

Syllabus
for Courses affiliated to the
Kerala University of Health Sciences
Thrissur 680596



BACHELOR OF SCIENCE IN NURSING
B.Sc. Nursing
Course Code: 006

(2021-2022 Academic Year onwards)

2. COURSE CONTENT

Introduction

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 evidence- based practice. They are prepared to provide safe and competent care to patients across life span and influence patient outcomes.

Philosophy

The Faculty of Nursing believes that:

Health and wellness are two fundamental concepts that are integrated throughout the program. Health is a state of well- being that encompasses physical, psychological, social, economic and spiritual dimensions. Wellness is the individual's perception of wellness and is influenced by the presence of disease and individual's ability to adapt. Health is a right of all people. Individuals have a right to be active participants in achieving health as they perceive it. Society consists of dynamic and interactive systems involving individuals, families, groups and communities. Cultural diversity, race, caste, creed, socio economic

levels, religion, lifestyles, changes in environment and political factors influence it. Nurses and midwives recognize and respect human differences and diversity of population within society and provide ethical care with respect and dignity and protect their rights.

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

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

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

The faculty has the responsibility to be role models and create learning environment that facilitates cultivation of critical thinking, curiosity, creativity and inquiry driven self-

directed learning and attitude of life-long learning in students. Learners and educators interact in a process whereby students gain competencies required to function within their scope of practice.

2.1 Title of Course

BACHELOR OF SCIENCE IN NURSING – Abbreviated as B.Sc. Nursing

2.2 Objectives of Course

AIMS

The aims of the undergraduate BSc. Nursing 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 Nursing graduates will be able to

1. Utilize critical thinking to synthesize knowledge derived from physical, biological, behavioral 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.

Core Competencies for Nursing and Midwifery Practice by B.Sc. Nursing Graduate

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.

Core Competencies Required for Professional Nursing and Midwifery Practice in All Practice Settings



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)} Curriculum

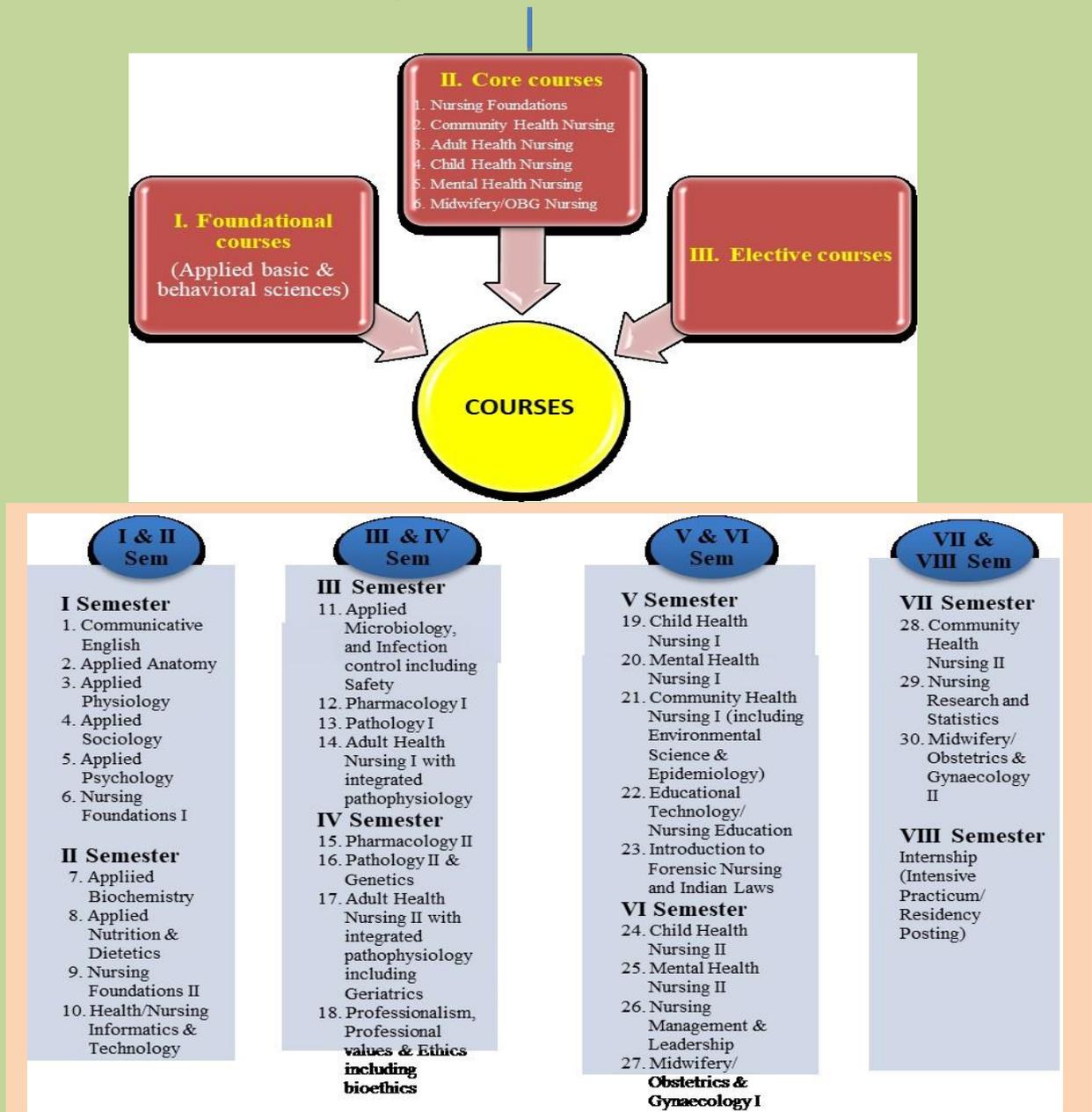
Curricular Framework

The B.Sc. Nursing program is a four-year program comprising of eight semesters that is credit and semester based. It is choice based only for elective courses. Competency based curriculum is the main approach that is based on ten core competencies. The courses are categorized into foundational courses, core courses and elective courses. The curricular

framework shown in Figure 2 depicts the entire course of curriculum, which is further outlined in the program structure.

B.Sc. NURSING PROGRAM – Four years (8 semesters)
CREDIT SYSTEM & SEMESTER SYSTEM
COMPETENCY BASED CURRICULUM
TEN CORE COMPETENCIES Figure 1)

Figure 2. Curricular Framework



2.3 Medium of Instruction

Medium of instruction shall be in English

2.4 Course Outline

The course of study and programme structure as follows

B.Sc. Nursing Program Structure

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

#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 such as National Guidelines (First Aid – NDMA, IMNCI, ENBC, FBNBC), Palliative Care, Safe Delivery App and SBA module provided as separate learning resource packages.

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

Elective Modules

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

Semester III & IV:

To complete any **one** elective by end of 4th semester across 1st to 4th semesters

- Human values
- Diabetes care
- Soft skills

Semester V & VI:

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

Note: Modules both Elective/ Mandatory shall be certified by the institution or an external agency.

COURSES OF INSTRUCTION WITH CREDIT STRUCTURE

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)
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
Second	BIOC 135	Applied Biochemistry	2	40	--	--	--	--	--	40
	NUTR 140	Applied Nutrition and Dietetics	3	60	--	--	--	--	--	60
	N-NF - II-125	Nursing Foundation II including Health Assessment module	6	120	3	120	4	320	--	560
	HNIT 145	Health/Nursing Informatics & Technology	2	40	1	40	--	--	--	80
	SSCC-II-130	Self-study/Co-curricular	--		--		--	--	--	40+20
	TOTAL			13	260	4	160	4	320	13+4+4=21
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

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)
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	14	660
	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
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

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)
Sixth	N-CHN-II- 301	Child Health Nursing II	2	40	--	--	1	80	3	120
	N-MHN-II- 305	Mental Health Nursing II	2	40	--	--	2	160	4	200
	NMLE 330	Nursing Management & Leadership	3	60	--	--	1	80	4	140
	N-MIDW-I / OBGN 335	Midwifery/Obstetrics and Gynaecology (OBG) Nursing I including SBA module	3	60	1	40	3	240	7	340
	SSCC-II- 325	Self-study/Co-curricular	--	--	--	--	--	--	--	--
	TOTAL			10	200	1	40	7	560	10+1+7=18
Seventh	N-COMH II- 401	Community Health Nursing - II	5	100	--	--	2	160	7	260
	NRST 405	Nursing Research & Statistics	2	40	2	80 (Project-40)	--	--	4	120
	N-MIDW-II / OBGN 410	Midwifery/ Obstetrics and Gynaecology (OBG) Nursing II including Safe delivery app module	3	60	1	40	4	320	8	420
		Self-study/Co-curricular	--	--	--	--	--	--	--	--
	TOTAL			10	200	3	120	6	480	10+3+6=19

Semester I to Semester VII

One semester = 20 weeks X 40 hours per week = 800 hours

1 credit theory = 20 Hours

@ 1 hour per week per semester (1 Hr x 20 Weeks = 20 Hrs)

1 credit Practical/ Skill Lab/ Simulation lab = 40 hours

@ 2 hours per week per semester (2 Hrs x 20 Weeks = 40 Hrs)

1 credit clinical = 80 Hours

@ 4 hours per week per Semester (4 Hrs x 20 Weeks = 80 Hrs)

1 credit elective course = 20 Hours

@ 1 hour per week per semester (1 Hr x 20 Weeks = 20 Hrs)

Practicum (7 Semesters) Excluding Internship (Semester I to Semester VII)

Lab/skill lab/simulation lab	–	600	(17%)
Clinical	–	2880	(83%)
Total	–	3480	(100%)

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

Note: Besides the stipulated lab and clinical hours, (i.e 17% of the total Practicum) a maximum of 13% (400-450 hours) from the clinical hours can be used in simulation lab / skill lab for skill lab/ simulation learning. This should not to exceed 30% of total practicum hours (Lab and clinical together) in that subject.

Eighth Semester – Internship

Semester	Course Code	Course/ Subject Title	Clinical credits	No of weeks	Clinical Contact hours
Eighth (Internship)	INTE 415	Community Health Nursing	1 credit = 88 Hrs) (4 hours x 22 weeks = 88 Hrs)	4	192
	INTE 420	Adult Health Nursing		6	288
	INTE 425	Child Health Nursing		4	192
	INTE 430	Mental Health Nursing		4	192
	INTE 435	Midwifery/ Obstetrics and Gynaecology (OBG) Nursing		4	192
		TOTAL		12	22 weeks

Internship:

One semester = 22 weeks X 48 hours per week = 1056 hours

1 credit internship = 88 Hours @ 4 hours per week per Semester (4 Hrs x 22 Weeks = 88 Hrs)

Total Semesters = 8

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

2.5 Duration

Duration of the program: 8 Semesters (4 years)

One Semester Plan for the First 7 Semesters: Semester I to Semester VII

Total Weeks per Semester : 26 weeks per semester

Number of Weeks / Semester for instruction : 20 weeks X 40 Hrs per week = 800 hours

Minimum Number of Working Days : 100 working days per Semester

@ 5 days per week. (5 × 20 weeks = 100)

Vacation	: 3 weeks	} 6 weeks
Holidays	: 1 week	
Examination & Preparatory Holidays	: 2 weeks	

Semester VIII (Internship)

Total Weeks per Semester : 26 weeks

Weeks available for internship (Semester VIII) : 22 weeks

(48 hours per week X 22 weeks = 1056 hours)

Vacation	: 1 week	} 4 weeks
Holidays	: 1 week	
Examination & Preparatory Holidays	: 2 weeks	

Duration of the B.Sc. Nursing course shall be four years, which is a credit and semester based program, comprising of eight semesters including Internship. The maximum period to complete the B.Sc. Nursing course successfully shall not exceed twice the actual duration of the Course (Eight years).

2.6 Syllabus

SEMESTER	THEORY		LAB		CLINICAL		TOTAL		Electives	
	Hours	Credits	Hours	Credits	Hours	Credits	Hours	Credits	Hours	Credits
I	400	20	80	2	160	2	640	24	20	1
II	260	13	160	4	320	4	740	21		
III	220	11	80	2	480	6	780	19		
IV	240	12	40	1	480	6	760	19		
V	280	14	80	2	400	5	760	21	20	1
VI	200	10	40	1	560	7	800	18		
VII	200	10	120	3	480	6	800	19	20	1
VIII (Internship)	--	--	--	--	1056	12	1056	12		

SEMESTER I

COMMUNICATIVE ENGLISH

PLACEMENT : SEMESTER I

ENGL-101

THEORY : 2 Credits (40 hours)

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3 (T)	<ul style="list-style-type: none">• Identify the significance of communicative English	Communication <ul style="list-style-type: none">• What is communication?• What are communication roles of listeners, speakers, readers and writers as health care professionals?	<ul style="list-style-type: none">• Definitions with examples, illustrations and explanations• Identifying competencies/ communicative strategies in LSRW• Reading excerpts on the above and interpreting them through tasks	<ul style="list-style-type: none">• Checking for understanding through tasks
II	5 (T)	<ul style="list-style-type: none">• Describe concepts and principles of Language (English) use in professional development such as	Introduction to LSRGW <ul style="list-style-type: none">• L – Listening: Different types of listening• S – Speaking: Understanding Consonants, Vowels, Word and Sentence Stress, Intonation• R – Reading: Medical	<ul style="list-style-type: none">• Exercises on listening to news, announcements, telephone conversations and instructions from others• Information on fundamentals of Speech – Consonant,	<ul style="list-style-type: none">• Through check your understanding exercises

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		pronunciation, vocabulary, grammar, paraphrasing, voice modulation, spelling, pause and silence	vocabulary, <ul style="list-style-type: none"> Gr – Grammar: Understanding tenses, linkers W – Writing simple sentences and short paragraphs – emphasis on correct grammar 	Vowel, Stress and Intonation with tasks based on these through audio/video and texts <ul style="list-style-type: none"> Reading a medical dictionary/ glossary of medical terms with matching exercises Information on tenses and basic concepts of correct grammar through fill in the blanks, true/false questions 	
III	5 (T)	<ul style="list-style-type: none"> Demonstrate attentive listening in different hypothetical situations 	Attentive Listening <ul style="list-style-type: none"> Focusing on listening in different situations – announcements, descriptions, narratives, instructions, discussions, demonstrations Reproducing Verbatim Listening to academic talks/ lectures Listening to presentation 	<ul style="list-style-type: none"> Listening to announcements, news, documentaries with tasks based on listening With multiple choice, Yes/No and fill in the blank activities 	<ul style="list-style-type: none"> Checking individually against correct answers Listening for specific information Listening for overall meaning and instructions Listening to attitudes and opinions Listening to audio, video and identify key points
IV	9 (T)	<ul style="list-style-type: none"> Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or other means 	Speaking – Effective Conversation <ul style="list-style-type: none"> Conversation situations – informal, formal and neutral Factors influencing way of speaking – setting, topic, social relationship, attitude and language Greetings, introductions, requesting, asking for and giving permission, speaking personally and casual conversations Asking for information, giving instructions and directions Agreeing and disagreeing, giving opinions Describing people, places, events and things, narrating, reporting & reaching conclusions Evaluating and comparing Complaints and suggestions Telephone conversations Delivering presentations 	<ul style="list-style-type: none"> Different types of speaking activities related to the content Guided with prompts and free discussions Presentation techniques Talking to peers and other adults. Talking to patients and Patient attenders Talking to other healthcare professionals Classroom conversation Scenario based learning tasks 	<ul style="list-style-type: none"> Individual and group/peer assessment through live speaking tests Presentation of situation in emergency and routine Handoff Reporting in doctors/nurses' rounds Case presentation Face to face oral communication Speaking individually (Nurse to nurse/patient/ doctor) and to others in the group Telephonic talking

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
V	5 (T)	<ul style="list-style-type: none"> Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes 	Reading <ul style="list-style-type: none"> Reading strategies, reading notes and messages Reading relevant articles and news items Vocabulary for everyday activities, abbreviations and medical vocabulary Understanding visuals, graphs, figures and notes on instructions Reading reports and interpreting them Using idioms and phrases, spotting errors, vocabulary for presentations Remedial Grammar 	<ul style="list-style-type: none"> Detailed tasks and exercises on reading for information, inference and evaluation Vocabulary games and puzzles for medical lexis Grammar activities 	<ul style="list-style-type: none"> Reading/ summarizing/ justifying answers orally Patient document Doctor's prescription of care Journal/news reading and interpretation Notes/Reports
VI	5 (T)	<ul style="list-style-type: none"> Enhance expressions through writing skills 	Writing Skills <ul style="list-style-type: none"> Writing patient history Note taking Summarizing Anecdotal records Letter writing Diary/Journal writing Report writing Paper writing skills Abstract writing 	<ul style="list-style-type: none"> Writing tasks with focus on task fulfilment, coherence and cohesion, appropriate vocabulary and correct grammar Guided and free tasks Different kinds of letter writing tasks 	<ul style="list-style-type: none"> Paper based assessment by the teacher/ trainer against set band descriptors Presentation of situation Documentation Report writing Paper writing skills Verbatim reproducing Letter writing Resume/CV
VII	8 (T)	<ul style="list-style-type: none"> Apply LSRW Skill in combination to learn, teach, educate and share information, ideas and results 	LSRW Skills <ul style="list-style-type: none"> Critical thinking strategies for listening and reading Oral reports, presentations Writing instructions, letters and reports Error analysis regarding LSRW 	<ul style="list-style-type: none"> Valuating different options/multiple answers and interpreting decisions through situational activities Demonstration – individually and in groups Group Discussion Presentation Role Play Writing reports 	<ul style="list-style-type: none"> Consolidated assessment orally and through written tasks/exercises

References / Recommended Books (Latest Edition)

1. Shama Lohumi & Rakesh Lohumi. Communicative English for Nurses, Elsevier Gurgaon.
2. David M T. English for Professional Nursing, B I Publishers Pvt Ltd Chennai.
3. Padmavathi.M. Facilitating Effective Communication in English for Nurses, Emmess

Medical Publishers, Bangalore.

4. Rose S. Career English for Nurses, Orient Blackswan Pvt Ltd, Chennai.
5. Platt M. & Landgridge A. English for Nurses - A Natural Approach to Language Learning, Orient Longman Pvt. Ltd, New Delhi.
6. Taylor G. English Conversation Practice, Tata Mc. Graw Hill Education Pvt. Ltd, New Delhi.
7. Sarumathi J. English for Nursing, Jaypee Brothers Medical Publishers, New Delhi.
8. Shivani Sarma & Sarika Sood, Text Book of Communicative English for Undergraduates & Diploma Nursing Students, Vision Health Sciences Publishers, Punjab.

APPLIED ANATOMY

PLACEMENT : SEMESTER-I

ANAT-105

THEORY : 3 Credits (60 hours)

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

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

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

COURSE OUTLINE

T – Theory

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
		<p>terms used to describe movements</p> <ul style="list-style-type: none"> • 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 	<p>rotation, lateral rotation, inversion, eversion, supination, pronation, plantar flexion, dorsal flexion and circumduction</p> <ul style="list-style-type: none"> • Cell structure, Cell division • Tissue – definition, types, characteristics, classification, location • Membrane, glands – classification and structure • Identify major surface and bony landmarks in each body region, Organization of human body • Hyaline, fibro cartilage, elastic cartilage • Features of skeletal, smooth and cardiac muscle • Application and implication in nursing 	<ul style="list-style-type: none"> • Lecture cum Discussion • Video/Slides • Anatomical Torso 	
II	6 (T)	<ul style="list-style-type: none"> • Describe the structure of respiratory system • Identify the muscles of respiration and examine their contribution to the mechanism of breathing 	<p>The Respiratory system</p> <ul style="list-style-type: none"> • Structure of the organs of respiration • Muscles of respiration • Application and implication in nursing 	<ul style="list-style-type: none"> • Lecture cum Discussion • Models • Video/Slides 	<ul style="list-style-type: none"> • Short answer • Objective type
III	6 (T)	<ul style="list-style-type: none"> • Describe the structure of digestive system 	<p>The Digestive system</p> <ul style="list-style-type: none"> • Structure of alimentary canal and accessory organs of digestion • Application and implications in nursing 	<ul style="list-style-type: none"> • Lecture cum Discussion • Video/Slides • Anatomical Torso 	<ul style="list-style-type: none"> • Short answer • Objective type
IV	6 (T)	<ul style="list-style-type: none"> • Describe the structure of circulatory and lymphatic system. 	<p>The Circulatory and Lymphatic system</p> <ul style="list-style-type: none"> • Structure of blood components, blood vessels • – Arterial and Venous system • Position of heart relative to the associated structures • Chambers of heart, layers of heart • Heart valves, coronary arteries • Nerve and blood supply to heart • Lymphatic tissue 	<ul style="list-style-type: none"> • Lecture • Models • Video/Slides 	<ul style="list-style-type: none"> • Short answer • MCQ

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Veins used for IV injections • Application and implication in nursing 		
V	4 (T)	<ul style="list-style-type: none"> • Identify the major endocrine glands and describe the structure of endocrine Glands 	The Endocrine system <ul style="list-style-type: none"> • Structure of Hypothalamus, Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands 	<ul style="list-style-type: none"> • Lecture • Models/charts 	<ul style="list-style-type: none"> • Short answer • Objective type
VI	4 (T)	<ul style="list-style-type: none"> • Describe the structure of various sensory organs 	The Sensory organs <ul style="list-style-type: none"> • Structure of skin, eye, ear, nose and tongue • Application and implications in nursing 	<ul style="list-style-type: none"> • Lecture • Explain with Video/ models/charts 	<ul style="list-style-type: none"> • Short answer • MCQ
VII	10 (T)	<ul style="list-style-type: none"> • Describe anatomical position and structure of bones and joints • Identify major bones that make up the axial and appendicular skeleton • Classify the joints • Identify the application and implications in nursing • Describe the structure of muscle • Apply the knowledge in performing nursing procedures/ skills 	<ul style="list-style-type: none"> • The Musculoskeletal system: • The Skeletal system • Anatomical positions • Bones – types, structure, growth and ossification • Axial and appendicular skeleton • Joints – classification, major joints and structure • Application and implications in nursing • The Muscular system • 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 	<ul style="list-style-type: none"> • Review – discussion • Lecture • Discussions • Explain using charts, skeleton and loose bones and torso • Identifying muscles involved in nursing procedures in lab 	<ul style="list-style-type: none"> • Short answer • Objective type
VIII	5 (T)	<ul style="list-style-type: none"> • Describe the structure of renal system 	The Renal system <ul style="list-style-type: none"> • Structure of kidney, ureters, bladder, urethra • Application and implication in nursing 	<ul style="list-style-type: none"> • Lecture • Models/charts 	<ul style="list-style-type: none"> • MCQ • Short answer

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

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

References / Recommended Books (Latest Edition)

1. Tortora G J & Grabowski S R. Principles of anatomy and physiology. Harper Collins College, New York.
2. Vishram Singh. Textbook of Anatomy Vol 1 – Upper Limb & Thorax, Vol 2 - Abdomen & Lower Limb & Thorax. Vol 3 Head, Neck & Brain. Elsevier
3. Ashalatha P R. Textbook of Anatomy for BSc Nursing Students Jaypee Brothers Medical Publishers, New Delhi.
4. Sreedevi P. Fundamental aspects of Anatomy. CBS Publishers & Distributors New Delhi.
5. Chaurasia B D. Human Anatomy Vol I, II & III CBS Publishers, New Delhi.
6. William et al, Gray's Anatomy, Churchill Livingstone, New York.
7. Milliard et al, Human Anatomy and Physiology, W.B Saunders' Company, Philadelphia.
8. Nachiket Shankar & Mario Vaz. Textbook of Anatomy and Physiology For Nurses, Elsevier

APPLIED PHYSIOLOGY

PLACEMENT : SEMESTER I

PHYS-110

THEORY : 3 Credits (60 hours)

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	4 (T)	<ul style="list-style-type: none"> • Describe the physiology of cell, tissues, membranes and glands 	General Physiology – Basic concepts <ul style="list-style-type: none"> • Cell physiology including transportation across cell membrane • Body fluid compartments, Distribution of total body fluid, intracellular and extracellular compartments, major electrolytes and maintenance of homeostasis • Cell cycle • Tissue – formation, repair • Membranes and glands – functions • Application and implication in nursing 	<ul style="list-style-type: none"> • Review – discussion • Lecture cum Discussion • Video demonstrations 	<ul style="list-style-type: none"> • Quiz • MCQ • Short answer
II	6 (T)	<ul style="list-style-type: none"> • Describe the physiology and mechanism of respiration • Identify the muscles of respiration and examine their contribution to the mechanism of breathing 	Respiratory system <ul style="list-style-type: none"> • Functions of respiratory organs • Physiology of respiration • Pulmonary circulation – functional features • Pulmonary ventilation, exchange of gases • Carriage of oxygen and carbon-dioxide, Exchange of gases in tissue • Regulation of respiration • Hypoxia, cyanosis, dyspnea, periodic breathing • Respiratory changes during exercise • Application and implication in nursing 	<ul style="list-style-type: none"> • Lecture • Video slides 	<ul style="list-style-type: none"> • Essay • Short answer • MCQ

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	8 (T)	<ul style="list-style-type: none"> Describe the functions of digestive system 	Digestive system <ul style="list-style-type: none"> Functions of the organs of digestive tract Saliva – composition, regulation of secretion and functions of saliva Composition and function of gastric juice, mechanism and regulation of gastric secretion Composition of pancreatic juice, function, regulation of pancreatic secretion Functions of liver, gall bladder and pancreas Composition of bile and function Secretion and function of small and large intestine Movements of alimentary tract Digestion in mouth, stomach, small intestine, large intestine, absorption of food Application and implications in nursing 	<ul style="list-style-type: none"> Lecture cum Discussion Video slides 	<ul style="list-style-type: none"> Essay Short answer MCQ
IV	6 (T)	<ul style="list-style-type: none"> Explain the functions of the heart, and physiology of circulation 	Circulatory and Lymphatic system <p>Functions of heart, conduction system, cardiac cycle, Stroke volume and cardiac output</p> <ul style="list-style-type: none"> Blood pressure and Pulse Circulation – principles, factors influencing blood pressure, pulse Coronary circulation, Pulmonary and systemic circulation Heart rate – regulation of heart rate Normal value and variations Cardiovascular homeostasis in exercise and posture Application and implication in nursing 	<ul style="list-style-type: none"> Lecture Discussion Video/Slides 	<ul style="list-style-type: none"> Short answer MCQ
V	5 (T)	<ul style="list-style-type: none"> Describe the composition and functions of blood 	Blood <ul style="list-style-type: none"> Blood – Functions, Physical characteristics Formation of blood cells Erythropoiesis – Functions of RBC, RBC life cycle WBC – types, functions Platelets – Function and production of platelets Clotting mechanism of blood, clotting time, bleeding time, 	<ul style="list-style-type: none"> Lecture Discussion Videos 	<ul style="list-style-type: none"> Essay Short answer MCQ

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			PTT <ul style="list-style-type: none"> • Hemostasis – role of vasoconstriction, platelet plug formation in hemostasis, coagulation factors, intrinsic and extrinsic pathways of coagulation • Blood groups and types • Functions of reticulo endothelial system, immunity • Application in nursing 		
VI	5 (T)	<ul style="list-style-type: none"> • Identify the major endocrine glands and describe their functions 	The Endocrine system <ul style="list-style-type: none"> • Functions and hormones of Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands. • Other hormones • Alterations in disease • Application and implication in nursing 	<ul style="list-style-type: none"> • Lecture • Explain using charts 	<ul style="list-style-type: none"> • Short answer • MCQ
VII	4 (T)	<ul style="list-style-type: none"> • Describe the structure of various sensory organs 	The Sensory Organs <ul style="list-style-type: none"> • Functions of skin • Vision, hearing, taste and smell • Errors of refraction, aging changes • Application and implications in nursing 	<ul style="list-style-type: none"> • Lecture • Video 	<ul style="list-style-type: none"> • Short answer • MCQ
VIII	6 (T)	<ul style="list-style-type: none"> • Describe the functions of bones, joints, various types of muscles, its special properties and nerves supplying them 	Musculoskeletal system <ul style="list-style-type: none"> • Bones – Functions, movements of bones of axial and appendicular skeleton, Bone healing • Joints and joint movements • Alteration of joint disease • Properties and Functions of skeletal muscles – mechanism of muscle contraction • Structure and properties of cardiac muscles and smooth muscles • Application and implication in nursing 	<ul style="list-style-type: none"> • Lecture • Discussion • Video presentation 	<ul style="list-style-type: none"> • Structured essay • Short answer • MCQ
IX	4 (T)	<ul style="list-style-type: none"> • Describe the physiology of renal system 	Renal system <ul style="list-style-type: none"> • Functions of kidney in maintaining homeostasis • GFR • Functions of ureters, bladder and urethra • Micturition • Regulation of renal function • Application and implication in nursing 	<ul style="list-style-type: none"> • Lecture • Charts and models 	<ul style="list-style-type: none"> • Short answer • MCQ

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
X	4 (T)	<ul style="list-style-type: none"> Describe the physiology of reproductive system 	The Reproductive system <ul style="list-style-type: none"> Female reproductive system – Menstrual cycle, function and hormones of ovary, oogenesis, fertilization, implantation, Functions of breast Male reproductive system – Spermatogenesis, hormones and its functions, semen Application and implication in providing nursing care 	<ul style="list-style-type: none"> Lecture Explain using charts, models, specimens 	<ul style="list-style-type: none"> Short answer MCQ
XI	8 (T)	<ul style="list-style-type: none"> Describe the functions of brain, physiology of nerve stimulus, reflexes, cranial and spinal nerves 	<ul style="list-style-type: none"> Nervous system Overview of nervous system Review of types, structure and functions of neurons Nerve impulse Review functions of Brain- Medulla, Pons, Cerebrum, Cerebellum Sensory and Motor Nervous system Peripheral Nervous system Autonomic Nervous system Limbic system and higher mental Functions- Hippocampus, Thalamus, Hypothalamus Vestibular apparatus Functions of cranial nerves Autonomic functions Physiology of Pain-somatic, visceral and referred Reflexes CSF formation, composition, circulation of CSF, blood brain barrier and blood CSF barrier Application and implication in nursing 	<ul style="list-style-type: none"> Lecture cum Discussion Video slides 	<ul style="list-style-type: none"> Brief structured essays Short answer MCQ Critical reflection

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

References / Recommended Books (Latest Edition)

- Hall J E & Guyton A C. Guyton and Hall textbook of medical physiology, Saunders Elsevier, Philadelphia.
- Ashalatha, P R & Deepa G. Textbook of Anatomy and Physiology for Nurses, Jaypee Brothers Medical Publishers, New Delhi.
- Barrett, K. E & Ganong W F. Ganong's review of medical physiology. McGraw-Hill Medical, New York.

4. Chaudhuri S K. Concise medical physiology, New Central Book Agency, Calcutta.
5. Jain A K. Textbook of Physiology (Vol- 1 & 2) 2021. Avichal Publishing Company, APC books.
6. Singh H. & Singh I. Fundamentals of Medical Physiology. Elsevier India.
7. Nachiket Shankar & Mario Vaz, Anatomy & Physiology for Nurses, Elsevier
8. Soumen Manna. Review of Physiology, Jaypee Brothers Medical Publishers, New Delhi.
9. Bijilani R L. Fundamentals of Physiology, A Text Book of students of Nursing, Medicine, Dentistry and Allied courses, Jaypee Brothers Medical Publishers, New Delhi.
10. Indu Khurana & Arushi Khurana. Concise Textbook of Physiology, Elsevier.

APPLIED SOCIOLOGY

PLACEMENT : SEMESTER I

SOCI-115

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)	<ul style="list-style-type: none"> • Describe the scope and significance of sociology in nursing 	Introduction <ul style="list-style-type: none"> • Definition, nature and scope of sociology • Significance of sociology in nursing 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Essay • Short answer
II	15 (T)	<ul style="list-style-type: none"> • Describe the individualization , Groups, processes of 	Social structure <ul style="list-style-type: none"> • Basic concept of society, community, association and institution • Individual and society • Personal disorganization 	<ul style="list-style-type: none"> • Lecture cum Discussion 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
VI	15 (T)	<ul style="list-style-type: none"> Explain social organization, disorganization, social problems and role of nurse in reducing social problems 	Social organization and disorganization <ul style="list-style-type: none"> Social organization – meaning, elements and types Voluntary associations Social system – definition, types, role and status as structural element of social system. Interrelationship of institutions Social control – meaning, aims and process of social control Social norms, moral and values Social disorganization – definition, causes, Control and planning Major social problems – poverty, housing, food supplies, illiteracy, prostitution, dowry, Child labour, child abuse, delinquency, crime, substance abuse, HIV/AIDS, COVID-19 Vulnerable group – elderly, handicapped, minority and other marginal group. Fundamental rights of individual, women and children Role of nurse in reducing social problem and enhance coping Social welfare programs in India 	<ul style="list-style-type: none"> Lecture Group discussion Observational visit 	<ul style="list-style-type: none"> Essay Short answer Objective type Visit report
VII	5 (T)	<ul style="list-style-type: none"> Explain clinical sociology and its application in the hospital and community 	Clinical sociology <ul style="list-style-type: none"> Introduction to clinical sociology Sociological strategies for developing services for the abused Use of clinical sociology in crisis intervention 	<ul style="list-style-type: none"> Lecture Group discussion Role play 	<ul style="list-style-type: none"> Essay Short answer

References /Recommended Books (Latest Edition)

1. Clement A.I, Sociological Implications in Nursing, Frontline Publications, Hyderabad.
2. Neeraja, K. P. Textbook of Sociology for Nursing Students. Jaypee Brothers Medical Publishers (P) Ltd.
3. Venkataratnam Rajagopalan. Medical sociology in an Indian setting. Macmillan, Madras.
4. Park K. Park's Textbook of Preventive and Social Medicine. M/S Banarsidas Bhanot Publishers, Jabalpur.
5. Ganesh P. Textbook of sociology for BSc Nursing, Emmess Medical Publishers, Bangalore.
6. Krishne Gowda. Essentials of Sociology for BSc Nursing Students CBS Publishers & Distributors.
7. Varinder Kaur, Text Book of Applied Sociology for BSc Nursing Students, Vision Health Sciences Publishers, Punjab.
8. Horton P B & Hunt C L. Sociology, McGraw Hill Education India.

APPLIED PSYCHOLOGY

PLACEMENT : SEMESTER I

PSYC-120

THEORY : 3 Credits (60 Hours)

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

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

1. Identify the importance of psychology in individual and professional life.
2. Develop understanding of the biological and psychological basis of human behavior.
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)	<ul style="list-style-type: none"> • Describe scope, branches and significance of psychology in nursing 	Introduction <ul style="list-style-type: none"> • Meaning of Psychology • Development of psychology – Scope, branches and methods of psychology • Relationship with other subjects • Significance of psychology in nursing • Applied psychology to solve everyday issues 	<ul style="list-style-type: none"> • Lecture cum Discussion 	<ul style="list-style-type: none"> • Essay • Short answer
II	4 (T)	<ul style="list-style-type: none"> • Describe biology of human behavior 	Biological basis of behavior – Introduction <ul style="list-style-type: none"> • Body mind relationship • Genetics and behavior • Inheritance of behavior • Brain and behavior. • Psychology and sensation – sensory process – normal and abnormal 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Essay • Short answer
III	5 (T)	<ul style="list-style-type: none"> • Describe mentally healthy 	Mental health and mental hygiene <ul style="list-style-type: none"> • Concept of mental health and 	<ul style="list-style-type: none"> • Lecture • Case discussion 	<ul style="list-style-type: none"> • Essay • Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		person and defense mechanisms	mental hygiene <ul style="list-style-type: none"> • 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 measures to overcome • Role of nurse in reducing frustration and conflict and enhancing coping • Dealing with ego 	<ul style="list-style-type: none"> • Role play 	<ul style="list-style-type: none"> • Objective type
IV	7 (T)	<ul style="list-style-type: none"> • Describe psychology of people in different age groups and role of nurse 	Developmental psychology <ul style="list-style-type: none"> • Physical, psychosocial and cognitive development across life span – Prenatal through early childhood, middle to late childhood through adolescence, early and mid-adulthood, late adulthood, death and dying • Role of nurse in supporting normal growth and development across the life span • Psychological needs of various groups in health and sickness – Infancy, childhood, adolescence, adulthood and older adult • Introduction to child psychology and role of nurse in meeting the psychological needs of vulnerable individuals – challenged, women, sick etc. • Role of nurse with vulnerable groups 	<ul style="list-style-type: none"> • Lecture • Group discussion 	<ul style="list-style-type: none"> • Essay • Short answer
V	4 (T)	<ul style="list-style-type: none"> • Explain personality and role of nurse in identification and improvement in altered personality 	Personality <ul style="list-style-type: none"> • Meaning, definition of personality • Classification of personality • Measurement and evaluation of personality – Introduction • Alteration in personality • Role of nurse in identification of individual personality and improvement in altered personality 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type

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

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

References /Recommended Books (Latest Edition)

1. Sreevani R. Psychology for Nurses. Jaypee Brothers Medical Publishers.
2. Razeena Viswambaran. Text Book of Psychology for Health Professionals, Viswapadmam Publishing House, Cochin.
3. Anthikad J. Psychology for Graduate Nurses. Jaypee Brothers Medical Publisher (P) Ltd
4. Balachandran M. Applied Psychology for Indian Nursing Students, Maanas Publishers,

Thiruvananthapuram.

5. Bhatia. Elements of Psychology and Mental hygiene for Nurses in India, Orient Longman.
6. A B Kutty. Psychology for BSc Nursing, PHI learning Press, New Delhi.
7. Passer M W. Smith R E. Psychology, The Science of Mind & Behavior, Tata Mc Graw-Hill, New York.
8. Mangal SK. Psychology for B.Sc. Nursing, Avichal Publishing Company.

NURSING FOUNDATION - I
(Including First Aid module)

PLACEMENT : SEMESTER I N-NF-I-125

THEORY : 6 Credits (120 hours)

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

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

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

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

***Mandatory Module used in Teaching/Learning: First Aid: 40 Hours (including Basic CPR)**

COURSE OUTLINE
T – Theory, SL – Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 (T)	<ul style="list-style-type: none">Describe the concept of health and illness	Introduction to health and illness <ul style="list-style-type: none">Concept of Health – Definitions (WHO), DimensionsMaslow’s hierarchy of needsHealth – Illness continuum	<ul style="list-style-type: none">LectureDiscussion	<ul style="list-style-type: none">EssayShort answer

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> Communicate effectively with patients, their families and team members 	Phases <ul style="list-style-type: none"> Communicating effectively with patient, families and team members Maintaining effective human relations and communication with vulnerable groups (children, women, physically and mentally challenged and elderly) 		
V	4 (T) 2 (SL)	<ul style="list-style-type: none"> Describe the purposes, types and techniques of recording and reporting Maintain records and reports accurately 	Documentation and Reporting <ul style="list-style-type: none"> Documentation – Purposes of Reports and Records Confidentiality Types of Client records/Common Record- keeping forms Methods/Systems of documentation/Recording Guidelines for documentation Do's and Don'ts of documentation/Legal guidelines for Documentation/Recording Reporting – Change of shift reports, Transfer reports, Incident reports 	<ul style="list-style-type: none"> Lecture Discussion Demonstration 	<ul style="list-style-type: none"> Essay Short answer Objective type
VI	15 (T) 20 (SL)	<ul style="list-style-type: none"> Describe principles and techniques of monitoring and maintaining vital signs Assess and record vital signs 	Vital signs <ul style="list-style-type: none"> Guidelines for taking vital signs Body temperature – <ul style="list-style-type: none"> Definition, Physiology, Regulation, Factors affecting body temperature Assessment of body temperature – sites, equipment and technique Temperature alterations – Hyperthermia, Heat Cramps, Heat Exhaustion, Heatstroke, Hypothermia Fever/Pyrexia – Definition, Causes, Stages, Types Nursing Management <ul style="list-style-type: none"> Hot and Cold applications Pulse: <ul style="list-style-type: none"> Definition, Physiology and Regulation, Characteristics, Factors affecting pulse Assessment of pulse – sites, equipment and technique Alterations in pulse Respiration: <ul style="list-style-type: none"> Definition, Physiology and Regulation, Mechanics of breathing, Characteristics, Factors affecting respiration Assessment of respirations – technique Arterial Oxygen saturation Alterations in respiration Blood pressure: <ul style="list-style-type: none"> Definition, Physiology and 	<ul style="list-style-type: none"> Lecture Discussion Demonstration & Re-demonstration 	<ul style="list-style-type: none"> Essay Short answer Objective type Document the given values of temperature, pulse, and respiration in the graphic sheet Document BP OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		accurately	Regulation, Characteristics, Factors affecting BP <ul style="list-style-type: none"> ○ Assessment of BP – sites, equipment and technique, Common Errors in BP Assessment ○ Alterations in Blood Pressure • Documenting Vital Signs		
VII	3 (T)	<ul style="list-style-type: none"> • Maintain equipment and linen 	Equipment and Linen <ul style="list-style-type: none"> • Types – Disposables and reusable <ul style="list-style-type: none"> ○ Linen, rubber goods, glassware, metal, plastics, furniture • Introduction – Indent, maintenance, Inventory 	<ul style="list-style-type: none"> • Lecture • Discussion 	
VIII	10 (T) 3 (SL)	<ul style="list-style-type: none"> • Describe the basic principles and techniques of infection control and biomedical waste management 	Introduction to Infection Control in Clinical setting Infection <ul style="list-style-type: none"> • Nature of infection • Chain of infection • Types of infection • Stages of infection • Factors increasing susceptibility to infection • Body defenses against infection – Inflammatory response & Immune response • Health care associated infection (Nosocomial infection) Introductory concept of Asepsis – Medical & Surgical asepsis Precautions <ul style="list-style-type: none"> • Hand Hygiene • (Hand washing and use of hand Rub) • Use of Personal Protective Equipment (PPE) • Standard precautions Biomedical Waste management <ul style="list-style-type: none"> • Types of hospital waste, waste segregation and hazards – Introduction 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Observation of autoclaving and other sterilization techniques • Video presentation on medical & surgical asepsis 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
IX	15 (T) 15 (SL)	<ul style="list-style-type: none"> • Identify and meet the comfort needs of the patients 	Comfort, Rest & Sleep and Pain <ul style="list-style-type: none"> • Comfort <ul style="list-style-type: none"> ○ Factors Influencing Comfort ○ Types of beds including latest beds, purposes & bed making ○ Therapeutic positions ○ Comfort devices • Sleep and Rest <ul style="list-style-type: none"> ○ Physiology of sleep ○ Factors affecting sleep ○ Promoting Rest and sleep ○ Sleep Disorders • Pain (Discomfort) <ul style="list-style-type: none"> ○ Physiology ○ Common cause of pain 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & Re-demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ○ Types ○ Assessment – pain scales and narcotic scales ○ Pharmacological and Non-pharmacological pain relieving measures – Use of narcotics, TENS devices, PCA ○ Invasive techniques of pain management ○ Any other newer measures ○ CAM (Complementary & Alternative healing Modalities) 		
X	5 (T) 3 (SL)	<ul style="list-style-type: none"> • Describe the concept of patient environment 	<p>Promoting Safety in Health Care Environment</p> <ul style="list-style-type: none"> • Physical environment – Temperature, Humidity, Noise, Ventilation, Light, Odor, Pest control • Reduction of Physical hazards – fire, accidents • Fall Risk Assessment • Role of nurse in providing safe and clean environment • Safety devices – <ul style="list-style-type: none"> ○ Restraints – Types, Purposes, Indications, Legal Implications and Consent, Application of Restraints-Skill and Practice guidelines ○ Other Safety Devices – Side rails, Grab bars, Ambu alarms, non-skid slippers etc. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
XI	6 (T) 2 (SL)	<ul style="list-style-type: none"> • Explain and perform admission, transfer, and discharge of a patient 	<p>Hospital Admission and discharge</p> <ul style="list-style-type: none"> • Admission to the hospital Unit and preparation of unit <ul style="list-style-type: none"> ○ Admission bed ○ Admission procedure ○ Medico-legal issues ○ Roles and Responsibilities of the nurse • Discharge from the hospital <ul style="list-style-type: none"> ○ Types – Planned discharge, LAMA and Abscond, Referrals and transfers ○ Discharge Planning ○ Discharge procedure ○ Medico-legal issues ○ Roles and Responsibilities of the nurse ○ Care of the unit after discharge 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
XII	8 (T) 10 (SL)	<ul style="list-style-type: none"> • Demonstrate skill in caring for patients with restricted mobility 	<p>Mobility and Immobility</p> <ul style="list-style-type: none"> • Elements of Normal Movement, Alignment & Posture, Joint Mobility, Balance, Coordinated Movement • Principles of body mechanics • Factors affecting Body Alignment and activity 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & Re-demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • OSCE

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

*Mandatory module

References /Recommended Books (Latest Edition)

1. Koziar. B et al. Fundamentals of Nursing, Concepts, Process and Practice. Dorling Kindersley Publishing Pvt Ltd India, New Delhi.
2. Potter P A, Perry A G, Stockert P A, Hall M A. Potter & Perry's Essentials of Nursing Foundation, Adaptation Editor: Suresh K. Sharma, South Asia Edition, Elsevier, RELX India.

3. Potter P A, Perry A G. Fundamentals of Nursing, Mosby, St. Louis.
4. Taylor C. et al. Fundamentals of Nursing - The Art & Science of Nursing Care, Wolters Kluwer Publication, New Delhi.
5. Valsamma Joshy & Susamma Varghese Nursing Foundation I & II for BSc Nursing students, Frontline Publishers, Hyderabad.
6. Hareendar Jeet Goyal. Elsevier Clinical Skills Manual- Nursing Foundation, First South Asia Edition, Reed Elsevier India Pvt. Ltd, New Delhi.
7. Fundamentals of Nursing –A procedure manual, TNAI, New Delhi.
8. Gupta. L. C & Gupta A. Manual of First Aid. Jaypee Brothers (P) Ltd, New Delhi.
9. Indian First Aid Manual, Authorised Manual of St. John Ambulance Association (India) & Indian Red Cross Society, New Delhi.
10. Jyothi Kathwal. Text Book of Nursing Foundation for BSc Nursing Students, Vison Health Sciences Publishers. Punjab.
11. Annamma Jacob, Rekha R, Tarachan J S, Clinical Nursing Procedures: The Art of Nursing Practice, Jaypee brothers Medical Publishers, New Delhi.
12. Gulanic M. & Myers J.L. Nursing care plans – Nursing diagnosis & intervention, Mosby, St. Louis.
13. National and International journals in nursing/ Online resources

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: General Medical/ Surgical wards

Duration in Weeks	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
2	<ul style="list-style-type: none"> • Maintain effective human relations (projecting professional image) • Communicate effectively with patient, families and team members • Demonstrate skills in techniques of recording and reporting 	<p>Communication and Nurse patient relationship</p> <p>Maintaining Communication with patient and family and interpersonal relationship</p> <p>Documentation and Reporting</p> <ul style="list-style-type: none"> ○ Documenting patient care and procedures ○ Verbal report ○ Written report 		<ul style="list-style-type: none"> • OSCE
2	<ul style="list-style-type: none"> • Demonstrate skill in monitoring vital signs 	<p>Vital signs</p> <p>Monitor/measure and document vital signs in a graphic sheet</p> <ul style="list-style-type: none"> ○ Temperature (oral, tympanic, axillary) ○ Pulse (Apical and peripheral pulses) ○ Respiration 	Care of patients with alterations in vital signs- 1	<ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE

Duration in Weeks	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
	<ul style="list-style-type: none"> Care for patients with altered vital signs Demonstrate skill in implementing standard precautions and use of PPE 	<ul style="list-style-type: none"> Blood pressure Pulse oximetry Interpret and report alteration <p>Cold Applications – Cold Compress, Ice cap, Tepid Sponging</p> <p>Care of equipment thermometer, BP apparatus, Stethoscope, Pulse oximeter</p> <p>Infection control in Clinical settings</p> <ul style="list-style-type: none"> Hand hygiene Use of PPE 		
3	<ul style="list-style-type: none"> Demonstrate skill in meeting the comfort needs of the patients Provide safe and clean environment 	<p>Comfort, Rest & Sleep, Pain and Promoting Safety in Health Care Environment</p> <p>Comfort, Rest & Sleep</p> <p>Bed making-</p> <ul style="list-style-type: none"> Open Closed Occupied Post-operative Cardiac bed Fracture bed <p>Comfort devices</p> <ul style="list-style-type: none"> Pillows Over bed table/ cardiac table Back rest Bed Cradle <p>Therapeutic Positions</p> <ul style="list-style-type: none"> Supine Fowlers (low, semi, high) Lateral Prone Sim's Trendelenburg Dorsal recumbent Lithotomy Knee chest <p>Pain Pain assessment and provision for comfort</p> <p>Promoting Safety in Health Care Environment</p> <ul style="list-style-type: none"> Care of Patient's Unit Use of Safety devices: <ul style="list-style-type: none"> Side Rails Restraints (Physical) Fall risk assessment and Post Fall Assessment 	Fall risk assessment-1	<ul style="list-style-type: none"> Assessment of clinical skills using checklist OSCE

Duration in Weeks	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
2	<ul style="list-style-type: none"> Demonstrate skill in admission, transfer, and discharge of a patient 	<p>Hospital Admission and discharge, Mobility and Immobility and Patient education</p> <p><i>Hospital Admission and discharge</i></p> <p>Perform & Document:</p> <ul style="list-style-type: none"> Admission Transfer Planned Discharge 		<ul style="list-style-type: none"> Assessment of clinical skills using checklist OSCE
2	<ul style="list-style-type: none"> Demonstrate skill in caring for patients with restricted mobility Plan and provide appropriate health teaching following the principles 	<p>Mobility and Immobility</p> <p>Range of Motion Exercises</p> <p>Assist patient in:</p> <ul style="list-style-type: none"> Moving Turning Logrolling <p>Changing position of helpless patient</p> <p>Transferring (Bed to and from chair/wheelchair/ stretcher)</p> <p><i>Patient education</i></p>	Individual teaching-1	<ul style="list-style-type: none"> Assessment of clinical skills using checklist OSCE
1	<ul style="list-style-type: none"> Demonstrate skills in assessing and performing First Aid during emergencies 	<p>First aid and Emergencies</p> <p>Bandaging Techniques</p> <ul style="list-style-type: none"> Basic Bandages: <ul style="list-style-type: none"> Circular Spiral Reverse-Spiral Recurrent Figure of Eight Special Bandages: <ul style="list-style-type: none"> Caplin Eye/Ear Bandage Jaw Bandage Shoulder Spica Thumb Spica Triangular Bandage/ Sling (Head & limbs) Binders 	<p>Module completion National Disaster Management Authority (NDMA)</p> <p>First Aid module (To complete it in clinically if not completed during lab)</p>	<ul style="list-style-type: none"> Assessment of clinical skills using checklist OSCE (first aid competencies)

SEMESTER II

APPLIED BIOCHEMISTRY

PLACEMENT : SEMESTER II

BIOC-135

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)	<ul style="list-style-type: none">• Describe the metabolism of carbohydrates and its alterations	Carbohydrates <ul style="list-style-type: none">• Digestion, absorption and metabolism of carbohydrates and related disorders• Regulation of blood glucose• Diabetes Mellitus – type 1 and type 2, symptoms, complications & management in brief• Investigations of Diabetes Mellitus<ul style="list-style-type: none">○ OGTT – Indications, Procedure,○ Interpretation and types of GTT curve○ Mini GTT, extended GTT, GCT, IV GTT○ HbA1c (Only definition)• Hypoglycemia – Definition & causes	<ul style="list-style-type: none">• Lecture cum Discussion• Explain using charts and slides• Demonstration of laboratory tests	<ul style="list-style-type: none">• Essay• Short answer• Very short answer
II	8 (T)	<ul style="list-style-type: none">• Explain the metabolism of lipids and its alterations	Lipids <ul style="list-style-type: none">• Fatty acids – Definition, classification• Definition & Clinical significance of MUFA & PUFA, Essential fatty acids, Trans fatty acids• Digestion, absorption & metabolism of lipids &	<ul style="list-style-type: none">• Lecture cum Discussion• Explain using charts and slides• Demonstration of laboratory tests	<ul style="list-style-type: none">• Essay• Short answer• Very short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> related disorders • Compounds formed from cholesterol • Ketone bodies (name, types & significance only) • Lipoproteins – types & functions (metabolism not required) • Lipid profile • Atherosclerosis (in brief) 		
III	9 (T)	<ul style="list-style-type: none"> • Explain the metabolism of amino acids and proteins 	Proteins <ul style="list-style-type: none"> • Classification of amino acids based on nutrition, metabolic rate with examples • Digestion, absorption & metabolism of protein & related disorders • Biologically important compounds synthesized from various amino acids (only names) • In born errors of amino acid metabolism • – only aromatic amino acids (in brief) • Plasma protein – types, function & normal values • Causes of proteinuria, hypo-proteinemia, hyper-gamma globinemia • Principle of electrophoresis, normal & abnormal electrophoretic patterns (in brief) 	<ul style="list-style-type: none"> • Lecture cum Discussion • Explain using charts, models and slides 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer
IV	4 (T)	<ul style="list-style-type: none"> • Explain clinical enzymology in various disease conditions 	Clinical Enzymology <ul style="list-style-type: none"> • Isoenzymes – Definition & properties • Enzymes of diagnostic importance in <ul style="list-style-type: none"> ○ Liver Diseases – ALT, AST, ALP, GGT ○ Myocardial infarction – CK, cardiac troponins, AST, LDH ○ Muscle diseases – CK, Aldolase ○ Bone diseases – ALP ○ Prostate cancer – PSA, ACP 	<ul style="list-style-type: none"> • Lecture cum Discussion • Explain using charts and slides 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer
V	3 (T)	<ul style="list-style-type: none"> • Explain acid base balance, imbalance and its clinical significance 	Acid base maintenance <ul style="list-style-type: none"> • pH – definition, normal value • Regulation of blood pH – blood buffer, respiratory & renal • ABG – normal values • Acid base disorders – types, definition & causes 	<ul style="list-style-type: none"> • Lecture cum Discussion • Explain using charts and slides 	<ul style="list-style-type: none"> • Short answer • Very short answer
VI	2 (T)	<ul style="list-style-type: none"> ○ Describe the metabolism of 	Heme catabolism <ul style="list-style-type: none"> • Heme degradation pathway • Jaundice – type, causes, 	<ul style="list-style-type: none"> • Lecture cum Discussion 	<ul style="list-style-type: none"> • Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		hemoglobin and its clinical significance	urine & blood investigations (van den berg test)	<ul style="list-style-type: none"> Explain using charts and slides 	<ul style="list-style-type: none"> Very short answer
VII	3 (T)	<ul style="list-style-type: none"> Explain different function tests and interpret the findings 	Organ function tests (biochemical parameters & normal values only) <ul style="list-style-type: none"> Renal Liver Thyroid 	<ul style="list-style-type: none"> Lecture cum Discussion Visit to Lab Explain using charts and slides 	<ul style="list-style-type: none"> Short answer Very short answer
VIII	3 (T)	<ul style="list-style-type: none"> Illustrate the immunochemistry 	Immunochemistry <ul style="list-style-type: none"> Structure & functions of immunoglobulin Investigations & interpretation – ELISA 	<ul style="list-style-type: none"> Lecture cum Discussion Explain using charts and slides Demonstration of laboratory tests 	<ul style="list-style-type: none"> Short answer Very short answer

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

References /Recommended Books (Latest Edition)

1. Vasudevan. D. M & Sreekumar.S Text book of Biochemistry, Jaypee Brothers
2. Satyanarayana U & Chakrapani U. Essentials of Biochemistry, Elsevier, India.
3. Muray R K. Harper's Illustrated Biochemistry, McGraw Hill, New Delhi.
4. Puri D. Textbook of Medical Biochemistry, Elsevier, New Delhi.
5. Ramakrishnan S & Angayarkanni N. Basis in Biochemistry for professional Nursing, B I Publications Ltd, Chennai.
6. Harbans Lal. Biochemistry for B.Sc Nursing students, CBS publishers.
7. Uma Bhardwaj & Ravindra Bhardwaj. Biochemistry for Nurses, Pearson Education Ltd.
8. Mungikar. M. A, Applied Biochemistry for BSc Nursing students semester II, Frontline publications, Hyderabad.

APPLIED NUTRITION AND DIETETICS

PLACEMENT : SEMESTER II

NUTR-140

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, L – Lab

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Functions • Dietary sources of fats and fatty acids • Fat requirements – RDA 	<ul style="list-style-type: none"> • Models • Display of food items 	<ul style="list-style-type: none"> • Very short answer
V	3 (T)	<ul style="list-style-type: none"> • Describe the classification, functions, sources and RDA of vitamins 	<p>Vitamins</p> <ul style="list-style-type: none"> • Classification – fat soluble & water soluble • Fat soluble – Vitamins A, D, E, and K • Water soluble – Thiamine (vitamin B1), Riboflavin (vitamin B2), Nicotinic acid, Pyridoxine (vitamin B6), Pantothenic acid, Folic acid, Vitamin B12, Ascorbic acid (vitamin C) • Functions, Dietary Sources & Requirements – RDA of every vitamin 	<ul style="list-style-type: none"> • Lecture cum Discussion • Charts/Slides • Models • Display of food items 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer
VI	3 (T)	<ul style="list-style-type: none"> • Describe the classification, functions, sources and RDA of minerals 	<p>Minerals</p> <ul style="list-style-type: none"> • Classification – Major minerals (Calcium, phosphorus, sodium, potassium and magnesium) and Trace elements • Functions • Dietary Sources • Requirements – RDA 	<ul style="list-style-type: none"> • Lecture cum Discussion • Charts/Slides • Models • Display of food items 	<ul style="list-style-type: none"> • Short answer • Very short answer
VII	7 (T) 8 (L)	<ul style="list-style-type: none"> • Describe and plan balanced diet for different age groups, pregnancy, and lactation 	<p>Balanced diet</p> <ul style="list-style-type: none"> • Definition, principles, steps • Food guides – Basic Four Food Groups • RDA – Definition, limitations, uses • Food Exchange System • Calculation of nutritive value of foods • Dietary fiber <p>Nutrition across life cycle</p> <ul style="list-style-type: none"> • Meal planning/Menu planning – Definition, principles, steps • Infant and Young Child Feeding (IYCF) guidelines – breast feeding, infant foods • Diet plan for different age groups – Children, adolescents and elderly • Diet in pregnancy – nutritional requirements and balanced diet plan • Anemia in pregnancy – 	<ul style="list-style-type: none"> • Lecture cum Discussion • Meal planning • Lab session on <ul style="list-style-type: none"> ○ Preparation of balanced diet for different categories ○ Low cost nutritious dishes 	<ul style="list-style-type: none"> • Short answer • Very short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<p>diagnosis, diet for anemic pregnant women, iron & folic acid supplementation and counseling</p> <ul style="list-style-type: none"> • Nutrition in lactation – nutritional requirements, diet for lactating mothers, complementary feeding/ weaning 		
VIII	6 (T)	<ul style="list-style-type: none"> • Classify and describe the common nutritional deficiency disorders and identify nurses' role in assessment, management and prevention 	<p>Nutritional deficiency disorders</p> <ul style="list-style-type: none"> • Protein energy malnutrition – magnitude of the problem, causes, classification, signs & symptoms, Severe acute malnutrition (SAM), management & prevention and nurses' role • 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 	<ul style="list-style-type: none"> • Lecture cum Discussion • Charts/Slides • Models 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer
IX	4 (T) 7 (L)	<ul style="list-style-type: none"> • Principles of diets in various diseases 	<p>Therapeutic diets</p> <ul style="list-style-type: none"> • Definition, Objectives, Principles • Modifications – Consistency, Nutrients, • Feeding techniques. • Diet in Diseases – Obesity, Diabetes Mellitus, CVD, Underweight, Renal diseases, Hepatic disorders Constipation, Diarrhea, Pre and Post-operative period 	<ul style="list-style-type: none"> • Lecture cum Discussion • Meal planning • Lab session on preparation of therapeutic diets 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer
X	3 (T)	<ul style="list-style-type: none"> • Describe the rules and preservation of nutrients 	<p>Cookery rules and preservation of nutrients</p> <ul style="list-style-type: none"> • Cooking – Methods, Advantages and 	<ul style="list-style-type: none"> • Lecture cum Discussion • Charts/Slides 	<ul style="list-style-type: none"> • Essay • Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Disadvantages <ul style="list-style-type: none"> • Preservation of nutrients • Measures to prevent loss of nutrients during preparation • Safe food handling and Storage of foods • Food preservation • Food additives and food adulteration • Prevention of Food Adulteration Act (PFA) • Food standards 		<ul style="list-style-type: none"> • Very short answer
XI	4 (T)	<ul style="list-style-type: none"> • Explain the methods of nutritional assessment and nutrition education 	Nutrition assessment and nutrition education <ul style="list-style-type: none"> • Objectives of nutritional assessment • Methods of assessment – clinical examination, anthropometry, laboratory & biochemical assessment, assessment of dietary intake including Food frequency questionnaire (FFQ) method • Nutrition education – purposes, principles and methods 	<ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Writing nutritional assessment report 	<ul style="list-style-type: none"> • Essay • Short answer • Evaluation of Nutritional assessment report
XII	3 (T)	<ul style="list-style-type: none"> • Describe nutritional problems in India and nutritional programs 	National Nutritional Programs and role of nurse <ul style="list-style-type: none"> • Nutritional problems in India • National nutritional policy • National nutritional programs – Vitamin A Supplementation, Anemia Mukt Bharat Program, Integrated Child Development Services (ICDS), Mid-day Meal Scheme (MDMS), National Iodine Deficiency Disorders Control Program (NIDDCP), Weekly Iron Folic Acid Supplementation (WIFS) and others as introduced • Role of nurse in every program 	<ul style="list-style-type: none"> • Lecture cum Discussion 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer
XIII	2 (T)	<ul style="list-style-type: none"> • Discuss the importance of food hygiene and food safety 	Food safety <ul style="list-style-type: none"> • Definition, Food safety considerations & measures • Food safety regulatory measures in India 	<ul style="list-style-type: none"> • Guided reading on related acts 	<ul style="list-style-type: none"> • Quiz • Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> • Explain the Acts related to food safety 	<ul style="list-style-type: none"> • – Relevant Acts • Five keys to safer food • Food storage, food handling and cooking • General principles of food storage of food items (e.g. milk, meat) • Role of food handlers in food borne diseases • Essential steps in safe cooking practices 		

Note: Food borne diseases and food poisoning are dealt in Community Health Nursing I.

References /Recommended Books (Latest Edition)

1. Swaminathan M. Hand book of Food and Nutrition. The Bangalore Printing and Publishing Company Ltd, Bangalore.
2. Anjana Agarwal, Shobha A Udipi. Text book of Human Nutrition, Jaypee Brothers, New Delhi.
3. Sreemathy, Venkatraman. Nutrition for Nurses, Elsevier.
4. Nix S. Williams' Basic Nutrition & Diet Therapy. South Asia Edition, Elsevier.
5. Guptha L C. Gupta K & Gupta A. Food and Nutrition- Facts and Figures, Jaypee Brothers Medical Publishers, New Delhi.
6. Lutz and Prazytalski. Nutrition and Diet Theory –Evidence based applications, Jaypee Brothers Medical Publishers, New Delhi.
7. Reheena Beegum M A. Text book of Foods, Nutrition and Dietetics, Sterling Publishers Pvt Ltd, New Delhi.
8. John Sheila & Jennifer J. Essentials of Nutrition and Dietetics for Nursing, BI Publications Pvt Ltd, Chennai.
9. Shivananda Nayak. Handbook of Biochemistry & Nutrition for Nursing and Allied Health Students Jaypee Brothers Medical Publishers.

NURSING FOUNDATION - II

(Including Health Assessment Module)

PLACEMENT: SEMESTER II

N-NF-II-125

THEORY: 6 Credits (120 hours)

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

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

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

1. Develop understanding about fundamentals of health assessment and perform health assessment in supervised clinical settings

2. Demonstrate fundamental skills of assessment, planning, implementation and evaluation of nursing care using Nursing process approach in supervised clinical settings
 3. Assess the Nutritional needs of patients and provide relevant care under supervision
 4. Identify and meet the hygienic needs of patients
 5. Identify and meet the elimination needs of 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)	<ul style="list-style-type: none"> • Describe the purpose and process of health assessment and perform assessment under supervised clinical practice 	Health Assessment <ul style="list-style-type: none"> • Interview techniques • Observation techniques • Purposes of health assessment • Process of Health assessment <ul style="list-style-type: none"> ○ Health history ○ Physical examination: <ul style="list-style-type: none"> ▪ Methods: Inspection, Palpation, Percussion, Auscultation, Olfaction ○ Preparation for examination: patient and unit ○ General assessment ○ Assessment of each body system ○ Documenting health assessment findings 	<ul style="list-style-type: none"> • Modular Learning • *Health Assessment Module • Lecture cum Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • OSCE
II	13 (T) 8 (SL)	<ul style="list-style-type: none"> • Describe assessment, planning, 	The Nursing Process <ul style="list-style-type: none"> • Critical Thinking Competencies, Attitudes for Critical Thinking, Levels of 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Essay • Short answer

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

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

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

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			therapy <ul style="list-style-type: none"> • Measuring fluid intake and output • Administering Blood and Blood components • Restricting fluid intake • Enhancing Fluid intake 		
IX	20 (T) 22 (SL)	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Introduction – Definition of Medication, Administration of Medication, Drug Nomenclature, Effects of Drugs, Forms of Medications, Purposes, Pharmacodynamics and Pharmacokinetics • Factors influencing Medication Action • Medication orders and Prescriptions • Systems of measurement • Medication dose calculation • Principles, 10 rights of Medication Administration • Errors in Medication administration • Routes of administration • Storage and maintenance of drugs and Nurses responsibility • Terminologies and abbreviations used in prescriptions and medications orders • Developmental considerations • Oral, Sublingual and Buccal routes: Equipment, procedure • Introduction to Parenteral Administration of Drugs – Intramuscular, Intravenous, Subcutaneous, Intradermal: Location of site, Advantages and disadvantages of the specific sites, Indication and contraindications for the different routes and sites. • Equipment – Syringes & needles, cannulas, Infusion sets – parts, types, sizes • Types of vials and ampoules, Preparing Injectable medicines from vials and ampoules <ul style="list-style-type: none"> ○ Care of equipment: decontamination and disposal of syringes, needles, infusion sets ○ Prevention of Needle-Stick Injuries 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & Re-demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • OSCE

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

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

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

***Mandatory Module**

References /Recommended Books (Latest Edition)

1. Kozier. B et al. Fundamentals of Nursing, Concepts, Process and Practice. Dorling Kindersley Publishing Pvt Ltd India, New Delhi.
2. Potter P A, Perry A G. Fundamentals of Nursing, Mosby, St. Louis.
3. Taylor C. et al. Fundamentals of Nursing - The Art & Science of Nursing Care, Wolters Kluwer Publication, New Delhi.
4. Annamma Jacob, Rekha R, Tarachan J S, Clinical Nursing Procedures: The Art of Nursing Practice, Jaypee brothers.
5. Gulanic M. & Myers J.L. Nursing care plans – Nursing diagnosis & intervention, Mosby, St. Louis.
6. Hareendar Jeet Goyal. Elsevier Clinical Skills Manual- Nursing Foundation, South Asia Edition, Reed Elsevier India Pvt. Ltd, New Delhi.
7. Valsamma Joshy & Susamma Varghese Nursing Foundation I & II for BSc Nursing students, Frontline Publishers, Hyderabad.
8. Ulrich S P. & Canale S W. Nursing Care Planning Guides for Adults in Acute, Extended and Home care Settings, Elsevier, St.Louis.
9. Manivarnan C & Latha M T Text Book of First Aid and Emergency Nursing, EMMESS publishers
10. Gupta. L C & Gupta A. Manual of First Aid. Jaypee Brothers (P) Ltd, New Delhi.
11. Clement I, Text Book of Nursing Foundation, Jaypee Brothers Publication, New Delhi.
12. Potter P A, Perry A G, Stockert P A, Hall M A. Potter & Perry's Essentials of Nursing Foundation, Adaptation Editor: Suresh K. Sharma, South Asia Edition, Elsevier, RELX India
13. National and International journals in Nursing/ Online resources

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, hair care 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, Death care	Mannequin

CLINICAL POSTINGS

General Medical/ Surgical Wards

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

Clinical Unit: General Medical/ Surgical wards

Duration in Weeks	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
3	<ul style="list-style-type: none"> • Perform health assessment of each body system 	Health Assessment <ul style="list-style-type: none"> • Nursing/Health history taking • Perform physical examination: <ul style="list-style-type: none"> o General o Body systems • Use various methods of physical examination – Inspection, Palpation, Percussion, Auscultation, Olfaction • Identification of system wise deviations • Documentation of findings 	<ul style="list-style-type: none"> • History Taking – 2 • Physical examination – 2 	<ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE
1	<ul style="list-style-type: none"> • Develop skills in assessment, planning, implementation and evaluation of nursing care using Nursing process approach 	The Nursing Process <ul style="list-style-type: none"> • Prepare Nursing care plan for the patient based on the given case scenario 	<ul style="list-style-type: none"> • Nursing process – 1 	<ul style="list-style-type: none"> • Evaluation of Nursing process with criteria

Duration in Weeks	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
2	<ul style="list-style-type: none"> Identify and meet the Nutritional needs of patients Implement basic nursing techniques in meeting hygienic needs of patients 	<p>Nutritional needs, Elimination needs & Diagnostic testing</p> <p><i>Nutritional needs</i></p> <ul style="list-style-type: none"> Nutritional Assessment Preparation of Nasogastric tube feed Nasogastric tube feeding <p><i>Hygiene</i></p> <ul style="list-style-type: none"> Care of Skin & Hair: <ul style="list-style-type: none"> Sponge Bath/ Bed bath Care of pressure points & back massage Pressure sore risk assessment using Braden/Norton scale <ul style="list-style-type: none"> Hair wash Pediculosis treatment Oral Hygiene Perineal Hygiene Catheter care 	<ul style="list-style-type: none"> Nutritional Assessment and Clinical Presentation – 1 Pressure sore assessment – 1 	<ul style="list-style-type: none"> Assessment of clinical skills using checklist OSCE
2	<ul style="list-style-type: none"> Plan and Implement care to meet the elimination needs of patient Develop skills in instructing and collecting samples for investigation. Perform simple lab tests and analyze & interpret common diagnostic values 	<p>Elimination needs</p> <ul style="list-style-type: none"> Providing <ul style="list-style-type: none"> Urinal Bedpan Insertion of Suppository Enema Urinary Catheter care Care of urinary drainage <p>Diagnostic testing</p> <ul style="list-style-type: none"> Specimen Collection <ul style="list-style-type: none"> Urine routine and culture Stool routine Sputum Culture Perform simple Lab Tests using reagent strips <ul style="list-style-type: none"> Urine – Glucose, Albumin, Acetone, pH, Specific gravity Blood – GRBS Monitoring 	<ul style="list-style-type: none"> Clinical Presentation on Care of patient with Constipation – 1 Lab values – interpretation 	<ul style="list-style-type: none"> Assessment of clinical skills using checklist OSCE
3	<ul style="list-style-type: none"> Identify patients with impaired oxygenation and demonstrate skill in caring for patients with impaired oxygenation Identify and demonstrate skill in 	<p>Oxygenation needs, Fluid, Electrolyte, and Acid – Base Balances</p> <p><i>Oxygenation needs</i></p> <ul style="list-style-type: none"> Oxygen administration methods <ul style="list-style-type: none"> Nasal Prongs Face Mask/ Venturi Mask Steam inhalation Chest Physiotherapy Deep Breathing & Coughing Exercises Oral Suctioning 		<ul style="list-style-type: none"> Assessment of clinical skills using checklist OSCE

Duration in Weeks	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
	caring for patients with fluid, electrolyte and acid – base imbalances	<p>Fluid, Electrolyte, and Acid – Base Balances</p> <ul style="list-style-type: none"> • Maintaining intake output chart • Identify & report complications of IV therapy • Observe Blood & Blood Component therapy • Identify & Report Complications of Blood & Blood Component therapy 		<ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE
3	<ul style="list-style-type: none"> • 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, Subcutaneous, Intramuscular, Intra Venous Topical, inhalation 	<p>Administration of Medications</p> <ul style="list-style-type: none"> • Calculate Drug Dosages • Preparation of lotions & solutions • Administer Medications <ul style="list-style-type: none"> • Oral • Topical Inhalations • Parenteral <ul style="list-style-type: none"> ▪ Intradermal ▪ Subcutaneous ▪ Intramuscular ▪ Instillations • Eye, Ear, Nose –instillation of medicated drops, nasal sprays, irrigations 	<ul style="list-style-type: none"> • Demonstration 	<ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE
2	<ul style="list-style-type: none"> • Assess, plan, implement & evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness • Care for terminally ill and dying patients 	<p>Sensory Needs and Care of Unconscious patients, Care of Terminally ill, death and dying</p> <p><i>Sensory Needs and Care of Unconscious patients</i></p> <ul style="list-style-type: none"> • Assessment of Level of Consciousness using Glasgow Coma Scale <p><i>Terminally ill, death and dying</i></p> <ul style="list-style-type: none"> • Death Care 	<ul style="list-style-type: none"> • Nursing rounds on care of patient with altered sensorium 	<ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE • Assessment of clinical skills using checklist

HEALTH/NURSING INFORMATICS AND TECHNOLOGY

PLACEMENT : SEMESTER II

HNIT-145

THEORY : 2 Credits (40 hours)

PRACTICAL/LAB: 1 Credit (40 hours)

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

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

1. Develop a basic understanding of computer application in patient care and nursing practice.
2. Apply the knowledge of computer and information technology in patient care and nursing education, practice, administration and research.
3. Describe the principles of health informatics and its use in developing efficient healthcare.
4. Demonstrate the use of information system in healthcare for patient care and utilization of nursing
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, L - Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	10 (T) 15 (L)	<ul style="list-style-type: none"> • Describe the importance of computer and technology in patient care and nursing practice • Demonstrate the use of computer and technology in patient care, nursing education, practice, administration and research. 	<p>Introduction to computer applications for patient care delivery system and nursing practice</p> <ul style="list-style-type: none"> • Use of computers in teaching, learning, research and nursing practice • Windows, MS office: Word, Excel, Power Point • Internet • Literature search • Statistical packages • Hospital management information system 	<ul style="list-style-type: none"> • Lecture • Discussion • Practice session • Supervised clinical practice on EHR use • Participate in data analysis using statistical package with statistician • Visit to hospitals with different hospital management systems 	<p>(T)</p> <ul style="list-style-type: none"> • Short answer • Objective type • Visit reports • Assessment of assignments <p>(P)</p> <ul style="list-style-type: none"> • Assessment of skills using checklist

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
II	4(T) 5(L)	<ul style="list-style-type: none"> Describe the principles of health informatics Explain the ways data, knowledge and information can be used for effective healthcare 	Principles of Health Informatics <ul style="list-style-type: none"> Health informatics – needs, objectives and limitations Use of data, information and knowledge for more effective healthcare and better health 	<ul style="list-style-type: none"> Lecture Discussion Practical session Work in groups with health informatics team in a hospital to extract nursing data and prepare a report 	(T) <ul style="list-style-type: none"> Essay Short answer Objective type questions Assessment of report
III	3(T) 5(L)	<ul style="list-style-type: none"> Describe the concepts of information system in health Demonstrate the use of health information system in hospital setting 	Information Systems in Healthcare <ul style="list-style-type: none"> Introduction to the role and architecture of information systems in modern healthcare environments Clinical Information System (CIS)/Hospital information System (HIS) 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Practical session Work in groups with nurse leaders to understand the hospital information system 	(T) <ul style="list-style-type: none"> Essay Short answer Objective type
IV	4(T) 4(L)	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Challenges of capturing rich patient histories in a computable form Latest global developments and standards to enable lifelong electronic health records to be integrated from disparate systems. 	<ul style="list-style-type: none"> Lecture Discussion Practice on Simulated EHR system Practical session Visit to health informatics department of a hospital to understand the use of EHR in nursing practice Prepare a report on current EHR standards in Indian setting 	(T) <ul style="list-style-type: none"> Essay Short answer Objective type (P) <ul style="list-style-type: none"> Assessment of skills using checklist
V	3(T)	<ul style="list-style-type: none"> Describe the advantages and limitations of health informatics in maintaining patient safety and risk management 	Patient Safety & Clinical Risk <ul style="list-style-type: none"> Relationship between patient safety and informatics Function and application of the risk management process 	<ul style="list-style-type: none"> Lecture Discussion 	(T) <ul style="list-style-type: none"> Essay Short answer Objective type
VI	3(T) 6(L)	<ul style="list-style-type: none"> Explain the importance of knowledge 	Clinical Knowledge & Decision Making <ul style="list-style-type: none"> Role of knowledge management in improving 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Practical session 	(T) <ul style="list-style-type: none"> Essay Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>management</p> <ul style="list-style-type: none"> Describe the standardized languages used in health informatics 	<p>decision-making in both the clinical and policy contexts</p> <ul style="list-style-type: none"> Systematized Nomenclature of Medicine, Clinical Terms, SNOMED CT to ICD-10-CM Map, standardized nursing terminologies (NANDA, NOC), OMAHA system. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Objective type
VII	3(T)	<ul style="list-style-type: none"> Explain the use of information and communication technology in patient care Explain the application of public health informatics 	<p>eHealth: Patients and the Internet</p> <ul style="list-style-type: none"> Use of information and communication technology to improve or enable personal and public healthcare Introduction to public health informatics and role of nurses 	<ul style="list-style-type: none"> Lecture Discussion Demonstration 	<ul style="list-style-type: none"> Essay Short answer Objective type Practical exam
VIII	3(T) 5(L)	<ul style="list-style-type: none"> Describe the functions of nursing information system Explain the use of healthcare data in management of health care organization 	<p>Using Information in Healthcare Management</p> <ul style="list-style-type: none"> Components of Nursing Information system(NIS) Evaluation, analysis and presentation of healthcare data to inform decisions in the management of health-care organizations 	<ul style="list-style-type: none"> Lecture Discussion Demonstration on simulated NIS software Visit to health informatics department of the hospital to understand use of healthcare data in decision making 	<p>(T)</p> <ul style="list-style-type: none"> Essay Short answer Objective type
IX	4(T)	<ul style="list-style-type: none"> Describe the ethical and legal issues in healthcare informatics Explains the ethical and legal issues related to nursing informatics 	<p>Information Law & Governance in Clinical Practice</p> <ul style="list-style-type: none"> Ethical-legal issues pertaining to healthcare information in contemporary clinical practice Ethical-legal issues related to digital health applied to nursing 	<ul style="list-style-type: none"> Lecture Discussion Case discussion Role play 	<p>(T)</p> <ul style="list-style-type: none"> Essay Short answer Objective type
X	3(T)	<ul style="list-style-type: none"> Explain the relevance of evidence-based practices in providing quality healthcare 	<p>Healthcare Quality & Evidence Based Practice</p> <ul style="list-style-type: none"> Use of scientific evidence in improving the quality of healthcare and technical and professional informatics standards 	<ul style="list-style-type: none"> Lecture Discussion Case study 	<p>(T)</p> <ul style="list-style-type: none"> Essay Short answer Objective type

Skills

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

References /Recommended Books (Latest Edition)

1. Pamela Hussey & Margaret Ann Kennedy. Introduction to Nursing Informatics, Springer.
2. Alain Venot & Anita Burgun. Medical Informatics E Health Fundamentals and Applications, Springer.
3. Nelson R & Staggers N. Health Informatics - An inter professional Approach Mosby.
4. Suresh Sharma. Communication and Educational Technology in Nursing Elsevier India.
5. Bhaskararaj E & Anbu T. Nursing Informatics, Jaypee Brothers Medical Publishers.
6. Gopichandran L. Essentials of Communication and Education Technology For BSc Nursing ,CBS Publications.
7. An Introduction to Nursing Informatics. Productivity Press, Milton, United Kingdom.
8. National / International Journals and Online resources

SEMESTER III

APPLIED MICROBIOLOGY AND INFECTION CONTROL INCLUDING SAFETY

PLACEMENT : SEMESTER III

MICR-201

THEORY : 2 Credits (40 hours)

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

SECTION A:

APPLIED MICROBIOLOGY

THEORY : 20 hours

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

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

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

1. Identify the ubiquity and diversity of microorganisms in the human body and the environment.
2. Classify and explain the morphology and growth of microbes.
3. Identify various types of microorganisms.
4. Explore mechanisms by which microorganisms 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 - Lab, L/E- Lab/Experiential Learning, E - Experiential Learning

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3 (T)	<ul style="list-style-type: none">• Explain concepts and principles of microbiology and its importance in nursing	Introduction: <ul style="list-style-type: none">•Importance and relevance to nursing•Historical perspective•Concepts and terminology•Principles of microbiology	<ul style="list-style-type: none">• Lecture cum Discussion	<ul style="list-style-type: none">• Short answer• Objective type
II	10 (T) 10 (L/E)	<ul style="list-style-type: none">• Describe structure, classification morphology and growth of bacteria	General characteristics of Microbes: <ul style="list-style-type: none">•Structure and classification of Microbes•Morphological types•Size and form of bacteria•Motility	<ul style="list-style-type: none">• Lecture cum Discussion• Demonstration	<ul style="list-style-type: none">• Short answer• Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> Identify Microorganisms 	<ul style="list-style-type: none"> Colonization Growth and nutrition of microbes Temperature Moisture Blood and body fluids Laboratory methods for Identification of Microorganisms Types of Staining – simple, differential (Gram's, AFB), special – capsular staining (negative), spore, LPCB, KOH mount. Culture and media preparation – solid and liquid. Types of media – semi synthetic, synthetic, enriched, enrichment, selective and differential media. Pure culture techniques – tube dilution, pour, spread, streak plate. Anaerobic cultivation of bacteria 	<ul style="list-style-type: none"> Experiential Learning through visual 	
III	4 (T) 6 (L/E)	<ul style="list-style-type: none"> Describe the different disease producing organisms 	<p>Pathogenic organisms</p> <ul style="list-style-type: none"> Micro-organisms: Cocci – gram positive and gram negative; Bacilli – gram positive and gram negative Viruses Fungi: Superficial and Deep mycoses Parasites Rodents & Vectors <ul style="list-style-type: none"> Characteristics, Source, portal of entry, transmission of infection, Identification of disease producing micro-organisms 	<ul style="list-style-type: none"> Lecture cum Discussion Demonstration Experiential learning through visual 	<ul style="list-style-type: none"> Short answer Objective type
IV	3 (T) 4 (L/E)	<ul style="list-style-type: none"> Explain the concepts of immunity, hypersensitivity and immunization 	<p>Immunity</p> <ul style="list-style-type: none"> Immunity: Types, classification Antigen and antibody reaction Hypersensitivity reactions Serological tests Immuno-globulins: Structure, types & properties Vaccines: Types & classification, storage and handling, cold chain, Immunization for various diseases Immunization Schedule 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Visit to observe vaccine storage Clinical practice 	<ul style="list-style-type: none"> Short answer Objective type Visit report

References /Recommended Books (Latest Edition)

1. R Ananthanarayan & CK Jayaram Paniker, Ananthanarayan and Paniker's Textbook of Microbiology, edited by Reba Kanungo, Universities Press.
2. Nagoba P S, Puchare A. Medical Microbiology, Preparatory Manual for Undergraduates, Jaypee Brothers Medical Publishers (P) Ltd.
3. Balaji V, Ananthanarayan & Paniker. Textbook of Microbiology for Nurses, The Orient Blackswan
4. Gupta S. A Short Text Book of Microbiology(including parasitology), Jaypee Brothers Medical Publishers (P)Ltd
5. Tombury M C, Notes on Medical Microbiology, Churchill Livingstone, Edinburgh.
6. Shastri S. Apurba, Essentials of Medical Microbiology, Jaypee Brothers Medical Publishers (P) Ltd.
7. Kumar Surinder, Textbook of Microbiology for BSc Nursing, Jaypee Brothers Medical Publishers (P) Ltd.
8. Nagoba BS, Medical Microbiology and Parasitology, Elsevier, New Delhi.
9. Sastri S Apurba, Essentials of Practical Microbiology, Jaypee Brothers Medical Publishers (P) Ltd.

SECTION B:

INFECTION CONTROL & SAFETY

THEORY : 20 hours

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

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

COMPETENCIES: The students will be able to:

1. Develop knowledge and understanding of Hospital acquired Infections (HAI) and effective practices for prevention.
2. Integrate the knowledge of isolation (Barrier and reverse barrier) techniques in implementing various precautions.
3. Demonstrate and practice steps in Hand washing and appropriate use of different types of PPE.
4. Illustrate various disinfection and sterilization methods and techniques.
5. Demonstrate knowledge and skill in specimen collection, handling and transport to optimize the diagnosis for treatment.
6. Incorporate the principles and guidelines of Bio Medical waste management.
7. Apply the principles of Antibiotic stewardship in performing the nurses 'role.

8. Identify patient safety indicators and perform the role of nurse in the patient safety audit process.
9. Apply the knowledge of International Patient Safety Goals (IPSG) in the patient care settings.
10. Identify employee safety indicators and risk of occupational hazards.
11. Develop understanding of the various safety protocols and adhere to those protocols.

COURSE OUTLINE

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T) 2 (E)	<ul style="list-style-type: none"> • Summarize the evidence based and effective patient care practices for the prevention of common healthcare associated infections in the Healthcare setting 	HAI (Hospital acquired Infection) <ul style="list-style-type: none"> • Hospital acquired infection • Bundle approach <ul style="list-style-type: none"> - 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 – <ul style="list-style-type: none"> - Infection control team & Infection control committee 	<ul style="list-style-type: none"> • Lecture & Discussion • Experiential learning 	<ul style="list-style-type: none"> • Knowledge assessment • MCQ • Short answer
II	3 (T) 4 (L)	<ul style="list-style-type: none"> • Demonstrate appropriate use of different types of PPEs and the critical use of risk assessment 	Isolation Precautions and use of Personal Protective Equipment (PPE) <ul style="list-style-type: none"> • Types of isolation system, standard precaution and transmission-based precautions (Direct Contact, Droplet, Indirect) • Epidemiology & Infection prevention – CDC guidelines • Effective use of PPE 	<ul style="list-style-type: none"> • Lecture • Demonstration & Re-demonstration 	<ul style="list-style-type: none"> • Performance assessment • OSCE
III	1 (T) 2 (L)	<ul style="list-style-type: none"> • Demonstrate the hand hygiene practice and its effectiveness on infection control 	Hand Hygiene <ul style="list-style-type: none"> • Types of Hand hygiene. • Hand washing and use of alcohol hand rub • Moments of Hand Hygiene • WHO hand hygiene promotion 	<ul style="list-style-type: none"> • Lecture • Demonstration & Re-demonstration 	<ul style="list-style-type: none"> • Performance assessment
IV	1 (T) 2 (E)	<ul style="list-style-type: none"> • Illustrates disinfection and sterilization in the healthcare setting 	Disinfection and sterilization <ul style="list-style-type: none"> • Definitions • Types of disinfection and sterilization • Environment cleaning • Equipment Cleaning • Guides on use of disinfectants • Spaulding's principle 	<ul style="list-style-type: none"> • Lecture • Discussion • Experiential learning through visit 	<ul style="list-style-type: none"> • Short answer • Objective type

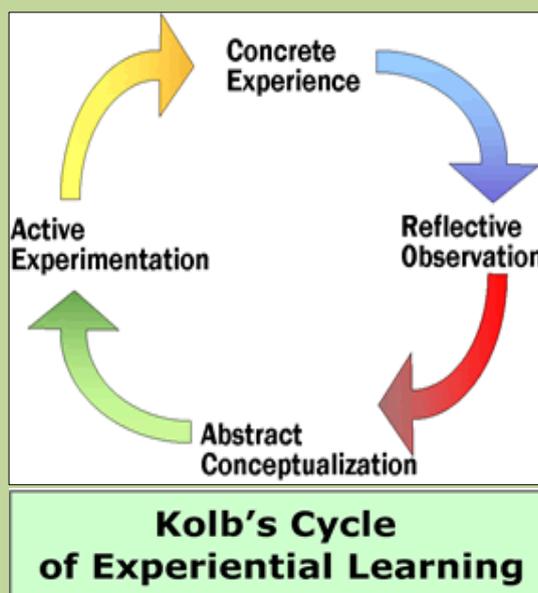
Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
V	1 (T)	<ul style="list-style-type: none"> • Illustrate on what, when, how, why specimens are collected to optimize the diagnosis for treatment and management. 	Specimen Collection (Review) <ul style="list-style-type: none"> • Principle of specimen collection • Types of specimens • Collection techniques and special considerations • Appropriate containers • Transportation of the sample • Staff precautions in handling specimens 	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Knowledge evaluation • Quiz • Performance assessment • Checklist
VI	2 (T) 2 (E)	<ul style="list-style-type: none"> • Explain on Bio Medical waste management & laundry management 	BMW (Bio Medical Waste Management) Laundry management process and infection control and prevention <ul style="list-style-type: none"> • Waste management process and infection prevention • Staff precautions • Laundry management • Country ordinance and BMW National guidelines 2017: Segregation of wastes, Colour coded waste containers, waste collection & storage, Packaging & labeling, Transportation 	<ul style="list-style-type: none"> • Discussion • Demonstration • Experiential learning through visit 	<ul style="list-style-type: none"> • Knowledge assessment by short answers, objective type • Performance assessment
VII	2 (T)	<ul style="list-style-type: none"> • Explain in detail about Antibiotic stewardship, AMR • Describe MRSA/ MDRO and its prevention 	Antibiotic stewardship <ul style="list-style-type: none"> • Importance of Antibiotic Stewardship • Anti-Microbial Resistance • Prevention of MRSA, MDRO in healthcare setting 	<ul style="list-style-type: none"> • Lecture • Discussion • Written assignment –Recent AMR (Antimicrobial resistance) guidelines 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of assignment
VIII	3 (T) 5 (L/E)	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Care of Vulnerable patients • Prevention of Iatrogenic injury • Care of lines, drains and tubing's • Restrain policy and care – Physical and Chemical • Blood & blood transfusion policy • Prevention of IV Complication • Prevention of Fall • Prevention of DVT • Shifting and transporting of patients • Surgical safety • Care coordination event related to medication 	<ul style="list-style-type: none"> • Lecture • Demonstration • Experiential learning • Lecture 	<ul style="list-style-type: none"> • Knowledge assessment • Performance assessment • Checklist/ OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> • Captures and analyzes incidents and events for quality improvement 	reconciliation and administration <ul style="list-style-type: none"> • Prevention of communication errors • Prevention of HAI • Documentation Incidents and adverse Events <ul style="list-style-type: none"> • Capturing of incidents • RCA (Root Cause Analysis) • CAPA (Corrective and Preventive Action) • Report writing 	<ul style="list-style-type: none"> • Role play • Inquiry Based Learning 	<ul style="list-style-type: none"> • Knowledge assessment • Short answer • Objective type
IX	1 (T)	<ul style="list-style-type: none"> • Enumerate IPSG and application of the goals in the patient care settings. 	IPSG (International Patient safety Goals) <ul style="list-style-type: none"> • Identify patient correctly • Improve effective communication • Improve safety of High Alert medication • Ensure safe surgery • Reduce the risk of health care associated infection • Reduce the risk of patient harm resulting from falls • Reduce the harm associated with clinical alarm system 	<ul style="list-style-type: none"> • Lecture • Role play 	<ul style="list-style-type: none"> • Objective type
X	2 (T) 3 (L/E)	<ul style="list-style-type: none"> • Enumerate the various safety protocols and its applications 	Safety protocol <ul style="list-style-type: none"> • 5S (Sort, Set in order, Shine, Standardize, Sustain) • Radiation safety • Laser safety • Fire safety <ul style="list-style-type: none"> - Types and classification of fire - Fire alarms - Firefighting equipment • HAZMAT (Hazardous Materials) safety <ul style="list-style-type: none"> - Types of spill - Spillage management - MSDS (Material Safety Data Sheets) • Environmental safety <ul style="list-style-type: none"> - Risk assessment - Aspect impact analysis - Maintenance of Temp and Humidity (Department wise) - Audits • Emergency Codes • Role of Nurse in times of disaster 	<ul style="list-style-type: none"> • Lecture • Demonstration/ Experiential learning 	<ul style="list-style-type: none"> • Mock drills • Post tests • Checklist

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

***Experiential Learning:**

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



References /Recommended Books (Latest Edition)

1. Shastri S Apurba. Essentials of Hospital Infection Control, Jaypee Brothers Medical Publishers.
2. Jain Amita. Microbiology Practical Manual, Elsevier Publications.
3. Sasthri S Apurba. Text book of Essentials of Microbiology, Jaypee Brothers Medical Publishers.

4. Patwardhan Neeta. Hospital Associated Infections; Epidemiology, Prevention, and Control Jaypee Brothers Medical Publishers.
5. Ronda G. Hughes. Patient Safety and Quality: An Evidence-Based Handbook for Nurses, AHRQ Publication, Rockville.
6. Kannan I. Essentials of Microbiology for Nurses, Elsevier Publications.
7. Matur, Purva. Hospital Acquired Infections, Wolter's Kluwer Publisher.
8. Thayalan K. Text Book of Radiological Safety, Jaypee Brothers Medical Publishers.
9. Online resources (WHO/ National Institute of Disaster Management/ National Centre for Disease Control India/ Ministry of Health and Family Welfare.
10. Online resources (Department of Fire and Rescue Services Kerala/ Director General Fire Services, Civil Defence & Home Guards India/ Radiation Safety from Department of Atomic Energy, Govt. of India).

PHARMACOLOGY - I

PLACEMENT: SEMESTER III

PHAR-I-205

THEORY : 1 Credit (20 hours)

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3 (T)	<ul style="list-style-type: none"> • Describe Pharmacodynamics, Pharmacokinetics, Classification, principles of 	Introduction to Pharmacology <ul style="list-style-type: none"> • Definitions & Branches • Nature & Sources of drugs • Dosage Forms and Routes of drug administration • Terminology used • Classification, Abbreviations, 	<ul style="list-style-type: none"> • Lecture cum Discussion • Guided reading and written assignment on schedule K drugs 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of assignments

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		administration of drugs	Prescription, Drug Calculation, Weights and Measures <ul style="list-style-type: none"> • <i>Pharmacodynamics</i>: Actions, Drug Antagonism, Synergism, Tolerance, Receptors, Therapeutic, adverse, toxic effects, pharmaco-vigilance • <i>Pharmacokinetics</i>: Absorption, Bioavailability, Distribution, Metabolism, Interaction, Excretion • Review: Principles of drug administration and treatment individualization <ul style="list-style-type: none"> ○ Factors affecting dose, route etc. • Indian Pharmacopoeia: Legal Issues, Drug Laws, Schedule Drugs • Rational Use of Drugs • Principles of Therapeutics 		
II	1 (T)	<ul style="list-style-type: none"> • Describe antiseptics, and disinfectant & nurse's responsibilities 	Pharmacology of commonly used antiseptics and disinfectants <ul style="list-style-type: none"> • Antiseptics and Disinfectants • Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse 	<ul style="list-style-type: none"> • Lecture cum Discussion • Drug study/ presentation 	<ul style="list-style-type: none"> • Short answer • Objective type
III	2 (T)	<ul style="list-style-type: none"> • Describe drugs acting on gastro-intestinal system & nurse's responsibilities 	Drugs acting on G.I. system <ul style="list-style-type: none"> • Pharmacology of commonly used drugs <ul style="list-style-type: none"> ○ Emetics and Antiemetics ○ Laxatives and Purgatives ○ Antacids and antipeptic ulcer drugs ○ Anti-diarrhoeals – Fluid and electrolyte therapy, Furazolidone, dicyclomine • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse 	<ul style="list-style-type: none"> • Lecture cum Discussion • Drug study/ presentation 	<ul style="list-style-type: none"> • Short answer • Objective type
IV	2 (T)	<ul style="list-style-type: none"> • Describe drugs acting on respiratory system & nurse's responsibilities 	Drugs acting on respiratory system <ul style="list-style-type: none"> • Pharmacology of commonly used <ul style="list-style-type: none"> ○ Antiasthmatics – Bronchodilators (Salbutamol inhalers) ○ Decongestants ○ Expectorants, Antitussives and Mucolytics ○ Broncho-constrictors and Antihistamines 	<ul style="list-style-type: none"> • Lecture cum Discussion • Drug study/ presentation 	<ul style="list-style-type: none"> • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse 		
V	4 (T)	<ul style="list-style-type: none"> Describe drugs used on cardiovascular system & nurse's responsibilities 	Drugs used in treatment of Cardiovascular system and blood disorders <ul style="list-style-type: none"> Haematinics, & treatment of anemia and antiadrenergics Cholinergic and anticholinergic Adrenergic Drugs for CHF & vasodilators Antianginals Antiarrhythmics Antihypertensives Coagulants & Anticoagulants Antiplatelets & thrombolytics Hypolipidemics Plasma expanders & treatment of shock Drugs used to treat blood disorders Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse 	<ul style="list-style-type: none"> Lecture cum Discussion Drug study/ presentation 	<ul style="list-style-type: none"> Short answer Objective type
VI	2 (T)	<ul style="list-style-type: none"> Describe the drugs used in treatment of endocrine system disorders 	Drugs used in treatment of endocrine system disorders <ul style="list-style-type: none"> Insulin & oral hypoglycemics Thyroid and anti-thyroid drugs Steroids <ul style="list-style-type: none"> Corticosteroids Anabolic steroids Calcitonin, parathormone, vitamin D3, calcium metabolism <ul style="list-style-type: none"> Calcium salts 	<ul style="list-style-type: none"> Lecture cum Discussion Drug study/ presentation 	<ul style="list-style-type: none"> Short answer Objective type
VII	1 (T)	<ul style="list-style-type: none"> Describe drugs used in skin diseases & nurse's responsibilities 	Drugs used in treatment of integumentary system <ul style="list-style-type: none"> Antihistaminics and antipruritics Topical applications for skin- 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 	<ul style="list-style-type: none"> Lecture cum Discussion Drug study/ presentation 	<ul style="list-style-type: none"> Short answer Objective type
VIII	5 (T)	<ul style="list-style-type: none"> Explain drug therapy/ chemotherapy 	Drugs used in treatment of communicable diseases (common infections, infestations) <ul style="list-style-type: none"> General Principles for use of 	<ul style="list-style-type: none"> Lecture cum Discussion Drug study/ 	<ul style="list-style-type: none"> Short answer Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		of specific infections & infestations & nurse's responsibilities	Antimicrobials <ul style="list-style-type: none"> • Pharmacology of commonly used drugs: <ul style="list-style-type: none"> ○ Penicillin, Cephalosporins, Aminoglycosides, Macrolide & broad spectrum antibiotics, Sulfonamides, quinolones, Misc. antimicrobials • Anaerobic infections • Antitubercular drugs, • 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 	presentation	

References /Recommended Books (Latest Edition)

1. Padmaja Udayakumar. Pharmacology for nurses, Jaypee Brothers Medical Publishers.
2. Chandrasekhar R. Text Book of Pharmacology for Nursing students, Emmees Publishers.
3. Meena Shrivastava. Fundamental and Applied pharmacology for Nurses, Jaypee Brothers Medical Publishers.
4. Joginder Singh, Pathania Rupendra, Kumar Bharati, Vikas Sood. Textbook of Pharmacology for BSc Nursing Students, CBS Publishers.
5. Suresh K Sharma. Textbook of Pharmacology, Pathology and Genetics for Nurses Vol I, Jaypee Brothers Medical Publishers.
6. Satoskar R S, Nirmala Rege, Bhandarkar SD. Pharmacology and Pharmaco-therapeutics, Elsevier India.
7. Thripathi K D, Essentials of Medical Pharmacology, Jaypee Brothers Medical Publishers.
8. Drug Indices and online resources

PATHOLOGY - I

PLACEMENT : SEMESTER III

PATH-I-210

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

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	8 (T)	<ul style="list-style-type: none"> • Define the common terms used in pathology • Identify the deviations from normal to abnormal structure and functions of body system 	<p>Introduction</p> <ul style="list-style-type: none"> • Importance of the study of pathology • Definition of terms in pathology • Cell injury: Etiology, pathogenesis of reversible and irreversible cell injury, Necrosis, Gangrene • Cellular adaptations: Atrophy, Hypertrophy, Hyperplasia, Metaplasia, Dysplasia, Apoptosis • Inflammation: <ul style="list-style-type: none"> ○ Acute inflammation (Vascular and Cellular events, systemic effects of acute inflammation) ○ Chronic inflammation (Granulomatous inflammation, systemic effects of chronic inflammation) • Wound healing • Neoplasia: Nomenclature, Normal and Cancer cell, Benign and malignant tumors, Carcinoma in situ, Tumor metastasis: general mechanism, routes of spread and examples of each route • Circulatory disturbances: Thrombosis, embolism, shock • Disturbance of body fluids 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using slides • Explain with clinical scenarios 	<ul style="list-style-type: none"> • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			and electrolytes: Edema, Transudates and Exudates		
II	5 (T)	<ul style="list-style-type: none"> Explain pathological changes in disease conditions of various systems 	<p>Special Pathology</p> <p>Pathological changes in disease conditions of selected systems:</p> <p>1. Respiratory system</p> <ul style="list-style-type: none"> Pulmonary infections: Pneumonia, Lung abscess, pulmonary tuberculosis Chronic Obstructive Pulmonary Disease: Chronic bronchitis, Emphysema, Bronchial Asthma, Bronchiectasis Tumors of Lungs <p>2. Cardio-vascular system</p> <ul style="list-style-type: none"> Atherosclerosis Ischemia and Infarction. Rheumatic Heart Disease Infective endocarditis <p>3. Gastrointestinal tract</p> <ul style="list-style-type: none"> 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 <p>3. Liver, Gall Bladder and Pancreas</p> <ul style="list-style-type: none"> Liver: Hepatitis, Amoebic Liver abscess, Cirrhosis of Liver Gall bladder: Cholecystitis. Pancreas: Pancreatitis Tumors of liver, Gall bladder and Pancreas <p>4. Skeletal system</p> <ul style="list-style-type: none"> Bone: Bone healing, Osteoporosis, Osteomyelitis, Tumors Joints: Arthritis - Rheumatoid arthritis and Osteoarthritis <p>5. Endocrine system</p>	<ul style="list-style-type: none"> Lecture Discussion Explain using slides, X-rays and scans Visit to pathology lab, endoscopy unit and OT 	<ul style="list-style-type: none"> Short answer Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Diabetes Mellitus • Goiter • Carcinoma thyroid 		
III	7 (T)	<ul style="list-style-type: none"> • Describe various laboratory tests in assessment and monitoring of disease conditions 	<p>Hematological tests for the diagnosis of blood disorders</p> <ul style="list-style-type: none"> • Blood tests: Hemoglobin, White cell and platelet counts, PCV, ESR • Coagulation tests: Bleeding time (BT), Prothrombin time (PT), Activated Partial Prothrombin Time (APTT) • Blood chemistry • Blood bank: <ul style="list-style-type: none"> ○ Blood grouping and cross matching ○ Blood components ○ Plasmapheresis ○ Transfusion reactions <p>Note: Few lab hours can be planned for observation and visits. (Less than 1 credit, lab hours are not specified separately)</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Visit to clinical lab, biochemistry lab and blood bank 	<ul style="list-style-type: none"> • Short answer • Objective type

References /Recommended Books (Latest Edition)

1. Ramdas Nayak, Sharada Rai & Astha Gupta. Textbook of Pathology and Genetics for Nurses, Jaypee Brothers Medical Publishers.
2. Mandal AK & Shramana Choudhary. Comprehensive textbook of Pathology for Nursing, Avichal Publishers.
3. Vinay Kumar, Abbas A K, Aster C J, Robbins & Cotran Pathologic Basis of Disease, ELSEVIER.
4. Suresh K Sharma. Textbook of Pharmacology, Pathology and Genetics for Nurses (Vol-I) Jaypee Brothers Medical Publishers.
5. Swaminathan K, Pathology and Genetics for Nurses, Jaypee Brothers Medical Publishers.
6. Harsh Mohan, Textbook of Pathology, Jaypee Brothers Medical Publishers.

ADULT HEALTH NURSING - I
with Integrated Pathophysiology including BCLS module

PLACEMENT : SEMESTER III

N-AHN-I-215

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 Medical Surgical 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 OUTLINE

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	6 (T) 4 (L/SL)	<ul style="list-style-type: none"> • Narrate the evolution of medical surgical nursing • Apply nursing process in 	Introduction <ul style="list-style-type: none"> • Evolution and trends of medical and surgical nursing • International classification of diseases • Roles and responsibility of 	<ul style="list-style-type: none"> • Lecture cum discussion • Demonstration & Practice session • Role play • Visit to outpatient department, in patient 	<ul style="list-style-type: none"> • Short Answer • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>caring for patients with medical surgical problems</p> <ul style="list-style-type: none"> • Execute the role of a nurse in various medical surgical setting • Develop skills in assessment and care of wound • Develop competency in providing pre and postoperative care 	<p>a nurse in medical and surgical settings</p> <ul style="list-style-type: none"> ○ Outpatient department ○ In-patient unit ○ Intensive care unit <ul style="list-style-type: none"> • Introduction to medical and surgical asepsis <ul style="list-style-type: none"> ○ Inflammation, infection ○ Wound healing – stages, influencing factors ○ Wound care and dressing technique • Care of surgical patient <ul style="list-style-type: none"> ○ pre-operative ○ post-operative ○ Alternative therapies used in caring for patients with Medical Surgical Disorders 	<p>and intensive care unit</p>	
II	15 (T) 4 (L/SL)	<ul style="list-style-type: none"> • 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 	<p>Intraoperative Care</p> <ul style="list-style-type: none"> • Organization and physical set up of the operation theatre <ul style="list-style-type: none"> ○ Classification ○ O.T Design ○ Staffing ○ Members of the OT team ○ Duties and responsibilities of the nurse in OT • Position and draping for common surgical procedures • Instruments, sutures and suture materials, equipment for common surgical procedures • 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 	<ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration, Practice session, and Case Discussion • Visit to receiving bay 	<ul style="list-style-type: none"> • Caring for patient intra operatively • Submit a list of disinfectants used for instruments with the action and precaution

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> Explain the types, functions, and nursing considerations for different types of anaesthesia 	<ul style="list-style-type: none"> Anaesthesia – types, methods of administration, effects and stages, equipment & drugs Legal aspects 		
III	6 (T) 4 (L/SL)	<ul style="list-style-type: none"> Identify the signs and symptoms of shock and electrolyte imbalances Develop skills in managing fluid and electrolyte imbalances Perform pain assessment and plans for the nursing management 	Nursing care of patients with common signs and symptoms and management <ul style="list-style-type: none"> Fluid and electrolyte imbalance Shock Pain 	<ul style="list-style-type: none"> Lecture, discussion, demonstration Case discussion 	<ul style="list-style-type: none"> Short answer MCQ Case report
IV	18 (T) 4 (L)	<ul style="list-style-type: none"> Demonstrate skill in respiratory assessment Differentiates different breath sounds and lists the indications Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of common respiratory problems Describe the health behavior to be adopted in preventing respiratory illnesses 	Nursing Management of patients with respiratory problems <ul style="list-style-type: none"> Review of anatomy and physiology of respiratory system Nursing Assessment – history taking, physical assessment and diagnostic tests Common respiratory problems: <ul style="list-style-type: none"> Upper respiratory tract infections Chronic obstructive pulmonary diseases Pleural effusion, Empyema Bronchiectasis Pneumonia Lung abscess Cyst and tumors Chest Injuries Acute respiratory distress syndrome Pulmonary embolism Health behaviors to prevent respiratory illness 	<ul style="list-style-type: none"> Lecture, discussion Demonstration Practice session Case presentation Visit to PFT Lab 	<ul style="list-style-type: none"> Essay Short answer OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
V	16 (T) 5 (L)	<ul style="list-style-type: none"> 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 Demonstrate skill in different feeding techniques 	<p>Nursing Management of patients with disorders of digestive system</p> <ul style="list-style-type: none"> Review of anatomy and physiology of GI system Nursing assessment – History and physical assessment GI investigations Common GI disorders: <ul style="list-style-type: none"> Oral cavity: lips, gums and teeth GI: Bleeding, Infections, Inflammation, tumors, Obstruction, Perforation & Peritonitis Peptic & duodenal ulcer, Mal-absorption, Appendicitis, <p>Hernias</p> <ul style="list-style-type: none"> Hemorrhoids, fissures, Fistulas Pancreas: inflammation, cysts, and tumors Liver: inflammation, cysts, abscess, cirrhosis, portal hypertension, hepatic failure, tumors Gall bladder: inflammation, Cholelithiasis, tumors <ul style="list-style-type: none"> Gastric decompression, gavage and stoma care, different feeding techniques <ul style="list-style-type: none"> Alternative therapies, drugs used in treatment of disorders of digestive system 	<ul style="list-style-type: none"> Lecture, Discussion Demonstration Role play Problem Based Learning Visit to stoma clinic 	<ul style="list-style-type: none"> Short answer Quiz OSCE
VI	20 (T) 5 (L)	<ul style="list-style-type: none"> Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of cardiovascular disorders Demonstrate skill in cardiovascular assessment 	<p>Nursing Management of patients with cardiovascular problems</p> <ul style="list-style-type: none"> Review of anatomy and physiology of cardiovascular system Nursing Assessment: History and Physical assessment Invasive & non-invasive cardiac procedures Disorders of vascular system- Hypertension, arteriosclerosis, Raynaud's disease, aneurysm and peripheral vascular disorders Coronary artery diseases: coronary atherosclerosis, 	<ul style="list-style-type: none"> Lecture, discussion Demonstration Practice session Case Discussion Health education Drug Book/ presentation *Completion of BCLS Module 	<ul style="list-style-type: none"> Care plan Drug record BLS/ BCLS evaluation

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
IX	8 (T) 2 (L)	<ul style="list-style-type: none"> 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 	<p>Nursing management of patients with disorders of Integumentary system</p> <ul style="list-style-type: none"> Review of anatomy and physiology of skin Nursing Assessment: History and Physical assessment Infection and infestations; Dermatitis Dermatoses; infectious and Non infectious Acne, Allergies, Eczema & Pemphigus Psoriasis, Malignant melanoma, Alopecia Special therapies, alternative therapies Drugs used in treatment of disorders of integumentary system 	<ul style="list-style-type: none"> Lecture, discussion Demonstration Practice session Case Discussion 	<ul style="list-style-type: none"> Drug report Preparation of Home care plan
X	16 (T) 4 (L)	<ul style="list-style-type: none"> Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of musculoskeletal disorders Demonstrate skill in musculoskeletal assessment Prepare patient for radiological and non-radiological investigations of musculoskeletal system Demonstrate skill in crutch walking and splinting Demonstrate skill in care of patient with replacement surgeries 	<p>Nursing management of patients with musculoskeletal problems</p> <ul style="list-style-type: none"> Review of Anatomy and physiology of the musculoskeletal system Nursing Assessment: History and physical assessment, diagnostic tests <p>Musculoskeletal trauma: Dislocation, fracture, sprain, strain, contusion, amputation</p> <ul style="list-style-type: none"> Musculoskeletal infections and tumors: Osteomyelitis, benign and malignant tumour Orthopedic modalities: Cast, splint, traction, crutch walking Musculoskeletal inflammation: Bursitis, synovitis, arthritis Special therapies, alternative therapies Metabolic bone disorder: Osteoporosis, osteomalacia and Paget's disease Spinal column defects and deformities – tumor, prolapsed intervertebral disc, Pott's spine 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Case Discussion Health education 	<ul style="list-style-type: none"> Nursing care plan Prepare health teaching on care of patient with cast

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> Prepare and provide health education on bone healing 	<ul style="list-style-type: none"> Rehabilitation, prosthesis Replacement surgeries 		
XI	20 (T) 3 (L)	<ul style="list-style-type: none"> 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 	<p>Nursing management of patients with Communicable diseases</p> <ul style="list-style-type: none"> Overview of infectious diseases, the infectious process Nursing Assessment: History and Physical assessment, Diagnostic tests Tuberculosis Diarrhoeal diseases, hepatitis A- E, Typhoid Herpes, chickenpox, Smallpox, Measles, Mumps, Influenza Meningitis Gas gangrene Leprosy Dengue, Plague, Malaria, Chikungunya, swine flu, Filariasis Diphtheria, Pertussis, Tetanus, Poliomyelitis COVID-19 Special infection control measures: Notification, Isolation, Quarantine, Immunization 	<ul style="list-style-type: none"> Lecture, discussion, demonstration Practice session Case Discussion/ seminar Health education Drug Book/ presentation Refer TB Control & Management module 	<ul style="list-style-type: none"> Prepares and submits protocol on various isolation techniques

* *Mandatory Module*

References /Recommended Books (Latest Edition)

- Lewis S L, Heitkemper M M & Diriksen S R. Medical-Surgical Nursing. Mosby.
- Smeltzer SC, Bare BG et al. Brunner & Suddarth's Textbook of Medical-Surgical Nursing. Lippincott Williams & Wilkins.
- Black JM, Hawks JH. Medical-Surgical Nursing: Clinical Management for positive outcomes. Saunders.
- Lemone P, Burke K. Medical –Surgical Nursing: Critical Thinking in Client care. Pearson.
- Ignatavicius Donna M. Lynda Workman. Medical Surgical Nursing: Nursing process approach. WB Saunders
- The Lippincott Manual of Nursing Practice. Lippincott
- Krishna Das KV, Textbook of Medicine. Jaypee Brothers Medical Publishers.
- Davidson's Principles & Practice of Medicine. Churchill Livingstone.
- Kumar & Clark. Clinical Medicine. W.B.Saunders.

10. Das A, Textbook of Surgery, Jaypee Brothers Medical Publishers.
11. Town, Sabiston. Textbook of Surgery. Elsevier.
12. Atkinson LJ, Fortunato N. Berry & Kohn's Operating Room Technique. Mosby
13. Moser DK., Riegel B. Cardiac Nursing – A companion to Braunwald's Heart Disease. WB Saunders
14. Woods Sivarajan, Frolikher. Cardiac Nursing. Lippincott.
15. Ebenazer. Textbook of Orthopaedics. Jaypee Brothers Medical Publishers.
16. Luqmani. Textbook of Orthopaedics Trauma and Rheumatology. Elsevier.
17. Russell R C G, Williams N S, Bulstrode C J K. Bailey & Love's Short Practice of Surgery.
18. Dixon Eileen. Theatre Technique. Bailleire Tindal.
19. Online resources / National and International Journals in Nursing

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 approach.
 - e. Apply scientific principles while giving nursing care to patients.
 - f. Perform nursing procedures skillfully on patients.
 - g. Establish/develop interpersonal relationship with patients and family members.
 - h. Evaluate the expected outcomes and modify the plan according to the patient needs.
2. Provide comfort and safety to adult patients in the hospital.
3. Maintain safe environment for patients during hospitalization.
4. Explain nursing actions appropriately to the patients and family members.
5. Ensure patient safety while providing nursing procedures.

6. Assess the educational needs of the patient and their family related to medical and surgical disorders and provide appropriate health education to patients.
7. Provide pre, intra and post-operative care to patients undergoing surgery.
8. Integrate knowledge of pathology, nutrition and pharmacology for patients experiencing various medical and surgical disorders.
9. Integrate evidence-based information while giving nursing care to patients.
10. Demonstrate the awareness of legal and ethical issues in nursing practice.

I. Nursing Management of Patients with Medical Conditions

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

Clinical Area: General Medical Areas / Units

Duration in Weeks	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
4	<ul style="list-style-type: none"> • Develop skill in intravenous injection administration and IV therapy • Assist with diagnostic procedures • Develop skill in the management of patients with Respiratory problems • Develop skill in managing patients with metabolic abnormality 	<ul style="list-style-type: none"> • Intravenous therapy <ul style="list-style-type: none"> ○ IV cannulation ○ IV maintenance and monitoring ○ Administration of IV medication • Care of patient with Central line • Preparation and assisting and monitoring of patients undergoing diagnostic procedures such as thoracentesis, Abdominal paracentesis <p><i>Management of patients with respiratory problems</i></p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ High Protein diet ○ Diabetic diet 	<ul style="list-style-type: none"> • Care Study – 1 • Health education • Clinical presentation/ Care note) – 1 	<ul style="list-style-type: none"> • Clinical evaluation • OSCE • Care Study evaluation • Care Note/ Clinical presentation

Duration in Weeks	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
		<ul style="list-style-type: none"> • Insulin administration • Monitoring GRBS 		

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: General Surgical Areas / Units

Duration in Weeks	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
4	<ul style="list-style-type: none"> • 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 • Develop skill in wound management 	<ul style="list-style-type: none"> • Pre-Operative care • Immediate Post-operative care • Post-operative exercise • Pain assessment • Pain Management • Assisting diagnostic procedure and after care of patients undergoing <ul style="list-style-type: none"> ○ Colonoscopy ○ ERCP ○ Endoscopy ○ Liver Biopsy • Nasogastric aspiration • Gastrostomy/ Jejunostomy feeds • Ileostomy/Colostomy care • Surgical dressing • Suture removal • Surgical soak • Sitz bath • Care of drain 	<ul style="list-style-type: none"> • Care study – 1 • Health teaching 	<ul style="list-style-type: none"> • Clinical evaluation, OSCE • Care study • Care note/ Clinical presentation

III. Nursing Management of Patients With Cardiac Conditions

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

Clinical Area / Unit: Cardiology Units / Wards

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

IV. Nursing Management of Patients With Disorders of Integumentary System

A. Skill Lab

Use of manikins and simulators Application of topical medication

B. Clinical Postings

Clinical Area / Unit: Dermatology Wards / Units

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

V. Nursing Management of Patients With Communicable Diseases

A. Skill Lab

- Barrier Nursing
- Reverse Barrier Nursing
- Standard precautions

B. Clinical Postings

Clinical Area / Unit: Isolation Ward

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

VI. Nursing Management of Patients With Musculoskeletal Problems

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

Clinical Area / Unit: Orthopedic Wards

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

VII. Nursing Management of Patients In the Operating Rooms

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

Clinical Area / Unit: Operation Theatre

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

SEMESTER IV

PHARMACOLOGY - II

Including Fundamentals of Prescribing Module

PLACEMENT : SEMESTER IV

PHAR-II-205

THEORY : 3 Credits (60 hours)

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	4 (T)	<ul style="list-style-type: none">• Describe drugs used in disorders of ear, nose, throat and eye and nurses' responsibilities	Drugs used in disorders of Ear, Nose, Throat & Eye <ul style="list-style-type: none">• Antihistamines• Topical applications for eye (Chloramphenicol, Gentamycin eye drops), ear (Soda glycerin, boric spirit ear drops), nose and buccal cavity-chlorhexidine mouthwash• Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	<ul style="list-style-type: none">• Lecture cum Discussion• Drug study/ presentation	<ul style="list-style-type: none">• Short answer• Objective type
II	4 (T)	<ul style="list-style-type: none">• Describe drugs acting on urinary system & nurse's	Drugs used on urinary system <ul style="list-style-type: none">• Pharmacology of commonly used drugs	<ul style="list-style-type: none">• Lecture cum Discussion• Drug study/ presentation	<ul style="list-style-type: none">• Short answer• Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		responsibilities	<ul style="list-style-type: none"> ○ Renin angiotensin system ○ Diuretics and antidiuretics ○ Drugs toxic to kidney ○ Urinary antiseptics ○ Treatment of UTI – acidifiers and alkalinizers ● Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects toxicity and role of nurse 		
III	10 (T)	<ul style="list-style-type: none"> ● Describe drugs used on nervous system & nurse's responsibilities 	<p>Drugs acting on nervous system</p> <ul style="list-style-type: none"> ● Basis & applied pharmacology of commonly used drugs ● Analgesics and anaesthetics <ul style="list-style-type: none"> ○ Analgesics: Non-steroidal anti-inflammatory (NSAID) drugs ○ Antipyretics ○ Opioids & other central analgesics <ul style="list-style-type: none"> ✓ General (techniques of GA, pre anesthetic medication) & local anesthetics ✓ Gases: oxygen, nitrous, oxide, carbon-dioxide & others ● Hypnotics and sedatives ● Skeletal muscle relaxants ● Antipsychotics <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ● Lecture cum Discussion ● Drug study/ presentation 	<ul style="list-style-type: none"> ● Short answer ● Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			interactions, side effects, adverse effects toxicity and role of nurse		
IV	5 (T)	<ul style="list-style-type: none"> Describe drugs used for hormonal disorder & supplementation, contraception & medical termination of pregnancy & nurse's responsibilities 	<p>Drugs used for hormonal, disorders and supplementation, contraception and medical termination of pregnancy</p> <ul style="list-style-type: none"> Estrogens and progesterones <ul style="list-style-type: none"> Oral contraceptives and hormone replacement therapy Vaginal contraceptives Drugs for infertility and medical termination of pregnancy <ul style="list-style-type: none"> Uterine stimulants and relaxants Composition, actions dosage route indications contraindications, drugs interactions, side effects, adverse effects, toxicity and role of nurse 	<ul style="list-style-type: none"> Lecture cum Discussion Drug study/ presentation 	<ul style="list-style-type: none"> Short answer Objective type
V	3 (T)	<ul style="list-style-type: none"> Develop understanding about important drugs used for women before, during and after labour 	<p>Drugs used for pregnant women during antenatal, labour and postnatal period</p> <ul style="list-style-type: none"> Tetanus prophylaxis Iron and Vit K1 supplementation Oxytocin, Misoprostol Ergometrine Methyl prostaglandin F2-alpha Magnesium sulphate Calcium gluconate 	<ul style="list-style-type: none"> Lecture cum Discussion Drug study/ presentation 	<ul style="list-style-type: none"> Short answer Objective type
VI	10 (T)	<ul style="list-style-type: none"> Describe drugs used in deaddiction, emergency, poisoning, vitamins & minerals supplementation, drugs used for immunization & immune-suppression & nurse's responsibilities 	<p>Miscellaneous</p> <ul style="list-style-type: none"> Drugs used for deaddiction Drugs used in CPR and emergency- adrenaline, Chlorpheniramine, hydrocortisone, Dexamethasone IV fluids & electrolytes replacement Common poisons, drugs used for treatment of poisoning <ul style="list-style-type: none"> Activated charcoal Ipecac Antidotes, 	<ul style="list-style-type: none"> Lecture cum Discussion Drug study/ presentation 	<ul style="list-style-type: none"> Short answer Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ○ Anti-snake venom (ASV) ● Vitamins and minerals supplementation ● Vaccines & sera (Universal immunization program schedules) ● Anticancer drugs: Chemotherapeutic drugs commonly used ● Immuno-suppressants and Immuno-stimulants 		
VII	4 (T)	<ul style="list-style-type: none"> ● Demonstrate awareness of common drugs used in alternative system of medicine 	<p>Introduction to drugs used in alternative systems of medicine</p> <ul style="list-style-type: none"> ● Ayurveda, Homeopathy, Unani and Siddha etc. ● Drugs used for common ailments 	<ul style="list-style-type: none"> ● Lecture cum Discussion ● Observational visit 	<ul style="list-style-type: none"> ● Short answer ● Objective type
VIII	20 (T)	<ul style="list-style-type: none"> ● Demonstrate understanding about fundamental principles of prescribing 	<p>Fundamental principles of prescribing</p> <ul style="list-style-type: none"> ● Prescriptive role of nurse practitioners: Introduction ● Legal and ethical issues related to prescribing ● Principles of prescribing ● Steps of prescribing ● Prescribing competencies 	<ul style="list-style-type: none"> ● *Completion of module on Fundamental principles of prescribing 	<ul style="list-style-type: none"> ● Short answer ● Assignments evaluation

* *Mandatory module*

References / Recommended Books (Latest Editions)

1. Padmaja Udayakumar. Pharmacology for Nurses, Jaypee Brothers Medical Publishers.
2. Chandrasekhar R. Text Book of Pharmacology for Nursing students, EMMESS Publications.
3. Meena Shrivastava. Fundamental and Applied pharmacology for Nurses, Jaypee Brothers Medical Publishers.
4. Joginder Singh Pathania, Rupendra Kumar, Bharati Vikas Sood. Textbook of Pharmacology for BSc Nursing Students, CBS Publishers.
5. Suresh K Sharma. Textbook of Pharmacology, Pathology and Genetics for Nurses, Vol II. Jaypee Brothers Medical Publishers.
6. Satoskar R S, Nirmala Rege, SD Bhandarkar. Pharmacology and Pharmaco-therapeutics, Elsevier India
7. Thripathi K D, Essentials of Medical Pharmacology, Jaypee Brothers Medical Publishers.
8. Drug Indices and online resources, resources from Ministry of AYUSH, <https://www.ayush.gov.in>

PATHOLOGY - II AND GENETICS

PLACEMENT : SEMESTER IV

PATH-II-210

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

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

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

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

PATHOLOGY – II

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 (T)	<ul style="list-style-type: none"> • Explain pathological changes in disease conditions of various systems 	<p>Special Pathology: Pathological changes in disease conditions of selected systems</p> <p>1. Kidneys and Urinary Tract</p> <ul style="list-style-type: none"> • Glomerulonephritis • Pyelonephritis • Renal calculi • Cystitis • Renal Cell Carcinoma • Renal Failure (Acute and Chronic) <p>2. Male Genital Systems</p> <ul style="list-style-type: none"> • Cryptorchidism • Testicular atrophy • Prostatic hyperplasia • Carcinoma penis and Prostate. <p>3. Female Genital System</p> <ul style="list-style-type: none"> • Carcinoma cervix • Carcinoma of endometrium 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using slides, X-rays and scans • Visit to pathology lab, endoscopy unit and OT 	<ul style="list-style-type: none"> • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Uterine fibroids • Vesicular mole and Choriocarcinoma • Ovarian cyst and tumors <p>4. Breast</p> <ul style="list-style-type: none"> • Fibrocystic changes • Fibroadenoma • Carcinoma of the Breast <p>5. Central Nervous System</p> <ul style="list-style-type: none"> • Meningitis. • Encephalitis • Stroke • Tumors of CNS 		
II	5 (T)	<ul style="list-style-type: none"> • Describe the laboratory tests for examination of body cavity fluids, urine and faeces 	<p>Clinical Pathology</p> <ul style="list-style-type: none"> • Examination of body cavity fluids: <ul style="list-style-type: none"> ○ Methods of collection and examination of CSF and other body cavity fluids (sputum, wound discharge) specimen for various clinical pathology, biochemistry and microbiology tests • Analysis of semen: <ul style="list-style-type: none"> ○ Sperm count, motility and morphology and their importance in infertility • Urine: <ul style="list-style-type: none"> ○ Physical characteristics, Analysis, Culture and Sensitivity • Faeces: <ul style="list-style-type: none"> ○ Characteristics ○ Stool examination: Occult blood, Ova, Parasite and Cyst, Reducing substance etc. ○ Methods and collection of urine and faeces for various tests 	<ul style="list-style-type: none"> • Lecture • Discussion • Visit to clinical lab and biochemistry lab 	<ul style="list-style-type: none"> • Short answer • Objective type

GENETICS

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	<ul style="list-style-type: none"> • Explain nature, principles and perspectives of heredity 	<p>Introduction:</p> <ul style="list-style-type: none"> • Practical application of genetics in nursing • Impact of genetic condition on families • Review of cellular division: 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using slides 	<ul style="list-style-type: none"> • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			mitosis and meiosis <ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Explain maternal, prenatal and genetic influences on development of defects and diseases 	Maternal, prenatal and genetic influences on development of defects and diseases <ul style="list-style-type: none"> • Conditions affecting the mother: genetic and infections • Consanguinity atopy • Prenatal nutrition and food allergies • Maternal age • Maternal drug therapy • Prenatal testing and diagnosis • 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) 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using slides 	<ul style="list-style-type: none"> • Short answer • Objective type
III	2 (T)	<ul style="list-style-type: none"> • Explain the screening methods for genetic defects and diseases in neonates and children 	Genetic testing in the neonates and children <ul style="list-style-type: none"> • Screening for <ul style="list-style-type: none"> ○ Congenital abnormalities ○ Developmental delay ○ Dysmorphism 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using slides 	<ul style="list-style-type: none"> • Short answer • Objective type
IV	2 (T)	<ul style="list-style-type: none"> • Identify genetic disorders in adolescents and adults 	Genetic conditions of adolescents and adults <ul style="list-style-type: none"> • Cancer genetics: Familial cancer • Inborn errors of metabolism • Blood group alleles and hematological disorder • Genetic haemochromatosis • Huntington's disease • Mental illness 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using slides 	<ul style="list-style-type: none"> • Short answer • Objective type
V	2 (T)	<ul style="list-style-type: none"> • Describe the role of nurse in genetic services and counselling 	Services related to genetics <ul style="list-style-type: none"> • Genetic testing • Gene therapy • Genetic counseling • Legal and Ethical issues • Role of nurse 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Short answer • Objective type

References / Recommended Books (Latest Editions)

1. Ramdas Nayak & Astha Gupta. Textbook of pathology and genetics for nurses, Jaypee Brothers Medical Publishers.
2. Mandal A K & Shramana Choudhary. Comprehensive textbook of pathology for nursing , Avichal Publishers
3. Suresh K Sharma. Textbook of pharmacology, pathology and genetics for nurses (2 Vol) Jaypee Brothers Medical Publishers.
4. Swaminathan K. Pathology and Genetics for Nurses, Jaypee Brothers Medical Publishers.
5. Chugh S N & Kiran Chugh. Textbook of Genetics for Nursing, Arya publications.
6. Randhawa S S. A Textbook of Genetics for BSc (N) students, Pee Vee Publishers.

ADULT HEALTH NURSING - II **(With Integrated Pathophysiology** **including Geriatric Nursing & Palliative Care Module)**

PLACEMENT : SEMESTER IV

N-AHN-II-225

THEORY : 7 Credits (140 hours)

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

DESCRIPTION: This course is designed to equip the students to review and apply their knowledge of Anatomy, Physiology, Biochemistry and Behavioral sciences in caring for adult patients with Medical/Surgical disorders using nursing process approach. It also intends to develop competencies required for assessment, diagnosis, treatment, nursing management, 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)	<ul style="list-style-type: none"> • Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management of patients with ENT disorders 	<p>Nursing management of patient with disorders of Ear, Nose and Throat (Includes etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management)</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of the ear, nose and throat • History, physical assessment, and diagnostic tests • Ear <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • Lecture and discussion • Demonstration of hearing aids, nasal packing, medication administration • Visit to audiology and speech clinic 	<ul style="list-style-type: none"> • MCQ • Short answer • Essay • OSCE • Assessment of skill (using checklist) • Quiz • Drug book
II	12 (T) 4 (SL)	<ul style="list-style-type: none"> • Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of eye • Describe eye 	<p>Nursing management of patient with disorder of eye</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of the eye • History, physical assessment, diagnostic assessment <p>Eye Disorders</p> <ul style="list-style-type: none"> • Refractive errors • Eyelids: infection, deformities • Conjunctiva: inflammation and infection bleeding 	<ul style="list-style-type: none"> • Lecture and discussion • Demonstration of visual aids, lens, medication administration • Visit to eye bank 	<ul style="list-style-type: none"> • MCQ • Short Essay • OSCE • Drug book

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		donation, banking and transplantation	<ul style="list-style-type: none"> • Cornea: inflammation and infection • Lens: cataract • Glaucoma • Retinal detachment • Blindness • Eye donation, banking and transplantation 		
III	15 (T) 4 (L/SL)	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Case Discussion • Health education • Drug book • Field visit – Visits hemodialysis unit 	<ul style="list-style-type: none"> • MCQ • Short Note • Long essay • Case report • Submits health teaching on prevention of urinary calculi
IV	6 (T)	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Review of Anatomy and physiology of the male reproductive system • History, Physical Assessment, Diagnostic tests • Infections of testis, penis and adjacent structures: Phimosis, Epididymitis, and Orchitis • Sexual dysfunction, infertility, contraception • Male Breast Disorders: gynecomastia, tumor, climacteric changes 	<ul style="list-style-type: none"> • Lecture, Discussion • Case Discussion • Health education 	<ul style="list-style-type: none"> • Short essay
V	10 (T) 4 (SL)	<ul style="list-style-type: none"> • Explain the etiology, pathophysiology, clinical manifestations, types, diagnostic measures and 	Nursing management of patient with burns, reconstructive and cosmetic surgery <ul style="list-style-type: none"> • Review of anatomy and physiology of the skin and connective tissues 	<ul style="list-style-type: none"> • Lecture and discussion • Demonstration of burn wound assessment, vacuum dressing and fluid 	<ul style="list-style-type: none"> • OSCE • Short notes

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		management of patients with disorders of burns/cosmetic surgeries and its significance	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> calculations Visit to burn rehabilitation centers 	
VI	16 (T) 4 (L/SL)	<ul style="list-style-type: none"> Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with neurological disorders 	<p>Nursing management of patient with neurological disorders</p> <ul style="list-style-type: none"> 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 <i>Guillain-Barré syndrome</i>, Myasthenia gravis & Multiple sclerosis Rehabilitation of patient with neurological deficit 	<ul style="list-style-type: none"> Lecture and discussion Demonstration of physiotherapy, neuro assessment, tracheostomy care Visit to rehabilitation center, long term care clinics, EEG, NCV study unit, 	<ul style="list-style-type: none"> OSCE Short notes Essay Drug book
VII	12 (T) 4 (L/SL)	<ul style="list-style-type: none"> Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and 	<p>Nursing management of patients with Immunological problems</p> <ul style="list-style-type: none"> Review of Immune system Nursing Assessment: History and Physical assessment 	<ul style="list-style-type: none"> Lecture, discussion Case Discussion/ seminar Refer Module on HIV/AIDS 	<ul style="list-style-type: none"> OSCE Counseling, health teaching Quiz

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>nursing management of immunological disorders</p> <ul style="list-style-type: none"> • Prepare and provides health education on prevention of HIV infection and rehabilitation • Describe the national infection control programs 	<ul style="list-style-type: none"> • 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 		
VIII	12 (T) 4 (L/SL)	<ul style="list-style-type: none"> • Explain the etiology, pathophysiology, types, clinical manifestations, staging, diagnostic measures and management of patients with different cancer, treatment modalities including newer treatments 	<p>Nursing management of patient with Oncological conditions</p> <ul style="list-style-type: none"> • Structure and characteristics of normal and cancer cells • History, physical assessment, diagnostic tests • Prevention screening early 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 	<ul style="list-style-type: none"> • Lecture and discussion • Demonstration of chemotherapy preparation and administration • Visit to BMT, radiotherapy units (linear accelerator, brachytherapy, etc.), nuclear medicine unit <p>*Completion of palliative care module during clinical hours (20 hours)</p>	<ul style="list-style-type: none"> • OSCE • Essay • Quiz • Drug book • Counseling, health teaching
IX	15 (T) 4 (L/SL)	<ul style="list-style-type: none"> • Explain the types, policies, guidelines, prevention and management of disaster and the etiology, pathophysiology, clinical 	<p>Nursing management of patient in Emergency and Disaster situations</p> <p>Disaster Nursing</p> <ul style="list-style-type: none"> • Concept and principles of disaster nursing, Related Policies • Types of disaster: Natural and 	<ul style="list-style-type: none"> • Lecture and discussion • Demonstration of disaster preparedness (Mock drill) and triaging • Filed visit to local 	<ul style="list-style-type: none"> • OSCE • Case presentations and case study

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		manifestations, diagnostic measures and management of patients with acute emergencies	<p>manmade</p> <ul style="list-style-type: none"> 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 	<p>disaster management centers or demo by fire extinguishers</p> <ul style="list-style-type: none"> 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 	
X	10 (T)	<ul style="list-style-type: none"> Explain the Concept, physiological changes, and psychosocial problems of ageing Describe the nursing management of the elderly 	<p>Nursing care of the elderly</p> <ul style="list-style-type: none"> History and physical assessment Aging process and age-related body changes and psychosocial aspects Stress and coping in elder patient Psychosocial and sexual abuse of elderly Role of family and formal and non- formal caregivers Use of aids and prosthesis (hearing aids, dentures) Legal and ethical issues National programs for elderly, privileges, community programs and health services Home and institutional care 	<ul style="list-style-type: none"> Lecture and discussion Demonstration of communication with visual and hearing impaired Field visit to old age homes 	<ul style="list-style-type: none"> OSCE Case presentations Assignment on family systems of India focusing on geriatric population
XI	15 (T) 8 (L/SL)	<ul style="list-style-type: none"> Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients in critical care units 	<p>Nursing management of patients in critical Care units</p> <ul style="list-style-type: none"> Principles of critical care nursing Organization: physical set-up, policies, staffing norms Protocols, equipment and supplies 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: 	<ul style="list-style-type: none"> Lecture and discussion Demonstration on the use of mechanical ventilators, cardiac monitors etc. Clinical practice in different ICUs 	<ul style="list-style-type: none"> Objective type Short notes Case presentations Assessment of skill on monitoring of patients in ICU. Written assignment on ethical and legal issues in critical care

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Communication with patient and family <ul style="list-style-type: none"> • End of life care 		
XII	5 (T)	<ul style="list-style-type: none"> • Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with occupational/ industrial health disorders 	Nursing management of patients with occupational and industrial disorders <ul style="list-style-type: none"> • History, physical examination, Diagnostic tests • Occupational diseases and management 	<ul style="list-style-type: none"> • Lecture and discussion • Industrial visit 	<ul style="list-style-type: none"> • Assignment on industrial health hazards

* *Mandatory Module*

References / Recommended Books (Latest Editions)

1. Lewis S L, Heitkemper M M & Diriksen S R. Medical-Surgical Nursing. Mosby
2. Smeltzer S C & Bare B G et al. Brunner & Suddarth's Textbook of Medical-Surgical Nursing. Lippincott Williams & Wilkins.
3. Black JM, Hawks JH. Medical-Surgical Nursing: Clinical Management for positive outcomes. Saunders.
4. Lemone P& Burke K. Medical Surgical Nursing: Critical Thinking in Client care. Pearson.
5. Davidson's Principles & Practice of Medicine. Churchill Livingstone.
6. Russell RCG, Williams NS, Bulstrode CJK. Bailey & Love's Short Practice of Surgery. Arnold
7. William A, Richard B. et al. Nursing in disease of Eye, Ear, Nose and Throat. WB Saunders
8. Maqbool Mohammad. Maqbool Subail. Textbook of Ear, Nose and Throat Diseases. Jaypee Brothers Medical Publishers.
9. Hazarika P, Nayak and Balakrishnan R. Textbook of Ear, Nose Throat & Head and Neck Surgery. CBS Publishers.
10. Dhingra. Diseases of Ear, Nose and Throat. Elsevier.
11. Agarwal. Textbook of Ophthalmology, Jaypee Brothers Medical Publishers.
12. Daver Antina, Furnas. Handbook of Plastic Surgery. Oxford University Press.
13. Thomas Nicola. Renal Nursing. Bailleire Tindall.
14. Hickey JV. The Clinical practice of Neurological and Neurosurgical Nursing. Lippincott.
15. Langhorne ME., Fulton JS, Otto SE. Oncology Nursing. Mosby.
16. Joanne C Langan. Preparing Nurses for Disaster Management. Pearson-Prentice Hall.

17. Leuckenotte AG. Gerontologic Nursing. Mosby Patricia Tabloski. Gerontologic Nursing. Pearson-Prentice Hall.
18. Patricia Tabloski. Gerontologic Nursing. Pearson- Prentice Hall.
19. Simon E. Critical Care Nursing Practice Guide. Jones & Barlett Learning.
20. Bucher L. Melander S. Critical Care Nursing. Saunders.
21. O'Shea RA. Principles & Practice of Trauma Nursing. Elsevier.
22. Online resources/National and International Journals in Nursing.

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 / UNITS: ENT Ward and OPD

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

II. Nursing Management of Patients with Eye Conditions

A. Skill Lab

Use of manikins and simulators

- Instilling Eye medications
- Eye irrigation
- Eye bandage

B. Clinical Postings

CLINICAL AREA / UNITS: Ophthalmology Unit

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

Duration in Weeks	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
		<ul style="list-style-type: none"> Application of eye bandage Assisting with foreign body removal 		

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 / UNITS: Renal ward/ nephrology ward including Dialysis unit

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

IV. Nursing Management of Patients with Burns and Reconstructive Surgery

A. Skill Lab

Use of manikins and simulators

- Assessment of burns wound
- Wound dressing

B. Clinical Postings

CLINICAL AREA / UNITS: Burns unit/ reconstructive surgical unit

Duration in Weeks	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
2	<ul style="list-style-type: none"> Develop skill in burns assessment 	<ul style="list-style-type: none"> Assessment of burns First aid of burns 	<ul style="list-style-type: none"> burn wound assessment 	<ul style="list-style-type: none"> Clinical evaluation

Duration in Weeks	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
	and providing care to patients with different types of burns <ul style="list-style-type: none"> Develop skill in providing care to patients with different types of cosmetic and reconstructive surgeries 	<ul style="list-style-type: none"> Fluid & electrolyte replacement therapy Skin care Care of Burn wounds <ul style="list-style-type: none"> Bathing Dressing Pre-operative and post-operative care of patients Caring of skin graft and post cosmetic surgery Rehabilitation 	<ul style="list-style-type: none"> – 1 care study/case presentation – 1 	<ul style="list-style-type: none"> 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 / UNITS: Neurology- Medical/ Surgery wards

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

VI. Nursing Management of Patients with Immunological Disorders

A. Skill Lab

- Barrier Nursing
- Reverse Barrier Nursing

B. Clinical Postings

CLINICAL AREA / UNITS: Isolation ward/ Medical ward

Duration in Weeks	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
1	<ul style="list-style-type: none"> Develop skill in the Management of patients with 	<ul style="list-style-type: none"> History taking Immunological status assessment (e.g. HIV) and Interpretation of 	<ul style="list-style-type: none"> Assessment of immune status Teaching of 	<ul style="list-style-type: none"> Care note Quiz

Duration in Weeks	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
	immunological disorders	specific tests • Caring of patients with low immunity • Practicing of standard safety measures, precautions/barrier nursing/reverse barrier/isolation skills	isolation to patient and family care givers • Nutritional management • Care Note – 1	• 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 / UNITS: Oncology wards (including day care radiotherapy unit)

Duration in Weeks	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
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

C. CLINICAL AREA / UNITS: Emergency room/ Emergency unit

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

IX. Nursing Management of geriatric patients

A. Skill Lab

Use of manikins and simulators

- Use of assistive safety devices

B. Clinical Postings

CLINICAL AREA / UNITS: Geriatric ward

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

X. Nursing Management of Patients in critical care units

A. Skill Lab

Use of manikins and simulators

- Assessment 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 / UNITS: Critical Care Unit

Duration in Weeks	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
2	<ul style="list-style-type: none"> Develop skill in assessment of critically ill and providing care to patients with critical health conditions 	<ul style="list-style-type: none"> Assessment of critically ill patients Assisting in arterial puncture, ET tube intubation & extubation ABG analysis & interpretation - respiratory acidosis, respiratory alkalosis, metabolic acidosis, metabolic alkalosis Setting up of Ventilator modes and settings and care of patient on 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, intracardiac, intrathecal, epidural, Monitoring pacemaker ICU care bundle Management of the dying patient in the ICU 	<ul style="list-style-type: none"> Hemodynamic monitoring Different scales used in ICU Communicating with critically ill patients 	<ul style="list-style-type: none"> Clinical evaluation OSCE RASS scale assessment Use of VAE bundle VAP, CAUTI, BSI Case Presentation

PROFESSIONALISM, PROFESSIONAL VALUES & ETHICS INCLUDING BIOETHICS

PLACEMENT : SEMESTER IV

PROF-230

THEORY : 1 Credit (20 hours)

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

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

1. Describe profession and professionalism.
2. Identify the challenges of professionalism.
3. Maintain respectful communication and relationship with other health team members, patients and society.
4. Demonstrate professional conduct.
5. Describe various regulatory bodies and professional organizations related to nursing.
6. Discuss the importance of professional values in patient care.

7. Explain the professional values and demonstrate appropriate professional values in nursing practice.
8. Demonstrate and reflect on the role and responsibilities in providing compassionate care in the 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)	<ul style="list-style-type: none"> • 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 • Demonstrate professional conduct • Respect and maintain 	<p>PROFESSIONALISM</p> <p>Profession</p> <ul style="list-style-type: none"> • Definition of profession • Criteria of a profession • Nursing as a profession <p>Professionalism</p> <ul style="list-style-type: none"> • Definition and characteristics of professionalism • Concepts, attributes and indicators of professionalism • <i>Challenges of professionalism</i> <ul style="list-style-type: none"> ○ Personal identity vs professional identity ○ Preservation of self-integrity: threat to integrity, Deceiving patient: withholding information and falsifying records ○ Communication & Relationship with team members: Respectful and open communication and relationship pertaining to relevant interests for ethical decision making ○ Relationship with patients and society <p>Professional Conduct</p> <ul style="list-style-type: none"> • Following ethical principles • Adhering to policies, rules and regulation of the institutions • Professional etiquettes and behaviors • Professional grooming: Uniform, Dress code 	<ul style="list-style-type: none"> • Lecture cum Discussion • Debate • Role play • Case based discussion 	<ul style="list-style-type: none"> • Short answer • Essay • Objective type • Visit reports

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> professional boundaries between patients, colleagues and society Describe the roles and responsibilities of regulatory bodies and professional organizations 	<ul style="list-style-type: none"> Professional boundaries: Professional relationship with the patients, caregivers and team members <p>Regulatory Bodies & Professional Organizations: Roles & Responsibilities</p> <ul style="list-style-type: none"> <i>Regulatory bodies:</i> Indian Nursing Council, State Nursing Council <i>Professional Organizations:</i> Trained Nurses Association of India (TNAI), Student Nurses Association (SNA), Nurses League of Christian Medical Association of India, International Council of Nurses (ICN) and International Confederation of Midwives 	<ul style="list-style-type: none"> Lecture cum Discussion Visit to INC, SNC, TNAI 	
II	5 (T)	<ul style="list-style-type: none"> Discuss the importance of professional values Distinguish between personal values and professional values Demonstrate appropriate professional values in nursing practice 	<p>PROFESSIONAL VALUES</p> <ul style="list-style-type: none"> Values: Definition and characteristics of values Value clarification Personal and professional values Professional socialization: Integration of professional values with personal values <p>Professional values in nursing</p> <ul style="list-style-type: none"> Importance of professional values in nursing and health care Caring: definition, and process Compassion: Sympathy Vs empathy, Altruism Conscientiousness Dedication/devotion to work Respect for the person-Human dignity Privacy and confidentiality: Incidental disclosure Honesty and integrity: Truth telling Trust and credibility: Fidelity, Loyalty 	<ul style="list-style-type: none"> Lecture cum Discussion Value clarification exercise Interactive learning Story telling Sharing experiences Scenario based discussion 	<ul style="list-style-type: none"> Short answer Essay Assessment of student's behavior with patients and families

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Advocacy: Advocacy for patients, work environment, nursing education and practice, and for advancing the profession 		
III	10 (T)	<ul style="list-style-type: none"> • 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 	<p>ETHICS & BIOETHICS</p> <p>Definitions: Ethics, Bioethics and Ethical Principles</p> <ul style="list-style-type: none"> • Beneficence • Non-maleficence: Patient safety, protecting patient from harm, Reporting errors • Justice: Treating each person as equal • Care without discrimination, equitable access to care and safety of the public • Autonomy: Respects patients' autonomy, Self-determination, Freedom of choice <p>Ethical issues and ethical dilemma: Common ethical problems</p> <ul style="list-style-type: none"> • Conflict of interest • Paternalism • Deception • Privacy and confidentiality • Valid consent and refusal • Allocation of scarce nursing resources • Conflicts concerning new technologies • Whistle-blowing • <i>Beginning of life issues</i> <ul style="list-style-type: none"> • Abortion • Substance abuse • Fetal therapy • Selective deduction • Intrauterine treatment of fetal conditions • Mandated contraception • Fetal injury • Infertility treatment • <i>End of life issues</i> <ul style="list-style-type: none"> • End of life • Euthanasia • Do Not Resuscitate (DNR) • <i>Issues related to psychiatric care</i> <ul style="list-style-type: none"> • Non compliance • Restrain and seclusion • Refuse to take food 	<ul style="list-style-type: none"> • Lecture cum discussion • Group discussion with examples • Flipping/ self-directed learning • Role play • Story telling • Sharing experiences • Case based Clinical discussion • Role modeling • Group exercise on ethical decision-making following steps on a given scenario • Assignment 	<ul style="list-style-type: none"> • Short answer • Essay • Quiz • Reflective diary • Case report • Attitude test • Assessment of assignment

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			patients involved in clinical trials, biomedical and health research 17. Right to be heard and seek redressal		

References / Recommended Books (Latest Editions)

1. Ann Zwemer. Professional Adjustments and Ethics for Nurses in India, Ecumenical Book Services, Chennai
2. Carvalho S. Reeves, M Orford J. Fundamental Aspects of Legal, Ethical and Professional Issues in Nursing, United Kingdom: Quay.
3. Herman Wheeler Law, Ethics and Professional Issues for Nursing - A Reflective and Portfolio-Building Approach, Routledge Taylor and Francis group, London.
4. Joyce Beebe Thompson, Professional Ethics in Nursing, R.E. Krieger Publishing Company.
5. I Clement. Professional Trends and Adjustments in Nursing, Jaypee Publishers Medical Publishers, New Delhi.
6. Beth Perry Black. Professional Nursing: Concepts and Challenges, Elsevier Saunders publishers, Philadelphia.
7. Janie B. Butts, Karen L. Rich. Nursing Ethics- Across the curriculum and in to Practice, Jones & Bartlett Learning. United States.
8. Olinda Timms. Biomedical Ethics, Elsevier

SEMESTER V

CHILD HEALTH NURSING - I

PLACEMENT: SEMESTER V

N-CHN-I-301

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)	<ul style="list-style-type: none"> ● Explain the modern concept of child-care ● Describe National policy, programs and legislation in relation to child health & welfare 	<p>Introduction: Modern concepts of child- care</p> <ul style="list-style-type: none"> ● Historical development of child health ● Philosophy and modern concept of child-care ● Cultural and religious considerations in child-care ● National policy and legislations in relation to child health and welfare ● National programs and agencies related to welfare services to the children 	<ul style="list-style-type: none"> ● Lecture Discussion ● Demonstration of common pediatric procedures 	<ul style="list-style-type: none"> ● Short answer ● Objective type ● Assessment of skills with checklist

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> Describe role of preventive pediatrics 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 	<ul style="list-style-type: none"> Internationally accepted rights of the child Changing trends in hospital care, preventive, promotive and curative aspect of child health Preventive pediatrics: <ul style="list-style-type: none"> Concept Immunization Immunization programs and cold chain. Care of under-five and Under-five Clinics/Well-baby clinics Preventive measures towards accidents Child morbidity and mortality rates Difference between an adult and child which affect response to illness <ul style="list-style-type: none"> Physiological Psychological Social Immunological Hospital environment for sick child Impact of hospitalization on the child and family Communication techniques for children Grief and bereavement The role of a child health nurse in caring for a hospitalized child Principles of pre and postoperative care of infants and children. <p><i>Child Health Nursing procedures:</i></p> <ul style="list-style-type: none"> Administration of medication: oral, I/M, & I/V Calculation of fluid requirement Application of restraints Assessment of pain in children. <ul style="list-style-type: none"> FACES pain rating scale FLACC scale Numerical scale 		
II	12 (T)	<ul style="list-style-type: none"> Describe the normal growth and development of children at different ages Identify the 	<p>The Healthy Child</p> <ul style="list-style-type: none"> Definition and principles of growth and development Factors affecting growth and development Growth and development 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Developmental study of infant and children Observation study of 	<ul style="list-style-type: none"> Short answer Objective type Assessment of field visits and developmental

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

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

* *Mandatory module*

References / Recommended Books (Latest Editions)

1. Marlow D, Redding B, Kalia R. Marlow's Textbook of Pediatric Nursing, WB. Saunders Company/ South Asian edition Elsevier
2. Wong D L & Hockenberry M J. Wong's Nursing care of Infants and Children, Mosby
3. Premaletha T. Practical Pediatric Nursing, Paras Medical Publishers.
4. Assuma Beevi, Concise Textbook of Paediatric Nursing, Elsevier.
5. Ball Jane, Bindler Ruth Cowen Kay, et al. Principles of Pediatric Nursing: Caring for Children Hardcover, Pearson Publishers
6. Paul V K & Ghai O P, Essential Pediatrics, CBS Publishers, New Delhi.
7. Park. K. Text book of Preventive & Social Medicine, M/s Banarsidas Bhanot Publishers, Green Park, New Delhi.
8. Elizabeth K E. Nutrition & Child Development, Paras Medical Publishers.
9. Susamma & Susmitha A. Text book of Paediatric Nursing Jaypee Brothers New Delhi.
10. Arora Smrithi. Clinical Nursing Skills Child Health Nursing (3 Volumes), South Asian Edition, Elsevier.
11. Kliegman R, Stanton, B, St, G. J. W, Schor, N F, Behrman, R E, & Nelson W E. Nelson textbook of pediatrics. Elsevier.
12. Parthasarathy A. Menon PSN, Nair MKC, IAP Textbook of Pediatrics; Jaypee Brothers Medical Publishers.
13. Prathap Somnath. Handbook of Pediatric Surgery, Ecumenical Book Service
14. Gupte Suraj The Short Textbook of Pediatrics, Jaypee Brothers Medical Publishers
15. Illingworth R S Nair M K C. & Russell P S S. Illingworth's The development of the infant and young child: Normal and abnormal. Elsevier.
16. National & International Journals in Pediatrics & Child Health Nursing / Online resources

CLINICAL PRACTICUM

PLACEMENT: SEMESTER V

Clinical: 2 Credits (160 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. Recognize different pediatric surgical conditions/ malformations
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
- Feeding – NG
- Wound dressing
- Suture removal

CLINICAL PRACTICUM

Clinical Area: Pediatric Medical Ward

Duration in Weeks	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
2 weeks	<ul style="list-style-type: none"> • Provide nursing care to children with various medical disorders 	<ul style="list-style-type: none"> • Taking pediatric history • Physical examination & assessment of children • Administration of oral, I/M, & I/V medicine/fluids • Calculation of fluid replacement • Preparation of different strengths of I/V fluids • Application of restraints • Administration of O₂ inhalation by different methods 	<ul style="list-style-type: none"> • Nursing care plan – 1 • Case study / Presentation - 1 • Health Talk - 1 	<ul style="list-style-type: none"> • Assess performance with rating scale • Assess each skill with checklist OSCE/OSPE • Evaluation of case study/ presentation & health education session

Duration in Weeks	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
		<ul style="list-style-type: none"> ● Baby bath/sponge bath ● Feeding children by Katori spoon, Paladai cup ● Collection of specimens for common investigations ● Assisting with common diagnostic procedures ● Teaching mothers/ parents <ul style="list-style-type: none"> ○ Malnutrition ○ Oral rehydration therapy ○ Feeding & Weaning ○ Immunization schedule ● Play therapy 		<ul style="list-style-type: none"> ● Completion of activity record

Clinical Area: Pediatric Surgical Ward

Duration in Weeks	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
2 weeks	<ul style="list-style-type: none"> ● Recognize different pediatric surgical conditions/ malformations ● Provide pre & post-operative care to children with common pediatric surgical conditions. ● Counsel & educate parents 	<ul style="list-style-type: none"> ● Calculation, preparation & administration of I/V fluids ● Bowel wash, insertion of suppositories ● Urinary catheterization & drainage ● Feeding <ul style="list-style-type: none"> ○ Naso-gastric ● Care of surgical wounds <ul style="list-style-type: none"> ○ Dressing ○ Suture removal 	<ul style="list-style-type: none"> ● Nursing Care plan ● Case study / Presentation 	<ul style="list-style-type: none"> ● Assess performance with rating scale ● Assess each skill with checklist OSCE/OSPE ● Evaluation of case study / presentation ● Completion of activity record

Clinical Area: Pediatric OPD/ Immunization room

Duration in Weeks	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
1 week	<ul style="list-style-type: none"> ● Perform assessment of children: health, developmental & anthropometric ● Perform immunization ● Give health education/ nutritional education 	<ul style="list-style-type: none"> ● Assessment of children <ul style="list-style-type: none"> ○ Health assessment ○ Developmental assessment ○ Anthropometric assessment ○ Nutritional assessment ● Immunization ● Health/Nutritional education 	<ul style="list-style-type: none"> ● Growth and developmental study: <ul style="list-style-type: none"> ○ Infant – 1 ○ Toddler – 1 ○ Preschooler – 1 ○ Schooler – 1 ○ Adolescent – 1 	<ul style="list-style-type: none"> ● Assess performance with rating scale ● Completion of activity record.

MENTAL HEALTH NURSING- I

PLACEMENT: SEMESTER V

N-MHN-I-305

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

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		nurse	<ul style="list-style-type: none"> ● Psychological Therapies: Psychotherapy, Behaviour therapy, CBT ● Psychosocial: Group therapy, Family therapy, Therapeutic Community, Recreational therapy, Art therapy (Dance, Music etc), Occupational therapy ● Alternative & Complementary: Yoga, Meditation, Relaxation ● Consideration for special populations 	<ul style="list-style-type: none"> ● Practice session ● Clinical practice 	
VI	8 (T)	<ul style="list-style-type: none"> ● Describe the etiology, psychodynamics/ pathology, clinical manifestations, diagnostic criteria and management of patients with Schizophrenia, and other psychotic disorders 	<p>Nursing management of patient with Schizophrenia, and other psychotic disorders</p> <ul style="list-style-type: none"> ● Prevalence and incidence ● Classification ● Etiology, psychodynamics, clinical manifestation, diagnostic criteria/formulations <p>Nursing process</p> <ul style="list-style-type: none"> ● Nursing Assessment: History, Physical and mental assessment ● Treatment modalities and nursing management of patients with Schizophrenia and other psychotic disorders ● Geriatric considerations and considerations for special populations ● Follow up and home care and rehabilitation 	<ul style="list-style-type: none"> ● Lecture and Discussion ● Case discussion ● Case presentation ● Clinical practice 	<ul style="list-style-type: none"> ● Essay ● Short answer ● Assessment of patient management problems
VII	6 (T)	<ul style="list-style-type: none"> ● Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with mood disorders 	<p>Nursing management of patient with mood disorders</p> <ul style="list-style-type: none"> ● Prevalence and incidence ● Mood disorders: Bipolar affective disorder, mania depression and dysthymia etc. ● Etiology, psychodynamics, clinical manifestation, diagnosis ● Nursing Assessment History, Physical and mental assessment ● Treatment modalities and nursing management of patients with mood disorders ● Geriatric considerations/ considerations for special populations ● Follow-up and home care and rehabilitation 	<ul style="list-style-type: none"> ● Lecture and Discussion ● Case discussion ● Case presentation ● Clinical practice 	<ul style="list-style-type: none"> ● Essay ● Short answer ● Assessment of patient management problems
VIII	8 (T)	<ul style="list-style-type: none"> ● Describe the etiology, psychodynamics, clinical manifestations, 	<p>Nursing management of patient with neurotic, stress related and somatization disorders</p> <ul style="list-style-type: none"> ● Prevalence and incidence ● Classifications 	<ul style="list-style-type: none"> ● Lecture and Discussion ● Case discussion ● Case presentation 	<ul style="list-style-type: none"> ● Essay ● Short answer ● Assessment of patient

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		diagnostic criteria and management of patients with neurotic, stress related and somatization disorders	<ul style="list-style-type: none"> ● Anxiety disorders – OCD, PTSD, Somatoform disorders, Phobias, Disassociative and Conversion disorders ● Etiology, psychodynamics, clinical manifestation, diagnostic criteria/ formulations ● Nursing Assessment: History, Physical and mental assessment ● Treatment modalities and nursing management of patients with neurotic and stress related disorders ● Geriatric considerations/ considerations for special populations ● Follow-up and home care and rehabilitation 	<ul style="list-style-type: none"> ● Clinical practice 	management problems

References / Recommended Books (Latest Editions)

1. Townsend, M C. & Karyn I. Morgan. Essentials of Psychiatric Mental Health Nursing: Concepts of Care in Evidence-Based Practice, F.A. Davis Company. Philadelphia
2. Gail W Stuart. Principles and Practice of Psychiatric Nursing. Elsevier India.
3. ICD-10 Classification of Mental and Behavioural Disorders (The ICD-10 Classification of Mental and Behavioural Disorders: Clinical Description and Diagnostic Guidelines). World Health Organization
4. Diagnostic and Statistical Manual of Mental Disorders. DSM-V. CBS. American Psychiatric Publication
5. Bharat Pareek, Sandeep Arya, Text book of Mental Health and Psychiatric Nursing, Vision Health Publishers. Mohali, Punjab.
6. Judith M. Schultz, Sheila L Videbeck. Lippincott Manual of Psychiatric Nursing Care plan, Williams & Wilkins, Philadelphia.
7. Patricia Casey, Brendan Kelly. Fish's Clinical Psychopathology: Signs and Symptoms in Psychiatry. Royal College of Psychiatrists.
8. Femi Oyebode. Sims' Symptoms in the Mind: Textbook of Descriptive Psychopathology. Elsevier.
9. Gelder M, Gath D, Mayou R. Oxford Textbook of Psychiatry, Oxford University press, Oxford, UK.
10. Harrison P, Cowen P, Burns T, Fazel M. Shorter Oxford Textbook of Psychiatry. Oxford University Press.

11. Sadock K. Synopsis of Psychiatry, William and Wilkins Baltimore, USA.
12. Boyd Ann Mary – Psychiatry Nursing Contemporary practices. Lippincott William & Wilkins
13. Rajesh Kumar. Essentials of Psychiatry and Mental Health Nursing, Elsevier RELX India Private Limited.
14. Fortinash, M.K & Worret, H A. Psychiatric Mental Health Nursing, Mosby Publications.
15. Vivedeck & Sheila I, Psychiatric Mental Health Nursing. Lippincott Williams & Wilkins.
16. Bimla Kapoor. A Textbook of Psychiatric Nursing (Volume- 1 & II), Kumar Publishing House.
17. Ahuja N. A short Text Book of Psychiatry, Jaypee Brothers Medical Publishers.
18. Neeraja, KP. Essentials of mental health and Psychiatric nursing Jaypee Brothers Medical Publishers.
19. Shives Rebraca Louise. Basic concepts of Psychiatric Mental Health Nursing, Lippincott William & Wilkins
20. Sreevani, A Guide to Mental Health and Psychiatric Nursing, Jaypee Brothers Medical Publishers
21. Wheeler & Kathleen. Psychotherapy for the advance practice, Mosby.
22. National & International Journals in Psychiatry & Mental Health Nursing
23. Online resources: ICD-11 for Mortality and Morbidity Statistics, National Mental Health Programme for India. Mental Health Act, Indian Psychiatric Society.

CLINICAL PRACTICUM

MENTAL HEALTH NURSING - I

PLACEMENT: SEMESTER V

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

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

1. Assess patients with mental health problems/disorders
2. Observe and assist in various treatment modalities or therapies
3. Counsel and educate patients and families
4. Perform individual and group psycho-education
5. Provide nursing care to patients with mental health problems/disorders
6. Motivate patients in the community for early treatment and follow up

Clinical area: Psychiatric OPD

Duration in Weeks	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
1	<ul style="list-style-type: none"> Assess patients with mental health problems Observe and assist in therapies Counsel and educate patients, and families 	<ul style="list-style-type: none"> History taking Perform mental status examination (MSE) Observe/practice Psychometric assessment Perform Neurological examination Observing and assisting in therapies Individual and group psycho-education <ul style="list-style-type: none"> Mental hygiene practice education Family psycho-education 	<ul style="list-style-type: none"> History taking and Mental status examination – 1 Health education – 1 Observation report of OPD 	<ul style="list-style-type: none"> Assess performance with rating scale Assess each skill with checklist Evaluation of health education Assessment of observation report Completion of activity record

Clinical area: Inpatient ward

Duration in Weeks	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
2	<ul style="list-style-type: none"> Assess patients with mental health problems Provide nursing care for patients with various mental health problems Assist in various therapies Counsel and educate patients, families and significant others 	<ul style="list-style-type: none"> History taking Mental status examination (MSE) Neurological examination Assisting in psychometric assessment Recording therapeutic communication Administration of medications Assist Electro-Convulsive Therapy (ECT) Participating in all therapies Preparing patients for Activities of Daily Living (ADL) Conducting admission and discharge counselling Counseling and teaching patients and families 	<ul style="list-style-type: none"> Give care to 2-3 patients with various mental disorders Care plan - 1 Process recording – 1 Maintain drug book 	<ul style="list-style-type: none"> Assess performance with rating scale Assess each skill with checklist Evaluation of the care plan, process recording Completion of activity record

COMMUNITY HEALTH NURSING – I
Including Environmental Science & Epidemiology

PLACEMENT: SEMESTER V

N-COMH-I-310

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

PRACTICUM: Clinical: 2 Credits (160 hours)

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

COMPETENCIES:

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	4 (T)	<ul style="list-style-type: none"> ● 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 	<p>Concepts of Community Health and Community Health Nursing</p> <ul style="list-style-type: none"> ● Definition of public health, community health and community health nursing ● Public health in India and its evolution and Scope of community health nursing ● <i>Review:</i> Concepts of Health & Illness/ disease: Definition, dimensions and determinants of health and disease ● Natural history of disease ● Levels of prevention: Primary, Secondary & tertiary prevention – Review ● Health problems (Profile) of India 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Explain using chart, graphs ● Community needs assessment (Field survey on identification of demographic characteristics, health determinants and resources of a rural and an urban community) ● Explain using examples 	<ul style="list-style-type: none"> ● Short answer ● Essay ● Objective type ● Survey report
II	8 (T)	<ul style="list-style-type: none"> ● Describe health planning and its steps, and various health plans, and committees 	<p>Health Care Planning and Organization of Health Care at various levels</p> <ul style="list-style-type: none"> ● Health planning steps ● Health planning in India: 		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> Discuss health care delivery system in India at various levels Describe SDGs, primary health care and comprehensive primary health care (CPHC) Explain health care policies and regulations in India 	<p>various committees and commissions on health and family welfare and Five-Year plans</p> <ul style="list-style-type: none"> 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 CPHC through SC/Health Wellness Center (HWC) Role of MLHP/CHP National Health Care Policies and Regulations <ul style="list-style-type: none"> National Health Policy (1983, 2002, 2017) National Health Mission (NHM): National Rural Health Mission (NRHM), National Urban Health Mission (NUHM), NHM National Health Protection Mission (NHPM) Ayushman Bharat Universal Health Coverage 	<ul style="list-style-type: none"> Lecture Discussion Field visits to CHC, PHC, SC/ Health Wellness Centers (HWC) Directed reading 	<ul style="list-style-type: none"> Short answer Essay Evaluation of Field visit reports & presentation
III	15 (T)	<ul style="list-style-type: none"> Identify the role of an individual in the conservation of natural resources Describe ecosystem, its structure, types and functions Explain the classification, value and threats to biodiversity Enumerate the causes, effects and 	<p>Environmental Science, Environmental Health, and Sanitation</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Lecture Discussion Debates on environmental protection and preservation Explain using Charts, graphs, Models, films, slides 	<ul style="list-style-type: none"> Short answer Essay Field visit reports

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>control measures of environmental pollution</p> <ul style="list-style-type: none"> • Discuss about climate change, global warming, acid rain, and ozone layer depletion • Enumerate the role of an individual in creating awareness about the social issues related to environment • List the Acts related to environmental protection and preservation • Describe the concept of environmental health and sanitation • Describe water conservation, rain water harvesting and water shed management • Explain waste management 	<ul style="list-style-type: none"> • 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 • 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 • Climate change, global warming: ex. heat wave, acid rain, ozone layer depletion, waste land reclamation & its impact on health • Social issues and environment: sustainable development, urban problems related to energy, water and environmental ethics • Acts related to environmental protection and preservation <p>Environmental Health & Sanitation</p> <ul style="list-style-type: none"> • Concept of environment health and sanitation • Concept of safe water, sources of water, waterborne diseases, water purification processes, household purification of water • Physical and chemical standards of drinking water quality and tests for assessing bacteriological quality of water • Concepts of water conservation: rain water 	<ul style="list-style-type: none"> • Directed reading • Visits to water supply & purification sites • Observe rain water harvesting plants 	

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			harvesting and water shed management <ul style="list-style-type: none"> • Concept of Pollution prevention • Air & noise pollution • Role of nurse in prevention of pollution • Solid waste management, human excreta disposal & management and sewage disposal and management • Commonly used insecticides and pesticides 	<ul style="list-style-type: none"> • Visit to sewage disposal and treatment sites, and waste disposal sites 	
IV	7 (T)	<ul style="list-style-type: none"> • Describe the various nutrition assessment methods at the community level • Plan and provide diet plans for all age groups including therapeutic diet • Provide nutrition counseling and education to all age groups and describe the national nutrition programs and • Identify early the food borne diseases, and perform initial management and referral appropriately 	Nutrition Assessment and Nutrition Education <ul style="list-style-type: none"> • <i>Review of Nutrition</i> <ul style="list-style-type: none"> ○ Concepts, types ○ Meal planning: aims, steps & diet plan for different age groups ○ Nutrition assessment of individuals, families and community by using appropriate methods • Planning suitable diet for individuals and families according to local availability of foods, dietary habits and economic status • General nutritional advice • Nutrition education: purpose, principles & methods and Rehabilitation • <i>Review:</i> Nutritional deficiency disorders • National nutritional policy & programs in India Food Borne Diseases and Food Safety <p>Food borne diseases</p> <ul style="list-style-type: none"> • Definition, & burden, Causes and classification • Signs & Symptoms • Transmission of food borne pathogens & toxins • Early identification, initial management and referral Food poisoning & Food intoxication	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Market visit • Nutritional assessment for different age groups <ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Performance assessment of nutrition assessment for different age groups • Evaluation on nutritional assessment reports <ul style="list-style-type: none"> • Short answer • Essay <ul style="list-style-type: none"> • Field visit

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Epidemiological features/clinical characteristics, Types of food poisoning • Food intoxication-features, preventive & control measures • Public health response to food borne diseases 	<ul style="list-style-type: none"> • Field visits to milk purification plants, slaughterhouse • Refer Nutrition module-BPCCHN Block 2-unit I & UNIT 5 	reports
V	6 (T)	<ul style="list-style-type: none"> • 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 	<p>Communication management and Health Education</p> <ul style="list-style-type: none"> • Behaviour changes communication skills <ul style="list-style-type: none"> ○ Communication ○ Human behaviour ○ Health belief model: concepts & definition, ways to influence behaviour ○ Steps of behaviour change ○ Techniques of behaviour change: Guiding principles in planning BCC activity ○ Steps of BCC ○ Social and Behaviour Change Communication strategies (SBCC): techniques to collect social history from clients ○ Barriers to effective communication, and methods to overcome them • Health promotion and Health education: methods/techniques, and audio-visual aids 	<ul style="list-style-type: none"> • Lecture • Discussion • Role play • Demonstration: BCC skills • Supervised field practice • Refer: BCC/ SBCC module (MoHFW & USAID) 	<ul style="list-style-type: none"> • Short answer • Essay • Performance evaluation of health education sessions to individuals and families
VI	7 (T)	<ul style="list-style-type: none"> • Describe community health nursing approaches and concepts 	<p>Community health nursing approaches, concepts, roles and responsibilities of community health nursing personnel</p> <ul style="list-style-type: none"> • Approaches: <ul style="list-style-type: none"> ○ Nursing process ○ Epidemiological approach ○ Problem solving approach ○ Evidence based approach ○ Empowering people to care for themselves • Review: Primary health care and Comprehensive Primary Health Care (CPHC) 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role plays 	<ul style="list-style-type: none"> • Short answer • Essays

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> Describe and identify the activities of community health nurse to promote and maintain family health through home visits 	<p>Home Visits:</p> <ul style="list-style-type: none"> Concept, Principles, Process, & Techniques: Bag technique Qualities of Community Health Nurse Roles and responsibilities of community health nursing personnel in family health services <i>Review:</i> Principles & techniques of counseling 	<ul style="list-style-type: none"> Demonstration Supervised field practice 	<ul style="list-style-type: none"> Assessment of supervised field practice OSCE
VII	10 (T)	<ul style="list-style-type: none"> Explain the specific activities of community health nurse in assisting individuals and groups to promote and maintain their health Provide primary care at home/ health centers (HWC) using standing orders/ protocols as per public health standards/approved by MoH & FW and INC regulation 	<p>Assisting individuals and families to promote and maintain their health</p> <p>A. <i>Assessment of individuals and families</i> (Review from Child health nursing, Medical surgical nursing and OBG Nursing)</p> <ul style="list-style-type: none"> Assessment of children, women, adolescents, elderly etc. Children: Monitoring growth and development, milestones Anthropometric measurements, BMI Social development Temperature and Blood pressure monitoring Menstrual cycle Breast self-examination (BSE) and testicles self-examination (TSE) Warning Signs of various diseases Tests: Urine for sugar and albumin, blood sugar, Hemoglobin <p>B. <i>Provision of health services/primary health care:</i></p> <ul style="list-style-type: none"> Routine check-up, Immunization, counseling, and diagnosis Management of common diseases at home and health centre level <ul style="list-style-type: none"> Care based on standing 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Role plays 	<ul style="list-style-type: none"> Short answer Essay Assessment of clinical performance in the field practice area Assessment of procedural skills in lab procedures

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> Develop skill in maintenance of records and reports Develop beginning skills in handling social issues affecting the health and development of the family Identify and assist the families to utilize the community resources appropriately 	<p>orders/protocols approved by MoH & FW</p> <ul style="list-style-type: none"> Drugs dispensing and injections at health centre <p>C. Continue medical care and follow up in community for various diseases/disabilities</p> <p>D. Carry out therapeutic procedures as prescribed/required for client and family</p> <p>E. Maintenance of health records and reports</p> <ul style="list-style-type: none"> Maintenance of client records Maintenance of health records at the facility level Report writing and documentation of activities carried out during home visits, in the clinics/centers and field visits <p>F. Sensitize and handle social issues affecting health and development of the family</p> <ul style="list-style-type: none"> Women empowerment Women and child abuse Abuse of elders Female foeticide Commercial sex workers Substance abuse <p>G. Utilize community resources for client and family</p> <ul style="list-style-type: none"> Trauma services Old age homes Orphanages Homes for physically challenged individuals Homes for destitute Palliative care centres Hospice care centres Assisted living facility 	<ul style="list-style-type: none"> Document and maintain: <ul style="list-style-type: none"> Individual records Family records Health center records Field visits 	<ul style="list-style-type: none"> Evaluation of records and reports Evaluation of field visit reports
VIII	10 (T)	<ul style="list-style-type: none"> Describe the concepts, approaches and methods of epidemiology Investigate an epidemic of 	<p>Introduction to Epidemiology – Epidemiological Approaches and Processes</p> <ul style="list-style-type: none"> Epidemiology: Concept and Definition Distribution and frequency of disease 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Role play Field visits: communicable disease hospital & 	<ul style="list-style-type: none"> Short answer Essay Report on visit to communicable disease

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		communicable disease	<ul style="list-style-type: none"> • Aims & uses of epidemiology • Epidemiological models of causation of disease • Concepts of disease transmission • Modes of transmission: Direct, Indirect and chain of infection • Time trends or fluctuations in disease occurrence • Epidemiological approaches: Descriptive, analytical and experimental • Principles of control measures/levels of prevention of disease • Investigation of an epidemic of communicable disease • Use of basic epidemiological tools to make community diagnosis for effective planning and intervention 	<p>Entomology office</p> <ul style="list-style-type: none"> • Investigation of an epidemic of communicable disease 	<p>hospital</p> <ul style="list-style-type: none"> • Report on visit to entomology office • Report and presentation on investigating an epidemic of communicable disease
IX	15 (T)	<ul style="list-style-type: none"> • Explain the epidemiology of specific communicable diseases • Describe the various methods of prevention, control and management of communicable diseases and the role of nurses in screening, diagnosing, primary management and referral to a health facility 	<p>Communicable Diseases and National Health Programs</p> <p>1. Communicable Diseases – Vector borne diseases (Every disease will be dealt under the following headlines)</p> <ul style="list-style-type: none"> • Epidemiology of the following vector born diseases • Prevention & control measures • Screening, and diagnosing the following conditions, primary management, referral and follow up <ul style="list-style-type: none"> ○ Malaria ○ Filaria ○ Kala-azar ○ Japanese encephalitis ○ Dengue ○ Chickungunya <p>2. Communicable diseases: Infectious diseases (Every disease will be dealt under the following headlines)</p> <ul style="list-style-type: none"> • Epidemiology of the 	<ul style="list-style-type: none"> • Lecture • Discussion, • Demonstration • Role play • Suggested field visits • Field practice • Assessment of clients with communicable diseases 	<ul style="list-style-type: none"> • Field visit reports • Assessment of family case study • OSCE assessment • Short answer • Essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<p>following infectious diseases</p> <ul style="list-style-type: none"> ● Prevention & Control measures ● Screening, diagnosing the following conditions, primary management, referral and follow up <ul style="list-style-type: none"> ○ Leprosy ○ Tuberculosis ○ Vaccine preventable diseases – Diphtheria, whooping cough, tetanus, poliomyelitis and measles ○ Enteric fever ○ Viral hepatitis ○ HIV/AIDS/RTI infections ○ HIV/AIDS, and Sexually Transmitted Diseases/ Reproductive tract infections (STIs/RTIs) ○ Diarrhoea ○ Respiratory tract infections ○ COVID-19 ○ Helminthic – soil & food transmitted and parasitic infections – Scabies and pediculosis <p>3. Communicable diseases: Zoonotic diseases</p> <ul style="list-style-type: none"> ● Epidemiology of Zoonotic diseases ● Prevention & control measures ● Screening and diagnosing the following conditions, primary management, referral and follow up <ul style="list-style-type: none"> ○ Rabies: Identify, suspect, primary management and referral to a health facility ● Emerging reemerging infections ● Role of a nurses in control of communicable diseases <p>National Health Programs</p> <ol style="list-style-type: none"> 1. UIP: Universal Immunization Program (Diphtheria, Whooping cough, Tetanus, 		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> Identify the national health programs relevant to communicable diseases and explain the role of nurses in implementation of these programs 	Poliomyelitis, Measles and Hepatitis B 2. National Leprosy Eradication Program (NLEP) 3. Revised National Tuberculosis Control Program (RNTCP) 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 introduced health programs		
X	15 (T)	<ul style="list-style-type: none"> Describe the national health program for the control of non-communicable diseases and the role of nurses in screening, identification, primary management and referral to a health facility 	Non-Communicable Diseases and National Health Program (NCD) <ul style="list-style-type: none"> National response to NCDs (Every disease will be dealt under the following headlines) Epidemiology of specific diseases Prevention and control measures Screening, diagnosing/ identification and primary management, referral and follow up care NCD-1 <ul style="list-style-type: none"> Diabetes Mellitus Hypertension Cardiovascular diseases Stroke & Obesity Blindness: Categories of visual impairment and national program for control of blindness Deafness: national program for prevention and control of deafness Thyroid diseases Injury and accidents: Risk factors for Road traffic 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Role play Suggested field visits Field practice Assessment of clients with non-communicable diseases 	<ul style="list-style-type: none"> Field visit reports Assessment of family case study OSCE assessment Short answer Essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<p>injuries and operational guidelines for trauma care facility on highways</p> <p>NCD-2 Cancers</p> <ul style="list-style-type: none"> ○ Cervical Cancer ○ Breast Cancer ○ Oral cancer <p>Epidemiology of specific cancers, Risk factors/ Causes, Prevention, Screening, diagnosis – signs, Signs & symptoms, and early management & referral</p> <ul style="list-style-type: none"> ○ Palliative care ○ Role of a nurse in non-communicable disease control program <p>National Health Programs</p> <ul style="list-style-type: none"> ● National program for prevention and control of cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS) ● National program for control of blindness ● National program for prevention and control of deafness ● National tobacco control program ● Standard treatment protocols used in National Health Programs 	<ul style="list-style-type: none"> ● Participation in national health programs 	
XI	3 (T)	<ul style="list-style-type: none"> ● Enumerate the school health activities and the role functions of a school health nurse 	<p>School Health Services</p> <ul style="list-style-type: none"> ● Objectives ● Health problems of school children ● Components of school health services ● Maintenance of school health records ● Initiation and planning of school health services ● Role of a school health nurse 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Demonstration ● Role play ● Suggested field visits ● Field practice 	<ul style="list-style-type: none"> ● Short answer ● Essay ● Evaluation of health counseling to school children ● Screen, diagnose, manage and refer school children ● OSCE assessment

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

References / Recommended Books (Latest Editions)

1. Park. K. Text book of Preventive & Social Medicine, M/s Banarsidas Bhanot Publishers Jabalpur.
2. Suryakantha A H. Community Medicine-with Recent Advances Jaypee Brothers Medical Publishers, New Delhi.
3. Kadri A M. IAPSM's Text Book of Community Medicine, Jaypee Brothers Medical Publishers, New Delhi.
4. Rajiv Bhalwar. Community Medicine, Prep Manual for Undergraduates, Elsevier, New Delhi.
5. Swarnkar K. Community Health Nursing, N.R. Brothers, Indore
6. Gulani.K.K. Community Health Nursing. Principles & practice, Kumar Publishing House, New Delhi.
7. Rahim Asma. Principles and Practice of Community Medicine, Jaypee Brothers Medical Publishers, New Delhi
8. Mahabalraju D K. Essentials of Community Medicine Practicals, Jaypee Brothers Medical Publishers, New Delhi.
9. Sridhar Rao. Principles of Community Medicine. AITBS Publishers, New Delhi.
10. Gupta & Mahajan. Textbook of Preventive and Social Medicine, Jaypee Brothers Medical Publishers, New Delhi
11. Neelam Kumari. A Text Book of Community Health Nursing-I, S.Vikas & Company, Jalandhar.
12. Kasthuri Sundar Rao. An Introduction to Community Health Nursing, B.I. Publications, Madras.
13. Community Health Nursing Manual, TNAI Publication, Green Park, New Delhi.
14. Piyush Gupta & O P Ghai. Text Book of Preventive and Social Medicine, CBS Publishers and Distributors, New Delhi- Bangalore
15. Bulletin of the World Health Organization, WHO, Geneva
16. National & International Journals in Public Health/ Community Health Nursing
17. Online resources (MoH & FW/ National Centre for Disease Control, India)
18. Nutrition module- BPCCHN Block 2-unit I & UNIT 5
<http://egyankosh.ac.in/handle/123456789/47982>

CLINICAL PRACTICUM

CLINICAL: 2 Credits (160 hours)

PRACTICE COMPETENCIES:

1. Build and maintain rapport
2. Identify the socio- demographic characteristics, health determinants and resources of rural and an urban communities
3. Participate in the functioning of PHC, CHC, SC/HWC
4. Maintain records and reports including Documentation of significant observations.
5. Perform nutritional assessment and plan diet plan for adult
6. Educate individuals/ family/community
7. Perform health assessment for clients of various age groups
8. Investigate epidemic of communicable disease
9. Identify prevalent communicable and non- communicable diseases including emerging and reemerging diseases.
10. Screen, diagnose, manage and refer clients with common health problems in the community and refer high risk clients using standing orders/protocols
11. Participate in implementation of national health programs
12. Participate in school health program

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

Clinical Area: Urban / Rural Community

Duration in Weeks	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
2 weeks Urban	<ul style="list-style-type: none"> ● Build and maintain rapport ● Identify the socio-demographic characteristics, health determinants and resources of a rural and an urban community ● Observe the functioning and document significant observations ● Perform nutritional assessment and plan diet plan for adult ● Educate individuals/ family/community on <ul style="list-style-type: none"> - Nutrition - Hygiene 	<ul style="list-style-type: none"> ● Interviewing skills using communication and interpersonal relationship ● Conducting community needs assessment/survey to identify health determinants of a community ● Observation skills ● Nutritional assessment skills 	<ul style="list-style-type: none"> ● Community needs assessment/ Survey Rural/urban – 1 Field visits: <ul style="list-style-type: none"> ● SC/HWC, PHC, CHC ● Water resources & purification site – water quality standards ● Rain water harvesting system ● Sewage disposal ● Observation of milk diary ● Slaughterhouse / Meat Processing Unit ● Observation of nutrition programs ● Visit to market ● Nutritional assessment of an individual (adult) – 	<ul style="list-style-type: none"> ● Evaluation of survey report ● Evaluation of field visit and observation reports ● Health talk evaluation ● Assessment of clinical performance ● Evaluations of reports & records
2 weeks Rural				

Duration in Weeks	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
	<ul style="list-style-type: none"> - Food hygiene - Healthy lifestyle - Health promotion • Perform health assessment for clients of various age groups • Maintain records and reports • Investigate epidemic of communicable disease • Identify prevalent communicable and non-communicable diseases • Screen, diagnose, manage and refer clients with common health problems in the community and refer high risk clients using standing orders/protocols • Participate in implementation of national health programs • Participate in school health program 	<ul style="list-style-type: none"> • Skill in teaching individual/family on: <ul style="list-style-type: none"> ○ Nutrition, including food hygiene and safety ○ Healthy lifestyle ○ Health promotion • Health assessment including nutritional assessment for clients of different age groups • Documentation skills • Investigating an epidemic – Community health survey • Screening, diagnosing, primary management of common health problems in the community and referral of high-risk clients to FRUs • Conduct home visit • Participation in implementation of national health programs • Participation in school health program 	<p>1</p> <ul style="list-style-type: none"> • Health teaching (Adult) – 1 • Use of audio-visual aids <ul style="list-style-type: none"> • Flash cards • Posters • Flannel graph • Flip charts • Health assessment of woman – 1, infant/under five – 1, adolescent – 1, adult – 1 • Growth monitoring of under-five children – 1 <p>Document and maintain:</p> <ul style="list-style-type: none"> • Individual record • Family record • Health center record • Community health survey to investigate an epidemic – 1 • Family care plan -1 (Rural or Urban) <p>Screening, diagnosing and primary management and referral:</p> <ul style="list-style-type: none"> • Communicable disease – 1 • Non-communicable diseases – 1 • Home visits – 2 • Participation in any two national health programs • Participation in school health program – 1 	<ul style="list-style-type: none"> • Clinical performance assessment • OSCE • Final clinical examination • Evaluation of home visit

EDUCATIONAL TECHNOLOGY/NURSING EDUCATION

PLACEMENT: SEMESTER V

EDUC-315

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
1	6 (T) 3 (P)	<ul style="list-style-type: none"> ● Explain the definition, aims, types, approaches and scope of educational technology ● Compare and contrast the various educational philosophies ● Explain the teaching learning process, nature, characteristics and principles 	<p>Introduction and Theoretical Foundations: <i>Education and educational technology</i></p> <ul style="list-style-type: none"> ● Definition, aims ● Approaches and scope of educational technology ● Latest approaches to education: <ul style="list-style-type: none"> ○ Transformational education ○ Relationship based education ○ Competency based education <p><i>Educational philosophy:</i></p> <ul style="list-style-type: none"> ● Definition of philosophy, education and philosophy ● Comparison of educational philosophies ● Philosophy of nursing education <p><i>Teaching learning process:</i></p> <ul style="list-style-type: none"> ● Definitions ● Teaching learning as a process ● Nature and characteristics of teaching and learning ● Principles of teaching and learning ● Barriers to teaching and learning ● Learning theories ● Latest approaches to learning <ul style="list-style-type: none"> ○ Experiential learning ○ Reflective learning ○ Scenario based learning ○ Simulation based learning ○ Blended learning 	<ul style="list-style-type: none"> ● Lecture cum discussion <p>Group exercise:</p> <ul style="list-style-type: none"> ● Create/discuss scenario-based exercise 	<ul style="list-style-type: none"> ● Quiz <p>Assessment of Assignment:</p> <ul style="list-style-type: none"> ● Learning theories – analysis of any one
II	6 (T) 6 (P)	<ul style="list-style-type: none"> ● 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 	<p>Assessment and Planning <i>Assessment of teacher</i></p> <ul style="list-style-type: none"> ● Essential qualities of a teacher ● Teaching styles – Formal authority, demonstrator, facilitator, delegator <p><i>Assessment of learner</i></p> <ul style="list-style-type: none"> ● Types of learners ● Determinants of learning – learning needs, readiness to learn, learning styles ● Today's generation of learners and their skills and attributes ● Emotional intelligence of the learner ● Motivational factors – personal factors, environmental factors and support system 	<ul style="list-style-type: none"> ● Lecture cum discussion <p>Self-assessment exercise:</p> <ul style="list-style-type: none"> ● Identify your learning style using any learning style inventory (ex. Kolb's learning style inventory) <ul style="list-style-type: none"> ● Lecture cum discussion <p>Individual/group exercise:</p> <ul style="list-style-type: none"> ● Writing 	<ul style="list-style-type: none"> ● Short answer ● Objective type <p>Assessment of Assignment: Individual/ Group</p>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		and classify types • Identify the factors 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 • Writing learning outcomes/ behavioral objectives • Basic principles of writing course plan, unit plan and lesson plan	learning outcomes • Preparation of a lesson plan	
III	8 (T) 15 (P)	• Explain the principles and strategies of classroom management • Describe different methods/strategies of teaching and develop beginning skill in using various teaching methods • Explain active learning strategies and participate actively in team and collaborative learning	Implementation Teaching in Classroom and Skill lab – <i>Teaching Methods</i> • Classroom management-principles and strategies • Classroom communication o Facilitators and Barriers to classroom communication o Information communication technology (ICT) – ICT used in education <i>Teaching methods – Features, advantages and disadvantages</i> • Lecture, Group discussion, microteaching • Skill lab – simulations, Demonstration & re-demonstration • Symposium, panel discussion, seminar, scientific workshop, exhibitions • Role play, project • Field trips • Self-directed learning (SDL) • Computer assisted learning • One-to-one instruction <i>Active learning strategies</i> • Team based learning • Problem based learning • Peer sharing • Case study analysis • Journaling • Debate • Gaming • Inter-professional education	• Lecture cum Discussion • Practice teaching/Micro teaching • Exercise (Peer teaching) • Patient teaching session • Construction of game – puzzle • Teaching in groups – interdisciplinary	• Short answer • Objective type • Assessment of microteaching
IV	3 (T) 3 (P)	• Enumerate the factors influencing selection of clinical learning	Teaching in the Clinical Setting – Teaching Methods • Clinical learning environment	• Lecture cum discussion	• Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>experiences</p> <ul style="list-style-type: none"> Develop skill in using different clinical teaching strategies 	<ul style="list-style-type: none"> Factors influencing selection of clinical learning experiences Practice model Characteristics of effective clinical teacher Writing clinical learning outcomes/practice competencies Clinical teaching strategies – patient assignment – clinical conference, clinical presentation/bedside clinic, Case study/care study, nursing rounds, concept mapping, project, debate, game, role play, PBL, questioning, written assignment, process recording 	<ul style="list-style-type: none"> Writing Clinical Outcomes – Assignments in Pairs 	<ul style="list-style-type: none"> Assessment of written assignment
V	5 (T) 5 (P)	<ul style="list-style-type: none"> 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 	<p>Educational/Teaching Media</p> <ul style="list-style-type: none"> Media use – Purpose, components, principles and steps Types of media <p>Still visuals</p> <ul style="list-style-type: none"> Non projected – drawings & diagrams, charts, graphs, posters, cartoons, board devices (chalk/white board, bulletin board, flannel board, flip charts, flash cards, still pictures/photographs, printed materials-handout, leaflet, brochure, flyer Projected – film stripes, microscope, power point slides, overhead projector <p>Moving visuals</p> <ul style="list-style-type: none"> Video learning resources – videotapes & DVD, blu-ray, USB flash drive Motion pictures/films <p>Realia and models</p> <ul style="list-style-type: none"> Real objects & Models <p>Audio aids/audio media</p> <ul style="list-style-type: none"> Audiotapes/Compact discs Radio & Tape recorder Public address system Digital audio <p>Electronic media/computer learning resources</p> <ul style="list-style-type: none"> Computers Web-based videoconferencing E-learning, Smart classroom <p>Telecommunication (Distance education)</p> <ul style="list-style-type: none"> Cable TV, satellite broadcasting, video conferencing Telephones – Tele-health / 	<ul style="list-style-type: none"> Lecture cum discussion Preparation of different teaching aids – (Integrate with practice teaching sessions) 	<ul style="list-style-type: none"> Short answer Objective type Assessment of the teaching media prepared

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			tele-nursing <i>Mobile technology</i>		
VI	5 (T) 3 (P)	<ul style="list-style-type: none"> 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 	<p>Assessment/ Evaluation Methods/ Strategies</p> <ul style="list-style-type: none"> Purposes, scope and principles in selection of assessment methods and types Barriers to evaluation Guidelines to develop assessment tests <p><i>Assessment of knowledge:</i></p> <ul style="list-style-type: none"> Essay type questions, Short answer questions (SAQ) Multiple choice questions (MCQ – single response & multiple response) <p><i>Assessment of skills:</i></p> <ul style="list-style-type: none"> Clinical evaluation Observation (checklist, 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 <i>tests for higher learning:</i> Interpretive questions, hot spot questions, drag and drop and ordered response questions 	<ul style="list-style-type: none"> Lecture cum discussion Exercise on constructing assessment tool/s 	<ul style="list-style-type: none"> Short answer Objective type Assessment of tool/s prepared
VII	3 (T) 3 (P)	<ul style="list-style-type: none"> 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 	<p>Guidance/academic advising, counseling and discipline</p> <p><i>Guidance</i></p> <ul style="list-style-type: none"> Definition, objectives, scope, purpose and principles Roles of academic advisor/ faculty in guidance <p><i>Counseling</i></p> <ul style="list-style-type: none"> Difference between guidance and counseling Definition, objectives, scope, principles, types, process and steps of counseling Counseling skills/techniques – basics Roles of counselor Organization of counseling 	<ul style="list-style-type: none"> Lecture cum discussion Role play on student counseling in different situations Assignment on identifying situations requiring counseling 	<ul style="list-style-type: none"> Assessment of performance in role play scenario Evaluation of assignment

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

References / Recommended Books (Latest Editions)

1. B. Sankaranarayanan & B.Sindhu. Learning and Teaching in Nursing, Jaypee Brothers, New Delhi.
2. Neeraja K P. Textbook of Nursing Education, Jaypee Brothers New Delhi.
3. Latha Venkatesan & Poonam Joshi. Textbook of Nursing Education, Elsevier India.
4. Jaspreet Kaur Sodhi. Comprehensive Textbook of Nursing Education, Jaypee Brothers, New Delhi
5. J.C Aggarwal, Essentials of Educational technology, Innovations in Teaching and Learning, Vikas Publishing House, Delhi
6. Suresh Sharma, Communication and Educational Technology in Nursing, Elsevier India
7. Clement I, Communication & Educational Technology, EMMESS Publishers
8. J.C. Aggarwal, Theory And Principles of Education, Vikas Publishing House, New Delhi,
9. Mrunalini Talla. Curriculum Development Perspectives, Principles And Issues, PEARSON INDIA
10. Sampath K. Panneerselvam, A. Santhanam, S. Introduction to Educational Technology, Sterling Publishers Private Limited, New Delhi
11. Sudha R, Nursing Education: Principles and Concepts, Jaypee Brothers Medical Publishers

12. Heidgerken, Teaching & Learning in Schools of Nursing, J B Lippincott Co, US,
13. Tyler, Ralph.W. Basic Principles of Curriculum Instruction., University of Chicago Press
14. Shebeer.P. Basheer,Text Book of Nursing Education. EMMESS publishers
15. Online resurces / National & International Journals in Education/Nursing Education

INTRODUCTION TO FORENSIC NURSING AND INDIAN LAWS

PLACEMENT : SEMESTER V

N-FORN-320

THEORY : 1 Credit (20 hours)

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3 (T)	<ul style="list-style-type: none"> • Describe the nature of forensic science and discuss issues concerning violence 	<p>Forensic Science</p> <ul style="list-style-type: none"> • Definition • History • Importance in medical science • Forensic Science Laboratory <p>Violence</p> <ul style="list-style-type: none"> • Definition • Epidemiology • Source of data <p>Sexual abuse – child and women</p>	<ul style="list-style-type: none"> • Lecture cum discussion • Visit to Regional Forensic Science Laboratory 	<ul style="list-style-type: none"> • Quiz – MCQ • Write visit report
II	2 (T)	<ul style="list-style-type: none"> • Explain concepts of forensic nursing and scope of practice for forensic nurse 	<p>Forensic Nursing</p> <ul style="list-style-type: none"> • Definition • History and development • Scope – setting of practice, areas of practice and subspecialties • Ethical issues • Roles and responsibilities of nurse • INC & SNC Acts 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Short answer • Objective type

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

References / Recommended Books (Latest Editions)

1. Ignatius P C. Text book of Forensic Medicine & Toxicology, Elsevier.
2. Virginia. A. Lynch, Forensic Nursing, Elsevier, Mosby, USA.
3. Guatam Biswas. Review of Forensic Medicine & Toxicology, Jaypee Brothers.
4. Jonathan Montgomery, Health Care Law, Oxford.
5. Basu D D. Introduction to Constitution of India, Lexis Nexis.
6. Chandrasekharan Pillai K.N. RV Kelkar's lectures on criminal procedures, Eastern Book Company
7. Serita Stevens, Forensic Nurse- The new role of the nurse in law enforcement, Minotaur books.

SEMESTER VI

CHILD HEALTH NURSING - II

PLACEMENT: SEMESTER VI

N-CHN-II-301

THEORY: 2 Credits (40 hours)

PRACTICUM: Clinical: 1 Credit (80 hours)

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

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

1. Apply the knowledge of pathophysiology and provide nursing care to children with Cardiovascular, GI, genitourinary, nervous system disorders, orthopedic disorders, eye, ear and skin disorders and communicable diseases
2. Provide care to children with common behavioral, 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)	<ul style="list-style-type: none"> • Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of cardiovascular, gastrointestinal, genitourinary, and nervous system 	<p>Cardiovascular system:</p> <ul style="list-style-type: none"> • Identification and Nursing management of congenital malformations • Congenital heart diseases: Cyanotic and Acyanotic (ASD, VSD, PDA, TOF) • Others: Rheumatic fever and Rheumatic heart disease, Congestive cardiac failure • Hematological conditions: <ol style="list-style-type: none"> a) Congenital: Hemophilia, Thalassemia b) Others: Anemia, Leukemia, Idiopathic thrombocytopenic purpura, Hodgkins and nonhodgkins lymphoma <p>Gastro-intestinal system:</p> <ul style="list-style-type: none"> • Identification and Nursing management of congenital malformations. • Congenital: Cleft lip, Cleft palate, Congenital hypertrophic pyloric stenosis, Hirschsprungs disease (Megacolon), Anorectal malformation, Malabsorption syndrome, Abdominal wall defects, Hernia • Others: Gastroenteritis, 	<ul style="list-style-type: none"> • Lecture cum discussion • Demonstration and practice session 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of skills with checklist

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Diarrhea, <ul style="list-style-type: none"> • Vomiting, Protein energy malnutrition, Intestinal obstruction, Hepatic diseases, intestinal parasites Genitourinary urinary system: <ul style="list-style-type: none"> • Identification and Nursing management of congenital malformations. • Congenital: Wilms' tumor, Extropy of bladder, Hypospadias, Epispadias, Obstructive uropathy • Others: Nephrotic syndrome, Acute glomerulonephritis, renal failure Nervous system: <ul style="list-style-type: none"> • Identification and Nursing management of congenital malformations <ol style="list-style-type: none"> a) Congenital: Spina bifida, Hydrocephalous. b) Others: Meningitis, Encephalitis, Convulsive disorders (convulsions and seizures), Cerebral palsy head injury 		
II	10 (T)	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Club foot • Hip dislocation and • Fracture Disorder of eye, ear and skin: <ul style="list-style-type: none"> • Refractory errors • Otitis media and • Atopic dermatitis Communicable diseases in children, their identification/ diagnosis, nursing management in hospital, in home, control & prevention: <ul style="list-style-type: none"> • Tuberculosis • Diphtheria • Tetanus • Pertussis • Poliomyelitis • Measles • Mumps, and • Chickenpox • HIV/AIDS • Dengue fever • COVID-19 	<ul style="list-style-type: none"> • Lecture cum discussion • Demonstration • Practice session • Clinical practice 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of skills with checklist
III	10 (T)	<ul style="list-style-type: none"> • Describe the management of children with behavioral & social problems 	Management of behavior and social problems in children <ul style="list-style-type: none"> ○ Child Guidance clinic ○ Common behavior disorders in children and management 	<ul style="list-style-type: none"> • Lecture cum discussion • Field visits to child guidance clinics, school for mentally & 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> • Identify the social & welfare services for challenged children 	<ul style="list-style-type: none"> ○ Enuresis and Encopresis ○ Nervousness ○ Nail biting ○ Thumb sucking ○ Temper tantrum ○ Stealing ○ Aggressiveness ○ Juvenile delinquency ○ School phobia ○ Learning disability <ul style="list-style-type: none"> • Psychiatric disorders in children and management <ul style="list-style-type: none"> ○ Childhood schizophrenia ○ Childhood depression ○ Conversion reaction ○ Posttraumatic stress disorder ○ Autistic spectrum disorders • Eating disorder in children and management <ul style="list-style-type: none"> ○ Obesity ○ Anorexia nervosa ○ Bulimia • Management of challenged children. <ul style="list-style-type: none"> ○ Mentally ○ Physically ○ Socially ○ Child abuse, ○ Substance abuse • Welfare services for challenged children in India 	physically, socially challenged	field reports

References / Recommended Books (Latest Editions)

1. Marlow D, Redding B, Kalia R, Marlow's Textbook of Pediatric Nursing, WB. Saunders Company/South Asian edition, Elsevier
2. Wong DL & Hockenberry M J, Wong's Nursing care of Infants and Children, Mosby
3. Marilyn J Hockenberry. Wong's essentials of Pediatric Nursing, Mosby South Asian Edition, Elsevier.
4. Behrman, Kliegman & Arvin. Nelsons's Text book of Pediatrics (Book I & II), W.B. Saunders Company.
5. T Premaletha. Practical Pediatric Nursing, Paras Medical Publishers
6. Assuma Beevi. Concise Textbook of Paediatric Nursing, Elsevier.
7. Nancy Tkacz Browne, Laura M Flanigan, Carmel A Comiskey. Nursing care of the pediatric surgical patient, Jones and Bartlett publishers.
8. Paul V K & Ghai. Essential Pediatrics, CBS Publishers, New Delhi.

9. Meharban Singh, Care of Newborn. Sagar Publications, New Delhi.
10. Ashcraft KW, Holocomb G W & Murphy J P. Paediatric Surgery, Elsevier/Saunders
11. Neill J A. Principles of Pediatric Surgery, Mosby, St. Louis.
12. Arora Smrithi. Elsevier Clinical Nursing Skills (Vol 3) Child Health Nursing, South Asian Edition, Elsevier India
13. Susamma & Anupama Text book of Paediatric Nursing Jaypee Brothers NewDelhi
14. Slota C Margaret, AACN Core curriculum for Pediatric Critical Care Nursing, Saunders
15. Kyle & Carman, Essentials of Pediatric Nursing, Lippincott Williams & Wilkins.
16. Meharban Singh. Medical Emergencies in children, CBS Publishers.
17. Bowden, Children and their Family: The Continuum of Care, Lippincott Williams & Wilkins.
18. National & International Journals in Pediatrics & Child Health Nursing/ Online resources

CLINICAL PRACTICUM

PLACEMENT: SEMESTER VI

Clinical: 1 Credit (80 hours)

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

1. Perform assessment of children: health, developmental & anthropometric.
2. Provide nursing care to children with various medical disorders.
3. Provide pre & post-operative care to children with common Paediatric 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
- Feeding – NG
- Wound dressing
- Suture removal

CLINICAL PRACTICUM

Clinical Area: Pediatric Medical Ward

Duration weeks	Learning Outcomes	Procedural Competencies/Clinical skills	Clinical requirements	Assessment Methods
1 week	<ul style="list-style-type: none"> • Provide nursing care to children with various medical disorders 	<ul style="list-style-type: none"> • Taking pediatric history • Physical examination & assessment of children • Administration of oral, I/M, & • I/V medicine/fluids • Calculation of fluid replacement • Preparation of different strengths of I/V fluids • Application of restraints • Administration of O₂ inhalation by different methods • Baby bath/sponge bath • Feeding children by Katori spoon, Paladai cup • Collection of specimens for common investigations • Assisting with common diagnostic procedures • Teaching mothers/parents <ul style="list-style-type: none"> ○ Malnutrition ○ Oral rehydration therapy ○ Feeding & Weaning ○ Immunization schedule • Play therapy 	<ul style="list-style-type: none"> • Nursing care plan -1 • Nursing case Study / Presentation 	<ul style="list-style-type: none"> • Assess performance with rating scale • Assess each skill with Checklist • OSCE/OSPE • Evaluation of case study/ presentation & health education session • Completion of activity record

Clinical Area: Pediatric Surgical Ward

Duration weeks	Learning Outcomes	Procedural Competencies/Clinical skills	Clinical requirements	Assessment Methods
1 week	<ul style="list-style-type: none"> • Recognize different pediatric surgical conditions/ malformations • Provide pre & post-operative care to children with common paediatric 	<ul style="list-style-type: none"> • Calculation, preparation & administration of I/V fluids • Bowel wash, insertion of suppositories • Care for ostomies: <ul style="list-style-type: none"> ○ Colostomy ○ Irrigation ○ Ureterostomy ○ Gastrostomy ○ Enterostomy 	<ul style="list-style-type: none"> • Nursing care plan -1 • Nursing case Study / Presentation -1 	<ul style="list-style-type: none"> • Assess performance with rating scale • Assess each skill with checklist • OSCE/OSPE • Evaluation of case study/ presentation

	surgical conditions/ malformation <ul style="list-style-type: none"> • Counsel & educate parents 	<ul style="list-style-type: none"> • Urinary catheterization & drainage • Feeding <ul style="list-style-type: none"> ○ Naso-gastric ○ Gastrostomy ○ Jejunostomy • Care of surgical wounds <ul style="list-style-type: none"> ○ Dressing ○ Suture removal 		<ul style="list-style-type: none"> • Completion of activity record
--	---	--	--	---

Clinical Area: NICU & PICU

Duration weeks	Learning Outcomes	Procedural Competencies/Clinical skills	Clinical requirements	Assessment Methods
1 week	<ul style="list-style-type: none"> • Provide nursing care to critically ill children 	<ul style="list-style-type: none"> • Care of a baby in incubator/warmer • Care of a child on ventilator, CPAP • Endotracheal Suction • Chest Physiotherapy • Administration of fluids with infusion pumps • Total Parenteral Nutrition • Phototherapy • Monitoring of babies • Recording & reporting • Cardiopulmonary Resuscitation (PLS) 	<ul style="list-style-type: none"> • Newborn assessment -1 • Nursing Care Plan - 1 	<ul style="list-style-type: none"> • Assess performance with rating scale • Evaluation of observation report • Completion of activity record

MENTAL HEALTH NURSING - II

PLACEMENT: SEMESTER VI

N-MHN-II-305

THEORY: 1 Credit (40 Hours)

PRACTICUM: Clinical: 2 Credits (160 Hours)

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

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

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

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

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

References / Recommended Books (Latest Editions)

1. Townsend, M C & Karyn I. Morgan. Essentials of Psychiatric Mental Health Nursing: Concepts of Care in Evidence-Based Practice. 8th ed. Philadelphia, PA: F.A. Davis Company.
2. Gail W Stuart. Principles and Practice of Psychiatric Nursing. Elsevier India.
3. ICD-10 Classification of Mental and Behavioural Disorders (The ICD-10 Classification of Mental and Behavioural Disorders: Clinical Description and Diagnostic Guidelines). World Health Organization.
4. Diagnostic and Statistical Manual of Mental Disorders. Dsm-5. CBS. American Psychiatric Publication,
5. Bharat Pareek, Sandeep Arya, Text book of Mental Health and Psychiatric Nursing, Vision Health Publishers. Mohali, Punjab
6. Judith M. Schultz, Sheila L. Videbeck. Lippincott Manual of Psychiatric Nursing Care plan, Williams & Wilkins, Philadelphia
7. Patricia Casey, Brendan Kelly. Fish's Clinical Psychopathology: Signs and Symptoms in

- Psychiatry. Royal College of Psychiatrists.
8. Femi Oyebode. Sims' Symptoms in the Mind: Textbook of Descriptive Psychopathology. Elsevier.
 9. Rajesh Kumar “Essentials of Psychiatry and Mental Health Nursing” Elsevier RELX India Pvt Ltd.
 10. Fortinash, M.K, Worret, H.A. Psychiatric Mental Health Nursing, Mosby Publications.
 11. Gerard Byrne Christine Neville. Community Mental Health for older people, Elsevier
 12. Vivedeck, Sheila,I, Psychiatric Mental Health Nursing. Lippincott Williams & Wilkins,
 13. Nhi-Ha T. Trinh and. Sociocultural Issues in Psychiatry, Oxford UP
 14. BS Chavan, Niting Gupta, Priti Arun, Ajeet Sidana, Sushrut Jadhav. Community Mental Health in India. Jaypee Brothers Medical Publishers
 15. Tasman A & Kay J, Liebermann JA, Psychiatry, Panther Publications Pvt. Ltd. Bangalore, India.
 16. Wolberg & Lewis R. The Technique of Psychotherapy, Grune & Stratton. Print, New York.
 17. National & International Journals in Psychiatry & Mental Health Nursing
 18. Online resources: ICD-11 for Mortality and Morbidity Statistics, National Mental Health Programme for India, Mental Health Act, Indian Psychiatric Society.

CLINICAL PRACTICUM

PLACEMENT: SEMESTER VI

MENTAL HEALTH NURSING - II – 2 Credit (80 hours)

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

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

Clinical area: Psychiatric OPD

Duration Weeks	Learning Outcomes	Procedural Competencies/ Clinical skills	Clinical requirements	Assessment Methods
1	<ul style="list-style-type: none"> • Assess patients with mental health problems • Observe and assist in 	<ul style="list-style-type: none"> • History taking • Perform mental status examination (MSE) • Observe/practice • Psychometric assessment 	<ul style="list-style-type: none"> • History taking and Mental status examination – 1 • Health education 	<ul style="list-style-type: none"> • Assess performance with rating scale

Duration Weeks	Learning Outcomes	Procedural Competencies/ Clinical skills	Clinical requirements	Assessment Methods
	<ul style="list-style-type: none"> therapies Counsel and educate patients, and families 	<ul style="list-style-type: none"> Perform Neurological examination Observing and assisting in therapies Individual and group psycho-education Mental hygiene practice education Family psycho-education 	<ul style="list-style-type: none"> - 1 Observation report of OPD 	<ul style="list-style-type: none"> Assess each skill with checklist Evaluation of health education Assessment of observation report Completion of activity record

Clinical area: Child Guidance Clinic

Duration Weeks	Learning Outcomes	Procedural Competencies/Clinical skills	Clinical requirements	Assessment Methods
1	<ul style="list-style-type: none"> Assess children with various mental health problems Counsel and educate children, families and significant others 	<ul style="list-style-type: none"> History & mental status examination Observe/practice psychometric assessment Observe and assist in various therapies Parental teaching for child with mental deficiency 	<ul style="list-style-type: none"> Case work – 1 Observation report of different therapies 	<ul style="list-style-type: none"> Assess performance with rating scale Assess each skill with checklist Evaluation of the observation report

Clinical area: Inpatient ward

Duration weeks	Learning Outcomes	Procedural Competencies/Clinical skills	Clinical requirements	Assessment Methods
2	<ul style="list-style-type: none"> Assess patients with mental health problems Provide nursing care for patients with various mental health problems Assist in various therapies Counsel and educate patients, families and significant others 	<ul style="list-style-type: none"> History taking Mental status examination (MSE) Neurological examination Assisting in psychometric assessment Recording therapeutic communication Administration of medications Assist Electro-Convulsive Therapy (ECT) Participating in all therapies Preparing patients for Activities of Daily Living (ADL) Conducting admission and discharge 	<ul style="list-style-type: none"> Give care to 3 patients with various mental disorders Case study – 1 Care plan -1 Clinical presentation – 1 Process recording – 1 Maintain drug book 	<ul style="list-style-type: none"> Assess performance with rating scale Assess each skill with checklist Evaluation of the case study, care plan, clinical presentation, process recording Completion of activity record

		counselling • Counseling and teaching patients and families		
--	--	--	--	--

Clinical area: Community psychiatry & Deaddiction Centre

Duration weeks	Learning Outcomes	Procedural Competencies/ Clinical skills	Clinical requirements	Assessment Methods
1	<ul style="list-style-type: none"> Identify patients with various mental disorders Motivate patients for early treatment and follow up Assist in follow up clinic Counsel and educate patient, family and community Observe the assessment and care of patients at deaddiction centre 	<ul style="list-style-type: none"> Conduct home visit and case work Identifying individuals with mental health problems Assisting in organizations of Mental Health camp Conducting awareness meetings for mental health & mental illness Counseling and Teaching family members, patients and community Observing deaddiction care 	<ul style="list-style-type: none"> Case work – 1 Observation report on field visits Visit to deaddiction centre 	<ul style="list-style-type: none"> Assess performance with rating scale Evaluation of case work and observation report Completion of activity record

NURSING MANAGEMENT AND LEADERSHIP

PLACEMENT: SEMESTER VI

NMLE-330

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

- Analyze the health care trends influencing development of nursing services and education in India.
- Describe the principles, functions and process of management applied to nursing.
- Develop basic understanding and beginning competencies in planning and organizing nursing services in a hospital.
- Apply the concept of human resource management and identify the job description for all categories of nursing personnel including in service education.
- 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)	<ul style="list-style-type: none"> • Explore the health care, development of nursing services and education in India and trends 	<p>Health Care and Development of Nursing Services in India</p> <ul style="list-style-type: none"> • Current health care delivery system of India – review • Planning and development of nursing services and education at global and national scenario • Recent trends and issues of nursing service and management 	<ul style="list-style-type: none"> • Lecture cum discussion • Directed reading and written assignment 	<ul style="list-style-type: none"> • Short answer • Assessment of assignment
II	2 (T)	<ul style="list-style-type: none"> • Explain the principles and functions of management applied to nursing. • Describe the introductory concepts of management as a process. 	<p>Management Basics Applied to Nursing</p> <ul style="list-style-type: none"> • Definitions, concepts and theories of management • Importance, features and levels of management • Management and administration • Functions of management • Principles of management • Role of a nurse as a manager <p>Introduction to Management Process</p> <ul style="list-style-type: none"> • Planning • Organizing • Staffing • Directing/Leading • Controlling 	<ul style="list-style-type: none"> • Lecture and discussion 	<ul style="list-style-type: none"> • MCQ • Short answer

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

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<p>patient satisfaction</p> <ul style="list-style-type: none"> • Nursing rounds, Documentation – records and reports • Total quality management – Quality assurance, Quality and safety • Performance appraisal • Program evaluation review technique (PERT) • Bench marking, Activity plan (Gantt chart) • Critical path analysis 	<ul style="list-style-type: none"> • Preparation of policies/ protocols for nursing units/ department 	
IX	4 (T)	<ul style="list-style-type: none"> • Explain the concepts of organizational behavior and group dynamics 	<p>Organizational Behavior and Human Relations</p> <ul style="list-style-type: none"> • Concepts and theories of organizational behavior • Group dynamics • Review – Interpersonal relationship • Human relations • Public relations in the context of nursing • Relations with professional associations and employee unions • Collective bargaining • Review – Motivation and morale building • Communication in the workplace – assertive communication • Committees – importance in the organization, functioning 	<ul style="list-style-type: none"> • Lecture and discussion • Role play/ exercise – Group dynamics & human relations 	<ul style="list-style-type: none"> • Short answer • OSCE
X	2 (T)	<ul style="list-style-type: none"> • Describe the financial management related to nursing services 	<p>Financial Management</p> <ul style="list-style-type: none"> • Definition, objectives, elements, functions, principles & scope of financial management • Financial planning (budgeting for nursing department) • Proposal, projecting requirement for staff, equipment and supplies for – Hospital & patient care units & emergency and disaster units • Budget and Budgetary process • Financial audit 	<ul style="list-style-type: none"> • Lecture cum discussion • Budget proposal review • Preparation of budget proposal for a specific department 	<ul style="list-style-type: none"> • Short answer • Essay • Assessment of assignment
XI	1 (T)	<ul style="list-style-type: none"> • Review the concepts, principles and methods and use of nursing informatics 	<p>Nursing Informatics/ Information Management – Review</p> <ul style="list-style-type: none"> • Patient records • Nursing records • Use of computers in hospital, college and community • Telemedicine & Tele 	<ul style="list-style-type: none"> • Review • Practice session • Visit to departments 	<ul style="list-style-type: none"> • Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			nursing • Electronic Medical Records (EMR), EHR		
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, computer lab, transport facilities • Records & reports for students, staff, faculty and administrative • Committees and functioning • Clinical experiences	• 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
XV	4 (T)	• Develop understanding of staffing the college and	Staffing and Student Selection • Faculty/staff selection, recruitment and placement, job description	• Guided reading on faculty norms	• Short answer • Activity report

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			practitioner/specialist nursing practice		
XVIII	2 (T)	<ul style="list-style-type: none"> • Explain various opportunities for professional advancement 	Professional Advancement <ul style="list-style-type: none"> • Continuing Nursing Education • Career opportunities • Membership with professional organizations – national and international • Participation in research activities • Publications – journals, newspaper 	<ul style="list-style-type: none"> • Prepare journal list available in India • Write an article – research/ clinical 	<ul style="list-style-type: none"> • Assessment of assignments

Note: Less than 1 credit, lab hours are not specified

References / Recommended Books (Latest Editions)

1. Alexander et al, Nursing Service Administration, C.V. Mosby Company St. Louis.
2. Anna Hellen & Gallagher, Educational administration in Nursing, The Macmillan Company, New York.
3. Jogindra Vati. Principles and Practice of Nursing Management and Administration Jaypee Brothers Medical Publishers Pvt Ltd. New Delhi.
4. Clement I. Management of Nursing Services and Education, Elsevier.
5. Jean Barrett. Ward Management and Teaching- Himalayan Books, New Delhi.
6. Jean Barrett & Gressner, The Head Nurse- Her leadership Role, Himalayan Books, New Delhi.
7. Sukhbir Kaur & Jagjit Kaur. Textbook of Nursing Management and Services, Jaypee Brothers, New Delhi.
8. Chatterjee S.S. An introduction to management- its principles and techniques, World Press, Calcutta.
9. Rohini T & Jisa George, Management of Nursing Services and Education, Vision Health Sciences, Publishers, Mohali, Punjab.
10. Neelam Kumari, Text Book of Management of Nursing Services & Education, Pee Vee Publishers.
11. Goddard M. Principles of Administration applied to Nursing service.
12. Masih Shabanam. Essentials of Nursing Management in Service and Education. Lotus publishers. Jalandhar.
13. Suneetha M, Management of Nursing Services and Education, Frontline Publishers, Hyderabad.
14. Deepak K, Sarath Chandran, Mithun Kumar. A Comprehensive Textbook on Nursing Management, EMMESS publishers.

15. Linda Rousell. Management & Leadership for Nurse Administrators, Jones and Bartlett India Private Limited.
16. Ann Marriner Tomey. Guide to Nursing Management and Leadership SEA, Mosby, Elsevier.
17. Manivannan C. Textbook of Nursing Management in Service & Education, Jaypee Brothers Medical Publishers.
18. Beena M.R, Textbook of Nursing Management & Services for BSc Nursing, CBS Publishers & Distributors.
19. Online Resources/ National & International Journals in Management/ Nursing Management and Leadership.

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 of Nursing.

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

PLACEMENT: SEMESTER VI

N-MIDW-I/OBGN-335

THEORY: 3 Credits (60 hours)

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

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

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

1. Demonstrate professional accountability for the delivery of nursing care as per INC standards/ICM competencies that are consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles in midwifery practice.
2. Communicate effectively with individuals, families and professional colleagues fostering mutual respect and shared decision making to enhance health outcomes.
3. Recognize the trends and issues in midwifery and obstetrical nursing.
4. Review and describe the anatomy and physiology of human reproductive system and conception.
5. Describe and apply physiology in the management of normal pregnancy, birth and puerperium.
6. Demonstrate competency in providing respectful and evidence based maternity care for women during the antenatal, intra natal 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)	<ul style="list-style-type: none"> • Explain the history and current scenario of midwifery in India • Review vital health indicators • Describe the various national health programs related to RMNCH+A • Identify the trends and issues in midwifery • Discuss the legal and ethical issues relevant to midwifery practice 	<p>Introduction to midwifery</p> <ul style="list-style-type: none"> • History of midwifery in India • <i>Current scenario:</i> <ul style="list-style-type: none"> ○ Trends of maternity care in India ○ Midwifery in India – Transformative education for relationship based and transformative midwifery practice in India. • Vital health indicators – <ul style="list-style-type: none"> ○ Maternal mortality ratio, Infant Mortality Rate, Neonatal Mortality Rate, perinatal mortality rate, fertility rates ○ Maternal death audit • National health programs related to RMNCH+A (Reproductive Maternal Newborn and Child Health + Adolescent Health) <p><i>Current trends in midwifery and OBG nursing:</i></p> <ul style="list-style-type: none"> ○ Respectful maternity and newborn care (RMNC) ○ Midwifery-led care units (MLCU) ○ Women centered care, physiologic birthing and demedicalization of birth ○ Birthing centers, water birth, lotus birth ○ Essential competencies for midwifery practice (ICM) ○ Universal rights of child-bearing women ○ Sexual and reproductive health and rights ○ Women’s expectations & choices about care <p><i>Legal provisions in midwifery practice in India:</i></p> <ul style="list-style-type: none"> • INC/MOH&FW regulations • ICM code of ethics • Ethical issues in maternal and neonatal care • Adoption laws, MTP act, Pre-Natal Diagnostic Test (PNDT) Act, Surrogate mothers • Roles and responsibilities of a midwife/Nurse practitioner midwife in different settings (hospital/ community) 	<ul style="list-style-type: none"> • Discussion • Demonstration • Role play • Directed reading and assignment: • ICM competencies • Scenario based learning 	<ul style="list-style-type: none"> • Short answer • Objective type • Essay • Quiz

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Scope of practice for midwives 		
II	6 (T) 3 (L)	<ul style="list-style-type: none"> • Review the anatomy and physiology of human reproductive system 	<p>Anatomy and physiology of human reproductive system and conception (Maternal, Fetal & Newborn physiology) <i>Review:</i></p> <ul style="list-style-type: none"> • Female organs of reproduction • Female pelvis – bones, joints, ligaments, planes, diameters, landmarks, inclination, pelvic variations • Foetal skull – bones, sutures, fontanelles, diameters, moulding • Fetopelvic relationship • Physiology of menstrual cycle, menstrual hygiene • Fertilization, conception and implantation • Embryological development • Placental development and function, placental barrier • Fetal growth and development • Fetal circulation & nutrition 	<ul style="list-style-type: none"> • Lecture • Discussion • Self-directed learning • Models • Videos & films 	<ul style="list-style-type: none"> • Quiz • Short answer • Essay
III	12 (T) 10 (L) 40 (C)	<ul style="list-style-type: none"> • Provide preconception care to eligible couples • Describe the physiology, assessment and management of normal pregnancy 	<p>Assessment and management of normal pregnancy (ante-natal):</p> <p>Pre-pregnancy Care</p> <ul style="list-style-type: none"> • Review of sexual development (<i>Self Learning</i>) • Socio-cultural aspects of human sexuality (<i>Self Learning</i>) • Preconception care • Pre-conception counseling (including awareness regarding normal birth) • Genetic counseling (<i>Self Learning</i>) • Planned parenthood <p>Pregnancy assessment and antenatal care (I, II & III Trimesters)</p> <p>Normal pregnancy</p> <ul style="list-style-type: none"> • Physiological changes during pregnancy • Assess and confirm pregnancy: Diagnosis of pregnancy – Signs, differential diagnosis and confirmatory tests • Review of maternal nutrition & malnutrition • Building partnership with 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Self-Learning • Health talk • Role play • Counseling session • Case discussion/presentation • Simulation • Supervised • clinical practice 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of skills with check list • Case study evaluation • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> • Demonstrate knowledge, attitude and skills of midwifery practice throughout 1st,2nd and 3rd trimesters 	<p>women following RMC protocol</p> <ul style="list-style-type: none"> • Fathers' engagement in maternity care <p>Ante-natal care:</p> <p>1st Trimesters</p> <ul style="list-style-type: none"> • Antenatal assessment: History taking, physical examination, breast examination, laboratory investigation • Identification and management of minor discomforts of pregnancy • Antenatal care : as per GoI guidelines • Antenatal counseling (lifestyle changes, nutrition, shared decision making, risky behavior, sexual life during pregnancy, immunization etc.) • Danger signs during pregnancy • Respectful care and compassionate communication • Recording and reporting: as per the GoI guidelines • Role of Doula/ASHAs <p>II Trimester</p> <ul style="list-style-type: none"> • Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard's stethoscope • Assessment of fetal well-being: DFMC, biophysical profile, Non stress test, cardio-tocography, USG, Vibro acoustic stimulation, biochemical tests. • Antenatal care • Women centered care • Respectful care and compassionate communication • Health education on IFA, calcium and vitamin D supplementation, glucose tolerance test, etc. • Education and management of physiological changes and discomforts of 2nd trimester • Rh negative and prophylactic anti D • Referral and collaboration, empowerment • Ongoing risk assessment • Maternal Mental Health 	<ul style="list-style-type: none"> • Refer SBA module & Safe motherhood booklet • Lab tests – performance and interpretation • Demonstration • Role play • Demonstration of antenatal assessment 	

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			III Trimester <ul style="list-style-type: none"> • Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard’s stethoscope • Education and management of physiological changes and discomforts of 3rd trimester • Third trimester tests and screening • Fetal engagement in late pregnancy • Childbirth preparation classes • Birth preparedness and complication readiness including micro birth planning • Danger signs of pregnancy – recognition of ruptured membranes • Education on alternative birthing positions – women’s preferred choices, birth companion • Ongoing risk assessment • Cultural needs • Women centered care • Respectful and compassionate communication • Health education on exclusive breastfeeding • Role of Doula/ASHA’s 	<ul style="list-style-type: none"> • Scenario based learning • Lecture • Simulation • Role play • Refer GoI Guidelines • Health talk • Counseling session • Demonstration of birthing positions • Workshop on alternative birthing positions 	
IV	12 (T) 12 (L) 80 (C)	<ul style="list-style-type: none"> • 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 	Physiology, management and care during labour <ul style="list-style-type: none"> • Normal labour and birth • Onset of birth/labour • Per vaginal examination (if necessary) • Stages of labour • Organization of labour room – Triage, preparation for birth • Positive birth environment • Respectful care and communication • Drugs used in labour as per GoI guidelines First Stage <ul style="list-style-type: none"> • Physiology of normal labour • Monitoring progress of labour using Partograph/labour care guide • Assessing and monitoring fetal well being • Evidence based care during 1st stage of labour 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Bedside clinics • Case discussion/ presentation • Simulated practice • Supervised Clinical practice – Per vaginal examination, • Conduction of normal childbirth • Refer SBA module • LaQshya guidelines • Dakshata guidelines 	<ul style="list-style-type: none"> • Essay type • Short answer • Objective type • Case study evaluation • Assessment of skills with check list • OSCE

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

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> Describe the assessment and care of normal neonate 	<ul style="list-style-type: none"> Care of newborn up to 6 weeks after the childbirth (Routine care of newborn) Skin to skin contact and thermoregulation Infection prevention Immunization Minor disorders of newborn and its management 	<ul style="list-style-type: none"> *Refer safe delivery app module – newborn management *Partial completion of SBA module 	
VII	8 (T) 2 (L) 40 (C)	<ul style="list-style-type: none"> 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 	<p>Family welfare services</p> <ul style="list-style-type: none"> Impact of early/frequent childbearing Comprehensive range of family planning methods <ul style="list-style-type: none"> Temporary methods – Hormonal, non-hormonal and barrier methods Permanent methods – Male sterilization and female sterilization Action, effectiveness, advantages, disadvantages, myths, misconception and medical eligibility criteria (MEC) for use of various family planning methods Emergency contraceptives Recent trends and research in contraception Family planning counseling using Balanced Counseling Strategy (BCS) Legal and ethical aspects of FP Human rights aspects of FP and adolescents Youth friendly services – SRHR services, policies affecting SRHR and attitude of nurses and midwives in provision of services (Review) Importance of follow up and recommended timing <p>Gender related issues in SRH</p> <ul style="list-style-type: none"> Gender based violence – Physical, sexual and abuse, Laws affecting GBV and role of nurse/midwife Special courts for abused people Gender sensitive health services including family planning 	<ul style="list-style-type: none"> Lecture Supervised practice Field visits Scenario based learning Discussion GoI guidelines – injectable contraceptives, oral contraceptives, IUCD, male and female sterilization 	<ul style="list-style-type: none"> Essay type Short answers Objective type Field visit reports Vignettes

* *Manadatory Module*

References / Recommended Books (Latest Editions)

1. Nima Bhaskar, Midwifery & Obstetrical Nursing as per INC Syllabus, Emmess Medical Publishers.
2. Dutta.D C & Konar H, D C Dutta's Textbook of Obstetrics, Jaypee Brothers Medical Publishers.
3. Shobha Naidu, Obstetrics and Gynaecology Nursing- Elsevier Clinical Skill Manual South Asia Edition, Elsevier.
4. Lowdermilk & Perry, Maternity & Women's health care, Mosby Publishers.
5. Jayne E, Marshall and Maureen D. Raynor, Myles Text Book for Midwives, Elsevier.
6. Arulkumaran.S, Sivanesaratam, Alokendu Chatterjee & Pratap Kumar, Essentials of Obstetrics, Jaypee Brothers Medical Publishers.
7. Mudaliar A L & Menon, Clinical Obstetrics, Orient Longman Ltd, Madras.
8. Annamma Jacob, Maternal and Neonatal Nursing care plans, Jaypee Brothers Medical publishers.
9. Sheila Balakrishnan, Text book of obstetrics, Paras Medical Publishers
10. Dharitri Swain, Obstetric nursing procedure Manual, Jaypee Brothers
11. Holland and Brews, Manual of Obstetrics, Elsevier.
12. National and International Journals in midwifery/obstetrics & gynaecology Nursing
13. Online resources from Ministry of Health and Family Welfare, National Health Mission, WHO.

CLINICAL PRACTICUM

PLACEMENT: SEMESTER VI

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 eg. 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	Learning Outcomes	Procedural Competencies/Clinical skills	Clinical requirements	Assessment Methods
Antenatal OPD and Antenatal ward	1 week	<ul style="list-style-type: none"> • Perform antenatal assessment • Perform laboratory tests for antenatal women and assist in selected antenatal diagnostic procedures • Counsel antenatal women 	<ul style="list-style-type: none"> • History collection • Physical examination • Obstetric examination • Pregnancy confirmation test • Urine testing • Blood testing for Hemoglobin, grouping & typing • Blood test for malaria • KICK chart • USG/NST • Antenatal counseling • Preparation for childbirth • Birth preparedness and complication readiness 	<ul style="list-style-type: none"> • Antenatal assessment - 10 • Care plan-1 • Health talk -1 • Case study 	<ul style="list-style-type: none"> • OSCE • Case presentation
Labour room	3 weeks	<ul style="list-style-type: none"> • Monitor labour using partograph • Provide care to women during labour • Conduct normal childbirth, provide care to mother and immediate care of newborn 	<ul style="list-style-type: none"> • Assessment of woman in labour • Partograph • Per vaginal examination when indicated • Care during first stage of labour • Pain management techniques • Upright and alternative positions in labour • Preparation for labour – articles, physical, psychological • Conduction of normal childbirth • Essential newborn care • Newborn resuscitation • Active management of third stage of labour • Monitoring and care during fourth stage of labour 	<ul style="list-style-type: none"> • Partograph recording- 5 • PV examination- 10 • Assisting / Conduction of normal childbirth - 10 + 5 • Case study • Case presentation • Episiotomy and suturing if indicated -3 • Newborn resuscitation – 5 • Performing placental examination-5 	<ul style="list-style-type: none"> • Assignment • case study • Case presentation • OSCE

Clinical Area	Duration weeks	Learning Outcomes	Procedural Competencies/Clinical skills	Clinical requirements	Assessment Methods
Post-partum clinic and Postnatal Ward including FP unit	2 weeks	<ul style="list-style-type: none"> • Perform postnatal assessment • Provide care to normal postnatal mothers and newborn • Provide postnatal counseling • Provide family welfare services 	<ul style="list-style-type: none"> • Postnatal assessment • Care of postnatal mothers – normal • Care of normal newborn • Lactation management • Postnatal counseling • Health teaching on postnatal and newborn care • Family welfare counseling 	<ul style="list-style-type: none"> • Postnatal assessment-10 • Newborn assessment -7 • Post-natal/ New born Care Plan-1 • Case study • Case presentation • PPIUCD insertion & removal-2 • KMC-2 	<ul style="list-style-type: none"> • Assignment • Case study • Case presentation

SEMESTER VII

COMMUNITY HEALTH NURSING – II

PLACEMENT : SEMESTER VII

N-COMH-II-401

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

PRACTICUM: Clinical: 2 Credit (160 hours)

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

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

1. Demonstrate beginning practice competencies/skills relevant to provide comprehensive primary health care/community based care to clients with common diseases and disorders including emergency and first aid care at home/clinics/ centres as per predetermined protocols/drug standing orders approved by MOH&FW
2. Provide maternal, newborn and child care, and reproductive health including adolescent care in the urban and rural health care settings
3. Describe the methods of collection and interpretation of demographic data
4. Explain population control and its impact on the society and describe the approaches towards limiting family size
5. Describe occupational health hazards, occupational diseases and the role of nurses in occupational health programs
6. Identify health problems of older adults and provide primary care, counseling and supportive health services
7. Participate in screening for mental health problems in the community and providing appropriate referral services
8. Discuss the methods of data collection for HMIS, analysis and interpretation of data
9. Discuss about effective management of health information in community diagnosis and intervention
10. Describe the management system of delivery of community health services in rural and urban areas
11. Describe the leadership role in guiding, supervising, and monitoring the health services and the personnel at the PHCs, SCs and community level including financial management and maintenance of records & reports

12. Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers (HWCs)
13. Identify the roles and responsibilities of health team members and explain their job description
14. Demonstrate initiative in preparing themselves and the community for disaster preparedness and management
15. Demonstrate skills in proper bio-medical waste management as per protocols
16. Explain the roles and functions of various national and international health agencies

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	10 (T)	<ul style="list-style-type: none"> ● Explain nurses' role in identification, primary management and referral of clients with common disorders/ conditions and emergencies including first aid 	<p>Management of common conditions and emergencies including first aid</p> <ul style="list-style-type: none"> ● Standing orders: Definition, uses <p>Screening, diagnosing/ identification, primary care and referral of Gastrointestinal System</p> <ul style="list-style-type: none"> ● Abdominal pain ● Nausea and vomiting ● Diarrhea ● Constipation ● Jaundice ● GI bleeding ● Abdominal distension ● Dysphagia and dyspepsia ● Aphthous ulcers <p>Respiratory System</p> <ul style="list-style-type: none"> ● Acute upper respiratory infections – ● Rhinitis, Sinusitis, Pharyngitis, Laryngitis, ● Tonsillitis ● Acute lower respiratory infections – ● Bronchitis, pneumonia and bronchial asthma ● Hemoptysis, Acute chest pain <p>Heart & Blood</p> <ul style="list-style-type: none"> ● Common heart diseases – Heart attack/coronary artery disease, heart failure, arrhythmia ● Blood anemia, blood cancers, bleeding disorders 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Demonstration ● Role play ● Suggested field visits ● Field practice ● Assessment of clients with common conditions and provide referral 	<ul style="list-style-type: none"> ● Short answer ● Essay ● Field visit reports ● OSCE Assessment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<p>Eye & ENT conditions</p> <ul style="list-style-type: none"> • Eye – local infections, redness of eye, • conjunctivitis, stye, trachoma and refractive errors • ENT – Epistaxis, ASOM, sore throat, deafness <p>Urinary System</p> <ul style="list-style-type: none"> • Urinary tract infections – cystitis, pyelonephritis, prostatitis, UTIs in children <p>First aid in common emergency conditions – Review</p> <ul style="list-style-type: none"> • High fever, low blood sugar, minor injuries, fractures, fainting, bleeding, shock, stroke, bites, burns, choking, seizures, RTAs, poisoning, drowning and foreign bodies 		
II	20 (T)	<ul style="list-style-type: none"> • Provide reproductive, maternal, newborn and childcare, including adolescent care in the urban and rural health care settings 	<p>Reproductive, maternal, newborn, child and adolescent Health (Review from OBG Nursing and application in community setting)</p> <ul style="list-style-type: none"> • Present situation of reproductive, maternal and child health in India <p>Antenatal care</p> <ul style="list-style-type: none"> • Objectives, antenatal visits and examination, nutrition during pregnancy, counseling • Calcium and iron supplementation in pregnancy • Antenatal care at health centre level • Birth preparedness • High risk approach – Screening/early identification and primary management of complications – Antepartum hemorrhage, pre-eclampsia, eclampsia, Anemia, Gestational diabetes mellitus, Hypothyroidism, Syphilis • Referral, follow up and maintenance of records and reports <p>Intra natal care</p> <ul style="list-style-type: none"> • Normal labour – process, onset, stages of labour 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Suggested field visits and field practice • Assessment of antenatal, postnatal, newborn, infant, preschool child, school child, and adolescent health 	<ul style="list-style-type: none"> • Short answer • Essay • OSCE assessment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • 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 & perennial tears, ruptured uterus • Care of newborn immediately after birth • Maintenance of records and reports • Use of Safe child birth check list • SBA module – Review • Organization of labour room <p>Postpartum care</p> <ul style="list-style-type: none"> • Objectives, Postnatal visits, care of mother and baby, breast feeding, diet during lactation, and health counseling • Early identification, primary management, referral and follow up of complications, Danger signs-postpartum hemorrhage, shock, puerperal sepsis, breast conditions, post-partum depression • Postpartum visit by health care provider <p>Newborn and child care</p> <ul style="list-style-type: none"> • Review: Essential newborn care • Management of common neonatal problems • Management of common child health problems: Pneumonia, Diarrhoea, Sepsis, screening for congenital anomalies and referral • <i>Review:</i> IMNCI Module • Under five clinics <p>Adolescent Health</p> <ul style="list-style-type: none"> • Common health problems and risk factors in adolescent girls and boys • Common Gynecological conditions – dysmenorrhoea, Premenstrual Syndrome (PMS), Vaginal discharge, 		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> Promote adolescent health and youth friendly services 	<p>Mastitis, Breast lump, pelvic pain, pelvic organ prolapse</p> <ul style="list-style-type: none"> Teenage pregnancy, awareness about legal age of marriage, nutritional status of adolescents National Menstrual Hygiene scheme Youth friendly services: <ul style="list-style-type: none"> SRH Service needs Role and attitude of nurses: Privacy, confidentiality, non judgemental attitude, client autonomy, respectful care and communication Counseling for parents and teenagers (BCS – balanced counseling strategy) <p>National Programs</p> <ul style="list-style-type: none"> RMNCH+A Approach – Aims, Health systems strengthening, RMNCH+A strategies, Interventions across life stages, program management, monitoring and evaluation systems Universal Immunization Program (UIP) as per Government of India guidelines – Review Rashtriya Bal Swasthya Karyakaram (RSBK) - children Rashtriya Kishor Swasthya Karyakram (RKSK) – adolescents Any other new programs 	<ul style="list-style-type: none"> Screen, manage and refer adolescents Counsel adolescents 	
III	4 (T)	<ul style="list-style-type: none"> Discuss the concepts and scope of demography 	<p>Demography, Surveillance and Interpretation of Data</p> <ul style="list-style-type: none"> <i>Demography and vital statistics</i> demographic cycle, world population trends, vital statistics <i>Sex ratio and child sex ratio</i>, trends of sex ratio in India, the causes and social implications <i>Sources of vital statistics</i> – Census, registration of vital events, sample registration system <i>Morbidity and mortality indicators</i> – Definition, calculation and interpretation 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Role play Suggested field visits Field practice 	<ul style="list-style-type: none"> Short answer Essay

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

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ● <i>Review:</i> <ul style="list-style-type: none"> ○ Basic Demography and vital statistics ○ Sources of vital statistics ○ Common sampling techniques, frequency, distribution ○ Collection, analysis, interpretation of data ● Analysis of data for community needs assessment and preparation of health action plan 	<ul style="list-style-type: none"> ● Field practice ● Group project on community diagnosis – data analysis - Health action planning 	
IX	12 (T)	<ul style="list-style-type: none"> ● Describe the system management of delivery of community health services in rural and urban areas 	<p>Management of delivery of community health services:</p> <ul style="list-style-type: none"> ● Planning, budgeting and material management of CHC, PHC, SC/HWC ● Manpower planning as per IPHS standards ● Rural: Organization, staffing and material management of rural health services provided by Government at village, SC/HWC, PHC, CHC, hospitals – district, state and central ● Urban: Organization, staffing, and functions of urban health services provided by Government at slums, dispensaries, special clinics, municipal and corporate hospitals ● Defense services ● Institutional services ● Other systems of medicine and health: Indian system of medicine, AYUSH clinics, Alternative health care system referral systems, Indigenous health services 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Visits to various health care delivery systems ● Supervised field practice 	<ul style="list-style-type: none"> ● Essay ● Short answer ● Filed visit Reports
X	15 (T)	<ul style="list-style-type: none"> ● Describe the leadership role in guiding, supervising, and monitoring the health services and the personnel at the PHCs, SCs and community level including financial management 	<p>Leadership, Supervision and Monitoring</p> <ul style="list-style-type: none"> ● Understanding work responsibilities/job description of DPHN, Health Visitor, PHN, MPH (Female), Multipurpose health Worker (Male), AWWs and ASHA ● Roles and responsibilities of Mid-Level Health Care Providers (MLHPs) 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Demonstration ● Role play ● Suggested field visits ● Field practice 	<ul style="list-style-type: none"> ● Report on interaction with MPHs, HVs, ASHA, AWWs ● Participation in training programs ● Essay ● Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers (HWCs) 	<ul style="list-style-type: none"> 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 <p>Financial Management and Accounting & Computing at Health Centers (SC)</p> <ul style="list-style-type: none"> Activities for which funds are received Accounting and book keeping requirements – accounting principles & policies, book of accounts to be maintained, basic accounting entries, accounting process, payments & expenditure, fixed asset, SOE reporting format, utilization certificate (UC) reporting Preparing a budget Audit <p>Records & Reports:</p> <ul style="list-style-type: none"> Concepts of <i>records and reports</i> – importance, legal implications, purposes, use of records, principles of record writing, filing of records Types of <i>records</i> – community related records, registers, guidelines for maintaining Report <i>writing</i> – purposes, documentation of activities, types of reports Medical <i>Records Department</i> – functions, filing and retention of medical records Electronic <i>Medical Records (EMR)</i> – capabilities and components of EMR, 		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<p>electronic health record (EHR), levels of automation, attributes, benefits and disadvantages of HER</p> <ul style="list-style-type: none"> ● Nurses' responsibility in record keeping and reporting 		
XI	6 (T)	<ul style="list-style-type: none"> ● Demonstrate initiative in preparing themselves and the community for disaster preparedness and management 	<p>Disaster Management</p> <ul style="list-style-type: none"> ● Disaster types and magnitude ● Disaster preparedness ● Emergency preparedness ● Common problems during disasters and methods to overcome ● Basic disaster supplies kit ● Disaster response including emergency relief measures and Life saving techniques ● Use disaster management module 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Demonstration ● Role play ● Suggested field visits, and field practice ● Mock drills ● Refer Disaster module (NDMA) National Disaster/ INC – Reaching out in emergencies 	<ul style="list-style-type: none"> ● Essay ● Short answer
XII	3 (T)	<ul style="list-style-type: none"> ● Describe the importance of biomedical waste management, its process and management 	<p>Bio-Medical Waste Management</p> <ul style="list-style-type: none"> ● Waste collection, segregation, transportation and management in the community ● Waste management in health center/clinics ● Bio-medical waste management guidelines – 2016, 2018 (Review) 	<ul style="list-style-type: none"> ● Lecture cum Discussion ● Field visit to waste management site 	<ul style="list-style-type: none"> ● Field visit Report
XIII	3 (T)	<ul style="list-style-type: none"> ● Explain the roles and functions of various national and international health agencies 	<p>Health Agencies</p> <ul style="list-style-type: none"> ● International: WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, European Commission, Red Cross, USAID, UNESCO, ILO, CAR, CIDA, JHPIEGO, any other ● National: Indian Red Cross, Indian Council for Child Welfare, Family Planning Association of India, Tuberculosis Association of India, Central Social Welfare Board, All India Women's Conference, Blind Association of India, any other ● Voluntary Health Association of India (VHA) 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Field visits 	<ul style="list-style-type: none"> ● Essay ● Short answer

References/ Recommended Books (Latest Edition)

1. Park. K. Text book of Preventive & Social Medicine, M/s Banarsidas Bhanot Publishers, Green Park, New Delhi.
2. Kasthuri Sundar Rao, An Introduction to Community Health Nursing. B.I. Publications, Madras.
3. Suryakantha. Community Medicine-with Recent Advances, Jaypee Brothers Medical Publishers, New Delhi.
4. Gupta M.C & Mahajan B.K. Text Book of Preventive and Social Medicine, Jaypee Brothers Medical Publishers, New Delhi.
5. Gulani.K.K Community Health Nursing. Principles & practice. Kumar Publishing House, Delhi.
6. Basavanthappa B. T. Essentials of Community Health Nursing, Jaypee Brothers Medical Publishers, New Delhi.
7. A Community Health Nursing Manual, TNAI, New Delhi.
8. Kamalam S, Essentials in Community Health Nursing Practice, Jaypee Brothers Medical Publishers, New Delhi.
9. Rahim Asma, Principles and Practice of Community Medicine, Jaypee Brothers Medical Publishers, New Delhi.
10. Swarnkar K. Community Health Nursing, Latest edition, N.R. Brothers, Indore.
11. IMNCI (Integrated Management of Neonatal and Childhood Illness) Module, WHO
12. BPCCHN (Bridge Programme (Certificate) in Community Health for Nurses) Module, IGNOU, New Delhi
13. Neelam Kumari. A Text Book of Community Health Nursing, I, S.Vikas & Company, Jalandhar
14. Mahabalraju D K, Essentials of Community Medicine Practicals, Jaypee Brothers Medical Publishers, New Delhi.
15. Kamalam S. Essentials of Community Health Nursing Practice, Jaypee Brothers, New Delhi.
16. Bijayalakshmi Dash, A comprehensive Textbook of Community Health Nursing, Jaypee Brothers, New Delhi.
17. Stanhope M. Lancaster J. Community Health Nursing, CV Mosby Company, St Louis.
18. Clark M J. Nursing in the community, Appleton and Lange, Connecticut.
19. GM Veerabadrappa, The Short Text book of Community Health Nursing, (Vol 1 and 2), Jaypee Brothers, New Delhi.
20. National & International Journals on Community Health Nursing and Community Medicine.
21. Bulletin of the World Health Organization, WHO, Geneva
22. Online resources from National Centre for Disease Control India, WHO & National Health Mission.

23. Online resources from Ministry of Health and Family Welfare, National Institute of Disaster management and National Disaster Management authority.

CLINICAL PRACTICUM

Clinical practicum – 2 credits (160 hours)

PRACTICE COMPETENCIES:

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

1. Screen, diagnose, manage and refer clients with common conditions/ emergencies
2. Assess and provide antenatal, intra-partum, postnatal and new- born care
3. Promote adolescent Health
4. Provide family welfare Services
5. Screen, diagnose, manage and refer clients with occupational health problem
6. Screen, assess and manage elderly with health problems and refer appropriately
7. Screen, diagnose, manage and refer clients who are mentally unhealthy
8. Participate in community diagnosis – data management
9. Participate in health center activities
10. Organize and conduct clinics/ health camps in the community
11. Collaborate with Mid-level Health Providers, as an integral part of the health team of HWCs, in providing Comprehensive Primary Health care.
12. Prepare for disaster preparedness and management
13. Recognize the importance and observe the biomedical waste management process.

Clinical Postings (4 weeks × 40 hours per week)

Duration in Weeks	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
2 weeks (Urban)	<ul style="list-style-type: none"> • Screen, diagnose, manage and refer clients with common conditions/ emergencies 	<ul style="list-style-type: none"> • Screening, diagnosing, management and referral of clients with common conditions/ emergencies 	<ul style="list-style-type: none"> • Screening, diagnosing, Primary management and care based on standing orders/protocols approved by MOH&FW 	<ul style="list-style-type: none"> • Clinical performance assessment
2 Weeks (Rural)	<ul style="list-style-type: none"> • Assess and provide antenatal, intra-partum, postnatal and new- born care • Promote adolescent Health 	<ul style="list-style-type: none"> • Assessment (physical & nutritional) of antenatal, intrapartum, postnatal and newborn • Conduction of normal delivery at health center • Newborn care • Counsel adolescents 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • OSCE during posting • Final clinical examination (University) • Clinical performance assessment

Duration in Weeks	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
	<ul style="list-style-type: none"> ● Provide family welfare Services ● Screen, diagnose, manage and refer clients with occupational health problem ● Screen, assess and manage elderly with health problems and 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 	<ul style="list-style-type: none"> ● Family planning counselling ● Distribution of temporary contraceptives – condoms, OCP's, emergency contraceptives ● Screening, diagnosing, management and referral of clients with occupational health problems ● Health assessment of elderly ● Mental health screening ● Participation in Community diagnosis – data management ● Writing health center activity report ● Organizing and conducting clinics/camp ● Participation in disaster mock drill 	<ul style="list-style-type: none"> ● antenatal – 1 ● Intra-partum – 1 ● Postnatal – 1 ● Newborn – 1 ● Conduction of Normal delivery at a Rural hospital / Health Center and documentation – 2 ● Immediate newborn care and documentation – 1 ● Adolescent counseling – 1 ● Family planning counselling – 1 ● Family care plan -1 (Rural or Urban) ● Family case study -1 (Rural or Urban) ● Screening, diagnosing, management and referral of clients with occupational health problems – 1 ● Health assessment (Physical & nutritional) of elderly – 1 ● Mental health screening survey- 1 <p>Group project: Community diagnosis data management.</p> <ul style="list-style-type: none"> ● Write report on health center activities – 1 ● Organizing and conducting Antenatal/ under-five clinic/ Health camp – 1 ● Participation in disaster mock drills ● Field visit to bio-medical waste management site ● Visit to AYUSH clinic 	<ul style="list-style-type: none"> ● OSCE ● Family Case study evaluation ● Clinical performance evaluation ● OSCE ● Project evaluation ● Assessment of field visit report

NURSING RESEARCH AND STATISTICS

PLACEMENT: SEMESTER VII

NRST-405

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 set of data
8. Develop a research proposal
9. Plan and conduct a group/individual research project

COURSE OUTLINE

T – Theory, P-Practicum

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	6 (T)	<ul style="list-style-type: none"> ● 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 	<p>Research and Research Process</p> <ul style="list-style-type: none"> ● Introduction and need for nursing research ● Definition of Research & nursing research ● Steps of scientific method ● Characteristics of good research ● Steps of Research process – overview ● Evidence Based Practice – Concept, Meaning, Purposes, Steps of EBP, Process and Barriers 	<ul style="list-style-type: none"> ● Lecture cum Discussion ● Narrate steps of research process followed from examples of published studies ● Identify research priorities on a given area/ specialty ● List examples of Evidence Based Practice 	<ul style="list-style-type: none"> ● Short answer ● Objective type
II	2 (T) 8 (P)	<ul style="list-style-type: none"> ● Identify and state the research problem and 	<p>Research Problem/Question</p> <ul style="list-style-type: none"> ● Identification of problem area ● Problem statement 	<ul style="list-style-type: none"> ● Lecture cum Discussion ● Exercise on writing 	<ul style="list-style-type: none"> ● Short answer ● Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		objectives	<ul style="list-style-type: none"> Criteria of a good research problem Writing objectives and hypotheses 	statement of problem and objectives	<ul style="list-style-type: none"> Formulation of research questions/ objectives/ hypothesis
III	2 (T) 6 (P)	<ul style="list-style-type: none"> Review the related literature 	Review of Literature <ul style="list-style-type: none"> Location Sources On line search: CINHAL, COCHRANE etc. Purposes Method of review 	<ul style="list-style-type: none"> Lecture cum Discussion Exercise on reviewing one research report/ article for a selected research problem Prepare Annotated Bibliography 	<ul style="list-style-type: none"> Short answer Objective type Assessment of review of literature on given topic presented
IV	4 (T) 1 (P)	<ul style="list-style-type: none"> Describe the Research approaches and designs 	Research Approaches and Designs <ul style="list-style-type: none"> Historical, survey and experimental Qualitative and Quantitative designs 	<ul style="list-style-type: none"> Lecture cum Discussion Identify types of research approaches used from examples of published and unpublished research Studies with rationale 	<ul style="list-style-type: none"> Short answer Objective type
V	6 (T) 6 (P)	<ul style="list-style-type: none"> Explain the Sampling process Describe the methods of data collection 	Sampling and data Collection <ul style="list-style-type: none"> Definition of Population, Sample Sampling criteria, factors influencing sampling process, types of sampling techniques Data – <i>why, what, from whom, when and where</i> to collect Data collection methods and instruments <ul style="list-style-type: none"> Methods of data collection Questioning, interviewing Observations, record analysis and measurement Types of instruments, Validity & Reliability of the Instrument Research ethics Pilot study Data collection procedure 	<ul style="list-style-type: none"> Lecture cum Discussion Reading assignment on examples of data collection tools Preparation of sample data collection tool Conduct group research project 	<ul style="list-style-type: none"> Short answer Objective type Developing questionnaire/ Interview Schedule/ Checklist
VI	4 (T) 6 (P)	<ul style="list-style-type: none"> Analyze, Interpret and summarize the research data 	Analysis of data <ul style="list-style-type: none"> Compilation, Tabulation, classification, summarization, presentation, interpretation of data 	<ul style="list-style-type: none"> Lecture cum Discussion Preparation of sample tables 	<ul style="list-style-type: none"> Short answer Objective type Analyze and interpret given data
VII	12 (T) 8 (P)	<ul style="list-style-type: none"> Explain the use of statistics, scales of measurement and graphical 	Introduction to Statistics <ul style="list-style-type: none"> Definition, use of statistics, scales of measurement. Frequency distribution and 	<ul style="list-style-type: none"> Lecture cum Discussion Practice on graphical presentations 	<ul style="list-style-type: none"> Short answer Objective type Computation of descriptive

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>presentation of data</p> <ul style="list-style-type: none"> Describe the measures of central tendency and variability and methods of Correlation 	<p>graphical presentation of data</p> <ul style="list-style-type: none"> Mean, Median, Mode, Standard deviation Normal Probability and tests of significance Co-efficient of correlation Statistical packages and its application 	<ul style="list-style-type: none"> Practice on computation of measures of central tendency, variability & correlation 	<p>statistics</p>
VIII	<p>4 (T) 5 (P)</p> <p>40 Hrs (Clinical Project)</p>	<ul style="list-style-type: none"> Communicate and utilize the research findings 	<p>Communication and utilization of Research</p> <ul style="list-style-type: none"> Communication of research findings Verbal report Writing research report Writing scientific article/paper Critical review of published research including publication ethics Utilization of research findings Conducting group research project 	<ul style="list-style-type: none"> Lecture cum Discussion Read/ Presentations of a sample published/ unpublished research report Plan, conduct and Write Individual / Group research project. 	<ul style="list-style-type: none"> Short answer Objective type Oral Presentation Development of research proposal Assessment of research Project

References/Recommended Books (Latest Edition)

1. Polit D F & Beck C T, Nursing Research: Principles and Methods , Lippincott Williams and Wilkins
2. Polit .D F & Beck C T, Essentials of Nursing Research- Appraising evidence for Nursing practice, Lippincott Williams and Wilkins
3. Burns N. & Susan K Groove. Understanding Nursing Research building an Evidenced Based Practice. W.B. Saunders, St. Louis.
4. Wood GL & Haber J. Nursing research methods and Critical Appraisal for Evidenced Based Practice. Elsevier.
5. Suresh Sharma. Nursing research and statistics. Elsevier
6. Treece & Treece. Elements of Research in Nursing C.V. Mosby Company
7. Nursing Research and Statistics. Nursing Research Society of India. Pearson. Delhi
8. Assuma Beevi TM. Essentials of Nursing Research, Xtreme Services 4U
9. Kochuthresiamma Thomas. Nursing Research, V Publishers, Kottayam.
10. Bincy R. Nursing Research Building Evidence for Practice, Viva Books Private Ltd.
11. Janet Houser. Nursing Research Reading Using and Creating Evidence. Jones and Bartlett India Pvt.Ltd.
12. Rajee Reghunath. Text Book of Nursing Research. Masters Publishers, Kollam.
13. B.K Mahajan, Methods in Biostatistics for medical students and research workers, Jaypee

Brothers Medical Publishers.

14. Raman Kalia, Bharath Pareek, Nursing Research and Biostatistics, Vision Health Sciences Publishers, Punjab.

15. P.S.S.Sundar Rao, G Jesudian and J.Richard, An introduction to biostatistics, a manual for students in Health Sciences,

16. National & International Journals on Research

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

PLACEMENT: SEMESTER VII

N-MIDW-II /OBGN-410

THEORY : 3 Credits (60 hours)

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

DESCRIPTION: This course is designed for students to develop knowledge and competencies on the concepts and principles of obstetrics 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)	<ul style="list-style-type: none"> • 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 	<p>Recognition and Management of problems during Pregnancy</p> <ul style="list-style-type: none"> • Assessment of high-risk pregnancy <p>Problems/Complications of Pregnancy</p> <ul style="list-style-type: none"> • Hyper-emesis Gravidarum, • Bleeding in early pregnancy – abortion, ectopic pregnancy, vesicular mole • Unintended or mistimed pregnancy • Post abortion care & counseling • Bleeding in late pregnancy placenta previa, abruption placenta, trauma • Medical conditions complicating pregnancy – Anemia, PIH/Preeclampsia, Eclampsia, GDM, cardiac disease, pulmonary disease, thyrotoxicosis, STDs, HIV, Rh incompatibility. • Infections in pregnancy – urinary tract infection, bacterial, viral, protozoal, fungal, malaria in pregnancy • Surgical conditions complicating pregnancy – appendicitis, acute abdomen • COVID-19 & pregnancy and children • Hydramnios • Multiple pregnancy • Abnormalities of placenta and cord • Intra uterine growth restriction • Intra uterine fetal death • 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 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Video & films • Scan reports • Case discussion • Case presentation • Drug presentation • Health talk • Simulation • Role play • Supervised Clinical practice • WHO midwifery toolkit • GoI guideline – screening for hypothyroidism, screening for syphilis, deworming during pregnancy, diagnosis and management of GDM 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • Assessment of skills with check list • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
II	20 (T) 15 (L) 80 (C)	<ul style="list-style-type: none"> Identify, provide initial management and refer women with problems during labour within the scope of Midwifery practice. 	<p>Recognition and management of abnormal labour</p> <ul style="list-style-type: none"> Preterm labour – Prevention and management of preterm labour; (Use of antenatal corticosteroids in preterm labour) Premature rupture of membranes Malpositions and abnormal presentations (posterior position, breech, brow, face, shoulder) Contracted Pelvis, 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 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Essay Short answer Objective type Assessment of skills with check list OSCE
III	9 (T) 5 (L) 40 (C)	<ul style="list-style-type: none"> Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions. 	<p>Recognition and Management of postnatal problems</p> <ul style="list-style-type: none"> Physical examination, identification of deviation from normal Puerperal complications and its management <ul style="list-style-type: none"> Puerperal pyrexia Puerperal sepsis Urinary complications Secondary Postpartum 	<ul style="list-style-type: none"> Lecture Demonstration Case discussion/ presentation Drug presentation Supervised clinical practice 	<ul style="list-style-type: none"> Quiz Simulation Short answer OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> hemorrhage • Vulval hematoma • Breast engorgement including mastitis/ breast abscess, feeding problem • Thrombophlebitis • DVT • Uterine sub involution • Vesico vaginal fistula (VVF), Recto vaginal fistula (RVF) • Postpartum depression/ psychosis • Drugs used in abnormal puerperium • Policy about referral 		
IV	7 (T) 5 (L) 40 (C)	• Describe high risk neonates and their nursing management	<p>Assessment and management of High-risk newborn (Review)</p> <ul style="list-style-type: none"> • 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 • 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, <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Simulation • Case discussion/ presentation • Drug presentation • Supervised Clinical practice • Integrated Management of Neonatal Childhood Illnesses (IMNCI) 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of skills with check list • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			reports		
V	12 (T) 5 (L) 80 (C)	<ul style="list-style-type: none"> Describe the assessment and management of women with gynecological disorders. 	<p>Assessment and management of women with gynecological disorders</p> <ul style="list-style-type: none"> Gynecological assessment – History and Physical assessment Breast Self-Examination Congenital abnormalities of female reproductive system Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and management of women with <ul style="list-style-type: none"> Menstrual abnormalities Abnormal uterine bleed Pelvic inflammatory disease Infections of the reproductive tract Uterine displacement Endometriosis Uterine and cervical fibroids and polyps Tumors – uterine, cervical, ovarian, vaginal, vulval Cysts – ovarian, vulval Cystocele, urethrocele, rectocele Genitor-urinary fistulas Breast disorders – infections, deformities, cysts, tumors HPV vaccination Disorders of Puberty and menopause Hormonal replacement therapy Assessment and management of couples with infertility <ul style="list-style-type: none"> Infertility – definition, causes Counseling the infertile couple Investigations – male and female Artificial reproductive technology Surrogacy, sperm and ovum donation, cryopreservation Adoption – counseling, procedures Injuries and Trauma; Sexual violence Drugs used in treatment of gynaecological disorders 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Case discussion/ presentation Drug presentation Videos, films Simulated practice Supervised Clinical practice Visit to infertility clinic and ART centers 	<ul style="list-style-type: none"> Essay Short answer Objective type Assessment of skills with check list OSCE

Note: Completion of Safe delivery app and SBA Module during Semester VII

References/Recommended Books (Latest Edition)

1. Nima Bhasker. Midwifery and Obstetrical Nursing, EMMESS Medical Publishers
2. Shobha Naidu, Obstetrics and Gynaecology Nursing, Elsevier Clinical skills Manuel, South Asia Edition, Elsevier.
3. Dutta. D C & Hiralal Konar. D C Dutta's Text book of Obstetrics, Jaypee Brothers Medical Publishers.
4. Padubidri. V.G, Shaws' Text book of Gynaecology, Elsevier.
5. Dutta D.C & Hiralal Konar, Dutta's Textbook of Gynaecology, Jaypee Brothers Medical Publishers.
6. Jayne E, Marshall & Maureen D. Raynor, Myles Text Book for Midwives, Elsevier
7. Arulkumaran.S, Sivanesaratnam, Alokendu Chatterjee & Pratap Kumar, Essentials of Obstetrics, Jaypee Brothers Medical Publishers.
8. Pillitteri A, Maternal and Child Health Nursing, Care of the Childbearing & Childrearing Family, Wolters Kluwer
9. Annamma Jacob, Maternal and Neonatal Nursing care plans, Jaypee Brothers Medical Publishers.
10. Aris' Practical Guide to HIGH-RISK Pregnancy & Delivery, Elsevier
11. Sheila Balakrishnan, Text Book of Gynaecology, Paras Medical Publishers
12. Balley James & Grayson, Jane, Obstetric and Gynecological Nursing, ELBS, Billiere Tindall
13. Hephzibah- undergraduate Manual of Clinical Cases in Obstetrics & Gynaecology, Elsevier
14. James David, High risk Pregnancy Management options, W B Saunders, Elsevier
15. Raman AV, Reeder & Martin, Maternity Nursing Family, New borne and women's Health care, Wolters Kluwer Lippincott.
16. Lowdermilk & Perry, Maternity and Women's health care, Mosby Publishers
17. Seshadri Lekshmi. Essentials of Gynaecology, Wolters Kluwer Publishers, New Delhi.
18. National and international Journals in Midwifery, Obstetrics & Gynaecology Nursing
19. Online resources from Ministry of Health & Family Welfare, National Health Mission & WHO

CLINICAL PRACTICUM

SKILL LAB & CLINICAL:

Skill Lab – 1 Credit (40 hours); Clinical – 4 Credits (320 hours)

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

1. Identify, stabilize and refer antenatal women with complications
2. Provide care to antenatal women with complications
3. Provide post abortion care & counselling
4. Assist in the conduction of abnormal vaginal deliveries and caesarean section.

5. Demonstrate skills in resuscitating the newborn
6. Assist and manage complications during labour
7. Identify postnatal and neonatal complications, stabilize and refer them
8. Provide care for high risk antenatal, intranatal and postnatal women and their families using nursing process approach
9. Provide care for high risk newborn
10. Assist in advanced clinical procedures in midwifery and obstetric nursing
11. Provide care for women during their non-childbearing period.
12. Assess and care for women with gynecological disorders
13. Demonstrate skills in performing and assisting in specific gynecological procedures
14. Counsel and care for couples with infertility

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

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

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

Clinical area	Duration weeks	Learning Outcomes	Procedural Competencies/ Clinical skills	Clinical requirements	Assessment Methods
Antenatal OPD/ infertility clinics/	2 weeks	<ul style="list-style-type: none"> ● Perform/assist in selected advanced antenatal diagnostic procedures ● Provide antenatal 	<ul style="list-style-type: none"> ● Kick chart, DFMC ● Assist in NST/CTG/USG ● Assisting in advanced diagnostic procedures ● Care of antenatal women with complications in pregnancy 	<ul style="list-style-type: none"> ● Antenatal Assessment -10 ● Health talk ● Case study-1 	<ul style="list-style-type: none"> ● Simulation ● Case presentation ● OSCE

Clinical area	Duration weeks	Learning Outcomes	Procedural Competencies/ Clinical skills	Clinical requirements	Assessment Methods
Reproductive medicine and antenatal ward		<p>care for women with complications of pregnancy</p> <ul style="list-style-type: none"> • Counsel antenatal mothers • Provide post abortion care and postnatal counseling • Provide counseling and support to infertile couples 	<ul style="list-style-type: none"> • Antenatal counseling • Preparation for childbirth, Birth preparedness and complication readiness • Post abortion care • Post abortion counseling • Counseling infertile couples 		
Labour room	2 weeks	<ul style="list-style-type: none"> • Conduction of normal childbirth • Conduct/assist in abnormal deliveries • Monitor labour using partograph • Identify and manage complications during labour 	<ul style="list-style-type: none"> • Assessment of woman in labour • Partograph • Pervaginal examination if indicated • Obstetric examination • Care during first stage of labour • Pain management techniques • Upright and alternative positions in labour • Preparation for labour – articles, physical, psychological • Conduction of normal childbirth • Essential newborn care • Newborn resuscitation • Active management of third stage of labour • Monitoring and care during fourth stage of labour • Identification, stabilization, referral and assisting in management of prolonged labour, cervical dystocia, CPD, contracted pelvis • Assist in the management of abnormal deliveries – posterior position, breech deliveries, twin deliveries, vacuum extraction, forceps delivery, shoulder dystocia Assist in cervical encercelage procedures, D&C, D&E • Identify, assist and manage trauma to the birth canal, retained placenta, post-partum hemorrhage, uterine atony 	<ul style="list-style-type: none"> • Partograph recording -5 • Pain management during labour • Conduction of normal childbirth -5 • Assisting in abnormal deliveries -5 • Managing complication during labour • Case study • Case presentation-1 	<ul style="list-style-type: none"> • Assignment • Case study • Case presentation • Simulation • OSCE

Clinical area	Duration weeks	Learning Outcomes	Procedural Competencies/ Clinical skills	Clinical requirements	Assessment Methods
			<ul style="list-style-type: none"> Management of obstetric shock 		
Postnatal Ward	1 week	<ul style="list-style-type: none"> Perform postnatal assessment and identify postnatal complications Provide postnatal care Provide family welfare services 	<ul style="list-style-type: none"> Postnatal history collection and physical examination Identify postnatal complications Care of postnatal mothers – abnormal deliveries, caesarean section Care of normal newborn Lactation management Postnatal counseling Health teaching on postnatal and newborn care Family welfare counseling 	<ul style="list-style-type: none"> Health talk - 1 Postnatal assessment -5 Newborn assessment -3 Case presentation PPIUCD - insertion and removal 	<ul style="list-style-type: none"> Role play Assignment Case study Case presentation Simulation Vignettes OSCE
Neonatal Intensive Care Unit	1week	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Neonatal assessment – identification of complication, congenital anomalies. Observation of newborn Neonatal resuscitation Phototherapy and management of jaundice in newborn Assist in Exchange transfusion Neonatal feeding – spoon and katori, paladai, NG tube Care of baby in incubator, ventilator, warmer Infection control in the nursery Neonatal medications Starting IV line for newborn, drug calculation 	<ul style="list-style-type: none"> Case study Case presentation Assignments Simulated practice 	<ul style="list-style-type: none"> Case presentation Care study Care plan Simulation, Vignettes OSCE
Obstetric/ Gynaec Operation theatre & Gynecology ward	2weeks	<ul style="list-style-type: none"> Assist in gynecological and obstetric surgeries Care for women with gynecological disorders 	<ul style="list-style-type: none"> Observe/Assist in caesarean section Management of retained placenta Gynecological surgeries Hysterectomy Uterine rupture Care of women with gynecological conditions Health education 	<ul style="list-style-type: none"> Assisting in obstetric and gynecological surgery Tray set-up for caesarean section Care plan-1 	<ul style="list-style-type: none"> Assignment Tray set-up for obstetric and gynecological surgeries Case presentation Simulation Vignettes

SEMESTER VIII

INTERNSHIP

Internship is integrated as practicum in the eighth semester of BSc Nursing programme. It includes intensive practicum / Residency posting for 22 weeks (1056 Hours) with 12 credits integrated in five specialty areas as follows.

Semester	Course Code	Course/ Subject Title	Clinical credits	No of weeks	Clinical Contact hours
Eighth (Internship)	INTE 415	Community Health Nursing	1 credit = 88 Hrs (4 hours x 22 weeks = 88 Hrs)	4	192
	INTE 420	Adult Health Nursing		6	288
	INTE 425	Child Health Nursing		4	192
	INTE 430	Mental Health Nursing		4	192
	INTE 435	Midwifery/ Obstetrics and Gynaecology (OBG) Nursing		4	192
				TOTAL	12

One semester = 22 weeks X 48 hours per week = 1056 hours

1 credit internship = 88 Hours @ 4 hours per week per Semester (4 Hrs x 22 Weeks = 88 Hrs)

2.7 Total Number of Hours

Duration of the program : Four Years (8 Semesters)

Semester I to semester VII

Weeks available for Instruction per Semester : 20 Weeks (100 working days)

Total hours per semester @ 40 Hours per week : 800 Hours

Semester VIII

Weeks available for Internship per Semester : 22 Weeks

Total hours of internship @ 48 Hours per Week : 1056 Hours

**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 (including Internship)	48	3936	62
	Total	153	6336 hours	100

**Distribution of Credits & Hours by Courses, Internship & Electives
including Co-curricular and Self-study Hours**

S. No	Credits	Theory (Cr/Hrs)	Lab (Cr/Hrs)	Clinical (Cr/Hrs)	Total credits	Total Hours
1	Course credits	90 credit over 1800 hours	15/ 600	36/ 2880	141	5280
2	Internship	--	--	12/ 1056	12	1056
3	Electives	--	--	--	3	60
	Total	--	--	48 / 3936	156	6396
4	Self-Study and Co-curricular	Co- Curricular @ 12 credits over 240 hours	--	--	12	240
		Self-study (Saturdays) @ 5 Hrs per week per semester (5 Hr x 20 Weeks x 7 semesters = 700 Hrs)			35	700
		Total			47	940

Note: Record of elective Modules, Self-study and Co-curricular Activities should be maintained.

2.8 Branches if any with definition

Not Applicable

2.9 Teaching Learning Methods

As given under section 2.6 Syllabus.

2.10 Content of each Subject in each Year

Semester wise course outline and content as given under section 2.6 Syllabus.

2.11 Number of Hours per subject

As given under section 2.4, 2.5 and 2.6 Syllabus.

2.12 Practical Training

As given under section 2.6 Syllabus.

2.13 Records

Following minimum records should be maintained in the College:

- **For Students**

1. Admission record
2. Health record
3. Class attendance record
4. Clinical and Field Experience record
5. Internal assessment record for both theory and practical
6. Mark List Register of University Results
7. Record of extracurricular activities of students
8. Leave record
9. Record books
 - Procedure / Log Book
 - Practical Record books
 - Midwifery Record Book as prescribed by the Council.

- **For each academic year, for each class/batch**

10. Course contents record (for each course/subjects)
11. The record of the academic performance
12. Rotation plans for each Semester
13. Record of committee meetings
14. Record of the stock of the College
15. Affiliation record
16. Grant-in-aid record (if any)
17. Cumulative record.
18. Record of educational activities organized for faculty (CNEs) and students
19. Annual reports (Record) of the achievement of the College.
20. Detailed and up-to-date record of each activity carried out in the College.

2.14 Dissertation

Not Applicable

2.15 Specialty Training if any

Not Applicable

2.16 Project work to be done if any

Assignments and project works as given under section 2.6 Syllabus.

2.17 Any Other requirements (CME / Paper Publishing etc)

Institution shall organize educational activities for faculty and students (CNEs). A

record of the same including CNE conducted / participated and Papers published by the faculty and students shall be maintained.

2.18 Prescribed / Recommended Textbook for each subject

The latest edition of the recommended References / Books for each subject as given under section 2.6 Syllabus.

2.19 Reference books

The latest edition of the recommended Reference Books as well as the online resources as given under section 2.6 Syllabus.

2.20 Journals

As recommended under section 2.6 Syllabus.

2.21 Logbook

A logbook should be maintained as per the format given by KUHS.

3 EXAMINATIONS

3.1 Eligibility to Appear for Examinations

1. A candidate must have a minimum of 80% attendance in theory and practical in each course / subject for appearing for University Examination. A minimum of 80% attendance in all the non-exam going subjects in the concerned semester also is essential for registering a candidate for the university examination.

Condonation of Shortage of Attendance

The Condonation of shortage of attendance of a candidate to a **Maximum of 10%**, for subject/ subjects (in theory or in practical or both) can be granted once only, during the entire course period. The Principal / Head of the Institutions are empowered to grant Condonation for shortage of attendance on recommendation by the HOD / under intimation to KUHS on genuine grounds only. In such cases the Principal shall submit a declaration that the particular candidate has not enjoyed this facility previously in the particular course.

There shall be a register for recording the Condonation availed in the office of Principal. However, a candidate must have to complete 80% of attendance in each of the theory and 100% attendance in each of the practical areas before award of Degree.

2. A candidate must have to complete 80% of attendance in each of the theory and 100% attendance in each of the practical areas before award of Degree.
3. The candidate must secure 50% marks for internal assessment in theory and practical, wherever is applicable in order to be eligible to appear in the university examination of the subject. Minimum pass mark shall be 40% for Communicative English and Elective modules.

4. The candidate shall appear for University examinations at the end of each semester:
 - i. The candidate shall have cleared all the previous University examinations before appearing for University examinations at the end of fifth semester and before appearing for University examinations at the end of Seventh semester. However, the candidates shall be permitted to attend the consecutive semesters.
 - ii. The candidate should clear all the previous examinations before appearing for final Semester / (Eighth Semester) examination.
 - iii. The maximum period to complete the course successfully should not exceed 8 years.
5. The Principal / Head of the institution shall submit Attendance Certificate of eligible candidates at the time of registration for examinations in each semester.

3.2 Schedule of Regular / Supplementary Examination

Examinations shall be conducted as per the schedule approved by the Board of Examinations. Regular University examinations will be conducted at the end of each Semester.

Supplementary examinations shall be conducted along with the End Semester University examinations. However, for ensuring the supplementary chances for failed students, University examinations of different subjects shall not be scheduled on the same date.

A student who failed in a subject/ subjects may be permitted to reappear in the subsequent end semester university examination.

3.3 Scheme of Examination showing maximum and minimum marks

1. Candidate who has secured a minimum of 50% marks in theory (for internal and university examination separately) and 50% marks in practical (for internal and university examination separately) in a subject, shall be declared to have passed in that subject.
2. Candidate who has secured a minimum of 50% marks in aggregate in a Subject/ paper having more than one Sections shall be declared to have passed in all the concerned Sections of that subject/ paper.
3. A minimum of 40% marks shall be the pass mark in Internal / College examination for Communicative English and Elective modules.
4. A candidate failing in either theory or practical of a subject has to reappear for both theory and practical of that subject.
5. A candidate who passed all the subjects (including theory and Practical) from Semester I to semester VIII and completed 80% of attendance in theory and 100% of Attendance in practical in each subject shall be declared to have passed the BSc Nursing Course.

3.4 Papers in each year

Semester wise distribution of papers with marks in internal assessment, End of Semester College Exam, and End of Semester University Exam for each Course / Subject is shown below.

SEMESTER I

S. No.	Course Code	Course	Assessment Marks)				
			Internal Marks	End Semester College Exam	End Semester University Exam	Hours	Total Marks
Theory							
1	ENGL-101	Communicative English	25	25		2	50
2	ANAT-105 PHYS-110	Applied Anatomy & Applied Physiology	25		75	3	100
3	SOCI-115 PSYC-120	Applied Sociology & Applied Psychology	25		75	3	100

Note: The internal marks of the Nursing Foundations I Theory & Practical in the first Semester will be added to Nursing Foundations II Theory & Practical respectively in the Second Semester.
(Total weightage remains the same)

SEMESTER II

S. No	Course Code	Course	Assessment (Marks)				
			Internal Marks	End Semester College Exam	End Semester University Exam	Hours	Total Marks
Theory							
1	BIOC-135 NUTR-140	Applied Biochemistry and Applied Nutrition & Dietetics	25	--	75	3	100
2	N-NF-I-125 N-NF-II-125	Nursing Foundations (I & II)	25 (average of Sem I - 25 & Sem II -25)	--	75	3	100
3	HNIT-145	Health/Nursing Informatics & Technology	25	25	--	2	50
Practical							
4	N-NF-I-125 N-NF-II-125	Nursing Foundations (I & II)	50 (Sum of Sem I-25 & Sem II-25)	--	50	3 - 5	100

SEMESTER III

S. No	Course Code	Course	Assessment (Marks)				
			Internal Marks	End Semester College Exam	End Semester University Exam	Hours	Total Marks
Theory							
1	MICR-201	Applied Microbiology and Infection Control including Safety	25	--	75	3	100
2	N-AHN-I-215	Adult Health Nursing I	25	--	75	3	100
Practical							
3	N-AHN-I-215	Adult Health Nursing I	50	--	50	3-5	100

Note: The internal marks of Pharmacology I and Pathology I & Genetics in third semester will be added to the Pharmacology II and Pathology II & Genetics in the Fourth Semester
(Total weightage remains the same).

SEMESTER IV

S. No	Course Code	Course	Assessment (Marks)				
			Internal Marks	End Semester College Exam	End Semester University Exam	Hours	Total Marks
Theory							
1	PHAR-I-205 PHAR-II-205 PATH-I-210 PATH-II-210	Pharmacology & Pathology (I & II) and Genetics	25 (average of Sem III: 25 & Sem IV: 25)	--	75	3	100
2	N-AHN-II-225	Adult Health Nursing II	25	--	75	3	100
3	PROF-230	Professionalism, Ethics and Professional Values	25	25	--	2	50
Practical							
4	N-AHN-II-225	Adult Health Nursing II	50	--	50	3-5	100

SEMESTER V

S. No	Course Code	Course	Assessment (Marks)				
			Internal Marks	End Semester College Exam	End Semester University Exam	Hours	Total Marks
Theory							
1	N-COMH-I-310	Community Health Nursing I including Environmental Science & Epidemiology	25	--	75	3	100
2	EDUC-315	Educational Technology / Nursing Education	25	--	75	3	100
3	N-FORN-320	Introduction to Forensic Nursing and Indian Laws	25	25	--	2	50
Practical							
4	N-COMH-I-310	Community Health Nursing I	50	--	50	3-5	100

Note: Internal marks of Child Health Nursing I & Mental Health Nursing I of Semester V will be added to Child Health Nursing II & Mental Health Nursing II in both theory and practical respectively of Semester VI (Total weightage remains same)

SEMESTER VI

S. No	Course Code	Course	Assessment (Marks)				
			Internal Marks	End Semester College Exam	End Semester University Exam	Hours	Total Marks
Theory							
1	N-CHN-I-301 N-CHN-II-301	Child Health Nursing (I & II)	25 (average of Sem V: 25 & Sem VI: 25)	--	75	3	100
2	N-MHN-I-305 N-MHN-II-305	Mental Health Nursing (I & II)	25 (average of Sem V: 25 & Sem VI: 25)	--	75	3	100
3	NMLE-330	Nursing Management & Leadership	25	--	75	3	100
Practical							
5	N-CHN-I-301 N-CHN-II-301	Child Health Nursing (I & II)	50 (Sum of Sem V: 25 & Sem VI: 25)	--	50	3-5	100
6	N-MHN-I-305 N-MHN-II-305	Mental Health Nursing (I & II)	50 (Sum of Sem V: 25 & Sem VI: 25)	--	50	3-5	100

Note: Internal marks of Midwifery I theory and practical in Semester VI will be added to Midwifery II theory & practical respectively in Semester VII (Total weightage remains the same).

SEMESTER VII

S. No	Course Code	Course	Assessment (Marks)				
			Internal Marks	End Semester College Exam	End Semester University Exam	Hours	Total Marks
Theory							
1	N-COMH-II-401	Community Health Nursing II	25	--	75	3	100
2	NRST-405	Nursing Research & Statistics	25	--	75	3	100
3	N-MIDW-I/OBGN-335 N-MIDW-II/OBGN-410	Midwifery/ Obstetrics and Gynecology(OBG) Nursing (I & II)	25 (average of Sem VI: 25 & Sem VII: 25)	--	75	3	100
Practical							
4	N-COMH-II-401	Community Health Nursing II	50	--	50	3-5	100
5	N-MIDW-I/OBGN-335 N-MIDW-II/OBGN-410	Midwifery/ Obstetrics and Gynecology(OBG) Nursing (I & II)	50 (Sum of Sem VI: 25 & Sem VII: 25)	--	50	3-5	100

SEMESTER VIII (Internship)

S. No.	Course Code	Course	Assessment (Marks)				
			Internal Marks	End Semester College Exam	End Semester University Exam	Hours	Total Marks
Practical							
1	INTE 415	Community Health Nursing	100	--	100	3-5	200
	INTE 420	Adult Health Nursing					
	INTE 425	Child Health Nursing					
	INTE 430	Mental Health Nursing					
	INTE 435	Midwifery/ Obstetrics and Gynaecology (OBG) Nursing					

Exams in following subjects such as Communicative English (ENGL-101), Health/ Nursing Informatics and Technology (HNIT-145), Professionalism, Professional Values and Ethics including Bioethics (PROF-230), Introduction to Forensic Nursing & Indian Laws (N-FORN-320) shall be conducted as College exam and the marks obtained shall be sent to the University for Inclusion in the mark list.

Grading of Performance

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

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

Letter grade	Grade point	Percentage of marks	Pass criteria
O (Outstanding)	10	100%	For Nursing Courses and all other courses – Pass is at C Grade (5 grade point) 50% and above
A+ (Excellent)	9	90-99.99%	
A (Very Good)	8	80-89.99%	
B+ (Good)	7	70-79.99%	
B (Above Average)	6	60-69.99%	
C (Average)	5	50-59.99%	For Communicative English and electives – Pass is at P Grade (4 grade point) 40% and above
P (Pass)	4	40-49.99%	
F (Fail)	0		

A Semester Grade Point Average (SGPA) shall be computed up to three decimals as the weighted average of these grade points obtained in all courses by the student during the semester excluding Communicative English and electives. Cumulative Grade Point Average (CGPA) shall be computed up to three decimals as the weighted average of these SGPA obtained in all semesters by the student during the Course period. SGPA and CGPA are indicated in final grade in marklist/ transcript showing grades of all 8 semesters and their courses/subjects.

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

Example:

COMPUTATION OF SGPA:

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

SGPA	7.000	$\frac{\Sigma (\text{No. of Credits} \times \text{Grade Points})}{\Sigma (\text{No. of Credits})}$	$\frac{(C1 \times G1 + C2 \times G2 + C3 \times G3)}{(C1 + C2 + C3)}$
-------------	--------------	--	---

COMPUTATION OF CGPA

	Semester I (S I)	Semester 2 (S II)	Semester 3 (S III)	Semester 4 (S IV)
Credits	Cr(S I): 20	Cr(S II): 22	Cr(S III): 25	Cr(S IV): 26
SGPA	SGPA(I): 6.500	SGPA(II): 7.000	SGPA(III): 5.500	SGPA(IV): 6.000
Credits X SGPA	20 × 6.500	22 × 7.000	25 × 5.500	26 × 6.000

Total Credits obtained = CR(S I) + CR(S II) + CR(S III) + CR(S IV) = 20 + 22 + 25 + 26 = 93

CGPA	6.209	$\frac{\Sigma (\text{No. of Credits} \times \text{SGPA})}{\Sigma (\text{No. of Credits})}$	$\frac{C1 \times \text{SGPA(I)} + C2 \times \text{SGPA(II)} + C3 \times \text{SGPA(III)} + C4 \times \text{SGPA(IV)}}{\text{CR(S I)} + \text{CR(S II)} + \text{CR(S III)} + \text{CR(S IV)}}$
-------------	--------------	--	---

Declaration of Pass

- ✓ A first class with distinction is awarded to all candidates who scored a **CGPA of 7.500 and above.**
- ✓ A First class is awarded to all candidates who scored a **CGPA of 6.000 to 7.499**
- ✓ A Second class is awarded to all candidates who scored a **CGPA of 5.000 to 5.999**
- ✓ CGPA shall be reflected as **failed** for a student in case of failure, till he/ she passed the subject.

First Class/ Distinction may be awarded irrespective of whether the candidate has appeared for regular/ supplementary examinations. Ranks shall be awarded on the basis of Final CGPA and aggregate of marks.

3.5 Details of Theory examinations

Semester wise distribution of marks in internal assessment, End Semester College Exam, and End Semester University Exam for each Course / Subject as shown in **Section 3.4** above.

3.6 Model question paper for each subject with question paper pattern

1. University Theory Question Paper Patterns;

1. Section A – 37 marks and Section B – 38 marks (Total: 75 Marks)

Applied Anatomy & Applied Physiology:

Section A: Applied Anatomy

Section B: Applied Physiology

Applied Sociology & Applied Psychology:

Section A: Applied Sociology

Section B: Applied Psychology

Applied Microbiology & Infection Control including Safety:

Section A: Applied Microbiology

Section B: Infection Control including Safety

SECTION A				SECTION B			
Type of Question	No	Mark	Total	Type of Question	No	Mark	Total
MCQ	6	1	6	MCQ	7	1	7
Essay	1	10	10	Essay	1	10	10
Short answer	3	5	15	Short answer	3	5	15
Very short answer (Differentiate/ list the following/ Give reasons)	3	2	6	Very short answer (/Differentiate/ list the following/Give reasons)	3	2	6
Total Marks			37	Total Marks			38

2. Section A – 25 marks and Section B – 50 marks (Total: 75 Marks)

Applied Biochemistry & Nutrition & Dietetics:

Section A: Applied Biochemistry

Section B: Nutrition & Dietetics

SECTION A				SECTION B			
Type of Question	No	Mark	Total	Type of Question	No	Mark	Total
MCQ	4	1	4	MCQ	8	1	8
Essay	Nil	-	-	Essay / Situation Type Questions	1	10	10
Short answer	3	5	15	Short answer	4	5	20
Very short answer (Differentiate/ list the following/ Give reasons)	3	2	6	Very short answer (/Differentiate/ list the following/ Give reasons)	6	2	12
Total Marks			25	Total Marks			50

3. Section A: 38 mark, Section B (a): 25 mark and Section B (b):12 mark (Total: 75 Mark)

Pharmacology, Pathology and Genetics:

Section A: Pharmacology

Section B(a): Pathology,

Section B (b): Genetics

SECTION A				SECTION B (a & b Combined)				
Type of Question	No	Mark	Total	Type of Question	No		Mark	Total
					B (a)	B (b)		
MCQ	7	1	7	MCQ	4	3	1	7
Essay	1	10	10	Essay	Nil	-	-	-
Short answer	3	5	15	Short answer	3	1	5	20
Very short answer (Differentiate/ list the following/ Give reasons)	3	2	6	Very short answer (/Differentiate/ list the following/ Give reasons)	3	2	2	10
Total Marks			38	Total Marks			37	

4. Section A – 55 marks and Section B – 20 marks (Total: 75 Marks)

Research and Statistics:

Section A: Research

Section B: Statistics

SECTION A				SECTION B			
Type of Question	No	Mark	Total	Type of Question	No	Mark	Total
MCQ	9	1	9	MCQ	4	1	4
Essay/ Situation Type Questions	2	15	30	Essay / Situation Type Questions	Nil	-	-
Short answer	2	5	10	Short answer	2	5	10
Very short answer (Differentiate/ list the following/ Give reasons)	3	2	6	Very short answer (/Differentiate/ list the following/ Give reasons)	3	2	6
Total Marks			55	Total Marks			20

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

(For all other courses having university exams with 75 marks)			
Type of Question	No	Mark	Total
MCQ	12	1	12
Essay/ Situation Type Questions	2	15	30
Short answer	5	5	25
Very short answer: (Differentiate/ list the following/ Give reasons)	4	2	8
Total Marks			75

End semester College Examinations: Question Paper Patterns:

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

For all courses having End of Semester College Exam			
Type of Question	No	Mark	Total
MCQ	8	1	8
Essay/ Situation Type Questions	1	10	10
Short answer	4	5	20
Very short answer (/Differentiate/ list the following/Give reasons)	6	2	12
Total Marks			50
Computed out of 25 marks: 50/2			25

2. Model Question Papers

SEMESTER I

Reg. No:

First Semester BSc. Nursing Degree Regular / Supplementary Examinations - 2021 Scheme

Applied Anatomy & Applied Physiology

Time: 3 Hours

Max. Marks: 75

Write sections A & B separately. Do not mix up questions from section A and section B.

Answer all questions • Do not leave any blank pages between answers • Indicate the question number correctly for the answer in the margin space • Answer all parts of a single question together
Draw neat diagrams wherever necessary

SECTION A - Applied Anatomy

Marks: 37

Q.P. CODE:

Course Code: ANAT-105

Multiple Choice Questions

(6 x 1 = 6)

(Choose the most appropriate answer from the options given)

1. Femoral artery is a continuation ofartery
a) External iliac b) Popliteal c) Internal iliac d) External pudendal
2. The anatomical landmark for pudendal nerve block is
a) Ischial tuberosity b) Pubic tubercle c) Ischial spine d) Rectum
3. Pubic symphysis istype of joint
a) Primary cartilaginous b) Fibrous c) Synovial d) Fibrocartilaginous
4. Which muscle is attached to adductor tubercle?
a) Adductor longus b) Adductor brevis c) Adductor Magnus d) Gluteus Maximus
5. Left atrium is identified by openings ofveins
a) Superior vena cava b) Inferior vena cava c) Pulmonary artery d) Pulmonary veins
6. Leptomeninges means
a) Duramater + Piamater b) Duramater + Piamater + Arachnoid mater
c) Piamater + Arachnoid mater d) Duramater + Arachnoid mater

Essay

(1 X 10=10)

7. Enumerate the parts of alimentary canal. Describe stomach in detail.

(2 + 8 = 10)

Short notes

(3x5=15)

8. Pituitary gland
9. Urinary bladder
10. Right atrium

Differentiate between

(3x2=6)

11. Trachea and bronchi
12. Cardiac muscle and skeletal muscle
13. Cerebrum and cerebellum

(P.T. O)

Q.P. CODE:

Course Code: PHYS-110

SECTION B - Applied Physiology

Marks: 38

Multiple Choice Questions

(7x 1 = 7)

(Choose the most appropriate answer from the options given)

1. The main excitatory neurotransmitter in central nervous system is
a) Dopamine b) Acetylcholine c) GABA d) Glycine
2. Normal cardiac output is
a) 130ml b) 70ml c) 4.5L/min d) 5L/min
3. Hypersecretion of Growth hormone after puberty causes
a) Dwarfism b) Gigantism c) Acromegaly d) Laron Dwarfism
4. Which is a classical example of primary active transport
a) Sodium potassium pump b) Sodium glucose symport c) Hydrogen Potassium antiport
d) Sodium chloride cotransporter
5. Normal GFR value isml/min
a) 110 b) 125 c) 150 d) 175
6. Gastric HCl is produced by
a) Parietal cell b) Peptic cell c) Epithelial cell d) Enterochromaffin like cell
7. Supportive cells in nervous system are
a) Neuron b) Neuroglia c) Nephron d) Schwann cell

Essay

(1 X 10 = 10)

8. Define blood pressure. How is BP regulated? Add a note on hypovolemic shock. **(1+6+3=10)**

Short Notes

(3 × 5 = 15)

9. Secondary Haemostasis
10. Cardiac conduction pathway
11. Auto-regulation of renal blood flow & GFR

Give reasons for following

(3 × 2 = 6)

12. Polyuria in Diabetes insipidus.
13. Surfactant is important to prevent alveolar collapse.
14. Oral contraceptive pills are used to postpone pregnancy.

Reg. No:

**First Semester BSc. Nursing Degree Regular / Supplementary Examinations -
2021 Scheme**

Applied Sociology and Applied Psychology

Time: 3 Hours

Max. Marks: 75

Write sections A & B separately. Do not mix up questions from section A and section B.

Answer all questions • Do not leave any blank pages between answers • Indicate the question number correctly for the answer in the margin space • Answer all parts of a single question together • Draw neat diagrams wherever necessary.

SECTION A - Applied Sociology

Marks: 37

Q.P. CODE:

Course Code: SOCI-115

Multiple Choice Questions

(6 x 1 = 6)

(Choose the correct answer from the options given below)

1. Change in the individual's geographical space is called
a) Social Mobility b) Migration c) Social change d) accommodation
2. The position of an Individual in a society
a) Role b) Sanction c) caste d) status
3. Larger group to which every individual belongs
a) Association b) Society c) Community d) Institution
4. One of the agencies of Socialization
a) Culture b) Family c) Economy d) Assimilation
5. Father of Sociology
a) Mac Iver b) Auguste Comte c) Carl Marx d) Herbert spencer
6. Shared standard of behavior followed by the group members in a given situation
a) Belief b) Folkways c) culture d) Norms

Essay

(1 x 10 = 10)

7. Define culture. Explain its characteristics and impact on health and disease. (2+3 + 5=10)

Short Notes

(3 x 5 = 15)

8. Nature and Scope of Sociology
9. Personal Disorganization
10. Explain the origin and characteristics of the Indian caste system.

List down the following

(3 x 2 = 6)

11. Four types of family based on Marriage
- 12.. Four fundamental rights of an individual
13. Four types of social organization

(PTO)

Q P Code:

Course Code: PSYC 120

Section-B. Applied Psychology

Marks: 38

Multiple Choice Questions

(7x1= 7)

(Choose the correct answer from the options given below)

1. Psychology is defined as the scientific study of
 - a) Mental disorders
 - b) Various aspects of mental processes
 - c) Various aspects of human relationships
 - d) Human and animal behaviors
2. Information is passed from one neuron to another as synapses by
 - a) Cell membrane
 - b) Neurotransmitters
 - c) Nerve impulses
 - d) ganglia
3. What controls feeding, drinking, temperature regulation, sexual behaviour, fighting or activity level
 - a) Basal ganglia
 - b) Hypothalamus
 - c) Thalamus
 - d) Pituitary gland
4. The first stage of memory is
 - a) Encoding
 - b) Storage
 - c) Retrieval
 - d) Imagination
5. Solving a mathematical problem is an example of
 - a) Voluntary attention
 - b) Involuntary attention
 - c) Habitual attention
 - d) Alternating attention
6. General Adaptation Syndrome (GAS) was described by
 - a) Hans Selye
 - b) Hull
 - c) Gerald Caplan
 - d) Carl Rogers
7. Which of the following is the infant's main method of communication
 - a) Body movement
 - b) Crying
 - c) Smiling
 - d) Restless movements

Essay

(1x10=10)

8. Define Motivation. Explain the concept and types of motivation (2+8=10)

Short Notes

(3x5=15)

9. Types of Conflict
10. Importance of women empowerment in society
11. Defense mechanism and its implication

List down the following

(3x2=6)

12. Four Factors affecting attitude
 13. Four warning signs of poor mental health
 14. Four Types of learning
-

SEMESTER II

Reg. No:

Second Semester BSc. Nursing Degree Regular / supplementary Examinations - 2021 Scheme

Applied Biochemistry and Applied Nutrition & Dietetics

Time: 3 Hours

Max. Marks: 75

Write sections A & B separately. Do not mix up questions from section A and section B.

Answer all questions • Do not leave any blank pages between answers • Indicate the question number correctly for the answer in the margin space • Answer all parts of a single question together. Draw neat diagrams wherever necessary.

Section A. Applied Biochemistry

Marks -25

QP Code:

Course Code: BIOC135

Multiple Choice Questions

(4x1=4)

1. Which among the following is a PUFA?

- a) Arachidonic acid, b) Oleic acid, c) Stearic acid, d) Butyric acid

2. Hemolytic jaundice is diagnosed by increase of

- a) Serum conjugated bilirubin, b) Urine bile salts c) Urine urobilinogen d) Serum ALP

3. Which is the most appropriate enzyme used in the diagnosis of myocardial infarction?

- a) SGPT b) Troponin T c) CK-MB d) LDH

4. Serotonin is synthesized from

- a) Tryptophan b) Phenylalanine c) Methionine d) Glycine

Short notes

(3x5=15)

5. Digestion of proteins

6. OGTT

7. Diagnostic importance of enzymes

Differentiate the following

(3x2=6)

8. Diabetes mellitus type 1 and 2

9. Metabolic acidosis and respiratory acidosis

10. IgG and IgM

(PTO)

Q P Code:

Course Code: NUTR-140

SECTION –B. Applied Nutrition & Dietetics

Marks: 50

Multiple Choice Questions

(8 x 1 = 8)

(Choose the most appropriate answer from the options given)

1. The element which causes mottling of the teeth if consumed in higher quantities
a. Iron b. Chloride c. Sodium d. Fluoride
2. The vitamin necessary for the coagulation of blood is
a. Vitamin B b. Vitamin C c. Vitamin K d. Vitamin E
3. Which of the following works with calcium to build strong bones
a. Vitamin D b. Vitamin C c. Phosphorous d. Iron
4. Milk, Cheese and Eggs are the sources of
a. Vitamin A & C b. Vitamin A&D c. Vitamin C & D d. Vitamin B & C
5. Which body compartment is directly proportional to BMR
a. Body fat b. Extracellular volume c. Plasma volume d. Lean body mass
6. 1gm fat provides _____ Kilocalories
a. Four b. seven c. nine d. five
7. Fiber diet helps to prevent
a. Digestion b. Muscle weakness c. Constipation d. High blood pressure
8. Xerophthalmia is caused by deficiency of
a. Vitamin B b. Vitamin C c. Vitamin A d. Vitamin E

Essay

(1x 10=10)

9. Define menu planning and discuss the factors considered in menu planning

Short Notes

(4 x 5 = 20)

10. Principles of cooking and serving
11. National nutritional programmes
12. Plan a menu for pregnant women
13. Goiter

Differentiate the following

(3 x2=6)

14. Food preservation and food adulteration
15. Ascorbic acid and Folic acid
16. Macronutrients and Micronutrients

List Down the following

((3X2=6)

17. Four functions of carbohydrate
18. Four Sources of vitamin C
19. Four factors affecting BMR

Reg. No:

**Second Semester BSc. Nursing Degree Regular / Supplementary Examinations -
2021 Scheme**

Nursing Foundations (I & II)

Time: 3 Hours

Max Marks: 75

Answer all questions • Do not leave any blank pages between answers • Indicate the question number correctly for the answer in the margin space • Answer all parts of a single question together. Draw neat diagrams wherever necessary.

Q P Code:

Course Code: N-NF-I-125 & N-NF-II-125

Multiple Choice Questions

(1x12=12)

(Choose the most appropriate answer from the options given)

1. Insomnia is defined as the
a) Inability to walk b) Inability to eat c) Inability to sleep d) Inability to swallow
2. The difference between systolic BP and diastolic BP is termed as
a) Pulse pressure b) Low pressure c) High pressure d) mid pressure
3. The name of the nursing diagnosis is linked to the etiology with the phrase:
a) "as manifested by" b) "related to" c) "evidenced by" d) "due to"
4. The normal value of serum potassium is
a) 3.5 to 5.5 mEq/L b) 2.3 to 3.3 mEq/L c) 1.2 to 2.2 5 mEq/L d) 5.5 to 6.45 mEq/L
5. Drug that cause expulsion of gas from intestinal tract
a) Astringent b) Carminatives c) Cathartics d) Emetics
6. When bathing a patient's extremities, the nurse should use long, firm strokes from the distal to the proximal areas. This technique helps for
a) Skin assessment. b) Reduces strain. c) Increases venous return. d) Decreases circulation.
7. After having an I.V. line in place for 72 hours, a patient complains of tenderness, burning, and swelling. Assessment of the I.V. site reveals that it is warm and erythematous. This usually indicates
a) Tendinitis b) Infiltration c)) Phlebitis d) Bleeding
8. Accumulation of the hardened feces in the rectum is termed as
a) Stool b) Faecal impaction c) Constipation d) Fistula.
9. The nurse in charge measures a patient's temperature at 102 degrees F. what is the equivalent Centigrade temperature
a) 39 degrees C b) 47 degrees C c) 38.9 degrees C d) 40.1 degrees C
10. The self-care nursing theory is developed by
a) Dorothea Orem b) Florence Nightingale c) Martha Rogers d) Sr. Callista Roy
11. Collapsing pulse is also known as.
(a) Bounding pulse (b) Water-hammer pulse (c) Pulsus - alternans (d) Bigeminal pulse
12. While examining the abdomen of a patient, which technique should the nurse use first
a) Auscultation b) Inspection c) Percussion d) Palpation.

Essay

2x15=30

13. Define pressure ulcer. Explain the causes of pressure ulcer. Describe the prevention and management of pressure (2+5+8=15)

14. Mr. X, 60-year-old male is admitted in the medical ward with complaints of breathing difficulty. Answer the following (1+6+8 = 15)

a) Define respiration

b) Explain the factors affecting respiration

c) Describe the nursing management of Mr. X with altered respiration

Write Short Notes on

(5x5=25)

15. Nursing management of unconscious patient

16. Illness and illness behaviour

17. Grief reaction

18. Sites of Intramuscular injection

19. Biomedical Waste Management

Differentiate between (write any two differences)

2x2=4

20. Medical Diagnosis & Nursing Diagnosis

21. Isotonic exercise & Isometric exercise

List down the following

2x2=4

22. Four Comfort devices

23. Four purposes of patient teaching

SEMESTER III

Reg. No:

Third Semester BSc. Nursing Degree Regular /Supplementary Examinations - 2021 Scheme

Applied Microbiology and Infection Control including Safety

Time: 3 Hours

Max. Marks: 75

Write sections A & B separately. Do not mix up questions from section A and section B. Answer all questions • Do not leave any blank pages between answers • Indicate the question number correctly for the answer in the margin space • Answer all parts of a single question together. Draw neat diagrams wherever necessary.

Section A. Applied Microbiology

Marks: 37

Q.P. Code

Course Code: MICR 201

Multiple Choice Questions

(1x 6=6)

(Choose the most appropriate answer from the following)

1. Father of Medical Microbiology is
a) Louis Pasteur b) Edward Jenner c) Robert Koch d) A. L Hock
2. Staining material of Gram-positive bacterium is
a) Fast green b) Hematoxylin c) Crystal violet d) Safranin
3. The Causative organism of cholera, i.e., Vibrio show the movement called
a) Gliding movement b) Darting movement c) Pseudopodal movement d) Engulfing movement
4. The antibody that is first formed after infection is
a) Ig G b) Ig M c) Ig E d) Ig D
5. Antibodies are produced from
a) T Cells b) B Cells c) N K cells d) Eosinophils
6. Double standard RNA is seen in
a) Reo virus b) Rhabdo virus c) Parvo virus d) Retro virus

Essay (1 x10=10)

7. Discuss morphology, modes of transmission and laboratory diagnosis of Tuberculosis Bacilli
(2+3+5 = 10)

Short Notes

(3 x 5 = 15)

8. Hypersensitivity reactions
9. Laboratory diagnosis of urinary tract infection
10. Candidiasis

Differentiate between the following

(3 x2 =6)

11. Live and Killed Vaccine
12. Gram positive and gram-negative cell wall
13. Immunoglobulin M (IgM) and Immunoglobulin G (IgG)

(P T O)

Section B - Infection Control including Safety

Marks: 38

Multiple Choice Questions

(1x 7=7)

(Choose the most appropriate answer from the following :)

1. Glass wares are sterilized by
a) Autoclaving b) Hot air over c) Incineration d) Flaming
2. Lysol is a
a) Sterilant b) Disinfectant c) Antiseptic d) Antifungal agent
3. What is the color coding of the bag used in hospitals to dispose of human anatomical wastes such as body parts:
a. Yellow b. Black c. Red d. Blue
4. Transport Medium used for Vibrio cholerae is
a) Cary Blair b) Salt Agar c) Wilson Blaire d) NNN
5. The three best ways to protect yourself from radiation exposures are
a) Time, distance, shielding b) Meditate, focus, breathe
c) Paper, plastic, lead2000 d) Distance, ear-plugs, shielding
6. Which of the following investigations should be done immediately to best confirm an unmatched blood transfusion reaction
a) Indirect Coomb's Test b) Direct Coomb's Test
c) Antibody in patients serum d) Antibody in Donor's Serum
7. Which of the following combinations would most likely contribute to the development of a super-infection
a) Long term use of narrow spectrum antimicrobials
b) Long term use of broad spectrum Antimicrobials
c) Short term use of narrow spectrum Antimicrobials
d) Short term use of broad spectrum Antimicrobials

Essay

(1 x10=10)

8. Define Hospital Acquired Infection (HAI), Explain about the Bundle Approach in the prevention of HAI. Describe the role and function of Infection Control Team.

(2+4+4=10)

Short Notes

(3 x 5 = 15)

9. Autoclaving
10. Prevention of DVT
11. Prevention of Surgical Site infection

List the following

(3 x2 =6)

12. Four Measures to Prevent Antimicrobial Resistance
13. Four measures to Prevent Needle stick injuries
14. Four International Patient Safety Goals

Reg. No.:

**Third Semester BSc. Nursing Degree Regular / Supplementary Examinations -
2021 Scheme**

Adult Health Nursing –I

Time: 3 Hours

Max. Marks: 75

Answer all questions • Do not leave any blank pages between answers • Indicate the question number correctly for the answer in the margin space • Answer all parts of a single question together • Draw neat diagrams wherever necessary.

Q.P. Code:

Course Code: N-AHN-I-215

Multiple Choice Questions

(12 x 1 = 12)

(Choose the most appropriate answer from options below)

1. Inflammation of the salivary gland is
 - a. Tonsillitis
 - b. Adenoiditis
 - c. Sialadenitis
 - d. Glossitis
2. Absent or ineffective peristalsis of the distal esophagus accompanied by failure of the esophageal sphincter to relax in response to swallowing
 - a. Achalasia
 - b. GERD
 - c. Paralytic ileus
 - d. Diverticulitis
3. Inflammation of the lung parenchyma caused by micro organisms
 - a. Atelectasis
 - b. Pneumonia
 - c. Bronchitis
 - d. Bronchial asthma
4. Inflammation of both layers of pleurae (parietal and visceral)
 - a. Pleuritis (pleurisy)
 - b. Pericarditis
 - c. Pleural effusion
 - d. Pulmonary edema
5. A malignant disease of the most mature form of B lymphocyte the plasma cell
 - a. Leukemia
 - b. Multiple myeloma
 - c. Lymphoma
 - d. Thrombocytopenia
6. Boutonniere deformity and swan neck deformity of finger are seen in
 - a. Osteoarthritis
 - b. Osteoporosis
 - c. Rheumatoid Arthritis
 - d. Paget's disease
7. The nerve entrapped in carpal tunnel syndrome is
 - a. Median nerve
 - b. Radial nerve
 - c. Ulnar nerve
 - d. Sciatic nerve
8. Enlargement of thyroid gland caused by the deficiency of Iodine i
 - a. Dwarfism
 - b. Goiter
 - c. Cushing syndrome
 - d. Addison's disease
9. Protrusion of eye balls from the orbits, sign as a classic finding in grave's disease is
 - a. Periorbital edema
 - b. Sunset eyes
 - c. Myxedema
 - d. Exophthalmos
10. Large, bruise like lesion caused by collection of extravascular blood in dermis and subcutaneous tissue
 - a. Erythema
 - b. Ecchymosis
 - c. Hematoma
 - d. Angioma
11. Inflammatory disorder of sebaceous glands which is more common among teenagers
 - a. Acne
 - b. Dermatitis
 - c. Lipoma
 - d. Impetigo
12. The causative organism of chicken p
 - a. Herpes zoster
 - b. Varicella zoster
 - c. Herpes simplex virus
 - d. Human papilloma virus

Essay**(2 x 15 = 30)**

13. Mr. Z, a 49 year old bank employee brought to emergency department with acute onset of chest pain and sweating. Answer the following. (3+3+4+5 = 15)

- a. Define myocardial infraction
- b. Discuss on risk factors of MI
- c. Prepare a nursing care plan for Mr. Z prioritizing 3 nursing diagnosis for first 24 hours

14. a. Define COPD

b. Discuss the pathophysiology of COPD

c. Explain medical management of COPD

(2+6+7 = 15)**Short Notes****(5 x 5 = 25)**

15. Pernicious anemia

16. Hypovolemic shock

17. Types of anesthesia

18. Eczema

19. DOTS therapy

Give Reasons**(2 x 2 = 4)**

20. Pulse rate should be checked in patients with digoxin therapy

21. Injection site should be rotated while administering insulin

Differentiate Between**(2 x 2 = 4)**

22. Osteoporosis - Osteomalacia

23. Anal fissure - Anal fistula

SEMESTER IV

Reg. No.:

Fourth Semester BSc. Nursing Degree Regular/ Supplementary Examinations - 2021 Scheme

Pharmacology & Pathology (I & II) & Genetics

Time: 3 Hours

Max. Marks: 75

Write sections A, and B separately. Do not mix up questions from section A, and Section B. Answer all questions • Do not leave any blank pages between answers • Indicate the question number correctly for the answer in the margin space • Draw neat diagrams wherever necessary.

SECTION – A. PHARMACOLOGY

Max. Marks: 38

Q.P. Code:

Course Code: PHAR-I-205 & PHAR-II-205

Multiple Choice Questions

(7 x 1 = 7)

Choose the most appropriate answer from the options given

- The study of absorption, distribution, metabolism and excretion of drugs is known as
 - Pharmacy
 - Pharmacokinetics
 - Pharmacodynamics
 - Pharmacopoeia
- A proton pump inhibitor
 - Ranitidine
 - Cimetidine
 - Cetirizine
 - Omeprazole
- Cardiotonics are the drugs used to
 - Treat dysrhythmias
 - Treat inflammatory disease of the heart
 - Increase heart rate and cardiac muscle contraction
 - All of the above
- The pharmacological action of adrenaline includes
 - Vasoconstriction
 - decrease in heart rate
 - Vasodilation
 - decrease in pulse rate
- Mydriatics are drugs which
 - Constrict the pupil of eye
 - Dilate the pupil of eye
 - Dilate the blood vessels
 - Contract the blood vessel
- Antidote of heparin
 - Vitamin K
 - Atropine Sulphate
 - Warfarin
 - Protamine sulphate
- Most common complication of insulin therapy
 - Lipodystrophy
 - Hypotension
 - Hypoglycemia
 - Retinopathy

Essay

(1 X 10 = 10)

8. Classify antihypertensive drugs with examples and write nurses role while administering antihypertensives (6+4=10)

Short Notes

(3 x 5 = 15)

9. First line antitubercular drugs
10. Anti epileptics
11. What is the percentage of sodium chloride in a solution that contains 25mg of sodium chloride in 50ml of the solution

Give Reason

(3 x 2 = 6)

12. Morphine is contraindicated in a patient with head injury
13. Tetracyclines should not be given with milk, iron and antacid

14. ACE inhibitors should not be combined with K⁺ sparing diuretics

Q.P. Code:

Course Code: PATH-I-210 & PATH-II-210

SECTION B. Pathology I & II and Genetics

Max. Marks: 37

Multiple Choice Questions

(7 x 1 = 7)

Choose the most appropriate answer from the options given

1. Philadelphia chromosome is seen in

- a. AML b. Multiple myeloma c. CML d. Polycythemia

2. Characteristic of X-ray finding in osteosarcoma is:

- a. Soap bubble appearance b. punched out lesions c. Codman's triangle d. Onion skin appearance

3. Anticoagulant used for blood glucose estimation is:

- a. EDTA b. Double oxalate c. Heparin d. Sodium fluoride

4. The most common cause of subarachnoid hemorrhage is:

- a. Hypertension b. Epilepsy c. Trauma d. Rupture of Berry aneurysm.

5. When gene is in homozygous state the type of disease inheritance is

- a. X-linked Dominant b. Autosomal Dominant c. Autosomal Recessive d. X-linked Recessive

6. The inborn error of metabolism resulting from a defect in the oxidative enzyme tyrosinase

- a. Maple syrup disease b. Albinism c. Phenylketonuria d. Alkaptonuria

7. A prenatal marker for Down's syndrome

- a. Dysmorphic upper limbs b. Polycystic kidney c. Absence of echogenic cardiac focus
d. Absence of nasal bone

Short Notes

(4 x 5 = 20)

8. Cirrhosis of liver

9. Emphysema

10. Megaloblastic anemia

11. Role of nurse in genetic counseling

Differentiate Between

(3 x 2 = 6)

12. Necrosis and apoptosis

13. Benign and malignant tumour

14. Exudate and transudate

List Down

(2 x 2 = 4)

15. Four chromosomal anomalies

16. Four phases of meiosis

Reg. No.:

**Fourth Semester BSc. Nursing Degree Regular/ Supplementary Examinations -
2021 Scheme**

Adult Health Nursing –II

Time: 3 Hours

Max. Marks: 75

Answer all questions • Do not leave any blank pages between answers • Indicate the question number correctly for the answer in the margin space • Answer all parts of a single question together • Draw neat diagrams wherever necessary

QP Code:

Course Code: N-AHN-II-225

Multiple Choice Questions

(12 x 1 = 12)

Choose the most appropriate answer

1. Involuntary, rhythmical, oscillatory movement of eyes is called as
a. Strabismus b. Ptosis c. Blepharitis d. Nystagmus
2. Peritonsillar abscess is also known as
a. Retropharyngeal abscess b. Tonsillar abscess c. Quinsy d. Acoustic neuroma
3. The normal range of urine specific gravity is
a. 1.003 to 1.030 b. 1.001 to 1.020 c. 1.004 to 1.0 d. 1.005 to 1.050
4. Anemia associated with chronic renal failure is treated with
a. Human erythropoietin (EPO) b. Aminoglycosides c. Immunoglobulin d. Iron supplements
5. Elevated levels of urea and other nitrogenous wastes in blood is termed as
a. Azotemia b. Albuminemia c. Proteinuria d. Anuria
6. Inflammation of the testes is called as
a. Epididymitis b. Orchitis. c. Phimosis d. Cryptorchidism
7. Enlargement of breasts in men is termed as
a. Mastalgia b. Gynecomastia c. Mastitis d. Pagets' disease
8. Unilateral inflammation of the seventh cranial nerve, results in weakness or paralysis of the facial muscles on the affected side is
a. Parkinson's disease b. Myasthenia gravis. c. Bell's palsy d. Trigeminal neuralgia
9. A surgical procedure that removes fat from specific areas of the body such as abdomen, hips, thighs, buttocks, arms or neck
a. Liposuction b. Bariatric surgery c. Rhinoplasty d. Body contouring
10. A type of cancer treatment that uses a person's own immune system to fight cancer cells
a. Gene therapy b. Immunotherapy c. Chemotherapy d. Radiation therapy
11. Example for a negative pressure ventilator
a. BIPAP b. SIMV c. Iron lung d. PEEP
12. An occupational lung disease caused by the exposure to cotton dust
a. Byssinosis b. Bagassosis c. Silicosis d. Anthracosis

Essay

(2 x 15 = 30)

13. Mr. X had hoarseness of voice and is diagnosed as Ca larynx
- a. List etiology and risk factors of Ca larynx
 - b. Enumerate clinical manifestations of Ca larynx
 - c. Discuss on types of surgical management
 - d. Nurses role in post-operative management of the patient (3+3+4+5 =15)
14. Explain spinal cord injury. Describe complications and its management (5+5+5 = 15)

Short Notes

(5 x 5 = 25)

- 15. Retinal detachment
- 16. Epistaxis
- 17. National AIDS control programme
- 18. Fluid resuscitation in burns
- 19. Legal and ethical issues in care of elderly

Give Reasons

(2 x 2 = 4)

- 20. WBC count is monitored in patients on chemotherapy
- 21. Dim lights are advised for patients with meningitis

Differentiate Between

(2 x 2 = 4)

- 22. Hyperplasia - Metaplasia
 - 23. Reconstructive Surgery - Cosmetic Surgery
-

SEMESTER V

Reg. No.:

Fifth Semester BSc. Nursing Degree Regular / Supplementary Examinations - 2021 Scheme

Community Health Nursing I

Time: 3 Hrs

Max. Marks: 75

Answer all questions • Do not leave any blank pages between answers • Indicate the question number correctly for the answer in the margin space • Answer all parts of a single question together • Draw neat diagrams wherever necessary.

QP CODE:

Course Code: N-COMH-I-310

Multiple Choice Questions

(1x 12=12)

(Choose the most appropriate answer from the following)

1. A Concept directed at prevention of risk factors of coronary artery disease is
 - a) Primordial Prevention
 - b) Secondary Prevention
 - c) Tertiary Prevention
 - d) Primary Prevention
2. Multipurpose worker concept in India was introduced by
 - a) Shrivastava Committee
 - b) Bhore Committee
 - c) Mukherjee Committee
 - d) Kartar Singh Committee
3. Population coverage of Sub centre in Plane area is
 - a) 3000
 - b) 5000
 - c) 10000
 - d) 8000
4. Orthotolidine test is performed to determine
 - a) Nitrates in water
 - b) Potassium in water
 - c) Ammonia in water
 - d) free chlorine in water
5. Freeze dried vaccine is
 - a) BCG
 - b) Rabies
 - c) DPT
 - d) Hepatitis
6. Ayushman Bharat was launched in the year
 - a) 2015
 - b) 2018
 - c) 2020
 - d) 2021
7. Which among the following is NOT included in epidemiological triangle
 - a) Agent
 - b) Host
 - c) Environment
 - d) Incubation Period
8. Weight of an Indian reference man in Kg is
 - a) 55
 - b) 60
 - c) 65
 - d) 70
9. All are indicators of air pollution, except
 - a) CO₂
 - b) SO₂
 - c) Soiling index
 - d) Smoke Index
10. Incidence of a disease in a population of 30000 and 300 new case is
 - a) 0.1 per 1000
 - b) 10 per 1000
 - c) 100 per 1000
 - d) 1 per 1000
11. Which is the main vector of Dengue
 - a) Aedes aegypti
 - b) Aedes schleri
 - c) Culex
 - d) Anopheles
12. Rabies can be transmitted by all the following routes except
 - a) Aerosol
 - b) Bites
 - c) Ingestion
 - d) Licks

Essay**(2 x15=30)**

13. Describe the organization and administration of health services at state level. Explain the health care delivery at district level (7+8=15)

14. Mr. X came to PHC OPD with cough and fever more than 2 weeks. On examination his sputum AFB shows positive. Answer the following questions with respect to Tuberculosis. Enumerate the diagnosis and categorization of Tuberculosis as per RNTCP. Explain epidemiology of Tuberculosis. Describe the DOTS therapy (3+7+5= 15)

Short Notes**(5 x 5 = 25)**

15. Global Warming

16. Scope of Community Health Nursing

17. Aspects of school health services

18. Strategies of social and behavior Change Communication

19. Food borne diseases

List the following**(2 x2 =4)**

20. Four uses of Epidemiology

21. Four water borne diseases

Differentiate between the following**(2 x 2=4)**

22. Case Control Studies and Cohort Studies

23. Epidemic and Endemic

Reg. No.

**Fifth Semester BSc. Nursing Degree Regular / Supplementary Examinations -
2021 Scheme**

Educational Technology/Nursing Education

Time: 3 Hours

Max Marks: 75

Answer all questions to the point neatly and legibly •Do not leave any blank pages between answers •Indicate the question number correctly for the answer in the margin space.
•Answer all parts of a single question together •Leave sufficient space between answers.
•Draw table / diagrams/flow charts wherever necessary.

QP Code:

Course Code: EDUC-315

Multiple Choice Questions

(1x12=12)

(Choose the most appropriate answer from the options given)

1. Project method of teaching is an outstanding contribution of
a. Idealism b. Naturalism c. Pragmatism d. Realism
2. The type of test item which is used to measure complex cognitive level of a student
a. MCQs b. Essay c. Short Note d. Differentiation
3. A partially 3D, full size replica or scale model of a landscape which shows historical events, nature scenes etc. is
a. Exhibit b. Diorama c. Model d. Simulator
4. Branched Programmed Instruction works on the principle of
a. Remediation b. Self-Pacing . Confirmation d. Small steps
5. The highest level of psychomotor domain in Bloom's Taxonomy of educational objectives is
a. Characterization b. Adaptation c. Organization d. Origination
6. An example of activity aid is
a. Recordings b. Puppets c. Field trip d. Mock ups
7. In tripolar concept, education is the interaction between educator, educant and
a. Text book b. Curriculum c. Technology d. Environment
8. The type of education a learner acquires through postal tuition
a. Formal b. In formal c. Non formal d. Experiential
9. The Branch of philosophy which deals with the nature of ultimate reality
a. Epistemology b. Metaphysics c. Logic d. Ethics
10. The factual description of meaningful incidents and events in a student's life by an observer
a. Critical incident report b. Portfolio c. Anecdotes d. Sociogram
11. The curriculum that communicates priorities, relationships and values to the students
a. Core curriculum b. Hidden curriculum c. Null Curriculum d. Correlated curriculum
12. Making the counselee to talk more about his problem is the technique of
a. Active Listening b. Reinforcement c. Exploring d. Ventilation

Essay

(2x15=30)

13. Define Learning. Explain the characteristics of Learning. Describe the various learning theories (2+4 +9= 15 mark)

14. Explain the principles of evaluation. Describe the various techniques for assessment of skill (5+10 = 15 marks)

Write Short Notes on

(5x5=25)

15. Principles of Teaching

16. Smart class room

17. Concept Mapping

18. Types of Learners

19. Chalk Board

Differentiate between

(2x2=4)

20. Realia and Model

21. Experiential learning and Reflective Learning

List down the following

(2x2=4)

22. Factors affecting clinical learning

23. Principles of classroom management

SEMESTER VI

Reg. No:

Sixth Semester BSc. Nursing Degree Regular / Supplementary Examinations - 2021 Scheme

Child Health Nursing (I&II)

Time: 3 Hrs

Max. Marks: 75

Answer all questions • Do not leave any blank pages between answers • Indicate the question number correctly for the answer in the margin space • Answer all parts of a single question together • Draw neat diagrams wherever necessary

QP CODE:

Course Code: N-CHN-II-301 & N-CHN-II- 301

Multiple Choice Questions

1x12=12

Choose the most appropriate answer from among the following

1. Dietary treatment in PKU include

- a) Protein-free diet. b) Protein-enriched diet. c) Phenylalanine-free diet.
d) Low-phenylalanine diet.

2. The priority nursing concern for a 6 year old child with sickle cell disease who is admitted with a vaso-occlusive crisis.

- a) Hydration and nutrition b) Pain management and nutrition
c) Nutrition and prevention of infection d) Prevention of infection and pain management

3. According to psychosexual theory of development, toddler is in

- a) Oral Stage b) Phallic stage c) Anal stage d) Latency stage

4. The most appropriate investigation in the first instance for a child is born with suspected esophageal atresia

- a) Pass a nasogastric tube and chest X-ray b) Give 20ml contrast medium and chest x-ray
c) Chest x-ray d) Abdominal Ultrasound

5. The best criterion for adequate ventilation in neonatal resuscitation is improvement in

- a) Blood Pressure b) Respiratory rate c) Heart rate d) Temperature.

6. The CNS prophylaxis for Acute Lymphoblastic Leukemia in children as is intrathecal administration of:

- a) Vincristine b) Prednisolone c) Cyclophosphamide d) Methotrexate

7. The maintenance therapy in fluid management for a hospitalized child weighing 12 kg is

- a) 1500 ml b) 1250 ml c) 1100 ml d)1000 ml

8. The type of play involving social interaction as the children engage in a mutual activity, though not working toward a common goal is termed as

- a) Solitary play b) Associative play c) Cooperative Play d) Parallel play

9. The hormone which is secreted during and after breastfeeding to produce next feed is

- a) Oxytocin b) Prolactin c) Oestrogen d) Progesterone

10. The serious clinical condition developed as a complication of COVID 19 in children, where

different body organs including the heart, lungs, kidneys, brain, skin, eyes, or gastrointestinal organs become inflamed is termed as

- a) MIS-C b) MIS-A c) DIC d) TSS

11. A localized inflammatory process that occurs within the lung, from where TB bacilli drain via lymphatics to the regional lymph nodes is referred as

- a) Ghon focus b) 'cheese like' necrosis c) Cavitation d) Caseation

12. The act which guarantees security, protection education and well-being of children in need in India is now named as

- a) Juvenile Justice Act b) Child Protection Act
c) Juvenile Delinquency Act d) Child Care Act

Essays:

(2 x 15 = 30)

13. Differentiate between growth and development. Describe stages of psychosocial development.

Explain factors influencing growth and development in children (3+5+7=15 marks)

14. A 7 month old infant is admitted with complaints of bilious vomiting & abdominal distension suggestive of pyloric stenosis. Explain preoperative assessment of the infant. Discuss the postoperative care for the first 24 hours. Describe in detail the feeding regimen of the infant.

(4+7+4 = 15 marks)

Short Notes:

(5 x 5 = 25)

15. Neuroblastoma

16. Pyloric stenosis

17. Nutritional management in PEM

18. Management in Bronchial asthma

19. Febrile Seizures

Give reasons

(4 x 2 = 8)

20. Cola colored urine is seen in acute glomerulonephritis

21. Hypercholesterolemia is common clinical feature in nephrotic syndrome

22. Fluid replacement is the first line management in burns management

23. Retrolental fibroplasia is a complication of high flow oxygen therapy among preterm babies

Reg. No:

**Sixth Semester BSc. Nursing Degree Examinations - 2021 Scheme
Mental Health Nursing – I & II**

Time: 3 Hours

Max. Marks: 75

Answer all questions • Do not leave any blank pages between answers • Indicate the question number correctly for the answer in the margin space • Answer all parts of a single question together • Draw neat diagrams wherever necessary.

Q. P Code:

Course Code: N-MHN (II) & N-HN (II) 305

Multiple choice questions

(12 x 1 = 12)

Choose the correct answer

1. Thought process characterized by a series of ideas without apparent logical connections is referred to as
 - a. Loosening of association
 - b. Flight of ideas
 - c. Confabulation
 - d. Tangentiality
2. First line drugs for the treatment of mania are
 - a. Lithium
 - b. Valproate
 - c. Lorazepam
 - d. Alprax
3. When people are ----- they have lost touch with reality
 - a. Hysteric
 - b. Neurotic
 - c. Psychotic
 - d. Psychopathic
4. An affective disorder in which a person swings from one mood extreme to another is classified as
 - a. Bipolar
 - b. Unipolar
 - c. Manic.
 - d. depressive
5. The process by which a trained professional uses psychological methods to help people with psychological problem is known as:
 - a. Psychiatry
 - b. Psychoanalysis
 - c. Psychosurgery
 - d. Psychotherapy
6. The ability to understand one's own behaviour and emotion is called
 - a. Judgement
 - b. Insight
 - c. Intelligence
 - d. Personality
7. The range of IQ in the people with moderate mental retardation is
 - a. 35 to 54
 - b. 10 to 19
 - c. 20 to 34
 - d. 55 to 70
8. The classification system of mental and behavioural disorder published by WHO is
 - a. DSM V
 - b. ICD 10
 - c. APA.
 - d. NANDA
9. Personality disorder in which an individual suspects that other people will harm him, is ____
 - a. Cyclothymic
 - b. Hypomanic
 - c. Melancholic
 - d. Paranoid
10. Disorder of motor activity in which the person constantly maintains a position without any movement is
 - a. Mannerism
 - b. Catalepsy
 - c. Verbigeration
 - d. Negativism
11. The severe feeling of restlessness produced by some psychotropic medications, which is often misinterpreted by patients as anxiety or a recurrence of psychiatric symptoms, is known as:
 - a. Akathisia.
 - b. Akinesia
 - c. Bradykinesia.
 - d. Dystonia
12. How does norepinephrine relate to depression
 - a. Decreases in depression
 - b. Increases in depression
 - c. Remains unchanged in depression
 - d. No relation with depression

Essays:

(2 x 15 = 30)

13. Define therapeutic relationship. Explain the techniques of therapeutic relationship and discuss the phases of therapeutic nurse-patient relationship (2+7+6= 15 marks)
14. Mr. Y, 32 years, brought to acute psychiatric ward with history of alcohol consumption for the last 3 years. He is having alcoholic dependency syndrome
- a) What is alcohol dependency syndrome?
 - b) Describe the treatment protocol based on psychopathology
 - c) Explain the nursing management of Mr. Y with alcoholic syndrome (3+4+8)

Short Notes

(5 x 5 = 25)

15. Explain the etiological factors related to mental illness
16. Autism
17. Dementia
18. Role of Gero-psychiatric nurse
19. Mental Health Care Act 2017

Differentiate between

(4 x 2 = 8)

20. Hallucination - Illusion
21. Catalepsy - Cataplexy
22. Agoraphobia - Acrophobia
23. Hysterical fits - Epileptic fits
-

Reg. No:

**Sixth Semester BSc. Nursing Degree Regular/ Supplementary Examinations -
2021 Scheme**

Nursing Management & Leadership

Time: 3 Hours

Max Marks: 75

Answer all questions to the point neatly and legibly •Do not leave any blank pages between answers Indicate the question number correctly for the answer in the margin space. •Answer all parts of a single question together. •Leave sufficient space between answers. •Draw table / diagrams/flow charts wherever necessary

QP CODE:

Course Code: NMLE 330

Multiple Choice Questions

1x12=12

(Choose the most appropriate answer from the options given)

1. The Management theorist who developed the 14 principles of management
 - a) Frederick Taylor
 - b) Max Weber
 - c) Mary Follet
 - d) Henri Fayol
2. The type of conflict management technique which is described as cooperating and that one side gives way to the other?
 - a) Avoiding
 - b) Accommodating
 - c) Competing
 - d) Compromising
3. Supervision and delegation fall to what phase of the management process
 - a) Organizing
 - b) Directing
 - c) Controlling
 - d) Planning
4. The most effective model of patient assignment in an intensive care unit
 - a. Functional nursing
 - b. Team nursing
 - c. Primary nursing
 - d. Total patient care
5. Father of “Management by Objectives”
 - a. Peter Drucker
 - b. Max Weber
 - c. Henry Fayol
 - d. Frederick Taylor
6. A course or principle of action adopted or proposed by the governing body of an organization for its smooth functioning
 - a. Plan
 - b. Policy
 - c. Procedure
 - d. Budget
7. Assigning competent people to the roles designed in the hierarchy refers to
 - a) Staffing
 - b) Scheduling
 - c) Recruitment
 - d) Induction
8. The type of budget which refers to the estimation of all the revenues and expenses which an organization would incur over a particular period of time
 - a. Capital Budget
 - b. Revenue Budget
 - c. Operating Budget
 - d. Production Budget
9. Inventory control method in which items are classified based on rate of consumption is
 - a) ABC analysis
 - b) HML analysis
 - c) VED analysis
 - d) FSN analysis
10. The process of measuring the quality of an organization in comparison with standard measurements is
 - a. Bench marking
 - b. Audit
 - c. Quality assurance
 - d. Cost Analysis
11. The stage of group dynamics in which dispute and competition among the group members are at its peak
 - a. Performing
 - b. Norming
 - c. Forming
 - d. Storming
12. As per INC norms, the staff nurse requirement for the pediatric ward of a non-teaching hospital
 - a. 1 for 3 beds
 - b. 1 for 4 beds
 - c. 1 for 5 beds
 - d. 1 for 6 beds

Essay

(2x15=30)

13. Explain the components of staffing. Describe the role of Nurse Administrator in providing in-service training to the staff nurses (8 + 7 = 15)
14. Explain the theories of Leadership. Describe the various leadership styles which a Nurse administrator can display in various situations (8+ 7 = 15)

Write Short Notes on

(5x5=25)

15. Critical Path Analysis
16. Consumer Protection act
17. Principles of Budgeting
18. Electronic Medical Records
19. Career opportunities in Nursing

Differentiate between

(2x2=4)

20. Accreditation and Affiliation
21. Battery and Assault

List down the following

(2x2=4)

22. Functions of State Nursing Council
23. Various Committees of a Nursing College
-

SEMESTER VII

Reg. No:

Seventh Semester BSc. Nursing Degree Examinations - 2021 Scheme Community Health Nursing II

Time: 3 Hrs

Max. Marks: 75

Answer all questions to the point neatly and legibly •Do not leave any blank pages between answers •Indicate the question number correctly for the answer in the margin space. •Answer all parts of a single question together •Leave sufficient space between answers. •Draw table / diagrams/flow charts wherever necessary

QP Code:

Course code: N-COMH-II-401

Multiple Choice

(1x12=12)

(Choose the most appropriate answer from the following)

1. Siderosis is seen in the workers of
a) Cement factories b) Textile industries c) Iron factories d) Grain fields
2. Triage is
a) Treating the most serious cases b) Categorization of the patients
c) Searching and rescue d) Mass Immunization
3. Discarded Medicines are disposed in which colour coded bag in waste management system
a) Blue b) Black c) Yellow d) Red
4. National Mental Health Act was passed in the year
a) 1995 b) 1948 c) 1987 d) 2007
5. ESI Act was passed in the year
a) 1948 b) 1988 c) 2000 d) 1968
6. Which among the following is a program for elderly
a) NPCDCS b) NHPCE c) RCH d) NLEP
7. Head Quarters of World Health Organization situated in
a) New York b) Geneva c) Alexandria d) Oslo
8. Prevalence of contraceptive practices in community is known as
a) Couple Protection rate b) Net Reproduction rate c) Target couple d) Total fertility Rate
9. Normal Caloric Requirement in Kcal during pregnancy is
a) 1500 b) 2000 c) 2500 d) 2800
10. 'GOBI' initiative is a feature of which one of the following organization
a) WHO b) FAO c) UNICEF d) ILO
11. Study of the physical and psychological changes of old age is known as
a) Gerontology b) Geriatrics c) Clinical Gerontology d) Experimental Gerontology
12. The average number of daughters that would be born to a birth cohort of women during their lifetime is called
a) Fecundity Rate b) Net Reproduction rate c) Fertility d) Specific Fertility rate

Essay**(2x15=30)**

13. Define Supervision. List the essential qualities of a supervisor. Describe the supervisory functions of a community health nurse in primary health center (2+5+8 =15)

14. Explain Occupational health hazards and explain the role of a Nurse in Occupational Health Services (7+8=15)

Short Notes**(5 x 5 = 25)**

15. Roles and responsibilities of Mid-Level Health Provider

16. National family welfare program

17. Rashtriya Bal Swasthya Karyakram (RBSK)

18. First aid of Poisonous Snake bite

19. Integrated Disease Surveillance Project

List the following**(2 x2 =4)**

20. Four Temporary methods of contraception

21. Four National Health Agencies

Differentiate between the following**(2 x 2=4)**

22. Bagassosis and Byssinosis

23. Vasectomy and NSV

Reg. No:

**Seventh Semester BSc. Nursing Degree Regular / Supplementary Examinations
- 2021 Scheme**

Nursing Research and Statistics

Time: 3 Hours

Max Marks: 75

•Answer all questions to the point neatly and legibly •Do not leave any blank pages between answers •Indicate the question number correctly for the answer in the margin space. •Answer all parts of a single question together •Leave sufficient space between answers. •Draw table / diagrams/flow charts wherever necessary.

Q P Code

Corse Code: NRST405

SECTION A – NURSING RESEARCH

(Max. Marks: 55)

Multiple Choice Questions

(1x 9 = 9)

(Choose the most appropriate answer from the options given)

1. Which of the following is not an ethical principle for health and biomedical research
a. Beneficence b. Justice c. autonomy d. Reliability
2. The technique of preparing a list or sample of a special population using an initial set of members as informant
a. Quota Sampling b. Snowball Sampling c. Cluster Sampling d. Stratified sampling
3. The declarative statement which explains the relationship between two or more variables
a. Assumption b. Abstract c. Hypothesis d. Research Question
4. Which of the following is a continuous variable?
a. Height b. Heart rate c. Gender d. Type of Family
5. The restrictions or boundaries of a study set by the researcher
a. Delimitations b. Limitations c. Hypothesis d. Framework
6. The blueprint of a research work is
a. Research Design b. Research Problem c. Research Tool d. Abstract
7. Which of the following is a non-probability sampling method?
a. Systematic Sampling b. Stratified Sampling c. Cluster Sampling d. Quota Sampling
8. The degree or extent to which an instrument measures what it is supposed to measure is
a. Reliability b. Equivalence c. validity d. Objectivity
9. The most common disadvantage of questionnaire is
a. Difficult to construct b. Poor validity c. Poor Reliability d. Interpretation error

Essay

(2x15=30)

10. Define nursing research. Briefly describe the steps of nursing research process and the need for nursing research. (2+8 +5 = 15)

11. Define sampling. Discuss the types of sampling and the factors influencing the sampling process. (2+8 +5 =15)

Write Short Notes on

(2 x 5=10)

12. Sources of Literature Review

13. Types of Survey

Differentiate between

(3x2=6)

14. Population and Sample

15. Quantitative research and Qualitative Research

16. Dependent variable and Independent variable

SECTION B - STATISTICS (Max. Marks: 20)

Multiple Choice Questions

(1x 4 = 4)

(Choose the most appropriate answer from the options given)

1. Which of the following Measure of averages is affected by extreme (very small or very large) values in the data set?

- a. Mean b. Median c. Mode d. Range

2. The scale of measurement which is appropriate to measure the weight of patients

- a. Nominal Scale b. Ordinal Scale c. Ratio Scale d. Interval scale

3. The statistic that measures the dispersion of a data set relative to its mean

- a. Mean Deviation b. Range c. Standard deviation d. Variance

4. The specific measure that quantifies the strength of association between two variables

- a. Correlation coefficient b. p value c. ANOVA d. t- test

Write Short Notes on

(2 x 5=10)

5. Scales of Measurement

6. Following data gives the birth weight of 100 babies in a neonatal unit. Find the mean birth weight of the babies.

Birth weight in Kg	1.5	2	2.5	3	3.5
No: of Babies	10	20	32	23	15

Differentiate between

(3x2=6)

7. Mean and Median

8. Descriptive and Inferential Statistics

9. Histogram and Pie diagram

Reg. No:

**Seventh Semester BSc. Nursing Degree Regular / Supplementary Examinations
- 2021 Scheme**

Midwifery / Obstetrics & Gynaecology (OBG) Nursing (I & II)

Time: 3 Hours

Max Marks: 75

•Answer all questions to the point neatly and legibly •Do not leave any blank pages between answers
•Indicate the question number correctly for the answer in the margin space. •Answer all parts of a single question together •Leave sufficient space between answers. •Draw table / diagrams/flow charts wherever necessary

Q P Code:

Course Code: N-MIDW-I / OBGN 335 & N-MIDW-II / OBGN 410

Multiple Choice Questions:

(12 X 1 = 12)

(Choose the most appropriate answer)

1. The largest diameter in fetal skull
 - a) Mentovertical
 - b) Submentovertical
 - c) Occipito frontal
 - d) Bitemporal
2. The coordination between fundal contraction and cervical dilation is termed as
 - a) Polarity
 - b) Fundal dominance
 - c) Fetal axis pressure
 - d) Show
3. Softening of cervix during pregnancy is known as
 - a) Chadwick's sign
 - b) Oslander's sign
 - c) Goodell's sign
 - d) Hegar's sign
4. Progesterone is secreted immediately after implantation of fertilized ovum by
 - a) Ovary
 - b) Placenta
 - c) Corpus luteum
 - d) Decidua
5. First fetal movement felt by the mother is termed as
 - a) Lightening
 - b) Engagement
 - c) Quickening
 - d) Ballottement
6. B Lynch compression suture is used in the management of
 - a) Postpartum hemorrhage
 - b) Breech delivery
 - c) Contracted pelvis
 - d) Ectopic pregnancy
7. Ortolani's test is diagnostic in
 - a) Respiratory distress
 - b) Congenital shoulder dislocation
 - c) Congenital hip dislocation
 - d) Induction of labour failure
8. Infection of fallopian tube is termed as
 - a) Appendicitis
 - b) Bartholinitis
 - c) Salpingitis
 - d) Endometritis
9. Couvelaire uterus is seen in
 - a) Placenta previa
 - b) Abruptio placenta
 - c) Ectopic pregnancy
 - d) Twin pregnancy
10. Primary goal of magnesium sulphate therapy in preeclampsia
 - a) Lower Blood Pressure
 - b) Prevent seizures
 - c) Neuro protection of fetus
 - d) Prevent preterm labour
11. Excess amount of cyclic bleeding at normal intervals is termed as
 - a) Menorrhagia
 - b) Epimenorrhea
 - c) Metrorrhagia
 - d) Dysmenorrhoea
12. Presence of functioning endometrium elsewhere in body other than uterine mucosa
 - a) Adenomyosis
 - b) Endometriosis
 - c) Endometritis
 - d) Pelvic adhesions

Essay:

(2 X 15 = 30)

13. Mrs X, 28 years old primi gravida got admitted to the labour room with mild labour pain. Define the first stage of labour. Discuss the physiological changes during the first stage of labour. Explain the management of a woman during first stage of labour

(2+6+7=15)

14. Define Pre eclampsia. Explain the Pathophysiological changes in pre eclampsia. Describe the management of pregnant women with pre eclampsia.

(2 + 6 + 7 = 15)

Short Notes:

(5 X 5 = 25)

15. Involution of uterus

16. Fetal circulation

17. Abortion

18. Postpartum depression

19. Investigations in infertility_

Differentiate the following:

(4 X 2 = 8)

20. Android pelvis - Gynecoid pelvis

21. Alpha Fetoprotein - Surfactant

22. Symmetrical IUGR - Asymmetrical IUGR

23. Cord prolapse - Cord Presentation

3.7 Internal assessment Component

Internal Assessment Guidelines: Theory

I. Continuous assessment: 10 marks

1. Attendance	:	2 marks
(95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)		
2. Written assignments (Two)	:	10 marks
3. Seminar/microteaching/Individual presentation (Two)	:	12 marks
4. Group project/work/report	:	6 marks
Total	:	30 marks
Total marks computed out of 10	:	30 /3 = 10 Marks

If there is mandatory module in that semester, Marks obtained by student out of 10 can be added to 30, totaling to 40 marks. Total = 40/4 = 10 Marks

II. Sessional Examinations: 15 marks

Two sessional exams per course (for 30 marks each)

Pattern of Sessional Examination (for 30 marks)			
Type of Question	No	Mark	Total
MCQ	4	1	4
Essay/ Situation Type Questions	1	10	10
Short answer	2	5	10
Very short answer	3	2	6
Total Marks			30

30 marks × 2 Sessional exams = 60 marks

Total Marks = 60/4 = 15 marks

Internal Assessment Guidelines: PRACTICAL

I. Continuous Assessment: 10 marks

1. Attendance	:	2 marks
(95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)		
2. Clinical assignments	:	10 marks
(Clinical presentation–3, drug presentation & report–2, case study report –5)		
3. Continuous Evaluation of Clinical Performance	:	10 marks
4. End of posting OSCE	:	5 marks
5. Completion of procedures and clinical requirements	:	3 marks
Total	=	30 marks
Total marks computed out of 10	:	30 /3 = 10 Marks

II. Sessional Examinations: 15 marks

Exam pattern:

OSCE – 10 marks

DOP – 20 marks {*DOP – Directly observed practical in the clinical setting*}

Total Marks- 30 marks ((3 – 5 hours)

$$30/2 = 15$$

Note: For Adult Health Nursing I, Adult Health Nursing II, Community Health Nursing I & Community Health Nursing II, the marks can be calculated as per weightage. Double the weightage as 20 marks for continuous assessment and 30 for sessional exams as these marks are not carry forward.

III. 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 Marks

Internal Assessment: Distribution of Marks

SEMESTER I

S. No	Name of the Course	Continuous Assessment	Sessional Exams Theory / Practical	Total Marks	Final Internal Marks
Theory					
1	Communicative English	10	15	25	25
2	Applied Anatomy & Applied Physiology	10	15	25	25
3	Applied Sociology & Applied Psychology	10	15	25	25
4	Nursing Foundations - I including First Aid	10	15	25	Carried over to Semester II
Practical					
5	Nursing Foundations I	10	15	25	Carried over to Semester II

SEMESTER II

S. No	Name of the Course	Continuous Assessment	Sessional Exams Theory/Practical	Total Marks	Final Internal Marks
Theory					
1	Applied Biochemistry and Applied Nutrition & Dietetics	10	15	25	25
2	Nursing Foundations - I including First Aid	Brought forward from Semester 1		25	25 (I & II = 25+25 = 50/2)
	Nursing Foundations - II including Health assessment Module	10	15	25	
3	Health / Nursing Informatics & Technology	10	15	25	25
Practical					
4	Nursing Foundations I	Brought forward from Semester 1		25	50 (I & II = 25+25 = 50)
	Nursing Foundations II	10	15	25	

SEMESTER III

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

SEMESTER IV

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

SEMESTER V

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

SEMESTER VI

S. No	Course	Continuous Assessment	Sessional Exams Theory/Practical	Total Marks	Final Internal Marks
Theory					
1	Child Health Nursing I	Brought forward from Semester V			25
	Child Health Nursing II	10	15	25	(I & II = 25+25 = 50/2)
2	Mental Health Nursing I	Brought forward from Semester V			25
	Mental Health Nursing II	10	15	25	(I & II = 25+25 = 50/2)
3	Nursing Management and Leadership	10	15	25	25
4	Midwifery/Obstetrics and Gynecology (OBG) Nursing I	10	15	25	Carried over to Semester VII
Practical					
5	Child Health Nursing I	Brought forward from Semester V			25
	Child Health Nursing II	10	15	25	(I & II = 25+25 = 50)
6	Mental Health Nursing I	Brought forward from Semester V			25
	Mental Health Nursing II	10	15	25	(I & II = 25+25 = 50)
7	Midwifery/Obstetrics and Gynecology (OBG) Nursing I	10	15	25	Carried over to Semester VII

SEMESTER VII

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

SEMESTER VIII (Internship)

S. No	Course	Continuous performance evaluation	OSCE	Total Marks	Final Internal Marks
1	Community Health Nursing	10	10	20	100
2	Adult Health Nursing	10	10	20	
3	Child Health Nursing	10	10	20	
4	Mental Health Nursing	10	10	20	
5	Midwifery/Obstetrics and Gynecology (OBG) Nursing	10	10	20	
Total Marks for Competency Assessment		50	50	100	

The class average of Internal Marks of the students uploaded by an institution shall not be more than 75% (i.e. the average of internal mark of all the students shall not exceed 75% of Maximum internal marks).

The student has to pass in all mandatory modules placed within courses and the pass mark for each module is 50% (C Grade). The marks as per weightage will be included in the internal assessment and College / University Examinations as applicable. The elective modules should be selected on commencement of the concerned semesters by the student / institution.

3.8 Details of Practical/ Clinical Practicum examinations

As per the Scheme of Examinations suffixed as **Annexure 1**

University Practical Examination Pattern:

OSCE (Objective Structured Clinical Examination): 15 marks

DOP (Directly observed Practical) : 35 marks

Total Marks: 50 marks (Maximum Time: 3 to 5 hours)

Competency Assessment - University Exam - Semester VIII

Integrated OSCE including all 5 specialties (Stations based on every specialty)

5 specialty 5 × 20 marks each = 100 marks

Total Examiners: 5 examiners (One from each specialty)

(External: 2 & Internal: 3)

Maximum number of candidates for practical examination should not exceed 15 per day. All the candidates in a particular year and of same institution / batch shall be examined by the same set of examiners. All practical examinations (DOP) must be held in the respective clinical areas.

3.9 Number of examiners needed (Internal & External) and their qualifications

One internal and one external examiner should jointly conduct practical examination for each student.

The Integrated OSCE examinations at the end of Internship shall be conducted by a panel of five Examiners of which 2 should be external and three should be internal. All the five examiners shall be of different specializations. Internal examiners with required qualification may be chosen from Concerned Clinical Specialty Area also.

An examiner for theory and practical / OSCE examination should be an Assistant Professor or above in a College of Nursing with M.Sc. Nursing in concerned subject and minimum 3 years of teaching experience. To be an examiner for Nursing Foundations course, the faculty having M.Sc. Nursing with any specialty shall be considered.

At least 50% of the Non-nursing subjects like Applied Anatomy & Physiology, Applied Biochemistry, Applied Psychology & Sociology, Applied Microbiology, Pharmacology, Genetics, Nutrition & Dietetics, Communicative English and Health/ Nursing Informatics & Technology should be taught by the Nursing teachers. Teachers who are involved in teaching non-nursing subjects can be the examiners for the program.

3.10 Details of Viva

Viva shall be integrated to Clinical Practicum examinations.

4. INTERNSHIP

4.1 Eligibility for Internship

A candidate should clear all the previous examinations before appearing for Seventh Semester university examinations. However the candidate shall be permitted to attend the consecutive semester (Internship)

4.2 Details of Internship Training

Internship is integrated as practicum in the eighth semester of B.Sc. Nursing programme. It includes intensive practicum / Residency posting for 22 weeks (1056 Hours) with 12 credits integrated in five specialty areas as per Section 2.6

4.3 Model of Internship Mark list

As per annexure 5.3 of the syllabus

4.4 Extension Rules

The candidate should undergo 1056 hours of internship (48 hours per week X 22 weeks). However the interns will be allowed to take leave as per KUHS regulations. Extension will be applicable for the period of absence.

4.5 Details of training given

Intensive residency practicum experience for a period of 22 weeks as per Section 2.6

5. ANNEXURES

5.1 Checklist for Monitoring

It is essential to monitor the learning progress of each candidate through continuous appraisal and regular assessment. The monitoring shall be done by the Department / Academic Monitoring Cell.

- Assessment strategies as per the syllabus, evaluation guidelines and regulations prescribed by KUHS from time to time shall be used.
- Depending up on the participation of students in various Teaching Learning activities and evaluation, letter grades, grade points, SGPA and CGPA shall be awarded and a transcript indicating the same shall be issued to students by all institutions for each semester with a consolidated transcript indicating the performance in all semesters.
- Minimum records should be maintained in the College.

5.2 Template for Dissertation

Not Applicable

5.3 Template for Mark List showing Maximum & Minimum

First Semester BSc Nursing Degree Regular/ Supplementary Examinations (2021 scheme)

Reg. No.:

Date of publication of result:

Name of the Candidate:

Name of the College:

Month & Year of Examination:

Sl No	Subject Code	Subject	Theory			Practical			Total			Credit	Letter Grade	Point	Result	
			Max	Min	Awarded	Max	Min	Awarded	Max	Min	Awarded					
1	ENGL-101	Comm-unicative English	IA	25	10		-	-	-	50	20		2			
			End Semester College examination	25	10		-	-	-							
2	ANAT-105 & PHYS-110	Applied Anatomy & Applied Physiology	IA	25	12.5		-	-	-	100	50		6			
			University examination	75	37.5		-	-	-							
3	SOC-115 & PSYC-120	Applied Sociology & Applied Psychology	IA	25	12.5		-	-	-	100	50		6			
			University examination	75	37.5		-	-	-							
Grand Total									250	-		14				

IA- Internal Assessment, Max – Maximum Marks, Min: Minimum Pass Mark, A- Absent, P- Passed, F- Failed

Semester	I	CGPA
Applicable Credits excluding Communicative English	12	
SGPA		

-End of Mark Statement-

The grade points are out of 10, based on UGC 10 point grading system modified with Pass grade as follows.

Letter Grade	O	A +	A	B+	B	C	P	F
	Outstanding	Excellent	Very Good	Good	Above Average	Average	Pass	Fail
Grade Point	10	9	8	7	6	5	4	0
% of Mark	100%	90-99.99%	80-89.99%	70-79.99%	60-69.99%	50-59.99%	40-49.99%	--
Pass Criteria	For Nursing Courses and all other courses:- Pass is at C Grade (5 grade point) 50% and above For Communicative English and Electives:- Pass is at P Grade (4 grade point) 40% and above							
SGPA	$\frac{\Sigma (\text{No. of Credits} \times \text{Grade Points})}{\Sigma (\text{No. of Credits})}$							
CGPA	$\frac{\Sigma (\text{No. of Credits} \times \text{SGPA})}{\Sigma (\text{No. of Credits})}$							

Checked by

CONTROLLER OF EXAMINATIONS

Seal

Asst

SO

AC/AR/DR

Second Semester BSc Nursing Degree Regular/ Supplementary Examinations (2021 scheme)

Reg. No.:

Date of publication of result:

Name of the Candidate:

Name of the College:

Month & Year of Examination:

Sl No	Subject Code	Subject	Theory			Practical			Total			Credit	Lettergrade	Gradepoint	Result	
			Max	Min	Awarded	Max	Min	Awarded	Max	Min	Awarded					
1	BIOC-135 & NUTR-140	Applied Biochemistry and applied Nutrition & Dietetics	IA	25	12.5		-	-	-	100	50		5			
			University examination	75	37.5		-	-	-							
2	N-NF-I-125 & N-NF-II-125	Nursing Foundations (I & II)	IA	25	12.5		50	25		200	100		23			
			University examination	75	37.5		50	25								
3	HNIT-145	Health/ Nursing Informatics & Technology	IA	25	12.5		-	-	-	50	25		3			
			End Semester College examination	25	12.5		-	-	-							
Grand Total									350	-		31				

IA- Internal Assessment, Max – Maximum Marks, Min: Minimum Pass Mark, A- Absent, P- Passed, F- Failed

Semester	I	II	Total	CGPA
Applicable Credits	12	31	43	
SGPA				

-End of Mark Statement-

The grade points are out of 10, based on UGC 10 point grading system modified with Pass grade as follows.

Letter Grade	O	A +	A	B+	B	C	P	F
	Outstanding	Excellent	Very Good	Good	Above Average	Average	Pass	Fail
Grade Point	10	9	8	7	6	5	4	0
% of Mark	100%	90-99.99%	80-89.99%	70-79.99%	60-69.99%	50-59.99%	40-49.99%	--
Pass Criteria	For Nursing Courses and all other courses:- Pass is at C Grade (5 grade point) 50% and above For Communicative English and Electives:- Pass is at P Grade (4 grade point) 40% and above							
SGPA	$\frac{\Sigma (\text{No. of Credits} \times \text{Grade Points})}{\Sigma (\text{No. of Credits})}$							
CGPA	$\frac{\Sigma (\text{No. of Credits} \times \text{SGPA})}{\Sigma (\text{No. of Credits})}$							

Checked by

CONTROLLER OF EXAMINATIONS

Seal

Asst

SO

AC/AR/DR

Third Semester BSc Nursing Degree Regular/ Supplementary Examinations (2021 scheme)

Reg. No.:

Date of publication of result:

Name of the Candidate:

Name of the College:

Month & Year of Examination:

Sl No	Subject Code	Subject		Theory			Practical			Total			Credit	Gradepoint	Lettergrade	Result
				Max	Min	Awarded	Max	Min	Awarded	Max	Min	Awarded				
1	MICR - 201	Applied Microbiology and Infection Control including Safety	IA	25	12.5		-	-	-	100	50		3			
			University Examination	75	37.5		-	-	-							
2	N-AHN-I-215	Adult Health Nursing-I	IA	25	12.5		50	25		200	100		14			
			University examination	75	37.5		50	25								
Grand Total										300	-		17			

IA- Internal Assessment, Max – Maximum Marks, Min: Minimum Pass Mark, A- Absent, P- Passed, F- Failed

Semester	I	II	III	Total	CGPA
Applicable Credits	12	31	17	60	
SGPA					

-End of Mark Statement-

The grade points are out of 10, based on UGC 10 point grading system modified with Pass grade as follows.

Letter Grade	O	A +	A	B+	B	C	P	F
	Outstanding	Excellent	Very Good	Good	Above Average	Average	Pass	Fail
Grade Point	10	9	8	7	6	5	4	0
% of Mark	100%	90-99.99%	80-89.99%	70-79.99%	60-69.99%	50-59.99%	40-49.99%	--
Pass Criteria	For Nursing Courses and all other courses:- Pass is at C Grade (5 grade point) 50% and above For Communicative English and Electives:- Pass is at P Grade (4 grade point) 40% and above							
SGPA	$\frac{\Sigma (\text{No. of Credits} \times \text{Grade Points})}{\Sigma (\text{No. of Credits})}$							
CGPA	$\frac{\Sigma (\text{No. of Credits} \times \text{SGPA})}{\Sigma (\text{No. of Credits})}$							

Checked by

CONTROLLER OF EXAMINATIONS

Seal

Asst

SO

AC/AR/DR

Fourth Semester BSc Nursing Degree Regular/ Supplementary Examinations (2021 scheme)

Reg. No.:

Date of publication of result:

Name of the Candidate:

Name of the College:

Month & Year of Examination:

Sl No	Subject Code	Subject	Theory			Practical			Total			Credit	Gradepoint	Lettergrade	Result
			Max	Min	Awarded	Max	Min	Awarded	Max	Min	Awarded				
1	PHAR-I-205 PHAR- II-205 PATH-I-210	Pharmacology & Pathology (I &II) & Genetics	IA	25	12.5		-	-	-	100	50		6		
			University examination	75	37.5										
2	N-AHN- II-225	Adult Health Nursing -II	IA	25	12.5		50	25		200	100		14		
			University examination	75	37.5		50	25							
3	PROF- 230	Professionalism, Ethics & Professional values	IA	25	12.5		-	-	-	50	25		1		
			End Semester College examination	25	12.5		-	-	-						
Grand Total									350	-		21			

IA- Internal Assessment, Max – Maximum Marks, Min: Minimum Pass Mark, A- Absent, P- Passed, F- Failed

Semester	I	II	III	IV	Total	CGPA
Applicable Credits	12	31	17	21	81	
SGPA						

-End of Mark Statement-

The grade points are out of 10, based on UGC 10 point grading system modified with Pass grade as follows.

Letter Grade	O	A +	A	B+	B	C	P	F
	Outstanding	Excellent	Very Good	Good	Above Average	Average	Pass	Fail
Grade Point	10	9	8	7	6	5	4	0
% of Mark	100%	90-99.99%	80-89.99%	70-79.99%	60-69.99%	50-59.99%	40-49.99%	--
Pass Criteria	For Nursing Courses and all other courses:- Pass is at C Grade (5 grade point) 50% and above For Communicative English and Electives:- Pass is at P Grade (4 grade point) 40% and above							
SGPA	$\frac{\Sigma (\text{No. of Credits} \times \text{Grade Points})}{\Sigma (\text{No. of Credits})}$							
CGPA	$\frac{\Sigma (\text{No. of Credits} \times \text{SGPA})}{\Sigma (\text{No. of Credits})}$							

Checked by

CONTROLLER OF EXAMINATIONS

Seal

Asst

SO

AC/AR/DR

Fifth Semester BSc Nursing Degree Regular/ Supplementary Examinations (2021 scheme)

Reg. No.:

Date of publication of result:

Name of the Candidate:

Name of the College:

Month & Year of Examination:

Sl No	Subject Code	Subject	Theory			Practical			Total			Credit	GradePoint	LetterGrade	Result
			Max	Min	Awarded	Max	Min	Awarded	Max	Min	Awarded				
1	N-COMH-I-310	Community Health Nursing I including Environmental Science & Epidemiology	IA	25	12.5		50	25		200	100		7		
			University examination	75	37.5		50	25							
2	EDUC 315	Educational Technology/ Nursing Education	IA	25	12.5		-	-	-	100	50		3		
			University examination	75	37.5		-	-	-						
3	N-FORN 320	Introduction to Forensic Nursing and Indian Laws	IA	25	12.5		-	-	-	50	25		1		
			End Semester College examination	25	12.5		-	-	-						
Grand Total									350	-		11			

IA- Internal Assessment, Max – Maximum Marks, Min: Minimum Pass Mark, A- Absent, P- Passed, F- Failed

Semester	I	II	III	IV	V	Total	CGPA
Applicable Credits	12	31	17	21	11	92	
SGPA							

-End of Mark Statement-

The grade points are out of 10, based on UGC 10 point grading system modified with Pass grade as follows.

Letter Grade	O	A +	A	B+	B	C	P	F
	Outstanding	Excellent	Very Good	Good	Above Average	Average	Pass	Fail
Grade Point	10	9	8	7	6	5	4	0
% of Mark	100%	90-99.99%	80-89.99%	70-79.99%	60-69.99%	50-59.99%	40-49.99%	--
Pass Criteria	For Nursing Courses and all other courses:- Pass is at C Grade (5 grade point) 50% and above For Communicative English and Electives:- Pass is at P Grade (4 grade point) 40% and above							
SGPA	$\frac{\Sigma (\text{No. of Credits} \times \text{Grade Points})}{\Sigma (\text{No. of Credits})}$							
CGPA	$\frac{\Sigma (\text{No. of Credits} \times \text{SGPA})}{\Sigma (\text{No. of Credits})}$							

Checked by

CONTROLLER OF EXAMINATIONS

Seal

Asst

SO

AC/AR/DR

Sixth Semester BSc Nursing Degree Regular/ Supplementary Examinations (2021 scheme)

Reg. No.:

Date of publication of result:

Name of the Candidate:

Name of the College:

Month & Year of Examination:

Sl No	Subject Code	Subject	Theory			Practical			Total			Credit	GradePoint	LetterGrade	Result
			Max	Min	Awarded	Max	Min	Awarded	Max	Min	Awarded				
1	N-CHN – I- 301 & N-CHN-II- 301	Child Health Nursing (I & II)	IA	25	12.5		50	25		200	100	9			
			University examination	75	37.5		50	25							
2	N-MHN-I- 305 & N-MHN –II- 305	Mental Health Nursing (I & II)	IA	25	12.5		50	25		200	100	8			
			University examination	75	37.5		50	25							
3	NMLE 330	Nursing Management & Leadership	IA	25	12.5		-	-	-	100	50	4			
			University examination	75	37.5		-	-	-						
Grand Total									500	-	21				

IA- Internal Assessment, Max – Maximum Marks, Min: Minimum Pass Mark, A- Absent, P- Passed, F- Failed

Semester	I	II	III	IV	V	VI	Total	CGPA
Applicable Credits	12	31	17	21	11	21	113	
SGPA								

-End of Mark Statement-

The grade points are out of 10, based on UGC 10 point grading system modified with Pass grade as follows.

Letter Grade	O	A +	A	B+	B	C	P	F
	Outstanding	Excellent	Very Good	Good	Above Average	Average	Pass	Fail
Grade Point	10	9	8	7	6	5	4	0
% of Mark	100%	90-99.99%	80-89.99%	70-79.99%	60-69.99%	50-59.99%	40-49.99%	--
Pass Criteria	For Nursing Courses and all other courses:- Pass is at C Grade (5 grade point) 50% and above For Communicative English and Electives:- Pass is at P Grade (4 grade point) 40% and above							
SGPA	$\frac{\Sigma (\text{No. of Credits} \times \text{Grade Points})}{\Sigma (\text{No. of Credits})}$							
CGPA	$\frac{\Sigma (\text{No. of Credits} \times \text{SGPA})}{\Sigma (\text{No. of Credits})}$							

Checked by

CONTROLLER OF EXAMINATIONS

Seal

Asst

SO

AC/AR/DR

Seventh Semester BSc Nursing Degree Regular/ Supplementary Examinations (2021 scheme)

Reg. No.:

Date of publication of result:

Name of the Candidate:

Name of the College:

Month & Year of Examination:

Sl No	Subject Code	Subject		Theory			Practical			Total			Credit	GradePoint	LetterGrade	Result	
				Max	Min	Awarded	Max	Min	Awarded	Max	Min	Awarded					
1	N-COMH-II-401	Community Health Nursing II	IA	25	12.5		50	25		200	100		7				
			University examination	75	37.5		50	25									
2	NRST 405	Nursing Research & Statistics	IA	25	12.5		-	-	-	100	50		4				
			University examination	75	37.5		-	-	-								
3	N-MIDW-I/OBGN 335 & N-MIDW-II/OBGN 410	Midwifery/Obstetrics and Gynaecology (OBG) Nursing I & II	IA	25	12.5		50	25		200	100		15				
			University examination	75	37.5		50	25									
Grand Total										500	-		26				

IA- Internal Assessment, Max – Maximum Marks, Min: Minimum Pass Mark, A- Absent, P- Passed, F- Failed

Semester	I	II	III	IV	V	VI	VII	Total	CGPA
Applicable Credits	12	31	17	21	11	21	26	139	
SGPA									

-End of Mark Statement-

The grade points are out of 10, based on UGC 10 point grading system modified with Pass grade as follows.

Letter Grade	O	A +	A	B+	B	C	P	F
	Outstanding	Excellent	Very Good	Good	Above Average	Average	Pass	Fail
Grade Point	10	9	8	7	6	5	4	0
% of Mark	100%	90-99.99%	80-89.99%	70-79.99%	60-69.99%	50-59.99%	40-49.99%	--
Pass Criteria	For Nursing Courses and all other courses:- Pass is at C Grade (5 grade point) 50% and above For Communicative English and Electives:- Pass is at P Grade (4 grade point) 40% and above							
SGPA	$\frac{\Sigma (\text{No. of Credits} \times \text{Grade Points})}{\Sigma (\text{No. of Credits})}$							
CGPA	$\frac{\Sigma (\text{No. of Credits} \times \text{SGPA})}{\Sigma (\text{No. of Credits})}$							

Checked by

CONTROLLER OF EXAMINATIONS

Seal

Asst

SO

AC/AR/DR

Eighth Semester BSc Nursing Degree Regular/ Supplementary Examinations (2021 scheme)

Reg. No.:

Date of publication of result:

Name of the Candidate:

Name of the College:

Month & Year of Examination:

Sl No	Subject Code	Integrated Competency Assessment		Theory			Practical			Total			Credit	GradePoint	LetterGrade	Result
				Max	Min	Awarded	Max	Min	Awarded	Max	Min	Awarded				
1	INTE 415	Community Health Nursing	IA	-	-	-	100	50					12			
	INTE 420	Adult Health Nursing														
	INTE 425	Child Health Nursing														
	INTE 430	Mental Health Nursing	University examination	-	-	-	100	50								
	INTE 435	Midwifery / Obstetrics and Gynaecology (OBG) Nursing														
Grand Total										200	-		12			

IA- Internal Assessment, Max – Maximum Marks, Min: Minimum Pass Mark, A- Absent, P- Passed, F- Failed

Semester	I	II	III	IV	V	VI	VII	VIII	Total	CGPA
Applicable Credits	12	31	17	21	11	21	26	12	151	
SGPA										

-End of Mark Statement-

The grade points are out of 10, based on UGC 10 point grading system modified with Pass grade as follows.

Letter Grade	O	A +	A	B+	B	C	P	F	
	Outstanding	Excellent	Very Good	Good	Above Average	Average	Pass	Fail	
Grade Point	10	9	8	7	6	5	4	0	
% of Mark	100%	90-99.99%	80-89.99%	70-79.99%	60-69.99%	50-59.99%	40-49.99%	--	
Pass Criteria	For Nursing Courses and all other courses:- Pass is at C Grade (5 grade point) 50% and above For Communicative English and Electives:- Pass is at P Grade (4 grade point) 40% and above								
SGPA					$\frac{\Sigma (\text{No. of Credits} \times \text{Grade Points})}{\Sigma (\text{No. of Credits})}$				
CGPA					$\frac{\Sigma (\text{No. of Credits} \times \text{SGPA})}{\Sigma (\text{No. of Credits})}$				

Checked by	CONTROLLER OF EXAMINATIONS
Asst	Seal SO AC/AR/DR

**B.Sc. NURSING DEGREE REGULAR/SUPPLEMENTARY EXAMINATIONS
(2021 SCHEME)
CUMULATIVE MARKLIST**

Reg. No.:

Name of the Candidate:

Name of the College:

Sl No	Semester	Total Marks	Mars Awarded	No of Attempts
1.	I	250		
2.	II	350		
3.	III	300		
4.	IV	350		
5.	V	350		
6.	VI	500		
7.	VII	500		
8.	VIII	200		
Grand Total		2800		

Semester	I	II	III	IV	V	VI	VII	VIII	Total Credits	CGPA
Applicable Credits	12	31	17	21	11	21	26	12	151	
SGPA										

-End of Mark Statement-

The grade points are out of 10, based on UGC 10 point grading system modified with Pass grade as follows.

Letter Grade	O Outstanding	A + Excellent	A Very Good	B+ Good	B Above Average	C Average	P Pass	F Fail
Grade Point	10	9	8	7	6	5	4	0
% of Mark	100%	90-99.99%	80-89.99%	70-79.99%	60-69.99%	50-59.99%	40-49.99%	--
Pass Criteria	For Nursing Courses and all other courses:- Pass is at C Grade (5 grade point) 50% and above For Communicative English and Electives:- Pass is at P Grade (4 grade point) 40% and above							
SGPA	$\frac{\Sigma (\text{No. of Credits} \times \text{Grade Points})}{\Sigma (\text{No. of Credits})}$							
CGPA	$\frac{\Sigma (\text{No. of Credits} \times \text{SGPA})}{\Sigma (\text{No. of Credits})}$							
First Class with Distinction	CGPA of 7.500 and above							
First Class	CGPA of 6.000-7.499							
Second Class	CGPA of 5.000-5.999							

Checked by

CONTROLLER OF EXAMINATIONS

Seal

Asst

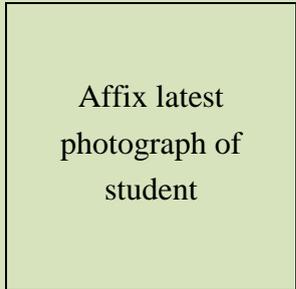
SO

AC/AR/DR

5.4 Transcript

NAME & ADDRESS OF THE COLLEGE
BACHELOR OF SCIENCE IN NURSING – B.Sc. NURSING
TRANSCRIPT

Name of Student :
 Gender :
 Parent/ Guardian :
 (as per University records)
 Permanent address :
 Date of Birth :
 Nationality :
 KUHS Registration Number :
 Name of the course : **Bachelor of Science in Nursing (B.Sc. Nursing)**
 Medium of Instruction : English
 Degree awarded by : **Kerala University of Health Sciences, Thrissur, Kerala, India**
 Name of the College of study :
 Duration of the course : Four Years (Eight Semesters)
 Date of admission :
 Date of completion of course :
 Date of publication of Final Result :
 Registration No with Kerala Nurses' & Midwives Council :



BSc Nursing: SEMESTER I

Sl No	SUBJECTS	Theory			Practicum						Marks Awarded					Total Marks	Letter grade	Grade point (GP)	Credit Point (Cr x GP)	
		Credit (Cr)	Hours		Credit (Cr)	Skill lab		Clinical		Theory			Practical							
			Allotted	Attended		Allotted	Attended	Allotted	Attended	Internal	College exam	University exam	Internal	University exam						
1	Communicative English	2*	40		-	-	-	-	-	-	-	/	/	-	-	-	/			-
2	Applied Anatomy	3	60		-	-	-	-	-	-	-									
3	Applied Physiology	3	60		-	-	-	-	-	-	-	/	-	/	-	-	/			
4	Applied Sociology	3	60		-	-	-	-	-	-	-									
5	Applied Psychology	3	60		-	-	-	-	-	-	-	/		/	-	-	/			
6	* Nursing Foundations I. Including First Aid Module	6*	120		2*	80		2*	160			10* Credits and Internal Marks Brought forward to Semester II								
TOTAL		20	400		2	80		2	160			-	-	-	-	-	/	-	-	-
																250				

Applicable credits for SGPA: (24 – 2* - 10* = 12 Cr) Total weightage of credits remains the same

SGPA (Semester I):

CGPA:

BSc Nursing: SEMESTER II

Sl No	SUBJECTS	Theory			Practicum						Marks Awarded					Total Marks	Letter grade	Grade point (GP)	Credit Point (Cr x GP)
		Hours			Skill lab			Clinical			Theory			Practical					
					Hours			Hours			Hours			Theory					
		Credit (Cr)	Allotted	Attended	Credit (Cr)	Allotted	Attended	Credit (Cr)	Allotted	Attended	Internal	College exam	University exam	Internal	University exam				
1	Applied Biochemistry	2	40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2	Applied Nutrition and Dietetics	3	60	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
3	* Nursing Foundations I	10* Credits and Internal Marks Carried over from Semester I														-	-	-	-
3	Nursing Foundations II. + Health Assessment Module	6	120	3	120	4	320	-	-	-	-	-	-	-	-	-	-	-	
4	Health / Nursing informatics & Technology	2	40	1	40	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL		13	260	4	160	4	320	-	-	-	-	-	-	-	-	-	-	-	

Applicable credits for SGPA: (21 + 10 = 31 Cr) Total weightage of credits remains the same*

SGPA (Semester II):

CGPA:

BSc Nursing: SEMESTER III

Sl No	SUBJECTS	Theory			Practicum						Marks Awarded					Total Marks	Letter grade	Grade point (GP)	Credit Point (Cr x GP)		
		Hours			Skill lab			Clinical			Theory			Practical							
					Hours			Hours			Hours			Theory						Practical	
		Credit (Cr)	Allotted	Attended	Credit (Cr)	Allotted	Attended	Credit (Cr)	Allotted	Attended	Internal	College exam	University exam	Internal	University exam						
1	Applied Microbiology & Infection control including Safety	2	40	1	40	-	-	-	-	-	-	-	-	-	-	-	-	-			
2	*Pharmacology I	1*	20	-	-	-	-	-	-	2*Credits and Internal Marks Brought forward to Semester IV									-	-	-
3	Pathology I	1*	20	-	-	-	-	-	-										-	-	-
4	Adult Health Nursing I with integrated pathophysiology + BCLS module	7	140	1	40	6	480	-	-	-	-	-	-	-	-	-	-	-			
TOTAL		11	220	2	80	6	480	-	-	-	-	-	-	-	-	-	-	-			

Applicable credits for SGPA: (19 - 2 = 17 Cr) Total weightage of credits remains the same*

SGPA (Semester III):

CGPA:

BSc Nursing: SEMESTER IV

Sl No	SUBJECTS	Theory			Practicum						Marks Awarded					Total Marks	Letter grade	Grade point (GP)	Credit Point (Cr x GP)	
		Credit (Cr)	Hours		Credit (Cr)	Hours		Credit (Cr)	Hours		Theory			Practical						
			Allotted	Attended		Allotted	Attended		Allotted	Attended	Internal	College exam	University exam	Internal	University exam					
1	*Pharmacology I + Pathology I	2* Credits and Internal Marks Carried over from Semester III																		
2	Pharmacology II + fundamentals of prescribing module	3	60		-	-	-	-	-	-										
3	Pathology II and Genetics	1	20		-	-	-	-	-	-	/ 25	-	/ 75				/ 100			
4	Adult Health Nursing II (Geriatric Nursing + Palliative care module)	7	140		1	40		6	480		/ 25	-	/ 75	/ 50	/ 50		/ 200			
5	Professionalism , Professional Values and Ethics including Bioethics	1	20		-	-	-	-	-		/ 25	/ 25	-	-	-		/ 50			
TOTAL		12	240		1	40		6	480		-	-	-	-	-		/ 350	-	-	-

Applicable credits for SGPA: $(19 + 2^* = 21 \text{ Cr})$ Total weightage of credits remains the same

SGPA (Semester IV):

CGPA:

BSc Nursing: SEMESTER V

Sl No	SUBJECTS	Theory			Practicum						Marks Awarded					Total Marks	Letter grade	Grade point (GP)	Credit Point (Cr x GP)	
		Credit (Cr)	Hours		Credit (Cr)	Hours		Credit (Cr)	Hours		Theory			Practical						
			Allotted	Attended		Allotted	Attended		Allotted	Attended	Internal	College exam	University exam	Internal	University exam					
1	Child Health Nursing I including ENBC, FBNC, IMNCI and PLS modules	3*	60		1	40		2*	160		6* Credits and Internal Marks Brought forward to Semester VI									
2	Mental Health Nursing I	3*	60		-	-		1*	80		4* Credits and Internal Marks Brought forward to Semester VI									
3	Community Health Nursing I + Environmental Science and Epidemiology	5	100		-	-	-	2	160		/ 25	-	/ 75	/ 50	/ 50		/ 200			
4	Educational Technology/ Nursing Education	2	40		1	40		-	-	-	/ 25	/	/ 75	-	-		/ 100			
5	Introduction to Forensic Nursing and Indian laws	1	20		-	-	-	-	-		/ 25	/ 25	-	-	-		/ 50			
TOTAL		14	280		2	80		5	400								/ 350			

Applicable credits for SGPA: $(21 - 6^* - 4^* = 11 \text{ Cr})$ Total weightage of credits remains the same

SGPA (Semester V):

CGPA:

BSc Nursing: SEMESTER VI

Sl No	SUBJECTS	Theory			Practicum						Marks Awarded					Total Marks	Letter grade	Grade point (GP)	Credit Point (Cr x GP)
		Credit (Cr)	Hours		Credit (Cr)	Skill lab		Clinical		Theory			Practical						
			Allotted	Attended		Allotted	Attended	Allotted	Attended	Internal	College exam	University exam	Internal	University exam					
1	Child Health Nursing I	6* Credits & Internal Marks Carried over from Semester V																	
2	Child health nursing II	2	40		-	-	1	80		/25	-	/75	/50	/50	200				
3	Mental Health Nursing I	4* Credits & Internal Marks Carried over from Semester V																	
4	Mental health nursing II	2	40		-	-	2	160		/25	-	/75	/50	/50	200				
5	Nursing Management and Leadership	3	60		-	-	1	80		/25	-	/75	-	-	/100				
6	Midwifery/ Obstetrics and Gynecology (OBG) Nursing I including SBA module	3*	60		1*	40	3*	240		7* Credits and Internal Marks Brought forward to Semester VII									
TOTAL		10	200		1	40	7	560							/500				

Applicable credits for SGPA: (18 + 10 - 7 = 21 Cr) Total weightage of credits remains the same

SGPA (Semester VI):

CGPA:

BSc Nursing: SEMESTER VII

Sl No	SUBJECTS	Theory			Practicum						Marks Awarded					Total Marks	Letter grade	Grade point (GP)	Credit Point (Cr x GP)
		Credit (Cr)	Hours		Credit (Cr)	Skill lab		Clinical		Theory			Practical						
			Allotted	Attended		Allotted	Attended	Allotted	Attended	Internal	College exam	University exam	Internal	University exam					
1	Community Health Nursing II	5	100		-	-	2	160		/25	-	/75	/50	/50	200				
2	Nursing Research and Statistics	2	40	2	80 (project 40)		-	-		/25	-	/75	-	-	100				
3	Midwifery/ Obstetrics & Gynecology Nursing I including SBA module	7* Credits & Internal Marks Carried over from Semester VI																	
4	Midwifery/ Obstetrics and Gynecology(OBG) Nursing II + Safe delivery app module	3	60	1	40		4	320		/25	-	/75	/50	/50	200				
TOTAL		10	200		3	120		6	480		-	-	-	-	/500				

Applicable credits for SGPA: (19 + 7 = 26 Cr) Total weightage of credits remains the same

SGPA (Semester VII):

CGPA:

BSc Nursing: SEMESTER VIII

Sl No	SUBJECTS	Theory			Practicum						Marks Awarded					Total Marks	Letter grade	Grade point (GP)	Credit Point (Cr x GP)
		Hours		Credit (Cr)	Skill lab			Clinical			Theory			Practical					
					Allotted	Attended	Credit (Cr)	Allotted	Attended	Credit (Cr)	Allotted	Attended	Internal	College exam	University exam				
		Internal	College exam	University exam															
1	Community health Nursing	NIL	NIL	12	192		-	-	-	-	-	-	-	/20	/100	/200			
2	Adult health Nursing				288									/20					
3	Child health nursing				192									/20					
4	Mental health nursing				192									/20					
5	Midwifery/ Obstetrics and Gynecology(OBG) Nursing				192									/20					
TOTAL		--		12	1056	--	--	-	-	-	--	--	--	--	--	--	--	--	--

Applicable credits for SGPA: 12 Cr. Total weightage of credits remains the same

SGPA (Semester VIII):

CGPA:

Letter Grade	O Out standing	A+ (Excellent)	A (Very Good)	B+ (Good)	B (Above Average)	C (Average)	P (Pass)	F (Fail)
Grade point	10	9	8	7	6	5	4	0
Percentage of marks	100%	90-99.99%	80-89.99%	70-79.99%	60-69.99%	50-59.99%	40-49.99%	

Semester	I	II	III	IV	V	VI	VII	VIII	TOTAL	CGPA
Credits	12	31	17	21	11	21	26	12	151	
SGPA										

Credit hours of Communicative English (2 Credits) and Electives (3 Credits) are not taken for calculation of SGPA & CGPA

Aggregate of Marks:

Maximum Marks: 2800

CGPA :

Class :

First Class with Distinction	CGPA of 7.500 and above
First Class	CGPA of 6.000-7.499
Second Class	CGPA of 5.000-5.999

CERTIFICATE

This is to certify and confirm that Mr./ Ms.....
.....with KUHS Registration
No.....was a bona fide student of BSc
Nursing course from.....to..... at
.....
(Name of College). This is a regular course conducted as per the requirements prescribed
by the Kerala University of Health Sciences, Thrissur, Kerala, Indian Nursing Council,
New Delhi, and Kerala Nurses and Midwives Council, Thiruvananthapuram, Kerala. He/
She has successfully completed the course and was awarded the BSc Nursing Degree at
the convocation held on.....

Name and Signature of Principal

Place :

Date :

Seal