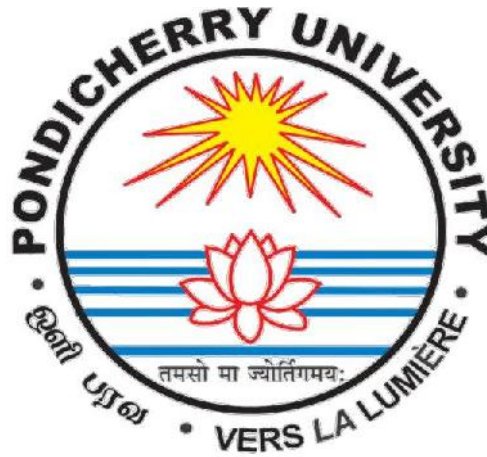


# **SYLLABUS AND REGULATIONS**

## **B.Sc. Nursing (4 Years Program)**



**2018 – 2019 Revised**

**PONDICHERRY UNIVERSITY  
R.V. Nagar, Kalapet  
Pondicherry -605 014**

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## **I.PHILOSOPHY**

(Adapted from Indian Nursing Council )

We believe that,

Health is a state of well- being that enables a person to lead a psychologically, socially and economically productive life. Health is a right of all the people. Individuals, families and communities have a responsibility towards maintaining their health.

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

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

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

Undergraduate nursing program is broad based education within an academic framework specifically directed to the development of critical thinking skills, competencies & standards required for practice of professional nursing and midwifery as envisaged in National Health Policy 2002.

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

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

## **II. AIMS:**

The aim of the undergraduate nursing program is to:

- Prepare graduates to assume responsibilities as professionals, competent nurses and midwives in providing promotive, preventive, curative, and rehabilitative services,
- Prepare nurses who can make independent decisions in nursing situations, protect the rights of and facilitate individuals and groups in pursuit of health, functions in the hospital, community nursing services, and conduct research studies in the areas of nursing practice.

They are also expected to assume the role of teacher, supervisor, and manager in a clinical / public health settings.

## **III. OBJECTIVES:**

On completion of four year B.Sc. Nursing Program the graduate will be able to:

1. Apply knowledge from physical, biological and behavioral sciences, medicine including alternative systems and nursing in providing nursing care to individuals, families and communities.
2. Demonstrate understanding of life styles and other factors, which affect health of individuals and groups.
3. Provide nursing care based on steps of nursing process in collaboration with individuals and groups.
4. Demonstrate critical thinking skill in making decisions in all situations in order to provide quality care.
5. Utilize the latest trends and technology in providing health care.
6. Provide promotive, preventive and restorative health services in line with the National Health Policies and Programmes.
7. Practice within the frame work of code of ethics and professional conduct, and acceptable standards of practice within the legal boundaries.
8. Communicate effectively with individuals and groups, and members of the health team in order to promote effective inter personal relationship and team work.
9. Demonstrate skills in teaching to individuals and groups in clinical and community health settings.
10. Participate effectively as members of the health team in health care delivery system.
11. Demonstrate leadership and managerial skills in clinical / community health settings.

12. Conduct need based research studies in various settings and utilize the research findings to improve the quality of care.
13. Demonstrate awareness, interest, and contribute towards advancement of self and of the profession.

#### **IV. COURSE OUTCOME:**

At the end of the course the B.Sc(N) Program the graduate nurse will be able to function as a General Nurse practitioner to provide comprehensive care / supervise and train nursing students at various health care settings and educational institutions and adhere to the code of Nursing Ethics.

# PONDICHERY UNIVERSITY

## Puducherry-14

### V. REGULATIONS OF THE UNIVERSITY

#### SHORT TITLE AND COMMENCEMENT

These regulations shall be called “THE REGULATIONS FOR THE **BACHELOR OF NURSING DEGREE COURSE** OF PONDICHERY UNIVERSITY, Puducherry”.

They shall come into force from the academic year 2019-2020 session. The regulation and syllabi are subject to modifications by the standing Under Graduate Board of Studies for nursing course from time to time.

#### **1.ELIGIBILITY FOR ADMISSION:**

1.1. The minimum age for admission shall be 17 years on or before 31<sup>st</sup> Dec. of the year of admission

1.2. The minimum educational requirements shall be the passing of:

Higher Secondary school certificate Examination (12years course) conducted by the Board of Tamil Nadu

Or

Senior School certificate Examination (10+2), pre-degree Examination (10+2)

Or

An equivalent with 12 years schooling from a recognized board or university with minimum of 45 % aggregate marks (40% marks for SC, ST, for MBC, OBC candidates in part – III subjects of Physics, Chemistry & Biology / Botany & Zoology) and should have English as one of the subject.

1.3. Candidate shall be medically fit.

#### **2. SELECTION OF CANDIDATES**

Selection of the candidates should be based on the merit of the entrance examination held by university or competent authority or as per regulation of the University from time to time.

#### **3.DURATION OF THE COURSE AND COURSE OF STUDY:**

The period of certified study and training of the B.Sc. Nursing Degree course shall be of four academic years including internship.

<b>Available Weeks / Academic year</b>	<b>52 Weeks</b>
Examination (including preparation)	4 Weeks
Vacation	8 Weeks
Gazetted holidays	3 Weeks
Available Weeks	37 Weeks
Hours per week	40 hours
Hours available per academic year	1480 (37weeks x 40 hours)

**4. MEDIUM OF INSTRUCTION:**

English shall be the medium of instruction for all the subjects of study and for examination of the course.

**5. MINIMUM WORKING DAYS IN AN ACADEMIC YEAR:**

Each academic year shall consist of not less than 180 working days.

**6. REGISTRATION:**

A Candidate admitted into B.Sc, Nursing Degree course in any one of the affiliated institutions of the PONDICHERY UNIVERSITY, Puducherry shall submit the prescribed application form for registration duly filled along with prescribed fee and declaration in the format, to the Academic Officer on or before the cut-off date prescribed for admission.

**7. ATTENDANCE REQUIRED FOR APPEARING EXAMINATION:**

7.1 Examination will be conducted in both theory and practical as prescribed. The candidates will be permitted to appear for the University Examinations, only if they secure 80% of attendance in theory and practical for a subject irrespective of any kind of absence overall in a year.

7.2 The student should complete 100% of attendance in practical before course completion and the award of the Degree.

7.3 A student who does not meet the minimum attendance requirement in a year must repeat the course along with the next batch of students.

**8 . CONDONATION FOR LACK OF ATTENDANCE:**

Condonation for shortage of attendance upto 10% in aggregate (between 70 and 80%) in a year may be recommended by the College Academic Committee to the university and the same may be granted based on the regulations of University.



## **9. INTERNAL ASSESSMENT:**

- 9.1.1. Internal assessment will be done in each subject of study and the marks will be awarded to the candidates as detailed in the scheme of examinations.
- 9.1.2. Minimum Internal Pass Marks for theory and practical to be 50% individually. The minimum pass mark for theory is 13 out of 25.
- 9.1.3. The candidate appearing for arrear examination in the subject will have the same internal marks secured in the previous examination (1<sup>st</sup> attempt).
- 9.1.4. A checklist or criteria to be developed by the respective institutions for objective evaluation of assignments, records, reports, and clinical presentations.

### **Weightage for Internal Marks**

The internal marks to be calculated based on the following criteria

#### **Internal assessment for theory: (25 Marks)**

<b>Criteria</b>	<b>Weightage</b>	<b>Marks rounded off to 25</b>	<b>Marks rounded off to 50</b>
Best of three Unit test marks	45%	12	23
Best of two Assignment marks	25%	6	12
Model Exam	25%	6	12
Attendance	5%	2	3
Total	100%	25	50

#### **Internal assessment for Practical: (100 Marks/ 50 Marks)**

<b>Criteria</b>	<b>Weightage (100%)</b>	<b>Marks rounded off to 50</b>
Continuous Evaluation of Clinical Performance	30%	15
Clinical assignment (Case study/ Practical record/Case book)	20%	10
Clinical Presentation	10%	5
Observational /field visit/ Health talk	10%	5
Model Practical Examination	30%	15
Total	100%	50

**On Completion of Internship, Internal Assessment out of 100 marks should be sent to the University for inclusion in the mark list.**

## 10. EXAMINATIONS:

- 10.1. University examinations to be conducted after the completion of Eleven months of the course for the annual pattern. The University Examinations will be conducted in the annual pattern for all the four years from July 15<sup>th</sup> to 1<sup>st</sup> week of August and supplementary exam in 1<sup>st</sup> week of February.
- 10.2. The particulars of subjects for various examinations and distribution of marks are detailed in the Scheme of Examination.
- 10.3. The examination for the main subjects will be conducted by the University and the marks for the internal subjects will be awarded by the subject handling faculty and forwarded to University by the concerned college.
- 10.4. Theory and Practical Exam for Introduction to Computer and Theory Exam or English to be conducted as College Exam and marks to be sent to University for inclusion in the mark sheet.
- 10.5. The Pondicherry University Practical Examinations shall be jointly conducted by one internal and one external examiner duly appointed by the University.
- 10.6. To be an examiner the faculty should possess three years of experience after MSC Nursing as per the Pondicherry University regulation. To be an examiner for nursing foundations course faculty having M.Sc. (Nursing) with any specialty shall be considered provided she / He currently handling the subject.
- 10.7. If a candidate fails in either theory or practical paper he/she has to re-appear for both the papers (Theory and practical).
- 10.8. A candidate should clear all arrear subjects before appearing for final exam in IV year.
- 10.9. All practical examinations must be held in the respective clinical areas.
- 10.10. Maximum number of candidates for Practical examination should not exceed more than 20 students per day.
- 10.11. The external practical examination should have the following criteria & weightage:

<b>Criteria</b>	<b>Weightage (100%)</b>	<b>Weightage for 100 marks</b>
Patient care at the bed side	60%	60
OSCE in skill lab	30%	30
Viva	10%	10
Total	100%	100

- 10.12. The question paper setters need to submit the answer key along with question paper.
- 10.13. Students shall be permitted to use Simple calculator during Nursing Research & Statistics examination for both new and old syllabus.

## **11. MARKS QUALIFYING FOR PASS:**

- 11.1 A candidate has to pass in theory and practical exam separately in both internal and external examination of each paper.
- 11.2 A candidate has to secure minimum of 50% of marks in the University Theory and practical Examinations separately except for English.
- 11.3 Minimum pass mark for English shall be 40% only.
- 11.4 A candidate has to secure minimum of 50% of marks in Introduction to Computer.
- 11.5 A candidate has to secure minimum of 50% of marks in each Section A & B separately where two subjects are combined in single paper. If a candidate who has failed to secure the minimum pass mark of 50% either in Section A or B, the candidate has to write again both the sections irrespective the fact whether the candidate has passed in one section

## **12. ELIGIBILITY / MAXIMUM DURATION FOR THE AWARD OF THE DEGREE**

- 12.1 The candidates shall be eligible for the Degree of Bachelor of Nursing when they have undergone the prescribed course of study for a period of not less than four years in an institution approved by the University and have passed the prescribed examinations in all subjects.
- 12.2 The maximum period to complete the course successfully should not exceed a period of eight years.

## **13. DECLARATION OF CLASS:**

- 13.1 A successful candidate obtaining 75% and more marks in the grand total aggregate at **first attempt** shall be declared to have passed with **First class with Distinction**.
- 13.2 A successful candidate obtaining 60% and more but less than 75% of marks in the grand total aggregate at **first attempt** shall be declared to have passed with **First Class**.
- 13.3 A successful candidate obtaining 50% and more but less than 60% of marks in the grand total aggregate at **first attempt** shall be declared to have passed with **Second Class**.
- 13.4 A successful candidate obtaining 60% and more in the grand total aggregate at **second attempt** shall be declared to have passed with **Second Class**.
- 13.5 A successful candidate obtaining 50% and more but less than 60% in the grand total aggregate at **second attempt** shall be declared to have passed with **Third Class**.
- 13.6 Ranks shall be declared on the basis of the aggregate marks obtained by a candidate in the University Examination subjects of the course. Only those candidates who have passed all the subjects in all examination at **first attempt** shall be eligible for the award of **Rank**.

## VI. COURSE OF INSTRUCTION

S. No	Subject	Theory hrs (Class and Lab)	Practical hrs (Clinical)	Total Hours
<b>First Year</b>				
1.	English	60		60
2.	Anatomy	60		60
3.	Physiology	60		60
4.	Nutrition	40+20		60
5.	Biochemistry	30		30
6.	Nursing Foundations	265 + 200	450	915
7.	Psychology	60		60
8.	Microbiology	45+15		60
9.	Introduction to computers	15 + 30		45
10.	Regional Language	30		30
10.	Library Work /Self Study	50		50
11.	Co-curricular activities	50		50
<b>Total Hours</b>		<b>1030</b>	<b>450</b>	<b>1480</b>
<b>Second Year</b>				
1.	Sociology	60		60
2.	Pharmacology	45		45
3.	Pathology	30		30
4.	Genetics	15		15
5.	Medical-Surgical Nursing (Adult including Geriatrics)-I	210	720	930
6.	Community Health Nursing-I	90	135	225
7.	Communication and Educational Technology	60 + 30		90
8.	Library Work / Self Study	50		50
9.	Co-curricular activities	35		35
<b>Total Hours</b>		<b>625</b>	<b>855</b>	<b>1480</b>
<b>Third Year</b>				
1.	Medical Surgical Nursing - II (Adult including Geriatrics)	120	460	580
2.	Child Health Nursing	90	270	360
3.	Mental Health Nursing	90	270	360
4.	Nursing Research & Statistics	45	*	45
5.	Library Work / Self Study	50		50
6.	Co-curricular activities	50		50
<b>Total Hours</b>		<b>445</b>	<b>1000</b>	<b>1445</b>
<b>Fourth Year</b>				
1.	Midwifery and Obstetrical Nursing	90	180	270
2.	Community Health Nursing – II Including the concept of Middle Level Health Provider (MLHP)	90	135	225
3.	Management of Nursing Services and Education	60+30	-	90
<b>Total Hours</b>		<b>225</b>	<b>315</b>	<b>585</b>

*\*Project to be carried out during internship*

**Note:** Hours of course instruction can be planned at the institutional level.

### Integrated Nursing Training (INTERNSHIP)

S. No	Subject	In weeks	Practical (In hrs)
1.	Midwifery and Obstetrical Nursing	9	432
2.	Community Health Nursing – II	4	192
3.	Medical Surgical Nursing (Adult and Geriatric)	5	240
4.	Child Health Nursing	3	144
5.	Mental Health Nursing	2	96
6.	Research Project*	1	45
<b>Total</b>		<b>24</b>	<b>1149</b>
<b>Total Hours =1149+585=1734</b>			

*\*project work to be carried out during internship*

**Note:**

- Internship means 8 hours of integrated clinical duties in which 2 weeks of evening and night shift duties are included.
- Internship should be carried out as 8 hours per day @ 48 hours per week.
- Students during internship will be supervised by nursing teachers.
- Students will be eligible to appear in the fourth year final examination only after completion of Internship (24 weeks).
- On Completion of Internship Internal Assessment out of 100 marks should be sent to the University for inclusion in the mark list

## VII. SCHEME OF EXAMINATION

Subject	Duration	Marks				Total
		Internal Marks		University Marks		
		Min	Max	Min	Max	
<b>First Year</b>						
<b>Theory</b>						
1. Anatomy & Physiology (A&B)	3	12 (6+6)	25 (12+13)	38 (19+19)	75 (37+38)	100
2. Nutrition & Biochemistry (A&B)	3	12 (7+5)	25 (15+10)	38 (23+15)	75 (45+30)	100
3. Nursing Foundations	3	12	25	38	75	100
4. Psychology	3	12	25	38	75	100
5. Microbiology	3	12	25	38	75	100
6. English *	2	20	50	-	-	50
7. Introduction to Computers *	2	25	50	-	-	50
<b>Practical and Viva voce</b>						
1. Nursing Foundations		50	100	50	100	200
<b>Second Year</b>						
<b>Theory</b>						
1. Sociology	3	12	25	38	75	100
2. Medical Surgical Nursing – I	3	12	25	38	75	100
3. Pharmacology, Pathology & Genetics (A & B)	3	12 (6+6)	25 (13+12)	38 (19+ 19)	75 (38+37)	100
4. Community Health Nursing – I	3	12	25	38	75	100
5. Communication and Educational Technology	3	12	25	38	75	100
<b>Practical and Viva voce</b>						
1. Medical Surgical Nursing – I		50	100	50	100	200
<b>Third Year</b>						
<b>Theory</b>						
1. Medical – Surgical Nursing– II	3	12	25	38	75	100
2. Child Health Nursing	3	12	25	38	75	100
3. Mental Health Nursing	3	12	25	38	75	100
4. Nursing Research & Statistics	3	12 (7+5)	25 (15+10)	38 (25+13)	75 (50+25)	100
<b>Practical and Viva voce</b>						
1. Medical Surgical Nursing – II		25	50	25	50	100
2. Child Health Nursing		25	50	25	50	100
3. Mental Health Nursing		25	50	25	50	100
<b>Fourth Year</b>						
<b>Theory</b>						
1. Midwifery and Obstetrical Nursing	3	12	25	38	75	100
2. Community Health Nursing – II	3	12	25	38	75	100
3. Management of Nursing Services and Education	3	12	25	38	75	100
<b>Practical and Viva voce</b>						
1. Midwifery and Obstetrical Nursing		25	50	25	50	100
2. Community Health Nursing - II		25	50	25	50	100

\* College Exam

## PATTERN OF QUESTION PAPER

- **For all the single subjects:**

- Essay questions : 2 x 15 marks = 30 marks
- Short Notes : 5 x 5 marks = 25 marks
- Short Answer : 10 x 2 marks = 20 marks

Total : 75 marks

- **For all combined subjects:**

S. No	Subjects	Sections	No. of Essay questions (15 Marks)	No. of Short Notes (5 Marks)	No. of Short Answer (2 Marks)	Total Marks
1.	<b>Anatomy and Physiology</b>					
	Anatomy (37 Marks)	A	1	2	6	37
	Physiology (38 Marks)	B	1	3	4	38
2.	<b>Nutrition and Biochemistry</b>					
	Nutrition (45 Marks)	A	1	4	5	45
	Biochemistry (30 Marks)	B	1 (10 marks)	2	5	30
3.	<b>Pharmacology, Pathology &amp; Genetics</b>					
	Pharmacology (38 Marks)	A	1	3	4	38
	Pathology (25 Marks)	B	1 (10 marks)	1	5	25
	Genetics (12 Marks)	-		2	1	12
4.	<b>Nursing Research and Statistics</b>					
	Nursing Research (50 Marks)	A	2	2	5	50
	Statistics (25 Marks)		1	2	-	25

## VII. COURSE DESCRIPTION:

# English

**Placement** – First Year

**Time:** Theory – 60 hours

**Course Description:** The Course is designed to enable students to enhance ability to comprehend spoken and written English (and use English) required for effective communication in their professional work. Students will practice their skills in verbal and written English during clinical and classroom experiences.

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	10	<ul style="list-style-type: none"> <li>• Speak and write grammatically correct English</li> </ul>	<ul style="list-style-type: none"> <li>• Review of Grammar</li> <li>• Remedial study of Grammar</li> <li>• Building Vocabulary</li> <li>• Phonetics</li> <li>• Public Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate use of dictionary</li> <li>• Class-room conversation</li> <li>• Exercise on use of Grammar</li> <li>• Practice in public speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Objective Type</li> <li>• Fill in the blanks</li> <li>• Para phrasing</li> </ul>
II	30	<ul style="list-style-type: none"> <li>• Develop ability to read, understand and express meaningfully, the prescribed text</li> </ul>	Read and comprehend prescribed course books	<ul style="list-style-type: none"> <li>• Exercise on:               <ul style="list-style-type: none"> <li>❖ Reading</li> <li>❖ Summarizing</li> <li>❖ Comprehension</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Short Answers</li> <li>• Essay Type</li> </ul>
III	10	<ul style="list-style-type: none"> <li>• Develop writing skills</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Various forms of composition</b> <ul style="list-style-type: none"> <li>❖ Letter writing</li> <li>❖ Note taking</li> <li>❖ Precise writing</li> <li>❖ Nurses notes</li> <li>❖ Anecdotal records</li> <li>❖ Diary writing</li> <li>❖ Reports on health problems etc.</li> <li>❖ Resume/CV</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Exercise on writing               <ul style="list-style-type: none"> <li>❖ Letter writing</li> <li>❖ Nurses notes</li> <li>❖ Precise</li> <li>❖ Diary</li> <li>❖ Anecdote</li> <li>❖ Health problems</li> <li>❖ Story writing</li> <li>❖ Resume/CV</li> </ul> </li> <li>• Essay writing               <ul style="list-style-type: none"> <li>❖ Discussion on written reports/ documents</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of the skills based on the check list</li> </ul>
IV	6	Develop skill in spoken English	<ul style="list-style-type: none"> <li>• <b>Spoken English</b> <ul style="list-style-type: none"> <li>❖ Oral report</li> <li>❖ Discussion</li> <li>❖ Debate</li> <li>❖ Telephonic</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Exercise on:               <ul style="list-style-type: none"> <li>❖ Debating</li> <li>❖ Participating in Seminar, Panel, symposium</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of the skills based on the check list</li> </ul>



Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			conversation	❖ Telephonic conversation	
V	4	Develop skill in listening comprehension	<ul style="list-style-type: none"> <li>• <b>Listening Comprehension</b></li> <li>❖ Media, audio, video, speeches etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise on: <ul style="list-style-type: none"> <li>❖ Listening to audio, video tapes and identify the key points</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of the skills based on the check list</li> </ul>

**Internal assessment: (50 Marks- Refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

**References:**

1. David (MT), English for Professional Nursing, BI Publications Pvt. Ltd., Chennai, 2007.
2. Koorkkakala (T), Communicative English for BSc., Nursing Students, KJ Publications, Kerala, 2007.

# Anatomy

**Placement** – First Year

**Time:** Theory – 60 hours

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

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	5	<ul style="list-style-type: none"> <li>Describe the anatomical terms, organization of human body and structure of cell, tissues, membranes and glands</li> </ul>	<b>Introduction to Anatomical terms organization of the human body</b> <ul style="list-style-type: none"> <li>Human Cell structure</li> <li>Tissues- Definition, Types, characteristics, classification, location, functions and formation</li> <li>Membranes and glands – classification and structure</li> </ul> Alterations in disease Applications and implications in nursing	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using charts, microscopic slides, Skeleton &amp; torso</li> <li>Demonstrate cells, types of tissues membranes and glands</li> <li>Record book</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>
II	6	<ul style="list-style-type: none"> <li>Describe the structure &amp; function of bones and joints</li> </ul>	<b>The Skeletal System</b> <ul style="list-style-type: none"> <li>Bones- types, structure, Axial &amp; Appendicular Skeleton,</li> <li>Bone formation and growth</li> <li>Description of bones</li> <li>Joints- classification and structure</li> </ul> Alterations in disease Applications and implications in nursing	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using charts, skeleton, loose bones, and joints</li> <li>Record book</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>
III	7	<ul style="list-style-type: none"> <li>Describe the structure and function of muscles</li> </ul>	<b>The Muscular System</b> <ul style="list-style-type: none"> <li>Types Structure of muscles</li> <li>Muscle groups</li> </ul> Alterations in disease Applications and implications in nursing	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using charts, models and films</li> <li>Demonstrate muscular movements</li> <li>Record book</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
IV	6	<ul style="list-style-type: none"> <li>Describe the structure &amp; function of nervous system</li> </ul>	<b>The Nervous System</b> <ul style="list-style-type: none"> <li>Structure of Neurologia &amp; neurons</li> <li>Somatic Nervous system <ul style="list-style-type: none"> <li>Structure of brain, spinal cord, cranial nerves, spinal nerves, peripheral nerves</li> </ul> </li> <li>Autonomic Nervous System- sympathetic, parasympathetic <ul style="list-style-type: none"> <li>Structure, location</li> <li>Alterations in disease</li> </ul> </li> <li>Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using models, charts, slides, specimens</li> <li>Record book</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>
V	6	<ul style="list-style-type: none"> <li>Explain the Structure &amp; functions of sensory organs</li> </ul>	<b>The Sensory System</b> <ul style="list-style-type: none"> <li>Structure of skin, eye, ear, nose, tongue, (Auditory and olfactory apparatus)</li> <li>Alterations in disease</li> <li>Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using models, charts, slides, specimens</li> <li>Record book</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>
VI	7	<ul style="list-style-type: none"> <li>Describe the structure &amp; function of circulatory and lymphatic system</li> </ul>	<b>Circulatory and lymphatic system</b> <ul style="list-style-type: none"> <li>The Circulatory System <ul style="list-style-type: none"> <li>Blood – Microscopic structure</li> <li>Structure of Heart</li> <li>Structure of blood vessels- Arterial &amp; Venous System,</li> <li>Circulation: systemic, Pulmonary, coronary</li> </ul> </li> <li>Lymphatic system <ul style="list-style-type: none"> <li>Lymphatic vessels and lymph <ul style="list-style-type: none"> <li>Lymphatic tissues <ul style="list-style-type: none"> <li>Thymus gland</li> <li>Lymph nodes</li> <li>Spleen</li> <li>Lymphatic nodules</li> </ul> </li> </ul> </li> <li>Alterations in disease</li> <li>Applications and implications in nursing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using models, charts, slides, specimens</li> <li>Record book</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>
VII	5	<ul style="list-style-type: none"> <li>Describe the structure &amp; function of Respiratory system</li> </ul>	<b>The Respiratory System</b> <ul style="list-style-type: none"> <li>Structure of the organs of respiration</li> <li>Muscles of respiration: Intercostals and Diaphragm</li> <li>Alterations in disease</li> <li>Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using models, torso, charts, slides, specimens</li> <li>Record book</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
VIII	6	<ul style="list-style-type: none"> <li>Describe the structure &amp; function of Digestive system</li> </ul>	<b>The Digestive System</b> <ul style="list-style-type: none"> <li>Structure of Alimentary tract and accessory organs of digestion</li> <li>Alterations in disease</li> <li>Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using models, torso, charts, slides, specimens</li> <li>Record book</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>
IX	4	<ul style="list-style-type: none"> <li>Describe the structure &amp; function of excretory system</li> </ul>	<b>The Excretory System(Urinary)</b> <ul style="list-style-type: none"> <li>Structure of organs of urinary</li> <li>System: Kidney, ureters, urinary bladder, urethra, structure of skin</li> <li>Alterations in disease</li> <li>Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using models, torso, charts, slides, specimens</li> <li>Record book</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>
X	4	<ul style="list-style-type: none"> <li>Describe the structure &amp; function of endocrine system</li> </ul>	<b>The Endocrine System</b> <ul style="list-style-type: none"> <li>Structure of Pituitary, Pancreas, thyroid, Parathyroid, thymus and adrenal glands</li> <li>Alterations in disease</li> <li>Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using models, Torso, charts, slides, specimens</li> <li>Record book</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>
XI	4	<ul style="list-style-type: none"> <li>Describe the structure &amp; function of Reproductive system</li> </ul>	<b>The Reproductive System including breast</b> <ul style="list-style-type: none"> <li>Structure of female reproductive organs</li> <li>Structure of male reproductive organs</li> <li>Structure of breast</li> <li>Alterations in disease</li> <li>Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using models, Torso, charts, slides, specimens</li> <li>Record book</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>

**Internal assessment: (25 Marks-Refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

**Bibliography:**

1. Singh (I), *Anatomy & Physiology for Nurses*, JP Brothers Publications, 2005.
2. Kathleen (JW), Ross & Wilson *Anatomy and Physiology in Health and Illness*, Churchill Livingstone Publication, Philadelphia, 8<sup>th</sup> Edition, 1999.
3. Tortora, *Principles of Anatomy & Physiology*, John Wiley & Sons, New York, 8<sup>th</sup> Edition, 2003.

# Physiology

**Placement** – First Year

**Time:** Theory – 60 hours

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

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	4	<ul style="list-style-type: none"> <li>Describe the physiology of cell, tissues, membranes and glands</li> </ul>	<b>Cell Physiology</b> <ul style="list-style-type: none"> <li>Tissue – formation, repair</li> <li>Membranes &amp; glands – functions</li> <li>Alterations in disease</li> <li>Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>
II	4	<ul style="list-style-type: none"> <li>Describe the bone formation and growth and movements of skeleton system</li> </ul>	<b>Skeletal System</b> <ul style="list-style-type: none"> <li>Bone formation and growth</li> <li>Bones – Functions and movements of bones of axial and appendicular skeleton, bone healing</li> <li>Joints and joint movement</li> <li>Alterations in disease</li> <li>Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Explain using charts, models and films</li> <li>Demonstration of joint movements</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>
III	4	<ul style="list-style-type: none"> <li>Describe the muscle movements and tone and demonstrate muscle contraction and tone</li> </ul>	<b>Muscular System</b> <ul style="list-style-type: none"> <li>Muscle movements, Muscle tone, Physiology of muscle contraction, levels and maintenance of posture</li> <li>Alterations in disease</li> <li>Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Explain using charts, models and films</li> <li>Demonstration of muscle movements, tone and contraction</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>
IV	7	<ul style="list-style-type: none"> <li>Describe the physiology of nerve stimulus, reflexes, brain cranial and spinal nerves</li> <li>Demonstrate reflex action and stimulus</li> </ul>	<b>Nervous System</b> <ul style="list-style-type: none"> <li>Functions of Neuralgia &amp; Neurons</li> <li>Stimulus &amp; Nerve- Impulse- Definitions &amp; Mechanism</li> <li>Functions of brain, spinal cord, cranial and spinal nerves</li> <li>Cerebrospinal fluid-composition, circulation and function</li> <li>Reflex arc, reflex action and reflexes</li> <li>Autonomic functions – <ul style="list-style-type: none"> <li>Pain: Somatic, visceral and referred</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Explain using charts, models and films</li> <li>Demonstration of nerve stimulus reflex action, reflexes.</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>▪ Autonomic learning and biofeedback</li> <li>▪ Alterations in disease</li> <li>▪ Applications and implications in nursing</li> </ul>		
V	8	<ul style="list-style-type: none"> <li>• Describe the physiology of blood and functions of Heart</li> <li>• Demonstrate blood cell count, coagulation, grouping, Hb: BP and Pulse monitoring</li> </ul>	<p><b>Circulatory System</b></p> <ul style="list-style-type: none"> <li>• Blood formation, composition, blood groups, blood coagulation</li> <li>• Hemoglobin: Structure, Synthesis and breakdown, Variation of molecules, estimation</li> <li>• Functions of Heart, Conduction, Cardiac cycle, circulation – Principles, Control, factors influencing BP and Pulse</li> <li>• Alterations in disease</li> <li>• Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, films</li> <li>• Demonstration of blood cell count, coagulation, grouping, Hemoglobin estimation, Heart conduction system.</li> <li>• Measurement of pulse, BP</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Objective type</li> </ul>
VI	6	<ul style="list-style-type: none"> <li>• Describe the physiology and mechanisms of respiration</li> <li>• Demonstrates spirometry</li> </ul>	<p><b>The Respiratory System</b></p> <ul style="list-style-type: none"> <li>• Functions of respiratory organs</li> <li>• Physiology of respiration</li> <li>• Pulmonary ventilation, Volume</li> <li>• Mechanics of respiration</li> <li>• Gaseous exchange in lungs</li> <li>• Carriage of oxygen &amp; carbon-dioxide</li> <li>• Exchange of gases in tissues</li> <li>• Regulation of respiration</li> <li>• Alterations in disease</li> <li>• Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, films</li> <li>• Demonstration of spirometry</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Objective type</li> </ul>
VII	6	<ul style="list-style-type: none"> <li>• Describe the physiology of digestive system</li> <li>• Demonstrates BMR</li> </ul>	<p><b>The Digestive System</b></p> <ul style="list-style-type: none"> <li>• Functions of organs of digestive tract. Movements of alimentary tract, Digestion in mouth, stomach, small intestines, Large intestines, Absorption of food. Functions of liver, gall bladder and pancreas</li> <li>• Metabolism of carbohydrates, protein and fat</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, films</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Objective type</li> </ul>
VIII	5	<ul style="list-style-type: none"> <li>• Describe the physiology of excretory System</li> </ul>	<p><b>The Excretory System</b></p> <ul style="list-style-type: none"> <li>• Functions of kidneys, ureters, urinary bladder &amp; urethra</li> <li>• Composition of urine</li> <li>• Mechanism of urine formation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, films</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Objective type</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Functions of skin</li> <li>• Regulation of body temperature</li> <li>• Fluid and electrolyte balance</li> <li>Alterations in disease</li> <li>• Applications and implications in nursing</li> </ul>		
IX	4	<ul style="list-style-type: none"> <li>• Describe the physiology of Sensory Organs</li> </ul>	<b>The Sensory Organs</b> <ul style="list-style-type: none"> <li>• Functions of skin, eye, ear, nose, tongue.</li> <li>• Alterations in disease</li> <li>• Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>Discussion</li> <li>• Explain using charts, films</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Objective type</li> </ul>
X	5	<ul style="list-style-type: none"> <li>• Describe the physiology of Endocrine glands</li> </ul>	<b>The Endocrine System</b> <ul style="list-style-type: none"> <li>• Functions of Pituitary, pineal body, thymus, Thyroid, parathyroid, pancreas, Suprarenal, Placenta and ovaries &amp; Testes</li> <li>• Alterations in disease</li> <li>• Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>Discussion</li> <li>• Explain using charts, films</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Objective type</li> </ul>
XI	5	<ul style="list-style-type: none"> <li>• Describe the physiology of male and female reproductive system</li> </ul>	<b>The Reproductive System</b> <ul style="list-style-type: none"> <li>• Reproduction of cells – DNA, Mitosis, Meiosis, Spermatogenesis, oogenesis.</li> <li>• Functions of female reproductive organs; Functions of breast, Female sexual cycle.</li> <li>• Introduction to embryology</li> <li>• Functions of male reproductive organs, Male function in reproduction, Male fertility system, <ul style="list-style-type: none"> <li>• Alterations in disease</li> <li>• Applications and implications in nursing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>Discussion</li> <li>• Explain using charts, films, models, specimens</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Objective type</li> </ul>
XII	2	<ul style="list-style-type: none"> <li>• Describe the physiology of Lymphatic and Immunological System</li> </ul>	<b>Lymphatic and Immunological System</b> <ul style="list-style-type: none"> <li>• Circulation of lymph</li> <li>• Immunity <ul style="list-style-type: none"> <li>▪ Formation of T-cells and B cells</li> <li>▪ Types of Immune response</li> <li>▪ Antigens, Cytokines</li> <li>▪ Antibodies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>Discussion</li> <li>• Explain using charts, films</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Objective type</li> </ul>



**Internal assessment: (25 Marks-Refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

**Reference Books**

1. Sembulingam (K), Essentials of Medical Physiology, J.P.Brothers Publications, New Delhi, 4<sup>th</sup> Edition, 2006 .
2. Chaudhuri, Concise Medical Physiology, New Central Book Agency Pvt. Ltd., Calcutta, 4th Edition, 2002.
3. Kathleen (JW), Ross & Wilson Anatomy and Physiology in Health and Illness, Churchill Livingstone Publication, Philadelphia, 8th Edition, 1999.
4. Tortora, Principles of Anatomy & Physiology, John Wiley & Sons, New York, 8th Edition, 2003
5. Thibodeau (GA), Anthony's Textbook of Anatomy & Physiology, Elsevier, 18th Edition, 2007

# Nutrition

**Placement** – First Year

**Time:** Theory – 40 hours

Practical – 20 hours

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

Unit	Time (Hrs)		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
I	4		<ul style="list-style-type: none"> <li>Describe the relationship between nutrition &amp; health</li> </ul>	<b>Introduction</b> <ul style="list-style-type: none"> <li>Nutrition:               <ul style="list-style-type: none"> <li>History</li> <li>Concepts</li> </ul> </li> <li>Role of nutrition in maintaining health</li> <li>Nutritional problem in India</li> <li>National nutritional policy</li> <li>Factors affecting food and nutrition: Socio – economic, cultural, tradition, production, system of distribution, life style and food habits, etc.</li> <li>Role of food and its medicinal value.</li> <li>Classification of foods</li> <li>Food standards</li> <li>Elements of Nutrition: Macro and micro</li> <li>Calorie, BMR</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explaining using charts</li> <li>Panel discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
II	2		<ul style="list-style-type: none"> <li>Describe the classification, functions, sources and recommended daily allowances (RDA) of Carbohydrates</li> </ul>	<b>Carbohydrates</b> <ul style="list-style-type: none"> <li>Classification</li> <li>Caloric value</li> <li>Recommended daily allowances Dietary sources.</li> <li>Functions</li> <li>Digestion, absorption and storage, metabolism of carbohydrates</li> <li>Malnutrition: Deficiencies and over consumption</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explaining using charts</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
III	2		<ul style="list-style-type: none"> <li>Describe the classification, functions, sources and recommended daily allowances</li> </ul>	<b>Fats</b> <ul style="list-style-type: none"> <li>Classification</li> <li>Caloric value</li> <li>Recommended daily allowances</li> <li>Dietary sources.</li> <li>Functions</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explaining using charts</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>

Unit	Time (Hrs)		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
			(RDA) of fats	<ul style="list-style-type: none"> <li>• Digestion, absorption and storage, metabolism</li> <li>• Malnutrition: Deficiencies and over consumption</li> </ul>		
IV	2		<ul style="list-style-type: none"> <li>• Describe the classification, functions, sources and recommended daily allowances (RDA) of Protein</li> </ul>	<b>Proteins</b> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Caloric value</li> <li>• Recommended daily allowances</li> <li>• Dietary sources.</li> <li>• Functions</li> <li>• Digestion, absorption and storage, metabolism</li> <li>• Malnutrition: Deficiencies and over consumption</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explaining using charts</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
V	3		<ul style="list-style-type: none"> <li>• Describe the daily calorie requirement for different categories of people</li> </ul>	<b>Energy</b> <ul style="list-style-type: none"> <li>• Unit of Energy – Kcal</li> <li>• Energy requirements of different categories of people</li> <li>• Measurements of energy</li> <li>• Body Mass Index (BMI) and basic metabolism</li> <li>• Basal Metabolic Rate (BMR) – determination and factors affecting</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explaining using charts</li> <li>• Exercise</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
VI	4		<ul style="list-style-type: none"> <li>• Describe the classification, functions, sources and recommended daily allowances (RDA) of Vitamins</li> </ul>	<b>Vitamins</b> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Recommended daily allowances</li> <li>• Dietary sources.</li> <li>• Functions</li> <li>• Absorption, synthesis, metabolism storage and excretion</li> <li>• Deficiencies</li> <li>• Hypervitaminosis</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explaining using charts</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
VII	4		<ul style="list-style-type: none"> <li>• Describe the classification, functions, sources and recommended daily allowances (RDA) of Minerals</li> </ul>	<b>Mineral</b> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Recommended daily allowances</li> <li>• Dietary sources.</li> <li>• Functions</li> <li>• Absorption, synthesis, metabolism storage and excretion</li> <li>• Deficiencies</li> <li>• Over consumption and toxicity</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explaining using charts</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
VIII	3		<ul style="list-style-type: none"> <li>• Describe the</li> </ul>	<b>Water &amp; electrolytes</b> <ul style="list-style-type: none"> <li>• Water: Daily requirements,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> </ul>

Unit	Time (Hrs)		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
			sources, functions and requirements of water & electrolytes	regulation of water metabolism, distribution of body water, <ul style="list-style-type: none"> <li>• Electrolytes: Types, sources, composition of body fluids.</li> <li>• Maintenance of fluid &amp; electrolyte balance</li> <li>• Over hydration, dehydration and water intoxication</li> <li>• Electrolyte imbalances.</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining using charts</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type</li> </ul>
IX	5	15	<ul style="list-style-type: none"> <li>• Describe the cookery rules and preservation of nutrients and</li> <li>• Prepare serve simple beverages and different types of food.</li> </ul>	<b>Cookery rules and preservation of nutrients</b> <ul style="list-style-type: none"> <li>• Principles, methods of cooking and serving <ul style="list-style-type: none"> <li>▪ Preservation of nutrients</li> </ul> </li> <li>• Safe Food handling – toxicity</li> <li>• Storage of food</li> <li>• Food preservation, food additives and its principles</li> <li>• Prevention of food adulteration Act (PFA)</li> <li>• Food standards</li> <li>• Preparation of simple beverages and different types of food</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> <li>• Practice Session</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of practice sessions</li> </ul>
X	7	5	<ul style="list-style-type: none"> <li>• Describe and plan balanced diet for different categories of people</li> </ul>	<b>Balanced Diet</b> <ul style="list-style-type: none"> <li>• Elements</li> <li>• Food groups</li> <li>• Recommended Daily Allowance</li> <li>• Nutritive value of foods</li> <li>• Calculation of balanced diet for different categories of people</li> <li>• Planning the menu</li> <li>• Budgeting of food</li> <li>• Introduction to therapeutic diets: Naturopathy – Diet.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explaining using charts</li> <li>• Practice Session</li> <li>• Meal Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Exercise on menu planning</li> </ul>
XI	4		<ul style="list-style-type: none"> <li>• Describe various National programmes related to Nutrition</li> <li>• Describe the role of nurse in assessment of nutritional</li> </ul>	<b>Role of nurse in nutritional programmes</b> <ul style="list-style-type: none"> <li>• National programmes related to nutrition <ul style="list-style-type: none"> <li>▪ Vitamin A deficiency programme</li> <li>▪ National iodine deficiency disorders (IDD) programme.</li> <li>▪ Mid – day meal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explaining using charts</li> <li>• Slide/ Film shows</li> <li>• Demonstration of</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

Unit	Time (Hrs)		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
			status and nutrition education	programme <ul style="list-style-type: none"> <li>▪ Integrated child development scheme (ICDS)</li> <li>• National and International agencies working towards food / nutrition.               <ul style="list-style-type: none"> <li>▪ NIPCCD, CARE, FAO, NIN, CFTRI (Central food technology and research institute) etc.</li> </ul> </li> <li>• Assessment of nutritional status</li> <li>• Nutrition education and role of nurse.</li> </ul>	assessment of nutritional status	

**Internal assessment for theory : (25 Marks-Refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

**Reference:**

1. Joshi (YK), Basics of Clinical Nutrition, Jaypee, Chennai, 2<sup>nd</sup> Edition, 2008.
2. Mahan (LK), Krause's Food, Nutrition, Diet & Therapy, Elsevier, 13<sup>th</sup> Edition, 2007.
3. Srilakshmi (B), Dietetics, New Age Int (P) Ltd., Publishers, Chennai, 5<sup>th</sup> Edition, 2007.

# Biochemistry

**Placement :** First Year

**Time :** Theory 30 Hours

**Course Description:** This course is designed to enable students to acquire knowledge of the normal biochemical composition and functioning of human body and understand the alterations in biochemistry in disease for practice of nursing.

Unit	Time (Hrs)	Objectives	Content	Teaching Learning Activity	Assessment method
I	1	<ul style="list-style-type: none"> <li>Describe the structure and composition and functions of cell</li> <li>Differentiate between Prokaryote and eukaryote cell</li> <li>Identify techniques of Microscopy</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Definition and significance in nursing</li> <li>Review of structure, Composition and Functions of cell</li> <li>Prokaryote and Eukaryote cell organization</li> <li>Microscopy</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion using charts, slides.</li> <li>Demonstrate use of microscope</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>
II	6	<ul style="list-style-type: none"> <li>Describe the structure and functions of cell membrane</li> </ul>	<p><b>Structure and functions of Cell membrane:</b></p> <ul style="list-style-type: none"> <li>Fluid mosaic model tight junction, Cytoskeleton.</li> <li>Transport, mechanism: diffusion, osmosis, filtration, active. Channel, sodium pump.</li> <li>Acid base balance maintenance &amp; diagnostic tests. PH buffers</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>
III	6	<ul style="list-style-type: none"> <li>Explain the metabolism of carbohydrate</li> </ul>	<p><b>Composition and metabolism of Carbohydrates:</b></p> <ul style="list-style-type: none"> <li>Types, Structure, composition and uses. Monosaccharide, Disaccharides, Polysaccharides, Oligosaccharides.</li> <li>Metabolism               <ul style="list-style-type: none"> <li>Pathways of glucose                   <ul style="list-style-type: none"> <li>Glycolysis</li> <li>Gluconeogenesis: Cori's cycle, Tri carboxylic acid (TCA) cycle</li> <li>Glycogenolysis</li> <li>Pentose Phosphate pathways (Hexose mono phosphate)</li> </ul> </li> <li>Regulation of blood</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstrate of blood glucose monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>

Unit	Time (Hrs)	Objectives	Content	Teaching Learning Activity	Assessment method
			glucose level. Investigations and their Interpretations		
IV	4	<ul style="list-style-type: none"> <li>Explain the metabolism of Lipids</li> </ul>	<p><b>Composition and metabolism of Lipids:</b></p> <ul style="list-style-type: none"> <li>Types, structure, composition and uses of fatty acids : Nomenclature, Roles and Prostaglandins.</li> <li>Metabolism of fatty acid : Breakdown Synthesis</li> <li>Metabolism of triacylglycerols:</li> <li>Cholesterol Metabolism : Biosynthesis and its Regulation <ul style="list-style-type: none"> <li>Bile salts and bilirubin</li> <li>Vitamin – D</li> <li>Steroid hormones</li> </ul> </li> <li>Lipoproteins and their functions : VLDLs - IDLs, LDLs and HDLs Transport of lipids Atherosclerosis, Investigations and their interpretations.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion using charts, slides.</li> <li>Demonstration of laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>
V	6	<ul style="list-style-type: none"> <li>Explain the metabolism of amino acid and proteins</li> </ul>	<p><b>Composition and metabolism of amino acids and Proteins</b></p> <ul style="list-style-type: none"> <li>Types, structure, composition and uses of amino acids and proteins.</li> <li>Metabolism of amino acids and proteins : Protein synthesis, targeting and glycosylation. Chromatography Electrophoresis Sequencing</li> <li>Metabolism of Nitrogen : Fixation and Assimilation Urea Cycle Hemes and chlorophylls</li> <li>Enzymes and coenzymes: Classification</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion using charts, slides.</li> <li>Demonstration of laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>

Unit	Time (Hrs)	Objectives	Content	Teaching Learning Activity	Assessment method
			Properties Kinetics and Inhibition Control Investigations and their interpretations.		
VI	2	<ul style="list-style-type: none"> <li>Describe composition and utilization of vitamins &amp; minerals</li> </ul>	<p><b>Composition and vitamins and minerals:</b></p> <ul style="list-style-type: none"> <li>Vitamins and minerals</li> <li>Structure</li> <li>Classification</li> <li>Properties</li> <li>Absorption</li> <li>Storage and transportation</li> <li>Normal Concentration</li> </ul> <p>Investigations and their interpretations.</p>	<ul style="list-style-type: none"> <li>Lecture discussion using charts, slides.</li> <li>Demonstration of laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>
VII	3	<ul style="list-style-type: none"> <li>Describe Immunochemistry</li> </ul>	<p><b>Immunochemistry</b></p> <ul style="list-style-type: none"> <li>Immune response.</li> <li>Structure and classification of immunoglobins.</li> <li>Mechanism of antibody Production.</li> <li>Antigens : HLA typing</li> <li>Free radical and antioxidants.</li> <li>Specialized Protein: Collagen, Elastin, Keratin, Myosin, Lens Protein.</li> <li>Electrophoretic and Quantitative, determination of immunoglobins, ELISA etc.</li> </ul> <p>Investigations and their interpretations</p>	<ul style="list-style-type: none"> <li>Lecture discussion using charts, slides.</li> <li>Demonstration of laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>

**Internal assessment: (25 Marks- Refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%



**Reference:**

1. Vasudevan (DM), Text Book of Biochemistry, J.P.Brothers Publication New Delhi, 3rd Edition, 2001.
2. Lehninger, Principles of Biochemistry, Worth Publishers, New York, 3rd Edition, 2002.
3. Strieler (L), (1988). Biochemistry, Freeman & Company, New York, 3rd Edition, 1988.
4. Muray (RK), Harper's Illustrated Biochemistry, McGraw Hill, New Delhi, 27th Edition, 2006.

# Nursing Foundations

**Placement:** First Year

**Time:** Theory - 265 hours

Practical - 650 hours (200 lab and 450 clinical)

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

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
I	10	<ul style="list-style-type: none"> <li>Describe the concept of health, illness and health care agencies</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Concept of Health: Health – Illness continuum</li> <li>Factors influencing health</li> <li>Causes and risk factors for developing illness</li> <li>Body defences: Immunity and immunization</li> <li>Illness and illness Behaviour:</li> <li>Impact of illness on patient and family</li> <li>Health Care services: Health Promotion and Prevention, Primary Care, Diagnosis, Treatment, rehabilitation and Continuing Care</li> <li>Health care teams</li> <li>Types of health care agencies:</li> <li>Hospitals: Types, Organisation and Functions</li> <li>Health Promotion and Levels of Disease Prevention</li> <li>Primary health care and its delivery: Role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Visit to health care agencies</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>
II	16	<ul style="list-style-type: none"> <li>Explain concept and scope of nursing</li> <li>Describe values, code of ethics and professional conduct for nurses in India</li> </ul>	<p><b>Nursing as a profession</b></p> <ul style="list-style-type: none"> <li>Definition and Characteristics of a profession</li> <li>Nursing: <ul style="list-style-type: none"> <li>Definition, Concepts, philosophy, objectives</li> <li>Characteristics, nature and scope of nursing practice</li> <li>Functions of nurse</li> <li>Qualities of a nurse</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Case discussion</li> <li>Role plays</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>▪ Categories of nursing personnel</li> <li>▪ Nursing as a profession</li> <li>▪ History of Nursing in India</li> <li>▪ Values: Definition, Types, Values Clarification and values in professional Nursing: Caring and Advocacy</li> <li>▪ Ethics: <ul style="list-style-type: none"> <li>▪ Definition and Ethical Principles</li> <li>▪ Code of ethics and professional conduct for nurses</li> </ul> </li> </ul>		
III	4	<ul style="list-style-type: none"> <li>• Explain the admission and discharge procedure</li> <li>• Performs admission and discharge procedure</li> </ul>	<b>Hospital admission and discharge</b> <ul style="list-style-type: none"> <li>▪ Admission to the hospital</li> <li>▪ Unit and its preparation-admission bed</li> <li>▪ Admission procedure</li> <li>▪ Special considerations</li> <li>▪ Medico-legal issues</li> <li>▪ Roles and Responsibilities of the nurse</li> <li>▪ Discharge from the hospital</li> <li>▪ Types: Planned discharge, LAMA and abscond, Referrals and transfers</li> <li>▪ Discharge Planning</li> <li>▪ Discharge procedure</li> <li>▪ Special considerations</li> <li>▪ Medico-legal issues</li> <li>▪ Roles and Responsibilities of the nurse</li> <li>▪ Care of the unit after discharge</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Lab Practice</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assess skills with check list</li> <li>• Clinical practical examination</li> </ul>
IV	10	<ul style="list-style-type: none"> <li>• Communicate effectively with patient, families and team</li> <li>• members and maintain effective human relations (Projecting professional image)</li> <li>• Appreciate the importance of patient teaching in nursing</li> </ul>	<b>Communication and Nurse patient relationship</b> <ul style="list-style-type: none"> <li>• Communication: Levels, Elements, Types, Modes, Process, Factors Influencing Communication</li> <li>• Methods of Effective Communication, <ul style="list-style-type: none"> <li>- Attending skills</li> <li>- Rapport building skills</li> <li>- Empathy skills</li> </ul> </li> <li>• Barriers to effective communication,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Role play and video film on the nurses</li> <li>Interacting with the patient</li> <li>• Practice Session on patient Teaching</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Helping Relationships (NPR): Dimensions of Helping Relationships, Phases of a helping relationship</li> <li>• Communicating effectively with patient, families and team members and maintain effective human relations with special reference to communicating with vulnerable group (children, women, physically and mentally challenged and elderly)</li> <li>• Patient Teaching: Importance, Purposes, Process, role of nurse and integrating teaching in Nursing Process</li> </ul>		
V	15	<ul style="list-style-type: none"> <li>• Explain the concept, uses, format and steps of nursing process</li> <li>• Documents nursing process as per the format</li> </ul>	<p><b>The Nursing Process:</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking and Nursing Judgment</li> <li>• Critical Thinking: Thinking and Learning</li> <li>• Competencies, Attitudes for Critical Thinking, Levels of Critical Thinking in Nursing.</li> <li>• Nursing Process Overview: <ul style="list-style-type: none"> <li>• Application in Practice</li> <li>• Nursing Process format: INC, Current format</li> <li>• Assessment: Collection of data: Types, Sources, Methods</li> <li>• Formulating Nursing Judgment: Data interpretation</li> <li>• Nursing Diagnosis: <ul style="list-style-type: none"> <li>• Identification of client problems</li> <li>• Nursing diagnosis statement</li> <li>• Difference between medical and nursing diagnosis</li> <li>• Planning</li> <li>• Establishing Priorities</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Exercise</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Establishing Goals and Expected Outcomes,</li> <li>• Selection of interventions: Protocols and standing Orders</li> <li>• Writing the Nursing Care plan</li> <li>• Implementation</li> <li>• Implementation the plan of care</li> <li>• Evaluation</li> <li>• Outcome of care</li> <li>• Review and modify</li> <li>• Documentation and Reporting</li> </ul>		
VI	4	<ul style="list-style-type: none"> <li>• Describe the purposes, types and techniques of recording and reporting</li> </ul>	<p><b>Documentation and Reporting:</b></p> <ul style="list-style-type: none"> <li>• Documentation: Purposes of Recording and reporting</li> <li>• Communication within the Health Care Team,</li> <li>• Types of records; ward records, medical / nursing records,</li> <li>• Common Record - Keeping forms, Computerized documentation</li> <li>• Guidelines for Reporting: Factual Basis, Accuracy, Completeness, Currentness, Organization, Confidentiality</li> <li>• Methods of Recording,</li> <li>• Reporting: Change -of shift reports: Transfer reports, Incident reports.</li> <li>• Minimizing legal Liability through effective record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Practice Session</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>Objective type</li> </ul>

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
VII	15	<ul style="list-style-type: none"> <li>• Describe principles and techniques of monitoring and maintaining vital signs</li> <li>• Monitor and maintain vital signs</li> </ul>	<p><b>Vital signs:</b></p> <ul style="list-style-type: none"> <li>• Guidelines for taking vital signs</li> <li>• Body temperature: <ul style="list-style-type: none"> <li>• Physiology, Regulation, Factors affecting body temperature.</li> <li>• Assessment of body temperature: sites, equipments and technique, special Considerations. <ul style="list-style-type: none"> <li>○ Temperature alterations: Hyperthermia, Heatstroke Hypothermia</li> <li>○ Hot and cold applications</li> </ul> </li> </ul> </li> <li>• Pulse: <ul style="list-style-type: none"> <li>○ Physiology and Regulation, Characteristics of the pulse, Factors affecting pulse</li> <li>○ Assessment of pulse: sites, location, equipments and technique, special considerations</li> <li>○ Alterations in pulse:</li> </ul> </li> <li>• Respiration: <ul style="list-style-type: none"> <li>○ Physiology and Regulation, Mechanics of breathing Characteristics of the respiration, Factors affecting respiration</li> <li>○ Assessment of respirations: technique, special considerations</li> <li>○ Alterations in respiration</li> </ul> </li> <li>• Blood pressure: <ul style="list-style-type: none"> <li>○ Physiology and Regulation, Characteristics of the blood pressure, Factors affecting blood pressure</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Practice Session</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assess with check list and clinical practical examination</li> </ul>

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
VIII	30	<ul style="list-style-type: none"> <li>Describe purpose and process of health assessment</li> <li>Describe the health assessment of each body system</li> <li>Perform health assessment of each body system</li> </ul>	<b>Health assessment</b> <ul style="list-style-type: none"> <li>Purposes</li> <li>Process of Health assessment <ul style="list-style-type: none"> <li>Health History</li> <li>Physical examination <ul style="list-style-type: none"> <li>Methods- Inspection, Palpation, Percussion, Auscultation, Olfaction</li> <li>Preparation for examination: patient and unit</li> </ul> </li> <li>General assessment</li> <li>Assessment of each body system</li> <li>Recording of health assessment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> <li>Practice on simulators</li> <li>Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>
IX	5	<ul style="list-style-type: none"> <li>Identifies the Various machinery, equipment and linen and their care</li> </ul>	<b>Machinery, Equipment and linen</b> <ul style="list-style-type: none"> <li>Types: Disposables and reusables-Linen, rubber goods, glass ware, metal, plastics, furniture, machinery</li> <li>Introduction: <ul style="list-style-type: none"> <li>€ Indent</li> <li>€ Maintenance</li> <li>€ Inventory</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>
X	60	<ul style="list-style-type: none"> <li>Describe the basic, physiological and psychosocial needs of patient</li> <li>Describe the principles and techniques for meeting basic, Physiological and psychosocial needs of patient</li> <li>Perform nursing assessment, plan, implement and evaluate the care for meeting basic, physiological and psychosocial needs of patient</li> </ul>	<b>Meeting needs of patient</b> <ul style="list-style-type: none"> <li><b>Basic needs (Activities of daily living)</b> <ul style="list-style-type: none"> <li>€ Providing safe and clean environment: <ul style="list-style-type: none"> <li>Physical-environment: Temperature, Humidity, Noise, Ventilation, light, Odour, pests control</li> <li>Reduction of Physical hazards: fire, accidents</li> <li>Safety devices: Restraints, side rails, airways, trapez etc.</li> <li>Role of nurse in providing safe and clean environment</li> </ul> </li> <li>€ Hygiene:-</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> <li>Practice sessions</li> <li>Supervised</li> <li>Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Assess with check list and clinical practical examination</li> </ul>

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>- Factors Influencing Hygienic Practice</li> <li>- Hygienic care: Care of the Skin-Bath and pressure points, feet and nail, Oral cavity, Hair Care, Eyes, Ears, and Nose</li> <li>o Assessment, Principles, Type, Equipments, Procedure, Special Considerations</li> <li>- Patient environment: Room Equipment and linen, making patient beds</li> <li>o Types of beds and bed making</li> <li>€ Comfort:- <ul style="list-style-type: none"> <li>- Factors Influencing Comfort</li> <li>- Comfort devices</li> </ul> </li> <li>• <b>Physiological needs:</b> <ul style="list-style-type: none"> <li>€ Sleep and Rest: <ul style="list-style-type: none"> <li>- Physiology of sleep</li> <li>- Factors affecting sleep</li> <li>- Promoting Rest and sleep</li> <li>- Sleep Disorders</li> </ul> </li> <li>€ Nutrition:- <ul style="list-style-type: none"> <li>- Importance</li> <li>- Factors affecting nutritional needs</li> <li>- Assessment of Nutritional needs: Variables</li> <li>- Meeting Nutritional needs: Principles, equipments, procedure and special considerations.</li> </ul> </li> <li>o Oral</li> <li>o Enteral : Naso/Orogastirc, gastrostomy</li> <li>o Parenteral:</li> <li>€ Urinary Elimination <ul style="list-style-type: none"> <li>- Review of Physiology of Urine Elimination, Composition and characteristics of urine</li> <li>- Factors Influencing Urination</li> <li>- Alternation in Urinary Elimination <ul style="list-style-type: none"> <li>- Types and Collection of</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	



Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<p>urine specimen:            Observation, urine testing</p> <ul style="list-style-type: none"> <li>- Facilitating urine elimination: assessment, types, equipments, procedures and special considerations</li> <li>o Providing urinal / bed pan</li> <li>o Condom drainage</li> <li>o Perineal care</li> <li>o Catheterization</li> <li>o Care of urinary drainage</li> <li>o Care of urinary diversions</li> <li>o Bladder irrigation</li> </ul> <p>€ Bowel Elimination</p> <ul style="list-style-type: none"> <li>- Review of Physiology of Bowel Elimination , Composition and characteristics of faeces</li> <li>- Factors affecting Bowel elimination</li> <li>- Alteration in Bowel Elimination</li> <li>- Types and Collection of specimen of faeces: Observation</li> <li>- Facilitating bowel elimination: assessment, equipments, procedures and special considerations</li> <li>o Passing of Flatus tube</li> <li>o Enemas</li> <li>o Suppository</li> <li>o Sitz bath</li> <li>o Bowel wash</li> <li>o Care of Ostomies</li> </ul> <p>€ Mobility and Immobility</p> <ul style="list-style-type: none"> <li>- Principles of Body Mechanics</li> <li>- Maintenance of normal body Alignment and mobility]</li> <li>- Factors affecting body alignment and mobility</li> <li>- Hazards associated with immobility</li> <li>- Alternation in body</li> </ul>		

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<p>Alignment and mobility</p> <ul style="list-style-type: none"> <li>- Nursing interventions for impaired Body</li> </ul> <p>Alignment and Mobility: assessment, types, devices used, method and special considerations, rehabilitation aspects</p> <ul style="list-style-type: none"> <li>o Range of motion exercises</li> <li>o Maintaining body alignment: Positions</li> <li>o Moving</li> <li>o Lifting</li> <li>o Transferring</li> <li>o Walking</li> <li>o Restraints</li> </ul> <p>€Oxygenation</p> <ul style="list-style-type: none"> <li>- Review of Cardiovascular and respiratory Physiology</li> <li>- Factors Affecting Oxygenation</li> <li>- Alterations in oxygenation</li> <li>- Nursing interventions in oxygenation: assessment, types, equipment used, procedure and special considerations.</li> </ul> <ul style="list-style-type: none"> <li>o Maintenance of patent airway</li> <li>o Oxygen administration</li> <li>o Suction</li> <li>o Inhalations: dry and moist</li> <li>o Chest Physiotherapy and postural drainage</li> <li>o Care of Chest drainage</li> <li>o Pulse oximetry</li> <li>o CPR-Basic life support</li> </ul> <p>€<b>Fluid, electrolyte, and Acid-Base Balances</b></p> <ul style="list-style-type: none"> <li>- Review of Physiological Regulation of Fluid, Electrolyte, and Acid-Base Balances</li> <li>- Factors Affecting Fluid, Electrolyte and Acid-Base Balances</li> <li>- Alterations in Fluid, Electrolyte, and Acid- Base Balances</li> <li>- Nursing interventions in</li> </ul>		

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<p>Fluid, Electrolyte, and Acid – Base Imbalances: assessment, types, equipment, procedure and special considerations</p> <ul style="list-style-type: none"> <li>○ Measuring fluid intake and output</li> <li>○ Correcting Fluid, Electrolyte Imbalance: Replacement of fluids: Oral and Parenteral - Venipuncture, regulating IV Flow rates, changing IV solutions and tubing, Changing IV dressing, Administering Blood transfusion</li> <li>Restriction of fluids</li> <li>● <b>Psychosocial Needs</b></li> <li>€ Concepts of Cultural Diversity, Stress and Adaptation, Self-concept, Sexuality, Spiritual Health</li> <li>Coping with loss, death and grieving</li> <li>€ Assessment of psychosocial needs</li> <li>€ Nursing intervention for psychosocial needs <ul style="list-style-type: none"> <li>- Assist with coping and adaptation</li> <li>- Creating therapeutic environment</li> </ul> </li> <li>Recreational and diversional therapies</li> </ul>		
XI	20	<ul style="list-style-type: none"> <li>● Describe principles and techniques for infection control and biomedical waste management in supervised Clinical settings</li> </ul>	<p><b>Infection control in Clinical settings</b></p> <ul style="list-style-type: none"> <li>● Infection control <ul style="list-style-type: none"> <li>€ Nature of infection</li> <li>€ Chain of infection transmission</li> <li>€ Defenses against infection: natural and acquired</li> <li>€ Hospital acquired infection (Nosocomial infection )</li> </ul> </li> <li>● Concept of asepsis: medical asepsis, and surgical asepsis</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture discussion</li> <li>● Demonstration</li> <li>● Practice session</li> <li>● Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>● Essay type</li> <li>● Short answers</li> <li>● Objective type</li> </ul>

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Isolation precautions (Barrier nursing):               <ul style="list-style-type: none"> <li>€ Hand washing: simple, hand antisepsis and surgical antisepsis (scrub)</li> <li>€ Isolation: source and protective</li> <li>€ Personal protecting equipments: types, uses and technique of wearing and removing</li> <li>€ Decontamination of equipment and unit</li> <li>€ Transportation of infected patients</li> <li>€ Standard safety precautions (Universal precautions)</li> <li>€ Transmission based precautions</li> </ul> </li> <li>• Biomedical waste management:               <ul style="list-style-type: none"> <li>€ Importance</li> <li>€ Type of hospital waste</li> <li>€ Hazards associated with hospital waste</li> <li>€ Decontamination of hospital waste</li> <li>€ Segregation and Transportation and disposal</li> </ul> </li> </ul>		
XII	40	<ul style="list-style-type: none"> <li>• Explain the principles, routes, effects of administration of medications</li> <li>• Calculate conversions of drugs and dosages within and between systems of measurements</li> </ul>	<p><b>Administration of Medications</b></p> <ul style="list-style-type: none"> <li>• General Principles/Considerations               <ul style="list-style-type: none"> <li>€ Purposes of Medication</li> <li>€ Principles: 5 rights, Special Considerations,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assess with check list and clinical practical</li> </ul>

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> <li>• Administer drugs by the following routes – oral, Intradermal, Subcutaneous Intramuscular, Intra Venous topical, inhalation</li> </ul>	<p>Prescriptions, Safety in Administering Medications and Medication Errors</p> <ul style="list-style-type: none"> <li>€ Drug forms</li> <li>€ Routes of administration</li> <li>€ Storage and maintenance of drugs and Nurses responsibility</li> <li>€ Broad classification of drugs</li> <li>€ Therapeutic Effect, Side Effects, Toxic Effects, Idiosyncratic Reaction, Allergic Reactions, Drug Tolerance, Drug Interactions,</li> <li>€ Factors Influencing drug Action,</li> <li>€ Systems of Drug Measurement: Metric System, Apothecary System, Household Measurements, Solutions.</li> <li>€ Converting Measurements Units: Conversion within one system, Conversion between systems, Dosage Calculation,</li> <li>€ Terminologies and abbreviations used in prescriptions of medications</li> <li>• Oral Drugs Administration: Oral, Sublingual and Buccal: Equipment, procedure</li> <li>• Parenteral <ul style="list-style-type: none"> <li>€ General principles: decontamination and disposal of syringes and needles</li> <li>€ Types of parenteral therapies</li> <li>€ Types of syringes, needles, canula, and</li> </ul> </li> </ul>		examination

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<p>infusion sets</p> <ul style="list-style-type: none"> <li>€ Protection from Needle stick Injuries: Giving Medications with a safety syringes</li> <li>€ Routes of parenteral therapies <ul style="list-style-type: none"> <li>- Intradermal: purpose, site, equipment, procedure, special considerations</li> <li>- Subcutaneous: purpose, site, equipment, procedure, special considerations</li> <li>- Intra Venous: purpose, site, equipment, procedure, special considerations</li> <li>- Advanced techniques: Epidural, intrathecal, intraosseous, intraperitoneal, intraplural, intraarterial-Role of nurse</li> </ul> </li> <li>• Topical Administration: purposes, site, equipment, procedure, special considerations for</li> <li>€ Application to Skin</li> <li>€ Application to mucous membrane <ul style="list-style-type: none"> <li>- Direct application of liquids-Gargle and swabbing the throat</li> <li>- Insertion of Drug into body cavity: Suppository/ medicated packing in rectum/vagina</li> <li>- Instillations:, Ear, Eye, Nasal, Bladder, and Rectal</li> <li>- Irrigations:Eye, Ear, Bladder, Vaginal and</li> </ul> </li> </ul>		

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			Rectal – Spraying: Nose and throat • Inhalation: Nasal, oral, endotracheal/tracheal (steam, oxygen and medications)- purposes, types, equipment, procedure, special considerations €Recording and reporting of medications administered		
XIII	10	<ul style="list-style-type: none"> <li>Describe the pre and post operative care of patients</li> <li>Explain the process of wound healing</li> <li>Explain the principles and techniques of wound care</li> <li>Perform care of wounds</li> </ul>	<b>Meeting needs of Perioperative patients</b> <ul style="list-style-type: none"> <li>Definition and concept of Perioperative Nursing</li> <li>Preoperative Phase               <ul style="list-style-type: none"> <li>€ Preparation of patient for surgery</li> </ul> </li> <li>Intraoperative               <ul style="list-style-type: none"> <li>€ Operation theatre set up and environment</li> <li>€ Role of nurse</li> </ul> </li> <li>Postoperative Phase               <ul style="list-style-type: none"> <li>€ Recovery unit</li> <li>€ Post operative unit</li> <li>€ Postoperative care,</li> </ul> </li> <li>Wounds: types, Classifications, wound Healing Process, Factors affecting Wound, Complications of Wound Healing</li> <li>Surgical asepsis</li> <li>Care of the wound: types, equipments, procedure and special considerations               <ul style="list-style-type: none"> <li>€ Dressings, Suture care,</li> <li>€ Care of Drainage</li> <li>€ Application of Bandages, Binders, Splints &amp; Slings</li> <li>€ Heat and Cold Therapy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> <li>Practice session</li> <li>Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Assess with check list and clinical practical examination</li> </ul>
XIV	15	<ul style="list-style-type: none"> <li>Explain care of patients having alterations in body</li> </ul>	<b>Meeting special needs of the patient</b> <ul style="list-style-type: none"> <li>Care of patients having</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Case</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
		functioning	<ul style="list-style-type: none"> <li>- alternation in Temperature (hyper and hypothermia); Types, Assessment, Management</li> <li>- Sensorium (Unconsciousness); Assessment, Management</li> <li>- Urinary Elimination (retention and incontinence) Assessment, Management</li> <li>- Functioning of sensory organs: (Visual &amp; hearing impairment)</li> <li>- Assessment of Self-Care ability</li> <li>- Communication Methods and special considerations</li> <li>- Mobility (physically challenged, cast), assessment of Self-care ability: Communication Methods and special considerations</li> <li>- Mental state (Mentally challenged) assessment of Self-Care ability;</li> <li>- Communication Methods and special considerations</li> <li>- Respiration (distress); Types, Assessment, Management</li> <li>- Comfort- (Pain)- Nature, Types, Factors influencing pain, Coping, assessment, Management;</li> <li>• Treatments related to gastrointestinal system: nasogastric suction, gastric irrigation, gastric analysis</li> </ul>	<ul style="list-style-type: none"> <li>discussions</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type</li> </ul>



Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
XV	5	<ul style="list-style-type: none"> <li>Explain care of terminally ill patient</li> </ul>	<p><b>Care of Terminally ill patient</b></p> <ul style="list-style-type: none"> <li>€ Concepts of Loss, Grief, grieving Process</li> <li>€ Signs of clinical death</li> <li>€ Care of dying patient: special considerations               <ul style="list-style-type: none"> <li>– Advance directives: euthanasia, will, dying declaration, organ donation etc</li> </ul> </li> <li>€ Medico-legal issues</li> <li>€ Care of dead body: equipment, procedure and care of unit</li> <li>€ Autopsy</li> <li>€ Embalming</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> <li>Case discussions /Role play</li> <li>Practice session</li> <li>Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>
XVI	6	<ul style="list-style-type: none"> <li>Explain the basic concepts of conceptual and theoretical models of nursing</li> </ul>	<p>Professional Nursing concepts and practices</p> <ul style="list-style-type: none"> <li>Conceptual and theoretical model of nursing practice: Introduction to models- holistic model, health belief model, health promotion model, etc</li> <li>Introduction to Theories in Nursing; Peplau's, Henderson's, Orem's, Neuman's, Roger's and Roy's</li> <li>Linking theories with nursing process</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>

**Internal assessment for theory : (25 Marks-Refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

## Reference

1. Potter & Perry, Fundamentals of Nursing, Elsevier, 6th Edition.
2. Harkreader, Fundamentals of Nursing: Catering and Clinical Judgment, Elsevier, 3rd Edition
3. Kozier, Fundamentals of Nursing: Concepts, Process & Practice, Pearson, 7th Edition
4. Taylor, Fundamentals of Nursing: Arts and science of Nursing Process, Saunders, 7th Editon.
5. Fuller, Health Assessment: Nursing Approach, Lippincott, 3rd Edition
6. Ackley (BJ), Nursing Diagnosis Handbook: An evidence based guide to planning care, Mosby, 8<sup>th</sup> Edition
7. Craven, Fundamentals of Nursing: Human health & function, LWW, 5th Edition.

# Nursing Foundations - Practical

**Placement:** First Year

**Time:** Practical - 650 hours

(200 lab and 450 clinical)

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

Area	Time (Hrs)	Objective	Skills	Assignments	Assessment Methods
Demonstration Lab General, Medical and Surgery ward	200- 450 Minimum practice time in clinical area	<ul style="list-style-type: none"> <li>• Performs admission and discharge procedure</li> <li>• Prepares nursing care plan as per the nursing process format</li> </ul>	<p>Hospital admission and discharge (III) : -</p> <ul style="list-style-type: none"> <li>• Admission</li> <li>• Prepare Unit for new patient</li> <li>• Prepare admission bed</li> <li>• Performs admission Procedure New Patient Transferin</li> <li>• Prepare patient records</li> </ul> <p>Discharge / Transfer out :</p> <ul style="list-style-type: none"> <li>• Gives discharge counseling</li> <li>• Perform discharge procedure (Planned discharge, LAMA and abscond, Referrals and transfers)</li> <li>• Prepare records of discharge / transfer. <ul style="list-style-type: none"> <li>• Dismantle, and disinfect unit and equipment after discharge / transfer.</li> </ul> </li> </ul> <p>Perform assessment :</p> <ul style="list-style-type: none"> <li>• History taking, Nursing diagnosis, problem list, Prioritization, Goals &amp; Expected Outcomes, Selection of interventions.</li> <li>• Write Nursing Care plan</li> <li>• Given care as per the plan</li> </ul>	<ul style="list-style-type: none"> <li>• Practice in Unit/hospital</li> <li>• Write nursing process records of patient</li> <li>• Simulated – 1</li> <li>• Actual -1</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate with checklist</li> <li>• Assessment of clinical performance with rating scale</li> <li>• Completion of practical record</li> <li>• Assessment of nursing process records with checklist</li> <li>• Assessment of actual care given with rating scale</li> </ul>

Area	Time (Hrs)	Objective	Skills	Assignments	Assessment Methods
		<ul style="list-style-type: none"> <li>• Communicate effectively with patient, families and team members and</li> <li>• Maintain effective human relations</li> <li>• Develops plan for patient teaching</li> <li>• Prepare patient reports</li> <li>• Presents reports</li> <li>• Monitor vital signs</li> <li>• Perform health assessment of each body system</li> <li>• Provide basic nursing care to patients</li> </ul>	<p>Communication :</p> <ul style="list-style-type: none"> <li>• Use verbal non verbal communication techniques</li> </ul> <p>Prepare a plan for patient teaching session</p> <p>Write patient report :</p> <ul style="list-style-type: none"> <li>• Change -of shift reports, Transfer reports, incidents reports etc.</li> <li>• Presents patient report</li> </ul> <p>Vital signs :</p> <ul style="list-style-type: none"> <li>• Measure, Records and interpret alterations in body temperature, pulse respiration and blood pressure.</li> </ul> <p>Health assessment :</p> <ul style="list-style-type: none"> <li>• Health History taking</li> <li>• Perform assessment : <ul style="list-style-type: none"> <li>• General</li> <li>• Body system</li> </ul> </li> <li>• Use various methods of physical examination</li> <li>• Inspection, Palpation, Percussion, Auscultation, Olfaction.</li> <li>• Identification of system wise deviations.</li> </ul> <p>Prepare patient's unit :</p> <ul style="list-style-type: none"> <li>• Prepare beds: <ul style="list-style-type: none"> <li>• Open, closed, occupied, operation, amputation,</li> <li>• Cardiac, fracture, burn, Divided, &amp; Fowlers bed</li> <li>• Pain assessment and provision for comfort.</li> </ul> </li> <li>Use comfort devices</li> <li>Hygienic care <ul style="list-style-type: none"> <li>• Oral Hygiene</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Role-plays in simulated situations on communication techniques-1</li> <li>• Health talk-1</li> <li>• Write nurses notes and present the patient report of 2-3 assigned patient</li> <li>• Lab practice</li> <li>• Measure Vital signs of assigned patient</li> <li>• Practice in lab &amp; hospital</li> <li>• Simulated exercise on CPR manikin</li> </ul>	<ul style="list-style-type: none"> <li>• Assess role plays with the check-list on Communication techniques</li> <li>• Assess health talk with the check list</li> <li>• Assessment of communication techniques by rating scale</li> <li>• Assessment of performance with rating scale</li> <li>• Assessment of each skill with checklist</li> <li>• Completion of activity record</li> <li>• Assessment of each skill with rating scale</li> <li>• Completion of activity</li> </ul>

Area	Time (Hrs)	Objective	Skills	Assignments	Assessment Methods
			<ul style="list-style-type: none"> <li>• Baths and care of pressure points.</li> <li>• Hair wash, Pediculosis treatment.</li> <li>Feeding :</li> <li>• Oral, Enteral, Naso / Orogastric, gastrostomy and Parenteral feeding.</li> <li>• Naso -gastric insertion, suction, and irrigation.</li> <li>Assisting patient in urinary elimination:</li> <li>• Provides urinal / bed pan</li> <li>• Condom drainage</li> <li>• Perineal care</li> <li>• Catheterization</li> <li>• Care of urinary drainage</li> <li>Bladder irrigation Assisting bowel Elimination :</li> <li>• Insertion of Flatus tube.</li> <li>• Enemas</li> <li>• Insertion of suppository.</li> <li>Bowel wash, Body Alignment and Mobility :</li> <li>• Range of motion exercises</li> <li>• Positioning: - Recumbent, Lateral (rt / lt) Fowlers, Sims, Lithotomy, Prone, Trendelenburg position.</li> <li>• Assist patient in moving lifting, transferring , walking.</li> <li>• Restraints.</li>   <li>• <b>Oxygen administration</b></li>   <li>• Suctioning: Oropharyngeal, nasopharyngeal</li>   <li>• Chest physiotherapy and postural drainage</li>   <li>Care of Chest drainage</li>   <li>• CPR - Basic life support</li>   <li>• Intravenous therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Observation study -2</li> <li>• Department of Infection</li> </ul>	record

Area	Time (Hrs)	Objective	Skills	Assignments	Assessment Methods
		<ul style="list-style-type: none"> <li>• Perform infection control procedures</li> <li>• Provide care to pre and post operative patients</li> <li>• Perform procedures for care of wounds</li> <li>• Administer drugs</li> </ul>	<ul style="list-style-type: none"> <li>• Blood and blood component therapy</li> <li>• Collect / assist for collection of specimens for investigations urine, sputum, faces, vomitus, blood and other body fluids Perform lab tests:- Urine: - Sugar, albumin, acetone Blood: - Sugar (with strip/ gluco-meter) Hot and cold application: local and general Sitz bath Communicating and assisting with self-care of visually &amp; hearing impaired patients. Communicating and assisting with self-care of mentally challenged / disturbed patient. Recreational and divertional therapies</li> <li>Caring of patient with alteration in sensorium.</li> <li>Infection control: -</li> <li>Perform following Procedures: Hand washing techniques Simple, hand antisepsis and surgical antisepsis (scrub). Prepare isolation unit in lab / ward.</li> <li>Practice technique of wearing and removing Personal protective equipment (PPE)</li> <li>Practice Standard safety Precautions (Universal Precautions)</li> <li>Decontamination of</li> </ul>	<p>control &amp; CSSD</p> <ul style="list-style-type: none"> <li>• Visits CSSD write observation report – 1</li> <li>• Collection of samples for culture</li> <li>• Do clinical posting in infection control department and write report</li> <li>• Practice in lab/ward</li> </ul>	<ul style="list-style-type: none"> <li>• Assess observation study with checklist</li> <li>• Evaluate all procedures with checklist</li> </ul>

Area	Time (Hrs)	Objective	Skills	Assignments	Assessment Methods
		<ul style="list-style-type: none"> <li>• Provide care to dying and dead</li> <li>• Counsel and support relatives</li> </ul>	<p>equipment and unit: -</p> <ul style="list-style-type: none"> <li>• Surgical asepsis:</li> <li>• Sterilization               <ul style="list-style-type: none"> <li>Handling sterilized equipment</li> <li>Calculate strengths of lotions,</li> <li>Prepare lotions</li> <li>Care of articles</li> </ul> </li> </ul> <p>Pre and post operative care:</p> <ul style="list-style-type: none"> <li>-</li> <li>• Skin Preparations for surgery: Local</li> <li>• Preparation of post operative unit</li> <li>• Pre &amp; Post operative teaching and counseling.</li> <li>• Pre &amp; Post operative monitoring.</li> <li>• Care of the wound</li> <li>• Dressings, Suture Care, care of Drainage, Application of Bandages, Binders, splints &amp; Slings.</li> <li>• Bandaging of various body parts.</li> </ul> <p>Administration of Medications: -</p> <ul style="list-style-type: none"> <li>• Administer Medications in different forms and routes.</li> <li>• Oral, Sublingual and Buccal,</li> <li>• Parenteral: Intradermal, subcutaneous, Intramuscular etc.</li> <li>• Assist with Intra venous medications</li> <li>• Drug measurements and dose calculations.</li> <li>• Preparation of lotions and solutions.</li> <li>• Administers topical applications.</li> <li>• Insertion of drug into body cavity: Suppository &amp; medicated packing etc.</li> <li>• Instillation of medicines and spray into Ear, Eye, Nose, and throat.</li> </ul>		

Area	Time (Hrs)	Objective	Skills	Assignments	Assessment Methods
			<ul style="list-style-type: none"> <li>• Irrigations: - Eye, Ear, Bladder, vagina and rectum.</li> <li>• Inhalations: dry and moist</li> </ul> <p>Care of dying patient: -</p> <ul style="list-style-type: none"> <li>• Caring and packing of dead body.</li> <li>• Counseling and supporting grieving relatives.</li> <li>• Terminal care of the unit.</li> </ul>		

**Internal assessment for Practical: (100 Marks/ 50 Marks- Refer to regulations)**

Continuous Evaluation of Clinical Performance	30%
Clinical assignment (Case study/ Practical record/Case book)	20%
Clinical Presentation	10%
Observational /field visit/ Health talk	10%
Model Practical Examination	30%
Total	100%



# Psychology

**Placement:** First Year

**Time:** Theory - 60 hours

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

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
I	2	<ul style="list-style-type: none"> <li>Describe the history, scope and methods of psychology</li> </ul>	Introduction: <ul style="list-style-type: none"> <li>History and origin of science of Psychology</li> <li>Definitions and scope of Psychology</li> <li>Relevance to Nursing</li> <li>Methods of Psychology</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>
II	4	<ul style="list-style-type: none"> <li>Explain the biology of human behaviour.</li> </ul>	Biology of behavior: - Body mind relationship – Modulation process in Health and illness. Genetics and behavior : Heredity and environment Brain and Behavior: Nervous system, Neurons and synapse. <ul style="list-style-type: none"> <li>Association Cortex, Rt and Lt Hemispheres</li> <li>Psychology of Sensations</li> <li>Muscular and glandular controls of behavior.</li> <li>Nature of behavior of an organism / integrated responses</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>
III	20	Describe various cognitive processes and their applications	Cognitive Processes: <ul style="list-style-type: none"> <li>Attention: Types, determinants, Duration, and Degree, alterations.</li> <li>Perception: - Meaning, Principles, factors affecting, errors.</li> <li>Learning Nature: - Types, learner and learning, factors influencing, laws and theories, process, transfer, study habits.</li> <li>Memory: - Meaning, types, nature, factors influencing, development theories methods of memorizing and Forgetting.</li> <li>Thinking: - Types and levels, stages of development, Relationship with language and communication.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Psychometric assessment:</li> <li>Practice Sessions</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Intelligence: - Meaning, Classification, Uses, theories.</li> <li>• Aptitude: - Concept, types, Individual differences and variability.</li> <li>• Psychometric assessments of cognitive, Processes.</li> <li>• Alterations in cognitive processes</li> <li>• Applications</li> </ul>		
IV	8	Describe the motivation, emotions, stress, attitudes and their influence on behavior.	<p>Motivation and Emotional Processes:</p> <ul style="list-style-type: none"> <li>• Motivation: Meaning, Concepts, Types, Theories, Motives and behavior, Conflict and frustration, conflict resolution.</li> <li>• Emotions &amp; Stress : Emotion: - Definition, components, Changes in emotions, theories, emotional adjustments, emotions in health and illness. Stress : Stressor, cycle, effect, adaptation &amp; Coping</li> <li>• Attitude: - Meaning, nature, development, factors affecting. Behavior and attitudes. Attitudinal Change</li> <li>• Psychometric assessments of emotions and attitudes. Alterations in emotions</li> <li>• Applications.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Role plays</li> <li>• Case Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>
V	7	Explain the concepts of personality and its influence on behavior	<p>Personality:</p> <ul style="list-style-type: none"> <li>• Definitions, topography , factors affecting personality, types, theories.</li> <li>• Psychometric assessments of personality.</li> <li>• Alterations in personality</li> <li>• Applications.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>
VI	7	Describe psychology of people during the life cycle	<p>Developmental Psychology:</p> <ul style="list-style-type: none"> <li>• Psychology of people at different ages from infancy to old age.</li> <li>• Psychology of vulnerable individuals – Challenged, women, sick, etc.</li> <li>• Psychology of groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Case Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>
VII	8	Describe the characteristics of mentally healthy person,	<p>Mental hygiene and mental Health:</p> <ul style="list-style-type: none"> <li>• Concepts of mental hygiene and mental health.</li> <li>• Characteristics of mentally healthy person.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Role plays</li> <li>• Case</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
		explain ego defense mechanisms	<ul style="list-style-type: none"> <li>• Warning signs of poor mental health</li> <li>• Promotive and Preventive mental health strategies and services.</li> <li>• Ego Defense mechanisms and implications.</li> <li>• Personal and social adjustments.</li> <li>• Guidance and Counseling</li> <li>• Role of nurse</li> </ul>	Discussion <ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	
VIII	4	<ul style="list-style-type: none"> <li>• Explain the psychological assessments and role of nurse</li> </ul>	Psychological assessment & tests: - Types, development, Characteristics, Principles, Uses, Interpretations, and role of nurse in psychological assessment.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of Practice</li> </ul>

**Internal assessment for theory : (25 Marks –Refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

**References:**

1. Morgon (CT), Introduction to Psychology, Tata McGraw Hill, New Delhi, 20th edition, 2003.
2. Atkinson (RL), Hilgard's Introduction to psychology, Harcourt college publishers, Philadelphia, 13<sup>th</sup> edition, 2000.
3. Shelley, Taylor's Health Psychology, Tata McGraw hill publishing co. Ltd, Sidney, 6th Edition 2006.
4. Santrock (JW), Educational Psychology, Tata McGraw Hill Pub. Co. Ltd., Sidney 2006.
5. Fernald (L.D) Introduction to Psychology A.I.T.B.S. Pub. New Delhi 2006.
6. Mangal (SK), Advanced Educational Psychology, Pentice Hall of India, New Delhi, 2nd Edition, 2006.
7. Gross (R), Psychology for Nurses and Allied Health Professionals, Hodder Arnold, London, 2007.

# Microbiology

**Placement:** First Year

**Time:** Theory - 60 Hours (Theory 45+15 lab)

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

Unit	Time (Hrs)		Learning Objective	Content	Teaching Learning Activities	Assessment Methods
	Th	Pr				
<b>I</b>	<b>5</b>		<ul style="list-style-type: none"> <li>Explain concepts and principles of microbiology and their importance in nursing.</li> </ul>	Introduction: - <ul style="list-style-type: none"> <li>Importance and relevance to nursing</li> <li>Historical Perspective</li> <li>Concepts and terminology</li> <li>Principles of microbiology</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
<b>II</b>	<b>10</b>	<b>5</b>	Describe structure, classification morphology and growth of bacteria, identify microorganisms.	General characteristics of Microbes: - <ul style="list-style-type: none"> <li>Structure and classification of Microbes.</li> <li>Morphological types.</li> <li>Size and form of bacteria.</li> <li>Motility</li> <li>Colonization</li> <li>Growth and nutrition of microbes:               <ul style="list-style-type: none"> <li>Temperature</li> <li>Moisture</li> <li>Blood and body fluids</li> </ul> </li> <li>Laboratory methods for Identification of Micro – Organisms.</li> <li>Staining Techniques, Gram staining, Acid fast staining, Hanging drop preparation</li> <li>Culture: Various Medias.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
<b>III</b>	<b>10</b>	<b>2</b>	Describe the methods of infection control, identify the role of nurse in hospital infection control programme	Infection Control: - <ul style="list-style-type: none"> <li>Infection: Sources Portals of entry and exit, transmission.</li> <li>Asepsis</li> <li>Disinfection: Types and methods.</li> <li>Sterilization: Types and Methods.</li> <li>Chemotherapy and antibiotics.</li> <li>Standard safety measures.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Demonstration</li> <li>Visits to CSSD</li> <li>Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>

Unit	Time (Hrs)		Learning Objective	Content	Teaching Learning Activities	Assessment Methods
	Th	Pr				
				<ul style="list-style-type: none"> <li>• Biomedical waste management.</li> <li>• Role of nurse .</li> <li>• Hospital acquired infection.</li> <li>• Hospital infection control programme Protocols, collection of samples, preparation of report and status of rate of infection in the unit/ hospital nurses accountability, continuing education etc.</li> </ul>		
<b>IV</b>	12	4	Describe the different disease producing organisms.	Pathogenic organisms: - <ul style="list-style-type: none"> <li>• Micro-organisms : Cocci – gram positive and gram negative Bacilli – gram positive and gram negative Spirochaete Mycoplasma Rickettsiae Chlamydiae</li> <li>• Viruses</li> <li>• Fungi – Superficial and Deep mycoses</li> <li>• Parasites</li> <li>• Rodents &amp; vectors</li> </ul> Characteristics, Source, Portal of entry, transmission of infection. Identification of disease producing micro – organisms Collection , handling and transportation of various specimens.	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
<b>V</b>	8	4	Explain the concept of immunity, hypersensitivity and immunization	Immunity: <ul style="list-style-type: none"> <li>• Immunity – Types, Classification</li> <li>• Antigen and antibody reaction.</li> <li>• Hypersensitivity – skin test</li> <li>• serological tests.</li> <li>• Immunoprophylaxis : Vaccines &amp; sera– Types &amp; Classification, Storage and handling cold chain. Immunization for various diseases Immunization Schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

**Internal assessment: (25 Marks Refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

**Reference :**

1. Ananthanarayanan (R), Textbook of Microbiology, Orient Longman Ltd., Madras, 1994.
2. Bhatia (R), Essentials of Medical Microbiology, J.P Brotheres Publishers, New Delhi, 3rd Edition, 2004.
3. Ichhpujani (RL), Microbiology for Nurses, J.P Brotheres Publishers, New Delhi, 2nd Edition, 2003.

# Introduction to Computer

**Placement:** First Year

**Time:** Theory - 45 Hours

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

Unit	Time (Hrs)		Learning Objective	Content	Teaching Learning Activities	Assessment Methods
	Th	Pr				
I	3		Identify and define various concepts used in computer, identify application of computer in nursing.	Introduction: <ul style="list-style-type: none"> <li>• Concepts of computers.</li> <li>• Hardware and Software: trends and technology</li> <li>• Application of computers in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
II	6	20	Describe and use the Disk Operating System, Demonstrate skill in the use of MS Office.	Introduction to disk – operating system: <ul style="list-style-type: none"> <li>• DOS</li> <li>• Windows (all version)</li> </ul> Introduction : <ul style="list-style-type: none"> <li>• MS – Word</li> <li>• MS – Excel with pictorial presentation</li> <li>• MS – Access</li> <li>• MS – Power point</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Practical Exam</li> </ul>
III	2	3	Demonstrate skill in using multi- media, identify features of computer aided teaching and testing	Multimedia: - types & uses <ul style="list-style-type: none"> <li>• Computer aided teaching &amp; testing.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Practical Exam and Viva Voce</li> </ul>
IV	1	3	Demonstrate use of internet and Email.	Use of Internet and e – mail	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Practical Exam and Viva Voce</li> </ul>
V	2	2	Describe and use the statistical packages.	Statistical packages: Types and their features.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Practical Exam and Viva Voce</li> </ul>

<b>VI</b>	<b>1</b>	<b>2</b>	Describe the use of Hospital Management System.	Hospital Management System: Types and uses.	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Practical Exam and Viva Voce</li> </ul>
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**Internal assessment: (25 Marks – Refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

**References**

- 1.N.K.Anand & Shikha Goel ,Computers for Nurses, A.I.T.B.S. Publishers ,India.2009.
2. Thacker N Computers for Nurses, India. 2009



# Sociology

Placement : Second Year

Time : Theory 60 Hours

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

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
I	1	<ul style="list-style-type: none"> <li>State the importance of sociology in Nursing</li> </ul>	<b>Introduction</b> <ul style="list-style-type: none"> <li>Definition of Sociology</li> <li>Nature and Scope of the discipline</li> <li>Importance and application of sociology in Nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>
II	3	<ul style="list-style-type: none"> <li>Describe the inter-relationship of individual in society and community</li> </ul>	<b>Individual &amp; Society</b> <ul style="list-style-type: none"> <li>Society and Community</li> <li>Nature of Society</li> <li>Difference between society and community</li> <li>Process of socialization and individualization</li> <li>Personal disorganization</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>
III	3	<ul style="list-style-type: none"> <li>Describe the influence of culture on health and disease</li> </ul>	<b>Culture</b> <ul style="list-style-type: none"> <li>Nature of culture</li> <li>Evolution of culture</li> <li>Diversity and uniformity of culture</li> <li>Culture and socialization</li> <li>Transcultural society</li> <li>Influence on health and disease</li> <li><b>Biodiversity and its conservation:</b> Introduction Definition: Genetics species and ecosystem diversity. Biogeographical classification of India Value of Biodiversity: consumptive use, Productive use, Social , ethical, aesthetic and option values Bio diversity at global, national and local levels. India has a mega – diversity nation. Hot-spots of biodiversity</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Panel Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
			<p>Threats to bio-diversity: habitat loss, poaching of wild life, man, wild life conflicts</p> <p>Endangered and endemic species of India</p> <p>Conservation of biodiversity: in-situ and ex-situ conservation of biodiversity.</p>		
IV	4	<ul style="list-style-type: none"> <li>Identify various social groups and their interactions</li> </ul>	<p><b>Social groups and processes</b></p> <ul style="list-style-type: none"> <li>The meaning and classification of groups</li> <li>Primary &amp; Secondary Group</li> <li>In-group V/s. Out-group, Class Tribe, Caste</li> <li>Economic, Political, Religious groups, Mob, Crowd, Public and Audience Interaction &amp; Social Processes</li> <li>Co-operation, Competition, Conflict</li> <li>Accommodation, Assimilation &amp; Isolation Social Issues</li> <li>Social Issues and environment: <ul style="list-style-type: none"> <li>From unsustainable to sustainable development</li> <li>Urban problems and related to energy</li> <li>Water conservation, Rain water harvesting, water shed management</li> <li>Resettlement and rehabilitation of people: its problems and concerns – case studies</li> <li>Environmental ethics: Issues and possible solutions, climate change, Global warming, acid rain, ocean layer depletion, Nuclear accident and Holo caust – Case studies</li> <li>Consumerism and waste products, waste and reclamation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
V	6	<ul style="list-style-type: none"> <li>• Explain the growth of population in India and its impact on health</li> </ul>	Population <ul style="list-style-type: none"> <li>• Society and population</li> <li>• Population distribution in India- Demographic characteristics</li> <li>• Malthusian theory of populations</li> <li>• Population explosion in India and its impact on health status</li> <li>• Family welfare programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Community Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of report on community identification</li> </ul>
VI	5	<ul style="list-style-type: none"> <li>• Describe the institutions of family and marriage in India</li> </ul>	Family and Marriage <ul style="list-style-type: none"> <li>• Family – Functions</li> <li>• Types-Joint, Nuclear, Blended and extended family: Characteristics</li> <li>• The Modern Family – Changes, Problems – Dowry etc., Welfare Services</li> <li>• Changes &amp; legislations on family and marriage in India – marriage acts</li> <li>• Marriage: Forms and functions of marriage,</li> <li>• Marriage and family problems in India</li> <li>• Family, marriage and their influence on health and health practices</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Family case study</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of family case study</li> </ul>
VII	7	<ul style="list-style-type: none"> <li>• Describe the class and caste system and their influence on health and health practices</li> </ul>	Social Stratification <ul style="list-style-type: none"> <li>• Meaning &amp; types of social stratification</li> <li>• The Indian Caste system – origin &amp; features</li> <li>• Features of caste in India Today</li> <li>• Social Class system and status</li> <li>• Social Mobility – Meaning &amp; Types</li> <li>• Race as a biological concept, criteria of racial classification</li> <li>• Salient features of Primary races-Racism</li> <li>• Influence of Class, Caste and Race on health and health Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Community Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of report on community survey</li> </ul>
VIII	6	<ul style="list-style-type: none"> <li>• Describe the types of communities in India, their</li> </ul>	Types of Communities in India (Rural, Urban and Regional) <ul style="list-style-type: none"> <li>• Features of village</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Visits to</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
		practices and the impact on health	community & characteristics of Indian villages – panchayat system, social dynamics <ul style="list-style-type: none"> <li>• Community Development project &amp; planning</li> <li>• Changes in Indian Rural life</li> <li>• Availability of health facilities in rural and its impact on health and health practices</li> <li>• Urban – Community – features</li> <li>• The growth of cities:</li> <li>• Urbanisation and its impact on health and health practices</li> <li>• Major urban problems – Urban slums</li> <li>• Region : Problems and impact on Health</li> </ul>	rural and urban community	<ul style="list-style-type: none"> <li>• Assessment of report on community survey</li> </ul>
IX	4	<ul style="list-style-type: none"> <li>• Explain the process of social change</li> </ul>	<b>Social Change</b> <ul style="list-style-type: none"> <li>• Nature and process of social change</li> <li>• Factors influencing social change: Cultural change, Cultural lag.</li> <li>• Introduction to Theories of social change: Linear, Cyclical, Marxian, Functionial</li> </ul> Role of nurse – Change agents	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>
X	4	<ul style="list-style-type: none"> <li>• Describe the social system and inter – relationship of social organizations</li> </ul>	<b>Social organization and social system</b> <ul style="list-style-type: none"> <li>• Social organization: elements, types</li> <li>• Democratic and authoritarian modes of participation,</li> <li>• Voluntary associations</li> <li>• Social system : Definition and Types of social system</li> <li>• Role and status as structural elements of social system</li> <li>• Inter-relationship of institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Observation visits</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of visit reports</li> </ul>
XI	2	<ul style="list-style-type: none"> <li>• Explain the nature and process of social control</li> </ul>	<b>Social Control</b> <ul style="list-style-type: none"> <li>• Nature and process of social control</li> <li>• Political, Legal, Religious,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Community Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of report on</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
			Educational, Economic, Industrial and Technological systems, Norms & Values – Folkways & Mores Customs, Laws and fashion Role of nurse		community survey
XII	15	<ul style="list-style-type: none"> <li>Describe the role of the nurse in dealing with social problems in India</li> </ul>	<b>Social Problems</b> <ul style="list-style-type: none"> <li>Social disorganization</li> <li>Control &amp; planning : Poverty, housing, illiteracy, food supplies, prostitution, rights of women &amp; children, vulnerable groups: Elderly, handicapped, minority groups and other marginalized groups, child labour, child abuse, delinquency and crime, substance abuse, HIV/ AIDS – Value Education</li> <li>Social Welfare programmes in India Role of nurse</li> <li>Role of information technology I environment and human health-case studies</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Institutional visits</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Assessment of visit reports</li> </ul>

**Internal assessment: (25 Marks- refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

## Reference :

1. Bhushan (V), Introduction to Sociology, Kitab Mahan, 2002.
2. Madan (GR), Indian Social Problems, Allied Publishers, Chennai.
3. Mehta (SA), Study of Rural Sociology in India, Chand & Co.
4. Ogbern (F), Handbook of Sociology, Eurasoa Publishing, New Delhi.
5. Majmudar (DN), An Introduction to Social Anthropology, Asia Publishing House, Bombay.
6. Indrani (TK), Textbook of Sociology for Nurses, Jaypee Brothers, New Delhi, 2006.
7. Neeraja (KP), Textbook of Sociology for Nursing Students, Jaypee Brothers, New Delhi, 2005.  
Rao (SD), Psychology and Sociology for Paramedicals, Jaypee Brothers, New Delhi, 2006
8. Agarwal, K.C. Environmental Sciences, Nidi publishers, 2001.
9. Bharucha Erach, The Biodiversity of India, Mapin Publication, 2001.
10. Brunner RC, Hazardous waste incineration, McGraw Hill Publishers, 1989.

# Pharmacology, Pathology and Genetics

## Pharmacology

Placement : Second Year

Time : Theory 45 Hours

**Course Description:** This course is designed to enable students to acquire understanding of Pharmacodynamics, pharmacokinetics, principles of therapeutics and nursing implications.

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
I	3	<ul style="list-style-type: none"> <li>Describe pharmacodynamics, pharmacokinetics, classification and the principles of drug administration</li> </ul>	<b>Introduction</b> <ul style="list-style-type: none"> <li>Definition</li> <li>Sources</li> <li>Terminology used</li> <li>Types : Classification</li> <li>Pharmacodynamics: Actions, therapeutic</li> <li>Adverse, toxic</li> <li>Pharmacokinetics: absorption, distribution, metabolism, interaction, excretion</li> <li>Review : Routes and principles of administration of drugs</li> <li>Indian pharmacopoeia : Legal issues</li> <li>Rational use of drugs</li> <li>Principles of therapeutics</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
II	6	<ul style="list-style-type: none"> <li>Explain chemotherapy of specific infection and infestations and nurse's responsibilities</li> </ul>	<b>Chemotherapy</b> <ul style="list-style-type: none"> <li>Pharmacology of commonly used;                             <ul style="list-style-type: none"> <li>Penicillin</li> <li>Cephalosporins</li> <li>Aminoglycosides</li> <li>Macrolide &amp; Broad Spectrum Antibiotics</li> <li>Sulfonamides</li> <li>Quinolones</li> <li>Antiamoebic</li> <li>Antimalarials</li> <li>Anthelmintics</li> <li>Antiscabies agents</li> <li>Antiviral &amp; anti-fungal agents</li> <li>Antitubercular drugs</li> <li>Anti leprosy drugs</li> <li>Anticancer drugs</li> <li>Immuno-suppressants</li> </ul> </li> <li>Composition, action, dosage,</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Drug study / presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
			route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse		
III	2	<ul style="list-style-type: none"> <li>Describe Antiseptics, disinfectants, insecticides and nurse's responsibilities</li> </ul>	<p><b>Pharmacology of commonly used antiseptics, disinfectants and insecticides</b></p> <ul style="list-style-type: none"> <li>Antiseptics; Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</li> <li>Disinfectants</li> <li>Insecticides</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Drug study / presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
IV	2	<ul style="list-style-type: none"> <li>Describe Drugs acting on Gastro Intestinal system and nurse's responsibilities</li> </ul>	<p><b>Drugs acting on G.I system</b></p> <ul style="list-style-type: none"> <li>Pharmacology of commonly used <ul style="list-style-type: none"> <li>Antiemetics,</li> <li>Emetics</li> <li>Purgatives</li> <li>Antacids</li> <li>Cholinergic</li> <li>Anticholinergics</li> <li>Fluid and electrolyte therapy</li> <li>Anti diarrhoeals</li> <li>Histamines</li> </ul> </li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Drug study / presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
V	2	<ul style="list-style-type: none"> <li>Describe Drugs used on Respiratory Systems and nurse's responsibilities</li> </ul>	<p><b>Drugs used on Respiratory Systems</b></p> <ul style="list-style-type: none"> <li>Pharmacology of commonly used- <ul style="list-style-type: none"> <li>Antiasthmatics</li> <li>Mucolytics</li> <li>Decongestants</li> <li>Expectorants</li> <li>Antitussives</li> <li>Bronchodilators</li> <li>Broncho constrictors</li> <li>Antihistamines</li> </ul> </li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug</p>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Drug study / presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>



Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
			interactions, side effects, adverse effects, toxicity and role of nurse		
VI	2	<ul style="list-style-type: none"> <li>Describe Drugs used on Urinary system and nurse's responsibilities</li> </ul>	<p><b>Drugs used on Urinary System</b></p> <ul style="list-style-type: none"> <li>Pharmacology of commonly used- <ul style="list-style-type: none"> <li>Diuretics and antidiuretics</li> <li>Urinary antiseptics</li> <li>Cholinergic and anticholinergics</li> <li>Acidifiers and alkalanizers</li> </ul> </li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Drug study / presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
VII	4	<ul style="list-style-type: none"> <li>Describe Drugs used in De-addiction, emergency, deficiency, of vitamins &amp; minerals, poisoning, immunization, immune-suppression and nurse's responsibilities</li> </ul>	<p><b>Miscellaneous</b></p> <ul style="list-style-type: none"> <li>Drugs used in de-addiction</li> <li>Drugs used in CPR and emergency</li> <li>Vitamins and minerals</li> <li>Immunosuppresants</li> <li>Antidotes</li> <li>Antivenom</li> <li>Vaccines and sera</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Drug study / presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
VIII	1	<ul style="list-style-type: none"> <li>Describe Drugs used on skin and mucous membranes and nurse's responsibilities</li> </ul>	<p><b>Drugs used on skin and mucous membranes</b></p> <ul style="list-style-type: none"> <li>Topical applications for skin, eye, ear, nose and buccal cavity , Antipruritics</li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Drug study / presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
IX	8	<ul style="list-style-type: none"> <li>Describe Drugs used on Nervous system and nurse's responsibilities</li> </ul>	<p><b>Drugs acting on Nervous system</b></p> <ul style="list-style-type: none"> <li>Basic &amp; applied pharmacology of commonly used:</li> <li>Analgesics and Anaesthetics <ul style="list-style-type: none"> <li>Analgesics <ul style="list-style-type: none"> <li>Non steroidal anti-inflammatory (NSAID)</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Drug study / presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
			<p>drugs</p> <ul style="list-style-type: none"> <li>▪ Antipyretics</li> <li>▪ Hypnotics and Sedatives <ul style="list-style-type: none"> <li>- Opioids</li> <li>- Non-Opioids</li> <li>- Tranquilizers</li> <li>- General &amp; local anesthetics</li> <li>- Gases: oxygen, nitrous oxide, carbon-dioxide</li> </ul> </li> <li>• Cholinergic and anti-cholinergics: <ul style="list-style-type: none"> <li>▪ Muscle relaxants</li> <li>▪ Major tranquilizers</li> <li>▪ Anti-psychotics</li> <li>▪ Antidepressants</li> <li>▪ Anticonvulsants</li> <li>▪ Adrenergics</li> <li>▪ Noradrenergics</li> <li>▪ Mood stabilizers</li> <li>▪ Acetylcholine</li> <li>▪ Stimulants</li> </ul> </li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p>		
X	5	<ul style="list-style-type: none"> <li>• Describe Drugs used on Cardio-vascular system and nurse's responsibilities</li> </ul>	<p><b>Cardiovascular drugs</b></p> <ul style="list-style-type: none"> <li>• Haematinics</li> <li>• Cardiotonics,</li> <li>• Anti anginals</li> <li>• Anti-hypertensives &amp; vasodilators</li> <li>• Anti- arrhythmics</li> <li>• Plasma expanders</li> <li>• Coagulants &amp; anticoagulants</li> <li>• Antiplatelets &amp; thrombolytics</li> <li>• Hypolipidemics</li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Drug study / presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
XI	4	<ul style="list-style-type: none"> <li>• Describe drugs used for hormonal disorders and</li> </ul>	<p><b>Drugs used for hormonal disorders and supplementation,</b></p>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Drug study</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
		supplementation, contraception and medical termination of pregnancy and nurse's responsibilities	<b>contraception and medical termination of pregnancy</b> <ul style="list-style-type: none"> <li>• Insulin's &amp; Oral hypoglycemic</li> <li>• Thyroid supplements and suppressants</li> <li>• Steroids, Anabolics</li> <li>• Uterine stimulants and relaxants</li> <li>• Oral contraceptives</li> <li>• Other estrogen – progesterone preparations</li> <li>• Corticotrophine &amp; Gonadotropines</li> <li>• Adrenaline</li> <li>• Prostaglandins</li> <li>• Calcitonins</li> <li>• Calcium salts</li> <li>• Calcium regulators</li> </ul> Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.	/ presentation	type
XII	6	<ul style="list-style-type: none"> <li>• Demonstrate awareness of the common drugs used in alternative system of medicine</li> </ul>	<b>Introduction to Drugs used in alternative system of medicine:</b> <ul style="list-style-type: none"> <li>• Ayurveda, Homeopathy, Unani and Siddha etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Observational visit</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

**Internal assessment : (25 marks- Refer to regulations)**

Three Unit test marks	45%	Three Unit test marks
Two Assignment marks	25%	Two Assignment marks
Model Exam	25%	Model Exam
Attendance	5%	Attendance
Total	100%	Total

**References:**

1. Satoshkar, Pharmacology & Pharmacotherapeutics, 20<sup>th</sup> Edition, 2007.
2. Bennett (PN), Clinical Pharmacology, Churchill Livingstone, New Delhi, 9<sup>th</sup> Edition, 2003.
3. Tripathi (KD), Essential of Medical Pharmacology, Jaypee Brothers, New Delhi, 6<sup>th</sup> Edition, 2007.
4. Craig (CR), Modern Pharmacology with Clinical Application, Little Brown & Co., Newyork, 5<sup>th</sup> Edition, 1997.
5. Goodman & Gilman's Pharmacological Basis of therapeutics, McGrawhill, Newyork, 10<sup>th</sup> Edition, 2001.

# Pathology

**Placement:** Second Year

**Time:** Theory 30 Hours

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

Unit	Time (Hrs)		Objectives	Content	Teaching Learning Activities	Assessment method
	Th	Pr.				
I	3		<ul style="list-style-type: none"> <li>Define the common terms used in pathology.</li> <li>Appreciate the deviations from normal to abnormal structure and functions of the body system.</li> </ul>	<ul style="list-style-type: none"> <li><b>Introduction:</b> - Importance of the study of pathology Definition of terms Methods and techniques Cellular and Tissue changes. Infiltration and generation Inflammations and Infections Wound healing Vascular changes</li> <li>Cellular growth, Neoplasms: Normal &amp; Cancer cell Benign and Malignant growths In situ carcinoma Disturbances of fluid and electrolyte imbalance</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using charts</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
II	10	5	<ul style="list-style-type: none"> <li>Explain pathological changes in disease condition of various system</li> </ul>	Special Pathology: - <ul style="list-style-type: none"> <li>Pathological changes in disease conditions of various systems.</li> <li>Respiratory tract Tuberculosis, Bronchitis, Pleural effusion and pneumonia. Lung abscess, emphysema, bronchiectasis. Bronchial asthma, chronic obstructive pulmonary disease &amp; tumours.</li> <li>Cardio – vascular system: -</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using charts, slides, specimen, X-rays and scans</li> <li>Visit to Pathology lab, endoscopy unit and OT</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>

Unit	Time (Hrs)		Objectives	Content	Teaching Learning Activities	Assessment method
	Th	Pr.				
				<p>Pericardial effusion Rheumatic heart disease Infective endocarditis, atherosclerosis Ischemia, infarction &amp; aneurysm.</p> <ul style="list-style-type: none"> <li>• Gastro Intestinal Tract: Peptic ulcer, typhoid Carcinoma of GI tract – buccal, Esophageal, Gastric &amp; intestinal</li> <li>• Liver, Gall bladder &amp; pancreas: - Hepatitis, Chronic liver abscess, cirrhosis Tumours of liver, gall bladder and pancreas. Cholecystitis</li> <li>• Kidneys &amp; Urinary tract Glomerulonephritis, Pyelonephritis Calculi, renal failure, renal carcinoma &amp; cystitis.</li> <li>• Male genital systems: Cryptorchidism, testicular atrophy Prostatic hyperplasia, carcinoma penis &amp; prostate</li> <li>• Female genital systems Fibroids Carcinoma cervix and Endometrium. Vesicular mole, Choriocarcinoma Ectopic gestation Ovarian cyst &amp; tumours</li> <li>• Cancer Breast:</li> <li>• Central nervous System: Hydrocephalus, Meningitis, encephalitis Vascular disorders – thrombosis, embolism Stroke, Paraplegia, quadriplegia</li> </ul>		

Unit	Time (Hrs)		Objectives	Content	Teaching Learning Activities	Assessment method
	Th	Pr.				
				Tumours, meningiomas –gliomas <ul style="list-style-type: none"> <li>• Metastatic tumours:</li> <li>• Skeletal system: Bone healing, osteoporosis, osteomyelitis. Arthritis &amp; tumours:</li> </ul>		
III	4	3	<ul style="list-style-type: none"> <li>• Describe various laboratory tests in assessment and monitoring of disease condition.</li> </ul>	<b>Clinical Pathology</b> <ul style="list-style-type: none"> <li>• Various blood and bone marrow test in assessment and monitoring of disease conditions:               <ul style="list-style-type: none"> <li>Hemoglobin</li> <li>RBC, White cell &amp; platelet counts</li> <li>Bleeding time, clotting time and prothrombine time</li> <li>Blood grouping and cross matching</li> <li>Blood chemistry</li> <li>Blood culture</li> <li>Serological and immunological tests</li> <li>Other blood tests</li> <li>Examination of Bone marrow.</li> <li>Methods of collections of blood specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal values</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> <li>• Visit to Clinical Pathology &amp; Bio-Chemistry lab and Blood bank</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
IV	2	1	<ul style="list-style-type: none"> <li>• Describe the laboratory tests for examination of body cavity fluids, transudates and exudates</li> </ul>	<b>Examination of body cavity fluids, transudates and exudates:</b> <ul style="list-style-type: none"> <li>• The laboratories tests used in CSF analysis.</li> <li>• Examination of other body cavity fluids, transudates and exudates – sputum wound discharge etc.</li> <li>• Analysis of gastric and duodenal contents.</li> <li>• Analysis of semen – sperm count, motility and morphology and their</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

Unit	Time (Hrs)		Objectives	Content	Teaching Learning Activities	Assessment method
	Th	Pr.				
				importance in infertility. • Methods of collection of CSF and other cavity fluids, → specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal values.		
V	1	1	• Describe the laboratory test for the examination of urine and faeces.	<b>Urine and faeces</b> • Urine: Physical characteristics Analysis Culture and sensitivity • Faeces: Characteristics Stool examination: occult blood, ova, parasite and cyst, reducing substance etc. • Methods of collection for various tests, inference and normal values.	• Lecture • Discussion • Demonstration	• Short answers • Objective type

**Internal assessment: (25 Marks - Refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%



**References:**

1. Mohan (H), Textbook of Pathology, JP Publishers, Chennai, 5<sup>th</sup> Edition, 2005.
2. Underwood, General and systemic Pathology, Churchill Livingstone, London, 3<sup>rd</sup> Edition, 2000.
3. Kumar, Pathologic Basis of Disease, WB Saunders Co., New Delhi, 6<sup>th</sup> Edition, 1999.
4. Cotton (RE), Lecture Notes on Pathology, Blackwell Scientific Publication, London, 4<sup>th</sup> Edition, 1992.
5. Krishna (V), Textbook of Pathology, Orient Longman, 4<sup>th</sup> Edition, 1999.

# Genetics

**Placement :** Second Year

**Time :** Theory 15 hours

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

Unit	Time (Hrs)	Objectives	Content	Teaching Learning Activities	Assessment method
I	3	<ul style="list-style-type: none"> <li>Explain nature principles and perspectives of heredity</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Practical application of genetics in Nursing.</li> <li>Impact of genetic condition on families.</li> <li>Review of cellular division mitosis and meiosis.</li> <li>Characteristics and structure of genes.</li> <li>Chromosomes –sex determination.</li> <li>Chromosomal aberrations</li> </ul> <p>Patterns of inheritance. Mendelian theory of inheritance Multiple allots and blood groups. Sex linked inheritance Mechanism of inheritance. Errors in transmission. (Mutation)</p>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
II	3	<ul style="list-style-type: none"> <li>Explain maternal, prenatal and genetic influences on development of defects and disease</li> </ul>	<p><b>Maternal, Prenatal and genetic influences on development of defects and diseases:</b></p> <ul style="list-style-type: none"> <li>Conditions affecting the mother genetic and infections.</li> <li>Consanguinity atopy</li> <li>Prenatal nutrition and food allergies.</li> <li>Maternal Age.</li> <li>Maternal drug therapy.</li> <li>Prenatal testing and diagnosis.</li> <li>Effect of Radiation, drugs and chemicals.</li> <li>Infertility</li> <li>Spontaneous abortion</li> <li>Neural tube defects and the role of folic acid in lowering the risks.</li> <li>Down syndrome (Trisomy 21)</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
III	2	<ul style="list-style-type: none"> <li>Explain the screening</li> </ul>	<p><b>Genetic testing in the neonates and children:</b></p>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> </ul>

Unit	Time (Hrs)	Objectives	Content	Teaching Learning Activities	Assessment method
		methods for genetic defects and diseases in neonates and children.	Screening for: Congenital abnormalities Development delay. Dysmorphism	• Explain using charts, slides	• Objective type
IV	2	• Identify genetic disorders in adolescents and adults	<b>Genetic conditions of adolescents and adults:</b> <ul style="list-style-type: none"> <li>• Cancer genetics – Familial Cancer.</li> <li>• Inborn errors of metabolism.</li> <li>• Blood group alleles and hematological disorder.</li> <li>• Genetics haemochromatosis.</li> <li>• Huntington’s disease.</li> <li>• Mental illness</li> </ul>	• Lecture Discussion • Explain using charts, slides	• Short answers • Objective type
V	5	• Describe the role of nurse in genetic service and counseling	<ul style="list-style-type: none"> <li>• <b>Services related to Genetics:</b> Genetic testing</li> <li>• Human genome project.</li> <li>• Gene therapy.</li> <li>• The Eugenics movement.</li> <li>• Genetic Counseling.</li> </ul> Legal and Ethical issues Role of nurse	• Lecture Discussion	• Short answers • Objective type

**Internal assessment: (25 Marks - Refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

**References:**

1. Read (A), New Clinical Genetics, Scion Publishers, New Delhi, 2007
2. Gangane (SD), Human Genetics, J. P. Brothers Publication, New Delhi, 2000

# Medical Surgical Nursing

## (Adult including Geriatrics)-I

**Placement:** Second Year

**Time:**Theory-210 hours

Practical-720 hours

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

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	15	<ul style="list-style-type: none"> <li>• Appreciate the trends in Medical &amp; Surgical Nursing</li> <li>• Describe the role of a nurse in caring for adult patient in hospital and community.</li> <li>• Describe the concepts of Medical Surgical asepsis</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• Introduction to Medical Surgical Nursing - Evolution and trends of Medical and Surgical Nursing</li> <li>• Review of concepts of Health and illness disease-concepts, causations, classification - International Classification diseases (ICD - 10 or later version), Acute illness chronic illness, &amp; Terminal illness, stages of illness</li> <li>• Review of concepts of comprehensive Nursing care in Medical Surgical conditions based on Nursing process.</li> <li>• Role of Nurse, patient and family in care of adult patient</li> <li>• Role and responsibilities of a Nurse in Medical Surgical settings:               <ul style="list-style-type: none"> <li>✓ Outpatient department</li> <li>✓ In - Patient unit</li> <li>✓ Intensive care unit</li> <li>✓ Home and community settings</li> </ul> </li> </ul> <p><b>Introduction to Medical Surgical asepsis</b></p> <ul style="list-style-type: none"> <li>✓ Inflammation and Infection</li> <li>✓ Immunity</li> <li>✓ Wound healing</li> <li>✓ Care of Surgical patient</li> <li>✓ Pre – operative</li> <li>✓ Intra operative</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective Type</li> <li>• Assessment of skill with check list</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			✓ Post operative		
II	15	<ul style="list-style-type: none"> <li>Describe the common signs, symptoms, problems and their specific nursing interventions</li> </ul>	<b>Common signs and symptoms and management</b> <ul style="list-style-type: none"> <li>Fluid and electrolyte imbalance</li> <li>Vomiting</li> <li>Dyspnea and cough, respiratory obstruction</li> <li>Fever</li> <li>Shock</li> <li>Unconsciousness, Syncope</li> <li>Pain</li> <li>Incontinence</li> <li>Edema</li> <li>Age related problems- geriatric</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Seminar</li> <li>Case discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective Type</li> </ul>
III	20	<ul style="list-style-type: none"> <li>Describe the etiology pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of respiratory systems</li> </ul>	<b>Nursing management of patients (adults including elderly) with respiratory problems</b> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of respiratory system</li> <li>Nursing Assessment- History and physical assessment</li> <li>Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of adults including elderly with- <ul style="list-style-type: none"> <li>✓ Upper Respiratory tract infections.</li> <li>✓ Bronchitis</li> <li>✓ Asthma</li> <li>✓ Emphysema</li> <li>✓ Emphysema</li> <li>✓ Atelectasis</li> <li>✓ Chronic Obstructive Pulmonary Disease (COPD)</li> <li>✓ Bronchiectasis</li> <li>✓ Pneumonia</li> <li>✓ Pulmonary tuberculosis</li> <li>✓ Lung abscess</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explain using Charts, graphs</li> <li>Models, films, slides</li> <li>Demonstration</li> <li>Practice session</li> <li>Case discussions/Seminar</li> <li>Health education</li> <li>Supervised clinical practice</li> <li>Drug book/presentation</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> <li>Assessment of skills with check list</li> <li>Assessment of patient management problem</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>✓ Pleural effusion</li> <li>✓ Cysts and Tumours</li> <li>✓ Chest injuries</li> <li>✓ Respiratory arrest and insufficiency</li> <li>✓ Pulmonary embolism</li> </ul> Special therapies, alternative therapies Nursing procedures Drugs used in treatment of respiratory disorders		
IV	30	<ul style="list-style-type: none"> <li>• Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of digestive systems</li> </ul>	<b>Nursing management of patient (adults including elderly) with disorders of digestive system</b> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of digestive system</li> <li>• Nursing Assessment - History and Physical assessment</li> <li>• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management</li> <li>• Disorder of,               <ul style="list-style-type: none"> <li>✓ Oral cavity - lips, gums, tongue, salivary glands and teeth</li> <li>✓ Oesophagus - inflammation, Stricture, obstruction, bleeding and tumours</li> <li>✓ Stomach and duodenum - hiatus hernia, gastritis, peptic and duodenal ulcer, bleeding, tumours, pyloric stenosis</li> <li>✓ Small intestinal disorders - inflammation and infection, enteritis, malabsorption, obstruction, tumour and perforation</li> <li>✓ Large intestinal disorders - Colitis, inflammation and infection, obstruction and tumour and lump</li> <li>✓ Hernias</li> <li>✓ Appendix - inflammation, mass, abscess, rupture</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts, graphs</li> <li>• Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussions/Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book/presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assess with check list and clinical practical examination</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>✓ Anal &amp; Rectum: haemorrhoids, fissures. Fistulas</li> <li>✓ Peritonitis/acute abdomen</li> <li>✓ Pancreas: inflammation, cyst, abscess and tumors</li> <li>✓ Liver: inflammation, cyst, abscess, cirrhosis, portal hypertension, hepatic failure, tumours</li> <li>✓ Gall Bladder: inflammation, obstruction, stones and tumours</li> </ul> <p>Special therapies, alternative therapies Nursing procedures Drugs used in treatment of disorders of digestive system</p>		
V	30	<ul style="list-style-type: none"> <li>• Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with blood and cardio vascular problems</li> <li>• Describes the vascular conditions and its nursing management</li> </ul>	<p><b>Nursing management of patient (adults including elderly) with blood and cardio vascular problems</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of blood and cardio vascular system,</li> <li>• Nursing Assessment- History and physical assessment</li> <li>• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of- <ul style="list-style-type: none"> <li>• Vascular system</li> <li>✓ Hypertension, Hypotension</li> <li>✓ Arteriosclerosis</li> <li>✓ Raynaud's disease</li> <li>✓ Aneurism and Peripheral vascular disorders</li> </ul> </li> </ul> <p><b>Heart</b></p> <ul style="list-style-type: none"> <li>✓ Coronary artery diseases</li> <li>✓ Ischemic Heart Disease</li> <li>✓ Coronary atherosclerosis</li> <li>✓ Angina pectoris</li> <li>✓ Myocardial infarction</li> <li>• Valvular disorders of the heart</li> <li>✓ Congenital and acquired</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts, graphs</li> <li>• Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussions/Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book/presentation</li> <li>• Visit to blood bank</li> <li>• Participation in blood donation camps</li> <li>• Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problem</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>✓ Rheumatic Heart diseases</li> <li>• Endocarditis,pericarditis Myocarditis</li> <li>• Cardio Myopathies</li> <li>• Cardiac dysrhythmias,Heart Block</li> <li>• Congestive cardiac failure</li> <li>✓ Cor-pulmonale.pulmonary edema,cardiogenic shock,cardiac tamponade</li> <li>• Cardiac emergencies and arrest</li> <li>• Cardio Pulmonary Resuscitation(CPR)</li> <li>• Blood</li> <li>✓ Anaemias</li> <li>✓ Polycythemia</li> <li>✓ Bleeding disorders;clotting factor defects and platelets defects</li> <li>✓ Thalassemia</li> <li>✓ Leukaemias</li> <li>✓ Leukopenias and agranulocytosis</li> <li>✓ Lymphomas</li> <li>✓ Myelomas</li> <li>• Special therapies</li> <li>✓ Blood transfusion,safety checks,procedure and requirements,management of adverse transfusion reaction,records for blood transfusion.</li> <li>✓ Management and counselling of blood donors,phlebotomy procedure,and post donation management.Blood bank functioning and hospital transfusion committee.Bio-safety and waste management in relation to blood transfusion</li> <li>✓ Role of a nurse in Organ donation,retrieval and banking</li> </ul> <p>Alternative therapies Nursing procedures</p>		



Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			Drugs used in treatment of blood and cardio vascular disorders.		
VI	10	<ul style="list-style-type: none"> <li>Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients(adults including elderly)with disorder of genitor-urinary system</li> </ul>	<p><b>Nursing management of patient(adults including elderly)with genito-urinary problems</b></p> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of genitor-urinary system</li> <li>Nursing Assessment-History and Physical assessment</li> <li>Etiology,Pathophysiology,clinical manifestations,diagnosis,treatment modalities and medical,surgical,delectics&amp;nursing management of- <ul style="list-style-type: none"> <li>Nephritis</li> <li>Nephrotic syndrome</li> <li>Nephrosis</li> <li>Renal calculus</li> <li>Tumors</li> <li>Acute renal failure</li> <li>Chronic Renal failure</li> <li>End stage renal disease</li> <li>Dialysis,renal transplant</li> <li>Congenital disorders,urinary infections</li> <li>Benign prostate hypertrophy</li> <li>Disorders of ureter,urinary bladder and urethra-inflamation,infection,stricture,obstruction,tumour,prostrate</li> </ul> </li> </ul> <p>Special therapies,alternative therapies</p> <p>Nusring procedures</p> <p>Drugs used in treatment of genitourinary disorders</p>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explain using Charts,graphs</li> <li>Models.flims ,slides</li> <li>Demonstration</li> <li>Practice session</li> <li>Case discussions/Seminar</li> <li>Supervised clinical practice</li> <li>Drug book/presentation</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> <li>Assessment of skills with check list</li> <li>Assessment of patient management problem</li> </ul>
VII	5	<ul style="list-style-type: none"> <li>Describe the etiology, pathophysiology , clinical manifestations, diagnostic measures and management of patients(adults including</li> </ul>	<p><b>Nursing management of disorder of male (adults including elderly) reproductive system</b></p> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of male reproductive system</li> <li>Nursing Assessment-History and Physical assessment</li> <li>Etiology, Pathophysiology,</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explain using Charts,graphs</li> <li>Models.flims ,slides</li> <li>Demonstration</li> <li>Practice session</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> <li>Assessment of skills with check list</li> <li>Assessment</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
		elderly)with disorders of male reproductive system	<p>clinical manifestations, diagnosis, treatment modalities and medical,surgical,dietetics &amp;nursing management of male reproductive system</p> <ul style="list-style-type: none"> <li>• Congenital malformation, cryptorchidism</li> <li>• Hypospadiasis, Epispadiasis</li> <li>• Infections</li> <li>• Testis and adjacent structures</li> <li>• Penis</li> <li>• Prostate:inflammation.infection, hypertrophy,tumour</li> <li>• Sexual dysfunction</li> <li>• Infertility</li> <li>• Contraception</li> <li>• Breast,gynacomastia,tumor</li> <li>• Climacteric changes special therapies,alternative therapies</li> </ul> <p>Nursing procedures Drugs used in treatment of male reproductive system</p>	<ul style="list-style-type: none"> <li>• Case discussions/ Seminar</li> <li>• Health Education</li> <li>• Supervised clinical practice</li> <li>• Drug book/presentation</li> </ul>	of patient management problem
VIII	10	<ul style="list-style-type: none"> <li>• Describe the etiology, pathophysiology ,clinical manifestations, diagnostic measures and management of patients(adults including elderly)with disorders of endocrine system</li> </ul>	<p><b>Nursing management of patient(adults including elderly)with disorder of endocrine system</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of endocrine system</li> <li>• Nursing Assessment-History and Physical assessment</li> <li>• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of- <ul style="list-style-type: none"> <li>✓ Disorder of thyroid and parathyroid</li> <li>✓ Diabetetes mellitus</li> <li>✓ Diabetes insipidus</li> <li>✓ Adrenal tumour</li> <li>✓ Pitutary disorders special therapies,alternative therapies</li> </ul> </li> </ul> <p>Nursing procedures Drugs used in treatment of disorders of endocrine system</p>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts,graphs</li> <li>• Models.flims ,slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussions/Seminar</li> <li>• Supervised clinical practice</li> <li>• Drug book/presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problem</li> </ul>
IX	10	Describe the etiology, pathophysiology,	<b>Nursing management of patient(adults including</b>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
		clinical manifestations, diagnostic measures and management of patients(adults including elderly)with disorder of skin	<p><b>elderly)with disorder of integumentary system</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of skin and it's appendage</li> <li>• Nursing Assessment-History and Physical assessment</li> <li>• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of-disorder of skin and it's appendages-</li> <li>✓ Lesions and abrasions</li> <li>✓ Infection and infestations, Dermatitis</li> <li>✓ Dermatoses, infectious and Non infectious "inflammatory dermatoses"</li> <li>✓ Acne Vulgaris</li> <li>✓ Allergies and Eczema</li> <li>✓ Psoriasis</li> <li>✓ Malignant melanoma</li> <li>✓ Alopecia</li> </ul> <p>Special therapies, alternative therapies Nursing procedures Drugs used in treatment of disorders of integumentary system.</p>	<ul style="list-style-type: none"> <li>• Explain using Charts,graphs</li> <li>• Models.flims ,slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussions/ Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book/presentation</li> </ul>	<p>answer</p> <ul style="list-style-type: none"> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problem</li> </ul>
X	15	<ul style="list-style-type: none"> <li>• Describe the etiology, pathophysiology , clinical manifestations, diagnostic measures and management of patients(adults including elderly)with disorder of musculo-skeletal system</li> </ul>	<p><b>Nursing management of patient(adults including elderly)with musculoskeletal problems</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of musculoskeletal system,</li> <li>• Nursing Assessment-History and Physical assessment</li> <li>• Etiology, Pathophysiology, clinical manifestations, diagnosis ,treatment modalities and medical, surgical, dietetics &amp; nursing management of-</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts,graphs</li> <li>• Models.flims ,slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussions/Seminar</li> <li>• Health education</li> <li>• Supervised clinical</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problem</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Disorder of: <ul style="list-style-type: none"> <li>✓ Muscles, Ligaments and Joints-inflammation, infection, trauma</li> <li>✓ Bones-inflammation, infection, dislocation, fracture, tumor and trauma</li> <li>✓ Osteomalacia and osteoporosis</li> <li>✓ Arthritis</li> <li>✓ Congenital deformities</li> <li>✓ Spinal column-defects and deformities, Tumor, Prolapsed inter vertebral disc, pott's spin</li> <li>✓ Pagets disease</li> </ul> </li> <li>• Amputation</li> <li>• Prosthesis</li> <li>• Transplant &amp; replacement surgeries</li> <li>• Rehabilitation.</li> </ul> <p>Special therapies, alternative therapies</p> <p>Nursing procedures</p> <p>Drugs used in treatment of disorder of musculoskeletal system</p>	<p>practice</p> <ul style="list-style-type: none"> <li>• Drug book/presentation</li> </ul>	
XI	10	<ul style="list-style-type: none"> <li>• Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients(adults including elderly)with disorder of Immunological problems</li> </ul>	<p><b>Nursing management of patient(adults including elderly)with Immunological problems</b></p> <ul style="list-style-type: none"> <li>• Review of Immune system,</li> <li>• Nursing Assessment-History and Physical assessment</li> <li>• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of- <ul style="list-style-type: none"> <li>• Immunodeficiency disorder</li> <li>• Primary immune deficiency</li> <li>• Phagocytic dysfunction</li> <li>• B-cell and T-cell deficiencies</li> <li>• Acquired immunodeficiency Syndrome(AIDS)</li> <li>• Incidence of HIV &amp; AIDS</li> <li>• Epidemiology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts,graphs</li> <li>• Models.flims ,slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussions/S minar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book/presentation</li> <li>• Orientation visit to</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problem</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Transmission-Prevention of Transmission</li> <li>• Standard Safety precautions</li> <li>• Role of Nurse, Counseling</li> <li>• Health education and home care consideration.</li> <li>• National AIDS Control Program-NACO, Various national and international agencies</li> <li>• Infection control program</li> <li>• Rehabilitation.</li> </ul> <p>Special therapies, alternative therapies</p> <p>Nursing procedures</p> <p>Drugs used in treatment of disorder of immunological system</p>	Hospital Control system	
XII	20	<ul style="list-style-type: none"> <li>• Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients(adults including elderly)with Communicable Diseases</li> </ul>	<p><b>Nursing management of patient(adults including elderly)with Communicable Diseases</b></p> <ul style="list-style-type: none"> <li>• Overview of infectious disease,the infectious process</li> <li>• Nursing Assessment-History and Physical assessment</li> <li>• Epidemiology,infectious process,clinical manifestations,diagnosis,treatment,prevention and dietics.Control and eradication of common Communicable Diseases-</li> <li>✓ Tuberculosis</li> <li>✓ Diarrhoeal disease</li> <li>✓ Hepatitis A-E</li> <li>✓ Herpes</li> <li>✓ Chickenpox</li> <li>✓ Smallpox</li> <li>✓ Typhoid</li> <li>✓ Meningitis</li> <li>✓ Gas gangrene</li> <li>✓ Leprosy</li> <li>✓ Dengue</li> <li>✓ Plague</li> <li>✓ Malaria</li> <li>✓ Diphtheria</li> <li>✓ Pertussis</li> <li>✓ Poliomyelitis</li> <li>✓ Measles</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts,graphs</li> <li>• Models.flims ,slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussions/Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book/presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problem</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>✓ Mumps</li> <li>✓ Influenza</li> <li>✓ Tetanus</li> <li>✓ Yellow fever</li> <li>✓ Filariasis</li> <li>✓ HIV,AIDS</li> <li>• Reproductive Tract Infections</li> <li>• Special Infection control measures: Notification, Isolation, Quarantine. Immunization, Infectious Disease Hospital</li> <li>Special therapies, alternative therapies</li> <li>Nursing procedures</li> <li>Drugs used in treatment of Communicable diseases.</li> </ul>		
XIII	25	<ul style="list-style-type: none"> <li>• Describe the Organization and physical set up operation theatre</li> <li>• Identify the various instruments and equipment used for common surgical procedures</li> <li>• Describe the infection control measures in the operation theatre</li> <li>• Describe the role of the nurse in the Peri Operative nursing care</li> </ul>	<p><b>Peri operative nursing:</b></p> <ul style="list-style-type: none"> <li>• Organization and physical set up of the Operation Theatre (OT): <ul style="list-style-type: none"> <li>✓ Classifications</li> <li>✓ O.T .DESIGN</li> </ul> </li> <li>✓ Staffing</li> <li>✓ Members of the OT team</li> <li>✓ Duties and responsibilities of nurse in O.T</li> <li>✓ Principles of Health and operating room attire.</li> <li>✓ Instruments,</li> <li>✓ Sutures and suture materials</li> <li>✓ Equipments</li> <li>✓ O.T tables and sets for common surgical procedures</li> <li>✓ Positions and draping for common surgical procedures</li> <li>✓ Scrubbing procedures</li> <li>✓ Gowning and gloving</li> <li>✓ Preparation of O.T sets</li> <li>✓ Monitoring the patient during surgical procedures</li> <li>• Maintenance of therapeutic environment in O.T.</li> <li>• Standard Safety measures <ul style="list-style-type: none"> <li>✓ Infection control, fumigation, disinfection and sterilization</li> <li>✓ Biomedical waste management</li> <li>✓ Prevention of accidents and hazards in O.T.</li> </ul> </li> <li>• Anesthesia</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts,graphs</li> <li>• Models.flims ,slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised clinical practice</li> <li>• Drug book/presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>✓ Types</li> <li>✓ Methods of administration</li> <li>✓ Effects and Stages</li> <li>✓ Equipments</li> <li>✓ Drugs <ul style="list-style-type: none"> <li>• Cardio Pulmonary Resuscitation (CPR)</li> <li>• Pain management techniques</li> <li>• Legal Aspects</li> </ul> </li> </ul>		

**Internal assessment: (25 Marks-Refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

**Reference Books:**

1. Brunner (V), Medical Surgical Nursing , LWW, 10th Edition.
2. Black, Medical Surgical Nursing: Clinical Management for positive outcomes, Elsevier,7th Edition.
3. Willams, Understanding Medical Surgical Nursing, Jaypee, 3rd Edition.
4. Timby, Introductory Medical Surgical Nursing, LWW, 9th Edition.
5. Lewis, Medical Surgical Nursing Assessment & Management of Clinical Problems, Elsevier 7<sup>th</sup> edition
6. Ignatavicius, Critical Thinking for Collaborative Care, Elsevier, 5th Edition.
7. Monahan, Phipp's Medical Surgical Nursing: Health & illness perspectives practice, Jaypee, 8<sup>th</sup> Edition.
8. Gulanick, Nursing Care Plans: Nursing Diagnosis & Interventions, Mosby, 5th edition
9. Lippincott's Manual of Nursing Practice, Jaypee , Edition.
10. Ulrich, Nursing Care Planning Guides: For adults in acute extended & Home care settings, Elsevier, 6th edition.
11. White, Foundations of Adulth Health Nursing, Thompson, 2nd edition.
12. Redfern, Nursing Older People ,Churchill Livingstone , 4th edition.
13. Phillip, Berry & Kohn's Operating room techniques, Elsevier, 11th Edition.
14. Marks, Roxburgh's Common Skin Diseases, Arnold, 17th edition.
15. Thappa, Essential in Dermatology with MCQ's, Ahuja publishing

# Medical Surgical Nursing

(Adult including Geriatrics)-I

## Practical

Placement: Second year

Time: 720 Hours

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



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

Areas	Durati on(in week)	Objectives	Skills	Assignments	Assessment Methods
		<ul style="list-style-type: none"> <li>ble diseases</li> <li>• Counsel and educate patients and families</li> </ul>	<ul style="list-style-type: none"> <li>measures</li> <li>• Use of personal protective equipment(PPE)</li> <li>• Give Medicated baths</li> <li>• Counselling HIV positive patients</li> </ul>	<ul style="list-style-type: none"> <li>book</li> </ul>	<ul style="list-style-type: none"> <li>session</li> <li>• Completion of activity record</li> </ul>
Orthopaedic ward	2	<ul style="list-style-type: none"> <li>• Provide nursing care of patient with musculoskeletal disorders</li> <li>• Counsel and educate patient and families</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of orthopaedic patients</li> <li>• Assist in application of plaster cast and removal of cast</li> <li>• Apply skin traction-buck's extension traction.</li> <li>• Assist application and removal of prosthesis</li> <li>• Physiotherapy-Range of motion exercises(ROM),muscle strengthening exercises</li> <li>• Crutch maneuvering technique.</li> <li>• Activities of daily living</li> <li>• Ambulation</li> <li>• Teach and counsel patients and families</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and give care to 2-3 assigned patients</li> <li>• Nursing care plan-1</li> <li>• Nursing case study/presentation -1</li> <li>• Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>• Assess each performance with rating scale</li> <li>• Evaluation of Nursing care plan and Nursing case study/presentation</li> <li>• Completion of activity record</li> </ul>
Operation Theater	6	<ul style="list-style-type: none"> <li>• Identify instruments used in common operations</li> <li>• Participate in infection control practice in the Operation Theater</li> <li>• Set-up the table/trolleys for common operative procedures</li> <li>• Assist in giving anesthesia</li> </ul>	<ul style="list-style-type: none"> <li>• Scrubbing,gowning,gloving</li> <li>• Identify instruments,suturing materials for common operations</li> <li>• Disinfection,Carbolization,fumigation</li> <li>• Preparation of instrument sets for common operations</li> <li>• Sterilization of sharps and other instruments</li> <li>• Prepare the OT table depending upon the operation</li> <li>• Positioning and monitoring of patients</li> <li>• Endotracheal intubation</li> <li>• Assisting in minor and major operations.</li> </ul>	<ul style="list-style-type: none"> <li>• Assist as a circulatory nurse in</li> <li>• Major cases-10</li> <li>• Minor cases -5</li> <li>• Assist as a scrub nurse in</li> <li>• Major cases -10</li> <li>• Minor cases – 5</li> <li>• Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Completion of activity record</li> </ul>

Areas	Durati on(in week)	Objectives	Skills	Assignments	Assessment Methods
		<ul style="list-style-type: none"> <li>• Assist in the operative procedures</li> <li>• Provide peri operative nursing care</li> </ul>	<ul style="list-style-type: none"> <li>• Handling specimens</li> <li>• Disposal of waste as per the guidelines</li> </ul>		

**Internal assessment for Practical: (100 Marks/ 50 Marks-Refer to regulations)**

Continuous Evaluation of Clinical Performance	30%
Clinical assignment (Case study/ Practical record/Case book)	20%
Clinical Presentation	10%
Observational /field visit/ Health talk	10%
Model Practical Examination	30%
Total	100%

# Community Health Nursing – I

Placement: Second year

Time: Theory – 90 Hrs

Practical – 135 Hrs

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

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Methods	Assessment methods
I	2	Describe concept and dimensions of health	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Community health Nursing</li> <li>• Definition, concepts and dimensions of health</li> <li>• Promotion of health</li> <li>• Maintenance of health</li> </ul>	* Lecture Discussion	*Short answer
II	20	Describe determinants of health	<b>Determinants of health</b> <ul style="list-style-type: none"> <li>• Eugenics</li> <li>• Environmental studies:               <ul style="list-style-type: none"> <li>- Definition, Scope and Importance – Need for public services.</li> </ul> </li> <li>• Environment and Environmental Pollution:               <ul style="list-style-type: none"> <li>- Definition, Causes, Effects and control measure of Physical, Air, Light, Soil, Marine, Thermal, Nuclear pollution, Ventilation, Water (Water resources : Use and Over utilization of surface and ground water, floods, drought, conflicts over water, Dams – Benefits and problems)</li> <li>- Housing, Sanitation, Noise, Climatic change, Heat waves and its Impact on health,</li> </ul> </li> <li>• Solid waste management:               <ul style="list-style-type: none"> <li>-Causes, effects and control measures of Urban and Industrial waste</li> <li>-Disposal of waste disposal of dead bodies, Communication: Infrastructure facilities and linkages</li> <li>-Forestation,                   <ul style="list-style-type: none"> <li>Use and over exploitation, Deforestation, case studies, timber extraction, mining, dams and their effects on</li> </ul> </li> </ul> </li> </ul>	* Lecture Discussion *Explain using charts, graphs, models, films, slides * Visits to water supply, sewage disposal, milk plants, slaughter house etc.,	* Essay type *Short answers *Objective type

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Methods	Assessment methods
			<p>forests and tribal people.</p> <ul style="list-style-type: none"> <li>- Mineral Resources               <ul style="list-style-type: none"> <li>Use and exploitation,</li> <li>Environmental effects of extracting and using mineral resources, case studies.</li> </ul> </li> <li>-Acts regulating the environment: National Pollution Control Board including Acts on Air and Water.               <ul style="list-style-type: none"> <li>Role of individual in prevention of pollution, pollution case studies.</li> </ul> </li> <li>-Bacterial and viral: Agents, host, carries and immunity.</li> <li>-Arthropods and Rodent               <ul style="list-style-type: none"> <li>• Food hygiene: Production preservation, Purchase, preparation, consumption, World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer – pesticides problems, water logging, salinity, case studies.</li> <li>• Acts regulating food hygiene-Prevention of food Adulteration Act, drugs and cosmetics Act</li> <li>• Wild life protection Act, Forest conservation Act, Issues involved in enforcement of environmental legislation and public awareness.</li> <li>• Socio – Cultural:                   <ul style="list-style-type: none"> <li>- Customs – taboos</li> <li>-Marriage System</li> <li>- Family Structure</li> <li>- Status of Special groups: females, Children, elderly, challenged groups and sick persons.</li> </ul> </li> <li>• Lifestyle</li> <li>• Hygiene</li> <li>• Physical activity                   <ul style="list-style-type: none"> <li>-Recreation and sleep</li> <li>-Sexual Life</li> <li>-Spiritual life philosophy</li> </ul> </li> </ul> </li> </ul>		

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Methods	Assessment methods
			<ul style="list-style-type: none"> <li>-Self reliance</li> <li>-Dietary Pattern</li> <li>-Education</li> <li>-Occupation</li> <li>• Financial Management <ul style="list-style-type: none"> <li>-Income</li> <li>-Budget</li> <li>-Purchasing Power</li> <li>- Security</li> </ul> </li> <li>• Forest resources : <ul style="list-style-type: none"> <li>- Use and overexploitation, Deforestation, Case studies, Timber extraction, Mining, Dams and their effects on forest and tribal people</li> </ul> </li> <li>• Energy Resources <ul style="list-style-type: none"> <li>- Growing energy needs</li> <li>- Renewable and Nonrenewable energy resources, use of alternate energy sources, case studies.</li> </ul> </li> <li>• Land resources: <ul style="list-style-type: none"> <li>-Land as a resource, Land degradation, Man induced landslides, soil erosion and desertification.</li> <li>Role of an individual in conservation of natural resources.</li> <li>Equitable use of resources for sustainable life styles.</li> </ul> </li> <li>• Ecosystem: <ul style="list-style-type: none"> <li>- Concept of an ecosystem</li> <li>- Structure &amp; Function of an Ecosystem producers, consumers and decomposers.</li> <li>- Energy flow in the ecosystem</li> <li>- Ecological succession</li> <li>- Food chains, food webs and ecological pyramids</li> <li>- Introduction, types, characteristics, structure and functions of the following ecosystems: <ul style="list-style-type: none"> <li><b>Forest ecosystem</b>, Grass land ecosystem, desert ecosystem, aquatic ecosystem (ponds, streams, lakes, river, ocean, estuaries)</li> </ul> </li> </ul> </li> <li>• Disaster Management: Floods,</li> </ul>		

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Methods	Assessment methods
			Earth quake, cyclone and Land slides.		
III	10	Describe concepts, scope, uses, methods and approaches of epidemiology	<b>Epidemiology</b> <ul style="list-style-type: none"> <li>• Definition, concept, aims, scope, uses and terminology used in epidemiology.</li> <li>• Dynamics of disease Transmission: epidemiological triad</li> <li>• Morbidity and mortality: measurements.</li> <li>• Levels of Prevention.</li> <li>• Methods of Epidemiology - Descriptive - Analytical: Epidemic investigation of an outbreak - Experimental</li> </ul>	* Lecture Discussion *Explain using charts, graphs, models, films, slides	* Essay type *Short answers
IV	25	Describe Epidemiology and nursing management of common Communicable diseases.	<b>Epidemiology and Nursing management of common communicable discuses</b> <ul style="list-style-type: none"> <li>• Respiratory infections               <ul style="list-style-type: none"> <li>-Small Pox</li> <li>-Chicken pox</li> <li>- Measles</li> <li>- Influenza</li> <li>- Rubella</li> <li>-ARI'S &amp; Pneumonia</li> <li>-Mumps</li> <li>- Diphtheria</li> <li>- Whooping cough</li> <li>-Meningococcal Meningitis</li> <li>-Tuberculosis</li> <li>-SARS</li> </ul> </li> <li>• Intestinal infections               <ul style="list-style-type: none"> <li>Poliomyelitis</li> <li>-Viral hepatitis</li> <li>- Cholera</li> <li>- Diarrhoeal Diseases</li> <li>-Typhoid fever</li> <li>- Food poisoning, Food Borne Disease</li> <li>-Amoebiasis</li> <li>- Hookworm infestation - Ascariasis</li> <li>-Dracunculiasis</li> </ul> </li> <li>• Arthropod Infections               <ul style="list-style-type: none"> <li>-Dengue</li> <li>-Malaria</li> <li>- Filariasis, Chickengunia</li> </ul> </li> </ul>	* Lecture Discussion *Explain using charts, graphs, models, films, slides *Seminar *Supervised field visits- Health centers, clinics and homes *Group projects/ Health education	* Essay type *Short answers *Objective type

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Methods	Assessment methods
			<ul style="list-style-type: none"> <li>• Zoo noses.</li> <li>• Viral</li> <li>-Rabies</li> <li>-yellow fever</li> <li>-Japanese encephalitis</li> <li>-kyasnur forest disease</li> <li>• Bacterial</li> <li>-Brucellosis</li> <li>- Plague,</li> <li>-Human Salmonellosis</li> <li>-Anthrax</li> <li>- Leptospirosis</li> <li>• Rickettsial diseases</li> <li>-Rickettsial Zoonoses</li> <li>- Scrub typhus</li> <li>- Murine typhus</li> <li>-Tick typhus</li> <li>- Q fever</li> <li>• Parasitic Zoonoses</li> <li>-Taeniasis</li> <li>- Tetanus</li> <li>-leprosy</li> <li>- yaws</li> <li>• STD &amp; RTI, HIV/AIDS, Any other</li> </ul>		
V	10	Describe the Epidemiology and nursing management of common non-communicable diseases.	<b>Epidemiology and Nursing management of common non Communicable diseases</b> <ul style="list-style-type: none"> <li>• Malnutrition: under nutrition, over nutrition, nutritional deficiencies</li> <li>• Anemia</li> <li>• Hypertension,</li> <li>• Stroke</li> <li>• Rheumatic Heart disease</li> <li>• coronary heart disease</li> <li>• Cancer</li> <li>• Diabetes mellitus</li> <li>• Blindness</li> <li>• Accidents</li> <li>• Mental illness</li> <li>• Obesity</li> <li>• Iodine deficiency</li> <li>• Fluorosis</li> <li>• Epilepsy</li> </ul>	* Lecture Discussion *Explain using charts, graphs, models, films, slides *Seminar *Supervised field visits- Health centers, clinics and homes *Group projects/ Health education	* Essay type *Short answers *Objective type
VI	6	*Describe the concepts and scope of demography *Describe	<b>Demography</b> <ul style="list-style-type: none"> <li>• Definition, Concepts and Scope.</li> <li>• Methods of collection, analysis and interpretation of</li> </ul>	* Lecture Discussion *Community identification survey	* Essay type *Short answers *Objective type



Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Methods	Assessment methods
		methods of data collection, analysis and interpretation of demographic data.	demographic data. <ul style="list-style-type: none"> <li>Demographic rates and ratios.</li> </ul>		*Assessment of survey report
VII	17	*Identify the impact of population explosion in India *describe methods of population control.	<b>Population and its Control</b> <ul style="list-style-type: none"> <li>Human population and environment: Population growth, Variation among nation.</li> <li>Population explosion and its impact on social, economic development of individual, society and Country.</li> <li>Population Control: <ul style="list-style-type: none"> <li>Overall development, women empowerment, Social, economic and educational development, Woman and Child welfare.</li> </ul> </li> <li>Limiting family size: <ul style="list-style-type: none"> <li>Promotion of Small family norm</li> </ul> </li> <li>Methods of Spacing (Natural, biological, Chemical, Mechanical methods, etc.,)</li> <li>Terminal: Surgical Methods <ul style="list-style-type: none"> <li>Emergency Contraceptives</li> </ul> </li> <li>Family welfare programmes:</li> <li>Family planning 2020</li> <li>Environment and Human Health, Human Rights, Value Education</li> </ul>	* Lecture Discussion *Counseling *Demonstration *Practice session *Supervised field practice	* Essay type *Short answers *Objective type *Assessment of survey report

**Internal assessment: (25 Marks – Refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

**Field Work:**

1. Visit to a local area to document environmental asserts – reiver / forest / grassland / hill/ mountain.
2. Visit to al local polluted site – urban / rural / industrial / agriculture.
3. Study of common plants, insects, birds.
4. Study of simple ecosystems – pond, river, hill slopes, etc.

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# Community Health Nursing I– Practical

Placement: Second Year

Time: Practical – 135 Hrs

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

**Internal assessment for Practical: (100 Marks/ 50 Marks- Refer to regulations)**

Continuous Evaluation of Clinical Performance	30%
Clinical assignment (Case study/ Practical record/Case book)	20%
Clinical Presentation	10%
Observational /field visit/ Health talk	10%
Model Practical Examination	30%
Total	100%

# Communication & Education Technology

**Placement:** Second Year

**Time:** Theory - 60 Hours

Practical – 30Hours

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

Unit	Time (Hrs)		Learning Objectives	Content	Teaching Learning Activities	Assessment methods
	Th.	Pr.				
I	5		<ul style="list-style-type: none"> <li>Describe the communication process</li> <li>Identify techniques of effective communication</li> </ul>	<b>Review of Communication Process</b> <ul style="list-style-type: none"> <li>Process: elements and channel</li> <li>Facilitators</li> <li>Barriers and methods of overcoming</li> <li>techniques</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Role plays</li> <li>Exercises with audio/video tapes</li> </ul>	<ul style="list-style-type: none"> <li>Respond to critical incidents</li> <li>Short answers</li> <li>Objective type</li> </ul>
II	5		<ul style="list-style-type: none"> <li>Establish effective interpersonal relations with patients, families &amp; co-workers</li> </ul>	<b>Interpersonal relations</b> <ul style="list-style-type: none"> <li>Purpose &amp; types</li> <li>Phases</li> <li>Barriers and methods of overcoming</li> <li>Johari Window</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Role plays</li> <li>Exercises with audio/video tapes</li> <li>Process recording</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
III	5		<ul style="list-style-type: none"> <li>Develop effective human relations in context of Nursing</li> </ul>	<b>Human Relations</b> <ul style="list-style-type: none"> <li>Understanding self</li> <li>Social behavior, motivation, social attitudes</li> <li>Individual and groups</li> <li>Groups &amp; individual</li> <li>Human relation in context of Nursing</li> <li>Group dynamics</li> <li>Team work.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Sociometry</li> <li>Group games</li> <li>Psychometric exercises followed by discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Respond to test based on critical incidents</li> </ul>
IV	10	5	<ul style="list-style-type: none"> <li>Develop basic skill of guidance and counseling</li> </ul>	<b>Guidance and Counseling</b> <ul style="list-style-type: none"> <li>Definitions</li> <li>Purpose, scope and need</li> <li>Basic principles</li> <li>Organization of counseling services</li> <li>Types of counseling approaches</li> <li>Roles and preparation of counselor</li> <li>Issues for counseling in Nursing: students and practitioners</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Role play on counseling in different situations followed by discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Assess performance in role play situations</li> </ul>

Unit	Time (Hrs)		Learning Objectives	Content	Teaching Learning Activities	Assessment methods
	Th.	Pr.				
				<ul style="list-style-type: none"> <li>• Counseling process – steps &amp; techniques, tools of counselor</li> <li>• Managing disciplinary problems</li> <li>• Management of crisis &amp; referral</li> </ul>		
V	5		<ul style="list-style-type: none"> <li>• Describe the philosophy &amp; principles of education</li> </ul>	<b>Principles of Education &amp; Teaching Learning Process</b> <ul style="list-style-type: none"> <li>• Education: meaning, philosophy, aims functions &amp; principles</li> <li>• Nature and characteristics of learning</li> <li>• Principles and maxims of teaching</li> <li>• Formulating objectives: general and specific</li> <li>• Lesson planning</li> <li>• Classroom management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Prepare lesson plan</li> <li>• Micro teaching</li> <li>• Exercise on writing objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Assess lesson plans &amp; teaching sessions</li> </ul>
VI	10	10	<ul style="list-style-type: none"> <li>• Demonstrate teaching skill using various teaching methods in clinical, classroom and community settings</li> </ul>	<b>Methods of teaching</b> <ul style="list-style-type: none"> <li>• Lecture, demonstration, group discussion, seminar, symposium, panel discussion, role play, project, field trip, workshop, exhibition, programmed instruction, computer assisted learning, microteaching, problem based learning, Self instructional module, simulation etc..</li> <li>• Clinical teaching methods: case method, nursing rounds &amp; reports, bedside clinic, conference (individual &amp; group) process recording</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Conduct 5 teaching sessions using different methods &amp; media.</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Assess teaching sessions</li> </ul>
VII	10	8	<ul style="list-style-type: none"> <li>• Prepare and use different types of educational media effectively</li> </ul>	<b>Educational media</b> <ul style="list-style-type: none"> <li>• Purposes &amp; types of A.V Aids, principles and sources etc.</li> <li>• Graphic aids: chalk board, chart, graph, poster, flash cards, flannel graph, bulletin and cartoon.</li> <li>• Three dimensional aids: objects, specimen, models</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion,</li> <li>• Demonstration</li> <li>• Prepare different teaching aids – projected &amp; non projected</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Assess the teaching aids prepared</li> </ul>

Unit	Time (Hrs)		Learning Objectives	Content	Teaching Learning Activities	Assessment methods
	Th.	Pr.				
				puppets. • Printed aids: Pamphlets & leaflets • Projected aids: Slides, overhead projector, films, TV, VCR/VCD, camera, microscope, LCD. • Audio aids: Tape recorder, public address system. • Computer		
VIII	5	7	<ul style="list-style-type: none"> <li>Prepare different types of questions for assessment of knowledge, skills and attitudes</li> </ul>	<b>Assessment</b> <ul style="list-style-type: none"> <li>Purpose &amp; scope of evaluation &amp; assessment</li> <li>Criteria for selection of assessment techniques and methods</li> <li>Assessment of knowledge: Essay type question, Short answer question (SAQ), Multiple choice question (MCQ)</li> <li>Assessment of skills: Observation check list, practical exam, Viva, Objective Structured Clinical Examination (OSCE)</li> <li>Assessment of Attitude: Attitude scales.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Exercise on writing different types of assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Assess the strategies used in practice teaching sessions and exercise sessions</li> </ul>
IX	5		<ul style="list-style-type: none"> <li>Teach individuals, groups and communities about health with their active participation</li> </ul>	<b>Information, Education &amp; Communication for health (IEC)</b> <ul style="list-style-type: none"> <li>Health behavior &amp; health education</li> <li>Planning for health education</li> <li>Health education with individuals, groups &amp; communities</li> <li>Communicating health messages</li> <li>Methods &amp; media for communicating health messages</li> <li>Using mass media.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Plan &amp; conduct health education sessions for individuals, group &amp; communities</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Assess the planning &amp; conduct of the educational session</li> </ul>

**Internal assessment: (25 Marks- Refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

**Reference Books:-**

1. Heidgerkohn (DE), Teaching and Learning in School of Nursing, Philadelphia, J.O.
2. Billioet Co. W.H.O. Curriculum Guide for the Schools of Nursing in India, Delhi WHO.
3. Neeraja, Textbook of Nursing Education, Jaypere Brothers.
4. Tyler (RW), Basic of Curriculum and Instruction, Chicago, The university of Chicago press.

# Medical Surgical Nursing (Adult including Geriatrics) - II

Placement : Third Year

Time: Theory – 120 hours

Practical – 460 hours

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

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
I	15	*Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of Ear Nose and Throat	<p><b>Nursing management of patient with disorders of Ear Nose and throat</b></p> <ul style="list-style-type: none"> <li>* Review of anatomy and Physiology of the Ear Nose and Throat</li> <li>* Nursing assessment-History and physical assessment</li> <li>* Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of Ear Nose and Throat disorders;</li> <li>_ External ear - deformities otalgia, foreign bodies and tumors</li> <li>_ Middle ear - impacted wax, Tympanic membrane perforation, otitis media, otosclerosis, mastoiditis, tumours</li> <li>_ Inner ear - Meniere's disease, labyrinthitis, ototoxicity, tumours</li> <li>_ Upper airway infections-common cold, sinusitis, rhinitis, pharyngitis, tonsillitis and adenoiditis, peritonsillar abscess, laryngitis.</li> <li>* Upper respiratory airway-epistaxis,</li> <li>* Nasal obstruction, laryngeal obstruction, cancer of the larynx cancer of the oral cavity</li> <li>* Speech defects and therapy</li> <li>* Deafness</li> <li>* Prevention, control and rehabilitation</li> <li>* Hearing aids, implanted hearing devices</li> </ul> <p>Special therapies Nursing procedures</p>	<ul style="list-style-type: none"> <li>*Lecture discussion</li> <li>*Explain using charts, graphs</li> <li>*Models, films, slides</li> <li>*Demonstration</li> <li>*Practice session</li> <li>*Case discussions/Seminar</li> <li>*Health education</li> <li>*Supervised clinical practice</li> <li>*Drug book/Presentation</li> </ul>	<ul style="list-style-type: none"> <li>*Essay type</li> <li>*Short answers</li> <li>*Objective type</li> <li>*Assessment of skills with check list</li> <li>*Assessment of patient management problem</li> </ul>



Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
			Drugs used in treatment of disorders of Ear Nose and Throat Role of nurse in communicating with hearing impaired and muteness.		
II	15	*Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of eye	<p><b>Nursing management of patient with disorders of eye</b></p> <ul style="list-style-type: none"> <li>* Review of anatomy and physiology of the eye –</li> <li>* Nursing assessment-History and physical assessment</li> <li>* Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of eye disorders; <ul style="list-style-type: none"> <li>Refractive errors</li> <li>Eyelids-infection, tumors and deformities</li> <li>Conjunctiva-inflammation and infection, bleeding</li> <li>Cornea-inflammation and infection</li> <li>Lens-cataracts</li> <li>Glaucoma</li> <li>Disorders of the uveal tract</li> <li>Ocular tumours</li> <li>Retinal detachment</li> <li>Ocular emergencies and their prevention</li> </ul> </li> <li>* Blindness</li> <li>* National blindness control program <ul style="list-style-type: none"> <li>Eye Banking</li> <li>Eye prostheses and rehabilitation</li> </ul> </li> </ul> <p>Role of Nurse - communication with visually impaired patient, Eye camps Special therapies Nursing procedures Drugs used in treatment of disorders of eye</p>	<ul style="list-style-type: none"> <li>*Lecture discussion</li> <li>*Explain using charts, graphs</li> <li>*Models, films, slides</li> <li>*Demonstration</li> <li>*Practice session</li> <li>*Case discussions/Seminar</li> <li>*Health education</li> <li>*Supervised clinical practice</li> <li>*Drug book/Presentation</li> <li>*Visit to eye bank</li> <li>*Participation in eye camps</li> </ul>	<ul style="list-style-type: none"> <li>*Essay type</li> <li>*Short answers</li> <li>*Objective type</li> <li>*Assessment of skills with check list</li> <li>*Assessment of patient management problem</li> </ul>
III	16	*Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and	<p><b>Nursing management of patient with Neurological disorders</b></p> <ul style="list-style-type: none"> <li>* Review of anatomy and physiology of the neurological system</li> <li>* Nursing assessment-History and physical and neurological assessment and Glasgow coma scale</li> </ul>	<ul style="list-style-type: none"> <li>*Lecture discussion</li> <li>*Explain using charts, graphs</li> <li>*Models, films, slides</li> </ul>	<ul style="list-style-type: none"> <li>*Essay type</li> <li>*Short answers</li> <li>*Objective type</li> <li>*Assessment of skills with</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
		management of patients with neurological disorders	<ul style="list-style-type: none"> <li>* Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of neurological disorders</li> <li>* Congenital malformation</li> <li>* Headache</li> <li>* Head injuries</li> <li>* Spinal Injuries               <ul style="list-style-type: none"> <li>Paraplegia</li> <li>Hemiplegia</li> <li>Quadraplegia</li> </ul> </li> <li>* Spinal cord compression - herniation of intervertebral disc</li> <li>* Tumours of the brain &amp; spinal cord</li> <li>* Intra cranial and cerebral aneurysms</li> <li>* Infections :               <ul style="list-style-type: none"> <li>Meningitis, encephalitis, brain abscess, neurocysticercosis</li> </ul> </li> <li>* Movement disorders               <ul style="list-style-type: none"> <li>Chorea</li> <li>Seizures</li> <li>Epilepsies</li> </ul> </li> <li>* Cerebro vascular accident (CVA)</li> <li>* Cranial, spinal neuropathies - Bell's palsy, trigeminal neuralgia</li> <li>* Peripheral Neuropathies; Guillain-Barre syndrome</li> <li>* Myasthenia gravis</li> <li>* Multiple sclerosis               <ul style="list-style-type: none"> <li>Degenerative disease</li> <li>Delirium</li> <li>Dementia</li> <li>Alzheimer's disease</li> <li>Parkinson's disease</li> </ul> </li> <li>* Management of unconscious patients and patients with stroke</li> <li>* Role of the nurse in communicating with patient having neurological deficit</li> <li>* Rehabilitation of patients with neurological deficit</li> <li>Role of nurse in long stay facility (institutions) and at home</li> <li>Special therapies</li> </ul>	<ul style="list-style-type: none"> <li>*Demonstration</li> <li>*Practice session</li> <li>*Case discussions/Seminar</li> <li>*Health education</li> <li>*Supervised clinical practice</li> <li>*Drug book/Presentation</li> <li>*Visit to rehabilitation centre</li> </ul>	<ul style="list-style-type: none"> <li>check list</li> <li>*Assessment of patient management problem</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
			Nursing procedures Drugs used in treatment of neurological disorders		
IV	16	<p>*Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of female reproductive system</p> <p>*Describe the concepts of reproductive health and family welfare programme</p>	<p><b>Nursing management of patient with disorders of female reproductive system</b></p> <p>* Review of anatomy and physiology of the female reproductive system</p> <p>* Nursing assessment-History and physical assessment</p> <p>* Breast self examination</p> <p>* Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of disorders of female reproductive system</p> <p>* Congenital abnormalities of female reproductive system</p> <p>* Sexuality and reproductive health</p> <p>* Sexual health assessment</p> <p>* Menstrual disorders; Dysmenorrhea, Premenstrual syndrome</p> <p>* Abnormal uterine bleeding; Menorrhagia, Metrorrhagia pelvic inflammatory disease</p> <p>* Ovarian and fallopian tube disorders, infections, cysts, tumours</p> <p>Uterine and cervical disorders, Endometriosis,, polyps, Fibroids, Cervical and uterine tumours, Uterine displacement, cystocele/Urethrocele/Rectocele</p> <p>* Vaginal disorders; infections, discharges, fistulas,</p> <p>*Vulvar Disorders : cysts, tumours</p> <p>* Diseases of breasts; Deformities, infections, cysts and tumours</p> <p>* Menopause and hormonal replacement therapy</p> <p>* Infertility</p> <p>* Contraception; Types methods, risk and effectiveness</p> <p style="padding-left: 40px;">Spacing methods</p> <ul style="list-style-type: none"> <li>➤ Barrier methods</li> <li>➤ Intra uterine devices</li> <li>➤ Hormonal,</li> </ul>	<p>*Lecture discussion</p> <p>*Explain using charts, graphs</p> <p>*Models, films, slides</p> <p>*Demonstration</p> <p>*Practice session</p> <p>*Case discussions/Seminar</p> <p>*Health education</p> <p>*Supervised clinical practice</p> <p>*Drug book/Presentation</p>	<p>*Essay type</p> <p>*Short answers</p> <p>*Objective type</p> <p>*Assessment of skills with check list</p> <p>*Assessment of patient management problem</p>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
			<ul style="list-style-type: none"> <li>➤ Post conceptional methods, etc</li> <li>Terminal methods: Sterilization</li> <li>* Emergency contraception methods</li> <li>* Abortion - Natural, medical and surgical abortion - MTP Act</li> <li>* Toxic shock syndrome</li> <li>* Injuries and Trauma; Sexual violence</li> <li>Special therapies</li> <li>Nursing procedures</li> <li>Drugs used in treatment of gynecological disorders</li> <li>National family welfare programme</li> </ul>		
V	10	*Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with Burns reconstructive and cosmetic surgery	<p><b>Nursing management of patient with Burns, reconstructive and cosmetic surgery</b></p> <ul style="list-style-type: none"> <li>* Review of anatomy and physiology of skin and connective tissues and various deformities</li> <li>* Nursing assessment-History and physical assessment and assessment of burns and fluid and electrolyte loss.</li> <li>Etiology, classification, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical Nursing management of burns and re-constructive and cosmetic surgery;</li> <li>* Types of Re-constructive and cosmetic surgery; for burns, congenital deformities, injuries and cosmetic purposes</li> <li>* Role of Nurse</li> <li>* Legal aspects</li> <li>* Rehabilitation</li> <li>* Special therapies</li> <li>_ Psycho social aspects</li> <li>Nursing procedures</li> <li>Drugs used in treatment of burns, reconstructive and cosmetic surgery</li> </ul>	<ul style="list-style-type: none"> <li>*Lecture discussion</li> <li>*Explain using charts, graphs</li> <li>*Models, films, slides</li> <li>*Demonstration</li> <li>*Practice session</li> <li>*Case discussions/ Seminar</li> <li>*Health education</li> <li>*Supervised clinical practice</li> <li>*Drug book/ Presentation</li> </ul>	<ul style="list-style-type: none"> <li>*Essay type</li> <li>*Short answers</li> <li>*Objective type</li> <li>*Assessment of skills with check list</li> <li>*Assessment of patient management problem</li> </ul>
VI	10	*Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and	<p><b>Nursing management of patient with oncological conditions</b></p> <ul style="list-style-type: none"> <li>* Structure &amp; characteristics of normal &amp; cancer cells</li> <li>* Nursing assessment-History and physical assessment</li> <li>* Prevention, screening, early detection,</li> </ul>	<ul style="list-style-type: none"> <li>*Lecture discussion</li> <li>*Explain using charts, graphs</li> <li>*Models, films, slides</li> </ul>	<ul style="list-style-type: none"> <li>*Essay type</li> <li>*Short answers</li> <li>*Objective type</li> <li>*Assessment of skills with</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
		management of patients with oncology	warning signs of cancer * Epidemiology, Etiology, classification, pathophysiology staging, clinical manifestations, diagnosis, treatment modalities and medical & surgical management of oncological conditions * Common malignancies of various body systems; oral larynx, lung, stomach and colon, liver, leukemias and lymphomas, breast, cervix, ovary, uterus, sarcoma, brain, renal, bladder, prostate etc * Oncological emergencies * Modalities of treatment _ Immunotherapy _ Chemotherapy _ Radiotherapy _ Surgical interventions _ Stem cell and bone marrow transplants _ Gene therapy _ Other forms of treatment * Psycho social aspects of cancer * Rehabilitation * Palliative care; symptom and pain management, nutritional support * Home care * Hospice care * Stomal therapy _ Psycho social aspects * Nursing procedures	*Demonstration *Practice session *Case discussions/ Seminar *Health education *Supervised clinical practice *Drug book/ Presentation	check list *Assessment of patient management problem
VII	10	*Describe organization of emergency and disaster care services * Describe the role of nurse in disaster management * Describe the role of nurse in management of common emergencies	<b>Nursing management of patients in EMERGENCY &amp; DISASTER situations</b> Disaster Nursing: * Concepts and principles of Disaster Nursing * Causes and types of disaster: Natural and man made _ Earthquakes, floods, epidemics, cyclones _ Fire, explosion, accidents _ Violence, terrorism, bio chemical, war * Policies related to emergency/disaster management: International, National, State and Institutional * Disaster preparedness * Team, guidelines, protocols, equipments,	*Lecture discussion *Explain using charts, graphs *Models, films, slides *Demonstration *Practice session *Case discussions/ Seminar *Health	*Essay type *Short answers *Objective type *Assessment of skills with check list *Assessment of patient management problem

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
			<p>resources</p> <ul style="list-style-type: none"> <li>* Co - ordination and involvement of Community, various Government departments, Non Govt. organizations and international agencies.</li> <li>* Role of Nurse: working</li> <li>* Legal aspects of disaster Nursing</li> <li>* Impact of health after effects: Post traumatic stress disaster</li> <li>* Rehabilitation: Physical, Psycho social, Financial, Relocation</li> </ul> <p><b>Emergency Nursing</b></p> <ul style="list-style-type: none"> <li>* Concept, priorities, principles and scope of emergency Nursing</li> <li>* Organization of emergency services: physical set up, staffing, equipment and supplies, protocols, concept of triage and role of triage Nurse</li> <li>* Co ordination and involvement of different departments and facilities</li> <li>* Nursing assessment - History and physical assessment</li> <li>* Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical surgical nursing management of patient with medical surgical emergency</li> </ul> <p>Principles of emergency management</p> <ul style="list-style-type: none"> <li>* Common emergencies</li> <li>* Respiratory emergencies</li> <li>* Cardiac emergencies</li> <li>* Shock and Hemorrhage</li> <li>* Pain</li> <li>* Poly trauma, road accidents, crush injuries, wound</li> <li>* Bites</li> <li>* Poisoning- food, gas, drugs &amp; chemical poisoning</li> <li>* Seizures</li> <li>* Thermal emergencies: Heat stroke &amp; cold injuries</li> <li>* Pediatric emergencies</li> <li>* Psychiatric emergencies</li> <li>* Obstetrical emergencies</li> </ul>	<p>education</p> <ul style="list-style-type: none"> <li>*Supervised clinical practice</li> <li>*Disaster management drills</li> <li>*Drug book/ Presentation</li> </ul>	

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
			<ul style="list-style-type: none"> <li>* Violence, abuse, sexual assault</li> <li>* Cardio pulmonary resuscitation</li> <li>*Crisis intervention</li> <li>* Role of Nurse: Communication and inter personal relations</li> <li>* Medico-legal aspects</li> </ul>		
VIII	10	Explain the concept and problems of aging	<p><b>Nursing care of the elderly</b></p> <ul style="list-style-type: none"> <li>_ Nursing assessment - history and physical assessment</li> <li>_ Aging;</li> <li>_ Demography; Myths and realities</li> <li>_ Concepts and theories of aging</li> <li>_ Cognitive aspects of aging</li> <li>_ Normal biological aging</li> <li>_ Age related body systems changes</li> <li>_ Psychosocial aspects of aging</li> <li>_ Medications and elderly</li> <li>_ Stress and coping in older adults</li> <li>_ Common health problems and nursing management</li> <li>_ Cardiovascular, respiratory, musculoskeletal</li> <li>_ Endocrine, genito-urinary, gastrointestinal</li> <li>_ Neurological, skin and other sensory organs</li> <li>_ Psychosocial and sexual</li> <li>_ Abuse of elderly</li> <li>_ Role of nurse for care of elderly: ambulation, Nutritional, communicable, Psychosocial and spiritual</li> <li>_ Role of nurse for caregivers of elderly</li> <li>_ Role of family and formal and non-formal care givers</li> <li>_ Use of aids and prosthesis (hearing aids, dentures)</li> <li>_ Legal and ethical issues</li> <li>_ Provisions and programmes for elderly; privileges, community programs and health services;</li> <li>_ Home and institutional care</li> </ul>	<ul style="list-style-type: none"> <li>*Lecture discussion</li> <li>*Explain using charts, graphs</li> <li>*Models, films, slides</li> <li>*Demonstration</li> <li>*Practice session</li> <li>*Case discussions/ Seminar</li> <li>*Health education</li> <li>*Supervised clinical practice</li> <li>*Drug book/ Presentation</li> <li>*Visit to old age home</li> </ul>	<ul style="list-style-type: none"> <li>*Essay type</li> <li>*Short answers</li> <li>*Objective type</li> <li>*Assessment of skills with check list</li> <li>*Assessment of patient management problem</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
IX	10	<p>*Describe organization of critical care units</p> <p>*Describe the role of nurse in management of patients critical care units</p>	<p><b>Nursing management of patient in critical care units</b></p> <ul style="list-style-type: none"> <li>_ Nursing assessment - history and physical assessment</li> <li>_ Classification</li> <li>_ Principles of critical care nursing</li> <li>_ Organization; Physical setup, policies, staffing norms</li> <li>_ Protocols, equipment and supplies</li> <li>_ Special equipments; ventilators, cardiac monitors, defibrillators</li> <li>_ Resuscitation equipments</li> <li>_ Infection control protocols</li> <li>_ Nursing management of critically ill patients</li> <li>_ Monitoring of critically ill patient</li> <li>_ CPR - Advance cardiac life support</li> <li>_ Treatments and procedures</li> <li>_ Transitional care</li> <li>_ Ethical and legal aspects</li> <li>_ Communication with patient and family</li> <li>_ Intensive care records</li> <li>_ Crisis Intervention</li> <li>_ Death and Dying -copying with</li> <li>_ Drugs used in critical care unit</li> </ul>	<p>*Lecture discussion</p> <p>*Explain using charts, graphs</p> <p>*Models, films, slides</p> <p>*Demonstration</p> <p>*Role plays</p> <p>*Practice session</p> <p>*Case discussions/ Seminar</p> <p>*Health education</p> <p>*Supervised clinical practice</p> <p>*Drug book/ Presentation</p>	<p>*Essay type</p> <p>*Short answers</p> <p>*Objective type</p> <p>*Assessment of skills with check list</p> <p>*Assessment of patient management problem</p>
X	8	<p>*Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of occupational and industrial health disorder</p>	<p><b>Nursing management of patients adults including elderly with occupational and Industrial disorders</b></p> <ul style="list-style-type: none"> <li>_ Nursing assessment-History and physical assessment</li> <li>_ Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of occupational and industrial health disorders</li> <li>_ Role of Nurse</li> <li>_ Special therapies, alternative therapies, Nursing procedures</li> <li>_ Drug used in treatment of occupational and industrial disorders</li> </ul>		



**Internal assessment: (25 Marks-Refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

**Recommended Books:**

1. Brunner (V), Medical Surgical Nursing , LWW, 10<sup>th</sup> Edition.
2. Black, Medical Surgical Nursing: Clinical Management for positive outcomes, Elsevier,7<sup>th</sup> Edition.
3. Willams, Understanding Medical Surgical Nursing, Jaypee, 3<sup>rd</sup> Edition.
4. Timby, Introductory Medical Surgical Nursing, LWW, 9<sup>th</sup> Edition.
5. Lewis, Medical Surgical Nursing Assessment & Management of Clinical Problems, Elsevier 7<sup>th</sup> edition
6. Ignatavicius, Critical Thinking for Collaborative Care, Elsevier, 5<sup>th</sup> Edition.
7. Monahan, Phipp's Medical Surgical Nursing: Health & illness perspectives practice, Jaypee, 8<sup>th</sup> Edition.
8. Gulanick, Nursing Care Plans: Nursing Diagnosis & Interventions, Mosby, 5<sup>th</sup> edition
9. Lippincott's Manual of Nursing Practice, Jaypee , Edition.
10. Ulrich, Nursing Care Planning Guides: For adults in acute extended & Home care settings, Elsevier,6<sup>th</sup> edition.
11. White, Foundations of Adulth Health Nursing, Thompson, 2<sup>nd</sup> edition.
12. Redfern, Nursing Older People ,Churchill Livingstone , 4<sup>th</sup> edition.
13. Phillip, Berry & Kohn's Operating room techniques, Elsevier, 11<sup>th</sup> Edition.
14. Marks, Roxburgh's Common Skin Diseases, Arnold, 17<sup>th</sup> edition.
15. Thappa, Essential in Dermatology with MCQ's, Ahuja publishing

# Medical Surgical Nursing

## (Adult including Geriatrics) – II Practical

Placement : Third Year

Practical – 460 hrs

Areas	Duration (in wks)	Objectives of posting	Skills to be developed	Assignments	Assessment methods
ENT	1	<ul style="list-style-type: none"> <li>*Provide care of patients with ENT disorders</li> <li>*Counsel and educate the patient and families</li> </ul>	<ul style="list-style-type: none"> <li>*Perform examination of ear, nose and throat</li> <li>*Assist with diagnostic procedures</li> <li>*Assist with therapeutic procedures</li> <li>*Instillation of drops</li> <li>*Perform/ assist with irrigations</li> <li>*Apply ear bandage</li> <li>*Perform tracheostomy care</li> <li>*Teach patient and families</li> </ul>	<ul style="list-style-type: none"> <li>*Provide care to 2-3 assigned patients</li> <li>*Nursing care plan – 1</li> <li>*Observation reports of OPD</li> <li>*Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>*Assess each skill with check list</li> <li>*Assess performance with rating scale</li> <li>*Evaluation of observation report of OPD</li> <li>*Completion of activity record</li> </ul>
Ophthalmology	2	<ul style="list-style-type: none"> <li>*Provide care of patients with Eye disorders</li> <li>*Counsel and educate the patient and families</li> </ul>	<ul style="list-style-type: none"> <li>*Perform examination of eye</li> <li>*Assist with diagnostic procedures</li> <li>*Assist with therapeutic procedures</li> <li>*Perform / assist with irrigations</li> <li>*Apply eye bandage</li> <li>*Apply eye drops/ ointments</li> <li>*Assist with foreign body removal</li> <li>*Teach patient and families</li> </ul>	<ul style="list-style-type: none"> <li>*Provide care to 2-3 assigned patients</li> <li>*Nursing care plan – 1</li> <li>*Observation reports of OPD &amp; eye bank</li> <li>*Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>*Assess each skill with check list</li> <li>*Assess performance with rating scale</li> <li>*Evaluation of observation report of OPD/ Eye bank</li> <li>*Completion of activity record</li> </ul>
Neurology	2	<ul style="list-style-type: none"> <li>*Provide care of patients with neurological disorders</li> <li>*Counsel and educate the patient and families</li> </ul>	<ul style="list-style-type: none"> <li>*Perform neurological examination</li> <li>*Use Glasgow coma scale</li> <li>*Assist with diagnostic procedures</li> <li>*Assist with therapeutic procedures</li> <li>*Teach patient and families</li> <li>*Participate in rehabilitation program</li> </ul>	<ul style="list-style-type: none"> <li>*Provide care to 2-3 assigned patients with neurological disorders</li> <li>*Care study / case presentation– 1</li> <li>*Maintain drug book</li> <li>*Health teaching - 1</li> </ul>	<ul style="list-style-type: none"> <li>*Assess each skill with check list</li> <li>*Assess performance with rating scale</li> <li>*Evaluation of care study and health teaching</li> <li>*Completion of activity record</li> </ul>
Gynecology	1	<ul style="list-style-type: none"> <li>*Provide care of patients with gynecological disorders</li> <li>*Counsel and educate the patient and families</li> </ul>	<ul style="list-style-type: none"> <li>*Assist with gynecological examination</li> <li>*Assist with diagnostic procedures</li> <li>*Assist with therapeutic procedures</li> <li>*Teach patient and families</li> <li>*Teaching self breast</li> </ul>	<ul style="list-style-type: none"> <li>*Provide care to 2-3 assigned patients</li> <li>*Nursing care plan – 1</li> <li>*Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>*Assess each skill with check list</li> <li>*Assess performance with rating scale</li> <li>*Evaluation of care plan</li> </ul>

Areas	Duration (in wks)	Objectives of posting	Skills to be developed	Assignments	Assessment methods
			examination *Assist with PAP smear collection		*Completion of activity record
Burns unit	1	*Provide care of patients with Burns *Counsel and educate the patient and families	*Assessment of the burn patient - Percentage of burns - Degree of burns *Fluid and electrolyte replacement therapy - Assess - Calculate - Replace - Record intake/ output *Care of Burn wounds - Bathing - Dressing *Perform active and passive exercises *Practice medical and surgical asepsis *Counsel and teach patients and families *Participate in rehabilitation program	* Provide care to 1- 2 assigned patients *Nursing care plan – 1 *Observation reports of burns unit	*Assess each skill with check list *Assess performance with rating scale *Evaluation of care plan and observation report *Completion of activity record
Oncology	1	*Provide care of patients with cancer *Counsel and educate the patient and families	*Screen for common cancers – TNM classification *Assist with diagnostic procedures - Biopsies - Pap smear - Bone marrow aspiration *Breast self examination *Assist with therapeutic procedures *Participate in various modalities of treatment - Chemotherapy - Radiotherapy - Pain management - Stomal therapy - Hormonal therapy - Immunotherapy - Gene therapy - Alternative therapy * Participate in palliative care *Counsel and teach patients families - Self breast examination - Warning signs * Participate in	* Provide care to 2-3 assigned patients *Nursing care plan – 1 *Observation reports of cancer unit	*Assess each skill with check list *Assess performance with rating scale *Evaluation of observation report *Completion of activity record

<b>Areas</b>	<b>Duration (in wks)</b>	<b>Objectives of posting</b>	<b>Skills to be developed</b>	<b>Assignments</b>	<b>Assessment methods</b>
			rehabilitation program		
Critical care unit	3	<ul style="list-style-type: none"> <li>*Provide care to critically ill patients</li> <li>*Counsel patient and families for grief and bereavement</li> </ul>	<ul style="list-style-type: none"> <li>*Monitoring of patients in ICU</li> <li>*Maintain flow sheet</li> <li>*Care of patient on ventilators</li> <li>*Perform endotracheal suction</li> <li>*Demonstrates use of ventilators, cardiac monitors, etc.</li> <li>*Collects specimens and interprets ABG analysis</li> <li>* Assist with arterial puncture</li> <li>*Maintain CVP line</li> <li>*Pulse oximetry</li> <li>*CPR- ALS</li> <li>* Defibrillators</li> <li>* Pace makers</li> <li>*Bag mask ventilation</li> <li>*Emergency tray/ trolley – Crash cart</li> <li>* Administration of drugs               <ul style="list-style-type: none"> <li>- Infusion pump</li> <li>-Epidural</li> <li>- Intra thecal</li> <li>- Intracardiac</li> </ul> </li> <li>*Total Parenteral therapy</li> <li>*Chest physiotherapy</li> <li>*Perform active and passive exercises</li> <li>*Counsel the patient and family in dealing with grieving and bereavement</li> </ul>	<ul style="list-style-type: none"> <li>* Provide care to assigned patients</li> <li>*Observation reports of critical care unit</li> <li>*Drugs book</li> </ul>	<ul style="list-style-type: none"> <li>*Assess each skill with check list</li> <li>*Assess performance with rating scale</li> <li>*Evaluation of observation report</li> <li>*Completion of activity record</li> </ul>
Casualty / Emergency	2	<ul style="list-style-type: none"> <li>*Provide care to patients in emergency and disaster situation</li> <li>*Counsel patient and families for grief and bereavement</li> </ul>	<ul style="list-style-type: none"> <li>* Practice “ triage”</li> <li>*Assist with assessment , examination, investigations and their interpretations in emergency and disaster situations</li> <li>*Assist in documentations</li> <li>* Assist in legal procedures in emergency unit</li> <li>*Participate in managing crowd</li> <li>*Counsel patient and families in grief and bereavement</li> </ul>	<ul style="list-style-type: none"> <li>* Observation report of Emergency unit</li> </ul>	<ul style="list-style-type: none"> <li>*Assess performance with rating scale</li> <li>*Evaluation of observation report</li> <li>*Completion of activity record</li> </ul>

**Internal assessment for Practical: (100 Marks/ 50 Marks-Refer to regulations)**

Continuous Evaluation of Clinical Performance	30%
Clinical assignment (Case study/ Practical record/Case book)	20%
Clinical Presentation	10%
Observational /field visit/ Health talk	10%
Model Practical Examination	30%
Total	100%

# Child Health Nursing

**Placement:** Third year

**Time:** Theory:90 hours

Practical:270 hours

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

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	15	<ul style="list-style-type: none"> <li>• Explain the modern concept of child care &amp; Principles of child health nursing</li> <li>• Describe national policy programs and legislation in relation to child health and welfare</li> <li>• List major causes of death during infancy early &amp; late childhood</li> <li>• Describe the major functions and role of paediatric nurse in caring for hospitalized child.</li> <li>• Describe the principles of child health nursing.</li> </ul>	<p><b>Introduction</b> <b>Modern concepts of childcare</b></p> <ul style="list-style-type: none"> <li>• Internationally accepted rights of the child</li> <li>• National policy and legislations in relation to child health and welfare</li> <li>• National programmes related to child health and welfare</li> <li>• Agencies related to welfare services to the children</li> <li>• Changing trends in hospital care preventive, promotive and curative aspects of child health</li> <li>• Child morbidity and mortality rates</li> <li>• Difference between adult and child</li> <li>• Hospital environment for a sick child</li> <li>• Impact of hospitalization on child and family               <ul style="list-style-type: none"> <li>• Grief and bereavement</li> </ul> </li> <li>• The role of a child health nurse in caring for a hospitalized child</li> <li>• Principles of pre and post operative care of infants and children</li> <li>• Child health nursing procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture, Discussion</li> <li>• Demonstration of common Paediatric procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with checklist</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
II	20	<ul style="list-style-type: none"> <li>Describe the normal growth and Development of children at different ages</li> <li>Identify the needs of children at different ages &amp; provide parental guidance</li> <li>Identify the nutritional needs of children at different ages and ways of meeting the needs</li> <li>Appreciate the role of play for normal &amp; sick children</li> <li>Appreciate the preventive measures and strategies for children.</li> </ul>	<b>The healthy child</b> <ul style="list-style-type: none"> <li>Principles of growth and development</li> <li>Factors affecting growth and development</li> <li>Growth and development from birth to adolescence</li> <li>The needs of normal children through the stages of development and parental guidance</li> <li>Nutritional needs of children &amp; infants: Breast feeding, exclusive breast feeding supplementary /artificial feeding and weaning</li> <li>Baby friendly hospital concept</li> <li>Accidents :causes and prevention</li> <li>Value of play and selection of play materials</li> <li>Preventive immunization programme and cold chain</li> <li>Preventive Peadiatrics</li> <li>Care of under five &amp; under five clinics /well baby clinics</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Developmental study of infant and children</li> <li>Observation study of normal and sick child</li> <li>Field visit to Anganwadi,child guidance clinic</li> <li>Film show on breast feeding</li> <li>Clinical practice /field</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Assessment of field visit and developmental study reports.</li> </ul>
III	15	<ul style="list-style-type: none"> <li>Provide care to normal &amp;high risk neonates</li> <li>Perform neonatal resuscitation</li> <li>Recognize and manage common neonatal problems</li> </ul>	<b>Nursing care of a neonate</b> <ul style="list-style-type: none"> <li>Nursing care of a normal newborn /essential newborn care</li> <li>Neonatal resuscitation</li> <li>Nursing management of a low birth baby</li> <li>Kangaroo mother care</li> <li>Nursing management of common neonatal disorders</li> <li>Organization of neonatal unit.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Workshop on neonatal resuscitation</li> <li>Demonstration</li> <li>Practice session</li> <li>Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Assessment of skills with checklist</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Identification of common congenital malformations</li> </ul>		
IV	10		<b>Integrated management of neonatal and childhood illnesses(IMNCI)</b>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with checklist</li> </ul>
V	20	<ul style="list-style-type: none"> <li>• Provide nursing care in common childhood diseases</li> <li>• Identify measures to prevent common childhood diseases including immunization</li> </ul>	<b>Nursing management in common childhood diseases</b> <ul style="list-style-type: none"> <li>• Nutritional deficiency disorders</li> <li>• Respiratory disorders and infections</li> <li>• Gastro intestinal infections, infestations and congenital disorders</li> <li>• Cardiovascular problems: congenital defects and Rheumatic fever ,Rheumatic heart disease</li> <li>• Genitourinary disorders: Acute glomerulo nephritis, Nephrotic syndrome, Wilms tumor, infections and congenital disorders.</li> <li>• Neurological infections and disorders: convulsions, Epilepsy, meningitis hydrocephalus, Spina bifida.</li> <li>• Hematological disorders: Anemia's, Thalassemia,ITP Leukemia, Hemophilia.</li> <li>• Endocrine disorders: Juvenile diabetes mellitus</li> <li>• Orthopedic disorders: Clubfoot, Hip dislocation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with checklist</li> </ul>



Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			Fracture • Disorders of skin Eye and ears • Common communicable diseases in children, their identification nursing management in hospital and home and prevention • Child health emergencies: Poisoning, Foreign bodies hemorrhage, burns drowning. • Nursing care of infant and children with HIV/AIDS		
VI	10	<ul style="list-style-type: none"> <li>• Manage the child with behavioral &amp; social problems</li> <li>• Identify the social &amp; welfare services for challenged children</li> </ul>	<b>Management of behavioral &amp; social problems in children</b> <ul style="list-style-type: none"> <li>• Management of common behavioral disorders</li> <li>• Management of common psychiatric problems</li> <li>• Management of challenged children: mentally, physically, socially challenged</li> <li>• Welfare services for challenged children in India</li> <li>• Child guidance clinic</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Field visit to child guidance clinics, School for mentally physically, socially challenged.</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of field reports.</li> </ul>

**Internal assessment: (25 Marks -Refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

## Reference Books:

1. Whaley & Wongs, Nursing Care of Infants & Children, Mosby, Philadelphia.
2. Marlow, Textbook of Paediatric Nursing, Harecourt (India) Ltd.
3. Nelson, Textbook of Paediatrics, Harecourt India private Ltd.
4. Parthasarathy, IAP Textbook of Paediatrics, Jaypee Brothers Medical Publishers, New Delhi.
5. Hockenberry, Wong's Maternal Child Nursing Care, Mosby.
6. Kenner (C), Comprehensive Neonatal Nursing, Saunders.
7. Pillitteri (A), Maternal and Child Health Nursing Care, LWW, Philadelphia,
8. Achar's textbook of Paediatrics, Orient Longman.
9. Ghai (OP), Essential Paediatrics.
10. Fox (JA), Primary Health Care of Infants, Children & Adolescents, Mosby.

# Child Health Nursing –Practical

**Placement:** Third year

**Time:** 270Hours (9weeks)

Areas	Duration wks	Objectives	Skills	Assignments	Assessment methods
Paediatric Medicine Ward	3	<ul style="list-style-type: none"> <li>• Provide nursing care of children with various medical disorders</li> <li>• Counsel and educate parents</li> </ul>	<ul style="list-style-type: none"> <li>• Taking Paediatric history</li> <li>• Physical examination and assessment of children</li> <li>• Administration of oral,IM,IV medicine/ Fluids</li> <li>• Calculation of fluid requirements</li> <li>• Prepare different strengths of IV fluid</li> <li>• Apply restrains</li> <li>• Administer O2 inhalation by different methods</li> <li>• Give baby bath</li> <li>• Feed children by Katori spoon etc.</li> <li>• Collect specimens for common investigation</li> <li>• Assist with common diagnostic procedures</li> <li>• Teach mothers /parents</li> <li>◇ Malnutrition</li> <li>◇ Oral rehydration therapy</li> <li>◇ Feeding&amp; weaning</li> <li>◇ Immunization schedule</li> <li>◇ Play therapy</li> <li>◇ Specific disease conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Give care to three assigned Paediatric patients</li> <li>• Nursing care plan-I</li> <li>• Case study /presentation –I</li> <li>• Health talk-I</li> </ul>	<ul style="list-style-type: none"> <li>• Assess clinical performance with rating scale</li> <li>• Assess each skill with checklist</li> </ul> <p>OSCE/ OSPE</p> <ul style="list-style-type: none"> <li>• Evaluation of case study, presentation &amp; Health education session</li> <li>• Completion of activity record</li> </ul>
Paediatric surgery ward	3	<ul style="list-style-type: none"> <li>• Recognize different pediatric surgical conditions /malformations</li> <li>• Provide pre and post operative care to children with common paediatric surgical</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate ,prepare and administer IV fluids</li> <li>• Do bowel wash</li> <li>• Care for ostomies: <ul style="list-style-type: none"> <li>◇ Colostomy irrigation</li> <li>◇ Ureterostomy</li> <li>◇ Gastrostomy</li> <li>◇ Enterostomy</li> </ul> </li> <li>• Urinary catheterization and drainage</li> <li>• Feeding <ul style="list-style-type: none"> <li>◇ Nasogastric</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Give care to three assigned Paediatric patients</li> <li>• Nursing care plan-I</li> <li>• Case study /presentation –I</li> </ul>	<ul style="list-style-type: none"> <li>• Assess clinical performance with rating scale</li> <li>• Assess each skill with checklist</li> </ul> <p>OSCE/ OSPE</p> <ul style="list-style-type: none"> <li>• Evaluation of case</li> </ul>

		conditions/ Malformations. • Counsel and educate parents	◇ Gastrostomy ◇ Jejunostomy • Care of surgical wounds ◇ Dressing ◇ Suture removal		study, presentation & • Completion of activity record
Paediatric OPD/ Immunization room	1	• Perform assessment of children health development and anthropometric • Perform immunization • Give health education /Nutritional education	• Assessment of children ◇ Health assessment ◇ Developmental assessment ◇ Anthropometric assessment • Immunization • Health/Nutritional education	• Developmental study-I	• Assess clinical performance with rating scale • Completion of activity record
Pediatric medicine and surgery ICU	1+1	• Provide nursing care to critically ill children	• Care of baby in incubator/warmer • Care of child on ventilator • Endotracheal suction • Chest physiotherapy • Administer fluids with Infusion pump • Total parenteral nutrition • Phototherapy • Monitoring of babies • Cardiopulmonary resuscitation	• Nursing care plan –I • Observation report-I	• Assess clinical performance with rating scale • Completion of activity record • Evaluation of observation report

**Internal assessment for Practical: (100 Marks/ 50 Marks -Refer to regulations)**

Continuous Evaluation of Clinical Performance	30%
Clinical assignment (Case study/ Practical record/Case book)	20%
Clinical Presentation	10%
Observational /field visit/ Health talk	10%
Model Practical Examination	30%
Total	100%

# Mental Health Nursing

**Placement:** Third Year

**Time:** Theory - 90 Hours

Practical - 270 Hours

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

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activity	Assessment Method
I.	5	<ul style="list-style-type: none"> <li>• Describes the historical development &amp; current trends in Mental Health Nursing</li> <li>• Describe the epidemiology of mental health problems</li> <li>• Describe the National Mental Health Act, programmes and Mental Health Policy</li> <li>• Discuss the scope of Mental Health Nursing</li> <li>• Describe the concepts of normal &amp; abnormal behaviour</li> </ul>	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Perspectives of Mental Health and Mental Health Nursing; Evolution of Mental Health Services, treatments and Nursing practices</li> <li>• Prevalence and incidence of mental health problems and disorders</li> <li>• Mental Health Act</li> <li>• National Mental Health Policy vis a vis National health Policy</li> <li>• National Mental health Programme</li> <li>• Mental Health Team</li> <li>• Nature and scope of Mental Health nursing</li> <li>• Role and function of Mental Health Nurse in various settings and factors affecting the level of nursing practice.</li> <li>• Concepts of normal and abnormal behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type</li> <li>• Short answer</li> <li>• Assessment of the field visit reports</li> </ul>
II.	5	<ul style="list-style-type: none"> <li>• Define the various terms used in Mental Health nursing</li> </ul>	<b>Principles and Concepts of Mental Health Nursing</b> <ul style="list-style-type: none"> <li>• Definition: Mental Health nursing and terminologies used</li> <li>• Classification of mental disorders: ICD</li> <li>• Review of personality development, defense mechanisms</li> <li>• Maladaptive behavior of individuals and groups: stress, crisis and disaster(s)</li> <li>• Etiology: Bio – psycho –</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using charts</li> <li>• Review of personality development</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> </ul>

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activity	Assessment Method
			social factors • Psychopathology of mental disorders: Review of structure and functions of brain, limbic system and abnormal neuro transmission • Principles of Mental Health Nursing practice • Standards of Mental Health Nursing practice • Conceptual models and the roles of nurse: <ul style="list-style-type: none"> <li>□ Existential model</li> <li>□ Psycho – analytical models</li> <li>□ Behavioral models</li> <li>□ Inter personal model</li> </ul>		
III.	8	<ul style="list-style-type: none"> <li>• Describe nature, purpose, and process of assessment of mental health nursing</li> </ul>	<b>Assessment of Mental health status</b> <ul style="list-style-type: none"> <li>• History taking</li> <li>• Mental status examination</li> <li>• Mini mental status examination</li> <li>• Neurological examination: Review</li> <li>• Investigations: Related Blood chemistry, EEG, CT, &amp; MRI</li> <li>• Psychological Tests</li> <li>• Role and responsibilities of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> <li>• Practice Session</li> <li>• Clinical Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> </ul>
IV.	6	<ul style="list-style-type: none"> <li>• Identify therapeutic communication techniques</li> <li>• Describe therapeutic relationship</li> <li>• Describe therapeutic impasse and its intervention</li> </ul>	<b>Therapeutic communication and nurse - patient relationship</b> <ul style="list-style-type: none"> <li>• Therapeutic communication: Types, techniques, characteristics</li> <li>• Types of relationship</li> <li>• Ethics and responsibilities</li> <li>• Elements of nurse patient contract</li> <li>• Review of technique of IPR – Johari window</li> <li>• Goals, phases, tasks, therapeutic techniques</li> <li>• Therapeutic impasse and its interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Process Recording</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activity	Assessment Method
V.	14	<ul style="list-style-type: none"> <li>• Explain treatment modalities and therapies used in mental disorders and role of the nurse</li> </ul>	<p><b>Treatment modalities and therapies used in mental disorders</b></p> <ul style="list-style-type: none"> <li>• Psycho Pharmacology</li> <li>• Psychological therapies Therapeutic community, psycho therapy – Individual: psycho-analytical, cognitive and supportive, Family, Group, Behavioural, Play, Psycho-drama, Music, Dance, Recreational and Light Therapy, Relaxation Therapies: Yoga, Meditation, Bio feedback</li> <li>• Alternative Systems of Medication</li> <li>• Occupational Therapy</li> <li>• Physical Therapy: Electro Convulsive Therapy</li> <li>• Geriatric Considerations Role of nurse in above therapies</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Group Work</li> <li>• Practice session</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> </ul>
VI.	5	<ul style="list-style-type: none"> <li>• Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with Schizophrenia, and other psychotic disorders</li> </ul>	<p><b>Nursing management of patients with Schizophrenia, and other psychotic disorders.</b></p> <ul style="list-style-type: none"> <li>• Classification: ICD</li> <li>• Etiology, psychopathology, types, clinical manifestation, diagnosis</li> <li>• Nursing Assessment- History, Physical and Mental assessment</li> <li>• Treatment modalities and nursing management of patients with Schizophrenia and other psychotic disorders</li> <li>• Geriatric considerations</li> <li>• Follow up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Case Discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short Answers</li> <li>• Assessment of patient management problems</li> </ul>

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activity	Assessment Method
VII.	5	<ul style="list-style-type: none"> <li>Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with mood disorders</li> </ul>	<p><b>Nursing management of patients with mood disorders</b></p> <ul style="list-style-type: none"> <li>Mood disorders: Bipolar affective disorder, Mania, Depression, and Dysthymia etc.,</li> <li>Etiology, psycho – pathology, types, clinical manifestation, diagnosis</li> <li>Nursing assessment – History, Physical and Mental assessment</li> <li>Treatment modalities and nursing management of patients with mood disorders</li> <li>Geriatric considerations</li> <li>Follow up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Case discussion</li> <li>Case presentation</li> <li>Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short Answers</li> <li>Assessment of patient management problems</li> </ul>
VIII.	8	<ul style="list-style-type: none"> <li>Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with neurotic, stress related and somatization disorders</li> </ul>	<p><b>Nursing management of patients with neurotic, stress related and somatization disorders</b></p> <ul style="list-style-type: none"> <li>Anxiety disorders, Phobias, Dissociation and Conversion disorders, Obsessive Compulsive Disorders, Somatoform disorders, Post Traumatic Stress Disorders</li> <li>Etiology, psycho – pathology, clinical manifestations, diagnosis</li> <li>Nursing assessment: History, Physical and Mental assessment</li> <li>Treatment modalities and nursing management of patients with neurotic, stress related and somatization disorders</li> <li>Geriatric considerations</li> <li>Follow up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Case discussion</li> <li>Case presentation</li> <li>Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short Answers</li> <li>Assessment of patient management problems</li> </ul>
IX.	5	<ul style="list-style-type: none"> <li>Describe the etiology,</li> </ul>	<p><b>Nursing management of patients with substance</b></p>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short</li> </ul>



Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activity	Assessment Method
		psycho-pathology, clinical manifestations, diagnostic criteria and management of patients with substance use disorder	<b>use disorders</b> <ul style="list-style-type: none"> <li>• Commonly used psychotropic substance: Classification, forms, routes, action, intoxication and withdrawal</li> <li>• Etiology of dependence: Tolerance, psychological and physical dependence, withdrawal syndrome, diagnosis</li> <li>• Nursing assessment: History, Physical and Mental assessment and drug assay</li> <li>• Treatment (Detoxification, and abuse, and narcotic antagonist therapy and harm reduction) and nursing management of patients with substance use disorders</li> <li>• Geriatric considerations</li> <li>• Follow up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	Answers <ul style="list-style-type: none"> <li>• Assessment of patient management problems</li> </ul>
X.	4	<ul style="list-style-type: none"> <li>• Describe the etiology, psycho-pathology, clinical manifestations, diagnostic criteria and management of patients with personality, sexual and eating disorders</li> </ul>	<b>Nursing management of patients with Personality, Sexual and eating disorders</b> <ul style="list-style-type: none"> <li>• Classification of disorders</li> <li>• Etiology, psycho – pathology, clinical manifestations, diagnosis</li> <li>• Nursing assessment: History, Physical and Mental assessment</li> <li>• Treatment modalities and nursing management of patients with Personality, Sexual and Eating disorders</li> <li>• Geriatric considerations</li> <li>• Follow up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short Answers</li> <li>• Assessment of patient management problems</li> </ul>
XI.	6	<ul style="list-style-type: none"> <li>• Describe the etiology, psycho-pathology,</li> </ul>	<b>Nursing management of Childhood and adolescent disorders including mental deficiency:</b>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Case</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment</li> </ul>

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activity	Assessment Method
		clinical manifestations, diagnostic criteria and management of childhood and adolescent disorders including mental deficiency.	<ul style="list-style-type: none"> <li>• Classification</li> <li>• Etiology, psycho – pathology, diagnosis</li> </ul> <p>Nursing assessment: History, Physical ,Mental and IQ assessment</p> <ul style="list-style-type: none"> <li>• Treatment modalities and nursing management of childhood disorders including mental deficiency.</li> <li>• Follow up and home care and rehabilitation</li> </ul>	<p>discussion</p> <ul style="list-style-type: none"> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	of patient management problems
XII.	5	<ul style="list-style-type: none"> <li>• Describe the etiology, psycho-pathology, clinical manifestations, diagnostic criteria and management of patients with organic brain disorders</li> </ul>	<p><b>Nursing management of patients with Organic brain disorders</b></p> <ul style="list-style-type: none"> <li>• Classification : ICD</li> <li>• Etiology, psycho – pathology, clinical manifestations, diagnosis and differential diagnosis (Parkinson’s and Alzheimer’s)</li> <li>• Nursing assessment: History, Physical and Mental assessment</li> <li>• Treatment modalities and nursing management of patients with organic brain disorders</li> <li>• Geriatric considerations</li> <li>• Follow up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short Answers</li> <li>• Assessment of patient management problems</li> </ul>
XIII.	6	<ul style="list-style-type: none"> <li>• Identify psychiatric emergencies and carry out crisis intervention</li> </ul>	<p><b>Psychiatric emergencies and crisis intervention</b></p> <ul style="list-style-type: none"> <li>• Types of psychiatric emergencies and their management</li> <li>• Stress adaptation model: Stress and stressors, coping, resources and mechanism</li> <li>• Grief: Theories of grieving process, principles, techniques of counseling</li> <li>• Types of crisis</li> <li>• Crisis intervention:</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> <li>• Practice Session</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short Answers</li> <li>• Objective type</li> </ul>

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activity	Assessment Method
			<p>principles, techniques and process</p> <ul style="list-style-type: none"> <li>• Geriatric considerations</li> </ul> <p>Roles and responsibilities of nurse</p>		
XIV.	4	<ul style="list-style-type: none"> <li>• Explain legal aspects applied in mental health settings and role of the nurse</li> </ul>	<p><b>Legal issues in mental health nursing</b></p> <ul style="list-style-type: none"> <li>• The Mental Health Act 1987: Act, Sections, Articles and their implications etc.,</li> <li>• Indian Lunacy Act 1912</li> <li>• Rights of Mentally ill clients</li> <li>• Forensic psychiatry</li> <li>• Acts related to narcotic and psychotropic substances and illegal drug trafficking</li> <li>• Admission and Discharge procedure</li> </ul> <p>Role and responsibilities of nurse</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Case discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short Answers</li> <li>• Objective type</li> </ul>
XV.	4	<ul style="list-style-type: none"> <li>• Describe the model of preventive psychiatry</li> <li>• Describe community Mental Health services and role of nurses</li> </ul>	<p><b>Community Mental Health Nursing</b></p> <ul style="list-style-type: none"> <li>• Development of community mental health services:</li> <li>• National Mental Health Programme</li> <li>• Institutionalization versus De- institutionalization</li> <li>• Model of Preventive psychiatry: Levels of Prevention</li> <li>• Mental Health services available at the primary, secondary, tertiary levels including rehabilitation and role of nurse</li> <li>• Mental Health Agencies: Government and Voluntary, National and International</li> <li>• Mental Health Nursing issues for special populations: Children, Adolescence, Women, Elderly, Victims of violence and abuse,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Clinical /field practice</li> <li>• Field visit to mental health service agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Short Answers</li> <li>• Objective type</li> <li>• Assessment of the field visit report</li> </ul>

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activity	Assessment Method
			Handicapped, HIV/AIDS, etc.,		

**Internal assessment: (25 Marks -Refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

**Reference Books:**

1. Kapoor, Textbook of Psychiatric Nursing,
2. Boyd (MA), Psychiatric Nursing, LWW, London, 3rd Edition, 2005.
3. Bhatia (MS), Essentials of Psychiatry, CBJ publishers and distributors, NewDelhi, 3rd Edition, 2000.
4. Sadock (BJ), Textbook of Psychiatry, LWW, Philadelphia..
5. Straight A's Psychiatric and Mental Health Nursing, LWW, Philadelphia.
6. Fortinesh (KM), Psychiatric Nursing Care, Mosby, 4th Edition, 2000.
7. Shives (LS), Basic Concepts of Psychiatric Mental Health Nursing LWW, Philadelphia, 7th Edition, 2005.
8. Mohr (WK), Psychiatric Mental Health Nursing, LWW, Philadelphia, 6th Edition, 2007.
9. Stuart (GW), Principles and Practice of Psychiatric Nursing, Elsevier, 8th Edition, 2005

# Mental Health Nursing - Practical

**Placement:** Third Year

**Time:** Practical - 270 Hours

Areas	Duration (in week)	Objectives	Skills	Assignments	Assessment Methods
Psychiatric OPD	1	<ul style="list-style-type: none"> <li>Assess patients with mental health problems</li> <li>Observe and assist in therapies</li> <li>Counsel and educate patient and families</li> </ul>	<ul style="list-style-type: none"> <li>History taking</li> <li>Perform mental Status Examination</li> <li>Assist in psychometric assessment</li> <li>Perform neurological examination</li> <li>Observe and assist therapies</li> <li>Teach Patient and family members</li> </ul>	<ul style="list-style-type: none"> <li>History taking and Mental Status Examination -2</li> <li>Health Education – 1</li> <li>Observation report of OPD</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Assess each skill with check list</li> <li>Evaluation of health education</li> <li>Assessment of observation report</li> <li>Completion of activity record</li> </ul>
Child Guidance Clinic	1	<ul style="list-style-type: none"> <li>Assessment of children with various mental health problems</li> <li>Counsel and educate children, families and significant others</li> </ul>	<ul style="list-style-type: none"> <li>History taking</li> <li>Assist in psychometric assessment</li> <li>Observe and assist various therapies</li> <li>Teach family and significant others</li> </ul>	<ul style="list-style-type: none"> <li>Case work – 1</li> <li>Observation report of different therapies</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Assess each skill with check list</li> <li>Evaluation of the observation report</li> </ul>
Inpatient Ward	6	<ul style="list-style-type: none"> <li>Assessment Patients with mental health problems</li> <li>To provide nursing care for patients with various mental health problem</li> <li>Assist in various therapies</li> <li>Counsel and educate patients,</li> </ul>	<ul style="list-style-type: none"> <li>History taking</li> <li>Perform mental Status Examination</li> <li>Assist in psychometric assessment</li> <li>Record therapeutic communication</li> <li>Administer medication</li> <li>Assist in Electro Convulsive Therapy(ECT)</li> <li>Participate in all therapies</li> <li>Prepare patients</li> </ul>	<ul style="list-style-type: none"> <li>Give care to 2 - 3 patients with various mental disorders</li> <li>Case study -1</li> <li>Care plan – 2</li> <li>Clinical Presentation -1</li> <li>Process recording- 2</li> <li>Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Assess each skill with check list</li> <li>Evaluation of the case study, care plan, clinical presentation, process recording</li> <li>Completion of activity record</li> </ul>

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

**Internal assessment for Practical: (100 Marks/ 50 Marks -Refer to regulations)**

Continuous Evaluation of Clinical Performance	30%
Clinical assignment (Case study/ Practical record/Case book)	20%
Clinical Presentation	10%
Observational /field visit/ Health talk	10%
Model Practical Examination	30%
Total	100%

# Nursing Research and Statistics

**Placement:** Third Year

**Time:** Theory-45 Hours

**Course 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.

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	4	<ul style="list-style-type: none"> <li>Describe the concept of research, terms, need and areas of research in Nursing</li> <li>Explain the steps of research process.</li> </ul>	<b>Research and research process</b> <ul style="list-style-type: none"> <li>Introduction and need for nursing research</li> <li>Definition of Research &amp; nursing research</li> <li>Steps of scientific method</li> <li>Characteristics of good research</li> <li>Steps of Research process-overview</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Narrate steps of research process followed from examples of published studies</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective Type</li> </ul>
II	3	<ul style="list-style-type: none"> <li>Identify and state the research problem and objectives</li> </ul>	<b>Research Problem/Question</b> <ul style="list-style-type: none"> <li>Identification of problem area</li> <li>Problem statement</li> <li>Criteria of a good research problem</li> <li>Writing objectives</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Exercise on writing statement of problem and objectives</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective Type</li> </ul>
III	3	<ul style="list-style-type: none"> <li>Review the related literature</li> </ul>	<b>Review of Literature</b> <ul style="list-style-type: none"> <li>Location</li> <li>Sources</li> <li>On line search; CINHALL, COCHRANE etc</li> <li>Purposes</li> <li>Method of review</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Exercise on reviewing one research report/article for a selected research problem</li> <li>Prepare annotated bibliography</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective Type</li> </ul>
IV	4	<ul style="list-style-type: none"> <li>Describe the research approaches and designs</li> </ul>	<b>Research approaches and designs</b> <ul style="list-style-type: none"> <li>Historical, survey and experimental</li> <li>Qualitative and Quantitative designs</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain types of research approaches used from examples of published and unpublished research studies with rationale.</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective Type</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
V	8	<ul style="list-style-type: none"> <li>• Explain the sampling process</li> <li>• Describe the methods of data collection</li> </ul>	<b>Sampling and data collection</b> <ul style="list-style-type: none"> <li>• Definition of population, sample, sampling criteria, factors influencing sampling process, types of sampling techniques.</li> <li>• Data –Why, What, from Whom When and Where to collect.</li> <li>• Data collection methods and instruments: <ul style="list-style-type: none"> <li>▪ Methods of data collection</li> <li>▪ Questioning, interviewing</li> <li>▪ Observations, record analysis and measurement</li> <li>▪ Types of instruments</li> <li>▪ Validity &amp; Reliability of the Instrument</li> <li>▪ Pilot study</li> <li>▪ Data collection procedure</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Reading assignment on examples of data collection tools.</li> <li>• Preparation of sample data collection tool.</li> <li>• Conduct group research project</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective Type</li> </ul>
VI	4	<ul style="list-style-type: none"> <li>• Analyze , Interpret and summarize the research data</li> </ul>	<b>Analysis of data</b> <ul style="list-style-type: none"> <li>• Compilation, Tabulation, classification, summarization, presentation, interpretation of data</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Preparation of sample tables.</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective Type</li> </ul>
VII	15	<ul style="list-style-type: none"> <li>• Explain the use of statistics, scales of measurement and graphical presentation of data</li> <li>• Describe the measures of central tendency and variability and methods of correlation.</li> </ul>	<b>Introduction to statistics</b> <ul style="list-style-type: none"> <li>• Definition, use of statistics, scales of measurement.</li> <li>• Frequency distribution and graphical presentation of data</li> <li>• Mean, Median, Mode, Standard deviation</li> <li>• Normal probability and tests of significance</li> <li>• Co-efficient of correlation</li> <li>• Statistical packages and its application</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Practice on graphical presentations</li> <li>• Practice on computation of measures of central tendency, variability &amp; correlation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective Type</li> </ul>
VIII	4	<ul style="list-style-type: none"> <li>• Communicate and utilize the research findings.</li> </ul>	<b>Communication and utilization of Research</b> <ul style="list-style-type: none"> <li>• Communication of research findings <ul style="list-style-type: none"> <li>▪ Verbal report</li> <li>▪ Writing research report</li> <li>▪ Writing scientific article/ paper <ul style="list-style-type: none"> <li>– Critical review of published</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Read/ presentations of a sample published/ unpublished research report.</li> <li>• Writing group</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective Type</li> <li>• Oral presentation</li> <li>• Assessment of group</li> </ul>



Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			research – Utilization of research findings	research project	research project.

**Internal assessment: (25 Marks -Refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

**Reference Books:**

1. Polit – Essentials of Nursing Research ,2009,LWW
2. Kothari – Research Methodology,2007,Newage Publishers Jagadeesh – Bio Medical Research, 2009,
3. Rao (S), Introduction to Biostatistics & Research methods, Riachard, 4th Edition.
4. Rao (V), A manual of Statistical and Anthropology, Jaypee, 2nd Edition.
5. Norman, Biostatistics,B.C Decker, 2nd Edition.
6. Rao, Applied Statistics in Health Sciences, Jaypee.

# Midwifery and Obstetrical Nursing

Placement: Fourth year

Time: Theory - 90 hours

Practical – 180

## Course Description:

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

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
I	3	Recognize the trends and issues in midwifery and obstetrical Nursing	<p><b>Introduction to midwifery and obstetrical Nursing</b></p> <ul style="list-style-type: none"> <li>• Introduction to concepts of midwifery and obstetrical Nursing</li> <li>• Trends in midwifery and obstetrical nursing</li> <li>• Historical perspectives &amp; current trends</li> <li>• Legal and ethical aspects in midwifery</li> <li>• Preconception care and preparing for parenthood</li> <li>• Role of nurse in midwifery and obstetrical care</li> <li>• National policies and legislations in relation to maternal health and welfare</li> <li>• Maternal morbidity, mortality and fertility rates</li> <li>• Perinatal morbidity and mortality rates</li> </ul>	<p>Lecture discussion</p> <p>Explain using Charts and graphs</p>	<p>Short answers</p> <p>Objective type</p>
II	8	Describe the anatomy and female reproductive system	<p><b>Review of anatomy and physiology of female reproductive system and fetal development</b></p> <ul style="list-style-type: none"> <li>• <b>Female pelvis</b> — general description of the bones joints, ligaments, planes of the pelvis diameters of the true pelvis, important landmarks, and variations in pelvis shape.</li> <li>• <b>Female organs of reproduction</b> - external genitalia, internal genital organs and their</li> </ul>	<p>Lecture discussion</p> <p>Review with Charts and models</p>	<p>Short answers</p> <p>Objective type</p>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
			<p>anatomical relations, musculature — blood- supply, nerves, lymphatic, pelvic cellular tissue, pelvic peritoneum</p> <ul style="list-style-type: none"> <li>• Physiology of menstrual cycle</li> <li>• Human sexuality</li> <li>• Fetal development <ul style="list-style-type: none"> <li>Conception</li> <li>Review of fertilization, implantation (embedding of the ovum), Development of the embryo and placenta at term — functions, abnormalities, the fetal sac, Amniotic fluid, The umbilical cord</li> <li>Fetal circulation, Fetal skull: bones, sutures and measurements.</li> </ul> </li> <li>• Review of Genetics</li> </ul>		
III	8	Describe the diagnosis and management of women during antenatal period	<p><b>Assessment and management of pregnancy (ante-natal) : Normal pregnancy</b></p> <ul style="list-style-type: none"> <li>• <b>Physiological changes during pregnancy.</b> <ul style="list-style-type: none"> <li>✓ Reproductive system</li> <li>✓ Cardio vascular system</li> <li>✓ Respiratory system</li> <li>✓ Urinary system</li> <li>✓ Gastro intestinal system</li> <li>✓ Metabolic changes</li> <li>✓ Skeletal changes</li> <li>✓ Skin changes</li> <li>✓ Endocrine system</li> </ul> </li> <li>• <b>Psychological changes</b></li> <li>• <b>Discomforts of pregnancy</b></li> <li>• <b>Diagnosis of pregnancy</b> <ul style="list-style-type: none"> <li>✓ Signs</li> <li>✓ Differential diagnosis</li> <li>✓ Confirmatory tests</li> </ul> </li> <li>• <b>Ante-natal care</b> <ul style="list-style-type: none"> <li>✓ Objectives</li> <li>✓ Assessment: History and physical examination</li> <li>✓ Antenatal Examination</li> <li>✓ Modalities of diagnostics: invasive, noninvasive,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Casediscussion presentation</li> <li>• Health talk</li> <li>• Practice session</li> <li>• Counseling session</li> <li>Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>Assessment of patient management problems</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
			<p>ultrasonic, cardio tomography, NST, CST.</p> <ul style="list-style-type: none"> <li>✓ Signs of previous child-birth</li> <li>• <b>Relationship of fetus to uterus and pelvis:</b> Lie, Attitude, Presentation, Position pervaginal examination</li> <li>• <b>Per vaginal examination</b></li> <li>• <b>Assessment of fetal well being</b></li> <li>• <b>Screening and assessment for high risk:</b> Risk approach</li> <li>• <b>Education for child-birth</b> <ul style="list-style-type: none"> <li>✓ Preparation for safe-confinement</li> </ul> </li> <li>• <b>Psycho-social and cultural aspects of pregnancy</b></li> <li>• <b>Adjustment to pregnancy</b> <ul style="list-style-type: none"> <li>✓ Unwed mother</li> <li>✓ Single parent</li> <li>✓ Teenage pregnancy</li> <li>✓ Sexual violence</li> <li>✓ Substance use</li> </ul> </li> <li>• <b>Adoption</b></li> </ul>		
IV	12	<ul style="list-style-type: none"> <li>• Describe the physiology and stages of labour</li> <li>• Describe the management of women during intra- natal period</li> </ul>	<p><b>Assessment and management of intra-natal period</b></p> <ul style="list-style-type: none"> <li>• <b>Physiology of labour</b> <ul style="list-style-type: none"> <li>✓ Onset of labour: causes, Signs and symptoms ,Per vaginal examination</li> </ul> </li> <li>• <b>Stages of labour</b> <ul style="list-style-type: none"> <li>✓ First stage : physiology, signs and symptoms, Duration, assessment and observation of women in labour : partogram, Pain relief and comfort in labour</li> <li>✓ Second stage : physiology, signs and symptoms, mechanism of labour, duration, preparation of labour room, conduction of delivery : principles and techniques, episiotomy</li> <li>✓ Third stage : physiology,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Simulated practice</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of Patient Management problems</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
			<p>signs and symptoms, Duration, methods of placental delivery, active management of third stage of labour.</p> <ul style="list-style-type: none"> <li>✓ Examination placenta</li> <li>✓ Examination of perineum</li> <li>✓ Immediate new born care : receiving the newborn, Care of umbilical cord, Immediate assessment, including screening for congenital anomalies , Identification, Bonding, Initiate feeding, Screening and transportation of the neonate</li> <li>✓ <b>Neonatal resuscitation;</b> initial steps and subsequent resuscitation.</li> <li>✓ <b>Active management of labour:</b> Induction of labour</li> <li>✓ <b>Pain relief and comfort in labour</b></li> </ul>		
V	5	<ul style="list-style-type: none"> <li>• Describe the physiology of puerperium</li> <li>• Describe the management of women during post- natal period</li> </ul>	<p><b>Assessment and management of women during post natal period:</b> <b>Normal puerperium</b></p> <ul style="list-style-type: none"> <li>• Physiology, Duration &amp; management</li> <li>• Postnatal assessment</li> <li>• Promoting physical and emotional well-being</li> <li>• Post natal diet and exercise</li> <li>• Minor disorders of puerperium</li> <li>• Lactation management</li> <li>• Immunization</li> <li>• Family dynamics after child-birth: Family welfare services; methods, counseling, Follow-up</li> <li>• Records and reports</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Health talk</li> <li>• Practice Session</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of Patient Management problems</li> </ul>
VI	6	<ul style="list-style-type: none"> <li>• Describe the Assessment and management of normal neonate</li> </ul>	<p><b>Assessment and management of normal neonates</b></p> <ul style="list-style-type: none"> <li>• Normal Neonate <ul style="list-style-type: none"> <li>✓ Physiological adaptation</li> <li>✓ Initial &amp; Daily assessment</li> <li>✓ Essential newborn care; Thermal control</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Practice Session</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of skills with check list</li> <li>• Assessment of Patient</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
			<ul style="list-style-type: none"> <li>✓ Breast feeding, prevention of infections, Immunization</li> <li>✓ Minor disorders of newborn and its management</li> <li>✓ Levels of Neonatal care (level I, II, &amp; III) At primary, secondary and tertiary levels</li> <li>✓ Maintenance of Reports and Records</li> </ul>		Management problems
VII	10	<ul style="list-style-type: none"> <li>• Describe the Identification and management of women with high risk pregnancy</li> </ul>	<p><b>High-risk pregnancy - assessment &amp; management</b></p> <ul style="list-style-type: none"> <li>• Screening and assessment: Ultrasonics, cardiotomography, NST, CST, non-invasive , invasive &amp; Newer modalities of diagnosis</li> <li>• Levels of care; primary, secondary and tertiary levels</li> <li>• Disorders of pregnancy <ul style="list-style-type: none"> <li>✓ Hyper-emesis gravidarum</li> <li>✓ Bleeding in early pregnancy: abortion, ectopic Pregnancy, vesicular mole</li> <li>✓ Ante-partum hemorrhage</li> <li>✓ Pregnancy induced hypertension</li> <li>✓ Gestational Diabetes Mellitus</li> <li>✓ Hydramnios</li> <li>✓ Rh incompatibility</li> <li>✓ Mental disorders</li> <li>✓ Multiple pregnancy</li> <li>✓ Abnormalities of placenta and cord</li> <li>✓ Intra-uterine growth-retardation</li> <li>✓ Gynaecological diseases complicating pregnancy: Uterine abnormality and displacement</li> <li>✓ Medical and surgical conditions complicating pregnancy</li> <li>✓ Infections, RTI (STD), UTI, HIV, TORCH,</li> <li>✓ Adolescent pregnancy, Elderly primi and grand multipara</li> <li>✓ Nursing management of mothers with high-risk pregnancy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstrate using video films,scan reports, partograph etc</li> <li>• Case discussion/presentation</li> <li>• Health talk</li> <li>• Practice Session</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>Assessment of patient management problems</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
			✓ Maintenance of Records and Report		
VIII	10	<ul style="list-style-type: none"> <li>Describe management of abnormal labour And obstetrical emergencies</li> </ul>	<p><b>Abnormal Labour – assessment and management</b></p> <ul style="list-style-type: none"> <li>Disorders in labour <ul style="list-style-type: none"> <li>✓ CPD and contracted pelvis</li> <li>✓ Malpositions and malpresentations</li> <li>✓ Premature labour</li> <li>✓ Disorders of uterine actions - precipitate labour , prolonged labour</li> </ul> </li> <li>Complications of third stage: injuries to birth canal</li> <li>Obstetrical emergencies and their management <ul style="list-style-type: none"> <li>✓ Presentation and prolapse of cord,</li> <li>✓ Vasa praevia</li> <li>✓ Amniotic fluid embolism</li> <li>✓ Rupture of uterus</li> <li>✓ Shoulder dystocia</li> <li>✓ Obstetrical shock</li> </ul> </li> <li>Obstetrical procedures and operations <ul style="list-style-type: none"> <li>✓ Induction of labour</li> <li>✓ Forceps</li> <li>✓ Vacuum</li> <li>✓ Version</li> <li>✓ Manual removal of placenta</li> <li>✓ Cesarean Section</li> <li>✓ Destructive operations</li> </ul> </li> <li>Nursing management of women undergoing Obstetrical operations and procedures</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstrate using video films,scan reports, partograph etc</li> <li>Case discussion/presentation</li> <li>Health talk</li> <li>Practice Session</li> <li>Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Assessment of skills with check list</li> <li>Assessment of patient management problems</li> </ul>
IX	4	<ul style="list-style-type: none"> <li>Describe management of postnatal complications</li> </ul>	<p><b>Abnormalities during Postnatal Periods</b></p> <ul style="list-style-type: none"> <li>Assessment and management of woman with postnatal complications <ul style="list-style-type: none"> <li>✓ Puerperal infections</li> <li>✓ Breast engorgement &amp; UTI infections</li> <li>✓ Thrombo- Embolic disorders</li> <li>✓ Post- partum haemorrhage</li> <li>✓ Eclampsia</li> <li>✓ Subinvolution</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstrate using video films,scan reports, partograph etc</li> <li>Case discussion/presentation</li> <li>Health talk</li> <li>Practice Session</li> <li>Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Assessment of skills with check list</li> <li>Assessment of patient management</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
			<ul style="list-style-type: none"> <li>Psychological complications               <ul style="list-style-type: none"> <li>✓ Post partum Blues</li> <li>✓ Post partum Depression</li> <li>✓ Post partum Psychosis</li> </ul> </li> </ul>		problems
X	10	<ul style="list-style-type: none"> <li>Identify the high risk neonates and their nursing management</li> </ul>	<b>Assessment and management of High risk newborn</b> <ul style="list-style-type: none"> <li>Admission of neonates in the neonatal intensive care units- protocols</li> <li>Nursing management of:               <ul style="list-style-type: none"> <li>✓ Low birth weight babies</li> <li>✓ Infections</li> <li>✓ Respiratory problems</li> <li>✓ Haemolytic disorders</li> <li>✓ Birth injuries</li> <li>✓ Malformations</li> <li>✓ Monitoring of high risk neonates</li> <li>✓ Feeding of high risk neonates</li> <li>✓ Organization and management of neonatal intensive care units</li> <li>✓ Infection control in neonatal intensive care units</li> <li>✓ Maintenance of reports and records</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstrate using video films, scan reports, partograph etc</li> <li>Case discussion/presentation</li> <li>Health talk</li> <li>Practice Session Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Assessment of skills with check list</li> <li>Assessment of patient management problems</li> </ul>
XI	4	Describe indication, dosage, action, side effects and nurses responsibilities in the administration of drugs used for mothers	<b>Pharmaco-therapeutics in obstetrics</b> <ul style="list-style-type: none"> <li>Indication, dosage, action, contra indication and side effects of drugs</li> <li>Effect of drugs on pregnancy, labour &amp; puerperium,</li> <li>Nursing responsibilities in the administration of drug in Obstetrics               <ul style="list-style-type: none"> <li>✓ Oxytocins</li> <li>✓ Antihypertensives</li> <li>✓ Diuretics</li> <li>✓ Tocolytic Agents</li> <li>✓ Anti Convulsants</li> </ul> </li> <li>Analgesics and anesthetics in obstetrics.</li> <li>Effects of maternal medication on foetus and neonate</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Drug book</li> <li>Drug presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
XII	10	<ul style="list-style-type: none"> <li>Appreciate the Importance of</li> </ul>	<b>Family Welfare Programme</b> Population trends and problems in	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>



Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
		family welfare programme • Describe the Methods of contraception and role of nurse in Family welfare programme importance of methods of family welfare	India Concepts, aims, importance and history of family welfare programme National Population: dynamics, policy and education National family welfare programme; RCH, ICDS, MCH, Safe motherhood Organization and administration at national, state, district, block and village levels Methods of contraception; spacing, temporary and permanent, Emergency contraception Infertility and its management Latest research in contraception Maintenance of vital statistics Role of national, international and voluntary organizations Role of a nurse in family welfare programme Training / Supervision / Collaboration with other functionaries in community like ANMs. LHV's, Anganwadi workers, TBAs (Traditional birth attendant - Dai)	• Practice session • Supervised practice Group project • Counseling session Field visits	• Objective type • Assessment of skills with check list, project and field visits reports

**Internal assessment: (25 Marks -Refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

## Reference Books:

1. Fraser (DM), Myles Textbook of Midwives, Churchill Livingstone, 14th Edition, 2003
2. Dutta (DC), Textbook of Obstetrics, New Central Book Agency.
3. Lowdermilk, Maternity Nursing, Mosby, 7th Edition.
4. Williams, Obstetrics, McGrawhill, 22nd Edition.
5. Bobak, Maternity Nursing Care, Elsevier.
6. Maternity & Child Health Nursing Care for the childbearing family, LWW, 5th edition.
7. Wong, Maternity Child Nursing Care, Mosby, 3rd Edition.

# Midwifery and Obstetrical Nursing- Practical

Placement: Fourth year

Practical: 180 hours (Fourth year)

Areas	Durati on in Weeks	Objectives	Skills	Assignments	Assessment methods
Antenatal clinic/ OPD	1	Assessment of pregnant women	<ul style="list-style-type: none"> <li>• Antenatal history taking</li> <li>• Physical examination, Recording of Weight &amp; B.P Hb.&amp; Urine testing for sugar and albumin</li> <li>• Antenatal examination- abdomen and breast</li> <li>• Immunization</li> <li>• Assessment of risk status</li> <li>• Teaching antenatal mothers</li> <li>• Maintenance of Antenatal records</li> </ul>	<p><b>*Conduct Antenatal Examinations 30</b></p> <p>Health talk – I</p> <p>Case book recordings</p>	<ul style="list-style-type: none"> <li>• Verification of findings of Antenatal examinations</li> <li>• Completion of casebook recordings</li> </ul>
Labour room O.T.	2	<ul style="list-style-type: none"> <li>• Assess woman in labour</li> <li>• Carry out per- vaginal examinations</li> <li>• Conduct normal deliveries</li> <li>• Perform episiotomy and suture it</li> <li>• Resuscitate newborns</li> <li>• Assist with Cesarean Sections</li> <li>• MTP and other surgical procedures</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assessment of Woman in labour</li> <li>✓ Per vaginal examinations and interpretation</li> <li>Monitoring and caring of woman in labour</li> <li>✓ Maintenance of partograph</li> <li>✓ Conduct normal delivery</li> <li>✓ Newborn assessment and immediate care</li> <li>Resuscitation of newborns</li> <li>✓ Assessment of risk status of newborn</li> <li>✓ Episiotomy aid suturing</li> <li>✓ Maintenance of labour and birth records</li> <li>✓ Arrange for and assist with Cesarean section and care for woman&amp; baby during Cesarean</li> <li>✓ Arrange for and assist with MTP and other surgical procedures</li> </ul>	<p>*Conduct normal deliveries – 20</p> <p>*Per vaginal examinations-5</p> <p>*Perform and Suture the episiotomies – 5</p> <p>*Resuscitate newborns – 5</p> <p>*Assist with Cesarean Sections – 2</p> <p>*Witness abnormal deliveries – 5</p> <p>Assist with MTP and other Surgical procedures –</p> <p>Case book recordings</p>	<ul style="list-style-type: none"> <li>• Assessment of clinical performance with rating scale</li> <li>• Assessment of each skill With checklists</li> <li>Completion of Case book recordings</li> </ul>
Postnatal	1	<ul style="list-style-type: none"> <li>• Provide</li> </ul>	<ul style="list-style-type: none"> <li>✓ Examination and assessment of mother and</li> </ul>	<ul style="list-style-type: none"> <li>✓ Case presentation -</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assessment of clinical</li> </ul>

ward		<ul style="list-style-type: none"> <li>nursing care to post natal mother and baby</li> <li>• Counsel and teach mother and family for parent hood</li> </ul>	<ul style="list-style-type: none"> <li>✓ Baby</li> <li>✓ Identification of deviations</li> <li>✓ Care of postnatal mother and baby</li> <li>✓ Perineal care</li> <li>✓ Lactation. Management</li> <li>✓ Breast feeding</li> <li>✓ Babybath</li> <li>✓ Immunization, Teaching postnatal mother: Mother craft Post natal care &amp; Exercises Immunization</li> </ul>	<ul style="list-style-type: none"> <li>✓ 1</li> <li>✓ Case book recordings</li> <li>✓ Give care to Post natal - mothers – 20</li> <li>✓ Health talks-I</li> <li>✓ Case study — 1</li> </ul>	<ul style="list-style-type: none"> <li>✓ performance</li> <li>✓ Assessment of each skill</li> <li>With checklists</li> <li>✓ Completion of Case book</li> <li>✓ Recording</li> <li>✓ Evaluation of case study and presentation and health education sessions</li> </ul>
Newborn Nursery	1	<ul style="list-style-type: none"> <li>• Provide nursing care to newborn at risk</li> </ul>	<ul style="list-style-type: none"> <li>✓ Newborn assessment</li> <li>✓ Admission of neonates</li> <li>✓ Feeding of neonates at risk</li> <li>✓ Katori spoon, paladi, tube feeding, total parenteral nutrition</li> <li>✓ Thermal management of neonates-kangaroo mother care, care of baby in incubator</li> <li>✓ Monitoring and care of neonates Administering medications</li> <li>✓ Intravenous therapy</li> <li>✓ Assisting with diagnostic procedure</li> <li>✓ Assisting with exchange transfusion</li> <li>✓ Care of baby on ventilator</li> <li>✓ Phototherapy</li> <li>✓ Infection control protocols in the nursery</li> <li>✓ Teaching and counseling of parents</li> <li>✓ Maintenance of Neonatal records</li> </ul>	<ul style="list-style-type: none"> <li>✓ Case study-1</li> <li>✓ Observation study -1</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assessment of clinical performance</li> <li>Assessment of each skill</li> <li>With checklists</li> <li>Evaluation of observation study</li> </ul>
Family Planning Clinic	1	<ul style="list-style-type: none"> <li>• Counsel for and provide family welfare services</li> </ul>	<ul style="list-style-type: none"> <li>✓ Counseling technique</li> <li>✓ Insertion of IUD</li> <li>✓ Teaching on use of family planning methods</li> <li>✓ Arrange for and Assist with family planning operations</li> <li>Maintenance of records and reports</li> </ul>	<ul style="list-style-type: none"> <li>✓ IUD insertion- 5</li> <li>✓ Observation Study-1</li> <li>✓ Counseling- 2</li> <li>✓ Simulation exercise on recording and reporting - 1</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assessment of each skill</li> <li>With checklists</li> <li>✓ Evaluation of and observation study</li> </ul>

### **Essential Requirements for registration as midwife**

• Antenatal examination	:	30
• Conducting normal deliveries in Hospital/home/health centre	:	20
• Vagina! Examination	:	5
• Episiotomy and suturing	:	5
• Neonatal resuscitation	:	5
• Assist with Cesarean Section	:	2
• Witness/Assist abnormal deliveries	:	5
• Postnatal cases nursed in hospital/home/health centre	:	20
• Insertion of IUD	:	5

Note: All casebooks must be certified by teacher on completion of essential requirements

### **Internal assessment for Practical: (100 Marks/ 50 Marks -Refer to regulations)**

Continuous Evaluation of Clinical Performance	30%
Clinical assignment (Case study/ Practical record/Case book)	20%
Clinical Presentation	10%
Observational /field visit/ Health talk	10%
Model Practical Examination	30%
Total	100%

# Community Health Nursing - II

Placement – Fourth Year

Time: Theory- 90 hours

Practical - 330 hours

**Course Description:** This Course is designed for students to practice community health nursing for the individual, family and groups at both urban and rural settings by using concept and principles of health and community health nursing.

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	4	<ul style="list-style-type: none"> <li>Define concepts, scope, principles and historical development of community Health and community Health Nursing</li> </ul>	<b>Introduction</b> <ul style="list-style-type: none"> <li>Definition, concept &amp; scope of community Health and community Health Nursing</li> <li>Historical development of Community health Community health Nursing.                             <ul style="list-style-type: none"> <li>- Pre Independence</li> <li>- Post Independence</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type Short answers</li> </ul>
II	6	<ul style="list-style-type: none"> <li>Describe health plans, policies, various health committees and health problems in India.</li> </ul>	<b>Health planning and policies and problems</b> <ul style="list-style-type: none"> <li>National health planning in India - Five Year Plans</li> <li>Various committees and commissions on health and family welfare, Central council for health and family welfare (CCH and FW)</li> <li>NRHM, NUHM, MDG, SDG</li> <li>National Health Policy (1983, 2002)</li> <li>National population policy</li> <li>Health problems in India</li> <li>Recent health policies</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Panel discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay Type</li> <li>Short Answers</li> </ul>
III	15	<ul style="list-style-type: none"> <li>Describe the system of delivery of community health services in rural and urban areas</li> <li>List the functions of various levels</li> </ul>	<b>Delivery of community health services</b> <ul style="list-style-type: none"> <li>Planning, budgeting and material management of SCs, PHC and CHC</li> <li>Programme management including supervision and monitoring.</li> <li>Ayushman Bharath</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Visits to various health delivery systems</li> <li>Supervised field practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay Type</li> <li>Short Answers</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
		<p>and their staffing pattern</p> <ul style="list-style-type: none"> <li>• Explain the components of health services</li> <li>• Describe alternative systems of health promotion and health maintenance</li> <li>• Describe the chain of referral system.</li> </ul>	<ul style="list-style-type: none"> <li>• Rural: Organization, staffing and functions of rural health services provided by government at: <ul style="list-style-type: none"> <li>- Village</li> <li>- Sub centre</li> </ul> </li> <li>- Primary health centre : Concept of Health and Wellness centre</li> <li>- Community health centre / sub divisional <ul style="list-style-type: none"> <li>- Hospitals - District, State &amp; Centre.</li> </ul> </li> <li>• Urban: Organization, staffing and functions of urban health services provided by government at: <ul style="list-style-type: none"> <li>- Slums</li> <li>-Dispensaries</li> <li>- Maternal and child health centres</li> <li>- Special Clinics</li> <li>- Hospitals</li> <li>- Corporation / Municipality / Board.</li> </ul> </li> <li>• Components of health services <ul style="list-style-type: none"> <li>○ Environmental sanitation</li> <li>○ Health education</li> <li>○ Vital statistics</li> <li>○ M.C.H - antenatal, natal, postnatal, MTP Act, female feticide act, child adoption act.</li> <li>○ Introduction to Rashtreeya Balsuraksha Karyakram (RBSK)</li> <li>○ Mother and child tracking system</li> <li>○ Safe birth checklist</li> <li>○ Postpartum visits by health worker</li> <li>○ Family welfare</li> <li>○ National health programmes</li> <li>○ School health services</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Panel discussion</li> </ul>	

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>○ Occupational health</li> <li>○ Defense services</li> <li>○ Institutional Services.</li> <li>● System of Medicine and health care Allopathy</li> <li>○ Indian System of Medicine and</li> <li>○ Homeopathy</li> <li>○ Alternative health care systems like yoga, meditation, social and spiritual healing etc.</li> </ul> <p>Referral system.</p>		
IV	25	Describe Community Health Nursing approaches and Describe the roles and responsibilities of Community health nursing personnel.	<p><b>Community health nursing approaches, concepts and roles and responsibilities of nursing personnel.</b></p> <ul style="list-style-type: none"> <li>❖ Approaches <ul style="list-style-type: none"> <li>- Nursing theories and Nursing process</li> <li>- Epidemiological approach</li> <li>- Problem solving approach</li> <li>- Evidence based approach</li> <li>- Empowering people to care for themselves</li> </ul> </li> <li>❖ Concepts of Primary Health Care: <ul style="list-style-type: none"> <li>- Equitable distribution</li> <li>- Community Participation</li> <li>- Focus on prevention</li> <li>- Use of appropriate technology</li> <li>- Multi-sectoral approach</li> </ul> </li> <li>❖ Roles and responsibilities of Community health nursing personnel in <ul style="list-style-type: none"> <li>- Family health services</li> <li>- Information Education Communication (IEC)</li> <li>- Management information (MIS)</li> <li>- Maintenance of Records &amp; Reports</li> <li>- Training and supervision of various categories of health</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture discussion</li> <li>● Demonstration</li> <li>● Practice session</li> <li>● Supervised field practice</li> <li>● Participation in camps</li> <li>● Group Project</li> </ul>	<ul style="list-style-type: none"> <li>● Essay Type</li> <li>● Short Answers</li> </ul>



Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<p>workers</p> <ul style="list-style-type: none"> <li>- National Health programmes</li> <li>- Environmental sanitation</li> <li>- Maternal and Child health and family welfare</li> <li>- Organization of labour room</li> <li>- Treatment of minor ailments</li> <li>- School Health Services</li> <li>- Occupational Health</li> <li>- Organization of clinics, camps: Types, Preparation, Planning, Concept, conduct and evaluation</li> <li>- Waste management in the centre , clinics etc.,</li> <li>- Home visit: Concept, Principles, Process, Techniques: Bag technique home visit.</li> </ul> <ul style="list-style-type: none"> <li>❖ Qualities of Community Health Nurse – Behavioral change, Communication &amp; Soft skill</li> <li>❖ Job description of Community health nursing personnel.</li> <li>❖ Middle level health provider- Roles &amp; Responsibilities</li> </ul>		
V	15	Describe and appreciate the activities of community health nurse in assisting individuals and groups to promote and maintain their health	<p><b>Assisting individuals and groups to promote and maintain their health.</b></p> <ul style="list-style-type: none"> <li>❖ Empowerment for self care of individual, families and groups in – <ul style="list-style-type: none"> <li>- Diagnosing &amp; Treatment skills using SOP's</li> </ul> </li> </ul> <p>A. Assessment of self and family</p> <p>Monitoring growth and development</p> <ul style="list-style-type: none"> <li>- Mile stones</li> <li>- Weight measurement</li> <li>- Social development</li> <li>- Temperature and Blood pressure monitoring</li> <li>- Menstrual cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised field practice</li> <li>• Individual / group / family / Community health education.</li> </ul>	<ul style="list-style-type: none"> <li>• Essay Type</li> <li>• Short Answers</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>- Breast self examination and testicles</li> <li>- Warning signs of various diseases</li> <li>- Tests: Urine for sugar and albumin, blood sugar</li> <li>B. Seek health services for               <ul style="list-style-type: none"> <li>- Routine checkup</li> <li>- Immunization</li> <li>- Counseling</li> <li>- Diagnosis</li> <li>- Treatment</li> <li>- Follow up</li> </ul> </li> <li>C. Maintenance of Health Records for self and family</li> <li>D. Continue medical care and follow up in community for various diseases and disabilities</li> <li>E. Carryout therapeutic procedures as prescribed / required for self and family – Drug Dispensing</li> <li>F. Waste Management               <ul style="list-style-type: none"> <li>- Collection and disposal of waste at home and community</li> </ul> </li> <li>G. Sensitize and handle social issues affecting health and development for self and family               <ul style="list-style-type: none"> <li>- Social Mobilization</li> <li>- Women Empowerment</li> <li>- Women and child abuse</li> <li>- Abuse of elders</li> <li>- Female feticide</li> <li>- Commercial sex workers</li> <li>- Food adulteration</li> <li>- Substance abuse</li> </ul> </li> <li>H. Utilize community resources for self and family               <ul style="list-style-type: none"> <li>- Trauma services</li> <li>- Old age homes</li> <li>- Orphanage</li> <li>- Homes for physically and mentally challenged individuals</li> <li>- Homes for destitute .</li> </ul> </li> </ul>		

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
VI	20	<ul style="list-style-type: none"> <li>• Describe National health and family welfare programmes and role of a nurse.</li> <li>• Describe various health schemes in India.</li> </ul>	<p><b>National health and family welfare programmes and the role of a nurse.</b></p> <ul style="list-style-type: none"> <li>• National ARI Programme</li> <li>• Revised National Tuberculosis (RNTCP)</li> <li>• National Anti-Malaria Programme</li> <li>• National Filaria control programme</li> <li>• National Guinea worm eradication programme</li> <li>• National Leprosy eradication programme</li> <li>• National AIDS control programme</li> <li>• STD control programme</li> <li>• National programme for control of blindness</li> <li>• Iodine deficiency disorder programme</li> <li>• Expanded programme on immunization</li> <li>• National family welfare programme historical development, organization, administration, Research, constraints</li> <li>• National water supply and sanitation programme</li> <li>• Minimum Need programme</li> <li>• National Diabetics control programme</li> <li>• Polio Eradication: Pulse Polio Programme</li> <li>• National cancer control Programme</li> <li>• Yaws Eradication Programme</li> <li>• National Nutritional Anemia prophylaxis programme</li> <li>• 20 point programme</li> <li>• ICDS programme</li> <li>• Mid-day meal applied nutritional programme</li> <li>• National mental health programme</li> <li>• Health schemes - ESI</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Participation in National Programme</li> <li>• Field visits</li> </ul>	<ul style="list-style-type: none"> <li>• Essay Type</li> <li>• Short Answers</li> </ul>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>- CGHS</li> <li>- Health insurance, other schemes</li> <li>• Recent health programmes.</li> </ul>		
VII	5	<ul style="list-style-type: none"> <li>• Explain the roles and functions of various national and international health agencies</li> </ul>	<p><b>Health Agencies</b></p> <ul style="list-style-type: none"> <li>❖ International - WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, DANIDA, European Commission (EC). Red cross, USAID, UNESCO, Colombo Plan, ILO, CARE etc.</li> <li>❖ National - Indian Red Cross, Indian Council for child welfare, Family Planning Association of India (FPAI), Tuberculosis Association of India, Hindu Kush Nivaran Sangh, Central Social Welfare Board, All India Women's conference, Blind Association of India etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Field visits</li> </ul>	<ul style="list-style-type: none"> <li>• Essay Type</li> <li>• Short Answers</li> </ul>

**Internal assessment: (25 Marks -Refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

**Bibliography:**

**Text book:**

1. Park (JE), Text Book of Preventive and Social Medicine, Bhanarsidas Bhanot Publishers, Jabalpur, 19<sup>th</sup> Edition, 2007.

**Suggested Reference:**

1. Stanhope(M), Public Health Nursing: Population-centered Health Care in the Community, Elsevier, 7<sup>th</sup> Edition, 2008.
2. Rao (KS), Introduction to Community Health Nursing, S.I.Publications, Chennai, 1989.
3. T.N.A.I., A Community Nursing Manual, New Gian Press, New Delhi, 1989.

4. Allender, Community Health Nursing : Promoting & Protecting the Public's Health, Lippincott, 6<sup>th</sup> Edition.
5. Piyush, Textbook of Preventive and social Medicine, CBS, 2<sup>nd</sup> Edition.
6. Clark, Community Nursing, Reston Publishing Company Inc., Virginia.
7. Freeman, Community Health Nursing Practice, W.B.Saunders Company, Philadelphia.
8. Ghosh, Manual of Social and Preventive Medicine, Vijaya Publishing House, Calcutta.

## Community Health Nursing - II - Practical

**Placement** –Fourth Year  
Hours

**Time:** Practical - 330

Areas	Duration ( in week)	Objectives	Skills	Assignments	Assignment Method
Community Health Nursing	1 week for urban ,4 week for rural	<ul style="list-style-type: none"> <li>• Identify community profile</li> <li>• Identify prevalent communicable and non-communicable diseases</li> <li>• Diagnose health needs of Individual, families and community</li> <li>• Plan, provide and evaluate care.</li> <li>• Participate school health programme</li> <li>• Participate in National health programmes</li> <li>• Organize group for self help and involve clients in their own health activities</li> <li>• Provide family welfare services</li> <li>• Counsel and</li> </ul>	<ul style="list-style-type: none"> <li>• Community health survey</li> <li>• Community diagnosis</li> <li>• Family care: Home adaptation of common procedures</li> <li>• Home visit: Bag technique</li> <li>• Organize and conduct clinics antenatal, postnatal, well baby clinic, camps etc.</li> <li>• Screen manage and referrals for:               <ul style="list-style-type: none"> <li>○ High risk mothers and neonates</li> <li>○ Accidents and emergencies</li> <li>○ Illnesses: Physical and mental</li> <li>○ Disabilities</li> </ul> </li> <li>• Conduct delivery at centre / home: episiotomy and suturing</li> <li>• Resuscitate newborn</li> <li>• School health programme               <ul style="list-style-type: none"> <li>○ Screen, manage, refer children</li> </ul> </li> <li>• Collaborate with health and allied agencies</li> <li>• Train and supervise health workers</li> </ul>	<ul style="list-style-type: none"> <li>• Community survey report – 1</li> <li>• Family care study – 1</li> <li>• Project-1 Health talk-1</li> <li>• Case book recording</li> </ul>	<ul style="list-style-type: none"> <li>• Assess clinical performance with rating scale</li> <li>• Evaluation of community survey report, family care study project and health talk</li> <li>• Completion of case book recording</li> </ul>

Areas	Duration ( in week)	Objectives	Skills	Assignments	Assignment Method
		educate Individual, family and community • Collect Vital health statistics • Maintain Records & Reports	<ul style="list-style-type: none"> <li>• Provide family welfare services: insertion of IUD</li> <li>• Counsel and teach individual, family and community about: HIV, TB, Diabetes, hypertension, Mental health, adolescents, elderly health, physically, physically and mentally challenged individuals etc.</li> <li>• Collect and calculate Vital health statistics</li> <li>• Document and maintain.               <ul style="list-style-type: none"> <li>○ Individual, family and administrative records.</li> <li>○ Write reports-center, disease, national health programme / projects.</li> </ul> </li> </ul>		

**Internal assessment for Practical: (100 Marks/ 50 Marks -Refer to regulations)**

Continuous Evaluation of Clinical Performance	30%
Clinical assignment (Case study/ Practical record/Case book)	20%
Clinical Presentation	10%
Observational /field visit/ Health talk	10%
Model Practical Examination	30%
Total	100%

# Management of Nursing Services and Education

**Placement** – Fourth Year

**Time:** Theory – 90 hours

Practical - 25

**Course Description:** The course is designed to enable to student to acquire understanding of management of clinical and community health nursing services, Nursing Educational programme. This is also designed to enable students to acquire understanding of the professional responsibilities, prospects and contribution to the growth of the profession.

Unit	Time (Hrs)		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
I	4		<ul style="list-style-type: none"> <li>Explain the principles and functions of management .</li> </ul>	<b>Introduction to Management in Nursing:-</b> <ul style="list-style-type: none"> <li>Definition, Concepts &amp; theories.</li> <li>Functions of Management.</li> <li>Principles of Management.</li> <li>Role of a Nurse as a Manager.)</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using organization chart</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> </ul>
II	5		<ul style="list-style-type: none"> <li>Describe the elements and process of management</li> </ul>	<b>Management Process:-</b> <ul style="list-style-type: none"> <li>Planning; mission, Philosophy, Objectives &amp; Operational plan.</li> <li>Staffing: - Philosophy staffing study, norms, activities, patient Classification system, Scheduling.</li> <li>Human resources, Management; recruiting, selecting, development, retaining, Promoting, Super annuation etc.</li> <li>Budgeting: - Concept, Principles, types cost, benefit analysis and audit.</li> <li>Material Management: - Equipment &amp; Supplies</li> <li>Directing (Leading) Process.</li> <li>Controlling: - Quality Management.</li> <li>Program evaluation Review Technique (PERT), Bench marking, Activity Plan (Gantt Chart)</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Simulated Exercises</li> <li>Case studies</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>
III	8	20	<ul style="list-style-type: none"> <li>Describe the management of nursing services in</li> </ul>	Management of Nursing Services in the Hospital & Community <ul style="list-style-type: none"> <li>Planning: -</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> </ul>

			the hospital and community	<p>Hospital &amp; Patient care units including ward management. Emergency &amp; Disaster Management.</p> <ul style="list-style-type: none"> <li>• Human Resource Management: Recruiting selecting, development superannuation etc. Categories of nursing personnel including job, description of all levels. Patient / Population Classification Systems Patient / Population assignment → &amp; Nursing care responsibilities. Staff development &amp; well fare.</li> <li>• Budgeting proposal, projecting requirements for staff, equipment and supplies for Hospital &amp; Patient care units. Emergency and disaster Management.</li> <li>• Material Management; procurement, inventory control, auditing and maintenance in: Hospital &amp; Patient care units. Emergency and disaster Management.</li> <li>• Directing &amp; Leading: - Delegation, Participatory Management. Assignments, Rotations, delegation, Supervision &amp; Guidance. Implement standards, Policies, Procedures &amp; Practices. Staff Development &amp; Welfare. Maintenance of Discipline.</li> <li>• Controlling: - Nursing rounds / Visits, Nursing protocols manuals. Quality Assurance model, Documentation. Records → &amp; reports performance appraisal.</li> </ul>	<ul style="list-style-type: none"> <li>• Simulated Exercises</li> <li>• Case studies</li> <li>• Supervise practice in ward – writing indents, preparing duty roaster, ward supervision</li> <li>• Assignment on duties and responsibilities of ward sister</li> <li>• Writing report</li> </ul>	<p>s</p> <ul style="list-style-type: none"> <li>• Assessment of problem solving exercises</li> <li>• Assessment of the assignments</li> <li>• Performance evaluation by ward sister with rating scale</li> </ul>
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IV	5	•	<ul style="list-style-type: none"> <li>Describe the concepts, theories and techniques of organizational behavior and human relations.</li> </ul>	<b>Organizational Behavior and Human Relations:-</b> <ul style="list-style-type: none"> <li>Concept and theories of Organizational Behaviors.</li> <li>Review of Channels of Communication.</li> <li>Leadership styles.</li> <li>Review of Motivation concepts and theories</li> <li>Group dynamics</li> <li>Techniques of: Communication and Interpersonal relationships. Human Relations</li> <li>Public Relations in Context of Nursing.</li> <li>Relations with Professional associations &amp; employees Unions &amp; Collective bargaining.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Role Plays</li> <li>Group games</li> <li>Self assessment</li> <li>Case discussion</li> <li>Practice session</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Assessment of problem solving</li> </ul>
V	5	5	<ul style="list-style-type: none"> <li>Participate in planning and organizing in service education program.</li> </ul>	<b>In service Education:-</b> <ul style="list-style-type: none"> <li>Nature &amp; Scope of in service education program.</li> <li>Organization of in service education.</li> <li>Principles of adult learning.</li> <li>Planning for in service education program; techniques, Methods &amp; Evaluation of staff education programme</li> <li>Preparation of Report.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Plan and conduct an educational session for in service nursing personnel</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective type</li> <li>Assess the planning and conduct of the educational session</li> </ul>
VI	10	•	<ul style="list-style-type: none"> <li>Describe management of nursing educational institutions</li> </ul>	<b>Management of Nursing educational institutions</b> <ul style="list-style-type: none"> <li>Establishment of Nursing Educational institution INC norms and guidelines.</li> <li>Co – ordination with:- Regulatory bodies Accreditation Affiliation Philosophy / Objectives Organization Structure Committees Physical Facilities College / School Hostel, Student</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Role plays</li> <li>Counseling session</li> <li>Group Exercises</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>

				<p>Selection Admission Guidance &amp; Counseling Maintaining discipline -faculty and Staff.</p> <p>Selection Recruitment Job description Placement, Performance appraisal Development &amp; Welfare</p> <ul style="list-style-type: none"> <li>• Budgeting.</li> <li>• Equipment &amp; Supplies A.V. Aids, books, Laboratory equipment, books, Journals etc.</li> <li>• Curriculum; Planning, implementations &amp; Evaluation.</li> <li>• Clinical Facilities</li> <li>• Transport Facilities</li> <li>• Institutional Records– &amp; reports Administrative, Faculty, Staff &amp; Students.</li> </ul>		
VII	10	•	<ul style="list-style-type: none"> <li>• Describe the ethical and legal responsibilities of a professional nurse;</li> <li>• Explain the nursing practice standards.</li> </ul>	<p><b>Nursing as a Profession:-</b></p> <ul style="list-style-type: none"> <li>• Nursing as a Profession. Philosophy; Nursing practice Aims– &amp; Objectives Characteristics of Professional Nurse. Regulatory bodies; INC, SNC Acts;- constitution, functions Current trends and issues in Nursing</li> <li>• Professional ethics Code of ethics; INC, ICN Code of Professional conduct; INC, ICN</li> <li>• Practice Standards for Nursing, INC</li> <li>• Consumer Protection act.</li> <li>• Legal Aspects in Nursing. Legal terms related to practice, registration &amp; Licensing. Laws related to Nursing Practice, Breach and penalties. Malpractice and Negligence.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Case discussion</li> <li>• Panel discussion</li> <li>• Role plays</li> <li>• Critical incidents</li> <li>• Visit to INC / SNRCs</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Assessment of critical incidents</li> </ul>

VIII	3		<ul style="list-style-type: none"> <li>• Explain the various opportunities for professional advancement.</li> </ul>	<b>Professional Advancement:-</b> <ul style="list-style-type: none"> <li>• Continuing Education</li> <li>• Career Opportunity</li> <li>• Collective bargaining</li> <li>• Membership with Professional, Organizations, national &amp; International.</li> <li>• Participation in research activities.</li> <li>• Publications, Journals, News Papers etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Review / Presentation of published articles</li> <li>• Group work on maintenance of bulletin board</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> </ul>
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**Internal assessment: (25 Marks -Refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

**Reference Books:**

1. Basavanthappa (BT), Nursing Administration, Jaypee Brother, New Delhi, 2002.
2. Stanhope(M), Public Health Nursing: Population-centered Health Care in the Community, Elsevier, 7th Edition, 2008.
3. T.N.A.I., A Community Nursing Manual, New Gian Offset Press, New Delhi, 1989.

### VIII. Integrated Nursing Training (INTERNSHIP)

S. No	Subject	In weeks	Practical (In hrs)
1.	Midwifery and Obstetrical Nursing	9	432
2.	Community Health Nursing – II	4	192
3.	Medical Surgical Nursing (Adult and Geriatric)	5	240
4.	Child Health Nursing	3	144
5.	Mental Health Nursing	2	96
6.	Research Project*	1	45
<b>Total</b>		<b>24</b>	<b>1150</b>

*\*project work to be carried out during internship*

#### 1. MIDWIFERY AND OBSTETRICAL NURSING Duration- 432 Hours (9 weeks)

Areas	Duration in weeks	Objectives	Skills	Assignments	Assessment methods
<ul style="list-style-type: none"> <li>• Labour Ward</li> <li>• Neonatal intensive care unit</li> <li>• Antenatal</li> <li>• Postnatal</li> </ul>	3  1  2  3	Provide comprehensive care to mothers and neonates	Integrated practice	<ul style="list-style-type: none"> <li>• Completion of other essential requirements</li> <li>• Case book recordings</li> </ul>	Assess clinical performance with rating scale  Completion of case book recordings

#### 2. COMMUNITY HEALTH NURSING-II Duration:192 Hours (4weeks)

Areas	Duration (in week)	Objectives	Skills	Assessment
Urban	2 weeks	<ul style="list-style-type: none"> <li>• Provide comprehensive care to individual, family and community</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated practice and group project-1 in each rural and urban</li> </ul>	<ul style="list-style-type: none"> <li>• Assess clinical performance with rating scale</li> <li>• Evaluation of project.</li> </ul>
Rural or urban PHC / SC / CHC	2 weeks	<ul style="list-style-type: none"> <li>• Provide comprehensive care to individual, family and community as MLHP</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated practice as MLHP</li> </ul>	<ul style="list-style-type: none"> <li>• Assess clinical performance with rating scale.</li> <li>• Completion of log book.</li> </ul>

**Note:** During the rural posting they should stay in health centers under the supervision of teachers.

## **MIDDLE LEVEL HEALTHCARE PROVIDER ( MLHP)**

### **TOPICS INCORPORATED**

1. Roles and responsibilities of middle level health care providers ( MLHP)
2. New National health programs
3. AYUSHMAN BHARAT- The up gradation of sub centers into health and wellness centers, concept of comprehensive primary health care and key elements of CPHC, Services delivery and continuum of care and roles of middle level health care providers ( MLHP)
4. Diagnosing and treatment skills essential at sub center level using standard treatment protocols as per national health programmes
5. Introduction to Rashtriya Bal Sureksha Karyakaram ( RBSK)
6. Social mobilization skills
7. Drug dispensing
8. Programme management including supervision and monitoring
9. Investigation of an outbreak
10. Behavior change communication and soft skills
11. Integrated disease surveillance project (IDSP)
12. Mother and child tracking system
13. Chikungunya
14. Organization of labour room
15. Safe child birth checklist
16. Postpartum visits by health workers
17. Family planning 2020
18. National family planning programs
19. Food borne diseases

### **TOPICS REVIEWED:-**

- Health planning and health care delivery system in India (IPHS guidelines )
- Health management information system (HMIS)
- Electronic medical records(EMR)
- Micro birth planning
- Adolescent counseling
- Sources of vital statistics
- Financial management, accounts and computing at sub center
- Mental health act, drug de addiction program
- Time trends in disease occurrence in epidemiology
- Infant and young child feeding and counseling
- Nutrition across lifecycle and update on National nutritional programmes
- Use of equipment
- Throat problems and febrile seizures in children
- Transportation of baby and common accidents and mishaps in labour room
- Counseling - GATHER approach
- Update Biomedical waste management by specifying biomedical waste management rule 2016
- Suturing of superficial wounds
- Postpartum Intra Uterine Contraceptive Device ( PPIUCD)
- All the national health programmes on communicable, non communicable.

### 3. MEDICAL SURGICAL NURSING (5 weeks)

**Duration: 240 Hours (5 weeks)**

Area	Duration (in weeks)	Objective	Skills	Assessment
Medical ward	1	Provide comprehensive care to patients with medical and surgical conditions including emergencies	Integrated practice	Assess clinical performance with rating scale
Surgical ward	1			
Critical care unit/ICCU	1			
Casualty/ Emergency	1			
Operation theatre (Eye, ENT, Neuro)	1			

### 4. CHILD HEALTH NURSING (3weeks)

**Duration: 144 Hours**

Area	Duration (weeks)	Objective	Skills	Assessment
Paediatric medicine ward/ICU	1	<ul style="list-style-type: none"> <li>Provide comprehensive care to children with medical conditions</li> </ul>	<ul style="list-style-type: none"> <li>Integrated practice</li> </ul>	<ul style="list-style-type: none"> <li>Assess clinical performance with rating scale</li> </ul>
Paediatric surgery ward /ICU	1	<ul style="list-style-type: none"> <li>Provide comprehensive care to children with surgical conditions</li> </ul>	<ul style="list-style-type: none"> <li>Integrated practice</li> </ul>	<ul style="list-style-type: none"> <li>Assess clinical performance with rating scale</li> </ul>
NICU	1	<ul style="list-style-type: none"> <li>Provide intensive care to neonates</li> </ul>	<ul style="list-style-type: none"> <li>Integrated practice</li> </ul>	<ul style="list-style-type: none"> <li>Assess clinical performance with rating scale</li> </ul>

### MENTAL HEALTH NURSING (2weeks)

**Duration: 96 Hours**

Areas	Duration	Objectives	Skills	Assessment
Psychiatry Ward	2 Weeks	Provide comprehensive care to patients with mental health problems	Integrated practice	Assess clinical performance with rating scale

### 6. RESEARCH PROJECT

**Duration: 45 Hours (1week)**

## X. APPENDICES

### 1. QUESTION PAPER PATTERN:

**B.Sc. (Nursing) DEGREE EXAMINATION**

**I YEAR**

**ALL NURSING SUBJECTS**

**Time : 3 hrs**

**Maximum: 75 marks**

#### **I Essay Questions (Answer any two)**

**2 X15 = 30**

1. a)
- b)

(7 marks)

(8 marks)

2. a)
- b)

(7 marks)

(8 marks)

3. a)
- b)

(7 marks)

(8 marks)

#### **II Short notes (Answer any five)**

**5 X 5 = 25**

- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

#### **III Short answers (Answer all)**

**10 X 2 = 20**

- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

**B.Sc. (Nursing) DEGREE EXAMINATION  
I YEAR  
ANATOMY & PHYSIOLOGY**

**Time : 3 hrs**

**Maximum: 75 marks**

**SECTION A (ANATOMY) – 37 marks**

**I Essay Questions (Answer any one) 1 X 15 =15**

1. a) (7 marks)  
b) (8 marks)

2. a) (7 marks)  
b) (8 marks)

**II Short notes (Answer any two) 2 X 5 = 10**

- 3.
- 4.
- 5.
- 6.

**III Short answers (Answer all) 6 X 2 = 12**

- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

**SECTION B (PHYSIOLOGY ) –38 marks**

**IV Essay Questions (Answer any one) 1 X 15 =15**

13. a) (7 marks)  
b) (8 marks)

14. a) (7 marks)  
b) (8 marks)

**V Short notes (Answer any three) 3 X 5 = 15**

- 15.
- 16.
- 17.
- 18.
- 19.

**VI Short answers (Answer all) 4 X 2 = 8**

- 20.
- 21.
- 22.
- 23.



**B.Sc. (Nursing) DEGREE EXAMINATION  
II - YEAR  
NUTRITION AND BIOCHEMISTRY**

**Time : 3 hrs**

**Maximum: 75 marks**

**SECTION A (NUTRITION) – 45 marks**

- I Essay Questions (Answer any one)** **1 X 15 =15**
1. a) (7 marks)  
b) (8 marks)
2. a) (7 marks)  
b) (8 marks)
- II Short notes (Answer any four)** **4 X 5 = 20**
3.  
4.  
5.  
6.  
7.  
8.
- III Short answers (Answer all)** **5 X 2 = 10**
9.  
10.  
11.  
12.  
13.

**SECTION B (BIOCHEMISTRY) – 30 marks**

- IV. Essay Questions (Answer any one)** **1 X 10 = 10**
14. a) (5 marks)  
b) (5 marks)
15. a) (5 marks)  
b) (5 marks)
- V Short notes (Answer any two)** **2 X 5 = 10**
16.  
17.  
18.  
19.
- VI Short answers (Answer all)** **5X 2 = 10**
20.  
21.  
22.  
23.  
24.

**B.Sc. (Nursing) DEGREE EXAMINATION  
I YEAR  
MICROBIOLOGY**

**Time : 3 hrs**

**Maximum: 75 marks**

**I Essay Questions (Answer any two)**

**2 X15 = 30**

- |       |           |
|-------|-----------|
| 1. a) | (7 marks) |
| b)    | (8 marks) |
| 2. a) | (7 marks) |
| b)    | (8 marks) |
| 3. a) | (7 marks) |
| b)    | (8 marks) |

**II Short notes (Answer any five)**

**5 X 5 = 25**

- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**Short answers (Answer all)**

**10 X 2 = 20**

- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

**B.Sc. (Nursing) DEGREE EXAMINATION  
II - YEAR  
PHARMACOLOGY, PATHOLOGY AND GENETICS**

**Time : 3 hrs**

**Maximum: 75 marks**

**SECTION A (PHARMACOLOGY) – 38 marks**

- I Essay Questions (Answer any one) 1 X 15 =15**
1. a) (7 marks)  
b) (8 marks)
2. a) (7 marks)  
b) (8 marks)
- II Short notes (Answer any three) 3 X 5 = 15**
3.  
4.  
5.  
6.  
7.
- III Short answers (Answer all) 4 X 2 = 8**
8.  
9.  
10.  
11.

**SECTION B (PATHOLOGY & GENETICS) – 37 marks**

- IV. Essay Questions - Pathology (Answer any one) 1 X 10 = 10**
12. a) (5 marks)  
b) (5 marks)
13. a) (5 marks)  
b) (5 marks)
- V Short notes (Answer any three) 3 X 5 = 15**
14. Pathology  
15. Pathology  
16. Genetics  
17. Genetics  
18. Genetics
- VI Short answers (Answer all) 6 X 2 = 12**
19. Pathology  
20. Pathology  
21. Pathology  
22. Pathology  
23. Pathology  
24. Genetics

**B.Sc. (Nursing) DEGREE EXAMINATION  
III - YEAR  
RESEARCH AND STATISTICS**

**Time : 3 hrs**

**Maximum: 75 marks**

**SECTION A (RESEARCH) – 50 marks**

**I Essay Questions (Answer any Two) 2 X 15 =30**

- |    |              |  |
|----|--------------|--|
| 1. | a) (7 marks) |  |
|    | b) (8 marks) |  |
| 2. | a) (7 marks) |  |
|    | b) (8 marks) |  |
| 3. | a) (7 marks) |  |
|    | b) (8 marks) |  |

**II Short notes (Answer any two) 2 X 5 = 10**

- 4.
- 5.
- 6.
- 7.

**III Short answers (Answer all) 5 X 2 = 10**

- 8.
- 9.
- 10.
- 11.
- 12.

**SECTION B (STATISTICS) – 25 marks**

**IV. Essay Questions (Answer any one) 1 X 15 = 15**

- |     |              |  |
|-----|--------------|--|
| 13. | a) (5 marks) |  |
|     | b) (5 marks) |  |
| 14. | a) (5 marks) |  |
|     | b) (5 marks) |  |

**V Short notes (Answer any two) 2 X 5 = 10**

- 15.
- 16.
- 17.
- 18.

## GUIDELINES TO OPEN B.SC.(N) College OF NURSING

### (ADOPTED FROM INC WEBSITE)

1. The following Establishments / Organizations are eligible to establish / Open a B.Sc. (N) College of Nursing.
  - a. Central Government/State Government/Local body;
  - b. Registered Private or Public Trust;
  - c. Organizations Registered under Societies Registration Act including Missionary Organizations;
  - d. Companies incorporated under section 8 of Company's Act;
2. The eligible Organizations / Establishments should have their own 100 bedded Parent Hospital. Provided that in respect of Tribal and Hilly Area the requirement of own Parent Hospital is exempted.
  - Tribal area – Scheduled notified area; [*Areas as the President of India may by order declare to be Scheduled Areas;*]
  - Hilly area – North East States, Jammu & Kashmir, Himachal Pradesh & Uttarakhand.
3. The eligible Organizations / Establishments should obtain Essentiality Certificate / No objection Certificate from the concerned State Government where the B.Sc (N) College of Nursing is sought to be established. The particulars of the name of the College / Nursing Institution along with the name of the Trust /Society [as mentioned in Trust Deed or Memorandum of Association] as also full address shall be mentioned in No Objection Certificate/Essentiality Certificate.
4. After receipt of the Essentiality Certificate/ No objection Certificate, the eligible institution shall get recognition from the concerned State Nursing Council for the B.Sc. (N) programme for the particular Academic Year, which is a mandatory requirement.
5. The Indian Nursing Council shall after receipt of the above documents / proposal would then conduct Statutory Inspection of the recognized training nursing institution under Section 13 of Indian Nursing Council Act 1947 in order to assess the suitability with regard to availability of Teaching faculty, Clinical and Infrastructural facilities in conformity with Regulations framed under the provisions of Indian Nursing Council Act, 1947.

### Minimum Requirement to establish B.Sc. (N) Programme

#### **I. PHYSICAL FACILITIES**

##### **i. Building:**

The College of Nursing should have a separate building. The college of Nursing should be near to its parent hospital having space for expansion in an institutional area. For a College with an annual admission capacity of 40-60 students, the constructed area of the college should be 23720 square feet. Adequate hostel/residential accommodation for students and staff should be available in addition to the above mentioned built up area of the Nursing College respectively. The details of the constructed area are given below for admission capacity of 40-60 students:

## ii. Teaching Block:

Sl.No	Teaching Block	Area (Figures in Sq feet)
1.	Lecture Hall	4 @ 1080 = 4320
2.	(i) Nursing foundation lab	1500
	(ii) CHN	900
	(iii) Nutrition	900
	(iv) OBG and Paediatrics lab	900
	(v) Pre-clinical science lab	900
	(vi) Computer Lab	1500
3.	Multipurpose Hall	3000
4.	Common Room (Male & Female)	1100
5.	Staff Room	1000
6.	Principal Room	300
7.	Vice Principal Room	200
8.	Library	2400
9.	A.V. Aids Room	600
10.	One room for each Head of	800
11.	Faculty Room	2400
12.	Provisions for Toilets	1000
Total		23720 Sqr. Ft.

### Note: -

- Nursing Educational institution should be in Institutional area only and not in residential area.
- If the institute has non-nursing programme in the same building, Nursing programme should have separate teaching block.
- Shift-wise management with other educational institutions will not be accepted.
- Separate teaching block shall be available if it is in hospital premises.
- Proportionately the size of the built-up area will increase according to the number of students admitted.
- School and College of nursing can share laboratories, if they are in same campus under same name and under same trust, that is the institution is one but offering different nursing programmes. However they should have equipments and articles proportionate to the strength of admission. And the class rooms should be available as per the requirement stipulated by Indian Nursing Council of each programme.

### a. **Class rooms**

There should be at least four classrooms with the capacity of accommodating the number of students admitted in each class. The rooms should be well ventilated with proper lighting system. There should be built in Black/Green/White Boards. Also there should be a desk/ dais/a big table and a chair for the teacher and racks/cupboards for keeping teaching aids or any other equipment needed for the conduct of classes also should be there.

- b. **Departments:** College should have following departments,
- Fundamentals of Nursing including Nutrition
  - Medical Surgical Nursing
  - Community Health Nursing
  - Obstetric and Gynecological Nursing
  - Child Health Nursing
  - Psychiatry and Mental Health Nursing

c. **Laboratories**

Nursing Foundations and Medical Surgical
Community Health Nursing
OBG and Peadiatracs
Nutrition
Computer with 10 computers
Pre Clinical Science Lab. (Biochemistry, Microbiology, Biophysics, Anatomy & Physiology)

d. **Auditorium**

Auditorium should be spacious enough to accommodate at least double the sanctioned/actual strength of students, so that it can be utilized for hosting functions of the college, educational conferences/ workshops, examinations etc. It should have proper stage with green room facilities. It should be well – ventilated and have proper lighting system. There should be arrangements for the use of all kinds of basic and advanced audio-visual aids.

e. **Multipurpose Hall**

College of Nursing should have multipurpose hall, if there is no auditorium.

f. **Library**

There should be a separate library for the college. The size of the Library should be of minimum 2400 sqr. Ft. It should be easily accessible to the teaching faculty and the students. Library should have seating arrangements for at least 60 students for reading and having good lighting and ventilation and space for stocking and displaying of books and journals. The library should have at least 3000 books. In a new College of Nursing the total number of books should be proportionately divided on yearly basis in four years. At least 10 set of books in each subject to facilitate for the students to refer the books. The number of journals should 15 out of which one- third shall be foreign journals and subscribed on continuous basis. There should be sufficient number of cupboards, book shelves and racks with glass doors for proper and safe storage of books, magazines, journals, newspapers and other literature.

In the library there should be provision for:

Staff reading room for 10 persons.

- Rooms for librarian and other staff with intercom phone facility
- Video and cassette / CD room (desirable)
- Internet facility.

## **g. Offices Requirements**

### *a) Principal's Office*

There should be a separate office for the Principal with attached toilet and provision for visitor's room. Independent telephone facility is a must for the Principal's office with intercom facility connected/linked to the hospital and hostel and a computer with internet facility. The size of the office should be 300 sq. ft.

### *b) Office for Vice-Principal*

There should be a separate office for the Vice-Principal with attached toilet and provision for visitor's room. Independent telephone facility is a must for Vice-principal's office with intercom facility connected/linked to the hospital and hostel and a computer with internet facility. The size of the office should be 200 sq. ft.

### *c) Office for Faculty Members*

There should be adequate number of office rooms in proportion to the number of teaching faculty. One office room should accommodate 2 teachers only. Separate toilet facility should be provided for the teaching faculty with hand washing facility. There should be a separate toilet for male teachers. The size of the room should be 200 sq. ft. Separate chambers for heads of the department should be there.

d) One separate office room for the office staff should be provided with adequate toilet facility. This office should be spacious enough to accommodate the entire office staff with separate cabin for each official. Each office room should be adequately furnished with items like tables, chairs, cupboards, built-in racks and shelves, filing cabinets and book cases. Also there should be provision for typewriters, computers and telephone.

## **h. Common Rooms**

A minimum of 3 common rooms should be provided. One for the teaching faculty, one for the student and one for the office staff. Sufficient space with adequate seating arrangements, cupboards, lockers, cabinets, built-in-shelves and racks should be provided in all the common rooms. Toilet and hand washing facilities should be made available in each room.

## **i. Record Room**

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

## **j. Store room**

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



**k. Room for Audio-Visual Aids**

This room should be provided for the proper and safe storage of size 600 sq. ft. for all the Audio- Visual Aids.

**l. Other Facilities**

Students' welfare hall of size 400 sqr. ft. Indoor games hall of size 4000 ft. Safe drinking water and adequate sanitary/toilet facilities should be available for both men and women separately in the college in each floor common toilets for teachers (separate for male and female) i.e 4 toilets with Wash basins. Common toilets for students (separate for male and female) 12 with Wash Basins for 60 students.

**m. Garage**

Garage should accommodate a 60 seater vehicle.

**n. Fire Extinguisher**

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

**o. Playground**

Playground should be spacious for outdoor sports like Volleyball, football, badminton and for Athletics.

**iii. Hostel Block (60 Students):**

S. No.	Hostel Block	Area (Figures in Sq feet)
1.	Single Room	24000
	Double Room	
2.	Sanitary	One latrine & One Bath room (for 5 students) - 500
3.	Visitor Room	500
4.	Reading Room	250
5.	Store	500
6.	Recreation Room	500
7.	Dining Hall	3000
8.	Kitchen & Store	1500
Total		30750 Sqr. Ft.

Grand Total : 23720 + 30750 = 54470 Sqr. Ft.

Note: Proportionately the size of the built-up area will increase according to the number of students admitted.

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

**1. Hostel Room**

It should be ideal for 2 students with the minimum 100 sq. ft. carpet area. The furniture provided should include a cot, a table, a chair, a book rack, a cupboard and a cloth rack for each student.

**2. Toilet and Bathroom**

Toilet and bathroom facilities should be provided on each floor of the students hostel at the rate of one toilet and one bathroom for 2-6 students. Geysers in bathroom and wash basins should also be provided.

**3. Recreation**

There should be facilities for indoor and outdoor games. There should be provision for T.V., radio and video cassette player.

**4. Visitor's Room**

There should be a visitor room in the hostel with comfortable seating, lighting and toilet facilities.

**5. Kitchen & Dining Hall**

There should be a hygienic kitchen and dining hall to seat at least 80% of the total students strength at one time with adequate tables, chairs, water coolers, refrigerators and heating facilities. Hand washing facilities must be provided.

**6. Pantry**

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

**7. Washing & Ironing Room**

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

**8. Sick Room**

A sick room should have a comfortable bed, linen, furniture and attached toilet. Minimum of 5 beds should be provided.

**9. Room for Night Duty Nurses**

Should be in a quiet area.

**10. Guest Room**

A guest room should be made available.

**11. Warden's Room**

Warden should be provided with a separate office room besides her residential accommodation.

**12. Canteen**

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

### 13. Transport

College should have separate transport facility under the control of the Principal. 50 seated bus is preferable.

### 14. Residential Accommodation:

Residential family accommodation for faculty, should be provided, according to their marital status. Telephone facility for the Principal at her residence must be provided. Residential accommodation with all facilities is to be provided to the Hostel Warden.

### IV. CRÈCHE

There should be a crèche in the college campus.

### V. Staff for the Hostel:

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

### VI. NURSING TEACHING FACULTY

#### Qualifications & experience of teachers of college of Nursing

S. NO.	POST, QUALIFICATION & EXPERIENCE
1.	Principal cum Professor- 15 years experience with M.Sc.(N) out of which 12 years should be teaching experience with minimum of 5 years in collegiate programme. Ph.D.(N) is desirable
2.	Vice- Principal cum Professor- 12 years experience with M.Sc.(N) out of which 10 years should be teaching experience with minimum of 5 years in collegiate programme. Ph.D.(N) is desirable
3.	Professor- 10 years experience with M.Sc.(N) out of which 7 years should be teaching experience. Ph.D.(N) is desirable
4.	Associate Professor- M.Sc. (N) with 8 years experience including 5 years teaching experience Ph.D.(N) desirable
5.	Assistant Professor- M.Sc. (N) with 3 years teaching experience Ph.D.(N) desirable
6.	Tutor- M.Sc.(N) Or B.Sc.(N)/P.B.B.Sc.(N) with 1 year experience

S. No.	Designation	B.Sc.(N) 40-60 (Students intake)	B.Sc.(N) 1-100 (Students intake)
1	Principal	1	1
2	Vice-Principal	1	1
3	Professor	0	1
4	Associate Professor	2	4
5	Assistant Professor	3	6
6	Tutor	10-18	19-28

Principal is excluded for 1:10 teacher student ratio norms (Teacher) Tutor student ratio will be 1:10

(For example for 40 students intake minimum number of teacher required is 17 including Principal. The strength of tutors will be 10, and 6 will be as per sl. No.02 to 05)

S. No.	Designation	B.Sc.(N) 40-60 (students intake)	P.B.B.Sc.(N) 20-60 (students intake)
1	Professor cum PRINCIPAL	1	
2	Professor cum VICE- PRINCIPAL	1	
3	Professor	0	
4	Associate Professor	2	
5	Assistant Professor	3	2
6	Tutor	10-18	2-10

Sl. No.	Designation	B.Sc.(N) 40-60 (students intake)	P.B.B.Sc.(N) 20-60 (students intake)	M.Sc.(N) 10-25 (students intake)
1	Professor cum PRINCIPAL	1		
2	Professor cum VICE- PRINCIPAL	1		
3	Professor	0		1
4	Associate Professor	2		1
5	Assistant Professor	3	2	3*
6	Tutor	10-18	2-10	

\*1:10 teacher student ratio for M.Sc.(N) if B.Sc. (N) is also offered by the institution.

\*Candidates having 3 years experience after M.Sc. (N) only will be considered for M.Sc. (N) programme.

Sl. No.	Designation	GNM	B.Sc.(N)	P.B.B.Sc.(N)	M.Sc.(N)
1	Professor cum PRINCIPAL		1		
2	Professor cum VICE- PRINCIPAL		1		
3	Professor		0		1*
4	Associate Professor		2		1*
5	Assistant Professor		3	2	3*
6	Tutor	6-18	10-18	2-10	

\*1:10 teacher student ratio for M.Sc.(N) if B.Sc. (N) is also offered by the institution.

\*Candidates having 3 years experience after M.Sc. (N) only will be Considered for M.Sc. (N) programme.

Sl. No.	Designation	ANM 20-60	GNM 20-60	B.Sc.(N) 40-60	P.B.B.Sc.(N) 20-60	M.Sc.(N) 10-25
1	Professor cum PRINCIPAL			1		
2	Professor cum VICE- PRINCIPAL			1		
3	Professor			0		1*
4	Associate Professor			2		1*
5	Assistant Professor			3	2	3*
6	Tutor	4-12	6-18	10-18	2-10	

\*1:10 teacher student ratio for M.Sc.(N) if B.Sc. (N) is also offered by the institution.

\*Candidates having 3 years experience after M.Sc. (N) only will be considered for M.Sc. (N) programme.

#### **Part time Teachers / External Teachers\*\***

(i)	Microbiology
(ii)	Bio – Chemistry
(iii)	Sociology
(iv)	Bio – Physics
(v)	Psychology
(vi)	Nutrition
(vii)	English
(viii)	Computer
(ix)	Hindi / Any other language
(x)	Any other – clinical disciplines
(xi)	Physical Education.

\*\* (The above teachers should have post graduate qualification with teaching experience in respective area)

## NOTE:

- No part time nursing faculty will be counted for calculating total no. of faculty required for a college.
- Irrespective of number of admissions, all faculty positions (Professor to Lecturer) must be filled.
- For M.Sc.(N) programme appropriate number of M.Sc. faculty in each speciality be appointed subject to the condition that total number of teaching faculty ceiling is maintained.
- All nursing teachers must possess a basic university or equivalent qualification as laid down in the schedules of the Indian Nursing Council Act, 1947. They shall be registered under the State Nursing Registration Act.
- Nursing faculty in nursing college except tutor/clinical instructors must possess the requisite recognized postgraduate qualification in nursing subjects.
- All teachers of nursing other than Principal and Vice-Principal should spend at least 4 hours in the clinical area for clinical teaching and/or supervision of care every day.

## **OTHER STAFF** (Minimum requirements)

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

- Ministerial
  - a. Administrative Officer : 1
  - b. Office Superintendent : 1
  - c. PA to Principal : 1
  - d. Accountant/ Cashier : 1
- Upper Division Clerk : 2
- Lower Division Clerk : 2
- Store Keeper : 1
  - a. Maintenance of stores : 1
  - b. Classroom attendants : 2
  - c. Sanitary staff : As per the physical space
  - d. Security Staff : As per the requirement
- Peons/Office attendants : 4
- Library
  - a. Librarian : 2
  - b. Library Attendants : As per the requirement
- Hostel
  - a. Wardens : 2
  - b. Cooks, Bearers, Sanitary Staff : As per the requirement
  - c. Ayas /Peons : As per the requirement
  - d. Security Staff : As per the requirement
  - e. Gardeners & Dhobi : Depends on structural (desirable) facilities

**VII. College Management Committee:** Refer to INC guidelines

**VIII. Admission /Selection Committee:** Refer to INC guidelines

## **IX. CLINICAL FACILITIES**

- a. College of nursing should have a 100 bedded Parent Hospital
- b. Distribution of beds in different areas/ for 40 annual intake is,

Medical	:	30
Surgical	:	30
Obst. & Gynaecology	:	30
Pediatrics	:	20
Ortho	:	10
- c. Bed Occupancy of the Hospital should be minimum 75%.
- d. The size of the Hospital/Nursing Home for affiliation should not be less than beds.
- e. Other Specialties/Facilities for clinical experience required are as follows:
  - ✓ Major OT/ Minor OT
  - ✓ Dental Eye/ENT
  - ✓ Burns and Plastic
  - ✓ Neonatology with Nursery
  - ✓ Communicable disease
  - ✓ Community Health Nursing
  - ✓ Cardiology
  - ✓ Oncology
  - ✓ Neurology/Neuro-surgery
  - ✓ Nephrology etc.
  - ✓ ICU/CCU
- f. Affiliation of psychiatric hospital should be of minimum 50 beds.
- g. The Nursing Staffing norms in the affiliated Hospital should be as per the INC norms.
- h. The affiliated Hospital should give student status to the candidates of the nursing programme
- i. Maximum Distance between affiliated hospitals & institutions:-
  - a. Institutions generally can be in the radius of 15-30 kms. from the affiliated hospital.
  - b. Hilly & Tribal area it can be in the radius of 30-50 kms. from the affiliated hospital.
- j. 1:3 student patient ratio to be maintained.
- k. For the grant of 100 students minimum 300 bedded Parent Hospital is mandatory.

\*Parent Hospital for a nursing institution having the same trust which has established nursing institutions and has also established the hospital.

OR

For a nursing institution (managed by trust) a "Parent Hospital" would be a hospital either owned and controlled by the trust or managed and controlled by a member of the trust. In case the owner of the hospital is a member of the Trust that the hospital would continue to function as a "Parent Hospital" till the life of the nursing institution. The undertaking would also be to the effect that the Member of the Trust would not allow the hospital to be treated "Parent/Affiliated Hospital" to any other nursing institution and will be for minimum 30 years [ ie , signed by all members of trust ] to the undertaking to be submitted from the Members of the Trust.

**\* Refer to INC regulations as required.**

**\*\*\* END \*\*\***

