REGULATIONS AND CURRICULUM GOVERNING

BASIC B.Sc. NURSING PROGRAM

(Curriculum Implementation and Revision Year: 2021)

Name of the Constituent Unit: Yenepoya Nursing College

YENEPOYA
(DEEMED TO BE UNIVERSITY)

Deralakatte, Mangalore, Karnataka.

YENEPOYA

Price : Rs. 350/-

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Yenepoya (Deemed to be University)

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Contents

Sl. No	Contents	Page No.
1.	Philosophy, Vision and Mission statement	1
6.	Notification	2
7.	**Course Learning Outcomes**	
7.1	Philosophy	3
7.2	Aims &Objectives	3
7.3	Core Competencies For Nursing And Midwifery Practice By B.Sc. Graduate	4
8.	**Rules And Regulations Pertaining to UG Course as per The Council**	
8.1	Admission Terms And Conditions	5
8.2	Academic Calendar	6
8.3	Protocol For Students Applying Leave (For Hostelites Incase Of Planned Leave)	6
8.4	Student Code Of Conduct	7
8.5	Information About Anti-Ragging.	7
9.	**Course Syllabus**	
9.1	Curricular Framework	7-8
9.2	Curriculum Implementation: Overall Plan	9
9.3	Courses of Instruction with Credit Structure	10-13
9.4	Clinical Experience	13
9.5	Value Added Courses	14
10.	**Examination Related Information**	
10.1	Scheme of Examinations	14-18
10.2	Examination Regulations	18-19
10.3	Assessment guidelines	19-20
10.4	Declaration of Pass	20
10.5	Internal Assessment and Guidelines	20
10.6	University Theory and Practical Examination Pattern	20
10.7	Revaluation /Re-Totaling of Answer Papers	21
11.	**Internship**	
11.1	Regulation For Internship Completion And Extension	21
11.2	Finishing School Programme	21
11.3	Exit Exam or Evaluation	21
12.	**Rules And Regulations Pertaining To Hostel**	
12.1	Hostel Administration	21
12.2	Allotment Of Rooms	21
12.3	Hostel Code Of Conduct	21
12.4	Guests/Visitors Policy	21
12.5	Disciplinary Measures	21-22
12.6	Mess Rules	22
13.	Student Mentorship Program	22
14.	Student Research Activities	22
15.	**Infrastructure Facilities Of The University:**	
15.1	Central Library : Membership Details, Rules And Regulations For Use of Library	22-23
15.2	Information About E-Learning Resources	23
15.3	Yengage And Its Use	23-24
15.2	Information About E-Learning Resources	23
15.3	Yengage And Its Use	23-24
15.4	Sports facilities	27

16.	**Curriculum**	24
17.	**Others** Notifications from the University	24-32
	I Semester	
18.	Communicative English	34-36
19.	Applied Anatomy	37-40
20.	Applied Physiology	41-44
21.	Applied Sociology	45-47
22.	Applied Psychology	48-51
23.	Nursing Foundation - I (Including First Aid Module)	52-58
24.	Kannada	59
	Clinical Practicum: Nursing Foundation - I	60-63
	II Semester	
24.	Applied Biochemistry	64-66
25.	Applied Nutrition &Dietetics	67-70
26.	Nursing Foundation-II	71-84
27.	Health/ Nursing Informatics &Technology	85-87
	III Semester	
28.	Applied Microbiology, And Infection Control Including Safety	88-94
29.	Pharmacology-I	95-98
30.	Pathology-I	099-101
31.	Adult Health Nursing I With Integrated Pathophysiology	102-113
	IV Semester	
32.	Pharmacology-II	114-116
33.	Pathology-II &Genetics	117-120
34.	Adult Health Nursing II with integrated Pathophysiology including Geriatrics Nursing and Palliative care Module	121-133
35.	Professionalism, Professional values & Ethics including bioethics	134-137
	V semester	
36.	Child Health Nursing-I	138-143
37.	Mental Health Nursing-I	144-148
38.	Community health Nursing (Including Environmental Science & Epidemiology)	149-163
39.	Educational Technology/Nursing Education	164-170
40.	Introduction To Forensic Nursing And Indian Laws	171-173
	VI Semester	
41.	Child Health Nursing-II	174-176
42.	Mental Health Nursing-II	177-180
43.	Nursing Management & Leadership	181-189
44.	Midwifery/ Obstetrics & Gynecology I	190-201
	VII Semester	
45.	Community Health Nursing-II	202-212
46.	Nursing Research and Statistics	213-215
47.	Midwifery/ Obstetrics & Gynaecology-II	216-223

VIII	**Semester** Internship	
48.	**List of Appendices**	
	• Appendix 1: Internal assessment-Distribution of Marks	1-3
	• Appendix 2: Internal assessment Guidelines	4-5
	• Appendix 3: University theory Question Paper Pattern	6-8
	• Appendix 4:	9
	I. Mandatory modules	
	II. Elective Modules	

5. PHILOSOPHY

The philosophy of Yenepoya Nursing College is in congruence with the vision and mission statement of Yenepoya University. The Yenepoya Nursing College is committed to enable the students to achieve and maintain the highest standards of the profession, which is required to prepare a professional nurse, to effectively function at various levels of the health care system in the ever changing world.

Nursing is a distinct scientific discipline and is an integral part of the health care system. It has evolved into an evidence based practice profession, using scientific knowledge in a humane manner, combining critical thinking skills with caring behaviour. Nursing profession continues to evolve and respond to the changes within the healthcare system and nurses will remain responsive to the social needs.

We, the faculty of this institution, believe that the role of a nurse is to provide care using a holistic approach to individual, family and community. Nurses emphasize prevention of disease, promotion and restoration of health with the belief that every individual has the self responsibility in the maintenance of health.

We believe that nursing program is based on scientific knowledge and skill which will enable the students to achieve and maintain high standards in the nursing profession. The faculty is accountable for the quality nursing education and confirms safe and effective nursing practice through teaching and research. Faculty accepts the responsibility to provide education to those who enter the profession and provide higher education to those with basic preparation as well as to provide opportunities to keep abreast with professional advancements in the healthcare system.

We believe that teaching-learning is a dynamic interactive sharing of knowledge which promotes lifelong learning for the learner and educator. The scientific base for nursing practice demands competencies and lifelong education for career development. We believe in inculcating ethical values in nursing education and virtuous attitude in students to preserve the dignity and equality of the individual, family and community.

We believe that the individuality of the student needs to be considered and the curriculum to be designed in such a way to generate students with well- balanced personalities-emotionally sound, socially efficient, vocationally self-sufficient and internationally liberal.

We believe that nursing education should integrate the cultural competency to apply in clinical practice and research in diverse health care settings and collaborate with the health care team.

We believe that higher education needs to inculcate visionary leadership in nurses to inspire others and influence the policy making related to professional practice and thus to ensure a safe and competent health care to the nation as a whole.

Vision

To be a premier nursing institution of academic excellence, fostering value based education to develop competent professionals and inspiring leaders with a global outlook

Mission

- To prepare proficient nursing professionals for providing holistic & quality health care with ethical standards in diverse settings
- To foster an inquisitive mind for innovative and evidence based nursing practice
- To empower professionals to face the future health care challenges of the society

2. NOTIFICATION

INDIAN NURSING COUNCIL

New Delhi, the 5th July, 2021

[INDIAN NURSING COUNCIL {REVISED REGULATIONS AND CURRICULUM FOR B.SC. (NURSING) PROGRAM), REGULATIONS, 2020]

F.No. 11-1/2019-INC.—In exercise of the powers conferred by sub-section (1) of Section 16 of the Indian Nursing Council Act, 1947 (XLVIII of 1947), as amended from time to time, the Indian Nursing Council hereby makes the following regulations namely:—

SHORT TITLE AND COMMENCEMENT

i. These Regulations may be called The Indian Nursing Council (Revised Regulations and Curriculum for B.Sc. (Nursing) Program) Regulations, 2020.

ii. These Regulations shall come into force on the date of notification of the same in the official Gazette of India.

DEFINITIONS

In these Regulations, unless the context otherwise requires,

i. the Act' means the Indian Nursing Council Act, 1947 (XLVIII of 1947) as amended from time to time;

ii. the Council' means the Indian Nursing Council constituted under the Act of 1947;

iii. SNRC' means the State Nurses and Midwives Registration Council by whichever name constituted and called by the respective State Governments;

iv. B.Sc. (Nursing)' means the four year B.Sc. (Nursing) Degree qualification in Nursing recognized by the Council under Section 10 of the Act and included in Part-II of the Schedule to the Act;

v. Authority' means a University or Body created by an Act for awarding the B.Sc. (Nursing) qualification recognized by the Council and included in Part-II of the Schedule to the Act;

vi. School of Nursing' means a recognized training institution for the purpose of teaching of the GNM course;

vii. College' means a recognized training institution for the purpose of training and teaching of the B.Sc. (Nursing) course;

viii. CNE' means Continuing Nursing Education to be compulsorily undergone by the RN&RM/ RANM/RLHV for renewal of registration after every 5 (five) years.

7. COURSE LEARNING OUTCOMES

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

The program prepares nurses and midwives for generalist nursing including midwifery practice. Knowledge acquisition related to wellness, health promotion, illness, disease management and care of the dying is core to nursing practice. Mastery of competencies is the main focus. Students are provided with opportunities to learn a whole range of skills in addition to acquiring knowledge related to nursing practice (nursing and midwifery). This is achieved through learning in skill lab/simulated lab and clinical environment. Simulation will be integrated throughout the curriculum wherever feasible to enable them to develop competencies before entry into real field of practice. The revised curriculum embraces competency-based and outcome-based approach throughout the program integrating mastery learning and self-directed learning. Transformational and relationship based educational approaches are emphasized. Through the educational process the students assimilate and synthesize knowledge, cultivate critical thinking skills and develop care strategies. Competencies that reflect practice standards of the Council address the areas of cultural diversity, communication technology, teamwork and collaboration, safety, quality, therapeutic interventions and evidencebased practice. They are prepared to provide safe and competent care to patients across life span and influence patient outcomes.

7.1. PHILOSOPHY

The Council believes that :

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

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

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

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

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

7.2 AIMS & OBJECTIVES

AIMS

The aims of the undergraduate program are to

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

OBJECTIVES

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

1. Utilize critical thinking to synthesize knowledge derived from physical, biological, behavioural sciences, and humanities, in the practice of professional nursing and midwifery.
2. Practice professional nursing and midwifery competently and safely in diverse settings, utilizing caring, critical thinking and therapeutic nursing interventions with individuals, families, populations and communities at any developmental stage and with varied lived health experiences.
3. Provide promotive, preventive and restorative health services in line with national health policies and programs.
4. Integrate professional caring into practice decisions that encompass values, ethical, and moral and legal aspects of nursing.
5. Respect the dignity, worth, and uniqueness of self and others.
6. Apply concepts of leadership, autonomy and management to the practice of nursing and midwifery to enhance quality and safety in health care.
7. Utilize the latest knowledge and skills related to information and technology to enhance patient outcomes.
8. Communicate effectively with patients, peers, and all health care providers.
9. Utilize the requisite knowledge, skills and technologies to practice independently and collaboratively with all health professionals applying the principles of safety and quality improvement.
10. Integrate research findings and nursing theory in decision making in evidence-based practice.
11. Accept responsibility and accountability for the effectiveness of one's own nursing and midwifery practice and professional growth as a learner, clinician and leader.
12. Participate in the advancement of the profession to improve health care for the betterment of the global society.

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

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

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

1. **Patient centered care:** Provide holistic care recognizing individual patient's preferences, values and needs, that is compassionate, coordinated, age and culturally appropriate safe and effective care.
2. **Professionalism:** Demonstrate accountability for the delivery of standard-based nursing care as per the Council standards that is consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles.
3. **Teaching & Leadership:** Influence the behavior of individuals and groups within their environment and facilitate establishment of shared goals through teaching and leadership
4. **System-based practice:** Demonstrate awareness and responsiveness to the context of healthcare system and ability to manage resources essential to provide optimal quality of care.
5. **Health informatics and Technology:** Use technology and synthesize information and collaborate to make critical decisions that optimize patient outcomes.
6. **Communication:** Interact effectively with patients, families and colleagues fostering mutual respect and shared decision making to enhance patient satisfaction and health outcomes.
7. **Teamwork and Collaboration:** Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning and development.
8. **Safety:** Minimize risk of harm to patients and providers through both system effectiveness and individual performance.
9. **Quality improvement:** Use data to monitor the outcomes of care processes and utilize improvement methods to design and test changes to continuously improve the quality and safety of healthcare system.
10. **Evidence based practice:** Identify, evaluate and use the best current evidence coupled with clinical expertise and consideration of patient's preferences, experience and values to make practical decisions.

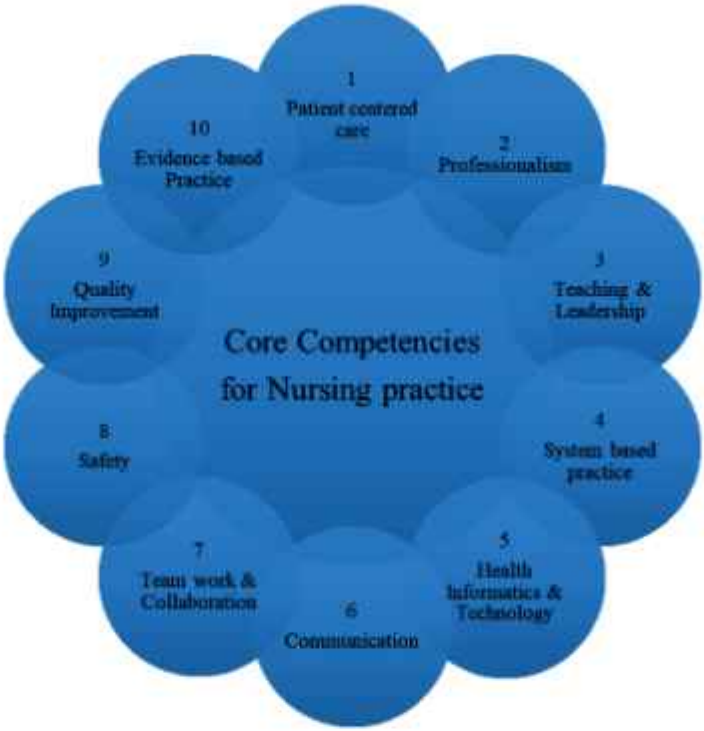

Figure 1. Core competencies for nursing and midwifery practice by B.Sc. Nursing Graduate {Adapted from NLN Model and Massachusetts: Nurse of the Future – Core Competencies (2016)}

8. RULES AND REGULATIONS PERTAINING TO UG COURSE AS PER THE COUNCIL

8.1 Admission Terms and Conditions

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

a) Aptitude for Nursing	20 marks
b) Physics	20 marks
c) Chemistry	20 marks
d) Biology	20 marks
c) English	20 marks

The minimum qualifying criteria of entrance test to admission of B.Sc Nursing is as under:
a) General - 50th percentile
b) SC/ST/OBC-40th percentile
c) General (PWD)- 45th percentile
d) SC/ST/OBC(PWD)-40th percentile

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

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

    In respect of Candidates belonging to SC/ST/OBC the marks obtained in 3 subjects Physics, Chemistry, Biology shall be 40% and passed in English individually
  - **Reservation for disability**

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

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

Note:

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

- **Foreign Nationals:**

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

8.2 Academic Calendar :

- The college academic year generally commences in the month of August.

Medium of instruction :

- English is the medium of instruction for all the subjects of study and for examinations of the Basic BSc Nursing degree course.

8.3 Protocol for Students Applying Leave (for hostelites incase of planned leave)

- Obtain Leave application (slip I, II & III) from the office 5 days prior to the leave date
- Mentor's name & signature with confirmation of parents call from registered number
- Class coordinator's signature
- [In case of clinical postings the signature of concerned clinical teacher]
- Vice Principal's signature in leave slip I & II
- Campus officer, warden signature in slip II & Submit slip II to warden
- Final Submission of leave slip I to the Mentor
- Leave slip III to be returned with parent's signature to the Warden
- Warden sends the slip III to the mentor (Same day)
- Mentor enter the submission of slip III in the register, Get sign from vice Principal & file the slip III

Standard Protocol for Students Applying Leave(incase of leave not applied prior)

- Inform to the hostel warden when being absent with reason/ call or message the mentor/ clinical teacher
- Get the leave application on a plain paper with warden's/parents sign(Day scholar)/attach medical document if visited Doctor
- If leave is taken less than 2 days
  In case of clinical postings get sign from concerned clinical supervisor/
  (Get the class coordinator sign if theory block)
- Submit to mentor
- If leave is taken 3 or more days,

Get the sign in leave form from clinical supervisor, mentor, Class Coordinator and Vice Principal.

- Hand over to mentor

8.4 Student code of conduct

- The Student Dress Code prescribed for regular classes as well as during the clinical posting has to be followed strictly.
- The dress should appear decent/neat and professional.
- Grooming is considered important.

8.5 Information about anti-ragging

- Ragging has been declared as a criminal offence (Supreme Court of India) hence,
- Any act of such kind is punishable as per the law.
- On admission every student and his/ her parents file an **affidavit** avowing not to indulge in ragging.
- The ragging committee consists of principal UG coordinator, I year coordinator, Nodal Officer, SNA advisor and student president. The committee oversees the activities of the students and ensures that it is a ragging free campus and there is zero tolerance to ragging.
- The faculty of Yenepoya visits the hostel at night for two months from the date of admissions.

9. CURRICULUM / Course Syllabus

9.1 Curricular Framework

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

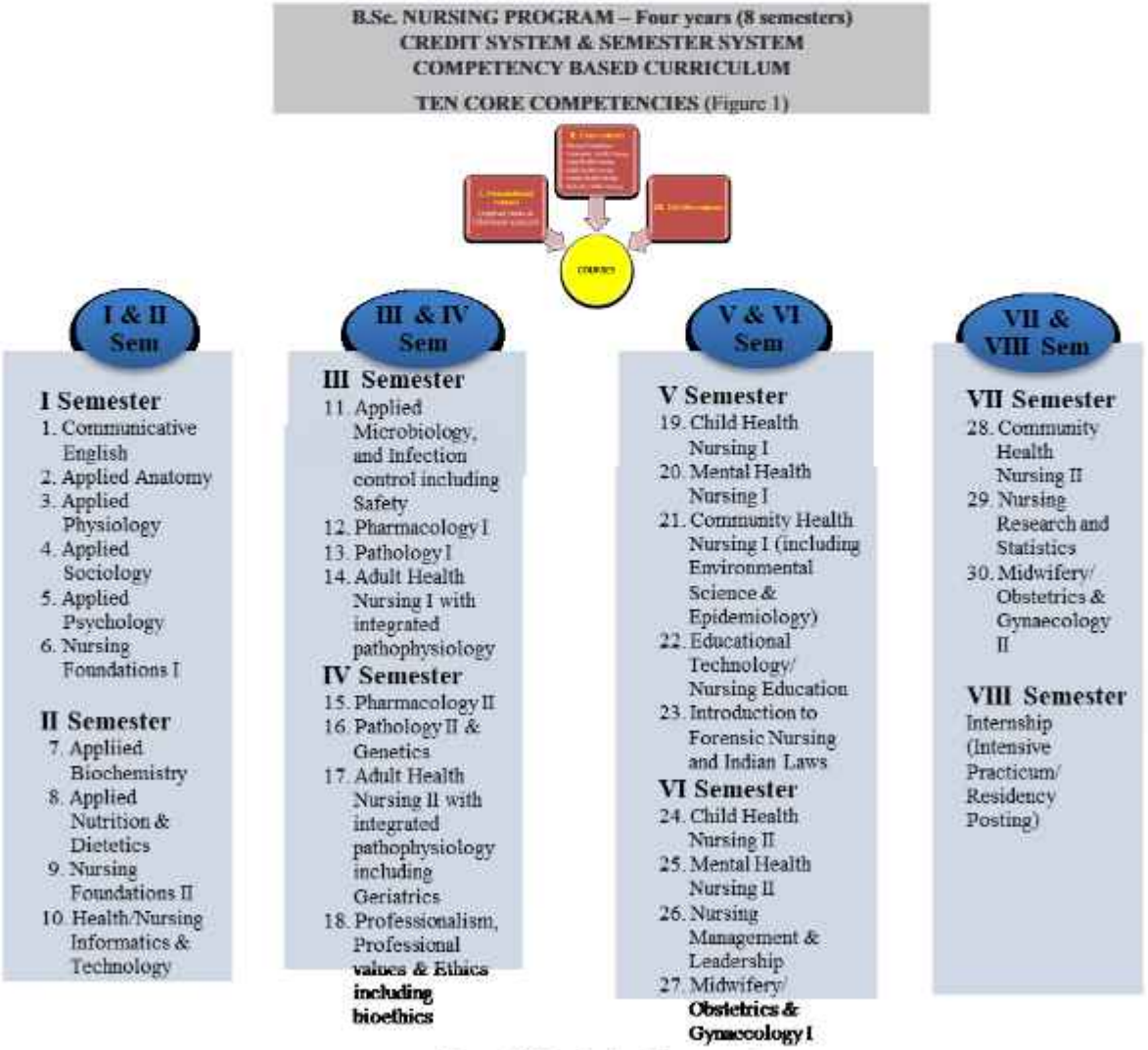

Figure 2. Curricular Framework

B.Sc. Nursing Program Structure			
I Semester 1. Communicative English 2. Applied Anatomy 3. Applied Physiology 4. Applied Sociology 5. Applied Psychology 6. *Nursing Foundation I ***Mandatory Module*** *First Aid as part of Nursing Foundation I Course	**III Semester** 1. Applied Microbiology and Infection Control including Safety 2. Pharmacology I 3. Pathology I 4. *Adult Health (Medical Surgical) Nursing I with integrated pathophysiology ***Mandatory Module*** *BCLS as part of Adult Health Nursing I	**V Semester** 1. *Child Health Nursing I 2. Mental Health Nursing I 3. Community Health Nursing I (including Environmental Science & Epidemiology) 4. Educational Technology/Nursing Education 5. Introduction to Forensic Nursing and Indian Laws ***Mandatory Modules*** *Essential Newborn Care (ENBC), Facility Based Newborn Care (FBNBC), IMNCI and PLS as part of Child Health Nursing	**VII Semester** 1. Community Health Nursing II 2. Nursing Research & Statistics 3. Midwifery/Obstetrics and Gynecology (OBG) Nursing II ***Mandatory Modules*** *Safe delivery app under OBG Nursing I/II (VI/VII Semester)
II Semester 1. Applied Biochemistry 2. Applied Nutrition and Dietetics 3. *Nursing Foundation II 4. Health/Nursing Informatics & Technology ***Mandatory Module*** *Health Assessment as part of Nursing Foundation II Course	**IV Semester** 1. *Pharmacology II 2. Pathology II & Genetics 3. Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing 4. Professionalism, Professional Values & Ethics including Biocthics ***Mandatory Module*** *Fundamentals of Prescribing under Pharmacology II *Palliative care module under Adult Health Nursing II	**VI Semester** 1. Child Health Nursing II 2. Mental Health Nursing II 3. Nursing Management & Leadership 4. *Midwifery/Obstetrics and Gynecology (OBG) Nursing I ***Mandatory Module*** * SBA Module under OBG Nursing I/II (VI/VII Semester)	**VIII Semester** Internship (Intensive Practicum/Residency Posting)

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

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

MANDATORY MODULES

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

For BCLS, PLS – Standard national/international modules can be used.The mandatory modules are offered during the time allotted for respective courses in the course content as theory and practicum – Lab/Clinical.

ELECTIVE MODULES

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

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

- Human values
- Diabetes care
- Soft skills

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

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

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

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

9.2. CURRICULUM IMPLEMENTATION: OVERALL PLAN

Duration of the program: 8 semesters

1-7 Semesters

One Semester Plan for the first 7 Semesters

Total Weeks per Semester: 26 weeks per semester

Number of Weeks per Semester for instruction: 20 weeks (40 hours per week x 20 weeks = 800 hours)

Number of Working Days: Minimum of 100 working days (5 days per week x 20 weeks)

Vacation, Holidays, Examination and Preparatory Holidays: 6 weeks

Vacation: 3 weeks

Holidays: 1 week

Examination and Preparatory Holidays: 2 weeks

8th Semester

One semester: 22 weeks

Vacation: 1 week

Holidays: 1 week

Examination and Preparatory Holidays: 2 weeks

9.3 COURSES OF INSTRUCTION WITH CREDIT STRUCTURE

S.No.	Semester	Course Code	Course/Subject Title	Theory credits	Theory Contact hours	Lab/ Skill Lab credits	Lab/ Skill Lab Contact hours	Clinical credits	Clinical Contact hours	Total credits	Total (hours)
1	**First**	ENGL 101	Communicative English	2	40						40
		ANAT 105	Applied Anatomy	3	60						60
		PHYS 110	Applied Physiology	3	60						60
		SOCI 115	Applied Sociology	3	60						60
		PSYC 120	Applied Psychology	3	60						60
		N NF (I) 125	Nursing Foundation I including First Aid module	6	120	2	80	2	160	10	360
		SSCC (I) 130	Self-study/Co-curricular								40+40
			TOTAL	**20**	**400**	**2**	**80**	**2**	**160**	**20+2+2=24**	**640+80=720**
2	**Second**	BIOC 135	Applied Biochemistry	2	40						40
		NUTR 140	Applied Nutrition and Dietetics	3	60						60
		– NF (II) 125	Nursing Foundation II including Health Assessment module	6	120	3	120	4	320		560
		HNIT 145	Health/Nursing Informatics & Technology	2	40	1	40				80
		SSCC(II) 130	Self -study/Co-curricular								40+20
			TOTAL	**13**	**260**	**4**	**160**	**4**	**320**	**13+4+4 = 21**	**740 + 60 = 800**
3	**Third**	MICR 201	Applied Microbiology and Infection Control including Safety	2	40	1	40				80
		PHAR (I) 205	Pharmacology I	1	20						20
		PATH (I) 210	Pathology I	1	20						20
		N-AHN (I) 215	Adult Health Nursing I with integrated pathophysiology including BCLS module	7	140	1	40	6	480		660
		SSCC (I) 220	Self-study/Co-curricular								20
			TOTAL	**11**	**220**	**2**	**80**	**6**	**480**	**11+2+6 = 19**	**780 + 20 = 800**
4	**Fourth**	PHAR (II) 205	Pharmacology II including Fundamentals of prescribing module	3	60						60
		PATH (II) 210	Pathology II and Genetics	1	20						20
		N-AHN (II) 225	Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing+ Palliative care module	7	140	1	40	6	480		660

S.No.	Semester	Course Code	Course/Subject Title	Theory credits	Theory Contact hours	Lab/ Skill Lab credits	Lab/ Skill Lab Contact hours	Clinical credits	Clinical Contact hours	Total credits	Total (hours)
		PROF 230	Professionalism, Professional Values and Ethics including bioethics	1	20						20
		SSCC(II) 220	Self-study/Co-curricular								40
			TOTAL	**12**	**240**	**1**	**40**	**6**	**480**	**12+1+6= 19**	**760 + 40 = 800**
5	**Fifth**	N-CHN(I) 301	Child Health Nursing I including Essential Newborn Care (ENBC), FBNC, IMNCI and PLS, modules	3	60	1	40	2	160		260
		N-MHN(I) 305	Mental Health Nursing I	3	60			1	80		140
		N-COMH(I) 310	Community Health Nursing I including Environmental Science & Epidemiology	5	100			2	160		260
		EDUC 315	Educational Technology/Nursing Education	2	40	1	40				80
		N-FORN 320	Introduction to Forensic Nursing and Indian laws	1	20						20
		SSCC(I) 325	Self-study/Co-curricular								20+20
			TOTAL	**14**	**280**	**2**	**80**	**5**	**400**	**14+2+5= 21**	**760 + 40 = 800**
6	**Sixth**	N-CHN(II) 301	Child Health Nursing II	2	40			1	80		120
		N-MHN(II) 305	Mental Health Nursing II	2	40			2	160		200
		NMLE 330	Nursing Management & Leadership	3	60			1	80		140
		N-MIDW(I) / OBGN 335	Midwifery/Obstetrics and Gynaecology (OBG) Nursing	3	60	1	40	3	240		340
		SSCC(II) 325	Self-study/Co-curricular								-
			TOTAL	**10**	**200**	**1**	**40**	**7**	**560**	**10+1+7= 18**	**800**
7	**Seventh**	N-COMH(II) 401	Community Health Nursing II	5	100			2	160		260
		NRST 405	Nursing Research & Statistics	2	40	2	80 (Projec-40)				120
		N-MIDW(II)/ OBGN 410	Midwifery/Obstetrics and Gynaecology (OBG) Nursing II including Safe delivery app module	3	60	1	40	4	320		420

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

1 credit theory– 1 hour per week per semester

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

1 credit clinical– 4 hours per week per semester

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

Total Semesters = 8

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

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

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

Distribution of credits and hours by courses, internship and electives

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

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

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

Practicum (7 semesters) excluding internship

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

Clinical– 2880 (83%)

Total – 3480

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

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

9.4 Clinical experience

IN order to provide 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 centres attached to Yenepoya University. The students are also exposed to ACTS-YEN- a well equipped simulation centre, with a wide range of high fidelity mannequins and virtual reality simulators of 11 cubicles and 50 capacity debriefing room.

Online courses to be adopted: Information on courses will be communicated each year on orientation to the course. Courses include SWAYAM or COURSERA courses.

9.5 Value Added Courses :

The college offers value added courses such as Indian Constitution and Pediatric Oral Health Care, critical care nursing, Dialysis nursing, Disaster management, Gero-psychiatric nursing, Critical and obstetrical nursing

10. EXAMINATION RELATED INFORMATION

10.1 SCHEME OF EXAMINATION

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

I SEMESTER

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

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

Example:

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

II SEMESTER

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

III SEMESTER

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

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

IV SEMESTER

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

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

V SEMESTER

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

VI SEMESTER

Sl. No.	Course	Assessment (Marks)				
		Internal	End Semester College Exam	End Semester University Exam	Hours	Total marks
	Theory					
1	Child Health Nursing (I & II)	25 Sem V -25 & Sem VI -25 (with average of both)		75	3	100
2	Mental Health Nursing (I & II)	25 Sem V -25 & Sem VI -25 (with average of both)		75	3	100
3	Nursing Management & Leadership	25		75	3	100
4	Midwifery/Obstetrics & Gynecology I	*25				
	Practical					
5	Child Health Nursing (I & II)	50 (Sem V -25 & Sem VI -25)		50		100
6	Mental Health Nursing (I & II)	50 (Sem V -25 & Sem VI -25)		50		100
7	Midwifery/Obstetrics & Gynecology I	*25				

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

VII SEMESTER

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

	Practical					
4	Community Health Nursing II	50		50		100
5	Midwifery/Obstetrics and Gynecology (OBG) Nursing (I & II)	50 (Sem VI -25 & Sem VII -25)		50		100

VIII SEMESTER

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

10.2. EXAMINATION REGULATIONS

Note :

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

   i. Communicative English

   ii. Health/Nursing Informatics and Technology

   iii. Professionalism, Professional Values and Ethics including Biothics

   iv. Introduction to Forensic Nursing & Indian Laws Award of rank will not be considered for those who fail in one or more courses and must have completed the program by 4 years.

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

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

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

12. The student has to pass in all mandatory modules placed within courses and the pass mark for each module is 50%.
13. A candidate has to pass in theory and practical exam separately in each of the paper.
14. If a candidate fails in either theory or practical, he/she has to re-appear for both the papers (Theory and Practical).
15. If the student has failed in only one subject and has passed in all the other subjects of a particular semester and Grace marks of up to 5 marks to theory marks can be added for one course/subject only, provided that by such an addition the student passes the semester examination.
16. The candidate shall appear for exams in each semester:
    i. The candidate shall have cleared all the previous examinations before appearing for seventh semester examination. However, the candidates shall be permitted to attend the consecutive semesters.
    ii. The candidate shall have cleared all the previous examination before appearing for final year examination.
    iii. The maximum period to complete the course successfully should not exceed 8 years.
17. The candidate has to pass separately in internal and external examination with 50% marks (shall be reflected in the marks sheet). No institution shall submit average internal marks of the students not more than 75% (i.e. if 40 students are admitted in a course the average score of the 40 students shall not exceed 75% of total internal marks).
18. Maximum number of candidates for practical examination should not exceed 20 per day. Particular year and of same institution batch shall be examined by the same set of examiners.
19. All practical examinations are held in the respective clinical areas.
20. One internal and one external examiner should jointly conduct practical examination for each student.
21. An examiner for theory and practical/OSCE examination should be an Assistant Professor or above in a College of Nursing with M.Sc. (Nursing) in concerned subject and minimum 3 years of teaching experience. To be an examiner for Nursing Foundation course, the faculty having M.Sc. (Nursing) with any specialty shall be considered.
22. Examiner for Competency Assessment – VIII Semester: There must be a total of five examiners, one from each specialty i.e. External examiners – 2 and Internal examiners – 3. The internal examiners may be from the college faculty or from hospital with the required qualification and experience i.e. M.Sc. (Nursing) in respective specialty with minimum three years of teaching experience
23. Supplementary examination- To conduct the supplementary examination for B.Sc nursing program within 4 weeks of announcemnet of regular examination result.

10.3. ASSESSMENT GUIDELINES

1. Grading of Performance

Based on the performance, each student shall be awarded a final grade at the end of the semester for each course. Absolute grading is used by converting the marks to grade, based on predetermined class intervals. UGC 10 point grading system is used with pass grade modified.

Letter grade	Grade point	Percentage ofmarks
O (Outstanding)	10	85% & above
A+ (Excellent)	9	80-84.99%
A (Very Good)	8	75-79.99%
B+ (Good)	7	65-74.99%
B (Above Average)	6	60-64.99%
C (Average)	5	50-59.99%
P (Pass)	-	50% and above
F (Fail)	0	< 50%
Ab (Absent)	0	0

* Pass for Communicative English and
Electives-40% and above
Grade point 4 (40-49.99%)

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

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

Ex. SGPA Computation

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

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

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

Computation of CGPA

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

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

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

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

$$= \frac{577.5}{93} = 6.2$$

Transcript Format

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

10.4. Declaration of Pass : Results will be declared within one week of last examinations

First Class with Distinction – CGPA of 7.5 and above

First Class – CGPA of 6.00-7.49

Second Class – CGPA of 5.00-5.99

10.5. Internal Assessment and Guidelines

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

10.6. University Theory and Practical Examination Pattern

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

10.7. 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.

11. Internship

11.1 Students will be under internship for a period of six months during the 8th semester of the course.

- Internship refers to 8 hours of integrated clinical duties in which two weeks of evening and night shift duties are included.
- Internship should be carried out as eight hours per day at 48 hours per week.
- Students in internship will be supervised by nursing teachers and clinical faculty.

11.2. Finishing School Programme

- An overview of the most important clinical skills is done at simulation centre BLS and PALS certificates given for better placement

11.3 Exit exam or evaluation:

Exit examination is conducted at the end of fourth year by online MCQ examination and OSPE in the lab and various skills are reassessed.

12. Rules and regulations pertaining to Hostel

12.1 Hostel administration

- Chief Warden and their Deputy are responsible staff for the hostel. Any matters concerning the hostel may be sorted out by communicating to the wardens.
- Any issues not sorted out could be brought to the notice of the college authorities directly/through mentors or co-ordinators.

12.2 Allotment of rooms

- 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.
- Chief Warden will allot the hostel rooms at the time of admission.
- No boarder is allowed to shift from his/her allotted room to any other room without written permission from the resident warden.
- Rooms once allotted to the students for an academic year will normally not be changed, unless there is a convincing reason.

12.3 Hostel code of conduct

- Ragging of any sort is strictly prohibited. Any complaint received regarding this will be dealt with seriously.
- All residents are required to maintain standards of behaviour expected of students.
- Students are expected to behave courteously and fairly with everyone both inside and outside the campus.

12.4. Guests/ Visitors Policy

- Guests are not permitted to rooms of students. They shall meet the visitors in the reception area with the permission of the warden.
- Parents should not visit their wards without the parents' pass.
- All residents are required to carry their valid identity cards issued to them by the institute.

12.5 Disciplinary measures

- In case a student is found to be missing or absent from the hostel for more than 6 hours the matter should be immediately brought to the notice of the chief warden by the Asst. Warden or by the students. The chief warden in turn will keep the principals/student welfare officers/Security officer/campus security officer alerted. Meanwhile the parents will be alerted and thereafter the concerned principal will decide about alerting the local police for suitable help.
- Absence from the hostel without prior permission from the principal and proper communication to resident/ Asst. Warden is to be considered as an act of gross negligence and misconduct and would be

liable for disciplinary actions as per rules.

- A boarder has to return to his/her hostel by 6.30P.M Students should strictly abide by the hostel timings. Attendance will be taken twice after 6.30P.M it is compulsory for each border to be present personally at the time of attendance. Absence during night roll call will be considered as absence without permission and will be liable for disciplinary action.
- Boarders are expected to keep their rooms clean, tidy and maintain cleanliness. No rubbish should be thrown into the wash basin, drain, corridors or outside the rooms or in the surroundings. The bins kept for this purpose should be used.
- Every boarders shall leave the hostel room clean at the time of vacating his/her hostel seat failing which the Warden/Senior shall not issue clearance certificate to the boarders.
- Students shall adhere to the policy of Yenepoya University campus judicious utilization of resources like electricity, water.
- Boarders shall not remove common room articles, dining hall utensils, furniture and other articles of the hostel.

- Boarders shall not use any electrical appliances such as electric heaters, electric stoves etc. In their rooms. However boarders may use computers and music systems in their rooms.
- Hostel is meant for the students and should be used for study purposes only, loud music, and loud noise are not tolerated as it disturbs the residents. Violence of any form is not permitted.
- Institution prohibits use of substances (alcohol, smoking and drugs) in its campus; inmates must cooperate with measures employed to monitor/control such activities.
- The rooms, common areas and surroundings should be kept clean and hygienic. Pasting anything on to the walls is prohibited and walls shall not be scribbled on.
- For seeking leave from the hostel, the boarder must submit the application form supported with a parent request. A boarder must obtain prior written permission from the competent authority before proceeding on leave. Students are required to get the signature of the local guardian/ Parents on the leave slip and submit the same to the warden/hostel office after their return.
- It is the responsibility of each and every student to safeguard his/her personal belongings such as books, laptops, mobile phones, clothes etc. Jewellery money and other valuables should be kept under lock and key. The management is not responsible for any loss of any items. In case the keys are lost, the student should inform the Sr.Resident warden immediately.

12.6 Mess rules

- Students may use the canteen provided in the premises.
- Food will not be allowed or supplied to the rooms.

13. Student Mentorship Program

The institution has a student mentorship programme covering all the years of study. This programme is meant to help the students to cope with the professional college life as well as the personal life. A mentor will be the faculty of the respective college that takes special care of students in the form of counseling and personal contact with parents.

14. Student Research Activities: Research projects must be done in the 7th semester. The outcome of the project is to result in a valuable publication in a journal and the manuscript is to be submitted before the completion of course.

15. Infrastructure facilities of the University:

15.1 Central library: Membership details, rules and regulations for use of library

9.00am to 12.00 midnight- Week-days
9.00am to 1.00pm- Sundays & Public Holidays
9.00am to 12.00 midnight- on all days during examinations

- Entry to the Library is regulated through the biometric access control system. (All students coming to the Library shall first get themselves Registered all the Library with their biometric data between 3.00p.m to 4.00p.m on weekdays) All library users shall provide their biometric data at the library entrance during entry and exit from the library.
- All the students/scholars and outsiders entering the library shall keep their bags and other personal belongings at the entrance.
- All the readers are advised not to leave their valuables at the checkpoint. Library is not responsible for

any loss of personal belongings.

- An ID card should be compulsory for entering the library.
- All the students/scholars are required to bring their recent passport size photograph while applying for library membership.
- Readers should not deface, mark, cut, mutilate or damage library resources in any way. If anyone is found doing so. He will be charged the full replacement cost of the resource.
- UG students can borrow 1 book from the issue shelf for a period of 3 days and 3 books from the reference shelf.
- The reference books must be returned on the due date between 9.00a.m to 10.00a.m. And issued books on or before the due date. Books are issued upto 8.00p.m on weekdays and u+pto 12.30p.m on Sundays and Public Holidays.
- Book Bank facility is available to certain categories of students and independently in Nursing College. Requests should be made for available facility. Books will be issued for a year, based on conditions and availability.
- There will be an overdue fine if the books are not returned in time.
- Books removed from the shelves, if not required further, should be kept on the table nearest to them in the PG Library. Please do not try to shelve them yourself. Please remember that a book misplaced is a book lost. All files, books and notebooks must be presented to the library staff at the circulation desk for inspection while leaving the PG Library.
- Students are advised not to issue books to others on their names. Reference documents like Dictionary, Encyclopaedia, year Books, Journals (Loose & Bound), Theses, Project Reports, will not be issued out.
- Borrowers must make good the loss by replacing library material with the same or latest edition. Duplicate library borrowers card shall be issued on payment of Rs.200/-
- Newspaper should be used at the newspaper desk and cannot be taken outside or inside the library.
- Photocopy facility is available at the PG library on payment.
- Conversation and discussion disturbs library ambience. Therefore all are requested to maintain dignified silence.
- Smoking is not permitted in the library.
- All users are requested to keep their mobiles in silent mode.
- Beverages and eatables are not allowed inside the library.
- No photograph of the library shall be taken without the prior permission of the Librarian.
- The Library reserves the right to call back any issued book/item at any time.

15. 2 Information about e-learning resources

E-resources and digital library

The University is also a member of the National Cancer Grid (NCG) which has enabled access to the NCG library electronic resources in Oncology, Haematology, Palliative Care and Pathology. The University is also a member of the National Digital library (NDL) which provides access to a large collection of learning resources with more than 6.5 million books in a single portal which can be read online or downloaded. The access to e-journals, e-books and online databases and all library resources is given through the YENGAGE e-learning portal. Open access E-Resources is available for health science and multidisciplinary subjects.

The Digital Library Services in central Library are as follows:

- Internet connectivity with 1 GBPS bandwidth from BSNL is provided to all the faculty and staff on wired and wireless (Wi-Fi) devices throughout the campus.
- Printing, Scanning, Copying and Downloading facilities are available for the students and faculty members.
- Computer based literature searches.
- Institutional repository using the D space open source software.
- Newspaper clippings.

15.3 Yengage and its use

"YENGAGE" the E-Learning portal is set up by the Information Technology Section, Yenepoya deemed to Be University to support ICT based learning for students of Yenepoya Nursing College and other constituent colleges. This is an online service which facilitates the students, staff, tutors and management, a friendly and interactive environment, which will enable better learning by providing study information and learning content anytime anywhere. E-learning also helps improve the learning skills and make our students more competent to

live in the technology world. The facilities utilizing by our students and faculty are

- Calendar-timetable schedule
- Bookmarks
- Availability of subject wise study materials
- Library resources
- Previous year question papers
- Forum discussion
- Chat room
- Group discussion
- Online assignment uploading and evaluation
- Online MCQ examination
- Question pool test
- Feedback Survey
- IQRA publications

15.4 Sports facilities

- A basketball court with a movable hydraulic system.
- A volleyball court
- Four Badminton courts
- Three Table tennis tables
- A squash court
- Other indoor games like carroms, chess, football
- A mini theatre
- Gym with advanced equipment accompanied by two trainers.

Timings- Monday, Wednesday, Friday 6am-8am (Boys)
Tuesday, Thursday, Saturday 6am-8am (Girls)
Monday-Saturday 4.00pm-5.30pm (Girls)
Monday-Saturday 5.30pm-8.30pm (Boys)

- Non-marking shoes with proper sports apparel are only allowed.
- Towel is compulsory in the Gym.

16. Co-curricular activities:

The college as well as the student club conducts varieties of competitions at college level and organizes important days.

Student Clubs/Student Nurses Association

Students joining the nursing course will automatically be entitled to be a member of Student Nurses Association (SNA). The prescribed fee should be paid by every student for the activities of SNA every year. The SNA committee/student council functions under the guidance of the faculty. The SNA organises celebration of important days, various competitions held outside the college.

The prescribed fee for membership is to be paid as per the notification of Trained Nurses Associations of India (TNAI). After completion of the course, students will be eligible to transfer the membership to Trained Nurses Associations of India (TNAI) after obtaining State Nursing Council Registration.

17. Others

Health Services

- On admission, students will undergo a routine medical examination, and thereafter, annually.
- Vaccination against hepatitis B is provided, as deemed necessary.
- Free medical care during illness and/provision of health insurance is available.

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.

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Ref: No. Y/REG/ACA/ACM-39/2020 09.09.2020

NOTIFICATION – 39-ACM/08/2020 dtd. 09.09.2020

Sub: Reallocation of existing/proposed courses under the respective Faculties and starting of an Institute of Allied Health Sciences

Ref: Resolution of the Academic council at its 39th meeting held on 27.08.2020, vide agenda-21

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The Academic Council at its 39th meeting held on 27.08.2020 and subsequently the Board of Management at its 50th meeting held on 28.08.2020 have resolved to approve the reallocation of existing/proposed courses under the respective faculties.

FACULTY	COURSES
Faculty of Medicine	MBBS MD/MS/MCh. Post Doctoral Fellowship in Surgical Oncology Post Doctoral Fellowship in Urology Post Doctoral Fellowship in Nephrology Fellowship in Surgical Oncopathology
	M.Sc. Medical Anatomy M.Sc. Medical Biochemistry M.Sc. Medical Physiology M.Sc. Medical Pharmacology M.Sc. Medical Microbiology
	M.Sc. Research Ethics PG Diploma in Bioethics and Medical Ethics PG Diploma in Clinical Ethics
	BPH MPH
	BHA MHA
	BASLP

Faculty of Dentistry	BDS MDS Post Doctoral Fellowship in Advanced Cleft Orthodontics Post Doctoral Fellowship in Cleft and Craniofacial Surgery Fellowship in Oral Implantology
Faculty of Nursing	B.Sc. Nursing P.B.B.Sc. Nursing M.Sc. Nursing
Faculty of Pharmacy	B. Pharm D. Pharm
Faculty of Ayurveda	BAMS
Faculty of Homeopathy	BHMS
Faculty of Allied and Healthcare Professions	BPT MPT
	PG Diploma in Forensic Anthropology and Odontology
	Bachelors in Occupational Therapy
	B.Sc. Medical Laboratory Technology B.Sc. Respiratory Care Technology B.Sc. Perfusion Technology B.Sc. Cardio Vascular Technology B.Sc. Anaesthesia & Operation Theatre Technology B.Sc. Medical Imaging Technology B.Sc. Optometry Technology B.Sc. Renal Dialysis Technology B.Sc. Radiotherapy Technology B.Sc. in Physician Assistant B.Sc. in Clinical Psychology B.Sc. in Emergency Medicine Technology B.Sc. in Neuro Science Technology
	M.Sc. Medical Laboratory Technology M.Sc. Medical Imaging Technology M.Sc. Renal Dialysis Technology M.Sc. Anesthesia and OT Technology
Faculty of Naturopathy and Yogic Sciences	Bachelors in Naturopathy and Yogic Sciences
Faculty of Science	M.Sc. Bioscience
	PG Diploma in Multiomics Technology
	M.Sc. Statistics M.Sc. Biostatistics
	M.Lib.I.Sc. B.Lib.I.Sc.

	B.Sc. (Hons) Forensic Science B.Sc. Hospitality Science B.Sc. Hospitality Science (Aviation, Travel & Tourism) B.Sc. Food Science and Nutrition BCA (Big Data Analytics, Cloud Computing and Cyber Security) B.Sc. (Forensic Science Data Analytics and Cyber Security) BCA (Cyber Forensics, Data Analytics and Cyber Security) BCA (Robotics, Machine Learning and Artificial Intelligence)
Faculty of Commerce and Management	B. Com B. Com (Professional) B. Com (Hons) (International Accounting and Finance) B. Com (Hons) (Aviation & Logistics) B. Com (Finance Taxation and Auditing) B. Com (International Management Accounting) BBA (Aviation and logistics) BBA (Aviation, Travel and Tourism BBA (Entrepreneurship, International Business and Business Analytics) BBA (Logistics and Port Management) BBA (Journalism, Media, Events and Communication) M.Com
Faculty Of Arts And Social Sciences	MSW

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NOTIFICATION – 44-ACM/14/2021 dtd.26.10.2021

Sub: Proposal for implementing Indian Nursing Council (revised regulations and curriculum) for B.Sc. Nursing Programme

Ref: Resolution of the 44th Academic Council at its meeting held on 05.10.2021 vide agenda - 21

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The Academic Council at its 44th meeting held on 05.10.2021 and the Board of Management at its 55th meeting held on 05.10.2021 have approved the proposal for implementing Indian Nursing Council (revised regulations and curriculum) for B.Sc. Nursing Program as follows:-

Curriculum (old)	**Features of new curriculum**	**Justification**	**Page number and labeling/highlighting the changes made in the Curriculum**
Annual system Implement ed from 2009 -2020	INC Syllabus 1] **Semester system** **Total** **Semesters = 8** (**Seven semesters:** One semester = 20 weeks × 40 hours per week = 800 hours) (**Eighth semester – Internship:** One semester = 22 weeks × 48 hours per week = 1056 hours) **2]** **Credits :** Total number of course credits including internship and electives – 156 (141+12+3) **3] Mandatory Module**	Revised Regulations and curriculum for B.Sc (Nursing) program regulations, 2020 (Ref: Gazette notification from Indian Nursing Council New Delhi, the 5th July 2021)	B.Sc(N)New Syllabus21-22.pdf **237**

	*First Aid as part of Nursing Foundation I Course *BCLS as part of Adult Health Nursing I *Essential Newborn Care (ENBC), Facility Based Newborn Care (FBNBC), IMNCI and PLS as part of Child Health Nursing *Safe delivery app under OBG Nursing I/II (VI/VII Semester) *Health Assessment as part of Nursing Foundation II Course *Fundamentals of Prescribing under Pharmacology II *Palliative care module under Adult Health Nursing II * SBA Module under OBG Nursing I/II (VI/VII Semester) **4] ELECTIVE MODULES** Number of electives to be completed: 3 (Every module = 1 credit = 20 hours) **III & IV Semesters:** To complete any **one** elective by end of 4th semester across 1st to 4th semesters - Human values - Diabetes care - Soft skills **V & VI Semesters:** To complete any **one** of the following before end of 6th semester - CBT - Personality development - Addiction psychiatry - Adolescent health		**233-234**

	▯ Sports health ▯ Accreditation and practice standards ▯ Developmental psychology ▯ Menopausal health ▯ Health Economics **VII & VIII Semesters:** To complete any **one** of the following before end of 8th semester ▯ Scientific writing skills ▯ Lactation management ▯ Sexuality & Health ▯ Stress management ▯ Job readiness and employability in health care setting **5] Practicum (7 semesters) excluding internship** Lab/skill lab/simulation lab – 600 hours (17%) Clinical – 2880 hours (83%) Total – 3480 hours 6] **Simulation :** Lab/skill lab/simulation lab = 17% of the total practicum planned Additional + 13% (400-450 hours) permissible **7] Grading of Performance based on UGC 10 point grading system** 8] **Question paper pattern** MCQ Long Essay Short Essay Short Answer **9] Departments** **Number of Nursing departments = 6 (Six) (i)Nursing Foundation**	Enclosed	**238** **243** **416-417**

	(ii) Adult Health Nursing (iii) Community Health Nursing (iv) Midwifery/Obstetrics & Gynecology Nursing (v) Child Health Nursing (vi) Mental Health Nursing	Newly introduced	**226**
Regional Language Kannada (Subsidiary subject)	No mention about Regional Language	Learning basics of regional language is important for learners. The currently existing kannada language syllabus of 2020 is proposed Total hours – 30 Placement: 1 semester – 15 hours II semester – 15 hours Exam – College exam	

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To:

The Principal, Yenepoya Nursing College

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Ref: No. Y/REG/ACA/47-ACM/2022 20.07.2022

The Principal
Yenepoya Nursing College

Sub: Amendment in B.Sc. (N) syllabus

Ref: Resolution of the Academic council at its 47th meeting held on 20.06.2022, vide agenda -30

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The Academic Council at its 47th meeting held on 20.06.2022 and subsequently the Board of Management at its 58th meeting held on 21.06.2022 have resolved to accept the Gazette Notification of Indian Nursing Council dated 8th April 2022 for the revised syllabus of B.Sc. (N) Programme for implementation.

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SYLLABUS

COMMUNICATIVE ENGLISH

PLACEMENT : I SEMESTER

THEORY : 2 Credits (40 hours)

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

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

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

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	3 (T)	Identify the significance of communicative English	**Communication** • What is communication? • What are communication roles of listeners, speakers, readers and writers as healthcare professionals?	• Definitions with examples, illustrations and explanations • Identifying competencies/ communicative strategies in LSRW • Reading excerpts on the above and interpreting them through tasks	• Checking for understanding through tasks
II	5 (T)	Describe concepts and principles of Language (English) use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, spelling, pause and silence	**Introduction to LSRGW** • L-Listening: Different types of listening • S-Speaking: Understanding Consonants, Vowels, Word and Sentence Stress, Intonation • R-Reading: Medical vocabulary, • Gr-Grammar: Understanding tenses, linkers • W-Writing simple sentences and short paragraphs emphasis on correct grammar	• Exercises on listening to news, announcements, telephone conversations and instructions from others • Information on fundamentals of Speech– Consonant, Vowel, Stress and Intonation with tasks based on	• Through 'check your understanding' exercises

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
				these through audio/video and texts • Reading a medical dictionary/ glossary of medical terms with matching exercises • Information on tenses and basic concepts of correct grammar through fill in the blanks, true/false questions	
III	5 (T)	Demonstrate attentive listening in different hypothetical situations	**Attentive Listening** • Focusing on listening in different - situation announcements, descriptions, narratives, instructions, discussions, demonstrations • Reproducing Verbatim • Listening to academic talks/ lectures • Listening to presentation	• Listening to announcements, news, documentaries with tasks based on listening • With multiple choice, Yes/No and fill in the blank activities	• Checking individually against correct answers • Listening for specific information • Listening for overall meaning and instructions • Listening to attitudes and opinions • Listening to audio, video and identify key points
IV	9 (T)	Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or other means	**Speaking -Effective Conversation** • Conversation situations-informal, formal and neutral • Factors influencing way of speaking - setting, topic, social relationship, attitude and language • Greetings, introductions, requesting, asking for and giving permission, speaking personally and casual conversations • Asking for information, giving instructions and directions • Agreeing and disagreeing instructions and directions • Describing people, places, events and things, narrating, reporting & reaching conclusions • Evaluating and comparing • Complaints and suggestions	• Different types of speaking activities related to the content • Guided with prompts and free discussions • Presentation techniques • Talking to peers and other adults, • Talking to patients and patient attenders • Talking to other healthcare professionals • Classroom conversation • Scenario based learning tasks	• Individual and group/peer assessment through live speaking tests • Presentation of situation in emergency and routine • Handoff • Reporting in doctors/nurses rounds • Case presentation • Face to face oral communication • Speaking individually

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Telephone conversations • Delivering presentations		(Nurse to nurse/patient/ doctor) and to others in the group • Telephonic talking
V	5 (T)	Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes	**Reading** • Reading strategies, reading notes and messages • Reading relevant articles and news items • Vocabulary for everyday activities, abbreviations and medical vocabulary • Understanding visuals, graphs, figures and notes on instructions • Reading reports and interpreting them • Using idioms and phrases, spotting errors, vocabulary for presentations • Remedial Grammar	• Detailed tasks and exercises on reading for information, inference and evaluation • Vocabulary games and puzzles for medical lexis • Grammar activities	• Reading/ summarizing/ justifying answers orally • Patient document • Doctor's prescription of care • Journal/news reading and interpretation • Notes/Reports
VI	5 (T)	Enhance expressions through writing skills	**Writing Skills** • Writing patient history • Note taking • Summarising • Anecdotal records • Letter writing • Diary/Journal writing • Report writing • Paper writing skills • Abstract writing	• Writing tasks with focus on task fulfilment, coherence and cohesion, appropriate vocabulary and correct grammar • Guided and free tasks • Different kinds of letter writing tasks	•Paper based assessment by the teacher/ trainer against set band descriptors • Presentation of situation • Documentation • Report writing • Paper writing skills • Verbatim reproducing • Letter writing • Resume/CV
VII	8 (T)	Apply LSRW Skill in combination to learn, teach, educate and share information, ideas and results	**LSRW Skills** • Critical thinking strategies for listening and reading • Oral reports, presentations • Writing instructions, letters and reports • Error analysis regarding LSRW	• Valuating different options/multiple answers and interpreting decisions through situational activities • Demonstration individually and in groups • Group Discussion • Presentation • Role Play • Writing reports	• Consolidated assessment orally and through written tasks/exercises

REFERENCES :

1. Shama Lohumi, English for Nurses, 2nd Edition. India: Elsevier; 2015
2. Mallika Balu. English For Nurses. India : Jaypee Brothers Medical Publishers (P) Ltd; 2011.
3. Nitin Batnagar, English for Nurses. India: Pearson India; 2012

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APPLIED ANATOMY

PLACEMENT: I SEMESTER

THEORY : 3 Credits (60 hours)

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

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

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

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	8 (T)	Define the terms relative to the anatomical position Describe the anatomical planes	**Introduction to anatomical terms and organization of the human body** • Introduction to anatomical terms relative to position- anterior, ventral, posterior dorsal superior, inferior, median, lateral, proximal, distal superficial, deep, prone, supine, palmar and plantar • Anatomical planes (axial/ transverse/ horizontal, sagittal/vertical plane and coronal/frontal/oblique plane)	• Lecture cum Discussion • Use of models • Video demonstration • Use of microscopic slides	• Quiz • MCQ • Short answer
		Define and describe the terms used to describe movements Organization of human body and structure of cell, tissues membranes and glands Describe the types of cartilage Compare and contrast the features of skeletal smooth and cardiac muscle	• Movements (flexion, extension, adduction, medial rotation, lateral rotation inversion, eversion, supination, pronation, plantar flexion, dorsal flexion and circumduction • Cell structure, Cell division • Tissue-definition, types, characteristics, classification, location • Membrane, glands classification and structure • Identify major surface and bony landmarks in each body region, Organization of human body • Hyaline, fibro cartilage, elastic cartilage • Features of skeletal, smooth and cardiac muscle • Application and implication in nursing	• Lecture cum Discussion • Video/Slides • Anatomical Torso	

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
II	6 (T)	Describe the structure of respiratory system Identify the muscles of respiration and examine their contribution to the mechanism of breathing	**The Respiratory system** • Structure of the organs of respiration • Muscles of respiration • Application and implication in nursing	• Lecture cum Discussion • Models • Video/Slides	• Short answer • Objective type
III	6 (T)	Describe the structure of digestive system	**The Digestive system** • Structure of alimentary canal and accessory organs of digestion • Application and implications in nursing	• Lecture cum Discussion • Video/Slides • Anatomical Torso	• Short answer • Objective type
IV	6 (T)	Describe the structure of circulatory and lymphatic system.	**The Circulatory and Lymphatic system** • Structure of blood components, blood vessels -Arterial and Venous system • Position of heart relative to the associated structures • Chambers of heart, layers of heart • Heart valves, coronary arteries • Nerve and blood supply to heart • Lymphatic tissue • Veins used for IV injections • Application and implication in nursing	• Lecture • Models • Video/Slides	• Short answer • MCQ
V	4 (T)	Identify the major endocrine glands and describe the structure of endocrine Glands	**The Endocrine system** • Structure of Hypothalamus, Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands	• Lecture • Models/charts	• Short answer • Objective type
VI	4(T)	Describe the structure of various sensory organs	**The Sensory organs** • Structure of skin, eye, ear, nose and tongue • Application and implications in nursing	• Lecture • Explain with Video/ models/charts	• Short answer • MCQ
VII	10 (T)	Describe anatomical position and structure of bones and joints Identify major bones that make up the axial and appendicular	**The Musculoskeletal system:** **The Skeletal system** • Anatomical positions • Bones-types, structure, growth and ossification	• Review -discussion • Lecture • Discussions • Explain using charts, skeleton and loose bones and torso	• Short answer • Objective type

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		skeleton Classify the joints Identify the application and implications in nursing Describe the structure of muscle Apply the knowledge in performing nursing procedures/skills	• Axial and appendicular skeleton • Joints-classification, major joints and structure • Application and implications in nursing **The Muscular system** • Types and structure of muscles • Muscle groups – muscles of the head, neck, thorax, abdomen, pelvis, upper limb and lower limbs • Principal muscles – deltoid, biceps, triceps, respiratory, abdominal, pelvic floor, pelvic floor muscles, gluteal muscles and vastus lateralis • Major muscles involved in nursing procedures	• Identifying muscles involved in nursing procedures in lab	
VIII	5 (T)	Describe the structure of renal system	**The Renal system** • Structure of kidney, ureters, bladder, urethra • Application and implication in nursing	• Lecture • Models/charts	• MCQ • Short answer
IX	5 (T)	Describe the structure of reproductive system	**The Reproductive system** • Structure of male reproductive organs • Structure of female reproductive organs • Structure of breast	• Lecture • Models/charts	• MCQ • Short answer
X	6 (T)	Describe the structure of nervous system including the distribution of the nerves, nerve, plexuses Describe the ventricular system	**The Nervous system** • Review Structure of neurons • CNS, ANS and PNS (Central, autonomic and peripheral) • Structure of brain, spinal cord, cranial nerves, spinal nerves, peripheral nerves, functional areas of cerebral cortex • Ventricular system -formation circulation, and drainage • Application and implication in nursing	• Lecture • Explain with models • Video slides	• MCQ • Short answer

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

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REFERENCE :

1. Madhyastha S. Manipal Manual of clinical anatomy. 1st ed. New Delhi: CBS Publishers; 2015.

2. Chourasia BD. Human anatomy. 1st ed. New Delhi: CBS Publishers; 2016.

3. Ashalatha PR. Textbook of anatomy and physiology for Nurses. 4th ed. New Delhi: Jaypee Publishers;2015.

4. Waugh A, Grant A. Ross and Wilson anatomy and physiology in health and illness. 13th ed. China: ElsevierPublishers; 2018.

5. Jain AK. Anatomy and Physiology for nursing. 4th ed. New Delhi: Arya Publishers; 2018.

6. Chauhan R. Anatomy for B. Sc Nursing. 3rd ed. New Delhi: Avichal Publishers; 2014.

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APPLIED PHYSIOLOGY

PLACEMENT : I SEMESTER

THEORY : 3 Credits (60 hours)

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

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

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

COURSE OUTLINE

T-Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	4 (T)	Describe the physiology of cell, tissues, membranes and glands	**General Physiology -Basic concepts** • Cell physiology including transportation across cell membrane • Body fluid compartment s, Distribution of total body fluid, intracellular and extracellular compartments, major electrolytes electrolytes and maintenance of homeostasis • Cell cycle • Tissue -formation, repair • Membranes and glands -functions • Application and implication in nursing	• Review - discussion • Lecture cum Discussion • Video demonstrations	• Quiz • MCQ • Short answer
II	6 (T)	Describe the physiology and mechanism of respiration Identify the muscles of respiration and examine their contribution to the mechanism of breathing	**Respiratory system** • Functions of respiratory organs • Physiology of respiration • Pulmonary circulation-functional features • Pulmonary ventilation, exchange of gases • Carriage of oxygen and carbon-dioxide, Exchange of gases in tissue • Regulation of respiration • Hypoxia, cyanosis, dyspnea, periodic breathing • Respiratory changes during exercise • Application and implication in nursing	• Lecture • Video slides	• Essay • Short answer • MCQ

III	8 (T)	Describe the functions of digestive system	**Digestive system** • Functions of the organs of digestive tract • Saliva-composition, regulation of secretion and functions of saliva • Composition and function of gastric juice, mechanism and regulation of gastric secretion • Composition of pancreatic juice, function, regulation of pancreatic secretion • Functions of liver, gall bladder and pancreas • Composition of bile and function • Secretion and function of small and large intestine • Movements of alimentary tract • Digestion in mouth, stomach, small intestine, intestine, large intestine, absorption of food • Application and implications in nursing	• Lecture cum Discussion • Video slides	• Essay • Short answer • MCQ
IV	6 (T)	Explain the functions of the heart, and physiology of circulation	**Circulatory and Lymphatic system** • Functions of heart, conduction system, cardiac cycle, Stroke volume and cardiac output • Blood pressure and Pulse • Circulation-principles, factors influencing blood pressure, pulse • Coronary circulation, Pulmonary and systemic circulation • Heart rate -regulation of heart rate • Normal value and variations • Cardiovascular homeostasis in exercise and posture • Application and implication in nursing	• Lecture • Discussion • Video/Slides	• Short answer • MCQ
V	5 (T)	Describe the composition and functions of blood	**Blood** • Blood-Functions, Physical characteristics • Formation of blood cells • Erythropoiesis-Functions of RBC, RBC life cycle • WBC-types, functions • Platelets -Function and production of platelets • Clotting mechanism of blood, clotting time, bleeding time, PTT • Hemostasis-role of vasoconstriction, platelet plug formation in hemostas is, coagulation factors, intrinsic and extrinsic pathways of coagulation • Blood groups and types	• Lecture • Discussion • Videos	• Essay • Short answer • MCQ

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
VI	5 (T)	Identify the major endocrine glands and describe their functions	• Functions of reticuloendothelial system, immunity • Application in nursing **The Endocrine system** • Functions and hormones of Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands. • Other hormones • Alterations in disease • Application and implication in nursing	• Lecture • Explain using charts	• Short answer • MCQ
VII	4 (T)	Describe the structure of various sensory organs	**The Sensory Organs** • Functions of skin • Vision, hearing, taste and smell • Errors of refraction, aging changes • Application and implications in nursing	• Lecture • Video	• Short answer • MCQ
VIII	6 (T)	Describe the functions of bones, joints, various types of muscles, its special properties and nerves supplying them	**Musculoskeletal system** • Bones-Functions, movements of bones of axial and appendicular skeleton, Bone healing • Joints and joint movements • Alteration of joint disease • Properties and Functions of skeletal muscles-mechanism of muscle contraction • Structure and properties of cardiac muscles and smooth muscles • Application and implication in nursing	• Lecture • Discussion • Video presentation	• Structured essay Short answer • MCQ
IX	4 (T)	Describe the physiology of renal system	**Renal system** • Functions of kidney in maintaining homeostasis • GFR • Functions of ureters, bladder and urethra • Micturition • Regulation of renal function • Application and implication in nursing	• Lecture • Charts and models	• Short answer • MCQ
X	4 (T)	Describe the structure of reproductive system	**The Reproductive system** • Female reproductive system -Menstrual cycle, function and hormones of ovary, oogenesis, fertilization, implantation, Functions of breast • Male reproductive system-Spermatogenesis, hormones and its functions, semen • Application and implication in providing nursing care	• Lecture • Explain using charts, models, specimens	• Short answer • MCQ

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
XI	8 (T)	Describe the functions of brain, physiology of nerve stimulus, reflexes, cranial and spinal nerves	**Nervous system** • Overview of nervous system • Review of types, structure and functions of neurons • Nerve impulse • Review functions of Brain-Medulla, Pons Cerebrum, Cerebellum • Sensory and Motor Nervous system • Peripheral Nervous system • Autonomic Nervous system • Limbic system and higher mental Functions-Hippocampus, Thalamus, Hypothalamus • Vestibular apparatus • Functions of cranial nerves • Autonomic functions • Physiology of Pain-somatic, visceral and referred Reflexes • CSF formation, composition circulation of CSF, blood brain barrier and blood CSF barrier • Application and implication in nursing	• Lecture cum Discussion • Video slides	• Brief structured essays • Short answer • MCQ • Critical reflection

Note: Few lab hours can be planned for visits, observation and handling

(less than 1 credit lab hours are not specified separately)

REFERENCES :

1. Krishna AP. Text Book of Physiology. 8th ed. India: Suman; 2018.
2. Jain AK .Anatomy and Physiology for Nursing. 4th ed. India: Arya; 2018.
3. Shembulingam K, Prema S. Essentials of medical physiology. 7th ed. New Delhi: Jaypee; 2016.
4. WaughA, Grant A. Ross and Wilson anatomy and physiology in health and illness.12th ed. UK: Elsevier; 2014.
5. Ashalatha PR, Deepa G. Textbook of Anatomy and physiology for nurses. 4th ed. New Delhi: Jaypee; 2015.
6. Tortora GJ, Derrickson BH. Principles of Anatomy & Physiology.15th ed. New Jersey: Wiley; 2016.
7. Hall JE. Guyton and Hall Textbook of Medical Physiology.13th ed. UK: Elsevier; 2015.

APPLIED SOCIOLOGY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 hours)

DESCRIPTION : This course is designed to enable the students to develop understanding about basic concepts of sociology and its application in personal and community life, health, illness and nursing.

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

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

COURSE OUTLINE

T- Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	1 (T)	Describe the scope and significance of sociology in nursing	**Introduction** • Definition, nature and scope of sociology • Significance of sociology in nursing	• Lecture • Discussion	• Essay • Short answer
II	15 (T)	Describe the individualization, Groups, process of Socialization, social change and its importance	**Social structure** • Basic concept of society, community, association and institution • Individual and society • Personal disorganization • Social group-meaning, characteristics, and classification. • Social process definition and forms, Co-operation, competition, conflict, accommodation, assimilation, isolation • Socialization-characteristics, process, agencies of socialization • Social change nature, process, and role of nurse • Structure and characteristics of urban, rural and tribal community. • Major health problems in urban, rural and tribal communities • Importance of social structure in nursing profession	• Lecture • Discussion	• Essay • Short answer • Objective type

III	8 (T)	Describe culture and its impact on health and disease	**Culture** • Nature, characteristic and evolution of culture • Diversity and uniformity of culture • Difference between culture and civilization • Culture and socialization • Transcultural society • Culture, Modernization and its impact on health and disease	• Lecture • Panel discussion	• Essay • Short answer
IV	8 (T)	Explain family, marriage and legislation related to marriage	**Family and Marriage** • Family-characteristics, basic need, types and functions of family • Marriage-forms of marriage, social custom relating to marriage and importance of marriage • Legislation on Indian marriage and family. • Influence of marriage and family on health and health practices	• Lecture	• Essay • Short answer • Case study report
V	8 (T)	Explain different types of caste and classes in society and its influence on health	**Social stratification** • Introduction-Characteristics & forms of stratification • Function of stratification • Indian caste system origin and characteristics • Positive and negative impact of caste in society. • Class system and status • Social mobility-meaning and types • Race-concept, criteria of racial classification • Influence of class, caste and race system on health.	• Lecture • Panel discussion	• Essay • Short answer • Objective type
VI	15 (T)	Explain social organization, disorganization, social problems and role of nurse in reducing social problems	**Social organization and disorganization** • Social organization-meaning, elements and types • Voluntary associations • Social system-definition, types, role and status as structural element of social system. • Interrelationship of institutions • Social control -meaning, aims and process of social control • Social norms, moral and values • Social disorganization -definition, causes, Control and planning • Major social problems -poverty, housing food supplies, illiteracy, prostitution, dowry, Child labour, child abuse, delinquency, crime, substance abuse, HIV/AIDS, COVID-19 • Vulnerable group– elderly, handicapped, minority and other marginal group. • Fundamental rights of individual, women and children	• Lecture • Group discussion • Observational visit	• Essay • Short answer • Objective type • Visit report

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			•Role of nurse in reducing social problem and enhance coping • Social welfare programs in India		
VII	5 (T)	Explain clinical sociology and its application in the hospital and community	**Clinical sociology** • Introduction to clinical sociology • Sociological strategies for developing services for the abused • Use of clinical sociology in crisis intervention	• Lecture, • Group discussion • Role play	• Essay • Short answer

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1. Vidya B, Sachdeva. Introduction to sociology. 47 ed. Kitab mahal; 2015.
2. Clement I. Sociology for nurses. 2 ed. India: Pearson education; 2014.
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APPLIED PSYCHOLOGY

PLACEMENT:I SEMESTER

THEORY: 3 Credits (60 Hours)

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Describe scope, branches and significance of psychology in nursing	**Introduction** • Meaning of Psychology • Development of psychology -Scope, branches and methods of psychology • Relationship with other subjects • Significance of psychology in nursing • Applied psychology to solve everyday issues	• Lecture cum • Discussion	• Essay • Short answer
II	4 (T)	Describe biology of human behaviour	**Biological basis of behavior-Introduction** • Body mind relationship • Genetics and behaviour • Inheritance of behaviour • Brain and behaviour. • Psychology and sensation-sensory process normal and abnormal	• Lecture • Discussion	• Essay • Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	5 (T)	Describe mentally healthy person and defense mechanism	**Mental health and mental hygiene** • Concept of mental health and mental hygiene • Characteristic of mentally healthy person • Warning signs of poor mental health • Promotive and preventive mental health strategies and services • Defense mechanism and its implication • Frustration and conflict - types of conflicts and measurements to overcome • Role of nurse in reducing frustration and conflict and enhancing coping • Dealing with ego	• Lecture • Case discussion • Role play	• Essay • Short answer • Objective type
IV	7 (T)	Describe psychology of people in different age groups and role of nurse	**Developmental psychology** • Physical, psychosocial and cognitive development across life span -Prenatal through early childhood, middle to late childhood through adolescence, early and mid-adulthood, late adulthood, death and dying • Role of nurse in supporting normal growth and development across the life span • Psychological needs of various groups in health and sickness -Infancy, childhood, adolescence, adulthood and older adult • Introduction to child psychology and role of nurse in meeting the psychological needs of children • Psychology of vulnerable individuals – challenged, women, sick etc. • Role of nurse with vulnerable groups	• Lecture • Group discussion	• Essay • Short answer
V	4 (T)	Explain personality and role of nurse in identification and improvement in altered personality	**Personality** • Meaning, definition of personality • Classification of personality • Measurement and evaluation of personality -Introduction • Alteration in personality • Role of nurse in identification of individual personality and improvement in altered personality	• Lecture • Discussion • Demonstration	• Essay and short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
VI	16 (T)	Explain cognitive process and their applications	**Cognitive process** • **Attention-** definition, types, determinants, duration, degree and alteration in attention • **Perception -** Meaning of Perception, principles, factor affecting perception, • **Intelligence-** Meaning of intelligence - Effect of heredity and environment in intelligence, classification, Introduction to measurement of intelligence tests -Mental deficiencies • **Learning** -Definition of learning, types of learning, Factors influencing learning Learning process, Habit formation • **Memory-** meaning and nature of memory, factors influencing memory, methods to improve memory, forgetting • **Thinking** types, level, reasoning and problem solving. • **Aptitude-** concept, types, individual differences and variability • Psychometric assessment of cognitive processes Introduction • Alteration in cognitive processes	• Lecture • Discussion	• Essay and short answer • Objective type
VII	6 (T)	Describe motivation, emotion, attitude and role of nurse in emotionally sick client	**Motivation and emotional processes** **Motivation-** meaning, concept, types, theories of motivation, motivation cycle, biological and special motives **Emotions-** Meaning of emotions, development of emotions, alteration of emotion, emotions in sickness handling emotions in self and other Stress and adaptation- stress, stressor, cycle, effect, adaptation and coping • **Attitude-** Meaning of attitudes, nature, factor affecting attitude, attitudinal change, Role of attitude in health and sickness • Psychometric assessment of emotions and attitude-Introduction • Role of nurse in caring for emotionally sick client	• Lecture • Group discussion	• Essay and short answer • Objective type
VIII	4 (T)	Explain psychological assessment and tests and role of nurse	**Psychological assessment and tests introduction** • Types, development, characteristics, principles, uses, interpretation • Role of nurse in psychological assessment	• Lecture • Discussion • Demonstration	• Short answer • Assessment of practice

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
IX	10 (T)	Explain concept of soft skill and its application in work place and society	**Application of soft skill** • Concept of soft skill • Types of soft skill - visual, aural and communication skill • The way of communication • Building relationship with client and society **Interpersonal Relationships (IPR):** • Definition, Types, and Purposes, Interpersonal skills, Barriers, Strategies to overcome barriers • Survival strategies managing time, coping stress, resilience, work- life balance • Applying soft skill to workplace and society -Presentation skills, social etiquette, telephone etiquette, motivational skills, teamwork etc. • Use of soft skill in nursing	• Lecture • Group discussion • Role play • Refer/Complete Soft skills module	• Essay and short answer
X	2 (T)	Explain self empowerment	**Self- empowerment** • Dimensions of self-empowerment • Self-empowerment development • Importance of women's empowerment in society • Professional etiquette and personal grooming • Role of nurse in empowering others	• Lecture • Discussion	• Short answer • Objective type

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3. Babu S T, Gayathri. Psychology for nurses. 2nd ed. New Delhi: Elsevier publishers; 2018.
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NURSING FOUNDATION - I (including First Aid module)

PLACEMENT: I SEMESTER

THEORY: 6 Credits (120 hours)

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

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

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

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

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

First Aid: 40 Hours (including Basic CPR)

COURSE OUTLINE

T – Theory, SL - Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 (T)	Describe the concept of health and illness	**Introduction to health and illness** • Concept of Health -Definitions (WHO), Dimensions • Maslow's hierarchy of needs • Health-Illness continuum • Factors influencing health • Causes and risk factors for developing illnesses • Illness-Types, illness behavior • Impact of illness on patient and family	• Lecture • Discussion	• Essay • Short answer • Objective type
II	5 (T)	Describe the levels of illness prevention and care, health care services	**Health Care Delivery Systems** ***Introduction of Basic Concepts & Meanings*** • Levels of Illness Prevention -Primary (Health Promotion), Secondary and Tertiary • Levels of care-Primary, Secondary and Tertiary • Types of health care agencies/ services - Hospitals, clinics, Hospice, rehabilitation centres, extended care facilities Hospitals- Types, Organization and	• Lecture • Discussion	• Essay • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Functions • Health care teams in hospitals-members and their role		
III	12 (T)	Trace the history of Nursing Explain the concept, nature and scope of nursing Describe values, code of ethics and professional conduct for nurses in India	**History of Nursing and Nursing as a profession** • History of Nursing, History of Nursing in India • Contributions of Florence Nightingale • Nursing-Definition-Nurse, Nursing, Concepts, philosophy, objectives, Characteristics, nature and Scope of Nursing/ Nursing practice, Functions of nurse, Qualities of a nurse, Categories of nursing personnel • Nursing as a profession -definition and characteristics/criteria of profession • Values-Introduction-meaning and importance • Code of ethics and professional conduct for nurses	• Lecture • Discussion • Case discussion • Role plays	• Essay • Short answers • Objective type
IV	8 (T) 3 (SL)	Describe the process, principles, and types of communication Explain therapeutic, non-therapeutic and professional communication Comunicate effectively with patients, their families and team members	**Communication and Nurse Patient Relationship** • Communication-Levels, Elements and Process, Types, Modes, Factors influencing communication • Methods of effective communication/therapeutic communication techniques • Barriers to effective communication/non therapeutic communication techniques • Professional communication • Helping Relationships (Nurse Patient Relationship)– Purposes and Phases • Communicating effectively with patient, families and team members • Maintaining effective human relations and communicationwith vulnerable groups (children, women, physically and mentally challenged and elderly)	• Lecture • Discussion • Role play and video film on Therapeutic Communication	• Essay • Short answer • Objective type
V	4 (T) 2 (SL)	Describe the purposes, types and techniques of recording and reporting Maintain records and reports accurately	**Documentation and Reporting** • Documentation-Purposes of Reports and Records • Confidentiality common Record • Types of Client records/Common record keeping forms • Methods/Systems of documentation/Recording	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type

Unit	Time	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Guidelines for documentation • Do's and Don'ts of documentation/Legal guidelines for Documentation/Recording • Reporting-Change of shift reports, Transfer reports, Incident reports		
VI	15 (T) 20 (SL)	Describe principles and techniques of monitoring and maintaining vital signs Assess and record vital signs accurately	**Vital signs** • Guidelines for taking vital signs • Body temperature- o Definition, Physiology, Regulation, Factors affecting body temperature o Assessment of body temperature sites, equipment and technique o Temperature alterations- Hyperthermia, Heat Cramps, Heat Exhaustion, Heatstroke, Hypothermia o Fever/Pyrexia-Definition, Causes, Stages, Types • Nursing Management o Hot and Cold applications • Pulse: o Definition, Physiology and Regulation, Characteristics, Factors affecting pulse o Assessment of pulse- sites, equipment and technique o Alterations in pulse • Respiration: o Definition, Physiology and Regulation, Mechanics of breathing, Characteristics, Factors affecting respiration o Assessment of respirations-technique o Arterial Oxygen saturation o Alterations in respiration • Blood pressure o Definition, Physiology and Regulation, Characteristics, Factors affecting BP o Assessment of BP- sites, equipment and technique, Common Errors in BP Assessment o Alterations in Blood Pressure • Documenting Vital Signs	• Lecture • Discussion • Demonstration & Re-demonstration	• Essay • Short answer • Objective type • Document the given values of temperature, pulse, and respiration in the graphic sheet • OSCE
VII	3 (T)	Maintain equipment and linen	**Equipment and Linen** • Types-Disposables and reusable o Linen, rubber goods, glassware, metal, plastics, furniture • Introduction-Indent, maintenance, Inventory	• Lecture • Discussion	• Essay • Short answer • Objective type

Unit	Time	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
VIII	10 (T) 3 (SL)	Describe the basic principles and techniques of infection control and biomedical waste management	**Introduction to Infection Control in Clinical setting Infection** • Nature of infection • Chain of infection • Types of infection • Stages of infection • Factors increasing susceptibility to infection • Body defenses against infection – Inflammatory response & Immune response • Health care associated infection (Nosocomial infection) **Introductory concept of Asepsis- Medical & Surgical asepsis** ***Precautions*** • Hand Hygiene • (Hand washing and use of hand Rub) • Use of Personal Protective Equipment (PPE) • Standard precautions ***Biomedical Waste management*** • Types of hospital waste, waste segregation and hazards -Introduction	• Lecture • Discussion • Demonstration • Observation of autoclaving and other sterilization techniques • Video presentation on medical & surgical asepsis	• Essay • Short answer • Objective type
IX	15 (T) 15 (SL)	Identify and meet the comfort needs of the patients	***Comfort, Rest & Sleep and Pain*** • Comfort o Factors Influencing Comfort o Types of beds including latest beds, purposes & bed making o Therapeutic positions o Comfort devices • Sleep and Rest o Physiology of sleep o Factors affecting sleep o Promoting Rest and sleep o Sleep Disorders • Pain (Discomfort) o Physiology o Common cause of pain o Types o Assessment - pain scales and narcotic scales	• Lecture • Discussion • Demonstration Re-demonstration	• Essay • Short answer • Objective type • OSCE

Unit	Time	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			o Pharmacological and Non-pharmacological pain relieving measures – Use of narcotics, TENS devices, PCA o Invasive techniques of pain management o Any other newer measures o CAM (Complementary & Alternative healing Modalities)		
X	5 (T) 3 (SL)	Describe the concept of patient environment	**Promoting Safety in Health Care Environment** • Physical environment -Temperature, Humidity, Noise, Ventilation, Light, Odor, Pest control • Reduction of Physical hazards -fire, accidents • Fall Risk Assessment • Role of nurse in providing safe and clean environment • Safety devices - o Restraints- Types, Purposes, Indications, Legal Implications and Consent, Application of Restraints Skill and Practice guidelines o Other Safety Devices- Side rails, Grab bars, Ambu alarms, non-skid slippers etc.	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type
XI	6 (T) 2 (SL)	Explain and perform admission, transfer, and discharge of a patient	**Hospital Admission and discharge** • Admission to the hospital Unit and preparation of unit o Admission bed o Admission procedure o Medico-legal issues o Roles andResponsibilities of the nurse • Discharge from the hospital o Types – Planned discharge, LAMA and Abscond, Referrals and transfers o Discharge Planning o Discharge procedure o Medico-legal issues o Roles and Responsibilities of the nurse o Care of the unit after discharge	• Lecture • Discussion • Demonstration	• Essay •Short answer • Objective type
XII	8 (T) 10 (SL)	Demonstrate skill in caring for patients with restricted mobility	**Mobility and Immobility** • Elements of Normal Movement, Alignment & Posture, Joint Mobility, Balance, Coordinated Movement	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective

Unit	Time	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Principles of body mechanics • Factors affecting Body Alignment and activity • Exercise-Types and benefits • Effects of Immobility • Maintenance of normal Body Alignment and Activity • Alteration in Body Alignment and mobility • Nursing interventions for impaired body Alignment and Mobility- assessment, types, devices used, method o Range of motion exercises o Muscle strengthening exercises o Maintaining body alignment positions o Moving o Lifting o Transferring o Walking • Assisting clients with ambulation • Care of patients with Immobility using Nursing process approach • Care of patients with casts and splints	& Re-demonstration	type • OSCE
XIII	4 (T) 2 (SL)	Describe the principles and practice of patient education	**Patient education** • Patient Teaching -Importance, Purposes, Process • Integrating nursing process in patient teaching	• Discussion • Role plays	• Essay • Short answer • Objective type
XIV	20 (T) 20 (SL)	Explain and apply principles of First Aid during emergencies	**First Aid*** • Definition, Basic Principles, Scope & Rules • First Aid Management o Wounds, Hemorrhage & Shock o Musculoskeletal Injuries- Fractures, Dislocation, Muscle injuries o Transportation of Injured persons o Respiratory Emergencies & Basic CPR o Unconsciousness o Foreign Bodies- Skin, Eye, Ear, Nose, Throat & Stomach o Burns & Scalds o Poisoning, Bites & Stings o Frostbite & Effects of Heat o Community Emergencies	• Lecture • Discussion • Demonstration & Re-demonstration Module completion National Disaster Management Authority (NDMA) / Indian Red Cross Society (IRCS) First Aid module	• Essay • Short answer • Objective type • OSCE

*Mandatory module

YENEPOYA

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2. Taylor C R, Lilis C, LeMone P, Lynn P .7th ed. Fundamentals of Nursing SAE . Philadelphia : Wolter Kluwer; 2012.

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5. Phelps L, Ralph SS, Taylor CM . Nursing Diagnosis Reference Manual . 10th ed. Philadelphia : Wolter Kluwer;2017.

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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, ಪದಮಂಜ, 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 : ಎಚ್ಚೆಸ್ಕೆ
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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CLINICAL PRACTICUM

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

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

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

SKILL LAB

Use of Mannequins and Simulators

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

CLINICAL POSTINGS-General Medical/Surgical Wards

10 weeks × 16 hours/week = 160 Hours

Clinical Unit	Duration (in Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
General Medical/ Surgical wards	2	Maintain effective human relations (projecting professional image) Communicate effectively with patient, families and team members Demonstrate skills in techniques of recording and reporting	**Communication and Nurse patient relationship** • Maintaing Communication with patient and family and interpersonal relationship • Documentation and Reporting o Documenting patient care and procedures o Verbal report o Written report		• OSCE
	2	Demonstrate skill in monitoring vital signs Care for patients with altered vital signs Demonstrate skill in implementing standard precautions and use of PPE	*Vital signs* • Monitor/measure and document vital signs in a graphic sheet o Temperature (oral, tympanic, axillary) o Pulse (Apical and peripheral pulses) o Respiration o Blood pressure o Pulse oximetry • Interpret and report alteration • Cold Applications -Cold Compress, Ice cap, Tepid Sponging • Care of equipment- thermometer, BP apparatus, Stethoscope, Pulse oximeter *Infection control in Clinical settings* • Hand hygiene • Use of PPE	• Care of patients with alterations in vital signs l	• Assessment of clinical skills using checklist • OSCE
	3	Demonstrate skill in meeting the comfort needs of the patients	**Comfort, Rest & Sleep, Pain and Promoting Safety in Health Care Environment** *Comfort, Rest & Sleep* • Bed making o Open o Closed o Occupied o Post-operative		• Assessment of clinical skills using checklist • OSCE

Clinical Unit	Duration (in Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
			o Cardiac bed o Fracture bed • Comfort devices o Pillows o Over bed table/cardiac table o Back rest o Bed Cradle • Therapeutic Positions o Supine o Fowlers (low, semi, high) o Lateral o Prone o Sim's o Trendelenburg o Dorsal recumbent o Lithotomy o Knee chest *Pain* • Pain assessment and provision for comfort *Promoting Safety in Health Care Environment* • Care of Patient's Unit • Use of Safety devices: o Side Rails • Restraints (Physical) • Fall risk assessment and Post Fall Assessment	• Pain assessment • Fall risk assessment-1	
	2	Demonstrate skill in admission, transfer, and discharge of a patient	**Hospital Admission and discharge, Mobility and Immobility and Patient education** *Hospital Admission and discharge* Perform & Document: • Admission • Transfer • Planned Discharge		• Assessment of clinical skills using checklist • OSCE
		Demonstrate skill in caring for patients with restricted mobility	*Mobility and Immobility* • Range of Motion Exercises • Assist patient in: o Moving	• Individual teaching-1	• Assessment of clinical skills using checklist • OSCE

Clinical Unit	Duration (in Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
		Plan and provide appropriate health teaching following the principles	o Turning o Logrolling • Changing position of helpless patient • Transferring (Bed to and from chair/wheelchair/ stretcher) *Patient education*		
	1	Demonstrate skills in assessing and performing First Aid during emergencies	**First aid and Emergencies** • Bandaging Techniques o Basic Bandages: - Circular - Spiral - Reverse-Spiral - Recurrent - Figure of Eight o Special Bandages: - Caplin - Eye/Ear Bandage - Jaw Bandage - Shoulder Spica - Thumb spica - Triangular Bandage/ Sling (Head & limbs) - Binders	• Module completion National Disaster Management Authority (NDMA) First Aid module (To complete it in clinicals if not completed during lab)	• Assessment of clinical skills using checklist • OSCE (first aid competencies)

APPLIED BIOCHEMISTRY

PLACEMENT: II SEMESTER

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

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	8 (T)	Describe the metabolism of carbohydrates and its alterations	**Carbohydrates** • Digestion, absorption and metabolism of carbohydrates and related disorders • Regulation of blood glucose • Diabetes Mellitus- type 1 and type 2, symptoms, complications & management in brief • Investigations of Diabetes Mellitus o OGTT - Indications, Procedure, Interpretation and types of GTT curve o Mini GTT, extended GTT, GCT, IV GTT o HbA1c (Only definition) • Hypoglycemia- Definition & causes	• Lecture cum Discussion • Explain using charts, models and slides Demonstration of laboratory tests	• Essay • Short answer • Very short answer
II	8(T)	Explain the metabolism of lipids and its alterations	**Lipids** • Fatty acids- Definition, classification • Definition & Clinical significance of MUFA & PUFA, Essential fatty acids, Trans fatty acids • Digestion, absorption & metabolism of lipids & related disorders • Compounds formed from cholesterol • Ketone bodies (name, types & significance only)	• Lecture cum Discussion • Explain using charts, models and slides Demonstration of laboratory tests	• Essay • Short answer • Very short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Lipoproteins - types & functions (metabolism not required) • Lipid profile • Atherosclerosis (in brief)		
III	9 (T)	Explain the metabolism of amino acids and proteins Identify alterations in disease conditions	**Proteins** • Classification of amino acids based on nutrition, metabolic rate with examples • Digestion, absorption & metabolism of protein & related disorders • Biologically important compounds synthesized from various amino acids (only names) • Inborn errors of amino acid metabolism -only aromatic amino acids (in brief) • Plasma protein -types, function & normal values • Causes of proteinuria, hypoproteinemia, hyper gamma globinemia • Principle of electrophoresis, normal & abnormal electrophoretic patterns (in brief)	• Lecture cum Discussion • Explain using charts, models and slides	• Essay • Short answer • Very short answer
IV	4 (T)	Explain clinical enzymology in various disease conditions	**Clinical Enzymology** • Isoenzymes -Definition & properties • Enzymes of diagnostic importance in o Liver Diseases- ALT, AST, ALP, GGT o Myocardial infarction- CK, cardiac troponins, AST, LDH o Muscle diseases- CK, Aldolase o Bone diseases- ALP o Prostate cancer- PSA, ACP	• Lecture cum Discussion • Explain using charts and slides	• Essay • Short answer • Very short answer
V	(T)	Explain acid base balance, imbalance and its clinical significance	**Acid base maintenance** • pH- definition, normal value • Regulation of blood pH -blood buffer, respiratory & renal • ABG- normal values • Acid base disorders-types, definition & causes	• Lecture cum Discussion • Explain using charts and slides	• Short answer • Very short answer
VI	2 (T)	Describe the metabolism of hemoglobin and its clinical significance	**Heme catabolism** • Heme degradation pathway • Jaundice- type, causes, urine & blood investigations (van den berg test)	• Lecture cum Discussion • Explain using charts and slides	• Short answer • Very short answer
VII	3 (T)	Explain different function tests and interpret the findings	**Organ function tests (biochemical parameters & normal values only)** • Renal • Liver • Thyroid	• Lecture cum Discussion • Visit to Lab • Explain using charts and slides	• Short answer • Very short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
VIII	3 (T)	Illustrate the immunochemistry	**Immunochemistry** • Structure & functions of immunoglobulin • Investigations & interpretation – ELISA	• Lecture cum Discussion • Explain using charts and slides • Demonstration of laboratory tests	• Short answer • Very short answer

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

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4. Rajagopal G-Concise textbook of biochemistry. Ahuja publishing house, 2nd edition
5. Satyanarayana U, Chakrapani U- Fundamentals of Biochemistry. Books and allied (P)Ltd.
6. Sharma SK- Textbook of biochemistry and biophysics for nurses. Jaypee. 1st edition.2014
7. Ashok Kumar J. Textbook of Biochemistry for nurses International publishing house Pvt.Ltd.2007
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APPLIED NUTRITION AND DIETETICS

PLACEMENT: II SEMESTER

THEORY : 3 credits (60 hours)

Theory : 45 hours
Lab : 15 hours

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

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

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

COURSE OUTLINE

T-Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Define nutrition and its relationship to Health	**Introduction to Nutrition** **Concepts** • Definition of Nutrition & Health • Malnutrition-Under Nutrition & Over Nutrition • Role of Nutrition in maintaining health • Factors affecting food and nutrition **Nutrients** • Classification • Macro & Micronutrients • Organic & Inorganic • Energy Yielding & Non-Energy Yielding **Food** • Classification -food groups • Origin	• Lecture cum Discussion • Charts/Slides	• Essay • Short answer • Very short answer
II	3 (T)	Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates Explain BMR and factors affecting BMR	**Carbohydrates** • Composition -Starches, sugar and cellulose • Recommended Daily Allowance (RDA) • Dietary sources • Functions **Energy** • Unit of energy -Kcal • Basal Metabolic Rate (BMR) • Factors affecting BMR	• Lecture cum Discussion • Charts/Slides • Models • Display of food items	• Essay • Short answer • Very short answer
III	3 (T)	Describe the classification, Functions, sources	**Proteins** • Composition	• Lecture cum Discussion • Charts/Slides	• Essay • Short answer • Very short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		and RDA of proteins.	• Eight essential amino acids • Functions • Dietary sources • Protein requirements -RDA	• Models • Disply of food items	answer
IV	2 (T)	Describe the classification, Functions, sources and RDA of fats	**Fats** • Classification -Saturated & unsaturated • Caloric value • Functions • Dietary sources of fats and fatty acids • Fat requirements-RDA	• Lecture cum Discussion • Charts/Slides • Models • Display of food items	• Essay • Short answer • Very short answer
V	3 (T)	Describe the classification, functions, sources and RDA of vitamins	**Vitamins** • Classification - fat soluble & water soluble • Fat soluble -Vitamins A, D, E, and K • Water soluble -Thiamine (vitaminB1), Riboflavin (vitaminB2), Nicotinicacid, Pyridoxine(vitaminB6), Pantothenicacid, Folicacid, VitaminB12, Ascorbicacid (vitaminC) • Functions, Dietary Sources & Requirements – RDA of everyvitamin	• Lecture cum Discussion • Charts/Slides • Models • Display of food items	• Essay • Short answer • Very short answer
VI	3 (T)	Describe the classification, functions, sources and RDA of minerals	**Minerals** • Classification -Major minerals (Calcium, phosphorus, sodium potassium and magnesium) and Trace elements • Functions • Dietary Sources • Requirements -RDA	• Lecture cum Discussion • Charts/Slides • Models • Display of food items	• Short answer • Very short answer
VII	7 (T) 8 (L)	Describe and plan balanced diet for different age groups, pregnancy, and lactation	**Balanced diet** • Definition, principles, steps • Food guides - Basic Four Food Groups • RDA -Definition, limitations, uses • Food Exchange System • Calculation of nutritive value of foods • Dietary fibre **Nutrition across life cycle** • Meal planning/Menu planning - Definition, principles, steps • Infant and Young Child Feeding (IYCF) guidelines -breast feeding, infant foods • Diet plan for different age groups-	• Lecture cum Discussion • Meal planning • Lab session on o Preparation of balanced diet for different categories o Low cost nutritious dishes	• Short answer • Very short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Children, adolescents and elderly • Diet in pregnancy - nutritional requirements and balanced diet plan • Anemia in pregnancy - diagnosis, diet for anemic pregnant women, iron & folic acid supplementation and counseling • Nutrition in lactation - nutritional requirements, diet for lactating mothers, complementary feeding/ weaning		
VIII	6 (T)	Classify and describe the common nutritional deficiency disorders and identify nurses' role in assessment, management and prevention	**Nutritional deficiency disorders** • Protein energy malnutrition - magnitude of the problem, causes, classification, signs & symptoms, Severe acute malnutrition (SAM), management & prevention and nurses' role • Childhood obesity - signs & symptoms, assessment, management & prevention and nurses' role • Vitamin deficiency disorders - vitamin A, B, C & D deficiency disorders- causes, signs & symptoms, management & prevention and nurses' role • Mineral deficiency diseases- iron, iodine and calcium deficiencies - causes, signs & symptoms, management & prevention and nurses' role	• Lecture cum Discussion • Charts/Slides • Models	• Essay • Short answer • Very short answer
IX	4 (T) 7 (L)	Principles of diets in various diseases	**Therapeuticdiets** • Definition, Objectives, Principles • Modifications - Consistency, Nutrients, • Feeding techniques. • Diet in Diseases - Obesity, Diabetes Mellitus, CVD, Underweight, Renal diseases, Hepatic disorders Constipation, Diarrhea, Pre and Post-operative period	• Lecture cum Discussion • Meal planning • Lab session on preparation of therapeutic diets	• Essay • Short answer • Very short answer
X	3 (T)	Describe the rules and preservation of nutrients	**Cookery rules and preservation of nutrients** • CookingMethods, Advantages and Disadvantages • Preservation of nutrients • Measures to prevent loss of nutrients during preparation • Safe food handling and Storage of foods • Food preservation • Food additives and food adulteration • Prevention of Food Adulteration Act (PFA) • Food standards	• Lecture cum Discussion • Charts/Slides • Models	• Essay • Short answer • Very short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
XI	4 (T)	Explain the methods of nutritional assessment and nutrition education	**Nutrition assessment and nutrition education** • Objectives of nutritional assessment • Methods of assessment- clinical examination, anthropometry, laboratory & biochemical assessment, assessment of dietary intake including Food frequency questionnaire (FFQ) method • Nutrition education -purposes, principles and methods	• Lecture cum Discussion • Demonstration • Writing nutritional assessment report	• Essay • Short answer • Evaluation of Nutritional assessment report
XII	3 (T)	Describe nutritional problems in India and nutritional programs	**National Nutritional Programs and role of nurse** • Nutritional problems in India • National nutritional policy • *National nutritional programs* -Vitamin A Supplementation, Anemia Mukt Bharat Program, IntegratedChildDevelopment Services (ICDS), Mid-day Meal Scheme (MDMS), National Iodine Deficiency Disorders Control Program (NIDDCP), Weekly Iron Folic Acid Supplementation (WIFS) and others as introduced • Role of nurse in every program	• Lecture cum Discussion	• Essay • Short answer • Very short answer
XIII	2 (T)	Discuss the importance of food hygiene and food safety Explain the Acts related to food safety	**Food safety** • Definition, Food safety considerations & measures • Food safety regulatory measures in India -Relevant Acts • Five keys to safer food • Food storage, food handling and cooking • General principles of food storage of food items (ex. milk, meat) • Role of food handlers in food borne diseases • Essential steps in safe cooking practices	• Guided reading on related acts	• Quiz • Short answer

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

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5. Avasthi R. Comprehensive text of nutrition for BSc nurses. 1st ed. Rajasthan: Jaypee Brothers Medical publishers P Ltd; 2016.
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NURSING FOUNDATION - II (Including Health Assessment Module)

PLACEMENT: II SEMESTER

THEORY: 6 Credits (120 hours)

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

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

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

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

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

Health Assessment Module: 40 hours

COURSE OUTLINE

T – Theory, SL– Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	20 (T) 20 (SL)	Describe the purpose and process of health assessment and perform assessment under supervised clinical practice	**Health Assessment** • Interview techniques • Observation techniques • Purposes of health assessment • Process of Health assessment o Health history o Physical examination: • Methods: Inspection, Palpation, Percussion, Auscultation, Olfaction • Preparation for examination: patient and unit • General assessment • Assessment of each body system • Documenting health assessment findings	• Modular Learning *Health Assessment Module • Lecture cum Discussion • Demonstration	• Essay • Short answer • Objective type • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
II	13 (T) 8 (SL)	Describe assessment, planning, implementation and evaluation of nursing care using Nursing process approach	**The Nursing Process** • Critical Thinking Competencies, Attitudes for Critical Thinking, Level of critical thinking in Nursing • Nursing Process Overview o **Assessment** - Collection of Data: Types, Sources, Methods - Organizing Data - Validating Data - Documenting Data o **Nursing Diagnosis** - Identification of client problems, risks and strengths - Nursing diagnosis statement - parts, Types, Formulating, Guidelines for formulating Nursing Diagnosis - NANDA approved diagnoses - Difference between medical and nursing diagnosis o **Planning** - Types of planning - Establishing Priorities - Establishing Goal and Expected Outcomes -Purposes, types, guidelines, Components of goals and outcome statements - Types of Nursing Interventions, Selecting interventions:Protocols and Standing Orders - Introduction to Nursing Intervention Classification and Nursing Outcome Classification - Guidelines for writing care plan o **Implementation** - Process of Implementing the plan of care - Types of care -Direct and Indirect o **Evaluation** - Evaluation Process, Documentation and Reporting	• Lecture • Discussion • Demonstration • Supervised Clinical Practice	• Essay • Short answer • Objective type • Evaluation of care plan
III	5 (T) 5 (SL)	Identify and meet the Nutritional needs of patients	**Nutritional needs** • Importance • Factors affecting nutritional needs • Assessment of nutritional status • Reviewspecial diets-Solid, Liquid, Soft • Review on therapeutic diets • Care of patient with Dysphagia,	• Lecture • Discussion • Demonstration • Exercise • Supervised Clinical practice	• Essay • Short answer • Objective type • Evaluation of nutritional assessment & diet planning

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Anorexia, Nausea, Vomiting • Meeting Nutritional needs: Principles, equipment, procedure, indications o Oral o Enteral: Nasogastric/ Orogastric o Introduction to other enteral feeds -types, indications, Gastrostomy, Jejunostomy o Parenteral -TPN (Total Parenteral Nutrition)		
IV	5 (T) 15 (SL)	Identify and meet the hygienic needs of patients	**Hygiene** • Factors Influencing Hygienic Practice • Hygienic care: Indications and purposes, effects of neglected care o Care of the Skin -(Bath, feet and nail, Hair Care) o Care of pressure points o Assessment of Pressure Ulcers using Braden Scale and Norton Scale o Pressure ulcers -causes, stages and manifestations, care and prevention o Perineal care/Meatal care o Oral care, Care of Eyes, Ears and Nose including assistive devices (eye glasses, contact lens, dentures, hearing aid)	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type • OSCE
V	10 (T) 10 (SL)	Identify and meet the elimination needs of patient	Elimination needs • Urinary Elimination o Review of Physiology of Urine Elimination, Composition and characteristics of urine o Factors Influencing Urination o Alteration in Urinary Elimination o Facilitating urine elimination: assessment, types, equipment, procedures and special considerations o Providing urinal/bed pan o Care of patients with - Condom drainage - Intermittent Catheterization - Indwelling Urinary catheter and urinary drainage - Urinary diversions - Bladder irrigation	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Bowel Elimination o Review of Physiology of Bowel Elimination, Composition and characteristics of feces o Factors affecting Bowel elimination o Alteration inBowel Elimination o Facilitating bowel elimination: Assessment, equipment, procedures • Enemas • Suppository • Bowel wash • Digital Evacuation of impacted feces • Care of patients with Ostomies (Bowel Diversion Procedures)		
VI	3 (T) 4 (SL)	Explain various types of specimens and identify normal values of tests Develop skill in specimen collection, handling and transport	**Diagnostic testing** • Phases of diagnostic testing (pretest, intra-test & post-test) in Common investigations and clinical implications o Complete Blood Count o Serum Electrolytes o LFT o Lipid/Lipoprotein profile o Serum Glucose- AC, PC, HbA1c o Monitoring Capillary Blood Glucose (Glucometer Random Blood Sugar- GRBS) o Stool Routine Examination o Urine Testing- Albumin, Acetone, pH, Specific Gravity o Urine Culture, Routine, Timed Urine Specimen o Sputum culture o Overview of Radiologic & Endoscopic Procedures	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type
VII	11 (T) 10 (SL)	Assess patients for oxygenation needs, promote oxygenation and provide care during oxygen therapy	**Oxygenation needs** • Review of Cardiovascular and Respiratory Physiology • Factors affecting respiratory functioning • Alterations in Respiratory Functioning • Conditions affecting o Airway o Movement of air	• Lecture • Discussion • Demonstration & Re-demonstration	• Essay • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			o Diffusion o Oxygen transport • Alterations in oxygenation • Nursing interventions to promote oxygenation: assessment, types, equipment used & procedure o Maintenance ofpatent airway o Oxygen administration o Suctioning oral, tracheal o Chest physiotherapy - Percussion, Vibration & Postural drainage o Care of Chest drainage - principles & purposes o Pulse Oximetry -Factors affecting measurement of oxygen saturation using pulse oximeter, Interpretation • Restorative & continuing care o Hydration o Humidification o Coughing techniques o Breathing exercises o Incentive spirometry		
VIII	5 (T) 10 (SL)	Describe the concept of fluid, electrolyte balance	**Fluid, Electrolyte, and Acid–Base Balances** • Review of Physiological Regulation of Fluid, Electrolyte and Acid-Base Balances • Factors Affecting Fluid, Electrolyte and Acid-Base Balances • Disturbances in fluid volume: o Deficit - Hypovolemia - Dehydration o Excess - Fluid overload - Edema - Electrolyte imbalances (hypo and hyper) o Acid-base imbalances - Metabolic -acidosis & alkalosis - Respiratory -acidosis & alkalosis o Intravenous therapy	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type • Problem solving - calculations

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			▪ Peripheral venipuncture sites ▪ Types of IV fluids ▪ Calculation for making IV fluid plan ▪ Complications of IV fluid therapy ▪ Measuring fluid intake and output ▪ Administering Blood and Blood components ▪ Restricting fluid intake ▪ Enhancing Fluid intake		
IX	20 (T) 22 (SL)	Explain the principles, routes, effects of administration of medications Calculate conversions of drugs and dosages within and between systems of measurements Administer oral and topical medication and document accurately under supervision	**Administration of Medications** • Introduction Definition of Medication, Administration of Medication, Drug Nomenclature, Effects of Drugs, Forms of Medications, Purposes, Pharmacodynamics and Pharmacokinetics • Factors influencing Medication Action • Medication orders and Prescriptions • Systems of measurement • Medication dose calculation • Principles, 10 rights of Medication Administration • Errors in Medication administration • Routes of administration • Storage and maintenance of drugs and Nurses responsibility • Torminologies and abbreviations used in prescriptions and medications orders • Developmental considerations • Oral, Sublingual and Buccal routes: Equipment, procedure • Introduction to Parenteral Administration of Drugs- Intramuscular, Intravenous, Subcutaneous,Intradermal: Location of site, Advantages and disadvantages of the specific sites, Indication and contraindications for the different routes and sites. • Equipment -Syringes & needles, cannulas, Infusion sets -parts, types, sizes • Types of vials and ampoules, Preparing Injectable medicines from vials and ampoules o Care of equipment: decontamination and disposal of syringes, needles,	• Lecture • Discussion • Demonstration & Re-demonstration	• Essay • Short answer • Objective type • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			infusion sets o Prevention of NeedleStick Injuries • Topical Administration: Types, purposes, site, equipment, procedure o Application to skin & mucous membrane o Direct applicationofliquids, Gargle and swabbing the throat o Insertion of Drug into body cavity: Suppository/ medicated packing in rectum/vagina o Instillations: Ear, Eye, Nasal, Bladder, and Rectal o Irrigations: Eye, Ear, Bladder, Vaginal and Rectal o Spraying: Nose and throat • Inhalation: Nasal, oral, endotracheal/tracheal (steam, oxygen and medications)– purposes, types, equipment, procedure, recording and reporting of medications administered • Other Parenteral Routes: Meaning of pidural, intrathecal, intraosseous, intraperitoneal, intra-pleural, intra-arterial		
X	5 (T) 6 (SL)	Provide care to patients with altered functioning of sense organs and unconsciousness in supervised clinical practice	**Sensory needs** • Introduction • Components of sensory experience - Reception, Perception & Reaction • Arousal Mechanism • Factors affecting sensory function • Assessment of Sensory alterations - sensory deficit, deprivation, overload & sensory poverty • Management oPromoting meaningful communication (patients with Aphasia, artificial airway & Visual and Hearing impairment) **Care of Unconscious Patients** • Unconsciousness: Definition, causes & risk factors, pathophysiology , stages of Unconsciousness, Clinical Manifestations • Assessment and nursing management of patient with unconsciousness, complications	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
XI	4 (T) 6 (SL)	Explain loss, death and grief	**Care of Terminally ill, death and dying** • Loss -Types • Grief, Bereavement & Mourning • Types of Grief responses • Manifestations of Grief • Factors influencing Loss & Grief Responses • Theories of Grief & Loss -Kubler Ross • 5 Stages of Dying • The R Process model (Rando's) • Death -Definition, Meaning, Types (Brain & Circulatory Deaths) • Signs of Impending Death • Dying patient's Bill of Rights • Care of Dying Patient • Physiological changes occurring after Death • Death Declaration, Certification • Autopsy • Embalming • Last office/Death Care • Counseling & supporting grieving relatives • Placing body in the Mortuary • Releasing body from Mortuary • Overview Medico-legal Cases, Advance directives, DNI/DNR, Organ Donation, Euthanasia	• Lecture • Discussion • Case discussions • Death care/last office	• Essay • Short answer • Objective type
			PSYCHOSOCIAL NEEDS (A-D)		
XII	3 (T)	Develop basic understanding of self-concept	**A. Self-concept** • Introduction • Components (Personal Identity, Body Image, Role Performance, Self Esteem) • Factors affecting Self Concept • Nursing Management	• Lecture • Discussion • Demonstration • Case Discussion/ Role play	• Essay • Short answer • Objective type
XIII	2 (T)	Describe sexual development and sexuality	**B. Sexuality** • Sexual development throughout life • Sexual health • Sexual orientation • Factors affecting sexuality	• Lecture • Discussion	• Essay • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Prevention of STIs, unwanted pregnancy, avoiding sexual harassment and abuse • Dealing with inappropriate sexual behavior		
XIV	2 (T) 4 (SL)	Describe stress and adaptation	**C. Stress and Adaptation- Introductory concepts** • Introduction • Sources, Effects, Indicators & Types of Stress • Types of stressors • Stress Adaptation -General Adoption Syndrome (GAS), Local Adaptation Syndrome (LAS) • Manifestation of stress -Physical & psychological • Coping strategies/ Mechanisms • Stress Management o Assist with coping and adaptation o Creating therapeutic environment • Recreational and diversion therapies	• Lecture • Discussion	• Essay • Short answer • Objective type
XV	6 (T)	Explain culture and cultural norms Integrate cultural differences and spiritual needs in providing care to patients under supervision	**D. Concepts of Cultural Diversity and Spirituality** • Cultural diversity o Cultural Concepts -Culture, Subculture, Multicultural, Diversity, Race, Acculturation, Assimilation o Transcultural Nursing o Cultural Competence o Providing Culturally Responsive Care • Spirituality o Concepts -Faith, Hope, Religion, Spirituality, Spiritual Wellbeing o Factors affecting Spirituality o Spiritual Problems in Acute, Chronic, Terminal illnesses & Near-Death Experience o Dealing with Spiritual Distress/Problems	• Lecture • Discussion	• Essay • Short answer • Objective type
XVI	6 (T)	Explain the significance of nursing theories	**Nursing Theories: Introduction** • Meaning &Definition, Purposes, Types of theories with examples, Overview of selected nursing theories -Nightingale, Orem, Roy • Use of theories in nursing practice	• Lecture • Discussion	• Essay • Short answer • Objective type

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CLINICAL PRACTICUM

Clinical : 4 Credits (320 hours)

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

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

SKILL LAB

Use of Mannequins and Simulators

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

CLINICAL POSTINGS -General Medical/Surgical Wards

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

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
General Medical/ Surgical wards	3	Perform health assessment of each body system	**Health Assessment** • Nursing/Health history taking • Perform physical examination: o General	• History Taking -2 • Physical examination -2	• Assessment of clinical skills using checklist • OSCE

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
			o Body systems • Use various methods of physical examination - Inspection, Palpation, Percussion, Auscultation, Olfaction • Identification of system wise deviations • Documentation of findings		
	1	Develop skills in assessment, planning, implementation and evaluation of nursing care using Nursing process approach	**The Nursing Process** • Prepare Nursing care plan for the patient based on the given case scenario	• Nursing process -1	• Evaluation of Nursing process with criteria
	2	Identify and meet the Nutritional needs of patients Implement basic nursing techniques in meeting hygienic needs of patients	**Nutritional needs, Elimination needs& Diagnostic testing** *Nutritional needs* • Nutritional Assessment • Preparation of Nasogastric Tube feed • Nasogastric tube feeding *Hygiene* • Care of Skin & Hair: - Sponge Bath/ Bed bath - Care of pressure points & back massage • Pressure sore risk assessment using Braden/Norton scale - Hair wash - Pediculosis treatment • Oral Hygiene • Perineal Hygiene • Catheter care	• Nutritional Assessment and Clinical Presentation -1 • Pressure sore assessment -1	• Assessment of clinical skills using checklist • OSCE
	2	Plan and Implement care to meet the elimination needs of patient Develop skills in instructing and collecting samples for investigation.	**Elimination needs** • Providing - Urinal - Bedpan • Insertion of Suppository • Enema • Urinary Catheter care • Care of urinary drainage **Diagnostictesting**	• Clinical Presentation on Care of patient with Constipation -1 • Lab values - inter-pretation	• Assessment of clinical skills using checklist • OSCE

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
		Perform simple lab tests and analyze & interpret common diagnostic values	• Specimen Collection o Urine routine and culture o Stool routine o Sputum Culture • Perform simple Lab Tests using reagent strips o Urine- Glucose, Albumin, Acetone, pH, Specific gravity • Blood -GRBS Monitoring		
	3	Identify patients with impaired oxygenation and demonstrate skill in caring for patients with impaired oxygenation Identify and demonstrate skill in caring for patients with fluid, electrolyte and acid-base imbalances	**Oxygenation needs, Fluid, Electrolyte, and Acid -Base Balances** Oxygenation needs • Oxygen administration methods o Nasal Prongs o Face Mask/Venturi Mask • Steam inhalation • Chest Physiotherapy • Deep Breathing & Coughing Exercises • Oral Suctioning ***Fluid, Electrolyte, and Acid - Base Balances*** • Maintaining intake output chart • Identify & report complications of IV therapy • Observe Blood & Blood Component therapy • Identify & Report Complications of Blood& Blood Component therapy		• Assessment of clinical skills using checklist • OSCE • Assessment of clinical skills using checklist • OSCE
	3	Explain the principles, routes, effects of administration of medications Calculate conversions of drugs and dosages within and between systems of Measurements Administer drugs by the following routes Oral, Intradermal,	**Administration of Medications** • Calculate Drug Dosages • Preparation of lotions & solutions • Administer Medications o Oral o Topical o Inhalations o Parenteral • Intradermal • Subcutaneous		• Assessment of clinical skills using checklist • OSCE

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
		Subcutaneous, Intramuscular, Intra Venous Topical, inhalation	• -Intramuscular • Instillations o Eye, Ear, Nose -instillation of medicated drops, nasal sprays, irrigations		
	2	Assess, plan, implement & evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness Care for terminally ill and dying patients	**Sensory Needs and Care of Unconscious patients, Care of Terminally ill, death and dying** *Sensory Needs and Care of Unconscious patients* • Assessment of Level of Consciousness using Glasgow Coma Scale *Terminally ill, death and dying* • Death Care	Nursing rounds on care of patient with altered sensorium	• Assessment of clinical skills using checklist • OSCE • Assessment of clinical skills using checklist

YENEPOYA

HEALTH/NURSING INFORMATICS AND TECHNOLOGY

PLACEMENT: II SEMESTER

THEORY: 2 Credits (40 hours)

PRACTICAL/LAB : 1 Credit (40 hours)

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

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

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

COURSE OUTLINE

T-Theory, P/L -Lan

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P/L				
I	10	15	Describe the importance of computer and technology in patient care and nursing practice	**Introduction to computer applications for patient care delivery system and nursing practice** • Use of computers in teaching, learning, research and nursing practice	• Lecture • Discussion • Practice session • Supervised clinical practice on EHR use • Participate in data analysis using statistical package with statistician	(T) • Short answer • Objective type • Visit reports • Assessment of assignments
			Demonstrate the use of computer and technology in patient care, nursing education, practice, administration and research.	• Windows, MS office: Word, Excel, Power Point • Internet • Literature search • Statistical packages • Hospital management information system	• Visit to hospitals with different hospital management systems	(P) • Assessment of skills using checklist

II	4	5	Describe the principles of health informatics Explain the ways data, knowledge and information can be used for effective healthcare	**Principles of Health Informatics** • Health informatics -needs, objectives and limitations • Use of data, information and knowledge for more effective healthcare and better health	• Lecture • Discussion • Practical session • Work in groups with health informatics team in a hospital to extract nursing data and prepare a report	(T) • Essay • Short answer • Objective type questions • Assessment of report
III	3	5	Describe the concepts of information system in health Demonstrate the use of health information system in hospital setting	**Information Systems in Healthcare** • Introduction to the role and architecture of information systems in modern healthcare environments • Clinical Information System (CIS)/Hospital information System (HIS)	• Lecture • Discussion • Demonstration • Practical session • Work in groups with nurse leaders to understand the hospital information system	(T) • Essay • Short answer • Objective type
IV	4	4	Explain the use of electronic health records in nursing practice Describe the latest trend in electronic health records standards and interoperability	**Shared Care & Electronic Health Records** • Challenges of capturing rich patient histories in a computable form • Latest global developments and standards to enable lifelong electronic health records to be integrated from disparate systems.	• Lecture • Discussion • Practice on Simulated EHR system • Practical session • Visit to health informatics department of a hospital to understand the use of EHR in nursing practice • Prepare a report on current EHR standards in Indian setting	(T) • Essay • Short answer • Objective type (P) • Assessment of skills using checklist
V	3		Describe the advantages and limitations of health informatics in maintaining patient safety and risk management	**Patient Safety & Clinical Risk** • Relationship between patient safety and informatics • Function and application of the risk management process	• Lecture • Discussion	(T) • Essay • Short answer • Objective type
VI	3	6	Explain the importance of knowledge management Describe the standardized languages used in health informatics	**Clinical Knowledge & Decision Making** • Role of knowledge management in improving decision -Making in both the clinical and policy contexts • Systematized Nomenclature of Medicine, Clinical Terms, SNOMED CT to ICD-10-CM Map, standardized nursing terminologies (NANDA, NOC), Omaha system.	• Lecture • Discussion • Demonstration • Practical session • Work in groups to prepare a report on standardized languages used in health informatics. • Visit health informatics department to understand the standardized languages used in hospital setting	(T) • Essay • Short answer • Objective type

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P/L				
VII	3		Explain the use of information and communication technology in patient care Explain the application of public health informatics	**eHealth: Patients and the Internet** • Use of information and communication technology to improve or enable personal and public healthcare • Introduction to public health informatics and role of nurses	• Lecture • Discussion • Demonstration	• Essay •Short answer • Objective type • Practical exam
VIII	3	5	Describe the functions of nursing information system Explain the use of healthcare data in management of health care organization	**Using Information in Healthcare Management** • Components of Nursing Information system(NIS) • Evaluation, analysis and presentation of healthcare data to inform decisions in the management of health-care organizations	• Lecture • Discussion • Demonstration on simulated NIS software • Visit to health informatics department of the hospital to understand use of healthcare data in decision making	(T) • Essay •Short answer • Objective type
IX	4		Describe the ethical and legal issues in healthcare informatics Explains the ethical and legal issues related to nursing informatics	**Information Law & Governance in Clinical Practice** • Ethical-legal issues pertaining to healthcare information in contemporary clinical practice • Ethical-legal issues related to digital health applied to nursing	• Lecture • Discussion • Case discussion • Role play	(T) • Essay •Short answer • Objective type
X	3		Explain the relevance of evidence based practices in providing quality healthcare	**Healthcare Quality & Evidence Based Practice** • Use of scientific evidence in improving the quality of healthcare and technical and professional informatics standards	• Lecture • Discussion • Case study	(T) • Essay • Short answer • Objective type

SKILLS

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

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APPLIED MICROBIOLOGY AND INFECTION CONTROL INCLUDING SAFETY

PLACEMENT: III SEMESTER

THEORY: 2 Credits (40 hours)

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

SECTION A: APPLIED MICROBIOLOGY

THEORY: 20 hours

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

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

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

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

COURSE OUTLINE
T-Theory, L/E- Lab/Experiential Learning

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activites	Assessment Methods
	T	P				
I	3		Explain concepts and principles of microbiology and its importance in nursing	**Introduction:** • Importance and relevance to nursing • Historical perspective • Concepts and terminology • Principles of microbiology	• Lecture cum • Discussion	• Short answer • Objective type
II	10	10 (L/E)	Describe structure, classification morphology and growth of bacteria Identify Microorganisms	**General characteristics of Microbes:** • Structure and classification of Microbes • Morphological types • Size and form of bacteria • Motility • Colonization • Growth and nutrition of microbes • Temperature • Moisture • Blood and body fluids • Laboratory methods for Identification of Microorganisms	• Lecture cum • Discussion • Demonstration • Experiential Learning through visual	• Short answer • Objective type

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activites	Assessment Methods
	T	P				
				• Types of Stainingsimple, differential (Gram's, AFB), special-capsular staining (negative), spore, LPCB, KOH mount. • Culture and media preparation-solid and liquid. Types of media - semi synthetic, synthetic, enriched, enrichment, selective and differential media. Pure culture techniques -tube dilution, pour, spread, streak plate. Anaerobic cultivation of bacteria		
III	4	6 (L/E)	Describe the different disease producing organisms	**Pathogenic organisms** • Micro-organisms: Cocci -gram positive and gram negative; Bacilli - gram positive and gram negative • Viruses • Fungi: Superficial and Deep mycoses • Parasites • Rodents & Vectors o Characteristics, Source, portal of entry, transmission of infection, Identification of disease producing	• Lecture cum • Discussion • Demonstration • Experiential Learning through visual	• Short answer • Objective type
IV	3	4 (L/E)	Explain the concepts of immunity, hyper sensitivity and immunization	**Immunity** • Immunity: Types, classification • Antigen and antibody reaction • Hypersensitivity reactions • Serological tests • Immunoglobulins: Structure, types & properties • Vaccines: Types & classification, storage and handling, cold chain, Immunization for various diseases • Immunization Schedule	• Lecture • Discussion • Demonstration • Visit to observe vaccine storage • Clinical practice	• Short answer • Objective type • Visit report

SECTION B: INFECTION CONTROL & SAFETY

THEORY: 20 hours

PRACTICAL/LAB: 20 hours (Lab/Experiential Learning-L/E) required for

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

COMPETENCIES: The students will be able to:

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

COURSE OUTLINE

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

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activites	Assessment Methods
	T	P				
I	2	2 (E)	Summarize the evidence based and effective patient care practices for the prevention of common healthcare associated infections in the healthcare setting	**HAI (Hospital acquired Infection)** • Hospital acquired infection • Bundle approach - Prevention of Urinary Tract Infection (UTI) - Prevention of Surgical Site Infection (SSI) - Prevention of Ventilator Associated events (VAE) - Prevention of Central Line Associated Blood Stream Infection (CLABSI) • Surveillance of HAI -Infection control team & Infection control committee	• Lecture & Discussion • Experiential learning	• Knowledge assessment • MCQ • Short answer
II	3	4 (L)	Demonstrate appropriate use of different types of PPEs and the critical use of risk assessment	**Isolation Precautions and use of Personal Protective Equipment (PPE)** • Types of isolation system, standard precautionand transmission-based precautions (Direct Contact, Droplet, Indirect) • Epidemiology & Infection prevention - CDC guidelines • Effective use of PPE	• Lecture • Demonstration & Re-demonstration	• Performance assessment • OSCE

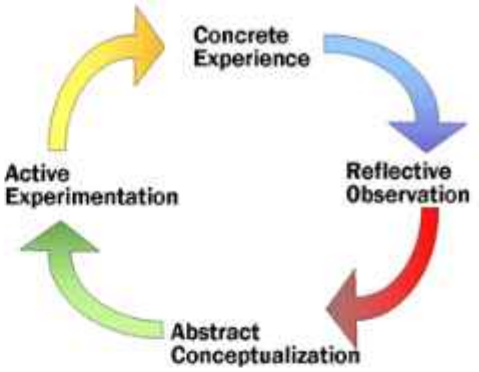
Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activites	Assessment Methods
	T	P				
III	1	2 (L)	Demonstrate the hand hygiene practice and its effectiveness on infection control	**Hand Hygiene** • Types of Hand hygiene. • Hand washing and use of alcohol hand rub • Moments of Hand Hygiene • WHO hand hygiene promotion	• Lecture • Demonstration & Re-demonstration	• Performance assessment
IV	1	2 (E)	Illustrates disinfection and sterilization in the healthcare setting	**Disinfection and sterilization** • Definitions • Types of disinfection and sterilization • Environment cleaning • Equipment Cleaning • Guides on use of disinfectants • Spaulding's principle	• Lecture • Discussion • Experiential learning through visit	• Short answer • Objective type
V	1		Illustrate on what, when, how, why specimens are collected to optimize the diagnosis for treatment and management.	**Specimen Collection (Review)** • Principle of specimen collection • Types of specimens • Collection techniques and special considerations • Appropriate containers • Transportation of the sample • Staff precautions in handling specimens	• Discussion	• Knowledge evaluation • Quiz • Performance assessment • Checklist
VI	2	2 (E)	Explain on Bio-Medical waste management & laundry management	**BMW (Bio Medical Waste Management)** *Laundry management process and infection control and prevention* • Waste management process and infection prevention • Staff precautions • Laundry management • Country ordinance and BMW National guidelines 2017: Segregation of wastes, Colour coded waste containers, waste collection & storage, Packaging & labeling, Transportation	• Discussion • Demonstration • Experiential learning through visit	• Knowledge assessment by short answer objective type • Performance assessment
VII	2		Explain in detail about Antibiotic stewardship, AMR Describe MRSA/ MDRO and its prevention	**Antibiotic stewardship** • Importance of Antibiotic Stewardship • Anti-Microbial Resistance • Prevention of MRSA, MDRO in healthcare setting	• Lecture • Discussion • Written assign-ment Recent AMR (Antimicrobial resistance) guidelines	• Short answer • Objective type • Assessment of assignment

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activites	Assessment Methods
	T	P				
VIII	3	5 (L/E)	Enlist the patient safety indicators followed in a health care organization and the role of nurse in the patient safety audit process	**Patient Safety Indicators** • Care of Vulnerable patients • Prevention of Iatrogenic injury • Care of lines, drains and tubing's • Restrain policy and care -Physical and Chemical • Blood & blood transfusion policy • Prevention of IV Complication • Prevention of Fall • Prevention of DVT • Shifting and transporting of patients • Surgical safety • Care coordination event related to medication reconciliation and administration • Prevention of communication errors • Prevention of HAI • Documentation	• Lecture • Demonstration • Experiential learning	• Knowledge assessment by • Checklist/ OSCE
			Captures and analyzes incidents and events for quality improvement	**Incidents and adverse Events** • Capturing of incidents • RCA (Root Cause Analysis) • CAPA (Corrective and Preventive Action) • Report writing	• Lecture • Role play • Inquiry Based Learning	• Knowledge assessment by • Short answer • Objective type
IX	1		Enumerate IPSG and application of the goals in the patient care settings.	**IPSG (International Patient safety Goals)** • Identify patient correctly • Improve effective communication • Improve safety of High Alert medication • Ensure safe surgery • Reduce the risk of health care associated infection • Reduce the risk of patient harm resulting from falls • Reduce the harm associated with clinical alarm system	• Lecture • Role play	• Objective type
X	2	3 (L/E)	Enumerate the various safety protocols and its applications	**Safety protocol** • 5S (Sort, Set in order, Shine, Standardize, Sustain) • Radiation safety	• Lecture • Demonstration/ Experiential learning	• Mock drills • Post tests • Checklist

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activites	Assessment Methods
	T	P				
				• Laser safety • Fire safety - Types and classification of fire - Fire alarms - Firefighting equipment • HAZMAT (Hazardous Materials) safety - Types of spill - Spillage management - MSDS (Material Safety Data Sheets) • Environmental safety - Risk assessment - Aspect impact analysis - Maintenance of Temp and Humidity (Department wise) - Audits • Emergency Codes • Role of Nurse in times of disaster		
XI	2		Explain importance of employee safety indicators Identify risk of occupational hazards, prevention and post exposure prophylaxis.	**Employee Safety Indicators** • Vaccination • Needle stick injuries (NSI) prevention • Fall prevention • Radiation safety • Annual health check **Healthcare Worker Immunization Program and management of occupational exposure** • Occupational health ordinance • Vaccination program for healthcare staff • Needle stick injuries and prevention and post exposure prophylaxis	• Lecture • Discussion • Lecture method • Journal review	• Knowledge assessment by short answers, • objective type • Short answer

***Experiential Learning:**

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



Kolb's Cycle of Experiential Learning

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PHARMACOLOGY - 1

PLACEMENT: III SEMESTER

THEORY: 1 Credit (20 hours)

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

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

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

COURSE OUTLINE

T- Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activites	Assessment Methods
I	3 (T)	Describe Pharmacodynamics, Pharmacokinetics, Classification, principles of administration of drugs	**Introduction to Pharmacology** • Definitions & Branches • Nature & Sources of drugs • Dosage Forms and Routes of drug administration • Terminology used • Classification, Abbreviations, Prescription, Drug Calculation, Weights and Measures • Pharmacodynamics: Actions, Drug Antagonism, Synergism, Tolerance, Receptors, Therapeutic, adverse, toxic effects, pharmacovigilance • Pharmacokinetics: Absorption, Bioavailability, Distribution, Metabolism, Interaction, Excretion • Review: Principles of drug administration and treatment indvidualization o Factors affecting dose, route etc. • Indian Pharmacopocia: Legal Issues, Drug Laws, Schedule Drugs • Rational Use of Drugs • Principles of Therapeutics	• Lecture cum Discussion • Guided reading and written assignment on schedule K drugs	• Short answer • Objective type • Assessment of assignments

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activites	Assessment Methods
II	1 (T)	Describe antiseptics, and disinfectant & nurse's responsibilities	**Pharmacology of commonly used antiseptics and disinfectants** • Antiseptics and Disinfectants • Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
III	2 (T)	Describe drugs acting on gastro-intestinal system & nurse's responsibilities	**Drugs acting on G.I. system** • Pharmacology of commonly used drugs o Emetics and Antiemetics o Laxatives and Purgatives o Antacidsand antipeptic ulcer drugs o Anti- diarrhoeals Fluid and electrolyte therapy, Furazolidone, dicyclomine • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
IV	2 (T)	Describe drugs acting on respiratory system & nurse's responsibilities	**Drugs acting on respiratory system** • Pharmacology of commonly used o Antiasthmatics- Bronchodilators (Salbutamol inhalers) o Decongestants o Expectorants, Antitussives and Mucolytics o Broncho-constrictors and Antihistamines • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
V	4 (T)	Describe drugs used on cardio-vascular system & nurse's responsibilities	**Drugs used in treatment of Cardiovascular system and blood disorders** • Haematinics, & treatment of anemia and antiadrenergics • Cholinergic and anticholinergic • Adrenergic Drugs for CHF & vasodilators • Antianginals • Antiarrhythmics • Antihypertensives	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activites	Assessment Methods
			• Coagulants & Anticoagulants • Antiplatelets & thrombolytics • Hypolipidemics • Plasma expanders & treatment of shock • Drugs used to treat blood disorders • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse		
VI	2 (T)	Describe the drugs used in treatment of endocrine system disorders	**Drugs used in treatment of endocrine system disorders** • Insulin & oral hypoglycemics • Thyroid and anti-thyroid drugs • Steroids o Corticosteroids o Anabolic steroids • Calcitonin, parathormone, vitamin D3, calcium metabolism o Calcium salts	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
VII	1 (T)	Describe drugs used in skin diseases & nurse's responsibilities	**Drugs used in treatment of integumentary system** • Antihistaminics and antipruritics • Topical applications for skin Benzylbenzoate, Gamma BHC, Clotrimazole, Miconazole, Silver Sulphadiazine (burns) • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
VIII	5 (T)	Explain drug therapy/ chemotherapy of specific infections & infestations & nurse's responsibilities	**Drugs used in treatment of communicable diseases (common infections, infestations)** • General Principles for use of Antimicrobials • Pharmacology of commonly used drugs: o Penicillin, Cephalosporin's, Aminoglycosides, Macrolide & broad spectrum antibiotics, Sulfonamides, quinolones, Misc. antimicrobials • Anaerobic infections • Antitubercular drugs,	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activites	Assessment Methods
			• Antileprosy drugs • Antimalarials • Antiretroviral drugs • Antiviral agents • Antihelminthics, Antiscabies agents • Antifungal agents • Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse		

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2. Bennett (PN), Clinical Pharmacology, Churchil Livingston, New Delhi, 9th Edition, 2003.
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YENEPOYA

PATHOLOGY - I

PLACEMENT: III SEMESTER

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

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

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

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

COURSE OUTLINE

T- Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	8 (T)	Define the common terms used in pathology Identify the deviations from normal to abnormal structure and functions of body system	**Introduction** • Importance of the study of pathology • Definition of terms in pathology • Cell injury: Etiology, pathogenesis of reversible and irreversible cell injury, Necrosis, Gangrene • Cellular adaptations: Atrophy, Hypertrophy, Hyperplasia, Metaplasia, Dysplasia, Apoptosis • Inflammation: o Acute inflammation (Vascular and Cellular events, systemic effects of acute inflammation) o Chronic inflammation (Granulomatous inflammation, systemic effects of chronic inflammation) • Wound healing • Neoplasia: Nomenclature, Normal and Cancer cell, Benign and malignant tumors, Carcinoma in situ, Tumor metastasis: general mechanism, routes of spread and examples of each route • Circulatory disturbances: Thrombosis, embolism, shock • Disturbance of body fluids and electrolytes: Edema, Transudates and Exudates	• Lecture • Discussion • Explain using slides • Explain with clinical scenarios	• Short answer • Objective type

II	5 (T)	Explain pathological changes in disease conditions of various systems	**Special Pathology** **Pathological changes in disease conditions of selected systems:** **1. Respiratory system** • Pulmonary infections: Pneumonia, Lung abscess, pulmonary tuberculosis • Chronic Obstructive Pulmonary Disease: Chronic bronchitis, Emphysema, Bronchial Asthma, Bronchiectasis • Tumors of Lungs **2. Cardio -vascular system** • Atherosclerosis • Ischemia and Infarction. • Rheumatic Heart Disease • Infective endocarditis **3. Gastrointestinal tract** • Peptic ulcer disease (Gastric and Duodenal ulcer) • Gastritis-H Pylori infection • Oral mucosa: Oral Leukoplakia, Squamous cell carcinoma • Esophageal cancer • Gastric cancer • Intestinal: Typhoid ulcer, Inflammatory Bowel Disease (Crohn's disease and Ulcerative colitis), Colorectal cancer **4. Liver, Gall Bladder and Pancreas** • Liver: Hepatitis, Amoebic Liver abscess, Cirrhosis of Liver • Gall bladder: Cholecystitis. • Pancreas: Pancreatitis • Tumors of liver, Gall bladder and Pancreas **5. Skeletal system** • Bone: Bone healing, Osteoporosis, Osteomyelitis, Tumors • Joints: Arthritis -Rheumatoid arthritis an Osteoarthritis **6. Endocrine system** • Diabetes Mellitus • Goitre • Carcinoma thyroid	• Lecture • Discussion • Explain using slides, X- rays and scans • Visit to pathology lab, endoscopy unit and OT	• Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activites	Assessment Methods
III	7 (T)	Describe various laboratory tests in assessment and monitoring of disease conditions	**Hematological tests for the diagnosis of blood disorders** • Blood tests: Hemoglobin, White cell and platelet counts, PCV, ESR • Coagulation tests: Bleeding time (BT), Prothrombin time (PT), Activated Partial Prothrombin Time (APTT) • Blood chemistry • Blood bank: o Blood grouping and cross matching o Blood components o Plasmapheresis o Transfusion reactions **Note:** Few lab hours can be planned for observation and visits (Less than 1 credit, lab hours are not specified separately	• Lecture • Discussion • Visit to clinical lab, biochemistry lab and blood bank	• Short answer • Objective type

REFERENCES :

1. Nayak R, Rai S, Gupta A. Textbook of pathology and Genetics for Nurses. 2nd ed.India: Jaypee Brothers Medical Publishers; 2019.
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ADULT HEALTH NURSING - I WITH INTEGRATED PATHOPHYSIOLOGY
(including BCLS module)

PLACEMENT: III SEMESTER

THEORY :7 Credits (140 hours)

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

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

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

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

COURSE CONTENT

T – Theory, L/SL– Lab/Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activites	Assessment Methods
1	6 (T) 4 (L/SL)	Narrate the evolution of medical surgical nursing Apply nursing process in caring for patients with medical surgical problems Execute the role of a nurse in various medical surgical setting Develop skills in assessment and care of wound	**Introduction** • Evolution and trends of medical and surgical nursing • International classification of diseases • Roles and responsibility of a nurse in medical and surgical settings o Outpatient department o In-patient unit o Intensive care unit • Introduction to medical and surgical asepsis o Inflammation, infection o Wound healing– stages, influencing factors	• Lecture cum discussion • Demonstration & Practice session • Role play • Visit to outpatient department, in patient and intensive care unit	• Short Answer • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activites	Assessment Methods
		Develop competency in providing pre and postoperative care	○ Wound care and dressing technique • Care of surgical patient ○ pre-operative ○ post-operative • Alternative therapies used in caring for patients with Medical Surgical Disorders		
II	15 (T) 4 (L/SL)	Explain organizational set up of the operating theatre Differentiate the role of scrub nurse and circulating nurse Describe the different positioning for Various surgeries Apply principles of asepsis in handling the sterile equipment Demonstrate skill in scrubbing procedures Demonstrate skill in assessing the patient and document accurately the surgical safety checklist Develop skill in assisting with selected surgeries Explain the types, functions, and nursing considerations for different types of anaesthesia	**Intraoperative Care** • Organization and physical set up of the operation theatre ○ Classification ○ O.T Design ○ Staffing ○ Members of the OT team ○ Duties and responsibilities of the nurse in OT • Position and draping for common surgical procedures • Instruments, sutures and suture materials, equipment for common surgical procedures • Disinfection and sterilization of equipment • Preparation of sets for common surgical procedures • Scrubbing procedures -Gowning, masking and gloving • Monitoring the patient during the procedures • Maintenance of the therapeutic environment in OT • Assisting in major and minor operation, handling specimen • Prevention of accidents and hazards in OT • Anaesthesia-types, methods of administration, effects and stages, equipment & drugs • Legal aspects	• Lecture cum Discussion • Demonstration, Practice session, and Case Discussion • Visit to receiving bay	• Caring for patient intra operatively • Submit a list of disinfectants used for instruments with the action and precaution
III	6 (T) 4 (L/SL)	Identify the signs and symptoms of shock and electrolyte imbalances Develop skills in managing fluid and electrolyte imbalances	**Nursing care of patients with common signs and symptoms and management** • Fluid and electrolyte imbalance • Shock • Pain	• Lecture, discussion, demonstration • Case discussion	• Short answer • MCQ • Case report

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activites	Assessment Methods
		Perform pain assessment and plans for the nursing management			
IV	18 (T) 4 (L)	Demonstrate skill in respiratory assessment Differentiates different breath sounds and list the indications Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of common respiratory problems Describe the health behaviour to be adopted in preventing respiratory illness	**Nursing Management of patients with respiratory problems** • Review of anatomy and physiology of respiratory system • Nursing Assessment history taking, physical assessment and diagnostic tests • Common respiratory problems: o Asthma o Upper respiratory tract infections o Chronic obstructive pulmonary diseases o Pleural effusion, Empyema o Bronchiectasis o Pneumonia o Lung abscess o Cyst and tumors o Chest Injuries o Acute respiratory distress syndrome o Pulmonary embolism • Health behaviours to prevent respiratory illness	• Lecture, discussion, • Demonstration • Practice session • Case presentation • Visit to PFT Lab	• Essay • Short answer • OSCE
V	16 (T) 5 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional,and nursing management of gastrointestinal disorders Demonstrate skill in gastrointestinal assessment Prepare patient for upper and lower gastrointestinal investigations Demonstrate skill in gastric decompression, gavage, and stoma care	**Nursing Management of patients with disorders of digestive system** • Review of anatomy and physiology of GI system -History taking, Physical assessment & GI investigation • Common GI disorders : o Oral cavity: lips,gums and teeth o GI: Bleeding, Infections, Inflammation, tumors, Obstruction, Perforation & Peritonitis o Peptic & duodenal ulcer, o Mal-absorption, Appendicitis, Hernias o Hemorrhoids, fissures, Fistulas o Pancreas: inflammation, cysts, and tumors	• Lecture, discussion, • Demonstration • Role play • Problem Based Learning • Visit to stoma clinic	• Short answer • Quiz • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activites	Assessment Methods
		Demonstrate skill in different feeding techniques	o Liver: inflammation, cysts, abscess, cirrhosis, portal hypertension, hepatic failure, tumors o Gall bladder: inflammation, Cholelithiasis, tumors • Gastric decompression, gavage and stoma care, different feeding techniques • Alternative therapies, drugs used in treatment of disorders of digestive system		
VI	20 (T) 5 (L)	Explain the etiology pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of cardiovascular disorders Demonstrate skill in cardiovascular assessment Prepare patient for invasive and non-invasive cardiac procedures Demonstrate skill in monitoring and interpreting clinical signs related to cardiac disorders Complete BLS/BCLS module	**Nursing Management of patients with cardiovascular problems** • Review of anatomy and physiology of cardiovascular system • Nursing Assessment: History and Physical assessment • Invasive & non -invasive cardiac procedures • Disorders of vascular system- Hypertension, arteriosclerosis, Raynaud's disease, aneurysm and peripheral vascular disorders • Coronary artery diseases: coronary atherosclerosis, Angina pectoris, myocardial infarction • Valvular disorders: congenital and acquired • Rheumatic heart disease: pericarditis, myocarditis, endocarditis, cardiomyopathies • Cardiac dysrhythmias, heart block • Congestive heart failure, corpulmonale, pulmonary edema, cardiogenic shock, cardiac tamponade • Cardiopulmonary arrest	• Lecture, discussion • Demonstration • Practice session • Case Discussion • Health education • Drug Book/ presentation • **Completion of BCLS Module**	• Care plan • Drug record • BLS/ BCLS evaluation
VII	7 (T) 3 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of hematological disorders Interpret blood reports	**Nursing Management of patients with disorders of blood** • Review of Anatomy and Physiology of blood • Nursing assessment: history, physical assessment & Diagnostic tests • Anemia, Polycythemia • Bleeding Disorders: clotting factor defects and platelets defects, thalassemia, leukemia, leukopenia,	• Field visit to blood bank • Counseling	• Interpretation of blood reports • Visit report

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activites	Assessment Methods
		Prepare and provides health education on blood donation	agranulocytosis • Lymphomas, myelomas		
VIII	8 (T) 2 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing, management of endocrine diorders Demonstrate skill in assessment of endocrine organ dysfunction Prepare and provides health education on diabetic diet Demonstrate skill in insulin administration	**Nursing management of patients with disorders of endocrine system** • Review of anatomy and physiology of endocrine system • Nursing Assessment -History and Physical assessment • Disorders of thyroid and Parathyroid, Adrenal and Pituitary (Hyper, Hypo, tumors) • Diabetes mellitus	• Lecture, discussion, • demonstration • Practice session • Case Discussion • Health education	• Prepare health education on self-administration of insulin • Submits a diabetic diet plan
IX	8 (T) 2 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of disorders of integumentary system Demonstrate skill in integumentary assessment Demonstrate skill in medicated bath Prepare and provide health education on skin care	**Nursing management of patients with disorders of Integumentary system** • Review of anatomy and physiology of skin • Nursing Assessment: History and Physical assessment • Infection and infestations; Dermatitis • Dermatoses; infectious and Non infectious • Acne, Allergies, Eczema & Pemphigus • Psoriasis, Malignant melanoma, Alopecia • Special therapies, alternative therapies • Drugs used in treatment of disorders of integumentary system	• Lecture, discussion, • demonstration • Practice session • Case Discussion	• Drug report • Preparation of Home care plan
X	16 (T) 4 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing, management of musculoskeletal disorders	**Nursing management of patients with musculoskeletal problems** • Review of Anatomy and physiology of the musculoskeletal system • Nursing Assessment: History and physical assessment, diagnostic tests • Musculoskeletal trauma: Dislocation, fracture, sprain, strain,	• Lecture, discussion, • demonstration • Practice session • Case Discussion • Health education	• Nursing care plan • Prepare health teaching on care of patient with cast

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activites	Assessment Methods
		Demonstrate skill in musculoskeletal assessment Prepare patient for radiological and non-radiological investigations of musculoskeletal system Demonstrate skill in crutch walking and splinting Demonstrate skill in care of patient with replacement surgeries Prepare and provide health education on bone healing	contusion, amputation • Musculoskeletal infections and tumorsOsteomyelitis, benign and malignant tumour • Orthopedic modalities: Cast, splint, traction, crutch walking • Musculoskeletal inflammation: Bursitis, synovitis, arthritis • Special therapies, alternative therapies • Metabolic bone disorder: Osteoporosis, osteomalacia and Paget's disease • Spinal column defects and deformities – tumor, prolapsed intervertebral disc, Pott's spine • Rehabilitation, prosthesis • Replacement surgeries		
XI	20 (T) 3 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of patients with communicable diseases Demonstrate skill in barrier and reverse barrier techniques Demonstrate skill in execution of different isolation protocols	**Nursing management of patients with Communicable diseases** • Overview of infectious diseases, the infectious process • Nursing Assessment: History and Physical assessment, Diagnostic tests • Tuberculosis • Diarrhoeal diseases, hepatitis A-E, Typhoid • Herpes, chickenpox, Smallpox, Measles, Mumps, Influenza • Meningitis • Gas gangrene • Leprosy • Dengue, Plague, Malaria, Chikungunya, swine flu, Filariasis • Diphtheria, Pertussis, Tetanus, Poliomyelitis • COVID -19 • Special infection control measures: Notification, Isolation, Quarantine, Immunization	• Lecture, discussion, • demonstration • Practice session • Case Discussion seminar • Health education • Drug Book/ presentation **Refer TB Control & Management module**	• Prepares and submits protocol on various isolation techniques

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CLINICAL PRACTICUM

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

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

The students will be competent to:

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

I. NURSING MANAGEMENT OF PATIENTS WITH MEDICAL CONDITIONS

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
General medical	4	Develop skill in intravenous injection administration and IV therapy	• Intravenous therapy o IV cannulation o IV maintenance and monitoring o Administration of IV medication	• Care Study -1 • Health education • Clinical presentation/ Care	• Clinical evaluation • OSCE • Care Study

		Assist with diagnostic procedures Develop skill in the management of patients with Respiratory problems Develop skill in managing patients with metabolic abnormality	• Care of patient with Central line • Preparation and assisting and monitoring of patients undergoing diagnostic procedures such as thoracentesis, Abdominal paracentesis *Management patients with respiratory problems* • Administration of oxygen through mask, nasal prongs, venturi mask • Pulse oximetry • Nebulization • Chest physiotherapy • Postural drainage • Oropharyngeal suctioning • Care of patient with chest drainage • Diet Planning o High Protein diet o Diabetic diet • Insulin administration • Monitoring GRBS	note)– 1	evaluation • Care Note/ Clinical presentation

II. NURSING MANAGEMENT OF PATIENTS WITH SURGICAL CONDITIONS

A. Skill Lab

Use of manikins and simulators

Nasogastric aspiration

Surgical dressing

Suture removal

Colostomy care/ileostomy care

Enteral feeding

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
General surgical wards	4	Develop skill in caring for patients during pre-and post-operative period Assist with diagnostic procedures Develop skill in managing patient with Gastro-intestinal Problems	• Pre-Operative care • Immediate Post-operative care • Post-operative exercise • Pain assessment • Pain Management • Assisting diagnostic procedure and after care of patients undergoing o Colonoscopy o ERCP o Endoscopy o Liver Biopsy	• Care study -1 • Health teaching	• Clinical evaluation, OSCE • Care study • Care note/ Clinical presentation

		Develop skill in wound management	• Nasogastric aspiration • Gastrostomy/Jejunostomy feeds • Ileostomy/Colostomy care • Surgical dressing • Suture removal • Surgical soak • Sitz bath • Care of drain		

III. NURSING MANAGEMENT OF PATIENTS WITH CARDIAC CONDITIONS

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Cardiology wards	2	Develop skill in management of patients with cardiac problems Develop skill in management of patients with disorders of Blood	• Cardiac monitoring • Recording and interpreting ECG • Arterial blood gas analysis - interpretation • Administer cardiac drugs • Preparation and after care of patients for cardiac catheterization • CPR • Collection of blood sample for: o Blood grouping/cross matching o Blood sugar o Serum electrolytes • Assisting with blood transfusion • Assisting for bone marrow aspiration • Application of anti-embolism stockings (TED hose) • Application/maintenance of sequential Compression device	• Cardiac assessment -1 • Drug presentation -1	• Clinical evaluation • Drug presentation

IV. NURSING MANAGEMENT OF PATIENTS WITH DISORDERS OF INTEGUMENTARY SYSTEM

A. Skill Lab

Use of manikins and simulators

Application of topical medication

Skin allergy

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Dermato-logy wards	1	Develop skill in anagement of patients with disorders of integumentary system	• Intradermal injection -Skin allergy testing • Application of topical medication • Medicated bath		• Clinical evaluation

V. NURSING MANAGEMENT OF PATIENTS WITH COMMUNICABLE DISEASES

A. Skill Lab

- Barrier Nursing
- Reverse Barrier Nursing
- Standard precautions

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Isolation ward	1	Develop skill in the management of patients requiring isolation	• Barrier Nursing • Reverse barrier nursing • Standard precautions (Universal precaution), use of PPE, needle stick and sharp injury prevention, Cleaning and disinfection, Respiratory hygiene, waste disposal and safe injection practices)	• Care Note -1	• Clinical evaluation • Care note

VI. NURSING MANAGEMENT OF PATIENTS WITH MUSCULOSKELETAL PROBLEMS

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Orthopedic wards	2	Develop skill in the management of patients with musculoskeletal problems	• Preparation of patient with Myelogram/CT/MRI • Assisting with application & removal of POP/Cast • Preparation, assisting and after care of patient with Skin	• Care Note -1	• Clinical evaluation • Care note

			traction/skeletal traction • Care of orthotics • Muscle strengthening exercises • Crutch walking • Rehabilitation		

VII. NURSING MANAGEMENT OF PATIENTS IN THE OPERATING ROOMS

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Operation theatre	4	Develop skill in caring for intra operative patients	• Position and draping • Preparation of operation table • Set up of trolley with instrument • Assisting in major and minor operation • Disinfection and sterilization of equipment • Scrubbing procedures -Gowning, masking and gloving • Intra operative monitoring	• Assist as circulatory nurse -4 • Positioning & draping -5 • Assist as scrub nurse in major surgeries -4 • Assist as scrub nurse in minor surgeries -4	• Clinical evaluation • OSCE

PHARMACOLOGY -II

including fundamentals of Prescribing Module

PLACEMENT: IV SEMESTER

THEORY: 3 Credits (60 hours)

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	4 (T)	Describe drugs used in disorders of ear, nose, throat and eye and nurses' responsibilities	**Drugs used in disorders of ear, nose, throat & Eye** • Antihistamines • Topical applications for eye (Chloramphenicol, Gentamycin eye drops), ear (Soda glycerin, boric spirit ear drops), nose and buccal cavity-chlorhexidine mouthwash • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
II	4 (T)	Describe drugs acting on urinary system & nurse's responsibilities	**Drugs used on urinary system** • Pharmacology of commonly used drugs o Renin angiotensin system o Diuretics and antidiuretics o Drugs toxic to kidney o Urinary antiseptics o Treatment of UTI – acidifiers and alkalinizers • Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type

III	10 (T)	Describe drugs used on nervous system & nurse's responsibilities	**Drugs acting on nervous system** • Basis & applied pharmacology of commonly used drugs • Analgesics and anaesthetics o Analgesics: Non-steroidal anti-inflammatory (NSAID) drugs o Antipyretics o Opioids & other central analgesics ü General (techniques of GA, pre anesthetic medication) & local anesthetics ü Gases: oxygen, nitrous, oxide, carbon-dioxide & others • Hypnotics and sedatives • Skeletal muscle relaxants • Antipsychotics o Mood stabilizers • Antidepressants • Antianxiety Drugs • Anticonvulsants • Drugs for neurodegenerative disorders & miscellaneous drugs • Stimulants, ethyl alcohol and treatment of methyl alcohol poisoning • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
IV	5 (T)	Describe drugs used for hormonal disorder & supplementation, contraception & medical termination of pregnancy & nurse's responsibilities	**Drugs used for hormonal, disorders and supplementation, contraception and medical termination of pregnancy** • Estrogens and progesterones o Oral contraceptives and hormone replacement therapy • Vaginal contraceptives • Drugs for infertility and medical termination of pregnancy o Uterine stimulants and relaxants • Composition, actions dosage route indications contraindications, drugs interactions, side effects, adverse effects, toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
V	3 (T)	Develop understanding about important drugs used for women before, during and after labour	**Drugs used for pregnant women during antenatal, labour and postnatal period** • Tetanus prophylaxis • Iron and Vit K1 supplementation • Oxytocin, Misoprostol • Ergometrine • Methyl prostaglandin F2-alpha • Magnesium sulphate • Calcium gluconate	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
VI	10 (T)	Describe drugs used in deaddiction, emergency, poisoning, vitamins & minerals supplementation, drugs used for immunization & immune suppression & nurse's responsibilities	**Miscellaneous** • Drugs used for deaddiction • Drugs used in CPR and emergency- adrenaline, Chlorpheniramine, hydrocortisone, Dexamethasone • IV fluids & electrolytes replacement • Common poisons, drugs used for treatment of poisoning o Activated charcoal o Ipecac o Antidotes, o Anti-snake venom (ASV) • Vitamins and minerals supplementation • Vaccines & sera (Universal immunization program schedules) • Anticancer drugs: Chemotherapeutic drugs commonly used • Immuno-suppressants and Immunostimulants	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
VII	4 (T)	Demonstrate awareness of common drugs used in alternative system of medicine	**Introduction to drugs used in alternative systems of medicine** • Ayurveda, Homeopathy, Unani and Siddha etc. • Drugs used for common ailments	• Lecture cum Discussion • Observational visit	• Short answer • Objective type
VIII	20 (T)	Demonstrate understanding about fundamental principles of prescribing	**Fundamental principles of prescribing** • Prescriptive role of nurse practitioners: Introduction • Legal and ethical issues related to prescribing • Principles of prescribing • Steps of prescribing • Prescribing competencies	• Completion of module on Fundamental principles of prescribing	• Short answer • Assignments evaluation

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PATHOLOGY II AND GENETICS

PLACEMENT: IV SEMESTER

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

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 (T)	Explain pathological changes in disease conditions of various systems	**Special Pathology:** **Pathological changes in disease conditions of selected systems** **1. Kidneys and Urinary tract** • Glomerulonephritis • Pyelonephritis • Renal calculi • Cystitis • Renal Cell Carcinoma • Renal Failure (Acute and Chronic) **2. Male genital systems** • Cryptorchidism • Testicular atrophy • Prostatic hyperplasia • Carcinoma penis and Prostate. **3. Female genital system** • Carcinoma cervix • Carcinoma of endometrium • Uterine fibroids • Vesicular mole and Choriocarcinoma • Ovarian cyst and tumors	• Lecture • Discussion • Explain using slides, X-rays and scans • Visit to pathology lab, endoscopy unit and OT	• Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			4. Breast • Fibrocystic changes • Fibroadenoma • Carcinoma of the Breast **5. Central nervous system** • Meningitis. • Encephalitis • Stroke • Tumors of CNS		
II	5 (T)	Describe the laboratory tests for examination of body cavity fluids, urine and faeces	**Clinical Pathology** • Examination of body cavity fluids: o Methods of collection and examination of CSF and other body cavity fluids (sputum, wound discharge) specimen for various clinical pathology, biochemistry and microbiology tests • Analysis of semen: o Sperm count, motility and morphology and their importance in infertility • Urine: o Physical characteristics, Analysis, Culture and Sensitivity • Faeces: o Characteristics o Stool examination: Occult blood, Ova, Parasite and Cyst, Reducing substance etc. o Methods and collection of urine and faeces for various tests	• Lecture • Discussion • Visit to clinical lab and biochemistry lab	• Short answer • Objective type

GENETICS

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Explain nature, principles and perspectives of heredity	**Introduction:** • Practical application of genetics in nursing • Impact of genetic condition on families • Review of cellular division: mitosis and meiosis	• Lecture • Discussion • Explain using slides	• Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Characteristics and structure of genes • Chromosomes: sex determination • Chromosomal aberrations • Patterns of inheritance • Mendelian theory of inheritance • Multiple allots and blood groups • Sex linked inheritance • Mechanism of inheritance • Errors in transmission (mutation)		
II	2 (T)	Explain maternal, prenatal and genetic influences on development of defects and diseases	**Maternal, prenatal and genetic influences on development of defects and diseases** • Conditions affecting the mother: genetic and infections • Consanguinity atopy • Prenatal nutrition and food allergies • Maternal age • Maternal drug therapy • Prenatal testing and diagnosis • Effect of Radiation, drugs and chemicals • Infertility • Spontaneous abortion • Neural Tube Defects and the role of folic acid in lowering the risks • Down syndrome (Trisomy 21)	• Lecture • Discussion • Explain using slides	• Short answer • Objective type
III	2 (T)	Explain the screening methods for genetic defects and diseases in neonates and children	**Genetic testing in the neonates and children** • Screening for o Congenital abnormalities o Developmental delay o Dysmorphism	• Lecture • Discussion • Explain using slides	• Short answer • Objective type
IV	2 (T)	Identify genetic disorders in adolescents and adults	**Genetic conditions of adolescents and adults** • Cancer genetics: Familial cancer • Inborn errors of metabolism • Blood group alleles and hematological disorder • Genetic haemochromatosis • Huntington's disease • Mental illness	• Lecture • Discussion • Explain using slides	• Short answer • Objective type
V	2 (T)	Describe the role of nurse in genetic services and counselling	**Services related to genetics** • Genetic testing • Gene therapy • Genetic counseling • Legal and Ethical issues • Role of nurse	• Lecture • Discussion	• Short answer • Objective type

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ADULT HEALTH NURSING II WITH INTEGRATED PATHOPHYSIOLOGY INCLUDING GERIATRIC NURSING AND PALLIATIVE CARE MODULE

PLACEMENT: IV SEMESTER

THEORY : 7 Credits (140 hours)

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

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

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

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

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

COURSE OUTLINE

T – Theory, L/SL – Lab/Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	12 (T) 4 (SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management of patients with ENT disorders	**Nursing management of patient with disorders of Ear, Nose and Throat** (Includes etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management) • Review of anatomy and physiology of the ear, nose and throat • History, physical assessment, and diagnostic tests • **Ear** o External ear: deformities otalgia, foreign bodies and tumors o Middle ear: impacted wax, tympanic, membrane perforation, otitis media, and tumors o Inner ear: Meniere's disease, labyrinthitis, ototoxicity tumors • Upper respiratory airway infections: Rhinitis, sinusitis, tonsillitis, laryngitis • Epistaxis, Nasal obstruction, laryngeal obstruction • Deafness and its management	• Lecture and discussion • Demonstration of hearing aids, nasal packing, medication administration • Visit to audiology and speech clinic	• MCQ • Short answer • Essay • OSCE • Assessment of skill (using checklist) • Quiz • Drug book

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
II	12 (T) 4 (SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of eye Describe eye donation, banking and transplantation	**Nursing management of patient with disorder of eye** • Review of anatomy and physiology of the eye • History, physical assessment, diagnostic assessment **Eye Disorders** • Refractive errors • Eyelids: infection, deformities • Conjunctiva: inflammation and infection bleeding • Cornea: inflammation and infection • Lens: cataract • Glaucoma • Retinal detachment • Blindness • Eye donation, banking and transplantation	• Lecture and discussion • Demonstration of visual aids, lens, medication administration • Visit to eye bank	• MCQ • Short Essay • OSCE • Drug book
III	15 (T) 4 (L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of Kidney and urinary system disorders Demonstrate skill in genitourinary assessment Prepare patient for genitourinary investigations Prepare and provide health education on prevention of renal calculi	**Nursing management of patient with Kidney and Urinary problems** • Review of Anatomy and physiology of the genitourinary system • History, physical assessment, diagnostic tests • Urinary tract infections: acute, chronic, lower, upper • Nephritis, nephrotic syndrome • Renal calculi • Acute and chronic renal failure • Disorders of ureter, urinary bladder and Urethra • Disorders of prostate: inflammation, infection, stricture, obstruction, and Benign Prostate Hypertrophy	• Lecture cum Discussion • Demonstration • Case Discussion • Health education • Drug book • Field visit – Visits hemodialysis unit	• MCQ • Short Note • Long essay • Case report • Submits health teaching on prevention of urinary calculi
IV	6 (T)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of male reproductive disorders	**Nursing management of disorders of male reproductive system** • Review of Anatomy and physiology of the male reproductive system • History, Physical Assessment, Diagnostic tests • Infections of testis, penis and adjacent structures: Phimosis, Epididymitis, and	• Lecture, Discussion • Case Discussion • Health education	• Short essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Orchitis • Sexual dysfunction, infertility, contraception • Male Breast Disorders: gynecomastia, tumor, climacteric changes		
V	10 (T) 4 (SL)	Explain the etiology, pathophysiology, clinical manifestations, types, diagnostic measures and management of patients with disorders of burns/cosmetic surgeries and its significance	**Nursing management of patient with burns, reconstructive and cosmetic surgery** • Review of anatomy and physiology of the skin and connective tissues • History, physical assessment, assessment of burns and fluid & electrolyte loss • Burns • Reconstructive and cosmetic surgery for burns, congenital deformities, injuries and cosmetic purposes, gender reassignment • Legal and ethical aspects • Special therapies: LAD, vacuumed dressing. Laser, liposuction, skin health rejuvenation, use of derma filters	• Lecture and discussion • Demonstration of burn wound assessment, vacuum dressing and fluid calculations • Visit to burn rehabilitation centers	• OSCE • Short notes
VI	16 (T) 4 (L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with neurological disorders	**Nursing management of patient with neurological disorders** • Review of anatomy and physiology of the neurological system • History, physical and neurological assessment, diagnostic tests • Headache, Head injuries • Spinal injuries: Paraplegia, Hemiplegia, Quadriplegia • Spinal cord compression: herniation of in vertebral disc • Intra cranial and cerebral aneurysms • Meningitis, encephalitis, brain, abscess, neuro-cysticercosis • Movement disorders: Chorea, Seizures & Epilepsies • Cerebrovascular disorders: CVA • Cranial, spinal neuropathies: Bell's palsy, trigeminal neuralgia • Peripheral Neuropathies • Degenerative diseases: Alzheimer's disease, Parkinson's disease • *Guillain-Barré syndrome,* Myasthenia gravis & Multiple sclerosis	• Lecture and discussion • Demonstration of physiotherapy, neuro assessment, tracheostomy care • Visit to rehabilitation center, long term care clinics, EEG, NCV study unit,	• OSCE • Short notes • Essay • Drug book

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Rehabilitation of patient with neurological deficit		
VII	12 (T) 4 (L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of immunological disorders Prepare and provides health education on prevention of HIV infection and rehabilitation Describe the national infection control programs	**Nursing management of patients with Immunological problems** • Review of Immune system • Nursing Assessment: History and Physical assessment • HIV & AIDS: Epidemiology, Transmission, Prevention of Transmission and management of HIV/AIDS • Role of Nurse; Counseling, Health education and home care consideration and rehabilitation • National AIDS Control Program – NACO, various national and international agencies for infection control	• Lecture, discussion • Case Discussion/ seminar • Refer Module on HIV/AIDS	
VIII	12 (T) 4 (L/SL)	Explain the etiology, pathophysiology, types, clinical manifestations, staging, diagnostic measures and management of patients with different cancer, treatment modalities including newer treatments	**Nursing management of patient with Oncological conditions** • Structure and characteristics of normal and cancer cells • History, physically assessment, diagnostic tests • Prevention screening early detections warning sign of cancer • Epidemiology, etiology classification, Pathophysiology, staging clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of Oncological condition • Common malignancies of various body system eye, ear, nose, larynx, breast, cervix, ovary, uterus, sarcoma, renal, bladder, kidney, prostate Brain, Spinal cord. • Oncological emergencies • Modalities of treatment: Chemotherapy, Radiotherapy: Radiation safety, AERB regulations, Surgical intervention, Stem cell and bone marrow transplant, Immunotherapy, Gene therapy • Psychological aspects of cancer: anxiety, depression, insomnia, anger • Supportive care • Hospice care	• Lecture and discussion • Demonstration of chemotherapy preparation and administration • Visit to BMT, radiotherapy units (linear accelerator, brachytherapy, etc.), nuclear medicine unit • Completion of palliative care	• OSCE • Essay • Quiz • Drug book • Counseling, health teaching

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
				module during clinical hours (20 hours)	
IX	15 (T) 4 (L/SL)	Explain the types, policies, guidelines, prevention and management of disaster and the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with acute emergencies	**Nursing management of patient in Emergency and Disaster situations** **Disaster Nursing** • Concept and principles of disaster nursing, related policies • Types of disaster: Natural and manmade • Disaster preparedness: Team, guidelines, protocols, equipment, resources • Etiology, classification, Pathophysiology, staging, clinical manifestation, diagnosis, treatment modalities and medical and surgical nursing management of patient with medical and surgical emergencies – Poly trauma, Bites, Poisoning and Thermal emergencies • Principles of emergency management • Medico legal aspects	• Lecture and discussion • Demonstration of disaster preparedness (Mock drill) and triaging • Filed visit to local disaster management centers or demo by fire extinguishers • Group presentation (role play, skit, concept mapping) on different emergency care • **Refer Trauma care management/ ATCN module** • Guided reading on National Disaster Management Authority (NDMA) guidelines	• OSCE • Case presentations and case study
X	10 (T)	Explain the Concept, physiological changes, and psychosocial problems of ageing Describe the nursing management of the elderly	**Nursing care of the elderly** • History and physical assessment • Aging process and age-related body changes and psychosocial aspects • Stress and coping in elder patient • Psychosocial and sexual abuse of elderly • Role of family and formal and non-formal caregivers • Use of aids and prosthesis (hearing aids, dentures) • Legal and ethical issues • National programs for elderly, privileges, community programs and health services • Home and institutional care	• Lecture and discussion • Demonstration of communication with visual and hearing impaired • Field visit to old age homes	• OSCE • Case presentations • Assignment on family systems of India focusing on geriatric population
XI	15 (T) 8 (L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients in critical care units	**Nursing management of patients in critical Care units** • Principles of critical care nursing • Organization: physical set-up, policies, staffing norms • Protocols, equipment and supplies	• Lecture and discussion • Demonstration on the use of mechanical ventilators, cardiac monitors etc. • Clinical practice in	• Objective type • Short notes • Case presentations • Assessment of skill on monitoring of

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Use and application of critical care biomedical equipment: ventilators, cardiac monitors, defibrillators, infusion pump, Resuscitation equipment and any other • Advanced Cardiac Life support • Nursing management of critically ill patient • Transitional care • Ethical and Legal Aspects • Breaking Bad News to Patients and/or their families: Communication with patient and family • End of life care	different ICUs	patients in ICU. • Written assignment on ethical and legal issues in critical care
XII	5 (T)	Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with occupational/ industrial health disorders	**Nursing management of patients occupational and industrial disorders** • History, physical examination, Diagnostic tests • Occupational diseases and management	• Lecture and discussion • Industrial visit	• Assignment on industrial health hazards

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CLINICAL PRACTICUM

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

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

The students will be competent to

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

I. Nursing Management of Patients with ENT Disorders

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
ENT Ward and OPD	2	Provide care to patients with ENT disorders Educate the patients and their families	• Examination of ear, nose, throat and History taking • Applying bandages to Ear, Nose • Tracheostomy care • Preparation of patient, assisting and monitoring of patients undergoing diagnostic procedures o Auditory screening tests o **Audiometric tests** • Preparing the patient and assisting in special procedures like Anterior/ posterior nasal packing, Ear Packing and Syringing • Preparation and after care of patients undergoing ENT surgical procedures • Instillation of drops/medication	• ENT assessment – 1 • Case study/ Clinical presentation – 1	• Clinical evaluation • OSCE • Case report study/ Clinical presentation

II. Nursing Management of Patients with Eye Conditions

A. Skill Lab

Use of manikins and simulators

- Instilling Eye medications
- Eye irrigation
- Eye bandage

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Ophthalmology unit	2	Develop skill in providing care to patients with Eye disorders Educate the patients and their families	• History taking, Examination of eyes and interpretation • Assisting procedures o Visual acuity o Fundoscopy, retinoscopy, ophthalmoscopy, tonometry, o Refraction tests • Pre and post-operative care • Instillation of drops/ medication • Eye irrigation • Application of eye bandage • Assisting with foreign body removal	• Eye assessment – 1 • Health teaching • Case study/ Clinical Presentation – 1	• Clinical evaluation • OSCE • Clinical presentation

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

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Renal ward/ nephrology ward including Dialysis unit	2	Develop skill in Management of patients with urinary, male reproductive problems	• Assessment of kidney and urinary system o History taking o Physical examination o Testicular self-examination o digital rectal exam • Preparation and assisting with diagnostic and therapeutic procedures o Cystoscopy, Cystometrogram, o Contrast studies: IVP etc. o Peritoneal dialysis o Hemodialysis, o Lithotripsy o Specific tests: Semen analysis, gonorrheoea test, Renal/ Prostate Biopsy etc. • Catheterization: care • Bladder irrigation • I/O recording and monitoring • Ambulation and exercise	• Assessment – 1 • Drug presentation – 1 • Care study/ Clinical presentation – 1 • Preparing and assisting in hemodialysis	• Clinical evaluation • Care plan • OSCE • Quiz • Drug presentation

IV. Nursing Management of Patients with Burns and Reconstructive Surgery

A. Skill Lab

Use of manikins and simulators

- Assessment of burns wound
- Wound dressing

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Burns unit/ reconstructive surgical unit	2	Develop skill in burns assessment and providing care to patients with different types of burns Develop skill in providing care to patients with different types of cosmetic and reconstructive surgeries	• Assessment of burns • First aid of burns • Fluid & electrolyte replacement therapy • Skin care • Care of Burn wounds - Bathing - Dressing • Pre-operative and post-operative care of patients • Caring of skin graft and post cosmetic surgery • Rehabilitation	• burn wound assessment – 1 • care study/case presentation – 1	• Clinical evaluation, • Care study/case report

V. Nursing Management of Patients with neurological disorders

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Neurology-medical/ Surgery wards	3	Develop skill in Management of patients with Neurological problems	• History taking; Neurological Examination • Patient monitoring • Prepare and assist for various invasive and non-invasive diagnostic procedures • Range of motion exercises, muscle strengthening • Care of medical, surgical and rehabilitative patients	• Neuro - assessment - 1 • Case study/ case presentation – 1 • Drug presentation – 1	• Clinical evaluation • Neuro assessment • OSCE • Case report/ presentations

VI. Nursing Management of Patients with Immunological Disorders

A. Skill Lab

- Barrier Nursing
- Reverse Barrier Nursing

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Isolation ward/ Medical ward	1	Develop skill in the Management of patients with immunological disorders	• History taking • Immunological status assessment (e.g. HIV) and Interpretation of specific tests • Caring of patients with low immunity • Practicing of standard safety measures, precautions/barrier nursing/reverse barrier/isolation skills	• Assessment of immune status • Teaching of isolation to patient and family care givers • Nutritional management • Care Note – 1	• Care note • Quiz • Health Teaching

VII. Nursing Management of Patients with disorders of Oncological conditions

A. Skill Lab

Use of manikins and simulators

- Application of topical medication
- Administration of chemotherapy

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Oncology wards (including day care radiotherapy unit)	3	Develop skill in providing care to patients with oncological disorders	• History taking & physical examination of cancer patients • Screening for common cancers: TNM classification • Preparation, assisting and after care patients undergoing diagnostic procedures – Biopsies/FNAC – Pap smear – Bone-marrow aspiration • Various modalities of treatment – Chemotherapy – Radiotherapy – Pain management – Stoma therapy – Hormonal therapy – Immuno therapy – Gene therapy – Alternative therapy • Stoma care and feeding • Caring of patients treated with nuclear medicine • Rehabilitation	• Assessment – 1 • Care study/ clinical presentation – 1 • Pre and post-operative care of patient with various modes of cancer treatment • Teaching on BSE to family members • Visit to palliative care unit	• Clinical evaluation • Care study • Quiz • Drug book

VIII. Nursing Management of Patients in emergency conditions

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Emergency room/ Emergency unit	2	Develop skill in providing care to patients with emergency health problems	• Practicingtriage' • Primary and secondary survey in emergency • Examination, investigations & their interpretations, in emergency & disaster situations • Emergency care of medical and traumatic injury patients • Documentations, assisting in legal procedures in emergency unit • Managing crowd • Counseling the patient and family in dealing with grieving & bereavement	• Triage • Immediate care • Use of emergency trolley	• Clinical evaluation • Quiz

IX. Nursing Management of geriatric patients

A. Skill Lab

Use of manikins and simulators

- **Use of assistive safety devices**

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Geriatric ward	1	Develops skill in geriatric assessment and providing care to patients with geriatric illness	• History taking and assessment of Geriatric patient	• Geriatric assessment – 1 • Care of normal and geriatric patient with illness • Fall risk assessment – 1 • Functional status assessment – 1	• Clinical evaluation • Care plan

X. Nursing Management of Patients in critical care units

A. Skill Lab

Use of manikins and simulators

- Assessment critically ill
- ET tube set up – suction
- TT suction
- Ventilator set up
- Chest drainage
- Bag mask ventilation

- Central & Peripheral line
- Pacemaker

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Critical Care Unit	2	Develop skill in assessment of critically ill and providing care to patients with critical health conditions	• Assessment of critically ill patients • Assisting in arterial puncture, ET tube intubation & extubation • ABG analysis & interpretation - respiratory acidosis, respiratory alkalosis, metabolic acidosis, metabolic alkalosis • Setting up of Ventilator modes and settings and care of patient on a ventilator • Set up of trolley with instruments • Monitoring and maintenance of Chest drainage system • Bag and mask ventilation • Assisting and maintenance of Central and peripheral lines invasive • Setting up of infusion pump, defibrillator, • Drug administration-infusion, intracardic, intrathecal, epidural, • Monitoring pacemaker • ICU care bundle • Management of the dying patient in the ICU	• Hemodynamic monitoring • Different scales used in ICU • Communicating with critically ill patients	• Clinical evaluation • OSCE • RASS scale assessment • Use of VAE bundle VAP, CAUTI, BSI • Case Presentation

YENEPOYA

PROFESSIONALISM, PROFESSIONAL VALUES & ETHICS INCLUDING BIOETHICS

PLACEMENT: IV SEMESTER

THEORY: 1 Credit (20 hours)

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 (T)	Discuss nursing as a profession Describe the concepts and attributes of professionalism Identify the challenges of professionalism Maintain respectful communication and relationship with other health team members, patients and society	**PROFESSIONALISM** **Profession** • Definition of profession • Criteria of a profession • Nursing as a profession **Professionalism** • Definition and characteristics of professionalism • Concepts, attributes and indicators of professionalism • *Challenges of professionalism* o Personal identity vs professional identity o Preservation of self-integrity: threat to integrity, Deceiving patient: withholding information and falsifying records o Communication & Relationship with team members: Respectful and open communication and relationship pertaining to relevant interests for ethical decision making	• Lecture cum Discussion • Debate • Role play	• Short answer • Essay • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Demonstrate professional conduct Respect and maintain professional boundaries between patients, colleagues and society Describe the roles and responsibilities of regulatory bodies and professional organizations	o Relationship with patients and society **Professional Conduct** • Following ethical principles • Adhering to policies, rules and regulation of the institutions • Professional etiquettes and behaviours • Professional grooming: Uniform, Dress code • Professional boundaries: Professional relationship with the patients, caregivers and team members **Regulatory Bodies & Professional Organizations: Roles & Responsibilities** • *Regulatory bodies*: Indian Nursing Council, State Nursing Council • *Professional Organizations:* Trained Nurses Association of India (TNAI), Student Nurses Association (SNA), Nurses League of Christian Medical Association of India, International Council of Nurses (ICN) and International Confederation of Midwives	• Case based discussion • Lecture cum Discussion • Visit to INC, SNC, TNAI	• Visit reports
II	5 (T)	Discuss the importance of professional values Distinguish between personal values and professional values Demonstrate appropriate professional values in nursing practice	**PROFESSIONAL VALUES** • Values: Definition and characteristics of values • Value clarification • Personal and professional values • Professional socialization: Integration of professional values with personal values **Professional values in nursing** • Importance of professional values in nursing and health care • Caring: definition, and process • Compassion: Sympathy Vs empathy, Altruism • Conscientiousness • Dedication/devotion to work • Respect for the person- Human dignity • Privacy and confidentiality: Incidental disclosure • Honesty and integrity: Truth telling • Trust and credibility: Fidelity, Loyalty • Advocacy: Advocacy for patients, work environment, nursing education and practice, and for advancing the profession	• Lecture cum Discussion • Value clarification exercise • Interactive learning • Story telling • Sharing experiences • Scenario based discussion	• Short answer • Essay • Assessment of student's behavior with patients and families

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	10 (T)	Define ethics & bioethics Explain ethical principles Identify ethical concerns Ethical issues and dilemmas in health care Explain process of ethical decision making and apply knowledge of ethics and bioethics in making ethical decisions Explain code of ethics stipulated by ICN and INC	**ETHICS & BIOETHICS** **Definitions: Ethics, Bioethics and Ethical Principles** • Beneficence • Non-maleficence: Patient safety, protecting patient from harm, Reporting errors • Justice: Treating each person as equal • Care without discrimination, equitable access to care and safety of the public • Autonomy: Respects patients' autonomy, Self-determination, Freedom of choice **Ethical issues and ethical dilemma**: **Common ethical problems** • Conflict of interest • Paternalism • Deception • Privacy and confidentiality • Valid consent and refusal • Allocation of scarce nursing resources • Conflicts concerning new technologies • Whistle-blowing • *Beginning of life issues* o Abortion o Substance abuse o Fetal therapy o Selective deduction o Intrauterine treatment of fetal conditions o Mandated contraception o Fetal injury o Infertility treatment • *End of life issues* o End of life o Euthanasia o Do Not Resuscitate (DNR) • *Issues related to psychiatric care* o Non compliance o Restrain and seclusion o Refuse to take food	• Lecture cum discussion • Group discussion with examples • Flipping/ self-directed learning • Role play • Story telling • Sharing experiences • Case based Clinical discussion • Role modeling • Group exercise on ethical decision-making following steps on a given scenario • Assignment	• Short answer • Essay • Quiz • Reflective diary • Case report • Attitude test • Assessment of assignment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Discuss the rights of the patients and families to make decisions about health care Protect and respect patients' rights	**Process of ethical decision making** • Assess the situation (collect information) • Identify the ethical problem • Identify the alternative decisions • Choose the solution to the ethical decision • Implement the decision • Evaluate the decision **Ethics committee: Roles and responsibilities** • Clinical decision making • Research **Code of Ethics** • International Council of Nurses (ICN) • Indian Nursing Council **Patients' Bill of Rights-17 patients' rights (MoH&FW, GoI)** 1. Right to emergency medical care 2. Right to safety and quality care according to standards 3. Right to preserve dignity 4. Right to nondiscrimination 5. Right to privacy and confidentiality 6. Right to information 7. Right to records and reports 8. Right to informed consent 9. Right to second opinion 10. Right to patient education 11. Right to choose alternative treatment options if available 12. Right to choose source for obtaining medicines or tests 13. Right to proper referral and transfer, which is free from perverse commercial influences 14. Right to take discharge of patient or receive body of deceased from hospital 15. Right to information on the rates to be charged by the hospital for each type of service provided and facilities available on a prominent display board and a brochure 16. Right to protection for patients involved in clinical trials, biomedical and health research 17. Right to be heard and seek redressal		

CHILD HEALTH NURSING - I

PLACEMENT: V SEMESTER

THEORY: 3 Credits (60 hours)

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

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

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

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

COURSE OUTLINE

T – Theory, L/SL – Lab/Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	10 (T) 10 (L)	Explain the modern concept of child-care	**Introduction**: **Modern concepts of child-care** • Historical development of child health • Philosophy and modern concept of child-care • Cultural and religious considerations in child-care	• Lecture Discussion • Demonstration of common pediatric procedures	• Short answer • Objective type • Assessment of skills with checklist
		Describe National policy, programs and legislation in relation to child health & welfare	• National policy and legislations in relation to child health and welfare • National programs and agencies related to welfare services to the children • Internationally accepted rights of the child • Changing trends in hospital care, preventive, promotive and curative aspect of child health		
		Describe role of preventive pediatrics	• *Preventive pediatrics:* o Concept o Immunization o Immunization programs and cold		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			chain. o Care of under-five and Under-five Clinics/Well-baby clinics o Preventive measures towards accidents • Child morbidity and mortality rates • Difference between an adult and child which affect response to illness o Physiological o Psychological o Social o Immunological • Hospital environment for sick child • Impact of hospitalization on the child and family • Communication techniques for children • Grief and bereavement • The role of a child health nurse in caring for a hospitalized child • Principles of pre and postoperative care of infants and children. *Child Health Nursing procedures:* • Administration of medication: oral, I/M, & I/V • Calculation of fluid requirement • Application of restraints • Assessment of pain in children. o FACES pain rating scale o FLACC scale o Numerical scale		
		List major causes of death during infancy, early & late childhood Differentiate between an adult and child in terms of illness and response Describe the major functions & role of the pediatric nurse in caring for a hospitalized child. Describe the principles of child health nursing and perform child health nursing procedures			
II	12 (T)	Describe the normal growth and development of children at different ages Identify the needs of children at different ages & provide parental guidance Identify the nutritional needs of children at different ages & ways	**The Healthy Child** • Definition and principles of growth and development • Factors affecting growth and development • Growth and development from birth to adolescence • Growth and developmental theories (Freud, Erickson, Jean Piaget, Kohlberg) • The needs of normal children through the stages of developmental and parental guidance	• Lecture Discussion • Demonstration • Developmental study of infant and children • Observation study of normal & sick child • Field visit to Anganwadi, child guidance clinic • Videos on breast feeding	• Short answer • Objective type • Assessment of field visits and developmental study reports

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		of meeting needs Identify the role of play for normal & sick children	• Nutritional needs of children and infants - breast feeding - exclusive breast feeding - Supplementary/artificial feeding and weaning • Baby friendly hospital concept • Types and value of play and selection of play material	• Clinical practice/field • Refer/consult MAA Mothers Absolute Affection Program for Breast Feeding module (National guidelines)	
III	15 (T) 20 (L)	Provide care to normal and high- risk neonates Perform neonatal resuscitation Recognize and manage common neonatal problems	**Nursing care of neonate:** • Appraisal of Newborn • Nursing care of a normal newborn/essential newborn care • Neonatal resuscitation • Nursing management of low birth weight baby • Kangaroo mother care • Nursing management of common neonatal disorder - Hyperbilirubinemia - Hypothermia - Hyperthermia - Metabolic disorder - Neonatal infections - Neonatal seizures - Respiratory distress syndrome - Retinopathy of Prematurity • Organization of neonatal care unit • Neonatal equipment	• Modular based teaching: **ENBC and FBNC module (oral drills, videos, self-evaluation exercises)** • Workshop on neonatal resuscitation: NRP module • Demonstration • Practice Session • Clinical practice • Lecture Discussion	• OSCE • Short answer • Objective type
IV	10 (T) 5 (L)	Apply principles and strategies of IMNCI	**Integrated management of neonatal and childhood Illnesses**	*Modular based teaching:* **IMNCI module** • Clinical practice/field	• OSCE
V	8 (T)	Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of respiratory, and endocrine system	**Nursing management in common childhood diseases** **Respiratory system**: • Identification and Nursing management of congenital malformations • Congenital disorders: Tracheoesophageal fistula, Diaphragmatic hernia	• Lecture Discussion • Demonstration • Practice session • Clinical practice	• Short answer • Objective type • Assessment of skills with checklist

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Others: Acute naso-pharyngitis, Tonsillitis, Croup, Bronchitis, Bronchiolitis, Pneumonia, Asthma **Endocrine system**: • Juvenile Diabetes mellitus, Hypo-thyroidism		
VI	5 (T) 5 (L)	Develop ability to meet child- hood emergencies and perform child CPR	**Childhood emergencies** • Accidents – causes and prevention, Poisoning, Foreign bodies, Hemorrhage, Burns and Drowning • PLS (AHA Guidelines)	• Lecture • Discussion • Demonstration • PLS Module/ Workshop	• OSCE

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

PLACEMENT: V & VI SEMESTER

PRACTICUM: Skill Lab: 1 Credit (40 hours)

Clinical: V SEMESTER – 2 Credits (160 hours)

VI SEMESTER – 1 Credit (80 hours)

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

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

Skill Lab

Use of Manikins and Simulators

PLS, CPAP, Endotracheal Suction

Pediatric Nursing Procedures:

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

CLINICAL POSTINGS

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

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Pediatric Medical Ward	**V Sem – 2 weeks** **VI Sem – 1 week**	• Provide nursing care to children with various medical disorders	• Taking pediatric history • Physical examination & assessment of children • Administration of oral, I/M, & I/V medicine/fluids • Calculation of fluid replacement • Preparation of different strengths of I/V fluids • Application of restraints • Administration of O_2 inhalation by different methods • Baby bath/sponge bath • Feeding children by Katori spoon, Paladai cup • Collection of specimens for common investigations • Assisting with common diagnostic procedures • Teaching mothers/ parents o Malnutrition o Oral rehydration therapy o Feeding & Weaning o Immunization schedule • Play therapy	• Nursing care plan – 1 • Case study presentation – 1 • Health talk – 1	• Assess performance with rating scale • Assess each skill with checklist OSCE/OSPE • Evaluation of case study/ presentation & health education session • Completion of activity record
Pediatric Surgical Ward	**V Sem – 2 weeks** **VI Sem – 1 week**	• Recognize different pediatric surgical conditions/ malformations • Provide pre & post-operative care to children with common paediatric surgical conditions/ malformation • Counsel & educate parents	• Calculation, preparation & administration of I/V fluids • Bowel wash, insertion of suppositories • Care for ostomies: o Colostomy Irrigation o Ureterostomy o Gastrostomy o Enterostomy • Urinary catheterization & drainage • Feeding o Naso-gastric o Gastrostomy	• Nursing care plan – 1 • Case study/ presentation – 1	• Assess performance with rating scale • Assess each skill with checklist OSCE/OSPE • Evaluation of case study/ presentation • Completion of activity record

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
			o Jejunostomy • Care of surgical wounds o Dressing o Suture removal		
Pediatric OPD/ Immunization room	**V Sem – 1 week**	• Perform assessment of children: health, developmental & anthropometric • Perform immunization • Give health education/ nutritional education	• Assessment of children o Health assessment o Developmental assessment o Anthropometric assessment o Nutritional assessment • Immunization • Health/Nutritional education	• Growth and developmental study: Infant – 1 Toddler – 1 Preschooler – 1 Schooler – 1 Adolescent – 1	• Assess performance with rating scale • Completion of activity record.
NICU & PICU	**VI Sem – 1 week**	• Provide nursing care to critically ill children	• Care of a baby in incubator/warmer • Care of a child on ventilator, CPAP • Endotracheal Suction • Chest Physiotherapy • Administration of fluids with infusion pumps • Total Parenteral Nutrition • Phototherapy • Monitoring of babies • Recording & reporting • Cardiopulmonary Resuscitation (PLS)	• Newborn assessment – 1 • Nursing Care Plan – 1	• Assess performance with rating scale • Evaluation of observation report • Completion of activity record

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YENEPOYA

MENTAL HEALTH NURSING - I

PLACEMENT :V SEMESTER

THEORY :3 Credits (60 hours)

PRACTICUM : Clinical: 1 Credit (80 hours)

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	6 (T)	Describe the historical development & current trends in mental health nursing Discuss the scope of mental health nursing Describe the concept of normal & abnormal behaviour	**Introduction** • Perspectives of Mental Health and Mental Health Nursing, evolution of mental health services, treatments and nursing practices • Mental health team • Nature & scope of mental health nursing • Role & functions of mental health nurse in various settings and factors affecting the level of nursing practice • Concepts of normal and abnormal behaviour	• Lecture cum Discussion	• Essay • Short answer
II	10 (T)	Define the various terms used in mental health Nursing Explain the classification of mental disorders Explain the psychodynamics of maladaptive behaviour	**Principles and concepts of mental health nursing** • Definition: Mental health nursing and terminology used • Classification of mental disorders: ICD11, DSM V, Geropsychiatry manual classification • Review of personality development, defense mechanisms	• Lecture cum Discussion • Explain using Charts • Review of personality development	• Essay • Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Discuss the etiological factors & psychopathology of mental disorders Explain the principles and standards of Mental health Nursing Describe the conceptual models of mental health nursing	• Etiology bio-psycho-social factors • Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal neurotransmission • Principles of Mental health Nursing • Ethics and responsibilities • Practice Standards for Psychiatric Mental Health Nursing (INC practice standards) • Conceptual models and the role of nurse: o Existential model o Psychoanalytical model o Behavioural model o Interpersonal model • Preventive psychiatry and rehabilitation		
III	6 (T)	Describe nature, purpose and process of assessment of mental health status	**Mental Health Assessment** • History taking • Mental status examination • Mini mental status examination • Neurological examination • Investigations: Related Blood chemistry, EEG, CT & MRI • Psychological tests	• Lecture cum Discussion • Demonstration • Practice session • Clinical practice	• Essay • Short answer • Assessment of mental health status
IV	6 (T)	Identify therapeutic communication & techniques Describe therapeutic relationship Describe therapeutic impasses and its interventions	**Therapeutic Communication and Nurse-Patient Relationship** • Therapeutic communication: Types, techniques, characteristics and barriers • Therapeutic nurse-patient relationship • Interpersonal relationship- • Elements of nurse patient contract, • Review of technique of IPR- Johari window • Therapeutic impasse and its management	• Lecture cum Discussion • Demonstration • Role Play • Process recording • Simulation (video)	• Essay • Short answer • OSCE
V	10 (T)	Explain treatment modalities and therapies used in mental disorders and role of the nurse	**Treatment modalities and therapies used in mental disorders** • **Physical therapies**: Psychopharmacology, Electro Convulsive therapy • **Psychological Therapies**: Psychotherapy, Behaviour therapy, CBT • **Psychosocial**: Group therapy, Family therapy, Therapeutic Community, Recreational therapy, Art therapy (Dance, Music etc), Occupational therapy • **Alternative & Complementary**: Yoga, Meditation, Relaxation • Consideration for special populations	• Lecture cum Discussion • Demonstration • Group work • Practice session • Clinical practice	• Essay • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
VI	8 (T)	Describe the etiology, psycho-dynamics/ pathology, clinical manifestations, diagnostic criteria and management of patients with Schizophrenia, and other psychotic disorders	**Nursing management of patient with Schizophrenia, and other psychotic disorders** • Prevalence and incidence • Classification • Etiology, psychodynamics, clinical manifestation, diagnostic criteria/formulations • Nursing Assessment: History, Physical and mental assessment • Treatment modalities and nursing management of patients with Schizophrenia and other psychotic disorders • Geriatric considerations and considerations for special populations • Follow up, home care and rehabilitation	• Lecture and Discussion • Case discussion • Case presentation • Clinical practice	• Essay • Short answer • Assessment of patient management problems
VII	6 (T)	Describe the etiology, psycho-dynamics, clinical manifestations, diagnostic criteria and management of patients with mood disorders	**Nursing management of patient with mood disorders** • Prevalence and incidence • Mood disorders: Bipolar affective disorder, mania depression and dysthymia etc. • Etiology, psycho dynamics, clinical manifestation, diagnosis • Nursing Assessment : History, Physical and mental assessment • Treatment modalities and nursing management of patients with mood disorders • Geriatric considerations/ considerations for special populations • Follow-up, home care and rehabilitation	• Lecture and Discussion • Case discussion • Case presentation • Clinical practice	• Essay • Short answer • Assessment of patient management problems
VIII	8 (T)	Describe the etiology, psycho-dynamics, clinical manifestations, diagnostic criteria and management of patients with neurotic, stress related and somatization disorders	**Nursing management of patient with neurotic, stress related and somatisation disorders** • Prevalence and incidence • classifications • Anxiety disorders – OCD, PTSD, Somatoform disorders, Phobias, Disassociative and Conversion disorders • Etiology, psychodynamics, clinical manifestation, diagnostic criteria/ formulations • Nursing Assessment: History, Physical and mental assessment • Treatment modalities and nursing management of patients with neurotic and stress related disorders • Geriatric considerations/ considerations for special populations • Follow-up, home care and rehabilitation	• Lecture and Discussion • Case discussion • Case presentation • Clinical practice	• Essay • Short answer • Assessment of patient management problems

YENEPOYA

CLINICAL PRACTICUM

MENTAL HEALTH NURSING - I & II

PLACEMENT: SEMESTER V & VI

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

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

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

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

CLINICAL POSTINGS

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

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Skills/Procedural Competencies	Clinical Requirements	Assessments Methods
Psychiatric OPD	2	• Assess patients with mental health problems • Observe and assist in therapies • Counsel and educate patients, and families	• History taking • Perform mental status examination (MSE) • Observe/practice Psychometric assessment • Perform Neurological examination • Observing and assisting in therapies • Individual and group psycho-education § Mental hygiene practice education § Family psycho-education	• History taking and Mental status examination – 2 • Health education – 1 • Observation report of OPD	• Assess performance with rating scale • Assess each skill with checklist • Evaluation of health education • Assessment of observation report • Completion of activity record
Child Guidance clinic	1	• Assess children with various mental health problems • Counsel and educate children, families and significant others	• History & mental status examination • Observe/practice psychometric assessment • Observe and assist in various therapies • Parental teaching for child with mental deficiency	• Case work – 1 • Observation report of different therapies – 1	• Assess performance with rating scale • Assess each skill with checklist • Evaluation of the observation report
Inpatient ward	4	• Assess patients with mental health problems • Provide nursing care for patients with various	• History taking • Mental status examination (MSE) • Neurological examination • Assisting in psychometric	• Give care to 2-3 patients with various mental disorders • Case study – 1	• Assess performance with rating scale • Assess each skill with checklist

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Skills/Procedural Competencies	Clinical Requirements	Assessments Methods
		mental health problems • Assist in various therapies • Counsel and educate patients, families and significant others	assessment • Recording therapeutic communication • Administration of medications • Assist Electro-Convulsive Therapy (ECT) • Participating in all therapies • Preparing patients for Activities of Daily Living (ADL) • Conducting admission and discharge counselling • Counseling and teaching patients and families	• Care plan • Clinical presentation – 1 • Process recording – 2 • Maintain drug book	• Evaluation of the case study, care plan, clinical presentation, process recording • Completion of activity record
Community psychiatry & Deaddiction centre	1	• Identify patients with various mental disorders • Motivate patients for early treatment and follow up • Assist in follow up clinic • Counsel and educate patient, family and community • Observe the assessment and care of patients at deaddiction centre	• Conduct home visit and case work • Identifying individuals with mental health problems • Assisting in organizations of Mental Health camp • Conducting awareness meetings for mental health & mental illness • Counseling and Teaching family members, patients and community • Observing deaddiction care	• Case work – 1 • Observation report on field visits • Visit to deaddiction centre	• Assess performance with rating scale • Evaluation of case work and observation report • Completion of activity record

COMMUNITY HEALTH NURSING - I
including Environmental Science & Epidemiology

PLACEMENT: V SEMESTER

THEORY: 5 Credits (100 hours)

PRACTICUM: Clinical: 2 Credits (160 hours)

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

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

1. Explore the evolution of public health in India and community health nursing
2. Explain the concepts and determinants of health
3. Identify the levels of prevention and health problems of India
4. Develop basic understanding about the health care planning and the present health care delivery system in India at various levels
5. Locate the significance of primary health care and comprehensive primary health care as part of current health care delivery system focus
6. Discuss health care policies and regulations in India
7. Demonstrate understanding about an overview of environmental science, environmental health and sanitation
8. Demonstrate skill in nutritional assessment for different age groups in the community and provide appropriate nutritional counseling
9. Provide health education to individuals and families applying the principles and techniques of behavior change appropriate to community settings
10. Describe community health nursing approaches and concepts
11. Describe the role and responsibilities of community health nursing personnel
12. Utilize the knowledge and skills in providing comprehensive primary health care across the life span at various settings
13. Make effective home visits applying principles and methods used for home visiting
14. Use epidemiological approaches in community diagnosis
15. Utilize the knowledge of epidemiology, epidemiological approaches in caring for people with communicable and non-communicable diseases
16. Investigate an epidemic of communicable diseases
17. Assess, diagnose, manage and refer clients for various communicable and non- communicable diseases appropriately at the primary health care level
18. Identify and perform the roles and responsibilities of nurses in implementing various national health programs in the community for the prevention, control and management of communicable and non-communicable diseases particularly in screening, identification, primary management and referral to a health facility/First Referral Unit (FRU)

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	4 (T)	Define public health, community health and community health nursing Explain the evolution of public health in India and scope of community health nursing Explain various concepts of health and disease, dimensions and determinants of health Explain the natural history of disease and levels of prevention Discuss the health problems of India	**Concepts of Community Health and Community Health Nursing** • Definition of public health, community health and community health nursing • Public health in India and its evolution and Scope of community health nursing • *Review:* Concepts of Health & Illness/ disease: Definition, dimensions and determinants of health and disease • Natural history of disease • Levels of prevention: Primary, Secondary & Primordial tertiary – prevention Review • Health problems (Profile) of India	• Lecture • Discussion • Explain using chart, graphs • Community needs assessment (Field survey on identification of demographic characteristics, health determinants and resources of a rural and an urban community) • Explain using examples	• Short answer • Essay • Objective type
II	8 (T)	Describe health planning and its steps. and various health plans, and committees Discuss health care delivery system in India at various levels Describe SDGs, primary health care and comprehensive primary health care (CPHC) and threats to biodiversity	**Health Care Planning and Organization of Health Care at various levels** • Health planning steps • Health planning in India: various committees and commissions on health and family welfare and Five Year plans • Participation of community and stakeholders in health planning • Health care delivery system in India: Infrastructure and Health sectors, Delivery of health services at sub-centre (SC), PHC, CHC, District level, state level and national level • Sustainable development goals (SDGs), Primary Health Care and Comprehensive Primary Health Care (CPHC) : elements, principles functions	• Lecture • Discussion • Field visits to CHC, PHC, SC/ Health Wellness Centers (HWC) • Directed reading	• Short answer • Essay • Evaluation of Field visit reports & presentation

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Explain health care policies and regulations in India	• CPHC through SC/Health Wellness Center (HWC) • Role of MLHP/CHP • National Health Care Policies and Regulations o National Health Policy (1983, 2002, 2017) o National Health Mission (NHM): National Rural Health Mission (NRHM), National Urban Health Mission (NUHM), NHM o National Health Protection Mission (NHPM) o Ayushman Bharat o Universal Health Coverage		
III	15 (T)	Identify the role of an individual in the conservation of natural resources Describe ecosystem, its structure, types and functions Explain the classification, value	**Environmental Science, Environmental Health and Sanitation** • *Natural resources:* Renewable and non-renewable resources, natural resources and associated problems: Forest resources, water resources, mineral resources, food resources, energy resources and land resources • Role of individuals in conservation of natural resources, and equitable use of resources for sustainable lifestyles • *Ecosystem:* Concept, structure and functions of ecosystems, Types & Characteristics – Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystem, Energy flow in ecosystem • *Biodiversity:* Classification, value of bio-diversity, threats to biodiversity, conservation of biodiversity	• Lecture • Discussion • Debates on environmental protection and preservation • Explain using Charts, graphs, Models, films, slides	• Short answer • Essay • Field visit reports

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Enumerate the causes, effects and control measures of environmental pollution	• *Environmental pollution:* Introduction, causes, effects and control measures of Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, nuclear hazards & their impact on health	• Directed reading • Visits to water supply & purification sites	
		Discuss about climate change, global warming, acid rain, and ozone layer depletion	• *Climate change, global warming:* ex. heat wave, acid rain, ozone layer depletion, waste land reclamation & its impact on health		
		Enumerate the role of an individual in creating awareness about the social issues related to environment	• *Social issues and environment:* sustainable development, urban problems related to energy, water and environmental ethics		
		List the Acts related to environmental protection and preservation	• Acts related to environmental protection and preservation		
			Environmental Health & Sanitation		
			• Concept of environment health and sanitation		
		Describe the concept of environmental health and sanitation	• Concepts of water conservation: rain water harvesting and water shed management	• Observe rain water harvesting plants	
			• Physical and chemical standards of drinking water quality and tests for assessing bacteriological quality of water		
		Describe water conservation, rain water harvesting and water shed management	• Concepts of water conservation: rain water harvesting and water shed management		
		Explain waste management	• Solid waste management, human excreta disposal & management and sewage disposal and management	• Visit to sewage disposal and treatment sites, and waste disposal sites	
			• Commonly used insecticides and pesticides		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
IV	7 (T)	Describe the various nutrition assessment methods at the community level	**Nutrition Assessment and Nutrition Education** • *Review of Nutrition* o Concepts, types o Meal planning: aims, steps & diet plan for different age groups o Nutrition assessment of individuals, families and community by using appropriate methods	• Lecture • Discussion • Demonstration • Role play • Market visit • Nutritional assessment for different age groups	• Performance assessment of nutrition assessment for different age groups • Evaluation on nutritional assessment reports
		Plan and provide diet plans for all age groups including therapeutic diet	• Planning suitable diet for individuals and families according to local availability of foods, dietary habits and economic status		
		Provide nutrition counseling and education to all age groups and describe the national nutrition programs	• General nutritional advice • Nutrition education: purpose, principles & methods and Rehabilitation • *Review:* Nutritional deficiency disorders • National nutritional policy & programs in India	• Lecture • Discussion	• Short answer • Essay
		Identify early the food borne diseases, and perform initial management and referral appropriately	**Food Borne Diseases and Food Safety** **Food borne diseases** • Definition, & burden, Causes and classification • Signs & Symptoms • Transmission of food borne pathogens & toxins • Early identification, initial management and referral **Food poisoning & food intoxication** • Epidemiological features/clinical characteristics, Types of food poisoning • Food intoxication-features, preventive & control measures • Public health response to food borne diseases	• Field visits to milk purification plants, slaughterhouse • Refer Nutrition module-BPCCHN Block 2-unit I & UNIT 5	• Field visit reports

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
V	6 (T)	Describe behaviour change communication skills Counsel and provide health education to individuals, families and community for promotion of healthy life style practices using appropriate methods and media	**Communication management and Health Education** • Behaviour change communication skills o communication o Human behaviour o Steps of behaviour change o Techniques of behaviour change: Guiding principles in planning BCC activity o Steps of BCC o Social and Behaviour Change Communication strategies (SBCC): techniques to collect social history from clients o Barriers to effective communication, and methods to overcome them • Health promotion and Health education: methods/techniques, and audio-visual aids • Health belief model: concepts & definition, ways to influence behaviour	• Lecture • Discussion • Role play • Demonstration: BCC skills • Supervised field practice • Refer: BCC/SBCC module (MoHFW & USAID)	• Short answer • Essay • Performance evaluation of health education sessions to individuals and families
VI	7 (T)	Describe community health nursing approaches and concepts	**Community health nursing approaches, concepts, roles and responsibilities of community health nursing personnel** • *Approaches:* o Nursing process o Epidemiological approach o Problem solving approach o Evidence based approach o Empowering people to care for themselves	• Lecture • Discussion • Demonstration • Role plays	• Short answer • Essays

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Describe and identify the activities of community health nurse to promote and maintain family health through home visits	• *Review:* Primary health care and Comprehensive Primary Health Care (CPHC) **Home Visits** • Concept, Principles, Process, & Techniques: Bag technique • Qualities of Community Health Nurse • Roles and responsibilities of community health nursing personnel in family health services • *Review:* Principles & techniques of counseling	• Supervised field practice	• Assessment of supervised field practice
VII	10 (T)	Explain the specific activities of community health nurse in assisting individuals and groups to promote and maintain their health	**Assisting individuals and families to promote and maintain their health** *A. Assessment of individuals and families* (Review from Child health nursing, Medical surgical nursing and OBG Nursing) • Assessment of children, women, adolescents, elderly etc. • Children: Monitoring growth and development, milestones • Anthropometric measurements, BMI • Social development • Temperature and Blood pressure monitoring • Menstrual cycle • Breast self-examination (BSE) and testicles self-examination (TSE) • Warning Signs of various diseases • Tests: Urine for sugar and albumin, blood sugar, Hemoglobin *B. Provision of health services/primary health care:*	• Lecture • Discussion • Demonstration • Role plays	• Short answer • Essay • Assessment of clinical performance in the field practice area • Assessment of procedural skills in lab procedures

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Provide primary care at home/ health centers (HWC) using standing orders/ protocols as per public health standards/approved by MoH&FW and INC regulation	• Routine check-up, Immunization, counseling, and diagnosis • Management of common diseases at home and health centre level o Care based on standing orders/protocols approved by MoH&FW o Drugs dispensing and injections at health centre *C. Continue medical care and follow up* in community for various diseases/disabilities *D. Carry out therapeutic procedures* as prescribed/required for client and family		
		Develop skill in maintenance of records and reports	*E. Maintenance of health records and reports* • Maintenance of client records • Maintenance of health records at the facility level • Report writing and documentation of activities carried out during home visits, in the clinics/centers and field visits	• Document and maintain: • Individual records • Family records • Health center records	• Evaluation of records and reports
		Develop beginning skills in handling social issues affecting the health and development of the family	*F. Sensitize and handle social issues affecting health and development of the family* • Women empowerment • Women and child abuse • Abuse of elders • Female foeticide • Commercial sex workers • Substance abuse		
		Identify and assist the families to utilize the community resources appropriately	*G. Utilize community resources for client and family* • Trauma services • Old age homes • Orphanages • Homes for physically challenged individuals	• Field visits	• Evaluation of field visit reports

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			• Homes for destitute • Palliative care centres • Hospice care centres • Assisted living facility		
VIII	10 (T)	Describe the concepts, approaches and methods of epidemiology Investigate an epidemic of communicable disease	**Introduction to Epidemiology – Epidemiological Approaches and Processes** • Epidemiology: Concept and Definition • Distribution and frequency of disease • Aims & uses of epidemiology • Epidemiological models of causation of disease • Concepts of disease transmission • Modes of transmission: Direct, Indirect and chain of infection • Time trends or fluctuations in disease occurrence • Epidemiological approaches: Descriptive, analytical and experimental • Principles of control measures/levels of prevention of disease • Investigation of an epidemic of communicable disease • Use of basic epidemiological tools to make community diagnosis for effective planning and intervention	• Lecture • Discussion • Demonstration • Role play • Field visits: communicable disease hospital & Entomology office • Investigation of an epidemic of communicable disease	• Short answer • Essay • Report on visit to communicable disease hospital • Report on visit to entomology office • Report and presentation on investigating an epidemic of communicable disease
IX	15 (T)	Explain the epidemiology of specific communicable diseases Describe the various methods of prevention, control and management of communicable diseases and the role	**Communicable Diseases and National Health Programs** **1.** *Communicable Diseases – (Every disease will be dealt under the following headlines)* • Epidemiology of the vector born diseases	• Lecture • Discussion, • Demonstration • Role play • Suggested field visits • Field practice • Assessment of clients with communicable diseases	• Field visit reports • Assessment of family case study • OSCE assessment • Short answer • Essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		of nurses in screening, diagnosing, primary management and referral to a health facility	• Screening, and diagnosing the following conditions, primary management, referral and follow up • Role of Nurses in prevention and control 1. *Vector Borne diseases* o Malaria o Filaria o Kala-azar o Japanese encephalitis o Dengue o Chickungunya *Infectious diseases* o Leprosy o Tuberculosis o Vaccine preventable diseases – Diphtheria, whooping cough, tetanus, poliomyelitis and measles Enteric fever o Viral hepatitis o HIV/AIDS/RTI infections o HIV/AIDS, and Sexually Transmitted Diseases/ Reproductive tract infections (STIs/RTIs) o Diarrhoea o Respiratory tract infections o COVID-19 o Helminthic – soil & food transmitted and parasitic infections – Scabies and pediculosis		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Identify the national health programs relevant to communicable diseases and explain the role of nurses in implementation of these programs	*Zoonotic diseases* **National Health Programs** 1. UIP: Universal Immunization Program (Diphtheria, Whooping cough, Tetanus, Poliomyelitis, Measles and Hepatitis B) 2. National Leprosy Eradication Program (NLEP) 3. Revised National Tuberculosis Control Program (RNTCP) 4. Integrated Disease Surveillance Program (IDSP): Enteric fever, Diarrhea, Respiratory infections and Scabies 5. National Aids Control Organization (NACO) 6. National Vector Borne Disease Control Program 7. National Air Quality Monitoring Program 8. Any other newly added program		
X	15 (T)	Describe the national health program for the control of non-communicable diseases. Role of nurses in screening, identification, primary management and referral to a health facility	**Non-Communicable Diseases and National Health Program (NCD)** • National response to NCDs (Every disease will be dealt under the following headlines • Epidemiology of specific diseases	• Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice	• Field visit reports • Assessment of family case study • OSCE assessment • Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			• Prevention and control measures • Screening, diagnosing/ identification and primary management, referral and follow up care **NCD-1** o Diabetes Mellitus o Hypertension o Cardiovascular diseases o Stroke & Obesity o **Blindness:** Categories of visual impairment and national program for control of blindness o **Deafness:** national program for prevention and control of deafness o **Thyroid diseases** o **Injury and accidents:** Risk factors for Road traffic injuries and operational guidelines for trauma care facility on highways **NCD-2 Cancers** o Cervical Cancer o Breast Cancer o Oral cancer o Epidemiology of specific cancers, Risk factors/ Causes, Prevention, Screening, diagnosis – signs, Signs & symptoms, and early management & referral o Palliative care o Role of a nurse in non-communicable disease control program **National Health Programs** • National program for prevention and control of cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS) • National program for control of blindness	• Assessment of clients with non-communicable diseases • Participation in national health programs	• Essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning	Assessment Methods
			• National program for prevention and control of deafness • National tobacco control program • **Standard treatment protocols used in National Health Programme**		
XI	3 (T)	Enumerate the school health activities and the role functions of a school health nurse	**School Health Services** • Objectives • Health problems of school children • Components of school health services • Maintenance of school health records • Initiation and planning of school health services • Role of a school health nurse	• Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice	• Short answer • Essay • Evaluation of health counseling to school children • Screen, diagnose, manage and refer school children • OSCE assessment

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

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CLINICAL PRACTICUM

CLINICAL: 2 Credits (160 hours)

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

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Urban	2 weeks	Build and maintain rapport	• Interviewing skills using communication and interpersonal relationship	• Community needs assessment/ Survey – Rural/urban – 1	• Evaluation of survey report
Rural	2 Weeks	Identify the socio-demographic characteristics, health determinants and resources of a rural and an urban community	• Conducting community needs assessment/survey to identify health determinants of a community	Field visits: • SC/HWC, PHC, CHC • Water resources & purification site – water quality standards • Rain water harvesting • Sewage disposal	• Evaluation of field visit and observation reports
		Observe the functioning and document significant observations	• Observation skills	Observation of • milk diary • slaughterhouse – meat hygiene • Observation of nutrition programs • Visit to market	
		Perform nutritional assessment and plan diet plan for adult	• Nutritional assessment skills	• Nutritional assessment of an individual (adult) – 1	
		Educate individuals/ family/community on - Nutrition - Hygiene - Food hygiene - Healthy lifestyle - Health promotion	• Skill in teaching individual/family on: o Nutrition, including food hygiene and safety o Healthy lifestyle o Health promotion	• Health teaching (Adult) – 1 • Use of audio-visual aids o Flash cards o Posters o Flannel graph o Flip charts	• Health talk evaluation
		Perform health assessment for clients of various age groups	• Health assessment including nutritional assessment for clients of different age groups	• Health assessment of woman – 1, infant/under five – 1, adolescent – 1, adult – 1 • Growth monitoring of under-five children – 1 **Document and maintain**: • Individual record • Family record	• Assessment of clinical performance

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
		Maintain records and reports	• Documentation skills	• Health center record • Community health survey to investigate an epidemic – 1	• Evaluations of reports & records
		Investigate epidemic of communicable disease	• Investigating an epidemic – Community health survey	**Screening, diagnosing and primary management and referral:** • Communicable disease – 1	
		Identify prevalent communicable and non-communicable diseases	• Screening, diagnosing, primary management of common health problems in the community and referral of high-risk clients to FRUs	• Non- communicable diseases – 1 • Home visits – 2	
		Screen, diagnose, manage and refer clients with common health problems in the community and refer high risk clients using standing orders/protocols	• Conduct home visit	• Participation in any two national health programs	• Clinical performance assessment • OSCE • Final clinical examination • Evaluation of home visit
		Participate in implementation of national health programs	• Participation in implementation of national health programs	• Participation in school health program – 1	
		Participate in school health program	• Participation in school health program		

EDUCATIONAL TECHNOLOGY/ NURSING EDUCATION

PLACEMENT: V SEMESTER

THEORY: 2 Credits (40 hours)

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

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

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

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

COURSE OUTLINE

T – Theory, P – Practical (Laboratory)

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	6	3	Explain the definition, aims, types, approaches and scope of educational technology	**Introduction and Theoretical Foundations:** *Education and educational technology* • Definition, aims • Approaches and scope of educational technology • Latest approaches to education: o Transformational education o Relationship based education o Competency based education	• Lecture cum discussion	• Quiz

YENEPOYA

COURSE OUTLINE

T – Theory, P – Practical (Laboratory)

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			Compare and contrast the various educational philosophies Explain the teaching learning process, nature, characteristics and principles	*Educational philosophy:* • Definition of philosophy, education and philosophy • Comparison of educational philosophies • Philosophy of nursing education *Teaching learning process:* • Definitions • Teaching learning as a process • Nature and characteristics of teaching and learning • Principles of teaching and learning • Barriers to teaching and learning • Learning theories • Latest approaches to learning o Experiential learning o Reflective learning o Scenario based learning o Simulation based learning o Blended learning	**Group exercise**: • Create/discuss scenario-based exercise	**Assessment of Assignment:** • Learning theories – analysis of any one
II	6	6	Identify essential qualities/attributes of a teacher Describe the teaching styles of faculty Explain the determinants of learning and initiates self-assessment to identify own learning style Identify the factors that motivate the learner Define curriculum and classify types Identify the factors	**Assessment and Planning** *Assessment of teacher* • Essential qualities of a teacher • Teaching styles – Formal authority, demonstrator, facilitator, delegator *Assessment of learner* • Types of learners • Determinants of learning – learning needs, readiness to learn, learning styles • Today's generation of learners and their skills and attributes • Emotional intelligence of the learner • Motivational factors – personal factors, environmental factors and support system	• Lecture cum discussion **Self-assessment exercise:** • Identify your learning style using any learning style inventory (ex. Kolb's learning style inventory) • Lecture cum discussion	• Short answer • Objective type

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			influencing curriculum development Develop skill in writing learning outcomes, and lesson plan	**Curriculum Planning** • Curriculum – definition, types • Curriculum design – components, approaches • Curriculum development – factors influencing curriculum development, facilitators and barriers	**Individual/group exercise**: • Writing learning outcomes • Preparation of a lesson plan	
III	8	15	Explain the principles and strategies of classroom management Describe different methods/strategies of teaching and develop beginning skill in using various teaching methods	• Writing learning outcomes/ behavioral objectives • Basic principles of writing course plan, unit plan and lesson plan **Implementation** *Teaching in Classroom and Skill lab – Teaching Methods* • Classroom management-principles and strategies • Classroom communication o Facilitators and Barriers to classroom communication o Information communication technology (ICT) – ICT used in education *Teaching methods – Features, advantages and disadvantages* • Lecture, Group discussion, microteaching • Skill lab – simulations, Demonstration & re-demonstration • Symposium, panel discussion, seminar, scientific workshop, exhibitions • Role play, project • Field trips • Self-directed learning (SDL) • Computer assisted learning • One-to-one instruction	• Lecture cum Discussion • Practice teaching/Micro teaching • Exercise (Peer teaching) • Patient teaching session	**Assessment of Assignment:** • Individual/ Group • Short answer • Objective type • Assessment of microteaching
			Explain active learning strategies and participate actively in team and collaborative learning	*Active learning strategies* • Team based learning • Problem based learning • Peer sharing • Case study analysis • Journaling • Debate • Gaming • Inter-professional education	• Construction of game – puzzle • Teaching in groups – interdisciplinary	

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
IV	3	3	Enumerate the factors influencing selection of clinical learning experiences Develop skill in using different clinical teaching strategies	**Teaching in the Clinical Setting – Teaching Methods** • Clinical learning environment • Factors influencing selection of clinical learning experiences • Practice model • Characteristics of effective clinical teacher • Writing clinical learning outcomes/practice competencies • Clinical teaching strategies – patient assignment – clinical conference, clinical presentation/bedside clinic, Case study/care study, nursing rounds, concept mapping, project, debate, game, role play, PBL, questioning, written assignment, process recording	• Lecture cum discussion • Writing clinical outcomes – assignments in pairs	• Short answer • Assessment of written assignment
V	5	5	Explain the purpose, principles and steps in the use of media Categorize the different types of media and describe its advantages and disadvantages Develop skill in preparing and using media	**Educational/Teaching Media** • Media use – Purpose, components, principles and steps • Types of media *Still visuals* o Non projected – drawings & diagrams, charts, graphs, posters, cartoons, board devices (chalk/white board, bulletin board, flannel board, flip charts, flash cards, still pictures/photographs, printed materials-handout, leaflet, brochure, flyer o Projected – film stripes, microscope, power point slides, overhead projector *Moving visuals* o Video learning resources – videotapes & DVD, blu-ray, USB flash drive o Motion pictures/films *Realia and models* o Real objects & Models *Audio aids/audio media* o Audiotapes/Compact discs o Radio & Tape recorder o Public address system o Digital audio	• Lecture cum discussion • Preparation of different teaching aids – (Integrate with practice teaching sessions)	• Short answer • Objective type • Assessment of the teaching media prepared

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
				Electronic media/computer learning resources o Computers o Web-based videoconferencing o E-learning, Smart classroom *Telecommunication (Distance education)* o Cable TV, satellite broadcasting, videoconferencing Telephones – Telehealth/telenursing *Mobile technology*		
VI	5	3	Describe the purpose, scope, principles in selection of evaluation methods and barriers to evaluation Explain the guidelines to develop assessment tests Develop skill in construction of different tests Identify various clinical evaluation tools and demonstrate skill in selected tests	**Assessment/Evaluation Methods/Strategies** • Purposes, scope and principles in selection of assessment methods and types • Barriers to evaluation • Guidelines to develop assessment tests *Assessment of knowledge*: • Essay type questions, • Short answer questions (SAQ) • Multiple choice questions (MCQ – single response & multiple response) *Assessment of skills:* • Clinical evaluation • Observation (checklist, rating scales, videotapes) • Written communication – progress notes, nursing care plans, process recording, written assignments • Verbal communication (oral examination) • Simulation • Objective Structured Clinical Examination (OSCE) • Self-evaluation • Clinical portfolio, clinical logs *Assessment of Attitude:* • Attitude scales *Assessment tests for higher learning*: • Interpretive questions, hot spot questions, drag and drop and ordered response questions	• Lecture cum discussion • Exercise on constructing assessment tool/s	• Short answer • Objective type • Assessment of tool/s prepared

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
VII	3	3	Explain the scope, purpose and principles of guidance Differentiate between guidance and counseling Describe the principles, types, and counseling process Develop basic skill of counseling and guidance Recognize the importance of preventive counseling and develop skill to respond to disciplinary problems and grievance among students	**Guidance/academic advising, counseling and discipline** *Guidance* • Definition, objectives, scope, purpose and principles • Roles of academic advisor/ faculty in guidance *Counseling* • Difference between guidance and counseling • Definition, objectives, scope, principles, types, process and steps of counseling • Counseling skills/techniques – basics • Roles of counselor • Organization of counseling services • Issues for counseling nursing students *Discipline and grievance in students* • Managing disciplinary/grievance problems – preventive guidance & counseling • Role of students' grievance redressal cell/committee	• Lecture cum discussion • Role play on student counseling in different situations • Assignment on identifying situations requiring counseling	• Assessment of performance in role play scenario • Evaluation of assignment
VIII	4	2	Recognize the importance of value-based education Develop skill in ethical decision making and maintain ethical standards for students Introduce knowledge of EBT and its application in nursing education	**Ethics and Evidence Based Teaching (EBT) in Nursing Education** *Ethics – Review* • Definition of terms • Value based education in nursing • Value development strategies • Ethical decision making • Ethical standards for students • Student-faculty relationship *Evidence based teaching – Introduction* • Evidence based education process and its application to nursing education	• Value clarification exercise • Case study analysis (student encountered scenarios) and suggest ethical decision-making steps • Lecture cum discussion	• Short answer • Evaluation of case study analysis • Quiz – MCQ

YENEPOYA

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1. Gopichandran, C Kanniammal. Essentials of Communication & Education Technology for BSc Nursing. 2nd Ed.CBS Publishers; 2019.
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3. B Shankar Narayanan, B Sindhu. Learning and Teaching in Nursing. 4th Ed. Jaypee:2012
4. R Sudha. Nursing education; Principles and Concepts. 2nd Ed, Jaypee; 2013.
5. D Elakkuvana Bhaskara Raj. Nursing Education; Made easy. 2nd ed, Jaypee; 2018.
6. Punitha Ezhilarasu. Educational Technology for Nurses; Integrating Innovation in Nursing Education. 1st ed, Wolters Kluwer; 2016.
7. KP Neeraja. Text Book of Nursing Education. 1st ed, Jaypee; 2009.
8. Mukesh Chandra Babu. Textbook of Nursing Education: Communication and Educational Technology for BSc and Post Basic Nursing Students. Jaypee; 2013.
9. Jaspreet Kaur Sodhi. Comprehensive Textbook of Nursing Education. 1st ed.Jaypee;2017.
10. Ceey Correia. Creative Tools & Techniques of Multidimensional Educational Methods in Nursing.1st ed. Jaypee;2017.
11. Shyamala D Manivannan. Nursing Education & Quality Assurance in Nursing Colleges. 1st ed. Jaypee; 2016.
12. Nisha Clement. Essentials of Management of Nursing Service & Education. 1st Ed. Jaypee; 2019.
13. Neelam Kumari.Communication and Educational Technology. 1st Ed. PV; 2019
14. Eshita Chanda. Introduction to Nursing Education. PV; 2018.
15. Susan B Bastable. Nurse as Educator: Principles of teaching and learning for nursing practice. 5th Ed. 2018

YENEPOYA

INTRODUCTION TO FORENSIC NURSING AND INDIAN LAWS

PLACEMENT: V SEMESTER

THEORY: 1 Credit (20 hours)

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3 (T)	Describe the nature of forensic science and discus issues concerning violence	**Forensic Science** • Definition • History • Importance in medical science • Forensic Science Laboratory **Violence** • Definition • Epidemiology • Source of data	• Lecture cum discussion • Visit to Regional Forensic Science Laboratory	• Quiz – MCQ • Write visit report
II	2 (T)	Explain concepts of forensic nursing and scope of practice for forensic nurse	**Sexual abuse – child and women** **Forensic Nursing** • Definition • History and development • Scope – setting of practice, areas of practice and subspecialties • Ethical issues • Roles and responsibilities of nurse • INC & SNC Acts	• Lecture cum discussion	• Short answer • Objective type
III	7 (T)	Identify members of forensic team and describe role of forensic nurse	**Forensic Team** • Members and their roles **Comprehensive forensic nursing care of victim and family** • Physical aspects • Psychosocial aspects • Cultural and spiritual aspects	• Lecture cum Discussion • Hypothetical/real case presentation	• Objective type • Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Legal aspects • Assist forensic team in care beyond scope of her practice • Admission and discharge/referral/death of victim of violence • Responsibilities of nurse as a witness **Evidence preservation – role of nurses** • Observation • Recognition Collection • Preservation • Documentation of Biological and other evidence related to criminal/traumatic event • Forwarding biological samples for forensic examination	• Observation of post-mortem • Visit to department of forensic medicine • Write report	
IV	3 (T)	Describe fundamental rights and human rights commission	**Introduction of Indian Constitution** **Fundamental Rights** • Rights of victim • Rights of accused **Human Rights Commission**	• Lecture cum discussion • Written Assignment • Visit to prison	• Short answer • Assessment of written assignment • Write visit report
V	5 (T)	Explain Indian judicial system and laws Discuss the importance of POSCO Act	**Sources of laws and law-making powers** **Overview of Indian Judicial System** • JMFC (Judicial Magistrate First Class) • District • State • Apex **Civil and Criminal Case Procedures** • IPC (Indian Penal Code) • ICPC • IE Act (Indian Evidence Act) **Overview of POSCO Act**	• Lecture cum discussion • Guided reading • Lecture cum discussion	• Quiz • Short answer

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REFERENCES :

1. Rita H, Moynihan B, Pagliaro E M. Forensic Nursing: A Handbook for Practice Nursing. 2nd ed. Burlington: Jones & Bartlett Learning;2009.

2. Pyrek K. Forensic Nursing. 1st ed. Taylor and Francis; 2006

3. Garbacz Bader DM., Gabriel S. Forensic Nursing: A Concise Mannual. 1st ed. CRC Press;2009.

4. Lynch V A, Duval B J. Forensic Nursing. Jones Bartlett Learnin;2nd ed. Mosby; 2005.

5. Iyer P W, Levin BJ, Shea M A. Medical legal aspects of medical records. 2nd ed. Lawyers & Judges Publishing Company;2006

6. Riviello R. Manual of Forensic Emergency Medicine: A Guide for Clinicians. 1st ed. Jones & Bartlett Learning;2010.

7. McDavid A. Career opportunities in forensic science. 2008

8. Forensic Nursing: Scope and Standards of Practiceby International Association of Forensic Nurses, ANA; 2009.

9. Humphreys J, Campbell JC. Family Violence and Nursing Practice. 2010

10. Sharyn J, LundyK S. Community Health Nursing: Caring for the public's health,2009

11. Stevens S. Forensic nurse: The new role of the nurse in law enforcement.2006

12. Allen, N E, Bybee DI, Sullivan C M. Battered women's multitude of needs violence against women. 2004.

13. Turvey B E, Petherie W. Forensic Victimology: Examining Violent Crime Victims in Investigative and Legal Contexts. Elsevier Science;2008.

CHILD HEALTH NURSING - II

PLACEMENT: VI SEMESTER

THEORY: 2 Credits (40 hours)

PRACTICUM: Clinical: 1 Credit (80 hours)

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

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

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

COURSE OUTLINE
T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
1	20 (T)	Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of cardiovascular, gastrointestinal, genitourinary, and nervous system	**Cardiovascular system:** • Identification and Nursing management of congenital malformations • **Congenital heart diseases:** Cyanotic and Acyanotic (ASD,VSD, PDA,TOF) • Others: Rheumatic fever and Rheumatic heart disease, Congestive cardiac failure • **Hematological conditions:** a) Congenital: Hemophilia, Thalassemia b) Others: Anemia, Leukemia, Idiopathic thrombocytopenic purpura, Hodgkins and non-hodgkins lymphoma **Gastro-intestinal system:** • Identification and Nursing management of congenital malformations. • Congenital: Cleft lip, Cleft palate, Congenital hypertrophic pyloric stenosis, Hirschsprungs disease (Megacolon), Anorectal malformation, Malabsorption syndrome, Abdominal wall defects, Hernia • Others: Gastroenteritis, Diarrhea, Vomiting, Protein energy malnutrition, Intestinal obstruction, Hepatic diseases, intestinal parasites **Genitourinary urinary system:** • Identification and Nursing management of congenital malformations. • Congenital: Wilms tumor, Extropy of bladder, Hypospadias, Epispadias, Obstructive uropathy • Others: Nephrotic syndrome, Acute glomerulonephritis, renal failure	• Lecture cum discussion • Demonstration and practice session Refer/consult SAM operational guidelines on facility-based management of children with severe acute malnutrition	• Short answer • Objective type • Assessment of skills with checklist

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Nervous system: • Identification and Nursing management of congenital malformations a) Congenital: Spina bifida, Hydrocephalous. b) Others: Meningitis, Encephalitis, Convulsive disorders (convulsions and seizures), Cerebral palsy head injury		
II	10 (T)	Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with Orthopedic disorders, eye, ear and skin disorders Explain the preventive measures and strategies for children with communicable diseases	**Orthopedic disorders**: • Club foot • Hip dislocation and • Fracture **Disorder of eye, ear and skin**: • Refractory errors • Otitis media and • Atopic dermatitis **Communicable diseases in children**, their identification/ diagnosis, nursing management in hospital, in home, control & prevention: • Tuberculosis • Diphtheria • Tetanus • Pertussis • Poliomyelitis • Measles • Mumps, and • Chickenpox • HIV/AIDS • Dengue fever • COVID-19	• Lecture cum discussion • Demonstration • Practice session • Clinical practice	• Short answer • Objective type • Assessment of skills with checklist
III	10 (T)	Describe the management of children with behavioral & social problems Identify the social & welfare services for challenged children	**Management of behavior and social problems in children** • Child Guidance clinic • Common behavior disorders in children and management o Enuresis and Encopresis o Nervousness o Nail biting o Thumb sucking o Temper tantrum	• Lecture cum discussion • Field visits to child guidance clinics, school for mentally & physically, socially challenged	• Short answer • Objective type • Assessment of field reports

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			o Stealing o Aggressiveness o Juvenile delinquency o School phobia o Learning disability • Psychiatric disorders in children and management o Childhood schizophrenia o Childhood depression o Conversion reaction o Posttraumatic stress disorder o Autistic spectrum disorders • Eating disorder in children and management o Obesity o Anorexia nervosa o Bulimia • Management of challenged children. o Mentally o Physically o Socially o Child abuse, o Substance abuse • Welfare services for challenged children in India		

CHILD HEALTH NURSING - II – CLINICAL PRACTICUM (1 Credit – 80 hours)

Given under Child Health Nursing - I as I & II

REFERENCES :

1. Marlow DR, Barbara RA. Text book of Pediatric Nursing. South Asian edition: Elsevier publication; 2013
2. Wong's. Essential of Pediatric Nursing. 1st edition. South Asian edition: Elsevier publication; 2015
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5. Datta P. Pediatric Nursing, 4th edition.CBS publishers and distributors Pvt.Ltd; 2016.
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7. World health Organization. Students' Hand book for Integrated Management of Neonatal and Childhood Illness (IMNCI). WHO, Genevapp; 2003
8. Deorari AK, Paul VK, Sachdeva A. Neonatal Equipment. 5th edition. CBS publishers and distributors Pvt.Ltd; 2017.

YENEPOYA

MENTAL HEALTH NURSING - II

PLACEMENT: VI SEMESTER

THEORY: 1 Credit (40 Hours)

PRACTICUM: Clinical: 2 Credits (160 Hours)

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	6 (T)	Describe the etiology, psycho-dynamics, clinical manifestations, diagnostic criteria and management of patients with substance use disorders	**Nursing Management of Patients with Substance Use Disorders** • Prevalence and incidence • Commonly used psychotropic substance: classifications, forms, routes, action, intoxication and withdrawal • Psychodynamics/etiology of substance use disorder (Terminologies: Substance Use, Abuse, Tolerance, Dependence, Withdrawal) • Diagnostic criteria/formulations • Nursing Assessment: History (substance history), Physical, mental assessment and drug and drug assay • Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction, Brief interventions, MET, refusal skills, maintenance therapy) and nursing management of patients with substance use disorders • Special considerations for vulnerable population • Follow-up, home care and rehabilitation	• Lecture cum discussion • Case discussion • Case presentation • Clinical practice	• Essay • Short answer • Assessment of patient management problems

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
II	6 (T)	Describe the etiology, psycho-dynamics, clinical manifestations, diagnostic criteria and management of patients with personality, and sexual disorders	**Nursing Management of Patient with Personality and Sexual Disorders** • Prevalence and incidence • Classification of disorders • Etiology, psychopathology, characteristics, diagnosis • Nursing Assessment: History, Physical and mental health assessment • Treatment modalities and nursing management of patients with personality, and sexual disorders • Geriatric considerations • Follow-up, home care and rehabilitation	• Lecture cum discussion • Case discussion • Case presentation • Clinical practice	• Essay • Short answer • Assessment of patient management problems
III	8 (T)	Describe the etiology, psycho-pathology, clinical manifestations, diagnostic criteria and management of childhood and adolescent disorders including mental deficiency	**Nursing Management of Behavioural & Emotional Disorders occurring during Childhood and Adolescence** • Intellectual disability, autism, attention deficit, hyperactive disorder, eating , disorders learning disorder • Prevalence and incidence • Classifications • Etiology, psychodynamics, Characteristics, diagnostic criteria/formulations • Nursing Assessment: History, Physical, mental status examination and IQ assessment • Treatment modalities and nursing management of childhood disorders including intellectual disability • Follow-up, home care and rehabilitation	• Lecture cum discussion • Case discussion • Case presentation • Clinical practice	• Essay • Short answer • Assessment of patient management problems
IV	5 (T)	Describe the etiology, psycho-pathology, clinical manifestations, diagnostic criteria and management of organic brain disorders.	**Nursing Management of Organic Brain Disorders** • Delirium, Dementia, amnestic disorders • Prevalence and incidence • Classification • Etiology, psychopathology, clinical features, diagnosis and Differential diagnosis • Nursing Assessment: History, Physical, mental and neurological assessment • Treatment modalities and nursing management of organic brain disorders • Follow-up, home care and rehabilitation	• Lecture cum discussion • Case discussion • Case presentation • Clinical practice	• Essay • Short answer • Assessment of patient management problems

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
V	6 (T)	Identify psychiatric emergencies and carry out crisis intervention	**Psychiatric Emergencies and Crisis Intervention** • Types of psychiatric emergencies : Attempted suicide, violence/ aggression, stupor, delirium tremens and other psychiatric emergencies and their managements • Maladaptive behaviour of individual and groups, stress, crisis and disaster(s) • Types of crisis • Crisis intervention: Principles, Techniques and Process - Stress reduction interventions as per stress adaptation model - Coping enhancement - Techniques of counseling	• Lecture cum discussion • Case discussion • Case presentation • Clinical practice	• Short answer • Objective type
VI	4 (T)	Explain legal aspects applied in mental health settings and role of the nurse	**Legal Issues in Mental Health Nursing** • Overview of Indian Lunacy Act and The Mental Health Act 1987 • POSCO Act (Protection of Children from Sexual Offence) • Mental Health Care Act (MHCA) 2017 • Rights of mentally ill clients • Forensic psychiatry and nursing • Acts related to narcotic and psychotropic substances and illegal drug trafficking • Admission and discharge procedures as per MHCA 2017 • Role and responsibilities of nurses in implementing MHCA 2017	• Lecture cum discussion • Case discussion	• Short answer • Objective type
VII	5 (T)	Describe the model of preventive psychiatry Describe Community Mental health services and role of the nurse	**Community Mental Health Nursing** • Development of Community Mental Health Services: • National mental health policy viz. National Health Policy • National Mental Health Program • Institutionalization versus Deinstitutionalization • Model of Preventive psychiatry • Mental Health Services available at the primary, secondary, tertiary levels including rehabilitation and nurses' responsibilities • Mental Health Agencies: Government and voluntary, National and International • Mental health nursing issues for special populations: Children, Adolescence, Women Elderly, Victims of violence and abuse, Handicapped, HIV/AIDS etc.	• Lecture cum discussion • Clinical/ field practice • Field visits to mental health service agencies	• Short answer • Objective type • Assessment of the field visit reports

CLINICAL PRACTICUM – 2 Credits (80 hours)

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

REFERENCES :

1. Lalitha K. Mental Health and Psychiatric nursing. New Delhi: CBS Publishers; 2015.
2. Sreevani R. A Guide to Mental Health and Psychiatric Nursing 2nd ed. New Delhi: Jaypee publication; 2008.
3. Ahuja N. Short Text book of Psychiatry. New Delhi: Jayapee Brothers Medical Publishers; 2011.
4. Kapoor B. Textbook of Psychiatric Nursing .New Delhi: Kumar Publishers; 2001.
5. Stuart G W Principles and Practice of Psychiatric nursing.10th ed. Elsevier Publishers;2013
6. D Elakkuvana Bhaskararaj.Text Book of Mental health nursing.2nd edition
7. Neeraja KP.Essentials of Mental Health and Psychiatric Nursing. Jaypee brother's medical Publishers.
8. Boyd MA. Psychiatry Nursing Contemporary practice. 3rd ed. Lippincott William&wilkinspublication; 2005.
9. Fortinash.Worret Psychiatry Nursing care plan .5thedition, Elsevier publication; 2007.

NURSING MANAGEMENT AND LEADERSHIP

PLACEMENT: VI Semester

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

PRACTICUM: Clinical: 1 Credits (80 hours)

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

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

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

COURSE OUTLINE

T Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	1 (T)	Explore the health care, development of nursing services and education in India and trends	**Health Care and Development of Nursing Services in India** • Current health care delivery system of India – review • Planning and development of nursing services and education at global and national scenario • Recent trends and issues of nursing service and management	• Lecture cum discussion • Directed reading and written assignment	• Short answer • Assessment of assignment
II	2 (T)	Explain the principles and functions of management applied to nursing Describe the introductory concepts of management as a process	**Management Basics Applied to Nursing** • Definitions, concepts and theories of management • Importance, features and levels of management • Management and administration • Functions of management • Principles of management • Role of a nurse as a manager **Introduction to Management Process** • Planning • Organizing • Staffing • Directing/Leading • Controlling	• Lecture and discussion	• MCQ • Short answer
			MANAGEMENT OF NURSING SERVICES		
III	4 (T)	Describe the essential elements of planning	**Planning Nursing Services** • Vision, Mission, philosophy, objectives • Nursing service policies, procedures and manuals • Functional and operational planning	• Lecture and Discussion • Visit to specific hospital/ patient care units • Demonstration of disaster drill in the respective setting	• Formulate Mission & Vision Statement for the nursing department/ unit • Assessment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Strategic planning • Program planning – Gantt chart & milestone chart • Budgeting – concepts, principles, types, • Budget proposal, cost benefit analysis • Planning hospital and patient care unit (Ward) • Planning for emergency and disaster		of problem-solving exercises • Visit Report
IV	4 (T)	Discuss the concepts of organizing including hospital organization	**Organizing** • Organizing as a process – assignment, delegation and coordination • Hospital – types, functions & organization • Organizational development • Organizational structure • Organizational charts • Organizational effectiveness • Hospital administration, Control & line of authority • Hospital statistics including hospital utilization indices • Nursing care delivery systems and trends • Role of nurse in maintenance of effective organizational climate	• Lecture cum discussion • Comparison of organizational structure of various organizations • Nursing care delivery systems assignment • Preparation of Organizational chart of hospital/ Nursing services	• Short answer • Assessment of assignment
V	6 (T)	Identify the significance of human resource management (HRM) and material management and discuss its elements	**Staffing (Human resource management)** • Definition, objectives, components and functions **Staffing & Scheduling** • Staffing – Philosophy, staffing activities • Recruiting, selecting, deployment • Training, development, credentialing, retaining, promoting, transfer, terminating, superannuation • Staffing units – Projecting staffing requirements/calculation of requirements of staff resources Nurse patient ratio, Nurse Population ratio as per SIU norms/IPH Norms, and Patient classification system • Categories of nursing personnel including job description of all levels • Assignment and nursing care responsibilities	• Lecture and discussion • Role play • Games self-assessment, case discussion and practice session • Calculation of staffing requirements for a specified ward	• Formulate Job description at different levels of care & compare with existing system • Preparation of duty roster

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Turnover and absenteeism • Staff welfare • Discipline and grievances **In-Service Education** • Nature and scope of in-service education program • Principles of adult learning – review • Planning and organizing in-service educational program • Methods, techniques and evaluation • Preparation of report **Material Resource Management** • Procurement, purchasing process, inventory control & role of nurse • Auditing and maintenance in hospital and patient care unit	• Visit to inventory store of the institution	• Preparation of MMF/records • Preparation of log book & condemnation documents • Visit Report
		Explain the procedural steps of material management Develop managerial skill in inventory control and actively participate in procurement process			
VI	5 (T)	Describe the important methods of supervision and guidance	**Directing and Leading** • Definition, principles, elements of directing • Supervision and guidance • Participatory management • Inter-professional collaboration • Management by objectives • Team management • Assignments, rotations • Maintenance of discipline • Leadership in management	• Lecture and discussion • Demonstration of record & report maintenance in specific wards/ departments	• Assignment on Reports & Records maintained in nursing department/ • Preparation of protocols and manuals
VII	4 (T)	Discuss the significance and changing trends of nursing leadership Analyze the different leadership styles and develop leadership competencies	**Leadership** • Definition, concepts, and theories • Leadership principles and competencies • Leadership styles: Situational leadership, Transformational leadership • Methods of leadership development • Mentorship/preceptorship in nursing • Delegation, power & politics, empowerment, mentoring and coaching • Decision making and problem solving	• Lecture cum discussion • Self-assessment • Report on types of leadership adopted at different levels of health care in the given setting • Problem solving/ Conflict management exercise • Observation of managerial roles at different levels (middle level mangers-ward incharge, ANS)	• Short answer • Essay • Assessment of exercise/report

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
			• Conflict management and negotiation • Implementing planned change		
VIII	4 (T)	Explain the process of controlling and its activities	**Controlling** • Implementing standards, policies, procedures, protocols and practices • Nursing performance audit, patient satisfaction • Nursing rounds, Documentation – records and reports • Total quality management – Quality assurance, Quality and safety • Performance appraisal • Program evaluation review technique (PERT) • Bench marking, Activity plan (Gantt chart) • Critical path analysis	• Lecture cum discussion • Preparation of policies/ protocols for nursing units/department	• Assessment of prepared protocols
IX	4 (T)	Explain the concepts of organizational behavior and group dynamics	**Organizational Behavior and Human Relations** • Concepts and theories of organizational behavior • Group dynamics • Review – Interpersonal relationship • Human relations • Public relations in the context of nursing • Relations with professional associations and employee unions • Collective bargaining • Review – Motivation and morale building • Communication in the workplace – assertive communication • Committees – importance in the organization, functioning	• Lecture and discussion • Role play/ exercise – Group dynamics & human relations	• Short answer • OSCE
X	2 (T)	Describe the financial management related to nursing services	**Financial Management** • Definition, objectives, elements, functions, principles & scope of financial management • Financial planning (budgeting for nursing department) • Proposal, projecting requirement for staff, equipment and supplies for – Hospital & patient care units & emergency and disaster units	• Lecture cum discussion • Budget proposal review • Preparation of budget proposal for a specific department	• Short answer • Essay • Assessment of assignment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Budget and Budgetary process • Financial audit		
XI	1 (T)	Review the concepts, principles and methods and use of nursing informatics	**Nursing Informatics/ Information Management – Review** • Patient records • Nursing records • Use of computers in hospital, college and community • Telemedicine & Tele nursi ng • Electronic Medical Records (EMR), EHR	• Review • Practice session • Visit to departments	• Short answer
XII	1 (T)	Review personal management in terms of management of emotions, stress and resilience	**Personal Management – Review** • Emotional intelligence • Resilience building • Stress and time management – de-stressing • Career planning	• Review • Discussion	
			MANAGEMENT OF NURSING EDUCATIONAL INSTITUTIONS		
XIII	4 (T)	Describe the process of establishing educational institutions and its accreditation guidelines	**Establishment of Nursing Educational Institutions** • Indian Nursing Council norms and guidelines – Faculty norms, physical facilities, clinical facilities, curriculum implementation, and evaluation/examination guidelines • Coordination with regulatory bodies – INC and State Nursing Council • Accreditation – Inspections • Affiliation with university/State council/board of examinations	• Lecture and discussion • Visit to one of the regulatory bodies	• Visit report
XIV	4 (T)	Explain the planning and organizing functions of a nursing college	**Planning and Organizing** • Philosophy, objectives and mission of the college • Organization structure of school/college • Review – Curriculum planning • Planning teaching and learning experiences, clinical facilities – master plan, time table and clinical rotation • Budget planning – faculty, staff, equipment & supplies, AV aids, Lab equipment, library books, journals, computers and maintenance • Infrastructure facilities – college, classrooms, hostel, library, labs,	• Directed reading – INC Curriculum • Preparation of organizational structure of the college • Written assignment – writing philosophy of a teaching department • Preparation of master plan, time table and clinical rotation	• Short answer • Essay • Assessment of assignment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			computer lab, transport facilities • Records & reports for students, staff, faculty and administrative • Committees and functioning • Clinical experiences		
XV	4 (T)	Develop understanding of staffing the college and selecting the students	**Staffing and Student Selection** • Faculty/staff selection, recruitment and placement, job description • Performance appraisal • Faculty development • Faculty/staff welfare • Student recruitment, admission, clinical placement	• Guided reading on faculty norms • Faculty welfare activities report • Writing job description of tutors	• Short answer • Activity report • Assessment of job description
XVI	4 (T)	Analyze the leadership and management activities in an educational organization	**Directing and Controlling** • Review – Curriculum implementation and evaluation • Leadership and motivation, supervision – review • Guidance and counseling • Quality management – educational audit • Program evaluation, evaluation of performance • Maintaining discipline • Institutional records and reports – administrative, faculty, staff and students	• Review principles of evaluation • **Assignment** – Identify disciplinary problems among students • Writing student record	• Short answer • Assessment of assignment and record
XVII	4 (T)	Identify various legal issues and laws relevant to nursing practice	**PROFESSIONAL CONSIDERATIONS** **Review – Legal and Ethical Issues** • Nursing as a profession – Characteristics of a professional nurse • Nursing practice – philosophy, aim and objectives • Regulatory bodies – INC and SNC constitution and functions **Review – Professional ethics** • Code of ethics and professional conduct – INC & ICN • Practice standards for nursing – INC • International Council for Nurses (ICN) **Legal aspects in nursing:** • Consumer protection act, patient rights • Legal terms related to practice, legal		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			system – types of law, tort law & liabilities • Laws related to nursing practice – negligence, malpractice, breach, penalties • Invasion of privacy, defamation of character • Nursing regulatory mechanisms – registration, licensure, renewal, accreditation, nurse practice act, regulation for nurse practitioner/specialist nursing practice		
XVIII	2 (T)	Explain various opportunities for professional advancement	**Professional Advancement** • Continuing Nursing Education • Career opportunities • Membership with professional organizations – national and international • Participation in research activities • Publications – journals, newspaper	• Prepare journal list available in India • Write an article – research/ clinical	• Assessment of assignments

Note: Less than 1 credit lab hours are not specified

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2. NeelamKumari. A text book of management of nursing services and education. 6th ed.Vikash and CompanyMedical Publisher P) Ltd; 2017.
3. I Clement . Management of nursing services and education.2nd ed. Reed Elsevier India (P) Ltd; 2015.
4. I Clement . Management of nursing services and education. 3rd ed. Reed Elsevier India (P) Ltd; 2021.
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6. Deepak K, Chandran SC, Kumar M. A comprehensive text book on nursing management. 1st ed. EMMESSMedical Publisher; 2017.
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9. Reilly JM, Devids M. Health care emergency management principles and practices.1st ed. Jones and BarlettLearning Tall Pine Drive Sudbury.MA; 2012.

CLINICAL PRACTICUM

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

Practice Competencies:

Hospital

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

College & Hostel

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

CLINICAL POSTING: Management experience in hospital & college.

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

PLACEMENT: VI SEMESTER

THEORY: 3 Credits (60 hours)

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

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

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

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

COURSE OUTLINE

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	8 (T)	Explain the history and current scenario of midwifery in India	**Introduction to midwifery** • History of midwifery in India • *Current scenario:* o Trends of maternity care in India o Midwifery in India – Transformative education for relationship based and transformative midwifery practice in India	• Discussion • Demonstration • Role play • Directed reading and assignment: ICM competencies • Scenario based learning	• Short answer • Objective type • Essay • Quiz
		Review vital health	• Vital health indicators – Maternal mortality ratio, Infant Mortality Rate,		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		indicators	Neonatal Mortality Rate, perinatal mortality rate, fertility rates o Maternal death audit • National health programs related to RMNCH+A (Reproductive Maternal Newborn and Child Health + Adolescent Health)		
		Describe the various national health programs related to RMNCH+A	*Current trends in midwifery and OBG nursing:* o Respectful maternity and newborn care (RMNC)		
		Identify the trends and issues in midwifery	o Midwifery - led care units (MLCU) o Women centered care, physiologic birthing and demedicalization of birth o Birthing centers, water birth, lotus birth o Essential competencies for midwifery practice (ICM) o Universal rights of child bearing women o Sexual and reproductive health and rights o Women's expectations & choices about care		
		Discuss the legal and ethical issues relevant to midwifery practice	*Legal provisions in midwifery practice in India:* • INC/MOH&FW regulations • ICM code of ethics • Ethical issues in maternal and neonatal care • Adoption laws, MTP act, Pre-Natal Diagnostic Test (PNDT) Act, Surrogate mothers • Roles and responsibilities of a midwife/Nurse practitioner midwife in different settings (hospital/community) • Scope of practice for midwives		
II	6 (T) 3 (L)	Review the anatomy and physiology of human reproductive system	**Anatomy and physiology of human reproductive system and conception (Maternal, Fetal & Newborn physiology)** *Review:* • Female organs of reproduction • Female pelvis – bones, joints, ligaments, planes, diameters, landmarks, inclination, pelvic variations • Foetal skull – bones, sutures,	• Lecture • Discussion • Self-directed learning • Models • Videos & films	• Quiz • Short answer • Essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			fontanelles, diameters, moulding • Fetopelvic relationship • Physiology of menstrual cycle, menstrual hygiene • Fertilization, conception and implantation • Embryological development • Placental development and function, placental barrier • Fetal growth and development • Fetal circulation & nutrition		
III	12 (T) 10 (L) 40 (C)	Provide preconception care to eligible couples Describe the physiology, assessment and management of normal pregnancy Demonstrate knowledge, attitude and skills of midwifery practice throughout 1st,2nd and 3rd	**Assessment and management of normal pregnancy (ante-natal):** **Pre-pregnancy Care** • Review of sexual development *(Self Learning)* • Socio-cultural aspects of human sexuality *(Self Learning)* • Preconception care • Pre-conception counseling (including awareness regarding normal birth) Genetic counseling *(Self Learning)* • Planned parenthood **Pregnancy assessment and antenatal care (I, II & III Trimesters)** **Normal pregnancy** • Physiological changes during pregnancy • Assess and confirm pregnancy: Diagnosis of pregnancy – Signs, differential diagnosis and confirmatory tests • Review of maternal nutrition & malnutrition • Building partnership with women following RMC protocol • Fathers' engagement in maternity care **Ante-natal care** **1st Trimesters** • Antenatal assessment: History taking, physical examination, breast examination, laboratory investigation • Identification and management of minor discomforts of pregnancy	• Lecture • Discussion • Demonstration • Self-Learning • Health talk • Role play • Counseling session • Case discussion / presentation • Simulation • Supervised clinical practice • Refer SBA module & Safe motherhood	• Short answer • Objective type • Assessment of skills with check list • Case study evaluation • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		trimesters	• Antenatal care : as per GoI guidelines • Antenatal counseling (lifestyle changes, nutrition, shared decision making, risky behavior, sexual life during pregnancy, immunization etc.) • Danger signs during pregnancy • Respectful care and compassionate communication • Recording and reporting: as per the GoI guidelines • Role of Doula/ASHAs **II Trimester** • Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard's stethoscope • Assessment of fetal well-being: DFMC, biophysical profile, Non stress test, cardio-tocography, USG, Vibro acoustic stimulation, biochemical tests. • Antenatal care • Women centered care • Respectful care and compassionate communication • Health education on IFA, calcium and vitamin D supplementation, glucose tolerance test, etc. • Education and management of physiological changes and discomforts of 2nd trimester • Rh negative and prophylactic anti D • Referral and collaboration, empowerment • Ongoing risk assessment • Maternal Mental Health **III Trimester** • Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard's stethoscope • Education and management of physiological changes and discomforts of 3rd trimester • Third trimester tests and screening • Fetal engagement in late pregnancy • Childbirth preparation classes	booklet • Lab tests – performance and interpretation • Demonstration • Roleplay • Demonstration of antenatal assessment	

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			• Birth preparedness and complication readiness including micro birth planning • Danger signs of pregnancy – recognition of ruptured membranes • Education on alternative birthing positions – women's preferred choices, birth companion • Ongoing risk assessment • Cultural needs • Women centered care • Respectful and compassionate communication • Health education on exclusive breastfeeding • Role of Doula/ASHA's	• Scenario based learning • Lecture • Simulation • Role play • Refer GoI Guidelines • Health talk • Counseling session • Demonstration of birthing positions • Workshop on alternative birthing positions	
IV	12 (T) 12 (L) 80 (C)	Apply the physiology of labour in promoting normal childbirth Describe the management and care during labour Discuss how to maintain a safe environment for labour Work effectively for pain management during labour	**Physiology, management and care during labour** • Normal labour and birth • Onset of birth/labour • Per vaginal examination (if necessary) • Stages of labour • Organization of labour room – Triage, preparation for birth • Positive birth environment • Respectful care and communication • Drugs used in labour as per GoI guidelines **Fist Stage** • Physiology of normal labour • Monitoring progress of labour using Partograph/labour care guide • Assessing and monitoring fetal well being • Evidence based care during 1st stage of labour • Pain management in labour (non-pharmacological) • Psychological support – Managing fear • Activity and ambulation during first stage of labour	• Lecture • Discussion • Demonstration • Bedside clinics • Case discussion/ presentation • Simulated practice • Supervised Clinical practice – Per vaginal examination, Conduction of normal childbirth • Refer SBA module • LaQshya guidelines • Dakshata guidelines	• Essay type • Short answer • Objective type • Case study evaluation • Assessment of skills with check list • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			• Nutrition during labour • Promote positive childbirth experience for women • Birth companion • Role of Doula/ASHA's **Second stage** • Physiology (Mechanism of labour) • Signs of imminent labour	• Refer ENBC, NSSK module	
		Discuss how the midwife provides care and support for the women during birth to enhance physiological birthing and promote normal birth Assess and provide care of the newborn immediately following birth	• Intrapartum monitoring • Birth position of choice • Vaginal examination • Psychological support • Non-directive coaching • Evidence based management of physiological birth/Conduction of normal childbirth • Essential newborn care (ENBC) • Immediate assessment and care of the newborn • Role of Doula/ASHA's **Third Stage** • Physiology – placental separation and expulsion, hemostasis • Physiological management of third stage of labour • Active management of third stage of labour (recommended) • Examination of placenta, membranes and vessels • Assess perineal, vaginal tear/ injuries and suture if required • Insertion of postpartum IUCD • Immediate perineal care • Initiation of breast feeding • Skin to skin contact • Newborn resuscitation **Fourth Stage** *Observation, Critical Analysis and Management of mother and newborn* • Maternal assessment, observation fundal height, uterine consistency, urine output, blood loss • Documentation and Record of birth	• Demonstration • Group work • Scenario based learning • Simulation • Role play • Demonstration • Videos	
		Discuss the impact of labour and birth as a transitional event in the woman's life			

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Ensure initiation of breast feeding and adequate latching	• Breastfeeding and latching • Managing uterine cramp • Alternative/complementary therapies • Role of Doula/ASHA's • Various childbirth practices • Safe environment for mother and newborn to promote bonding • Maintaining records and reports		
V	7 (T) 6 (L) 40 (C)	Describe the physiology, management and care of normal puerperium	**Postpartum care/Ongoing care of women** • Normal puerperium – Physiology, duration • Post-natal assessment and care – facility and home based care • Perineal hygiene and care • Bladder and bowel function • Minor disorders of puerperium and its management • Physiology of lactation and lactation management • Postnatal counseling and psychological support • Normal postnatal baby blues and recognition of post-natal depression • Transition to parenthood • Care for the woman up to 6 weeks after childbirth • Cultural competence (Taboos related to postnatal diet and practices) • Diet during lactation-review • Post-partum family planning • Follow-up of postnatal mothers • Drugs used in the postnatal period • Records and reports	• Lecture • Discussion • Demonstration • Health talk • Simulated practice • Supervised clinical practice • Refer SBA module	• Essay type • Short answer • Objective type • Assessment of skills with checklist • OSCE
VI	7 (T) 7 (L) 40 (C)	Discuss the need for and provision of compassionate, family centered midwifery care of the newborn Describe the assessment and care of normal neonate	**Assessment and ongoing care of normal neonates** • Family centered care • Respectful newborn care and communication • Normal Neonate – Physiological adaptation • Newborn assessment – Screening for congenital anomalies • Care of newborn up to 6 weeks after	• Lecture • Discussion • Demonstration • Simulat ed practice session • Supervised clinical practice • Refer safe deliver app module – newborn	• Essay type • Short answer • Objective type • Assessment of skills with checklist • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			the childbirth (Routine care of newborn) • Skin to skin contact and thermoregulation • Infection prevention • Immunization • Minor disorders of newborn and its management	management • Partial completion of SBA module	
VII	8 (T) 2 (L) 40 (C)	Explain various methods of family planning and role of nurse/midwife in providing family planning services Describe youth friendly services and role of nurses/ midwives Recognize the role of nurses/midwives in gender based violence	**Family welfare services** • Impact of early/frequent childbearing • Comprehensive range of family planning methods o Temporary methods – Hormonal, non-hormonal and barrier methods o Permanent methods – Male sterilization and female sterilization • Action, effectiveness, advantages, disadvantages, myths, misconception and medical eligibility criteria (MEC) for use of various family planning methods • Emergency contraceptives • Recent trends and research in contraception • Family planning counseling using Balanced Counseling Strategy (BCS) • Legal and rights aspects of FP • Human rights aspects of FP adolescents • Youth friendly services – SRHR services, policies affecting SRHR and attitude of nurses and midwives in provision of services (Review) • Importance of follow up and recommended timing **Gender related issues in SRH** • Gender based violence – Physical, sexual and abuse, Laws affecting GBV and role of nurse/midwife • Special courts for abused people • Gender sensitive health services including family planning	• Lecture • Supervised practice • Field visits • Scenario based learning • Discussion • GoI guidelines – injectable contraceptives, oral contraceptives, IUCD, male and female sterilization	• Essay type • Short answers • Objective type • Field visit reports • Vignettes

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3. Annamma J. Comprehensive Textbook of Midwifery And Gynecological Nursing.5th ed.New Delhi:Jaypee;2019.
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9. Ashok K, Krishna A, Sudha P. Drugs in Obstetrics & Gynecology.1st ed.New Delhi:Jaypee;2016.
10. Kiran A. Instruments and Procedures in Obstetrics and Gynecology.1st ed. New Delhi:Jaypee;2014.

PRACTICUM

PLACEMENT: VI & VII SEMESTER

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

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

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

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

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

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

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

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

Clinical Area	Duration (weeks)	Clinical Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Antenatal OPD and Antenatal ward	1 week	Perform antenatal assessment Perform laboratory tests for antenatal women and assist in selected antenatal diagnostic procedures Counsel antenatal women	• History collection • Physical examination • Obstetric examination • Pregnancy confirmation test • Urine testing • Blood testing for Hemoglobin, grouping & typing • Blood test for malaria • KICK chart • USG/NST • Antenatal counseling • Preparation for childbirth • Birth preparedness and complication readiness	• Antenatal palpation • Health talk • Case study	• OSCE • Case presentation
Labour room	3 weeks	Monitor labour using partograph Provide care to women during labour Conduct normal childbirth, provide care to mother and immediate care of newborn	• Assessment of woman in labour • Partograph • Per vaginal examination when indicated • Care during first stage of labour • Pain management techniques • Upright and alternative positions in labour • Preparation for labour – articles, physical, psychological • Conduction of normal childbirth • Essential newborn care • Newborn resuscitation • Active management of third stage of labour • Monitoring and care during fourth stage of labour	• Partograph recording • PV examination • Assisting/ Conduction of normal childbirth • Case study • Case presentation • Episiotomy and suturing if indicated • Newborn resuscitation	• Assignment • case study • Case presentation • OSCE
Post-partum clinic and Postnatal Ward including FP unit	2 weeks	Perform postnatal assessment Provide care to normal postnatal mothers and newborn	• Postnatal assessment • Care of postnatal mothers – normal • Care of normal newborn • Lactation management	• Postnatal assessment • Newborn assessment • Case study	• Assignment • Case study • Case presentation

Clinical Area	Duration (weeks)	Clinical Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
		Provide postnatal counseling Provide family welfare services	• Postnatal counseling • Health teaching on postnatal and newborn care • Family welfare counseling	• Case presentation • PPIUCD insertion & removal	

Note: Partial Completion of SBA module during VI semester

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1. Barbara LH. Williams Gynaecology. 4th Ed. New York: McGraw Hill;2021.
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3. Annamma J. Comprehensive Textbook Of Midwifery And Gynecological Nursing.5th ed. New Delhi:Jaypee;2019.
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5. Sandeep K. Textbook of Midwifery and Obstetrical Nursing for BSc Nursing Students. 1st Ed. New Delhi :CBS Publishers; 2021
6. Hiralal K. DC Dutta's Text book of Obstetrics.9thed. New Delhi:**Jaypee Brothers Medical Publishers**;2018.
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COMMUNITY HEALTH NURSING - II

PLACEMENT: VII SEMESTER

THEORY: 5 Credits (100 hours)

PRACTICUM Clinical: 2 Credit (160 hours)

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

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

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

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COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learni Activities	Assessment Methods
I	10 (T)	Explain nurses' role in identification, primary management and referral of clients with common disorders/ conditions and emergencies including first aid	**Management of common conditions and emergencies including first aid** • Standing orders: Definition, uses **Screening, diagnosing/ identification, primary care and referral of Gastrointestinal System** o Abdominal pain o Nausea and vomiting o Diarrhea o Constipation o Jaundice o GI bleeding o Abdominal distension o Dysphagia and dyspepsia o Aphthous ulcers/Canker Sore **Respiratory System** o Acute upper respiratory infections – Rhinitis, Sinusitis, Pharyngitis, Laryngitis, Tonsillitis o Acute lower respiratory infections – Bronchitis, pneumonia and bronchial asthma o Hemoptysis, Acute chest pain **Heart & Blood** o Common heart diseases – Heart attack/coronary artery disease, heart failure, arrhythmia o Blood anemia, blood cancers, bleeding disorders **Eye & ENT conditions** • Eye – local infections, redness of eye, conjunctivitis, stye, trachoma and refractive errors • ENT – Epistaxis, Otitus Media, sore throat, deafness **Urinary System** • Urinary tract infections – cystitis, pyelonephritis, prostatitis, UTIs in children **First aid in common emergency conditions – Review** • High fever, low blood sugar, minor injuries, fractures, fainting, bleeding, shock, stroke, bites, burns, choking, seizures, RTAs, poisoning, drowning and foreign bodies	• Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice • Assessment of clients with common conditions and provide referral	• Short answer • Essay • Field visit reports • OSCE assessment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
II	20 (T)	Provide reproductive, maternal, newborn and childcare, including adolescent care in the urban and rural health care settings	**Reproductive, maternal, newborn, child and adolescent Health (Review from OBG Nursing & Child Health Nursing application in community setting)** • Present situation of reproductive, maternal and child health in India **Antenatal care** • Objectives, antenatal visits and examination, nutrition during pregnancy, counseling • Calcium and iron supplementation in pregnancy • Antenatal care at health centre level • Birth preparedness • High risk approach – Screening/early identification and primary management of complications – Antepartum hemorrhage, pre-eclampsia, eclampsia, Anemia, Gestational diabetes mellitus, Hypothyroidism, Syphilis • Referral, follow up and maintenance of records and reports **Intra natal care** • Normal labour – process, onset, stages of labour • Monitoring and active management of different stages of labour • Care of women after labour • Early identification, primary management, referral and follow up – preterm labour, fetal distress, prolonged and obstructed labour, vaginal & perineal tears, ruptured uterus • Care of newborn immediately after birth • Maintenance of records and reports • Use of Safe child birth check list • SBA module – Review • Organization of labour room **Postpartum care** • Objectives, Postnatal visits, care of mother and baby, breast feeding, diet during lactation, and health counseling • Early identification, primary management, referral and follow up of complications, Danger signs-postpartum hemorrhage, shock, puerperal sepsis, breast conditions, post-partum depression • Postpartum visit by health care provider	• Lecture • Discussion • Demonstration • Role play • Suggested field visits and field practice • Assessment of antenatal, postnatal, newborn, infant, preschool child, school child, and adolescent health	• Short answer • Essay • OSCE assessment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
		Promote adolescent health and youth friendly services	**Newborn and child care** • *Review:* Essential newborn care • Management of common neonatal problems • Management of common child health problems: Pneumonia, Diarrhoea, Sepsis, screening for congenital anomalies and referral • *Review:* IMNCI Module • Under five clinics **Adolescent Health** • Common health problems and risk factors in adolescent girls and boys • Common Gynecological conditions – dysmenoorhea, Premenstrual Syndrome (PMS), Vaginal discharge, Mastitis, Breast lump, pelvic pain, pelvic organ prolapse • Teenage pregnancy, awareness about legal age of marriage, nutritional status of adolescents National Menstrual Hygiene scheme Youth friendly services: • o Sexual & Reproductive Health(SCH) o SRH Service needs o Role and attitude of nurses: Privacy, confidentiality, non judgemental attitude, client autonomy, respectful care and communication • Counseling for parents and teenagers (BCS – balanced counseling strategy) **National Programs** • Reproductive Materal Newborn Child & Adolescent Health+A Approach Aims, Health systems strengthening, RMNCH+A strategies, Interventions across life stages, program management, monitoring and evaluation systems • Universal Immunization Program (UIP) as per Government of India guidelines – Review • Rashtriya Bal Swasthya Karyakaram (RSBK) -children • Rashtriya Kishor Swasthya Karyakram (RKSK) – adolscents Any other new programs	• Screen, manage and refer adolescents • Counsel adolescents	

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
III	4 (T)	Discuss the concepts and scope of demography	**Demography, Surveillance and Interpretation of Data** • *Demography and vital statistics* – demographic cycle, world population trends, vital statistics • Sex ratio and child sex ratio, trends of sex ratio in India, the causes and social implications • *Sources of vital statistics* – Census, registration of vital events, sample registration system • *Morbidity and mortality indicators* – Definition, calculation and interpretation • Surveillance, Integrated disease surveillance project (IDSP), Organization of IDSP, flow of information and mother and child tracking system (MCTS) in India • Collection, analysis, interpretation, use of data • *Review:* Common sampling techniques – random and nonrandom techniques • Disaggregation of data	• Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice	• Short answer • Essay
IV	6 (T)	Discuss population explosion and its impact on social and economic development of India Describe the various methods of population control	**Population and its Control** • Population Explosion and its impact on Social, Economic development of individual, society and country. • Population Control – Women Empowerment; Social, Economic and Educational Development • Limiting Family Size – Promotion of small family norm, Temporary Spacing Methods (natural, biological, chemical, mechanical methods etc.), Terminal Methods (Tubectomy, Vasectomy) • Emergency Contraception • Counseling in reproductive, sexual health including problems of adolescents • Medical Termination of pregnancy and MTP Act • National Population Stabilization Fund/JSK (Jansankhya Sthirata Kosh) • Family planning 2020 • National Family Welfare Program • Role of a nurse in Family Welfare Program	• Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice	• Short answer • Essay • OSCE assessment • Counseling on family planning
V	5 (T)	Describe occupational health hazards, occupational diseases and the role of nurses in	**Occupational Health** • Occupational health hazards • Occupational diseases • ESI Act	• Lecture • Discussion • Demonstration • Role play	• Essay • Short answer • Clinical performance

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
		occupational health programs	• National/ State Occupational Health Programs • Role of a nurse in occupational health services – Screening, diagnosing, management and referral of clients with occupational health problems	• Suggested field visits • Field practice	evaluation
VI	6 (T)	Identify health problems of older adults and provide primary care, counseling and supportive health services	**Geriatric Health Care** • Health problems of older adults • Management of common geriatric ailments: counseling, supportive treatment of older adults • Organization of geriatric health services • National program for health care of elderly (NPHCE) • State level programs/Schemes for older adults • Role of a community health nurse in geriatric health services – Screening, diagnosing, management and referral of older adults with health problems	• Lecture • Discussion • Demonstration	• Visit report on elderly home • Essay • Short answer
VII	6 (T)	Describe screening for mental health problems in the community, take preventive measures and provide appropriate referral services	**Mental Health Disorders** • Screening, management, prevention and referral for mental health disorders • *Review:* o Depression, anxiety, acute psychosis, Schizophrenia o Dementia o Suicide o Alcohol and substance abuse o Drug deaddiction program o National Mental Health Program o National Mental Health Policy o National Mental Health Act • Role of a community health nurse in screening, initiation of treatment and follow up of mentally ill clients	• Lecture • Discussion • Demonstration • Role play • Health counseling on promotion of mental health • Suggested field visits • Field practice	• Essay • Short answer • Counseling report
VIII	4 (T)	Discuss about effective management of health information in community diagnosis and intervention	**Health Management Information System (HMIS)** • Introduction to health management system: data elements, recording and reporting formats, data quality issues • *Review:* o Basic Demography and vital statistics o Sources of vital statistics o Common sampling techniques, frequency distribution	• Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice • Group project on community diagnosis – data	• Group project report • Essay • Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
			o Collection, analysis, interpretation of data • Analysis of data for community needs assessment and preparation of health action plan	management	
IX	12 (T)	Describe the system management of delivery of community health services in rural and urban areas	**Management of delivery of community health services:** • Planning, budgeting and material management of CHC, PHC, SC/HWC • **Manpower planning as per IPHS standards** • **Rural:** Organization, staffing and material management of rural health services provided by Government at village, SC/HWC, PHC, CHC, hospitals – district, state and central • **Urban:** Organization, staffing, and functions of urban health services provided by Government at slums, dispensaries, special clinics, municipal and corporate hospitals • Defense services • Institutional services • Other systems of medicine and health: Indian system of medicine, AYUSH clinics, Alternative health care system referral systems, Indigenous health services	• Lecture • Discussion • Visits to various health care delivery systems • Supervised field practice	• Essay • Short answer • Filed visit reports
X	15 (T)	Describe the leadership role in guiding, supervising, and monitoring the health services and the personnel at the PHCs, SCs and community level including financial management Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers (HWCs)	**Leadership, Supervision and Monitoring** • Understanding work responsibilities/job description of DPHN, Health Visitor, PHN, MPHW (Female), Multipurpose health Worker (Male), AWWs and ASHA • Roles and responsibilities of Mid-Level Health Care Providers (MLHPs) • Village Health Sanitation and Nutrition Committees (VHSNC): objectives, composition and roles & responsibilities • Health team management • *Review*: Leadership & supervision – concepts, principles & methods • Leadership in health: leadership approaches in healthcare setting, taking control of health of community and organizing health camps, village clinics • Training, Supportive supervision and monitoring – concepts, principles and process e.g. performance of frontline health workers **Financial Management and Accounting & Computing at Health Centers (SC)** o Activities for which funds are received	• Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice	• Report on interaction with MPHWs, HVs , ASHA, AWWs • Participation in training programs • Essay • Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
			o Accounting and book keeping requirements – accounting principles & policies, book of accounts to be maintained, basic accounting entries, accounting process, payments & expenditure, fixed asset, SOE reporting format, utilization certificate (UC) reporting o Preparing a budget o Audit **Records & Reports:** • *Concepts of records and reports* – importance, legal implications, purposes, use of records, principles of record writing, filing of records • *Types of records* – community related records, registers, guidelines for maintaining • *Report writing* – purposes, documentation of activities, types of reports • *Medical Records Department* – functions, filing and retention of medical records • *Electronic Medical Records (EMR)* – capabilities and components of EMR, electronic health record (EHR), levels of automation, attributes, benefits and disadvantages of HER • **Nurses' responsibility in record keeping and reporting**		
XI	6 (T)	Demonstrate initiative in preparing themselves and the community for disaster preparedness and management	**Disaster Management** • Disaster types and magnitude • Disaster preparedness • Emergency preparedness • Common problems during disasters and methods to overcome • Basic disaster supplies kit • Disaster response including emergency relief measures and Life saving techniques Use disaster management module	• Lecture • Discussion • Demonstration • Role play • Suggested field visits, and field practice • Mock drills • Refer Disaster module (NDMA) National Disaster/INC – Reaching out in emergencies	
XII	3 (T)	Describe the importance of bio-medical waste management, its process and management	**Bio-Medical Waste Management** • Waste collection, segregation, transportation and management in the community • Waste management in health center/clinics • Bio-medical waste management guidelines – 2016, 2018 (Review)	• Lecture cum Discussion • Field visit to waste management site	• Field visit report
XIII	3 (T)	Explain the roles and functions of	**Health Agencies**	• Lecture	• Essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
		various national and international health agencies	• **International:** WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, European Commission, Red Cross, USAID, UNESCO, ILO, CAR, CIDA, JHPIEGO, any other • **National:** Indian Red Cross, Indian Council for Child Welfare, Family Planning Association of India, Tuberculosis Association of India, Central Social Welfare Board, All India Women's Conference, Blind Association of India, any other • **Voluntary Health Association of India (VHA)**	• Discussion • Field visits	• Short answer

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8. Stanhope Lancaster, 'Community Health Nursing Process & Practice', Popular publication.
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YENEPOYA

COMMUNITY HEALTH NURSING II

Clinical practicum – 2 credits (160 hours)

CLINICAL POSTINGS (4 weeks × 40 hours per week)

Clinical Area	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Urban Rural	2 weeks 2 Weeks	Screen, diagnose, manage and refer clients with common conditions/ emergencies	• Screening, diagnosing, management and referral of clients with common conditions/ emergencies • Assessment (physical & nutritional) of antenatal, intrapartum, postnatal and newborn • Conduction of normal delivery at health center • Newborn care • Counsel adolescents • Family planning counselling • Distribution of temporary contraceptives – condoms, OCP's, emergency contraceptives • Screening, diagnosing, management and referral of clients with occupational health problems • Health assessment of elderly • Mental health screening	• Screening, diagnosing, Primary management and care based on standing orders/protocols approved by MOH&FW • Minor ailments – 2 • Emergencies – 1 • Dental problems – 1 • Eye problems – 1 • Ear, nose, and throat problems – 1 • High risk pregnant woman – 1 • High risk neonate – 1 • Assessment of antenatal – 1, intrapartum – 1, postnatal – 1 and newborn – 1 • Conduction of normal delivery at health center and documentation – 2 • Immediate newborn care and documentation – 1 • Adolescent counseling – 1 • Family planning counselling – 1 • Family case study – 1 (Rural/Urban) • Screening, diagnosing, management and referral of clients with occupational health problems – 1	• Clinical performance assessment • OSCE during posting • Final clinical examination (University) • Clinical performance assessment • OSCE • Family Case study evaluation • Clinical performance evaluation
		Assess and provide antenatal, intrapartum, postnatal and new- born care Promote adolescent health Provide family welfare services Screen, diagnose, manage and refer clients with occupational health problem Screen, assess and manage elderly with health problems and			

Clinical Area	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
		refer appropriately Screen, diagnose, manage and refer clients who are mentally unhealthy Participate in community diagnosis – data management Participate in health centre activities Organize and conduct clinics/health camps in the community Prepare for disaster preparedness and management Recognize the importance and observe the biomedical waste management process	• Participation in Community diagnosis – data management • Writing health center activity report • Organizing and conducting clinics/camp • Participation in disaster mock drills	• Health assessment (Physical & nutritional) of elderly – 1 • Mental health screening survey – 1 • **Group project:** Community diagnosis – data management • Write report on health center activities – 1 • Organizing and conducting Antenatal/under-five clinic/Health camp – 1 • Participation in disaster mock drills • Field visit to bio-medical waste management site • Visit to AYUSH clinic	• OSCE • Project evaluation

YENEPOYA

NURSING RESEARCH AND STATISTICS

PLACEMENT: VII SEMESTER

THEORY: 2 Credits (40 hours)

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

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

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

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

COURSE OUTLINE

T Theory, P Practicum

Unit	Time (Hrs.) T	P	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	6		Describe the concept of research, terms, need and areas of research in nursing Explain the steps of research process State the purposes and steps of Evidence Based Practice	**Research and Research Process** • Introduction and need for nursing research • Definition of Research & nursing research • Steps of scientific method • Characteristics of good research • Steps of Research process – overview • Evidence Based Practice – Concept, Meaning, Purposes, Steps of EBP Process and Barriers	• Lecture cum Discussion • Narrate steps of research process followed from examples of published studies • Identify research priorities on a given area/ specialty • List examples of Evidence Based Practice	• Short answer • Objective type
II	2	8	Identify and state the research problem and objectives	**Research Problem/Question** • Identification of problem area • Problem statement • Criteria of a good research problem • Writing objectives and hypotheses	• Lecture cum Discussion • Exercise on writing statement of problem and objectives	• Short answer • Objective type • Formulation of research questions/ objectives/ hypothesis

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
III	2	6	Review the related literature	**Review of Literature** • Location • Sources • On line search; CINHAL, COCHRANE etc. • Purposes • Method of review	• Lecture cum Discussion • Exercise on reviewing one research report/ article for a selected research problem • Prepare annotated Bibliography	• Short answer • Objective type • Assessment of review of literature on given topic presented
IV	4	1	Describe the Research approaches and designs	**Research Approaches and Designs** • Historical, survey and experimental • Qualitative and Quantitative designs	• Lecture cum Discussion • Identify types of research approaches used from examples of published and unpublished research • Studies with rationale	• Short answer • Objective type
V	6	6	Explain the Sampling process Describe the methods of data collection	**Sampling and data Collection** • Definition of Population, Sample • Sampling criteria, factors influencing sampling process, types of sampling techniques • Data – why, what, from whom, when and where to collect • Data collection methods and instruments o Methods of data collection o Questioning, interviewing o Observations, record analysis and measurement o Types of instruments, Validity & Reliability of the Instrument • Research ethics • Pilot study Data collection procedure	• Lecture cum Discussion • Reading assignment on examples of data collection tools • Preparation of sample data collection tool • Conduct group research project	• Short answer • Objective type • Developing questionnaire/ Interview Schedule/ Checklist
VI	4	6	Analyze, Interpret and summarize the research data	**Analysis of data** • Compilation, Tabulation, classification, summarization, presentation, interpretation of data	• Lecture cum Discussion • Preparation of sample tables	• Short answer • Objective type • Analyze and interpret given data
VII	12	8	Explain the use of statistics, scales of measurement	**Introduction to Statistics** • Definition, use of statistics, scales of measurement.	• Lecture cum Discussion • Practice on	• Short answer • Objective type • Computation of

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			and graphical presentation of data Describe the measures of central tendency and variability and methods of Correlation	• Frequency distribution and graphical presentation of data • Mean, Median, Mode, Standard deviation • Normal Probability and tests of significance • Co-efficient of correlation • Statistical packages and its application	graphical presentations • Practice on computation of measures of central tendency, variability & correlation	descriptive statistics
VIII	4	5 40 Hrs (Clinical Project)	Communicate and utilize the research findings	**Communication and utilization of Research** • Communication of research findings • Verbal report • Writing research report • Writing scientific article/paper • Critical review of published research including publication ethics • Utilization of research findings • Conducting group research project	• Lecture cum Discussion • Read/ Presentations of a sample published/ unpublished research report • Plan, conduct and Write individual/group research project	• Short answer • Objective type • Oral Presentation • Development of research proposal • Assessment of research Project

NAME OF THE BOOK

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

PLACEMENT: VII SEMESTER

THEORY: 3 Credits (60 hours)

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

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

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

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

COURSE OUTLINE

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

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	12 (T) 10 (L) 80 (C)	Describe the assessment, initial management, and referral of women with problems during pregnancy Support women with complicated pregnancy and facilitate safe and positive birthing outcome	**Recognition and Management of problems during Pregnancy** • Assessment of high-risk pregnancy **Problems/Complications of Pregnancy** • Hyper-emesis gravidarum, • Bleeding in early pregnancy – abortion, ectopic pregnancy, vesicular mole • Unintended or mistimed pregnancy • Post abortion care & counseling • Bleeding in late pregnancy placenta previa, abruption placenta, trauma • Medical conditions complicating pregnancy – Anemia, PIH/Pre-eclampsia, Eclampsia, GDM, cardiac disease, pulmonary disease, thyrotoxicosis, STDs, HIV, Rh incompatibility	• Lecture • Discussion • Demonstration • Video & films • Scan reports • Case discussion • Case presentation • Drug presentation • Health talk • Simulation • Role play • Supervised Clinical practice • WHO midwifery toolkit	• Essay • Short answer • Objective type • Assessment of skills with check list • OSCE

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Infections in pregnancy – urinary tract infection, bacterial, viral, protozoal, fungal, malaria in pregnancy • Surgical conditions complicating pregnancy – appendicitis, acute abdomen • COVID-19 & pregnancy and children • Hydramnios • Multiple pregnancy • Abnormalities of placenta and cord • Intra uterine growth restriction • Intra uterine fetal death • Gynaecological conditions complicating pregnancy • Mental health issues during pregnancy • Adolescent pregnancy • Elderly primi, grand multiparity • Management and care of conditions as per the GoI protocol • Policy for the referral services • Drugs used in management of high-risk pregnancies • Maintenance of records and reports	• GoI guideline – screening for hypothyroidism, screening for syphilis, deworming during pregnancy, diagnosis and management of GDM	
II	20 (T) 15 (L) 80 (C)	Identify, provide initial management and refer women with problems during labour within the scope of midwifery practice.	**Recognition and management of abnormal labour** • Preterm labour – Prevention and management of preterm labour; (Use of antenatal corticosteroids in preterm labour) • Premature rupture of membranes • Malposition's and abnormal presentations (posterior position, breech, brow, face, shoulder) • Contracted Pelvis, Cephalo Pelvic Disproportion (CPD) • Disorders of uterine action – Prolonged labour, Precipitate labour, Dysfunctional labour • Complications of third stage – Retained placenta, Injuries to birth canal, Postpartum hemorrhage (bimanual compression of the uterus, aortic compression, uterine balloon tamponade) • Obstetric emergencies – Foetal distress, Ruptured uterus, Cord prolapse, Shoulder dystocia, Uterine inversion, Vasa previa, Obstetrical shock, Amniotic fluid embolism	• Lecture • Discussion • Demonstration • Case discussion/ presentation • Simulation • Role play • Drug presentation • Supervised clinical practice • WHO midwifery toolkit • GoI guidelines – use of uterotonics during labour, antenatal corticosteroids • GoI guidance note on prevention and management of PPH	• Essay • Short answer • Objective type • Assessment of skills with check list • OSCE

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Episiotomy and suturing • Obstetric procedures – Forceps delivery, Vacuum delivery, Version • Induction of labour – Medical & surgical • Caesarean section – indications and preparation • Nursing management of women undergoing • Obstetric operations and procedures • Drugs used in management of abnormal labour • Anesthesia and analgesia in obstetrics		
III	9 (T) 5 (L) 40 (C)	Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions.	**Recognition and Management of postnatal problems** • Physical examination, identification of deviation from normal • Puerperal complications and its management o Puerperal pyrexia o Puerperal sepsis o Urinary complications o Secondary Postpartum hemorrhage o Vulval hematoma o Breast engorgement including mastitis/breast abscess, feeding problem o Thrombophlebitis o DVT o Uterine sub involution o Vesico vaginal fistula (VVF), Recto vaginal fistula (RVF) o Postpartum depression/psychosis • Drugs used in abnormal puerperium • Policy about referral	• Lecture • Demonstration • Case discussion/ presentation • Drug presentation • Supervised clinical practice	• Quiz • Simulation • Short answer • OSCE
IV	7 (T) 5 (L) 40 (C)	Describe high risk neonates and their nursing management	**Assessment and management of High-risk newborn (Review)** • Models of newborn care in India – NBCC; SNCUs • Screening of high-risk newborn • Protocols, levels of neonatal care, infection control • Prematurity, Post-maturity • Low birth weight • Kangaroo Mother Care	• Lecture • Discussion • Demonstration • Simulation • Case discussion/ presentation • Drug presentation • Supervised Clinical practice	• Short answer • Objective type • Assessment of skills with check list • OSCE

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Birth asphyxia/Hypoxic encephalopathy • Neonatal sepsis • Hypothermia • Respiratory distress • Jaundice • Neonatal infections • High fever • Convulsions • Neonatal tetanus • Congenital anomalies • Baby of HIV positive mothers • Baby of Rh negative mothers • Birth injuries • SIDS (Sudden Infant Death Syndrome) prevention, Compassionate care • Calculation of fluid requirements, EBM/formula feeds/tube feeding • Home based newborn care program - community facility integration in newborn care • Decision making about management and referral • Bereavement counseling • Drugs used for high risk newborns Maintenance of records and reports	• Integrated Management of Neonatal Childhood Illnesses (IMNCI)	
V	12 (T) 5 (L) 80 (C)	Describe the assessment and management of women with gynecological disorders.	**Assessment and management of women with gynecological disorders** • Gynecological assessment – History and Physical assessment • Breast Self-Examination • Congenital abnormalities of female reproductive system • Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and management of women with o Menstrual abnormalities o Abnormal uterine bleed o Pelvic inflammatory disease o Infections of the reproductive tract o Uterine displacement o Endometriosis	• Lecture • Discussion • Demonstration • Case discussion/ presentation • Drug presentation • Videos, films • Simulated practice • Supervised Clinical practice • Visit to infertility clinic and ART centers	• Essay • Short answer • Objective type • Assessment of skills with check list • OSCE

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			o Uterine and cervical fibroids and polyps o Tumors – uterine, cervical, ovarian, vaginal, vulval o Cysts – ovarian, vulval o Cystocele, urethrocele, rectocele o Genitor-urinary fistulas o Breast disorders – infections, deformities, cysts, tumors o HPV vaccination o Disorders of Puberty and menopause o Hormonal replacement therapy • Assessment and management of couples with infertility o Infertility – definition, causes o Counseling the infertile couple o Investigations – male and female o Artificial reproductive technology o Surrogacy, sperm and ovum donation, cryopreservation • Adoption – counseling, procedures • Injuries and Trauma; Sexual violence • Drugs used in treatment of gynaecological disorders		

PRACTICUM

VII SEMESTER

MIDWIFERY/OBSTETRICS AND GYNECOLOGY(OBG) NURSING - II

PRACTICUM

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

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

1. Identify, stabilize and refer antenatal women with complications
2. Provide care to antenatal women with complications
3. Provide post abortion care& counselling
4. Assist in the conduction of abnormal vaginal deliveries and caesarean section.
5. Demonstrate skills in resuscitating the newborn
6. Assist and manage complications during labour
7. Identify postnatal and neonatal complications, stabilize and refer them
8. Provide care for high risk antenatal, intranatal and postnatal women and their families using nursing process approach

9. Provide care for high risk newborn
10. Assist in advanced clinical procedures in midwifery and obstetric nursing
11. Provide care for women during their non childbearing period.
12. Assess and care for women with gynecological disorders
13. Demonstrate skills in performing and assisting in specific gynecological procedures
14. Counsel and care for couples with infertility

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

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

Clinical Areas	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Antenatal OPD/ infertility clinics/ Reproductive medicine and antenatal ward	2 weeks	Perform/assist in selected advanced antenatal diagnostic procedures Provide antenatal care for women with complications of pregnancy Counsel antenatal mothers Provide post abortion care and postnatal counselling Provide counselling and support to infertile couples	• Kick chart, DFMC • Assist in NST/CTG/USG • Assisting in advanced diagnostic procedures • Care of antenatal women with complications in pregnancy • Antenatal counselling • Preparation for childbirth, Birth preparedness and complication readiness • Post abortion care • Post abortion counselling • Counselling infertile couples	• Antenatal palpation • Health talk • Case study	• Simulation • Case presentation • OSCE

Clinical Areas	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Labour room	2 weeks	Conduction of normal chidlbirth Conduct/assist in abnormal deliveries Monitor labour using partograph Identify and manage complications during labour	• Assessment of woman in labour • Partograph • Pervaginal examination if indicated • Obstetric examination • Care during first stage of labour • Pain management techniques • Upright and alternative positions in labour • Preparation for labour – articles, physical, psychological • Conduction of normal childbirth • Essential newborn care • Newborn resuscitation • Active management of third stage of labour • Monitoring and care during fourth stage of labour • Identification, stabilization, referal and assisting in management of prolonged labour, cervical dystocia, CPD, contracted pelvis • Assist in the management of abnormal deliveries – posterior position, breech deliveries, twin deliveries, vacuum extraction, forceps delivery, shoulder dystocia • Assist in cervical encerclage procedures, D&C, D&E • Identify, assist and manage trauma to the birth canal, retained placenta, post partum hemorrhage, uterine atony • Management of obstetric shock	• Partograph recording • Pain management during labour • Conduction of normal childbirth • Assisting in abnormal deliveries • Managing complication during labour • Case study • Case presentation	• Assignment • Case study • Case presentation • Simulation • OSCE

Clinical Areas	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Postnatal Ward	1 week	Perform postnatal assessment and identify postnatal complications Provide postnatal care Provide family welfare services	• Postnatal history collection and physical examination • Identify postnatal complications • Care of postnatal mothers – abnormal deliveries, caesarean section • Care of normal newborn • Lactation management • Postnatal counselling • Health teaching on postnatal and newborn care • Family welfare counselling	• Health talk • Postnatal assessment • Newborn assessment • Case studies • Case presentation • PPIUCD insertion and removal	• Role play • Assignment • Case study • Case presentation • Simulation • Vignettes • OSCE
Neonatal Intensive Care Unit	1week	Perform assessment of newborn and identify complications/congenital anomalies Perform neonatal resuscitation Care of high risk newborn Provide care for newborns in ventilator, incubator etc Assist/perform special neonatal procedures	• Neonatal assessment – identification of complication, congenital anomalies. • Observation of newborn • Neonatal resuscitation • Phototherapy and management of jaundice in newborn • Assist in Exchange transfusion • Neonatal feeding – spoon and katori, paladai, NG tube • Care of baby in incubator, ventilator, warmer • Infection control in the nursery • Neonatal medications • Starting IV line for newborn, drug calculation	• Case study • Case presentation • Assignments • Simulated practice	• Case presentation • Care study • Care plan • Simulation, Vignettes • OSCE
Obstetric/ Gynae operation theatre & Gynecology	2weeks	Assist in gynecological and obstetric surgeries	• Observe/Assist in caesarean section • Management of retained placenta	• Assisting in obstetric and gynecological surgery • Tray set-up for	• Assignment • Tray set-up for obstetric and gynecological surgeries

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LIST OF APPENDICES

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

APPENDIX 1

INTERNAL ASSESSMENT: Distribution of marks

I SEMESTER

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

II SEMESTER

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

III SEMESTER

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

IV SEMESTER

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

V SEMESTER

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

VI SEMESTER

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

VII SEMESTER

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

VIII SEMESTER (Internship)

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

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APPENDIX 2
INTERNAL ASSESSMENT
GUIDELINES THEORY

I. CONTINUOUS COMPREHENSIVE ASSESSMENT: Weightage 10 marks

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

Total = 30/3 = 10

II. INTERNAL ASSESSMENT: Weightage 15 marks

1. Sessional examinations: 30x2= 60 marks

Two sessional exams per course

Exam pattern :

MCQ – 4×1 = 4

Essay – 1×10 = 10

Short – 2×5 = 10

Very Short – 3×2 = 6

2. MCQ examination : 40 marks

Exam pattern :

MCQ- 40x1=40

3. Model examination : 75 marks

MCQ – 12 × 1 = 12

Essay/situation type – 2 × 15 = 30

Short – 5 × 5 = 25

Very Short – 4 × 2 = 8

Total : 30 + 30 + 40 + 75 = 175 / 12 = 15

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PRACTICAL

I. CONTINUOUS COMPREHENSIVE ASSESSMENT : 10 marks

1. Attendance – **2 marks** (95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)
2. Clinical assignments – **10 marks**

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

Total = 40/4 = 10

II. SESSIONAL EXAMINATIONS : 15 marks

Exam pattern :

OSCE – 10 marks (2-3 hours)

DOP – 20 marks (4-5 hours)

{DOP – Directly observed practical in the clinical setting}

Total = 30/2 = 15

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

COMPETENCY ASSESSMENT : (VIII SEMESTER)

Internal assessment
Clinical performance evaluation – 10 × 5 specialty = 50 marks

OSCE = 10 × 5 specialty = 50 marks

Total = 5 specialty × 20 marks = 100

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APPENDIX 3

I. UNIVERSITY THEORY QUESTION PAPER PATTERN

1. Section-A-37 marks and section-B-38 marks

a. Applied Anatomy and applied Physiology: Applied Anatomy- section A and applied Physiology-section B

Section A (37 Marks)	Section B (38 Marks)
MCQ-6	MCQ-7
Essay (1 out of 2)	Essay (1 out of 2)
Short Essay (3 out of 4)	Short Essay (3 out of 4)
Short answer-3	Short answer-3

b. Applied Sociology and applied Psychology: Applied Sociology - section A and applied Psychology -section B

Section A (37 Marks)	Section B (38 Marks)
MCQ-6	MCQ-7
Essay (1 out of 2)	Essay (1 out of 2)
Short Essay (3 out of 4)	Short Essay (3 out of 4)
Short answer-3	Short answer-3

c. Applied Microbiology and infection control including safety: Applied Microbiology - section A and infection control including safety -section B

Section A (37 Marks)	Section B (38 Marks)
MCQ-6	MCQ-7
Essay (1 out of 2)	Essay (1 out of 2)
Short Essay (3 out of 4)	Short Essay (3 out of 4)
Short answer-3	Short answer-3

2. Section-A-25 marks and section-B-50 marks

Applied Biochemistry and applied Nutrition and Dietetics: Applied Biochemistry - section A and applied Nutrition and Dietetics -section B

Section A (25 Marks)	Section B (50 Marks)
MCQ-4	MCQ-8 Essay (1 out of 2)
Short Essay (3 out of 4)	Short Essay (4 out of 5)
Short answer-3	Short answer-6

3. Section-A-38 marks and section-B-25 marks section C-12 marks
Pharmacology, Pathology and Genetics: Pharmacology - section A, Pathology -section B and Genetics- Section C

Section A (38 Marks)	**Section B (25 Marks)**	**Section C (12 Marks)**
MCQ-7 Essay (1 out of 2)	MCQ-4	MCQ-3
Short Essay (3 out of 4)	Short Essay (3 out of 4)	Short Essay (1 out of 2)
Short answer-3	Short answer-3	Short answer-2

4. Section-A-55 marks and section-B-20 marks
Research and statistics: Research- section A and Statistics- section B

Section A (55 Marks)	**Section B (20 Marks)**
MCQ-9 Essay (2 out of 3)	MCQ-4
Short Essay (2 out of 3)	Short Essay (2 out of 3)
Short answer-3	Short answer-3

5. Marks-75 (for all other University exams with 75 marks)
MCQ-12
Essay-(2 out of 3)
Short Essay-(5 out of 7)
Short Answer-4

6. College exam (end up semester)-50 marks (50/2= 25 marks)
MCQ-8
Essay-(1 out of 2)
Short Essay-(4 out of 5)
Short Answer-6

KANNADA(COLLEGE EXAM-50 marks)-II Semester

Role play-1x10=10 marks
Communication (History collection)- 1x10=10 marks
Objective types(familiarizing common terminology)- 1x30=30 marks

II. UNIVERSITY PRACTICAL EXAMINATION-50 Marks
OSCE-15 marks
DOP-35 marks

III. COMPETENCY ASSESSMENT-university Exam (VIII SEMISTER)
Integrated OSCE including all 5 specialities (stations based on every speciality 5x20=100 marks
Total 5 examiners : external -2 and internal -3 (one from each speciality)

II. UNIVERSITY PRACTICAL EXAMINATION – 50 marks

OSCE – 15 marks

DOP – 35 marks

III. COMPETENCY ASSESSMENT – University Exam (VIII SEMESTER)

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

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

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

APPENDIX - 4
Mandatory Modules

INDIAN NURSING COUNCIL
8th Floor, NBCC Centre, Plot No. 2, Community Centre,
Okhla Phase-1, New Delhi-110020

Price: Rs. .....

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PREFACE

Indian Nursing Council (INC) is a statutory body under the Ministry of Health and Family Welfare, Government of India. The main function of INC is to achieve Uniform Standards of Nursing Education in the country. National Health Policy (NHP, 2002) had emphasized on improving the skill-level of nurses, and on increasing the ratio of degree-holding nurses vis-à-vis diploma-holding nurses. NHP (2017) emphasized the need for standardization of quality of clinical training. The main focus of NEP (2020) relevant to higher education and healthcare education is towards competency and outcome-based curriculum using innovative educational approaches and technology, promotive, preventive and community health, and ethics & values.

The revision of curriculum was undertaken by the Council considering the various recommendations of NHP and NEP. The revised curriculum adopts semester, credit and choice-based system. Modular learning, simulation learning, relationship and transformational learning approaches are integrated throughout. In order to facilitate the teachers to effectively implement the revised syllabus, it has been presented in a format, wherein details of the units have been worked out with specific teaching/learning activities. The curriculum mainly utilizes competency based and outcome-based approaches. The newer roles of B.Sc. nurses as community health officer (CHO) in Health & Wellness centres, and Nurse Practitioner Midwifery (NPM) as nurse led midwife as envisaged by GoI are integrated into Community Health Nursing and Midwifery courses respectively. The duration of the program is eight semesters including internship (i.e. 4 years).

Modular learning is integrated throughout the program. In many of the nursing courses, national guidelines/protocols prepared by MOH&FW and INC supporting the GoI initiatives, are included in the syllabus and delivered as mandatory modules that have to be completed by students in the respective courses and semesters as specified in the curriculum. Choice based system permits students to make choices in the field of electives. The elective courses are chosen in areas relevant to clinical and professional practice. The mandatory and elective modules with relevant learning resources are prepared by INC and are available as booklet for use by students and faculty.

I am confident that this learning resource package/booklet for mandatory as well as elective modules is hoped to enable the students to be updated with recent GoI guidelines and prepared to provide safe, competent and quality nursing and midwifery care contributing towards achievement of SDGs, functioning in a variety of settings in either public/government or private healthcare settings.

I take this opportunity to acknowledge the contribution of Dr. Punitha Ezhilarasu, Ex Dean of College of Nursing CMC Vellore and Senior Consultant at INC, members of the INC Nursing Education committee and various subject experts in the preparation of these modules that are included in the revised and redesigned BSc N curriculum. I sincerely thank my INC officials Dr. Asha Sharma, Vice President, Dr. Sarvjeet Kaur, Secretary and Ms. K.S Bharati, Joint Secretary for their contribution in its preparation. I also acknowledge Ms. K.S. Bharati and Mr. Satish Agrawal for designing and formatting the booklet.



(T. Dileep Kumar)
President,
Indian Nursing Council
Ex-Nursing Adviser to Govt. of India

I. MANDATORY MODULES

(Modular content/learning resources)

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TABLE OF CONTENTS

S.NO.	MODULE TITLE	PAGE NO.
1.	FIRST AID (Nursing Foundation I)	7
2.	HEALTH ASSESSMENT (Nursing Foundation II)	10
3.	BASIC LIFE SUPPORT/BASIC CARDIOPULMONARY LIFE SUPPORT (BLS/BCLS) (Adult Health Nursing I)	40
4.	FUNDAMENTALS OF PRESCRIBING (Pharmacology II)	41
5.	PALLIATIVE CARE	53
6.	FACILITY BASED NEWBORN CARE (FBNBC) AND ESSENTIAL NEWBORN CARE (ENBC) (Child Health Nursing I)	56
7.	INTEGRATED MANAGEMENT OF NEONATAL AND CHILDHOOD ILLNESSES (IMNCI) (Child Health Nursing I)	59
8.	PEDIATRIC LIFE SUPPORT (PLS) (Child Health Nursing I)	61
9.	SKILLED BIRTH ATTENDANT (SBA) & SAFE DELIVERY APP (Midwifery/Obstetrics & Gynecology Nursing I & II)	63

1. FIRST AID (Nursing Foundation I)

PLACEMENT: I SEMESTER

Theory: 20 hours

Practical: 20 hours

Module Overview: This module covers various basic first aid techniques including basic CPR and common emergencies. It further aims to train students to develop first aid competencies to deal with specific emergencies to preserve life.

Competencies (Learning Outcomes): The student will be able to

1. Explain basic principles of first aid and law related to first aid.
2. Describe various first aid techniques such as basic CPR, recovery position, top to toe assessment and hygiene and handwashing.
3. Identify common emergencies that require immediate attention and first aid.
4. Perform basic first aid techniques to deal with specific and common emergencies to preserve life.
5. Perform first aid measures such as dressings, bandages, and safe transportation.
6. Prepare first aid kit.

Learning Activities:

Lectures and demonstration

Self-study/Reading assignments

Written assignments

Role play

Mock drill

Practice in Skill/Simulation Lab

Assessment Methods:

Test paper (Objective type/short answer/situation type): 20 marks

Assignments: 10 marks

OSCE (First aid competencies): 20 marks

Weightage to Internal Assessment: 10 marks to be added to internal marks to make up the total of 40 marks.

Explanatory Note:

{Weightage to Internal Assessment: 10 marks taken out of 50 marks mentioned above have to be added to 30 marks of continuous assessment of Nursing Foundation I to make up the total of 40 marks.

Final 40/4 = 10 marks of continuous assessment to be added to 15 marks from sessional exams to make up the total internal assessment marks of 25}.

CONTENT OUTLINE
T-Theory, Practical-P

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
1	T-2	Explain basic principles of first aid and law related to first aid.	**First Aid:** Introduction Aims First aid and law **General Principles:** o Safety o Seeking help o Quick assessment	Lecture cum discussion Role play	MCQ Short answers

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
			o Observation - consciousness and breathing o Provision of first aid		
II	T-5 P-6	Describe various first aid techniques such as basic CPR, recovery position, top to toe assessment and hygiene and handwashing.	**First aid techniques** Basic CPR - Adult & baby/ child Securing open airway Recovery position Initial top-to-toe assessment Hygiene & Handwashing technique	Lecture cum discussion Demonstration Practice in skill lab/Simulation lab	Short answers OSCE
III	T-8 P-8	Identify common emergencies that require immediate attention and first aid. Perform basic first aid techniques to deal with specific and common emergencies to preserve life.	**First aid management of Common emergencies** Review of anatomy & physiology of systems mentioned below. **Respiratory system:** o Drowning o Strangulation & hanging o Choking o Suffocation by smoke o Asthma **CVS** o Chest discomfort/pain o Bleeding o Shock **Injury & fractures** o Head, neck & spinal injuries o Injuries & fractures to bones, joints, and muscles o Dislocations o Strains & Sprains o Immobilization techniques **Unconsciousness & Nervous system related emergencies** o Unconsciousness o Stroke o Convulsions, epilepsy **GI & Endo system related emergencies** o Diarrhea o Food poisoning o Diabetes **Skin, burns, heat exhaustion, fever & hypothermia** o Burns o Heat stroke o Fever o Hypothermia **Poisoning** **Bites & stings** o Animal bites, insect stings & bites o Snake bites **Sensory system related** o Foreign bodies in eye, ear, nose, or skin	Self-study, Review & written assignment Lecture cum discussion Demonstration Role play Practice in skill lab/clinical Mock drill	Case study Written Assignment OSCE

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
			o Swallowed foreign objects **Urinary system, reproductive system, and emergency childbirth** **Psychological first aid** **Emergency situations and disaster management**		
IV	T-4 P-6	Demonstrate competency in performing first aid measures such as dressings, bandages, and safe transportation	**Selected First Aid Techniques** Dressing Bandaging Transportation	Demonstration Practice	OSCE
V	T-1	Describe first aid kit	**First Aid Kit** Content of first aid box - small, medium, and large First medical responder first aid kit	Display & discussion	Short answers Observation Report

Learning Resources: (Latest version to be consulted as and when revised)

Indian First aid manual by IRCS (Seventh edition, 2016)

Standard first aid training course outline (IRCS, 2019)

Subsequent and latest revisions must be consulted and used by teachers and students.

FAST mobile app prepared by NDMA & IRCS may also be used.

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2. HEALTH ASSESSMENT (Nursing Foundation II)

PLACEMENT: II SEMESTER

Theory: 20 hours

Practical -Skill Lab: 20 hours

Module Overview: This module covers methods of health assessment, nursing health history, comprehensive physical assessment and guide to perform physical assessment.

Competencies (Learning Outcomes): The student will be able to

1. Identify the purposes of the physical examination.
2. Describe the preparation for health assessment.
3. Explain the four methods/techniques used in physical examination: inspection, palpation, percussion, and auscultation.
4. Perform comprehensive health assessment that includes nursing health history and system wise physical examination.
5. Identify expected findings during health assessment.

Learning Activities:

Lectures

Demonstration

Practice in Skill/Simulation Lab

Case study method (case scenario and questions)

Self-study/Reading assignments

Written assignments

Assessment Methods:

Test paper - Objective type/Short answers - 20 marks

Assignments - 10 marks

OSCE-20 (Nursing Health history, System wise physical assessment, Comprehensive physical assessment and identification of abnormal findings)

Weightage to Internal Assessment: 10 marks to be added to internal marks to make up the total of 40 marks.

CONTENT OUTLINE
T - Theory, P - Practical

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	T-4 P-4	Identify The Purposes of the Physical Examination and Describe the Preparation for Health Assessment. Explain the Four Methods/ Techniques used in Health Assessment:	**Health Assessment** Definition/Meaning Purposes Preparation for Health Assessment Methods of Health Assessment o Inspection, o Palpation, o Percussion, and o Auscultation.	Lecture Demonstration Practice in Skill Lab and Clinical	MCQ Short answers OSCE
Ii	T-8 P-8	Perform Comprehensive Health Assessment that includes	**Comprehensive Health Assessment** Nursing Health History *Physical Assessment*	Self-Study Review of Anatomy of System and Organs	Short answers Written assignments OSCE

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
		Nursing Health History and System Wise Physical Examination.	o Comprehensive Physical Examination - System Wise	Lecture Demonstration Practice in Skill Lab and Clinical	
Iii	T-8 P-8	Identify Expected Findings during Health Assessment	**Guide To Perform Head-to-Toe Physical Assessment to identify Normal/Abnormal Findings** Assessment Techniques and Normal Findings	Lecture cum discussion Demonstration Practice in Skill Lab And Clinical Identification of Findings	Short answers Written assignments OSCE

Learning Resource:

Health Assessment Module prepared by INC, given below.

HEALTH ASSESSMENT (Nursing Foundation II)

S.No.	Content	Page No.
1	**INTRODUCTION**	12
	Purposes of health assessment	12
	Preparation for health assessment	12
	Methods of health assessment	12
2	**A. COMPREHENSIVE HEALTH ASSESSMENT**	13
	I. Nursing Health History	13
	II. Physical Assessment	13
	1. Assessment of mental status, anthropometric measurements and vital signs	13
	2. Assessment of the integumentary system	13
	3. Assessment of head and neck	13
	4. Assessment of breast and axillae	14
	5. Assessment of respiratory system - thorax & lungs	14
	6. Assessment of cardiovascular system - Heart	14
	7. Assessment of abdomen	14
	8. Assessment of male and female genitalia	15
	9. Assessment of rectum and anus	15
	10. Assessment of musculoskeletal system	15
	11. Assessment of peripheral vascular system	15
	12. Assessment of neurological system	15
3	**B. GUIDE IN PERFORMING A HEAD-TO-TOE PHYSICAL ASSESSMENT**	15
	1. Integumentary system	15
	2. Head and Neck	15
	3. Anterior & Posterior thorax (Breast & axillae, thorax, lungs, heart)	23
	4. Abdomen	26
	5. Male and female genitalia	29
	6. Rectum and anus	29
	7. Extremities (Musculoskeletal system & Peripheral vascular system)	29
	8. Neurological system	30
4	Annexure 1: Terminology relevant to Neurological system	36
5	Annexure 2: Sample Health Assessment Format (Adult)	38

HEALTH ASSESSMENT

INTRODUCTION

Health assessment is the evaluation of the health status by performing a physical examination after taking a health history. Successful assessment requires a practical understanding of what is involved, the time and resources necessary to undertake assessment, and sufficient integration of findings into planning and implementation of treatment and care.

Purposes of Health Assessment

To identify the patient's response to health and illness
To determine the nursing care needs of the patient
To evaluate outcomes of health care and patient progress
To screen for presence of risk factors.

Preparation for Health Assessment (infection control, preparation of equipment, environment and patient)

Infection control

- Use standard precautions as appropriate
- Use personal protective equipment (gloves, mask, etc.)
- Perform hand hygiene
- Utilize clean instruments.

Preparation of environment

- Ensure adequate lighting is available
- Use sound proof room or minimize noise
- Use special examination tables as needed
- Provide ideal room temperature
- Ensure adequate privacy (curtains)
- Provide safety and prevent falls.

Preparation of equipment

- Collect and arrange all equipment for easy access
- Check functioning of all equipment (change batteries if needed)
- Warm equipment before use, if required
- Equipment usually collected are Sphygmomanometer, stethoscope, thermometer, cotton balls, tongue depressor, reflex hammer, swab stick, k-basin, tuning fork, etc.

Preparation of the patient

Physical preparation of the patient

- Ensure physical comfort
- Position patient as required
- Dress and drape patient appropriately
- Keep patient warm
- Assist patient to restroom prior to examination and collect samples (urine/stool) if required.

Psychological preparation of the patient

- Explain the procedure and its need to the patient. Clarify doubts to reduce anxiety
- Maintain a calm, open and professional approach
- Provide chaperone when the patient is of the opposite gender of the nurse
- Look for verbal and non-verbal cues to identify patient's discomfort and stop or postpone the examination if needed.

Methods of Physical Assessment

1. *Inspection:* It is the use of vision and hearing to detect normal and abnormal findings. Adequate lighting should be ensured with paying attention to detail. The same area on the opposite side should be compared whenever applicable. Inspection is done to assess moisture, color, and texture of body surface as well as shape, position, size, and symmetry of the body parts.

2. *Palpation:* It is the use of the hands and the sense of touch to gather data. The pads of the fingers are used. Different parts of the hand are best suited for specific purposes. For example, the dorsal aspect of the hand is best for assessing temperature changes. Hand hygiene is to be ensured.

   Types of palpation: Light palpation (<1 cm), Moderate palpation (1-2 cm) & Deep palpation (2 cm) and Bimanual Palpation & palpation with single hand.

   The purpose is to assess the texture, temperature, tenderness, moisture, size, distention, pulsation, and mobility of organs or masses

3. *Percussion*It means tapping of various body organs and structures to produce vibration and sound. It is the act of striking the body surface to elicit sounds that can be heard or vibration that can be felt.

   Types of percussion: Direct percussion and Indirect (use of plexor & pleximeter) percussion.

   The purpose is to determine the location, size and density of underlying tissue structures and if tissue is fluid filled, air filled or solid.

   Sounds heard: Flatness (muscle or bone), dullness (organs), resonance (lungs filled with air), hyper resonance (emphysematous lung), tympany (air filled stomach).

4. *Auscultation:* The act of listening to sounds within the body to evaluate the condition of body organs (stethoscope) can be performed with unaided ear or stethoscope. Sounds are described according to their
   a. Pitch: The frequency of the vibrations (ranging from high to low)
   b. Intensity: The loudness or softness of a sound
   c. Duration: The sound length (short, medium, or long)
   d. Quality: Subjective description of sounds (gurgling, swishing)

5. *Olfaction:* It is the use of sense of smell to perceive and differentiate odors.
   Example: Acetone breath in Diabetic Keto Acidosis

A. COMPREHENSIVE HEALTH ASSESSMENT

A comprehensive health assessment includes:

I. Nursing Health History

A general survey - Demographic data, Physical environmental history, Biological environmental history
Health history - Family and Personal health history
A complete medical history-past and present medical history

II. Physical Assessment

1. General appearance, mental status, anthropometric measurements and vital signs

General appearance and mental status: Physical assessment begins with observation of the patient's general appearance, level of comfort, and mental status.

Anthropometric measurements: Measurement of height, weight and BMI follows next.

Vital signs: The pulse, blood pressure, bodily temperature and respiratory rate are measured and documented.

2. Assessment of the Integumentary System (Hair, Skin and Nails)

Inspection: The color of the skin, the quality, distribution and condition of the bodily hair, the size, the location, color and type of any skin lesions are assessed and documented, the color of the nail beds, and the angle of curvature where the nails meet the skin of the fingers are also inspected.

Palpation: The temperature, level of moisture, turgor and the presence or absence of any edema or swelling on the skin are assessed.

3. Assessment of the Head& Neck (The Face and Skull, Eyes, Ears, Nose, Mouth, Throat, Neck)

3.1 Face and Skull

Inspection: The size, shape and symmetry of the face and skull, facial movements and symmetry are inspected.

Palpation: The presence of any lumps, soreness, and masses are assessed.

3.2 Eyes

Inspection: Pupils in reference to their bilateral equality, reaction to light and accommodation, the presence of any discharge, irritation, redness and abnormal eye movement are assessed.

Standardized Testing: The Snellen chart for visual acuity

3.3 Ears

Inspection: The auricles are inspected in terms of color, symmetry, elasticity and any tenderness or lesions; the external ear canal is inspected for color and the presence of any drainage and ear wax; and the tympanic membrane in terms of color, integrity and the lack of any bulging is also assessed.

Standardized Testing: The Rinne test and the Weber test for the assessment of hearing can be done using a tuning fork.

3.4 Nose

Inspection: The color, size, shape, symmetry, and any presence of drainage, flaring, tenderness, and masses are assessed; the nasal passages are assessed visually using an otoscope of the correct size for an infant, child and adult; the sense of smell is also assessed.

Palpation: The sinuses are assessed for any signs of tenderness and infection.

3.5 Mouth and Throat

Inspection: The lips are visualized for their symmetry and color; the buccal membranes, the gums and the tongue are inspected for color, any lesions and their level of dryness or moisture; the tongue is inspected for symmetry of movement; teeth are inspected for the presence of any loose or missing teeth; the uvula is assessed for movement, position, size and color; the salivary glands are examined for signs of inflammation or redness; the oropharynx, tonsils, hard and soft palates are also inspected for color, redness and any lesions. Lastly, the gag reflex is assessed. The mouth and the throat are assessed using a tongue blade and a light source.

3.6 Neck

Inspection: The neck and head movement is visualized; the thyroid gland is inspected for any swelling and also for normal movement during swallowing.

Palpation: The neck, the lymph nodes, and trachea are palpated for size and any irregularities.

4. Assessment of the Breast and Axillae

Inspection: The breasts are visualized to assess the size, shape, symmetry, color and the presence of any dimpling, lesions, swelling, edema, visible lumps and nipple retractions. The nipples are also assessed for the presence of any discharge, which is not normal for either gender except when the female is pregnant or lactating.

Palpation: The nurse performs a complete breast examination using the finger tips to determine if any lumps are felt. The lymph nodes in the axillary areas are also palpated for any enlargement or swelling.

5. Assessment of Respiratory System (Thorax and Lungs)

5.1 Assessment of the Thorax

Inspection: The anterior and posterior thorax is inspected for size, symmetry, shape and for the presence of any skin lesions and/or misalignment of the spine; chest movements are observed for the normal movement of the diaphragm during respirations.

Palpation: The posterior thorax is assessed for respiratory excursion and fremitus.

Percussion: It is done to assess normal and abnormal sounds over the thorax

5.2 Assessment of the Lungs

Auscultation: The assessment of normal and adventitious breath sounds.

Percussion: It is done to identify for normal and abnormal sounds. Normal breath sounds like vesicular breath sounds, bronchial breath sounds, bronchovesicular breath sounds are auscultated and assessed in the same manner that adventitious breath sounds like rales, wheezes, friction rubs, rhonchi, and abnormal bronchophony, egophony, and whispered pectoriloquy are auscultated, assessed and documented.

6. Assessment of the Cardiovascular System (Heart)

Inspection: Pulsations indicating the possibility of an aortic aneurysm are identified by inspection.

Auscultation: Listening to systolic heart sounds like the normal S_1 heart sound and abnormal clicks, the diastolic heart sounds of S_2, S_3, S_4, diastolic knocks and mitral valve sounds, all of which are abnormal with the exception of S_2 which can be normal among patients less than 40 years of age.

7. Assessment of the Abdomen

*Inspection:*The abdomen is visualized to determine its size, contour, symmetry and the presence of any lesions. As previously mentioned, the abdomen is also inspected to determine the presence of any pulsations that could indicate the possible presence of an abdominal aortic aneurysm.

Auscultation: The bowel sounds are assessed in all four quadrants which are the upper right quadrant, the upper left quadrant, the lower right quadrant and the lower left quadrant.

Palpation: Light palpation, which is then followed with deep palpation, is done to assess for the presence of any masses, tenderness, and pain, guarding and rebound tenderness.

8. Assessment of the Male and Female Genitalia

Inspection: The skin and the pubic hair are inspected. The labia, clitoris, vagina and urethral opening are inspected among female patients. The penis, urethral meatus, and the scrotum are inspected among male patients.

Palpation: The inguinal lymph nodes are palpated for the presence of any tenderness, swelling or enlargements. A testicular examination is done for male patients.

9. Assessment of the Rectum and Anus

Inspection: The rectum, anus and the surrounding area are examined for any abnormalities.

Palpation: With a gloved hand, the rectal sphincter is palpated for muscular tone, and the presence of any blood, tenderness, pain or nodules.

10. Assessment of the Musculoskeletal System

Inspection: The major muscles of the body are inspected by the nurse to determine their size, and strength, and the presence of any tremors, contractures, muscular weakness and/or paralysis. All joints are assessed for their full range of motion. The areas around the bones and the major muscle groups are also inspected to determine any areas of deformity, swelling and/or tenderness.

Palpation: The muscles are palpated to determine the presence of any spasticity, flaccidity, pain, tenderness, and tremors.

11. Assessment of the Peripheral Vascular System

Inspection: The extremities are inspected for any abnormal color and any signs of poor perfusion to the extremities, particularly the lower extremities. While the patient is in a supine position, the nurse also assesses the jugular veins for any bulging pulsations or distention.

Auscultation: The nurse assesses the carotids for the presence of any abnormal bruits.

Palpation: The peripheral veins are gently touched to determine the temperature of the skin, the presence of any tenderness and swelling.

The peripheral vein pulses are also palpated bilaterally to determine regularity, number of beats, volume and bilateral equality in terms of these characteristics.

12. Assessment of the Neurological System

Of all of the bodily systems that are assessed, the neurological system is perhaps the most extensive and complex.

The neurological system is assessed with:

Inspection

Balance, gait, gross motor function, fine motor function and coordination, sensory functioning, temperature sensory functioning, kinesthetic sensations and tactile sensory motor functioning, as well as all of the cranial nerves are assessed.

Some of the terms and terminology relating to the neurological system and neurological system disorders are given in **Annexure 1.**

B. GUIDE IN PERFORMING A HEAD-TO-TOE PHYSICAL ASSESSMENT

1. Integumentary System (Hair, Skin and Nails)

Inspection: The color of the skin, the quality, distribution and condition of the bodily hair, the size, the location, color and type of any skin lesions are assessed and documented, the color of the nail beds, and the angle of curvature where the nails meet the skin of the fingers are also inspected.

Palpation: The temperature, level of moisture, turgor and the presence or absence of any edema or swelling on the skin are assessed.

2. Head & Neck (Skull, Scalp, Hair, Face, Eyes, Ears, Nose, Mouth, Throat, Neck)

Observe the size, shape and contour of the skull.
Observe scalp in several areas by separating the hair at various locations; inquire about any injuries. Note presence of lice, nits, dandruff or lesions.
Palpate the head by running the pads of the fingers over the entire surface of skull; inquire about tenderness upon doing so. (wear gloves if necessary)
Observe and feel the hair condition.

Normal Findings:

2.1 Skull

Generally round, with prominences in the frontal and occipital area (Normocephalic).
No tenderness noted upon palpation.

2.2 Scalp

Lighter in color than the complexion.
Can be moist or oily.
No scars noted.
Free from lice, nits and dandruff.
No lesions should be noted.
No tenderness or masses on palpation.

2.3 Hair

Can be black, brown or blonde depending on the race.
Evenly distributed, covers the whole scalp.
No evidences of Alopecia.
Maybe thick or thin, coarse or smooth.
Neither brittle nor dry.

2.4 Face

Observe the face for shape.
Inspect for Symmetry.

- Inspect for the palpebral fissure (distance between the eye lids of each eye); should be equal in both eyes.
- Ask the patient to smile, There should be bilateral Nasolabial fold (creases extending from the angle of the corner of the mouth). Slight asymmetry in the fold is normal.
- If both are met, then the Face is symmetrical

Test the functioning of Cranial Nerves that innervates the facial structures

2.5 Eyes

Eyebrows, Eyes and Eyelashes

All three structures are assessed using the modality of inspection.

Normal findings

Eyebrows

Symmetrical and in line with each other.
Maybe black, brown or blond depending on race.
Evenly distributed.



Severe exophthalmos

Eyes

Evenly placed and in line with each other.
None protruding.
Equal palpebral fissure.

Eyelashes

Color dependent on race.
Evenly distributed.
Turned outward.

Eyelids and Lacrimal Apparatus

Inspect the eyelids for position and symmetry.

Palpate the eyelids for the lacrimal glands.

- To examine the lacrimal gland, the examiner, lightly slides the pad of the index finger against the client's upper orbital rim.
- Inquire for any pain or tenderness.

Palpate for the nasolacrimal duct to check for obstruction.

- To assess the nasolacrimal duct, the examiner presses with the index finger against the client's lower inner orbital rim, at the lacrimal sac, **NOT AGAINST THE NOSE.**
- In the presence of blockage, this will cause regurgitation of fluid in the puncta

Normal Findings

Eyelids

Upper eyelids cover the small portion of the iris, cornea, and sclera when eyes are open.

No PTOSIS noted. (Drooping of upper eyelids).

Meets completely when eyes are closed.

Symmetrical.

Lacrimal Apparatus

Lacrimal gland is normally non palpable.

No tenderness on palpation.

No regurgitation from the nasolacrimal duct.

Conjunctivae

The bulbar and palpebral conjunctivae are examined by separating the eyelids widely and having the client look up, down and to each side. When separating the lids, the examiner should exert NO PRESSURE against the eyeball; rather, the examiner should hold the lids against the ridges of the bony orbit surrounding the eye.

In examining the palpebral conjunctiva, everting the upper eyelid in necessary and is done as follow:

1. Ask the client to look down but keep his eyes slightly open. This relaxes the levator muscles, whereas closing the eyes contracts the orbicularis muscle, preventing lid eversion.
2. Gently grasp the upper eyelashes and pull gently downward. Do not pull the lashes outward or upward; this, too, causes muscles contraction.
3. Place a cotton tip application about 1cm above the lid margin and push gently downward with the applicator while still holding the lashes. This everts the lid.
4. Hold the lashes of the everted lid against the upper ridge of the bony orbit, just beneath the eyebrow, never pushing against the eyeball.
5. Examine the lid for swelling, infection, and presence of foreign objects.
6. To return the lid to its normal position, move the lid slightly forward and ask the client to look up and to blink. The lid returns easily to its normal position.

Normal Findings

Both conjunctivae are pinkish or red in color.

With presence of many minute capillaries.

Moist

No ulcers

No foreign objects

Sclerae

The sclerae is easily inspected during the assessment of the conjunctivae.

Normal Findings

Sclerae is white in color (anicteric sclera)

No yellowish discoloration (icteric sclera).

Some capillaries maybe visible.

Some people may have pigmented sclera.

Cornea

The cornea is best inspected by directing penlight obliquely from several positions.

Normal findings

There should be no irregularities on the surface.
Looks smooth.
The cornea is clear or transparent. The features of the iris should be fully visible through the cornea.
There is a positive corneal reflex.

Anterior Chamber and Iris

The anterior chamber and the iris are easily inspected in conjunction with the cornea. The technique of oblique illumination is also useful in assessing the anterior chamber.

Normal Findings

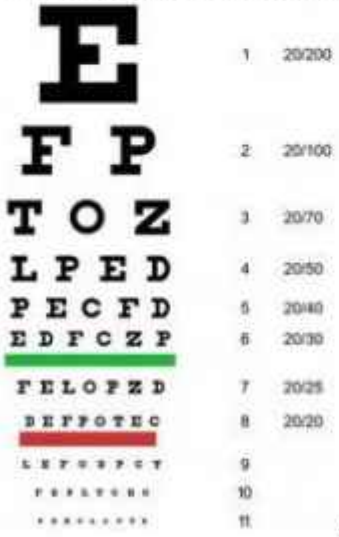
The anterior chamber is transparent.
No noted visible materials.
Color of the iris depends on the person's race (black, blue, brown or green).
From the side view, the iris should appear flat and should not be bulging forward. There should be NO crescent shadow casted on the other side when illuminated from one side.

Pupils

Examination of the pupils involves several inspections, including assessment of the size, shape reaction to light is directed is observed for direct response of constriction. Simultaneously, the other eye is observed for consensual response of constriction.
The test for papillary accommodation is the examination for the change in pupillary size as it is switched from a distant to a near object.
Ask the client to stare at the objects across room.
Then ask the client to fix his gaze on the examiner's index fingers, which is placed 5 inches from the client's nose.
Visualization of distant objects normally causes pupillary dilation and visualization of nearer objects causes pupillary constriction and convergence of the eye.

Normal Findings

Pupillary size ranges from 3-7 mm, and are equal in size.
Equally round.
Constrict briskly/sluggishly when light is directed to the eye, both directly and consensual.
Pupils dilate when looking at distant objects, and constrict when looking at nearer objects.
If all of which are met, we document the findings using the notation PERRLA, pupils equally round, reactive to light, and accommodation.



A Snellen chart

The optic nerve (Cranial Nerve II) is assessed by testing for visual acuity and peripheral vision.
Visual acuity is tested using a Snellen chart, for those who are illiterate and unfamiliar with the western alphabet, the illiterate E chart, in which the letter E faces in different directions, maybe used.
The chart has a standardized number at the end of each line of letters; these numbers indicates the degree of visual acuity when measured at a distance of 20 feet.

The numerator 20 is the distance in feet between the chart and the client, or the standard testing distance. The denominator 20 is the distance from which the normal eye can read the lettering, which correspond to the number at the end of each letter line; therefore the larger the denominator the poorer the version. Measurement of 20/20 vision is an indication of either refractive error or some other optic disorder.

In testing for visual acuity you may refer to the following:

- The room used for this test should be well lighted.
- A person who wears corrective lenses should be tested with and without them to check for the adequacy of correction.
- Only one eye should be tested at a time; the other eye should be covered by an opaque card or eye cover, not with client's finger.
- Make the client read the chart by pointing at a letter randomly at each line; maybe started from largest to smallest or vice versa.
- A person who can read the largest letter on the chart (20/200) should be checked if they can perceive hand movement about 12 inches from their eyes, or if they can perceive the light of the penlight directed to their yes.

Peripheral vision or visual fields

The assessment of visual acuity is indicative of the functioning of the macular area, the area of central vision. However, it does not test the sensitivity of the other areas of the retina which perceive the more peripheral stimuli. The Visual field confrontation test, provide a rather gross measurement of peripheral vision.

The performance of this test assumes that the examiner has normal visual fields, since that client's visual fields are to be compared with the examiners.

Follow the steps on conducting the test:

The examiner and the client sit or stand opposite each other, with the eyes at the same, horizontal level with the distance of 1.5 – 2 feet apart.

The client covers the eye with opaque card, and the examiner covers the eye that is opposite to the client covered eye.

Instruct the client to stare directly at the examiner's eye, while the examiner stares at the client's open eye. Neither looks out at the object approaching from the periphery.

The examiner holds an object such as pencil or penlight, in his hand and gradually moves it in from the periphery of both directions horizontally and from above and below.

Normally the client should see the same time the examiners sees it. The normal visual field is 180 degrees.

2.6 Ears

Inspect the auricles of the ears for parallelism, size position, appearance and skin color.

Palpate the auricles and the mastoid process for firmness of the cartilage of the auricles, tenderness when manipulating the auricles and the mastoid process.

Inspect the auditory meatus or the ear canal for color, presence of cerumen, discharges, and foreign bodies.

For adult pull the pinna upward and backward to straighten the canal.

For children pull the pinna downward and backward to straighten the canal

Perform otoscopic examination of the tympanic membrane, noting the color and landmarks.

Normal Findings

The ear lobes are bean shaped, parallel, and symmetrical.

The upper connection of the ear lobe is parallel with the outer canthus of the eye.

Skin is same in color as in the complexion.

No lesions noted on inspection.

The auricles are has a firm cartilage on palpation.

The pinna recoils when folded.

There is no pain or tenderness on the palpation of the auricles and mastoid process.

The ear canal has normally some cerumen of inspection.

No discharges or lesions noted at the ear canal.

On otoscopic examination the tympanic membrane appears flat, translucent and pearly gray in color.

2.7 Nose and Paranasal Sinuses

The external portion of the nose is inspected for the following:

- Placement and symmetry.
- Patency of nares (done by occluding a nostril one at a time, and noting for difficulty in breathing)

- o Flaring of alae nasi
- o Discharge

The external nares are palpated for:

- o Displacement of bone and cartilage.
- o For tenderness and masses
- o The internal nares are inspected by hyper extending the neck of the client, the ulnar aspect of the examiners hard over the fore head of the client, and using the thumb to push the tip of the nose upward while shining a light into the nares.

Inspect for the following:

- o Position of the septum.
- o Check septum for perforation. (Can also be checked by directing the lighted penlight on the side of the nose, illumination at the other side suggests perforation).
- o The nasal mucosa (turbinates) for swelling, exudates and change in color.

Paranasal Sinuses

Examination of the paranasal sinuses is indirectly. Information about their condition is gained by inspection and palpation of the overlying tissues. Only frontal and maxillary sinuses are accessible for examination.

By palpating both cheeks simultaneously, one can determine tenderness of the maxillary sinusitis, and pressing the thumb just below the eyebrows, we can determine tenderness of the frontal sinuses.

Normal Findings

Nose in the midline
No Discharges.
No flaring alae nasi.
Both nares are patent.
No bone and cartilage deviation noted on palpation.
No tenderness noted on palpation.
Nasal septum in the mid line and not perforated.
The nasal mucosa is pinkish to red in color. (Increased redness turbinates are typical of allergy).
No tenderness noted on palpation of the paranasal sinuses.

2.8 Mouth and Oropharynx, Lips

Inspected for:

Symmetry and surface abnormalities
Color
Edema

Normal Findings

With visible margin
Symmetrical in appearance and movement
Pinkish in color
No edema

Temporomandibular Joint

Palpate while the mouth is opened wide and then closed for:

- o Crepitus
- o Deviations
- o Tenderness

Normal Findings

Moves smoothly no crepitus.
No deviations noted
No pain or tenderness on palpation and jaw movement.

Gums

Inspected for:

Color
Bleeding
Retraction of gums.

Normal Findings

Pinkish in color
No gum bleeding
No receding gums

Teeth

Inspected for:

Number
Color
Dental carries
Dental fillings
Alignment and malocclusions (2 teeth in the space for 1, or overlapping teeth)
Tooth loss
Breath should also be assessed during the process.

Normal Findings

28 for children and 32 for adults.
White to yellowish in color
With or without dental carries and/or dental fillings.
With or without malocclusions.
No halitosis.

Tongue

Palpated for:

Texture

Normal Findings

Pinkish with white taste buds on the surface.
No lesions noted.
No varicosities on ventral surface.
Frenulum is thin attaches to the posterior 1/3 of the ventral aspect of the tongue.
Gag reflex is present.
Able to move the tongue freely and with strength.
Surface of the tongue is rough.

Uvula

Inspected for:

Position
Color
Cranial Nerve X (Vagus nerve) - Tested by asking the client to say "Ah" note that the uvula will move upward and forward.

Normal Findings

Positioned in the mid line.
Pinkish to red in color.
No swelling or lesion noted.
Moves upward and backwards when asked to say "ah"

Throat

Tonsils

Inspected for:

Inflammation
Size
A Grading system used to describe the size of the tonsils can be used.

- Grade 1 – Tonsils behind the pillar.
- Grade 2 – Between pillar and uvula.
- Grade 3 – Touching the uvula
- Grade 4 – In the midline.

2.9 Neck

The neck is inspected for position symmetry and obvious lumps visibility of the thyroid gland and Jugular Venous Distension

Check the Range of Movement of the neck.

Normal Findings

The neck is straight.

No visible mass or lumps.

Symmetrical

No jugular venous distension (suggestive of cardiac congestion).

The neck is palpated just above the suprasternal note using the thumb and the index finger.

Normal Findings

The trachea is palpable.

It is positioned in the line and straight.

Lymph nodes are palpated using palmar tips of the fingers via systemic circular movements. Describe lymph nodes in terms of size, regularity, consistency, tenderness and fixation to surrounding tissues.

Normal Findings

May not be palpable. Maybe normally palpable in thin patients.

Non tender if palpable.

Firm with smooth rounded surface.

Slightly movable.

About less than 1 cm in size.

The thyroid is initially observed by standing in front of the patient and asking the patient to swallow. Palpation of the thyroid can be done either by posterior or anterior approach.



Posterior Approach:

1. Let the patient sit on a chair while the examiner stands behind him.
2. In examining the isthmus of the thyroid, locate the cricoid cartilage and directly below that is the isthmus.
3. Ask the patient to swallow while feeling for any enlargement of the thyroid isthmus.
4. To facilitate examination of each lobe, the client is asked to turn his head slightly toward the side to be examined to displace the sternocleidomastoid, while the other hand of the examiner pushes the thyroid cartilage towards the side of the thyroid lobe to be examined.
5. Ask the patient to swallow as the procedure is being done.
6. The examiner may also palpate for thyroid enlargement by placing the thumb deep to and behind the sternocleidomastoid muscle, while the index and middle fingers are placed deep to and in front of the muscle.
7. Then the procedure is repeated on the other side.

Anterior approach:

1. The examiner stands in front of the patient and with the palmar surface of the middle and index fingers palpates below the cricoid cartilage.
2. Ask the patient to swallow while palpation is being done.
3. In palpating the lobes of the thyroid, similar procedure is done as in posterior approach. The patient is asked to turn his head slightly to one side and then the other of the lobe to be examined.
4. Again the examiner displaces the thyroid cartilage towards the side of the lobe to be examined.

5. Again, the examiner palpates the area and hooks thumb and fingers around the sternocleidomastoid muscle.

Normal Findings

Normally the thyroid is non palpable.
Isthmus maybe visible in a thin neck.
No nodules are palpable.
Auscultation of the Thyroid is necessary when there is thyroid enlargement. The examiner may hear bruits, as a result of increased and turbulence in blood flow in an enlarged thyroid.

3. Anterior and Posterior Thorax (Breast & Axillae, Thorax, Lungs and Heart)

3.1 Breast and Axilla

Breast



Inspection of the Breast

There are 4 major sitting position of the client used for clinical breast examination. Every patient should be examined in each position.

- The patient is seated with her arms on her side
- The patient is seated with her arms abducted over the head.
- The patient is seated and is pushing her hands into her hips, simultaneously eliciting contraction of the pectoral muscles.
- The patient is seated and is learning over while the examiner assists in supporting and balancing her.

While the patient is performing these manoeuvres, the breasts are carefully observed for symmetry, bulging, retraction, and fixation.

An abnormality may not be apparent in the breasts at rest a mass may cause the breasts, through invasion of the suspensory ligaments, to fix, preventing them from upward movement in position 2 and 4.

Position 3 specifically assists in eliciting dimpling if a mass has infiltrated and shortened suspensory ligaments.

Normal Findings

The overlying the breast should be even.
May or may not be completely symmetrical at rest.
The areola is rounded or oval, with same color, (Color varies form light pink to dark brown depending on race).
Nipples are rounded, everted, same size and equal in color.
No "orange peel" skin is noted which is present in edema.
The veins maybe visible but not engorge and prominent.

No obvious mass noted.
Not fixated and moves bilaterally when hands are abducted over the head, or is learning forward.
No retractions or dimpling.

Palpation of the Breast

Palpate the breast along imaginary concentric circles, following a clockwise rotary motion, from the periphery to the center going to the nipples. Be sure that the breast is adequately surveyed. Breast examination is best done 1 week post menses.
Each areolar areas are carefully palpated to determine the presence of underlying masses.
Each nipple is gently compressed to assess for the presence of masses or discharge.

Normal Findings

No lumps or masses are palpable.
No tenderness upon palpation.
No discharges from the nipples.
NOTE: The male breasts are observed by adapting the techniques used for female clients. However, the various sitting position used for woman is unnecessary.

Axillae

The lymph nodes in the axillary areas are also palpated for any enlargement or swelling.

3.2 Thorax

Inspection: The anterior and posterior thorax is inspected for size, symmetry, shape and for the presence of any skin lesions and/or misalignment of the spine; chest movements are observed for the normal movement of the diaphragm during respirations.

Palpation: The posterior thorax is assessed for respiratory excursion and fremitus.

Percussion: It is done to identify normal and abnormal sounds over the thorax.

3.3 Lungs

Auscultation: The assessment of normal and adventitious breath sounds is done by auscultation.

Percussion: It is done to assess normal and abnormal sounds. Normal breath sounds like vesicular breath sounds, bronchial breath sounds, bronchovesicular breath sounds are auscultated and assessed in the same manner that adventitious breath sounds like rales, wheezes, friction rubs, rhonchi, and abnormal bronchophony, egophony, and whispered pectoriloquy are auscultated, assessed and documented.

3.4 Heart

Inspection of the Heart

The chest wall and epigastrium is inspected while the client is in supine position. Observe for pulsation and heaves or lifts

Normal Findings

Pulsation of the apical impulse maybe visible. (this can give us some indication of the cardiac size).
There should be no lift or heaves.

Palpation of the Heart

The entire precordium is palpated methodically using the palms and the fingers, beginning at the apex, moving to the left sternal border, and then to the base of the heart.

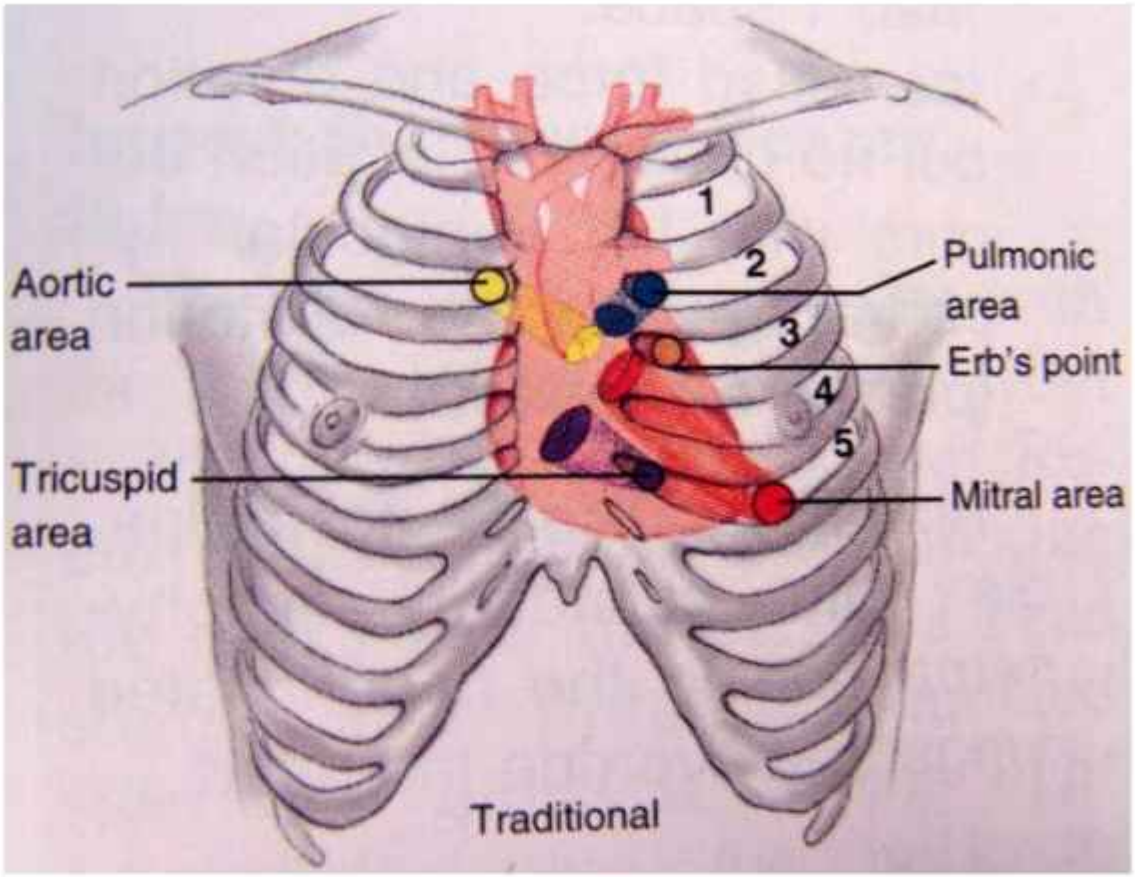
Normal Findings

No, palpable pulsation over the aortic, pulmonic, and mitral valves.
Apical pulsation can be felt on palpation.
There should be no noted abnormal heaves, and thrills felt over the apex.

Percussion of the Heart

The technique of percussion is of limited value in cardiac assessment. It can be used to determine borders of cardiac dullness.

Auscultation of the Heart



Anatomic areas for auscultation of the heart:

Aortic valve – Right 2nd ICS sternal border.
Pulmonic Valve – Left 2nd ICS sternal border.
Tricuspid Valve – Left 5th ICS sternal border.
Mitral Valve – Left 5th ICS midclavicular line

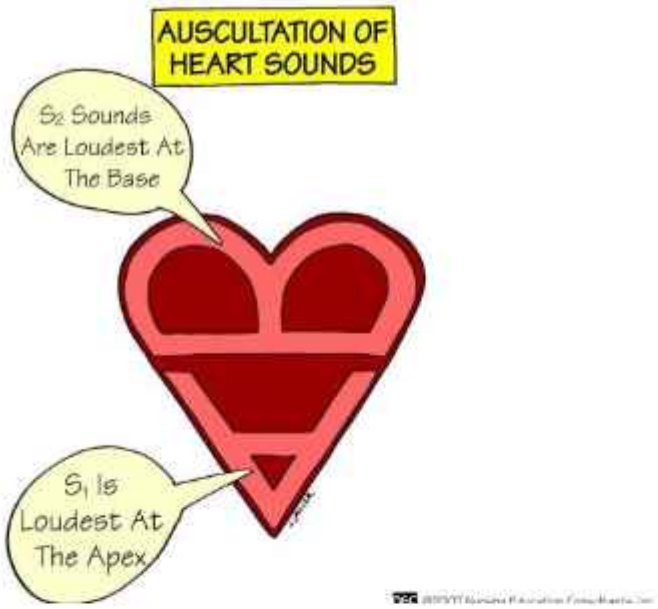
Positioning the patient for auscultation:

1. If the heart sounds are faint or undetectable, try listening to them with the patient seated and learning forward, or lying on his left side, which brings the heart closer to the surface of the chest.
2. Having the patient seated and learning forward s best suited for hearing high-pitched sounds related to semilunar valves problem.
3. The left lateral recumbent position is best suited low-pitched sounds, such as mitral valve problems and extra heart sounds.

Auscultating the heart:

1. Auscultate the heart in all anatomic areas aortic, pulmonic, tricuspid and mitral
2. Listen for the S1 and S2 sounds (S1 closure of AV valves; S2 closure of semilunar valve). S1 sound is best heard over the mitral valve; S2 is best heard over the aortric valve.
3. Listen for abnormal heart sounds e.g. S3, S4, and Murmurs.
4. Count heart rate at the apical pulse for one full minute.

Auscultation of Heart Sounds



Normal Findings

S1 & S2 can be heard at all anatomic site.
No abnormal heart sounds is heard (e.g. Murmurs, S3 & S4).
Cardiac rate ranges from 60-100 bpm.

4. Abdomen

In abdominal assessment, be sure that the client has emptied the bladder for comfort. Place the client in a supine position with the knees slightly flexed to relax abdominal muscles.

Inspection of the abdomen

Inspect for skin integrity (Pigmentation, lesions, striae, scars, veins, and umbilicus).
Contour (flat, rounded, scapoid)
Distension
Respiratory movement
Visible peristalsis
Pulsations

Normal Findings

Skin color is uniform, no lesions.
Some patients may have striae or scar.
No venous engorgement.
Contour may be flat, rounded or scaphoid
Thin patients may have visible peristalsis.
Aortic pulsation maybe visible on thin clients.

Auscultation of the Abdomen

This method precedes percussion because bowel motility, and thus bowel sounds, may be increased by palpation or percussion.
The stethoscope and the hands should be warmed; if they are cold, they may initiate contraction of the abdominal muscles.
Light pressure on the stethoscope is sufficient to detect bowel sounds and bruits. Intestinal sounds are relatively high-pitched; the bell may be used in exploring arterial murmurs and venous hum.

Peristaltic sounds

These sounds are produced by the movements of air and fluids through the gastrointestinal tract. Peristalsis can provide diagnostic clues relevant to the motility of bowel.
Listening to the bowel sounds (borborygmi) can be facilitated by following these steps:

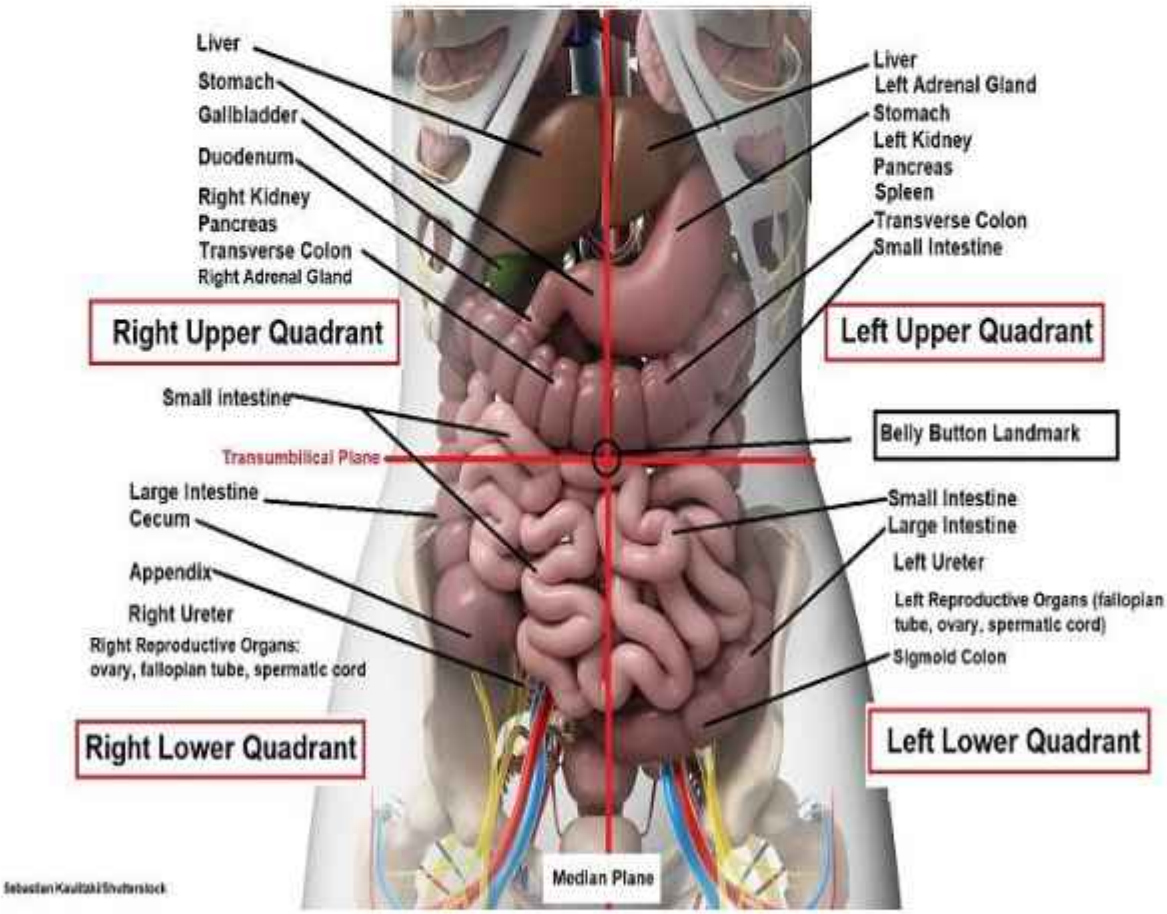
- Divide the abdomen in four quadrants.
- Listen over all auscultation sites, starting at the right lower quadrants, following the cross pattern of the imaginary lines in creating the abdominal quadrants. This direction ensures that we follow the direction of bowel movement.
- Peristaltic sounds are quite irregular. Thus it is recommended that the examiner listen for at least 5 minutes, especially at the periumbilical area, before concluding that no bowel sounds are present.
- The normal bowel sounds are high-pitched, gurgling noises that occur approximately every 5 – 15 seconds. It is suggested that the number of bowel sound may be as low as 3 to as high as 20 per minute, or roughly, one bowel sound for each breath sound.
- Some factors that affect bowel sound:
  - Presence of food in the GI tract.
  - State of digestion.
  - Pathologic conditions of the bowel (inflammation, Gangrene, paralytic ileus, peritonitis).
  - Bowel surgery
  - Constipation or Diarrhoea.
  - Electrolyte imbalances.
  - Bowel obstruction.

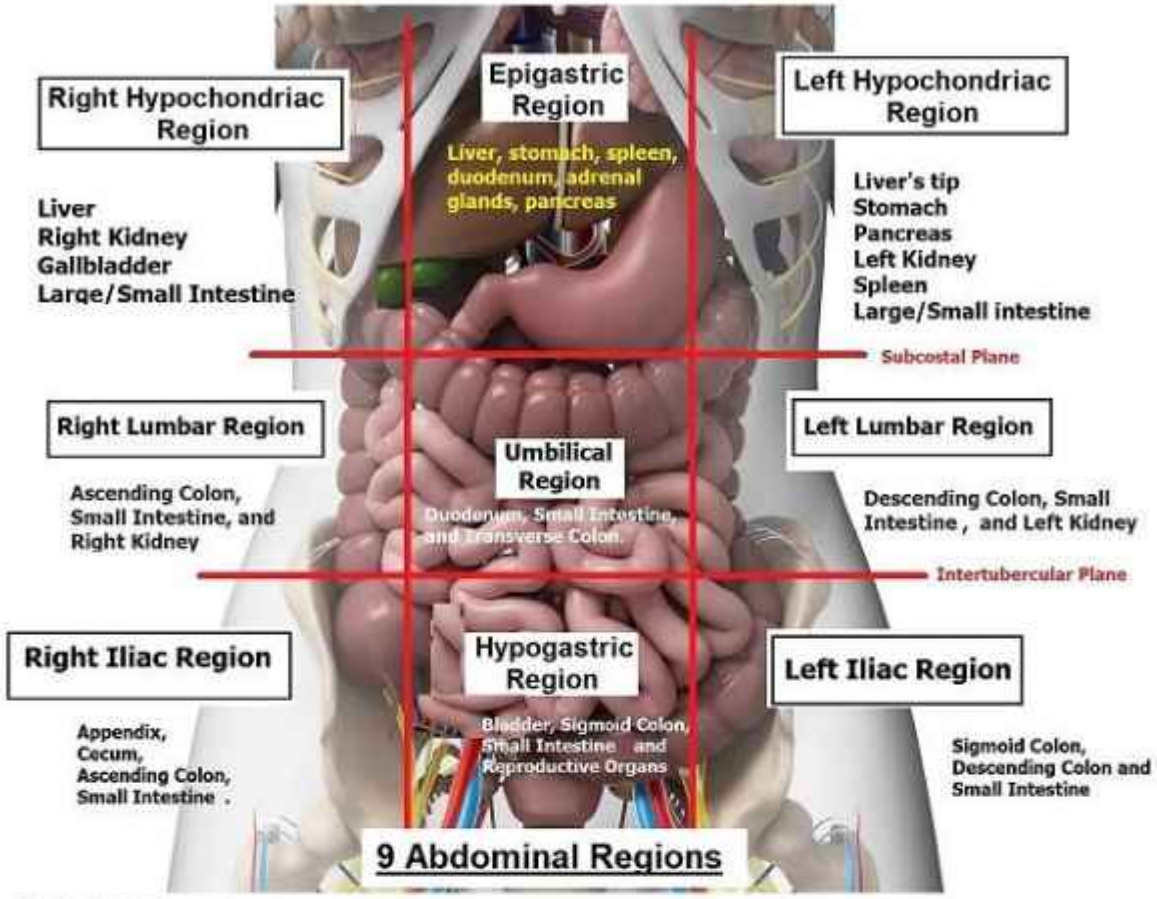
Percussion of the abdomen

Abdominal percussion is aimed at detecting fluid in the peritoneum (ascites), gaseous distension, and masses, and in assessing solid structures within the abdomen.

The direction of abdominal percussion follows the auscultation site at each abdominal guardant as detailed below.

The abdomen can be divided into four quadrants or nine regions as follows.





Sebastian Kaulitzki/Shutterstock

The entire abdomen should be percussed lightly or a general picture of the areas of tympani and dullness. Tympany will predominate because of the presence of gas in the small and large bowel. Solid masses will percuss as dull, such as liver in the RUQ, spleen at the 6th or 9th rib just posterior to or at the mid axillary line on the left side.

Percussion in the abdomen can also be used in assessing the liver span and size of the spleen.

Percussion of the liver

The palms of the left hand are placed over the region of liver dullness.

The area is striked lightly with a fisted right hand.

Normally tenderness should not be elicited by this method.

Tenderness elicited by this method is usually a result of hepatitis or cholecystitis.

Renal Percussion

Can be done by either indirect or direct method.

Percussion is done over the costovertebral junction.

Tenderness elicited by such method suggests renal inflammation.

Palpation of the Abdomen

Light palpation

It is a gentle exploration performed while the client is in supine position. With the examiner's hands parallel to the floor.

The fingers depress the abdominal wall, at each quadrant, by approximately 1 cm without digging, but gently palpating with slow circular motion.

This method is used for eliciting slight tenderness, large masses, and muscles, and muscle guarding.

Tensing of abdominal musculature may occur because of:

- The examiner's hands are too cold or are pressed to vigorously or deep into the abdomen.
- The client is ticklish or guards involuntarily.
- Presence of subjacent pathologic condition.

Normal Findings

No tenderness noted.
With smooth and consistent tension.
No muscles guarding.

*Deep Palpation

It is the indentation of the abdomen performed by pressing the distal half of the palmar surfaces of the fingers into the abdominal wall.

The abdominal wall may slide back and forth while the fingers move back and forth over the organ being examined.
Deeper structures, like the liver, and retro peritoneal organs, like the kidneys, or masses may be felt with this method.
In the absence of disease, pressure produced by deep palpation may produce tenderness over the cecum, the sigmoid colon, and the aorta.

Liver palpation

There are two types of bi manual palpation recommended for palpation of the liver. The first one is the superimposition of the right hand over the left hand.

- Ask the patient to take 3 normal breaths.
- Then ask the client to breathe deeply and hold. This would push the liver down to facilitate palpation.
- Press hand deeply over the RUQ

The second methods:

- The examiner's left hand is placed beneath the client at the level of the right 11th and 12th ribs.
- Place the examiner's right hands parallel to the costal margin or the RUQ.
- An upward pressure is placed beneath the client to push the liver towards the examining right hand, while the right hand is pressing into the abdominal wall.
- Ask the client to breathe deeply.
- As the client inspires, the liver maybe felt to slip beneath the examining fingers.

***Percussion and Palpation of deep structures such as liver and kidneys to be done under supervision**

Normal Findings

The liver usually cannot be palpated in a normal adult. However, in extremely thin but otherwise well individuals, it may be felt the coastal margins.
When the normal liver margin is palpated, it must be smooth, regular in contour, firm and non-tender.

5. Male and Female Genitalia

Inspection: The skin and the pubic hair are inspected. The labia, clitoris, vagina and urethral opening are inspected among female clients. The penis, urethral meatus, and the scrotum are inspected among male clients.

Palpation: The inguinal lymph nodes are palpated for the presence of any tenderness, swelling or enlargements. A testicular examination is done for male clients.

6. Rectum and Anus

Inspection: The rectum, anus and the surrounding area is examined for any abnormalities.

Palpation: With a gloved hand, the rectal sphincter is palpated for muscular tone, and the presence of any blood, tenderness, pain or nodules.

7. Extremities (Musculoskeletal system& Peripheral Vascular System)

Inspection

Observe for size, contour, bilateral symmetry, and involuntary movement.
Look for gross deformities, edema, presence of trauma such as ecchymosis or other discoloration.
Always compare both extremities.

Palpation

Feel for evenness of temperature. Normally it should be even for all the extremities.
Tonicity of muscle. (Can be measured by asking client to squeeze examiner's fingers and noting for equality of contraction).
Perform range of motion.
Test for muscle strength (performed against gravity and against resistance and described in the table below:

Table showing the Lovett scale for grading for muscle strength and functional level

Grade	Muscle function level	Lovett Scale
0	0% of normal strength	0 (Zero)
1	10% of normal strength; no movement, contraction of muscle is palpable or visible	T (Trace)
2	25% of normal strength; full muscle movement against gravity	P (Poor)
3	50% of normal strength; normal movement against gravity	F (Fair)
4	75% of normal strength; normal movement against gravity and against minimal resistance	G (Good)
5	100% of normal strength; normal movement against gravity and against minimal resistance	N (Normal)

Normal Findings

Both extremities are equal in size.
Have the same contour with prominences of joints.
No involuntary movements.
No edema
Color is even.
Temperature is warm and even.
Has equal contraction and even.
Can perform complete range of motion.
No crepitus must be noted on joints.
Can counter act gravity and resistance on ROM.

Peripheral Vascular System

Inspection The extremities are inspected for any abnormal color and any signs of poor perfusion to the extremities, particularly the lower extremities. While the patient is in a supine position, the nurse also assesses the jugular veins for any bulging pulsations or distention.

*Auscultation:*The nurse assesses the carotids for the presence of any abnormal bruits.

Palpation: The peripheral veins are gently touched to determine the temperature of the skin, the presence of any tenderness and swelling.

The peripheral vein pulses are also palpated bilaterally to determine regularity, number of beats, volume and bilateral equality in terms of these characteristics.

8. Neurological system

Neurological assessment - mental status includes level of consciousness (LOC), orientation, and memory.

Balance is assessed using the relatively simple Romberg test. The Romberg test is the test that law enforcement use to test people for drunkenness. Gait can be assessed by simply observing the client as they are walking or by coaching the person to walk heal to toe as the nurse observes the client for their gait.

Gross motor functioning is bilaterally assessed by having the client contract their muscles; and fine motor coordination and functioning is observed for both the upper and the lower extremities as the client manipulates objects.

Sensory functioning is determined by touching various parts of the body, bilaterally, with a pen or another blunt item while the client has their eyes closed. The client is prompted to report whether or not they feel the blunt item as the nurse touches the area. Similarly, a hot and cold object is placed on the skin on various parts of the body to assess temperature sensory functioning. The client will then report whether they feel heat, cold or nothing at all.

Kinesthetic sensations are assessed to determine the client's ability to perceive and report their bodily positioning without the help of visual cues.

Tactile sensory functioning is assessed for the client's ability to have stereognosis, extinction, one point discrimination and two point discrimination. One and two point discrimination relates to the client's ability to feel whether or not they have gotten one or two pin pricks that the nurse gently applies. Stereognosis is the

client's ability to feel and identify a familiar object while their eyes are closed. For example, the nurse may place a pen, a button or a paper clip in the client's hand to determine whether or not the client can identify the object without any visual cues. Extinction is the client's ability to identify whether or not they are being touched by the person doing the assessment with either one or two bilateral touches. For example, the nurse may touch both knees and then ask the client if they felt one or two touches while the client has their eyes closed.

8.1 Reflexes

Reflexes are automatic muscular responses to a stimulus. When reflexes are absent or otherwise altered, it can indicate a neurological deficit even earlier than other signs and symptoms of the neurological deficit appear.

Reflexes can be described as primitive and long term. Primitive reflexes are normally present at the time of birth and these reflexes normally disappear as the baby grows older; neurological deficits are suspected when these primitive reflexes remain beyond the point in time when they are expected to disappear. Reflexes, other than the primitive reflexes remain intact and active during the entire life span, under normal conditions.

Deep Tendon and Superficial Reflexes

A **deep tendon reflex** is often associated with muscle stretching. **Tendon reflex** tests are used to determine the integrity of the spinal cord and peripheral nervous system, and they can be used to determine the presence of a neuromuscular disease.

Superficial reflexes. **Superficial reflexes** are motor responses to scraping of the skin. They are graded simply as present or absent, although markedly asymmetrical responses should be considered abnormal as well

Pupil reflex: Pupil reflexes include pupil dilation and pupil accommodation. The "PERLA" mnemonic for pupil reflexes stands for Pupils Equally Reactive to Light and Accommodation which is a normal finding. The pupil reflexes for their reactions to light are assessed by using a flash light in a darkened room. Pupils will normally dilate as the light is withdrawn and they will normally constrict when the light is brought close to the pupils. The pupils are assessed not only for their reaction to light, they are also assessed in terms of their accommodation. Normally, the pupils will dilate when an object is moved away from the eye and they will constrict as the object is being brought closer to the eye.

Plantar reflex: The plantar reflex is elicited when the person performing this assessment strokes the bottom of the foot and the client's toes curl down. The Babinski sign occurs when the foot goes into dorsiflexion and the great toe curls up; this sign is an abnormal response to this stimulation and it can indicate the presence of deep vein thrombosis.

Biceps reflex: This reflex is assessed by placing the thumb on the biceps tendon while the person is in a sitting position and then tapping the thumb with the Taylor hammer.

Triceps reflex: This reflex is elicited by tapping the triceps tendon with the Taylor hammer above the elbow while the client has their hands on their legs when the client is in a sitting position.

Patellar tendon reflex: This reflex, often referred to as the knee jerk reflex, is elicited by tapping the patellar area with the Taylor hammer.

Calcaneal reflex: This reflex, often referred to as the Achilles reflex, isthe calcaneal reflex on the ankle with the Taylor hammer.

Gag reflex: The gag reflex is elicited when the back of the mouth and the posterior tongue is stimulated with a tongue blade.

Blinking reflex: This reflex is elicited when the eyes are touched or they are stimulated a sudden bright light or an irritant.

An **abdominal reflex** is a superficial neurological **reflex** stimulated by stroking of the **abdomen** around the umbilicus. It can be helpful in determining the level of a CNS lesion.

All reflexes should be done bilaterally in rapid succession so that all differences between the right and the left reflexes can be determined and assessed. For example, when the person who is performing these assessments should assess the biceps reflex of the right arm and then immediately assess the biceps reflex of the left arm so that any differences or inequalities can be assessed and documented.

Reflexes

- Deep Tendon Reflexes (DTR)
  - Biceps (C5-C6)
  - Triceps (C7-C8)
  - Brachioradialis (C5-C6)
  - Quadriceps (Patellar) (L2-L4)
  - Achilles (L5-S2)
- Superficial Reflexes
  - Plantar Reflex/Babinski (L4-S2)
  - Abdominal Reflexes
    (Upper T8-T10) (Lower T10-T12)
  - Crematic Reflex (L1-L2)

Documenting Reflex Findings

Use these grading scales to rate the strength of each reflex in a deep tendon and superficial reflex assessment.

Deep tendon reflex grades

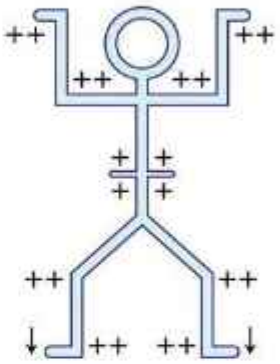
0 absent
+ present but diminished
+ + normal
+ + + increased but not necessarily pathologic
+ + + + hyperactive or clonic (involuntary contraction and relaxation of skeletal muscle)

Superficial reflex grades

0 absent
+ present

Use the patient's reflex ratings on a drawing of a stick figure. The figures here show documentation of normal and abnormal reflex responses.

Normal



8.2 Cranial nerves:

Lastly, the nurse assesses the twelve cranial nerves. Some of these twelve cranial nerves are only sensory or motor nerves, and others have both sensory and motor functions.

The twelve cranial nerves can be easily remembered using this mnemonic: On Old Olympus Tippy Top, A Fat Armed German View A Hop, as below:

1. Olfactory
2. Optic
3. Oculomotor
4. Trochlear
5. Trigeminal
6. Abducens
7. Facial
8. Acoustic
9. Glossopharyngeal
10. Vagus
11. Spinal accessory
12. Hypoglossal

Each of these twelve cranial nerves, their function and their classification as sensory, motor or both sensory and motor are shown in the table below.

Cranial Nerve I (Olfactory Nerve)

To test the adequacy of function of the olfactory nerve:

- The client is asked to close his eyes and occlude.
- The examiner places aromatic and easily distinguished items nose (e.g. alcohol, vinegar, coffee).
- Ask the client to identify the odor.
- Each side is tested separately (**There is no need to use two different substances)**

Cranial Nerve II (Optic Nerve)

The optic nerve is assessed by testing for visual acuity and peripheral vision. **(Details shown in examination of eyes)**

Cranial Nerve III, IV & VI (Oculomotor, Trochlear, Abducens)

All the 3 Cranial nerves are tested at the same time by assessing the Extra Ocular Movement (EOM) or the six cardinal position of gaze.

Follow the given steps:

- Stand directly in front of the client and hold a finger or a penlight about 1 ft from the client's eyes.
- Instruct the client to follow the direction the object hold by the examiner by eye movements only; that is without moving the neck.
- The nurse moves the object in a clockwise direction hexagonally.
- Instruct the client to fix his gaze momentarily on the extreme position in each of the six cardinal gazes.
- The examiner should watch for any jerky movements of the eye (nystagmus).
- Normally the client can hold the position and there should be no nystagmus.

Cranial Nerve V (Trigeminal) **- While performing the cranial nerves assessment, the respective cranial nerve assessment can be incorporated in the respective systems.**

1. **Sensory Function**

   Ask the patient to close the eyes.
   Run cotton wisp over the fore head, cheek and jaw on both sides of the face.
   Ask the patient if he/she feel it, and where it is felt.
   Check for corneal reflex using cotton wisp.
   The normal response is blinking.

2. **Motor function**

   Ask the patient to chew or clench the jaw. Palpate the jaw and feel for movement.
   The patient should be able to clench or chew with strength and force.

Cranial Nerve VII (Facial)

1. **Sensory function (This nerve innervates the anterior 2/3 of the tongue).**

   Place a sweet, sour, salty, or bitter substance near the tip of the tongue.
   Normally, the client can identify the taste.

2. **Motor function**

   Ask the patient to smile, frown, raise eye brow, close eye lids, whistle, or puff the cheeks.

Normal Findings

Shape maybe oval or rounded.
Face is symmetrical.
No involuntary muscle movements.
Can move facial muscles at will.
Intact cranial nerve V and VII.

The summary table is given below:

Cranial Nerve		Major Functions		Assessment
Cranial Nerve I	Olfactory	Sensory	Smell	Smell—coffee, cloves, peppermint
Cranial Nerve II	Optic	Sensory	Vision	Visual acuity—Snellen chart (cover eye not being examined) Test for visual fields Examine with ophthalmoscope
Cranial Nerve III	Oculomotor	Sensory and Motor – Primarily Motor	Eyelid and eyeball movement	Move eye up, down, and peripherally Test for accommodation Pupillary constriction Observe for ptosis of upper eyelid
Cranial Nerve IV	Trochlear	Sensory and Motor – Primarily Motor	Innervates superior oblique eye muscle Turns eye downward and laterally	Inferior lateral movement of the eye
Cranial Nerve V	Trigeminal	Sensory and Motor	Chewing Face and mouth touch and pain	Corneal reflex Sensation of skin of the face (eyebrow, cheeks and chin) by using a wisp of cotton Chewing, biting, lateral jaw movements (move jaw side to side)
Cranial Nerve VI	Abducens	Sensory and Motor – Primarily Motor	Turns eye laterally Proprioception (sensory awareness of part of the body)	Inferior lateral eye movements
Cranial Nerve VII	Facial	Sensory and Motor	Controls most facial expressions Secretion of ears and saliva	Taste—anterior two thirds of tongue; sweet—sugar; salty; sour—lemon; bitter (rinse mouth between applications) Movement of forehead and mouth Raise eyebrows, show teeth, smile, and puff out cheeks
Cranial Nerve VIII	Vestibulocochlear (auditory)	Sensory	Hearing Equilibrium sensation	Hearing, balance Weber and Rinne tests Otoscope
Cranial Nerve IX	Glossopharyngeal	Sensory and Motor	Taste Senses carotid blood pressure Muscle sense – proprioception, sensory awareness of the body	Swallowing and phonation Taste—posterior one third of tongue; see cranial nerve VII
Cranial Nerve X	Vagus	Sensory and Motor	Senses aortic blood pressure Slows heart rate Stimulates digestive organs Taste	Sensations of posterior one third of tongue, throat. Gag reflex (stimulate back of pharynx with a tongue blade) Swallowing and phonation
Cranial Nerve XI	Spinal Accessory	Sensory and Motor – Primarily Motor	Controls trapezius and sternocleidomastoid controls swallowing movements Muscle sense - proprioception	Shoulder movement, shoulder shrug, head rotation—push against examiner's hand
Cranial Nerve XII	Hypoglossal	Sensory and Motor – Primarily Motor	Controls tongue movements Muscle sense - proprioception	Tongue movement—protrude tongue, push tongue into the cheek

(Berman, Snyder, Kozier & Erb, 2008; Jarvis, 2008).

Glasgow Coma Scale:

The **Glasgow Coma Scale (GCS)** allows healthcare professionals to consistently evaluate the consciousness level of a patient. There are three aspects of behaviour that are independently measured as part of an **assessment** of a patient's **GCS** – motor responsiveness, verbal response and eye-opening.

Feature	Response	Score
Best eye response	Open spontaneously	4
	Open to verbal command	3
	Open to pain	2
	No eye opening	1
Best verbal response	Orientated	5
	Confused	4
	Inappropriate words	3
	Incomprehensible sounds	2
	No verbal response	1
Best motor response	Obeys commands	6
	Localising pain	5
	Withdrawal from pain	4
	Flexion to pain	3
	Extension to pain	2
	No motor response	1

ANNEXURE 1

Terms and terminology relating to the neurological system and neurological system disorders

Acalculia: Acalculia is the client's loss of ability to perform relatively simple mathematical calculations like addition and subtraction.

Agnosia: Agnosia is defined as the loss of a client's ability to recognize and identify familiar objects using the senses despite the fact that the senses are intact and normally functioning. The different types of agnosia, as based on each of the five senses, are auditory agnosia, visual agnosia, gustatory agnosia, olfactory agnosia, and tactile agnosia.

Agraphia: Agraphia, simply defined, is the Inability of the client to write. Agraphia is one of the four hallmark symptoms of Gerstmann's syndrome. The other symptoms of Gerstmann's syndrome are acalculia, finger agnosia, and an inability to differentiate between right and left.

Alexia: Alexia, which is a type of receptive aphasia, occurs when the client is unable to process, understand and read the written word. This neurological disorder is also referred to as word blindness and optical alexia.

Anhedonia: Anhedonia is a loss of interest in life experiences and life itself as the result of the neurological deficit.

Anomia: Anomia is a lack of ability of the client to name a familiar object or item.

Anosagnosia: Anosagnosia is characterized with the client's inability to perceive and have an awareness of an affected body part such as a paralyzed or missing leg. Anosagnosia is closely similar to hemineglect and hemiattention

Anosdiaphoria: Anosdiaphoria is an indifference to one's illness and disability

Aphasia: Aphasia includes expressive aphasia and receptive aphasia. Expressive aphasia is characterized by the client's inability to express their feelings and wishes to others with the spoken word; and receptive aphasia is the client's inability to understand the spoken words of others.

Asomatognosi: Asomatognosia is the inability of the client to recognize one or more of their own bodily parts.

Astereognosia: Astereognosia is the client's inability to differentiate among different textures with their sense of touch and also the inability of the client to identify a familiar object, like a button, with their tactile sensation.

Asymbolia: Asymbolia is the loss of the client's inability to respond to pain even though they have the sensory function to feel and perceive the pain. Asymbolia is also referred to as pain dissociation and pain asymbolia.

Autotopagnosia: Autotopagnosia is the inability of the client to locate their own body parts, the body parts of another person, or the body parts of a medical model.

Balint's syndrome: Balint's syndrome includes ocular apraxia, optic ataxia and simultanagnosia, which consist of impaired visual scanning, visuospatial ability and attention.

Boston Diagnostic Aphasia Examination: The Boston Diagnostic Aphasia Examination is a standardized comprehensive assessment tool that assess and measures the client's degree of aphasia in terms of the client's perceptions, processing of these perceptions and responses to these perceptions while using problem solving and comprehension skills.

Broca's aphasia: Broca's aphasia entails the client's lack of ability to form and express words even though the client's level of comprehension is intact.

Color agnosia: Color agnosia reflects the client's lack of ability to recognize and name different colors.

Conduction aphasia: Conduction aphasia is the client's lack of ability to repeat phrases and/or write brief dictated passages despite the fact that the client has intact speech abilities, comprehension abilities, and the ability to name familiar objects.

Constructional apraxia: Constructional apraxia is the inability of the client to draw and copy simple shapes on paper.

Dressing apraxia: Dressing apraxia occurs when the person is not able to appropriately dress oneself because of some neurological dysfunction.

Dysgraphaesthesia: Dysgraphaesthesia impairs the client's ability to sense and identify a letter or number that is tactily drawn on the client's palm.

Dysgraphia: Dysgraphia is similar to agraphia; however, dysgraphia is difficulty in terms of writing and agraphia is the client's complete inability to write.

Environmental agnosia: Environmental agnosia is the lack of ability of the client to recognize familiar places, like the US Supreme Court, by looking at a photograph of it.

Finger agnosia: Finger agnosia occurs when the person is not able to identify what finger is being touched by the person performing the neurological assessment.

Geographic agnosia: Geographic agnosia is the lack of ability of the client to recognize familiar counties, like Canada or Mexico, when viewing a world map.

Gerstmann's Syndrome: Gerstmann's Syndrome consists of dyscalculia or acalculia, finger agnosia, one sided disorientation and dysgraphia or agraphia.

Hemiasomatognosia: Hemiasomatognosia is the neurological disorder that occurs when the client does not perceive one half of their body and they act in a manner as if that half of the body does not even exist.

Homonymous hemianopsia: Homonymous hemianopsia occurs when the person has neurological blindness in the same visual field of both eyes bilaterally.

Ideomotor apraxia: Ideomotor apraxia is a neurological deficit that affects the client's ability to pretend doing simple tasks of everyday living like brushing one's teeth.

Misoplegia: Misoplegia is a hatred and distaste for an adversely affected limb.

Motor alexia: Motor alexia occurs when the client is not able to comprehend the written word despite the fact that the client can read it aloud.

Musical alexia: Musical alexia is a client's inability to recognize a familiar tune like "The National Anthem" or "Silent Night".

Movement agnosia: Movement agnosia is a neurological deficit that is characterized with a client's lack of ability to recognize an object's movement.

Ocular apraxia: Ocular apraxia is the neurological deficit that occurs when the person is no longer able to rapidly move their eyes to observe a moving object.

Optic ataxia: Optic ataxia is characterized with the client's inability to reach for and grab an object.

Phonagnosia: Phonagnosia is the client's lack of ability to recognize familiar voices such as those of a child or spouse.

Prosopagnosia: Prosopagnosia is a lack of ability to recognize familiar faces, like the face of a spouse or child.

Simultanagnosia: Simultanagnosia is a neurological disorder that occurs when the client is not able to perceive and process the perception of more than object at a time that is in the client's visual field.

Somatophrenia: Somatophrenia occurs when the client denies the fact that their body parts are not even theirs, but instead, these body parts belong to another.

The Two-Point Discrimination Test: This test measures and assesses the client's ability to recognize more than one sensory perception, such as pain and touch, at one time.

Visual agnosia: Visual agnosia is the client's lack of ability to recognize and attach meaning to familiar objects.

Wechsler Memory Scale IV: Wechsler Memory Scale IV: This measurement tool is a standardized comprehensive method to assess verbal and visual memory, including immediate memory, delayed memory, auditory memory, visual memory and visual working memory.

YENEPOYA

ANNEXURE 2

SAMPLE HEALTH ASSESSMENT FORMAT (Adult)

Date :

Place :

Patient's Name :

Hospital No. :

Age :

Sex :

Occupation :

Residence :

Chief Complaint :

History of present illness or problems:

History of Treatment :

Current Health status :

Nutrition :

Elimination :

Sleep :

Immunizations :

Screening tests :

Allergies :

Medications :

Daily activities :

High risk behaviors :

- Alcohol
- Drug
- Cigarette usage
- Sexual behaviours

Past medical history

Illness :

Injuries :

Hospitalization/Surgeries

Family History:

Family profile & genogram

Family medical history

Socio-economic background

Physical Examination:

Vital signs

- Temperature
- Pulse
- Respiration
- Blood Pressure

Height

Weight

BMI

General appearance

Skin and nails:

Head and face:

Eyes

Ears

Nose

Mouth

Neck

Lymph nodes

Chest

Heart and CVS

Breast exam

Abdomen

Musculo skeletal system:

Neurological system

- Motor functions
- Sensory
- Cranial nerves
- Reflexes

3. BLS/BCLS (Adult Health Nursing I)

PLACEMENT: III SEMESTER

Theory: 4 hours (Includes self-learning & lectures)

Practical: 6 hours (Includes demonstration, practice & OSCE)

Module Overview: The Indian CPR guidelines/AHA guidelines can be used to get certification. The required hours can be used from theory and practical hours. The hours may vary based on certification guidelines.

Competencies: The student will be able to

1. Perform Basic Cardiopulmonary Life Support (BCLS) using the evidence based national or international guidelines in the management of adult victims with cardiac arrest.

Learning Activities:

Lectures and demonstration

Self-study/Reading assignments

Written assignments

Practice in Skill/Simulation Lab

Assessment Methods:

Test paper (Objective type/short answer/situation type) - 20 marks

Assignments - 10 marks

OSCE (BCLS/BLS competencies) - 20 marks

OR

As per certification guidelines

Weightage to Internal Assessment: 10 marks to be added to internal marks to make up the total of 40 marks.

Learning Resource: (Latest version to be consulted as and when revised)

Indian CPR/BCLS guidelines

International guidelines and certification - AHA guidelines

4. FUNDAMENTALS OF PRESCRIBING (Pharmacology II)

PLACEMENT: IV SEMESTER

Theory: 20 hours (Few hours of practice can be planned in skill lab/simulation lab)

Module Overview: The module covers the prescriptive role of nurses particularly nurse practitioners, legal issues relevant to prescribing, and principles, process, and steps of prescribing. Further the students will be oriented to prescribing competencies.

Competencies (Learning Outcomes): The student will be able to

1. Identify the prescriptive role of nurses, midwives, and nurse practitioners at national and international levels.
2. Discuss professional, legal, and ethical issues relevant to prescribing practice.
3. Enumerate the principles of prescribing and factors influencing it.
4. Explain the process and steps of prescribing.
5. Identify the prescribing competencies.

Learning Activities:

Lectures and demonstration

Self-study/Reading assignments

Written assignments

Practice in Skill/Simulation Lab

Assessment Methods:

Test paper (Objective type/short answer/situation type) - 20 marks

Assignments - 10 marks

OSCE (Prescribing competencies) - 20 marks

Weightage to Internal Assessment: 10 marks to be added to internal marks to make up the total of 40 marks.

CONTENT OUTLINE
T - Theory, P - Practical

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	T-4	Identify the prescriptive role of nurses, midwives, and nurse practitioners at national and international levels.	**Introduction** Background Prescriptive role of nurses and nurse practitioners Prescribing terminology	Lecture Discussion	MCQ Short answers
II	T-6	Discuss professional, legal, and ethical issues relevant to prescribing practice.	**Professional, legal, and ethical issues relevant to prescribing practice.** Professional issues Legal issues Ethical issues	Lecture Discussion Guided reading	Short answers Written assignments
III	T-4	Enumerate the principles of prescribing and factors influencing it.	**Principles of prescribing** Principles Factors influencing prescribing	Lecture & discussion Self-study & Guided reading	Short answers
IV	T-6	Explain the process and steps of prescribing.	**Process of prescribing and competencies** Steps of prescribing Prescribing competencies	Lecture & discussion Review of Case studies	Short answers Observation report OSCE

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
		Identify the prescribing competencies and develop basic prescribing competencies.		Field Observation and skill lab practice	

Learning Resource: Fundamentals of Prescribing Module prepared by INC, given below.

FUNDAMENTALS OF PRESCRIBING MODULE

S.No.	Contents	Page No.
1	Part I. Introduction and background	42
2	Part II. Prescriptive role of Nurse Practitioners (National & International)	42
3	Part III. Professional, legal and ethical issues relevant to prescribing practice	44
4	Part IV. Principles of prescribing and factors influencing it	45
5	Part V. Process and steps of prescribing	47
6	Part VI. Prescribing competencies	50
7	Part VII. Conclusion and references	52

PART I: Introduction and background

Prescribing is the main approach to the treatment and prevention of diseases in healthcare. Medicines are used more than any other intervention by patients to manage clinical conditions. The number and complexity of medicines are growing and prescribers are expected to develop and maintain prescribing competencies. When prescribed and used effectively, medicines have the potential to significantly improve patient outcomes. Doctors are the largest group of prescribers along with dentists who are able to prescribe on registration. The prescribing responsibilities have extended to other health professional groups who are able to prescribe within their scope of practice.

Countries such as USA, UK, and Australia utilize the non- medical prescribers namely nurses, pharmacists, podiatrists, and physiotherapists keeping the principle of effective use of resources, their skills and expertise maintaining safety and efficiency of prescribing. In these countries, nurse-prescribing courses with hands on experience by designated medical practitioner train nurses to perform independent and supplementary prescribing. Adequately trained nurse practitioners on completion of approved course/modules, prescribe from a limited nurse's drug formulary and function within the standards of proficiency for nurse prescribers.

In India, the current practice is that only medical practitioners and dentists prescribe drugs on registration. Prescribing is included as a component of their undergraduate program. Nursing roles are changing and with the introduction of nurse practitioner programs in critical care, midwifery and primary care, there is a need to move towards empowering these nurses in terms of quality, standards, monitoring and evaluation. Their clinical expertise is also highly valued by patients. With introduction of legal provision for nurse practitioners by INC standards, scope of practice and regulations alongside MOH&FW regulations, and support and acceptance by medical and pharmacy councils, NPs in India will be involved in prescribing within their scope soon. Currently INC in collaboration with MOH & FW have finalized Scope of Practice Document for Nurse Practitioners in midwifery and is placed in INC and Ministry's websites. This will enable NPMs to prescribe within their scope as indicated.

PART II: The Prescriptive the role of nurses and nurse Practitioners

The need for prescribing has emerged alongside introduction of Nurse Practitioner Critical Care (NPCC) and Nurse Practitioner Midwifery (NPM) programs. The prescriptive role, rights and legal provision by Indian Nursing Council (INC) and MOH&FW, GoI have been deliberated in depth with the finalization of the Scope of Practice for NPMs.

This learning module on fundamental principles of prescribing is being integrated as part of Pharmacology course.

The nurse practitioners in midwifery will be able to prescribe from a limited list of approved drugs as per the scope of practice while providing midwifery services in Midwife led Care Units (MLCUs). Restrictions may be set for the type of practitioners as per their qualification and registration as per INC standards and regulations. Nurse

practitioners in critical care will be able to follow protocol driven drug administration integrating collaborative and shared care with medical practitioners.

Standards of proficiency (Nursing & Midwifery Council - NMC, UK)

Nurse prescribers must have sufficient knowledge and competence to

1. Assess a patient's clinical condition
2. Undertake a through health history that includes medication history
3. Diagnose and decide on management of the presenting condition and whether or not to prescribe where necessary
4. Identify appropriate products if medication is required
5. Advise the patient on effects and risks
6. Prescribe if patient agrees and as per legal provision
7. Monitor response to medication and lifestyle advice

Scope:

The legal provision, policy, rules and regulations of INC and Government policy, codes of professional conduct and practice and standards of proficiency by INC will guide the prescriptive practice of nurses, nurse midwives, and practitioners.

Aims of nurse prescribing: The proposed prescriptive role of nurse practitioners

- Enables nurse practitioners to provide high clinical standards and meet the patients' needs
- Provides the prescribers with legal constraints around prescribing with sound principles and policies of prescribing
- Assists them in maintaining and improving their prescribing competencies
- Empowers nurse prescribers with personal accountability for the prescribed medication

Definition of terms

1. **Nurse practitioner:** Is one who has successfully completed the educational program prescribed by INC and is registered with the appropriate nursing council.
2. **Prescriptive rights:** The prescriptive rights bestowed on the nurse practitioner by way of regulation and standards set by GOI/INC alongside other related agencies of India for drug control.
3. **Independent prescribing:** Involves prescribing independently by the one who is responsible and accountable for patients that includes assessment of undiagnosed or diagnosed conditions and for decisions about the clinical management required including prescribing particularly by the primary care practitioner.
4. **Shared/collaborative prescribing:** Prescribing limited to protocols of specific clinical settings in consultation/collaboration with medical practitioners
5. **Administration of medicines:** The act of giving a medicine to a person, which may include some activity to prepare the medicine to be administered
6. **Competencies:** The knowledge, skill, and behaviors needed to adequately perform the function.
7. **Medicines:** Therapeutic goods that are represented to achieve, or are likely to achieve their principal intended action by pharmacological, chemical, immunological or metabolic means in or on the body of a human.

   Schedule medicines (e.g. controlled drugs, prescription - only medicines, pharmacist - only medicines. Pharmacy - only medicines)

   Unscheduled medicines such as OTC medicines such as medicines on open sale that do not require prescription (e.g. small packets of analgesics, and complementary medicines also called herbal, natural, and alternative medicines. Complementary medicines include products containing herbs, vitamins, minerals, nutritional supplements, homeopathic medicines and bush and traditional medicines). Medicines are also known as 'medications"
8. **Prescribing:** An iterative process involving steps of information gathering, clinical decision making, communication and evaluation that results in the initiation, continuation or cessation of a medicine

9. **Nurse prescriber:** Nurse Practitioners authorized to undertake prescribing within the scope of their practice.
10. **Scope of practice:** The areas and extent of practice by NPs defined by a regulatory body after taking into consideration their training, experience, expertise and demonstrated competencies

Assignments/Self-directed reading (SDL):

1. Review of literature - International trends of non-medical prescribing particularly nurse prescribing
2. Prescriptive role of Nurse Practitioner in UK, USA, Australia, Singapore and Thailand

PART III: Professional, legal and ethical issues relevant to prescribing

A comprehensive understanding of professional, legal and ethical issues is a fundamental component of safe prescribing practice. Changes with regard to education and training, professional regulations and country's legislations related to drugs and prescribing, supply and administration of medicines influence the prescribing practice and the professional accountability.

Professional Issues

Professional regulatory bodies guide the nonmedical prescribing by setting regulations for practice. Regulators of nurse prescribers are required to set standards of education, training, conduct and performance and approve educational programs that prepare nurse practitioner to prescribe. The professional regulators are Indian Nursing Council and State Nursing Council.

Nurse practitioners must work within the boundaries of professional codes of conduct by INC with the intention of providing high quality standards of healthcare, safeguarding the public and promoting professional credibility. Additional qualification and training are required for prescribing. NPs must be able to assume personal accountability and responsibility. Safe prescription standards by regulatory body should guide the NPs in their decision-making and writing prescription.

Legal issues

Knowledge about India's legislation is essential for NPs in their practice. The law sets the standards of behavior and can be defined as a rule or body of rules. The Drugs and Cosmetics Act (1940) and Rules (1945) with latest amendments provides rules and regulations related to drugs, control, license, governance, and import. Regulatory councils/Commissions for Nursing, Medical and pharmacy are also regulators. Central Drugs Standard Control Organization (CDSCO) is a central drug authority for discharging functions assigned to central government under the Drugs and Cosmetics Act. CDSCO serves as a regulatory control over import of drugs, approval of new drugs and clinical trials, approval of licenses as central license approving authority and consists of a technical advisory board to advise on amendments to rules and regulations.

National Formulary of India, FDA and Acts of professional organizations guide prescribers in their safe and competent practice.

Ethical Issues

As prescribers, ethical dilemmas occur in their daily practice. They must draw combination of personal, group and philosophical ethics to assist in the decision- making. Ethical decisions must be guided by personal beliefs and values, professional code of conduct and the knowledge and analysis of ethical theories. The most essential ethical theories that guide decision-making are consequentialism, deontology and virtue ethics. Decisions made considering the consequences are guided by the theory of consequentialism. Deontologists follow fundamental rules and consider duty and obligation are central to their decisions. Virtue ethics that involve compassion, honesty, loyalty, kindness and benevolence guide the prescribers to prescribe safely and effectively. Ethical principles such as autonomy, beneficence, non-maleficence and justice should also guide ethical decision-making. Professional integrity is an important element to be integrated in making ethical decisions.

Nurse practitioners must work within their professional codes of conduct and reflect on professional responsibility and accountability. Legal knowledge is essential for safe practice. They must apply moral and ethical theories in making ethical decisions while prescribing for their patients.

Assignments/SDL:

1. Laws and regulations relevant to drugs, prescribing and governance by GoI and professional regulatory bodies
2. International trends on legislation related to non-medical prescribing

PART IV: Principles and process of prescribing

Prescribing is one of the main approaches to treating and preventing diseases. In India, only medical practitioners perform it. It is also extended to other health professionals to use the resources maximally and thus it is extended to nurses particularly nurse practitioners in developed countries along with other health professionals (Eg. pharmacists, podiatrists, physiotherapists) who are also permitted to prescribe within restricted scope and limited formulary. All medicines have the capacity to enhance health however they also have the potential to cause harm if used inappropriately. For these reasons, all prescribers should follow principles of good prescribing. Bad prescribing can lead to ineffective and unsafe treatment, exacerbation or prolongation of illness, distress and harm to the patient and higher costs. They can also make the prescriber vulnerable to influences which can cause irrational prescribing such as patient pressure, bad example of colleagues and high powered salesmanship.

British pharmacological society recommends the following ten principles of prescribing

1. Be clear about the reasons for prescribing

   Establish an accurate diagnosis whenever possible (although this may often be difficult)

   Be clear in what the patient is likely to gain from the prescribed medicines.

2. Take into account the patient's medication history before prescribing

   Obtain an accurate list of current and recent medications (including over-the counter and alternative medicines), prior adverse drug reactions, and drug allergies from the patient, their carers, or colleagues

3. Take into account other factors that might alter the benefits and risks of treatment

   Consider other individual factors that might influence the prescription (e.g. physiological changes with age and pregnancy, or impaired kidney, liver or heart function)

4. Take into account the patient's ideas, concerns, and expectations

   Seek to form a partnership with the patient when selecting treatments, making sure that they understand and agree with the reasons for talking the medicine

5. Select effective, safe and cost effective medicines individualized for the patient

   The likely beneficial effect of the medicine should outweigh the extent of any potential harms, and whenever possible this judgement should be based on published evidence

   Prescribe medicines that are unlicensed, off-lable or outside standard practice only if satisfied that an alternative medicine would not meet the patient's needs (this decision will be based on evidence and/or experience of their safety and efficacy)

   Choose the best formulation, dose, frequency, route of administration, and duration of treatment

6. Adhere to national guidelines and local formularies where appropriate

   Be aware of guidance produced by respected bodies (increasingly available via decision support systems), but always consider the individual needs of the patient

   Select medicines with regard to costs and needs of other patients (health-care resources are finite)

   Be able to identify, access, and use reliable and validate sources of information (e.g. National Formulary), and evaluate potentially less reliable information critically

7. Write unambiguous legal prescription using the correct documentation

   Be aware of common factors that cause medication errors and know how to avoid them

8. Monitor the beneficial and adverse effects of medicines

   Identify how the beneficial and adverse effects of treatment can be assessed

   Understand how to alter the prescription as a result of this information

   Know how to report adverse drug reactions

9. Communicate and document prescribing decisions and the reasons for them

   Communicate clearly with patients, their carers, and colleagues

   Give patients important information about how to take the medicine, what benefits might arise, adverse effects (especially those that will require urgent review), and any monitoring that is required

   Use the health record and other means to document prescribing decisions accurately

10. Prescribe within the limitations of your knowledge, skill and experience

    Always seek to keep the knowledge and skills that are relevant to your practice up to date

    Be prepared to seek the advice and support of suitably qualified professional colleagues

    Make sure that, where appropriate prescriptions are checked (e.g. calculations of intravenous doses)

Factors influencing prescribing

Prescribing is complex and every consultation is unique. To ensure safety and cost effective prescribing, the practitioners need to be aware of various factors that can influence prescribing. Adhering to principles of good prescribing is the first and foremost essential component that significantly influences prescribing practice. The other factors are discussed below. The major factors include prescriber related factors, patient related factors, product related factors and other professionals.

Prescriber related factors

The personal characteristics of the prescriber have a significant impact on the prescribing. Personal beliefs and values are important influences in selection of treatment and products. The confidence of the practitioner is enhanced by additional qualification, training, and experience. The practitioner's role change and responsibility can be influencing factors. Appropriate remuneration also positively influences their performance. Organizational resources, culture and support are other factors. Professional codes of conduct protect the practitioner and public. Government guidelines, INC standards and guidelines and legal provision in the act guide the practitioners to perform safe and effective prescribing.

Patient related factors

Consultation process is vital in making decisions for safe and effective prescribing. A structured approach to history taking with well-developed history-taking skills by the practitioners is required. Access to appropriate records indicating past health history and treatment history along with comprehensive history will provide sufficient information required to make decisions related to prescribing. A therapeutic relationship with the patient and communication is sure to enhance the success of prescribing. It is important to know the expectations of patients before generating the prescription. The practitioner needs to know the various options available before choosing the drug treatment. The patient's emotions, distress and anxiety can influence the prescribing consultation and their ability to convey accurate information or receive instructions and information about taking medication and observing for drug side effects. The patient is a consumer and practitioners should be vigilant to provide maximum patient safety by ensuring adequate knowledge about drugs, their side effects, potential drug interactions and adverse reactions. The skills of pharmaco-vigilance is highly important for practitioners. Patient's culture is another influencing factor. The awareness of the dynamics that result from cultural differences such as value preferences, perception of illness, health beliefs and communication style will help practitioners adapt treatment plants that meet the culturally unique needs.

Product related factors

The choice of the product, availability and access to formularies, external influences such as pharmaceutical companies and media are some of the major influencing factors. Every practitioner needs to ensure adequate knowledge about relevant national guidelines with evidence and local prescribing protocols. The choice of the product should be based on the formulary designed for nurse practitioner's use. Effectiveness and cost need to be considered first. National Formulary of India serves as a guideline for prescribers in India. Pharmaceutical companies are growing tremendously. The practitioners need to be aware of approved and licensed companies by the drug controlling authority of India. The advertisements and media about various products and companies also attempt to influence the prescribing decisions. Practitioners need to be aware of the fact and maintain healthy and professional relationship if required and utilize ethical principles and evidence base for making prescribing decisions.

Other professionals

Multidisciplinary team working and collaboration are emphasized greatly in healthcare. The success of prescribing by practitioners depends largely by cultivating sound and effective relationship with medical practitioners and hospital managers. The role of nurse practitioners in prescribing needs to be communicated to doctors and other healthcare professionals and is to be well understood. Communication and transfer of information are cornerstones for safe prescribing practice. The above-mentioned factors related to prescriber, patient, product and other professionals are discussed briefly as to how they influence the prescribing practice. The successful implementation of prescribing by nurse practitioners depends largely upon their knowledge about these factors. Identifying strategies to minimize potential negative influences can enhance the implementation and effectiveness of the prescribing practice by nurse practitioners.

Reading assignments

1. Ten Principles of Good Prescribing, British Pharmacological Society, retrieved from www.bps.ac.uk

PART V: Process of prescribing

The national formulary of India 2016 is a published updated document available in India. The formulary provides general advice to prescribers in India. The process and steps of prescribing are discussed in the WHO guide to good prescribing (1994) and this is followed by India that is reflected in the formulary.

Process of rational prescribing

This involves selection of a drug treatment using the stepwise approach that includes the following.

1. Define the patients problem carefully (diagnosis)
2. Specify the therapeutic objective
3. Choose a treatment of proven efficiency and safety from different alternatives (refer national formulary of Indian, WHO List of essential drugs)
4. Start the treatment by writing an accurate prescription
5. Providing the patient with clear information and instructions
6. Monitor the results of the treatment
7. Stop the treatment if the problem has been solved.
8. If not re-examine all the steps.

Box 1. The process of rational treatment

Step 1. Define the patients problem
Step 2. Specify the therapeutic objective
Step 3. Select the therapeutic strategies
Step 4. Start the treatment and write the prescription
Step 5. Give information, instructions and warnings
Step 6. Monitor the treatment

Step 1. Define the patient's problem

When defining the patient's problem, the knowledge of health assessment must be revised and skills are utilized. Whenever possible, making the right diagnosis is based on integrating many pieces of information such as the complaint as described by the patient, a detailed history, physical examination, laboratory tests, X-rays and other investigations. This helps in rational prescribing.

Step 2. Specify the therapeutic objective

After examining the holistic needs of the patient ask the following questions.

Is the diagnosis established?

Is information or advice sufficient?

Is there a need to prescribe?

What does the patient expect?

What is your objective for treating the patient? Define what you want to achieve from the drug. (e.g.) to suppress chronic dry cough to prevent heart attack in angina

The therapeutic objectives should be based on the pathophysiology underlying the clinical condition. More than one objective may be selected sometimes.

Step 3. Select the therapeutic strategies

Making a choice involves the following consideration

Appropriate
Effective
Safe
Cost
Acceptable

Refer the following:

1. Nurse prescriber's formulary
2. National Formulary of India and national list of essential medicines
3. WHO list of essential drugs
4. Other relevant documents
5. Existing standard treatment protocols and guidelines

Select the strategy based on the knowledge of pathophysiology and the findings from history, examination, lab tests and other investigations. Medication or drug history and allergies are vital in the history that includes the following

- List of medications the patient is on with the repeat prescription of the medication
- Record from the history the name, dose, frequency and route of medication
- Prescribed or not
- Enquiry about OTC drugs (over the counter) or any other herbal preparations
- Any allergies reaction to medication, foods or environment factors and treatment given
- Recording of the above

History related to age, sex, hereditary factors, lifestyle factors, social and community networks living and working conditions, socio economic cultural and environmental conditions.

The selected strategy should be agreed with the patient that is known as concordance.

Non-pharmacological treatment:

Not all patients require a medicine for the treatment. Very often many health problems can be resolved by a change in lifestyle, diet, use of physiotherapy or exercise, and providing psychological support. These have the same effect as a drug and instructions must be written, explained and monitored in the same way.

Pharmacological treatment:

This involves selecting the correct group of drugs, selecting the medicine from the chosen group, and verifying the suitability of the chosen drug for each patient.

Knowledge about the pathophysiology of the clinical condition, pharmacokinetics and pharmacodynamics of the chosen drug are fundamental principles for rational therapeutics.

The selection process must consider the efficacy and safety of the drug.

For safety, the potential benefits of the treatment must always be balanced against known safety concerns.

How to avoid adverse drug reaction?

1. Use as few concurrent drugs as possible.
2. Use the lowest effective dose.
3. Check if patient is pregnant or breast feeding
4. Is the patient at extremes of life?
5. Do you know all the drugs that the patient is taking
6. Check for over the counter medicines
7. Drug allergies or previous reaction to medications

Make an inventory of effective groups of drugs. Once you have compared various treatment alternatives and considered the four criteria such as efficacy, safety, suitability and cost, choose the drug.

In selection of the drug, choose an active substance and a dosage form, choose a standard dosage schedule, and choose a standard duration of treatment

Advice to be given to patient first with an explanation of why it is important, use words that patient can understand and be brief.

Step 4. Start the treatment

Prescribe the (treatment) drugs

Writing a prescription

A Prescription is an instruction from a prescriber to a pharmacist/dispenser. Prescriber is not always a doctor, it could be a nurse, medical assistant etc. The dispenser is not always the pharmacist it could be an assistant nurse. Every country has its own standards, laws and regulations as to who should prescribe, dispense and the required information in a prescription form, drugs that require prescription or not, special laws regarding narcotics etc.

Information on a prescription

Based on individual country's regulations.

Legibility
Clarity
Precision
(Legal obligation

Information

Name & address of the prescriber with telephone no (if possible)

Date of prescription

Name (Generic Name) and strength of drug

Dosage form (only use standard abbreviations) Tab paracetamol 500 mg (10 tablets) BDx5 days.

Label: how much, how often, special instruction,

Name, address, age of patient.

Prescriber's initials signature, License no.

Step 5. Give Information, Instruction and warnings

50% of patients do not take prescribed drugs correctly take irregularly or not at all. The most common reasons are that the symptoms have stopped, side effects have occurred, or the drug is not perceived as effective, or the dosage schedule is complex to understand. Giving information, instruction and warnings is important to ensure patient compliance/adherence

Adherence to drug treatment can be improved if

Drug is well chosen and prescribed

A Good prescriber patient relationship is created

Time is taken to give necessary information, instructions and warnings.

How to improve patient adherence to drug treatment

Prescribe a well-chosen treatment

Create a good doctor-patient relationship

Take the time to give information, instruction and warnings

Other aids to improve adherence could be patient leaflets, pictorials, day calendar, drug passport and dosage box.

Information to include:

Effects of the drug

Side effects

Instructions

Warnings

Future consultation

Confirmation of understanding

Step 6. Monitor the treatment (Stop or continue)

Monitoring enables you to determine whether the treatment has been successful or additional action is required. This allows stopping or reformulating if necessary or continuation of treatment.

Passive monitoring (self-monitoring)

Active monitoring (Future appointment & consultation)

Was the treatment effective?

a. Yes, and disease cured/stop the treatment

b. Yes, but not yet completed - Any serious side effects

No: treatment can be continued

Yes: Reconsider dosage or drug choice

c. No, disease not cured - verify all steps:

Diagnosis correct

Therapeutic objective correct?

Drug prescribed correctly?

Effect monitored correctly?

Keep up to date about drugs

Knowledge is constantly changing. New drugs come to the market. Every prescriber is expected to know about the side effects and also developments in drug therapy.

Choosing sources of information

1. Make an inventory of available sources of information.

Reference books & Medical journals

Drug compendia - hand books for desk reference national formulary

National lists of essential drugs and treatment guidelines

Drug formularies

Drug bulletins, drug information centers

Verbal information

Drug industry sources of information

2. Choose between sources of information credible and accessible.

E.g. Medical journals, drug bulletins, pharmacology or clinical reference books, national formulary revisions

3. Effective reading- Read useful resources, clinical trials.

It is important to develop a strategy to maximize your access to key information you need for optimal benefit of the drugs you prescribe.

Assignments/Learning Activities - Case study discussion

Learning different steps of prescribing from case studies

Refer - The guide to good prescribing - Practice Manual, WHO, Geneva, 1994

PART VI: Prescribing Competencies

Every practitioner who prescribes must possess various competencies required by respective regulatory bodies.

The prescribing competency framework recommended by NPC consists of three domains:

National Prescribing Centre (NPC, NICE -UK), 2014

1. The consultation
2. Prescribing efficiency
3. Prescribing in context

I Domain - The consultation

Competencies

1. **Knowledge**
   Has up-to-date clinical, pharmacological and pharmaceutical knowledge relevant to own area of practice.
2. **Options**
   Makes or reviews a diagnosis, generates management options for the patient and follows up management.
3. **Shared Decision Making** (with parents, care-givers or advocates where appropriate)
   Establishes a relationship based on trust and mutual respect. Recognizes patients in the consultation.

II Domain - Prescribing Effectively

Competencies

4. **Safe**
   Is aware of own limitation. Does not compromise patient safely.
5. **Professional**
   Ensures prescribing practice is consistent with scope of practice, organizational, professional and regulatory standards, guidance and codes of conduct.
6. **Always improving**
   Actively participates in the review and development of prescribing practice to optimize patient outcomes.

III Doman - Prescribing in context

Competencies

7. **The health care system**
   Understands and works within local and national policies, process and systems that impact on prescribing practice. Sees how own prescribing impacts on the wider healthcare community.
8. **Information**
   Knows how to access relevant information. Can use and apply information in practice.
9. **Self and others**
   Works in partnership with colleagues for the benefit of patients, is self-aware and confident in own ability as a prescriber.

Royal Pharmaceutical Society's (UK) Prescribing Competency Framework- Comprises of ten competencies within two domains.



THE CONSULTATION

1. Assess the patient
2. Consider the options
3. Reach a shared decision
4. Prescribe
5. Provide information
6. Monitor and review

PRESCRIBING GOVERNANCE

7. Prescribe safely
8. Prescribe professionally
9. Improve prescribing practice
10. Prescribe as part of a team

Reading assignments:

1. A Single Competency Framework for all prescribers NPC (National Prescribing Centre) (Provided by NICE), 2012
2. Royal Pharmaceutical Society, A Competency Framework for all prescribers (2016)

PART VII: Conclusion

Nurse prescribing is not a practice in India. With the introduction of Nurse practitioner program in Critical Care and midwifery, the need for granting prescriptive rights to NPs is being recognized. Legal provision for NPs to be involved in prescribing is being explored and INC is working towards developing regulations and legal provision along with MOH&FW. It is hoped that this will become a reality soon similar to the practice in UK, USA and Australia.

This learning and teaching module on Fundamentals of Prescribing is divided into 5 parts and can be offered to orient the students in prescribing practice, its principles and legislation required and the needed competencies for prescribers. Both theory and practical are planned with the assessment plan for the course module. This module will enhance the understanding of BSc nursing students on prescribing principles and assist them to develop the prescribing competency when called to use it as community health officer in Health and wellness centres/primary care settings.

References:

Nuttal, D & Rutt- Howard, J (editors) (2011). The Text Book of Non- Medical Prescribing

Royal Pharmaceutical Society, A Competency Framework for all prescribers (2016)

Ten Principles of Good Prescribing, British Pharmacological Society, retrieved from www.bps.ac.uk

A Single Competency Framework for all prescribers, National Prescribing Centre-NPC (Provided by NICE), 2012, NPC is part of NICE (National Institute for Health and Clinical Excellence, NICE) Ref. NICE (2012) A Single Competency Framework for all Prescribers NPC.

Non- Medical Prescribing Policy, surrey with Sussex (NHS) NMPSS- prescribing principles, 2004

National Formulary of India, 2016

Drug & Cosmetics Act, 1940 & 1945

The guide to good prescribing, WHO, Geneva, 1994

(NB: Latest edition must be consulted as and when revised)

5. PALLIATIVE CARE (Adult Health Nursing II)

PLACEMENT: IV SEMESTER

Theory & Practical: 20 hours

Theory: 15 hours

Practical: 5 hours

Module Overview: This module is designed to help students to develop in-depth knowledge, competencies, and a positive approach in providing quality palliative care to persons suffering from chronic illnesses and resultant health problems in variety of settings, collaborating supportive services.

Competencies (Learning Outcomes): The student will be able to

1. Explain the concept and significance of palliative care.
2. Identify the need for palliative care.
3. Discuss the importance and techniques of effective communication in palliative care
4. Demonstrate skill in assessment, management and evaluation of pain and common symptoms
5. Provide optimum nursing care to relieve symptoms and promote comfort.
6. Demonstrate competency in performing nursing procedures related to palliative care
7. Assist the patient to experience maximum Quality of Life.
8. Support patient and family for home care and to cope with the terminal phase of illness
9. Observe ethical and legal principles binding palliative care.

Learning Activities:

Lectures and demonstration

Self-study/Reading assignments

Written assignments

Practice in Skill/Simulation Lab

Assessment Methods:

Test paper (Objective type/short answer/situation type) - 20 marks

Assignments - 10 marks

OSCE (Health assessment & Symptom management competencies) - 20 marks

Weightage to Internal Assessment: 10 marks to be added to internal marks to make up the total of 40 marks.

CONTENT OUTLINE
T - Theory, P - Practical

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
1	2	Explain the concept significance of palliative care. Identify the need for palliative care. .	**Palliative Care** Evolution, and History Concept of palliative care Significance Components Differences between conventional and palliative care approaches Ethical aspects Need for palliative care	Lecture cum discussion	MCQ Short answers

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
II	2	Discuss different aspects of effective communication. Describe how to deal with extremes of emotions	**Communication Skills** Effective communication - needs and barriers Non-verbal communication Learning to communicate patients with advanced and progressive diseases Communicating bad news Managing collusion Managing anger and denial	Review Discussion Simulation Case Scenario	MCQ Short answers Role play
III	8 (T) 2 (P)	Demonstrate skill in assessment, management and evaluation of pain and other common symptoms Apply non-pharmacological and pharmacological Nursing interventions for pain relief. Render optimum nursing care to relieve symptoms and to promote comfort. Prepare the patient and caregiver for continued care.	**Nursing Management of Symptoms** Holistic approach in symptom assessment and management, Pain - concept, assessment and evaluation of pain, patho-physiology of chronic pain, WHO ladder for pain management, Morphine –steps in calculating dose for oral morphine, management of opioid overdose and side effects, Nursing interventions for management of pain Management of dyspnoea, Nausea and vomiting, Constipation, Diarrhoea Nutrition and Hydration Fatigue and Powerlessness Anxiety, Social isolation Spiritual distress Impaired physical mobility Self-care deficit Delirium Caregiver role strain	Review Discussions Demonstration	Case study Written assignment Essay
IV	1 (T) 3 (P)	Demonstrate competency in performing nursing procedures related to palliative care.	**Nursing Procedures** Wound care Colostomy care Subcutaneous injection Oral hygiene Naso-gastric tube management Tracheotomy care Assisting in thoracocentesis Assisting in indwelling ascitic catheter placement Lymphoedema management Bladder care	Review and discussions Simulation	OSCE
V	2 (T)	Discuss measures to improve Quality of Life. Explain care in the terminal phase, loss and grieving process.	**Optimization of care** Quality of Life Essential care Anticipatory prescription Dying with dignity Care during the terminal phase Ethics based decision making	Review and discussion Case scenario Observation visit to a palliative care facility	Short answers Observation Visit Report

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
		Observe ethical and legal principles applied to palliative care.	Death and dying, end of life Support to the care giver and family		

References:

Rajagopal, M. R. (2015). An Indian Primer of Palliative care for medical students and doctors. Kerala: Trivandrum Institute of palliative science publication.

Palliative care module prepared by WHO CC of Trivandrum and Calicut (Latest version to be used as and when available)

6. FACILITY BASED NEWBORN CARE (FBNBC) AND ESSENTIAL NEWBORN CARE (ENBC) (Child Health Nursing I)

PLACEMENT: V SEMESTER

THEORY & SKILL LAB: 18 hours

Theory: 10 Hours

Skill Lab: 8 hours

MODULE OVERVIEW: This course is designed to help students to demonstrate the cognitive and psychomotor skills necessary for ensuring healthy survival of neonates.

COMPETENCIES (Learning outcomes): The student will be able to

1. Describe evidence based routine care of newborn baby at birth and everyday care of the newborn baby
2. Enlist the factors which contribute to heat loss in newborn
3. Demonstrate methods to keep the baby warm after birth and at home
4. Discuss Kangaroo mother care and develop skill in assisting for Kangaroo Mother Care
5. Recognize different methods to feed normal and low birth weight babies
6. Demonstrate skill in assisting the mother for breastfeeding the newborn baby
7. Identify and manage at-risk and sick neonates
8. Perform resuscitation of newborn baby and provide aftercare
9. Demonstrate skill in using and maintaining neonatal equipment, doing common procedures, emergency triaging and preparing common medications
10. Enumerate key points in prevention of infection in hospitals and waste disposal

CONTENT OUTLINE
T - Theory, L - Lab/Skill lab

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
1	1 (T) 1 (L)	Describe evidence based routine care of newborn baby at birth and everyday care of the newborn baby	**Evidence based care of newborn** Basic needs of a normal baby at birth Immediate care of the normal newborn at the time of birth Monitoring the baby in the first hour after birth Care of the baby in special situations Postnatal care of normal baby	Lecture Discussion	Questioning Tests
2	1 T) 1(L)	Enlist the factors which contribute to heat loss in newborn Demonstrate methods to keep the baby warm after birth and at home	**Temperature regulation in newborn** Handicaps of newborn in temperature regulation Warm chain Assessment of temperature and management of hypothermia Hyperthermia	Discussion Demonstration	OSCE
3	1 (T) 1 (L)	Discuss Kangaroo mother care and develop skill in assisting for	**Kangaroo mother care** KMC - Components and benefits Requirements and eligibility	Discussion	OSCE

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
		Kangaroo Mother Care	Procedure		
4	1 (T) 1 (L)	Recognize different methods to feed normal and low birth weight babies Demonstrate skill in assisting the mother for breastfeeding the newborn baby	**Feeding the newborn** Breast feeding Feeding of low birth weight and sick newborns	Discussion Demonstration	Tests Questioning OSCE
5	2 (T) 1 (L)	Identify and manage at-risk and sick neonates	**Care of sick neonates** Care of at-risk neonates Care of sick neonates	Discussion Demonstration	Tests Questioning
6	1 (T) 2 (L)	Perform resuscitation of newborn baby and provide aftercare	**Newborn Resuscitation** Preparation for resuscitation Assessing the need for resuscitation Steps of resuscitation Follow up care after successful resuscitation	Demonstration and return demonstration	Questioning OSCE
7	2 (T) 1 (L)	Demonstrate skill in using and maintaining neonatal equipments, doing common procedures, preparing Common medications and emergency triaging	**Common nursing procedures** Use and maintenance of neonatal equipments Common procedures done in newborn Preparation of common medications Emergency triage assessment and treatment	Discussion Demonstration	Tests Questioning OSCE
8	1 (T)	Enumerate key points in prevention of infection in hospitals and waste disposal	**Infection prevention and control** Principles of asepsis and universal precautions Handwashing Skin preparation for venipuncture and other procedures Surveillance Safe disposal of hospital waste		Tests Questioning OSCE

CLINICAL: 25 hours

Clinical Practice Competencies: On completion of the course, the students will be able to:

1. Demonstrate immediate care of a newborn at the time of birth
2. Demonstrate methods to keep the baby warm after birth and at home
3. Encourage Kangaroo mother care
4. Recognize and practice different methods to feed normal and low birth weight babies
5. Identify and manage at-risk and sick neonates
6. Perform resuscitation of newborn baby and provide aftercare
7. Demonstrate skill in using and maintaining neonatal equipment, doing common procedures, emergency triaging and preparing common medications

8. Practice key points in prevention of infection in hospitals and waste disposal

Learning Resources: (Latest version must be consulted as and when revised)

National guidelines-MOH & FW

7. IMNCI (Child Health Nursing I)

PLACEMENT: V SEMESTER

THEORY: 10 hours

SKILL LAB: 5 hours

CLINICAL: 25 hours

DESCRIPTION: This course is designed to help students to develop knowledge and competencies required for assessment, diagnosis, treatment, nursing care of infants and children with various diseases using guidelines as per IMNCI in the hospital and home settings.

COMPETENCIES (Learning outcomes): The student will be able to

1. Trace the history and developments in the field of integrated management of child health and child health nursing
2. Apply the concepts of IMNCI in providing care to the pediatric clients and their families
3. Identify effective management of young infants up to 2 months
4. Demonstrate skill in case management of young infants up to 2 months
5. Recognize effective management of children age 2 months to 5 years
6. Demonstrate skill in case management of children age 2 months to 5 years
7. Demonstrate skill in treatment procedures and referral of sick children
8. Demonstrate skill in counseling of the care takers

CONTENT OUTLINE
T - Theory, L - Lab/Skill Lab

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
1	2 (T)	Trace the history and developments in the field of integrated management of child health and child health nursing	**IMNCI - Introduction** Background and Objectives Components and principles Rationale for an integrated evidence based syndromic approach to case management	Lecture Discussion	Written assignment Tests
2	2 (T) 1 (L)	Apply the concepts of IMNCI in providing care to the pediatric clients and their families	**Steps of case management process** Assess the young infant/child Classify the illness Identify treatment Treat the young infant/ child Counsel the mother Provide follow up care	Discussion Demonstration	OSCE
3	2 (T) 1 (L)	Identify effective management of young infants up to 2 months Demonstrate skill in case management of young infants up to 2 months	**Assessment of sick young infants** History taking Checking for possible bacterial infection/ jaundice Diarrhea Feeding problem/ malnutrition Immunization status Other problems	Discussion Demonstration	OSCE
4	2 (T) 1 (L)	Recognize effective management of	**Assessment of sick children** History taking Checking for general danger signs	Discussion Demonstration	OSCE

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
		children age 2 months to 5 years Demonstrate skill in case management of children age 2 months to 5 years	Checking main symptoms Checking for malnutrition Checking for anaemia Assessment of feeding Checking immunization Assessing other problems		
5	2 (L)	Demonstrate skill in treatment procedures and referral of sick children	**Treatment procedures** Identify treatment Inpatient and outpatient treatment Home management Referral	Discussion Demonstration	OSCE
6	2 (T)	Demonstrate skill in counseling of parents and care takers	**Parental counseling** Advice regarding feeding and fluid intake, and solving of feeding problems Administration of oral drugs Advise when to return	Discussion Role play	OSCE

Clinical: 25 hours

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

1. Demonstrate skill in case management of young infants up to 2 months
2. Demonstrate skill in case management of children age 2 months to 5 years
3. Demonstrate skill in treatment procedures and referral of sick children
4. Demonstrate skill in counseling of the care takers and follow up care

Learning Resources: (Latest version must be consulted as and when revised)

National guidelines-MOH&FW

8. PLS (Child Health Nursing I)

PLACEMENT: V SEMESTER

Theory: 3 hours

Skill Lab: 4 Hours

Clinical: 10 Hours

COMPETENCIES (Learning outcomes): The student will be able to

1. Recognize early signs of critical illness in children
2. Identify early signs of cardiopulmonary arrest
3. Demonstrate the use of the various airway and oxygen adjuncts and methods for optimum ventilation & airway control.
4. Differentiate between respiratory distress and failure
5. Intervene respiratory distress and failure at the earliest
6. State the indications & dosages of medications used in cardiopulmonary arrest and the effects on the cardiovascular system.
7. Demonstrate skill in CPR
8. Provide Post-cardiac arrest management

CONTENT OUTLINE
T - Theory, L - Lab/Skill lab

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
1	2 (T)	Recognize early signs of critical illness in children Identify early signs of cardiopulmonary arrest	**Identification of critical illness in children** Early signs of critical illness in children Early signs of cardiopulmonary arrest Assessment of appearance based on AVPU scale	Lecture Discussion	Questioning Tests
2	1 (T)	Differentiate between respiratory distress and failure	Respiratory distress Respiratory failure	Discussion	OSCE
3	1 (L)	Intervene respiratory distress and failure at the earliest	**Prompt Interventions for** Respiratory distress and Respiratory failure	Discussion Demonstration	OSCE
4	1 (L)	State the indications & dosages of medications used in cardiopulmonary arrest and the effects on the cardiovascular system	**Medications used in cardiopulmonary arrest** Indications & dosages of medications used in cardiopulmonary arrest and the effects on the cardiovascular system	Discussion Demonstration	OSCE
5	1 (L)	Demonstrate skill in CPR	**CPR** Steps in carrying out Child CPR	Demonstration and return demonstration	OSCE
6	1 (L)	Provide Post-cardiac arrest management	**Post-cardiac arrest management**	Discussion Demonstration	OSCE

Clinical Practice Competencies: 10 hours

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

1. Recognize early signs of critical illness in children
2. Demonstrate the use of the various airway and oxygen adjuncts and methods for optimum ventilation & airway control.
3. Differentiate between respiratory distress and failure
4. Intervene respiratory distress and failure at the earliest
5. State the indications & dosages of medications used in cardiopulmonary arrest and the effects on the cardiovascular system.
6. Demonstrate skill in CPR
7. Provide Post-cardiac arrest management

LEARNING ACTIVITIES: Specified in the above table.

ASSESSMENT METHODS:

Test paper (Objective type/short answers) - 20 marks

Assignments - 10 marks

OSCE - 20 marks

Weightage to Internal Assessment: 10 marks to be added to internal marks to make up the total of 40 marks.

Learning Resources: (Latest version must be consulted as and when revised)

1. National guidelines - MOH&FW
2. AHA guidelines

9. SBA & SAFE DELIVERY APP (Midwifery/Obstetrics & Gynecology Nursing I&II)

PLACEMENT: VI & VII SEMESTER

Theory, skill lab and clinical hours are integrated in MIDWIFERY/OBS & GYNEC I & II Courses.

Module Overview:

SBA module is prepared by MOH&FW, GoI and can be used in MIDWIFERY/OBS & GYNEC I & II Courses.
Safe delivery app is available in INC website prepared by Maternity Foundation of India and INC

Competencies (Learning Outcomes): The student will be able to

1. Demonstrate knowledge and competencies to provide respectful maternity care to woman during antenatal, intranatal and postnatal periods in hospitals and community settings.
2. Provide safe and competent care to normal neonate and neonate with complications.
3. Identify complications in women during antenatal, intranatal, and postnatal periods.

Learning Activities:

Lectures and Demonstration

Self-study/Reading assignments

Written assignments

Practice in Skill/Simulation Lab

Assessment Methods:

SBA module

Test paper - 20 marks

Assignments - 10 marks

OSCE - 20 marks

Safe Delivery App

Completion of Safe delivery app as champion.

Weightage to Internal Assessment: 10 marks to be added to internal marks to make up the total of 40 marks.

Learning Resources:

1. **SBA-A handbook for ANM, LHV & Staff nurses (2010),** MoH&FW document
2. **Dakshata (2015) national guidelines**
3. **SAFE DELIVERY APP**
   (Maternity foundation of India and INC)

NB.

Completion of both Modules is mandatory before the end of VII Semester.

Latest Versions of National Guidelines must be consulted.

II. ELECTIVE MODULES

BSc Nursing Program

(Modular content outline)

LIST OF ELECTIVE MODULES

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

1. Human values
2. Diabetes care
3. Soft skills

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

4. CBT
5. Personality development
6. Addiction psychiatry
7. Adolescent health
8. Sports health
9. Accreditation and practice standards
10. Developmental psychology
11. Menopausal health
12. Health Economics

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

13. Scientific writing skills
14. Lactation management
15. Sexuality & Health
16. Stress management
17. Job readiness and employability in health care setting

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

1. HUMAN VALUES

PLACEMENT: III & IV SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This module is designed to help students to develop knowledge and attitude towards inculcating human values.

LEARNING OUTCOMES:

On completion of the module, the student will be able to

10. Understand the concept and importance of human values.

11. Analyze the impact of human values in family, society and profession.

12. Apply human values in education and clinical practice.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
I	4	Explain the concept of human values, nature and types	**Introduction** Introduction to human values - Definition and nature of human values Types of human values - Different categorization Instrumental and extrinsic values Personal and professional values Examples of human values - cooperation, honesty, caring, compassion, love, respect, sharing, loyalty, appreciation, integrity, discipline, justice, solidarity, civility, non-violence	Lecture cum discussion Discuss some of the human values having universal relevance Value clarification exercise Role play	Quiz
II	4	Understand the significance of human values and in nursing Identify the difference between human, ethical and moral vales	**Importance of human values** Need and importance of human values Functions of values Reflection on individual values Human values, ethical values and moral values - differences and similarities	Reflective exercises and report Sharing in groups Discuss lessons from the lives and teachings of great leaders, reformers and administrators	Evaluation of reflective report/group work report
III	2	Explore the role of human values in family and society	**Role of human values in family and society** Family values Social standards Influence of family and society	Lecture cum discussion	Short answers
IV	4	Discuss the role of educational institutions in inculcating human values	**Role of education and human values** Teachers as role model Development of accountability, appreciation and helping nature Discipline as a human value Value education strategies	Lecture cum discussion Case scenario and discussion	MCQ Short answers

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
V	4	Explain the core values at workplace and apply in clinical settings	**Professional Values** Professional values - examples Professional values and Value development in nursing Core values at workplace, application in clinical settings and implications	Case scenario and discussion Application in clinical practice - Reflection	Evaluation of assignment
VI	2	Explain the influence of culture on values	**Values and cross cultural influence** Cultural values Universal application Universal declaration of human values and human rights	Lecture cum discussion Case scenario and discussion	Short answers

ASSESSMENT METHODS:

Test paper (Objective test, Short answers and case scenario and questions) - 30 marks

Assessment of assignments/skills - 20 marks

2. DIABETES CARE

PLACEMENT: III & IV SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This module is designed to help students to develop knowledge, skill and attitude regarding Diabetes and care.

LEARNING OUTCOMES:

On completion of the module, the student will be able to

1. Understand the concept of NCDs and relevant national programs.
2. Review the pathophysiology and clinical diagnostic criteria for diabetes.
3. Analyze the diabetes treatment options such as medication, diet, exercise and life style modifications.
4. Apply the principles and demonstrate self-management skills to achieve diabetes control .
5. Identify onset of complications and provide means of seeking appropriate and timely help.
6. Demonstrate understanding of recent updates in diabetes.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
I	2	Explain the concept of NCDs and national NCD programs	**Introduction** Introduction to Diabetes as Non communicable disease burden - global & national - Review Diabetes risk factors, preventive measures & risk reduction measures Role of nurse in national programs relevant to Diabetes prevention, control and care	Lecture cum discussion Directed reading and assignments	Quiz
II	4	Recall and discuss the pathophysiology of Diabetes, its clinical characteristics and diagnostic criteria	**Pathophysiology and diagnosis of Diabetes** Review - structure & functions involved in key organs relating to diabetes (pancreas, liver, muscle, adipose tissue & kidney) Relationship between blood glucose and insulin Prediabetes condition Types of Diabetes - Type I & II Screening Symptoms Diagnostic Criteria	Review Case scenario and discussion Sharing in groups	Evaluation of group work report
III	4	Discuss the available treatment options	**Diabetes treatment options** ***Life style modifications*** ***Diet therapy*** ***Exercise*** ***Medical therapy*** o Oral antidiabetic agents used to treat diabetes o types, actions, side effects and contraindications	Drug study Written assignments	Quiz Test paper Evaluation of written assignments

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
			o Combination treatment regimen o Medication considerations in elderly o Insulin therapy - Types, regimen, preparation and administration o Recent advances in medication therapy		
IV	3	Identify complications and provide timely support in management of complications	**Complications of diabetes** ***Diagnosis and management of*** Hypoglycemia Hyperglycemia Diabetic ketoacidosis Macrovascular complications Diabetic retinopathy Diabetic nephropathy Neuropathy Gestational diabetes in pregnancy	Lecture cum discussion Case study	Short answers Essay Case study reports
V	5	Identify the challenges of living with diabetes Achieve effective self-management skills	**Self-Management** Challenges of living with diabetes Role of self-care in diabetes management Effective self-management skills to attain and maintain diabetes control Monitoring blood glucose levels -methods to monitor diabetes control and analysis of blood glucose patterns	Lecture cum discussion Demonstration Practice	Short answers OSCE
			Nutrition therapy Nutritional needs of patients with diabetes Nutritional assessment Determination of body mass index (BMI), waist-to-hip ratio Meal planning methods Problems associated with diet therapy	Meal planning	Assessment of meal plan
			Physical activity Role of exercise in diabetes management Components of exercise prescription Exercise needs assessment Types of exercises Benefits of yoga for people with diabetes Strategies to prevent hypoglycemia during or after exercise	Role play	
			Medication therapy		

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
			Understanding action, side effects and contraindications Insulin therapy - preparation and administration Role of diabetes educator in education and counseling **Complication identification and seeking appropriate help**		
VI	2	Update the knowledge on diabetes, its management and care Discuss the role of diabetes educator Identify the role of complementary therapies	**Recent updates in diabetes** Oral health and diabetes Managing diabetes during disasters Recent update on treatment and care modalities Role of diabetes educator in diabetes care, education, counseling and management Complementary therapies	Lecture cum discussion Directed reading	MCQ Short answers

ASSESSMENT METHODS:

Test paper (Objective test, Short answers and case scenario and questions) - 30 marks

Assignments - 10 marks

Assessment of skills (Meal planning) - 10 marks

LEARNING RESOURCES:

Facilitator manual for training nursing staff on **"Prevention and Management of Non-Communicable Diseases"** developed by People to People Health Foundation (PPHF), 2019

3. SOFT SKILLS

PLACEMENT: III & IV SEMESTER

TOTAL HOURS: 1 Credit (20 hours)

DSECRIPTION: This module is designed to improve the soft skills of the students and covers important skills required for personal and professional lives such as etiquette, presentation, time management, motivation, decision making and team work.

LEARNING OUTCOMES:

On completion of the module, the student will be able to

1. Identify & perform personal, professional & Social Etiquette
2. Illustrate Telephone Etiquette
3. Learn & apply Presentation skills.
4. Be empowered in Public Speaking
5. Practice appropriate time management and use planning tools
6. Incorporate Motivational skills in practice
7. Develop Decision making skills
8. Demonstrate Teamwork in workplace

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
I	4	Identify & perform personal, professional & Social Etiquette	**Personal Etiquette:** Grooming and personal hygiene Body language-Postures & facial expressions Punctuality and respectfulness Manners **Professional Etiquette:** Meeting etiquette Workplace etiquette communication etiquette-Oral & written **Social Etiquette:** What is Social Etiquette? Why are social skills important? Types of social skills Conversational skills - Greetings, listening, interacting Common courtesies - Thank you, No thank you, Excuse me, May I Social skill defects **Other types:** Classroom etiquette-respectful and punctual, use of cell phone, engagement in the class Virtual classroom etiquette Social media etiquette	Demonstration return demonstration	Feedback from faculty and co-students

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
II	2	Illustrate Telephone Etiquette	**Telephone etiquette:** Introduce yourself first Clarity of speech Active listening and take notes Use appropriate language Remain cheerful	Demonstration return Demonstration	Anonymous Assessment
III	3	Learn & apply Presentation skills.	**Presentation Skills:** Introduction Types of Presentation Skills Structure Importance of Presentation skills Making a Presentation Delivering a Presentation	Lecture with discussion	Sample presentations
IV	2	Empowered in Public Speaking	**Public Speaking:** Elements of Public Speaking Types of Public Speaking How do you begin a speech How do you make your speech good Factors of Public Speaking	Lecture & Demonstration return Demonstration	Health talk
V	2	Practice appropriate time management and use planning tools	**Time management:** Know how to spend time Set priorities Using a Planning Tool Getting Organised/Schedule time appropriately	Roleplay	Adherence to Timeline
VI	2	Incorporate Motivational skills in practice	**Motivational skills:** Forming and Changing Habit Gratitude Positivity Mindfulness	Lecture with discussion	360 degree Feedback
VII	2	Develop Decision making skills	**Decision making skills:** What is Decision making skills The 5 Decision making skills Styles of Decision making How to develop decision making	Role play	Critical thinking Competencies
VIII	2	Demonstrate Teamwork in workplace	**Team work:** Differentiate team/teamwork Examples of team work skills Working with different teams Build a team in your workplace environment	Lecture with discussion	Feedback from colleagues

ASSESSMENT METHODS:

Test paper (Objective test, Short answers and case scenario and questions) - 30 marks

Assignments - 10 marks

Assessment of skills (Time management/presentation/etiquette) - 10 marks

4. COGNITIVE BEHAVIOURAL THERAPY (CBT)

PLACEMENT: V & VI SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This module is designed to help students acquire comprehensive knowledge regarding the basics of Cognitive Behavioural Therapy and develop an insight into behaviour of self and others. Further it is aimed at helping them to practice the principles of CBT for promoting Mental Health in Nursing Practice.

LEARNING OUTCOMES:

On completion of the module, the student will be able to:

1. Explain the concept and techniques of CBT
2. Use techniques to develop a therapeutic alliance based on CBT
3. Discuss cognitive conceptualization-automatic thoughts and alternative explanations based on cognitive model
4. Describe strategies to identify and respond to cognitions including dysfunctional cognitions
5. Formulate thought records and action plans

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
I	6	Explain the concept and techniques of CBT Use techniques to develop a therapeutic alliance based on CBT	**Concepts and Techniques of CBT** Concept - Definition Techniques and applications of CBT Factors influencing effective delivery of CBT CBT Model The therapeutic relationship and setting goals with clients	Lecture and Discussion Role play Demonstration	**Skills check:** Mastery demonstration of establishing a therapeutic relationship with the client in CBT and setting goals
II	4	Discuss cognitive conceptualization - automatic thoughts and alternative explanations based on cognitive model	**The Cognitive Model** Three levels of thoughts Automatic thoughts - development and tracking Designing and implementing experiments to test automatic thoughts Biofeedback in CBT	Lecture cum discussion Assignment on automatic thoughts and its testing	Evaluation of assignment
III	5	Describe strategies to identify and respond to cognitions including dysfunctional cognitions	**Identifying, Evaluating and Responding to Cognitions** **Socratic questioning** - Technique of questioning **Behaviour experiments** - Relaxation, mindfulness, distraction techniques, graded task assignments, task scheduling etc.	Lecture cum discussion Role play Assignment on identifying and responding to dysfunctional cognitions	Evaluation of assignment
IV	5	Formulate thought records and action plans	**Designing Effective Action Plans and Thought Records** Thought records components Action plan components Identifying underlying and new core beliefs and assumptions Facilitating completion of the action plan and reviewing the action plan at the next session	Lecture cum discussion Role play	**Skills check:** Formulate thought records and action plans and prepare worksheets

ASSESSMENT METHODS:

Test paper (Objective test, Short answers and case scenario and questions) - 30 marks

Assignments - 10 marks

Assessment of skills (Establishment of therapeutic relationship with client on CBT/Formulating thought records or action plans) - 10 marks

LEARNING RESOURCES:

1. Greenberger D, Padesky CA. Mind over Mood: Change How You Feel By Changing the Way You Think. The Guilford Press; 2016
2. Beck JS, Beck AT. Cognitive Therapy: Basics and Beyond. Guilford Publications; 2011

Websites:

http://focus.psychiatryonline.org/cgi/content/full/4/2/173

http://www.learncognitivetherapy.com/cognitive_therapy.htm

NB:

Brief notes on the content is attached below.

CORSE CONTENT (Brief notes below)

UNIT I (6 Hours): CONCEPTS AND TECHNIQUES OF CBT

Concept: CBT is based on the concept that mental disorders are associated with characteristic alterations in cognitive and behavioral functioning and that this pathology can be modified with pragmatic problem-focused techniques, interaction of thoughts, feelings and behaviour.

Techniques and Applications of CBT

CBT is a cognitive technique and behavioural technique.

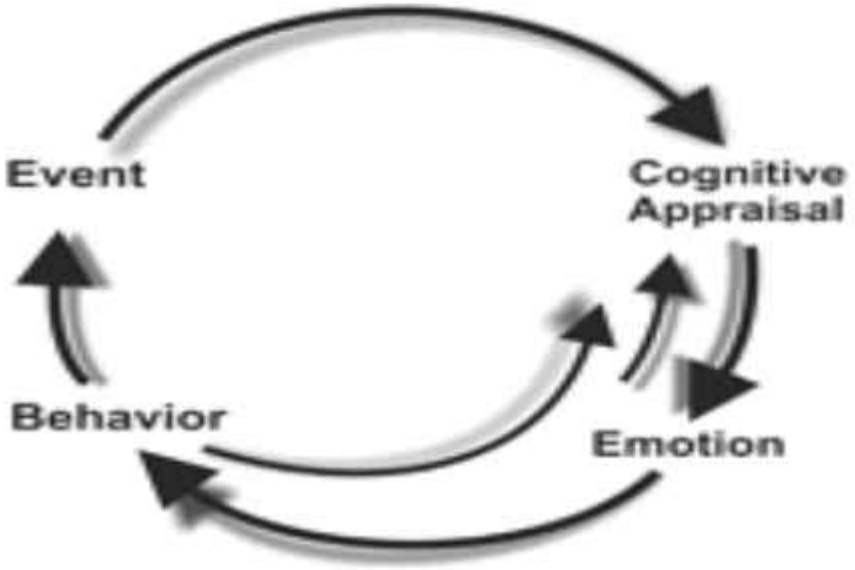
Application - wide applications: Psychiatric (Depression, Anxiety etc.) and non-psychiatric (sleep, fatigue, pain etc.)

Factors influencing effective delivery of CBT

Collaboration, formulation, homework etc.

The CBT model

Basic Cognitive Behaviour Model



Source: From Wright JH, Basco MR, Thase ME: Learning Cognitive-Behavior Therapy: An Illustrated Guide. Washington, DC, American Psychiatric Publishing, 2006, p 5

The therapeutic relationship and setting goals with clients

Assessment, person education, goal setting, practice of strategies, homework

Collaborative therapy relationship

Skills check: Mastery demonstration of establishing a therapeutic relationship with the client in CBT and setting goals (Role play)

UNIT II (4 Hours): THE COGNITIVE MODEL

Three levels of thoughts: automatic thoughts, underlying assumptions and schemas

Understanding interplay between levels of thought and moods, behaviour, physical functions and practice

Automatic thoughts - development and tracking

Moment to moment unplanned thoughts

Explain and clarify identification of automatic thoughts with examples from thought records/worksheets

E.g: questions that include

a. What was going through your mind before you started to feel this way? Any other thoughts? Images?
b. Circle hot thought

Designing and implementing experiments to test automatic thoughts

Using scale or rating for automatic thoughts

Biofeedback in CBT

Role and significance of Biofeedback in CBT

Skills Check: Assignment on automatic thoughts and its testing

UNIT III (5 Hours): IDENTIFYING, EVALUATING, AND RESPONDING TO COGNITIONS

Gathering evidence that supports and do not support the hot thoughts

Actively search for information that contradicts the hot thoughts

Writing all evidence for supporting that hot thoughts are not 100% true

Identifying alternative or balanced thinking

Socratic questioning

Technique of questioning

Behaviour experiments

Relaxation, mindfulness, distraction techniques, graded task assignments, task scheduling etc.

Skills check: Assignment on identifying and responding to dysfunctional cognitions

UNIT IV (5 Hours): DESIGNING EFFECTIVE ACTION PLANS AND THOUGHT RECORDS

Thought records components: situation, moods, automatic thoughts, evidence that supports hot thought, evidence that does not support hot thoughts, alternative or balanced thoughts, rate moods now

Action plan components: Goal, action plan, time to begin, possible problems, strategies to overcome problems, progress

Identifying a problem in life that a person would like to change and writing an action plan

Identifying underlying and new core beliefs and assumptions

Identify core beliefs by looking for themes in thought record

Test by looking for evidence

Strengthen new core beliefs by recording experiences that are consistent, and rate the confidence

Facilitating completion of the action plan and reviewing the action plan at the next session

Motivating the clients to complete the plans

Skills check: Assignment on Formulate thought records and action plans

5. PERSONALITY DEVELOPMENT

PLACEMENT: V & VI SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This module is designed to help students acquire an in-depth knowledge in factors influencing personality development, theories of personality development, personality traits, and personality disorders and further acquire skill in knowing one's own personality, understand others in their surroundings and bring positive change in life.

LEARNING OUTCOMES:

On completion of the module, the student will be able to

1. Describe how personality develops
2. Define various stages of personality development
3. Describe basic personality traits and personality types
4. Analyze how personality affects career choices
5. Describe methods for changing personality
6. Enumerate personality disorders
7. Demonstrate skills in identifying personality disorders
8. Utilize knowledge in knowing self and others and improve relationship with others
9. Provide care to patients with personality disorders by emphasizing on respecting individual culture and spiritual needs

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
I	2	Describe how personality develops Explain factors contributing to personality development	**Introduction to personality development** Definitions Components of personality Importance of personality in achieving goals and success in life Factors influencing personality development o Biological factors o Environmental factors Nature vs Nurture concept in personality development	Lecture and Discussion method Guest lecture	Test paper Quiz
II	5	Enumerate stages of personality development from infancy to late adulthood Explain various theories of personality development	**Stages and theories of personality development** Development of personality from infancy to late adulthood Theories of personality development o Psychoanalytic theory o Psychosocial theory o Trait and type theories of personality o Humanistic approaches to personality o Learning theories of personality	Lecture and Discussion method	Test paper
III	3	List various types of personalities	**Assessment of personality** Types of personalities	Lecture and Discussion method	Visit report Written exam

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
		Describe effects of illness on personality change Describe various personality assessments	Personality changes due to illness Personality assessment	Visit to clinical psychology department Guest lecture	Case discussion
IV	5	Discuss personality and career success Explain various methods of changing personality traits Explain nursing implications of personality	**Personality and career success** Role of personality and career success Methods of changing personality traits o Personal growth and self-efficacy Personality characteristics required for a nurse Nursing implications of personality	Lecture and Discussion method	Written exam
V	5	Explain various personality disorders	**Personality disorders** Definition Types Signs and symptoms Medical management Nursing management Psycho-social therapies	Lecture and Discussion method	Perform assessment of personality disorder patient and write assessment report

ASSESSMENT METHODS:

Test paper (Objective test, short answers and case scenario and questions) - 30 marks

Assessment of assignments/skills - 20 marks

6. ADDICTION PSYCHIATRY

PLACEMENT: V & VI SEMESTER

THEORY & CLINICAL: 1 Credit (20 hours)

THEORY: 06 hours

CLINICAL: 14 hours

DESCRIPTION: This module is designed to help students to develop knowledge and competencies required for assessment, diagnosis, treatment and nursing management of individuals with various disorders related to addiction.

LEARNING OUTCOMES:

On completion of the module, the student will be able to

1. Describe the Terminologies such as Substance Use Disorders, addictive behaviours, addiction etc
2. Describe the classification of Psychoactive Substances
3. Describe various etiological factors of substance related disorders
4. Identify the psycho social issues of the individuals with substance use disorders.
5. Identify treatment related adverse effects and emergencies and manage them effectively
6. Demonstrate skill in managing patients with substance use disorders.
7. Apply nursing process in caring for patients with substance related disorders.
8. Utilize available support to rehabilitate needy individuals.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
1	6 (T) 14 (P)	Explain and demonstrate skill in assessment of individuals with substance use disorders Explain and demonstrate skill in management and nursing management of individuals with substance use disorders	**Substance use disorders, assessment and management** Terminologies: Substance related Disorders, addictive behaviour, intoxication, tolerance, withdrawal etc. Classification of Psychoactive Substances Factors associated with substance related disorders Psychosocial problems associated with substance use Treatment Modalities for Substance - Related Disorders – Multi-Disciplinary Team Approach Treatment related adverse effects and emergencies Introduction to technology addiction and its management Nursing Management of patients with substance use disorders Rehabilitaion issues	Lecture cum discussion Counseling Techniques Disease model of addiction - Assignment 2 day posting/visit to a de-addiction centre	Perform assessment of individuals in in-patient or out-patient and write assessment report Assessment of assignment Performing health education at schools, colleges and other selected working areas - evaluation of education

CLINICAL: 14 hours

Clinical Practice Competencies:

On completion of the module, the student will be able to:

1. Assess individuals with substance use disorders
2. Identify risk factors of an individual and plan measures of management and relapse prevention
3. Inform, teach, and guide patients and their families

ASSESSMENT METHODS:

Test paper (Objective test, Short answers and case scenario and questions) - 30 marks

Assignments - 10 marks

Assessment of skills (Assessment of individuals with substance use disorders/health education) - 10 marks

7. ADOLESCENT HEALTH

PLACEMENT: V & VI SEMESTER

THEORY & PRACTICAL: 1 Credit (20 hours)

THEORY: 10 hours

LAB: 2 hours

CLINICAL: 8 hours

DESCRIPTION: This module is designed to help students to develop knowledge about developmental changes during adolescence and special psychosocial, reproductive and sexual health issues, needs and challenges of adolescents and competencies required for promoting their development and handling their health issues

LEARNING OUTCOMES:

On completion of the module, the student will be able to

1. Describe the normal growth and development during adolescence
2. Assess the physical, reproductive and sexual changes during adolescence
3. Promoting the development of life skills among adolescents
4. Identify the developmental needs of adolescents
5. Demonstrate skills in Identifying the developmental and Psychosocial issues and challenges during adolescence
6. Discuss the nutritional requirements of adolescents, food habits and food fads prevalent in the adolescents
7. Demonstrate skills in communicating with adolescents
8. Develop competency in providing the Guidance and Counselling to adolescents
9. Identify, and manage common health problems among adolescents including Adjustment & conduct disorders, mental disorders, eating disorders, substance use disorders
10. Describe the reproductive and sexual health issues of adolescents including Sexual harassment, early marriage, teenage pregnancy, unsafe abortion and contraception, sexually transmitted disorders, HIV/AIDS

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
I	2 (T) 2 (CL)	Describe the normal growth and development during adolescence Assess the physical, reproductive and sexual changes during adolescence Promoting the development of life skills among adolescents	**Growth and development of of adolescents** Review of Principles of Growth and Development Assessment of Growth and Development of Adolescents, including physical, reproductive and sexual changes Promoting Growth and Development of Adolescents Development of life skills among adolescents	Discussion & Demonstration Visit to the School or Family with Adolescent	Perform assessment of Adolescent in School or Family and write assessment report
II	1 (T) 1 (Lab)	Discuss the nutritional requirements of adolescents, food habits and food	**Nutritional needs of adolescents** Nutritional requirements of adolescents Food habits and food fads prevalent in the adolescent	Discussion Demonstration	Plan a One day Menu for an adolescent

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
		fads prevalent in the adolescents			
III	2 (T) 2 (CL)	Identify the developmental needs of adolescents Demonstrate skills in identifying the developmental and psychosocial issues and challenges during adolescence	**Developmental needs of Adolescents** Developmental needs of Adolescents Developmental issues during Adolescence Psychosocial issues during Adolescence Challenges during Adolescence Guiding Parents on meeting the developmental needs of Adolescents and handling their issues and Challenges	Discussion Demonstration Visit to the Family with Adolescent	Visit report
IV	1 (T) 1 (Lab) 2 (CL)	Demonstrate skills in communicating with adolescents Develop competency in providing the Guidance and Counselling to adolescents	**Communication, guidance and counseling** Communicating with adolescents Guidance and Counselling Role of Parents	Discussion Demonstration Role Play	Assessment of role play
V	2 (T) 2 (CL)	Identify, and manage common health problems among adolescents including adjustment & conduct disorders, mental disorders, eating disorders, and substance use disorders	**Common health problems including mental health problems** Common health problems among adolescents Adjustment & conduct disorders Mental disorders Eating disorders Substance use disorders	Lecture cum discussion Visit to the Adolescent Clinic	Visit report
VI	2 (T)	Describe the reproductive and sexual health issues of adolescents including Sexual harassment, early marriage, teenage pregnancy, unsafe abortion and contraception, sexually transmitted	**Reproductive and sexual health issues** Reproductive and sexual health issues during adolescence Sexual harassment, early marriage, teenage pregnancy, unsafe abortion and contraception Sexually transmitted disorders, HIV/AIDS	Lecture cum discussion	Short answers

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
		disorders, HIV/AIDS			

CLINICAL: 8 hours

Clinical Practice Competencies:

On completion of the module, the students will be able to:

1. Assesses the growth and development of adolescent
2. Assess the physical, reproductive and sexual changes during adolescence
3. Promote the development of life skills among adolescents
4. Identify and guide the parents to meet the developmental needs of adolescents
5. Demonstrate skills in communicating with adolescents
6. Identify the developmental and Psychosocial issues and challenges during adolescence
7. Identify the nutritional requirements of adolescents, food habits and food fads prevalent in the adolescents
8. Demonstrate skills in providing the Guidance and Counselling to adolescents
9. Identify, and manage common health problems among adolescents
10. Identify selected reproductive and sexual health issues of adolescents

ASSESSMENT METHODS:

Test paper (Objective test, Short answers and case scenario and questions) - 30 marks

Assignments - 10 marks

Assessment of skills (Assessment of adolescent/One day menu planning for adolescent) - 10 marks

8. SPORTS HEALTH

PLACEMENT: V & VI SEMESTER

THEORY & PRACTICAL: 1 Credit (20 hours)

THEORY: 15 hours

PRACTICAL: 5 hours

DESCRIPTION: This Elective module is designed to enable students to gain knowledge about Sports Health, and role of Nursing in Sports Health, training, and management of sports injuries.

LEARNING OUTCOMES:

On completion of the module, the student will be able to

1. Demonstrate understanding of sports health.
2. Should be able to assess the severity of injury, recognize life threatening condition provide emergency care and initiate emergency procedures if any to avoid delay in care.
3. Participate effectively as a member of sports health team.
4. Understanding the importance of conditioning and sports injuries Rehabilitation.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
I	15 (T)	Demonstrate understanding of sports health and Fitness pre-requisite for sports. Assess the severity of injury, recognize life threatening condition provide emergency care and initiate emergency procedures if any to avoid delay in care. Participate effectively as a member of sports health team. Understanding the importance of conditioning and sports injuries Rehabilitation.	1. Definition and scope of Sports Health and Physical Fitness 2. Pre-Participation exam for sports 3. On-field & Off-field evaluation of athlete 4. The Emergency Medical services System 5. Physiological Principle of strength Training/Conditioning, Deconditioning 6. Exercises and Environmental concern (Heat/Temperature Regulation, Acclimatization) 7. Common sports injuries & musculoskeletal assessment. 8. Therapeutic/Rehabilitation modalities overview. 9. On field management of sports injuries: Cryotherapy, sports taping etc. 10. Protective Equipment: protective wrapping, protective eye wear, Helmets, face mask. 11. Energy demands of Sports. 12. Nutritional supplements, 13. Ergogenic aids (Performance enhancing agents) and Doping.	Guest lectures Reading assignment by providing resources Written assignment	Short answers Objective test Viva voce
II	5 (P)	To assess the sports injury and provide emergency care		Field work	Evaluation of written field work

ASSESSMENT METHODS:

Test paper (Objective test, short answers and case scenario and questions) - 30 marks

Assessment of assignments/skills - 20 marks

9. ACCREDITATION AND PRACTICE STANDARDS

PLACEMENT: V & VI SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This module is designed to help students to develop an understanding of quality assurance mechanism, the accreditation process and the accreditation and practice standards in nursing.

LEARNING OUTOMES:

On completion of the module, the student will be able to

1. Describe the Quality assurance mechanism in nursing
2. Explain the process of accreditation
3. Describe the accreditation standards for nursing institutions
4. Explain about the nursing practice standards and their rationale

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
I	5	Describe the Quality assurance mechanism in nursing	**Quality assurance in Nursing** Review the current trends and practices of quality assurance in nursing Definition and significance of quality assurance Process of quality assurance Components of quality assurance model Methods of quality assurance evaluation Quality assurance models of nursing in India Roles and responsibilities of National and state nursing professional and regulatory bodies in quality assurance	Lecture cum discussion	MCQ Short answers Essay
II	5	Explain the process of accreditation	**Accreditation** Definition of accreditation The concepts of accreditation Objectives of accreditation Significance of accreditation Types of accreditation Accreditation process Criteria for accreditations/Principal areas to be assessed National and International accreditation agencies (education and health care organizations) ISO, UGC, NAAC, QCI, IEEA, JCI, NABH etc.	Lecture cum discussion	MCQ Short answers Essay
III	5	Describe the accreditation standards for nursing institutions	**Accreditation Standards for nursing institutions** Definition of standards	Lecture cum discussion	MCQ Short answers Essay

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
			Indian Nursing Council (INC) Standards - college/school and hospital/health facility Standards for Quality Improvement in nursing: Standards Based Management and Recognition (SBM-R) approach INC's Performance standards for various nursing institutions International Council of Nurses (ICN) global standards for education and accreditation International Confederation of Midwives (ICM) standards for professional Midwifery Education WHO standards for educators		
IV	5	Explain about the nursing practice standards and their rationale	**Nursing Practice standards** Code of ethics and professional conduct for nurses in India ICN - Code of ethics Definition of practice standards National and international standards for nursing practice o INC standards for practice o National Nursing Commission Bill (Indian Nursing and Midwifery Council ACT (proposed) o ICM standards for professional Midwifery Practice o ICN global standards for practice International nursing excellence - Magnet Recognition program, JCI standards India - NABH nursing excellence standards	Lecture cum discussion Visit to NAAC or NABH accredited nursing institutions and health care facility	MCQ Short answers Essay Visit report

ASSESSMENT METHODS:

Test paper (Objective test, short answers and case scenario and questions) - 30 marks

Assessment of assignments/skills - 20 marks

LEARNING RESOURCES:

UGC guidelines

NACC guidelines

NABH manual

JCI manual

INC, ICN, ICM & WHO websites - For education and practice standards

10.DEVELOPMENTAL PSYCHOLOGY

PLACEMENT: V & VI SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: The module is designed to assist the students to acquire knowledge regarding the various dimensions of development and special concerns related to various age groups and to develop an insight into the problems of various age groups. Further it is aimed at helping the students to recognise the deviated behaviours of various age groups and apply the principles and strategies of mental hygiene for the promotion of mental health and prevention, diagnosis and management of mental illness

LEARNING OUTCOMES:

On completion of the module, the student will be able to

1. Explain the theories related to the development of an individual
2. Describe prenatal development and special concerns related to the prenatal development
3. Explain the dimensions of development and special concerns related to infancy
4. Explain the dimensions of development and special concerns related to early childhood
5. Discuss the characteristics, dimensions of development and special concerns related to adolescence
6. Explain the characteristics, dimensions of development and special concerns related to adulthood
7. Describe the dimensions of development and special concerns related to elderly

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
I	2	Describe growth and development	**Introduction** Definition - Growth and development Definition - Developmental psychology Difference between growth and development Dimensions of growth and development Stages of development Principles of development Characteristics of development Factors influencing the growth and development Scope of developmental psychology	Review Lecture cum discussion	Long Essay Short Essay
II	2	Explain the theories related to the development of an individual	**Theories related to development** Sigmund Freud Psychosexual development Erik Erikson Psychosocial development Piaget theory of cognitive development Kohlberg's theory of moral development	Lecture cum discussion	Long Essay Short Essay
III	3	Describe prenatal development and special concerns related to the prenatal development	**Prenatal development** Term: Prenatal development Stages of prenatal development Principles of hereditary and twins mechanism	Lecture cum discussion	Long Essay Short Essay

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
			Factors affecting the prenatal development Process of labour Complications during labour that affects the transition period Postnatal period Complications in postnatal period that affects the transition period Measures to reduce the risk during prenatal development, process of labour and postnatal period Genetic counselling Rooming in or KMC		
IV	2	Explain the dimensions of development and special concerns related to infancy	**Infancy** Definition - Newborn and infancy Normal characteristics of infancy *Dimensions of growth and development in infancy:* o Physical, physiological and motor development o Cognitive development or intellectual development o Emotional development o Social development o Moral or character development o Language development Special concerns in infancy Remedial measures: Prevention and management Newborn care and its significance Breastfeeding and weaning and its signifance Parenthood Low birth weight and its developmental consequences Early infant stimulating programme	Lecture cum discussion Symposium	Long Essay Short Essay
V	2	Explain the dimensions of development and special concerns related to early childhood	**Early childhood** Definition - Toddler and preschooler Normal characteristics of toddler and preschooler *Dimensions of growth and development in toddler and preschooler:* o Physical and motor development o Cognitive development or intellectual development o Emotional development o Social development o Moral or character development o Language development Special concerns in toddler and preschooler Remedial measure: Prevention and management	Lecture cum discussion Panel discussion	Long Essay Short Essay

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
			Lower order basic needs according to Maslow and its significance Parent child bonding and its signifance Toilet training and its significance		
VI	2	Explain the characteristics, dimensions of development and special concerns related to middle and late adulthood	**Middle and late childhood** Definition - School going children Normal characteristics of School going children *Dimensions of growth and development in middle and late childhood:* o Physical and motor development o Cognitive development or intellectual development o Emotional development o Social development o Language development o Moral or character development Special concerns in school going children Remedial measure: Prevention and management Role of discipline in moral development Role of play in the process of development Effect of parental employment in the process of development Effect of mass media in the process of development Role of peer group in the process of development Role of behavioural technique in the process of development Parenting style and its signifance School based mental health programme and services Teacher student relationship and its significance	Lecture cum discussion Role play	Long Essay Short Essay
VII	3	Discuss the characteristics, dimensions of development and special concerns related to adolescence	**Adolescence** Definition - Adolescence and puberty *Review:* o Physiological and hormonal changes o Sexual maturation: primary and secondary characteristics o Psychological impact of puberty Need for understanding the adolescence Normal characteristics of adolescence Misunderstanding about adolescence	Lecture cum discussion Debate	Long Essay Short Essay

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
			Adjustment and adolescence *Dimensions of development in adolescence:* o Cognitive development or intellectual and mental development o Personality development o Emotional development o Social development o Moral development Special concerns in adolescence Remedial measure: Prevention and management Role of peer group or gang in the process of development Role of parent, family and its relationship in the process of development		
VIII	2	Explain the characteristics, dimensions of development and special concerns related to adulthood	**Adulthood** Definition - Early adulthood and middle adulthood Physical changes in adulthood Cognitive changes in adulthood Personality development in adulthood Emotional development in adulthood Social development in adulthood Unique issues in adulthood: career, marriage, parenthood Special concerns in adulthood Remedial measure: Prevention and management	Lecture cum discussion Panel discussion	Short Essay
IX	2	Describe the dimensions of development and special concerns related to elderly	**Elderly** Definition - Geriatric, Elderly Theories of elderly Physiological changes in elderly Psychosocial changes in elderly Special concerns in elderly Remedial measure: Prevention and management Terminal illness and elderly Death and dying: Grief, palliative and hospice care	Lecture cum discussion Panel discussion Case study Visit to the old age home	Essay Short answers Evaluation of Visit report/case study report

ASSESSMENT METHODS:

Test paper (Objective test, short answers and case scenario and questions) - 30 marks

Assessment of assignments/skills - 20 marks

11. MENOPAUSAL HEALTH

PLACEMENT: V &VI SEMESTER

THEORY & CLINICAL: 1 credit (20 hours)

THEORY: 10 hours

CLINICAL: 10 hours

DESCRIPTION: The module is designed to develop in-depth knowledge and understanding in menopausal health. It further helps the students to develop competency in providing quality care to the menopausal women and her families.

LEARNING OUTCOMES: On completion of the module, the student will be able to

1. Understand the concept of menopausal health in women.
2. Review and analyze the anatomy and physiology of menopause.
3. Develop competencies in providing quality care to these women.
4. Educate women and families about the problems faced by them.
5. Discuss the importance of hormone replacement therapy.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
I	1 (T)	Understand the concept and types of menopause	**Introduction** Definition - menopausal health Concept and types of menopause	Lecture	Objective test
II	2 (T)	Analyze the endocrinal changes during menopause	**Role of hormones in menopause** Effect of hormones such as estrogen, androgen Progesterone and gonadotrophin	Lecture	Short answers Objective test
III	2 (T)	Describe Organ changes	**Organ changes during menopause** Changes in the organs Ovaries fallopian tubes, uterus, vagina, breast, bladder and urethra Loss of muscle tone	Lecture Written assignment	Short answers
IV	2 (T) 4 (CL)	Assess women to identify menopausal signs and symptoms	**Assessment of menopausal women** History and physical examination Diagnostic tests Documentation	Lecture Assessment of women	Short answers Evaluation of assessment
V	3 (T) 6 (CL)	Describe management	**Management of menopause** Identification of menopause Management of the symptoms Education and counseling of women and families Hormone replacement therapy	Lecture cum discussion Case presentation	Short answers Evaluation of Case report

CLINICAL: 10 hours

Clinical Practice Competencies:

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

1. Counsel the women and her families
2. Understand the endocrinology of menopause
3. Perform the assessment and diagnose the women and plan proper nursing care
4. Educate the women about self care
5. Prepare the women for hormone replacement therapy

ASSESSMENT METHODS:

Test paper (Objective test, short answers and case scenario and questions) - 30 marks

Assessment of assignments/skills - 20 marks

12. HEALTH ECONOMICS

PLACEMENT: V & VI SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This module is designed to help students to understand the basic concept of economics, health economics, the relationship between health and economic development, demand and supply, concept of cost and financing systems of health care services in India. This will enable them to appreciate financial aspects of health care services.

LEARNING OUTCOMES: On completion of the module, the student will be able to

1. Explain the meaning of economics and health economics.
2. Analyse the relationship between health and economic development.
3. Explain the concept of demand and supply.
4. Describe the structure of health care industry and characteristics of market for health care services.
5. Analyze the concept of cost in health care.
6. Discuss financing system of health care services in India.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
I	2	Understand the meaning and purpose of Economics and Health Economics	**Introduction to Economics** Definition and meaning Dimensions of economics Micro and Macro-economics Positive and Normative economics	Lecture cum discussion	MCQ Short answers
II	4	Explain the basic concepts, focus and areas of health economics Discuss the Implications of economic development to the health care services Describe the factors that contribute to health problems in India and their solution	**Introduction to Health Economics** Concept of health economics Scope of Health economics Focus of health economics Areas of health economics The economics of health and health care service, health and economic development. Implications of economic development to the health care services Mechanism and sources of health financing in the country. Causes of health problems in India. Solutions to health problems	Lecture cum discussion Case study	MCQ Short answers Essay
III	4	Explain the concept and types of cost Describe Cost benefit analysis and Cost-effectiveness analysis in health care	**Cost of Health Care** Concept of cost, types of costs Opportunity cost, total fixed and variable cost, average marginal and sunk cost cost benefit analysis and cost effectiveness analysis	Lecture cum discussion Case study	Short answers

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
IV	4	Understand the basic concept of financial management Explain the characteristics of health care industry	**Demand and Supply in Health Care** Concept of demand, need, supply, input, output, production function, industry and market Structure of health care industry Characteristics of health care services market Demand side and supply side Factors affecting demand Factors influencing demand for medical care Factors affecting supply	Lecture cum discussion Assignment on Demand for medical care	MCQ Evaluation of Assignment
V	6	Describe the sources of financing of health care services Discuss various health insurance schemes Explain the role of state and central government on financing of health care services.	**Financing of Health Care in India** Financing system and allocation Sources of financing of health care services Health plans and outlays, the relative role of state and central government on financing of health care services Factors influencing the state's ability to finance health care services Role of voluntary organizations in health care Public Private Partnership in providing services in health care	Lecture cum discussion Assignment - role of voluntary organizations in health care	Short answers Evaluation of assignment

ASSESSMENT METHODS:

Test paper (Objective test, short answers and case scenario and questions) - 30 marks

Assessment of assignments/skills - 20 marks

13.SCIENTIFIC WRITING SKILLS

PLACEEMENT: VII & VIII SEMESTER

Credit & Hours: 1 Credit (20 hours)

THEORY: 12 hours

PRACTIICAL/LAB: 8 hours

DESCRIPTION: This module is designed to provide the students with the necessary knowledge base to succeed in publishing scientific papers in indexed national/international journals or to prepare a grant application.

LEARNING OUTCOMES: On completion of this module, the student will be able to

1. Get inspiration and motivation to write effectively, concisely and clearly.
2. Understand the process and basics of scientific writing and publishing.
3. Equip them with skills to cite and manage references.
4. Write scientific manuscript for publication in indexed national/international journals.
5. Apply the principles in grant writing.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
I	2 (T)	Get motivated to write	**Basics of good writing** What makes good writing - choice of words, components of sentences and sentence structure, using tenses Clarity, brevity and fitness - punctuation, paragraphs, logic and organization Motivation for writing	Discussion Review of news article	Quiz
II	2 (T) 2 (L)	Explain the basics and principles writing a scientific manuscript Develop skills to cite and manage references	**Basics of writing a scientific manuscript** Definition and types Characteristics - clear, simple and impartial Reading scientific literature *General Principles:* o Ask right questions o Avoid jargon where possible o Focus on your reader o Don't show off o Create a compelling opening paragraph o Be confident o Learn how to KISS (Keep it short and simple) o Get active - Use the active voice rather than the passive one. o Check for errors o Use a style guide - writing style, referencing style o Tools for reference management	Lecture cum discussion Reading scientific literature-Exercise	Quiz Test paper
III	2 (T)	Develop skills in preparing conference	**Writing for conferences and publications** *Conferences*	Discussion	Test paper

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
		materials and presentation skills. Describe the publishing process and ethics	o Developing conference materials: abstracts, posters and oral presentation. o Conference presentation skills *Publications:* o Phases for writing-planning, writing and publishing phase o Reporting guidelines - CONSORT, STROBE etc o Journals - choosing the right type of journal o Publication ethics o Author's responsibility o Editorial process o Plagiarism check tools	Preparation of a conference paper/ poster Guided reading Written assignment - reporting guidelines	Assessment of the written assignment
IV	4 (T) 4 (L)	Develop skills in writing a research paper	**Writing a research paper** General principles Writing an Abstract IMRAD format - o Introduction o Methods o Results o And o Discussion	Lecture cum discussion/ Workshop on writing Exercise on writing an abstract Exercise on writing an effective discussion Writing exercise for preparation of research paper for publication	Evaluation of the prepared research manuscript for publication
V	2 (T) 2 (L)	Develop beginning skills of preparing a grant proposal with basic understanding	**Overview of grant writing** Purposes Funding opportunities Principles Writing a grant proposal	Exercise: Identify grant opportunities Exercise: write a grant proposal	Evaluation of the exercise

ASSESSMENT METHODS:

Test paper (Objective test, short answers and case scenario and questions) - 30 marks

Assessment of assignments/skills - 20 marks

14. LACTATION MANAGEMENT

PLACEMENT: VII & VIII SEMESTER

THEORY: 0.5 Credit (10 hours)

CLINICAL: 0.5 Credit (10 hours)

DESCRIPTION: The module is designed to develop in-depth knowledge and understanding in lactation management . It also help the students to develop competency in providing quality care to the lactating women and her families.

LEARNING OUTCOMES: On completion of the module, the student will be able to:

1. Understand the concept of lactation and anatomy of breast in postpartum women.
2. Discuss the physiology of lactation and composition of breast milk.
3. Develop competencies in providing quality nursing care to these women based on nursing process.
4. Educate women and families about the lactation problems faced by them and improve in breast feeding.
5. Discuss theadvantages of breast feeding and bonding.
6. Explain the importance of taking well balanced diet to facilitate lactation.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
I	2 (T)	Review the anatomy of breast	**Anatomy of breast-Review** Concept and anatomy of breast	Use of models Discussion	Objective test Short answers
II	2 (T)	Explain the Physiology of lactation	**Physiology of lactation** Physiology of lactation Benefits of breast feeding	Discussion	Short answers Objective test
III	4 (T) 8 (CL)	Provide quality nursing care	**Management of lactation** Quality nursing care to patient for lactating women Well balanced diet Technique of breast feeding Prevention of breast engorgement	Demonstration Discussion Case presentation	Short answers Objective test Case report
IV	2 (T) 2 (L)	Provide health education	**Health education** on Diet during lactation Breast care Clothing Personal hygiene etc.	Case method Demonstration	Case report

CLINICAL PRACTICE COMPETENCIES :

On completion of the program student will be able to:

1. Provide quality nursing care to lactating women
2. Devlop competency in supporting breast feeding
3. Educate lactating women regarding self care and well balanced diet, personal care etc.
4. Develop competency in records and reports
5. Encourage mother child bonding
6. Develop competency in preventing breast complications

ASSESSMENT METHODS:

Test paper (Objective test, short answers and case scenario and questions) - 30 marks

Assessment of assignments/skills - 20 marks

15. SEXUALITY AND HEALTH

PLACEMENT: VII & VIII SEMESTER

THEORY & PRACTICAL: 1 Credit (20 hours)

THEORY: 16 hours

PRACTICAL: 4 hours

DESCRIPTION: Sexuality and Health is an elective module for nursing students who wish to make a future in sexual Health clinics/counseling. This module intends to train the nurses to help people to maintain sexual health.

LEARNING OUTCOMES: On completion of the module, the student will be able to

1. Identify the basic components of the human reproductive system and describe the basic functions of the various reproductive organs.
2. Describe the changes that occur during puberty and secondary sexual characteristics.
3. Examine and evaluate the risk factors associated with exposure to blood-borne diseases.
4. Determine 'safer' sex practices.
5. Develop strategies to reduce sexual risk.
6. Explain the role of trust and ways to establish trust in a relationship.
7. Evaluate implications and consequences of sexual assault on a victim.
8. Explain the legislations related to sexual assaults in India.
9. Provide health education on safer sex practices and prevent the sexually transmitted diseases/blood borne diseases.
10. Assess a victim of sexual abuse/assault/harassment/child abuse.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
I	3	Identify the basic components of the human reproductive system, and describe the basic functions of the various reproductive organs Describe the changes that occur during puberty; secondary sexual characteristics	**Introduction to Sexuality -** Anatomy of the human reproductive system and the basic functions; fertilization, conception. Changes during puberty (physical, emotional and social) Secondary sexual characteristics	Lecture cum discussion	Short answers Objective test
II	3	Examine and evaluate the risk factors associated with exposure to blood-borne diseases	**Risk factors associated with exposure to blood-borne diseases -** HIV, AIDS, Hepatitis Sharing needles Body piercing Tattooing Helping someone who is bleeding etc.	Lecture cum discussion Role play Group Discussion	Short answers Objective test

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
III	3	Determine 'safer' sex practices	**'Safer' sex practices:** Communicate with partner Maintain abstinence Limit partners Access/use condoms/ contraceptives properly	Lecture cum discussion	Short answers Objective test
		Develop strategies to reduce sexual risk	*Strategies to reduce sexual risk:* Abstain from drugs and alcohol, date in groups, use assertive behavior Expectations & commitments in a relationship		
		Explain the role of trust and ways to establish trust in a relationship	Role of trust and ways to establish trust in a relationship		
IV	5	Analyze the implications and consequences of sexual assault on a victim	**Sexual assault/abuse** *Implications and consequences of sexual assault on a victim* Child sexual abuse Sexual assault of boys Incest Intimate partner sexual abuse Rapes	Lecture cum discussion Case discussion	Short answers Objective test
		Explain the legislations related to sexual assaults in India	*Legislation related to sexual assault in India* Criminal Law amendment Act -2013 Sexual Harassment at workplace Protection of children against sexual offences	Guest lecture Reading/written assignments	
V	2	Develop understanding and skills on sexual health education	**Sexual Health Education** Health education - principles and application Health education on safer sex practices Counselling the sexually assaulted/abused child/ adolescent/adults	Observe/practice at the education/ counseling clinic/ centre	Evaluation of the report
VI	4 (P)	Develop skills in assessment of sexually abused victim and provide sexual health education	Sexual health education - adolescents and young adults Assessment of sexually abused victim - child/adolescent/adult	Clinical field	Assessment of sexually abused victim Sexual health education

ASSESSMENT METHODS :

Test paper (Objective test, short answers and case scenario and questions) - 30 marks

Assessment of assignments/skills - 20 marks

16. STRESS MANAGEMENT

PLACEMENT: VII & VIII SEMESTER

THEORY & PRACTICAL: 1 Credit (20 hours)

THEORY: 15 hours

PRACTICAL: 5 hours

DESCRIPTION: This module is designed to enhance the understanding of students about stress and its effects on human behavior and physiology. Further it discusses the techniques and implementation of stress management in personal and professional life.

LEARNING OUTCOMES:

On completion of the module, the student will be able to

1. Describe stress and stressors.
2. Identify the causes of unwanted stress.
3. Understand how stress works and its effects on human behavior and physiology.
4. Develop techniques to avoid stress affect the personal and professional life.
5. Utilize effective stress reduction techniques.
6. Develop a Personal Action Plan for Stress Management.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
I	3 (T) 1 (P)	Describe stress and stressors. Identify the causes of unwanted stress.	**Introduction** Concept of stress, definition Types of stress: positive, negative Various sources of stress: environmental, social, physiological, psychological Types of stressors: internal and external	Lecture cum discussion Practice session on identifying own stressors	Short answers Objective test Assessment of practice sessions
II	5 (T) 1 (P)	Understand how stress works and its effects on human behavior and physiology	**Stress and its effect on human physiology and behaviour** Body's response to stress: Hans Selye's General Adaptation Syndrome Stress Cycles: distress and wellness cycle Cognitive appraisal of stressors Stress symptoms: emotional, behavioural, physical Stress and diseases: cancer, Gastric ulcer, Bronchial asthma, effect on endocrine glands, Psycho-sexual disease, Anxiety Neurosis Assessing stress levels Holmes - Rahe - life change index	Lecture cum discussion Practice session assessment of stress level of self and peer group, scoring & classifying the risk.	Short answers Essay types Preparing stress assessment scale
III	5 (T) 1 (P)	Develop techniques to avoid stress affect the personal and professional life.	**Stress avoidance techniques** Individual difference in resistance to stress: optimism & pessimism Strategies of stress prevention	Lecture cum discussion Practice session Role play on Conflict	Assessment of the skills based on the check list Short answers

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
			& management o Challenging stressful thinking/resilience and stress o Problem solving and time management o Physical methods of stress reduction o Preparing for occupational stress o Care of self: Nutrition & other lifestyle issues o Conflict management in relationship	Management/ Use of problem - solving approach for professional problem	Essay types
IV	2 (T) 2 (P)	Utilize effective stress reduction techniques Develop a Personal Action Plan for Stress Management	**Stress reduction strategies** Utilizing stress reduction techniques Relaxation techniques: abdominal breathing progressive relaxation, massage biofeedback autogenic training-self hypnosis visualization and mental imagery Enhance self esteem Support groups	Exercise on: Relaxation techniques: abdominal breathing, progressive relaxation. Develop a Personal Action Plan for Stress Management	Assessment of the skills based on the check list

ASSESSMENT METHODS :

Test paper (Objective test, short answers and case scenario and questions) - 30 marks

Assessment of assignments/skills - 20 marks

17. JOB READINESS/EMPLOYABILITY IN HEALTH CARE

PLACEMENT: VII & VIII SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This module is designed to prepare the nursing students towards entering their profession in terms of clinical context, the complexity of care requirements, and utilization of resources available and in terms of soft skills.

LEARNING OUTCOMES: On completion of the module, the student will be able to

1. Demonstrate the employability skills required at different levels and in different roles across the health sector.
2. Identify the personal skills, qualities, values, attributes and behaviours needed at each career level.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
I	2	Explain about the Nursing career and various roles in nursing	**Introduction** Nursing - A Career in Life Roles and responsibilities of an employee Adaptation towards working environment Career Guidance - Employment opportunities in Nursing	Lecture cum discussion	Essay on career opportunities
II	5	Describe the characteristics and values that an individual must have before they can do a job effectively.	**Employability Skill** Job-readiness attributes o Communication skill o Technological skill o Teamwork skill o Interpersonal skill o Critical thinking and Problem-solving skill o Planning and organizing skill o Conceptual and analytical skill o Self confidence o Inter profession practice o Work psychology-positivity workplace attitude o Stress awareness and management Soft skills	Lecture cum discussion Role playing	Practical assessment
III	5	Describe the safe care and skills required to manage the workforce environment	**Complexity of care** Safe Practice Practice within scope of practice Management of workload Ability work effectively within the health care team Legal and ethical boundaries	Lecture cum discussion Written assignment on scope of practice	Assessment of assignment
IV	3	Explain the importance of employability towards meeting	**Autonomy and Supervision** Autonomy - Accountability, Responsibility, Recognition of scope of practice Supervision/Delegation	Lecture cum discussion	Quiz

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
		the organization goal.			
V	5	Enumerate the subject knowledge required to provide quality care.	**Application of Knowledge** Generalist Nursing Knowledge Knowledge on Quality Care Knowledge on Ethical aspects Knowledge on Legal aspects Critical Appraisal Knowledge seeking behaviours	Lecture cum discussion	Self-discovery exercise

ASSESSMENT METHODS

Test paper (Objective test, short answers and case scenario and questions) - 30 marks

Assessment of assignments/skills - 20 marks