ul style="list-style-type: none"> <li>▪ Letter writing</li> <li>▪ Note making &amp; Note takings</li> <li>▪ Précis writings</li> <li>▪ Nurses Notes</li> <li>▪ Anecdotal records</li> <li>▪ Diary writing</li> <li>▪ Reports on health problem</li> <li>▪ Resume /CV</li> <li>▪ Notices, Agenda, minutes, telegram, essay</li> <li>▪ Discussion on written reports / documents</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of the skills based on the checklist.</li> <li>• Essay type</li> </ul>



# Introduction to Computers

Placement : First year

Theory- 15 Hours  
Practicals-30 Hours

**Course Description:** This course is designed for students to develop basic understanding and uses of computer and its applications in Nursing.

Unit	Hours		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
I	3		<ul style="list-style-type: none"> <li>Identify &amp; define various concepts used in computer</li> <li>Identify application of computer in nursing.</li> </ul>	<b>Introduction</b> <ul style="list-style-type: none"> <li>Concepts of computers</li> <li>Hardware and software trends and technology</li> <li>Application of computers in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion.</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>
II	6	20	<ul style="list-style-type: none"> <li>Describe and use the disk operating system</li> <li>Demonstrate skill in the use of MS Office</li> </ul>	<b>Introduction to disk operating system</b> <ul style="list-style-type: none"> <li>DOS</li> <li>Windows ( all version )</li> <li>MS Office               <ul style="list-style-type: none"> <li>MS Word</li> <li>MS- Excel with pictorial presentation</li> <li>MS-Access</li> <li>MS-PowerPoint</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion.</li> <li>Demonstration</li> <li>Practice session</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Practical Exam</li> </ul>
III	2	3	<ul style="list-style-type: none"> <li>Demonstrate skill in using multi-media</li> <li>Identify features of computer aided teaching and testing</li> </ul>	<b>Multimedia</b> <ul style="list-style-type: none"> <li>Types</li> <li>Uses</li> <li>Computer aided teaching &amp; testing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion.</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Practical exam and Viva Voce</li> </ul>
IV	1	3	<ul style="list-style-type: none"> <li>Demonstrate use of internet and Email</li> </ul>	<b>Internet and email</b> <ul style="list-style-type: none"> <li>Uses</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion.</li> <li>Demonstration</li> <li>Practice session</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Practical exam and Viva Voce</li> </ul>

Unit	Hours		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
V	2	2	<ul style="list-style-type: none"> <li>Describe and demonstrate the use the statistical packages</li> </ul>	<b>Statistical packages</b> <ul style="list-style-type: none"> <li>Types</li> <li>Features</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion.</li> <li>Demonstration</li> <li>Practice session</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Practical exam and Viva Voce</li> </ul>
VI	1	2	<ul style="list-style-type: none"> <li>Describe the use of hospital management system</li> </ul>	<b>Hospital management system</b> <ul style="list-style-type: none"> <li>Types and uses</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion.</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Practical exam and Viva Voce</li> </ul>

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**ಕನ್ನಡ : ಒಂದು  
ಪಠ್ಯಕ್ರಮದ ರೂಪರೇಖೆ**

ಒಟ್ಟು ಸಮಯ : 30 ಘಂಟೆಗಳು

- ಸ್ಥಾನ : ಬೇಸಿಕ್ ಬಿ.ಎಸ್.ಸಿ (ನರ್ಸಿಂಗ್) ಮೊದಲ ವರ್ಷ
- ಸಮಯ : 15 ಘಂಟೆಗಳು (ಹದಿನೈದು ಘಂಟೆಗಳು)
- ಪಠ್ಯಕ್ರಮದ : ವಿದ್ಯಾರ್ಥಿ /ವಿದ್ಯಾರ್ಥಿನಿಯರು ದಿನ ನಿತ್ಯ ಸಂಪರ್ಕಿಸಬಹುದಾದ ಜನಸಾಮಾನ್ಯರೊಡನೆ ಶುಶ್ರೂಷೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಕನ್ನಡದಲ್ಲಿ ಸಂಬಾಷಣೆ ಮಾಡಲು ಹಾಗೂ ತಿಳುವಳಿಕೆ ನೀಡಲು ಸಹಕಾರವಾಗುವಂತೆ ಪಠ್ಯಕ್ರಮದ ಮಾದರಿಯನ್ನು ಅಳವಡಿಸುವುದು.
- ಉದ್ದೇಶ : 1. ದಿನ ಬಳಕೆಯ ವ್ಯವಹಾರದಲ್ಲಿ ಶುಶ್ರೂಷೆಗೆ ಸಂಬಂಧಪಟ್ಟಂತೆ ಕನ್ನಡ ಬಾಷೆಗೆ ಅಳವಡಿಕೆ  
2. ಕನ್ನಡೇತರರಿಗೆ ಕನ್ನಡ ಬಾಷೆಯ ಪರಿಚಯ ಮಾಡಿಕೊಡುವುದು

**ಪಠ್ಯಕ್ರಮದ ವಿವರ**

- ಘಟಕ ಒಂದು : (ಅ) ಅಕ್ಷರಮಾಲೆ, ಸ್ವರಗಳು, ವ್ಯಂಜನಗಳು  
(ಆ) ಪದ, ಪದಪುಂಜ, ವಾಕ್ಯ ರಚನೆ, ಪತ್ರಲೇಖನ ಪ್ರಬಂಧರಚನೆ
- ಎರಡು : ಶುಶ್ರೂಷಾ ಪದಗಳು (ಇಂಗ್ಲೀಷಿನಿಂದ ಕನ್ನಡಕ್ಕೆ ಶುಶ್ರೂಷೆಯಲ್ಲಿ ಸಾಮಾನ್ಯ ಬಳಕೆಗೆ ಸಂಬಂಧಪಟ್ಟಂತೆ)
- ಮೂರು : ರೋಗಿ ಹಾಗೂ ಶುಶ್ರೂಷಕರ ಮಧ್ಯೆ ಸಾಮಾನ್ಯವಾಗಿ ನಡೆಯುವ ಸಂಭಾಷಣೆ  
(ಅ) ಪ್ರಶ್ನಾರ್ಥಕ ಸಲಹೆ ಕೊಡುವ ವಾಕ್ಯಗಳು  
(ಆ) ವೈದ್ಯರೊಂದಿಗೆ ಹಾಗೂ ಇತರ ಸಹಚರರೊಂದಿಗೆ ವ್ಯವಹರಿಸಲು, ಸಂಭಾಷಣೆ ನಡೆಸಲು ಬೇಕಾದ ವಾಕ್ಯಗಳು.

**ಅಧ್ಯಯನಕ್ಕೆ ಶಿಫಾರಸ್ಸು ಮಾಡಲಾಗಿರುವ ಗ್ರಂಥಗಳು**

1. ಕನ್ನಡ ವ್ಯಾಕರಣ (8,9 ಮತ್ತು 10ನೇ ತರಗತಿಗಳಿಗೆ ಕರ್ನಾಟಕ ಸರ್ಕಾರ, ಪಠ್ಯಪುಸ್ತಕಗಳ ಇಲಾಖೆ)
2. ವ್ಯವಹಾರಿಕ ಕನ್ನಡ : ಎಚ್ಚಿಸ್ಕೆ
3. ಪತ್ರಲೇಖನ : ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು
4. ಲೇಖನ ಕಲೆ : ಎನ್. ಪ್ರಹ್ಲಾದ್‌ರಾವ್
5. ಆರೋಗ್ಯ ಮತ್ತು ಇತರೆ ಪ್ರಬಂಧಗಳು : ಡಾ|| ಪಿ. ಎನ್. ಶಂಕರ್
6. ವೈದ್ಯ ಪದಗಳ ಹುಟ್ಟು ರಚನೆ : ಡಾ|| ಡಿ. ಎನ್. ಶಿವಪ್ಪ

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**ಕನ್ನಡ : ಎರಡು  
ಪಠ್ಯಕ್ರಮದ ರೂಪರೇಖೆ**

ಸ್ಥಾನ	:	ಬೇಸಿಕ್ ಬಿ.ಎಸ್.ಸಿ (ನರ್ಸಿಂಗ್) ಮೊದಲ ವರ್ಷ
ಸಮಯ	:	15 ಘಂಟೆಗಳು (ಹದಿನೈದು ಘಂಟೆಗಳು)
ಉದ್ದೇಶ	:	ಜನಾರೋಗ್ಯದ ಬಗ್ಗೆ ಜನಸಮುದಾಯಕ್ಕೆ ತಿಳುವಳಿಕೆ ಕೊಡುವುದು

**ಪಠ್ಯಕ್ರಮದ ವಿವರ**

ಘಟಕ ಒಂದು :	ಜನಾರೋಗ್ಯದ ಶುಶ್ರೂಷೆಯಲ್ಲಿ ಸಂದೇಶಗಳು ವ್ಯವಸ್ಥೆ ಸಂದರ್ಶನ ಮಹತ್ವ, ಸಂದರ್ಶನದ ಗುಣಗಳು, ಅನುಸರಿಸಬೇಕಾದ ನಿಯಮಗಳ ಅವಣ್ಯ ಮಾಹಿತಿಗಳ ಸಂಗ್ರಹ, ಸಂದೇಹಳು (ಶಂಕೆಗಳು) ಕುಟುಂಬ ಸಂಪರ್ಕ, ಸಂದರ್ಶಕ ಭಾಷೆಯಾಗಿ ಕನ್ನಡ ಬಳಕೆ
ಎರಡು	: ವೈಯಕ್ತಿಕ ಆರೋಗ್ಯ
ಮೂರು	: ನೈಸರ್ಗಿಕ ನೈರ್ಮಲ್ಯ
ನಾಲ್ಕು	: ಸಾಂಕ್ರಮಿಕ ರೋಗಗಳು ಮತ್ತು ಅವುಗಳ ತಡೆಗಟ್ಟುವಿಕೆ
ಐದು	: ಆಹಾರ ಮತ್ತು ಆರೋಗ್ಯ
ಆರು	: ತಾಯಿ ಮತ್ತು ಮಗುವಿನ ಆರೋಗ್ಯ
ಏಳು	: ಕುಟುಂಬ ಕಲ್ಯಾಣ ಯೋಜನೆ

**ಅಧ್ಯಯನಕ್ಕೆ ಶಿಫಾರಸ್ಸು ಮಾಡಲಾಗಿರುವ ಗ್ರಂಥಗಳು**

1. ಸಮಾಜ ಆರೋಗ್ಯ : ಡಾ|| ಎಸ್. ಎ. ನಾರಾಯಣ್
2. ತಾಯಿ ಮಗು : ಡಾ|| ಅನುಪಮ ನಿರಂಜನ್
3. ರೋಗೋಪಚಾರ : ಡಾ|| ಎಸ್. ಆರ್, ಕಾವಳಿ
4. ಪರಿಸರ ಸಂದರ್ಶನ : (ಸೆಂಟಿಜಾನ್ ಅಂಬ್ಯುಲೆನ್ಸ್ ಅಸೋಸಿಯೇಷನ್)
5. ಪರಿಸರ ಮಲಿನತೆ : ಕರ್ನಾಟಕ ರಾಜ್ಯ ವಿಜ್ಞಾನ ಪರಿಷತ್ತಿನ ಪ್ರಕಟಣೆಗಳು
6. ಆರೋಗ್ಯ ಶಿಕ್ಷಣ ಮತ್ತು ಶಾಲ ಮಕ್ಕಳ ಆರೋಗ್ಯ (ಆರೋಗ್ಯ ಮತ್ತು ಕುಟುಂಬ ಯೋಜನೆ ಇಲಾಖೆ, ಬೆಂಗಳೂರು ಪ್ರಕಟಗೊಳಿಸಿರುವ ಪ್ರಸ್ತುತ ಪುಸ್ತಕಗಳು)

# Sociology

Placement : Second year

Theory - 60 Hours

**Course Description:** This course is designed to introduce the concepts of sociology related to community and social institutions in India and its relationship with health, illness and nursing.

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	11	<ul style="list-style-type: none"> <li>State the importance of sociology in Nursing</li> </ul>	<b>Introduction</b> <ul style="list-style-type: none"> <li>Definition of sociology</li> <li>Nature and scope of discipline</li> <li>Importance and application of sociology in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> </ul>
II	3	<ul style="list-style-type: none"> <li>Describe the inter-relationship of individual in society and community</li> </ul>	<b>Individual &amp; Society</b> <ul style="list-style-type: none"> <li>Individual – Definition, aspects of Individualization</li> <li>Society and community</li> <li>Nature of society</li> <li>Society – Definition, meaning , elements, characteristics, Structure</li> <li>Relationship between individual and society</li> <li>Differences between society and community</li> <li>Process of socialization and individualization</li> <li>Personal disorganization</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> </ul>
III	3	<ul style="list-style-type: none"> <li>Describe the influence of culture on health and disease</li> </ul>	<b>Culture</b> <ul style="list-style-type: none"> <li>Culture –Definition, Meaning, Characteristics, Types, Functions, Organization</li> <li>Nature of culture</li> <li>Evolution of culture</li> <li>Diversity and uniformity of culture</li> <li>Culture and socialization</li> <li>Transcultural society</li> <li>Influence on health and disease</li> <li>Culture and health</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Panel discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
IV	4	<ul style="list-style-type: none"> <li>Identify various social groups and their interaction</li> </ul>	<b>Social groups and Processes</b> <ul style="list-style-type: none"> <li>The meaning and classification of groups, characteristics</li> <li>Primary and secondary group – Differences, Group morale, Group structure, Group formation, Membership, Development, Interpersonal relationship in group</li> <li>In group v/s out group, Class, tribe, Casts, Race, clan, minority</li> <li>Economic, political, religious groups, mob, crowd, Public and audience, interaction and social processes</li> <li>Co operation, competition, conflict</li> <li>Accommodation, assimilation and isolation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>
V	6	<ul style="list-style-type: none"> <li>Explain the growth of population in India and its impact on health.</li> </ul>	<b>Population</b> <ul style="list-style-type: none"> <li>World population trend</li> <li>Society and population</li> <li>Population distribution in India- Demographic characteristics</li> <li>Malthusian theory of Populations</li> <li>Population explosion in India and its impact on health status and health economics</li> <li>Family welfare programmes and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Community identification</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Assessment report on community identification</li> </ul>
VI	5	<ul style="list-style-type: none"> <li>Describe the institutions of family and marriage in India</li> </ul>	<b>Family and Marriage</b> <ul style="list-style-type: none"> <li>Family- Functions</li> <li>Family - Definition, characteristics, importance, functions, family as a social institution and basic unit of health services, family health and welfare activities</li> <li>Types – Joint, nuclear, blended and extended family: characteristics</li> <li>In modern family – changes, Problems – Dowry etc. Welfare services</li> <li>Changes and legislations on family and marriage in India- marriage acts</li> <li>Marriage : Forms and functions of marriage, Definition, Importance,</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Family case study</li> <li>Debate</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Assessment of family case study</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<p>types, legal issues in marriage</p> <ul style="list-style-type: none"> <li>• Family, marriage and their influence on health and health practices</li> <li>• Family and nutrition</li> <li>• Family and psychosomatic disorder</li> </ul>		
VII	7	<ul style="list-style-type: none"> <li>• Describe the class and caste system and their influence on health and health practices</li> </ul>	<p><b>Social Stratification</b></p> <ul style="list-style-type: none"> <li>• Meaning and types of social stratification</li> <li>• The Indian caste system – origin and features</li> <li>• Features of caste in India – present scenario</li> <li>• Social caste system and status</li> <li>• Social mobility – meaning and types</li> <li>• Race as a biological concept, criteria of racial classification</li> <li>• Salient features of Primary races- Racism</li> <li>• Influence of Class, Caste and Race on health and health practices</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Community survey</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment report on community survey.</li> </ul>
VIII	6	<ul style="list-style-type: none"> <li>• Describe the types of communities in India, their practices and the impact on health</li> </ul>	<p><b>Types of Communities In India (Rural, Urban and Regional)</b></p> <ul style="list-style-type: none"> <li>• Features of village community and characteristics of Indian villages – Panchayath system, social dynamics</li> <li>• Community development project and planning</li> <li>• Changes in Indian rural life</li> <li>• Availabilities of health facilities in rural and its impact on health and health practices</li> <li>• Urban community - features</li> <li>• The growth of cities : Urbanization and its impact on health and health practices</li> <li>• Major urban problems – Urban slums</li> <li>• Region : Problems and impact on health</li> <li>• Regional community – kinds, regions, advantages and disadvantages</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Visit to rural and urban community</li> <li>• Community survey</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment report on community survey</li> <li>• Written assignment</li> </ul>
IX	4	<ul style="list-style-type: none"> <li>• Explain the process of</li> </ul>	<p><b>Social Change</b></p> <ul style="list-style-type: none"> <li>• Nature and process of social change</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
		Social change	<ul style="list-style-type: none"> <li>• Effects of social change on social institutions</li> <li>• Factors influencing social change: cultural change , cultural lag</li> <li>• Introduction to theories of social change : linear, cyclical, Marxian, Functional</li> <li>• Role of nurse – Change agent</li> </ul>		<ul style="list-style-type: none"> <li>• Objective type</li> </ul>
X	2	<ul style="list-style-type: none"> <li>• Describe the social system and inter-relationship of social organization</li> </ul>	<b>Social organization and social systems</b> <ul style="list-style-type: none"> <li>• Social organization : Elements, types</li> <li>• Democratic and authoritarian modes of participation</li> <li>• Voluntary associations</li> <li>• Social system : Definition and types of social system</li> <li>• Role and status as structural elements of social system</li> <li>• Interrelationship of institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Observation visits</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of visit reports</li> </ul>
XI	2	<ul style="list-style-type: none"> <li>• Explain the nature and control of social control</li> </ul>	<b>Social Control</b> <ul style="list-style-type: none"> <li>• Nature and process of social control</li> <li>• Political, legal, religious, educational, economic, Industrial and technological systems, norms and values – folkways and mores customs, laws and fashion</li> <li>• Role of a nurse in social control</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Community survey</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment report on community survey</li> </ul>
XII	7	<ul style="list-style-type: none"> <li>• Describe the role of a nurse in dealing with social problems of India</li> </ul>	<b>Social Problems</b> <ul style="list-style-type: none"> <li>• Social problems – Definition, nature, classification</li> <li>• Social disorganization</li> <li>• Control and planning : poverty, housing, illiteracy, food supplies, prostitution, rights of women and children, vulnerable groups, elderly, handicapped, minority groups, and other marginalized groups, child labour, child abuse, delinquency and crime, substance abuse, HIV/AIDS, Unemployment, beggary, Problems of women in modern India</li> <li>• Social welfare programmes in India</li> <li>• Role of Nurse</li> <li>• Social factors in health and disease</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Institutional visits</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of visit reports</li> </ul>



# Medical Surgical Nursing

(Adult including Geriatrics) – I

Placement : Second Year

Theory - 210 hours

Practical - 720 hours

**Course Description :** The purpose of this course is to acquire knowledge and develop proficiency in caring for patients with medical and surgical disorders in varieties of health care settings and at home

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	15	<ul style="list-style-type: none"> <li>• Appreciate the trends in medical and surgical nursing</li> <li>• Describe the role of a nurse in caring for adult patient in hospital and community</li> <li>• Describe the concepts of medical surgical asepsis.</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Introduction to medical surgical nursing- Evolution and trends of medical and surgical nursing</li> <li>• Review of concepts of health and illness, disease-concepts, causations, classification - International Classification of Diseases (ICD-10 or later version), acute illness, chronic illness and terminal illness, stages of illness</li> <li>• Review of concepts of comprehensive nursing care in medical surgical conditions based on nursing process.</li> <li>• Role of nurse, patient and family in care of adult patient</li> <li>• Role and responsibilities of a nurse in medical surgical settings:               <ul style="list-style-type: none"> <li>▪ Outpatient department</li> <li>▪ In-patient Unit</li> <li>▪ Intensive Care Unit</li> <li>▪ Home and Community settings</li> </ul> </li> <li>• Introduction to medical surgical asepsis               <ul style="list-style-type: none"> <li>▪ Inflammation and infection</li> <li>▪ Immunity</li> <li>▪ Wound healing</li> </ul> </li> <li>• Care of surgical patient               <ul style="list-style-type: none"> <li>▪ Pre –operative</li> <li>▪ Intra operative</li> <li>▪ Post Operative</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
II	15	<ul style="list-style-type: none"> <li>Describe the common signs, symptoms, problems and their specific nursing interventions</li> </ul>	<p><b>Common signs and symptoms and management</b></p> <ul style="list-style-type: none"> <li>Fluid and electrolyte imbalance</li> <li>Vomiting</li> <li>Dyspnea and cough : respiratory obstruction</li> <li>Fever</li> <li>Shock</li> <li>Unconsciousness, Syncope</li> <li>Pain</li> <li>Incontinence</li> <li>Edema</li> <li>Age related problems-geriatric</li> <li>Respiratory acidosis and alkalosis</li> <li>Metabolic acidosis and alkalosis</li> <li>Role of potassium, chloride and calcium in acid-base imbalances</li> <li>Effects of acidosis and alkalosis on CNS, CVS</li> <li>Nursing interventions for acid-base imbalances</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Seminar Class discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
III	20	<ul style="list-style-type: none"> <li>Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of respiratory systems</li> </ul>	<p><b>Nursing management of patients (adults including elderly) with Respiratory Problems</b></p> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of respiratory system</li> <li>Nursing Assessment-History and Physical assessment</li> <li>Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of adults including elderly with <ul style="list-style-type: none"> <li>Upper respiratory tract infections</li> <li>Bronchitis</li> <li>Asthma</li> <li>Emphysema</li> <li>Empyema</li> <li>Atelectasis</li> <li>Chronic Obstructive Pulmonary Disease (COPD)</li> <li>Bronchiectasis</li> <li>Pneumonia</li> <li>Pulmonary tuberculosis</li> <li>Lung abscess</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Explain using charts, graphs</li> <li>Models, films, slides</li> <li>Demonstration</li> <li>Practice session</li> <li>Case discussion/ Seminar</li> <li>Health education</li> <li>Supervised clinical practice</li> <li>Drug book / presentation</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Assessment of skills with check list</li> <li>Assessment of patient management problem</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>▪ Pleural effusion</li> <li>▪ Cyst and tumors</li> <li>▪ Chest injuries</li> <li>▪ Respiratory arrest and insufficiency</li> <li>▪ Pulmonary embolism</li> <li>• Special therapies, alternative therapies,</li> <li>• Nursing procedures</li> <li>• Drugs used in treatment of respiratory disorders</li> </ul>		
IV	30	<ul style="list-style-type: none"> <li>• Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with blood and cardio vascular problems</li> <li>• Describe the vascular condition and its nursing management</li> </ul>	<p><b>Nursing management of patient (adults including elderly) with disorders of Digestive System</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of digestive system</li> <li>• Nursing Assessment-History and physical assessment</li> <li>• Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management</li> <li>• Disorders of <ul style="list-style-type: none"> <li>▪ Oral cavity-lips, gums, tongue, salivary glands and teeth</li> <li>▪ Oesophagus - inflammation, stricture, obstruction, bleeding and tumors</li> <li>▪ Stomach and duodenum-hiatus hernia, gastritis, peptic and duodenal ulcer, bleeding, tumors, pyloric stenosis</li> <li>▪ Small intestinal disorders inflammation and infection, enteritis, mal absorption, obstruction, tumor and perforation</li> <li>▪ Large intestinal disorders- colitis, inflammation and infection, obstruction and tumor and lump</li> <li>▪ Hernias</li> <li>▪ Appendix-inflammation, mass, abscess, rupture</li> <li>▪ Anal &amp; rectum : hemorrhoids, fissures, fistulas</li> <li>▪ Peritonitis/ acute abdomen</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Explain using charts, graphs</li> <li>• Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion/ Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problem</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
			<ul style="list-style-type: none"> <li>■ Pancreas: inflammation, cyst, abscess and tumors               <ul style="list-style-type: none"> <li>■ Liver: inflammation, cyst, abscess, cirrhosis, portal hypertension, hepatic failure, tumors</li> <li>■ Gall bladder: inflammation, obstruction, stones and tumors</li> </ul> </li> <li>● Special therapies, alternative therapies</li> <li>● Nursing procedures</li> <li>● Drugs used in treatment of disorders of digestive system</li> </ul>		
V	30	<ul style="list-style-type: none"> <li>● Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with blood and cardio vascular problems</li> <li>● Describe the vascular condition and its nursing management</li> </ul>	<p><b>Nursing management of patient (adults including elderly) with Blood and Cardio Vascular Problems</b></p> <ul style="list-style-type: none"> <li>● Review of anatomy and physiology of blood and cardiovascular system</li> <li>● Nursing Assessment-History and Physical assessment</li> <li>● Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical dietetics &amp; nursing management of vascular system               <ul style="list-style-type: none"> <li>■ Hypertension, Hypotension</li> <li>■ Atherosclerosis</li> <li>■ Raynaud's disease</li> <li>■ Aneurism and peripheral vascular disorders</li> </ul> </li> </ul> <p><b>Heart</b></p> <ul style="list-style-type: none"> <li>● Coronary artery diseases               <ul style="list-style-type: none"> <li>■ Ischemic Heart Disease</li> <li>■ Coronary atherosclerosis</li> <li>■ Angina pectoris</li> <li>■ Myocardial infarction</li> </ul> </li> <li>● Valvular disorders of the heart               <ul style="list-style-type: none"> <li>■ Congenital and acquired</li> <li>■ Rheumatic heart diseases</li> </ul> </li> <li>● Endocarditis, Pericarditis, Myocarditis</li> <li>● Cardio Myopathies</li> <li>● Cardiac dysrhythmias, Heart block</li> <li>● Congestive cardiac failure               <ul style="list-style-type: none"> <li>■ Cor-pulmonale, pulmonary edema, cardiogenic shock, cardiac tamponade</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture cum discussion</li> <li>● Explain using charts, graphs</li> <li>● Models, films, Slides</li> <li>● Demonstration</li> <li>● Practice session</li> <li>● Case discussion/ Seminar</li> <li>● Health education</li> <li>● Supervised clinical practice</li> <li>● Drug book / presentation</li> <li>● Visit to blood bank</li> <li>● Participation in blood donation camps</li> <li>● counseling</li> </ul>	<ul style="list-style-type: none"> <li>● Essay type</li> <li>● Short answers</li> <li>● Objective type</li> <li>● Assessment of skills with check list</li> <li>● Assessment of patient management problem</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Cardiac emergencies and arrest</li> <li>• Cardio Pulmonary Resuscitation (CPR)</li> <li>• Blood <ul style="list-style-type: none"> <li>▪ Anaemias</li> <li>▪ Polycythemia</li> <li>▪ Bleeding disorder : clotting factor defects and platelets defects</li> <li>▪ Thalassemia</li> <li>▪ Leukaemias</li> <li>▪ Leucopenia and agranulocytosis</li> <li>▪ Lymphomas</li> <li>▪ Myelomas</li> </ul> </li> <li>• Special therapies <ul style="list-style-type: none"> <li>▪ Blood transfusion, safety checks, procedure and requirements, management of adverse transfusion reaction, records for blood transfusion</li> <li>▪ Management and counseling of blood donors, phlebotomy procedure, and post donation management. Blood bank functioning and hospital transfusion committee. Bio safety and waste management in relation to blood transfusion.</li> <li>▪ Role of a nurse in organ donation, retrieval and banking</li> </ul> </li> <li>• Alternative therapies</li> <li>• Nursing procedures</li> <li>• Drugs used in treatment of blood and cardio vascular disorders</li> <li>• Diagnostic tests for blood disorders</li> <li>• Von Willebrand's disease</li> </ul>		
VI	10	<ul style="list-style-type: none"> <li>• Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures and management of patients (adults including</li> </ul>	<p><b>Nursing management of patient (adults including elderly) with disorders of Genito-urinary Problems</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of genitor-urinary system</li> <li>• Nursing Assessment-History and physical assessment</li> <li>• Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of <ul style="list-style-type: none"> <li>▪ Nephritis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using charts, graphs</li> <li>• Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
		elderly) with disorders of genitourinary system	<ul style="list-style-type: none"> <li>▪ Nephrotic syndrome</li> <li>▪ Nephrosis</li> <li>▪ Renal calculus</li> <li>▪ Tumors</li> <li>▪ Acute renal failure</li> <li>▪ Chronic renal failure</li> <li>▪ End stage renal disease</li> <li>▪ Dialysis, renal transplant</li> <li>▪ Congenital disorders, urinary infections</li> <li>▪ Benign prostate hypertrophy</li> <li>▪ Disorders of ureter, urinary bladder and urethra inflammation, infection, stricture obstruction, tumor, prostate cancer</li> <li>• Special therapies, alternative therapies</li> <li>• Nursing procedures</li> <li>• Drugs used in treatment of genitourinary disorders</li> </ul>	<ul style="list-style-type: none"> <li>• Case discussion / Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book / presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of patient management problem</li> </ul>
VII	5	<ul style="list-style-type: none"> <li>• Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of male reproductive system</li> </ul>	<p><b>Nursing management of disorders of male (adults including elderly) Reproductive System</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of male reproductive system</li> <li>• Nursing Assessment –History and Physical assessment</li> <li>• Etiology, pathophysiology, clinical manifestation, diagnosis, treatment modalities and medical, surgical dietetics &amp; nursing management of disorders of male reproductive system</li> <li>• Congenital malformation; cryptorchidism</li> <li>• Hypospadiasis, Epispadiasis</li> <li>• Infections</li> <li>• Testis and adjacent structures</li> <li>• Penis</li> <li>• Prostate: inflammation, infection, hypertrophy, tumour</li> <li>• Sexual dysfunction</li> <li>• Infertility</li> <li>• Contraception</li> <li>• Breast; gynaecomastia, tumour</li> <li>• Climacteric changes</li> <li>• Special therapies, alternative therapies</li> <li>• Nursing procedures</li> <li>• Drugs used in treatment of disorders of male reproductive system</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using charts, graphs</li> <li>• Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion / Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book / presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problem</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
VIII	10	<ul style="list-style-type: none"> <li>Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of endocrine system</li> </ul>	<p><b>Nursing management of patient (adults including elderly) with disorders of Endocrine System</b></p> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of endocrine system</li> <li>Nursing Assessment- History and Physical assessment</li> <li>Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of <ul style="list-style-type: none"> <li>Disorders of thyroid and parathyroid gland</li> <li>Diabetes mellitus</li> <li>Diabetes insipidus</li> <li>Adrenal tumor</li> <li>Pituitary disorders</li> </ul> </li> <li>Special therapies, alternative therapies</li> <li>Nursing procedures</li> <li>Drugs used in treatment of disorders of endocrine system</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Explain using charts, graphs</li> <li>Models, films, Slides</li> <li>Demonstration</li> <li>Practice session</li> <li>Case discussion / Seminar</li> <li>Health education</li> <li>Supervised clinical practice</li> <li>Drug book / presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Assessment of skills with check list</li> <li>Assessment of patient management problem</li> </ul>
IX	10	<ul style="list-style-type: none"> <li>Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of skin</li> </ul>	<p><b>Nursing management of patient (adults including elderly) with disorders of Integumentary System</b></p> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of skin and its appendages</li> <li>Nursing Assessment- History and Physical assessment</li> <li>Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of disorders of skin and its appendages <ul style="list-style-type: none"> <li>Lesions and abrasions</li> <li>Infection and infestations: Dermatitis</li> <li>Dermatoses: infectious and Non infectious “inflammatory dermatoses”</li> <li>Acne Vulgaris</li> <li>Allergies and Eczema</li> <li>Psoriasis</li> <li>Malignant melanoma Alopecia</li> </ul> </li> <li>Special therapies, alternative therapies</li> <li>Nursing procedures</li> <li>Drugs used in treatment of disorders of Integumentary system</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Explain using charts, graphs</li> <li>Models, films, Slides</li> <li>Demonstration</li> <li>Practice session</li> <li>Case discussion / Seminar</li> <li>Health education</li> <li>Supervised clinical practice</li> <li>Drug book / presentation</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Assessment of skills with check list</li> <li>Assessment of patient management problem</li> </ul>



Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
X	15	<ul style="list-style-type: none"> <li>Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of musculoskeletal system.</li> </ul>	<p><b>Nursing management of patient (adults including elderly) with Musculoskeletal Problems</b></p> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of musculoskeletal system</li> <li>Nursing Assessment-History and Physical assessment</li> <li>Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical dietetics &amp; nursing management of</li> <li>Disorders of <ul style="list-style-type: none"> <li>Muscles, ligaments and joints-inflammation, infection, trauma</li> <li>Bones-inflammation, infection dislocation, fracture, tumour and trauma</li> <li>Osteomalacia and osteoporosis</li> <li>Arthritis</li> <li>Congenital deformities</li> <li>Spinal column-defects and deformities, tumor, prolapsed inter vertebral disc, pott's spine</li> <li>Paget's disease</li> </ul> </li> <li>Amputation</li> <li>Prosthesis</li> <li>Transplant &amp; replacement surgeries</li> <li>Rehabilitation</li> <li>Special therapies, alternative therapies</li> <li>Nursing procedures</li> <li>Drugs used in treatment of disorders of musculoskeletal system</li> <li>Physiological consequences of immobilization on body systems</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Explain using charts, graphs</li> <li>Models, films, Slides</li> <li>Demonstration</li> <li>Practice session</li> <li>Case discussion / Seminar</li> <li>Health Education</li> <li>Supervised clinical practice</li> <li>Drug book / presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Assessment of skills with check list</li> <li>Assessment of patient management problem</li> </ul>
XI	10	<ul style="list-style-type: none"> <li>Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and</li> </ul>	<p><b>Nursing management of patient (adults including elderly) with Immunological Problems</b></p> <ul style="list-style-type: none"> <li>Review of Immune system</li> <li>Nursing Assessment –History and physical assessment</li> <li>Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical dietetics &amp; nursing management of-</li> <li>Immunodeficiency disorder</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Explain using charts, graphs</li> <li>Models, films, Slides</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Assessment of skills with check list</li> </ul>



Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
		management of patients (adults including elderly) with disorders of immunological system.	<ul style="list-style-type: none"> <li>• Primary immune-deficiency</li> <li>• Phagocyte dysfunction</li> <li>• B-cell and T-cell deficiencies</li> <li>• Secondary immunodeficiencies</li> <li>• Acquired immunodeficiency Syndrome (AIDS)</li> <li>• Incidence of HIV &amp; AIDS</li> <li>• Epidemiology</li> <li>• Transmission –Prevention of Transmission</li> <li>• Standard Safety precautions</li> <li>• Role of Nurse: Counseling</li> <li>• Health education and home care consideration.</li> <li>• National AIDS Control Program-NACO, various national and international agencies</li> <li>• Infection control program</li> <li>• Rehabilitation.</li> <li>• Special therapies, alternative therapies</li> <li>• Nursing procedures</li> <li>• Drugs used in treatment of disorders of immunological system</li> </ul>	<ul style="list-style-type: none"> <li>• Practice session</li> <li>• Case discussion / Seminar</li> <li>• Health Education</li> <li>• Supervised clinical practice</li> <li>• Drug book / presentation.</li> <li>• Orientation visit to Hospital control system</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of patient management problem</li> </ul>
XII	20	<ul style="list-style-type: none"> <li>• Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with communicable diseases</li> </ul>	<p><b>Nursing management of patient (adults including elderly) with Communicable Disease</b></p> <ul style="list-style-type: none"> <li>• Overview of infectious disease, the infectious process</li> <li>• Nursing Assessment-History and physical assessment</li> <li>• Epidemiology, infectious process, clinical manifestations, diagnosis, treatment, prevention and dietetics</li> <li>• Control and eradication of common communication diseases <ul style="list-style-type: none"> <li>▪ Tuberculosis</li> <li>▪ Diarrhoeal diseases</li> <li>▪ Hepatitis A-E</li> <li>▪ Herpes</li> <li>▪ Chickenpox</li> <li>▪ Smallpox</li> <li>▪ Typhoid</li> <li>▪ Meningitis</li> <li>▪ Gas gangrene</li> <li>▪ Leprosy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using charts, graphs</li> <li>• Models, films, Slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion / Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book / presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problem</li> </ul>

Unit	Time (Hrs.)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
			<ul style="list-style-type: none"> <li>▪ Dengue</li> <li>▪ Plague</li> <li>▪ Malaria</li> <li>▪ Diphtheria</li> <li>▪ Pertusis</li> <li>▪ Poliomyelitis</li> <li>▪ Measles</li> <li>▪ Mumps</li> <li>▪ Influenza</li> <li>▪ Tetanus</li> <li>▪ Yellow fever</li> <li>▪ Filariasis</li> <li>▪ HIV, AIDS</li> <li>• Reproductive Tract Infections</li> <li>• Special Infection control measures Notification, isolation, quarantine, immunization, infectious disease hospitals</li> <li>• Special therapies, alternative therapies</li> <li>• Nursing procedures : Drugs used in treatment of communicable diseases</li> </ul>		
XIII	25	<ul style="list-style-type: none"> <li>• Describe the organisation and physical set up of operation theatre</li> <li>• Identify the various instruments of equipments used for common surgical procedures</li> <li>• Describe the infection control measures in the operation theatre</li> </ul>	<p><b>Perioperative nursing:</b></p> <ul style="list-style-type: none"> <li>• Organization and physical set up of the Operation Theatre (O.T) <ul style="list-style-type: none"> <li>▪ Classifications</li> <li>▪ O.T.DESIGN</li> <li>▪ Staffing</li> <li>▪ Members of the O.T team</li> <li>▪ Duties and responsibilities of nurse in O.T</li> </ul> </li> <li>• Principles of health and operating room attire <ul style="list-style-type: none"> <li>▪ Instruments</li> <li>▪ Sutures and suture materials</li> <li>▪ Equipments</li> <li>▪ O.T. tables and sets for common surgical procedures</li> <li>▪ Positions and draping for common surgical procedures</li> <li>▪ Scrubbing procedures</li> <li>▪ Gowning and gloving</li> <li>▪ Preparation of O.T. Sets</li> <li>▪ Monitoring the patient during surgical procedures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using charts, graphs</li> <li>• Models, films, Slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised clinical practice</li> <li>• Drug book/ presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> <li>• Describe the role of the nurse in the peri operative nursing care</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance of therapeutic environment in O.T.</li> <li>• Standard Safety measures               <ul style="list-style-type: none"> <li>▪ Infection control: fumigation, disinfection and sterilization</li> <li>▪ Biomedical waste management</li> <li>▪ Prevention of accidents and hazards in O.T.</li> </ul> </li> <li>• Anesthesia               <ul style="list-style-type: none"> <li>▪ Types</li> <li>▪ Methods of administration</li> <li>▪ Effects and Stages</li> <li>▪ Equipments</li> <li>▪ Drugs</li> </ul> </li> <li>• Cardio Pulmonary Resuscitation (CPR)</li> <li>• Pain management techniques</li> <li>• Legal Aspects</li> </ul>		

# Medical Surgical Nursing

(Adult including Geriatrics) – I

Practical

Placement : Second Year

Theory - 720hours

Areas	Duration (in Weeks)	Objectives	Skills	Assignments	Assessment Methods
General Medical ward (*Respiratory, GI, Endocrine, Renal, Hematology)	6	<ul style="list-style-type: none"> <li>• Provide nursing care to adult patients with medical disorders.</li> <li>• Counsel and educate patients and families</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of the patient               <ul style="list-style-type: none"> <li>▪ Taking history</li> <li>▪ Perform general and specific physical examination</li> <li>▪ Identify alterations and deviations</li> </ul> </li> <li>• Practice medical surgical asepsis- Standard safety measures</li> <li>• Administer medications               <ul style="list-style-type: none"> <li>▪ Oral, IV, IM, Subcutaneous</li> </ul> </li> <li>• IV therapy               <ul style="list-style-type: none"> <li>▪ IV cannulation</li> <li>▪ Maintenance and monitoring</li> </ul> </li> <li>• Oxygen therapy by various methods</li> <li>• Nebulization</li> <li>• Chest physio therapy</li> <li>• Naso gastric feeding</li> <li>• Assist in common diagnostic procedures</li> <li>• Perform /Assist in the therapeutic procedures</li> <li>• Blood and component therapy</li> <li>• Throat Suctioning</li> <li>• Collection of specimens for common investigations</li> <li>• Maintain elimination               <ul style="list-style-type: none"> <li>▪ Catheterisation</li> <li>▪ Bowel wash</li> <li>▪ Enema</li> <li>▪ Urinary drainage</li> </ul> </li> <li>• Maintain Intake and Output documentation</li> <li>• Counsel and teach related to specific disease conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and give to 3-4 assigned patients</li> <li>• Nursing care plan-2</li> <li>• Nursing case/study presentation-1</li> <li>• Drug presentation-1</li> <li>• Maintain drug book</li> <li>• Maintain practical record book</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Assess each skill with checklist</li> <li>• Evaluation of case study/ presentation.</li> <li>• Completion of practical record</li> </ul>

Areas	Duration (in Weeks)	Objectives	Skills	Assignments	Assessment methods
General Surgical Ward (GI, Urinary, CTVS)	6	<ul style="list-style-type: none"> <li>• Provide pre and post operative-nursing care to adult patients with surgical disorders</li> <li>• Counsel and educate patients and families</li> </ul>	<ul style="list-style-type: none"> <li>• Practice medical surgical asepsis-Standard safety measures</li> <li>• Pre operative preparation of patients</li> <li>• Post operative care-Receiving patient, assessment, monitoring, care</li> <li>• Care of wounds and drainage</li> <li>• Suture removal</li> <li>• Ambulation and exercise</li> <li>• Naso gastric aspiration</li> <li>• Care of chest drainage</li> <li>• Ostomy care <ul style="list-style-type: none"> <li>▪ Gastrostomy</li> <li>▪ Colostomy</li> <li>▪ Enterostomy</li> </ul> </li> <li>• Blood and component therapy</li> <li>• Practice universal precautions</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and give care to 3-4 assigned patients</li> <li>• Nursing care plan-2</li> <li>• Nursing case study/ presentation - 1</li> <li>• Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Assess each skill with checklist</li> <li>• Evaluation of case study/ presentation</li> <li>• Completion of activity record</li> </ul>
Cardiology ward	2	<ul style="list-style-type: none"> <li>• Provide nursing care to patients with cardiac disorders</li> <li>• Counsel and educate patients and families</li> </ul>	<ul style="list-style-type: none"> <li>• Physical examination of the cardiovascular system</li> <li>• Recording and interpreting ECG</li> <li>• Monitoring of patients</li> <li>• Preparation and assisting in non-invasive and invasive diagnostic procedures</li> <li>• Administer cardiac drugs</li> <li>• Cardio pulmonary resuscitation</li> <li>• Teach patients and families</li> <li>• Practice medical and surgical asepsis-Standard safety measures</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and give care to 2-3 assigned patients</li> <li>• Nursing care plan-1</li> <li>• Nursing case study/ presentation/ Health Talk - 1</li> <li>• Maintain drug book.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Assess each skill with checklist</li> <li>• Evaluation of case study/ presentation/ health talk</li> <li>• Completion of activity record</li> </ul>
Skin and Communicable diseases ward	1	<ul style="list-style-type: none"> <li>• Identify skin problems</li> <li>• Provide nursing care to patients with skin disorders and communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of patients with skin disorders</li> <li>• Assist in diagnostic and therapeutic procedures</li> <li>• Administer topical medication</li> <li>• Practice medical surgical asepsis Standard safety measures</li> <li>• Use of personal protective equipment (PPE)</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and give care to 2-3 assigned patients</li> <li>• Health Talk/ Counseling HIV positive patients and families - 1</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Evaluation of health talk/ counseling session</li> </ul>

Areas	Duration (in Weeks)	Objectives	Skills	Assignments	Assessment Methods
		<ul style="list-style-type: none"> <li>• Counsel and educate patients and families</li> </ul>	<ul style="list-style-type: none"> <li>• Give medicated baths</li> <li>• Counseling HIV positive patients</li> <li>• Teach prevention of infectious diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of activity record.</li> </ul>
Orthopaedic ward	2	<ul style="list-style-type: none"> <li>• Provide nursing care to patients with musculo-skeletal disorders</li> <li>• Counsel and educate patients and families.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of orthopaedic patients</li> <li>• Assist in application of plaster cast and removal of cast</li> <li>• Apply skin traction - Buck's extension traction</li> <li>• Assist in application and removal of prosthesis</li> <li>• Physiotherapy-Range of motion exercise (ROM), muscle strengthening exercises</li> <li>• Crutch maneuvering technique</li> <li>• Activities of daily living</li> <li>• Ambulation</li> <li>• Teach and counsel patients and families</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and give care to 2 -3 assigned patients</li> <li>• Nursing care plan-1</li> <li>• Nursing case study/ presentation-1</li> <li>• Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Assess each skill with checklist</li> <li>• Evaluation of case study/ presentation</li> <li>• Completion of activity record</li> </ul>
Operation Theatre	6	<ul style="list-style-type: none"> <li>• Identify instruments used in common operations</li> <li>• Participate in infection control practices in the operation theatre</li> <li>• Set – up the table/ trolley for common operative procedures</li> <li>• Assist in giving Anesthesia</li> <li>• Assist in the operative procedures</li> <li>• Provide perioperative nursing care</li> </ul>	<ul style="list-style-type: none"> <li>• Scrubbing, gowning, gloving</li> <li>• Identify instruments, suturing materials for common operations</li> <li>• Disinfection, carbolization, fumigation</li> <li>• Preparation of instrument sets for common operations</li> <li>• Sterilization of sharps and other instruments</li> <li>• Prepare the OT table depending upon the operation</li> <li>• Positioning and monitoring of patients</li> <li>• Endotracheal intubation</li> <li>• Assisting in minor and major operations</li> <li>• Handling specimens</li> <li>• Disposal of waste as per the guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Assist as a circulatory nurse in:</li> <li>• major cases – 10</li> <li>• Minor cases – 5</li> <li>• Assist as scrub nurse in:</li> <li>• major cases - 10</li> <li>• minor cases- 5</li> <li>• Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Completion of activity record</li> </ul>

**Internship - 260 hours (9 weeks)**

Areas	Duration (in Weeks)	Objectives	Skills	Assignments	Assessment methods
ICU, CCU, CARDIAC OT	2	<ul style="list-style-type: none"> <li>To gain proficiency in ICU nursing</li> <li>Develop advance skill in special procedures used in critical care unit</li> <li>Identify potential problems and provide care accordingly</li> <li>Skill in setting and handling ventilator</li> <li>Administer injection in infusion pump</li> <li>Record accurately findings and medications</li> <li>Develop IPR with family members</li> <li>Acquint with OT technique</li> </ul>	<ul style="list-style-type: none"> <li>Assist in arterial puncture for blood gas analysis</li> <li>Perform ECG and interpret accordingly</li> <li>Conduct and analysis pulse oximetry</li> <li>Care with artificial airway</li> <li>Assist in endotracheal intubation.</li> <li>Setting up ventilator</li> <li>Giving care in ventilator</li> <li>Drug sheet</li> <li>Observation of special procedure in OT</li> </ul>	<ul style="list-style-type: none"> <li>Arterial puncture – 5</li> <li>Taking out ECG stripe 5</li> <li>Tracheal suction- 5</li> <li>For all assigned patients</li> <li>Oxygen administration by CPAP mask and use Ambu bag</li> <li>Assessment and care for all assigned patients</li> <li>Nursing care of patient on ventilator</li> <li>Drug sheet</li> </ul>	<ul style="list-style-type: none"> <li>Record book</li> <li>Checking with supervisor</li> </ul>
Neuro ICU, ITU, OT	2	<ul style="list-style-type: none"> <li>Develop skill in neurological assessment</li> <li>Give care to the patient with head injury and spinal injury</li> <li>Care with chest surgery and cranial surgery</li> </ul>	<ul style="list-style-type: none"> <li>Assess neurological status</li> <li>Implement care to head injury and spinal injury patients</li> <li>Drug sheet</li> <li>Pre and post operative care of neuro surgery patients.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment for all assigned patients</li> <li>Nursing care plan-2</li> <li>Drug sheet</li> </ul>	<ul style="list-style-type: none"> <li>Record book</li> <li>Observation checklist</li> </ul>

Areas	Duration (in Weeks)	Objectives	Skills	Assignments	Assessment Methods
Burns and plastic Reconstructive surgery	2	<ul style="list-style-type: none"> <li>• Assess the severity of burns</li> <li>• Administer rehydration therapy</li> <li>• Observe reconstructive surgery</li> </ul>	<ul style="list-style-type: none"> <li>• Nursing care</li> </ul>		
OT, Laproscopic, Orthopaedic, Eye, ENT	3	<ul style="list-style-type: none"> <li>• Identify instruments</li> <li>• Assist in OT set up</li> <li>• Supervise sterilization</li> <li>• Assist in OT table lay out</li> <li>• Observe immediately after operation.</li> <li>• Supervise infection control</li> </ul>		<ul style="list-style-type: none"> <li>• Assist-5 cases</li> </ul>	<ul style="list-style-type: none"> <li>• Record book</li> </ul>



# Pharmacology

Placement : Second Year

Theory - 45 hours

**Course Description:** This course is designed to enable students to acquire understanding of pharmaco-dynamics, Pharmacokinetics, principles of therapeutics and nursing implications.

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	3	<ul style="list-style-type: none"> <li>Describe pharmaco-dynamics, pharmacokinetics, principles of drug administration</li> </ul>	<b>Introduction to Pharmacology</b> <ul style="list-style-type: none"> <li>Definition</li> <li>Sources</li> <li>Terminology used</li> <li>Types: Classification</li> <li>Pharmacodynamics: Actions, therapeutic, adverse and toxic</li> <li>Pharmacokinetics: Absorption, distribution, metabolism, interaction, excretion</li> <li>Review: Routes and principles of administration of drugs</li> <li>Indian pharmacopoeia: Legal issues</li> <li>Rational use of drugs</li> <li>Principles of therapeutics</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
II	6	<ul style="list-style-type: none"> <li>Explain chemotherapy of specific infections and infestations and nurse's responsibilities</li> </ul>	<b>Chemotherapy</b> <ul style="list-style-type: none"> <li>Pharmacology of commonly used               <ul style="list-style-type: none"> <li>Penicillin</li> <li>Cephalosporins</li> <li>Aminoglycosides</li> <li>Macrolide &amp; broad Spectrum Antibiotics</li> <li>Sulfonamides</li> <li>Quinolones</li> <li>Antiamoebic</li> <li>Antimalarials</li> <li>Anthelmintics</li> <li>Antiscabies agents</li> <li>Antiviral &amp; anti- fungal agent</li> <li>Antitubercular drugs</li> <li>Anti leprosy drugs</li> <li>Anticancer drugs</li> <li>Immuno-suppressants</li> </ul> </li> <li>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Drug study presentation</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>
III	2	<ul style="list-style-type: none"> <li>Describe antiseptics, disinfectants,</li> </ul>	<b>Pharmacology of commonly used antiseptics, disinfectants and insecticides</b>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
		insecticides, and nurse's responsibilities	<ul style="list-style-type: none"> <li>• Antiseptics: Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</li> <li>• Disinfectants : commonly used, toxicity, adverse effects and role of nurse</li> <li>• Insecticides : commonly used, toxicity, adverse effects and role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Drug study presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type</li> </ul>
IV	2	<ul style="list-style-type: none"> <li>• Describe drugs acting on Gastro Intestinal system and nurses responsibilities</li> </ul>	<p><b>Drugs acting on G.I. System</b></p> <ul style="list-style-type: none"> <li>• Pharmacology of commonly used- <ul style="list-style-type: none"> <li>▪ Antiemetics</li> <li>▪ Emetics</li> <li>▪ Purgatives</li> <li>▪ Antacids</li> <li>▪ Cholinergic</li> <li>▪ Anticholinergics</li> <li>▪ Fluid and electrolyte therapy</li> <li>▪ Anti diarrhoeals</li> <li>▪ Histamines</li> </ul> </li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Drug study / presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
V	2	<ul style="list-style-type: none"> <li>• Describe drugs used on Respiratory System and nurses responsibilities</li> </ul>	<p><b>Drugs used on Respiratory System</b></p> <ul style="list-style-type: none"> <li>• Pharmacology of commonly used- <ul style="list-style-type: none"> <li>▪ Antiasthmatics</li> <li>▪ Mucolytics</li> <li>▪ Decongestants</li> <li>▪ Expectorates</li> <li>▪ Antitussives</li> <li>▪ Bronchodilators</li> <li>▪ Broncho constrictors</li> <li>▪ Anti Histamines</li> </ul> </li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Drug study presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
VI	2	<ul style="list-style-type: none"> <li>• Describe drugs used on Urinary System and nurse's responsibilities</li> </ul>	<p><b>Drugs used on Urinary System</b></p> <ul style="list-style-type: none"> <li>• Pharmacology of commonly used- <ul style="list-style-type: none"> <li>▪ Diuretics and antidiuretics</li> <li>▪ Urinary antiseptics</li> <li>▪ Cholinergic and anticholinergics</li> <li>▪ Acidifiers and alkalizes</li> </ul> </li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Drug study presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
VII	4	<ul style="list-style-type: none"> <li>Describe drugs used in De-addiction, emergency, deficiency of vitamins &amp; minerals, poisoning, for immunization and immuno-suppression and nurse's responsibilities</li> </ul>	<b>Miscellaneous</b> <ul style="list-style-type: none"> <li>Drugs used in de-addiction</li> <li>Drugs used in CPR and emergency</li> <li>Vitamins and minerals</li> <li>Immunosuppressant</li> <li>Antidotes</li> <li>Antivenom</li> <li>Vaccines and sera</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Drug study presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
VIII	1	<ul style="list-style-type: none"> <li>Describe drugs used on skin and mucous membranes and nurse's responsibilities</li> </ul>	<b>Drugs used on skin and mucous membranes</b> <ul style="list-style-type: none"> <li>Topical application for skin, eye, ear, nose and buccal cavity</li> <li>Antipruritics : Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Drug study presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
IX	8	<ul style="list-style-type: none"> <li>Describe drugs used on Nervous System and nurse's responsibilities</li> </ul>	<b>Drugs acting on Nervous System</b> <ul style="list-style-type: none"> <li>Basic &amp; applied pharmacology of commonly used</li> <li>Analgesics and Anaesthetics <ul style="list-style-type: none"> <li>Analgesics <ul style="list-style-type: none"> <li>Non steroidal anti-inflammatory (NSAID) drugs</li> </ul> </li> <li>Antipyretics</li> <li>Hypnotics and Sedatives <ul style="list-style-type: none"> <li>Opioids</li> <li>Non-Opioids</li> <li>Tranquilizers</li> <li>General &amp; local anesthetics</li> <li>Gases: oxygen, nitrous oxide, carbon-dioxide</li> </ul> </li> </ul> </li> <li>Cholinergic and anti-cholinergics <ul style="list-style-type: none"> <li>Muscle relaxants</li> <li>Major tranquilizers</li> <li>Anti-psychotics</li> <li>Antidepressants</li> <li>Anticonvulsants</li> <li>Adrenergics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Drug study presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>▪ Noradrenergics</li> <li>▪ Mood stabilizers</li> <li>▪ Acetyl choline</li> <li>• Stimulants</li> </ul> Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse		
X	5	<ul style="list-style-type: none"> <li>• Describe drugs used on Cardiovascular System and nurse's responsibilities</li> </ul>	<b>Cardiovascular drugs</b> <ul style="list-style-type: none"> <li>• Haematinics</li> <li>• Cardiotonics</li> <li>• Anti anginals</li> <li>• Anti-hypertensive &amp; Vasodilators</li> <li>• Anti-arrhythmics</li> <li>• Plasma expanders</li> <li>• Coagulants &amp; thrombolytics</li> <li>• Antiplatelets &amp; thrombolytics</li> <li>• Hypolipidemics</li> </ul> Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Drug study presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
XI	4	<ul style="list-style-type: none"> <li>• Describe drugs used for hormonal disorders and supplementation, contraception and medical termination of pregnancy and nurse's responsibilities</li> </ul>	<b>Drugs used for hormonal disorders and supplementation, contraception and medical termination of pregnancy</b> <ul style="list-style-type: none"> <li>• Insulins &amp; Oral hypoglycemics</li> <li>• Thyroid supplements and suppressants</li> <li>• Steroids, Anabolics</li> <li>• Uterine stimulants and relaxants</li> <li>• Oral contraceptives</li> <li>• Other estrogen-progesterone preparations</li> <li>• Corticotrophins &amp; Gonadotropines</li> <li>• Adrenaline</li> <li>• Prostaglandins</li> <li>• Calcitonins</li> <li>• Calcium salts</li> <li>• Calcium regulators</li> </ul> Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Drug study presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> </ul>
XII	6	<ul style="list-style-type: none"> <li>• Demonstrate awareness of the common drugs used in alternative system of medicine</li> </ul>	<b>Introduction to Drugs used in alternative system of medicine</b> <ul style="list-style-type: none"> <li>• Ayurveda, Homeopathy, Unani and Siddha etc</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Drug study presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> </ul>

# Pathology and Genetics

Theory – 45 hours (Pathology 30 & Genetics 15 hrs)

## Section A - Pathology

Placement : Second Year

Theory - 20 hours

Practical - 10 hours

**Course Description:** This course is designed to enable students to acquire knowledge of pathology of various disease conditions and apply this knowledge in practice of nursing.

Unit	Hours		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
I	3		<ul style="list-style-type: none"> <li>Define the common terms used in pathology</li> <li>Appreciate the deviations from normal to abnormal structure and functions of the body system</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Importance of the study of pathology</li> <li>Definition of terms</li> <li>Methods and techniques</li> <li>Cellular and Tissue changes</li> <li>Cell injury, intracellular accumulations and</li> <li>Inflammations and infections</li> <li>Wound healing and regeneration</li> <li>Circularity disturbance</li> <li>Cellular growth, Neoplasms                             <ul style="list-style-type: none"> <li>Normal and Cancer cell</li> <li>Benign and Malignant growths</li> <li>In situcarcinonia</li> </ul> </li> <li>Disturbances of fluid and electrolyte imbalance</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Explain using charts</li> </ul>	<ul style="list-style-type: none"> <li>Essay Type</li> <li>Short answers</li> <li>Objective type</li> </ul>
II	10	5	<ul style="list-style-type: none"> <li>Explain the pathological changes in disease conditions of various systems</li> </ul>	<p><b>Special pathology</b></p> <ul style="list-style-type: none"> <li>Pathological changes in disease conditions of various systems:                             <ul style="list-style-type: none"> <li>Respiratory tract                                     <ul style="list-style-type: none"> <li>Tuberculosis, Bronchitis, Pleural effusion and pneumonia,</li> <li>Lung abscess, emphysema, bronchiectasis</li> <li>Bronchial asthma, Chronic obstructive Pulmonary disease &amp; tumours</li> </ul> </li> <li>Cardio-vascular system                                     <ul style="list-style-type: none"> <li>Pericardial effusion</li> <li>Rheumatic heart disease</li> <li>Infective endocarditis, atherosclerosis</li> <li>Ischemia, infarction &amp; aneurysm</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using charts, slides, Models, specimen, x-rays, and scans</li> <li>Visit to pathology, endoscopy unit, Oncology and orthopedic units</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>

Unit	Hours		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
				<ul style="list-style-type: none"> <li>● Gastro Intestinal Tract <ul style="list-style-type: none"> <li>▪ Peptic ulcer, typhoid</li> <li>▪ Carcinoma of GI tract- buccal, Esophageal,</li> <li>▪ Gastric &amp; intestinal</li> </ul> </li> <li>● Liver, Gall bladder &amp; pancreas <ul style="list-style-type: none"> <li>▪ Hepatitis, Chronic liver abscess, cirrhosis of liver</li> <li>▪ Tumours of liver, gall bladder and pancreas,</li> <li>▪ Cholecystitis</li> </ul> </li> <li>● Kidneys &amp; Urinary tract <ul style="list-style-type: none"> <li>▪ Glomerulo nephritis, pyelonephritis</li> <li>▪ Calculi, renal, failure, renal carcinoma &amp; cystitis</li> </ul> </li> <li>● Male Genital system <ul style="list-style-type: none"> <li>▪ Cryptorchidism, testicular atrophy</li> <li>▪ Prostatic hyperplasia, carcinoma of penis &amp; prostate</li> </ul> </li> <li>● Female genital system <ul style="list-style-type: none"> <li>▪ Fibroids</li> <li>▪ Carcinoma cervix and Endometrium</li> <li>▪ Vesicular mole, choriocarcinoma</li> <li>▪ Ectopic gestation</li> <li>▪ Ovarian cyst &amp; tumours</li> </ul> </li> <li>● Cancer Breast</li> <li>● Central Nervous system <ul style="list-style-type: none"> <li>▪ Hydrocephalus, meningitis, encephalitis,</li> <li>▪ Vascular disorders- thrombosis, embolism</li> <li>▪ Stroke, paraplegia, quadriplegia</li> <li>▪ Tumours, meningiomas- gliomas</li> <li>▪ Meta static tumor</li> </ul> </li> <li>● Skeletal system <ul style="list-style-type: none"> <li>▪ Bone healing, osteoporosis, osteomyelitis</li> </ul> </li> </ul> <p>Arthritis &amp; tumours</p>		

Unit	Hours		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
III	4	3	<ul style="list-style-type: none"> <li>Describe the various laboratory tests in assessment and monitoring of disease conditions</li> </ul>	<p><b>Clinical pathology</b></p> <ul style="list-style-type: none"> <li>Various blood and bone marrow tests in assessment and monitoring of disease conditions <ul style="list-style-type: none"> <li>Haemoglobin</li> <li>RBC, White cell &amp; platelet counts</li> <li>Bleeding time, clotting time and prothrombin time</li> <li>Blood grouping and cross matching</li> <li>Blood chemistry</li> <li>Blood culture</li> <li>Serological and immunological tests</li> <li>Other blood tests</li> <li>Examination of bone marrow</li> <li>Methods of collection of blood specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal values</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Explain using charts</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>
IV	2	1	<ul style="list-style-type: none"> <li>Describe the laboratory tests for examination of body cavity fluids, transudates and exudates</li> </ul>	<p><b>Examination of body cavity fluids, transudates and exudates</b></p> <ul style="list-style-type: none"> <li>The laboratory tests used in CSF analysis</li> <li>Examination of other body cavity fluids, transudates and exudates – sputum, wound discharge etc</li> <li>Analysis of gastric and duodenal contents</li> <li>Analysis of semen-sperm count, motility and morphology and their importance in infertility</li> <li>Methods of collection of CSF and other cavity fluids specimen for various clinical pathology, biochemistry, microbiology test, inference and normal values</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>

Unit	Hours		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
V	1	1	<ul style="list-style-type: none"> <li>• Describe the laboratory tests for examination of urine and faeces</li> </ul>	<p><b>Urine and faeces</b></p> <ul style="list-style-type: none"> <li>• Urine <ul style="list-style-type: none"> <li>▪ Physical characteristics</li> <li>▪ Analysis</li> <li>▪ Culture and sensitivity</li> </ul> </li> <li>• Faeces <ul style="list-style-type: none"> <li>▪ Characteristics</li> <li>▪ Stool examination: occult blood, ova, parasite and cyst, reducing substance etc.</li> </ul> </li> <li>• Method of collection for various tests, inference and normal values</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>



## Section B - Genetics

Theory - 15 hours

**Course Description :** This course is designed to enable students to acquire understanding of genetics, its role in causation and management defects and diseases.

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	3	<ul style="list-style-type: none"> <li>Explain the nature, principles and perspectives of heredity</li> </ul>	<p><b>Introduction to Genetics</b></p> <ul style="list-style-type: none"> <li>Practical application of genetics in Nursing</li> <li>Impact of genetic condition on families</li> <li>Review of cellular division mitosis and meiosis.</li> <li>Chromosome structure and organization.</li> <li>Chromosomes – sex determination</li> <li>Chromosomal aberrations – numerical and structural</li> <li>Characteristics and structure of genes                             <ul style="list-style-type: none"> <li>Multiple genes</li> <li>Epistasis</li> </ul> </li> <li>Modes of Inheritance : Mendelian, Non-Mendelian, Polygenes, Mitochondrial, and Multifactorial Inheritance and theories.</li> <li>Genetic diseases and inheritance pattern</li> <li>Mutations</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Essay type</li> </ul>
II	3	<ul style="list-style-type: none"> <li>Explain the maternal, prenatal, and genetic influences on development of defects and diseases</li> </ul>	<p><b>Maternal, prenatal and genetic influences on development of defects and diseases</b></p> <ul style="list-style-type: none"> <li>Conditions affecting the mother ; genetic and infections</li> <li>Consanguinity atopy</li> <li>Prenatal nutrition and food allergies.</li> <li>Maternal age</li> <li>Maternal drug therapy</li> <li>Effects of Radiation, drugs and chemicals</li> <li>Infertility</li> <li>Spontaneous abortion</li> <li>Neural tube defects and the role of folic acid in lowering the risks</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>

Unit	Hours	Learning Objectives	Content and teaching learning activity	Teaching Learning Activities	Assessment Methods
III	3	<ul style="list-style-type: none"> <li>Explain the screening methods for genetic defects and diseases in neonates and children</li> </ul>	<p><b>Genetic diseases in neonates and children</b></p> <p><b>Family History &amp; Pedigree Construction &amp; Analysis</b></p> <ul style="list-style-type: none"> <li>Pedigree analysis</li> <li>Prenatal screening and diagnosis</li> <li>Screening for Congenital abnormalities, Developmental delay, Dysmorphism</li> <li>Genetic testing – cytogenetics molecular cytogenetics, single gene disorders, predictive vs presumptive</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
IV	2	<ul style="list-style-type: none"> <li>Identify the genetic disorders in adolescents and adults</li> </ul>	<p><b>Genetic disorders in adolescents and adults</b></p> <ul style="list-style-type: none"> <li>Genetic Syndromes</li> <li>Cancer genetics – Familial Cancer</li> <li>Inborn errors of metabolism</li> <li>Blood group alleles and hematological disorder <ul style="list-style-type: none"> <li>Genetic haemochromatosis</li> <li>Huntington's disease</li> </ul> </li> <li>Mental illness</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
V	4	<ul style="list-style-type: none"> <li>Describe the role of nurse in genetic services and counseling</li> </ul>	<p><b>Services related to Genetics</b></p> <ul style="list-style-type: none"> <li>Prevention of Birth defects</li> <li>Prenatal Screening and Diagnostic Procedures</li> <li>The Nurse's Role in Caring for Families Affected by Birth defects</li> <li>Human genome project</li> <li>Gene therapy</li> <li>The Eugenics movement</li> <li>Genetic Counseling</li> <li>Legal, Ethical and psycho social issues in Genetics</li> <li>Role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>

# Community Health Nursing – I

**Placement :** Second year

Theory - 95 hours

Practical – 135 hours

**Course Description :** This course is designed for students to appreciate the principles of promotion and maintenance of health.

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Aethods
I	2	<ul style="list-style-type: none"> <li>Describe the concept and dimensions of health.</li> </ul>	<b>Introduction</b> <ul style="list-style-type: none"> <li>Community health nursing</li> <li>Definition, concept and dimensions of health</li> <li>Promotion of health</li> <li>Maintenance of health</li> <li>Role of community health nurse</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> </ul>
II	25	<ul style="list-style-type: none"> <li>Describe the determinants of health</li> </ul>	<b>Determinants of health</b> <ul style="list-style-type: none"> <li>Eugenics</li> <li>Environment                             <ul style="list-style-type: none"> <li>Physical : Air, light, Ventilation, Water, Housing, Sanitation; disposal of waste, disposal of dead bodies, Forestation, Noise, Climate, Communication: infrastructure facilities and Linkages</li> <li>Acts regulating the environment: National Pollution control board</li> <li>Bacterial &amp; viral: Agents, host carriers and immunity</li> <li>Arthropods and Rodents</li> <li>Food hygiene: production, preservation, purchase, preparation, consumption</li> <li>Acts regulating food hygiene- prevention of food adulteration act, drugs and cosmetic act</li> <li>Socio-cultural                                     <ul style="list-style-type: none"> <li>* Customs, taboos</li> <li>* Marriage system</li> <li>* Family structure   <ul style="list-style-type: none"> <li>Status of special groups; Females, Children, Elderly, Challenged groups and Sick persons</li> </ul> </li> <li>Life style</li> <li>Hygiene</li> <li>Physical activity</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Explain using Charts, graphs, models, films, slides</li> <li>Visits to water supply, sewage disposal, milk plants,</li> <li>slaughter house etc</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>▪ Recreation and sleep</li> <li>▪ Sexual life</li> <li>▪ Spiritual life philosophy</li> <li>▪ Self reliance</li> <li>▪ Dietary pattern</li> <li>▪ Education</li> <li>▪ Occupation</li> <li>▪ Financial management               <ul style="list-style-type: none"> <li>* Income</li> <li>* Budget</li> <li>* Purchasing power</li> <li>* Security</li> </ul> </li> </ul>		
III	5	<ul style="list-style-type: none"> <li>• Describe the purposes, principles and procedures in home visit and bag technique.</li> </ul>	<b>Home visit &amp; Bag technique.</b> <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Principles</li> <li>• Steps</li> <li>• Procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> </ul>
IV	10	<ul style="list-style-type: none"> <li>• Describe the concept, scope, uses methods and approaches of epidemiology</li> </ul>	<b>Epidemiology</b> <ul style="list-style-type: none"> <li>• Definition, concept, aims, scope, uses and terminology used in epidemiology</li> <li>• Dynamics of disease transmission               <ul style="list-style-type: none"> <li>▪ Epidemiological triad</li> </ul> </li> <li>• Morbidity and mortality               <ul style="list-style-type: none"> <li>▪ Measurements</li> </ul> </li> <li>• Levels of prevention</li> <li>• Methods of epidemiology               <ul style="list-style-type: none"> <li>▪ Descriptive</li> <li>▪ Analytical : Epidemic investigation</li> <li>▪ Experimental</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Explain using Charts, graphs</li> <li>• models, films, slides</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> </ul>
V	25	<ul style="list-style-type: none"> <li>• Describe the epidemiology and nursing management of common communicable diseases</li> </ul>	<b>Epidemiology and nursing management of common Communicable Diseases</b> <ul style="list-style-type: none"> <li>• Respiratory infections               <ul style="list-style-type: none"> <li>▪ Small pox</li> <li>▪ Chicken pox</li> <li>▪ Measles</li> <li>▪ Influenza</li> <li>▪ Rubella</li> <li>▪ ARI's &amp; Pneumonia</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Explain using charts, graphs, models, films, slides</li> <li>▪ Seminar</li> <li>▪ Supervised field practice - health</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>▪ Mumps</li> <li>▪ Diphtheria</li> <li>▪ Whooping cough</li> <li>▪ Meningococcal meningitis</li> <li>▪ Tuberculosis</li> <li>▪ SARS</li> <li>• Intestinal Infections               <ul style="list-style-type: none"> <li>▪ Poliomyelitis</li> <li>▪ Viral Hepatitis</li> <li>▪ Cholera</li> <li>▪ Diarrhoeal diseases</li> <li>▪ Typhoid Fever</li> <li>▪ Food poisoning</li> <li>▪ Amoebiasis</li> <li>▪ Hook worm infection</li> <li>▪ Ascariasis</li> <li>▪ Dracunculiasis</li> </ul> </li> <li>• Arthropod infections               <ul style="list-style-type: none"> <li>▪ Dengue</li> <li>▪ Malaria</li> <li>▪ Filariasis</li> </ul> </li> <li>• Zoonoses</li> <li>• Viral               <ul style="list-style-type: none"> <li>▪ Rabies</li> <li>▪ Yellow fever</li> <li>▪ Japanese encephalitis</li> <li>▪ Kyasnur Forest Disease</li> </ul> </li> <li>• Bacterial               <ul style="list-style-type: none"> <li>▪ Brucellosis</li> <li>▪ Plague</li> <li>▪ Human Salmonellosis</li> <li>▪ Anthrax</li> <li>▪ Leptospirosis</li> </ul> </li> <li>• Rickettsial diseases               <ul style="list-style-type: none"> <li>▪ Rickettsial Zoonoses</li> <li>▪ Scrub typhus</li> <li>▪ Murine typhus</li> <li>▪ Tick typhus</li> <li>▪ Q fever</li> </ul> </li> </ul>	<p>centers, clinics and homes</p> <ul style="list-style-type: none"> <li>▪ Group projects/ Health education</li> </ul>	

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Parasitic zoonoses <ul style="list-style-type: none"> <li>▪ Taeniasis</li> <li>▪ Hydatid disease</li> <li>▪ Leishmaniasis</li> </ul> </li> <li>• Surface infection <ul style="list-style-type: none"> <li>▪ Trachoma</li> <li>▪ Tetanus</li> <li>▪ Leprosy</li> <li>▪ STD &amp; RTI</li> <li>▪ Yaws</li> <li>▪ HIV/AIDS</li> </ul> </li> <li>• Emerging and re- emerging diseases.</li> </ul>		
VI	10	<ul style="list-style-type: none"> <li>• Describe the epidemiology and nursing management of common non communicable diseases</li> </ul>	<p><b>Epidemiology and nursing management of Non - communicable diseases</b></p> <ul style="list-style-type: none"> <li>• Malnutrition: under nutrition, over nutrition, nutritional deficiencies</li> <li>• Anaemia</li> <li>• Hypertension</li> <li>• Stroke</li> <li>• Rheumatic heart disease</li> <li>• Coronary heart disease</li> <li>• Cancer</li> <li>• Diabetes mellitus</li> <li>• Blindness</li> <li>• Accidents</li> <li>• Mental illness</li> <li>• Obesity</li> <li>• Iodine deficiency</li> <li>• Fluorosis</li> <li>• Epilepsy</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Explain using Charts, graphs, models, films, slides</li> <li>▪ Seminar</li> <li>▪ Supervised field practice - health centres, clinics and homes</li> <li>• Group project</li> <li>• Health education</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> </ul>
VII	6	<ul style="list-style-type: none"> <li>• Describe the concepts &amp; scope of demography</li> <li>• Describe the methods of data collection, analysis &amp; interpretation of demographic data</li> </ul>	<p><b>Demography</b></p> <ul style="list-style-type: none"> <li>• Definition, concept and scope</li> <li>• Demographic cycle</li> <li>• Methods of collection, analysis &amp; interpretation of demographic data</li> <li>• Demographic rates and ratios</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Community identification survey</li> <li>• Assessment of survey report</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of survey report</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
VIII	12	<ul style="list-style-type: none"> <li>• Identify the impact of population explosion in India</li> <li>• Describe the methods of population control</li> </ul>	<p><b>Population and its control</b></p> <ul style="list-style-type: none"> <li>• Population explosion and its impact on social, economic development of individual, society and country</li> <li>• Population control <ul style="list-style-type: none"> <li>▪ Overall development: Women empowerment, social, economic and educational development</li> </ul> </li> <li>• Limiting family size <ul style="list-style-type: none"> <li>▪ Promotion of small family norm</li> <li>▪ Methods : spacing (natural, biological, chemical, mechanical methods etc)</li> <li>▪ Terminal : surgical methods</li> <li>▪ Emergency contraception</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Population survey</li> <li>• Counseling</li> <li>• Demonstration</li> <li>• Practice session <ul style="list-style-type: none"> <li>▪ Supervised field practice</li> <li>▪ Assessment of survey report</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of survey report</li> </ul>

# Community Health Nursing I – Practical

Placement : Second year

Practical - 135 hours

Areas	Duration (in weeks)	Objectives	Skills	Assignments	Assessment Methods
I	2 weeks urban and 2 weeks rural	<ul style="list-style-type: none"> <li>• Build and maintain rapport</li> <li>• Identify demographic characteristics, health determinants &amp; community health resources</li> <li>• Diagnose health needs of individual and families</li> <li>• Provide primary care in health centre</li> <li>• Counsel &amp; educate individual, family &amp; community</li> </ul>	<ul style="list-style-type: none"> <li>• Use techniques of inter-personal relationship</li> <li>• Identification of health determinants of community</li> <li>• History taking</li> <li>• Physical examination</li> <li>• Collect specimens- sputum, malaria smear</li> <li>• Perform simple lab tests at centre - blood for hemoglobin and sugar, urine for albumin and sugar</li> <li>• Administer vaccines and medications to adults</li> <li>• Counsel and teach individual, family and community               <ul style="list-style-type: none"> <li>▪ Nutrition</li> <li>▪ Hygiene</li> <li>▪ Self health monitoring</li> <li>▪ Seeking health services</li> <li>▪ Healthy life style</li> <li>▪ Family welfare methods</li> <li>▪ Health promotion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To work with 2 assigned families each in urban &amp; rural</li> <li>• Family study –1</li> <li>• Observation report of community – 1</li> <li>• Health talks 2 (1 in urban &amp; in rural)</li> </ul>	<ul style="list-style-type: none"> <li>• Assess clinical performance with rating scale</li> <li>• Assess each skill with checklist</li> <li>• Evaluation of family study, observation report and health talk</li> <li>• Completion of activity record</li> </ul>



# Communication & Educational Technology

Placement : Second Year

Theory - 100 hours

**Course Description :** This course is designed to assist the students to acquire an understanding of the principles and methods of communication and teaching. It helps to develop skill in communicating effectively, maintaining effective interpersonal relations, teaching individuals and groups in clinical, community health and educational settings.

Unit	Hours		Learning Objectives	Content	Teaching Learning Activities	Assessment methods
	Th.	Pr.				
I	5		<ul style="list-style-type: none"> <li>Describe the communication process</li> <li>Identify the techniques of effective communication</li> </ul>	<b>Review of communication process</b> <ul style="list-style-type: none"> <li>Process, elements and Channels</li> <li>Facilitators</li> <li>Barriers &amp; Methods of overcoming barriers</li> <li>Techniques</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Role play</li> <li>Exercise with audio/ video tapes</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer type</li> <li>Objective type</li> <li>Responds to critical incidents</li> </ul>
II	5		<ul style="list-style-type: none"> <li>Establish effective inter personal relations with patients, families &amp; co-workers.</li> </ul>	<b>Inter personal relationship</b> <ul style="list-style-type: none"> <li>Purpose and types</li> <li>Phases</li> <li>Barriers and methods of overcoming barriers.</li> <li>Johari Window</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Role play</li> <li>Exercise with audio &amp; video tapes</li> <li>Process recording</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer type</li> <li>Objective type</li> </ul>
III	5		<ul style="list-style-type: none"> <li>Develop effective human relations in the context of nursing</li> </ul>	<b>Human relations</b> <ul style="list-style-type: none"> <li>Understanding of self</li> <li>Social behaviour, motivation, social attitudes</li> <li>Individual and groups</li> <li>Groups and individual</li> <li>Group dynamics</li> <li>Human relations in context of nursing</li> <li>Team work</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Sociometry</li> <li>Group games</li> <li>Psychometric exercise followed by discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer type</li> <li>Objective type</li> <li>Respond to test based on critical incidents</li> </ul>
IV	10	5	<ul style="list-style-type: none"> <li>Develop basic skill of counseling and guidance</li> </ul>	<b>Guidance &amp; counseling</b> <ul style="list-style-type: none"> <li>Definition</li> <li>Purposes, scope and need</li> <li>Basic principles</li> <li>Organization of counseling services</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Role play on counseling in different situations followed by discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer type</li> <li>Objective type</li> </ul>

Unit	Hours		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
				<ul style="list-style-type: none"> <li>• Types of counseling approaches</li> <li>• Counseling process- steps and techniques, tools of counselor</li> <li>• Role and preparation of counselor</li> <li>• Issues for counseling in nursing students and practitioners</li> <li>• Managing disciplinary problems</li> <li>• Management of crisis &amp; referral</li> </ul>		<ul style="list-style-type: none"> <li>• Assess performance in role play situations</li> </ul>
V	5	5	<ul style="list-style-type: none"> <li>• Describe the curriculum, its principles and steps in development</li> <li>• Explain the curriculum committee and trends in planning nursing education</li> </ul>	<b>Meaning and concept of curriculum</b> <ul style="list-style-type: none"> <li>• Principles of curriculum construction</li> <li>• Factors influencing curriculum construction</li> <li>• Steps in curriculum development ( formulation, selection, organization and evaluation)</li> <li>• Curriculum change</li> <li>• Curriculum committee</li> <li>• Current trends in planning nursing education</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Prepare master rotation plan, clinical rotation plan, course plan and unit plan</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer type</li> <li>• Objective type</li> </ul>
VI	5	2	<ul style="list-style-type: none"> <li>• Describe the philosophy &amp; principles of education</li> <li>• Explain the teaching learning process.</li> </ul>	<b>Principles of education &amp; teaching learning process</b> <ul style="list-style-type: none"> <li>• Education: meaning, philosophy, aims, functions and principles</li> <li>• Nature and characteristics of learning</li> <li>• Principles and maxims of teaching</li> <li>• Formulating objectives; general and specific</li> <li>• Lesson planning</li> <li>• Class room management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Prepare lesson plan</li> <li>• Microteaching</li> <li>• Exercise on writing objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer type</li> <li>• Objective type</li> <li>• Assess lesson plans &amp; teaching sessions</li> </ul>

Unit	Hours		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
VII	10	8	<ul style="list-style-type: none"> <li>• Demonstrate teaching skill using various teaching methods in clinical, class room and community settings.</li> </ul>	<p><b>Methods of teaching</b></p> <ul style="list-style-type: none"> <li>• Lecture, demonstration, group discussion, seminar, symposium, panel discussion, role play, project, field trip, workshop, exhibition, programmed instruction, computer assisted learning, microteaching, problem based learning, self instructional module &amp; simulation</li> <li>• Clinical teaching methods: case method, nursing rounds &amp; reports, bedside clinic, conference (individual &amp; group), process recording.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Conduct 5 teaching sessions using different methods &amp; media.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Long essay</li> <li>• Short answer type</li> <li>• Objective type</li> <li>• Assess teaching sessions</li> </ul>
VIII	3		<ul style="list-style-type: none"> <li>• Describe the educational technology</li> <li>• Explain the role of nurses and trends in educational technology</li> </ul>	<p><b>Introduction to educational technology.</b></p> <ul style="list-style-type: none"> <li>• Meaning, nature, scope and significance</li> <li>• Concept of educational technology</li> <li>• Role of technology in nursing education</li> <li>• Future priorities, emergency trends in educational technology</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer type</li> <li>• Objective type</li> </ul>
IX	8	8	<ul style="list-style-type: none"> <li>• Prepare and use different types of educational media effectively</li> </ul>	<p><b>Educational media</b></p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Purposes &amp; types</li> <li>• Principles and sources of AV aids</li> <li>• Graphic aids: chalk board, chart, graph, poster, flash cards, flannel graph, bulletin board &amp; cartoon.</li> <li>• Three dimensional aids : objects, specimens, models &amp; puppets</li> <li>• Printed aids : pamphlets &amp; leaflets</li> <li>• Projected aids : slides, overhead projector, films, TV,VCD/VCR, Camera,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> <li>• Prepare different teaching aids- projected and non-projected.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer type</li> <li>• Objective type</li> <li>• Assess the teaching aids prepared</li> </ul>

Unit	Hours		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
				Microscope & LCD. <ul style="list-style-type: none"> <li>• Audio aids: tape recorder, public address system</li> <li>• Computer</li> </ul>		
X	5	7	<ul style="list-style-type: none"> <li>• Prepare different types of questions for assessment of knowledge, skills and attitudes</li> </ul>	<b>Assessment</b> <ul style="list-style-type: none"> <li>• Purpose &amp; scope of evaluation and assessment</li> <li>• Criteria for selection of assessment techniques and methods</li> <li>• Assessment of knowledge : essay type questions, short answer type questions (SAQ), multiple choice questions (MCQ)</li> <li>• Assessment of skills : observation checklist, practical examination, Viva, voce, Objective Structured Clinical Examination (OSCE)</li> <li>• Assessment of attitudes: attitude scale</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Exercise on different types of assessment tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer type</li> <li>• Objective type</li> <li>• Assess the strategies used in practice teaching sessions and exercise sessions</li> </ul>
XI	4		<ul style="list-style-type: none"> <li>• Teach individuals, group and communities about health with their active participation</li> </ul>	<b>Information, Education &amp; Communication for health (IEC)</b> <ul style="list-style-type: none"> <li>• Health behaviour &amp; health education</li> <li>• Planning for health education</li> <li>• Health education with individuals, groups and communities</li> <li>• Communicating health messages</li> <li>• Methods and media for communicating health messages</li> <li>• Using mass media</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Plan and conduct health education sessions for individuals and group &amp; communities</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer type</li> <li>• Objective type</li> <li>• Plan &amp; conduct educational session.</li> </ul>

# Medical Surgical Nursing

(Adult including Geriatrics) – II

Placement : Third year

Theory - 120 hours  
Practical - 270 hours

**Course Description:** The purpose of this course is to acquire knowledge and develop proficiency in caring for patients with medical surgical disorders in varieties of health care settings and at home.

Unit	Time (Hrs.)	Learning Objectives	Content and teaching learning activity	Teaching Learning Activities	Assessment methods
I	15	<ul style="list-style-type: none"> <li>Describe the etiology, patho-physiology, clinical manifestation, diagnostic measures and management of patients with disorders of Ear, Nose and Throat.</li> </ul>	<p><b>Nursing management of patient with disorder of Ear Nose and Throat</b></p> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of the Ear Nose and Throat</li> <li>Nursing Assessment-History and physical assessment</li> <li>Etiology, Patho-physiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of Ear Nose and Throat disorders               <ul style="list-style-type: none"> <li>External ear: deformities otalgia, foreign bodies, and tumors</li> <li>Middle Ear- Impacted wax, Tympanic membrane perforation, otitis media , otosclerosis, mastoiditis, tumors</li> <li>Inner ear-Meniere’s Disease, labyrinthitis, ototoxicity, tumors</li> <li>Upper airway infections Common cold, sinusitis, ethinitis, rhinitis, pharyngitis, tonsilits and adenoiditis, peritonsilar abscess, laryngitis</li> <li>Upper respiratory airway-epistaxis,</li> <li>Nasal obstruction, laryngeal obstruction, cancer of the larynx</li> <li>Cancer of the oral cavity</li> <li>Speech defects and speech therapy</li> <li>Deafness</li> </ul> </li> <li>Special therapies</li> <li>Nursing procedures</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Explain using charts, graphs</li> <li>Models, films, Slides</li> <li>Demonstration</li> <li>Practice session</li> <li>Case discussion/ Seminar</li> <li>Health Education</li> <li>Supervised clinical practice</li> <li>Drug book/ presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Assessment of skills with check list</li> <li>Assessment of patient management problem</li> </ul>

Unit	Hours	Learning Objectives	Content and teaching learning activity	Teaching Learning Activities	Assessment methods
			<ul style="list-style-type: none"> <li>• Drugs used in treatment of disorders of Ear Nose and Throat</li> <li>• Role of nurse Communicating with hearing impaired and muteness</li> </ul>		
II	15	<ul style="list-style-type: none"> <li>• Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures and management of patients with disorders of Eye.</li> </ul>	<p><b>Nursing management of patient with disorders of eye</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of the eye</li> <li>• Nursing Assessment-History and physical assessment</li> <li>• Etiology, patho-physiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical &amp; nursing management of eye disorder <ul style="list-style-type: none"> <li>▪ Refractive errors</li> <li>▪ Eyelids-infections, tumors and deformities</li> <li>▪ Conjunctiva-inflammation and infection, bleeding</li> <li>▪ Cornea-inflammation and infection</li> <li>▪ Lens-Cataracts</li> <li>▪ Glaucoma</li> <li>▪ Disorder of the uveal tract.</li> <li>▪ Ocular tumors</li> <li>▪ Disorders of posterior chamber and retina: Retinal and vitreous problems</li> <li>▪ Retinal detachment</li> <li>▪ Ocular emergencies and their prevention</li> <li>▪ Blindness</li> <li>▪ National blindness control program <ul style="list-style-type: none"> <li>▪ Eye Banking</li> <li>▪ Eye prostheses and Rehabilitation</li> </ul> </li> </ul> </li> <li>• Role of a nurse-Communication with visually impaired patient,</li> <li>• Eye camps</li> <li>• Special therapies</li> <li>• Nursing procedures</li> <li>• Drugs used in treatment of disorders of eye</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using charts, graphs</li> <li>• Models, films, Slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion/Seminar</li> <li>• Health Education</li> <li>• Supervised clinical practice</li> <li>• Drug book/presentation.</li> <li>• Visit to eye bank</li> <li>• Participation in eye-camps</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problem</li> </ul>

Unit	Hours	Learning Objectives	Content and teaching learning activity	Teaching Learning Activities	Assessment methods
III	16	<ul style="list-style-type: none"> <li>Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures and management of patients with neurological disorders.</li> </ul>	<p><b>Nursing management of patient with neurological disorders</b></p> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of the neurological system</li> <li>Nursing Assessment –History and Physical and neurological assessment and Glasgow coma scale</li> <li>Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical neurological disorders</li> <li>Congenital malformations</li> <li>Headache</li> <li>Head Injuries</li> <li>Brain Herniation Syndrome</li> <li>Spinal Injuries : <ul style="list-style-type: none"> <li>Paraplegia</li> <li>Hemiplegia</li> <li>Quadriplegia</li> </ul> </li> <li>Spinal cord compression-hernia ion of intervertebral disc</li> <li>Tumors of the brain &amp; spinal cord</li> <li>Intra cranial and cerebral aneurysms, abscess, neurocysticsarcosis</li> <li>Movement disorders <ul style="list-style-type: none"> <li>Chorea</li> <li>Seizures</li> <li>Epilepsies</li> </ul> </li> <li>Cerebro Vascular Accident (CVA)</li> <li>Cranial, Spinal Neuropathies- Bell’s palsy, trigeminal neuralgia</li> <li>Peripheral Neuropathies; Guillain-Barre’s Syndrome</li> <li>Myasthenia gravis</li> <li>Multiple sclerosis</li> <li>Degenerative diseases <ul style="list-style-type: none"> <li>Delirium</li> <li>Dementia</li> <li>Alzheimer’s disease</li> <li>Parkinson’s disease</li> </ul> </li> <li>Management of unconscious patients and patients with stroke</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Explain using charts, graphs</li> <li>Models, films, Slides</li> <li>Demonstration</li> <li>Practice session</li> <li>Case discussion/ Seminar</li> <li>Health Education</li> <li>Supervised clinical practice</li> <li>Drug book/ presentation.</li> <li>Visit to rehabilitation centre.</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Assessment of skills with check list</li> <li>Assessment of patient management problem</li> </ul>



Unit	Hours	Learning Objectives	Content and teaching learning activity	Teaching Learning Activities	Assessment methods
			<ul style="list-style-type: none"> <li>• Role of the nurse in communicating with patient having neurological deficit</li> <li>• Rehabilitation of patients with neurological deficit</li> <li>• Role of nurse in long stay facility (institutions) and at home</li> <li>• Special therapies</li> <li>• Nursing procedures</li> <li>• Drugs used in treatment of neurological disorders</li> </ul>		
IV	16	<ul style="list-style-type: none"> <li>• Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of female reproductive System.</li> <li>• Describe concepts of reproductive health and family welfare programme</li> </ul>	<p><b>Nursing management of patients with disorders of female reproductive system</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of the female reproductive system</li> <li>• Nursing Assessment-History and physical assessment</li> <li>• Breast Self Examination</li> <li>• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical &amp; nursing management of disorder of female reproductive system</li> <li>• Congenital abnormalities of female reproductive system</li> <li>• Sexuality and Reproductive Health</li> <li>• Sexual Health Assessment</li> <li>• Menstrual Disorders; Dysmenorrhea, Amenorrhea, Premenstrual syndrome</li> <li>• Pelvic Inflammatory Disease</li> <li>• Ovarian and fallopian tube disorder: infections, cysts, tumors</li> <li>• Uterine and cervical disorders: Endometriosis, polyps, Fibroids, Cervical and uterine tumors</li> <li>• Uterine displacement</li> <li>• Cystocele / Urethrocele, Rectocele</li> <li>• Vaginal disorders: Infections, cysts, tumours, Discharges, &amp; Fistulas</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, graphs</li> <li>• Models, films, Slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion/ Seminar</li> <li>• Health Education</li> <li>• Supervised clinical practice</li> <li>• Drug book/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problem</li> </ul>



Unit	Hours	Learning Objectives	Content and teaching learning activity	Teaching Learning Activities	Assessment methods
			<ul style="list-style-type: none"> <li>• Diseases of breast: Deformities, Infections, Cysts and Tumors</li> <li>• Menopause and Hormonal Replacement Therapy</li> <li>• Infertility and treatment in male and female</li> <li>• Contraception: Types Methods, Risk and effectiveness <ul style="list-style-type: none"> <li>▪ Spacing Methods</li> <li>* Barrier methods, Intra Uterine Devices, Hormonal, Post Conceptional Methods, etc</li> <li>▪ Terminal methods</li> <li>* Sterilization</li> </ul> </li> <li>• Emergency Contraception methods</li> <li>• Abortion –Natural, Medical and surgical abortion –MTP Act</li> <li>• Toxic Shock Syndrome</li> <li>• Injuries and Trauma; Sexual violence</li> <li>• Special therapies</li> <li>• Nursing procedures</li> <li>• Drugs used in treatment of gynecological disorders</li> <li>• National family welfare programme</li> </ul>		
V	10	<ul style="list-style-type: none"> <li>• Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures and management of patients with burns, reconstructive and cosmetic surgery</li> </ul>	<p><b>Nursing management of patients with Burns, reconstructive and cosmetic surgery</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of the skin and connective tissues and various deformities</li> <li>• Nursing Assessment-History and Physical assessment and Assessment of burns and fluid and electrolyte loss</li> <li>• Etiology, Classification, Path physiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical Nursing management of burns and Re-constructive and Cosmetic surgery</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, graphs</li> <li>• Models, films, Slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion/ Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problem</li> </ul>

Unit	Hours	Learning Objectives	Content and teaching learning activity	Teaching Learning Activities	Assessment methods
			<ul style="list-style-type: none"> <li>Types of Re-constructive and Cosmetic surgery; for burns, congenital deformities, injuries and cosmetic purposes</li> <li>Role of Nurse</li> <li>Legal aspects</li> <li>Rehabilitation</li> <li>Special therapies</li> <li>Psycho social aspects</li> <li>Nursing procedures</li> <li>Drugs used in treatment of Burns, reconstructive and cosmetic surgery</li> </ul>	<ul style="list-style-type: none"> <li>Health Education</li> <li>Supervised clinical practice</li> <li>Drug book/ presentation.</li> </ul>	
VI	10	<ul style="list-style-type: none"> <li>Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures and management of patients with oncology</li> </ul>	<p><b>Nursing management of patients with oncological conditions</b></p> <ul style="list-style-type: none"> <li>Structure &amp; characteristics of normal &amp; cancer cells</li> <li>Nursing Assessment-History and Physical Assessment</li> <li>Prevention Screening, Early detection, Warning signs of cancer</li> <li>Epidemiology, Etiology, Classification ,Pathophysiology, Staging, clinical manifestations, diagnosis, treatment modalities and management of oncological conditions</li> <li>Common malignancies of various body systems; Oral, larynx, lung, Stomach and Colon, Liver, Leukemia and lymphomas, Breast, Cervix, Ovary, Uterus, Sarcoma, Brain, Renal, Bladder, Prostate etc</li> <li>Oncological emergencies</li> <li>Modalities of treatment <ul style="list-style-type: none"> <li>Immunotherapy</li> <li>Chemotherapy</li> <li>Radiotherapy</li> <li>Surgical interventions</li> <li>Stem cells and Bone marrow Transplant</li> <li>Gene therapy</li> <li>Other forms of treatment</li> </ul> </li> <li>Psychosocial aspect of cancer</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using charts, graphs</li> <li>Models, films, Slides</li> <li>Demonstration</li> <li>Practice session</li> <li>Case discussion/ Seminar</li> <li>Health Education</li> <li>Supervised clinical practice</li> <li>Drug book/ presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Assessment of skills with check list</li> <li>Assessment of patient management problem</li> </ul>

Unit	Hours	Learning Objectives	Content and teaching learning activity	Teaching Learning Activities	Assessment methods
			<ul style="list-style-type: none"> <li>• Rehabilitation</li> <li>• Palliative care: Symptom and pain Management, Nutritional support</li> <li>• Home care</li> <li>• Hospice care</li> <li>• Stomal Therapy</li> <li>• Special therapies</li> <li>• Psycho social aspects</li> <li>• Nursing procedures</li> </ul>		
VII	10	<ul style="list-style-type: none"> <li>• Describe organization of emergency and disaster care services.</li> <li>• Describe the role of nurse in management of common Emergencies.</li> <li>• Describe the role of nurse in disaster management.</li> </ul>	<p><b>Nursing management of patient in Emergency &amp; Disaster situations</b></p> <p><b>Emergency Nursing</b></p> <ul style="list-style-type: none"> <li>• Principles of emergency management</li> <li>• Concept, priorities, principles and Scope of emergency nursing</li> <li>• Organization of emergency services; physical setup, staffing, equipment and supplies, protocols, Concepts of triage and role of triage nurse</li> <li>• Coordination and involvement of different departments and facilities</li> <li>• Nursing Assessment-History and Physical assessment</li> <li>• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, nursing management of patient with medical and surgical Emergency</li> <li>• Common Emergencies <ul style="list-style-type: none"> <li>▪ Respiratory Emergencies</li> <li>▪ Cardiac Emergencies</li> <li>▪ Shock and Hemorrhage</li> <li>▪ Pain</li> <li>▪ Poly-Trauma, road accidents crush injuries, wound</li> <li>▪ Bites</li> <li>▪ Poisoning; Food, Gas, Drugs, &amp; chemical poisoning</li> <li>▪ Seizures</li> <li>▪ Thermal Emergencies; Heat stroke &amp; Cold injuries</li> </ul> </li> <li>• Pediatric Emergencies</li> <li>• Psychiatric Emergencies</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using charts, graphs</li> <li>• Models, films, Slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion/ Seminar</li> <li>• Health Education</li> <li>• Supervised clinical practice</li> <li>• Disaster management drills</li> <li>• Drug book/ presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problem</li> </ul>

Unit	Hours	Learning Objectives	Content and teaching learning activity	Teaching Learning Activities	Assessment methods
			<ul style="list-style-type: none"> <li>• Violence, Abuse, Sexual assault</li> <li>• Cardio Pulmonary Resuscitation</li> <li>• Role of the nurse</li> <li>• Medico-Legal Aspects</li> <li>• Crisis Intervention</li> <li>• Communication and Interpersonal relationship</li> </ul> <p><b>Disaster Nursing</b></p> <ul style="list-style-type: none"> <li>• Concepts and principles of Disaster Nursing</li> <li>• Causes and Types of Disaster               <ul style="list-style-type: none"> <li>▪ Natural and Man- made                   <ul style="list-style-type: none"> <li>▪ Earthquakes, Floods, Epidemics, Cyclones</li> <li>▪ Fire, Explosion, Accidents</li> <li>▪ Violence, Terrorism: biochemical War</li> </ul> </li> </ul> </li> <li>• Policies related to emergency / disaster management ; International, national state, institutional</li> <li>• Disaster preparedness:</li> <li>• Team, Guidelines, protocols, Equipments Resources</li> <li>• Coordination and involvement of: Community, various govt. departments, non-Govt. organizations and International agencies</li> <li>• Role of nurse in disaster nursing</li> <li>• Legal Aspect of Disaster Nursing</li> <li>• Impact on Health and after effects; Post Traumatic Stress Disorder</li> <li>• Rehabilitation; physical psychosocial, Financial, Relocation</li> </ul>		
VIII	10	<ul style="list-style-type: none"> <li>• Explain the concept and problems of aging</li> </ul>	<p><b>Nursing care of the elderly</b></p> <ul style="list-style-type: none"> <li>• Nursing Assessment-History and Physical assessment</li> <li>• Diagnostics and lab values</li> <li>• Ageing</li> <li>• Demography: Myths and realities</li> <li>• Concepts and theories of ageing</li> <li>• Cognitive Aspects of Ageing</li> <li>• Normal biological ageing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using charts, graphs</li> <li>• Models, films, Slides</li> <li>• Demonstration</li> <li>• Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> </ul>

Unit	Hours	Learning Objectives	Content and teaching learning activity	Teaching Learning Activities	Assessment methods
			<ul style="list-style-type: none"> <li>• Age - related body systems changes</li> <li>• Psychosocial Aspects of Aging</li> <li>• Medications and elderly</li> <li>• Stress, coping and depression in older adults</li> <li>• Common Health Problems &amp; Nursing Management: <ul style="list-style-type: none"> <li>▪ Cardiovascular, Respiratory, Musculoskeletal ,</li> <li>▪ Endocrine, genito-urinary, gastrointestinal</li> <li>▪ Neurological, Skin and other Sensory organs</li> <li>▪ Psychosocial and Sexual abuse of elderly person</li> </ul> </li> <li>• Role of nurse for care of elderly : ambulation, nutritional, communicational, Psychosocial and spiritual</li> <li>• Role of nurse for caregivers of elderly</li> <li>• Role of family and formal and non formal caregivers,</li> <li>• Use of aids and prosthesis (hearing aids, dentures)</li> <li>• Legal &amp; Ethical Issues</li> <li>• Provisions and programmes for elderly; privileges, Community programs and health services;</li> <li>• Home and institutional care</li> </ul>	<ul style="list-style-type: none"> <li>• session</li> <li>• Case discussion/ Seminar</li> <li>• Health Education</li> <li>• Supervised clinical practice</li> <li>• Disaster management drills</li> <li>• Drug book/ presentation.</li> <li>• Visit to old age home.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of patient management problem</li> </ul>
IX	10	<ul style="list-style-type: none"> <li>• Describe organization of critical care units</li> <li>• Describe the role of nurse in management</li> </ul>	<p><b>Nursing management of patient in critical care Units</b></p> <ul style="list-style-type: none"> <li>• Nursing Assessment-History and physical assessment</li> <li>• Classification</li> <li>• Principles of critical care nursing</li> <li>• Organization: physical setup, policies, staffing norms,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Lecture Discussion</li> <li>• Explain using charts, graphs</li> <li>• Models, films, Slides</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> </ul>

Unit	Hours	Learning Objectives	Content and teaching learning activity	Teaching Learning Activities	Assessment methods
		of patients in critical care units in critical care units	<ul style="list-style-type: none"> <li>• Protocols, equipment and supplies</li> <li>• Special equipment: ventilators, cardiac monitors, defibrillators</li> <li>• Resuscitation equipments</li> <li>• Infection Control Protocols</li> <li>• Nursing management of critically ill patient</li> <li>• Monitoring of critically ill patient</li> <li>• CPR-Advance Cardiac Life support</li> <li>• Treatments and procedures</li> <li>• Transitional care</li> <li>• Ethical and legal Aspects</li> <li>• Communication with patient and family</li> <li>• Intensive care records</li> <li>• Crisis Intervention</li> <li>• Death and Dying : coping</li> <li>• Drugs used in critical care Unit</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Role plays</li> <li>• Counseling</li> <li>• Practice session</li> <li>• Case discussion/ Seminar</li> <li>• Health Education</li> <li>• Supervised clinical practice</li> <li>• Disaster management drills</li> <li>• Drug book/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of patient management problem</li> </ul>
X	8	<ul style="list-style-type: none"> <li>• Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures and management of patients with occupational and industrial health disorders.</li> </ul>	<p><b>Nursing management of patients (adults including elderly) with occupational &amp; industrial Health disorder</b></p> <ul style="list-style-type: none"> <li>• Nursing Assessment-History and Physical assessment</li> <li>• Etiology, Pathophysiology , clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of occupational and industrial health disorders</li> <li>• Role of nurse</li> <li>• Special therapies, alternative therapies</li> <li>• Nursing procedures</li> <li>• Drugs used in treatment of</li> <li>• Occupational and Industrial disorders</li> </ul>		

# Medical Surgical Nursing

## (Adult and Geriatrics) – II Practical

Placement : Third year

Theory - 120 hrs

Practical -270 hrs

Fourth Year

Internship - 430 hrs

Areas	Duration (in Weeks)	Objectives	Skills to be developed	Assignments	Assessment methods
ENT	1	<ul style="list-style-type: none"> <li>Provide care to patients with ENT disorders</li> <li>Counsel and educate patient and families</li> </ul>	<ul style="list-style-type: none"> <li>Perform examination of ear, nose and throat</li> <li>Assist with diagnostic procedures</li> <li>Assist with therapeutic procedures</li> <li>Instillation of drops</li> <li>Perform/assist with irrigations</li> <li>Apply ear bandage</li> <li>Perform tracheotomy care</li> <li>Teach patients and families</li> </ul>	<ul style="list-style-type: none"> <li>Provide care to 2-3 assigned patients</li> <li>Nursing care plan-1</li> <li>Observation reports of OPD</li> <li>Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>Assess each skill with checklist</li> <li>Assess performance with rating scale</li> <li>Evaluation of observation report of OPD</li> <li>Completion of activity record</li> </ul>
Ophthalmology	1	<ul style="list-style-type: none"> <li>Provide care to patients with Eye disorders</li> <li>Counsel and educate patient and families</li> </ul>	<ul style="list-style-type: none"> <li>Perform examination of eye</li> <li>Assist with diagnostic procedures</li> <li>Assist with therapeutic procedures</li> <li>Perform/assist with irrigations</li> <li>Apply eye bandage</li> <li>Apply eye drops/ointments</li> <li>Assist with foreign body removal</li> <li>Teach patients and families</li> </ul>	<ul style="list-style-type: none"> <li>Provide care to 2-3 assigned patients</li> <li>Nursing care plan-1</li> <li>Observation reports of OPD and Eye bank</li> <li>Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>Assess each skill with checklist</li> <li>Assess performance with rating scale</li> <li>Evaluation of observation report of OPD/Eye bank</li> <li>Completion of activity record</li> </ul>

Areas	Duration (in Weeks)	Objectives	Skills to be developed	Assignments	Assessment methods
Neurology	2	<ul style="list-style-type: none"> <li>• Provide care to patients with neurological disorders</li> <li>• Counsel and educate patient and families</li> </ul>	<ul style="list-style-type: none"> <li>• Perform Neurological Examination</li> <li>• Use Glasgow coma scale</li> <li>• Assist with diagnostic procedures</li> <li>• Assist with therapeutic procedures</li> <li>• Teach patients &amp; families</li> <li>• Participate in rehabilitation program</li> </ul>	<ul style="list-style-type: none"> <li>• Provide care to 2-3 patients with neurological disorders.</li> <li>• Case study/ case presentation-1.</li> <li>• Maintains drug book.</li> <li>• Health Teaching -1</li> </ul>	<ul style="list-style-type: none"> <li>• Assess each skill with checklist</li> <li>• Assess performance with rating scale</li> <li>• Evaluation of case study health teaching</li> <li>• Completion of activity record</li> </ul>
Gynaecology ward	1	<ul style="list-style-type: none"> <li>• Counsel and Provide care to patients With gynecological disorders</li> <li>• Counsel and educate patient and families</li> </ul>	<ul style="list-style-type: none"> <li>• Assist with gynecological Examination</li> <li>• Assist with diagnostic procedures</li> <li>• Assist with therapeutic procedures</li> <li>• Teach patients families</li> <li>• Teaching self Breast Examination</li> <li>• Assist with PAP smear collection</li> </ul>	<ul style="list-style-type: none"> <li>• Provide care to 2-3 assigned patients</li> <li>• Nursing care plan-1</li> <li>• Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>• Assess each skill with checklist</li> <li>• Assess performance with rating scale</li> <li>• Evaluation of care plan</li> <li>• Completion of activity record</li> </ul>
Burns Unit	1	<ul style="list-style-type: none"> <li>• Provide care to patients with Burns</li> <li>• Counsel and educate patient and families</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of the burns patient <ul style="list-style-type: none"> <li>▪ Percentage of burns</li> <li>▪ Degree of burns</li> </ul> </li> <li>• Fluid &amp; electrolyte replacement therapy <ul style="list-style-type: none"> <li>▪ Assess</li> <li>▪ Calculate</li> <li>▪ Replace</li> <li>▪ Record intake/out put</li> </ul> </li> <li>• Care of Burn wounds <ul style="list-style-type: none"> <li>▪ Bathing</li> <li>▪ Dressing</li> </ul> </li> <li>• Perform active &amp; passive exercises</li> <li>• Practice medical &amp; surgical asepsis</li> </ul>	<ul style="list-style-type: none"> <li>• Provide care to 1-2 assigned patients</li> <li>• Nursing care plan-1</li> <li>• Observation report of burns unit</li> </ul>	<ul style="list-style-type: none"> <li>• Assess each skill with checklist</li> <li>• Assess performance with rating scale</li> <li>• Evaluation of care plan and observation report</li> </ul>



Areas	Duration (in Weeks)	Objectives	Skills to be developed	Assignments	Assessment methods
			<ul style="list-style-type: none"> <li>• Counsel and teach patients and families</li> <li>• Participate in rehabilitation program</li> </ul>		<ul style="list-style-type: none"> <li>• Completion of activity record</li> </ul>
Oncology Unit	1	<ul style="list-style-type: none"> <li>• Provide care to patients With Cancer</li> <li>• Counsel and educate patient and families</li> </ul>	<ul style="list-style-type: none"> <li>• Screen for common cancers-TNM Classification</li> <li>• Assist with diagnostic procedures <ul style="list-style-type: none"> <li>▪ Biopsies</li> <li>▪ PAP smear</li> <li>▪ Bone-marrow aspiration</li> </ul> </li> <li>• Breast examination</li> <li>• Assist with therapeutic procedures</li> <li>• Participates in various modalities of treatment <ul style="list-style-type: none"> <li>▪ Chemotherapy</li> <li>▪ Radiotherapy</li> <li>▪ Pain management</li> <li>▪ Stomal therapy</li> <li>▪ Hormonal therapy</li> <li>▪ Immuno therapy</li> <li>▪ Gene therapy</li> <li>▪ Alternative therapy</li> </ul> </li> <li>• Participate in palliative care</li> <li>• Counsel and teach patients families</li> <li>• Self Breast Examination</li> <li>• Warning signs</li> <li>• Participate in rehabilitation programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide care to 2-3 assigned patients</li> <li>• Nursing care plan-1</li> <li>• Observation report of cancer unit</li> </ul>	<ul style="list-style-type: none"> <li>• Assess each skill with checklist</li> <li>• Assess performance with rating scale.</li> <li>• Evaluation of care plan and observation report</li> <li>• Completion of activity record</li> </ul>
Critical care unit	2	<ul style="list-style-type: none"> <li>• Provide care to critically ill patients</li> <li>• Counsel patient and families for grief and bereavement</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of patients in ICU</li> <li>• Maintain flow sheet</li> <li>• Care of patient on ventilators</li> <li>• Perform Endotracheal suction</li> <li>• Demonstrates use of ventilators, cardiac monitors etc,</li> <li>• Collect specimens and interprets ABG analysis</li> <li>• Assist with arterial Puncture</li> <li>• Maintain CVP line</li> <li>• Pulse oximetry</li> <li>• CPR-ALS</li> <li>• Defibrillators</li> <li>• Pace makers</li> </ul>	<ul style="list-style-type: none"> <li>• Provide Care To 1 assigned Patient</li> <li>• Observation report of Critical care unit</li> <li>• Drug book</li> </ul>	<ul style="list-style-type: none"> <li>• Assess each skill with checklist</li> <li>• Assess performance with rating scale</li> <li>• Evaluation of care plan</li> <li>• Completion of activity record</li> </ul>

Areas	Duration (in Weeks)	Objectives	Skills to be developed	Assignments	Assessment methods
			<ul style="list-style-type: none"> <li>• Bag-mask ventilation</li> <li>• Emergency tray/trolley-Crash Cart</li> <li>• Administration of drugs <ul style="list-style-type: none"> <li>▪ Infusion pump</li> <li>▪ Epidural</li> <li>▪ Intra thecal</li> <li>▪ Intracardiac</li> </ul> </li> <li>• Total parenteral therapy</li> <li>• Chest physiotherapy</li> <li>• Perform active &amp; passive exercise</li> <li>• Counsel the patient and family in dealing with grieving and bereavement</li> </ul>		
Casualty/ Emergency	2	<ul style="list-style-type: none"> <li>• Provide care to patients in emergency and disaster situation</li> <li>• Counsel patient and families for grief and bereavement</li> </ul>	<ul style="list-style-type: none"> <li>• Practice ‘triage’</li> <li>• Practice ‘triage’</li> <li>• Assist with assessment, examination, investigations &amp; their interpretations, in emergency and disaster situations</li> <li>• Assist in documentations</li> <li>• Assist in legal procedures in emergency Unit</li> <li>• Participate in managing crowd</li> <li>• Counsel patient and families in grief and bereavement.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation report of Emergency unit</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Evaluation of observation report</li> <li>• Completion of activity record</li> </ul>

**Placement :** Internship

**Time :** 9 weeks

Areas	Duration (in Weeks)	Objectives	Skills	Assessment
Medical ward	2	Provide comprehensive care to patients with medical and surgical conditions including emergencies	Integrated Practice	Assess clinical Performance with rating scale
Surgical ward	2			
Critical care unit/ ICCU	1			
Casualty/ Emergency	2			
Operation Theatre (Eye, ENT, Neuro)	2			

# Child Health Nursing

Placement : Third Year

Theory – 90 Hours

Practical – 270 Hours

Internship – 145hours

**Course 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.

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	15	<ul style="list-style-type: none"> <li>Explain the modern concept of child care &amp; principles of Child Health Nursing.</li> <li>Describe the National Policy programs and legislation in relation to child health and welfare.</li> <li>List the major causes of death during infancy, early &amp; late childhood.</li> <li>Describe the major functions and role of the Paediatric Nurse in caring for a hospitalized child.</li> </ul>	<p><b>Introduction</b></p> <p><b>Modern concepts of childcare</b></p> <ul style="list-style-type: none"> <li>Internationally accepted rights of the child.</li> <li>National policy and legislations in relation to child and welfare</li> <li>National programmes related to child health and welfare</li> <li>Agencies related to welfare services to the children</li> <li>Changing trends in hospital care, preventive, promotive and curative aspects of child health</li> <li>Child morbidity and mortality rates</li> <li>Differences between an adult and child</li> <li>Hospital environment for a sick child</li> <li>Impact of hospitalization on child and family</li> <li>Grief and bereavement</li> <li>The role of child health nurse in caring for a hospitalized child</li> <li>Principles of pre and post operative care of infants and children</li> <li>Child Health Nursing Procedures               <ul style="list-style-type: none"> <li>Anthropometric measurement</li> <li>Restraints</li> <li>Nebulization</li> <li>Oxygen administration</li> <li>Steam inhalation</li> <li>Drug and fluid administration</li> <li>CPR and neonatal resuscitation</li> <li>Phototherapy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion.</li> <li>Demonstration of common Paediatric procedures</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Assessment skills with checklist</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
II	20	<ul style="list-style-type: none"> <li>Describe the principles of Child Health Nursing.</li> <li>Describe the normal growth and development of children at the different ages.</li> <li>Identify the needs of the children at different ages &amp; provide parental guidance.</li> <li>Identify the nutritional needs of children at different ages and ways of meeting the needs.</li> <li>Appreciate the role of play for normal &amp; sick children.</li> <li>Appreciate the preventive measures and strategies for children.</li> </ul>	<b>The Healthy Child</b> <ul style="list-style-type: none"> <li>Theories of growth and development.</li> <li>Principles of growth and development</li> <li>Growth chart.</li> <li>Factors affecting growth and development</li> <li>Growth and development from birth to adolescence</li> <li>The needs of normal children through the stages of developmental and parental guidance</li> <li>Fetal circulation.</li> <li>Nutritional assessment.</li> <li>Nutritional needs of children and infants: breast feeding, exclusive breast feeding, supplementary/ artificial feeding</li> <li>Baby friendly hospitals concept</li> <li>Accidents: causes prevention and management</li> <li>Play: Value of play ,types and selection of play material</li> <li>Preventive immunization, immunization programme, cold chain</li> <li>Preventive pediatrics</li> <li>Care of under five and under five clinics/ well baby clinics</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion.</li> <li>Developmental study of infant and children.</li> <li>Observation study of normal and sick child.</li> <li>Field visit to Anganwadi, Child guidance clinic.</li> <li>Film show on breast feeding</li> <li>Clinical practice/field</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Assessment skills with checklist</li> </ul>
III	15	<ul style="list-style-type: none"> <li>Provide care to normal &amp; high risk neonates.</li> <li>Perform neonatal</li> </ul>	<b>Nursing care of a neonate</b> <ul style="list-style-type: none"> <li>Normal newborn : Definition and characteristics</li> <li>Assessment of newborn</li> <li>Care of normal newborn</li> <li>Neonatal resuscitation</li> <li>High risk newborn:</li> <li>Definition, Classification and characteristics</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion.</li> <li>Workshop on neonatal resuscitation.</li> <li>Demonstration.</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
		<p>resuscitation.</p> <ul style="list-style-type: none"> <li>Recognize and manage common neonatal problems.</li> </ul>	<ul style="list-style-type: none"> <li>Nursing management of low birth weight baby</li> <li>Kangaroo mother care</li> <li>Nursing management of High risk newborn, common neonatal disorders</li> <li>Organization of neonatal unit</li> <li>Identification and nursing management of common congenital malformations</li> <li>Role of nurse in NICU</li> </ul> <hr/> <p>Neonatal procedures :</p> <ul style="list-style-type: none"> <li>Phototherapy</li> <li>Radiant heat warmer</li> <li>Incubator</li> <li>Exchange transfusion</li> <li>Baby bath</li> </ul>	<ul style="list-style-type: none"> <li>Practice session</li> <li>Clinical Practice</li> </ul>	<ul style="list-style-type: none"> <li>Assessment skills with checklist</li> </ul>
IV	10		<p><b>Integrated management of neonatal and childhood illnesses (IMNCI)</b></p> <ul style="list-style-type: none"> <li><b>Introduction to IMNCI</b> <ul style="list-style-type: none"> <li>Components of integrated care</li> <li>Principles of integrated care- IMNCI case management process</li> </ul> </li> <li><b>Assessment, classification and management of young infants up to 2 months)</b> <ul style="list-style-type: none"> <li>Possible Bacterial Infection /</li> <li>Jaundice</li> <li>Diarrhoea or Malnutrition</li> <li>Feeding Problem</li> <li>Immunization Status</li> <li>Other Problems</li> <li>Counselling of mothers</li> </ul> </li> <li><b>Assessment, classification and management of young infants up to 2 months up to 5 years:</b> <ul style="list-style-type: none"> <li>Cough or difficult Breathing</li> <li>Fever</li> <li>Diarrhoea</li> <li>Ear Problems</li> <li>Malnutrition</li> <li>Anaemia</li> <li>Immunization Status</li> <li>Feeding problems, Vitamin A and</li> <li>Folic acid supplementation status</li> <li>Other problems</li> <li>Counselling of mothers</li> </ul> </li> </ul>		

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
V	20	<ul style="list-style-type: none"> <li>• Provide Nursing care in childhood diseases.</li> <li>• Identify measures to prevent common childhood diseases including immunization.</li> </ul>	<p><b>Nursing management in common childhood diseases</b></p> <ul style="list-style-type: none"> <li>• Nutritional deficiency disorders <ul style="list-style-type: none"> <li>▪ Marasmus</li> <li>▪ Kwashiorkar</li> </ul> </li> <li>• Respiratory disorders and infections: <ul style="list-style-type: none"> <li>▪ Upper respiratory tract <ul style="list-style-type: none"> <li>* Choanal atresia</li> <li>* Tonsillitis</li> <li>* Epistaxis</li> <li>* Aspiration</li> </ul> </li> <li>▪ Lower respiratory tract <ul style="list-style-type: none"> <li>* Broncheolitis</li> <li>* Bronchopneumonia</li> <li>* Asthma</li> <li>* Cystic fibrosis</li> <li>* RDS</li> </ul> </li> </ul> </li> <li>• Gastrointestinal infections, infestations and congenital disorders <ul style="list-style-type: none"> <li>▪ Gastroenteritis</li> <li>▪ Worm infestation</li> <li>▪ Gastro-esophageal reflux.</li> <li>▪ Indian childhood cirrhosis</li> <li>▪ Jaundice</li> <li>▪ Hepatitis.</li> <li>▪ Malabsorption syndrome</li> <li>▪ Malnutrition</li> <li>▪ Cleft lip and cleft palate</li> <li>▪ Tracheo esophageal fistula/ Atresia</li> <li>▪ Pyloric stenosis</li> <li>▪ Hirschspring's disease</li> <li>▪ Intususception</li> <li>▪ Diaphragmatic hernia</li> <li>▪ Intestinal obstruction, appendicitis</li> <li>▪ Omphalocele.</li> </ul> </li> <li>• Cardiovascular problems <ul style="list-style-type: none"> <li>▪ Congenital defects</li> <li>▪ Cyanotic and acyanotic</li> <li>▪ Rheumatic fever</li> <li>▪ Rheumatic heart disease</li> <li>▪ Endocarditis.</li> </ul> </li> <li>• Genito urinary disorders <ul style="list-style-type: none"> <li>▪ Acute glomerulo nephritis</li> <li>▪ Nephrotic syndrome,</li> <li>▪ Wilms tumor</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion.</li> <li>• Demonstration.</li> <li>• Practice session</li> <li>• Clinical Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with checklist</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>▪ Urinary tract infection</li> <li>▪ Congenital disorders</li> <li>▪ Renal failure</li> <li>▪ Hemolytic uremic syndrome.</li> <li>• Neurological infections and disorders               <ul style="list-style-type: none"> <li>▪ Convulsion, epilepsy</li> <li>▪ Meningitis</li> <li>▪ Encephalitis</li> <li>▪ Hydrocephalus</li> <li>▪ Spina bifida</li> <li>▪ Cerebral palsy</li> </ul> </li> <li>• Haematological disorders               <ul style="list-style-type: none"> <li>▪ Anemias, thalassemia</li> <li>▪ ITP</li> <li>▪ Leukemia</li> <li>▪ Haemophilia.</li> </ul> </li> <li>• Endocrine disorders               <ul style="list-style-type: none"> <li>▪ Growth hormone disorders</li> <li>▪ Diabetes insipidus</li> <li>▪ Addison’s disease</li> <li>▪ Cushing syndrome</li> <li>▪ Diabetes mellitus</li> <li>▪ Precocious puberty</li> <li>▪ Thyroid disorders.</li> </ul> </li> <li>• Orthopedic Disorders               <ul style="list-style-type: none"> <li>▪ Club foot</li> <li>▪ Hip dislocation</li> <li>▪ Fracture</li> <li>▪ Osteogenesis imperfect</li> <li>▪ Osteomyelitis.</li> </ul> </li> <li>• Disorders of skin, eye and ear               <ul style="list-style-type: none"> <li>▪ Scabies, dermatitis, acne vulgaris, impetigo.</li> <li>▪ Congenital cataract, ophthalmia neonatorum, vision disorders.</li> <li>▪ Otitis media</li> </ul> </li> <li>• Common communicable diseases in children               <ul style="list-style-type: none"> <li>▪ Tuberculosis, diphteria, pertusis, measles, tetanus, polio, mumps, rubella, . Their identification, nursing management in hospital and home and prevention</li> </ul> </li> <li>• Child health emergencies               <ul style="list-style-type: none"> <li>▪ Poisoning</li> <li>▪ foreign bodies</li> <li>▪ Haemorrhage</li> <li>▪ Burns, drowning</li> <li>▪ accidents in children</li> </ul> </li> <li>• Nursing care of infant and children with HIV/AIDS</li> </ul>		

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
VI	10	<ul style="list-style-type: none"> <li>• Manage the child with behavioral &amp; social problems.</li> <li>• Identify the social &amp; welfare services for challenged children.</li> </ul>	<p><b>Management of behavioural and social problems in children</b></p> <ul style="list-style-type: none"> <li>• Management of common behavioral disorder: Tics, Pica, Enuresis, Encopresis, Bruxism, school phobia</li> <li>• Management of common psychiatric problems: ADHD, Autism, mood disorders, learning disabilities.</li> <li>• Management of challenged children: mentally, physically and socially challenged</li> <li>• Welfare services for challenged children in India</li> <li>• Child guidance clinics</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion.</li> <li>• Field visit to Child guidance clinics, school for mentally &amp; physically, socially challenged.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of field reports.</li> </ul>



# Child Health Nursing – Practical

Placement : Third Year  
Fourth Year

Practical – 270 Hour (9 weeks)  
Internship – 145hours (3 weeks)

Areas	Duration (in Weeks)	Objectives	Skills to be developed	Assignments	Assessment methods
Paediatric Medicine Ward	3	<ul style="list-style-type: none"> <li>• Provide Nursing Care to children with various medical disorders.</li> <li>• Counsel and educate parents.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assessment of children:</b> <ul style="list-style-type: none"> <li>▪ Taking Paediatric History</li> <li>▪ Physical examination and assessment of children.</li> </ul> </li> <li>• <b>Medication Administration:</b> <ul style="list-style-type: none"> <li>▪ Administration of oral, IM &amp; IV medicine/fluids.</li> <li>▪ Calculation of fluid requirements.</li> <li>▪ Prepare different strengths of I. V. fluids.</li> </ul> </li> <li>• <b>Common Paediatric procedures:</b> <ul style="list-style-type: none"> <li>▪ Apply restraints.</li> <li>▪ Administer Oxygen inhalation by different methods.</li> <li>▪ Give baby bath.</li> <li>▪ Feed children by Katori, spoon, etc.</li> <li>▪ Collect specimens for common investigations.</li> <li>▪ Assist with common diagnostic procedures.</li> </ul> </li> <li>• <b>Health Education:</b> <ul style="list-style-type: none"> <li>▪ Teach mothers/parents.                             <ul style="list-style-type: none"> <li>* Malnutrition</li> <li>* Oral rehydration therapy</li> <li>* Feeding and weaning</li> <li>* Immunization schedule</li> <li>* Play therapy</li> <li>* Specific disease conditions.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Give care to three assigned Paediatric patients.</li> <li>• Nursing care plan-1</li> <li>• Case study/ presentation-1</li> <li>• Health Talk-1</li> </ul>	<ul style="list-style-type: none"> <li>• Assess clinical performance with rating scale.</li> <li>• Assess each skill with check list OSCE/ OSPE</li> <li>• Evaluation of case study/ presentation and health education session.</li> <li>• Completion of activity record.</li> </ul>
Paediatric Surgical Ward	3	<ul style="list-style-type: none"> <li>• Recognize different Paediatric surgical conditions/malformations.</li> <li>• Provide pre and post</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate, prepare and administer I/V fluids.</li> <li>• Do bowel wash.</li> <li>• Care for ostomies :                             <ul style="list-style-type: none"> <li>▪ Colostomy irrigation</li> <li>▪ Ureterostomy</li> <li>▪ Gastrostomy</li> <li>▪ Enterostomy</li> </ul> </li> <li>• Urinary catheterization and drainage.</li> </ul>	<ul style="list-style-type: none"> <li>• Give care to three assigned Paediatric surgical patients.</li> <li>• Nursing Case study/ presentation-1</li> </ul>	<ul style="list-style-type: none"> <li>• Assess clinical performance with rating scale.</li> <li>• Assess each skill with check list OSCE/ OSPE</li> </ul>

Areas	Duration (in Weeks)	Objectives	Skills to be developed	Assignments	Assessment methods
		<ul style="list-style-type: none"> <li>operative care to children with common Paediatric surgical conditions/malformations.</li> <li>Counsel and educate parents.</li> </ul>	<ul style="list-style-type: none"> <li>Feeding <ul style="list-style-type: none"> <li>Naso-gastric</li> <li>Gastrostomy</li> <li>Jejunostomy</li> </ul> </li> <li>Care of surgical wounds <ul style="list-style-type: none"> <li>Dressing</li> <li>Suture removal</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Evaluation of case study/ presentation</li> <li>Completion of activity record.</li> </ul>
Paediatric OPD/ Immunization room	1	<ul style="list-style-type: none"> <li>Perform assessment of children : Health,-developmental and anthropometric.</li> <li>Perform Immunization.</li> <li>Give Health education/ Nutritional education</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of children</li> <li>Health assessment</li> <li>Developmental assessment</li> <li>Anthropometric Assessment</li> <li>Immunization</li> <li>Health/Nutritional Education.</li> </ul>	<ul style="list-style-type: none"> <li>Developmental study-1</li> </ul>	<ul style="list-style-type: none"> <li>Assess clinical performance with rating scale.</li> <li>Completion of activity record</li> </ul>
Paediatric medicine and surgery ICU	1+1	<ul style="list-style-type: none"> <li>Provide Nursing care to critically ill children</li> </ul>	<ul style="list-style-type: none"> <li>Care of a baby in incubator/warmer</li> <li>Care of a baby on ventilator</li> <li>Endotracheal Suction</li> <li>Chest physiotherapy</li> <li>Administer fluids with infusion pump</li> <li>Total Parenteral nutrition.</li> <li>Phototherapy</li> <li>Monitoring of babies.</li> <li>Cardio Pulmonary Resuscitation.</li> </ul>	<ul style="list-style-type: none"> <li>Nursing care plan-1</li> <li>Observation report-1</li> </ul>	<ul style="list-style-type: none"> <li>Assess clinical performance with rating scale.</li> <li>Assess each skill with check list OSCE/ OSPE</li> <li>Evaluation of case study/ presentation and health</li> </ul>

Areas	Duration (in Weeks)	Objectives	Skills to be developed	Assignments	Assessment methods
					education session. <ul style="list-style-type: none"> <li>• Completion of activity record.</li> <li>• Evaluation of Observation report.</li> </ul>

### Internship

Areas	Duration (in Weeks)	Objectives	Skills	Assessment
Paediatric medicine ward/ICU	1	<ul style="list-style-type: none"> <li>• Provide comprehensive care to children with medical conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Assess clinical performance with rating</li> </ul>
Paediatric surgery ward/ICU	1	<ul style="list-style-type: none"> <li>• Provide comprehensive care to children with Surgical conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Assess clinical performance with rating</li> </ul>
NICU	1	<ul style="list-style-type: none"> <li>• Provide intensive care to neonates</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Assess clinical performance with rating</li> </ul>

# Mental Health Nursing

**Placement :** Third Year

Theory - 90 hours

Practical - 270 hours

Internship - 95 hours (2 weeks)

**Course Description:** This course is designed for developing an understanding of the modern approach to mental health, identification, prevention and nursing management of common mental health problems with special emphasis on therapeutic interventions for individuals, family and community.

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	5	<ul style="list-style-type: none"> <li>• Describe the historical development and current trends in mental health nursing.</li> <li>• Describe the epidemiology of mental health problems.</li> <li>• Discuss the scope of Mental Health Nursing</li> <li>• Describe the concept of normal and abnormal behaviour.</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Perspectives of mental health and Mental Health Nursing: evolution of mental health services, treatments and nursing practices.</li> <li>• Prevalence and incidence of mental health problems and disorders.</li> <li>• Mental health team</li> <li>• Nature and scope of Mental Health Nursing</li> <li>• Concepts of normal and abnormal behaviour.</li> <li>• Role and functions of mental health nurse in various settings and factors affecting the level of nursing practice</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer type</li> <li>• Objective type</li> <li>• Assessment of the field visit reports</li> </ul>
II	5	<ul style="list-style-type: none"> <li>• Define various terms used in Mental Health Nursing</li> <li>• Explain the classification of mental disorders</li> <li>• Explain psychodynamics of maladaptive behavior</li> </ul>	<p><b>Principles and concepts of mental health nursing</b></p> <ul style="list-style-type: none"> <li>• Definition : mental health nursing and terminology used</li> <li>• Classification of mental disorders : ICD</li> <li>• Review of personality development, defense mechanisms</li> <li>• Maladaptive behaviour of individuals and group: stress, crisis and disaster (s)</li> <li>• Etiology: bio-psycho-social factors</li> <li>• Psychopathology of mental disorders: review of structure and</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Review of personality development</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer type</li> <li>• Objective type</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> <li>• Discuss the etiological factors and psychopathology of mental disorders</li> <li>• Explain the principles and standards of Mental Health Nursing</li> <li>• Describe the conceptual models of Mental Health Nursing.</li> </ul>	<p>function of brain, limbic system and abnormal - neurotransmission.</p> <ul style="list-style-type: none"> <li>• Principles of mental health nursing</li> <li>• Standards of mental health nursing practice</li> <li>• Conceptual models and the role of nurse : <ul style="list-style-type: none"> <li>* Existential Model</li> <li>* Psycho-analytical model</li> <li>* Behavioral model</li> <li>* Interpersonal model</li> <li>* Social model</li> </ul> </li> </ul>		
III	8	<ul style="list-style-type: none"> <li>• Describe the nature, purpose and process of assessment of mental health status</li> </ul>	<p><b>Assessment of mental health status</b></p> <ul style="list-style-type: none"> <li>• History taking</li> <li>• Mental status examination</li> <li>• Mini mental status examination</li> <li>• Neurological examination: Review</li> <li>• Investigations: Related Blood chemistry, EEG, CT &amp; MRI</li> <li>• Psychological tests</li> <li>• Role and responsibilities of Nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice sessions</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer type</li> <li>• Objective type</li> <li>• Assessment of clinical skills</li> </ul>
IV	6	<ul style="list-style-type: none"> <li>• Identify therapeutic communication techniques</li> <li>• Describe therapeutic relationship</li> <li>• Describe therapeutic impasses and its intervention</li> </ul>	<p><b>Therapeutic communication and nurse-patient relationship</b></p> <ul style="list-style-type: none"> <li>• Therapeutic communication : types, techniques &amp; characteristics</li> <li>• Types of relationships</li> <li>• Ethics and responsibilities</li> <li>• Elements of nurse patient contract</li> <li>• Review of technique of IPR-Johari Window</li> <li>• Goals, phases, tasks, therapeutic techniques</li> <li>• Therapeutic impasses and its intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Process recording</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer type</li> <li>• Objective type</li> <li>• Assessment of clinical skills</li> </ul>
V	14	<ul style="list-style-type: none"> <li>• Explain treatment modalities and therapies used in</li> </ul>	<p><b>Treatment modalities and therapies used in mental disorders</b></p> <ul style="list-style-type: none"> <li>• Psycho Pharmacology <ul style="list-style-type: none"> <li>▪ Psychological therapies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer type</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
		mental disorders and role of the nurse	<ul style="list-style-type: none"> <li>▪ Therapeutic community</li> <li>▪ Psycho therapy-Individual, psycho-analytical, cognitive and supportive, family, group, behavioral, play, psycho-drama, music, dance, recreational and light therapy, Relaxation therapies: yoga, meditation, bio-feedback</li> <li>• Alternative system of medicine</li> <li>• Occupational therapy</li> <li>• Physical Therapy : Electro convulsive therapy</li> <li>• Geriatric considerations</li> <li>• Role of nurse in above therapies</li> </ul>	<ul style="list-style-type: none"> <li>• Practice sessions</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type</li> <li>• Assessment of clinical skills</li> </ul>
VI	5	<ul style="list-style-type: none"> <li>• Describe the etiology, psycho-pathology, clinical manifestations, diagnostic criteria and management of patients with schizophrenia, and other psychotic disorders</li> </ul>	<p><b>Nursing management of patient with schizophrenia, and other psychotic disorders</b></p> <ul style="list-style-type: none"> <li>• Classification: ICD</li> <li>• Etiology, psycho-pathology, types, clinical manifestations, diagnosis</li> <li>• Nursing Assessment-history, physical and mental assessment</li> <li>• Treatment modalities and nursing management of patients with schizophrenia and other psychotic disorders</li> <li>• Geriatric considerations</li> <li>• Follow-up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer type</li> <li>• Objective type</li> <li>• Assessment of patient managing problems</li> </ul>
VII	5	<ul style="list-style-type: none"> <li>• Describe the etiology, psycho-pathology, clinical manifestation, diagnostic criteria and management of patients with mood disorders</li> </ul>	<p><b>Nursing management of patient with mood disorders</b></p> <ul style="list-style-type: none"> <li>• Mood disorders: Bipolar affective disorder, mania, depression and dysthymia etc</li> <li>• Etiology, psycho-pathology, clinical manifestations, diagnosis</li> <li>• Nursing Assessment –history, physical and mental status assessment</li> <li>• Treatment modalities and nursing management of patients with mood disorders</li> <li>• Geriatric considerations</li> <li>• Follow up , home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer type</li> <li>• Objective type</li> <li>• Assessment of patient managing problems</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
VIII	8	<ul style="list-style-type: none"> <li>Describe the etiology, psycho-pathology, clinical manifestation, diagnostic criteria and management of patients with neurotic, stress related and somatization disorders</li> </ul>	<p><b>Nursing management of patient with neurotic, stress related and somatization disorders</b></p> <ul style="list-style-type: none"> <li>Anxiety disorder, Phobias, Dissociation and Conversion disorder, Obsessive compulsive disorder, Somatoform disorders, Post traumatic stress disorder</li> <li>Etiology, psycho-pathology, clinical manifestations, diagnosis</li> <li>Nursing Assessment-history, physical and mental assessment</li> <li>Treatment modalities and nursing management of patients with neurotic, stress related and somatization disorders</li> <li>Geriatric considerations</li> <li>Follow up , home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Case discussion</li> <li>Case presentation</li> <li>Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer type</li> <li>Objective type questions</li> <li>Assessment of patient management problems</li> </ul>
IX	5	<ul style="list-style-type: none"> <li>Describe the etiology, psycho-pathology, clinical manifestation, diagnostic criteria and management of patients with substance use disorders.</li> </ul>	<p><b>Nursing management of patient with substance use disorders</b></p> <ul style="list-style-type: none"> <li>Commonly used psychotropic substance: Classification, forms, routes, action, intoxication and withdrawal</li> <li>Etiology of dependence: tolerance, psychological and physical dependence, withdrawal syndrome, diagnosis</li> <li>Nursing Assessment –history, physical, mental assessment and drug assay</li> <li>Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction) and nursing management of patients with substance use disorders</li> <li>Geriatric considerations</li> <li>Follow up , home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Case discussion</li> <li>Case presentation</li> <li>Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer type</li> <li>Objective type</li> <li>Assessment of managing patient problems</li> </ul>
X	4	<ul style="list-style-type: none"> <li>Describe the etiology, psycho-pathology, pathology, clinical</li> </ul>	<p><b>Nursing management of patient with personality, sexual and eating disorders</b></p> <ul style="list-style-type: none"> <li>Classification of disorders</li> <li>Etiology, psycho-pathology, characteristics, diagnosis</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Case discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer type</li> </ul>



Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
		manifestations, diagnostic criteria and management of patients with personality, sexual and eating disorders.	<ul style="list-style-type: none"> <li>• Nursing Assessment –history, physical and mental assessment</li> <li>• Treatment modalities and nursing management of patients with personality, sexual and eating disorders</li> <li>• Geriatric considerations</li> <li>• Follow up , home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type</li> <li>• Assessment of patient management problems</li> </ul>
XI	5	<ul style="list-style-type: none"> <li>• Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of childhood and adolescent disorders including mental deficiency.</li> </ul>	<b>Nursing management of childhood and adolescent disorders including mental deficiency</b> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Etiology, psycho-pathology, characteristics , diagnosis, Nursing assessment –history, physical and mental and IQ assessment</li> <li>• Treatment modalities and nursing management of childhood disorders including mental deficiency</li> <li>• Follow up , home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer type</li> <li>• Objective type</li> <li>• Assessment of managing patient problems</li> </ul>
XII	5	<ul style="list-style-type: none"> <li>• Describe the etiology, psychopathology, clinical manifestation, diagnostic criteria and management of patients with organic brain disorders.</li> </ul>	<b>Nursing management of organic brain disorders</b> <ul style="list-style-type: none"> <li>• Classification of organic mental disorders: ICD</li> <li>• Etiology, psycho-pathology, clinical features, diagnosis, and differential diagnosis (Parkinsons and Alzheimers )</li> <li>• Nursing Assessment –history, physical and neurological assessment</li> <li>• Treatment modalities and nursing management of organic brain disorders</li> <li>• Geriatric considerations</li> <li>• Follow up , home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer type</li> <li>• Objective type</li> <li>• Assessment of patient management problems</li> </ul>
XIII	6	<ul style="list-style-type: none"> <li>• Identify psychiatric emergencies and carry out crisis intervention.</li> </ul>	<b>Psychiatric emergencies and crisis intervention</b> <ul style="list-style-type: none"> <li>• Types of psychiatric emergencies and their management</li> <li>• Stress Adaptation Model: stress and stressor, coping resources and</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type</li> <li>• Assessment</li> </ul>



Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			mechanism <ul style="list-style-type: none"> <li>• Grief: Theories of grieving process, principles, techniques of counseling</li> <li>• Types of crisis</li> <li>• Crisis Intervention: principles, techniques and process</li> <li>• Geriatric considerations</li> <li>• Role and responsibilities of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Practice sessions</li> <li>• Clinical practice</li> </ul>	of patient management problems
XIV	4	<ul style="list-style-type: none"> <li>• Explain legal aspects applied in mental health settings and role of the nurse.</li> <li>• Describe the National Mental Health Act, programmes and mental health policy</li> </ul>	<b>Legal issues in mental health nursing</b> <ul style="list-style-type: none"> <li>• The Mental Health Act 1987: Act, Sections, Articles and their implications.</li> <li>• National Mental health policy vis a vis national health policy</li> <li>• Indian Lunacy Act. 1912</li> <li>• Rights of mentally ill clients</li> <li>• Forensic psychiatry</li> <li>• Acts related to narcotic and psychotropic substances and illegal drug trafficking</li> <li>• Admission and discharge procedures.</li> <li>• Role and responsibilities of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Lecture</li> <li>• Case Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer type</li> <li>• Objective type</li> </ul>
XV	4	<ul style="list-style-type: none"> <li>• Describe the model of preventive psychiatry</li> <li>• Describe community mental health services and role of the nurse</li> </ul>	<b>Community mental health nursing</b> <ul style="list-style-type: none"> <li>• Development of Community Mental Health Services:</li> <li>• National Mental Health Programme</li> <li>• Institutionalization Versus Deinstitutionalization</li> <li>• Model of preventive psychiatry: Levels of prevention</li> <li>• Mental health services available at the primary, secondary, tertiary levels including rehabilitation and role of nurse</li> <li>• Model of Preventive Psychiatry: Levels of prevention</li> <li>• Mental Health Agencies: Government and voluntary, National and International</li> <li>• Mental health nursing issues for special populations: Children, Adolescence, Women, Elderly, Victims of violence and abuse, Handicapped, HIV/AIDS etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Lecture</li> <li>• Clinical/ Field practice.</li> <li>• Field visits to mental health service agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer type</li> <li>• Objective type</li> <li>• Assessment of the field visit reports</li> </ul>

# Mental Health Nursing – Practical

**Placement :** Third Year  
Fourth Year

Practical - 270 Hours (9 weeks)  
Internship - 95 Hours (2 weeks)

Areas	Duration (in Weeks)	Objectives	Skills	Assignments	Assessment methods
Psychiatric OPD	1	<ul style="list-style-type: none"> <li>Assess patients with mental health problems</li> <li>Observe and assist in therapies</li> <li>Counsel and educate patient and family</li> </ul>	<ul style="list-style-type: none"> <li>History taking</li> <li>Perform mental status examination (MSE)</li> <li>Assist in psychometric assessment</li> <li>Perform neurological examination</li> <li>Observe and assist in therapies</li> <li>Teach patient and family members</li> </ul>	<ul style="list-style-type: none"> <li>History taking and mental status examination - 2</li> <li>Health education-1</li> <li>Observation report of OPD</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Assess each skill with checklist</li> <li>Evaluation of health education</li> <li>Assessment of observation report</li> <li>Completion of activity record</li> </ul>
Child Guidance Clinic	1	<ul style="list-style-type: none"> <li>Assessment of children with various mental health problems</li> <li>Counsel and educate children, family and significant others</li> </ul>	<ul style="list-style-type: none"> <li>History taking</li> <li>Assist in psychometric assessment</li> <li>Observe and assist in various therapies</li> <li>Teach family and significant others</li> </ul>	<ul style="list-style-type: none"> <li>Case work-1</li> <li>Observation report of different therapies -1</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Assess each skill with checklist</li> <li>Evaluation of the observation report</li> </ul>
Inpatient Ward	6	<ul style="list-style-type: none"> <li>Assess patients with mental health problems</li> <li>To provide nursing care of patients with various mental</li> </ul>	<ul style="list-style-type: none"> <li>History taking</li> <li>Perform mental status examination (MSE)</li> <li>Perform neurological examination</li> <li>Assist in psychometric assessment</li> <li>Record therapeutic communication</li> <li>Administer medications</li> <li>Assist in Electroconvulsive</li> </ul>	<ul style="list-style-type: none"> <li>Give care to patients with various mental disorders</li> <li>Case study – 1</li> <li>Care plan -2</li> <li>Clinical presentation – 1</li> <li>Process recording-2</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Assess each skill with checklist</li> <li>Evaluation of the case study, care plan, clinical presentation</li> </ul>

Areas	Duration (in Weeks)	Objectives	Skills	Assignments	Assessment methods
		<p>health problems</p> <ul style="list-style-type: none"> <li>• Assist in various therapies</li> <li>• Counsel and educate patient, family and significant others</li> </ul>	<p>therapy (ECT)</p> <ul style="list-style-type: none"> <li>• Participate in all therapies</li> <li>• Prepare patients for Activities of Daily Living (ADL)</li> <li>• Conduct admission and discharge counseling</li> <li>• Counsel and teach patient and families</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain drug book</li> </ul>	<p>and process recording</p> <ul style="list-style-type: none"> <li>• Completion of activity record</li> </ul>
Community Psychiatry	1	<ul style="list-style-type: none"> <li>• To identify patients with various mental disorders</li> <li>• To motivate patients for early treatment</li> <li>• To assist in follow up clinic</li> <li>• Counsel and educate patient, family and community</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct case work</li> <li>• Identify individuals with mental health problems</li> <li>• Assist in mental health camps and clinics</li> <li>• Counsel and teach family members, patient and community</li> </ul>	<ul style="list-style-type: none"> <li>• Case work – 1</li> <li>• Observation report of field visits.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Evaluation of case work and observation report</li> <li>• Completion of activity record</li> </ul>

### Internship

Areas	Duration (in Weeks)	Objective	Skills	Assessment
Psychiatry Ward	2 Weeks	Provide comprehensive care to patients with mental health problems	<ul style="list-style-type: none"> <li>• Integrated Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Assess clinical performance with rating</li> </ul>

# Midwifery and Obstetrical Nursing

Placement : Third year

Theory - 90 hours  
Practical - 180 hours

**Course Description:** This course is designed for students to appreciate the concepts and principles of midwifery and obstetrical nursing. It helps them to acquire knowledge and skills in rendering nursing care to normal and high risk pregnant women during antenatal, natal and postnatal periods in hospitals and community settings. It also helps to develop skills in managing normal and high risk neonates and participate in family welfare programme.

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	3	<ul style="list-style-type: none"> <li>Recognize the trends &amp; issues in midwifery and obstetrical nursing</li> </ul>	<p><b>Introduction to Midwifery and Obstetrical Nursing</b></p> <ul style="list-style-type: none"> <li>Introduction to concepts of midwifery and obstetrical Nursing</li> <li>Trends in midwifery and obstetrical nursing                             <ul style="list-style-type: none"> <li>Historical perspectives and current trends</li> </ul> </li> <li>Legal and ethical aspects</li> <li>Pre-conception care and preparing for parenthood</li> <li>Role of nurse in midwifery and obstetrical care</li> <li>National policy and legislation in relation to maternal health &amp; welfare</li> <li>Maternal, morbidity, mortality and fertility rates</li> <li>Perinatal, morbidity and mortality rates</li> <li>Issues in reproductive health</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Explain using Charts &amp; graphs</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>
II	8	<ul style="list-style-type: none"> <li>Describe the anatomy &amp; physiology of female reproductive system</li> </ul>	<p><b>Review of anatomy &amp; physiology of female reproductive system &amp; foetal development</b></p> <ul style="list-style-type: none"> <li>Female pelvis                             <ul style="list-style-type: none"> <li>General description of the bones, joints, ligaments, planes of the pelvis, diameters of the true pelvis, important landmarks, variations in pelvis shape</li> </ul> </li> <li>Female organs of reproduction                             <ul style="list-style-type: none"> <li>External genitalia, internal genital organs &amp; their anatomical relations, musculature</li> <li>Blood supply, nerves,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Review with charts and models</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type questions</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			lymphatics, pelvic cellular tissue, pelvic peritoneum <ul style="list-style-type: none"> <li>• Physiology of menstrual cycle</li> <li>• Human sexuality</li> <li>• Fetal development               <ul style="list-style-type: none"> <li>▪ Conception</li> <li>▪ Review of fertilization, implantation (embedding of the ovum)</li> <li>▪ Development of the embryo &amp; placenta at term, functions, abnormalities, the fetal sac, amniotic fluid, the umbilical cord</li> <li>▪ Fetal circulation, fetal skull, bones, sutures &amp; measurements</li> </ul> </li> <li>• Review of Genetics</li> </ul>		
III	8	<ul style="list-style-type: none"> <li>• Describe the diagnosis &amp; management of women during antenatal period</li> </ul>	<b>Assessment &amp; management of pregnancy (antenatal)</b> <ul style="list-style-type: none"> <li>• Normal pregnancy               <ul style="list-style-type: none"> <li>▪ Physiological changes during pregnancy                   <ul style="list-style-type: none"> <li>* Reproductive system</li> <li>* Cardio vascular system</li> <li>* Respiratory system</li> <li>* Urinary system</li> <li>* Gastro intestinal system</li> <li>* Metabolic changes</li> <li>* Skeletal changes</li> <li>* Skin changes</li> <li>* Endocrine system</li> <li>* Psychological changes</li> </ul> </li> <li>▪ Discomforts of pregnancy</li> <li>▪ Diagnosis of pregnancy                   <ul style="list-style-type: none"> <li>* Signs</li> <li>* Differential diagnosis</li> <li>* Confirmatory tests</li> </ul> </li> <li>▪ Antenatal care                   <ul style="list-style-type: none"> <li>* Objectives</li> <li>* Assessment- History &amp; physical examination, antenatal examination, signs of previous child birth</li> </ul> </li> <li>▪ Relationship of foetus to uterus &amp; pelvis: Lie, Attitude, Presentation, position</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> <li>• Case discussion/ presentation</li> <li>• Health talk</li> <li>• Practice session</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type questions</li> <li>• Assessment of skills with the checklist</li> <li>• Assessment of patient management problems</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>▪ Per vaginal examination</li> <li>• Screening &amp; assessment for high risk; <ul style="list-style-type: none"> <li>▪ Risk approach</li> <li>▪ History &amp; physical examination</li> <li>▪ Modalities of diagnosis- invasive &amp; non-invasive, ultrasonography, cardiotomography, NST, CST</li> </ul> </li> <li>▪ Antenatal preparation <ul style="list-style-type: none"> <li>* Antenatal counseling</li> <li>* Antenatal exercise</li> <li>* Diet</li> <li>* Substance use</li> <li>* Education for child birth</li> <li>* Husband &amp; families</li> <li>* Preparation for safe-confinement</li> <li>* Prevention from radiation</li> </ul> </li> <li>• Psycho-social &amp; cultural aspects of pregnancy <ul style="list-style-type: none"> <li>▪ Adjustment to pregnancy</li> <li>▪ Unwed mother</li> <li>▪ Single parent</li> <li>▪ Teenage pregnancy</li> <li>▪ Sexual violence</li> </ul> </li> <li>• Adoption</li> </ul>		
IV	12	<ul style="list-style-type: none"> <li>• Describe the physiology and stages of labour</li> <li>• Describe the management of women during intranatal period</li> </ul>	<p><b>Assessment &amp; management of intranatal period</b></p> <ul style="list-style-type: none"> <li>• Physiology of labour, mechanism of labour</li> <li>• Management of labour <ul style="list-style-type: none"> <li>▪ First stage <ul style="list-style-type: none"> <li>* Signs &amp; symptoms of onset of labour; normal &amp; abnormal</li> <li>* Duration</li> <li>* Preparation of Labour room &amp; women</li> <li>* Assessment &amp; observation of women in labour; partogram-maternal &amp; foetal monitoring</li> <li>* Active management of labour, induction of labour</li> <li>* Pain relief &amp; comfort in labour</li> </ul> </li> <li>▪ Second stage</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Case discussion/presentation</li> <li>• Simulated practice</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type questions</li> <li>• Assessment of skills with the checklist</li> <li>• Assessment of patient management problems</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>* Signs &amp; symptoms; normal &amp; abnormal</li> <li>* Duration</li> <li>* Conduct of delivery; principles &amp; techniques</li> <li>* Episiotomy (only if required)</li> <li>* Receiving the new born</li> <li>* Neonatal resuscitation; initial steps &amp; subsequent resuscitation</li> <li>* Care of umbilical cord</li> <li>* Immediate assessment including screening for congenital anomalies</li> <li>* Identification</li> <li>* Bonding</li> <li>* Initiate feeding</li> <li>* Screening &amp; transport-tation of the neonate</li> <li>▪ Third stage <ul style="list-style-type: none"> <li>* Signs &amp; symptoms; normal &amp; abnormal</li> <li>* Duration</li> <li>* Method of placental expulsion</li> <li>* Management; principles &amp; techniques</li> <li>* Examination of the placenta</li> <li>* Examination of perineum</li> <li>* Maintaining records &amp; reports</li> </ul> </li> <li>▪ Fourth stage</li> </ul>		
V	5	<ul style="list-style-type: none"> <li>• Describe the physiology of puerperium</li> <li>• Describe the management of women during post-natal period</li> </ul>	<p><b>Assessment &amp; management of women during post natal period</b></p> <ul style="list-style-type: none"> <li>• Normal puerperium <ul style="list-style-type: none"> <li>▪ Physiology, duration</li> <li>▪ Postnatal assessment &amp; management <ul style="list-style-type: none"> <li>* Promoting physical &amp; emotional well-being</li> <li>* Lactation management</li> <li>* Immunization</li> </ul> </li> </ul> </li> <li>• Family dynamics after child-birth</li> <li>• Family welfare services <ul style="list-style-type: none"> <li>▪ Methods</li> <li>▪ counseling</li> <li>▪ Follow-up</li> <li>▪ Records &amp; reports</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> <li>• Health talk</li> <li>• Practice sessions</li> <li>• Supervised Clinical practice</li> <li>• Case discussion/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type questions</li> <li>• Assessment of skills with the checklist</li> <li>• Assessment of patient management problems</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
VI	6	<ul style="list-style-type: none"> <li>Describe the characteristics and adaptation of normal newborn.</li> <li>Describe the care of normal newborn.</li> </ul>	<p><b>Assessment &amp; management of normal neonates</b></p> <ul style="list-style-type: none"> <li>Normal neonate: <ul style="list-style-type: none"> <li>Physiology adaptation,</li> <li>Initial &amp; daily assessment</li> <li>Essential new born care <ul style="list-style-type: none"> <li>Thermal control</li> <li>Breast feeding</li> <li>Prevention of infections</li> <li>Immunization</li> </ul> </li> </ul> </li> <li>Minor disorders of newborn and its management</li> <li>Levels of Neonatal care (level I, II, III)</li> <li>At primary, secondary and tertiary levels</li> <li>Maintenance of Records &amp; Reports</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Demonstration</li> <li>Practice sessions</li> <li>Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type questions</li> <li>Assessment of skills with the checklist</li> <li>Assessment of patient management problems</li> </ul>
VII	10	<ul style="list-style-type: none"> <li>Describe the identification and management of women with high risk pregnancy</li> </ul>	<p><b>High-risk pregnancy-assessment &amp; management</b></p> <ul style="list-style-type: none"> <li>Screening assessment <ul style="list-style-type: none"> <li>Ultrasonography, cardiotomography, NST, CST, non-invasive &amp; invasive</li> <li>Newer modalities of diagnosis</li> </ul> </li> <li>High risk approach</li> <li>Levels of care <ul style="list-style-type: none"> <li>Primary, secondary, tertiary levels</li> </ul> </li> <li>Disorders of pregnancy <ul style="list-style-type: none"> <li>Hyper-emesis gravidarum, bleeding in early pregnancy, abortion, ectopic pregnancy,</li> <li>Vesicular mole</li> <li>Ante-partum hemorrhage</li> </ul> </li> <li>Uterine abnormality &amp; displacement</li> <li>Diseases complicating pregnancy <ul style="list-style-type: none"> <li>Medical &amp; surgical conditions <ul style="list-style-type: none"> <li>Infections, RTI(STD), UTI, HIV, TORCH</li> <li>Gynaecological diseases</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Demonstration</li> <li>Case discussion/presentation</li> <li>Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type questions</li> <li>Assessment of skills with the checklist</li> <li>Assessment of patient management problems</li> </ul>



Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			complicating pregnancy <ul style="list-style-type: none"> <li>* Pregnancy induced hypertension &amp; diabetes, toxemia of pregnancy, hydramnios</li> <li>* Rh incompatibility</li> <li>* Mental disorders</li> </ul> <ul style="list-style-type: none"> <li>• Adolescent pregnancy, elderly primi &amp; grand multipara</li> <li>• Multiple pregnancy</li> <li>• Abnormalities of placenta &amp; cord</li> <li>• Intra uterine growth retardation</li> <li>• Nursing management of mothers with high-risk pregnancy</li> <li>• Maintenance of Records &amp; Reports</li> </ul>		
VIII	10	<ul style="list-style-type: none"> <li>• Describe the management of abnormal labour and obstetrical emergencies</li> </ul>	<b>Abnormal labour – assessment &amp; management</b> <ul style="list-style-type: none"> <li>• Disorders in labour               <ul style="list-style-type: none"> <li>▪ CPD &amp; contracted pelvis</li> <li>▪ Malpositions &amp; malpresentations</li> <li>▪ Premature labour, disorder of uterine actions – precipitate labour, prolonged labour</li> <li>▪ Complications of third stage                   <ul style="list-style-type: none"> <li>* Injuries to birth canal</li> </ul> </li> </ul> </li> <li>• Obstetrical Emergencies               <ul style="list-style-type: none"> <li>▪ Presentation &amp; prolapse of cord, vasa previa, amniotic fluid embolism, rupture of uterus, shoulder dystocia, obstetrical shock</li> </ul> </li> <li>• Obstetrical procedures &amp; operations               <ul style="list-style-type: none"> <li>▪ Induction of labour, forceps, vaccum, version, manual removal of placenta, caesarean section, destructive operation</li> </ul> </li> <li>• Nursing management of women undergoing obstetrical operations &amp; procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> <li>• Case discussion/ presentation</li> <li>• Practice sessions</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type questions</li> <li>• Assessment of skills with the checklist</li> <li>• Assessment of patient management problems</li> </ul>
XI	4	<ul style="list-style-type: none"> <li>• Describe management</li> </ul>	<b>Abnormalities during Postnatal Periods</b> <ul style="list-style-type: none"> <li>• Assessment &amp; management of women with postnatal</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
		of postnatal complications	<p>complications</p> <ul style="list-style-type: none"> <li>▪ Puerperal infections, breast engorgement &amp; infections, UTI, thrombo embolic disorders, post-partum hemorrhage, eclampsia &amp; subinvolution</li> <li>▪ Physiological complications               <ul style="list-style-type: none"> <li>* Post partum blues</li> <li>* Post-partum depression</li> <li>* Post partum Psychosis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practice session</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type questions</li> <li>• Assessment of skills with the checklist</li> <li>• Assessment of patient management problems</li> </ul>
X	10	<ul style="list-style-type: none"> <li>• Identify the high risk neonates and their nursing management</li> </ul>	<p><b>Assessment &amp; management of high risk new born</b></p> <ul style="list-style-type: none"> <li>• Admission of neonate in the neonatal intensive care units-protocols</li> <li>• Nursing management of:               <ul style="list-style-type: none"> <li>▪ Low birth weight babies</li> <li>▪ Infections</li> <li>▪ Respiratory problems</li> <li>▪ Hemolytic disorders</li> <li>▪ Birth injuries</li> <li>▪ Malformations</li> </ul> </li> <li>• Monitoring of high risk neonates</li> <li>• Feeding of high risk neonates</li> <li>• Organization &amp; management of neonatal intensive care units</li> <li>• Infection control in neonatal intensive care units</li> <li>• Maintenance of reports &amp; records</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type questions</li> <li>• Assessment of skills with the checklist</li> <li>• Assessment of patient management problems</li> </ul>
XI	4	<ul style="list-style-type: none"> <li>• Describe indication, dosage, action, side effects &amp; nurses responsibilities in the administration of drugs used for mothers</li> </ul>	<p><b>Pharmacotherapeutics in obstetrics</b></p> <ul style="list-style-type: none"> <li>• Indication, dosage, action, contra-indication &amp; side effects of drugs</li> <li>• Effect of drugs on pregnancy, labour &amp; puerperium</li> <li>• Nursing responsibilities in the administration of drugs in Obstetrics               <ul style="list-style-type: none"> <li>▪ Oxytocics, antihypertensive, diuretics, tocolytic agents, anti-convulsants</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Drug book</li> <li>• Drug presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type questions</li> <li>• Assessment of skills with the checklist</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Analgesics &amp; anesthesia in obstetrics</li> <li>• Effects of medication on fetus &amp; neonate</li> </ul>		<ul style="list-style-type: none"> <li>• Assessment of patient management problems</li> </ul>
XII	10	<ul style="list-style-type: none"> <li>• Appreciate the importance of family welfare</li> <li>• Describe the methods of contraception &amp; role of nurses in family welfare programme</li> </ul>	<p><b>Family Welfare programme</b></p> <ul style="list-style-type: none"> <li>• Population trends &amp; problems in India</li> <li>• Concepts, aims, importance &amp; history of family welfare programme</li> <li>• National population <ul style="list-style-type: none"> <li>▪ Dynamics, policy &amp; education</li> </ul> </li> <li>• National family welfare programme <ul style="list-style-type: none"> <li>▪ RCH, ICDS, MCH, Safe motherhood</li> </ul> </li> <li>• Organization &amp; administration at National, State, District, Block &amp; Village levels</li> <li>• Methods of contraception <ul style="list-style-type: none"> <li>▪ Spacing, temporary &amp; permanent, emergency contraception</li> </ul> </li> <li>• Infertility &amp; its management</li> <li>• Counseling for family welfare</li> <li>• Latest research in contraception</li> <li>• Maintenance of vital statistics</li> <li>• Role of national, international, &amp; voluntary organizations</li> <li>• Role of a nurse in family welfare programme</li> <li>• Training/Supervision/Collaboration with other functionaries in Community like ANMs, LHVs, Anganwadi workers, TBAs (Traditional Birth Attendant-Dai)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Field visit and project reports</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type questions</li> <li>• Assessment of skills with the checklist</li> <li>• Project &amp; Field visit reports</li> </ul>

# Midwifery and Obstetrical Nursing – Practical

**Placement :** Fourth year

Practical- 180 hours

Areas	Duration (in Weeks)	Objectives	Skills	Assignments	Assessment Methods
Antenatal clinic/OPD	2	<ul style="list-style-type: none"> <li>• Assessment of pregnant women</li> </ul>	<ul style="list-style-type: none"> <li>• History taking</li> <li>• Antenatal assessment               <ul style="list-style-type: none"> <li>▪ Antenatal history taking</li> <li>▪ Physical examinations</li> <li>▪ Recording of weight &amp; BP</li> <li>▪ Hb &amp; urine testing for sugar &amp; albumin</li> <li>▪ Antenatal examination of breast &amp; abdomen</li> </ul> </li> <li>• Immunization</li> <li>• Assessment of risk status</li> <li>• Teaching antenatal exercise</li> <li>• Maintenance of antenatal records</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct antenatal Examinations 30</li> <li>• Health talk 1</li> <li>• Case book recording</li> <li>• Case Study - 1</li> <li>• Case Presentation - 1</li> </ul>	<ul style="list-style-type: none"> <li>• Verification of findings of antenatal examinations</li> <li>• Completion of case book recordings</li> </ul>
Labour room O.T	2	<ul style="list-style-type: none"> <li>• Assess women in labour</li> <li>• Carryout per-vaginal examinations</li> <li>• Conduct normal deliveries</li> <li>• Perform episiotomy &amp; suture it</li> <li>• Resuscitate new borns</li> <li>• Assist with caesarean sections, MTP &amp; other surgical procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of women in labour               <ul style="list-style-type: none"> <li>▪ Pervaginal examination &amp; interpretation</li> <li>▪ Monitoring &amp; caring of women in labour</li> <li>▪ Maintenance of partograph</li> </ul> </li> <li>• Conduct normal delivery</li> <li>• Newborn assessment &amp; immediate care               <ul style="list-style-type: none"> <li>▪ Resuscitation of newborns</li> <li>▪ Assessment of risk status of newborn</li> </ul> </li> <li>• Episiotomy &amp; suturing</li> <li>• Maintenance of labour &amp; birth records</li> <li>• Arrange for &amp; assist with Caesarean section &amp; care of women &amp; baby during Caesarean</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct normal deliveries-20</li> <li>• Pervaginal examination-5</li> <li>• Perform &amp; suture the episiotomy-5</li> <li>• Resuscitate newborns-5</li> <li>• Assist with caesarean sections-2</li> <li>• Witness abnormal deliveries -5</li> <li>• Assist with MTP &amp; other surgical procedures-1</li> <li>• Case book recording</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of clinical performance with rating scale</li> <li>• Assessment of each skill with check lists</li> <li>• Completion of case book recording</li> </ul>
Postnatal ward	4	<ul style="list-style-type: none"> <li>• Providing nursing care to</li> </ul>	<ul style="list-style-type: none"> <li>• Examination &amp; assessment of mother &amp; baby</li> <li>• Identification of deviations</li> </ul>	<ul style="list-style-type: none"> <li>• Give care to Postnatal mothers -20</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of clinical performance</li> </ul>

Areas	Duration (in Weeks)	Objectives	Skills	Assignments	Assessment Methods
		<ul style="list-style-type: none"> <li>postnatal mother &amp; baby</li> <li>Counsel &amp; teach mother &amp; family for parenthood</li> </ul>	<ul style="list-style-type: none"> <li>Care of postnatal mother &amp; baby <ul style="list-style-type: none"> <li>Perineal care</li> <li>Lactation management</li> <li>Breast feeding</li> <li>Baby bath</li> <li>Immunization</li> </ul> </li> <li>Teaching postnatal mother: <ul style="list-style-type: none"> <li>Mother craft</li> <li>Postnatal care and</li> <li>Exercises</li> <li>Immunization</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Health talks – 1</li> <li>Case study -1</li> <li>Case presentation -1</li> <li>Case book recording</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of each skill with check lists</li> <li>Completion of case book recording</li> <li>Evaluation of case study &amp; presentation &amp; health education sessions</li> </ul>
Newborn nursery	2	<ul style="list-style-type: none"> <li>Provide nursing care to newborn at risk</li> </ul>	<ul style="list-style-type: none"> <li>Newborn assessment</li> <li>Newborn assessment</li> <li>Admission of neonates</li> <li>Feeding of at risk neonates <ul style="list-style-type: none"> <li>Katori spoon, palada, tube feeding, total parenteral nutrition</li> </ul> </li> <li>Thermal management of neonates <ul style="list-style-type: none"> <li>Kangaroo mother care</li> <li>Care of baby in incubator</li> </ul> </li> <li>Monitoring &amp; care of neonates</li> <li>Administering medications <ul style="list-style-type: none"> <li>Intravenous therapy</li> </ul> </li> <li>Assisting with diagnostic procedure</li> <li>Assisting with exchange transfusion</li> <li>Care of baby on ventilator and phototherapy</li> <li>Infection control protocol in the nursery</li> <li>Teaching &amp; counseling of parents</li> <li>Maintenance of records &amp; reports</li> </ul>	<ul style="list-style-type: none"> <li>Case study – 1</li> <li>Observation study - 1</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of clinical performance</li> <li>Assessment of each skill with check lists</li> <li>Evaluation of &amp; observation study</li> </ul>

Areas	Duration (in Weeks)	Objectives	Skills	Assignments	Assessment Methods
Family planning clinic	Rotation from postnatal ward 1 week	Counsel mother & family to provide family welfare service	<ul style="list-style-type: none"> <li>• Counselling technique</li> <li>• Insertion of IUD</li> <li>• Teaching on use of family planning methods</li> <li>• Arrange for &amp; Assist with family planning operations</li> <li>• Maintenance of records &amp; reports</li> </ul>	<ul style="list-style-type: none"> <li>• <b>IUD insertion – 5</b></li> <li>• Observation study – 1</li> <li>• Counselling – 2</li> <li>• Simulation exercise on recording &amp; reporting - 1</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of each skill with check lists</li> <li>• Evaluation of &amp; observation study</li> </ul>

### Internship

Duration : 240 hours

Areas	Duration (in Weeks)	Objectives	Skills	Assignments	Assessment Methods
Labour Ward	2	<ul style="list-style-type: none"> <li>• Provide comprehensive care to mothers &amp; neonates</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of other essential requirements</li> <li>• Case book recording</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Completion of case book recording</li> </ul>
Neonatal intensive care unit/ NICU	1				
Antenatal	2				

# Community Health Nursing – II

**Placement :** Fourth Year Basic B.Sc Nursing

**Theory - 90 Hours**

**Practical : 135 Hours**

**Internship : 195 Hours**

**Course Description:** This course is designed for students to practice Community Health Nursing for the individual, family and groups at both urban and rural settings by using concept and Principles of Health and Community Health Nursing

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Method
I	4	<ul style="list-style-type: none"> <li>Define Concepts, scope, principles and historical development of community health and community health nursing</li> </ul>	<b>Introduction</b> <ul style="list-style-type: none"> <li>Definition, concept and scope of Community Health and Community Health Nursing</li> <li>Historical development of               <ul style="list-style-type: none"> <li>Community Health</li> <li>Community Health Nursing                   <ul style="list-style-type: none"> <li>Pre-independence</li> <li>Post-independence</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>
II	6	<ul style="list-style-type: none"> <li>Describe health plans, policies, various health committees and health problems in India</li> </ul>	<b>Health planning, policies and problems</b> <ul style="list-style-type: none"> <li>National Health planning in India – 5 year plans.</li> <li>Various committees and commissions on health and family welfare.               <ul style="list-style-type: none"> <li>Central council for health and family welfare (CCH and FW)</li> <li>National Health Policies (1983, 2002)</li> <li>National Population policy</li> <li>Millennium Development Goals</li> <li>Health problems in India</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Panel discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>
III	15	<ul style="list-style-type: none"> <li>Describe the system of delivery of community health services in rural and urban areas</li> <li>List the functions of various levels and their staffing pattern</li> <li>Explain the components of health services</li> </ul>	<b>Delivery of Community Health Services</b> <ul style="list-style-type: none"> <li>Planning, Budgeting and material management of SCs, PHC and CHC</li> <li>Rural: Organization, staffing and functions of Rural Health Services provided by Govt. at :               <ul style="list-style-type: none"> <li>Village</li> <li>Sub centre</li> <li>Primary Health Centre</li> <li>Community Health Centre/Sub divisional</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Visits to various health delivery systems</li> <li>Supervised field practice</li> <li>Panel discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Method
		<ul style="list-style-type: none"> <li>Describe alternative system of health promotion and health maintenance</li> <li>Describe the chain of referral system</li> </ul>	<ul style="list-style-type: none"> <li>Hospitals</li> <li>District</li> <li>State</li> <li>Centre</li> <li>Urban: Organization, staffing and functions of urban health services provided by Govt. at : <ul style="list-style-type: none"> <li>Slums</li> <li>Dispensaries</li> <li>Maternal and child health centers</li> <li>Special clinics</li> <li>Hospitals</li> <li>Corporation/Municipality/Board</li> </ul> </li> <li>Components of Health Services &amp; role of community health personnel <ul style="list-style-type: none"> <li>Environmental sanitation</li> <li>Health Education</li> <li>Vital statistics &amp; IEC</li> <li>MCH – Antenatal, Natal, Postnatal, MTP act, female foeticide act, child adaptation act.</li> <li>Family welfare</li> <li>National health programmes</li> <li>School health Services</li> <li>Occupational health</li> <li>Defense services</li> <li>Institutional services</li> </ul> </li> <li>Systems of medicine and health care <ul style="list-style-type: none"> <li>Allopathy</li> <li>Indian system of medicine and Homeopathy</li> <li>Alternative health care systems like yoga, meditation, social and spiritual healing etc</li> </ul> </li> <li>Referral system</li> </ul>		
IV	25	<ul style="list-style-type: none"> <li>Describe the system of delivery of community health services in rural and urban areas</li> </ul>	<p><b>Community Health Nursing approaches, concepts and roles and responsibilities of Nursing Personnel</b></p> <ul style="list-style-type: none"> <li>Approaches <ul style="list-style-type: none"> <li>Nursing Theories and Nursing process</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Demonstration</li> <li>Practice session</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>



Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Method
		<ul style="list-style-type: none"> <li>Describe Community Health Nursing approaches and concepts</li> <li>Describe the roles and responsibility of Community Health Nursing Personnel</li> </ul>	<ul style="list-style-type: none"> <li>Epidemiological approach</li> <li>Problem solving approach</li> <li>Evidence based approach</li> <li>Empowering people to care for themselves</li> <li>Concepts of Primary Health Care: <ul style="list-style-type: none"> <li>Equitable distribution</li> <li>Community participation</li> <li>Focus on prevention</li> <li>Use of appropriate technology</li> <li>Multi-sectoral approach</li> </ul> </li> <li>Roles and responsibilities of Community Health Nursing personnel in <ul style="list-style-type: none"> <li>Family Health services</li> <li>Management Information System (MIS): Maintenance of records and reports</li> <li>Training and supervision of various categories of health workers</li> <li>Treatment of minor ailments</li> <li>Organization of clinics, camps: types, preparation, planning, conduct and evaluation</li> <li>Waste management : Health centers, clinics, hospitals, home and community</li> <li>Qualities of community health nurse</li> <li>Job description, Training and supervision of community Health Nursing personnel <ul style="list-style-type: none"> <li>Register Nurse Midwife</li> <li>Female Health Worker</li> <li>Male Health Worker</li> <li>Female Health Assistant</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Supervised field practice</li> <li>Participation in campus</li> <li>Group project</li> </ul>	
V	15	<ul style="list-style-type: none"> <li>Describe and appreciate the activities of community health nurse in assisting individuals and groups to promote and maintain their health</li> </ul>	<p><b>Assisting individuals and groups to promote and maintain their health</b></p> <ul style="list-style-type: none"> <li>Empowerment for self care of individuals, families and groups in</li> </ul> <p><b>A. Assessment of self and family</b></p> <ul style="list-style-type: none"> <li>Monitoring growth and development <ul style="list-style-type: none"> <li>Mile stones</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Demonstration</li> <li>Practice session</li> <li>Supervised field practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Method
			<ul style="list-style-type: none"> <li>* Weight measurement</li> <li>* Social development</li> <li>▪ Temperature and Blood pressure monitoring</li> <li>▪ Menstrual cycle</li> <li>▪ Breast self examination and testicles</li> <li>▪ Warning Signs of various diseases (Alzheimer, Diabetes &amp; Cancer )</li> <li>▪ Tests: urine for sugar and albumin, blood sugar</li> <li><b>B. Seek health services for</b> <ul style="list-style-type: none"> <li>▪ Routine checkup</li> <li>▪ Immunization</li> <li>▪ Counseling</li> <li>▪ Diagnosis</li> <li>▪ Treatment</li> <li>▪ Follow up</li> </ul> </li> <li><b>C. Maintenance of health records for self and family</b></li> <li><b>D. Continue medical care and follow up in community for various diseases and disabilities</b></li> <li><b>E. Carryout therapeutic procedures as prescribed / required for self and family</b></li> <li><b>F. Sensitize and handle social issues affecting health and development for self and family</b> <ul style="list-style-type: none"> <li>▪ Women Empowerment</li> <li>▪ Women and child abuse</li> <li>▪ Abuse of elders</li> <li>▪ Female Foeticide</li> <li>▪ Commercial sex workers</li> <li>▪ Food adulteration</li> <li>▪ Substance abuse</li> </ul> </li> <li><b>G. Utilize community resources for self and family</b> <ul style="list-style-type: none"> <li>▪ Trauma services</li> <li>▪ Old age homes</li> <li>▪ Orphanage</li> <li>▪ Homes for physically and mentally challenged individuals</li> <li>▪ Homes for destitute</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Individual/ Group/ family/mass health education</li> </ul>	

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Method
VI	20	<ul style="list-style-type: none"> <li>Describe national health and family welfare programmes and role of a nurse</li> <li>Describe the various health schemes in India</li> </ul>	<p><b>National health and family welfare programmes and the role of a nurse</b></p> <ul style="list-style-type: none"> <li>National ARI programme</li> <li>Revised National Tuberculosis Control Programme (RNTCP)</li> <li>National Vector Borne Disease Control Programme (NVBDCP)</li> <li>National Guinea Worm Eradication Programme</li> <li>National Leprosy Eradication Programme</li> <li>National AIDS Control Programme</li> <li>STD Control Programme</li> <li>National Programme for Control of Blindness</li> <li>Iodine Deficiency Disorder Programme</li> <li>Expanded programme on Immunization</li> <li>National Family Welfare Programme – RCH programme, historical development, organization, administration, research, constraints</li> <li>National Water Supply and Sanitation Programme</li> <li>Minimum Need Programme</li> <li>Polio Eradication: Pulse Polio Programme</li> <li>Yaws Eradication Programme</li> <li>National Nutritional Anemia Prophylaxis programme</li> <li>20 point Programme</li> <li>ICDS programme</li> <li>Mid-day meal</li> <li>Applied nutritional programme</li> <li>National Mental Health Programme</li> <li>National Programme For Prevention and Control of cancer, Diabetes,</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Participation in National health Programmes</li> <li>Field visits</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Method
			Cardiovascular Diseases & Stroke (NPCDCS) <ul style="list-style-type: none"> <li>• ESI</li> <li>• CGHS</li> <li>• Health insurance</li> <li>• Health Schemes</li> <li>• NRHM</li> <li>• NUHM</li> </ul>		
VII	5	Explain the roles and functions of various national and international health agencies	<b>Health Agencies</b> <b>International</b> – WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, DANIDA, European Commission (EC), Red cross, USAID, UNESCO, Colombo Plan, ILO, CARE etc.  <b>National</b> – Indian Red Cross, Indian council for child welfare, Family Planning Association of India (FPAI), Tuberculosis Association of India, Hindu Kusht Nivaran Sangh, Central Social Welfare Board, All India women’s conference, Blind Association of India etc.	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Field visits</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>

## Community Health Nursing – II – Practical

**Placement** : Fourth Year

**Practical** - 135 hours

**Internship** - 195 hours

Areas	Duration (in Weeks)	Objectives	Skills	Assignments	Assessment Methods
Community Health Nursing	1 wk. for Urban  4 wk for Rural	<ul style="list-style-type: none"> <li>• Identify Community Profile</li> <li>• Identify prevalent communicable and non-communicable diseases</li> <li>• Diagnose health needs of individual, families and community</li> <li>• Plan, provide and evaluate care</li> <li>• Participate in School Health Program</li> <li>• Participate in National Health programs</li> <li>• Organize group for self help and involve clients in their own health activities</li> <li>• provide family welfare services</li> </ul>	<ul style="list-style-type: none"> <li>• Community Health Survey</li> <li>• Community diagnosis</li> <li>• Family care: Home adaptation of common procedures</li> <li>• Home visit: bag technique</li> <li>• Organize and conduct clinics – antenatal, postnatal, well baby clinic, camps etc.</li> <li>• Screen manage and referrals for:                             <ul style="list-style-type: none"> <li>▪ High risk mothers and neonates</li> <li>▪ Accidents and emergencies</li> <li>▪ Illness : Physical and mental</li> <li>▪ Disabilities</li> </ul> </li> <li>• Conduct delivery at centre/ home: Episiotomy and suturing</li> <li>• Resuscitate new born</li> <li>• School Health programme                             <ul style="list-style-type: none"> <li>▪ Screen, manage, refer children</li> </ul> </li> <li>• Collaborate with health and allied agencies</li> <li>• Train and supervise health workers</li> <li>• Provide family welfare services: Insertion of IUD</li> </ul>	<ul style="list-style-type: none"> <li>• Community survey report-1</li> <li>• Family care study-1</li> <li>• Project – 1</li> <li>• Health talk -1</li> <li>• Case book recording</li> </ul>	<ul style="list-style-type: none"> <li>• Assess clinical performance with rating scale</li> <li>• Evaluation of community survey report, family care study, project and health talk</li> <li>• Completion of activity record.</li> <li>• Completion of case book recording</li> </ul>

**Placement** : Internship

**Time** : 4 Weeks

Areas	Duration	Objectives	Skills	Assessment
Urban	4 Weeks	<ul style="list-style-type: none"> <li>• Provide comprehensive care to individual, family and community</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated Practice and group project – 1 in each rural and urban</li> </ul>	<ul style="list-style-type: none"> <li>• Assess clinical performance with rating scale</li> <li>• Evaluation of project</li> </ul>

# Nursing Research and Statistics

Placement : Fourth Year

Theory : 45 hours

Practical : 45 hours

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

Unit	Hours	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	4	<ul style="list-style-type: none"> <li>Describe the concept of research, terms, need and areas of research in nursing.</li> <li>Explain the steps of research process.</li> </ul>	<b>Research and research process</b> <ul style="list-style-type: none"> <li>Introduction and need for nursing research.</li> <li>Definition of Research &amp; nursing research.</li> <li>Steps of scientific method.</li> <li>Characteristics of research.</li> <li>Steps of research process – overview</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion.</li> <li>Narrate steps of research process followed from examples of published Studies.</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>
II	3	<ul style="list-style-type: none"> <li>Identify and state the research problem, objectives, hypothesis, assumption and variables</li> </ul>	<b>Research Problem/Question</b> <ul style="list-style-type: none"> <li>Identification of problem area &amp; Problem statement.</li> <li>Stating objectives of the research problem</li> <li>Writing Objectives</li> <li>Hypothesis , Assumption , Variables</li> <li>Proposal development</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion.</li> <li>Exercise on writing statement of problem and objectives. Each student selects a research problem</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> </ul>
III	3	<ul style="list-style-type: none"> <li>Review the related literature</li> </ul>	<b>Review of Literature</b> <ul style="list-style-type: none"> <li>Location</li> <li>Sources</li> <li>Online search: CINHAL, COCHRANE</li> <li>Purposes</li> <li>Method of Review</li> <li>Writing the Review Of Literature</li> <li>Writing of Bibliography</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Exercise on reviewing one research report/ article for a selected research Problem.</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> </ul>
IV	4	<ul style="list-style-type: none"> <li>Describe the research approaches and designs</li> </ul>	<b>Research approaches and designs</b> <ul style="list-style-type: none"> <li>Historical, survey and experimental</li> <li>Qualitative and Quantitative designs</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain types of research approaches</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> </ul>

Unit	Hours	Learning Objectives	Content and teaching learning activity	Teaching Learning Activities	Assessment Methods
				used from examples of published and unpublished research studies with rationale.	
V	8	<ul style="list-style-type: none"> <li>• Explain the sampling process</li> <li>• Describe the methods of data collection, developing and standardizing an instrument</li> </ul>	<b>Sampling and data collection</b> <ul style="list-style-type: none"> <li>• Definition of population, sample, sampling criteria, factors influencing sampling process, types of sampling techniques.</li> <li>• Data - Why, What, From, Whom, When, Where to collect</li> <li>• Data collection Methods and Instruments <ul style="list-style-type: none"> <li>▪ Methods of data collection</li> <li>▪ Questionnaire, interview</li> <li>▪ Observation, record analysis and measurement.</li> <li>▪ Types of instrument</li> <li>▪ Validity &amp; Reliability of the instrument</li> <li>▪ Pilot Study</li> <li>▪ Data collection procedure</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Prepare the tool in respect to the</li> <li>• selected research Problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> </ul>
VI	4	<ul style="list-style-type: none"> <li>• Analysis, interpret and summarize the research data</li> </ul>	<b>Analysis of data :</b> <ul style="list-style-type: none"> <li>• Compilation, Tabulation, classification, summarization, presentation, interpretation of data</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Preparation of sample tables</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> </ul>
VII	15	<ul style="list-style-type: none"> <li>• Explain the uses of statistics, scales of measurement and graphical presentation of data</li> <li>• Describe the measures of central</li> </ul>	<b>Introduction to statistics</b> <ul style="list-style-type: none"> <li>• Definition, use of statistics, scales of measurement</li> <li>• Frequency distribution and graphical presentation of data</li> <li>• Mean, Median, Mode, standard deviation</li> <li>• Normal probability and tests of significance</li> <li>• Coefficient of correlation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Practice on graphical presentations</li> <li>• Practice on computation of measures of central tendency, variability &amp; correlation</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> </ul>

Unit	Hours	Learning Objectives	Content and teaching learning activity	Teaching Learning Activities	Assessment Methods
		tendency and variability and methods of correlation	<ul style="list-style-type: none"> <li>• Inferential statistics and types.</li> <li>• Statistical packages and its application</li> </ul>		
VIII	4	<ul style="list-style-type: none"> <li>• Communicate and utilize the research findings.</li> </ul>	<p><b>Communication and utilization of Research</b></p> <ul style="list-style-type: none"> <li>• Communication of research findings <ul style="list-style-type: none"> <li>▪ Verbal report</li> <li>▪ Writing research report</li> <li>▪ Writing scientific article/ paper</li> <li>▪ Critical review of published research</li> <li>▪ Utilization of research Findings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture, discussion</li> <li>• Writing group research project &amp; presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of group research Project</li> </ul>



# Management of Nursing Services and Education

**Placement :** Fourth year

Theory - 60 Hours Practical- 30hrs

**Course Description :** This course is designed to enable students to acquire understanding of management of clinical and community health nursing services nursing educational program responsibilities, proposed and contribution to the growth of the Profession.

Unit	Hours		Learning Objectives	Content	Teaching Learning Activities	Assessment methods
	Th.	Pr.				
I	5		<ul style="list-style-type: none"> <li>Explain the concepts, principles and functions of management</li> </ul>	<b>Introduction</b> <ul style="list-style-type: none"> <li>Definition, concepts and theories</li> <li>Functions of management</li> <li>Principles of Management</li> <li>Role of a Nurse as a manager</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using organizational chart</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type questions</li> </ul>
II	10		<ul style="list-style-type: none"> <li>Describe the elements and process of management</li> </ul>	<b>Management process</b> <ul style="list-style-type: none"> <li>Planning               <ul style="list-style-type: none"> <li>mission, philosophy, objectives, operational plan</li> </ul> </li> <li>Staffing               <ul style="list-style-type: none"> <li>philosophy, staffing study, norms, activities, patient classification system, scheduling</li> </ul> </li> <li>Human resource management               <ul style="list-style-type: none"> <li>recruiting, selecting, deployment, retaining, promoting, superannuation etc</li> </ul> </li> <li>Budgeting               <ul style="list-style-type: none"> <li>concept, principles, types, cost benefit analysis, audit</li> </ul> </li> <li>Material management               <ul style="list-style-type: none"> <li>equipment and supplies</li> </ul> </li> <li>Directing process (Leading )</li> <li>Controlling               <ul style="list-style-type: none"> <li>Quality management</li> </ul> </li> <li>Program Evaluation Review               <ul style="list-style-type: none"> <li>Technique (PERT)</li> <li>(Bench) marking</li> <li>Activity Plan(Gant Chart)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Simulated exercises</li> <li>Case studies</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>
III	8	20	<ul style="list-style-type: none"> <li>Describe the management</li> </ul>	<b>Management of nursing services in the hospital and Community</b> <ul style="list-style-type: none"> <li>Planning :</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Simulated exercises</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>

Unit	Hours		Learning Objectives	Content	Teaching Learning Activities	Assessment methods
	Th.	Pr.				
			of nursing services in the hospital and community	<ul style="list-style-type: none"> <li>▪ Hospital and patient care Units including ward management</li> <li>▪ Emergency and disaster management</li> <li>• Human resource management: <ul style="list-style-type: none"> <li>▪ Recruiting, selecting, development, retaining promoting, superannuation etc</li> <li>▪ Categories of nursing personnel maturing job description of all levels</li> <li>▪ Patient/ population classification systems</li> <li>▪ Patients/population assignment and Nursing care responsibilities</li> <li>▪ Staff development and welfare</li> </ul> </li> <li>• Budgeting: proposal projecting, requirement for staff, equipments and supplies for <ul style="list-style-type: none"> <li>▪ Hospital and patient care Units.</li> <li>▪ Emergency &amp; disaster management.</li> </ul> </li> <li>• Material Management Procurement inventory control, auditing Maintenance in <ul style="list-style-type: none"> <li>▪ Hospital &amp; Patient Care Units.</li> <li>▪ Emergency &amp; Disaster Management.</li> </ul> </li> <li>• Directing &amp; Leading. Delegation Participatory Management <ul style="list-style-type: none"> <li>▪ Assignments, Rotations Delegations,</li> <li>▪ Supervision &amp; guidance, implement Standards Policies, Processors &amp; Practices.</li> <li>▪ Staff Development &amp; welfare, Maintenance of Discipline.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Supervised practice in ward writing incidents, preparing duty roaster, ward supervision</li> <li>• Writing reports</li> <li>• Assessment of the assignments</li> <li>• Performance evaluation by ward sister with rating scale</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type</li> </ul>

Unit	Hours		Learning Objectives	Content	Teaching Learning Activities	Assessment methods
	Th.	Pr.				
				<ul style="list-style-type: none"> <li>Controlling Evaluation</li> <li>Nursing Rounds, Visits, Nursing Protocols Manuals.</li> <li>Records and reports</li> <li>Performance appraisal</li> <li>Quality Assurance Model, Documentation</li> </ul>		
IV	8		Describe the concepts, theories and techniques of organizational behavior and human relations	<b>Organizational behavior and human relations</b> <ul style="list-style-type: none"> <li>Concepts and theories of organizational behaviors</li> <li>Review of Channels of communication</li> <li>Leadership styles</li> <li>Review of Motivation; concepts and theories</li> <li>Group dynamics</li> <li>Techniques of; <ul style="list-style-type: none"> <li>Communication; and</li> <li>Interpersonal relationships</li> <li>Human relations;</li> </ul> </li> <li>Public relation in context of Nursing</li> <li>Public relations with profession and employee union and Collective bargaining</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Role play</li> <li>Group games</li> <li>Self assessment</li> <li>Case discussion</li> <li>Practice session</li> <li>Assessment of problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>
V	5	10	<ul style="list-style-type: none"> <li>Participate in planning and organizing in service education program</li> </ul>	<b>In service education</b> <ul style="list-style-type: none"> <li>Nature &amp; scope of in-service education program</li> <li>Organization of in service education</li> <li>Principles of adult learning,</li> <li>Planning for in-service education program, techniques, methods &amp; evaluation of staff education Program</li> <li>Preparation of report</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Plan and conduct an educational session for in service nursing personnel</li> <li>Assess the planning &amp; conduct of the educational session</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>
VI	10		<ul style="list-style-type: none"> <li>Describe the management of nursing education institutions</li> </ul>	<b>Management of nursing educational institutions</b> <ul style="list-style-type: none"> <li>Establishment of Nursing educational institutional-INC norms and guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Role play</li> <li>Counseling session</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>

Unit	Hours		Learning Objectives	Content	Teaching Learning Activities	Assessment methods
	Th.	Pr.				
				<ul style="list-style-type: none"> <li>• Co-ordination with- <ul style="list-style-type: none"> <li>▪ Regulatory bodies</li> <li>▪ Accreditation</li> <li>▪ Affiliation</li> <li>▪ Philosophy/objective</li> <li>▪ Organization</li> <li>▪ Structure</li> <li>▪ Committees</li> <li>▪ physical facilities</li> <li>▪ College/School</li> <li>▪ Hostel</li> <li>▪ Students</li> <li>▪ Selection</li> <li>▪ Admission</li> <li>▪ Guidance and Counseling</li> <li>▪ Maintaining discipline</li> <li>▪ Faculty and staff</li> <li>▪ Selection</li> <li>▪ Requirement</li> <li>▪ Job discussion</li> <li>▪ Placement</li> <li>▪ Performance appraisal</li> <li>▪ Development and welfare</li> </ul> </li> <li>• Budgeting</li> <li>• Equipments and supplies: audio visual equipments, laboratory equipment, books, journals etc</li> <li>• Curriculum; Planning implementation and evaluation,</li> <li>• Clinical facilities</li> <li>• Transport facilities</li> <li>• Institutional Records and reports- administrative, faculty, staff and students</li> </ul>	<ul style="list-style-type: none"> <li>• Group exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type</li> </ul>
VII	10		<ul style="list-style-type: none"> <li>• Describe the ethical and legal responsibilities of a professional nurse</li> </ul>	<p><b>Nursing as a profession</b></p> <ul style="list-style-type: none"> <li>• Nursing as a profession <ul style="list-style-type: none"> <li>▪ Philosophy; nursing practice</li> <li>▪ Aims and objectives</li> <li>▪ Characteristics of a professional nurse</li> <li>▪ Regulatory bodies; INC,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Case discussion</li> <li>• Panel discussion</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>

Unit	Hours		Learning Objectives	Content	Teaching Learning Activities	Assessment methods
	Th.	Pr.				
			<ul style="list-style-type: none"> <li>• Explain the nursing practice standards</li> </ul>	<p>SNC Acts:- constitution, functions</p> <ul style="list-style-type: none"> <li>▪ Current trends and issues in Nursing</li> <li>• Professional ethics</li> <li>▪ Code of ethics; INC, ICN</li> <li>▪ Code of professional conduct; INC, ICN</li> <li>• Practice standards for Nursing; INC</li> <li>• Consumer protection act</li> <li>• Legal aspects in Nursing</li> <li>▪ Legal terms related to practice; registration and licensing</li> <li>▪ Laws related to nursing practice; Breach and penalties</li> <li>▪ Malpractice and negligence</li> </ul>	<ul style="list-style-type: none"> <li>• Critical incidents</li> <li>• Visit to INC/ SNRCs</li> <li>• Assessment of critical incidents</li> </ul>	
VIII	4		<ul style="list-style-type: none"> <li>• Explain the various opportunities for professional advancement</li> </ul>	<p><b>Professional Advancement:</b></p> <ul style="list-style-type: none"> <li>• Continuing education</li> <li>• Career Opportunities</li> <li>• Collective bargaining</li> <li>• Membership with Professional organizations; National and International</li> <li>• Participation in research activities</li> <li>• Publications; Journals, newspapers etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Lecture discussion</li> <li>• Review/ presentation of published articles</li> <li>• Group work on maintenance of bulletin board</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>