

**RAJA SHANKAR SHAH UNVIERSITY,  
CHHINDWARA (M.P.)**

**SYLLABUS & SCHEME OF EXAMINATION**



**BACHELOR OF SCIENCE IN NURSING**

**(8 Semester U.G. COURSE)**

**(Session 2025-26 & Onwards)**

**राजा शंकर शाह विश्वविद्यालय,  
छिन्दवाड़ा (म.प्र.)**

# Syllabus

---

## *Revised Basic B.Sc. Nursing*



**Indian Nursing Council**

08<sup>th</sup> Floor, NBCC Centre, Plot No. 2, Community Centre,  
Okhla Phase – 1, New Delhi - 110020

# B.Sc NURSING PROGRAM

## I. OVERVIEW OF THE PROGRAM

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

The program prepares nurses for generalist nursing practice. Knowledge acquisition related to wellness, health promotion, illness, disease management and care of the dying is core to nursing practice. Mastery of competencies is the main focus. Students are provided with opportunities to learn a whole range of nursing skills in addition to acquiring knowledge related to nursing practice. This is achieved through learning in skill lab/simulated labs and clinical environment. Simulation will be integrated throughout the curriculum wherever feasible to enable them to develop competencies before entry into real field of nursing practice.

The revised curriculum embraces competency-based approach throughout the program integrating mastery learning and self-directed learning. Through the educational process the students assimilate and synthesize knowledge, cultivate critical thinking skills and develop care strategies. Competencies that reflect practice standards of Indian Nursing Council (INC) address the areas of cultural diversity, communication technology, teamwork and collaboration, safety, quality, therapeutic interventions and evidence- based practice. They are prepared to provide safe and competent care to patients across life span and influence patient outcomes.

## II. PHILOSOPHY

### Indian Nursing Council believes that:

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

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

*hsk*  
8/4/26

~~hsk~~  
8/4/26

*Parso q*  
8.4.26

*Dr. T*  
8/4/26

*[Signature]*  
8/4/26

technologies in profession. Nursing practice requires personal commitment to professional development and life-long learning.

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

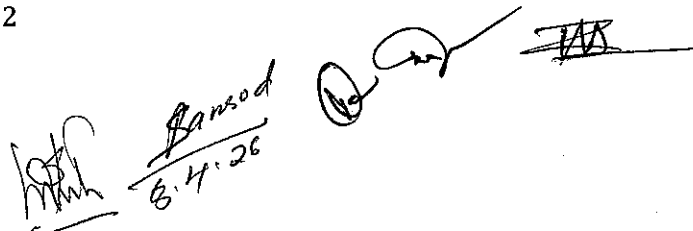
The undergraduate nursing program is broad based education within an academic curricular framework specifically directed to the development of critical thinking skills, competencies appropriate to human and professional values. The teaching learning process is focused on mastery learning, modular, self-directed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

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

### III. AIMS

The aims of the undergraduate program are to

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

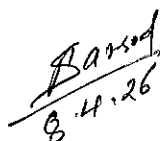
Handwritten signatures and dates at the bottom of the page. The text includes "Bansod" and "8.14.26" written in a cursive style, along with several other illegible signatures and a circled mark.

#### IV. CORE COMPETENCIES FOR NURSING PRACTICE BY BSC GRADUATE (Figure 1)

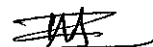
The B.Sc. Graduate nurse will be able to:

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



  
Bansod  
8.11.26





### **Guidelines for Establishment of B.Sc (Nursing) College of Nursing:-**

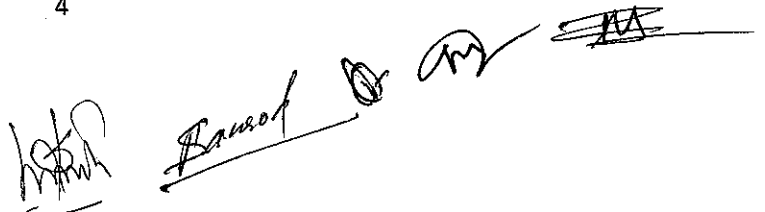
1. The following Establishments / Organizations are eligible to establish / Open a B.Sc. (Nursing) College of Nursing.
  - a) Registered Private or Public Trust;
  - b) Organizations Registered under Societies Registration Act including Missionary Organizations;
  - c) Companies incorporated under section 8 of Company's Act;
2. The eligible Organizations / Establishments should have their own 100 bedded Parent Hospital.
3. In respect of Tribal and Hilly Area the requirement of own Parent Hospital is exempted.
  - a) Tribal area – Scheduled notified area; [*Areas as the President of India may by order declare to be Scheduled Areas;*].
  - b) Hilly area – North East States, UTs of Jammu & Kashmir and Ladakh, Himachal Pradesh & Utrakhand.
4. The eligible Organizations / Establishments should obtain Essentiality Certificate / No objection Certificate from the concerned State Government where the B.Sc. (Nursing) 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.
5. 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.(Nursing) programme for the particular academic year, which is a mandatory requirement.
6. The Indian Nursing Council shall after receipt of the above documents / proposal online 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.

#### **Parent Hospital (Unitary/ Single Hospital)**

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

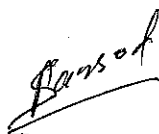
OR

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 [i.e., signed by all members of trust] to the undertaking to be submitted from the Members of the Trust.

The bottom of the page features several handwritten signatures and initials. From left to right, there is a signature that appears to be 'H.K.R.', followed by a signature that looks like 'Ramesh', and then a signature that is partially obscured but seems to be 'M'. To the right of these is a set of initials 'AA' with a horizontal line through them.

**Note:**

- I. **Change of Trust/Society:-** The trust/ Society cannot be purchased as per Indian Trust Act, but there can be change of members/trustees. Therefore the purchase of institution or change of membership will not be considered as continuation of the programme. The institution which is purchased/ taken over will be considered as closed. And a fresh Govt. Order is required mentioning the trust/ society name along with programmes.  
The change of membership in society/ change of trust and trustees to be submitted immediately after incorporating through registrar cooperative societies/Indian trust act.
- II. Trust/society can open number of institutions, but it will be considered as one institution under the ambit of one Trust. Further a trust can open only one nursing institution in one city/town.
- III. **Change of Address:-** State Nursing Council shall issue a certificate certifying the fact that the nursing institution is being shifted to the new building/premises at the address indicated. The certificate issued should indicate clearly total covered area of the nursing institution, number of rooms along with area specification, provision of adequate washroom facilities, lighting and ventilation etc of the new building.  
Change of location (district/town/city/village) shall be considered under new proposal.
- IV. No two institutions will have same name in same city/town.
- V. No Institutions / University will modify the syllabi; however they can add units/subjects if need be.
- VI. If, no admission are made for two consecutive academic years then it shall be considered that the institution is closed. If the institution wants to restart the programme they have to submit the fees along with a valid justification, SNRC/University approval for the same to be submitted to Indian Nursing Council within 5 years i.e, from the year they did not have admissions or else it will be be come under new Nursing institution definition.
- VII. **Change of Name of the Institution:-** If the Trust/society proposes to change the name of the institute, a valid reason has to be submitted. In such cases SNRC/University shall accept the proposal for change of name of the Institute, before submission of the proposal to INC.



## MINIMUM REQUIREMENTS FOR B.SC(N) PROGRAMME

### PHYSICAL FACILITIES

#### Teaching Block:

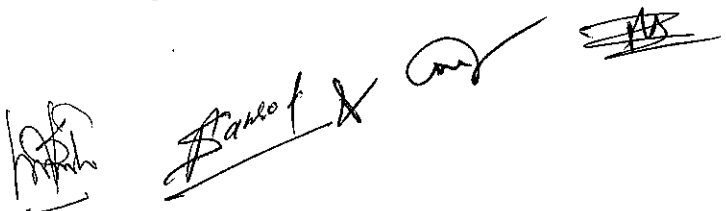
- The college of Nursing should be within 30 Km Distance from its parent hospital having space for expansion in an institutional area. For a College with an annual admission capacity of 60 students, the constructed area of the college should be 22800 square feet.
- Adequate hostel/residential accommodation 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 60 students:

S.No.	Teaching Block	Area (Figures in Sq feet)
1.	Lecture Hall	4 @ 900 = 3600
2.	Skill/ Simulation Laboratory	
	(i) Nursing foundation lab	1500
	(ii) CHN	900
	(iii) Nutrition	900
	(iv) OBG and Pediatrics lab	900
	(v) Pre-clinical science lab	900
3	Computer Lab*	1500
4	A.V. Aids Room	600
5.	Multipurpose Hall	3000
6.	Common Room (Male and Female)	1000
7.	Staff Room	800
8.	Principal Room	300
9.	Vice Principal Room	200
10.	Library	2300
11.	One room for each Head of Departments	5 @ 200 = 1000
10.	Faculty Room	2400
11.	Provisions for Toilets	1000
	<b>Total Constructed Area</b>	<b>22800 Sqr. Ft.</b>

**Note:-**1:5 computer student ratio as per student intake.

#### Note:

1. Nursing Educational institution should be in Institutional area only and not in residential area.
2. If the institute has non-nursing programme in the same building, Nursing programme should have separate teaching block.
3. Shift-wise management with other educational institutions will not be accepted.

Handwritten signatures and initials, including a large signature that appears to be 'Banoo f' and other illegible marks.

4. Separate teaching block shall be available if it is in hospital premises.
5. Proportionately the size of the built-up area will increase/decrease according to the number of seats approved.

**Hostel Block (60 Students):**

S. No.	Hostel Block	Area (Figures in Sq feet)
1.	Single Room	12000 (50 sq. ft. for each students)
	Double Room	
2.	Sanitary	One latrine & One Bath room (for 5 students) – $600 \times 4 = 2400$
3.	Visitor Room	500
4.	Reading Room	250
5.	Store	500
6.	Recreation Room	500
7.	Dining Hall	3000
8.	Kitchen & Store	1500
9.	Warden's room	450
<b>Total</b>		<b>21100 Sqr. Ft.</b>

**Grand Total Constructed Area-**

Teaching Block	22800 Sqr. Ft
Hostel Block	21100 Sqr. Ft
<b>Grand Total</b>	<b>43900 Sqr. Ft.</b>

{Note: Day Scholars are allowed, however 30% provision of hostel is mandatory}

**CLINICAL FACILITIES for 60 students (for new institution)**

**I.a** College of Nursing should have a 100 bedded Parent/Own Hospital.

**Note:-** The institution offering General Nursing Midwifery programme and found suitable by INC before 2013-14 are eligible for up-gradation (phasing out GNM programme) will be exempted from the requirement of parent hospital.

**I.b** 100 beds is not sufficient to offer clinical experience/ specialities to students as laid down in the B.Sc (Nursing) syllabus.

**II. Additional affiliation of hospital**

In addition to Parent Hospital of 100 beds, institution shall take affiliation of the hospital, if all the required learning experience are not available in the parent hospital. The students should be sent to affiliated hospital/agencies/Institutions where it is available.

**a. Criteria for Affiliation:-**

The types of experience for which a nursing college can affiliate are:

- Community Health Nursing

- Communicable Disease
- Mental Health (Psychiatric) Nursing
- Specialty like Cardiology, Neurology, Oncology Nephrology etc.
- Obst, Gynaecology, Paediatrics, Ortho etc.

**b. The size of the hospital for affiliation:-**

- Should not be less than 50 beds apart from having own hospital
- Bed occupancy of the hospital should be minimum 75%

**III. Clinical requirements for Nursing program are as given below:**

S. No	Areas of Clinical Experience	Number of Beds
1	Medical	45
2	Surgical	45
3	Obst. & Gynaecology	45
4	Pediatrics	30
5	Orthopaedics	15
6	Psychiatric	50

**IV. Other Specialties/Facilities for clinical experience required are as follows:**

- Major OT
- Minor OT
- Dental Eye/ENT
- Burns and Plastic
- Neonatology care unit
- Communicable disease
- Community Health Nursing
- Cardiology
- Oncology Neurology/Neuro-surgery
- Nephrology etc.
- ICU/CCU
- Geriatric

Educational Visits will also be conducted as per the B.Sc(N) syllabus (for example: Milk Treatment plant, Water and Sewage plant, Rehabilitation Centres, Orphanage, Geriatric Care, Home for Destitute, Professional Organisation etc.)

- V. The Nursing Staffing norms in the Parent and affiliated Hospital should be as per the INC norms.
- VI. The Parent/affiliated Hospital should give student status to the candidates of the nursing programme.
- VII. Maximum Distance between affiliated hospitals & institutions should not be more than 30 kms.
- VIII. For Hilly & Tribal the maximum distance can be 50 kms.
- IX. 1:3 student patient ratio to be maintained.

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*

## STAFFING PATTERN

Table –I

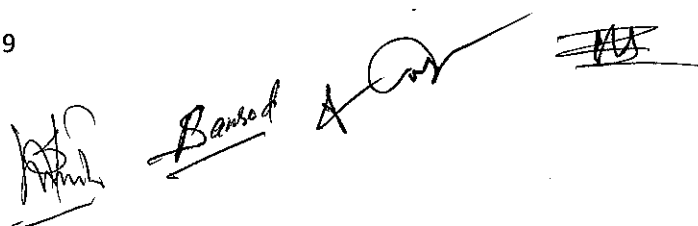
Qualifications & experience of teachers of college of Nursing

S.No.	POST, QUALIFICATION & EXPERIENCE
1.	<b>Principal cum Professor</b> - Essential Qualification:-M.Sc. (N) Experience:- M.Sc (N), Ph.D. (N) having total 15 years experience with M.Sc. (N) out of which 10 years after M.Sc. (N) in collegiate programme. Ph.D.(N) is desirable
2.	<b>Vice- Principal cum Professor</b> - Essential Qualification:-M.Sc (N) Experience:-M.Sc (N) Total 12 years experience with M.Sc. (N) out of which 10 years teaching experience after M.Sc (N) Ph.D.(N) is desirable
3.	<b>Professor</b> - Essential Qualification:- M.Sc (N) Experience:- M.Sc (N) Total 12 years experience with M.Sc.(N) out of which 10 years teaching experience after M.Sc (N). Ph.D.(N) is desirable
4.	<b>Associate Professor</b> - Essential Qualification:- M.Sc (N) Experience:-Total 8 years experience with M.Sc. (N) including 5 years teaching experience Ph.D.(N) desirable
5.	<b>Assistant Professor</b> - Essential Qualification:- M.Sc (N) Experience:- M.Sc. (N) with total 3 years teaching experience Ph.D.(N) desirable
6.	<b>Tutor</b> - M.Sc.(N) preferable Experience:- B.Sc.(N)/P.B.B.Sc.(N) with 1 year experience.

Table –II

S.No.	Designation	B.Sc.(N) 40-60	B.Sc.(N) 61-100
1	Principal	1	1
2	Vice- Principal	1	1
3	Professor	1	1-2
4	Associate Professor	2	2-4
5	Assistant Professor	3	3-8
6	Tutor/Clinical Instructor/Demonstrator	5-10	10-12
	<b>Total</b>	<b>13-18</b>	<b>18-28</b>

(For example for 40 students intake minimum number of teacher required is 13 including Principal, 1- Principal, 1- Vice Principal, 1-Professor, 2- Associate Professor & 3- Assistant Professor, tutors will be 5)

Handwritten signatures and initials, including the word "Based" and a signature that appears to be "A. S. S.".

- **Number of Nursing departments = 6 (Six)**

- i. Nursing Foundation ( Professor or Associate shall head of the department)
- ii. Medical-surgical Nursing
- iii. Psychiatric Nursing
- iv. Paediatric Nursing
- v. Midwifery, Obst. & Gynaecology
- vi. Community Health Nursing

**Minimum one professor from each specialty area shall be appointed as head of the department except nursing foundation.**

- 1:15 teacher student ratio excluding Principal and Vice Principal
- All teacher shall take classes, perform clinical teaching and supervision academic activities including Principal & Vice Principal
- If the number of students are more than 60 there shall be two sections with minimum 30 students each. Maximum number of students in each section shall be 60 only.

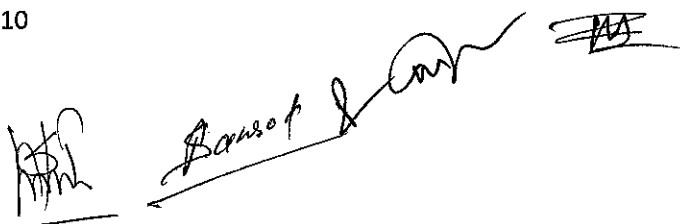
**Admission Terms and Conditions**

- The minimum age for admission shall be 17 years on 31st December of the year in which admission is sought. The maximum age limit for admission shall be 35 years.
- Minimum Educational Qualification

- i. Candidate with Science/Arts/Humanities/Commerce who have passed the 12<sup>th</sup> Standard examination (10+2) and must have obtained a minimum of 45% marks in the core/elective/academic subjects taken together and passed English individually. The above candidates should have passed from recognise board under AISSCE/CBSE/ICSE/SSCE/HSCE or other equivalent Board.
- ii. Candidate with Science/Arts/Humanities/Commerce who have passed the 12<sup>th</sup> Standard examination (10+2) and must have obtained a minimum of 45% marks in the core/elective/academic subjects taken together and passed English individually. The candidates should have passed from State Open School recognized by State Government and National Institute of Open School (NIOS) recognized by Central Government.
- iii. Vocational ANM's/ RANMs are also eligible.
- iv. Admission shall be through Entrance examination. Entrance test\*\* shall comprise of:
  - a) Aptitude for Nursing 10 marks
  - b) General Science 50 marks
  - c) General knowledge 20 marks
  - d) English 10 marks
  - e) General ability 10 marks

-Minimum qualifying marks for entrance test shall be 50% marks.

\*\*Entrance test shall be conduct by University/State Government

Handwritten signatures and initials at the bottom of the page, including a signature that appears to read 'Bansop' and another signature to the right.

- Candidate shall be medically fit.
- Candidate shall be admitted once in a year

**Reservation policy:**

- For disabled candidates: 3% Disability reservation to be considered with a disability of loco-motor to the tune of 40% to 50% of the lower extremity and other eligibility criteria with regard to age and qualification will be same as prescribed for each nursing programme.
- Colour Blind candidates are eligible provided that colour corrective contact lens and spectacles are worn by such candidates.

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

In respect of candidates belonging to SC/ST/OBC and candidates with benchmarked disabilities under the Rights of Persons with Disabilities Act, 2016 (PH) the marks obtained in core subject stated above shall be 40% instead of 45 % marks for General category Candidates.

- **Foreign Nationals:**

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

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

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

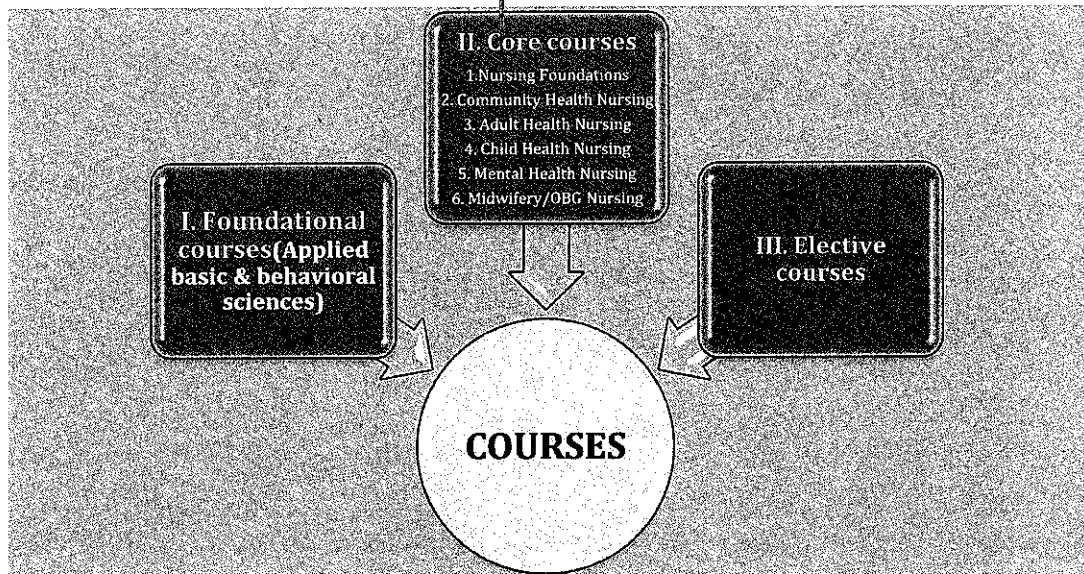
**Note:**

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

*[Handwritten signatures and initials]*

**BSC NURSING PROGRAM-Four years (8 semesters)  
CHOICE BASED CREDIT SYSTEM (CBCS) & SEMESTER SYSTEM  
COMPETENCY BASED CURRICULUM**

**TEN CORE COMPETENCIES (Figure1)**

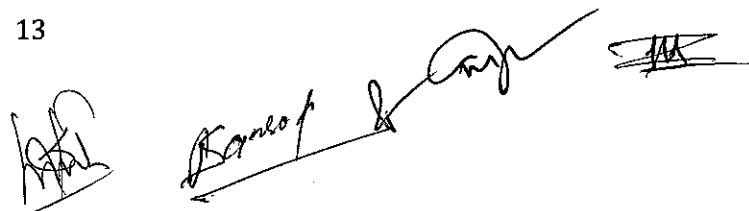


I & II Sem	III & IV Sem	V & VI Sem	VII & VIII Sem
<p><b>I Semester</b></p> <ol style="list-style-type: none"> <li>General Science</li> <li>Communicative English</li> <li>Applied Anatomy &amp; Physiology</li> <li>Applied Sociology &amp; Psychology</li> <li>Nursing Foundations I</li> </ol> <p><b>II Semester</b></p> <ol style="list-style-type: none"> <li>Applied Biochemistry</li> <li>Applied Nutrition &amp; Dietetics</li> <li>Nursing Foundations II</li> <li>Introduction to Community Health Nursing (Including Health care Policy &amp; Regulation and Environmental science)</li> </ol>	<p><b>III Semester</b></p> <ol style="list-style-type: none"> <li>Applied Microbiology, and Infection control including Safety</li> <li>Pharmacology I</li> <li>Pathology I</li> <li>Adult Health (Medical Surgical ) Nursing I with integrated pathophysiology</li> <li>Professionalism, Professional values &amp; Ethics including bioethics</li> </ol> <p><b>IV Semester</b></p> <ol style="list-style-type: none"> <li>Pharmacology II</li> <li>Pathology II &amp; Genetics</li> <li>Adult Health (Medical Surgical) Nursing II including Geriatrics with integrated pathophysiology</li> <li>Educational Technology/Nursing Education</li> </ol>	<p><b>V Semester</b></p> <ol style="list-style-type: none"> <li>Child Health Nursing I</li> <li>Mental Health Nursing I</li> <li>Nursing Management &amp; Leadership</li> <li>Nursing Research and Statistics</li> <li>Health/Nursing Informatics &amp; technology</li> <li>Introduction to Forensic Nursing and Indian Laws</li> </ol> <p><b>VI Semester</b></p> <ol style="list-style-type: none"> <li>Child Health Nursing II</li> <li>Mental Health Nursing II</li> <li>Community Health Nursing I including Epidemiology</li> <li>Midwifery /Obstetrics &amp; Gynaecology I</li> </ol>	<p><b>VII Semester</b></p> <ol style="list-style-type: none"> <li>Community Health Nursing II</li> <li>Midwifery and /Obstetrics &amp; Gynaecology II</li> </ol> <p><b>VIII Semester</b></p> <ol style="list-style-type: none"> <li>Internship (Intensive practicum/ Residency posting)</li> </ol>

Figure2. Curricular Framework

## 1. PROGRAM STRUCTURE

<b>BSc Nursing Program Structure</b>			
<p><b><u>I Semester</u></b></p> <ul style="list-style-type: none"> <li>• General Science (Refresher Course)</li> <li>• Communicative English</li> <li>• Applied Anatomy &amp; applied Physiology</li> <li>• Applied Sociology &amp; applied Psychology</li> <li>• Nursing Foundations I</li> </ul>	<p><b><u>II Semester</u></b></p> <ul style="list-style-type: none"> <li>• Applied Biochemistry</li> <li>• Applied Nutrition and dietetics</li> <li>• *Nursing Foundations II including First Aid module</li> <li>• Introduction to Community Health Nursing including Health care Policy &amp; Regulation and Environmental Science</li> </ul> <p><b><u>Mandatory Module</u></b> *First Aid</p>	<p><b><u>III Semester</u></b></p> <ul style="list-style-type: none"> <li>• Applied Microbiology and Infection Control including Safety</li> <li>• Pharmacology I</li> <li>• Pathology I</li> <li>• *Adult Health (Medical Surgical) Nursing I with integrated pathophysiology</li> <li>• Professionalism, Professional values &amp; ethics including bioethics</li> </ul> <p><b><u>Mandatory Module</u></b> *BCLS</p>	<p><b><u>IV Semester</u></b></p> <ul style="list-style-type: none"> <li>• Pharmacology II</li> <li>• Pathology II &amp; Genetics</li> <li>• *Adult Health Nursing II including Geriatric Nursing with integrated pathophysiology</li> <li>• Educational Technology/ Nursing education</li> </ul> <p><b><u>Mandatory Module</u></b> *Health Assessment</p>
<p><b><u>V Semester</u></b></p> <ul style="list-style-type: none"> <li>• *Child Health Nursing I</li> <li>• Mental Health Nursing I</li> <li>• Nursing Management &amp; Leadership</li> <li>• Nursing Research and Statistics</li> <li>• Health/Nursing Informatics &amp; technology</li> <li>• Introduction to Forensic Nursing &amp; Indian Laws</li> </ul> <p><b><u>Mandatory Modules</u></b> *PLS/PALS, IMNCI, Essential Newborn Care &amp; Facility Based Newborn Care (FBNBC)</p>	<p><b><u>VI Semester</u></b></p> <ul style="list-style-type: none"> <li>• Child Health Nursing II</li> <li>• Mental Health Nursing II</li> <li>• *Community Health Nursing I (Including epidemiology)</li> <li>• Midwifery/ Obstetrics and Gynecology (OBG) Nursing I</li> </ul> <p><b><u>Mandatory Module</u></b> * Standard treatment protocols used in national health programmes (Part I from NPPHC syllabus-draft)</p>	<p><b><u>VII Semester</u></b></p> <ul style="list-style-type: none"> <li>• *Community Health Nursing II</li> <li>• **Midwifery/Obstetrics and Gynecology (OBG) Nursing II</li> </ul> <p><b><u>Mandatory Module</u></b> * Standard treatment protocols used in national health programmes (Part II from NPPHC syllabus - draft) ** SBA module (VI / VII Sem)</p>	<p><b><u>VIII Semester</u></b> Internship (Intensive practicum/ Residency posting)</p> <p><b><u>Mandatory Module</u></b> ACLS</p>



## **MANDATORY MODULES:**

The prepared modules (Health Assessment) and available modules as National guidelines (First Aid-NDMA, IMNCI, ENBC, FBNBC, SBA module, and National program treatment protocols will be provided in separate learning resource package) For BCLS, ACLS, PLS/PALS- Standard national/international modules can be used

## **ELECTIVE MODULES**

**Number of electives to be completed: 4 (Every module=1 credit=20Hours)**

**III & IV Semesters:** To complete any **two** electives by end of 4<sup>th</sup> semester across 1<sup>st</sup> to 4<sup>th</sup> semesters

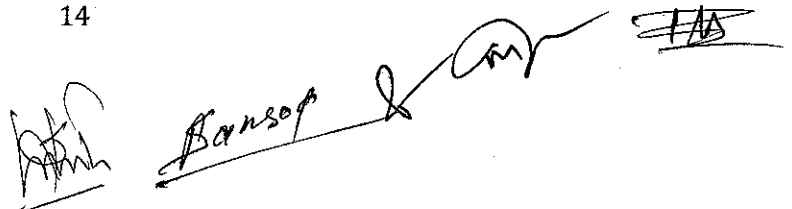
- Human values
- Diabetes Care
- Palliative care
- Disaster Management

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

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

**VII & VIII Semesters:** *To complete any one of the following before end of 8<sup>th</sup> semester*

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

Handwritten signatures and initials at the bottom of the page, including a signature that appears to be 'Bansop' and other illegible initials.

## 2. CURRICULUM IMPLEMENTATION: OVERALL PLAN

### Duration of the program: 8 semesters

#### 1-7 Semesters

##### One Semester Plan for the first 7 semesters

Total Weeks per Semester: 26wks/semester

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

*Number of Working Days: Minimum of 100 working days (5 days/weekx20 weeks)*

*Vacation, Holidays, Examination and Preparatory Holidays-6 Weeks*

Vacation: 3 weeks

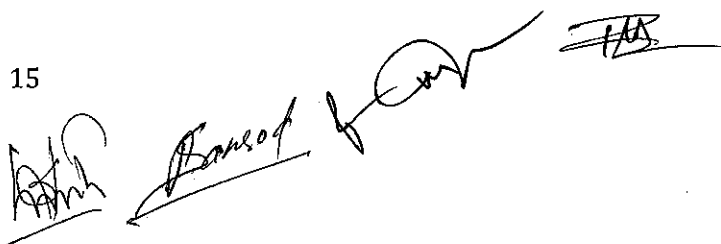
Holidays-1 week

Examination & preparatory holidays-2 weeks

#### 8th Semester


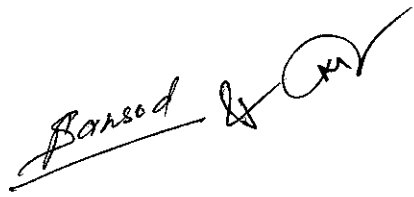

One semester-22 weeks

Vacation-1 week, holidays- 1 week, Exam & preparatory holidays-2wks

Handwritten signatures and a stamp. The word "Approved" is written in a cursive script. To the right is a circular stamp with a signature inside. Further right is another signature.

4. COURSES OF INSTRUCTION

S.No.	SEMESTER	COURSE NO.	COURSES/ SUBJECTS	Theory (hrs.)	Lab (hrs.)	Clinical (hrs.)	Total (hrs.)	
1	First	1	General Science * (Refresher Course)	80			80	
		2	Communicative English*	40			40	
		3	Applied Anatomy and Applied Physiology	100			100	
		4	Applied Sociology & Applied Psychology	100			100	
		5	Nursing Foundations I	120	80	160	360	
		<b>TOTAL</b>			<b>440</b>	<b>80</b>	<b>160</b>	<b>760</b>
2	Second	1	Applied Biochemistry	20			20	
		2	Applied Nutrition and dietetics	40			40	
		3	Nursing Foundations II including First Aid Module	120	120	320	560	
		4	Introduction to community Health Nursing* (Including Health care Policy & regulation and Environmental Science)	40		80	120	
		5	Self study and co curricular	20+20=40				40
		<b>TOTAL</b>			<b>220</b>	<b>120</b>	<b>400</b>	<b>780</b>
3	Third	1	Applied Microbiology and Infection Control including	40	40		80	
		2	Pharmacology I	20			20	
		3	Pathology I	20			20	
		4	Medical Surgical Nursing I/ Adult Health Nursing I with integrated pathophysiology including BCLS module	120	40	480	640	
		5	Professionalism, Professional Values and Ethics including Bioethics	20			20	
		6	Self study/Co curricular	20				20
		<b>TOTAL</b>			<b>220</b>	<b>80</b>	<b>480</b>	<b>800</b>

*Handwritten signatures and notes:*  




4	Fourth	1	Pharmacology II	40			40
		2	Pathology II and Genetics	20			20
		3	Adult Health Nursing II including Geriatric Nursing with Health Assessment Module	120	40	480	640
		4	Educational Technology/ Nursing education	40	40		80
		5	Self study/Cocurricular	20			20
		<b>TOTAL</b>		<b>220</b>	<b>80</b>	<b>480</b>	<b>800</b>
5	Fifth	1	Child Health Nursing I including FBNC, Essential Newborn Care(ENBC), IMNCI and PLS/PALS, modules	80	40	160	280
		2	Mental Health Nursing I	80		80	160
		3	Nursing Management and Leadership	60		80	140
		4	Nursing Research and Statistics	40		80(Project)	120
		5	Health/ Nursing Informatics and technology	30	20		50
		6	Introduction to Forensic Nursing and Indian laws	20			20
		7	Self study/Cocurricular	20			20
		<b>TOTAL</b>		<b>310</b>	<b>60</b>	<b>400</b>	<b>790</b>
6	Sixth	1	Child Health Nursing II	20		80	100
		2	Mental Health Nursing II	20		160	180
		3	Community Health Nursing I including Epidemiology and standard treatment protocols	100		160	260
		4	Midwifery /Obstetrics and Gynecology (OBG) Nursing I including SBA module	40	40	160	240
		5	Self study/Cocurricular	20			20
		<b>TOTAL</b>		<b>180</b>	<b>40</b>	<b>560</b>	<b>800</b>

*Handwritten signature and text:*  
 [Signature] Banoo & [Signature]

7	<b>Seventh</b>	1	Community Health Nursing II	40		80	120	
		2	Midwifery/ Obstetrics and Gynecology (OBG) Nursing II	80	40	560	680	
		3	Self study/Cocurricular	20				20
		<b>TOTAL</b>		<b>120</b>	<b>40</b>	<b>640</b>	<b>820</b>	
8	<b>Eight (Internship) -22 weeks</b>	1	Community Health Nursing- 4 weeks					
		2	Adult Health Nursing- 6 weeks					
		3	Child Health Nursing- 4 weeks					
		4	Mental Health Nursing- 4 weeks					
		5	Midwifery- 4 weeks					
		<b>TOTAL</b>		<b>22× 88 hrs/week</b>				<b>1056</b>

1 credit theory- 1hour/week/semester

1credit practical/lab- 2hrs/week/semester

1credit clinical – 4hrs/week/semester

**Total Semesters=8**

**Total number of credits-160 (Excludes electives)**

**Total number of hours- 6606 hours**

Theory-1690

Lab-520

Clinical-4176

Self study/cocurricular-220

**Electives: 4 {One elective course -1credit (20Hrs)}**

**Total credits=164 (Includes Electives)**

*Handwritten signatures and text:*  
 [Signature] → [Signature] & [Signature] [Signature]

## 5. SCHEME OF EXAMINATION

The distribution of marks in internal assessment, End semester College exam, and End semester University exam for each course is shown below.

### I SEMESTER

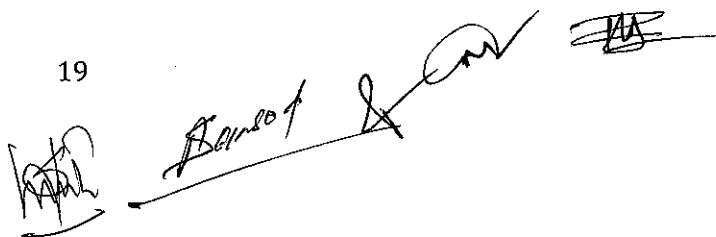
S.No	Course	Assessment (Marks)				
		Internal	End semester College exam	End semester University Exam	Hours	Total marks
	<b>Theory</b>					
1	General Science	25	25		1	50
2	Communicative English	25	25		1	50
3	Applied Anatomy & Physiology	25		75	3	100
4	Applied Sociology & Psychology	25		75	3	100
5	Nursing Foundations I	*25				
	<b>Practical</b>					
6	Nursing Foundations I	*25				

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

#### Example:

#### Nursing Foundations Theory

Nursing Foundations I theory in I semester Internal marks will be added to Nursing Foundations I & II Theory Internal in the second semester and average of the two semester will be taken.



## II SEMESTER

S.No	Course	Assessment (Marks)				
		Internal	College exam*	University Exam*	Hours	Total marks
<b>Theory</b>						
1	Applied Biochemistry and applied Nutrition & Dietetics	25		75	3	100
2	Nursing Foundations (I & II)	25 I Sem-25 & II Sem-25 (with average of both)		75	3	100
3	Introduction to Community Health Nursing (Including Health Care Policy and Regulation and Environmental Science)	25	25		1	50
<b>Practical</b>						
4	Nursing Foundations (I & II)	50 I Sem-25 & II Sem-25		50		100

\* End Semester

## III SEMESTER

S.No	Course	Assessment (Marks)				
		Internal	End Semester College exam	End semester University Exam	Hours	Total marks
<b>Theory</b>						
1	Applied Microbiology and Infection Control including Safety	25		75	3	100
2	Pharmacology I and Pathology I	*25				
2	Adult Health Nursing (Medical Surgical Nursing) I	25		75	3	100
3	Professionalism, Ethics & Professional values	25	25		1	50
<b>Practical</b>						
4	Adult Health Nursing I	50		50		100

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

*Handwritten signatures and initials:*  
 [Signature] Bansod [Signature]

**IV SEMESTER**

S.No	Course	Assessment (Marks)				
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks
<b>Theory</b>						
1	Adult Health Nursing II	25		75	3	100
2	Pharmacology & Pathology (I & II) & Genetics	25 III Sem-25 & IV Sem-25 with average of both)		75	3	100
3	Educational Technology/Nursing education	25		75	3	100
<b>Practical</b>						
4	Adult Health Nursing II	50		50		100

**V SEMESTER**

S.No	Course	Assessment (Marks)				
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks
<b>Theory</b>						
1	Child Health Nursing I	*25				
2	Mental Health Nursing I	*25				
3	Nursing Management and Leadership	25		75	3	100
4	Nursing Research and Statistics	25		75	3	100
5	Health/Nursing Informatics & technology	25	25		1	50
6	Introduction to Forensic Nursing and Indian Laws	25	25		1	50
<b>Practical</b>						
7	Child Health Nursing I	*25				
8	Mental Health Nursing I	*25				

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

**VI SEMESTER**

S.No	Course	Assessment (Marks)				
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks
<b>Theory</b>						
1	Child Health Nursing (I&II)	25 Sem V-25 &Sem VI-25 (with average of both)		75	3	100
2	Mental Health Nursing (I&II)	25 Sem V-25 &Sem VI-25(with average of both)		75	3	100
3	Community Health Nursing I	*25				
4	Midwifery/Obstetrics and Gynecology I	*25				
<b>Practical</b>						
4	Child Health Nursing (I&II)	50 (Sem V-25 &Sem VI-25)		50		100
5	Mental Health Nursing (I&II)	50 (Sem V-25 &Sem VI-25)		50		100
<b>Practical</b>						
	Community Health Nursing I	*25				
	Midwifery/Obstetrics and Gynecology I	*25				

\* Will be added to Community Health Nursing I&II and Midwifery I&II theory and practical respectively in the next semester.

*Handwritten signatures and text:*  
 [Signature] Based [Signature] [Signature]

**VII SEMESTER**

S.No	Course	Assessment (Marks)				
		Internal	End Semester college exam	End Semester University Exam	Hours	Total marks
<b>Theory</b>						
1	Community Health Nursing (I&II)	25 Sem VI-25 & Sem VII-25 (with avg. of both)		75	3	100
2	Midwifery /Obstetrics and Gynecology (OBG) Nursing (I&II)	25 Sem VI-25 & Sem VII-25(with avg. of both)		75	3	100
<b>Practical</b>						
3	Community Health Nursing (I&II)	50 (Sem VI-25 & Sem VII-25)		50		100
4	Midwifery/Obstetrics and Gynecology (OBG) Nursing (I&II)	50 (Sem VI-25 & Sem VII-25)		50		100

**VIII SEMESTER**

S.No	Course	Assessment (Marks)				
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks
<b>Practical</b>						
1	Competency assessment	100		100		200

*[Handwritten signatures and marks]*

## EXAMINATION REGULATIONS


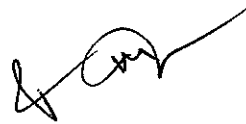
The student has to pass in all mandatory modules and allotted percentage of marks will be included in the internal assessment of college /university exam. Pass mark for the module is C -50% minimum.

### **Note:**

1. Applied Anatomy and Applied Physiology-Question paper will consist of Section A Applied Anatomy of 37 marks and B applied Physiology should be of 38 marks.
2. Applied Nutrition and Dietetics and Biochemistry and- Question paper will consist of Section A Applied Nutrition and Dietetics of 50 marks and Section B of Biochemistry of 25 marks.
3. Pharmacology, genetics, pathology: Section A of Pharmacology with 38 marks, Section B of Pathology of 25 and Genetics with 12 marks.
4. Nursing Research and Statistics-Nursing Research should be of 55 marks and Statistics of 20 marks
5. Following exams shall be conducted as College exam and minimum pass is C grade (5 point) and to be sent to the University for inclusion in the marks sheet and shall not be considered for calculating aggregate.
  - i. Health and Nursing Informatics
  - ii. Introduction of Forensic nursing
  - iii. Communicative English
  - iv. Introduction to Community Health Nursing
6. Minimum pass marks shall be 40% (P grade/4 point) for English only
7. Minimum pass marks shall be 50 % in each of the Theory and practical papers separately.
8. A candidate has to pass in theory and practical exam separately in each of the paper.
9. If a candidate fails in either theory or practical he/ she has to re-appear for both the papers (Theory and practical).
10. Candidate shall appear for exams in each semester:-
  - a) The candidate shall have cleared all the previous examination before appearing for fifth semester examination. However the candidates shall be permitted to attend the consecutive semesters.
  - b) The candidate shall have cleared all the previous examination before appearing seventh semester examination. The candidates shall permitted to attend the consecutive semesters.
  - c) The maximum period to complete the course successfully should not exceed 8 years.
11. Candidate has to pass separately in internal and external examination. No institution shall submit average internal marks of the test students more than 75% is if 40 students are admitted in a course the average score of the 40 students shall not exceed

75% of total internal marks

12. At least 50% of the Non-nursing subjects like Anatomy & Physiology, Biochemistry, Biophysics, Psychology, Microbiology, Pharmacology Genetics, Nutrition, Sociology, English and Computer Science should be taught by the Nursing teachers. Teachers who are involved in teaching non-nursing subjects can be the examiners for the programme.
13. Teaching shall be done by the Nursing faculty and will be supplemented by the guest faculty who are doctors/ PG qualification in the requisite subject.
14. Maximum number of candidates for practical examination should not exceed 25 per day. Particular year and of same institution batch shall be examined by the same set of examiners.
15. All practical examinations must be held in the respective clinical areas.
16. One internal and One external examiners should jointly conduct practical examination for each student
17. An examiner should be a Lecturer/ Assistant Professor or above in a college of Nursing with M.Sc(N) in concerned subject and minimum 3 years of teaching experience. To be an examiner for nursing foundation course faculty having M.Sc.(N) with any specialty shall be considered.

 Ansod &  NS

## VI. ASSESSMENT GUIDELINES

### 1. GRADING OF PERFORMANCE

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

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

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

For Nursing Courses and all other courses - Pass is at C Grade (5 grade point) 50 % and above

For English and electives- Pass at P Grade (4 Grade point) 40 % and above

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

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

#### Ex. SGPA computation

Course Number	Credit/s	Letter grade	Grade point	Credit point (Credit X grade)
1	3 (C1)	A	8 (G1)	3x8=24
2	4 (C2)	B+	7 (G2)	4x7=28
3	3 (C3)	B	6 (G3)	3x6=18

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

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

#### Computation of CGPA

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

*Handwritten signatures and initials:*  
 [Signature] [Signature] [Signature]

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

Semester I	Semester 2	Semester 3	Semester 4
Credit-Cr Cr: 20	Cr: 22	Cr: 25	Cr: 26
SGPA: 6.5	SGPA: 7.0	SGPA: 5.5	SGPA: 6.0
$Cr \times SGPA = 20 \times 6.5$			

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

### Transcript Format:

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

### Declaration of Pass

First Class with Distinction- CGPA of 7.5 and above

First Class- CGPA of 6.00-7.49

Second Class-CGPA of 5.00-5.99

## 2. INTERNAL ASSESSMENT AND GUIDELINES

The marks distribution of internal assessment is shown in Appendix 2 and the specific guidelines in Appendix 3

## 3. UNIVERSITY THEORY AND PRACTICAL EXAMINATION PATTERN

The theory question paper pattern and practical exam pattern are shown in Appendix 4

*Handwritten signatures and text:*  
HKS  
Bansod  
[Signature]  
[Signature]

# SYLLABUS

Handwritten signature Bansod & Handwritten signature Handwritten signature

## GENERAL SCIENCE

PLACEMENT: I SEMESTER

THEORY: 4Credits ( 80 hours)

**DESCRIPTION:** The course is designed to enable students to refresh their knowledge and understanding gained during the previous education that will enhance their ability to apply the same in nursing practice.

### COMPETENCIES

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

1. Recall and refresh their knowledge and understanding of concepts, principles and application of Physics and identify its relevance to nursing.
2. Recall and refresh their knowledge and understanding of concepts, principles and application of Chemistry and identify its relevance to nursing.
3. Recall and refresh their knowledge and understanding of concepts, principles and application of Chemistry and identify its relevance to nursing.

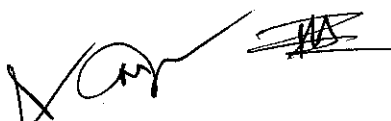

### COURSE OUTLINE

UNIT	TIME	LEARNING OUTCOMES	CONTENT	TEACHING/ LEARNING ACTIVITIES	ASSESSMENT METHODS
I-X	20 hours	Review and recall the knowledge and application of concepts and principles of Physics	<b>PHYSICS</b> I. Physical World and Measurement <ul style="list-style-type: none"> <li>• Physical world</li> <li>• Units and Measurements</li> </ul> II. Kinematics <ul style="list-style-type: none"> <li>• Motion in a straight line</li> <li>• Motion in a plane</li> <li>• Uniform circular motion</li> </ul> III. Laws of motion <ul style="list-style-type: none"> <li>• Laws of conservation of linear momentum and its applications</li> <li>• Laws of friction</li> </ul> IV. Work, energy and power <ul style="list-style-type: none"> <li>• kinetic energy, work-energy, power.</li> <li>• conservation of mechanical energy (kinetic and potential energies)</li> </ul> V. Motion of system of	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Self-directed learning</li> <li>• Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short answer</li> <li>• Evaluation of assignments</li> </ul>

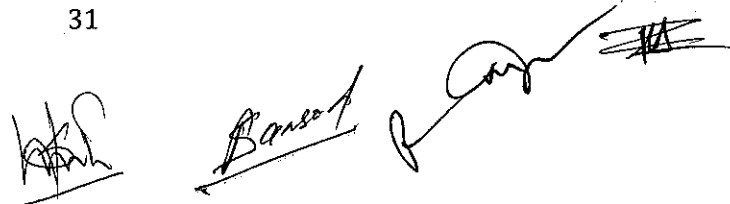
*[Handwritten signatures and initials]*

			<p>particles and rigid body- System of particles and rotational motion VI. Gravitation VII. Properties of bulk matter- • Mechanical properties of solids, fluids • Thermal properties of matter VIII. Thermodynamics IX. Behaviour of perfect gases and kinetic theory of gases X. Oscillation of waves • Oscillations • Waves</p>		
I-XIV	20 hours	Review and recall the knowledge and application of concepts and principles of Chemistry	<p><b>CHEMISTRY</b> I. Some basic concepts of chemistry II. Structure of atom III. Classification of elements and periodicity in properties IV. Chemical bonding and molecular structure V. States of matter: gases and liquids VI. Chemical thermodynamics VII. Equilibrium VIII. Redox reactions IX. Hydrogen X. S-Block elements XI. P-Block elements XII. Organic chemistry- some basic principles and techniques XIII. Hydrocarbons XIV. Environmental chemistry</p>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Self-directed learning</li> <li>• Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short answer</li> <li>• Evaluation of assignments</li> </ul>



*Bansod* ✓  

I-X	40 hours	Review and recall the knowledge and application of concepts and principles of Biology	<p><b>BIOLOGY</b></p> <p>I. Diversity in Living World</p> <ul style="list-style-type: none"> <li>• Biodiversity</li> <li>• Salient features and classification of plants and animals</li> </ul> <p>II. Structural Organization in Animals and Plants:</p> <ul style="list-style-type: none"> <li>• Plant tissues- Morphology, anatomy and functions of different parts of flowering plants</li> <li>• Animal tissues; Morphology, anatomy and functions of different systems</li> </ul> <p>III. Cell Structure and Function</p> <ul style="list-style-type: none"> <li>• Plant cell and animal cell-structure and functions</li> <li>• Cell division: Cell cycle, mitosis, meiosis and their significance</li> </ul> <p>IV. Plant Physiology</p> <ul style="list-style-type: none"> <li>• Transport in plants</li> <li>• Transport of food: Mineral nutrition- Essential minerals, macro and micronutrients and their role</li> <li>• Nitrogen metabolism</li> <li>• Photosynthesis- Factors affecting photosynthesis</li> <li>• Respiration: Exchange of gases; Cellular respiration, Energy</li> </ul> <p>V. Human Physiology</p> <ul style="list-style-type: none"> <li>• Digestion and absorption</li> <li>• Breathing and Respiration: Respiratory</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Self-directed learning</li> <li>• Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short answer</li> <li>• Evaluation of assignments</li> </ul>
-----	----------	---	--	---	--



			<p>system in humans; Mechanism of breathing and its regulation in humans,</p> <ul style="list-style-type: none"> <li>• Body fluids and circulation</li> <li>• Human circulatory system</li> <li>• Human excretory system—structure and functions</li> <li>• Locomotion and Movement</li> <li>• Skeletal system and its function</li> <li>• Nervous system in humans</li> <li>• Sense organs -eye and ear.</li> <li>• Human endocrine system</li> </ul> <p>VI. Reproduction</p> <ul style="list-style-type: none"> <li>• Sexual reproduction in flowering plants</li> <li>• Human Reproduction: Male and female reproductive systems, Reproductive health</li> </ul> <p>VII. Genetics and Evolution</p> <ul style="list-style-type: none"> <li>• Chromosomes and genes</li> <li>• Sex determination in humans</li> <li>• Structure of DNA and RNA, Gene expression and regulation</li> </ul> <p>VIII. Biology and Human Welfare</p> <ul style="list-style-type: none"> <li>• Health and Disease: Pathogens; parasites causing human diseases</li> <li>• Basic concepts of immunology, Microbes in human welfare</li> </ul>	
--	--	--	---	--

*Handwritten signatures and initials:*  
 [Signature]      Bansal      [Signature]      AA

			<ul style="list-style-type: none"> <li>• Sewage treatment, energy generation and biofertilizers</li> </ul> <p>IX. Biotechnology and Its Applications</p> <ul style="list-style-type: none"> <li>• Biotechnology in health and agriculture</li> </ul> <p>X. Ecology and environment</p> <ul style="list-style-type: none"> <li>• Population and ecological adaptations</li> <li>• Air pollution and its control; Water pollution and its control</li> <li>• Solid waste management, Radioactive waste management, Greenhouse effect and global warming, Ozone depletion, Deforestation</li> </ul>		
--	--	--	--	--	--

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*

## COMMUNICATIVE ENGLISH

PLACEMENT: I SEMESTER

THEORY: 2 Credits ( 40 hours)

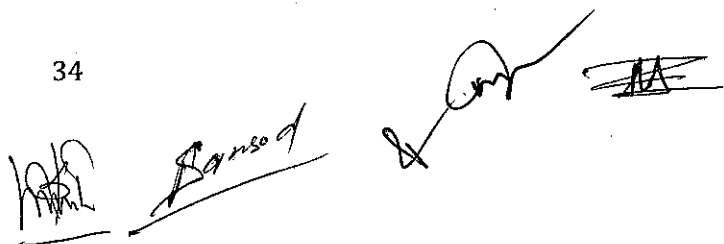
### DESCRIPTION:

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

### COMPETENCIES

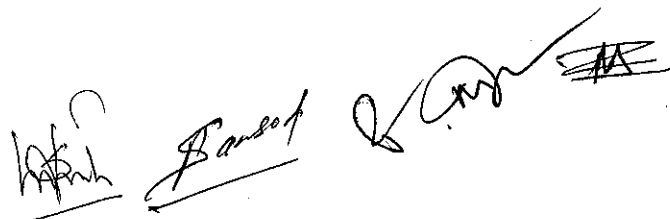
On completion of the course, the students will be able to

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

The bottom of the page features several handwritten signatures and initials. From left to right, there is a signature that appears to be 'HAR', a signature that looks like 'Bansod', a signature that is partially obscured and possibly 'A', and a set of initials 'AA'.

## COURSE OUTLINE

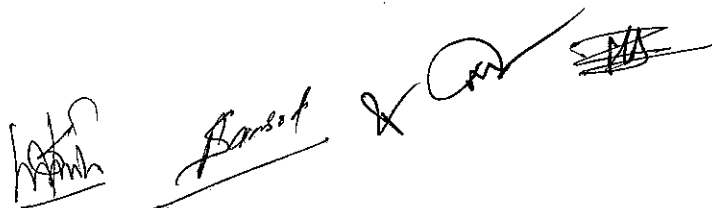
UNIT	TIME	LEARNING OUTCOMES	CONTENT	TEACHING/ LEARNING ACTIVITIES	ASSESSMENT METHODS
I	3 hours	Identify the significance of communicative English	<b>Communication</b> <ul style="list-style-type: none"> <li>• What is communication?</li> <li>• What are communication roles of listeners, speakers, readers and writers as healthcare professionals?</li> </ul>	<ul style="list-style-type: none"> <li>• Definitions with examples, illustrations and explanations</li> <li>• Identifying competencies/ communicative strategies in LSRW</li> <li>• Reading excerpts on the above and interpreting them through tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Checking for understanding through tasks</li> </ul>
II	5 hours	Describe concepts and principles of Language (English) use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, spelling, pause and silence	<b>Introduction to LSRGW</b> <ul style="list-style-type: none"> <li>• L- Listening: Different types of listening</li> <li>• S-Speaking: Understanding Consonants, Vowels, Word and Sentence Stress, Intonation</li> <li>• R- Reading: Medical vocabulary,</li> <li>• Gr-Grammar: Understanding tenses, linkers</li> <li>• W- writing simple sentences and short paragraphs - emphasis on correct grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Exercises on listening to news, announcements, telephone conversations and instructions from others</li> <li>• Information on fundamentals of Speech- C, V, Stress and Intonation with tasks based on these through audio/ video and texts</li> <li>• Reading a medical dictionary/ glossary of medical terms with matching exercises</li> <li>• Information on tenses and basic concepts of correct grammar through fill in the blanks, true/false questions</li> </ul>	<ul style="list-style-type: none"> <li>• Through 'check your understanding' exercises'</li> </ul>



III	5 hours	Demonstrate attentive listening in different hypothetical situations	<b>Attentive Listening</b> <ul style="list-style-type: none"> <li>Focusing on listening in different situations-announcements, descriptions, narratives, instructions, discussions, demonstrations</li> <li>Reproducing Verbatim</li> <li>Listening to academic talks/lectures</li> <li>Listening to presentation</li> </ul>	<ul style="list-style-type: none"> <li>Listening to announcements, news, documentaries with tasks based on listening</li> <li>With multi choice, Yes/No and fill in the blank activities</li> </ul>	Checking individually against correct answers <ul style="list-style-type: none"> <li>Listening for specific information</li> <li>Listening for overall meaning and instructions</li> <li>Listening to attitudes and opinions</li> <li>Listening to audio, video and identify key points</li> </ul>
IV	9 hours	Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or other means	<b>Speaking-Effective Conversation</b> <ul style="list-style-type: none"> <li>Conversation situations-informal, formal and neutral</li> <li>Factors influencing way of speaking-setting, topic, social relationship, attitude and language</li> <li>Greetings, Introductions, requesting, asking for and giving permission, speaking personally and casual conversations</li> <li>Asking for Information, Giving instructions and directions</li> </ul>	<ul style="list-style-type: none"> <li>Different types of speaking activities related to the content</li> <li>Guided with prompts and free discussions</li> <li>Presentation techniques</li> <li>Talking to peers and other adults.</li> <li>Talking to patients and Patient attenders</li> <li>Talking to other healthcare professionals</li> <li>Class room conversation scenario based learning tasks</li> </ul>	Individual and group/ peer assessment through live speaking tests <ul style="list-style-type: none"> <li>Presentation of Situation in emergency and routine</li> <li>Handoff</li> <li>Reporting in doctors/nurses' rounds</li> <li>Case presentation</li> <li>Face to face oral communication</li> <li>Speaking individually (Nurse to nurse/patient/doctor) and to others in the group</li> <li>Telephonic talking</li> </ul>

[Handwritten signatures and initials, including 'Bansod' and 'AA']

			<ul style="list-style-type: none"> <li>• Agreeing and disagreeing, giving opinions</li> <li>• Describing people, places, events and things, narrating, reporting &amp; reaching conclusions</li> <li>• Evaluating and comparing</li> <li>• Complaints and suggestions</li> <li>• Telephone conversations</li> <li>• Delivering presentations</li> </ul>		
V	5 hours	Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes	<b>Reading</b> <ul style="list-style-type: none"> <li>• Reading strategies, reading notes and messages</li> <li>• Reading relevant articles and news items</li> <li>• Vocabulary for everyday activities, abbreviations and medical vocabulary</li> <li>• Understanding visuals, graphs, figures and notes on Instructions</li> <li>• Reading reports and interpreting them</li> <li>• Using idioms and phrases, spotting errors, vocabulary for</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed tasks and exercises on reading for information, inference and evaluation</li> <li>• Vocabulary games and puzzles for medical lexis</li> <li>• Grammar activities</li> </ul>	Reading/summarizing/Justifying answers orally <ul style="list-style-type: none"> <li>• Patient document</li> <li>• Doctor's Prescription of care</li> <li>• Journal/news reading and interpretation</li> <li>• Notes/Reports</li> </ul>


 A collection of handwritten signatures and initials at the bottom right of the page. One signature appears to be 'Bansal' with an arrow pointing to it. There are several other scribbled-out or partially legible signatures.

			<p>presentations</p> <ul style="list-style-type: none"> <li>Remedial Grammar</li> </ul>		
<b>VI</b>	5 hours	Enhance expressions through writing skills	<p><b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>Writing patient history</li> <li>Note taking</li> <li>Summarising</li> <li>Anecdotal records</li> <li>Letter writing</li> <li>Diary/ Journal writing</li> <li>Report writing</li> <li>Paper writing skills</li> <li>Abstract writing</li> </ul>	<ul style="list-style-type: none"> <li>Writing tasks with focus on task fulfilment, coherence and cohesion, appropriate vocabulary and correct grammar</li> <li>Guided and free tasks</li> <li>Different kinds of letter writing tasks</li> </ul>	<p>Paper based assessment by the teacher/trainer against set band descriptors</p> <ul style="list-style-type: none"> <li>Presentation of situation</li> <li>Documentation</li> <li>Report writing</li> <li>Paper writing skills</li> <li>Verbatim reproducing</li> <li>Letter writing</li> <li>Resume/CV</li> </ul>
<b>VII</b>	8 hours	Apply LSRW Skill in combination to learn, teach, educate and share information, ideas and results	<p><b>LSRW Skills</b></p> <ul style="list-style-type: none"> <li>Critical thinking strategies for listening and reading</li> <li>Oral reports, presentations</li> <li>Writing instructions, letters and reports</li> <li>Error analysis regarding LSRW</li> </ul>	<ul style="list-style-type: none"> <li>Valuating different options/ multiple answers and interpreting decisions through situational activities</li> <li>Demonstration -individually and in groups</li> <li>Group Discussion</li> <li>Presentation</li> <li>Role Play</li> <li>Writing reports</li> </ul>	<ul style="list-style-type: none"> <li>Consolidated assessment orally and through written tasks/ exercises</li> </ul>

*[Handwritten signatures and initials]*

## **APPLIED ANATOMY & APPLIED PHYSIOLOGY**

**PLACEMENT:** I SEMESTER

**THEORY:** 5 Credits (100 hours)

Anatomy -50 hours & Physiology -50 hours

### **APPLIED ANATOMY**

**THEORY:** 2.5 Credits (50 hours)

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

### **COMPETENCIES:**

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

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

### **COURSE OUTLINE**

<b>UNIT</b>	<b>TIME (HRS)</b>	<b>LEARNING OUTCOMES</b>	<b>CONTENT</b>	<b>TEACHING LEARNING ACTIVITIES</b>	<b>ASSESSMENT METHODS</b>
I	6	Define the terms relative to the anatomical position  Describe the anatomical planes  Define and describe the terms used to describe movements	<b>Introduction to anatomical terms and organization of the human body</b> <ul style="list-style-type: none"><li>• Introduction to anatomical terms relative to position-anterior, ventral, Posterior dorsal, superior, inferior, median, lateral, proximal, distal, superficial, deep, prone, supine, palmar and plantar</li><li>• Anatomical planes (axial/transverse/ horizontal, sagittal/vertical plane and coronal/frontal/oblique plane)</li><li>• Movements (flexion, extension, abduction, adduction, medial rotation, lateral rotation, inversion, eversion, supination,</li></ul>	<ul style="list-style-type: none"><li>• Lecture cum Discussion</li><li>• Use of models</li><li>• Video demonstration</li><li>• Use of microscopic slides</li></ul>	<ul style="list-style-type: none"><li>• Quiz</li><li>• MCQ</li><li>• Short Answer questions</li></ul>

*Handwritten signatures and initials:*  
HKS  
Bansod  
[Other illegible signatures]

		<p>Organization of human body and structure of cell, tissues membranes and glands</p> <p>Describe the types of cartilage</p> <p>Compare and contrast the features of skeletal, smooth and cardiac muscle</p>	<p>pronation, plantar flexion, dorsal flexion and circumduction.</p> <ul style="list-style-type: none"> <li>• Cell structure, Cell division</li> <li>• Tissue-definition, types, characteristics, classification, location</li> <li>• Membrane, glands-classification and structure</li> <li>• Identify major surface and bony landmarks in each body region, Organization of human body</li> <li>• Hyaline, fibro cartilage, elastic cartilage</li> <li>• Features of skeletal, smooth and cardiac muscle</li> <li>• Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Video slides</li> <li>• Anatomical Torso</li> </ul>	
II	5	<p>Describe the structure of respiratory system</p> <p>Identify the muscles of respiration and examine their contribution to the mechanism of breathing</p>	<p><b>The Respiratory system</b></p> <ul style="list-style-type: none"> <li>• Structure of the organs of respiration</li> <li>• Muscles of respiration</li> <li>• Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Models</li> <li>• Video slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Objective type</li> </ul>
III	5	<p>Describe the structure of digestive system</p>	<p><b>The Digestive system</b></p> <ul style="list-style-type: none"> <li>• Structure of alimentary canal and accessory organs of digestion</li> <li>• Application and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Video slides</li> <li>• Anatomical Torso</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>

*Handwritten signatures and initials:*  
 [Signature] → [Signature] → [Signature] → [Signature]

IV	5	Describe the structure of circulatory and lymphatic system.	<b>The Circulatory and lymphatic system</b> <ul style="list-style-type: none"> <li>• Structure of blood components, blood vessels- Arterial and Venous system</li> <li>• Position of heart relative to the associated structures</li> <li>• Chambers of heart, layers of heart</li> <li>• Heart valves, coronary arteries</li> <li>• Nerve and blood supply to heart</li> <li>• Lymphatic tissue</li> <li>• Veins used for IV injections</li> <li>• Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Models</li> <li>• Video /slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• MCQ</li> </ul>
V	4	Identify the major endocrine glands and describe the structure of endocrine Glands	<b>The Endocrine system</b> Structure of Hypothalamus, Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Objective type</li> </ul>
VI	3	Describe the structure of various sensory organs	<b>The Sensory organs</b> <ul style="list-style-type: none"> <li>• Structure of skin, eye, ear, nose and tongue</li> <li>• Application and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Explain with Video/models/ charts</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• MCQ</li> </ul>
VII	8	Describe anatomical position and structure of bones and joints  Identify major bones that make up the axial and appendicular skeleton  Classify the joints Identify the application and implications in nursing  Describe the structure of muscle	<b>The Musculoskeletal system:</b> <b>The skeletal system</b> <ul style="list-style-type: none"> <li>• Anatomical positions</li> <li>• Bones- Types, structure, growth and ossification</li> <li>• Axial and Appendicular skeleton</li> <li>• Joints- classification, major joints and structure</li> <li>• Application and implications in nursing</li> </ul> <b>The Muscular System</b> <ul style="list-style-type: none"> <li>• Types and structure of Muscles</li> <li>• Muscle groups-muscles of the head, neck, thorax, abdomen, pelvis, upper limb and lower limbs</li> <li>• Principal muscles- deltoid,</li> </ul>	Review – discussion  <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussions</li> <li>• Explain using charts, skeleton and loose bones and torso</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Objective type</li> </ul>

*Handwritten signatures and notes:*  
 Bansot  
 [Signature]  
 [Signature]

		Apply the knowledge in performing nursing procedures/skills	biceps, triceps, respiratory, abdominal, pelvic floor, pelvic floor muscles, gluteal muscles and vastus lateralis <ul style="list-style-type: none"> <li>Major muscles involved in nursing procedures</li> </ul>		
VIII	4	Describe the structure of renal system	<b>The Renal System</b> <ul style="list-style-type: none"> <li>Structure of kidney, ureters, bladder, urethra</li> <li>Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>MCQ</li> <li>Short answer</li> </ul>
IX	4	Describe the structure of reproductive system	<b>The Reproductive System</b> <ul style="list-style-type: none"> <li>Structure of male reproductive organs</li> <li>Structure of female reproductive organs</li> <li>Structure of breast</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>MCQ</li> <li>Short answer</li> </ul>
X	6	Describe the structure of nervous system including the distribution of the nerves, nerve plexuses  Describe the ventricular system	<b>The Nervous system</b> <ul style="list-style-type: none"> <li>Review Structure of neurons</li> <li>CNS, ANS and PNS (Central, autonomic and peripheral)</li> <li>Structure of brain, spinal cord, cranial nerves, spinal nerves, peripheral nerves, functional areas of cerebral cortex</li> <li>Ventricular system, formation, circulation, and drainage Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Explain with models</li> <li>Video slides</li> </ul>	<ul style="list-style-type: none"> <li>MCQ</li> <li>Short answer</li> </ul>

*Handwritten signatures and initials:*  
 [Signature] [Signature] [Signature]

**APPLIED PHYSIOLOGY****THEORY: 2.5 Credits (50 hours)**

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

**COMPETENCIES**

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

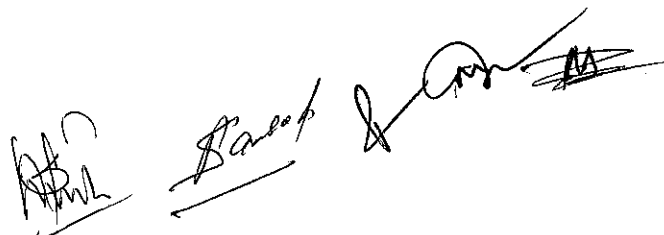
1. Develop understanding of the normal functioning of various organ systems of the body
2. Identify the relative contribution of each organ system towards maintenance of homeostasis
3. Describe the effect of alterations in functions
4. Apply knowledge of physiological basis to analyze clinical situations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

**COURSE OUTLINE**

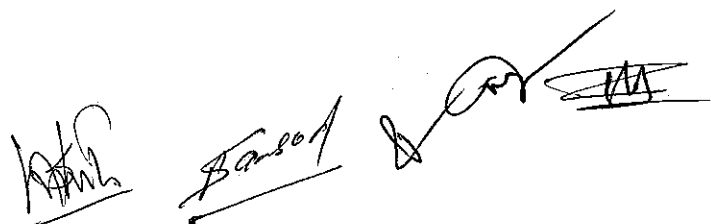
UNIT	TIME (HRS)	LEARNING OUTCOMES	CONTENT	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
I	3 hrs	Describe the physiology of cell, tissues, membranes and glands	<b>General Physiology-Basic concepts</b> <ul style="list-style-type: none"> <li>• Cell physiology including transportation across cell membrane</li> <li>• Body fluid compartments, Distribution of total body fluid, intracellular and extracellular compartments, major electrolytes and maintenance of homeostasis</li> <li>• Cell cycle</li> <li>• Tissue- formation, repair</li> <li>• Membranes and glands- functions</li> <li>• Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Review – discussion</li> <li>• Lecture cum discussion</li> <li>• Video demonstrations</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• MCQ</li> <li>• OSPE</li> <li>• Short Answer questions</li> </ul>

*Handwritten signatures and notes:*  
 AAS  
 Baso 1  
 [Signature]  
 [Signature]

II	5hrs	<p>Describe the physiology and mechanism of respiration</p> <p>Identify the muscles of respiration and examine their contribution to the mechanism of breathing</p>	<p><b>Respiratory system</b></p> <ul style="list-style-type: none"> <li>• Functions of respiratory organs</li> <li>• Physiology of respiration</li> <li>• Pulmonary circulation-functional features</li> <li>• Pulmonary ventilation, Exchange of gases</li> <li>• Carriage of oxygen and Carbon- dioxide, Exchange of gases in tissue</li> <li>• Regulation of respiration</li> <li>• Hypoxia, cyanosis, dyspnoea, periodic breathing</li> <li>• PFT</li> <li>• Respiratory changes during exercise</li> <li>• Aging changes</li> <li>• Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Video slides</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• MCQ</li> </ul>
III	6hrs	Describe the functions of digestive system	<p><b>Digestive system</b></p> <ul style="list-style-type: none"> <li>• Functions of the organs of digestive tract</li> <li>• Saliva-composition, regulation of secretion and functions of saliva</li> <li>• Composition and function of gastric juice, mechanism and regulation of gastric secretion</li> <li>• Composition of pancreatic juice, function, regulation of pancreatic secretion</li> <li>• Functions of liver, gall bladder and pancreas</li> <li>• Composition of bile and function</li> <li>• Secretion and Function of small and large intestine</li> <li>• Movements of alimentary tract</li> <li>• Digestion in mouth, stomach, small intestine, large intestine, Absorption of food</li> <li>• Metabolism of CHO, fat and proteins</li> <li>• Application and</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Video slides</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• MCQ</li> </ul>



IV	5hrs	Explain the functions of the heart, and physiology of circulation	<p style="text-align: center;">implications in nursing</p> <p><b>Circulatory and lymphatic system</b></p> <ul style="list-style-type: none"> <li>• Functions of heart, conduction system, cardiac cycle, Stroke volume and cardiac output</li> <li>• Blood pressure and Pulse</li> <li>• Circulation- principles, factors influencing blood pressure, pulse</li> <li>• Coronary circulation, Pulmonary and systemic circulation</li> <li>• Heart rate-regulation of heart rate, Normal value and variations</li> <li>• Cardiovascular homeostasis in exercise and posture</li> <li>• Aging changes</li> <li>• Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Video/slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• MCQ</li> </ul>
V	4hrs	Describe the composition and functions of blood	<p><b>Blood</b></p> <ul style="list-style-type: none"> <li>• Blood-Functions, Physical characteristics, Components</li> <li>• Formation of blood cells</li> <li>• Erythropoiesis, Functions of RBC, RBC life cycle</li> <li>• WBC- types, functions</li> <li>• Platelets-Function and production of platelets</li> <li>• Clotting mechanism of blood, clotting time, bleeding time, PTT</li> <li>• Hemostasis –role of vasoconstriction, platelet plug formation in hemostasis, coagulation factors, intrinsic and extrinsic pathways of coagulation</li> <li>• Blood groups and types</li> <li>• Functions of reticulo-endothelial system, Immunity</li> <li>• Application in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• MCQ</li> </ul>



VI	4hrs	Identify the major endocrine glands and describe their functions	<b>The endocrine system</b> <ul style="list-style-type: none"> <li>• Functions and hormones of Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands.</li> <li>• Other hormones</li> <li>• Alterations in disease</li> <li>• Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Explain using charts</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• MCQ</li> </ul>
VII	4hrs	Describe the structure of various sensory organs	<b>The sensory Organs</b> <ul style="list-style-type: none"> <li>• Functions of skin</li> <li>• Vision, hearing, taste and smell</li> <li>• Errors of refraction, aging changes</li> <li>• Application and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Video</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• MCQ</li> </ul>
VIII	4hrs	Describe the functions of bones, joints, various types of muscles, its special properties and nerves supplying them	<b>Musculo-skeletal system</b> <ul style="list-style-type: none"> <li>• Bones- Functions, movements of bones of axial and appendicular skeleton, Bone healing</li> <li>• Joints and joint movements</li> <li>• Alteration of joint disease</li> <li>• Properties and Functions of skeletal muscles – mechanism of muscle contraction</li> <li>• Structure and properties of cardiac muscles and smooth muscles</li> <li>• Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Video presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Structured essay</li> <li>• Short answer</li> <li>• MCQ</li> </ul>
IX	4hrs	Describe the physiology of renal system	<b>Renal system</b> <ul style="list-style-type: none"> <li>• Functions of kidney in maintaining homeostasis</li> <li>• GFR</li> <li>• Functions of ureters, bladder and urethra</li> <li>• Micturition</li> <li>• Regulation of renal function</li> <li>• Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Charts and models</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• MCQ</li> </ul>

*Handwritten signature*

*Handwritten signature: Bambood*

X	4hrs	Describe the structure of reproductive system	<b>The Reproductive System</b> <ul style="list-style-type: none"> <li>Female reproductive system- Menstrual cycle, function and hormones of ovary, oogenesis, fertilization, implantation, Functions of breast</li> <li>Male reproductive system- Spermatogenesis, hormones and its functions, semen</li> <li>Application and implication in providing nursing care</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Explain using charts, models, specimens</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>MCQ</li> </ul>
XI	7hrs	Describe the functions of brain, physiology of nerve stimulus, reflexes, cranial and spinal nerves	<b>Nervous system</b> <ul style="list-style-type: none"> <li>Overview of nervous system</li> <li>Review of types, structure and functions of neurons</li> <li>Nerve impulse</li> <li>Review functions of Brain- Medulla, Pons, Cerebrum, Cerebellum</li> <li>Sensory and Motor Nervous system</li> <li>Peripheral Nervous system</li> <li>Autonomic Nervous system</li> <li>Limbic system and higher mental Functions- Hippocampus, Thalamus, Hypothalamus</li> <li>Vestibular apparatus</li> <li>Functions of cranial nerves</li> <li>Autonomic functions</li> <li>Physiology of Pain-somatic, visceral and referred</li> <li>Reflexes</li> <li>CSF formation, composition, circulation of CSF, blood brain barrier and blood CSF barrier</li> <li>Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Video slides</li> </ul>	<ul style="list-style-type: none"> <li>Brief structured essays</li> <li>Short answer</li> <li>MCQ</li> <li>Critical reflection</li> </ul>

## APPLIED SOCIOLOGY AND PSYCHOLOGY

**PLACEMENT: I SEMESTER**

**THEORY: 5 Credits (100 Hours)**

**Sociology-2 credits (40hrs) & Psychology -3 credits (60hrs)**

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

### COMPETENCIES

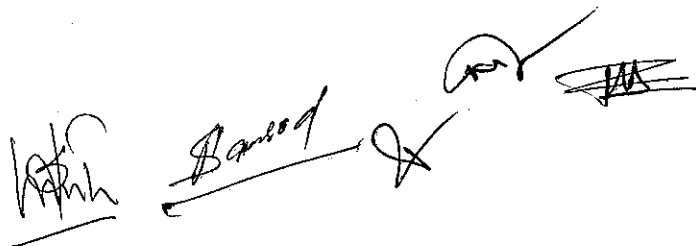
On completion of the course, the students will be able to

1. Identify the scope and significance of sociology in nursing
2. Apply the knowledge of social structure and different culture in a society in identifying social needs of sick clients
3. Identify the impact of culture on health and illness
4. Develop understanding about types of family, marriage and its legislation
5. Identify different types of caste, class, social change and its influence on health and health practices
6. Develop understanding about social organization and disorganization and social problems in India
7. Integrate the knowledge of clinical sociology and its uses in crisis intervention
8. Identify the importance of psychology in individual and professional life
9. Develop understanding of the biological and psychological basis of human behaviour
10. Identify the role of nurse in promoting mental health and dealing with altered personality
11. Perform the role of nurses applicable to the psychology of different age groups
12. Identify the cognitive and affective needs of clients
13. Integrate the principles of motivation and emotion in performing the role of nurse in caring for emotionally sick client.
14. Demonstrate basic understanding of psychological assessment and nurse's role
15. Apply the knowledge of soft skills in workplace and society
16. Apply the knowledge of self-empowerment in workplace, society and personal life

*Handwritten signatures and text:*  
A signature on the left, the word "Bansod" written in the middle, and another signature on the right.

### COURSE OUTLINE

UNIT	TIME (HRS)	LEARNING OUTCOMES	CONTENT	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
I	1hr	Describe the scope and significance of sociology in nursing	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Definition, nature and scope of sociology</li> <li>• Significance of sociology in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> </ul>
II	10hrs	Describe the individualization, Groups, processes of Socialization, social change and its importance	<b>Social structure</b> <ul style="list-style-type: none"> <li>• Basic concept of society, community, association and institution</li> <li>• Individual and society</li> <li>• Personal disorganization</li> <li>• Social group- meaning, characteristics, and classification.</li> <li>• Social processes- definition and forms, Co-operation, competition, conflict, accommodation, assimilation, isolation</li> <li>• Socialization- characteristics, process, agencies of socialization</li> <li>• Social change- nature, process, and role of nurse</li> <li>• Structure and characteristics of urban, rural and tribal community.</li> <li>• Major health problems in urban, rural and tribal communities</li> <li>• Importance of social structure in nursing profession</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• objective type</li> </ul>
III	5hrs	Describe culture and its impact on health and disease	<b>Culture</b> <ul style="list-style-type: none"> <li>• Nature, characteristic and evolution of culture</li> <li>• Diversity and uniformity of culture</li> <li>• Difference between culture and civilization</li> <li>• Culture and socialization</li> <li>• Transcultural society</li> <li>• Culture, Modernization and its impact on health and disease</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Panel discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> </ul>



IV	5hrs	Explain family, marriage and legislation related to marriage	<b>Family and Marriage</b> <ul style="list-style-type: none"> <li>• Family- characteristics, basic need, types and functions of family</li> <li>• Marriage- forms of marriage, social custom relating to marriage and importance of marriage</li> <li>• Legislation on Indian marriage and family.</li> <li>• Influence of marriage and family on health and health practices</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Family case study</li> </ul>	<ul style="list-style-type: none"> <li>• Essay,</li> <li>• Short answer</li> <li>• Case study report</li> </ul>
V	5hrs	Explain different types of caste and classes in society and its influence on health	<b>Social stratification-</b> <ul style="list-style-type: none"> <li>• Introduction- Characteristics &amp; forms of stratification</li> <li>• Function of stratification</li> <li>• Indian caste system- origin and characteristics</li> <li>• Positive and negative impact of caste in society.</li> <li>• Class system and status</li> <li>• Social mobility-meaning and types</li> <li>• Race- concept, criteria of racial classification</li> <li>• Influence of class, caste and race system on health.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Panel discussion</li> <li>• Community Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Report of community survey</li> </ul>
VI	12hrs	Explain social organization, disorganization, social problems and role of nurse in reducing social problems	<b>social organization and disorganization-</b> <ul style="list-style-type: none"> <li>• Social organization- meaning, elements and types</li> <li>• Voluntary associations</li> <li>• Social system- definition, types, role and status as structural element of social system.</li> <li>• Interrelationship of institutions</li> <li>• Social control- meaning, aims and process of social control</li> <li>• Social norms, moral and values</li> <li>• Social disorganization- definition, causes, Control and planning</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• group</li> <li>• Discussion</li> <li>• Observational visit</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer,</li> <li>• Objective type question</li> <li>• Visit report</li> </ul>

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*





			<ul style="list-style-type: none"> <li>• Major social problems- poverty, housing, food supplies, illiteracy, prostitution, dowry, Child labour, child abuse, delinquency, crime, substance abuse, HIV/AIDS</li> <li>• Vulnerable group- elderly, handicapped, minority and other marginal group.</li> <li>• Fundamental rights of individual, women and children</li> <li>• Role of nurse in reducing social problem and enhance coping</li> <li>• Social welfare programmes in India</li> </ul>		
VII	2hrs	Explain clinical sociology and its application in the hospital and community	<b>Clinical sociology</b> <ul style="list-style-type: none"> <li>• Introduction to clinical sociology</li> <li>• Sociological strategies for developing services for the abused</li> <li>• Use of clinical sociology in crisis intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture,</li> <li>• Group discussion</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> </ul>
<b><u>APPLIED PSYCHOLOGY</u></b>					
VIII	2hrs	Describe scope, branches and significance of psychology in nursing.	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Meaning of Psychology</li> <li>• Development of psychology - Scope, branches and methods of psychology</li> <li>• Relationship with other subjects</li> <li>• Significance of psychology in nursing</li> <li>• Applied psychology to solve everyday issues</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> </ul>
IX	3hrs	Describe biology of human behaviour	<b>Biological basis of behaviour- Introduction</b> <ul style="list-style-type: none"> <li>• Body mind relationship</li> <li>• Genetics and behaviour</li> <li>• Inheritance of behaviour</li> <li>• Brain and behaviour.</li> <li>• Psychology and sensation- sensory process -normal and abnormal</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay and short answer type</li> </ul>

X	5hrs	Explain mentally healthy person and defence mechanisms	<b>Mental health and mental hygiene</b> <ul style="list-style-type: none"> <li>• Concept of mental health and mental hygiene</li> <li>• Characteristic of mentally healthy person</li> <li>• Warning signs of poor mental health</li> <li>• Promotive and preventive mental health strategies and services</li> <li>• Defense mechanism and its implication</li> <li>• Frustration and conflict- types of conflicts and measurements to overcome</li> <li>• Role of nurse in reducing frustration and conflict and enhancing coping.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Case discussion</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> </ul>
XI	5hrs	Describe psychology of people in different age groups and role of nurse	<b>Developmental psychology</b> <ul style="list-style-type: none"> <li>• Psychological needs of various groups in health and sickness- Infancy, childhood, adolescence, adulthood and old age</li> <li>• Introduction to child psychology and role of nurse in meeting the psychological needs of children</li> <li>• Psychology of vulnerable individuals- challenged, women, sick etc.</li> <li>• Role of nurse with vulnerable group</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> </ul>
XII	4hrs	Explain personality and role of nurse in identification and improvement in altered personality	<b>Personality</b> <ul style="list-style-type: none"> <li>• Meaning, definition of personality</li> <li>• Classification of personality</li> <li>• Measurement and evaluation of personality-Introduction</li> <li>• Alteration in personality</li> <li>• Role of nurse in Identification of individual personality and improvement in altered personality.</li> </ul>	Lecture Discussion Demonstration	Essay and short answer type Objective type
XIII	14hrs	Explain cognitive process and their applications	<b>Cognitive process</b> <ul style="list-style-type: none"> <li>• <b>Attention</b>- definition, types, determinants, duration, degree and alteration in attention</li> <li>• <b>Perception</b> - Meaning of Perception, principles, factor affecting perception,</li> <li>• <b>Intelligence</b> - Meaning of intelligence - Effect of heredity and environment in intelligence, classification, Introduction to measurement of intelligence tests - Mental deficiencies</li> <li>• <b>Learning</b> -Definition of learning, types of learning, Factors influencing learning - Learning process, Habit formation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay and short answer type</li> <li>• Objective type</li> </ul>

*[Handwritten signatures and scribbles]*

			<ul style="list-style-type: none"> <li>• <b>Memory</b>-meaning and nature of memory, factors influencing memory, methods to improve memory, forgetting</li> <li>• <b>Thinking</b>- types, level, reasoning and problem solving.</li> <li>• <b>Aptitude</b>- concept, types, individual differences and variability</li> <li>• Psychometric assessment of cognitive processes-Introduction</li> <li>• Alteration in cognitive processes</li> </ul>		
XIV	6hrs	Describe motivation, emotion, attitude and role of nurse in emotionally sick client.	<b>Motivation and emotional processes</b> <ul style="list-style-type: none"> <li>• <b>Motivation</b>- meaning, concept, types, theories of motivation, motivation cycle, biological and special motives</li> <li>• <b>Emotions</b> - Meaning of emotions, development of emotions, alteration of emotion, emotions in sickness - handling emotions in self and other</li> <li>• Stress and adaptation- stress, stressor, cycle, effect, adaptation and coping</li> <li>• <b>Attitudes</b> - Meaning of attitudes, nature, factor affecting attitude, attitudinal change, Role of attitude in health and sickness</li> <li>• Psychometric assessment of emotions and attitude-Introduction</li> <li>• Role of nurse in caring for emotionally sick client</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay and short answer type</li> <li>• Objective type</li> </ul>
XV	4hrs	Explain psychological assessment and tests and role of nurse	<b>Psychological assessment and tests - introduction</b> <ul style="list-style-type: none"> <li>• Types, development, characteristics, principles, uses, interpretation</li> <li>• Role of nurse in Psychological assessment</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 answer type</li> <li>• Assessment of practice</li> </ul>
XVI	12hrs	Explain concept of soft skill and its application in work place and society	<b>Application of soft skill</b> <ul style="list-style-type: none"> <li>• Concept of soft skill</li> <li>• Types of soft skill – visual, aural and communication skill</li> <li>• The way of communication</li> <li>• Building relationship with client and society</li> <li>• <i>Interpersonal Relationships (IPR):</i> Definition, Types, and Purposes, Interpersonal skills, Barriers, Strategies to overcome barriers</li> <li>• Survival strategies- managing time, coping stress, resilience, work- life balance</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Essay and short answers</li> </ul>

			<ul style="list-style-type: none"> <li>• Applying soft skill to workplace and society</li> <li>• Use of soft skill in nursing</li> </ul>		
XVII	5hrs	Explain self-empowerment	<b>Self-empowerment</b> <ul style="list-style-type: none"> <li>• Dimensions of self-empowerment</li> <li>• Self-empowerment development</li> <li>• Importance of women's empowerment in society</li> <li>• Professional etiquette and personal grooming</li> <li>• Role of nurse in empowering others</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>

## NURSING FOUNDATIONS I

**PLACEMENT: 1<sup>st</sup> SEMESTER**

**THEORY: 6 Credits (120 Hours)**

**(Skill Lab): 2 Credits (80 hours)**

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

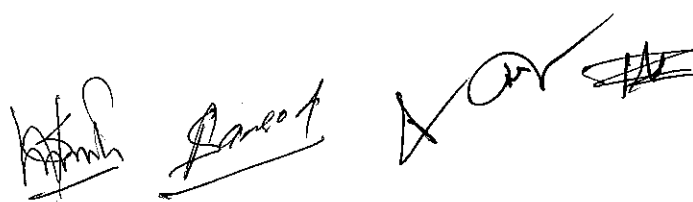
### **COMPETENCIES**

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

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

### **COURSE OUTLINE**

UNIT	TIME (HRS) T & L/SL	LEARNING OUTCOMES	CONTENT	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
I	5 T	Describe the concept of health and illness	<b>Introduction to health and illness</b> <ul style="list-style-type: none"> <li>• Concept of Health: Definitions (WHO), Dimensions</li> <li>• Maslow's hierarchy of needs</li> <li>• Health - Illness continuum</li> <li>• Factors influencing health</li> <li>• Causes and risk factors for developing illnesses</li> <li>• Illness: Types, Illness behavior</li> <li>• Impact of illness on patient and family</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• Objective type</li> </ul>
II	5 T 2 L	Describe the levels of Illness prevention and care, health care	<b>Health Care delivery Systems: Introduction of basic concepts &amp; meanings</b> <ul style="list-style-type: none"> <li>• Levels of Illness Prevention-</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Experiential learning – Visit</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short Answers</li> <li>• Objective</li> </ul>



		services	<p>primary (health promotion), secondary and tertiary</p> <ul style="list-style-type: none"> <li>• Levels of care-Primary, Secondary and Tertiary</li> <li>• Types of health care agencies/ Services- Hospitals, clinics, Hospice, rehabilitation centres, extended care facilities</li> <li>• Hospitals: Types, Organization and Functions</li> <li>• Health care teams in hospitals-members and their Role</li> </ul>	to Primary Health Centre (observation of real settings)	<p>type</p> <ul style="list-style-type: none"> <li>• Visit report</li> </ul>
III	12 T	<p>Trace the history of Nursing</p> <p>Explain the concept, nature and scope of nursing</p> <p>Describe values, code of ethics and professional conduct for nurses in India</p>	<p><b>History of Nursing and Nursing as a profession</b></p> <ul style="list-style-type: none"> <li>• History of Nursing, History of Nursing in India</li> <li>• Contributions of Florence Nightingale</li> <li>• Nursing: Definition- Nurse, Nursing, Concepts, philosophy, objectives, Characteristics, nature and Scope of Nursing/ Nursing practice, Functions of nurse, Qualities of a nurse, Categories of nursing personnel</li> <li>• Nursing as a profession- Definition and Characteristics/ criteria of profession</li> <li>• Values: Introduction-meaning and importance</li> <li>• Code of ethics and professional conduct for nurses-Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Case discussion</li> <li>• Role plays</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• Objective type</li> </ul>
IV	8 T 3 L	<p>Describe the process, principles, and types of communication</p> <p>Explain therapeutic, non therapeutic and professional communication</p> <p>Communicate effectively with patients, their families and team</p>	<p><b>Communication and Nurse patient relationship</b></p> <ul style="list-style-type: none"> <li>• Communication: Levels, Elements and Process, Types, Modes, Factors influencing communication</li> <li>• Methods of effective communication/ Therapeutic Communication Techniques</li> <li>• Barriers to effective communication / Nontherapeutic Communication techniques</li> <li>• Professional communication</li> <li>• Helping Relationships (Nurse Patient Relationship): Purposes and Phases</li> <li>• Communicating effectively with patient, families and team members</li> <li>• Maintaining effective human relations</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Role play and video film on Therapeutic Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short Answers</li> <li>• Objective type</li> </ul>

*Handwritten signatures and initials:*  
 ABC  
 D  
 E  
 F

		members	and communication with vulnerable groups (children, women, physically and mentally challenged and elderly)		
V	4 T 2 L	Describe the purposes, types and techniques of recording and reporting  Maintain records and reports accurately	<b>Documentation and Reporting</b> <ul style="list-style-type: none"> <li>• Documentation: Purposes of Reports and Records</li> <li>• Confidentiality</li> <li>• Types of Client records/ Common Record-keeping forms</li> <li>• Methods/ Systems of documentation/ Recording</li> <li>• Guidelines for documentation</li> <li>• Do's and Don'ts of documentation/ Legal guidelines for Documentation/ Recording</li> <li>• Reporting: Change-of shift reports, Transfer reports, Incident reports</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</li> <li>• Short Answers</li> <li>• Objective type</li> </ul>
VI	15 T 20 L	Describe principles and techniques of monitoring and maintaining vital signs  Assess and record vital signs accurately	<b>Vital signs</b> <ul style="list-style-type: none"> <li>• Guidelines for taking vital signs <ul style="list-style-type: none"> <li>➤ <i>Body temperature:</i> <ul style="list-style-type: none"> <li>○ Definition, Physiology, Regulation, Factors affecting body temperature</li> <li>○ Assessment of body temperature: sites, equipment and technique</li> <li>○ Temperature alterations: Hyperthermia, Heat Cramps, Heat Exhaustion, Heatstroke, Hypothermia</li> </ul> </li> <li>○ Fever/ Pyrexia- Definition, Causes, Stages, Types,</li> </ul> </li> <li>• Nursing Management <ul style="list-style-type: none"> <li>○ Hot and Cold applications <ul style="list-style-type: none"> <li>➤ <i>Pulse:</i> <ul style="list-style-type: none"> <li>○ Definition, Physiology and Regulation, Characteristics, Factors affecting pulse</li> <li>○ Assessment of pulse: sites, equipment and technique</li> <li>○ Alterations in pulse</li> </ul> </li> <li>➤ <i>Respiration:</i> <ul style="list-style-type: none"> <li>○ Definition, Physiology and Regulation, Mechanics of breathing, Characteristics, Factors affecting respiration</li> <li>○ Assessment of respirations: technique</li> <li>○ Arterial Oxygen saturation</li> <li>○ Alterations in respiration</li> </ul> </li> <li>➤ <i>Blood pressure:</i> <ul style="list-style-type: none"> <li>○ Definition, Physiology and Regulation, Characteristics, Factors</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration and Re-demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Document the given values of temperature, pulse, and respiration in the graphic sheet</li> </ul>





			<p>affecting BP</p> <ul style="list-style-type: none"> <li>○ Assessment of BP: sites, equipment and technique, Common Errors in BP Assessment</li> <li>○ Alterations in Blood Pressure</li> <li>• Documenting Vital Signs</li> </ul>		
VII	25 T 10 L	Describe the purpose and process of health assessment	<p><b>Health assessment</b></p> <ul style="list-style-type: none"> <li>• Interview techniques</li> <li>• Observation techniques</li> <li>• Purposes of health assessment</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> <li>▪ General assessment</li> <li>▪ Assessment of each body system</li> <li>▪ Documenting health assessment findings</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Modular learning</li> <li><b>Health assessment module</b></li> <li>• Lecture cum Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short Answers</li> <li>• Objective type</li> </ul>
VIII	3 T	Maintain equipment and linen	<p><b>Equipment and Linen</b></p> <ul style="list-style-type: none"> <li>• Types: Disposables and reusable <ul style="list-style-type: none"> <li>○ Linen, rubber goods, glassware, metal, plastics, furniture</li> </ul> </li> <li>• Introduction: Indent, maintenance, Inventory</li> </ul>		
IX	10 T 4 L	Describe the basic principles and techniques of infection control and biomedical waste management	<p><b>Introduction to Infection control in Clinical setting Infection</b></p> <ul style="list-style-type: none"> <li>• Nature of infection,</li> <li>• Chain of infection</li> <li>• Types of infection</li> <li>• Stages of infection</li> <li>• Factors increasing susceptibility to infection</li> <li>• Body defenses against infection: Inflammatory response &amp; Immune response</li> <li>• Health care associated infection (Nosocomial infection)</li> </ul> <p><b>Introductory concept of Asepsis: Medical &amp; Surgical asepsis</b></p> <p><b>Precautions</b></p> <ul style="list-style-type: none"> <li>• Hand Hygiene</li> <li>• ( Hand washing and use of hand Rub)</li> <li>• Use of Personal Protective Equipment (PPE)</li> <li>• Standard precautions</li> </ul> <p><b>Biomedical Waste management- Types</b></p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Observation of autoclaving and other sterilization techniques</li> <li>• Visit to Infection Control Department</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• Objective type</li> </ul>

			of hospital waste, waste segregation and hazards		
X	12 T 20 L	Identify and meet the comfort needs of the patients	<b>Comfort, Rest &amp; Sleep and Pain</b> <ul style="list-style-type: none"> <li>• Comfort – <ul style="list-style-type: none"> <li>○ Factors Influencing Comfort</li> <li>○ Types of beds &amp; bed making</li> <li>○ Therapeutic positions</li> <li>○ Comfort devices</li> </ul> </li> <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>• Pain (Discomfort) <ul style="list-style-type: none"> <li>○ Physiology</li> <li>○ Common cause of pain</li> <li>○ Types</li> <li>○ Assessment</li> <li>○ Pharmacological and Non-pharmacological pain relieving measures</li> <li>○ Invasive techniques of pain management</li> <li>○ CAM (Complementary &amp; Alternative healing Modalities)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration and re demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• Objective type</li> </ul>
XI	3 T 5 L	Describe the concept of patient environment	<b>Promoting Safety in Health Care Environment</b> <ul style="list-style-type: none"> <li>• Physical environment: Temperature, Humidity, Noise, Ventilation, Light, Odor, Pest control</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</li> <li>• Short answers</li> <li>• Objective type</li> </ul>
			<ul style="list-style-type: none"> <li>• Reduction of Physical hazards: fire, accidents</li> <li>• Fall Risk Assessment</li> <li>• Role of nurse in providing safe and clean environment</li> <li>• Safety devices: <ul style="list-style-type: none"> <li>○ Restraints- Types, Purposes, Indications, Legal Implications and Consent, Application of Restraints- Skill and Practice guidelines</li> </ul> </li> </ul> <p>Other Safety Devices: Side rails, Grab bars, Ambu alarms, non-skid slippers etc.</p>		

XII	6 T 2 L	Explain and perform admission, transfer, and discharge of a patient	<b>Hospital Admission and discharge</b> <ul style="list-style-type: none"> <li>• Admission to the hospital Unit and preparation of unit <ul style="list-style-type: none"> <li>○ Admission bed</li> <li>○ Admission procedure</li> <li>○ Medico-legal issues</li> <li>○ Roles and Responsibilities of the nurse</li> </ul> </li> <li>• Discharge from the hospital <ul style="list-style-type: none"> <li>○ Types: Planned discharge, LAMA and Abscond, Referrals and transfers</li> <li>○ Discharge Planning</li> <li>○ Discharge procedure</li> <li>○ Medico-legal issues</li> <li>○ Roles and Responsibilities of the nurse</li> <li>○ Care of the unit after discharge</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• Objective type</li> </ul>
XIII	8 T 10 L	Demonstrate skill in caring for patients with restricted mobility	<b>Mobility and Immobility</b> <ul style="list-style-type: none"> <li>• Elements of Normal Movement, Alignment &amp; Posture, Joint Mobility, Balance, Coordinated Movement</li> <li>• Principles of body mechanics</li> <li>• Factors affecting Body Alignment and activity</li> <li>• Exercise- Types and benefits</li> <li>• Effects of Immobility</li> <li>• Maintenance of normal Body Alignment and Activity</li> <li>• Alteration in Body Alignment and mobility</li> <li>• Nursing interventions for impaired Body Alignment and Mobility: assessment, types, devices used, method <ul style="list-style-type: none"> <li>○ Range of motion exercises</li> <li>○ Muscle strengthening exercises</li> <li>○ Maintaining body alignment: positions <ul style="list-style-type: none"> <li>○ Moving</li> <li>○ Lifting</li> <li>○ Transferring</li> <li>○ Walking</li> </ul> </li> </ul> </li> <li>• Assisting clients with ambulation</li> <li>• Care of patients with Immobility using Nursing process approach</li> <li>• Care of patients with casts and splints</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration &amp; Re-demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• Objective type</li> </ul>
XIV	4 T 2 L	Describe the principles and practice of patient education	<b>Patient education</b> <ul style="list-style-type: none"> <li>• Patient Teaching: Importance, Purposes, Process</li> <li>• Integrating nursing process in patient teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Role plays</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• Objective type</li> </ul>

## APPLIED BIOCHEMISTRY

PLACEMENT: II SEMESTER

THEORY: 1 credit (20 hours)

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

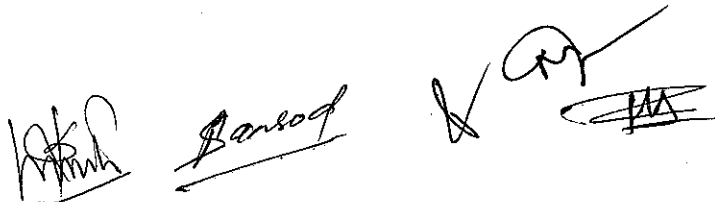
### COMPETENCIES

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

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





### **COURSE OUTLINE**

UNIT	TIM E	LEARNING OUTCOMES	CONTENT	TEACHING/ LEARNING ACTIVITIES	ASSESSMENT METHODS
I.	5 hours	Describe the metabolism of carbohydrates and its alterations	<b>Carbohydrates</b> <ul style="list-style-type: none"> <li>• Digestion, absorption and metabolism of carbohydrates and related disorders</li> <li>• Regulation of blood glucose</li> <li>• Diabetes Mellitus - type 1 &amp; type 2, symptoms, complications &amp; management in brief</li> <li>• Investigations of Diabetes Mellitus                             <ul style="list-style-type: none"> <li>○ OGTT: Indications, Procedure, Interpretation and types of GTT curve</li> <li>○ Mini GTT, extended GTT, GCT, IV GTT</li> <li>○ HbA1c (Only definition)</li> </ul> </li> <li>• Hypoglycemia-definition &amp; causes</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion using charts and slides</li> <li>• Demonstration of laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• Very short answers</li> </ul>
II.	4 hours	Explain the metabolism of lipids and its	<b>Lipids</b> <ul style="list-style-type: none"> <li>• Fatty acids: Definition, classification</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture,</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short</li> </ul>



		alterations	<ul style="list-style-type: none"> <li>• Definition &amp; Clinical significance of MUFA &amp; PUFA, Essential fatty acids, Trans fatty acids</li> <li>• Digestion, absorption &amp; metabolism of lipids &amp; related disorders</li> <li>• Compounds formed from cholesterol</li> <li>• Ketone bodies (name, types &amp; significance only)</li> <li>• Lipoproteins – types &amp; functions (metabolism not required)</li> <li>• Lipid profile</li> <li>• Atherosclerosis (in brief)</li> </ul>	<ul style="list-style-type: none"> <li>• Explain using Charts/ Slides</li> <li>• Demonstration of laboratory tests</li> </ul>	<p>answers</p> <ul style="list-style-type: none"> <li>• Very short answers</li> </ul>
III.	5 hours	<p>Explain the metabolism of amino acids and proteins</p> <p>Identify alterations in disease conditions</p>	<p><b>Proteins</b></p> <ul style="list-style-type: none"> <li>• Classification of amino acids based on nutrition, metabolic rate with examples</li> <li>• Digestion, absorption &amp; metabolism of protein &amp; related disorders</li> <li>• Biologically important compounds synthesized from various amino acids (only names)</li> <li>• In born errors of amino acid metabolism – only aromatic amino acids (in brief)</li> <li>• Plasma protein – types, function &amp; normal values</li> <li>• Causes of proteinuria, hypoproteinemia, hyper-gamma globinemia</li> <li>• Principle of electrophoresis, normal &amp; abnormal electrophoretic patterns (in brief)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Explain using charts, models Slides</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• Very short answers</li> </ul>
IV	1 hour	Explain clinical enzymology in various disease conditions	<p><b>Clinical Enzymology</b></p> <ul style="list-style-type: none"> <li>• Isoenzymes – Definition &amp; properties</li> <li>• Enzymes of diagnostic importance in <ul style="list-style-type: none"> <li>○ Liver Diseases-ALT, AST, ALP, GGT</li> <li>○ Myocardial infarction-CK, cardiac troponins, AST, LDH</li> <li>○ Muscle diseases-CK, Aldolase</li> <li>○ Bone diseases-ALP</li> <li>○ Prostate cancer-PSA, ACP</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Explain using Charts &amp; slides</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• Very short answers</li> </ul>

*Handwritten signatures and marks:*

V	2 hours	Explain acid base balance, imbalance and its clinical significance	<b>Acid base maintenance</b> <ul style="list-style-type: none"> <li>pH - definition, normal value</li> <li>Regulation of blood pH – blood buffer, respiratory &amp; renal</li> <li>ABG – normal values</li> <li>Acid base disorders –types, definition &amp; causes</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Explain using Charts/ slides</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Very short answers</li> </ul>
VI	1 hours	Describe the metabolism of hemoglobin and its clinical significance	<b>Heme catabolism</b> <ul style="list-style-type: none"> <li>Heme degradation pathway</li> <li>Jaundice – type, causes, urine &amp; blood investigations (van den berg test)</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Charts/ slides</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Very short answers</li> </ul>
VII	1hour	Explain different function tests and interpret the findings	<b>Organ function tests (biochemical parameters &amp; normal values only)</b> <ul style="list-style-type: none"> <li>Renal</li> <li>Liver</li> <li>Thyroid</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Visit to Lab</li> <li>Explain using Charts/slides</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Very short answers</li> </ul>
VIII	1 hour	Illustrate the immunochemis try	<b>Immunochemistry</b> <ul style="list-style-type: none"> <li>Structure &amp; functions of immunoglobulin</li> <li>Investigations &amp; interpretation- ELISA</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Explain using Charts/ slides</li> <li>Demonstration of Lab tests</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Very short answers</li> </ul>





## APPLIED NUTRITION AND DIETETICS

**PLACEMENT** : II SEMESTER  
**THEORY & LAB** : 2 credits (40 hours) Theory: 34 hours  
 Lab : 6 hours

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

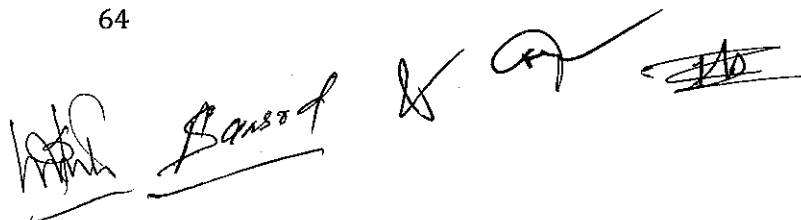
### COMPETENCIES

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

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

## COURSE OUTLINE

UNIT	TIME in hours	LEARNING OUTCOMES	CONTENT	TEACHING/ LEARNING ACTIVITIES	ASSESSMENT METHODS
I	T-2	Define nutrition and its relationship to Health	<b>Introduction to Nutrition</b> <i>Concepts:</i> Definition of Nutrition & Health <ul style="list-style-type: none"> <li>• Malnutrition- Under Nutrition &amp; Over Nutrition</li> <li>• Role of Nutrition in maintaining health</li> <li>• Factors affecting food and nutrition</li> </ul> <i>Nutrients</i> Classification <ul style="list-style-type: none"> <li>• Macro &amp; Micronutrients</li> <li>• Organic &amp; Inorganic</li> <li>• Energy Yielding &amp; Non-Energy Yielding</li> </ul> <b>Food</b> <ul style="list-style-type: none"> <li>• Classification-Food groups</li> <li>• Origin</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Charts/ Slides</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• Very short answers</li> </ul>
II	T-2	Describe the classification, functions, sources and recommended daily allowances	<b>Carbohydrates</b> <ul style="list-style-type: none"> <li>• Composition -starches, sugar and cellulose</li> <li>• Recommended Daily Allowance (RDA)</li> <li>• Dietary sources</li> <li>• Functions</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Charts/ Slides</li> <li>• Models</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• Very short answers</li> </ul>



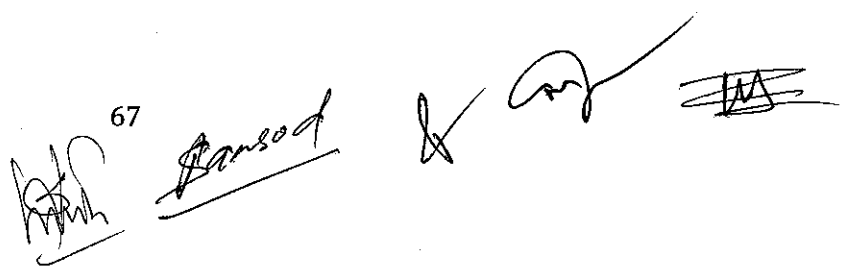
		(RDA) of carbohydrates  Explain BMR and factors affecting BMR	<b>Energy</b> <ul style="list-style-type: none"> <li>• Unit of energy-Kcal</li> <li>• Basal Metabolic Rate (BMR)</li> <li>• Factors affecting BMR</li> </ul>	<ul style="list-style-type: none"> <li>• Display of food items</li> </ul>	
<b>III</b>	T-3	Describe the classification, Functions, sources and RDA of proteins.	<b>Proteins</b> <ul style="list-style-type: none"> <li>• Composition</li> <li>• Eight essential amino acids</li> <li>• Functions</li> <li>• Dietary sources</li> <li>• Protein requirements-RDA</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Charts/ Slides</li> <li>• Models</li> <li>• Display of food items</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• Very short answers</li> </ul>
<b>IV</b>	T-2	Describe the classification, Functions, sources and RDA of fats	<b>Fats</b> <ul style="list-style-type: none"> <li>• Classification-saturated &amp; unsaturated</li> <li>• Calorie value</li> <li>• Functions</li> <li>• Dietary sources of fats and fatty acids</li> <li>• Fat requirements-RDA</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Charts/ slides</li> <li>• Models</li> <li>• Display of food items</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short Answers</li> <li>• Very Short answers</li> </ul>
<b>V</b>	T-3	Describe the classification, functions, sources and RDA of vitamins	<b>Vitamins</b> <ul style="list-style-type: none"> <li>• Classification-fat soluble &amp; water soluble</li> <li>• Fat soluble-Vitamins A, D, E, and K</li> <li>• Water soluble-Thiamine (vitamin B1), Riboflavin (vitamin B2), Nicotinic acid, Pyridoxine ( vitamin B6), Pantothenic acid, Folic acid, Vitamin B12, Ascorbic acid (vitamin C)</li> <li>• Functions, Dietary Sources &amp; Requirements-RDA of every vitamin</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Charts/ slides</li> <li>• Models</li> <li>• Display of food items</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short Answers</li> <li>• Very Short Answers</li> </ul>
<b>VI</b>	T-3	Describe the classification, functions, sources and RDA of minerals	<b>Minerals</b> <ul style="list-style-type: none"> <li>• Classification- Major minerals (Calcium, phosphorus, sodium, potassium, and magnesium) and Trace elements</li> <li>• Functions</li> <li>• Dietary Sources</li> <li>• Requirements- RDA</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Charts/ slides</li> <li>• Models</li> <li>• Display of food items</li> </ul>	<ul style="list-style-type: none"> <li>• Short Answers</li> <li>• Very Short Answers</li> </ul>

VII	T-4 L-3	Describe and plan balanced diet for different age groups, pregnancy, and lactation	<p><b>Balanced diet</b></p> <ul style="list-style-type: none"> <li>• Definition, principles, steps</li> <li>• Food guides – Basic Four Food Groups</li> <li>• RDA – Definition, limitations, uses</li> <li>• Food Exchange System</li> <li>• Calculation of nutritive value of foods</li> <li>• Dietary fibre</li> </ul> <p><b>Nutrition across life cycle</b></p> <ul style="list-style-type: none"> <li>• Meal planning/Menu planning – Definition, principles, steps</li> <li>• Infant and Young Child Feeding (IYCF) guidelines- breast feeding, infant foods</li> <li>• Diet plan for different age groups- Children, adolescents and elderly</li> <li>• Diet in pregnancy- nutritional requirements and balanced diet plan</li> <li>• Anemia in pregnancy-diagnosis, diet for anemic pregnant women, iron &amp; folic acid supplementation and counseling</li> <li>• Nutrition in lactation-nutritional requirements, diet for lactating mothers, complementary feeding/weaning</li> </ul>	Lecture cum Discussion  Meal planning  Lab session on Preparation of balanced diet for different categories and low cost nutritious dishes	Short Answers  Very Short Answers
VIII	T-4	Classify and describe the common nutritional deficiency disorders and identify nurses' role in assessment, management and prevention	<p><b>Nutritional deficiency disorders</b></p> <ul style="list-style-type: none"> <li>• Protein energy malnutrition- magnitude of the problem, causes, classification, signs &amp; symptoms, Severe acute malnutrition (SAM), management &amp; prevention, nurses' role</li> <li>• Childhood obesity-Signs &amp; symptoms, assessment, management &amp; prevention and nurses' role</li> <li>• Vitamin deficiency disorders- vitamin A, B, C &amp; D deficiency disorders: causes, signs &amp; symptoms, management &amp; prevention and nurses' role</li> <li>• Mineral deficiency diseases-iron, iodine and calcium deficiencies: causes, signs &amp; symptoms, management &amp; prevention and nurses' role</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Charts/slide s/models</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short Answer</li> <li>• Very Short Answer</li> </ul>
IX	T-4 L-3	Principles of diets in various diseases	<p><b>Therapeutic diets</b></p> <ul style="list-style-type: none"> <li>• Definition, Objectives, Principles</li> <li>• Modifications – Consistency, Nutrients,</li> <li>• Feeding techniques.</li> <li>• Diet in Diseases – Obesity, Diabetes Mellitus, CVD, Underweight, Renal diseases, Hepatic disorders Constipation, Diarrhea, Pre and Post operative period</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Meal planning</li> <li>• Lab session on preparation of therapeutic diets</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short Answer</li> <li>• Very Short Answer</li> </ul>

X	T-3	Describe the rules and preservation of nutrients	<b>Cookery rules and preservation of nutrients</b> <ul style="list-style-type: none"> <li>• <b>Cooking</b> – Methods, Advantages and Disadvantages</li> <li>• Preservation of nutrients</li> <li>• Measures to prevent loss of nutrients during preparation</li> <li>• Safe food handling and Storage of foods</li> <li>• Food preservation</li> <li>• Food additives and food adulteration</li> <li>• Prevention of Food Adulteration Act (PFA)</li> <li>• Food standards</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Charts/slides</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short Answer</li> <li>• Very Short</li> </ul>
XI	T-2	Explain the methods nutritional assessment and nutrition education	<b>Nutrition assessment and nutrition education</b> <ul style="list-style-type: none"> <li>• Objectives of nutritional assessment</li> <li>• Methods of assessment-clinical examination, anthropometry, laboratory &amp; biochemical assessment, assessment of dietary intake including Food frequency questionnaire (FFQ) method</li> <li>• Nutrition education-purposes, principles and methods</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> <li>• Writing nutritional assessment report</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short Answer</li> <li>• Evaluation of Nutritional assessment report</li> </ul>
XII	T-2	Describe nutritional problems in India and nutritional programs	<b>National Nutritional Programmes and role of nurse</b> <ul style="list-style-type: none"> <li>• Nutritional problems in India</li> <li>• National nutritional policy</li> <li>• <i>National nutritional programmes:</i> Vitamin Supplementation, Anemia Mukh Bharat Programme, Integrated Child Development Services (ICDS), Mid-day Meal Scheme (MDMS), National Iodine Deficiency Disorders Control Programme (NIDDCP), Weekly Iron Folic Acid Supplementation (WIFS) and others as introduced</li> <li>• Role of nurse in every programme</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short Answer</li> <li>• Very Short Answer</li> </ul>

**Food born diseases and food safety are dealt in Introduction to Community Health Nursing**

67



## NURSING FOUNDATIONS - II

### NURSING FOUNDATIONS II (SEMESTER II)

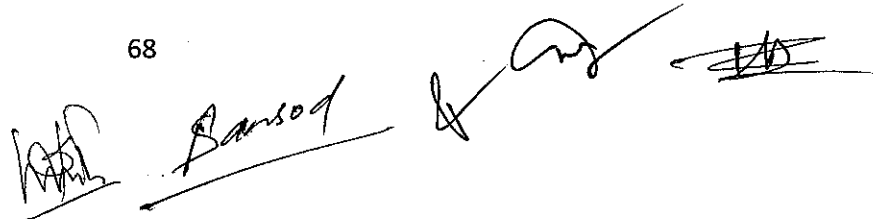
THEORY: 6 Credits (120 Hours)

(Lab-L/Skill Lab-SL): 3 Credits (120hours)

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

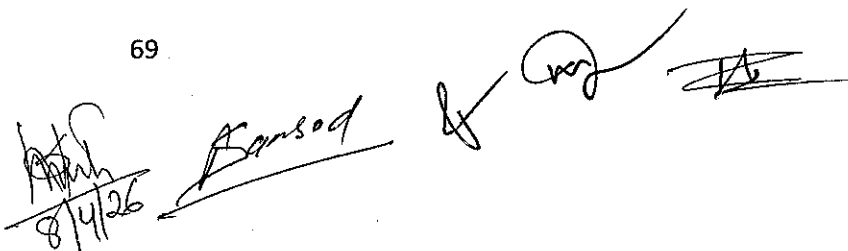
**\*Module used in teaching/learning:**

II Semester: First Aid-40 Hours (including Basic CPR)

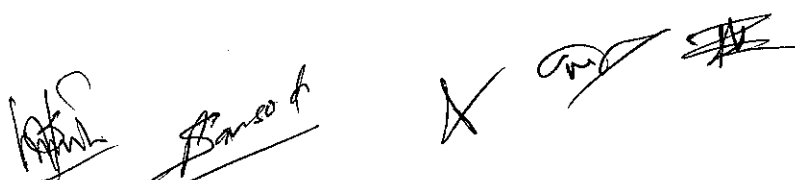
Handwritten signatures and initials, including the name "Bansod" written in a cursive script.

## COURSE OUTLINE

UNIT	TIME (HRS) T & L/SL	LEARNING OUTCOMES	CONTENT	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
I	5 T 15 L	Identify and meet the hygienic needs of patients	<b>Hygiene</b> <ul style="list-style-type: none"> <li>• Factors Influencing Hygienic Practice</li> <li>• Hygienic care: Indications and purposes, effects of neglected care                             <ul style="list-style-type: none"> <li>○ Care of the Skin- (Bath, feet and nail, Hair Care)</li> <li>○ Care of pressure points</li> <li>○ Assessment of Pressure Ulcers using Braden Scale and Norton Scale</li> <li>○ Pressure ulcers- causes, stages and manifestations, care and prevention</li> <li>○ Perineal care/Meatal care</li> <li>○ Oral care, Care of Eyes, Ears and Nose including assistive devices (eye glasses, contact lens, dentures, hearing aid)</li> </ul> </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</li> <li>• Short answers</li> <li>• Objective type</li> </ul>
II	14 T 7 L	Describe assessment, planning, implementation and evaluation of nursing care using Nursing process approach	<b>The Nursing Process</b> <ul style="list-style-type: none"> <li>• Critical Thinking Competencies, Attitudes for Critical Thinking, Levels of critical thinking in Nursing</li> <li>• Nursing Process Overview                             <ul style="list-style-type: none"> <li>○ <b>Assessment</b> <ul style="list-style-type: none"> <li>▪ Collection of Data: Types, Sources, Methods</li> <li>▪ Organizing Data</li> <li>▪ Validating Data</li> <li>▪ Documenting Data</li> </ul> </li> <li>○ <b>Nursing Diagnosis</b> <ul style="list-style-type: none"> <li>▪ Identification of client problems, risks and strengths</li> <li>▪ Nursing diagnosis statement- parts, Types, Formulating, Guidelines for formulating Nursing Diagnosis</li> <li>▪ NANDA approved diagnoses</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Evaluation of care plan</li> </ul>

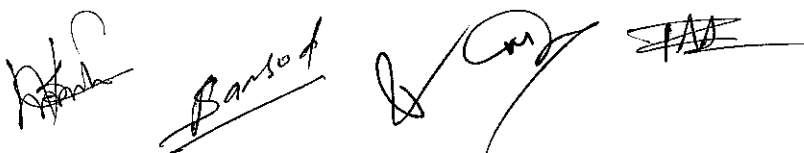

  
 8/4/26

			<ul style="list-style-type: none"> <li>▪ Difference between medical and nursing diagnosis</li> <li>○ <b>Planning</b> <ul style="list-style-type: none"> <li>▪ Types of planning</li> <li>▪ Establishing Priorities</li> <li>▪ Establishing Goals and Expected Outcomes- Purposes, types, guidelines, Components of goals and outcome statements</li> <li>▪ Types of Nursing Interventions, Selecting interventions: Protocols and Standing Orders</li> <li>▪ Introduction to Nursing Intervention Classification and Nursing Outcome Classification</li> <li>▪ Guidelines for writing care plan</li> </ul> </li> <li>○ <b>Implementation</b> <ul style="list-style-type: none"> <li>▪ Process of Implementing the plan of care</li> <li>▪ Types of care - Direct and Indirect</li> </ul> </li> <li>○ <b>Evaluation</b> <ul style="list-style-type: none"> <li>▪ Evaluation Process, Documentation and Reporting</li> </ul> </li> </ul>		
III	5 T 5 L	Identify and meet the Nutritional needs of patients	<b>Nutritional needs</b> <ul style="list-style-type: none"> <li>• Importance</li> <li>• Factors affecting nutritional needs</li> <li>• Assessment of nutritional status</li> <li>• Review: special diets- Solid, Liquid, Soft</li> <li>• Review on therapeutic diets</li> <li>• Care of patient with Dysphagia, Anorexia, Nausea, Vomiting</li> <li>• Meeting Nutritional needs: Principles, equipment, procedure, indications <ul style="list-style-type: none"> <li>○ Oral</li> <li>○ Enteral: Nasogastric/ Orogastic,</li> <li>○ Introduction to other enteral feeds- types, indications, Gastrostomy, Jejunostomy</li> <li>○ Parenteral- TPN</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Exercise</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Evaluation of nutritional assessment &amp; diet planning</li> </ul>
IV	10 T 10 L	Identify and meet the elimination needs of patient	<b>Elimination needs</b> <ul style="list-style-type: none"> <li>• Urinary Elimination <ul style="list-style-type: none"> <li>○ Review of Physiology of Urine Elimination, Composition and characteristics of urine</li> <li>○ Factors Influencing Urination</li> <li>○ Alteration in Urinary Elimination</li> <li>○ Facilitating urine elimination:</li> </ul> </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</li> <li>• Short answers</li> <li>• Objective type</li> </ul>

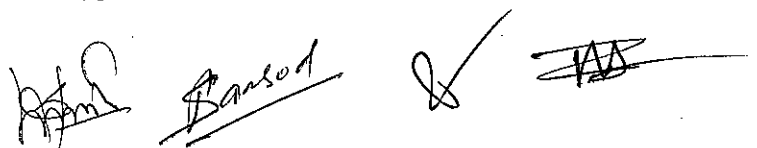


			<p>assessment, types, equipment, procedures and special considerations</p> <ul style="list-style-type: none"> <li>○ Providing urinal/bed pan</li> <li>○ Care of patients with <ul style="list-style-type: none"> <li>▪ Condom drainage</li> <li>▪ Intermittent Catheterization</li> <li>▪ Indwelling Urinary catheter and urinary drainage</li> <li>▪ Urinary diversions</li> <li>▪ Bladder irrigation</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• Bowel Elimination <ul style="list-style-type: none"> <li>○ Review of Physiology of Bowel Elimination, Composition and characteristics of feces</li> <li>○ Factors affecting Bowel elimination</li> <li>○ Alteration in Bowel Elimination</li> <li>○ Facilitating bowel elimination: Assessment, equipment, procedures <ul style="list-style-type: none"> <li>▪ Enemas</li> <li>▪ Suppository</li> <li>▪ Bowel wash</li> <li>▪ Digital Evacuation of impacted feces</li> <li>▪ Care of patients with Ostomies (Bowel Diversion Procedures)</li> </ul> </li> </ul> </li> </ul>		
V	4 T 3 L	<p>Explain various types of specimens and identify normal values of tests</p> <p>Develop skill in specimen collection, handling and transport</p>	<p><b>Diagnostic testing</b></p> <ul style="list-style-type: none"> <li>• Phases of diagnostic testing (pre-test, intra-test &amp; post-test) in Common investigations and clinical implications <ul style="list-style-type: none"> <li>○ Complete Blood Count</li> <li>○ Serum Electrolytes</li> <li>○ LFT</li> <li>○ Lipid/Lipoprotein profile</li> <li>○ Serum Glucose- AC, PC, HbA1c</li> <li>○ Monitoring Capillary Blood Glucose (Glucometer Random Blood Sugar-GRBS)</li> <li>○ Stool Routine Examination</li> <li>○ Urine Testing- Albumin, Acetone, pH, Specific Gravity</li> <li>○ Urine Culture, Routine, Timed Urine Specimen</li> <li>○ Sputum culture</li> <li>○ Overview of Radiologic &amp; Endoscopic Procedures</li> </ul> </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</li> <li>• Short answers</li> <li>• Objective type</li> </ul>

VI	11 T 10 L	Assess patients for oxygenation needs, promote oxygenation and provide care during oxygen therapy	<p><b>Oxygenation needs</b></p> <ul style="list-style-type: none"> <li>• Review of Cardiovascular and Respiratory Physiology</li> <li>• Factors affecting respiratory functioning</li> <li>• Alterations in Respiratory Functioning <ul style="list-style-type: none"> <li>• Conditions affecting <ul style="list-style-type: none"> <li>○ airway</li> <li>○ movement of air</li> <li>○ diffusion</li> <li>○ Oxygen transport</li> </ul> </li> <li>• Alterations in oxygenation</li> </ul> </li> <li>• Nursing interventions to promote oxygenation: assessment, types, equipment used &amp; procedure <ul style="list-style-type: none"> <li>○ Maintenance of patent airway</li> <li>○ Oxygen administration</li> <li>○ Suctioning- oral, tracheal</li> <li>○ Chest physiotherapy- Percussion, Vibration &amp; Postural drainage</li> <li>○ Care of Chest drainage- principles &amp; purposes</li> <li>○ Pulse Oximetry- Factors affecting measurement of oxygen saturation using pulse oximeter, Interpretation</li> </ul> </li> <li>• Restorative &amp; continuing care <ul style="list-style-type: none"> <li>○ Hydration</li> <li>○ Humidification</li> <li>○ Coughing techniques</li> <li>○ Breathing exercises</li> <li>○ Incentive spirometry</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration &amp; Re-demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• Objective type</li> </ul>
VII	7 T 8 L	Describe the concept of fluid, electrolyte balance	<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>• Disturbances in fluid volume: <ul style="list-style-type: none"> <li>○ Deficit- <ul style="list-style-type: none"> <li>▪ Hypovolemia</li> <li>▪ Dehydration</li> </ul> </li> <li>○ Excess- <ul style="list-style-type: none"> <li>▪ Fluid overload</li> <li>▪ Edema</li> </ul> </li> </ul> </li> <li>• Electrolyte imbalances (hypo and hyper) <ul style="list-style-type: none"> <li>○ Acid-base imbalances <ul style="list-style-type: none"> <li>▪ Metabolic- acidosis &amp; alkalosis</li> </ul> </li> </ul> </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</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Problem solving-calculation s</li> </ul>

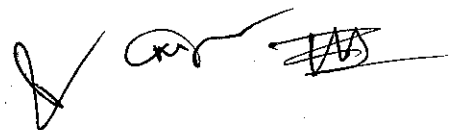


			<ul style="list-style-type: none"> <li>▪ Respiratory- acidosis &amp; alkalosis <ul style="list-style-type: none"> <li>○ Intravenous therapy</li> </ul> </li> <li>▪ Peripheral venipuncture sites</li> <li>▪ Types of IV fluids</li> <li>▪ Calculation for making IV fluid plan</li> <li>▪ Complications of IV fluid therapy</li> <li>▪ Measuring fluid intake and output</li> <li>▪ Administering Blood and Blood components</li> <li>▪ Restricting fluid intake</li> <li>▪ Enhancing Fluid intake</li> </ul>		
VIII	22 T 20 L	<p>Explain the principles, routes, effects of administration of medications</p> <p>Calculate conversions of drugs and dosages within and between systems of measurements</p> <p>Administer oral and topical medication and document accurately under supervision</p>	<p><b>Administration of Medications</b></p> <ul style="list-style-type: none"> <li>• Introduction-Definition of Medication, Administration of Medication, Drug Nomenclature, Effects of Drugs, Forms of Medications, Purposes, Pharmacodynamics and Pharmacokinetics</li> <li>• Factors influencing Medication Action</li> <li>• Medication orders and Prescriptions</li> <li>• Systems of measurement</li> <li>• Medication dose calculation</li> <li>• Principles, 10 rights of Medication Administration</li> <li>• Errors in Medication administration</li> <li>• Routes of administration</li> <li>• Storage and maintenance of drugs and Nurses responsibility</li> <li>• Terminologies and abbreviations used in prescriptions and medications orders</li> <li>• Developmental considerations</li> <li>• Oral, Sublingual and Buccal routes: Equipment, procedure</li> <li>• Introduction to Parenteral Administration of Drugs- Intramuscular, Intravenous, Subcutaneous, Intra dermal: Location of site, Advantages and disadvantages of the specific sites, Indication and contraindications for the different routes and sites.</li> <li>• Equipment- Syringes &amp; needles, cannulas, Infusion sets - parts, types, sizes</li> <li>• Types of vials and ampoules, Preparing Injectable medicines from vials and ampoules</li> <li>○ Care of equipment: decontamination and disposal of syringes, needles, infusion sets</li> <li>○ Prevention of Needle-Stick Injuries</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration &amp; Redemonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• Objective type</li> </ul>



			<ul style="list-style-type: none"> <li>• Topical Administration: Types, purposes, site, equipment, procedure</li> <li>○ Application to skin &amp; mucous membrane</li> <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 Rectal</li> <li>○ Spraying: Nose and throat</li> <li>• Inhalation: Nasal, oral, endotracheal/tracheal (steam, oxygen and medications)- purposes, types, equipment, procedure, recording and reporting of medications administered</li> <li>• Other Parenteral Routes: Meaning of epidural, intrathecal, intraosseous, intraperitoneal, intrapleural, intraarterial</li> </ul>		
IX	7 T 4 L	Provide care to patients with altered functioning of sense organs and unconsciousness in supervised clinical practice	<p><b>Sensory needs</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Components of sensory experience- Reception, Perception &amp; Reaction</li> <li>• Arousal Mechanism</li> <li>• Factors affecting sensory function</li> <li>• Assessment of Sensory alterations- sensory deficit, deprivation, overload &amp; sensory poverty</li> <li>• Management <ul style="list-style-type: none"> <li>○ Promoting meaningful communication (patients with Aphasia, artificial airway &amp; Visual and Hearing impairment)</li> </ul> </li> </ul> <p><b>Care of Unconscious Patients</b></p> <ul style="list-style-type: none"> <li>• Unconsciousness: Definition, causes &amp; risk factors, pathophysiology, stages of Unconsciousness, Clinical Manifestations</li> <li>• Assessment and nursing management of patient with unconsciousness, complications</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</li> <li>• Short answers</li> <li>• Objective type</li> </ul>
X	5 T 5 L	Explain loss, death and grief	<p><b>Care of Terminally ill, death and dying</b></p> <ul style="list-style-type: none"> <li>• Loss- Types</li> <li>• Grief, Bereavement &amp; Mourning</li> <li>• Types of Grief responses</li> <li>• Manifestations of Grief</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Case discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> </ul>





			<ul style="list-style-type: none"> <li>• Factors influencing Loss &amp; Grief Responses</li> <li>• Theories of Grief &amp; Loss-Kubler Ross 5 Stages of Dying</li> <li>• The R Process model (Rando's)</li> <li>• Death- Definition, Meaning, Types (Brain &amp; Circulatory Deaths)</li> <li>• Signs of Impending Death</li> <li>• Dying patient's Bill of Rights</li> <li>• Care of Dying Patient</li> <li>• Physiological changes occurring after Death</li> <li>• Death Declaration, Certification, Autopsy, Embalming</li> <li>• Last office/Death Care</li> <li>• Counseling &amp; supporting grieving relatives</li> <li>• Placing body in the Mortuary</li> <li>• Releasing body from Mortuary</li> <li>• Overview- Medico-legal Cases, Advance directives, DNI/DNR, Organ Donation, Euthanasia</li> </ul>	<ul style="list-style-type: none"> <li>• Death care/last office</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type</li> </ul>
			<b>PSYCHOSOCIAL NEEDS (A-D)</b>		
XI	3 T	Develop basic understanding of self- concept	<b>A. Self-concept</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Components (Personal Identity, Body Image, Role Performance, Self Esteem)</li> <li>• Factors affecting Self Concept</li> <li>• Nursing Management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Case Discussion/ Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• Objective type</li> </ul>
XII	2 T	Describe sexual development and sexuality	<b>B. Sexuality</b> <ul style="list-style-type: none"> <li>• Sexual development throughout life</li> <li>• Sexual health</li> <li>• Sexual orientation</li> <li>• Factors affecting sexuality</li> <li>• Prevention of STIs, unwanted pregnancy, avoiding sexual harassment and abuse</li> <li>• Dealing with inappropriate sexual behavior</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</li> <li>• Short answers</li> <li>• Objective type</li> </ul>
XIII	3 T 3 L	Describe stress and adaptation	<b>C. Stress and Adaptation-Introductory concepts</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Sources, Effects, Indicators &amp; Types of Stress</li> <li>• Types of stressors</li> <li>• Stress Adaptation- General Adaptation Syndrome (GAS), Local Adaptation Syndrome (LAS)</li> </ul> Manifestation of stress- Physical & psychological	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• Objective type</li> </ul>

			<ul style="list-style-type: none"> <li>• Coping strategies/ Mechanisms</li> <li>• Stress Management <ul style="list-style-type: none"> <li>○ Assist with coping and adaptation</li> <li>○ Creating therapeutic environment</li> </ul> </li> <li>• Recreational and diversion therapies</li> </ul>		
XIV	6 T	<p>Explain culture and cultural norms</p> <p>Integrate cultural differences and spiritual needs in providing care to patients under supervision</p>	<p><b>D. Concepts of Cultural Diversity and Spirituality</b></p> <ul style="list-style-type: none"> <li>• Cultural diversity <ul style="list-style-type: none"> <li>○ Cultural Concepts- Culture, Subculture, Multicultural, Diversity, Race, Acculturation, Assimilation</li> <li>○ Transcultural Nursing</li> <li>○ Cultural Competence</li> <li>○ Providing Culturally Responsive Care</li> </ul> </li> <li>• Spirituality <ul style="list-style-type: none"> <li>○ Concepts- Faith, Hope, Religion, Spirituality, Spiritual Wellbeing</li> <li>○ Factors affecting Spirituality</li> <li>○ Spiritual Problems in Acute, Chronic, Terminal illnesses &amp; Near-Death Experience</li> <li>○ Dealing with Spiritual Distress/Problems</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</li> <li>• Short answers</li> <li>• Objective type</li> </ul>
XV	6 T	Explain the significance of nursing theories	<p><b>Nursing Theories: Introduction</b></p> <ul style="list-style-type: none"> <li>• Meaning &amp; Definition, Purposes, Types of theories with examples, Overview of selected nursing theories- Nightingale, Orem, Roy</li> <li>• Use of theories in nursing practice</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• Objective type</li> </ul>
XVI	20 T 20 L	Explain and apply principles of First Aid during emergencies	<p><b>First Aid &amp; Emergencies *</b></p> <ul style="list-style-type: none"> <li>• Definition, Basic Principles, Scope &amp; Rules</li> <li>• First Aid Management <ul style="list-style-type: none"> <li>○ Wounds, Hemorrhage &amp; Shock</li> <li>○ Musculoskeletal Injuries: Fractures, Dislocation, Muscle injuries</li> <li>○ Transportation of Injured persons</li> <li>○ Respiratory Emergencies &amp; Basic CPR</li> <li>○ Unconsciousness</li> <li>○ Foreign Bodies- Skin, Eye, Ear, Nose, Throat &amp; Stomach</li> <li>○ Burns &amp; Scalds</li> <li>○ Poisoning, Bites &amp; stings</li> <li>○ Frostbite &amp; Effects of Heat</li> <li>○ Community Emergencies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration &amp; Re-demonstration</li> <li>• Module completion <b>National Disaster Management Authority (NDMA) First aid module</b></li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• Objective type</li> <li>• OSCE</li> </ul>

## **NURSING FOUNDATIONS I & II – (SKILL LAB & CLINICAL)**

**PLACEMENT:** Semester I & II

Skill Lab: 200 (80+120) hours

Clinical: 480 (160 + 320) hours

**Semester I- Lab 80 Hours (2 Credits), Clinical- 160 Hours (2 Credits)**

**Semester II- Lab- 120 Hours (3 Credits), Clinical- 320 Hours (4 Credits)**

### **COMPETENCIES**

#### **SEMESTER I**

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

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

#### **SEMESTER II**

13. Implement basic nursing techniques in meeting hygienic needs of patients
14. Develop skills in assessment, planning, implementation and evaluation of nursing care using Nursing process approach
15. Identify and meet the Nutritional needs of patients
16. Plan and Implement care to meet the elimination needs of patient
17. Develop skills in instructing and collecting samples for investigation.
18. Perform simple lab tests and analyze & interpret common diagnostic values
19. Identify patients with impaired oxygenation and demonstrate skill in caring for patients with impaired oxygenation
20. Identify and demonstrate skill in caring for patients with fluid, electrolyte and acid – base imbalances
21. Assess, plan, implement & evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness
22. Care for terminally ill and dying patients

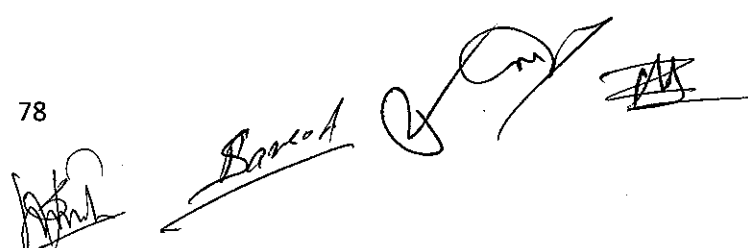
*[Handwritten signatures and initials]*

23. Identify stress and assist patients to adopt various coping strategies
24. Acquire skills in assessing and performing First Aid during emergencies

**Skill Lab**

**Use of mannequins and simulators**

S. NO	COMPETENCIES	MODE OF DEMONSTRATION
<b>Semester I</b>		
1.	Therapeutic Communication and Documentation	Role Play
2.	Vital signs	Simulator/ Standardized patient
3.	Physical Examination	Simulator/ Mannequin / Standardized patient
4.	Medical and Surgical Asepsis	-
5.	Pain Assessment	Standardized patient
6.	Comfort Devices	Mannequin
7.	Therapeutic Positions	Mannequin
8.	Physical Restraints and Side rails	Mannequin
9.	ROM Exercises	Standardized patient
10.	Ambulation	Standardized patient
11.	Moving and Turning patients in bed	Mannequin
12.	Changing position of helpless patients	Mannequin/ Standardized patient
13.	Transferring patients bed to stretcher/ wheel chair	Mannequin/ Standardized patient
14.	Admission, Transfer, Discharge & Health Teaching	Role Play
<b>Semester II</b>		
15.	Sponge bath, oral hygiene, perineal care	Mannequin
16.	Nutritional Assessment	Standardized Patient
17.	Nasogastric tube feeding	Trainer/ Simulator
18.	Providing bed pan & urinal	Mannequin
19.	Catheter care	Catheterization Trainer
20.	Bowel wash, enema, insertion of suppository	Simulator/ Mannequin
21.	Oxygen administration- face mask, venture mask, nasal prongs	Mannequin
22.	Administration of medication through Parenteral route- IM, SC, ID, IV	IM injection trainer, ID injection trainer, IV arm (Trainer)
23.	Last Office	Mannequin
24.	CPR	CPR Mannequin



SEMESTER I- 10 weeks- 16 hours/ week

CLINICAL POSTINGS- General Medical/Surgical Wards

Clinical Unit	Duration in Weeks	Learning Outcomes	Procedural Competencies/Clinical Skills (Supervised clinical practice)	Clinical Requirements	Assessment Methods
General Medical / Surgical wards	2	Maintain effective human relations (projecting professional image)  Communicate effectively with patient, families and team members  Demonstrate skills in techniques of recording and reporting	<b>Communication and Nurse patient relationship</b>  • Maintaining Communication with patient and family and interpersonal relationship  • Documentation and Reporting  ○ Documenting patient care and procedures ○ Verbal report ○ Written report		• OSCE
•••••	2	Demonstrate skill in monitoring vital signs  Care for patients with altered vital signs	<i>Vital signs</i>  • Monitor/measure and document vital signs in a graphic sheet ○ Temperature (oral, tympanic, axillary) ○ Pulse (Apical and peripheral pulses) ○ Respiration ○ Blood pressure ○ Pulse oximetry  • Interpret and report alteration  • Cold Applications- Cold Compress, Ice cap, Tepid Sponging  • Care of equipment – thermometer, BP apparatus, Stethoscope, Pulse oximeter	Care of patients with alterations in vital signs- 2	• Assessment of clinical skills using checklist • OSCE
••••	2	Perform health assessment of each body system	<b>Health assessment &amp; Infection control in Clinical settings</b>  <i>Health Assessment</i> • Nursing/ Health history taking • Perform physical examination: ○ General ○ Body systems	• History Taking- 2 • Physical examination- 2	• Assessment of clinical skills using checklist • OSCE

Handwritten signatures and initials, including a large signature that appears to be 'Dhanraj' and other illegible marks.

		Demonstrate skill in implementing standard precautions and use of PPE	<ul style="list-style-type: none"> <li>• Use various methods of physical examination- Inspection, Palpation, Percussion, Auscultation, Olfaction</li> <li>• Identification of system wise deviations</li> <li>• Documentation of findings</li> </ul> <p><i>Infection control in Clinical settings</i></p> <ul style="list-style-type: none"> <li>• Hand hygiene</li> <li>• Use of PPE</li> </ul>		<ul style="list-style-type: none"> <li>• Assessment of clinical skills using checklist</li> <li>• OSCE</li> </ul>
	2	Demonstrate skill in meeting the comfort needs of the patients	<p><b>Comfort, Rest &amp; Sleep, Pain and Promoting Safety in Health Care Environment</b></p> <p><i>Comfort, Rest &amp; Sleep</i></p> <ul style="list-style-type: none"> <li>• Bed making- <ul style="list-style-type: none"> <li>○ Open</li> <li>○ Closed</li> <li>○ Occupied</li> <li>○ Post-operative</li> <li>○ Cardiac bed</li> <li>○ Fracture bed</li> </ul> </li> <li>• Comfort devices <ul style="list-style-type: none"> <li>○ Pillows</li> <li>○ Over bed table/cardiac table</li> <li>○ Back rest</li> <li>○ Bed Cradle</li> </ul> </li> <li>• Therapeutic Positions <ul style="list-style-type: none"> <li>○ Supine</li> <li>○ Fowlers (low, semi, high)</li> <li>○ Lateral</li> <li>○ Prone</li> <li>○ Sim's</li> <li>○ Trendelenburg</li> <li>○ Dorsal recumbent</li> <li>○ Lithotomy</li> <li>○ Knee chest</li> </ul> </li> </ul> <p><i>Pain</i></p> <ul style="list-style-type: none"> <li>• Pain assessment and provision for comfort</li> </ul>		<ul style="list-style-type: none"> <li>• Assessment of clinical skills using checklist</li> <li>• OSCE</li> </ul>
		Provide safe and clean environment	<p><i>Promoting Safety in Health Care Environment</i></p> <ul style="list-style-type: none"> <li>• Care of Patient's Unit</li> <li>• Use of Safety devices: <ul style="list-style-type: none"> <li>○ Side Rails</li> </ul> </li> <li>• Restraints (Physical)</li> <li>• Fall risk assessment and Post Fall Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation on Physical restraints- 1</li> <li>• Fall risk assessment - 2</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of clinical skills using checklist</li> <li>• OSCE</li> </ul>

*Handwritten signatures and notes:*  
 [Signature] Bansod [Signature] [Signature]

		Demonstrate skill in admission, transfer, and discharge of a patient	<b>Hospital Admission and discharge, Mobility and Immobility and Patient education</b>  <i>Hospital Admission and discharge</i> Perform & Document: <ul style="list-style-type: none"> <li>• Admission</li> <li>• Transfer</li> <li>• Planned Discharge</li> </ul>		<ul style="list-style-type: none"> <li>• Assessment of clinical skills using checklist</li> <li>• OSCE</li> </ul>
	2	Demonstrate skill in caring for patients with restricted mobility	<i>Mobility and Immobility</i> <ul style="list-style-type: none"> <li>• Range of Motion Exercises</li> <li>• Assist patient in: <ul style="list-style-type: none"> <li>○ Moving</li> <li>○ Turning</li> <li>○ Logrolling</li> </ul> </li> <li>• Changing position of helpless patient</li> <li>• Transferring (Bed to and from chair/ wheelchair/ stretcher)</li> </ul>		<ul style="list-style-type: none"> <li>• Assessment of clinical skills using checklist</li> <li>• OSCE</li> </ul>
		Plan and provide appropriate health teaching following the principles	<i>Patient education</i>	• Individual teaching - 1	<ul style="list-style-type: none"> <li>• Assessment of clinical skills using checklist</li> <li>• OSCE</li> </ul>
	4	Implement basic nursing techniques in meeting hygienic needs of patients  Develop skills in assessment, planning, implementation and evaluation of nursing care using Nursing process approach	<b>SEMESTER II (16 weeks x 20 hours/week)</b>  <b>Hygiene &amp; The Nursing Process</b>  <i>Hygiene</i> <ul style="list-style-type: none"> <li>• Care of Skin &amp; Hair: <ul style="list-style-type: none"> <li>-Sponge Bath/ Bed bath</li> <li>-Care of pressure points &amp; back massage</li> <li>- Pressure sore risk assessment using Braden/ Norton scale</li> <li>-Hair wash</li> <li>-Pediculosis treatment</li> </ul> </li> <li>• Oral Hygiene</li> <li>• Perineal Hygiene</li> <li>• Catheter care</li> </ul> <i>The Nursing Process</i> <ul style="list-style-type: none"> <li>• Prepare Nursing care plan for the patient based on the given case</li> </ul>	• Nursing care plan Patient with Pain-1 Patient with Fever-1	<ul style="list-style-type: none"> <li>• Assessment of clinical skills using checklist</li> <li>• OSCE</li> <li>• Evaluation of Nursing process with criteria</li> </ul>

3	<p>Identify and meet the Nutritional needs of patients</p> <p>Plan and Implement care to meet the elimination needs of patient</p> <p>Develop skills in instructing and collecting samples for investigation.</p> <p>Perform simple lab tests and analyze &amp; interpret common diagnostic values</p>	<p><b>Nutritional needs, Elimination needs &amp; Diagnostic testing</b></p> <p><i>Nutritional needs</i></p> <ul style="list-style-type: none"> <li>• Nutritional Assessment</li> <li>• Preparation of Nasogastric tube feed</li> <li>• Nasogastric tube feeding</li> </ul> <p><i>Elimination needs</i></p> <p>Providing</p> <ul style="list-style-type: none"> <li>-Urinal</li> <li>-Bedpan</li> </ul> <ul style="list-style-type: none"> <li>• Insertion of Suppository</li> <li>• Enema</li> <li>• Urinary Catheter care</li> <li>• Care of urinary drainage</li> </ul> <p><i>Diagnostic testing</i></p> <ul style="list-style-type: none"> <li>• Specimen Collection <ul style="list-style-type: none"> <li>○ Urine routine and culture</li> <li>○ Stool routine</li> <li>○ Sputum Culture</li> </ul> </li> <li>• Perform simple Lab Tests using reagent strips <ul style="list-style-type: none"> <li>○ Urine- Glucose, Albumin, Acetone, pH, Specific gravity</li> </ul> </li> <li>• Blood-GRBS Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Nutritional Assessment- 1</li> <li>• Clinical Presentation on Care of patient with Nasogastric tube feeding- 1</li> <li>• Clinical Presentation on Care of patient with Constipation-1</li> <li>• Lab values- interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of clinical skills using checklist</li> <li>• OSCE</li> <li>• Assessment of clinical skills using checklist</li> <li>• OSCE</li> </ul>
3	<p>Identify patients with impaired oxygenation and demonstrate skill in caring for patients with impaired oxygenation</p> <p>Identify and demonstrate skill in caring for patients with fluid, electrolyte and</p>	<p><b>Oxygenation needs, Fluid, Electrolyte, and Acid – Base Balances</b></p> <p><i>Oxygenation needs</i></p> <ul style="list-style-type: none"> <li>• Oxygen administration Methods <ul style="list-style-type: none"> <li>○ Nasal Prongs</li> <li>○ Face Mask/ Venturi Mask</li> </ul> </li> <li>• Steam inhalation</li> <li>• Chest Physiotherapy</li> <li>• Deep Breathing &amp; Coughing Exercises</li> <li>• Oral Suctioning</li> </ul> <p><i>Fluid, Electrolyte, and Acid – Base Balances</i></p> <ul style="list-style-type: none"> <li>• Maintaining intake output chart</li> <li>• Identify &amp; report</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation on methods of Oxygen administration</li> <li>• Presentation on Blood &amp; Blood Component therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of clinical skills using checklist</li> <li>• OSCE</li> <li>• Assessment of clinical skills using checklist</li> <li>• OSCE</li> </ul>

		acid – base imbalances	complications of IV therapy <ul style="list-style-type: none"> <li>• Observe Blood &amp; Blood Component therapy</li> <li>• Identify &amp; Report Complications of Blood &amp; Blood Component therapy</li> </ul>		
	3	<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> <li>• Administer drugs by the following routes-Oral, Intradermal, Subcutaneous, Intramuscular, Intra Venous Topical, inhalation</li> </ul>	<b>Administration of Medications</b> <ul style="list-style-type: none"> <li>• Calculate Drug Dosages</li> <li>• Preparation of lotions &amp; solutions</li> <li>• Administer Medications             <ul style="list-style-type: none"> <li>○ Oral</li> <li>○ Topical</li> <li>○ Inhalations</li> <li>○ Parenteral                 <ul style="list-style-type: none"> <li>▪ Intradermal</li> <li>▪ Subcutaneous</li> <li>▪ -Intramuscular</li> <li>▪ Instillations</li> </ul> </li> <li>○ Eye, Ear, Nose- instillation of medicated drops, nasal sprays, irrigations</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Assessment of clinical skills using checklist</li> <li>• OSCE</li> </ul>
	2	<p>Assess, plan, implement &amp; evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness</p> <p>Care for terminally ill and dying patients</p> <p>Identify stress and assist patients to adopt various coping strategies</p>	<b>Sensory Needs and Care of Unconscious patients, Care of Terminally ill, death and dying &amp; Stress and Adaptation</b> <p><i>Sensory Needs and Care of Unconscious patients</i></p> <ul style="list-style-type: none"> <li>• Assessment of Level of Consciousness using Glasgow Coma Scale</li> </ul> <p><i>Terminally ill, death and dying</i></p> <ul style="list-style-type: none"> <li>• Death Care</li> </ul> <p><i>Stress and Adaptation</i></p>	<ul style="list-style-type: none"> <li>• Nursing rounds on care of patient with altered sensorium</li> </ul> <p>Presentation on dying patient's bill of rights</p> <p>Presentation on Relaxation techniques</p>	<ul style="list-style-type: none"> <li>• Assessment of clinical skills using checklist</li> <li>• OSCE</li> <li>• Assessment of clinical skills using checklist</li> </ul>

	1	Demonstrate skills in assessing and performing First Aid during emergencies	<b>First aid and Emergencies</b> <ul style="list-style-type: none"> <li>• Bandaging Techniques <ul style="list-style-type: none"> <li>○ Basic Bandages: <ul style="list-style-type: none"> <li>▪ Circular</li> <li>▪ Spiral</li> <li>▪ Reverse-Spiral</li> <li>▪ Recurrent</li> <li>▪ Figure of Eight</li> </ul> </li> <li>○ Special Bandages: <ul style="list-style-type: none"> <li>▪ Caplin</li> <li>▪ Eye / Ear Bandage</li> <li>▪ Jaw Bandage</li> <li>▪ Shoulder Spica</li> <li>▪ Thumb spica</li> <li>▪ Triangular Bandage/ Sling (Head &amp; limbs)</li> </ul> </li> <li>▪ Binders</li> <li>▪ Basic CPR</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Mock drill- Fire Safety</li> <li>• Module completion National Disaster Management Authority (NDMA) First aid module</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of clinical skills using checklist</li> <li>• OSCE (first aid competencies)</li> </ul>
--	---	---	--	---	--



## INTRODUCTION TO COMMUNITY HEALTH NURSING

**PLACEMENT**

**II SEMESTER**

**THEORY :** 2 Credits (40 Hours)  
**PRACTICUM:** Clinical-1 Credit (80 Hrs)

**DESCRIPTION:** This course is designed to help students develop broad perspectives of health, its determinants, about community health nursing and understanding about the health care delivery services, health care policies and regulations in India. It helps the students to develop knowledge and understanding of environment, environmental health and sanitation, nutrition and food safety. It further helps them to apply the principles and concepts of BCC and health education for health promotion and maintenance of health within the community in wellness and illness continuum.

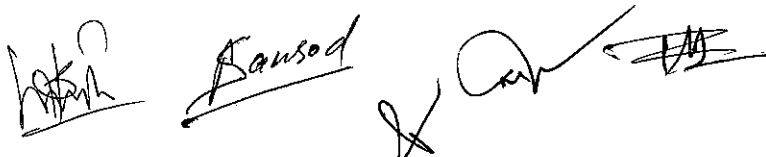
### **COMPETENCIES:**

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

1. Explore the evolution of public health in India and community health nursing
2. Explain the concepts and determinants of health
3. Identify the levels of prevention and health problems of India
4. Develop basic understanding about the health care planning and the present health care delivery system in India at various levels
5. Locate the significance of primary health care and comprehensive primary health care as part of current health care delivery system focus
6. Discuss health care policies and regulations in India
7. Demonstrate understanding about an overview of environmental science
8. Identify the role and significance of environmental protection and preservation
9. Relate the influence of environmental factors and sanitation on health and disease
10. Demonstrate skill in nutritional assessment for different age groups in the community and provide appropriate nutritional counseling
11. Identify the importance of food safety in prevention of food borne diseases
12. Discuss basic issues and concepts of Behavior Change Communication (BCC) and Social Behavior Change Communication (SBCC) and identify the methods of BCC to target the audience
13. Provide health education to individuals and families applying the principles and techniques of behavior change appropriate to community settings

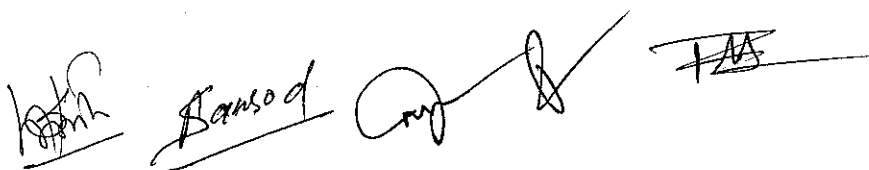
### **COURSE OUTLINE**

UNIT	TIME (Hours)	LEARNING OUTCOMES	CONTENT	TEACHING / LEARNING ACTIVITIES	ASSESSMENT METHODS
I	4 T	Define public health, community health and community health nursing  Explain the evolution of	<b>Concepts of Community Health and Community Health Nursing</b>  • Definition of public	<ul style="list-style-type: none"> <li>• Lecture, Discussion</li> <li>• Explain using chart, graphs</li> <li>• Community</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Essay type and</li> </ul>




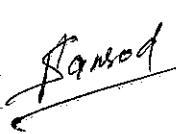
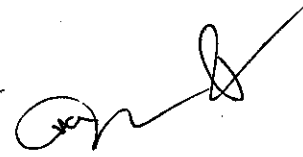

		<p>public health in India and scope of community health nursing</p> <p>Explain various concepts of health and disease, dimensions and determinants of health</p> <p>Explain the natural history of disease and levels of prevention</p> <p>Discuss the health problems of India</p>	<p>health, community health and community health nursing</p> <ul style="list-style-type: none"> <li>Public health in India and its evolution and Scope of community health nursing</li> <li><i>Review:</i> Concepts of health &amp; Illness/disease- Definition, dimensions and determinants of health and disease</li> <li>Natural history of disease</li> <li>Levels of prevention- Primary, Secondary &amp; tertiary prevention- Review</li> <li>Health problems (Profile) of India</li> </ul>	<p>needs assessment (Field survey on identification of demographic characteristics, health determinants and resources of a rural and an urban community)</p> <ul style="list-style-type: none"> <li>Explain using examples</li> </ul>	<p>objective type</p> <ul style="list-style-type: none"> <li>Survey report</li> </ul>
II	8 T	<p>Describe health planning and its steps, and various health plans, and committees</p> <p>Discuss health care delivery system in India at various levels</p> <p>Describe SDGs, primary health care and comprehensive primary health care (CPHC)</p> <p>Explain health care policies and regulations in India</p>	<p><b>Health Care Planning and Organization of Health Care at various levels</b></p> <ul style="list-style-type: none"> <li>Health planning steps</li> <li>Health planning in India –various committees and commissions on health and family welfare and Five Year plans</li> <li>Participation of community and stakeholders in health planning</li> <li>Health care delivery system in India- Infrastructure and Health sectors, Delivery of health services at sub centre (SC)PHC, CHC, District level, state level and national level,</li> <li>Sustainable development goals (SDGs), Primary</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Field visits to CHC, PHC, SC/ Health Wellness Centers (HWC)</li> <li>Directed</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Essay type</li> <li>Evaluation of Field visit reports &amp; presentation</li> </ul>

			<p>Health Care and Comprehensive Primary Health Care (CPHC)-elements, principles</p> <ul style="list-style-type: none"> <li>• CPHC through SC/Health Wellness Center (HWC)</li> <li>• National Health Care Policies and Regulations <ul style="list-style-type: none"> <li>○ National Health Policy (1983, 2002, 2017)</li> <li>○ National Health Mission (NHM): National Rural Health Mission (NRHM), National Urban Health Mission (NUHM), NHM</li> <li>○ National Health Protection Mission (NHPM)</li> <li>○ Ayushman Bharat</li> <li>○ Universal Health Coverage</li> </ul> </li> </ul>	reading	
III	15 T	<p>Identify the role of an individual in the conservation of natural resources</p> <p>Describe ecosystem, its structure, types and functions</p> <p>Explain the classification, value and threats to biodiversity</p> <p>Enumerate the causes, effects and control measures of environmental pollution</p> <p>Discuss about climate change, global warming,</p>	<p><b>Environmental Science, Environmental Health, and Sanitation</b></p> <ul style="list-style-type: none"> <li>• <i>Natural resources:</i> <b>Renewable and non-renewable resources, natural resources and associated problems-</b> Forest resources, water resources, mineral resources, food resources, energy resources and land resources Role of individuals in conservation of natural resources, and equitable use of resources for sustainable lifestyles</li> <li>• <i>Ecosystem:</i> Concept, structure and functions of ecosystems, Types &amp; Characteristics- Forest ecosystem, Grassland</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Debates on environmental protection and preservation</li> <li>• Explain using Charts, graphs, Models, films, slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Essay type</li> <li>• Field visit reports</li> </ul>



		<p>acid rain, and ozone layer depletion</p> <p>Enumerate the role of an individual in creating awareness about the social issues related to environment</p> <p>List the acts relation to environmental protection and preservation</p> <p>Describe the concept of environmental health and sanitation</p> <p>Describe water conservation, rain water harvesting and water shed management</p> <p>Explain waste management</p>	<p>ecosystem, Desert ecosystem, Aquatic ecosystem, Energy flow in ecosystem</p> <ul style="list-style-type: none"> <li>• <i>Biodiversity</i>: classification, value of bio-diversity, threats to biodiversity, conservation of biodiversity</li> <li>• <i>Environmental pollution</i>: Introduction, Causes, effects and control measures of: Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, nuclear hazards &amp; their impact on health</li> <li>• Climate change, global warming-eg. heat wave, acid rain, ozone layer depletion, waste land reclamation &amp; its impact on health</li> <li>• Social issues and environment: sustainable development, urban problems related to energy, water and environmental ethics</li> <li>• Acts related to environmental protection and preservation</li> </ul> <p><b>Environmental health &amp; Sanitation</b></p> <ul style="list-style-type: none"> <li>• Concept of environment health and sanitation</li> <li>• Concept of safe water, sources of water, waterborne diseases, water purification processes, household</li> </ul>	<ul style="list-style-type: none"> <li>• Directed reading</li> <li>• Visits to water supply &amp; purification sites</li> <li>• Observe rain water harvesting plants</li> <li>• Visit to Sewage disposal and treatment sites, and waste disposal sites</li> </ul>	
--	--	---	---	---	--

*Handwritten signatures and initials:*

			<p>purification of water</p> <ul style="list-style-type: none"> <li>• Physical and chemical standards of drinking water quality and tests for assessing bacteriological quality of water</li> <li>• Concepts of water conservation-rain water harvesting and water shed management</li> <li>• Concept of Pollution prevention</li> <li>• Air &amp; noise pollution</li> <li>• Role of nurse in prevention of pollution</li> <li>• Solid waste management, human excreta disposal &amp; management and sewage disposal and management</li> <li>• Commonly used insecticides and pesticides</li> </ul>		
IV	4 T	<p>Describe the various nutrition assessment methods at the community level</p> <p>Plan and provide diet plans for all age groups including therapeutic diet</p> <p>Describe the national nutrition programs and provide nutrition counseling and education to all age groups</p>	<p><b>Nutrition Assessment and Nutrition Education</b></p> <ul style="list-style-type: none"> <li>• <i>Review of Nutrition</i> <ul style="list-style-type: none"> <li>○ Concepts, types</li> <li>○ Meal planning -aims, steps &amp; diet plan for different age groups</li> <li>○ Nutrition assessment of individuals, families and community by using appropriate methods</li> </ul> </li> <li>• Planning suitable diet for individuals and families according to local availability of foods, dietary habits and economic status</li> <li>• General nutritional</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Market visit</li> <li>• Nutritional assessment for different age groups</li> </ul>	<ul style="list-style-type: none"> <li>• Performance assessment of nutrition assessment for different age groups</li> <li>• Evaluation on nutritional assessment reports</li> </ul>
	3 T	<p>Identify early the food borne diseases, and perform initial management and referral appropriately</p>			

*Handwritten signatures and notes:*  
 [Signature] Based [Signature] [Signature]



			food storage of food items (ex. milk, meat) <ul style="list-style-type: none"> <li>• Role of food handlers in food borne diseases</li> <li>• Essential steps in safe cooking practices</li> </ul>		
V	6 T	Describe behaviour change communication skills  Counsel and provide health education to individuals, families and community for promotion of healthy life style practices using appropriate methods and media	<b>Communication management and Health Education</b> <ul style="list-style-type: none"> <li>• Behaviour change communication skills             <ul style="list-style-type: none"> <li>○ communication</li> <li>○ Human behaviour</li> <li>○ Health belief model-concepts &amp; definition, ways to influence behaviour</li> <li>○ Steps of behaviour change</li> <li>○ Techniques of behaviour change-Guiding principles in planning BCC activity</li> <li>○ Steps of BCC</li> <li>○ Social and Behaviour Change Communication strategies (SBCC)-techniques to collect social history from clients</li> <li>○ Barriers to effective communication, and methods to overcome them</li> </ul> </li> <li>• Health promotion and Health education-methods/techniques, and audio-visual aids</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Role play</li> <li>• Demonstration</li> <li>• Supervised field practice</li> <li>• Workshop/Refer-BCC/SBCC module (MoHFW &amp; USAID)</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Essay type</li> <li>• Performance evaluation of health education sessions to individuals and families</li> </ul>

**NOTE: To Environmental Studies Module by UGC is incorporated**

*Barod*

**INTRODUCTION TO COMMUNITY HEALTH NURSING I – PRACTICUM**

**CLINICAL:**

2 Credits (80 Hours) = 2 weeks x 40 hours/week

**CLINICAL POSTINGS**

CLINICAL AREA	DURATION IN WEEKS	LEARNING OUTCOMES	PROCEDURAL COMPETENCIES/ CLINICAL SKILLS	CLINICAL REQUIREMENTS	ASSESSMENT METHODS
Urban & Rural	1 week	<p>Build and maintain rapport</p> <p>Identify the socio-demographic characteristics, health determinants and resources of a rural and an urban community</p> <p>Perform nutritional assessment and plan diet plan for adult</p> <p>Educate individuals/family on</p> <ul style="list-style-type: none"> <li>- Nutrition</li> <li>- Hygiene</li> <li>- Food hygiene</li> <li>- Healthy life style</li> <li>- Health promotion</li> </ul>	<ul style="list-style-type: none"> <li>• Interviewing skills (using communication and interpersonal relationship)</li> <li>• Observation skills</li> <li>• Conducting community needs assessment/survey to identify health determinants of a community</li> <li>• Nutrition assessment skills</li> <li>• Skill in teaching individual/family on:                             <ul style="list-style-type: none"> <li>○ Nutrition, including food hygiene and safety</li> <li>○ Healthy life style</li> <li>○ Health promotion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Community needs assessment/Survey                             <ul style="list-style-type: none"> <li>- Rural-1</li> <li>- Urban-1</li> </ul> </li> <li>• Nutrition assessment of an individual (adult)-1</li> <li>• Individual health teaching (Adult) -1</li> <li>• Use of audio-visual aids                             <ul style="list-style-type: none"> <li>- Flash cards</li> <li>- Posters</li> <li>- Flannel graph</li> <li>- Flip charts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of survey report</li> <li>• Assessment of clinical performance</li> <li>• Health talk evaluation</li> </ul>

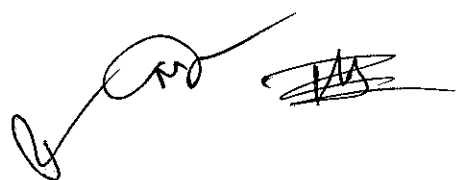
92

*Handwritten signatures and initials:*  
 [Signature] [Signature] [Signature]

Field visits	1 week	<p>Observe the setup, functions and services of CHC, PHC, and SCs/HWCs in urban/rural areas</p> <p>Observe the national nutrition programs</p> <p>Learn the availability and cost of common food items</p> <p>Observe the various methods of water purification Learn the standards of water quality and the water quality tests</p> <p>Observe the methods of purification of milk</p> <p>Observe the hygienic practices in slaughterhouse with regard to meat hygiene</p>	<ul style="list-style-type: none"> <li>• <b>Observational skills:</b> <ul style="list-style-type: none"> <li>○ Water resources and water purification sites</li> <li>○ Water quality tests</li> <li>○ Milk diary</li> <li>○ Slaughterhouse</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Visit to SC/HWC, PHC, CHC</li> <li>• Observation of nutrition programs</li> <li>• Visit to market</li> <li>• Observational visit to water purification site</li> <li>• Observational visit to milk diary</li> <li>• Observational visit to slaughterhouse</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of field visit and observation reports</li> </ul>
--------------	--------	---	---	---	---



*Barsoof*



**APPLIED MICROBIOLOGY AND INFECTION CONTROL**  
**INCLUDING SAFETY**

**PLACEMENT** : III SEMESTER

**SECTION A & SECTION B** THEORY: 2 Credits (40 Hrs)  
PRACTICAL: 1 Credit (40 Hrs)  
(Lab/Experiential learning- L/E)

**SECTION A: APPLIED MICROBIOLOGY**

THEORY: 1 Credit (20 hours)  
PRACTICAL: ½ Credit (20 hours)  
(Lab/Experiential learning- L/E)

**SECTION B: INFECTION CONTROL & SAFETY**

THEORY: 1Credit (20hours)  
PRACTICAL: ½ credit (20 hours)  
(Lab/experiential learning - L/E)

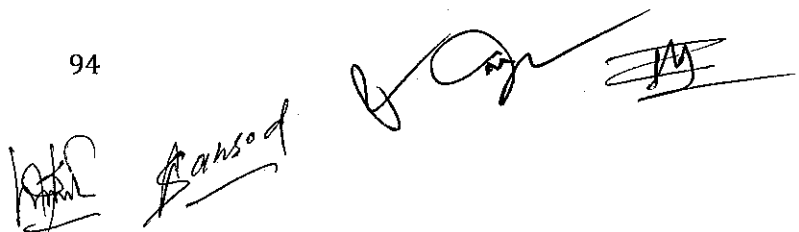
**SECTION A: APPLIED MICROBIOLOGY**

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

**COMPETENCIES**

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

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



## **SECTION B: INFECTION CONTROL & SAFETY**

THEORY: 1Credit (20hrs)  
PRACTICAL: ½ credit (20 hrs)  
(Lab/experiential learning - L/E)

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

### **COMPETENCIES**

The students will be able to:

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

*SKM*


*Banso*

*[Handwritten signature]*

## COURSE OUTLINE

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

UNIT	TIME (Hours)		LEARNING OUTCOMES	CONTENT	TEACHING/ LEARNING ACTIVITIES	ASSESSMENT METHODS
	T	P				
I	3		Explain concepts and principles of microbiology and its importance in nursing	<b>Introduction:</b> <ul style="list-style-type: none"> <li>• Importance and relevance to nursing</li> <li>• Historical perspective</li> <li>• Concepts and terminology</li> <li>• Principles of microbiology</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Objective type</li> </ul>
II	10	10 (L/E)	Describe structure, classification morphology and growth of bacteria  Identify Microorganisms	<b>General characteristics of Microbes:</b> <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</li> <li>• Temperature</li> <li>• Moisture</li> <li>• Blood and body fluids</li> <li>• Laboratory methods for Identification of Microorganisms</li> <li>• Types of Staining - simple, differential (Gram's, AFB), special - capsular staining (negative), spore, LPCB, KOH mount.</li> <li>• Culture and media preparation - solid and liquid. Types of media - semi synthetic, synthetic, enriched,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Demonstration</li> <li>• Experiential Learning through visual</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Objective type</li> </ul>

*Handwritten signatures and notes:*  
 Basod

*Handwritten signature*

				enrichment, selective and differential media. Pure culture techniques – tube dilution, pour, spread, streak plate. Anaerobic cultivation of bacteria		
III	4	6 (L/E)	Describe the different disease producing organisms	<b>Pathogenic organisms</b> <ul style="list-style-type: none"> <li>• Micro-organisms - Cocci — gram positive and gram negative; Bacilli— gram positive and gram negative</li> <li>• Viruses</li> <li>• Fungi -Superficial and Deep mycoses</li> <li>• Parasites</li> <li>• Rodents &amp; vectors <ul style="list-style-type: none"> <li>○ Characteristics, Source, portal of entry, transmission of infection, Identification of disease producing micro-organisms</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Demonstration</li> <li>• Experiential learning through visual</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
IV	3	4(L/E)	Explain the concepts of immunity, hyper sensitivity and immunization	<b>Immunity</b> <ul style="list-style-type: none"> <li>• Immunity-Types, classification</li> <li>• Antigen and antibody reaction</li> <li>• Hypersensitivity reactions</li> <li>• Serological tests</li> <li>• Immunoglobulins – structure, types &amp; properties</li> <li>• Vaccines -types &amp; Classification, storage and handling, cold chain, Immunization for various diseases</li> <li>• Immunization Schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Visit to observe vaccine storage</li> </ul> <p>Clinical practice</p>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Visit report</li> </ul>

*Handwritten signature*  
Bansod

*Handwritten signature*  
*Handwritten signature*

**SECTION B: INFECTION CONTROL & SAFETY**

**COURSE OUTLINE**

UNIT	TIME (Hours)		LEARNING OUTCOMES	CONTENT	TEACHING/ LEARNING ACTIVITIES	ASSESSMENT METHODS
	T	P				
I	2	2(E)	Summarize the evidence based and effective patient care practices for the prevention of common healthcare associated infections in the healthcare setting	<b>HAI (Hospital acquired Infection)</b> <ul style="list-style-type: none"> <li>• Hospital acquired infection</li> <li>• Bundle approach                             <ul style="list-style-type: none"> <li>- Prevention of Urinary Tract Infection (UTI)</li> <li>- Prevention of Surgical Site Infection (SSI)</li> <li>- Prevention of Ventilator Associated events (VAE)</li> <li>- Prevention of Central Line Associated Blood Stream Infection (CLABSI)</li> </ul> </li> <li>• Surveillance of HAI – Infection control team &amp; Infection control committee</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture &amp; Discussion</li> <li>• Experiential learning</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge assessment- MCQ, Short answer type</li> </ul>
II	3	4(L)	Demonstrate appropriate use of different types of PPEs and the critical use of risk assessment	<b>Isolation Precautions and use of Personal Protective Equipment (PPE)</b> <ul style="list-style-type: none"> <li>• Types of isolation system, standard precaution and transmission-based precautions (Direct Contact, Droplet, Indirect)</li> <li>• Epidemiology &amp; Infection prevention – CDC guidelines</li> <li>• Effective use of PPE</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration &amp; Re-Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Performance assessment</li> </ul>
III	1	2(L)	Demonstrate the hand hygiene practice and its effectiveness on infection control	<b>Hand Hygiene</b> <ul style="list-style-type: none"> <li>• Types of Hand hygiene.</li> <li>• Hand washing and use of alcohol hand rub</li> <li>• Moments of Hand Hygiene</li> <li>• WHO hand hygiene promotion</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration &amp; Re-demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Performance assessment</li> </ul>
IV	1	2(E)	Illustrates disinfection and sterilization in the healthcare setting	<b>Disinfection and sterilization</b> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Types of disinfection and</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Experiential</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective</li> </ul>

*Handwritten signatures and initials, including the name "Bansod" written in a stylized font.*

*Handwritten signatures and initials.*

			sterilization	learning through visit	type
			<ul style="list-style-type: none"> <li>• Environment cleaning</li> <li>• Equipment Cleaning</li> <li>• Guides on use of disinfectants</li> <li>• Spaulding's principle</li> </ul>		
V	1		<p>Illustrate on what, when, how, why specimens are collected to optimize the diagnosis for treatment and management.</p> <p><b>Specimen Collection (Review)</b></p> <ul style="list-style-type: none"> <li>• Principle of specimen collection</li> <li>• Types of specimens</li> <li>• Collection techniques and special considerations</li> <li>• Appropriate containers</li> <li>• Transportation of the sample</li> <li>• Staff precautions in handling specimens</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge evaluation- Quiz &amp; Performance assessment - Checklist</li> </ul>
VI	2	2 (E)	<p>Explain on Bio Medical waste management &amp; laundry management</p> <p><b>BMW (Bio Medical Waste Management)</b></p> <p><i>Laundry management process and infection control and prevention</i></p> <ul style="list-style-type: none"> <li>• Waste management process and infection prevention</li> <li>• Staff precautions</li> <li>• Laundry management</li> <li>• Country ordinance and BMW National guidelines 2017: Segregation of wastes, Colour coded waste containers, waste collection &amp; storage, Packaging &amp; labeling, Transportation</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Experiential learning through visit</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge assessment by short answers, objective type</li> <li>• Performance assessment</li> </ul>
VII	2		<p>Explain in detail about Antibiotic stewardship, AMR</p> <p>Describe MRSA/MDRO and its prevention</p> <p><b>Antibiotic stewardship</b></p> <ul style="list-style-type: none"> <li>• Importance of Antibiotic Stewardship</li> <li>• Anti Microbial Resistance</li> <li>• Prevention of MRSA, MDRO in healthcare setting</li> </ul>	<p>Lecture &amp; Discussion</p> <ul style="list-style-type: none"> <li>• Written assignment- Recent AMR guidelines</li> </ul>	<p>Short answers, Objective type</p> <ul style="list-style-type: none"> <li>• Assessment of assignment</li> </ul>

VIII	2	4 (L/E)	Enlist the patient safety indicators followed in a health care organization and the role of nurse in the patient safety audit process	<b>Patient Safety Indicators</b> <ul style="list-style-type: none"> <li>Care of Vulnerable patients</li> <li>Prevention of Iatrogenic injury</li> <li>Care of lines, drains and tubing's</li> <li>Restrain policy and care – Physical and Chemical</li> <li>Blood &amp; blood transfusion policy</li> <li>Prevention of IV Complication</li> <li>Prevention of Fall</li> <li>Prevention of DVT</li> <li>Shifting and transporting of patients</li> <li>Surgical safety</li> <li>Care coordination event related to medication reconciliation and administration</li> <li>Prevention of communication errors</li> <li>Prevention of HAI</li> <li>Documentation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Demonstration</li> <li>Experiential learning</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge assessment</li> <li>Checklist</li> </ul>
IX	1	1 (E)	Captures and analyzes incidents and events for quality improvement	<b>Incidents and adverse Events</b> <ul style="list-style-type: none"> <li>Capturing of incidents</li> <li>RCA</li> <li>CAPA</li> <li>Report writing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Role-play</li> <li>Inquiry-Based Learning</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge assessment - short answers, objective type</li> </ul>
X	1		Enumerate IPSG and application of the goals in the patient care settings.	<b>IPSG (International Patient safety Goals)</b> <ul style="list-style-type: none"> <li>Identify patient correctly</li> <li>Improve effective communication</li> <li>Improve safety of High Alert medication</li> <li>Ensure safe surgery</li> <li>Reduce the risk of health care associated infection</li> <li>Reduce the risk of patient harm resulting from falls</li> <li>Reduce the harm associated with clinical alarm system</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Role play</li> </ul>	<ul style="list-style-type: none"> <li>Objective type</li> </ul>

[Handwritten signature: RKS]
   
 [Handwritten signature: Bansod]
   
 [Handwritten initials: RA]
   
 [Handwritten initials: MA]

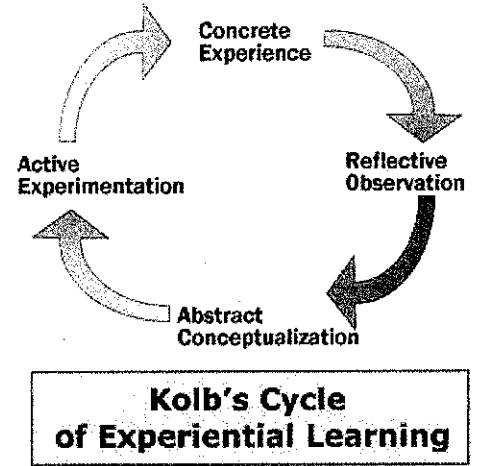
XI	2	3 (L/E)	Enumerate the various safety protocols and its applications	<b>Safety protocol</b> <ul style="list-style-type: none"> <li>• 5S</li> <li>• Radiation safety</li> <li>• Laser safety</li> <li>• Fire safety <ul style="list-style-type: none"> <li>- Types and classification of fire</li> <li>- Fire alarms</li> <li>- Firefighting equipment</li> </ul> </li> <li>• HAZMAT safety <ul style="list-style-type: none"> <li>- Types of spill</li> <li>- Spillage management</li> <li>- MSDS</li> </ul> </li> <li>• Environmental safety <ul style="list-style-type: none"> <li>- Risk assessment</li> <li>- Aspect impact analysis</li> <li>- Maintenance of Temp and Humidity (Department wise)</li> <li>- Audits</li> </ul> </li> <li>• Emergency Codes</li> <li>• Role of Nurse in times of disaster</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration/ Experiential learning</li> </ul>	<ul style="list-style-type: none"> <li>• Mock drills</li> <li>• Post tests</li> <li>• Checklist</li> </ul>
XII	1		Explain importance of employee safety indicators	<b>Employee Safety Indicators</b> <ul style="list-style-type: none"> <li>• Vaccination</li> <li>• NSI prevention</li> <li>• Fall prevention</li> <li>• Radiation safety</li> <li>• Annual health check</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge assessment by short answers, objective type</li> </ul>
XIII	1		Identify risk of occupational hazards, prevention and post exposure prophylaxis.	<b>Healthcare Worker Immunization Program and management of occupational exposure</b> <ul style="list-style-type: none"> <li>• Occupational health ordinance</li> <li>• Vaccination program for healthcare staff</li> <li>• Needle stick injuries and prevention</li> <li>• Post exposure prophylaxis</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture method</li> <li>• Journal review</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> </ul>

*[Handwritten signature]*  
*[Handwritten signature]*

*[Handwritten signature]*  
*[Handwritten signature]*

**\*Experiential learning:**

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



*[Handwritten signature]*

*Bansod*

*[Handwritten signature]*

## PHARMACOLOGY I

**PLACEMENT**

:

III Semesters

**THEORY:** Pharmacology I (III Semester): 1 Credit (20 Hours) - Units I-VIII

**DESCRIPTION:** This course is designed to enable students to acquire understanding of Pharmaco-dynamics, Pharmaco-kinetics, principles of therapeutics & nursing implications.

### **COMPETENCIES**

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

1. Describe pharmacokinetics and pharmacokinetics
2. Review the principles of drug calculation and administration
3. Explain the commonly used antiseptics and disinfectants
4. Describe the pharmacology of drugs acting on the GI system
5. Describe the pharmacology of drugs acting on the respiratory system
6. Describe drugs used in the treatment of cardiovascular and blood disorders
7. Explain the drugs used in the treatment of endocrine system disorders
8. Describe the drugs acting on skin and drugs used to treat communicable diseases
9. Explain the drugs used in the treatment of ear, nose, throat and eye disorders
10. Explain the drugs used in the treatment of urinary system disorders
11. Describe the drugs used in the treatment of nervous system disorders
12. Explain the drugs used for hormonal replacement and for the pregnant women during antenatal, intra natal and postnatal period
13. Explain the drugs used to treat emergency conditions and immune disorders
14. Discuss the role and responsibilities of nurses towards safe administration of drugs used to treat disorders of various systems with basic understanding of pharmacology
15. Demonstrate understanding about the drugs used in alternative system of medicine

### **COURSE OUTLINE**

<b>UNIT NO.</b>	<b>TIME (HRS)</b>	<b>LEARNING OUTCOMES</b>	<b>CONTENT</b>	<b>TEACHING LEARNING ACTIVITIES</b>	<b>ASSESSMENT METHODS</b>
<b>I</b>	<b>3</b>	Describe Pharmacodynamics, Pharmacokinetics, Classification, principles of administration of drugs.	<b>Introduction to pharmacology</b> <ul style="list-style-type: none"><li>• Definitions &amp; Branches</li><li>• Nature &amp; Sources of drugs</li><li>• Dosage Forms and Routes of drug administration</li><li>• Terminology used</li><li>• Classification, Abbreviations, Prescription, Drug</li></ul>	<ul style="list-style-type: none"><li>• Lecture cum Discussion</li><li>• Guided reading and written assignment on schedule K drugs</li></ul>	<ul style="list-style-type: none"><li>• Short answer</li><li>• Objective ty</li></ul>



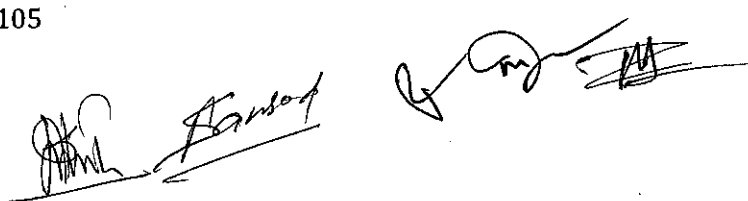
			<p>Calculation, Weights and Measures</p> <ul style="list-style-type: none"> <li>• <i>Pharmacodynamics</i>: Actions, Drug Antagonism, Synergism, Tolerance, Receptors, Therapeutic, adverse, toxic effects, pharmacovigilance</li> <li>• <i>Pharmacokinetics</i>: Absorption, Bioavailability, Distribution, Metabolism, Interaction, Excretion</li> <li>• Review-Principles of drug administration and treatment individualization <ul style="list-style-type: none"> <li>○ Factors affecting dose, route etc</li> </ul> </li> <li>• Indian Pharmacopoeia: Legal Issues, Drug Laws, Schedule Drugs</li> <li>• Rational Use of Drugs</li> <li>• Principles of Therapeutics</li> </ul>		<ul style="list-style-type: none"> <li>• Assessment of assignments</li> </ul>
<b>II</b>	1	Describe antiseptics, and disinfectant & nurse's responsibilities	<p><b>Pharmacology of commonly used antiseptics and disinfectants</b></p> <ul style="list-style-type: none"> <li>• Antiseptics and Disinfectants</li> <li>• Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
<b>III</b>	2	Describe drugs acting on gastro-intestinal system & nurse's responsibilities	<p><b>Drugs acting on G.I system</b></p> <ul style="list-style-type: none"> <li>• Pharmacology of commonly used drugs <ul style="list-style-type: none"> <li>○ Emetics and Antiemetics</li> <li>○ Laxatives and Purgatives</li> <li>○ Antacids and antipeptic ulcer drugs</li> <li>○ Anti diarrhoeals – Fluid and electrolyte therapy, Furazolidone, dicyclomine</li> </ul> </li> <li>• Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>

*[Handwritten signature]*


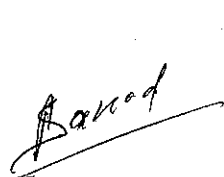

*[Handwritten signature]*

*[Handwritten signature]*

IV	2	Describe drugs acting on respiratory system & nurse's responsibilities	<b>Drugs acting on respiratory system</b> <ul style="list-style-type: none"> <li>• Pharmacology of commonly used <ul style="list-style-type: none"> <li>○ Antiasthmatics – Bronchodilators (Salbutamol inhalers)</li> <li>○ Decongestants</li> <li>○ Expectorants, Antitussives and Mucolytics</li> <li>○ Broncho-constrictors and Antihistamines</li> </ul> </li> <li>• Composition, action, dosage, route, indications, contraindications, drug Interactions, side effects, adverse effects toxicity and role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
V	4	Describe drugs used on cardio-vascular system & nurse's responsibilities	<b>Drugs used in treatment of Cardiovascular system and blood disorders</b> <ul style="list-style-type: none"> <li>• Haematinics, &amp; treatment of anemia and antiadrenergics</li> <li>• Cholinergic and anti-cholinergic</li> <li>• Adrenergic Drugs for CHF &amp; vasodilators</li> <li>• Anti anginals</li> <li>• Antiarrhythmics</li> <li>• Antihypertensives</li> <li>• Coagulants &amp; Anticoagulants</li> <li>• Antiplatelets &amp; thrombolytics</li> <li>• Hypolipidemics</li> <li>• Plasma expanders &amp; treatment of shock</li> <li>• Drugs used to treat blood disorders</li> <li>• Composition, action, dosage, route, indications, contraindications, drug Interactions, side effects, adverse effects, toxicity and role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
VI	2	Describe the drugs used in treatment of endocrine system disorders	<b>Drugs used in treatment of endocrine system disorders</b> <ul style="list-style-type: none"> <li>• Insulin &amp; oral hypoglycemics</li> <li>• Thyroid and anti thyroid drugs</li> <li>• Steroids <ul style="list-style-type: none"> <li>○ Corticosteroids</li> <li>○ Anabolic steroids</li> </ul> </li> <li>• Calcitonin, parathormone, vit. D3, calcium metabolism <ul style="list-style-type: none"> <li>○ Calcium salts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>



VII	1	Describe drugs used in skin diseases & nurse's responsibilities	<b>Drugs used in treatment of integumentary system</b> <ul style="list-style-type: none"> <li>• Antihistaminics and antipruritics</li> <li>• Topical applications for skin- Benzylbenzoate, Gamma BHC, Clotrimazole, Miconazole, Silver Sulphadiazine (burns)</li> <li>• Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
VIII	5	Explain drug therapy/chemotherapy of specific infections & infestations & nurse's responsibilities	<b>Drugs used in treatment of communicable diseases (common infections, infestations)</b> <ul style="list-style-type: none"> <li>• General Principles for use of Antimicrobials</li> <li>• Pharmacology of commonly used drugs: <ul style="list-style-type: none"> <li>○ Penicillin, Cephalosporin's, Aminoglycosides, Macrolide &amp; broad spectrum antibiotics, Sulfonamides, quinolones, Misc. antimicrobials</li> </ul> </li> <li>• Anaerobic infections</li> <li>• Antitubercular drugs,</li> <li>• Anti leprosy drugs</li> <li>• Antimalarials</li> <li>• Antiretroviral drugs</li> <li>• Antiviral agents</li> <li>• Antihelminthics, Anti scabies agents</li> <li>• Antifungal agents</li> <li>• Composition, action, dosage, route, indications, contraindications, Drug Interactions, side effects, adverse effects, toxicity and role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>

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

**PLACEMENT**

III SEMESTER

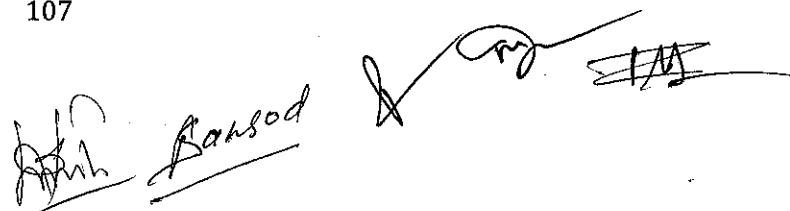
THEORY-	6 Credits (120 hrs)
PRACTICAL- Lab/Skill lab-	1 Credit (40 hrs)
Clinical-	6 Credits (480 hrs)

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

**COMPETENCIES**

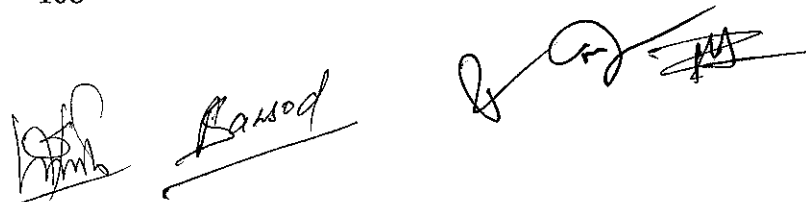
On completion of Medical Surgical Nursing I course, students will be able to

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



## COURSE CONTENT

UNIT	HRS.	LEARNING OUTCOMES	CONTENT	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
I	6 (T) 4 (L/S L)	<p>Narrate the evolution of medical surgical nursing</p> <p>Apply nursing process in caring for patients with medical surgical problems</p> <p>Execute the role of a nurse in various medical surgical setting</p> <p>Develop skills in assessment and care of wound</p> <p>Develop competency in providing pre and postoperative care</p>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Evolution and trends of medical and surgical nursing</li> <li>• International classification of diseases</li> <li>• Roles and responsibility of a nurse in medical and surgical settings                             <ul style="list-style-type: none"> <li>○ Outpatient department</li> <li>○ In-patient unit</li> <li>○ Intensive care unit</li> </ul> </li> <li>• Introduction to medical and surgical asepsis                             <ul style="list-style-type: none"> <li>○ Inflammation, infection</li> <li>○ Wound healing – stages, influencing factors</li> <li>○ Wound care and dressing technique</li> </ul> </li> <li>• Care of surgical patient                             <ul style="list-style-type: none"> <li>○ pre-operative</li> <li>○ post-operative</li> </ul> </li> <li>• Alternative therapies used in caring for patients with Medical Surgical Disorders</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration &amp; Practice session</li> <li>• Role play</li> <li>• Visit to outpatient department, in patient and intensive care unit</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> </ul>
II	11 (T) 4 (L/S L)	<p>Explain organizational set up of the operating theatre</p> <p>Differentiate the role of scrub nurse and circulating nurse</p> <p>Describe the different positioning for various surgeries</p> <p>Apply principles of asepsis in handling the sterile equipment</p>	<p><b>Intraoperative Care</b></p> <ul style="list-style-type: none"> <li>• Organization and physical set up of the operation theatre                             <ul style="list-style-type: none"> <li>○ Classification</li> <li>○ O.T Design</li> <li>○ Staffing</li> <li>○ Members of the OT team</li> <li>○ Duties and responsibilities of the nurse in OT</li> </ul> </li> <li>• Position and draping for common surgical procedures</li> <li>• Instruments, sutures and suture materials, equipment for common surgical procedures</li> <li>• Disinfection and sterilization of equipment</li> <li>• Preparation of sets for</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Demonstration, Practice session, and Case Discussion</li> <li>• Visit to receiving bay</li> </ul>	<ul style="list-style-type: none"> <li>• Caring for patient intra operatively</li> <li>• Submit a list of disinfectants used for instruments with the action and precaution</li> </ul>



		<p>Demonstrate skill in scrubbing procedures</p> <p>Demonstrate skill in assessing the patient and document accurately the surgical safety checklist</p> <p>Develop skill in assisting with selected surgeries</p> <p>Explain the types, functions, and nursing considerations for different types of anaesthesia</p>	<p>common surgical procedures</p> <ul style="list-style-type: none"> <li>• Scrubbing procedures – Gowning, masking and gloving</li> <li>• Monitoring the patient during the procedures</li> <li>• Maintenance of the therapeutic environment in OT</li> <li>• Assisting in major and minor operation, handling specimen</li> <li>• Prevention of accidents and hazards in OT</li> <li>• Anaesthesia- types, methods of administration, effects and stages, equipment &amp; drugs</li> <li>• Legal aspects</li> </ul>		
III	6 (T) 4 (L/S) L)	<p>Identify the signs and symptoms of shock and electrolyte imbalances</p> <p>Develop skills in managing fluid and electrolyte imbalances</p> <p>Perform pain assessment and plans for the nursing management</p>	<p><b>Nursing care of patients with common signs and symptoms and management</b></p> <ul style="list-style-type: none"> <li>• Fluid and electrolyte imbalance</li> <li>• Shock</li> <li>• Pain</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture, discussion, demonstration</li> <li>• Case discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• MCQ</li> <li>• Case report</li> </ul>
IV	16 (T) 4 (L)	<p>Demonstrate skill in respiratory assessment</p> <p>Differentiates different breath sounds and lists the indications</p> <p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of common respiratory problems</p> <p>Describe the health behaviour to be adopted in preventing respiratory illnesses</p>	<p><b>Nursing Management of patients with respiratory problems</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of respiratory system</li> <li>• Nursing Assessment – history taking, physical assessment and diagnostic tests</li> <li>• Common respiratory problems: <ul style="list-style-type: none"> <li>○ Upper respiratory tract infections</li> <li>○ Chronic obstructive pulmonary diseases</li> <li>○ Pleural effusion, Empyema</li> <li>○ Bronchiectasis</li> <li>○ Pneumonia</li> <li>○ Lung abscess</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture, discussion,</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case presentation</li> <li>• Visit to PFT Lab</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short Answer</li> <li>• OSCE</li> </ul>

*[Handwritten signatures and marks]*

			<ul style="list-style-type: none"> <li>○ Cyst and tumors</li> <li>○ Chest Injuries</li> <li>○ Acute respiratory distress syndrome</li> <li>○ Pulmonary embolism</li> <li>● Health behaviours to prevent respiratory illness</li> </ul>		
V	15 (T) 5 (L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of gastrointestinal disorders</p> <p>Demonstrate skill in gastrointestinal assessment</p> <p>Prepare patient for upper and lower gastrointestinal investigations</p> <p>Demonstrate skill in gastric decompression, gavage, and stoma care</p> <p>Demonstrate skill in different feeding techniques</p>	<p><b>Nursing Management of patients with disorders of digestive system</b></p> <ul style="list-style-type: none"> <li>● Review of anatomy and physiology of GI system</li> <li>● Nursing assessment – History and physical assessment</li> <li>● GI investigations</li> <li>● Common GI disorders: <ul style="list-style-type: none"> <li>○ Oral cavity-lips, gums and teeth</li> <li>○ GI - Bleeding, Infections, Inflammation, tumors, Obstruction, Perforation &amp; Peritonitis</li> <li>○ Peptic &amp; duodenal ulcer,</li> <li>○ Mal-absorption, Appendicitis, Hernias</li> <li>○ Hemorrhoids, fissures, Fistulas</li> <li>○ Pancreas- inflammation, cysts, and tumors</li> <li>○ Liver-inflammation, cysts, abscess, cirrhosis, portal hypertension, hepatic failure, tumors</li> <li>○ Gall bladder-inflammation, Cholelithiasis, tumors</li> </ul> </li> <li>● Gastric decompression, gavage and stoma care, different feeding techniques</li> <li>● Alternative therapies, drugs used in treatment of disorders of digestive system</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture, Discussion</li> <li>● Demonstration,</li> <li>● Role play</li> <li>● Problem Based Learning</li> <li>● Visit to stoma clinic</li> </ul>	<ul style="list-style-type: none"> <li>● Quiz</li> <li>● OSCE</li> </ul>
VI	15 (T) 5 (L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing</p>	<p><b>Nursing Management of patients with cardiovascular problems</b></p> <ul style="list-style-type: none"> <li>● Review of anatomy and physiology of cardio-</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture, discussion</li> <li>● Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>● Care plan</li> <li>● Drug record</li> </ul>

*Handwritten signatures and marks:*  
 [Signature] Barsood ✓ [Signature] [Signature]

VII	7 (T) 3 (L)	<p>management of cardiovascular disorders</p> <p>Demonstrate skill in cardiovascular assessment</p> <p>Prepare patient for invasive and non-invasive cardiac procedures</p> <p>Demonstrate skill in monitoring and interpreting clinical signs related to cardiac disorders</p> <p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of hematological disorders</p> <p>Interpret blood reports</p> <p>Prepare and provides health education on blood donation</p>	<p>vascular system</p> <ul style="list-style-type: none"> <li>• Nursing Assessment-History and Physical assessment</li> <li>• Disorders of vascular system-Hypertension, arteriosclerosis, Raynaud's disease, aneurysm and peripheral vascular disorders</li> <li>• Coronary artery diseases--coronary atherosclerosis, Angina pectoris, myocardial infarction</li> <li>• Valvular disorders - congenital and acquired</li> <li>• Rheumatic heart disease - pericarditis, myocarditis, endocarditis, cardiomyopathies</li> <li>• Cardiac dysrhythmias, heart block</li> <li>• Congestive heart failure, cor-pulmonale, pulmonary edema, cardiogenic shock, cardiac tamponade</li> <li>• Cardiopulmonary arrest</li> </ul> <p><b>Nursing Management of patients with disorders of blood</b></p> <ul style="list-style-type: none"> <li>• Review of Anatomy and Physiology of blood, nursing assessment- history, physical assessment &amp; Diagnostic tests</li> <li>• Anemia, Polycythemia</li> <li>• Bleeding Disorders – clotting factor defects and platelets defects, thalassemia, leukemias, leukopenias, agranulocytosis</li> <li>• Lymphomas, myelomas</li> </ul>	<ul style="list-style-type: none"> <li>• Practice session</li> <li>• Case Discussion</li> <li>• Health education</li> <li>• Drug Book/ presentation</li> </ul> <p><b>• BCLS Module</b></p> <ul style="list-style-type: none"> <li>• Field visit to blood bank</li> <li>• Counseling</li> </ul>	<p>BLS/BCLS evaluation</p> <ul style="list-style-type: none"> <li>• Interpretation of blood reports</li> <li>• Visit report</li> </ul>
VIII	8 (T) 2 (L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of</p>	<p><b>Nursing management of patients with disorders of endocrine system</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of endocrine system</li> <li>• Nursing Assessment –</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture, discussion, demonstration</li> <li>• Practice session</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare health education on self-administrat</li> </ul>

Handwritten signatures and initials at the bottom of the page, including a signature that appears to be 'Bansod'.

		<p>endocrine disorders</p> <p>Demonstrate skill in assessment of endocrine organ dysfunction</p> <p>Prepare and provides health education on diabetic diet</p> <p>Demonstrate skill in insulin administration</p>	<p>History and Physical assessment</p> <ul style="list-style-type: none"> <li>Disorders of thyroid and Parathyroid, Adrenal and Pituitary (Hyper, Hypo, tumors)</li> <li>Diabetes mellitus</li> </ul>	<ul style="list-style-type: none"> <li>Case Discussion</li> <li>Health education</li> </ul>	<p>ion of insulin</p> <ul style="list-style-type: none"> <li>Submits a diabetic diet plan</li> </ul>
<b>IX</b>	8 (T) 2 (L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of disorders of integumentary system</p> <p>Demonstrate skill in integumentary assessment</p> <p>Demonstrate skill in medicated bath</p> <p>Prepare and provide health education on skin care</p>	<p><b>Nursing management of patients with disorders of Integumentary system</b></p> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of skin</li> <li>Nursing Assessment – History and Physical assessment</li> <li>Infection and infestations; Dermatitis</li> <li>Dermatoses; infectious and Non infectious</li> <li>Acne, Allergies, Eczema &amp; Pemphigus</li> <li>Psoriasis, Malignant melanoma, Alopecia</li> <li>Special therapies, alternative therapies</li> <li>Drugs used in treatment of disorders of integumentary system</li> </ul>	<ul style="list-style-type: none"> <li>Lecture, discussion</li> <li>Demonstration</li> <li>Practice session</li> <li>Case Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Drug report</li> <li>Preparation of Home care plan</li> </ul>
<b>X</b>	11 (T) 4 (L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of musculoskeletal disorders</p> <p>Demonstrate skill in musculoskeletal assessment</p> <p>Prepare patient for radiological and non-radiological</p>	<p><b>Nursing management of patients with musculoskeletal problems</b></p> <ul style="list-style-type: none"> <li>Review of Anatomy and physiology of the musculoskeletal system</li> <li>Nursing Assessment- History and physical assessment, diagnostic tests</li> <li>Musculoskeletal trauma: Dislocation, fracture, sprain, strain, contusion, amputation</li> <li>Musculoskeletal infections and tumors: Osteomyelitis, benign and malignant tumour</li> <li>Orthopedic modalities: Cast,</li> </ul>	<ul style="list-style-type: none"> <li>Lecture / Discussion</li> <li>Demonstration</li> <li>Case Discussion</li> <li>Health education</li> </ul>	<ul style="list-style-type: none"> <li>Nursing care plan</li> <li>Prepare health teaching on care of patient with cast</li> </ul>

*Handwritten signatures and initials:*  
 [Signature] [Signature] [Signature] [Signature]

		<p>investigations of musculoskeletal system</p> <p>Demonstrate skill in crutch walking and splinting</p> <p>Demonstrate skill in care of patient with replacement surgeries</p> <p>Prepare and provide health education on bone healing</p>	<p>splint, traction, crutch walking</p> <ul style="list-style-type: none"> <li>• Musculoskeletal inflammation: Bursitis, synovitis, arthritis</li> <li>• Special therapies, alternative therapies</li> <li>• Metabolic bone disorder: Osteoporosis, osteomalacia and Paget's disease</li> <li>• Spinal column defects and deformities – tumor, prolapsed intervertebral disc, Pott's spine</li> <li>• Rehabilitation, prosthesis</li> <li>• Replacement surgeries</li> </ul>		
<b>XI</b>	17 (T) 3 (L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of patients with communicable diseases</p> <p>Demonstrate skill in barrier and reverse barrier techniques</p> <p>Demonstrate skill in execution of different isolation protocols</p>	<p><b>Nursing management of patients with Communicable diseases</b></p> <ul style="list-style-type: none"> <li>• Overview of infectious diseases, the infectious process</li> <li>• Nursing Assessment – History and Physical assessment, Diagnostic tests</li> <li>• Tuberculosis</li> <li>• Diarrhoeal diseases, hepatitis A-E, Typhoid</li> <li>• Herpes, Chickenpox, Smallpox, Measles, Mumps, Influenza</li> <li>• Meningitis</li> <li>• Gas gangrene</li> <li>• Leprosy</li> <li>• Dengue, Plague, Malaria, Chikungunya, swine flu, Filariasis</li> <li>• Diphtheria, Pertussis, Tetanus, Poliomyelitis</li> <li>• Special infection control measures: Notification, Isolation, Quarantine, Immunization,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture, discussion, demonstration</li> <li>• Practice session</li> <li>• Case Discussion / seminar</li> <li>• Health education</li> <li>• Drug Book/ presentation</li> <li>• <b>Refer TB control &amp; Management module</b></li> </ul>	<ul style="list-style-type: none"> <li>• Prepares and submits protocol on various isolation techniques</li> <li>•</li> </ul>

## CLINICAL PRACTICUM

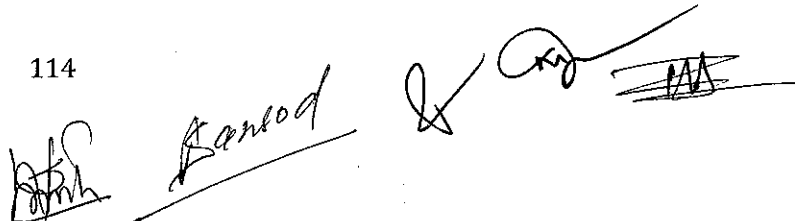
**CLINICAL PRACTICUM : 6 Credits (480 Hrs) - 18 weeks x 27 hrs**

### PRACTICE COMPETENCIES

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

The students will be competent to:

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

Handwritten signatures and initials at the bottom of the page, including a signature that appears to be 'Banod' and other illegible marks.

# I. NURSING MANAGEMENT OF PATIENTS WITH MEDICAL CONDITIONS

## A. Skill Lab

### Use of manikins and simulators

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

## B. Clinical Postings

Clinical area/unit	Duration in weeks	Learning Outcomes	Procedural competencies/Clinical skills	Clinical Requirements	Assessment methods
General medical	4	<p>Develop skill in intravenous injection administration and IV therapy</p> <p>Assist with diagnostic procedures</p> <p>Develop skill in the Management of patients with Respiratory problems</p> <p>Develop skill in managing patients with metabolic abnormality</p>	<ul style="list-style-type: none"> <li>• Intravenous therapy               <ul style="list-style-type: none"> <li>○ IV cannulation</li> <li>○ IV maintenance and monitoring</li> <li>○ Administration of IV medication</li> </ul> </li> <li>• Care of patient with Central line</li> <li>• Preparation and assisting and monitoring of patients undergoing diagnostic procedures such as thoracentesis, Abdominal paracentesis</li> </ul> <p><i>Management patients with respiratory problems</i></p> <ul style="list-style-type: none"> <li>• Administration of oxygen through mask, nasal prongs, venturi mask</li> <li>• Pulse oximetry</li> <li>• Nebulization</li> <li>• Chest physiotherapy</li> <li>• Postural drainage</li> <li>• Oropharyngeal suctioning</li> <li>• Care of patient with chest drainage</li> </ul> <ul style="list-style-type: none"> <li>• Diet Planning               <ul style="list-style-type: none"> <li>○ High Protein diet</li> <li>○ Diabetic diet</li> </ul> </li> <li>• Insulin administration</li> <li>• Monitoring GRBS</li> </ul>	<ul style="list-style-type: none"> <li>• Care Study – 1</li> <li>• Health education</li> <li>• Clinical presentation / Care note) - 1</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• OSCE</li> <li>• Care Study evaluation</li> <li>• Care Note/ Clinical presentation</li> </ul>

*[Handwritten signatures and initials]*

## II. NURSING MANAGEMENT OF PATIENTS WITH SURGICAL CONDITIONS

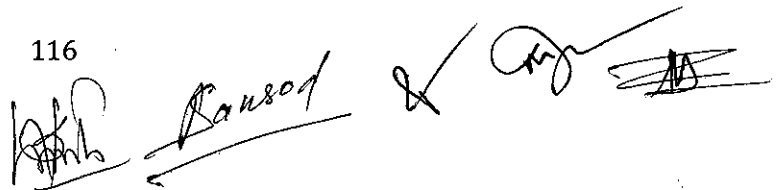
### A. Skill Lab

#### Use of manikins and simulators

- Nasogastric aspiration
- Surgical dressing
- Suture removal
- Colostomy care / ileostomy care
- Enteral feeding

### B. Clinical postings

<b>Clinical area/unit</b>	<b>Duration in weeks</b>	<b>Learning Outcomes</b>	<b>Procedural competencies/Clinical skills</b>	<b>Clinical Requirements</b>	<b>Assessment methods</b>
General surgical wards	4	<p>Develop skill in caring for patients during pre and post-operative period</p> <p>Assist with diagnostic procedures</p> <p>Develop skill in managing patient with Gastro-intestinal Problems</p> <p>Develop skill in wound management</p>	<ul style="list-style-type: none"> <li>• Pre-Operative care</li> <li>• Immediate Post-operative care</li> <li>• Post-operative exercise</li> <li>• Pain assessment</li> <li>• Pain Management</li> <li>• Assisting diagnostic procedure and after care of patients undergoing               <ul style="list-style-type: none"> <li>○ Colonoscopy</li> <li>○ ERCP</li> <li>○ Endoscopy</li> <li>○ Liver Biopsy</li> </ul> </li> <li>• Nasogastric aspiration</li> <li>• Gastrostomy / Jejunostomy feeds</li> <li>• Ileostomy / Colostomy care</li> <li>• Surgical dressing</li> <li>• Suture removal</li> <li>• Surgical soak</li> <li>• Sitz bath</li> <li>• Care of drain</li> </ul>	<ul style="list-style-type: none"> <li>• Care study – 1,</li> <li>• Care Note – 1               <ul style="list-style-type: none"> <li>• Health teaching</li> <li>• Clinical Presentation / Care note) - 1</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation, OSCE</li> <li>• Care study</li> <li>• Care note/ Clinical presentation</li> </ul>



### III. NURSING MANAGEMENT OF PATIENTS WITH CARDIAC CONDITIONS

#### A. Skill Lab

##### Use of manikins and simulators

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

#### B. Clinical postings

<b>Clinical area/unit</b>	<b>Duration in weeks</b>	<b>Learning Outcomes</b>	<b>Procedural competencies/Clinical skills</b>	<b>Clinical Requirements</b>	<b>Assessment methods</b>
Cardiology wards	2	<p>Develop skill in Management of patients with cardiac problems</p> <p>Develop skill in management of patients with disorders of Blood</p>	<ul style="list-style-type: none"> <li>• Cardiac monitoring</li> <li>• Recording and interpreting ECG</li> <li>• Arterial blood gas analysis – interpretation</li> <li>• Administer cardiac drugs</li> <li>• Preparation and after care of patients for cardiac catheterization</li> <li>• CPR</li> <li>• Collection of blood sample for</li> <li>• Blood grouping/cross matching</li> <li>• Blood sugar</li> <li>• Serum electrolytes</li> <li>• Assisting with blood transfusion</li> <li>• Assisting for bone marrow aspiration</li> <li>• Application of antiembolism stockings (TED hose)</li> <li>• Application / maintenance of sequential Compression device</li> </ul>	<ul style="list-style-type: none"> <li>• Cardiac assessment – 1</li> <li>• Drug presentation - 1</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• Drug presentation</li> </ul>

*Bansod & Co*

**IV. NURSING MANAGEMENT OF PATIENTS WITH DISORDERS OF INTEGUMENTARY SYSTEM**

**A. Skill Lab**

**Use of manikins and simulators**

Application of topical medication

**B. Clinical postings**

Clinical area/unit	Duration in weeks	Learning Outcomes	Procedural competencies/Clinical skills	Clinical Requirements	Assessment methods
Dermatology wards	1	Develop skill in management of patients with disorders of Integumentary system	<ul style="list-style-type: none"> <li>Intradermal injection- Skin allergy testing</li> <li>Application of topical medication</li> <li>Medicated bath</li> </ul>		<ul style="list-style-type: none"> <li>Clinical evaluation</li> </ul>

**V. NURSING MANAGEMENT OF PATIENTS WITH COMMUNICABLE DISEASES**

**A. Skill Lab**

- Barrier Nursing
- Reverse Barrier Nursing
- Standard precautions

**B. Clinical postings**

Clinical area/unit	Duration in weeks	Learning Outcomes	Procedural competencies/Clinical skills	Clinical Requirements	Assessment methods
Isolation ward	1	Develop skill in the management of patients requiring isolation	<ul style="list-style-type: none"> <li>Barrier Nursing</li> <li>Reverse barrier nursing</li> <li>Standard precautions (Universal precaution) Use of PPE, needle stick and sharp injury prevention, Cleaning and disinfection, Respiratory hygiene, waste disposal and safe injection practices)</li> </ul>	<ul style="list-style-type: none"> <li>Care Note – 1</li> </ul>	<ul style="list-style-type: none"> <li>Clinical evaluation</li> <li>Care note</li> </ul>

*Handwritten signatures and initials:*  
 [Signature] [Signature] [Signature] [Signature]

## VI. NURSING MANAGEMENT OF PATIENTS WITH MUSCULOSKELETAL PROBLEMS

### A. Skill Lab

#### Use of manikins and simulators

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

### B. Clinical postings

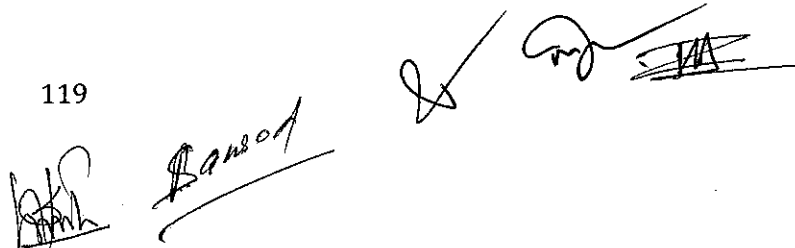
Clinical area/unit	Duration in weeks	Learning Outcomes	Procedural competencies/Clinical skills	Clinical Requirements	Assessment methods
Orthopedic wards	2	Develop skill in management of patients with musculoskeletal problems	<ul style="list-style-type: none"> <li>• Preparation of patient with Myelogram / CT / MRI</li> <li>• Assisting with application &amp; removal of POP / Cast</li> <li>• Preparation, assisting and after care of patient with Skin traction / skeletal traction</li> <li>• Care of orthotics</li> <li>• Muscle strengthening exercises</li> <li>• Crutch walking</li> <li>• Rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Care Note – 1</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation,</li> <li>• Care note</li> </ul>

## VII. NURSING MANAGEMENT OF PATIENTS IN THE OPERATING ROOMS

### A. Skill Lab


#### Use of manikins and simulators

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



**B. Clinical postings**

Clinical area/unit	Duration in weeks	Learning Outcomes	Procedural competencies/Clinical skills	Clinical Requirements	Assessment methods
Operation theatre	4	Develop skill in caring for intraoperative patients	<ul style="list-style-type: none"><li>• Position and draping</li><li>• Preparation of operation table</li><li>• Set up of trolley with instrument</li><li>• Assisting in major and minor operation</li><li>• Disinfection and sterilization of equipment</li><li>• Scrubbing procedures – Gowning, masking and gloving</li><li>• Intra operative monitoring</li></ul>	<ul style="list-style-type: none"><li>• Assist as circulatory nurse - 5</li><li>• Positioning &amp; draping - 5</li><li>• Assist as scrub nurse in major surgeries - 5</li><li>• Assist as scrub nurse in minor surgeries – 5</li></ul>	Clinical evaluation, OSCE

*AKR Banskod* 

## PHARMACOLOGY II

PLACEMENT-IV Semester

Theory: 2 Credits (40 Hours)

<b>IX</b>	4	Describe drugs used in disorders of ear, nose, throat and eye and nurses' responsibilities	<b>Drugs used in disorders of ear, nose, throat &amp; Eye</b> <ul style="list-style-type: none"> <li>• Antihistaminics</li> <li>• Topical applications for eye (Chloromphenicol, Gentamycin eye drops), ear (Soda glycerine, boric spirit ear drops), nose and buccal cavity-chlorhexidine mouthwash</li> <li>• Composition, action, dosage, route, indications, contraindications, drug Interactions, side effects, adverse effects, toxicity and role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
<b>X</b>	4	Describe drugs acting on urinary system & nurse's responsibilities	<b>Drugs used on urinary system</b> <ul style="list-style-type: none"> <li>• Pharmacology of commonly used drugs                             <ul style="list-style-type: none"> <li>○ Renin angiotensin system</li> <li>○ Diuretics and antidiuretics</li> <li>○ Drugs toxic to kidney</li> <li>○ Urinary antiseptics</li> <li>○ Treatment of UTI – acidifiers and alkalinizers</li> </ul> </li> <li>• Composition, action, dosage, route, indications, contraindications, Drug Interactions, side effects, adverse effects toxicity and role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
<b>XI</b>	10	Describe drugs used on nervous system & nurse's responsibilities	<b>Drugs acting on nervous system</b> <ul style="list-style-type: none"> <li>• Basis &amp; applied pharmacology of commonly used drugs</li> <li>• Analgesics and anaesthetics                             <ul style="list-style-type: none"> <li>○ Analgesics- Non steroidal anti-inflammatory(NSAID)drugs</li> <li>○ Antipyretics</li> <li>○ Opioids &amp; other central analgesics</li> <li>✓ General (techniques of GA, pre anesthetic medication) &amp; local anesthetics</li> <li>✓ Gases: oxygen, nitrous, oxide, carbon-dioxide &amp; others</li> </ul> </li> <li>• Hypnotics and sedatives</li> <li>• Skeletal muscle relaxants</li> <li>• Anti psychotics</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>

*Handwritten signatures and initials*

			<ul style="list-style-type: none"> <li>○ Mood stabilizers</li> <li>● Antidepressants</li> <li>● Anti Anxiety Drugs</li> <li>● Anticonvulsants</li> <li>● Drugs for neurodegenerative disorders &amp; miscellaneous drugs</li> <li>● Stimulants, ethyl alcohol and treatment of methyl alcohol poisoning</li> <li>● Composition, action, dosage, route, indications, contraindications, drug Interactions, side effects, adverse effects toxicity and role of nurse</li> </ul>		
<b>XII</b>	5	Describe drugs used for hormonal disorder & supplementation, contraception & medical termination of pregnancy & nurse's responsibilities	<b>Drugs used for hormonal, disorders and supplementation, contraception and medical termination of pregnancy</b> <ul style="list-style-type: none"> <li>● Estrogens and progesterones</li> <li>○ Oral contraceptives and hormone replacement therapy</li> <li>● Vaginal contraceptives</li> <li>● Drugs for infertility and medical termination of pregnancy</li> <li>○ Uterine stimulants and relaxants</li> <li>● Composition, actions dosage route indications contraindications, drugs interactions, side effects, adverse, effects, adverse effects, toxicity and role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture cum Discussion</li> <li>● Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>● Short answer</li> <li>● Objective type</li> </ul>
<b>XIII</b>	3	Develop understanding about important drugs used for women before, during and after labour	<b>Drugs used for pregnant women during antenatal, labour and postnatal period</b> <ul style="list-style-type: none"> <li>● Tetanus prophylaxis</li> <li>● Iron and Vit K<sub>1</sub> supplementation</li> <li>● Oxytocin, Misoprostol</li> <li>● Ergometrine</li> <li>● Methyl prostaglandin F<sub>2</sub>-alpha</li> <li>● Magnesium sulphate</li> <li>● Calcium gluconate</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture cum Discussion</li> <li>● Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>● Short answer</li> <li>● Objective type</li> </ul>
<b>XIV</b>	10	Describe drugs used in deaddiction, emergency, poisoning, vitamins & minerals supplementation, drugs	<b>Miscellaneous</b> <ul style="list-style-type: none"> <li>● Drugs used for deaddiction</li> <li>● Drugs used in CPR and emergency-adrenaline, Chlorpheniramine,</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture cum Discussion</li> <li>● Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>● Short answer</li> <li>● Objective type</li> </ul>

*Handwritten signatures and initials:*  
 [Signature] [Signature] [Signature]

		used for immunization & immune-suppression & nurse's responsibilities	<p>hydrocortisone, Dexamethasone</p> <ul style="list-style-type: none"> <li>• IV fluids &amp; electrolytes replacement</li> <li>• Common poisons, drugs used for treatment of poisoning <ul style="list-style-type: none"> <li>○ Activated charcoal</li> <li>○ Ipecac</li> <li>○ Antidotes,</li> <li>○ Anti-snake venom (ASV)</li> </ul> </li> <li>• Vitamins and minerals supplementation</li> <li>• Vaccines &amp; sera (Universal immunization program schedules)</li> <li>• Anticancer drugs- Chemotherapeutic drugs commonly used</li> <li>• Immuno-suppressants and Immunostimulants</li> </ul>		
XV	4	Demonstrate awareness of common drugs used in alternative system of medicine.	<p><b>Introduction to drugs used in alternative systems of medicine:</b></p> <ul style="list-style-type: none"> <li>• Ayurveda, homeopathy, unani and siddha etc.</li> <li>• Drugs used for common ailments</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Observational visit</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>

*[Handwritten signatures and marks]*

**ADULT HEALTH NURSING II WITH INTEGRATED  
PATHOPHYSIOLOGY INCLUDING GERIATRIC NURSING (with Health  
Assessment module)**

**PLACEMENT** : IV SEMESTER

THEORY - 120 hours (6 Credits)  
PRACTICUM - Lab/Skill lab- 40 hrs (1 Credit)  
Clinical - 480 hours (6 Credits)

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

**COMPETENCIES**

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

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

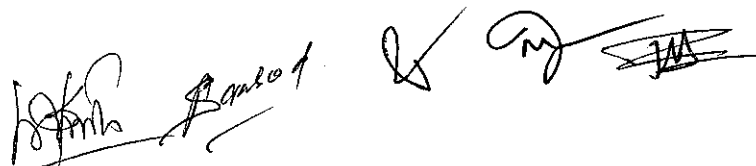
1. Explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of common medical and surgical disorders.
2. Perform complete health assessment to establish a data base for providing quality patient care and integrate the knowledge of diagnostic tests in the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

*Handwritten signatures:*  
Akh  
Bansal

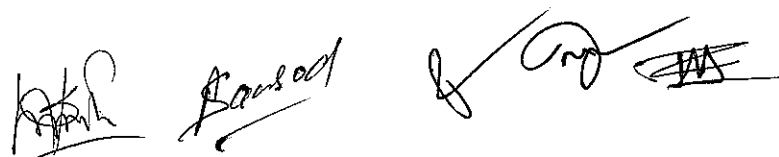
*Handwritten signature:*  
IAS

## COURSE OUTLINE

UNIT	TIME (HRS)	LEARNING OUTCOMES	CONTENT	TEACHING / LEARNING ACTIVITIES	ASSESSMENT METHODS
I	10(T) 4(L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management of patients with ENT disorders	<p><b>Nursing management of patient with disorders of Ear, Nose and Throat</b> (Includes etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management)</p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of the ear, nose and throat</li> <li>• History, physical assessment, and diagnostic tests</li> <li>• <b>Ear</b> <ul style="list-style-type: none"> <li>○ External ear: deformities otalgia, foreign bodies and tumors</li> <li>○ Middle ear- impacted wax, tympanic membrane perforation, otitis media, and tumors.</li> <li>○ Inner ear- Meniere's disease, labyrinthitis, ototoxicity tumors</li> </ul> </li> <li>• Upper respiratory airway infections –Rhinitis, sinusitis, tonsillitis, laryngitis</li> <li>• Epistaxis, Nasal obstruction, laryngeal obstruction</li> <li>• Deafness and its management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Demonstration of hearing aids, nasal packing, medication administration</li> <li>• Visit to audiology and speech clinic</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short answers</li> <li>• Essay</li> <li>• OSCE</li> <li>• Assessment of skill (using checklist)</li> <li>• Quiz</li> <li>• Drug book</li> </ul>
II	10(T) 4(L)	Explain the etiology, patho-physiology, clinical manifestations, diagnostic measures and	<p><b>Nursing management of patient with disorder of eye</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy physiology of the eye</li> <li>• History, physical assessment, diagnostic assessment</li> </ul> <p><b>Eye Disorders</b></p>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Demonstration of visual aids, lens, medication administration</li> <li>• Visit to eye bank</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short Essay</li> <li>• OSCE</li> <li>• Drug book</li> </ul>



		management of patients with disorders of eye  Describe eye donation, banking and transplantation	<ul style="list-style-type: none"> <li>• Refractive errors</li> <li>• Eyelids – infection, deformities</li> <li>• Conjunctiva – inflammation and infection bleeding</li> <li>• Cornea- inflammation and infection</li> <li>• Lens- cataract</li> <li>• Glaucoma</li> <li>• Retinal detachment</li> <li>• Blindness</li> <li>• Eye banking, Eye donation</li> </ul>		
III	9(T) 4 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of Kidney and urinary system disorders <ul style="list-style-type: none"> <li>• Demonstrate skill in genitourinary assessment</li> <li>• Prepare patient for genitourinary investigations</li> <li>• Prepare and provide health education on prevention of renal calculi</li> </ul>	<b>Nursing management of patient with Kidney and Urinary problems</b> <ul style="list-style-type: none"> <li>• Review of Anatomy and physiology of the genitourinary system</li> <li>• History, physical assessment, diagnostic tests</li> <li>• Urinary tract infections- acute, chronic, lower, upper</li> <li>• Nephritis, nephrotic syndrome;</li> <li>• Renal calculi</li> <li>• Acute and chronic renal failure</li> <li>• Disorders of ureter, urinary bladder and Urethra</li> <li>• Disorders of prostate - inflammation, infection, stricture, obstruction, and Benign Prostate Hypertrophy</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Demonstration</li> <li>• Case Discussion</li> <li>• Health education</li> <li>• Drug book &amp;</li> <li>• Field visit- Visits hemodialysis unit</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short Note</li> <li>• Long essay</li> <li>• Case report</li> <li>• Submits health teaching on prevention of urinary calculi</li> </ul>
IV	5 (T)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical,	<b>Nursing management of disorders of male reproductive system</b> <ul style="list-style-type: none"> <li>• Review of Anatomy and physiology of the male reproductive system</li> <li>• History, Physical Assessment, Diagnostic</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture, Discussion</li> <li>• Case Discussion</li> <li>• Health education</li> </ul>	<ul style="list-style-type: none"> <li>• Short essay</li> </ul>



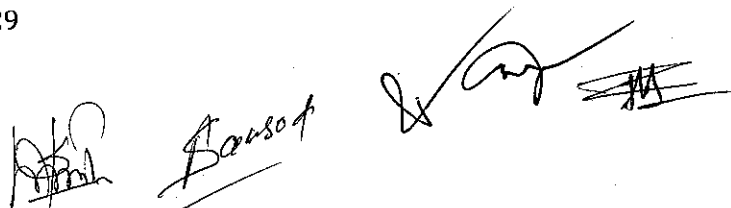
		nutritional, and nursing management of male reproductive disorders	<p>tests</p> <ul style="list-style-type: none"> <li>• Infections of testis, penis and adjacent structures – Phimosis, Epididymitis, and Orchitis</li> <li>• Sexual dysfunction, infertility, contraception</li> <li>• Male Breast Disorders - gynecomastia, tumor, climacteric changes</li> </ul>		
V	8(T) 4(L)	Explain the etiology, pathophysiology, clinical manifestations, types, diagnostic measures and management of patients with disorders of burns/cosmetic surgeries and its significance	<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 the skin and connective tissues</li> <li>• History, physical assessment, assessment of burns and fluid &amp; electrolyte loss</li> <li>• Burns</li> <li>• Reconstructive and cosmetic surgery for burns, congenital deformities, injuries and cosmetic purposes, gender reassignment</li> <li>• Legal and ethical aspects</li> <li>• Special therapies: LAD, vacuumed dressing. Laser, liposuction, skin health rejuvenation, use of derma filters</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Demonstration of burn wound assessment, vacuum dressing and fluid calculations</li> <li>• Visit to burn rehabilitation centers</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> <li>• Short notes</li> </ul>
VI	16(T) 4(L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with neurological disorders	<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>• History, physical, neurological assessment, diagnostic tests</li> <li>• Headache, Head injuries</li> <li>• Spinal injuries – Paraplegia, Hemiplegia, Quadriplegia</li> <li>• Spinal cord compression –</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Demonstration of physiotherapy, neuro assessment, tracheostomy care</li> <li>• Visit to rehabilitation center, long term care clinics, EEG, NCV study</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE, short notes, Essay</li> <li>• Drug book</li> </ul>

*[Handwritten signatures and initials]*

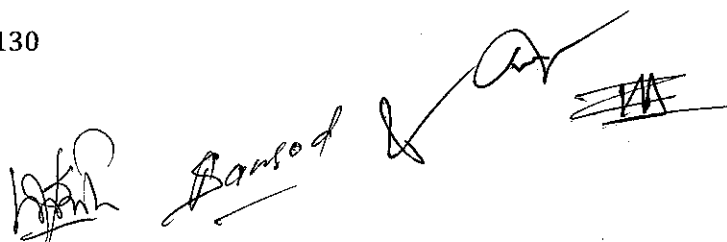
			<p>herniation of in vertebral disc</p> <ul style="list-style-type: none"> <li>• Intra cranial and cerebral aneurysms</li> <li>• Meningitis, encephalitis, brain, abscess, neuro-cysticercosis</li> <li>• Movement disorders – Chorea, Seizures &amp; Epilepsies</li> <li>• Cerebro-vascular disorders-CVA</li> <li>• Cranial, spinal neuropathies – Bell's palsy, trigeminal neuralgia</li> <li>• Peripheral Neuropathies</li> <li>• Degenerative diseases - Alzheimer's disease, Parkinson's disease</li> <li>• <i>Guillain-Barré syndrome</i>, Myasthenia gravis &amp; Multiple sclerosis</li> <li>• Rehabilitation of patient with neurological deficit</li> </ul>	unit,	
<b>VII</b>	12 (T) 4 (P)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of immunological disorders</p> <ul style="list-style-type: none"> <li>• Prepare and provides health education on prevention of HIV infection</li> <li>• Describe the national infection control programmes</li> <li>• Describe the drug therapy for AIDS</li> </ul>	<p><b>Nursing management of patients 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>• HIV &amp; AIDS: Epidemiology, Transmission, Prevention of Transmission</li> <li>• Role of Nurse; Counseling, Health education and home care consideration</li> <li>• National AIDS Control Program – NACO, various national and international agencies, Infection control programs</li> <li>• Rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture, discussion</li> <li>• Case Discussion / seminar</li> <li>• Refer Module on HIV/AIDS</li> </ul>	

*Handwritten signatures and initials:*  
 H.R. Barlow  
 ✓ [Signature]  
 [Signature]



VIII	10(T) 4(L)	Explain the etiology, pathophysiology, types, clinical manifestations, staging, diagnostic measures and management of patients with different cancer, treatment modalities including newer treatments	<b>Nursing management of patient with Oncological conditions</b> <ul style="list-style-type: none"> <li>• Structure and characteristics of normal and cancer cells</li> <li>• History, physical assessment, diagnostic tests.</li> <li>• Prevention screening early detections warning sign of cancer</li> <li>• Epidemiology, etiology classification, Pathophysiology, staging clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of Oncological condition</li> <li>• Common malignancies of various body system eye, ear, nose, larynx, breast, cervix, ovary, uterus, sarcoma, renal, bladder, kidney, prostate Brain, Spinal cord.</li> <li>• Oncological emergencies</li> <li>• Modalities of treatment - Chemotherapy, Radiotherapy - Radiation safety, AERB regulations, Surgical intervention, Stem cell and bone marrow transplant, Immunotherapy, Gene therapy</li> <li>• Psychological aspects of cancer-anxiety, depression, insomnia, anger</li> <li>• Palliative care</li> <li>• Supportive care</li> <li>• Hospice care</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Demonstration of chemotherapy preparation and administration,</li> <li>• Visit to BMT, radiotherapy units (linear accelerator, brachytherapy, etc.), nuclear medicine unit,</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> <li>• Essay</li> <li>• Quiz</li> <li>• Drug book</li> <li>• Counseling, health teaching</li> </ul>
------	---------------	---	--	---	---



IX	15(T) 4(L)	Explain the types, policies, guidelines, prevention and management of disaster the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with acute emergencies	<b>Nursing management of patient in Emergency and Disaster situations</b> <b>Disaster Nursing</b> <ul style="list-style-type: none"> <li>• Concept and principles of disaster nursing, Related Policies</li> <li>• Types of disaster; Natural and manmade</li> <li>• Disaster preparedness - Team, guidelines, protocols, equipment, resources</li> <li>• Etiology, classification, Pathophysiology, staging, clinical manifestation, staging, clinical manifestation, diagnosis, treatment modalities and medical and surgical nursing management of patient with medical and surgical emergencies – Poly trauma, Bites, Poisoning and Thermal emergencies</li> <li>• Principles of emergency management</li> <li>• Medico legal aspects</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Demonstration of disaster preparedness (Mock drill) and triaging</li> <li>• Filed visit to local disaster management centers or demo by fire extinguishers</li> <li>• Group presentation (role play, skit, concept mapping) on different emergency care</li> <li>• <b>Refer Trauma care management/ ATCN module</b></li> <li>• Guided reading on National Disaster Management Authority (NDMA) guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> <li>• Case presentations and case study</li> </ul>
X	8(T)	Explain the Concept, physiological changes, and psychosocial problems of ageing Describe the nursing management of the elderly	<b>Nursing care of the elderly</b> <ul style="list-style-type: none"> <li>• History and physical assessment</li> <li>• Aging process and age-related body changes and psychosocial aspects</li> <li>• Stress and coping in elder patient</li> <li>• Psychosocial and sexual abuse of elderly</li> <li>• Role of family and formal and non-formal caregivers</li> <li>• Use of aids and prosthesis (hearing aids, dentures)</li> <li>• Legal and ethical issues</li> <li>• National programmes for elderly, privileges, community programs and</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Demonstration of communication with visual and hearing impaired</li> <li>• Field visit to old age homes</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> <li>• Case presentations</li> <li>• Assignment on family systems of India focusing on geriatric population</li> </ul>



			health services • Home and institutional care		
<b>XI</b>	12(T) 8(L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients in critical care units	<b>Nursing management of patients in critical Care units</b> • Principles of critical care nursing • Organization: physical set-up, policies, staffing norms • Protocols, equipment, and supplies, • Special equipment: ventilators, cardiac monitors, defibrillators, infusion pump, Resuscitation equipment • Advanced Cardiac Life support • Nursing management of critically ill patient • Transitional care • Ethical and Legal Aspects • Breaking Bad News to Patients and/or their families— Communication with patient and family • End of life care	• Lecture and discussion • Demonstration of ACLS, mechanical ventilators, cardiac monitors • Clinical practice in different ICUs	Objective questions and short notes Case presentations Assessment of skill on BLS/ACLS, monitoring of patients in ICU. Written assignment on ethical and legal issues in critical care
<b>XII</b>	5(T)	Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with occupational/industrial health disorders	<b>Nursing management of patients occupational and industrial disorders</b> • History, physical examination, Diagnostic tests • Occupational diseases and management	• Lecture and discussion • Industrial visit	• Assignment on industrial health hazards


 Bansal
 

## ADULT HEALTH NURSING II - CLINICAL PRACTICUM

**CLINICAL PRACTICUM:** 6 Credits (480 Hours)

### PRACTICE COMPETENCIES

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

The students will be competent to

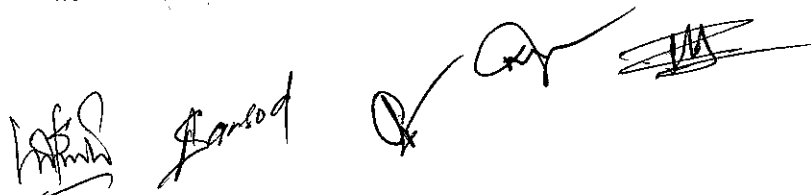
1. Utilize the nursing process in providing care to the sick adults in the hospital
  - a. Perform complete health assessment to establish a data base for providing quality patient care
  - b. Integrate the knowledge of diagnostic tests in patient assignment
  - c. Identify nursing diagnoses and list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

### I. Nursing Management of Patients with ENT disorders

#### A. Skill Lab

##### Use of manikins and simulators

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

The bottom of the page features several handwritten signatures and initials. From left to right, there is a signature that appears to be 'L. P. Smith', another signature that looks like 'J. L. Smith', a large checkmark, and a signature that is partially obscured and appears to be 'J. L. Smith'.

**B. Clinical postings**

Clinical area/unit	Duration in weeks	Learning Outcomes	Procedural competencies/Clinical skills	Clinical Requirements	Assessment methods
ENT Ward & OPD	2	Provide care to patients with ENT disorders  Educate the patients and their families	<ul style="list-style-type: none"> <li>Examination of ear, nose, throat and History taking</li> <li>Applying bandages to Ear, Nose</li> <li>Tracheostomy care</li> <li>Preparation of patient, assisting and monitoring of patients undergoing diagnostic procedures                             <ul style="list-style-type: none"> <li>Auditory screening tests</li> <li><b>Audiometric tests</b></li> </ul> </li> <li>Preparing the patient and assisting in special procedures like Anterior/posterior nasal packing, Ear Packing and Syringing</li> <li>Preparation and after care of patients undergoing ENT surgical procedures</li> <li>Instillation of drops/medication</li> </ul>	<ul style="list-style-type: none"> <li>ENT assessment -1</li> <li>Case study/Clinical presentation -1</li> <li>Drug Book</li> </ul>	<ul style="list-style-type: none"> <li>Clinical evaluation</li> <li>OSCE</li> <li>Case report study / Clinical presentation</li> <li>Drug Book</li> </ul>

**II. Nursing Management of Patients with Eye Conditions**

**A. Skill Lab**

**Use of manikins and simulators**

- Instilling Eye medications
- Eye irrigation
- Eye bandage

**B. Clinical postings**

Clinical area/unit	Duration in weeks	Learning Outcomes	Procedural competencies/Clinical skills	Clinical Requirements	Assessment methods
Ophthalmology unit	2	Develop skill in providing care to patients with Eye disorders	<ul style="list-style-type: none"> <li>History taking, Examination of eyes and interpretation</li> <li>Assisting</li> </ul>	<ul style="list-style-type: none"> <li>Eye assessment – 1</li> <li>Health teaching</li> <li>Case study/Clinical Presentation– 1</li> </ul>	<ul style="list-style-type: none"> <li>Clinical evaluation</li> <li>OSCE</li> <li>Clinical presentation</li> </ul>

*Handwritten signatures and notes:*  
 WPS Based ✓ ~~MA~~

		Educate the patients and their families	procedures <ul style="list-style-type: none"> <li>○ Visual acuity</li> <li>○ Fundoscopy, retinoscopy, ophthalmoscopy, tonometry,</li> <li>○ Refraction tests</li> <li>● Pre and post-operative care</li> <li>● Instillation of drops/medication</li> <li>● Eye irrigation</li> <li>● Application of eye bandage</li> <li>● Assisting with foreign body removal</li> </ul>		
--	--	---	---	--	--

### III. Nursing Management of Patients with kidney and urinary system disorders

#### A. Skill Lab

##### Use of manikins and simulators

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

#### B. Clinical postings

Clinical area/unit	Duration in weeks	Learning Outcomes	Procedural competencies/Clinical skills	Clinical Requirements	Assessment methods
Renal ward/nephrology ward including Dialysis unit	2	Develop skill in Management of patients with urinary, male reproductive problems	<ul style="list-style-type: none"> <li>● Assessment of kidney and urinary system               <ul style="list-style-type: none"> <li>○ History taking</li> <li>○ Physical examination</li> <li>○ Testicular self-examination</li> <li>○ digital rectal exam</li> </ul> </li> <li>● Preparation and assisting with diagnostic and therapeutic procedures               <ul style="list-style-type: none"> <li>○ Cystoscopy, Cystometrogram,</li> <li>○ Contrast studies-IVP etc</li> <li>○ Peritoneal dialysis</li> <li>○ Hemodialysis,</li> <li>○ Lithotripsy</li> <li>○ Specific tests-Semen analysis, gonorrhoea test, Renal/ Prostate Biopsy etc</li> </ul> </li> <li>● Catheterization -care</li> </ul>	<ul style="list-style-type: none"> <li>● Assessment - 1,</li> <li>● Drug presentation - 1</li> <li>● Care study/Clinical presentation - 1</li> <li>● Preparing and assisting in hemodialysis</li> </ul>	<ul style="list-style-type: none"> <li>● Clinical evaluation</li> <li>● Care plan</li> <li>● OSCE</li> <li>● Quiz</li> <li>● Drug presentation</li> </ul>

*Handwritten signatures and initials:*  
 [Signature] [Signature] [Signature] [Signature]

			<ul style="list-style-type: none"> <li>• Bladder irrigation</li> <li>• I/O recording and monitoring</li> <li>• Ambulation and exercise</li> </ul>		
--	--	--	---	--	--

#### IV. Nursing Management of Patients with Burns and Reconstructive Surgery

##### A. Skill Lab

###### Use of manikins and simulators

- Assessment of burns wound
- Wound dressing

##### B. Clinical Postings

Clinical area/unit	Duration in weeks	Learning Outcomes	Procedural competencies/Clinical skills	Clinical Requirements	Assessment methods
Burns unit/reconstructive surgical unit	2	Develop skill in burns assessment and providing care to patients with different types of burns Develop skill in providing care to patients with different types of cosmetic and reconstructive surgeries	<ul style="list-style-type: none"> <li>• Assessment of burns</li> <li>• First aid of burns</li> <li>• Fluid &amp; electrolyte replacement therapy</li> <li>• Skin care</li> <li>• Care of Burn wounds               <ul style="list-style-type: none"> <li>– Bathing</li> <li>– Dressing</li> </ul> </li> <li>• Pre-operative and post-operative care of patients</li> <li>• Caring of skin graft and post cosmetic surgery</li> <li>• Rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• burn wound assessment – 1</li> <li>• care study/case presentation -1</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation,</li> <li>• Care study/case report</li> </ul>

#### V. Nursing Management of Patients with neurological disorders

##### A. Skill Lab

###### Use of manikins and simulators

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

*[Handwritten signatures and initials]*

### B. Clinical postings

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

### **VI. Nursing Management of Patients with Immunological Disorders**

#### **A. Skill Lab**

- Barrier Nursing
- Reverse Barrier Nursing

#### **B. Clinical postings**

Clinical area/unit	Duration in weeks	Learning Outcomes	Procedural competencies/Clinical skills	Clinical Requirements	Assessment methods
Isolation ward/Medical ward	1	Develop skill in the Management of patients with immunological disorders	<ul style="list-style-type: none"> <li>History taking</li> <li>Immunological status assessment (e.g. HIV) and Interpretation of specific tests</li> <li>Caring of patients with low immunity</li> <li>Practicing of standard safety measures, precautions/ barrier nursing / reverse barrier/isolation skills</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of immune status</li> <li>Teaching of isolation to patient and family care givers</li> <li>Nutritional management</li> <li>Care Note – 1</li> </ul>	<ul style="list-style-type: none"> <li>Care note</li> <li>Quiz</li> <li>Health Teaching</li> </ul>

### **VII. Nursing Management of Patients with disorders of Oncological conditions**

#### **A. Skill Lab**

##### Use of manikins and simulators

- Application of topical medication
- Administration of chemotherapy

*[Handwritten signatures and initials]*

**B. Clinical postings**

Clinical area/unit	Duration in weeks	Learning Outcomes	Procedural competencies/Clinical skills	Clinical Requirements	Assessment methods
Oncology wards (including day care radiotherapy unit)	3	Develop skill in providing care to patients with oncological disorders	<ul style="list-style-type: none"> <li>• History taking &amp; physical examination of cancer patients</li> <li>• Screening for common cancers – TNM classification</li> <li>• Preparation, assisting and after care patients undergoing diagnostic procedures                             <ul style="list-style-type: none"> <li>– Biopsies/FNAC</li> <li>– Pap smear</li> <li>– Bone-marrow aspiration</li> </ul> </li> <li>• Various modalities of treatment                             <ul style="list-style-type: none"> <li>– Chemotherapy</li> <li>– Radiotherapy</li> <li>– Pain management</li> <li>– Stoma therapy</li> <li>– Hormonal therapy</li> <li>– Immuno therapy</li> <li>– Gene therapy</li> <li>– Alternative therapy</li> </ul> </li> <li>• Stoma care and feeding</li> <li>• Caring of patients treated with nuclear medicine</li> <li>• Rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment – 1</li> <li>• Care study/clinical presentation -1</li> <li>• Pre and post-operative care of patient with various modes of cancer treatment</li> <li>• Teaching on BSE to family members</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• Care study</li> <li>• Quiz</li> <li>• Drug book</li> </ul>

**VIII. Nursing Management of Patients in emergency conditions**

**A. Skill Lab**

**Use of manikins and simulators**

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

*[Handwritten signatures and initials]*

**B. Clinical postings**

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

**IX. Nursing Management of Patients in critical care units**

**A. Skill Lab**

**Use of manikins and simulators**

- Assessment critically ill
- ET tube set up –suction
- TT suction
- Ventilator set up
- Chest drainage
- Bag mask ventilation
- Central & Peripheral line
- Pacemaker

**B. Clinical postings**

Clinical area/unit	Duration in weeks	Learning Outcomes	Procedural competencies/Clinical skills	Clinical Requirements	Assessment methods
Critical Care Unit	2 Weeks	Develop skill in assessment of critically ill and providing care to patients with critical health conditions	<ul style="list-style-type: none"> <li>• Assessment of critically ill patients</li> <li>• Assisting in arterial puncture, ET tube intubation &amp; extubation</li> <li>• ABG analysis &amp; interpretation - respiratory acidosis, respiratory alkalosis, metabolic acidosis, metabolic</li> </ul>	<ul style="list-style-type: none"> <li>• Hemodynamic monitoring</li> <li>• Different scales used in ICU</li> <li>• Communicating with critically ill patients</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• OSCE</li> <li>• RASS scale assessment</li> <li>• Use of VAE bundle VAP, CAUTI, BSI</li> </ul>

*Handwritten signatures and initials at the bottom of the page.*

			alkalosis <ul style="list-style-type: none"> <li>• Setting up of Ventilator modes and settings and care of patient on a ventilator</li> <li>• Set up of trolley with instruments</li> <li>• Monitoring and maintenance of Chest drainage system</li> <li>• Bag and mask ventilation</li> <li>• Assisting and maintenance of Central and peripheral lines invasive</li> <li>• Setting up of infusion pump, defibrillator,</li> <li>• Drug administration- infusion, intracardiac, intrathecal, epidural,</li> <li>• Monitoring pacemaker</li> <li>• ICU care bundle</li> <li>• Management of the dying patient in the ICU</li> </ul>		<ul style="list-style-type: none"> <li>• Case Presentation</li> </ul>
--	--	--	---	--	---

**X. Nursing Management of Patients with geriatric illness**

**A. Skill Lab**

**Use of manikins and simulators**

- Use of assistive safety devices

**B. Clinical postings**

Clinical area/unit	Duration in weeks	Learning Outcomes	Procedural competencies/Clinical skills	Clinical Requirements	Assessment methods
Geriatric ward	1 week	Develops skill in geriatric assessment and providing care to patients with geriatric illness	<ul style="list-style-type: none"> <li>• History taking and assessment of Geriatric patient</li> </ul>	<ul style="list-style-type: none"> <li>• Geriatric assessment - 1</li> <li>• Care of normal and geriatric patient with illness</li> <li>• Fall risk assessment 1</li> <li>• Functional status assessment - 1</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• Care plan</li> </ul>

*[Handwritten signatures and initials]*

## EDUCATIONAL TECHNOLOGY IN NURSING EDUCATION

<b>PLACEMENT</b>	:	IV SEMESTER
	<b>THEORY:</b>	2 credits (40 hrs)
	<b>PRACTICUM:</b>	1 credit (40 hrs)

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

### COMPETENCIES

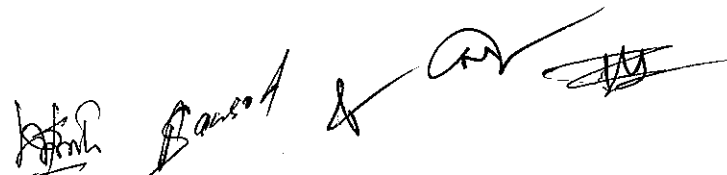
On completion of the course, the students will be competent to

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

*[Handwritten signatures and initials]*

**COURSE OUTLINE**  
**THEORY & PRACTICAL (LAB)**

UNIT	TIME (Hours)		LEARNING OUTCOMES	CONTENT	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
	T	P				
I	4	2	<p>Explain the definition, aims, types, approaches and scope of educational technology</p> <p>Compare and contrast the various educational philosophies</p> <p>Explain the teaching learning process, nature, characteristics and principles</p>	<p><b>Introduction and theoretical foundations:</b></p> <p><i>Education and educational technology</i></p> <ul style="list-style-type: none"> <li>• Definition, aims</li> <li>• Approaches and scope of educational technology</li> </ul> <p><i>Educational philosophy:</i></p> <ul style="list-style-type: none"> <li>• Definition of philosophy, education and philosophy</li> <li>• Comparison of educational philosophies</li> <li>• Philosophy of nursing education</li> </ul> <p><i>Teaching learning process:</i></p> <ul style="list-style-type: none"> <li>• Definition of teaching &amp; learning</li> <li>• Teaching learning as a process</li> <li>• Nature and characteristics of teaching</li> <li>• Principles of teaching</li> <li>• Barriers to teaching</li> <li>• Nature and characteristics of learning</li> <li>• Characteristics of adult learners</li> <li>• Principles of learning</li> <li>• Learning theories</li> <li>• Barriers to learning</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul> <p><b>Group exercise:</b> Preparation of comparison table for different educational philosophies</p>	<ul style="list-style-type: none"> <li>• Quiz</li> </ul> <p><b>Assessment of Assignment:</b></p> <ul style="list-style-type: none"> <li>• Learning theories-analysis of any one</li> </ul>
II	5	5	<p>Identify essential qualities/attributes of a teacher</p> <p>Describe the teaching styles of faculty</p>	<p><b>Assessment and Planning</b></p> <p><i>Assessment of teacher</i></p> <ul style="list-style-type: none"> <li>• Essential qualities of a teacher</li> <li>• Teaching styles-Formal authority, demonstrator, facilitator, delegator</li> </ul> <p><i>Assessment of learner</i></p>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short Answer</li> <li>• Objective type</li> </ul>



			<p>Explain the determinants of learning and initiates self-assessment to identify own learning style</p> <p>Identify the factors that motivate the learner</p> <p>Define curriculum and classify types</p> <p>Identify the factors influencing curriculum development</p> <p>Develop skill in writing learning outcomes, and lesson plan</p>	<ul style="list-style-type: none"> <li>• Types of learners</li> <li>• Determinants of learning-learning needs, readiness to learn, learning styles</li> <li>• Emotional intelligence of the learner</li> <li>• Motivational factors-personal factors, environmental factors and support system</li> </ul> <p><b>Curriculum Planning</b></p> <ul style="list-style-type: none"> <li>• Curriculum –definition, types</li> <li>• Curriculum design-components, approaches</li> <li>• Curriculum development-factors influencing curriculum development, facilitators and barriers</li> <li>• Writing learning outcomes/ behavioral objectives</li> <li>• Basic principles of writing course plan, unit plan and lesson plan</li> </ul>	<p><b>Self-assessment exercise:</b></p> <ul style="list-style-type: none"> <li>• Identify your learning style using any learning style inventory (ex. Kolb's learning style inventory)</li> <li>• Lecture cum discussion</li> </ul> <p><b>Individual/group exercise:</b></p> <ul style="list-style-type: none"> <li>• Writing learning outcomes</li> <li>• Preparation of a lesson plan</li> </ul>	<p><b>Assessment of Assignment:</b></p> <ul style="list-style-type: none"> <li>• Individual /Group</li> </ul>
III	8	15	<p>Explain the principles and strategies of classroom management</p> <p>Describe different methods/strategies of teaching and develop beginning skill in using various teaching methods</p>	<p><b>Implementation</b> <i>Teaching in Classroom and Skill lab: Teaching Methods</i></p> <ul style="list-style-type: none"> <li>• Classroom management-principles and strategies</li> <li>• Classroom communication</li> <li>○ Facilitators and Barriers to classroom communication</li> <li>○ Information communication technology (ICT)- ICT used in education</li> </ul> <p><i>Teaching methods: Features, advantages and disadvantages</i></p> <ul style="list-style-type: none"> <li>• Lecture, Group</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Practice teaching/ Micro teaching</li> <li>• Exercise (Peer teaching)</li> <li>• Patient</li> </ul>	<ul style="list-style-type: none"> <li>• Short Answer</li> <li>• Objective type</li> <li>• Assessment of microteaching</li> </ul>

*Handwritten signatures and initials:*  
 Dhruv, Banoo, & [unclear] [unclear]

			<p>Explain active learning strategies and participate actively in team and collaborative learning</p>	<p>discussion, microteaching</p> <ul style="list-style-type: none"> <li>• Skill lab- simulations, Demonstration &amp; re demonstration</li> <li>• Symposium, panel discussion, seminar, scientific workshop, exhibitions</li> <li>• Role play, project</li> <li>• Field trips</li> <li>• Self-directed learning (SDL)</li> <li>• Computer assisted learning</li> <li>• One- to- one instruction</li> </ul> <p><i>Active learning strategies</i></p> <ul style="list-style-type: none"> <li>• Team based learning</li> <li>• Problem based learning</li> <li>• Peer sharing</li> <li>• Case study analysis</li> <li>• Journaling</li> <li>• Debate</li> <li>• Gaming</li> <li>• Inter professional education</li> </ul>	<p>teaching session</p> <ul style="list-style-type: none"> <li>• Construction of game-puzzle</li> <li>• Teaching in groups- interdisciplinary</li> </ul>	
IV	3	3	<p>Enumerate the factors influencing selection of clinical learning experiences</p> <p>Compare the advantages of different clinical education models</p> <p>Develop skill in using different clinical teaching strategies</p>	<p><b>Teaching in the clinical setting: Teaching methods</b></p> <ul style="list-style-type: none"> <li>• Clinical learning environment</li> <li>• Factors influencing selection of clinical learning experiences</li> <li>• Models of clinical education-traditional mode, collaborative model, preceptor model, integration of education and practice model,</li> <li>• Characteristics of effective clinical teacher</li> <li>• Writing clinical learning outcomes/practice competencies</li> <li>• Clinical teaching strategies- patient assignment- clinical conference, clinical presentation /bedside clinic, Case study/care</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• <b>Debate:</b> which clinical education model is the best?</li> <li>• Writing clinical outcomes- assignments in pairs</li> <li>• Written assignment on preceptorship</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Assessment of written assignment</li> </ul>

*Handwritten signature and initials*

				study, nursing rounds, concept mapping, project, debate, game, role play, clinical simulation, PBL, questioning, written assignment, process recording		
V	5	5	<p>Explain the purpose, principles and steps in the use of media</p> <p>Categorize the different types of media and describe its advantages and disadvantages</p> <p>Develop skill in preparing and using media</p>	<p><b>Educational/Teaching media</b></p> <ul style="list-style-type: none"> <li>• Media use- Purpose, components, principles and steps</li> <li>• Types of media-</li> </ul> <p><i>Still visuals</i></p> <ul style="list-style-type: none"> <li>○ Non projected- drawings &amp; diagrams, charts, graphs, posters, cartoons, board devices (chalk/white board, bulletin board, flannel board, flip charts, flash cards, still pictures/photographs, printed materials- handout, leaflet, brochure, flyer</li> <li>○ Projected –film stripes, microscope, power point slides, overhead projector</li> </ul> <p><i>Moving visuals</i></p> <ul style="list-style-type: none"> <li>○ Video learning resources-videotapes &amp; DVD, blu-ray, USB flash drive</li> <li>○ Motion pictures/films</li> </ul> <p><i>Realia and models</i></p> <ul style="list-style-type: none"> <li>○ Real objects &amp; Models</li> </ul> <p><i>Audio aids/audio media</i></p> <ul style="list-style-type: none"> <li>○ Audiotapes/Compact discs</li> <li>○ Radio &amp; Tape recorder</li> <li>○ Public address system</li> <li>○ Digital audio</li> </ul> <p><i>Electronic media/computer learning resources</i></p> <ul style="list-style-type: none"> <li>○ Computers</li> <li>○ Web-based videoconferencing</li> <li>○ E-learning, Smart classroom</li> </ul> <p><i>Telecommunication (Distance education)</i></p> <ul style="list-style-type: none"> <li>○ Cable TV, satellite broadcasting,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Preparation of different teaching aids- (Integrate with practice teaching sessions)</li> </ul>	<ul style="list-style-type: none"> <li>• Short Answer</li> <li>• Objective type</li> <li>• Assessment of the teaching media prepared</li> </ul>

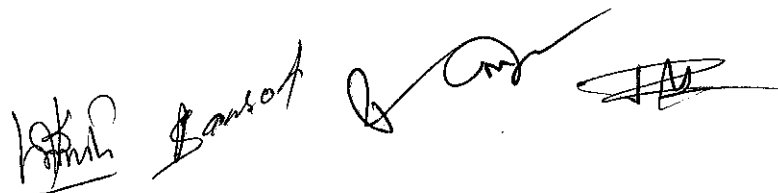
*[Handwritten signatures and initials]*

				<p>videoconferencing Telephones- Telehealth/telenursing <i>Mobile technology</i></p>		
VI	5	3	<p>Describe the purpose, scope, principles in selection of evaluation methods and barriers to evaluation</p> <p>Explain the guidelines to develop assessment tests</p> <p>Develop skill in construction of different tests</p> <p>Identify various clinical evaluation tools and demonstrate skill in selected tests</p>	<p><b>Assessment/Evaluation Methods/strategies</b></p> <ul style="list-style-type: none"> <li>• Purposes, scope and principles in selection of assessment methods and types</li> <li>• Barriers to evaluation</li> <li>• Guidelines to develop assessment tests</li> </ul> <p><i>Assessment of knowledge:</i></p> <ul style="list-style-type: none"> <li>• Essay type questions,</li> <li>• Short answer questions (SAQ),</li> <li>• Multiple choice questions (MCQ- single response &amp; multiple response)</li> </ul> <p><i>Assessment of skills:</i> Clinical evaluation-</p> <ul style="list-style-type: none"> <li>• Observation (checklist, rating scales, videotapes)</li> <li>• Written communication- progress notes, nursing care plans, process recording, written assignments</li> <li>• Verbal communication (oral examination)</li> <li>• Simulation</li> <li>• Objective Structured Clinical Examination (OSCE)</li> <li>• Self-evaluation</li> <li>• Clinical portfolio, clinical logs</li> </ul> <p><i>Assessment of Attitude:</i></p> <ul style="list-style-type: none"> <li>• Attitude scales</li> </ul> <p><i>Assessment tests for higher learning-</i></p> <ul style="list-style-type: none"> <li>• Interpretive questions, hot spot questions, drag and drop and ordered response questions</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Exercise on constructing assessment tool/s</li> </ul>	<ul style="list-style-type: none"> <li>• Short Answer</li> <li>• Objective type</li> <li>• Assessment of tool/s prepared</li> </ul>

Handwritten signatures and initials, including a large signature that appears to be 'H. M. ...' and other scribbles.



			Introduce knowledge of EBT and its application in nursing education	<i>Evidence based teaching-Introduction</i> <ul style="list-style-type: none"> <li>Evidence based education process and its application to nursing education</li> </ul>	and suggest ethical decision-making steps <ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Quiz-MCQ</li> </ul>
IX	2	2	Orient towards recent trends in nursing education	<b>Emerging trends in healthcare and nursing education</b> <ul style="list-style-type: none"> <li>Emerging trends in healthcare in India</li> <li>Trends in nursing education</li> </ul>	Analysis of NHP 2017- to identify policy influencing nursing education and write term paper	<ul style="list-style-type: none"> <li>Evaluation of term paper</li> </ul>



## CHILD HEALTH NURSING I

### PLACEMENT: V SEMESTER

THEORY: 2 Credits (80 Hours)  
Skill Lab: 1 Credit (40 Hrs)  
Clinical: 2 Credits (160 Hrs)

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

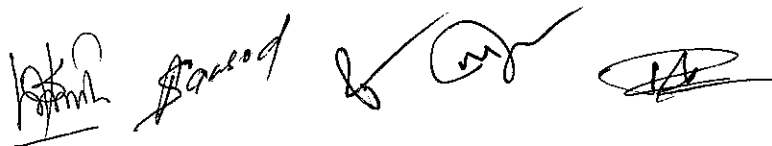
### COMPETENCIES

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

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

### COURSE OUTLINE

UNIT NO.	TIME (HRS)	LEARNING OUTCOMES	CONTENT	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
I.	T10 L10	<p>Explain the modern concept of child-care</p> <p>Describe National policy, programs &amp; legislation in relation to child health &amp; welfare</p>	<p><b>Introduction:</b></p> <p><b>Modern concepts of child-care</b></p> <ul style="list-style-type: none"> <li>• Historical development of child health</li> <li>• Philosophy &amp; Modern concept of child-care</li> <li>• Cultural and religious considerations in child-care</li> <li>• National policy and legislations in relation to child health and welfare.</li> <li>• National programs and</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration of common pediatric 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>



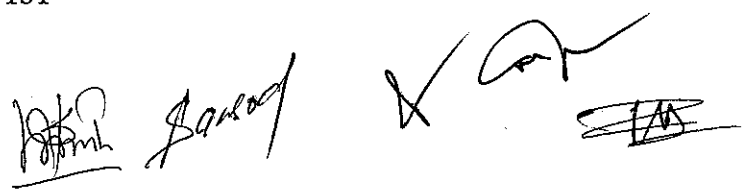
		<p>Describe role of preventive pediatrics</p> <p>List major causes of death during infancy, early &amp; late childhood</p> <p>Differentiate between an adult and child in terms of illness and response</p> <p>Describe the major functions &amp; role of the pediatric nurse in caring for a hospitalized child.</p> <p>Describe the principles of child health nursing and perform child health nursing procedures</p>	<p>agencies related to welfare services to the children.</p> <ul style="list-style-type: none"> <li>• Internationally accepted rights of the child</li> <li>• Changing trends in hospital care, preventive, promotive and curative aspect of child health</li> <li>• <i>Preventive pediatrics:</i> <ul style="list-style-type: none"> <li>○ Concept</li> <li>○ Immunization</li> <li>○ Immunization programs and cold chain.</li> <li>○ Care of under-five and Under-five Clinics /Well-baby clinics</li> <li>○ Preventive measures towards accidents</li> </ul> </li> <li>• Child morbidity and mortality rates</li> <li>• Difference between an adult and child which affect response to illness <ul style="list-style-type: none"> <li>○ Physiological</li> <li>○ Psychological</li> <li>○ Social</li> <li>○ Immunological</li> </ul> </li> <li>• Hospital environment for sick child</li> <li>• Impact of hospitalization on the child and family</li> <li>• Communication techniques for children</li> <li>• Grief and bereavement</li> <li>• The role of a child health nurse in caring for a hospitalized child</li> <li>• Principles of pre and postoperative care of infants and children.</li> </ul> <p><i>Child Health Nursing procedures:</i></p> <ul style="list-style-type: none"> <li>• Administration of medication: oral, I/M, &amp; I/V</li> <li>• Calculation of fluid requirement</li> </ul>		
--	--	--	--	--	--

HR Based & HR

			<ul style="list-style-type: none"> <li>• Application of restraints</li> <li>• Assessment of pain in children. <ul style="list-style-type: none"> <li>○ FACES pain rating scale</li> <li>○ FLACC scale</li> <li>○ Numerical scale</li> </ul> </li> </ul>		
<b>II.</b>	<b>T12</b>	<p>Describe the normal growth and development of children at different ages</p> <p>Identify the needs of children at different ages &amp; provide parental guidance</p> <p>Identify the nutritional needs of children at different ages &amp; ways of meeting needs</p> <p>Identify the role of play for normal &amp; sick children</p>	<p><b>The healthy child</b></p> <ul style="list-style-type: none"> <li>• Definition and principles of growth and development.</li> <li>• Factors affecting growth and development.</li> <li>• Growth and development from birth to adolescence</li> <li>• Growth and developmental theories (Freud, Erickson, Jean Piaget, Kohlberg)</li> <li>• The need of normal children through the stages of developmental and parental guidance</li> <li>• Nutritional needs of children and infants. <ul style="list-style-type: none"> <li>- breast feeding</li> <li>- exclusive breast feeding</li> <li>- Supplementary / artificial feeding and weaning</li> </ul> </li> <li>• Baby friendly hospital concept</li> <li>• Types and value of play and selection of play material</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Developmental study of infant and children</li> <li>• Observation study of normal &amp; sick child</li> <li>• Field visit to Anganwadi, child guidance clinic</li> <li>• Videos 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 visits and developmental study reports</li> </ul>

*Handwritten signatures and initials:*  
 H.K. Basu  
 S. Basu  
 S. Basu  
 S. Basu




III.	T15 L20	Provide care to normal and high-risk neonates  Perform neonatal resuscitation  Recognize and manage common neonatal problems	<b>Nursing care of neonate:</b> <ul style="list-style-type: none"> <li>• Appraisal of Newborn</li> <li>• Nursing care of a normal newborn / essential newborn care.</li> <li>• Neonatal resuscitation</li> <li>• Nursing management of low birth weight baby.</li> <li>• Kangaroo mother care</li> <li>• Nursing management of common neonatal disorder. <ul style="list-style-type: none"> <li>- Hyperbilirubinemia</li> <li>- Hypothermia, hyperthermia</li> <li>- Metabolic disorder</li> <li>- Neonatal infections</li> <li>- Neonatal seizures</li> <li>- Respiratory distress syndrome</li> <li>- Retinopathy of Prematurity</li> </ul> </li> <li>• Organization of neonatal care unit</li> <li>• Neonatal equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Modular based teaching: <b>ENBC and FBNC module (oral drills, videos, self-evaluation exercises)</b></li> <li>• Workshop on neonatal resuscitation: NRP module</li> <li>• Demonstration</li> <li>• Practice Session</li> <li>• Clinical practice</li> <li>• Lecture Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> <li>• Short answers</li> <li>• Objective type</li> </ul>
IV.	T10 L 05	Apply principles and strategies of IMNCI	<b>Integrated management of neonatal and childhood illnesses</b>	<i>Modular based teaching:</i> <b>IMNCI module</b> <ul style="list-style-type: none"> <li>• Clinical practice/field</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> </ul>
V.	28	Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of respiratory, cardiovascular, gastrointestinal, genitourinary, nervous and endocrine system	<b>Nursing management in common childhood diseases.</b> <b>Respiratory system:</b> <ul style="list-style-type: none"> <li>• Identification and Nursing management of congenital malformations</li> <li>• Congenital disorders: Tracheoesophageal fistula, Diaphragmatic hernia</li> <li>• Others: Acute nasopharyngitis, Tonsillitis, Croup, Bronchitis, Bronchiolitis, Pneumonia, Asthma</li> </ul> <b>Cardiovascular system:</b> <ul style="list-style-type: none"> <li>• Identification and Nursing management of congenital malformations</li> <li>• Congenital heart diseases:</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> <li>• Assessment of skills with checklist</li> </ul>



			<p>Cyanotic and Acyanotic (ASD, VSD, PDA, TOF)</p> <ul style="list-style-type: none"> <li>• Others: - Rheumatic fever and Rheumatic heart disease, Congestive cardiac failure</li> <li>• Hematological conditions: <ul style="list-style-type: none"> <li>a) Congenital: Hemophilia, Thalassemia.</li> <li>b) Others: Anemia, Leukemia, Idiopathic thrombocytopenic purpura, Hodgkins and non-hodgkins lymphoma</li> </ul> </li> </ul> <p><b>Gastro-intestinal system:</b></p> <ul style="list-style-type: none"> <li>• Identification and Nursing management of congenital malformations.</li> <li>• Congenital: Cleft lip, Cleft palate, Congenital hypertrophic pyloric stenosis, Hirschsprungs disease (Megacolon), Anorectal malformation, Malabsorption syndrome, Abdominal wall defects, Hernia</li> </ul> <p><b>Others:</b> Gastroenteritis, Diarrhea, Vomiting, Protein energy malnutrition, Intestinal obstruction, Hepatic diseases, intestinal parasites</p> <p><b>Genitourinary urinary system:</b></p> <ul style="list-style-type: none"> <li>• Identification and Nursing management of congenital malformations.</li> <li>• Congenital: Wilms tumor, Extrophy of bladder, Hypospadiasis, Epispadiasis, Obstructive uropathy</li> <li>• Others: Nephrotic syndrome, Acute glomerulo nephritis, renal failure</li> </ul> <p><b>Nervous system:</b></p> <ul style="list-style-type: none"> <li>• Identification and Nursing management of congenital malformations <ul style="list-style-type: none"> <li>a) Congenital: Spinabifida, Hydrocephalous.</li> <li>b) Others: Meningitis, Encephalitis, Convulsive</li> </ul> </li> </ul>	
--	--	--	--	--

*[Handwritten signatures and marks]*

			disorders (convulsions and seizures), Cerebral palsy head injury. <b>Endocrine system:</b> Juvenile Diabetes mellitus, Hypothyroidism		
<b>VI</b>	<b>T5 L5</b>	Develop ability to meet child- hood emergencies and perform child CPR	<ul style="list-style-type: none"> <li>• Child health emergencies: Accidents -causes and prevention, Poisoning, Foreign bodies, Hemorrhage, Burns and Drowning</li> <li>• NALS/PLS/PALS (AHA Guidelines)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Workshop</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> </ul>

  
 8/4/26  
 Bansod   


## CHILD HEALTH NURSING- I CLINICAL

**PLACEMENT: V SEMESTER-**

2 credits (160 Hrs)

**CLINICAL- 3 Credits (240 Hours) 8 weeks x 30 hours/week (5 weeks + 3 weeks)** /

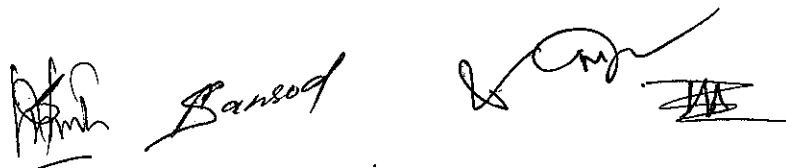
### PRACTICE COMPETENCIES

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

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

### CLINICAL POSTINGS

Clinical area/unit	Duration (in weeks)	Learning Outcomes	Procedural competencies/Clinical skills	Clinical Requirements	Assessment Methods
Pediatric Medical Ward	V Sem - 2 Weeks	<ul style="list-style-type: none"> <li>• Provide nursing care to children with various medical disorders</li> </ul>	<ul style="list-style-type: none"> <li>• Taking pediatric history</li> <li>• Physical examination &amp; assessment of children</li> <li>• Administration of oral, I/M, &amp; I/V. medicine/ fluids</li> <li>• Calculation of fluid replacement</li> <li>• Preparation of different strengths of I/V fluids</li> <li>• Baby bath/sponge bath</li> <li>• Feeding children by Katori spoon, Paladai cup</li> <li>• Teaching mothers/ parents                             <ul style="list-style-type: none"> <li>❖ Malnutrition</li> <li>❖ Oral rehydration therapy</li> <li>❖ Feeding &amp; Weaning</li> <li>❖ Immunization schedule</li> </ul> </li> <li>• Play therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Nursing care plan- 1</li> <li>• Health talk - 1</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Assess each skill with checklist OSCE/ OSPE</li> <li>• Evaluation of case study/ presentation &amp; health education session</li> <li>• Completion of activity record.</li> </ul>



Clinical area/unit	Duration (in weeks)	Learning Outcomes	Procedural competencies/Clinical skills	Clinical Requirements	Assessment Methods
Pediatric Surgical Ward	V Sem- 2 Weeks	<ul style="list-style-type: none"> <li>Recognize different pediatric surgical conditions/ malformations</li> <li>Provide pre &amp; post operative care to children with common paediatric surgical conditions/ malformation</li> <li>Counsel &amp; educate parents</li> </ul>	<ul style="list-style-type: none"> <li>Calculation, preparation &amp; administration of I/V fluids</li> <li>Feeding <ul style="list-style-type: none"> <li>Naso-gastric</li> <li>Gastrostomy</li> <li>Jejunostomy</li> </ul> </li> <li>Care of surgical wounds <ul style="list-style-type: none"> <li>Dressing</li> <li>Suture removal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Case study/ presentation - 1</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Assess each skill with checklist OSCE/ OSPE</li> <li>Evaluation of case study/ presentation</li> <li>Completion of activity record.</li> </ul>
Pediatric OPD/Immunization room	V Sem- 1 Week	<ul style="list-style-type: none"> <li>Perform assessment of children: health, developmental &amp; anthropometric</li> <li>Perform immunization</li> <li>Give health education/ nutritional education</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of children <ul style="list-style-type: none"> <li>Health assessment</li> <li>Developmental assessment</li> <li>Anthropometric assessment</li> <li>Nutritional assessment</li> </ul> </li> <li>Immunization</li> <li>Health / Nutritional education</li> </ul>	<ul style="list-style-type: none"> <li>Growth and Developmental study: Infant -1 Toddler-1 Preschooler -1 Schooler-1 Adolescent-1</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Completion of activity record.</li> </ul>

**Skill Lab**

Use of Manikins and Simulators

**NALS, PLS/PALS, CPAP, Endotracheal Suction**

**Pediatric Nursing Procedures:**

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

*Handwritten signatures and initials:*  
 AKM  
 Banoo  
 R M  
 JAA

**INTERNSHIP  
(INTEGRATED PRACTICE)**

**CHILD HEALTH NURSING – PRACTICAL**

**Placement: VIII Semester**

**Time: Internship – 4 weeks**

<b>Clinical area/unit</b>	<b>Duration (in weeks)</b>	<b>Learning Outcomes</b>	<b>Procedural competencies/Clinical skills</b>	<b>Assessment methods</b>
Pediatric Medical Ward/ICU	1	<ul style="list-style-type: none"><li>• Provide Comprehensive care to children with various 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>
Pediatric Surgical Ward/ICU	1	<ul style="list-style-type: none"><li>• Provide Comprehensive care to children with various 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	2	<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>

*Handwritten signatures and initials:*  
HKS, Basood, and other illegible signatures.

## MENTAL HEALTH NURSING I

**PLACEMENT:** V SEMESTER

**THEORY:** 4 Credits (80 Hours)

**Clinical:** 1 Credit (80 Hours)

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

### **COMPETENCIES:**

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

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

*Handwritten signature*

*Handwritten signature*

*Handwritten signature*

## COURSE OUTLINE

UNIT	TIME (HRS)	LEARNING OUTCOMES	CONTENT	ACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
I	6 (T)	<p>Describe the historical development &amp; current trends in mental health nursing</p> <p>Discuss the scope of mental health nursing</p> <p>Describe the concept of normal &amp; abnormal behaviour</p>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Perspectives of Mental Health and Mental Health Nursing, evolution of mental health services, treatments and nursing practices</li> <li>• Mental health team</li> <li>• Nature &amp; scope of mental health nursing</li> <li>• Role &amp; functions 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 cum Discussion</li> </ul>	
II	10	<p>Define the various terms used in mental health Nursing</p> <p>Explain the classification of mental disorders</p> <p>Explain the psychodynamics of maladaptive behaviour</p> <p>Discuss the etiological factors &amp; psychopathology of mental</p>	<p><b>Principles and Concepts of Mental Health Nursing</b></p> <ul style="list-style-type: none"> <li>• Definition: mental health nursing and terminology used</li> <li>• Classification of mental disorders: ICD &amp; DSM</li> <li>• Review of personality development, defense mechanisms</li> <li>• Etiology bio-psycho-social factors</li> <li>• Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts</li> <li>• Review of personality development</li> </ul>	

*[Handwritten Signature]*

*Bansod*

*[Handwritten Signature]*

		<p>disorders</p> <p>Explain the principles and standards of Mental health Nursing</p> <p>Describe the conceptual models of mental health nursing</p>	<p>neurotransmission</p> <ul style="list-style-type: none"> <li>• Principles of Mental health Nursing</li> <li>• Ethics and responsibilities</li> <li>• Practice Standards for Psychiatric Mental health Nursing (INC standards)</li> <li>• Conceptual models and the role of nurse: <ul style="list-style-type: none"> <li>• Existential model</li> <li>• Psychoanalytical models</li> <li>• Behavioural model</li> <li>• Interpersonal model</li> </ul> </li> </ul>		
III	6	<p>Describe nature, purpose and process of assessment of mental health status</p>	<p><b>Mental Health Assessment</b></p> <ul style="list-style-type: none"> <li>• History taking</li> <li>• Mental status examination</li> <li>• Mini mental status examination</li> <li>• Neurological examination</li> <li>• Investigations: Related Blood chemistry, EEG, CT &amp; MRI</li> <li>• Psychological tests</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Clinical practice</li> </ul>	
IV	6	<p>Identify therapeutic communication &amp; techniques</p> <p>Describe therapeutic relationship</p> <p>Describe therapeutic impasses and its interventions</p>	<p><b>Therapeutic communication and nurse-patient relationship</b></p> <ul style="list-style-type: none"> <li>• Therapeutic communication: Types, techniques, characteristics and barriers</li> <li>• Therapeutic nurse-patient relationship</li> <li>• Interpersonal relationship- Elements of nurse patient contract, Review of technique of IPR- Johari</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Process recording</li> <li>• Simulation (video)</li> </ul>	

			<p>window</p> <ul style="list-style-type: none"> <li>• Therapeutic impasse and its management</li> </ul>		
V	10	<p>Explain treatment modalities and therapies used in mental disorders and role of the nurse</p>	<p><b>Treatment modalities and therapies used in mental disorders</b></p> <p><b>Physical therapies:</b> Psychopharmacology, Electro Convulsive therapy</p> <p><b>Psychological Therapies:</b> Psychotherapy, Behaviour therapy, CBT,</p> <p><b>Psychosocial:</b> Group therapy, Family therapy, Therapeutic Community, Recreational therapy, Art therapy (Dance, Music etc), Occupational therapy</p> <p><b>Alternative &amp; Complementary:</b> Yoga, meditation, Relaxation</p> <p><b>Consideration for special populations</b></p>	<ul style="list-style-type: none"> <li>• Lecture 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 answers</li> <li>• Objective type</li> </ul>
VI	8	<p>Describe the etiology, psychodynamics/pathology, clinical manifestations, diagnostic criteria and management of patients with Schizophrenia, and other psychotic disorders</p>	<p><b>Nursing management of patient with Schizophrenia, and other psychotic disorders</b></p> <ul style="list-style-type: none"> <li>• Prevalence and incidence</li> <li>• Classification</li> <li>• Etiology, psychodynamics, clinical manifestation, diagnostic criteria/formulations</li> </ul> <p><b>Nursing process</b></p> <ul style="list-style-type: none"> <li>• Nursing Assessment-History, Physical and mental assessment</li> <li>• Treatment modalities and</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>

*[Handwritten signatures and initials]*

			<p>nursing management of patients with Schizophrenia and other psychotic disorders</p> <ul style="list-style-type: none"> <li>• Geriatric considerations and considerations for special populations</li> <li>• Follow up and home care and rehabilitation</li> </ul>		
VII	6	Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with mood disorders	<p><b>Nursing management of patient with mood disorders</b></p> <ul style="list-style-type: none"> <li>• Prevalence and incidence</li> <li>• Mood disorders: Bipolar affective disorder, mania depression and dysthymia etc.</li> <li>• Etiology, psychodynamics, 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/considerations for special populations</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	Describe the etiology, psychodynamics, clinical manifestations, diagnostic	<p><b>Nursing management of patient with neurotic, stress related and somatisation disorders</b></p> <ul style="list-style-type: none"> <li>• Prevalence and incidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of patient management problems</li> </ul>

*Handwritten signatures and initials:*  
 [Signature] [Signature] [Signature] [Signature]

		criteria and management of patients with neurotic, stress related and somatization disorders	<ul style="list-style-type: none"> <li>• classifications</li> <li>• Anxiety disorder, Phobias, Disassociative and Conversion disorder</li> <li>• Etiology, psychodynamics, clinical manifestation, diagnostic criteria/formulations</li> <li>• Nursing Assessment: History, Physical and mental assessment</li> <li>• Treatment modalities and nursing management of patients with neurotic and stress related disorders</li> <li>• Geriatric considerations/Considerations for special populations</li> <li>• Follow-up and home care and rehabilitation</li> </ul>	practice	
IX	6	Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with substance use disorders	<b>Nursing management patients with Substance use disorders</b> <ul style="list-style-type: none"> <li>• Prevalence and incidence</li> <li>• Commonly used psychotropic substance: classifications, forms, routes, action, intoxication and withdrawal</li> <li>• Psychodynamics/etiology of substance use disorder (Terminologies - Substance Use, Abuse, tolerance, Dependence, Withdrawal)</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>

*Handwritten signature: Baso*

*Handwritten signature: [unclear]*

			<ul style="list-style-type: none"> <li>• Diagnostic criteria/formulations</li> <li>• Nursing Assessment-History (substance history), Physical, mental assessment and drug and drug assay</li> <li>• Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction, Brief interventions, MET, refusal skills, maintenance therapy) and nursing management of patients with substance use disorders</li> <li>• Special considerations for Vulnerable population</li> <li>• Follow-up and home care and rehabilitation</li> </ul>		
X	6	<ul style="list-style-type: none"> <li>• Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with personality, Sexual and Eating disorders</li> </ul>	<b>Nursing management of patient with Personality and Sexual disorders</b> <ul style="list-style-type: none"> <li>• Prevalence and incidence</li> <li>• Classification of disorders</li> <li>• Etiology, psychopathology, characteristics, diagnosis</li> <li>• Nursing Assessment-History, Physical and mental assessment</li> <li>• Treatment modalities and nursing management of patients with</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>

*[Handwritten signature]*

*Bansop*

*[Handwritten signature]*

			Personality, Sexual and Eating disorders <ul style="list-style-type: none"> <li>• Geriatric considerations</li> <li>• Follow-up and home care and rehabilitation</li> </ul>		
XI	8	Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of childhood and adolescent disorders including mental deficiency	<b>Nursing management of Behavioural &amp; Emotional disorders occurring during childhood and adolescence</b> (Intellectual disability, autism, attention deficit, hyperactive disorder, eating disorder, learning disorder) <ul style="list-style-type: none"> <li>• Prevalence and incidence</li> <li>• Classifications</li> <li>• Etiology, psychodynamics, Characteristics, diagnostic criteria/formulations</li> <li>• Nursing Assessment-History, Physical, mental status examination and IQ assessment</li> <li>• Treatment modalities and nursing management of childhood disorders including intellectual disability</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>

*[Handwritten signatures and initials]*

## **NURSING MANAGEMENT AND LEADERSHIP**

**PLACEMENT:** V Semester

**THEORY:** 3credits (60 hours)

2 credits (80 hours)

Lab: 10 hours

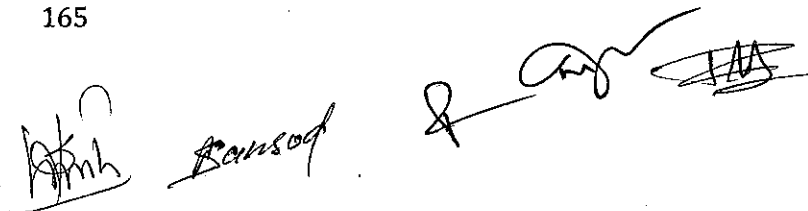
Clinical: 70 hours

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

### **COMPETENCIES**

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

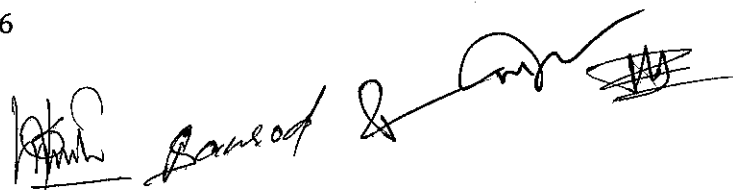
1. Analyze the health care trends influencing development of nursing services and education in India
2. Describe the principles, functions and process of management applied to nursing
3. Develop basic understanding and beginning competencies in planning and organizing nursing services in a hospital
4.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

The bottom of the page features several handwritten signatures and initials. From left to right, there is a signature that appears to be 'Akh', a signature that appears to be 'Bansod', and a large, stylized signature that appears to be 'IAA'.

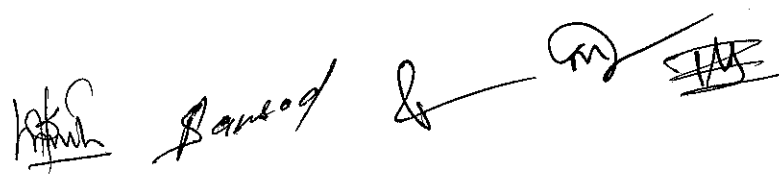
## COURSE OUTLINE

**THEORY: 60 Hours (3 Credits)**

UNIT	TIME (Hours)		LEARNING OUTCOMES	CONTENT	TEACHING/ LEARNING ACTIVITIES	ASSESSMENT METHODS
	T	P				
I	1		Explore the health care, development of nursing services and education in India and trends	<b>Health care and development of nursing services in India</b> <ul style="list-style-type: none"> <li>• Current health care delivery system of India-review</li> <li>• Planning and development of nursing services and education at global and national scenario</li> <li>• Recent trends and issues of nursing service and management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Directed reading and written assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer type</li> <li>• Assessment of assignment</li> </ul>
II	2		Explain the principles and functions of management applied to nursing  Describe the introductory concepts of management as a process	<b>Management basics applied to Nursing</b> <ul style="list-style-type: none"> <li>• Definitions, concepts and theories of management</li> <li>• Importance, features and levels of management</li> <li>• Management and administration</li> <li>• Functions of management</li> <li>• Principles of management</li> <li>• Role of a nurse as a manager</li> </ul> <b>Introduction to Management process</b> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Organizing</li> <li>• Staffing</li> <li>• Directing/Leading</li> <li>• Controlling</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture &amp; Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short answer type</li> </ul>



				<b>MANAGEMENT OF NURSING SERVICES</b>		
<b>III</b>	4		Describe the essential elements of planning	<b>Planning nursing services</b> <ul style="list-style-type: none"> <li>• Vision, Mission, philosophy, objectives</li> <li>• Nursing service policies, procedures and manuals</li> <li>• Functional and operational planning</li> <li>• Strategic planning</li> <li>• Program planning: Gantt chart &amp; milestone chart</li> <li>• Budgeting- concepts, principles, types,</li> <li>• Budget proposal, cost benefit analysis</li> <li>• Planning hospital and patient care unit (Ward)</li> <li>• Planning for emergency and disaster</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture &amp; Discussion</li> <li>• Visit to specific hospital/ patient care units</li> <li>• Demonstration of disaster drill in the respective setting</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate Mission &amp; Vision Statement for the nursing department/ unit</li> <li>• Assessment of problem-solving exercises</li> <li>• Visit Report</li> </ul>
<b>IV</b>	4	2	Discuss the concepts of organizing including hospital organization	<b>Organizing</b> <ul style="list-style-type: none"> <li>• Organizing as a process-assignment, delegation and coordination</li> <li>• Hospital –types, functions &amp; organization</li> <li>• Organizational development</li> <li>• Organizational structure</li> <li>• Organizational charts</li> <li>• Organizational effectiveness</li> <li>• Hospital administration, Control &amp; line of authority</li> <li>• Hospital statistics including hospital utilization indices</li> <li>• Nursing care delivery systems and trends</li> <li>• Role of nurse in maintenance of effective organizational climate</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Comparison of organizational structure of various organizations</li> <li>• Nursing care delivery systems – assignment</li> <li>• Preparation of Organizational chart of hospital/ Nursing services</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Assessment of assignment</li> </ul>
<b>V</b>	8	2	Identify the significance of human resource management (HRM) and material	<b>Staffing (Human resource management)</b> <ul style="list-style-type: none"> <li>• Definition, objectives, components and functions</li> </ul> <i>Staffing &amp; Scheduling</i> <ul style="list-style-type: none"> <li>• Staffing-Philosophy,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture &amp; Discussion, role play</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate Job description at different levels of care &amp;</li> </ul>



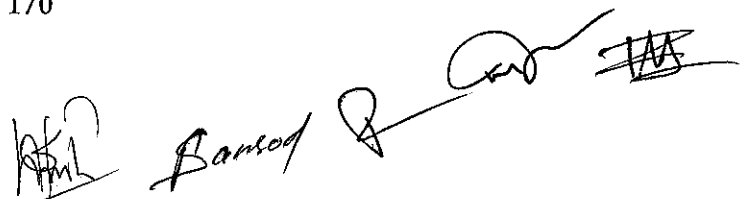
		<p>management and discuss its elements</p> <p>Explain the procedural steps of material management</p> <p>Develop managerial skill in inventory control and actively participate in procurement process</p>	<p>staffing activities</p> <ul style="list-style-type: none"> <li>Recruiting, selecting, deployment</li> <li>Training, development, credentialing, retaining, promoting, transfer, terminating, superannuation</li> <li>Staffing units- Projecting staffing requirements /calculation of requirements of staff resources Nurse patient ratio, Nurse Population ratio as per SIU norms/IPH Norms, and Patient classification system</li> <li>Categories of nursing personnel including job description of all levels</li> <li>Assignment and nursing care responsibilities</li> <li>Turnover and absenteeism</li> <li>Staff welfare</li> <li>Discipline and grievances</li> </ul> <p><b>In-service education</b></p> <ul style="list-style-type: none"> <li>Nature and scope of in-service education program</li> <li>Principles of adult learning-review</li> <li>Planning and organizing in-service educational program</li> <li>Methods, techniques and evaluation</li> <li>Preparation of report</li> </ul> <p><b>Material resource management</b></p> <ul style="list-style-type: none"> <li>Procurement, purchasing process, inventory control &amp; role of nurse</li> <li>Auditing and maintenance in hospital and patient care unit</li> </ul>	<ul style="list-style-type: none"> <li>Games self-assessment, Case discussion and practice session</li> <li>Calculation of staffing requirements for a specified ward</li> </ul> <p>Visit to inventory store of the institution</p>	<p>compare with existing system</p> <ul style="list-style-type: none"> <li>Preparation of duty roster</li> <li>Preparation of MMF/records</li> <li>Preparation of log book &amp; condemnation documents</li> <li>Visit Report</li> </ul>
--	--	--	--	---	--

*[Handwritten signatures and initials]*

VI	5	6	Describe the important methods of supervision and guidance	<b>Directing and leading</b> <ul style="list-style-type: none"> <li>• Definition, principles, elements of directing</li> <li>• Supervision and guidance</li> <li>• Participatory management</li> <li>• Inter professional collaboration</li> <li>• Management by objectives</li> <li>• Team management</li> <li>• Assignments, rotations</li> <li>• Maintenance of discipline</li> <li>• Leadership in management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture &amp; Discussion</li> <li>• Demonstration of record &amp; report maintenance in specific wards/departments</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on Reports &amp; Records maintained in nursing department/</li> <li>• Preparation of protocols and manuals</li> </ul>
VII	4		Discuss the significance and changing trends of nursing leadership  Analyze the different leadership styles and develop leadership competencies	<b>Leadership</b> <ul style="list-style-type: none"> <li>• Definition, concepts, and theories</li> <li>• Leadership principles and competencies</li> <li>• Leadership styles- Situational leadership, Transformational leadership</li> <li>• Methods of leadership development</li> <li>• Mentorship/ preceptorship in nursing</li> <li>• Delegation, power &amp; politics, empowerment, mentoring and coaching</li> <li>• Decision making and problem solving</li> <li>• Conflict management and negotiation</li> <li>• Implementing planned change</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Self-assessment</li> <li>• Report on types of leadership adopted at different levels of health care in the given setting</li> <li>• Problem solving/ Conflict management exercise</li> <li>• Observation of managerial roles at different levels (middle level managers-ward incharge, ANS)</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Assessment of exercise/report</li> </ul>
VIII	3		Explain the process of controlling and its activities	<b>Controlling</b> <ul style="list-style-type: none"> <li>• Implementing standards, policies, procedures, protocols and practices</li> <li>• Nursing performance audit, patient satisfaction</li> <li>• Nursing rounds, Documentation-records and reports</li> <li>• Total quality management- Quality assurance, Quality and safety</li> <li>• Performance appraisal</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Preparation of policies/protocols for nursing units/department</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of prepared protocols</li> </ul>

*Handwritten signatures and text:*  
 [Signature] Based [Signature] [Signature]

				<ul style="list-style-type: none"> <li>• Program evaluation review technique (PERT)</li> <li>• Bench marking, Activity plan (Gantt chart)</li> <li>• Critical path analysis</li> </ul>		
IX	3	Explain the concepts of organizational behavior and group dynamics	<b>Organizational behavior and human relations</b> <ul style="list-style-type: none"> <li>• Concepts and theories of organizational behavior</li> <li>• Group dynamics</li> <li>• Review: Interpersonal relationship</li> <li>• Human relations</li> <li>• Public relations in the context of nursing</li> <li>• Relations with professional associations and employee unions</li> <li>• Collective bargaining</li> <li>• Review: Motivation and morale building</li> <li>• Communication in the workplace-assertive communication</li> <li>• Committees- importance in the organization, functioning</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture &amp; Discussion</li> <li>• Role play/exercise- Group dynamics &amp; human relations</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• OSCE</li> </ul>	
X	2	Describe the financial management related to nursing services	<b>Financial management</b> <ul style="list-style-type: none"> <li>• Definition, objectives, elements, functions, principles &amp; scope of financial management</li> <li>• Financial planning (budgeting for nursing department)</li> <li>• Proposal, projecting requirement for staff, equipment and supplies for: Hospital &amp; patient care units &amp; emergency and disaster units</li> <li>• Budget and Budgetary process</li> <li>• Financial audit</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Budget proposal review</li> <li>• Preparation of budget proposal for a specific department</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer type</li> <li>• Essay</li> <li>• Assessment of assignment</li> </ul>	


  
 AKL  
 Bansod  
 [Signature]  
 [Signature]

XI	1	Review the concepts, principles and methods and use of nursing informatics	<b>Nursing informatics/Information management -Review</b> <ul style="list-style-type: none"> <li>• Patient records</li> <li>• Nursing records</li> <li>• Use of computers in hospital, college and community</li> <li>• Telemedicine &amp; Tele nursing</li> <li>• Electronic Medical Records (EMR), EHR</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Practice session</li> <li>• Visit to departments</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer type</li> </ul>
XII	1	Review personal management in terms of management of emotions, stress and resilience	<b>Personal Management-review</b> <ul style="list-style-type: none"> <li>• Emotional intelligence</li> <li>• Resilience building</li> <li>• Stress and time management-de stressing</li> <li>• Career planning</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Discussion</li> </ul>	

XIII	4	Describe the process of establishing educational institutions and its accreditation guidelines	<b>Establishment of nursing educational institutions</b> <ul style="list-style-type: none"> <li>• Indian Nursing Council norms and guidelines- Faculty norms, physical facilities, clinical facilities, curriculum implementation, and evaluation/examination guidelines</li> <li>• Coordination with regulatory bodies- INC and State Nursing Council</li> <li>• Accreditation-Inspections</li> <li>• Affiliation with university/State council/ board of examinations</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture &amp; discussion</li> <li>• Visit to one of the regulatory bodies</li> </ul>	<ul style="list-style-type: none"> <li>• Visit report</li> </ul>
XIV	4	Explain the planning and organizing functions of a nursing college	<b>Planning and organizing</b> <ul style="list-style-type: none"> <li>• Philosophy, objectives and mission of the college</li> <li>• Organization structure of school/college</li> <li>• Review: Curriculum planning</li> <li>• Planning teaching and learning experiences, clinical facilities- master plan, time table and clinical rotation</li> <li>• Budget planning-faculty,</li> </ul>	<ul style="list-style-type: none"> <li>• Directed reading- INC Curriculum</li> <li>• Preparation of organizational structure of the college</li> <li>• Written assignment-writing philosophy of a teaching department</li> <li>• Preparation of master plan, time</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Assessment of assignment</li> </ul>

*Handwritten signatures and initials at the bottom of the page.*

			<p>staff, equipment &amp; supplies, AV aids, Lab equipment, library books, journals, computers and maintenance</p> <ul style="list-style-type: none"> <li>• Infrastructure facilities- college, classrooms, hostel, library, labs, computer lab, transport facilities</li> <li>• Records &amp; reports for students, staff, faculty and administrative</li> <li>• Committees and functioning</li> <li>• Clinical experiences</li> </ul>	table and clinical rotation	
<b>XV</b>	4	Develop understanding of staffing the college and selecting the students	<p><b>Staffing and Student selection</b></p> <ul style="list-style-type: none"> <li>• Faculty/staff selection, recruitment and placement, job description</li> <li>• Performance appraisal</li> <li>• Faculty development</li> <li>• Faculty/staff welfare</li> <li>• Student recruitment, admission, clinical placement</li> </ul>	<ul style="list-style-type: none"> <li>• Guided reading on faculty norms</li> <li>• Faculty welfare activities report</li> <li>• Writing job description of tutors</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Activity report</li> <li>• Assessment of job description</li> </ul>
<b>XVI</b>	4	Analyze the leadership and management activities in an educational organization	<p><b>Directing and controlling</b></p> <ul style="list-style-type: none"> <li>• Review: Curriculum implementation and evaluation</li> <li>• Leadership and motivation, supervision-review</li> <li>• Guidance and counseling</li> <li>• Quality management- educational audit</li> <li>• Program evaluation, evaluation of performance</li> <li>• Maintaining discipline</li> <li>• Institutional records and reports- administrative, faculty, staff and students</li> </ul>	<ul style="list-style-type: none"> <li>• Review principles of evaluation</li> <li>• <b>Assignment-</b> Identify disciplinary problems among students</li> <li>• Writing student record</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Assessment of assignment and record</li> </ul>
<b>XVII</b>	4	Identify various legal issues and laws relevant to nursing practice	<p><b>PROFESSIONAL CONSIDERATIONS</b> <b>Review: Legal and Ethical issues</b></p> <ul style="list-style-type: none"> <li>• Nursing as a profession: Characteristics of a professional nurse</li> <li>• Nursing practice- philosophy, aim and objectives</li> </ul>		

			<ul style="list-style-type: none"> <li>Regulatory bodies –INC and SNC constitution and functions</li> </ul> <p><i>Review: Professional ethics</i></p> <ul style="list-style-type: none"> <li>Code of ethics and professional conduct-INC &amp; ICN</li> <li>Practice standards for nursing-INC</li> <li>International Council for Nurses (ICN)</li> </ul> <p><i>Legal aspects in nursing:</i></p> <ul style="list-style-type: none"> <li>Consumer protection act, patient rights</li> <li>Legal terms related to practice, legal system-types of law, tort law &amp; liabilities</li> <li>Laws related to nursing practice-negligence, malpractice, breach, penalties,</li> <li>Invasion of privacy, defamation of character</li> <li>Nursing regulatory mechanisms-registration, licensure, renewal, accreditation, nurse practice act, regulation for nurse practitioner/specialist nursing practice</li> </ul>		
XVIII	2		<p>Explain various opportunities for professional advancement</p> <p><b>Professional advancement</b></p> <ul style="list-style-type: none"> <li>Continuing Nursing Education</li> <li>Career opportunities</li> <li>Membership with professional organizations-national and international</li> <li>Participation in research activities</li> <li>Publications-journals, newspaper</li> </ul>	<ul style="list-style-type: none"> <li>Prepare journal list available in India</li> <li>Write an article-research/clinical</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of assignments</li> </ul>
		70 hrs		<p><b>Clinical posting-Management experience in hospital/college</b></p>	

*[Handwritten signature]* Bawsof

*[Handwritten signature]*

**80 hrs (Lab-10 and clinical-70 hrs)**

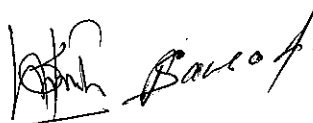
**Practice competencies:**

**Hospital**

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

**College & Hostel**

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

 *Barcof*



## NURSING RESEARCH AND STATISTICS

**PLACEMENT:** V SEMESTER

THEORY - 2 Credits (40 Hours)

1 Credits (80 Hours)

Lab: 30hrs

Clinical project-50hrs

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

### COMPETENCIES

On completion of the course, students will be competent to

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



Barsof



UNIT	TIME (HRS)		LEARNING OUTCOMS	CONTENT	TEACHING/ LEARNING ACTIVITIES	ASSESSMENT METHODS
	T	P				
I	6		Describe the concept of research, terms, need and areas of research in nursing  Explain the steps of research process	<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> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Narrate steps of research process followed from examples of published studies</li> <li>• Identify research priorities on a given area/specialty</li> </ul> List examples of Evidence Based Practice	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>

			State the purposes and steps of Evidence Based Practice	<ul style="list-style-type: none"> <li>• Steps of Research process-overview</li> <li>• Evidence Based Practice: Concept, Meaning, Purposes, Steps of EBP Process and Barriers</li> </ul>		
II	2	6	Identify and state the research problem and objectives	<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 and hypotheses</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> <li>• Formulation of research questions/objectives/hypothesis</li> </ul>
III	2	6	Review the related literature	<b>Review of Literature</b> <ul style="list-style-type: none"> <li>• Location</li> <li>• Sources</li> <li>• On line search; CINHAL, COCHRANE etc</li> <li>• Purposes</li> <li>• Method of review</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Exercise on reviewing one research report/article for a selected research problem.</li> <li>• Prepare annotated Bibliography</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of review of literature on given topic presented</li> </ul>

*Handwritten signatures and initials:*  
 [Signature] Basu  
 [Signature] [Initials]

IV	4		Describe the Research approaches and designs	<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>• Identify 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>
V	6	4	<p>Explain the Sampling process</p> <p>Describe the methods of data collection</p>	<b>Sampling and data Collection</b> <ul style="list-style-type: none"> <li>• Definition of Population, Sample,</li> <li>• 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, Validity &amp; Reliability of the Instrument</li> </ul> </li> <li>• Research ethics</li> <li>• Pilot study</li> <li>• Data collection procedure</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 /Objective type</li> <li>• Developing questionnaire/ Interview Schedule/ Checklist</li> </ul>
VI	4	4	Analyze, Interpret and summarize the research data	<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> <li>• Analyze and interpret given data</li> </ul>

*Handwritten signatures and notes:*  
 H.K.P. Basof R. G. S. S.

VII	12	6	<p>Explain the use of statistics, scales of measurement and graphical presentation of data.</p> <p>Describe the measures of central tendency and variability and methods of Correlation.</p>	<p><b>Introduction to statistics</b></p> <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> <li>• Computation of descriptive statistics</li> </ul>
VIII	4	4	<p>Communicate and utilize the research findings.</p> <p>50hrs (Project)</p>	<p><b>Communication and utilization of Research</b></p> <ul style="list-style-type: none"> <li>• Communication of research findings</li> <li>• Verbal report</li> <li>• Writing research report</li> <li>• Writing scientific article/paper</li> <li>• Critical review of published research including publication ethics</li> <li>• Utilization of research findings</li> <li>• Conducting group research project</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Read/Presentations of a sample published/unpublished research report</li> <li>Plan, conduct and Write individual/group research project</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Oral Presentation</li> <li>• Development of research proposal</li> <li>Assessment of research Project.</li> </ul>

*[Handwritten signatures and marks]*

## HEALTH AND NURSING INFORMATICS AND TECHNOLOGY

**PLACEMENT:** V SEMESTER

**THEORY:** 1.5 Credits (30 Hours)

**PRACTICAL:** Lab- 0.5 Credit (20 Hours)

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

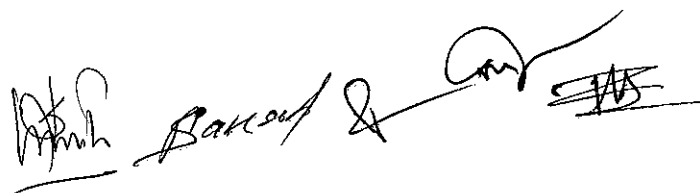
### COMPETENCIES

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

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

### **COURSE OUTLINE**

UNIT	TIME (Hrs)		LEARNING OUTCOMES	CONTENT	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
	T	P				
I	10	10	Describe the importance computer and technology in patient care and nursing practice	<b>Introduction to computer applications for patient care delivery system and nursing practice</b> <ul style="list-style-type: none"> <li>• Use of computers in teaching, learning, research and nursing practice</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Practice session</li> <li>• Supervised clinical practice on EHR use</li> <li>• Participate in data analysis using statistical package with statistician</li> </ul>	(T) <ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Visit reports</li> <li>• Assessment of assignments</li> </ul>



			Demonstrate the use of computer and technology in patient care, nursing education, practice, administration and research.	<ul style="list-style-type: none"> <li>Windows, MS office: Word, Excel, Power Point</li> <li>Internet</li> <li>Literature search</li> <li>Statistical packages</li> <li>Hospital management information system</li> </ul>	<ul style="list-style-type: none"> <li>Visit to hospitals with different hospital management systems</li> </ul>	(P) <ul style="list-style-type: none"> <li>Assessment of skills using checklist</li> </ul>
II	3	2	Describe the principles of health informatics  Explain the ways data, knowledge and information can be used for effective healthcare	<b>Principles of Health Informatics</b> <ul style="list-style-type: none"> <li>Health informatics- needs, objectives and limitations</li> <li>Use of data, information and knowledge for more effective healthcare and better health</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Practical session</li> <li>Work in groups with health informatics team in a hospital to extract nursing data and prepare a report</li> </ul>	(T) <ul style="list-style-type: none"> <li>Essay</li> <li>Short answers</li> <li>Objective type</li> <li>Assessment of report</li> </ul>
III	2	2	Describe the concepts of information system in health  Demonstrate the use of health information system in hospital setting	<b>Information Systems in Healthcare</b> <ul style="list-style-type: none"> <li>Introduction to the role and architecture of information systems in modern healthcare environments</li> <li>Clinical Information System (CIS)/Hospital information System (HIS)</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Demonstration</li> <li>Practical session</li> <li>Work in groups with nurse leaders to understand the hospital information system</li> </ul>	(T) <ul style="list-style-type: none"> <li>Essay</li> <li>Short answers</li> <li>Objective type</li> </ul>
IV	2	2	Explain the use of electronic health records in nursing practice  Describe the latest trend in electronic health records standards and interoperability	<b>Shared Care &amp; Electronic Health Records</b> <ul style="list-style-type: none"> <li>Challenges of capturing rich patient histories in a computable form</li> <li>Latest global developments and standards to enable lifelong electronic health records to be integrated from disparate systems.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Practice on Simulated EHR system</li> <li>Practical session</li> <li>Visit to health informatics department of a hospital to understand the use of EHR in nursing practice</li> <li>Prepare a report on current EHR standards in Indian setting</li> </ul>	(T) <ul style="list-style-type: none"> <li>Essay</li> <li>Short answers</li> <li>Objective type</li> </ul> (P) <ul style="list-style-type: none"> <li>Assessment of skills using checklist</li> </ul>
V	2		Describe the advantages and	<b>Patient Safety &amp; Clinical Risk</b>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> </ul>	(T) <ul style="list-style-type: none"> <li>Essay</li> </ul>

			limitations of health informatics in maintaining patient safety and risk management	<ul style="list-style-type: none"> <li>Relationship between patient safety and informatics</li> <li>Function and application of the risk management process</li> </ul>		<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
VI	2	2	<p>Explain the importance of knowledge management</p> <p>Describe the standardized languages used in health informatics</p>	<p><b>Clinical Knowledge &amp; Decision Making</b></p> <ul style="list-style-type: none"> <li>Role of knowledge management in improving decision-making in both the clinical and policy contexts</li> <li>Systematized Nomenclature of Medicine, Clinical Terms, SNOMED CT to ICD-10-CM Map, standardized nursing terminologies (NANDA, NOC), Omaha system.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Practical session</li> <li>Work in groups to prepare a report on standardized languages used in health informatics.</li> <li>Visit health informatics department to understand the standardized languages used in hospital setting</li> </ul>	<p>(T)</p> <ul style="list-style-type: none"> <li>Essay</li> <li>Short answers</li> <li>Objective type</li> </ul>
VII	2		<p>Explain the use of information and communication technology in patient care</p> <p>Explain the application of public health informatics</p>	<p><b>eHealth: Patients and the Internet</b></p> <ul style="list-style-type: none"> <li>Use of information and communication technology to improve or enable personal and public healthcare</li> <li>Introduction to public health informatics and role of nurses</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</li> <li>Short answers</li> <li>Objective type</li> <li>Practical exam</li> </ul>
VIII	3	2	<p>Describe the functions of nursing information system</p> <p>Explain the use of healthcare data in management of health care organization</p>	<p><b>Using Information in Healthcare Management</b></p> <ul style="list-style-type: none"> <li>Components of Nursing Information system(NIS)</li> <li>Evaluation, analysis and presentation of healthcare data to inform decisions in the management of healthcare organizations</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration on simulated NIS software</li> <li>Visit to health informatics department of the hospital to understand use of healthcare data in decision making</li> </ul>	<p>(T)</p> <ul style="list-style-type: none"> <li>Essay</li> <li>Short answers</li> <li>Objective type</li> </ul>
IX	2		Describe the ethical and legal issues in healthcare informatics	<p><b>Information Law &amp; Governance in Clinical Practice</b></p> <ul style="list-style-type: none"> <li>Ethical-legal issues</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Case discussion/role</li> </ul>	<p>(T)</p> <ul style="list-style-type: none"> <li>Essay</li> <li>Short answers</li> </ul>

Handwritten signatures and initials at the bottom of the page, including a large signature on the left, a signature in the middle, and initials on the right.

			Explains the ethical and legal issues related to nursing informatics	<p>pertaining to healthcare information in contemporary clinical practice</p> <ul style="list-style-type: none"> <li>Ethical- legal issues related to digital health applied to nursing</li> </ul>	play	<ul style="list-style-type: none"> <li>Objective type (P)</li> <li>OSCE</li> </ul>
X	2		Explain the relevance of evidence-based practices in providing quality healthcare	<p><b>Healthcare Quality &amp; Evidence Based Practice</b></p> <ul style="list-style-type: none"> <li>Use of scientific evidence in improving the quality of healthcare and technical and professional informatics standards</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Case study</li> </ul>	<p>(T)</p> <ul style="list-style-type: none"> <li>Essay</li> <li>Short answers</li> <li>Objective type</li> </ul>

### SKILLS

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

*[Handwritten signatures and marks]*

## INTRODUCTION TO FORENSIC NURSING AND INDIAN LAWS

**PLACEMENT:** V SEMESTER  
Hours)

**THEORY:** 1 Credit (20

### DESCRIPTION

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

### COMPETENCIES

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

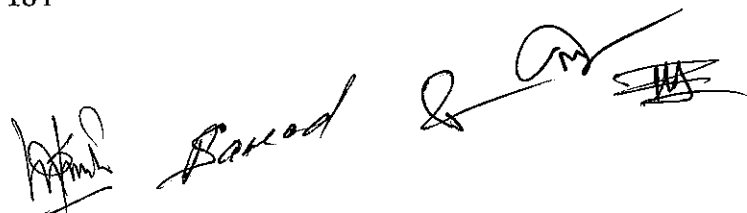
1. Identify forensic nursing as an emerging specialty in healthcare and nursing practice
2. Explore the history and scope of forensic nursing practice
3. Identify forensic team, role and responsibilities of forensic nurse in total care of victim of violence and in preservation of evidence
4. Develop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

### COURSE OUTLINE

UNIT	TIME (Hrs)	LEARNING OUTCOMES	CONTENT	TEACHING/ LEARNING ACTIVITES	ASSESSMENT METHODS
I	3	Describe the nature of forensic science and discuss issues concerning violence	<b>Forensic science</b> <ul style="list-style-type: none"><li>• Definition</li><li>• History</li><li>• Importance in medical science</li><li>• Forensic science laboratory</li></ul> <b>Violence</b> <ul style="list-style-type: none"><li>• Definition</li><li>• Epidemiology</li><li>• Source of data</li></ul> Sexual abuse-child and women	<ul style="list-style-type: none"><li>• Lecture cum discussion</li><li>• Visit to regional/state forensic science laboratory</li></ul>	<ul style="list-style-type: none"><li>• Quiz-MCQ</li><li>• Write visit report</li></ul>

*Handwritten signatures and initials:*  
AKD  
Bansod  
AA

I	2	Explain concepts of forensic nursing and scope of practice for forensic nurse	<b>Forensic nursing</b> <ul style="list-style-type: none"> <li>• Definition</li> <li>• History and development</li> <li>• Scope - setting of practice, areas of practice and subspecialties</li> <li>• Ethical issues</li> <li>• Roles and responsibilities of nurse</li> <li>• INC &amp; SNC Acts</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
III	7	Identify members of forensic team and describe role of forensic nurse	<b>Forensic team</b> <ul style="list-style-type: none"> <li>• Members and their roles</li> </ul> <b>Comprehensive forensic nursing care of victim and family</b> <ul style="list-style-type: none"> <li>• Physical aspects</li> <li>• Psychosocial aspects</li> <li>• Cultural and spiritual aspects</li> <li>• Legal aspects</li> <li>• Assist forensic team in care beyond scope of her practice</li> <li>• Admission and discharge/referral/death of victim of violence</li> <li>• Responsibilities of nurse as a witness</li> </ul> <b>Evidence preservation- role of nurses</b> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Recognition</li> <li>• Collection</li> <li>• Preservation</li> <li>• Documentation of Biological and other evidence related to criminal/traumatic event</li> <li>• Forwarding biological samples for forensic examination</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Hypothetical/real case presentation</li> <li>• Observation of post-mortem</li> <li>• Visit to department of forensic medicine</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type</li> <li>• Short answer</li> <li>• Write report</li> </ul>





## CHILD HEALTH NURSING II

**PLACEMENT: VI SEMESTER**

THEORY: 20 Hours  
Clinical: 80 Hours

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

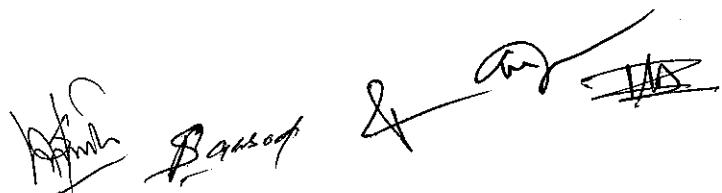
### COMPETENCIES

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

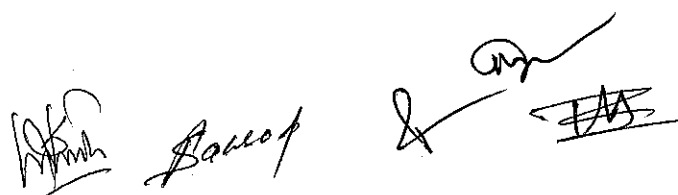
1. Apply the knowledge of pathophysiology and provide nursing care to children with orthopedic disorders, eye, ear and skin disorders and communicable diseases
2. Provide care to children with common behavioural, social and psychiatric problems
3. Manage challenged children
4. Identify the social and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

### COURSE OUTLINE

UNIT NO.	TIME (HRS)	LEARNING OUTCOMES	CONTENT	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
VII	T110	Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with Orthopedic disorders, eye, ear and skin disorders  Explain the preventive measures and strategies for children with communicable diseases	<b>Orthopedic disorders:</b> <ul style="list-style-type: none"> <li>• Club foot</li> <li>• Hip dislocation and</li> <li>• Fracture</li> </ul> <b>Disorder of eye, ear and skin:</b> <ul style="list-style-type: none"> <li>• Refractory errors</li> <li>• Otitis media and</li> <li>• Atopic dermatitis</li> </ul> <b>Communicable diseases in children, their identification/diagnosis, nursing management in hospital, in home, control &amp; prevention:</b> <ul style="list-style-type: none"> <li>• Tuberculosis</li> <li>• Diphtheria</li> <li>• Tetanus</li> <li>• Pertussis</li> <li>• Poliomyelitis</li> <li>• Measles</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 NO.	TIME (HRS)	LEARNING OUTCOMES	CONTENT	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
			<ul style="list-style-type: none"> <li>• Mumps, and</li> <li>• Chickenpox</li> <li>• HIV/AIDS</li> <li>• Dengue fever</li> </ul>		
VIII	T 10	<p>Describe the management of children with behavioral &amp; social problems</p> <p>Identify the social &amp; welfare services for challenged children</p>	<p><b>Management of behavior and social problems in children.</b></p> <ul style="list-style-type: none"> <li>• Child Guidance clinic</li> <li>• Common behavior disorders in children and management               <ul style="list-style-type: none"> <li>○ Enuresis and Encopresis</li> <li>○ Nervousness</li> <li>○ Nail biting</li> <li>○ Thumb sucking</li> <li>○ Temper tantrum</li> <li>○ Stealing</li> <li>○ Aggressiveness</li> <li>○ Juvenile delinquency</li> <li>○ School phobia</li> <li>○ Learning disability</li> </ul> </li> <li>• Psychiatric disorders in children and management               <ul style="list-style-type: none"> <li>○ Childhood schizophrenia</li> <li>○ Childhood depression</li> <li>○ Conversion reaction</li> <li>○ Posttraumatic stress disorder</li> <li>○ Autistic spectrum disorders</li> </ul> </li> <li>• Eating disorder in children and management               <ul style="list-style-type: none"> <li>○ Obesity</li> <li>○ Anorexia nervosa</li> <li>○ Bulimia</li> </ul> </li> <li>• Management of challenged children.               <ul style="list-style-type: none"> <li>○ Mentally</li> <li>○ Physically</li> <li>○ Socially</li> <li>○ Child abuse,</li> <li>○ substance abuse</li> </ul> </li> <li>• Welfare services for challenged children in</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Field visits to child guidance clinics, school for mentally &amp; 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>



UNIT NO.	TIME (HRS)	LEARNING OUTCOMES	CONTENT	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
			India		

### CHILD HEALTH NURSING II

PLACEMENT: VI SEMESTER

1 Credit (80 Hrs)

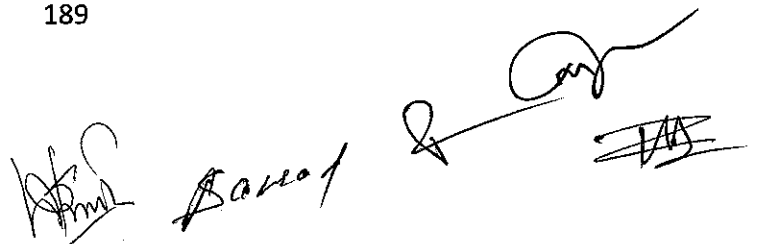
THEORY: 20 Hours

Clinical: 80 Hours

Pediatric Medical Ward	VI Sem- 1 Week	<ul style="list-style-type: none"> <li>• Counsel &amp; educate parents</li> </ul>	<ul style="list-style-type: none"> <li>• Application of restraints</li> <li>• Administration of O<sub>2</sub> inhalation by different methods</li> <li>• Collection of specimens for common investigations</li> <li>• Assisting with common diagnostic procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Case study/ presentation - 1</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Assess each skill with checklist OSCE/ OSPE</li> <li>• Evaluation of case study/ presentation &amp; health education session</li> <li>• Completion of activity record.</li> </ul>
Pediatric Surgical Ward	VI Sem- 1 Weeks	<ul style="list-style-type: none"> <li>• Recognize different pediatric surgical conditions/ malformations</li> <li>• Provide pre &amp; post operative</li> </ul>	<ul style="list-style-type: none"> <li>• Bowel wash, insertion of suppositories</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 &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• Nursing care plan- 1</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Assess each skill with checklist OSCE/</li> </ul>

*Handwritten signatures and initials at the bottom of the page.*

		<p>care to children with common paediatric surgical conditions/ malformation</p> <ul style="list-style-type: none"> <li>• Counsel &amp; educate parents</li> </ul>	<p>drainage</p>		<p>OSPE</p> <ul style="list-style-type: none"> <li>• Evaluation of case study/ presentation</li> <li>• Completion of activity record.</li> </ul>
NICU & PICU	<b>VI Sem-1 Week</b>	<ul style="list-style-type: none"> <li>• Provide nursing care to critically ill children</li> </ul>	<ul style="list-style-type: none"> <li>• Care of a baby in incubator / warmer</li> <li>• Care of a child on ventilator, CPAP</li> <li>• Endotracheal Suction</li> <li>• Chest Physiotherapy</li> <li>• Administration of fluids with infusion pumps</li> <li>• Total Parenteral Nutrition</li> <li>• Phototherapy</li> <li>• Monitoring of babies</li> <li>• Recording &amp; reporting</li> <li>• Cardiopulmonary Resuscitation (NALS,PLS,PALS)</li> </ul>	<ul style="list-style-type: none"> <li>• Newborn assessment-1</li> <li>• Nursing Care Plan-1</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>


  
 [Handwritten signature] [Handwritten signature] [Handwritten signature] [Handwritten initials]

## MENTAL HEALTH NURSING II

**PLACEMENT:** VI SEMESTER

**TEORY:** 1credit (20 Hours)

**PRACTICAL:**

Clinical: 2 Credits (160 Hours)

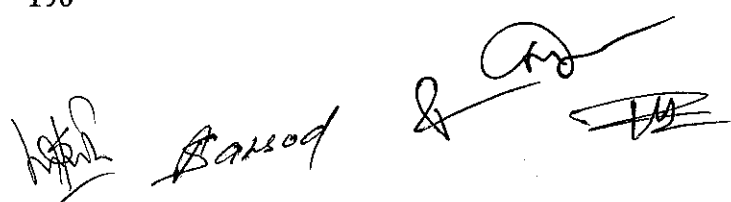
**DESCRIPTION:** This course is designed to provide the students with basic understanding and skills essential to meet psychiatric emergencies and perform the role of community mental health nurse.

### COMPETENCIES

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

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

UNIT	TIME (HRS)	LEARNING OUTCOMES	CONTENT	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
XII	5	Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of organic brain disorders.	<b>Nursing management of organic brain disorders</b> (Delirium, Dementia, amnesic disorders) <ul style="list-style-type: none"> <li>• Prevalence and incidence</li> <li>• Classification</li> <li>• Etiology, psychopathology, clinical features, diagnosis and Differential diagnosis</li> <li>• Nursing Assessment-History,</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>



			Physical, mental and neurological assessment <ul style="list-style-type: none"> <li>• Treatment modalities and nursing management of organic brain disorders</li> <li>• Follow-up and home care and rehabilitation</li> </ul>		
XIII	6	<ul style="list-style-type: none"> <li>• Identify psychiatric emergencies and carry out crisis intervention</li> </ul>	<b>Psychiatric emergencies and crisis intervention</b> <ul style="list-style-type: none"> <li>• Types of psychiatric emergencies (Attempted suicide, violence/aggression, stupor, delirium tremens and other psychiatric emergencies) and their managements</li> <li>• Maladaptive behaviour of individual and groups, stress, crisis and disaster(s)</li> <li>• Types of crisis</li> <li>• Crisis intervention: Principles, Techniques and Process</li> <li>-Stress reduction interventions as per stress adaptation model</li> <li>-Coping enhancement</li> <li>-Techniques of counseling</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>• Short answers</li> <li>• Objective type</li> </ul>

*Handwritten signatures and initials:*  
 [Signature] [Signature] & [Signature] [Signature]

XI V	4	<ul style="list-style-type: none"> <li>• Explain legal aspects applied in mental health settings and role of the nurse</li> </ul>	<b>Legal issues in Mental Health Nursing</b> <ul style="list-style-type: none"> <li>• Overview of Indian Lunacy Act and The Mental Health Act 1987</li> <li>• (Protection of Children from Sexual Offence) POSCO Act</li> <li>• Mental Health Care Act (MHCA) 2017</li> <li>• Rights of mentally ill clients</li> <li>• Forensic psychiatry</li> <li>• Acts related to narcotic and psychotropic substances and illegal drug trafficking</li> <li>• Admission and discharge procedures as per MHCA 2017</li> <li>• Role and responsibilities of nurses in implementing MHCA 2017</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Case discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
XV	5	<ul style="list-style-type: none"> <li>• Describe the model of preventive psychiatry</li> <li>• Describes Community Mental health services and role of the nurse</li> </ul>	<b>Community Mental Health Nursing</b> <ul style="list-style-type: none"> <li>• Development of Community Mental Health Services: <ul style="list-style-type: none"> <li>• National mental health policy viz. National Health Policy</li> <li>• National Mental Health Programme</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Clinical/field practice</li> <li>• Field visits 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 reports</li> </ul>

Handwritten signatures and initials are present at the bottom of the page, including a large signature on the left, a signature in the middle, and a signature on the right with a checkmark.

			<ul style="list-style-type: none"> <li>• Institutionalization Versus Deinstitutionalization</li> <li>• Model of Preventive psychiatry</li> <li>• Mental Health Services available at the primary, secondary, tertiary levels including rehabilitation and nurses' responsibilities</li> <li>• Mental Health Agencies: Government and voluntary, National and International</li> <li>• Mental health nursing issues for special populations: Children, Adolescence, Women Elderly, Victims of violence and abuse, Handicapped, HIV/AIDS etc.</li> </ul>		
--	--	--	--	--	--

*[Handwritten signature]*

*[Handwritten signature]*

*[Handwritten signature]*

## CLINICAL - MENTAL HEALTH NURSING - II

### SEMESTER V & VI

**MENTAL HEALTH NURSING I & II-PRACTICAL: 3 Credits (240 Hours) - 35 hrs 7 weeks**

**(MENTAL HEALTH NURSING I – 2 Credits (160 Hours) & MENTAL HEALTH NURSING II – 1 Credit (80 Hours)**

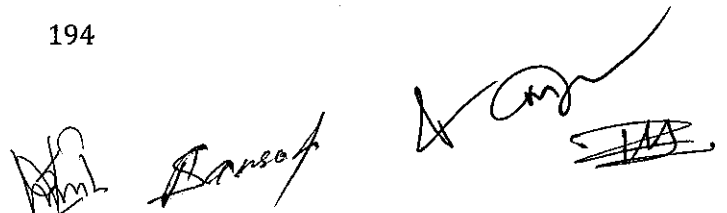
#### PRACTICE COMPETENCIES:

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

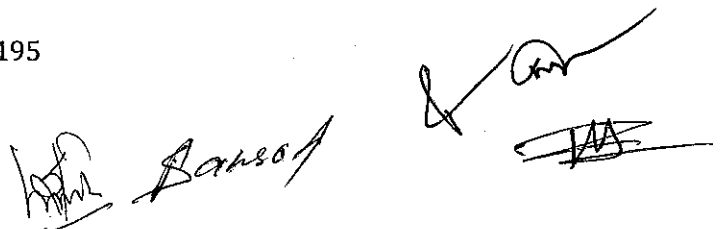
1. Assess patients with mental health problems/disorders
2. Observe and assist in various treatment modalities or therapies
3. Counsel and educate patients and families
4. Perform individual and group psycho-education
5. Provide nursing care to patients with mental health problems/disorders
6. Motivate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

#### CLINICAL POSTINGS

Areas	Duration (in weeks)	Learning Outcomes	Skills/Procedural competencies	Clinical requirements	Assessments 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 patients, and families</li> </ul>	<ul style="list-style-type: none"> <li>• History taking</li> <li>• Perform mental status examination (MSE)</li> <li>• Observe/practice Psychometric assessment</li> <li>• Perform Neurological examination</li> <li>• Observing and assisting in therapies</li> <li>• Individual and group psycho-education                             <ul style="list-style-type: none"> <li>▪ Mental hygiene practice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• History taking and Mental status examination-2</li> <li>• Health education-1</li> <li>• Observation report of OPD</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Assess each skill with checklist</li> <li>• Evaluation of health education</li> <li>• Assessment of observation report</li> <li>• Completion of activity</li> </ul>



			<p>education</p> <ul style="list-style-type: none"> <li>▪ Family psycho-education</li> </ul>		record
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 &amp; mental status examination</li> <li>• Observe/practice psychometric assessment</li> <li>• Observe and assist in various therapies</li> <li>• Parental teaching for child with mental deficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Case work-1</li> <li>• Observation report of different therapies-1</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Assess each skill with checklist</li> <li>• Evaluation of the observation report</li> </ul>
Inpatient ward	4	<ul style="list-style-type: none"> <li>• Assess patients with mental health problems</li> <li>• To provide nursing care for patients with various mental health problems</li> <li>• Assist in various therapies</li> <li>• Counsel and educate patients, families and significant others</li> </ul>	<ul style="list-style-type: none"> <li>• History taking</li> <li>• Mental status examination (MSE)</li> <li>• Neurological examination</li> <li>• Assisting in psychometric assessment</li> <li>• Recording therapeutic communication</li> <li>• Administration of medications</li> <li>• Assist Electro-convulsive Therapy (ECT)</li> <li>• Participating in all therapies</li> <li>• Preparing patients for Activities of Daily living (ADL)</li> <li>• Conducting admission and discharge counselling</li> <li>• Counseling and teaching patients and families</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 presentation1</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 checklist</li> <li>• Evaluation of the case study, care plan, clinical presentation, process recording</li> <li>• Completion of activity record</li> </ul>



Community psychiatry & Deaddiction centre	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> <li>• Observe the assessment and care of patients at deaddiction centre</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct home visit and case work</li> <li>• Identifying individuals with mental health problems</li> <li>• Assisting in organizations of Mental Health camp</li> <li>• Conducting awareness meetings for mental health &amp; mental illness</li> <li>• Counseling and Teaching family members, patients and community</li> <li>• Observing deaddiction care</li> </ul>	<ul style="list-style-type: none"> <li>• Case work-1</li> <li>• Observation report on field visits</li> <li>• Visit to deaddiction centre</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Evaluation of case work and observation report</li> <li>• Completion of activity record</li> </ul>
---	---	---	---	--	---

### INTERNSHIP

Area	Duration	Objective	Skills	Assessment
Psychiatry ward	4 weeks	<ul style="list-style-type: none"> <li>• Provide comprehensive care to patients with mental health problems</li> <li>• Carry out Specific Nursing interventions for the clients with different mental disorders</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>

*[Handwritten signature]*

*Barroop*

*[Handwritten signature]*

*[Handwritten signature]*

## COMMUNITY HEALTH NURSING -I INCLUDING EPIDEMIOLOGY

PLACEMENT: VI SEMESTER

THEORY: 5 Credits (100 Hours)

Clinical: 2 Credits (160 Hours)

**DESCRIPTION:** This course is designed to help students to practice Community Health Nursing for the individuals, family and groups at rural, urban and tribal settings by applying principles of community health nursing and epidemiological approach. It also helps the students to develop knowledge and competencies required to screen, assess, diagnose, manage and refer clients appropriately in various health care settings. It prepares the students to provide primary healthcare to clients of all ages in the community, DH, PHC, CHC, SC/HWC and develop beginning skills in participating in all the National Health Programs.

### COMPETENCIES

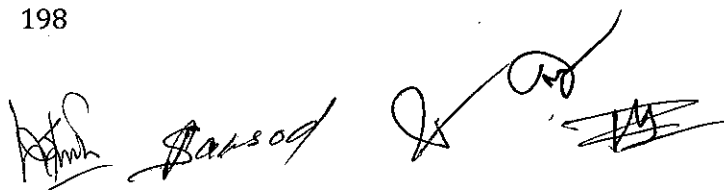
On completion of the course, the students will be able to

1. Describe community health nursing approaches and concepts
2. Describe the role and responsibilities of community health nursing personnel
3. Utilize the knowledge and skills in providing comprehensive primary health care across the life span at various settings
4. Make effective home visits applying principles and methods used for home visiting
5. Use epidemiological approach in community diagnosis
6. Utilize the knowledge of epidemiology, epidemiological approaches in caring for people with communicable and non-communicable diseases
7. Describe the methods of collection and interpretation of demographic data
8. Investigate an epidemic of communicable diseases
9. Assess, diagnose, manage and refer clients for various communicable and non-communicable diseases appropriately at the primary health care level
10. Provide maternal, newborn and child care, and reproductive health including adolescent care in the urban and rural health care settings
11. Demonstrate beginning practice competencies/skills relevant to provide comprehensive primary health care/community-based care to clients with common diseases and disorders including emergency and first aid care at home/clinics/centres as per predetermined protocols/drug standing orders approved by MOH&FW
12. Identify and perform the roles and responsibilities of nurses in implementing various national health programs in the community for the prevention, control and management of communicable and non-communicable diseases particularly in screening, identification, primary management and referral to a health facility/First Referral Unit (FRU)
13. Explain population control & its impact on the society and describe the approaches towards limiting family size

*Handwritten signatures and initials:*  
H. K. ... Bansod & ...

### COURSE OUTLINE

UNIT	TIME (Hours)	LEARNING OUTCOMES	CONTENT	TEACHING/LEARNING ACTIVITIES	ASSESSMENT METHODS
I	7 T	Describe community health nursing approaches and concepts  Describe and identify the activities of community health nurse to promote and maintain family health through home visits	<b>Community health nursing approaches, concepts, roles and responsibilities of community health nursing personnel</b> <ul style="list-style-type: none"> <li>• <i>Approaches:</i> <ul style="list-style-type: none"> <li>○ 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>• <i>Review</i> -Primary health care and Comprehensive Primary Health Care (CPHC)</li> </ul> <b>Home Visits:</b> <ul style="list-style-type: none"> <li>• Concept, Principles, Process, &amp; Techniques: Bag technique</li> <li>• Qualities of Community Health Nurse</li> <li>• Roles and responsibilities of community health nursing personnel in family health services</li> <li>• <i>Review:</i> Principles &amp; techniques of counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role plays</li> <li>• Supervised practice field</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Essays</li> <li>• Assessment of supervised field practice</li> </ul>
II	10 T	Explain the specific activities of community health nurse in assisting individuals and groups to promote and maintain their health	<b>Assisting individuals and families to promote and maintain their health</b> <p><i>A. Assessment of individuals and families</i> (Review from Child health nursing, Medical surgical nursing and</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role plays</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Essay type</li> <li>• Assessment of clinical performance in the field practice area</li> </ul>



		<p>Provide primary care at home/health centers (HWC) using standing orders/protocols as per public health standards/approved by MOH&amp;FW and INC regulation</p> <p>Develop skill in maintenance of records and reports</p> <p>Develop beginning skills in handling social issues affecting the health and development of the family</p>	<p>OBG Nursing)</p> <ul style="list-style-type: none"> <li>• Assessment of children, women, adolescents, elderly etc</li> <li>• Children-Monitoring growth and development, milestones</li> <li>• Anthropometric measurements, BMI</li> <li>• Social development</li> <li>• Temperature and Blood pressure monitoring</li> <li>• Menstrual cycle</li> <li>• Breast self examination (BSE) and testicles self examination (TSE)</li> <li>• Warning Signs of various diseases</li> <li>• Tests:Urine for sugar and albumin, blood sugar, Hemoglobin</li> </ul> <p><i>B. Provision of health services/ primary health care:</i></p> <ul style="list-style-type: none"> <li>• Routine check- up, Immunization, counseling, and diagnosis</li> <li>• Management of common diseases at home and health centre level</li> <li>○ Care based on standing orders/protocols approved by MOH&amp;FW</li> <li>○ Drugs dispensing and injections at health centre</li> </ul> <p><i>C. Continue medical care and follow up in community for various</i></p>	<p>Document and maintain:</p> <ul style="list-style-type: none"> <li>• Individual records</li> <li>• Family records</li> <li>• Health center records</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of procedural skills in lab procedures</li> <li>• Evaluation of records and reports</li> <li>• Evaluation of field visit reports</li> </ul>
--	--	---	--	---	---

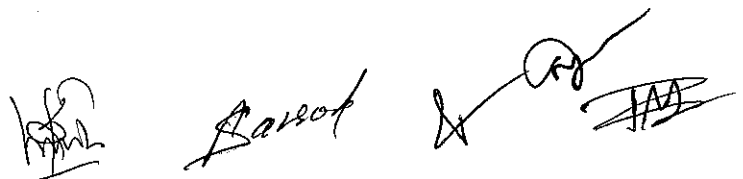
*Amal Basu* ✓ *MS*

		<p>Identify and assist the families to utilize the community resources appropriately</p>	<p>diseases/ disabilities</p> <p><i>D. Carry out therapeutic procedures as prescribed/required for client and family</i></p> <p><i>E. Maintenance of health records and reports</i></p> <ul style="list-style-type: none"> <li>• Maintenance of client records</li> <li>• Maintenance of health records at the facility level</li> <li>• Report writing and documentation of activities carried out during home visits, in the clinics/centers and field visits</li> </ul> <p><i>F. Sensitize and handle social issues affecting health and development of the family</i></p> <ul style="list-style-type: none"> <li>• Women empowerment</li> <li>• Women and child abuse</li> <li>• Abuse of elders</li> <li>• Female foeticide</li> <li>• Commercial sex workers</li> <li>• Substance abuse</li> </ul> <p><i>G. Utilize community resources for client and family</i></p> <ul style="list-style-type: none"> <li>• Trauma services</li> <li>• Old age homes</li> <li>• Orphanages</li> <li>• Homes for physically challenged individuals</li> <li>• Homes for destitute</li> <li>• Palliative care centres</li> <li>• Hospice care centres</li> <li>• Assisted living facility</li> </ul>	<ul style="list-style-type: none"> <li>• Field visits</li> </ul>	
--	--	--	---	--	--

*Handwritten signatures and initials:*  
 [Signature] [Signature] & [Signature] [Signature]

III	10 T	<p>Describe the concepts, approaches and methods of epidemiology</p> <p>Investigate an epidemic of communicable disease</p>	<p><b>Introduction to Epidemiology-Epidemiological Approaches, and Processes</b></p> <ul style="list-style-type: none"> <li>• Epidemiology-Concept and Definition</li> <li>• Distribution and frequency of disease</li> <li>• Aims &amp; uses of epidemiology</li> <li>• Epidemiological models of causation of disease</li> <li>• Concepts of disease transmission</li> <li>• Modes of transmission-Direct, Indirect and chain of infection</li> <li>• Time trends or fluctuations in disease occurrence</li> <li>• Epidemiological approaches-Descriptive, analytical and experimental</li> <li>• Principles of control measures/ levels of prevention of disease</li> <li>• Investigation of an epidemic of communicable disease</li> <li>• Use of basic epidemiological tools to make community diagnosis for effective planning and intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture,</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Field visits-communicable disease hospital &amp; Entomology office</li> <li>• Investigation of an epidemic of communicable disease</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Essay type</li> <li>• Report on visit to communicable disease hospital</li> <li>• Report on visit to entomology office</li> <li>• Report and presentation on Investigating an epidemic of communicable disease</li> </ul>
IV	15 T	<p>Explain the epidemiology of specific communicable diseases</p> <p>Describe the</p>	<p><b>Communicable diseases and National health programs</b></p> <p>1. <i>Communicable Diseases – Vector borne diseases (Every disease will be dealt under the following headlines)</i></p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion,</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Suggested field</li> </ul>	<ul style="list-style-type: none"> <li>• Field visit reports</li> <li>• Assessment of family</li> </ul>

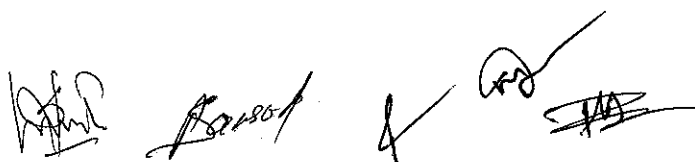
		<p>various methods of prevention, control and management of communicable diseases and the role of nurses in screening, diagnosing, primary management and referral to a health facility</p>	<ul style="list-style-type: none"> <li>• <b>Epidemiology of the following vector born diseases</b></li> <li>• <b>Prevention &amp; control measures</b></li> <li>• <b>Screening, and diagnosing the following conditions, primary management, referral and follow up</b> <ul style="list-style-type: none"> <li>○ Malaria</li> <li>○ Filaria</li> <li>○ Kala-azar</li> <li>○ Japanese encephalitis</li> <li>○ Dengue</li> <li>○ Chickungunya</li> </ul> </li> </ul> <p>2. <i>Communicable diseases: Infectious diseases (Every disease will be dealt under the following headlines)</i></p> <ul style="list-style-type: none"> <li>• <b>Epidemiology of the following infectious diseases</b></li> <li>• <b>Prevention &amp; Control measures</b></li> <li>• <b>Screening, diagnosing the following conditions, primary management, referral and follow up</b> <ul style="list-style-type: none"> <li>○ Leprosy</li> <li>○ Tuberculosis</li> <li>○ Vaccine preventable diseases-Diphtheria, whooping cough, tetanus, poliomyelitis and measles</li> <li>○ Enteric fever</li> <li>○ Viral hepatitis</li> <li>○ HIV/AIDS/RTI infections-</li> <li>○ HIV/AIDS, and Sexually Transmitted Diseases/Reproductive</li> </ul> </li> </ul>	<p>visits</p> <ul style="list-style-type: none"> <li>• Field practice</li> <li>• Assessment of clients with non-communicable diseases</li> </ul>	<p>case study</p> <ul style="list-style-type: none"> <li>• OSCE assessment</li> <li>• Short answers</li> <li>• Essay type</li> </ul>
--	--	---	--	--	--



		<p>Identify the relevant national health programmes and explain the role of nurses in implementation of these programmes</p>	<p>tract infections (STIs/R TIs)</p> <ul style="list-style-type: none"> <li>○ Diarrhoea</li> <li>○ Respiratory tract infections</li> <li>○ Helminthic –soil &amp; food transmitted and parasitic infections- Scabies and pediculosis</li> </ul> <p>3. <i>Communicable diseases: Zoonotic diseases</i></p> <ul style="list-style-type: none"> <li>• <b>Epidemiology of Zoonotic diseases</b></li> <li>• <b>Prevention &amp; control measures</b></li> <li>• <b>Screening and diagnosing the following conditions, primary management, referral and follow up</b></li> </ul> <ul style="list-style-type: none"> <li>○ Rabies: Identify, suspect, primary management and referral to a health facility</li> </ul> <ul style="list-style-type: none"> <li>• Role of a nurses in control of communicable diseases</li> </ul> <p><b>National Health Programmes</b></p> <ol style="list-style-type: none"> <li>1. UIP-Universal Immunization Programme (Diphtheria, Whooping cough, Tetanus, Poliomyelitis, Measles and Hepatitis B)</li> <li>2. National Leprosy Eradication Programme (NLEP)</li> <li>3. Revised National Tuberculosis Control</li> </ol>		
--	--	--	--	--	--

*[Handwritten signatures and initials]*

			<p>Programme (RNTCP)</p> <p>4. Integrated Disease Surveillance Programme (IDSP)- Enteric fever, Diarrhea, Respiratory infections and Scabies</p> <p>5. National Aids Control Organization (NACO)</p> <p>6. National Vector Borne Disease Control Programme</p> <p>7. National Air Quality Monitoring Programme</p> <p>8. Any other newly added programmes</p>		
V	15 T	Describe the national health programmes for the control of non-communicable diseases and the role of nurses in screening, identification primary management and referral to a health facility	<p><b>Non- Communicable diseases and National Health programmes(NCD)</b></p> <ul style="list-style-type: none"> <li>• National response to NCDs</li> </ul> <p>(Every disease will be dealt under the following headlines</p> <ul style="list-style-type: none"> <li>• Epidemiology of specific diseases</li> <li>• Prevention and control measures</li> <li>• Screening, diagnosing/ identification and primary management, referral and follow up care</li> </ul> <p><b>NCD-1</b></p> <ul style="list-style-type: none"> <li>○ Diabetes Mellitus</li> <li>○ Hypertension</li> <li>○ Cardiovascular diseases</li> <li>○ Stroke &amp; Obesity</li> <li>○ <b>Blindness</b>-Categories of visual impairment and national programme for control of blindness</li> <li>○ <b>Deafness</b>- national</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture,</li> <li>• Discussion,</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Suggested field visits</li> <li>• Field practice</li> <li>• Assessment of clients with non-communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Field visit reports</li> <li>• Assessment of family case study</li> <li>• OSCE assessment</li> <li>• Short answers</li> <li>• Essay type</li> </ul>



			<p>programme for prevention and control of deafness</p> <ul style="list-style-type: none"> <li>○ <b>Thyroid diseases</b></li> <li>○ <b>Injury and accidents-</b> Risk factors for Road traffic injuries and operational guidelines for trauma care facility on highways</li> </ul> <p><b>NCD-2 Cancers</b></p> <ul style="list-style-type: none"> <li>○ Cervical Cancer</li> <li>○ Breast Cancer</li> <li>○ Oral cancer</li> <li>○ Epidemiology of specific cancers, Risk factors/Causes, Prevention, Screening, diagnosis- signs, Signs &amp; symptoms, and early management &amp; referral</li> <li>○ Palliative care</li> <li>○ Role of a nurse in non-communicable disease control programme</li> </ul> <p><b>National Health Programmes</b></p> <ul style="list-style-type: none"> <li>• National programme for prevention and control of cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS)</li> <li>• National programme for control of blindness</li> <li>• National programme for prevention and control of deafness</li> <li>• National tobacco control programme</li> </ul> <ul style="list-style-type: none"> <li>• <b>Standard treatment protocols used in National Health Programmes</b></li> </ul>		
--	--	--	--	--	--

- Participation in national health programmes

*Handwritten signatures and initials at the bottom of the page.*

VI	10 T	<p>Explain nurses' role in identifying, primary management and referral of clients with common disorders/ conditions and emergencies including first aid</p>	<p><b>Management of common conditions and emergencies including first aid</b></p> <ul style="list-style-type: none"> <li>• Standing orders: Definition, uses</li> </ul> <p><b>Screening, diagnosing/identification, primary care and referral of</b></p> <p><b>Gastrointestinal system:</b></p> <ul style="list-style-type: none"> <li>○ Abdominal pain</li> <li>○ Nausea and vomiting</li> <li>○ Diarrhea</li> <li>○ Constipation</li> <li>○ Jaundice</li> <li>○ GI bleeding</li> <li>○ Abdominal distension</li> <li>○ Dysphagia and dyspepsia</li> <li>○ Aphthous ulcers</li> </ul> <p><b>Respiratory System:</b></p> <ul style="list-style-type: none"> <li>○ Acute upper respiratory infections- Rhinitis, Sinusitis, Pharyngitis, Laryngitis, Tonsillitis</li> <li>○ Acute lower respiratory infections-</li> <li>○ Bronchitis, pneumonia and bronchial asthma</li> <li>○ Hemoptysis, Acute chest pain</li> </ul> <p><b>Heart &amp; Blood</b></p> <ul style="list-style-type: none"> <li>○ Common heart diseases- Heart attack/coronary artery disease, heart failure, arrhythmia</li> <li>○ Blood-anemia, blood cancers, bleeding disorders</li> </ul> <p><b>Eye &amp; ENT conditions</b></p> <p>Eye-local infections, redness of eye, conjunctivitis, stye, trachoma and refractive errors</p> <p>ENT-Epistaxis, ASOM, sore throat, deafness</p>	<ul style="list-style-type: none"> <li>• Lecture,</li> <li>• Discussion,</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Suggested field visits</li> <li>• Field practice</li> <li>• Assessment of clients with common conditions and provide referral</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Essay type</li> <li>• Field visit reports</li> <li>• OSCE assessment</li> </ul>
----	------	--	--	--	---

*Handwritten signatures and initials:*  
 [Signature] [Signature] [Signature]

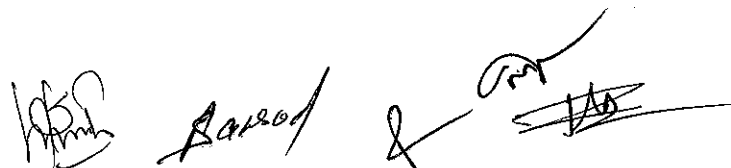
			<p><b>Urinary system</b> Urinary tract infections- cystitis, pyelonephritis, prostatitis, UTIs in children</p> <p><b>First aid in common emergency conditions - Review</b> High fever, low blood sugar, minor injuries, fractures, fainting, bleeding, shock, stroke, bites, burns, choking, seizures, RTAs, poisoning, drowning and foreign bodies</p>		
VII	20 T	Provide reproductive, maternal, newborn and child care, including adolescent care in the urban and rural health care settings	<p><b>Reproductive, maternal, newborn, child and adolescent Health (Review from OBG Nursing and application in community setting)</b></p> <ul style="list-style-type: none"> <li>• Present situation of reproductive, maternal and child health in India</li> </ul> <p><b>Antenatal care</b></p> <ul style="list-style-type: none"> <li>• Objectives, antenatal visits and examination, nutrition during pregnancy, counseling</li> <li>• Calcium and iron supplementation in pregnancy</li> <li>• Antenatal care at centre level</li> <li>• Birth preparedness</li> <li>• High risk approach- Screening/early identification and primary management of complications- Antepartum hemorrhage, pre-eclampsia, eclampsia, Anemia, Gestational diabetes mellitus, Hypothyroidism, Syphilis</li> <li>• Referral, follow up</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Suggested field visits, and field practice</li> <li>• Assessment of antenatal, postnatal, newborn, infant, preschool child, school child, and adolescent health</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Essay type</li> <li>• OSCE assessment</li> </ul>

*Handwritten signatures and initials at the bottom of the page.*

		<p>Promote adolescent health</p>	<p>and maintenance of records and reports</p> <p><b>Intra natal care</b></p> <ul style="list-style-type: none"> <li>• Normal labour-process, onset, stages of labour</li> <li>• Monitoring and active management of different stages of labour</li> <li>• Care of women after labour</li> <li>• Early identification, primary management, referral and follow up-preterm labour, fetal distress, prolonged and obstructed labour, vaginal &amp; perennial tears, ruptured uterus</li> <li>• Care of newborn immediately after birth</li> <li>• Maintenance of records and reports</li> <li>• Use of Safe child birth check list</li> <li>• SBA module-Review</li> <li>• Organization of labour room</li> </ul> <p><b>Postpartum care</b></p> <ul style="list-style-type: none"> <li>• Objectives, Postnatal visits, care of mother and baby, breast feeding, diet during lactation, and health counseling</li> <li>• Early identification, primary management, referral and follow up of complications, Danger signs-postpartum hemorrhage, shock, puerperal sepsis, breast conditions, post partum depression</li> <li>• Postpartum visit by health care provider</li> </ul> <p><b>Newborn and child care</b></p>		<ul style="list-style-type: none"> <li>• Screen, manage and refer adolescents</li> <li>• Counsel adolescents</li> </ul>
--	--	----------------------------------	--	--	---

*Handwritten signatures and initials:*  
 PKP, Basop, J, [initials]

			<ul style="list-style-type: none"> <li>• <i>Review:</i> Essential newborn care</li> <li>• Management of common neonatal problems</li> <li>• Management of common child health problems: Pneumonia, Diarrhoea, Sepsis, screening for congenital anomalies and referral</li> <li>• <i>Review:</i> IMNCI Module</li> <li>• Under five clinics</li> </ul> <p><b>Adolescent Health</b></p> <ul style="list-style-type: none"> <li>• Common health problems and risk factors in adolescent girls and boys</li> <li>• Common Gynecological conditions- dysmenoorhea, Premenstrual Syndrome (PMS), Vaginal discharge, Mastitis, Breast lump, pelvic pain, pelvic organ prolapse</li> <li>• Teenage pregnancy, awareness about legal age of marriage, nutritional status of adolescents National Menstrual Hygiene scheme</li> <li>• Counseling for parents and teen agers</li> </ul> <p><b>National programmes</b></p> <ul style="list-style-type: none"> <li>• RMNCH +A Approach- Aims, Health systems strengthening, RMNCH+A strategies, Interventions across life stages, programme management,</li> </ul>		
--	--	--	---	--	--

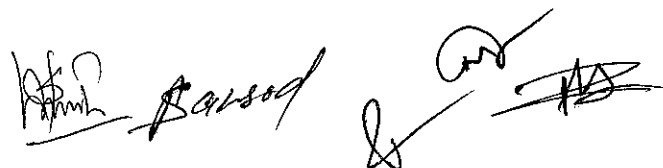


			<p>monitoring and evaluation systems</p> <ul style="list-style-type: none"> <li>• Universal Immunization Programme as per Government of India guidelines-Review</li> <li>• Rashtriya Bal Swasthya Karyakaram (RSBK) -children</li> <li>• Rashtriya Kishor Swasthya Karyakram (RKSK) -adolscents</li> <li>• Other new programmes</li> </ul>		
<b>VIII</b>	4 T	Enumerate the school health activities and the role functions of a school health nurse	<p><b>School Health Services</b></p> <ul style="list-style-type: none"> <li>• Objectives</li> <li>• Health problems of school children</li> <li>• Components of school health services</li> <li>• Maintenance of school health records</li> <li>• Initiation and planning of school health services</li> <li>• Role of a school health nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Suggested field visits</li> <li>• Field practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Essay type</li> <li>• Evaluation of health counseling to school children</li> <li>• Screen, diagnose, manage and refer school children</li> <li>• OSCE assessment</li> </ul>
<b>IX</b>	3 T	Discuss the concepts and scope of demography	<p><b>Demography, Surveillance and Interpretation of Data</b></p> <ul style="list-style-type: none"> <li>• Demography and vital statistics-demographic cycle, world population trends, vital statistics</li> <li>• Sex ratio and child sex ratio, trends of sex ratio in India, The causes and social implications</li> <li>• Sources of vital statistics- Census, registration of vital events, sample</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Suggested field visits</li> <li>• Field practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Essay type</li> </ul>

*[Handwritten signatures and initials]*

			<ul style="list-style-type: none"> <li>• registration system</li> <li>• Morbidity and mortality indicators: Definition, calculation and interpretation</li> <li>• Surveillance, Integrated disease surveillance project (IDSP), Organization of IDSP, flow of information and mother and child tracking system (MCTS) in India</li> <li>• Collection, analysis, interpretation, use of data</li> <li>• <i>Review</i>- Common sampling techniques- random and nonrandom techniques</li> </ul> <p>Disaggregation of data</p>		
X	6 T	<p>Discuss population explosion and its impact on social and economic development of India</p> <p>Describe the various methods of population control</p>	<p><b>Population and its Control</b></p> <ul style="list-style-type: none"> <li>• Population Explosion and its impact on Social, Economic development of individual, society and country.</li> <li>• Population Control – Women Empowerment; Social, Economic and Educational Development</li> <li>• Limiting Family Size – Promotion of small family norm, Temporary Spacing Methods (natural, biological, chemical, mechanical methods etc), Terminal Methods (Tubectomy, Vasectomy)</li> <li>• Emergency Contraception</li> <li>• Counseling in</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Suggested field visits</li> <li>• Field practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Essay type</li> <li>• OSCE assessment</li> <li>• Counseling on family planning</li> </ul>

			<p>reproductive, sexual health including problems of adolescents</p> <ul style="list-style-type: none"><li>• Medical Termination of pregnancy and MTP Act</li><li>• National Population Stabilization Fund/JSK (Jansankhya Sthirata Kosh)</li><li>• Family planning 2020</li><li>• National Family Welfare Program</li><li>• Role of a nurse in Family Welfare Program</li></ul>		
--	--	--	--	--	--

Handwritten signatures and initials, including the name "Bansod" and other illegible marks.

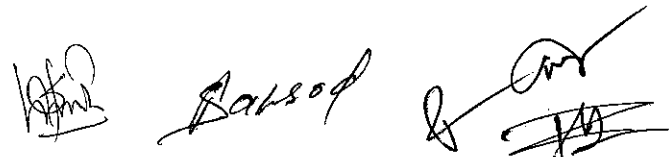
**COMMUNITY HEALTH NURSING I**

**CLINICAL POSTINGS:**

**4 Weeks x 40 hours/week**

**Total hours: 160 hours**

CLINICAL AREA/UNIT	DURATION IN WEEKS	LEARNING OUTCOMES	PROCEDURAL COMPETENCIES/ CLINICAL SKILLS	CLINICAL REQUIREMENTS	ASSESSMENT METHODS
Urban Rural	2 weeks 2 Weeks	<p>Identify prevalent communicable and non-communicable diseases</p> <p>Perform health assessment for clients of various age groups</p> <p>Screen, diagnose, manage and refer clients with common health problems in the community and refer high risk clients</p> <p>Assess and provide antenatal, intrapartum, postnatal and new- born care</p> <p>Participate in school health programme</p>	<ul style="list-style-type: none"> <li>• Investigating an epidemic - Community health survey</li> <li>• Health assessment including nutritional assessment for clients of different age groups</li> <li>• Screening, diagnosing, primary management of common health problems in the community and referral of high-risk clients to FRUs</li> </ul>	<ul style="list-style-type: none"> <li>• Community health survey to investigate an epidemic-1</li> <li>• Health assessment of woman-1, infant/under five-1, adolescent-1, adult-1</li> <li>• Growth monitoring of under- five children- 1</li> </ul> <p><b>Screening, diagnosing and primary management and referral:</b></p> <ul style="list-style-type: none"> <li>• Communicable disease- 1</li> <li>• Non-communicable diseases- 1</li> <li>• Dental problems- 1</li> <li>• Eye problems- 1</li> <li>• Ear, nose, and throat problems- 1</li> <li>• High risk</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical performance assessment</li> <li>• OSCE during posting</li> <li>• Final clinical examination (University)</li> </ul>



		<p>Counsel and educate individual, family and community</p> <p>Provide family welfare services</p> <p>Participate in implementation of national health programmes</p> <p>Maintain records and reports</p>	<ul style="list-style-type: none"> <li>• Assessment (physical &amp; nutritional) of antenatal, intrapartum, postnatal and newborn</li> <li>• Conduction of normal delivery at health center</li> <li>• Newborn care</li> <li>• Participation in school health programme</li> <li>• Health counselling to different clients</li> <li>• Group health education</li> <li>• Family planning counselling</li> <li>• Insertion and removal of IUCD</li> <li>• Participation in National Health Programmes</li> <li>• Documentation skills</li> </ul>	<p>pregnant woman- 1</p> <ul style="list-style-type: none"> <li>• High risk neonate- 1</li> <li>• Emergencies- 1</li> <li>• Minor ailments- 2</li> <li>• Primary management and care based on standing orders/protocols approved by MOH&amp;FW</li> <li>• Assessment of antenatal-1, intrapartum-1, postnatal-1 and newborn-1</li> <li>• Conduction of normal delivery at health center and documentation- 2</li> <li>• Immediate newborn care and documentation- 1</li> <li>• Participation in school health programme-1</li> <li>• <b>Health counseling for</b> <ul style="list-style-type: none"> <li>○ Adult with Communicable diseases/NCD-1</li> <li>○ Adolescent</li> </ul> </li> <li>• Group health Education - 1 (Rural/Urban)</li> <li>• Family planning counselling- 1</li> <li>• Insertion of</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of Group health education</li> <li>• Family Case study evaluation</li> </ul>
--	--	---	--	--	--

*[Handwritten signatures and initials]*

				<p>IUCD-1</p> <ul style="list-style-type: none"> <li>• Removal of IUCD-1</li> <li>• Family case study- 1 (Rural/Urban)</li> <li>• Participation in any two National Health programmes</li> <li>• <b>Document and maintain:</b> <ul style="list-style-type: none"> <li>○ Individual record</li> <li>○ Family record</li> <li>○ Health center record</li> </ul> </li> <li>• Writing report on Health center activities</li> </ul>	
--	--	--	--	---	--

**Reference:** Modules used in Certificate programme for community Health for nurses (Bridge Programme)

*Handwritten signatures and marks:*  
 [Signature] Barsof [Signature]  
 [Signature]

## MIDWIFERY / OBSTETRIC AND GYNECOLOGY NURSING- I

PLACEMENT: VI SEMESTER

THEORY: 2 Credits (40 Hours)

Skill lab : 1 Credit (40 Hours)

Clinical : 2 Credits (160 Hours)

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

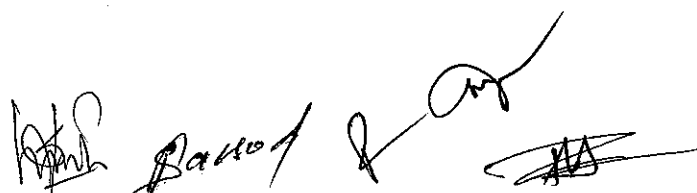
### COMPETENCIES

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

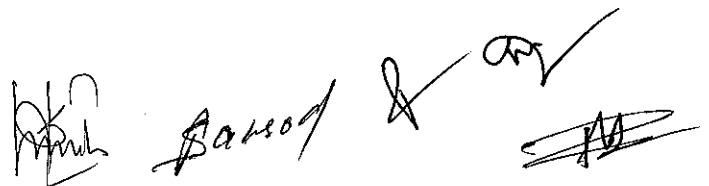
1. Demonstrate professional accountability for the delivery of nursing care as per INC standards/ICM competencies that are consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles in midwifery practice.
2. Communicate effectively with individuals, families and professional colleagues fostering mutual respect and shared decision making to enhance health outcomes.
3. Recognize the trends and issues in midwifery/obstetrical nursing.
4. Review and describe the anatomy and physiology of human reproductive system and conception
5. Describe and apply the physiology in the management of normal pregnancy, birth and puerperium.
6. Demonstrate competency in providing respectful maternity care for the women during the antenatal, intranatal and postnatal period.
7. Conduct normal deliveries and provide essential newborn care
8. Apply nursing process in caring for women and their families

### COURSE OUTLINE

UNIT	TIME (Hours)	LEARNING OUTCOMES	CONTENT	TEACHING/ LEARNING ACTIVITIES	ASSESSMENT METHODS
I	T- 4	Identify the trends and issues in midwifery	<b>Introduction to midwifery</b> <ul style="list-style-type: none"><li>• History of midwifery in India</li><li>• Current scenario: Midwifery in India- Transformative education for relationship based and transformative midwifery practice in India, National health programs related to RMNCH</li></ul>		



			<ul style="list-style-type: none"> <li>• Current trends in midwifery and gynecology nursing: <ul style="list-style-type: none"> <li>○ Respectful maternity and newborn care (RMNC)</li> <li>○ Midwife led care units (MLCU)</li> <li>○ Birthing centers, water birth, lotus birth</li> <li>○ Essential competencies for basic midwifery practice (ICM)</li> <li>○ Universal rights of child-bearing women</li> <li>○ Sexual and reproductive health and rights</li> </ul> </li> <li>• Legal provisions in midwifery practice in India: INC/MOH&amp;FW regulations</li> <li>• Ethical issues in maternal and neonatal care</li> <li>• Adoption laws, MTP act, Pre-Natal Diagnostic Test (PNDT) Act, Surrogate mothers</li> <li>-Roles And responsibilities of a midwife in different settings (hospital / community)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Directed reading and assignment: ICM competencies</li> <li>• Scenario based learning</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Essay</li> <li>• Quiz</li> </ul>
II	T- 4 L- 4	Describe / Review the anatomy and physiology of human reproductive system	<p><b>Maternal, Fetal &amp; Newborn physiology:</b></p> <p><b>Anatomy and physiology of human reproductive system and conception</b></p> <p><i>Review:</i></p> <ul style="list-style-type: none"> <li>• Female organs of reproduction</li> <li>• Female pelvis –bones, joints, ligaments, planes, diameters, landmarks, inclination, variations in pelvis shape</li> <li>• Foetal skull- bones, sutures, fontanelles, diameters, moulding</li> <li>• Fetopelvic relationship</li> <li>• Physiology of menstrual cycle,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Self-directed learning</li> <li>• Models</li> <li>• Videos &amp; films</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Simulation</li> <li>• Short answers</li> <li>• OSCE</li> </ul>



			<p>menstrual hygiene</p> <ul style="list-style-type: none"> <li>• Fertilization, conception and implantation</li> <li>• Embryological development</li> <li>• Placental development</li> <li>• Placental function: blood brain barrier</li> <li>• Fetal growth and development</li> </ul> <p>Fetal circulation &amp; Fetal nutrition</p>		
III	T - 10 L - 10 C - 40	<p>Provide preconception care to eligible couples</p> <p>Describe the physiology, assessment and management of normal pregnancy including pre pregnancy care</p> <p>Demonstrate knowledge of midwifery practice throughout 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> trimesters</p>	<p><b>Assessment and management of normal pregnancy(antenatal)</b></p> <p><b>Pre pregnancy Care</b></p> <ul style="list-style-type: none"> <li>• Review of sexual development (Self Learning)</li> <li>• Socio-cultural aspects of human sexuality (Self Learning)</li> <li>• Preconception care</li> <li>• Pre-conception counseling (including awareness regarding normal births), Genetic counseling (Self Learning)</li> <li>• Planned parenthood</li> </ul> <p><b>Pregnancy assessment and antenatal care (I, II &amp; III Trimesters)</b></p> <p><b>Normal pregnancy</b></p> <ul style="list-style-type: none"> <li>• Assess and confirm pregnancy: Diagnosis of pregnancy - Signs, differential diagnosis and confirmatory tests</li> <li>• Review of maternal nutrition &amp; malnutrition</li> <li>• Building partnership with women following RMC protocol</li> <li>• Fathers engagement in maternity care</li> <li>• Physiological changes during pregnancy. - Reproductive system, Cardio-vascular system Respiratory system Urinary system, Gastro</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Health talk</li> <li>• Role play</li> <li>• Counseling session</li> <li>• Case discussion/ presentation</li> <li>• Simulation</li> <li>• Supervised Clinical practice</li> </ul> <ul style="list-style-type: none"> <li>• Refer SBA module &amp; Safe motherhood booklet</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>• Case study evaluation</li> <li>• OSCE</li> </ul>

*[Handwritten signatures and initials]*

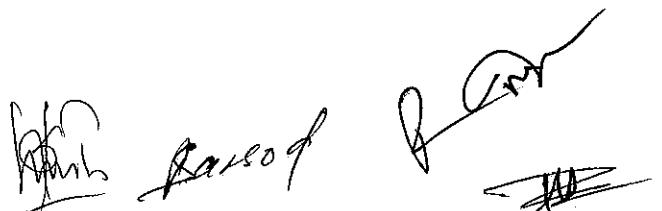
*[Handwritten text: Based]*

*[Handwritten initials: MS]*

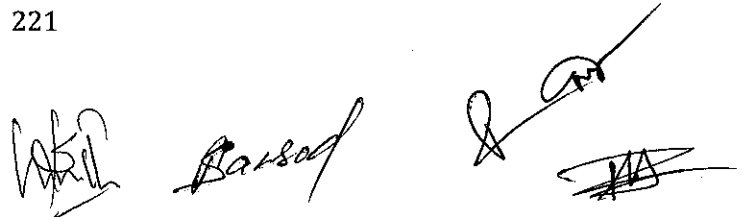
			<p>intestinal system, Metabolic changes, Skeletal changes, Skin changes Endocrine system &amp; psychological changes</p> <p><b>Ante-natal care:</b></p> <p><b>I Trimester</b></p> <ul style="list-style-type: none"> <li>• Antenatal assessment: History taking, physical examination, breast examination laboratory investigation</li> <li>• Identification and management of minor discomforts of pregnancy</li> <li>• Antenatal care and counseling (lifestyles in pregnancy, nutrition, shared decision making, risky behavior in pregnancy, counseling regarding sexual life during pregnancy etc)</li> <li>• Danger signs during pregnancy</li> <li>• Birth preparedness and complication readiness (including promoting normalcy during pregnancy)</li> <li>• Respectful care and compassionate communication</li> <li>• Recording and reporting: Clinical procedures as per the GoIs guideline</li> <li>• GoI current model of ANC provision</li> <li>• Role of Doula/ASHAs</li> </ul> <p><b>II Trimester</b></p> <ul style="list-style-type: none"> <li>• Education and management of physiological changes and discomforts of 2<sup>nd</sup> trimester</li> <li>• Rh negative and prophylactic anti D</li> <li>• Second trimester tests and health education</li> </ul>		
				<ul style="list-style-type: none"> <li>• Lab tests- performance, and interpretation</li> <li>• Refer Guidelines for calcium supplementation</li> </ul>	
				<ul style="list-style-type: none"> <li>• Demonstration of birthing positions</li> <li>• Scenario based learning</li> <li>• Workshop on alternative birthing</li> </ul>	

*Handwritten signatures and initials:*  
 [Signature] Barood & [Signature]  
 [Signature]

			<ul style="list-style-type: none"> <li>• Interpreting screening results</li> <li>• Health education on IFA, calcium and vitamin D supplementation, glucose tolerance test, immunization etc</li> <li>• Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate -Doppler and pinnard's stethoscope,</li> <li>• Assessment of fetal well-being:, DFMC, biophysical profile, Non stress test, cardiotocography, USG, Vibro acoustic stimulation, biochemical tests.</li> <li>• Antenatal care</li> <li>• Women centered care</li> <li>• Respectful care and compassionate communication</li> <li>• Referral and collaboration, empowerment</li> <li>• Ongoing risk assessment</li> </ul> <p><b>Maternal Mental Health</b></p> <p><b>III Trimester</b></p> <ul style="list-style-type: none"> <li>• Education and management of physiological changes and discomforts of 3rd trimester</li> <li>• Third trimester tests and screening</li> <li>• Fetal engagement in late pregnancy</li> <li>• 3rd trimester antenatal education classes</li> <li>• Birth preparedness and complication readiness</li> <li>• Health education on exclusive breastfeeding</li> <li>• Danger signs of pregnancy- recognition of ruptured membranes</li> <li>• Ongoing risk assessment</li> <li>• Cultural needs</li> <li>• Women centered care</li> <li>• Respectful and compassionate communication</li> <li>• Alternative birthing positions-</li> </ul>	<p>positions</p>	
--	--	--	---	------------------	--



			women's preferred choices <ul style="list-style-type: none"> <li>• Role of Doula / ASHA's</li> </ul>		
IV	T - 10 L - 12 C - 60	Apply the physiology of labour  Describe the management and care during labour  Discuss how to maintain an environment for labour in which the woman feels safe  Work effectively with pain during labour  Discuss how the midwife provides care and support for the women	<b>Physiology, management and care during labour</b> <b>Review of</b> <ul style="list-style-type: none"> <li>• Normal labour and birth</li> <li>• Onset of birth/ labour</li> <li>• Per vaginal examination</li> <li>• Stages of labour</li> <li>• Organization of labor room- Triage, preparation for birth</li> <li>• Positive birth environment</li> <li>• Respectful care and communication</li> <li>• Drugs used in labour</li> </ul> <b>Fist Stage</b> <ul style="list-style-type: none"> <li>• Physiology of normal labour</li> <li>• Monitoring progress of labour using Partograph</li> <li>• Assessing and monitoring fetal well being</li> <li>• Care during 1st stage of normal labour</li> <li>• Pain relief in labour (non-pharmacological and pharmacological)</li> <li>• Psychological support- Managing fear</li> <li>• Activity and positioning during first stage of labour</li> <li>• Nutrition during labour</li> <li>• Promote positive childbirth experience for women</li> <li>• Birth companion for labour</li> <li>• Role of Doula / ASHA's</li> </ul> <b>Second stage</b> <ul style="list-style-type: none"> <li>• Physiology (Mechanism of labour)</li> <li>• Signs of imminent labour</li> <li>• Intrapartum monitoring</li> <li>• Birth position of choice</li> <li>• Vaginal examination</li> <li>• Psychological support</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Bedside clinics</li> <li>• Case discussion/ presentation</li> <li>• Simulated practice</li> <li>• Supervised Clinical practice – Per vaginal examination, Conduction of deliveries</li> <li>• SBA module</li> <li>• LaQshyaguide lines</li> <li>• Dakshitha guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Case study evaluation</li> <li>• Assessment of skills with check list</li> <li>• OSCE</li> </ul>

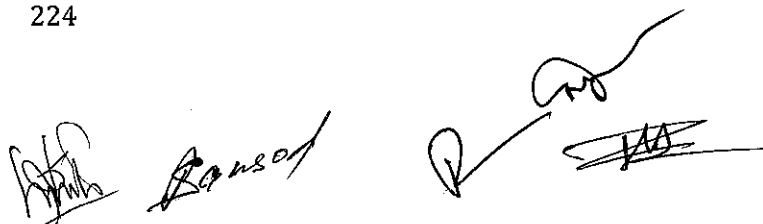




			<ul style="list-style-type: none"> <li>• Various childbirth practices</li> <li>• Safe environment for mother and newborn to promote bonding</li> <li>• Maintaining records and reports</li> </ul>		
V	T- 6 L- 6 C- 30	Describe the physiology, management and care of normal puerperium	<p><b>Postpartum care/Ongoing care of women</b></p> <ul style="list-style-type: none"> <li>• Normal puerperium- Physiology, duration</li> <li>• Physiology of puerperium</li> <li>• Post-natal assessment and care- facility and home-based care</li> <li>• Perineal hygiene and care</li> <li>• Bladder and bowel function</li> <li>• Minor disorders of puerperium and its management</li> <li>• Physiology of lactation and lactation management</li> <li>• Postnatal counseling and psychological support</li> <li>• Normal postnatal baby blues and recognition of post-natal depression</li> <li>• Transition to parenthood</li> <li>• Care for the mother from 72 hours to 6 weeks after the delivery</li> <li>○ Cultural competence (Taboos related to postnatal diet and practices)</li> <li>• Diet during lactation-review</li> <li>• Post-partum family planning</li> <li>• Follow – up of postnatal mothers.</li> <li>• Drugs used in the postnatal period</li> </ul> <p>Records and reports</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Health talk</li> <li>• Simulated practice</li> <li>• Supervised Clinical practice</li> <li>• Refer SBA module</li> <li>• ENBC module</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with checklist</li> <li>• OSCE</li> </ul>
VI	T- 6 L- 8 C- 30	Discuss the need for compassionate, family centered midwifery care of the newborn and how this is	<p><b>Assessment and ongoing care of normal neonates</b></p> <ul style="list-style-type: none"> <li>• Family centred care</li> <li>• Respectful care and communication</li> <li>• Normal Neonate -</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ Discussion</li> <li>▪ Demonstration</li> <li>▪ Simulated practice session</li> </ul>	<ul style="list-style-type: none"> <li>▪ Essay type</li> <li>▪ Short answers</li> <li>▪ Objective type</li> <li>▪ Assessment of skills with checklist</li> </ul>

Handwritten signatures and initials, including a large signature that appears to be 'Rajesh' and other initials like 'IAA'.

		<p>provided</p> <p>Describe the assessment and management of normal neonate</p>	<p>Physiological adaptation</p> <ul style="list-style-type: none"> <li>• Newborn assessment and care</li> <li>• Screening for congenital anomalies</li> <li>• Care of newborn from 72 hours to 6 weeks after the delivery (Routine care of newborn)</li> <li>• Skin to skin contact and thermoregulation</li> <li>• Infection prevention (asepsis and hand washing)</li> <li>• Immunization</li> <li>• Minor disorders of newborn and its management</li> </ul>	<ul style="list-style-type: none"> <li>▪ Supervised clinical practice</li> <li>▪ Refer safe deliver app module- newborn management</li> </ul>	<ul style="list-style-type: none"> <li>▪ OSCE</li> </ul>
--	--	---	---	---	--


 A collection of handwritten signatures and initials at the bottom of the page. From left to right: a signature that appears to be 'R. H. H.', the name 'Ranson' written in a cursive style, a checkmark, and a signature that appears to be 'J. H. H.' with a horizontal line underneath.

**(Skill lab & Clinical)**

**PLACEMENT: VI SEMESTER**

Total Hours: 200hrs

Skill Lab: 1 Credit (40 Hours)

Clinical: 2 Credits (160 Hours)

**Practice Competencies:**

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

1. Counsel women and their families on pre-conception care
2. Demonstrate lab tests Eg. urine pregnancy test
3. Perform antenatal assessment of pregnant women
4. Assess and care for normal antenatal mothers
5. Assist and perform specific investigations for antenatal mothers
6. Counsel mothers and their families on antenatal care and preparation for parenthood
7. Conduct childbirth education classes
8. Set up and manage a delivery unit
9. Prepare and provide respectful maternity care for mothers in labour
10. Perform per-vaginal examination for a woman in labour if indicated
11. Conduct normal delivery with essential newborn care
12. Demonstrate skills in resuscitating the newborn
13. Assist women in the transition to motherhood
14. Assess and care for normal postnatal mothers
15. Provide care for postnatal mothers and their newborn
16. Perform postnatal and newborn assessment
17. Counsel mothers on postnatal and newborn care

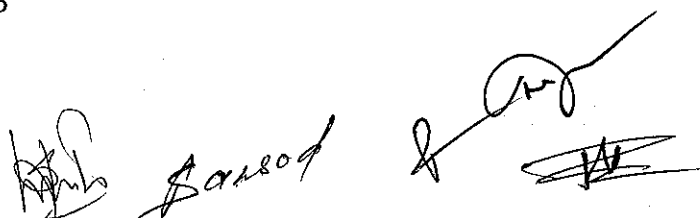
**SKILL LAB:**

*Procedures/ Skills for demonstration and return demonstration:*

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

**CLINICAL POSTINGS      4 weeks x 40hours/week**

<b>CLINICAL AREA</b>	<b>DURATION IN WEEKS</b>	<b>CLINICAL LEARNING OUTCOMES</b>	<b>PROCEDURAL COMPETENCIES /CLINICAL SKILLS</b>	<b>CLINICAL REQUIREMENTS</b>	<b>ASSESSMENT METHODS</b>
Antenatal OPD and Antenatal ward	1 week	Perform antenatal assessment  Perform laboratory tests for antenatal women and assist in selected antenatal diagnostic procedures  Counsel antenatal women	<ul style="list-style-type: none"> <li>• History collection</li> <li>• Physical examination</li> <li>• Obstetric examination</li> <li>• Pregnancy confirmation test</li> <li>• Urine testing</li> <li>• Blood testing for Hemoglobin</li> <li>• Blood test for malaria</li> <li>• Blood test for grouping and typing</li> <li>• Kick chart /DFMC /NST / CTG / USG</li> <li>• Antenatal counseling</li> <li>• Preparation for childbirth</li> <li>• Birth preparedness and complication readiness</li> </ul>	<ul style="list-style-type: none"> <li>• Antenatal palpation</li> <li>• Health talk</li> <li>• Case study</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> <li>• Case presentation</li> </ul>
Post-partum clinic / PTCT Centre and Postnatal Ward	1 week	Perform postnatal assessment Provide care to normal postnatal mothers and newborn Postnatal counseling Provide family welfare services	<ul style="list-style-type: none"> <li>• Postnatal assessment</li> <li>• Care of postnatal mothers – normal</li> <li>• Care of normal newborn</li> <li>• Lactation management</li> <li>• Postnatal counselling</li> </ul>	<ul style="list-style-type: none"> <li>• Postnatal assessment</li> <li>• Newborn assessment</li> <li>• Case study</li> <li>• Case presentation</li> <li>• Cu-T insertion and removal</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• case study</li> <li>• case presentation</li> </ul>



			<ul style="list-style-type: none"> <li>• Health teaching on postnatal and newborn care</li> <li>• Family welfare counseling</li> </ul>		
Labour room	2 weeks	<p>Monitor labour using partograph</p> <p>Provide care to women during labour</p> <p>Conduct normal delivery, provide care to mother and immediate care of newborn</p>	<ul style="list-style-type: none"> <li>• Assessment of woman in labour</li> <li>• Partograph</li> <li>• Per vaginal examination if indicated</li> <li>• Obstetric examination</li> <li>• Care during first stage of labour</li> <li>• Pain management techniques</li> <li>• Positions in labour</li> <li>• Preparation for labour – articles, physical, psychological</li> <li>• Conduction of normal delivery</li> <li>• Essential newborn care</li> <li>• Newborn resuscitation</li> <li>• Active management of third stage of labour</li> <li>• Monitoring and care during fourth stage of labour</li> </ul>	<ul style="list-style-type: none"> <li>• Partograph recording</li> <li>• PV examination</li> <li>• Assisting / Conduction of normal delivery</li> <li>• Case study</li> <li>• Case presentation</li> <li>• Episiotomy and suturing</li> <li>• Newborn resuscitation</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• case study</li> <li>• Case presentation</li> </ul>

*Handwritten signatures and initials:*  
 W.K.R. Banerjee & [Signature]  
 [Signature]

## COMMUNITY HEALTH NURSING – II

PLACEMENT: VII SEMESTER

THEORY: 2 Credits (40 Hours)

Clinical: 1 Credit (80 Hours)

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

### COMPETENCIES

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


1. Describe occupational health hazards, occupational diseases and the role of nurses in occupational health programmes
2. Identify health problems of older adults and provide primary care, counseling and supportive health services
3. Participate in screening for mental health problems in the community and providing appropriate referral services
4. Discuss the methods of data collection for HMIS, analysis and interpretation of data
5. Discuss about effective management of health information in community diagnosis and intervention
6. Describe the management system of delivery of community health services in rural and urban areas
7. Describe the leadership role in guiding, supervising, and monitoring the health services and the personnel at the PHCs, SCs and community level including financial management and maintenance of records & reports
8. Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers (HWCs)
9. Identify the roles and responsibilities of health team members and explain their job description
10. Demonstrate initiative in preparing themselves and the community for disaster preparedness and management
11. Demonstrate skills in proper bio-medical waste management as per protocols
12. Explain the roles and functions of various national and international health agencies

*Handwritten signatures and initials:*  
A signature that appears to be "H. P. Singh" is written on the left.  
A signature that appears to be "Bansal" is written in the middle.  
A signature that appears to be "S. K. Singh" is written on the right, with a large flourish above it.  
Below the "S. K. Singh" signature, there are some scribbled-out lines.

## COURSE OUTLINE

UNIT	TIME	LEARNING OUTCOMES	CONTENT	TEACHING / LEARNING ACTIVITIES	ASSESSMENT METHODS
I	4	Describe occupational health hazards, occupational diseases and the role of nurses in occupational health programmes	<b>Occupational Health</b> <ul style="list-style-type: none"> <li>• Occupational health hazards</li> <li>• Occupational diseases</li> <li>• ESI Act</li> <li>• National/ State Occupational Health Programmes</li> <li>• Role of a nurse in occupational health services- Screening, diagnosing, management and referral of clients with occupational health problems</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture,</li> <li>• Discussion,</li> <li>• Demonstration,</li> <li>• Role play</li> <li>• Suggested field visits, Field practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Clinical performance evaluation</li> </ul>
II	5	Identify health problems of older adults and provide primary care, counseling and supportive health services	<b>Geriatric Health Care</b> <ul style="list-style-type: none"> <li>• Health problems of older adults</li> <li>• Management of common geriatric ailments: counseling, supportive treatment of older adults</li> <li>• Organization of geriatric health services</li> <li>• National programme for health care of elderly (NPHCE)</li> <li>• State level programmes/ Schemes for older adults</li> <li>• Role of a community health nurse in geriatric health services- Screening, diagnosing, management and referral of older adults with health problems</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>• Visit report on elderly home</li> <li>• Essay type</li> <li>• Short answers</li> </ul>





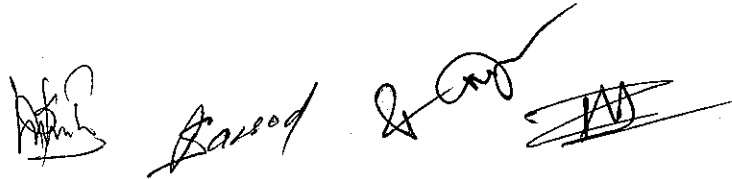
III	4 hours	Describe screening for mental health problems in the community, take preventive measures and provide appropriate referral services	<b>Mental Health Disorders</b> <ul style="list-style-type: none"> <li>• Screening, management, prevention and referral for mental health disorders</li> <li>• <i>Review:</i> <ul style="list-style-type: none"> <li>○ Depression, anxiety, acute psychosis, Schizophrenia</li> <li>○ Dementia</li> <li>○ Suicide</li> <li>○ Alcohol and substance abuse</li> <li>○ Drug deaddiction programme</li> <li>○ National Mental Health Programme</li> <li>○ National Mental Health Policy</li> <li>○ National Mental Health Act</li> </ul> </li> <li>• Role of a community health nurse in screening, initiation of treatment and follow up of mentally ill clients</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion, Demonstration</li> <li>• Role play</li> <li>• Health counseling on promotion of mental health</li> <li>• Suggested field visits, Field practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Counseling report</li> </ul>
IV	4 hours	Discuss about effective management of health information in community diagnosis and intervention	<b>Health Management Information System (HMIS)</b> <ul style="list-style-type: none"> <li>• Introduction to health management system: data elements, recording and reporting formats, data quality issues</li> <li>• <i>Review:</i> <ul style="list-style-type: none"> <li>○ Basic Demography and vital statistics</li> <li>○ Sources of vital statistics</li> <li>○ Common sampling techniques, frequency distribution</li> <li>○ Collection, analysis, interpretation of data</li> </ul> </li> <li>• Analysis of data for community needs assessment and preparation of health action plan</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration, Role play</li> <li>• Suggested field visits, Field practice</li> <li>• Group project on community diagnosis-data management</li> </ul>	<ul style="list-style-type: none"> <li>• Group project report</li> <li>• Essay type</li> <li>• Short answers</li> </ul>
V	5 hours	Describe the system management of delivery of community health services in rural and	<b>Delivery of community health services:</b> <ul style="list-style-type: none"> <li>• Planning, budgeting and material management of CHC, PHC, SC/HWC</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Visits to various health care</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Filed visit reports</li> </ul>

Handwritten signatures and initials are present at the bottom of the page, including a signature that appears to be 'R. K. Singh' and other illegible marks.

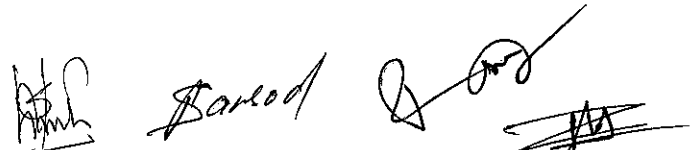
		urban areas	<ul style="list-style-type: none"> <li>• <b>Manpower planning as per IPHS standards</b></li> <li>• <b>Rural:</b> Organization, staffing and material management of rural health services provided by Government at village, SC/HWC, PHC, CHC, hospitals- district, state and central</li> <li>• <b>Urban:</b> Organization, staffing, and functions of urban health services provided by Government at slums, dispensaries, special clinics, municipal and corporate hospitals</li> <li>• Defense services</li> <li>• Institutional services</li> <li>• Other systems of medicine and health: Indian system of medicine, AYUSH clinics, Alternative health care system referral systems, Indigenous health services</li> </ul>	<p>delivery systems</p> <ul style="list-style-type: none"> <li>• Supervised field practice</li> </ul>	
VII	8	<p>Describe the leadership role in guiding, supervising, and monitoring the health services and the personnel at the PHCs, SCs and community level including financial management</p> <p>Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers (HWCs)</p>	<p><b>Leadership, Supervision and Monitoring</b></p> <ul style="list-style-type: none"> <li>• Understanding work responsibilities/job description of DPHN, Health Visitor, PHN, MPHW (Female), Multipurpose health Worker (Male), AWWs and ASHA</li> <li>• Roles and responsibilities of Mid -Level Health Care Providers (MLHPs)</li> <li>• Village Health Sanitation and Nutrition Committees (VHSNC) : objectives, composition and roles &amp; responsibilities</li> <li>• Health team management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture,</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Suggested field visits</li> <li>• Field practice</li> </ul>	<ul style="list-style-type: none"> <li>• Report on interaction with MPHWs, HVs., ASHA, AWWs</li> <li>• Participation in training programmes</li> <li>• Essay Type</li> <li>• Short answers</li> </ul>

*Handwritten signatures and initials:*  
 HSE Bawod  
 & [Signature]  
 [Signature]

			<ul style="list-style-type: none"> <li>• <i>Review</i>: Leadership &amp; supervision-concepts, principles &amp; methods</li> <li>• Leadership in health: leadership approaches in healthcare setting, taking control of health of community and organizing health camps, village clinics</li> <li>• Training, Supportive supervision and monitoring-concepts, principles and process Eg. performance of frontline health workers</li> <li>• <b>Financial Management and Accounting &amp; Computing at Health Centers (SC)</b> <ul style="list-style-type: none"> <li>○ Activities for which funds are received</li> <li>○ Accounting and book keeping requirements-accounting principles &amp; policies, book of accounts to be maintained, basic accounting entries, accounting process, payments &amp; expenditure, fixed asset, SOE reporting format, utilization certificate (UC) reporting</li> <li>○ Preparing a budget</li> <li>○ Audit</li> </ul> </li> <li><b>Records &amp; Reports:</b> <ul style="list-style-type: none"> <li>• <b>Concepts of records and reports</b>-importance, legal implications, purposes, use of records, principles of record writing, filing of records</li> <li>• <b>Types of records</b>-community related records, registers, guidelines for maintaining</li> <li>• <b>Report writing</b>-purposes, documentation of activities, types of reports</li> </ul> </li> </ul>		
--	--	--	---	--	--


 A series of handwritten signatures and initials in black ink, including a signature that appears to be 'Zawod' and other illegible marks.

			<ul style="list-style-type: none"> <li>• <b>Medical Records Department-</b> functions, filing and retention of medical records</li> <li>• <b>Electronic Medical Records (EMR)-</b> capabilities and components of EMR, electronic health record (EHR), levels of automation, attributes, benefits and disadvantages of EHR</li> <li>• <b>Nurses' responsibility in record keeping and reporting</b></li> </ul>		
VII	4 hours	Demonstrate initiative in preparing themselves and the community for disaster preparedness and management	<b>Disaster Management</b> <ul style="list-style-type: none"> <li>• Disaster types and magnitude</li> <li>• Disaster preparedness</li> <li>• Emergency preparedness</li> <li>• Common problems during disasters and methods to overcome</li> <li>• Basic disaster supplies kit</li> <li>• Disaster response including emergency relief measures and Life saving techniques</li> <li>• Use disaster management module</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture, Discussion, Demonstration, Role play</li> <li>• Suggested field visits, and field practice</li> <li>• Mock drills</li> <li>• Refer-Disaster module (NDMA) National Disaster /INC – Reaching out in emergencies</li> </ul>	•
VIII	3 hours	Describe the importance of bio-medical waste management, its process and management	<b>Bio-Medical Waste Management</b> <ul style="list-style-type: none"> <li>• Waste collection, segregation, transportation and management in the community</li> <li>• Waste management in health center/clinics</li> <li>• Bio-medical waste management guidelines – 2016, 2018 (Review)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Field visit to waste management site</li> </ul>	• Field visit report
IX	3 hours	Explain the roles and functions of various national and international health agencies	<b>Health agencies International</b> <ul style="list-style-type: none"> <li>• WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, European Commission, Red cross, USAID, UNESCO,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Field visits</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>



			<p>ILO, CAR, CIDA, JHPIEGO, any other</p> <ul style="list-style-type: none"><li>• <b>National:</b> Indian Red cross, Indian Council for Child Welfare, Family Planning Association of India, Tuberculosis Association of India, Central Social Welfare Board, All India Women's Conference, Blind Association of India, any other</li></ul> <p><b>Voluntary Health Association of India(VHA)</b></p>		
--	--	--	--	--	--



*Bascof* & *and*  
*IA*

**COMMUNITY HEALTH NURSING II**

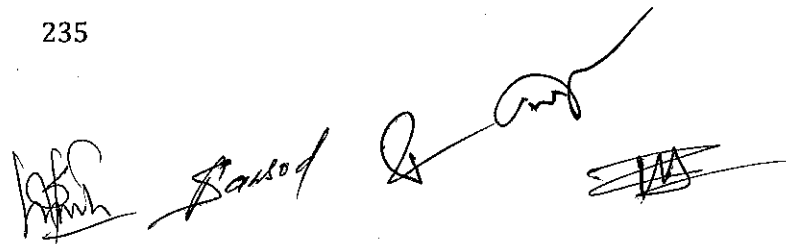
**CLINICAL POSTINGS**

**2 Weeks x 40 hrs/week**

**Total hours: 80 hours**

CLINICAL AREA	DURATION IN WEEKS	LEARNING OUTCOMES	PROCEDURAL COMPETENCIES/ CLINICAL SKILLS	CLINICAL REQUIREMENTS	ASSESSMENT METHODS
Urban	1 week	<ul style="list-style-type: none"> <li>Participate in community diagnosis -data management</li> </ul>	<ul style="list-style-type: none"> <li>Participation in Community diagnosis-data management</li> </ul>	<ul style="list-style-type: none"> <li>Group project: Community diagnosis-data management</li> </ul>	<ul style="list-style-type: none"> <li>Assignment evaluation</li> <li>Field visit report</li> <li>Clinical performance assessment</li> <li>OSCE during posting</li> <li>Final clinical examination (University)</li> </ul>
Rural	1 Week	<ul style="list-style-type: none"> <li>Screen, diagnose, manage and refer clients with occupational health problem</li> <li>Screen, diagnose, manage and refer clients who are mentally unhealthy</li> <li>Screen, assess and manage elderly with health problems and refer appropriately</li> <li>Participate in health centre activities</li> <li>Organize and conduct clinics/health camps in the community</li> <li>Prepare for disaster preparedness and management</li> </ul>	<ul style="list-style-type: none"> <li>Screening, diagnosing, management and referral of clients with occupational health problems</li> <li>Mental health screening</li> <li>Health assessment of elderly</li> <li>Writing health center activity report</li> <li>Organizing and conducting clinics/camp</li> <li>Participation in disaster mock drills</li> </ul>	<ul style="list-style-type: none"> <li>Screening, diagnosing, management and referral of clients with occupational health problems-1</li> <li>Mental health screening survey- 1</li> <li>Health assessment (Physical &amp; nutritional) of elderly- 1</li> <li>write report on health center activities- 1</li> <li>Organizing and conducting:                             <ul style="list-style-type: none"> <li>Antenatal/underfive clinic/Health camp- 1</li> </ul> </li> <li>Participation in disaster mock drills</li> <li>Field visit to bio-medical waste management site</li> <li>Visit to AYUSH clinic</li> </ul>	

**Reference:** Modules used in Certificate programme for community Health for nurses (Bridge Programme)



## MIDWIFERY / OBSTETRIC AND GYNECOLOGY NURSING- II

PLACEMENT: VII SEMESTER

THEORY : 4 Credits (80

hours)

Skill lab : 1 Credit (40 hours)

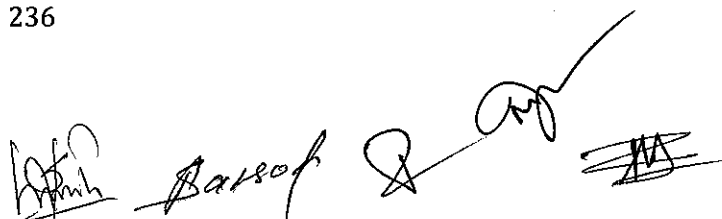
Clinical : 7 Credits (560 hours)

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

### COMPETENCIES

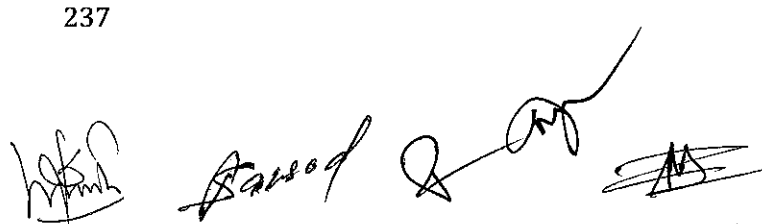
On completion of the course, the students will be able to:

1. Describe the assessment, initial management, referral and respectful maternity care of women with high risk pregnancy.
2. Demonstrate competency in identifying deviation from normal pregnancy.
3. Describe the assessment, initial management, referral and nursing care of women with high risk labour.
4. Assist in the conduction of abnormal vaginal deliveries and caesarean section.
5. Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions.
6. Demonstrate competency in the initial management of complications during the postnatal conditions.
7. Demonstrate competency in providing care for high risk newborn.
8. Apply nursing process in caring for high risk women and their families.
9. Describe the assessment and management of women with gynecological disorders.
10. Demonstrate skills in performing and assisting in specific gynecological procedures.
11. Counsel and care for couples with infertility
12. Describe artificial reproductive technology
13. Describe the drugs used in obstetrics and gynecology
14. Demonstrate skills in implementing various government programs related to MNCH care.
15. Identify the role of a midwife in vital statistics and health information management
16. Recognize the importance of family welfare programme and describe the methods of contraception and role of nurse in family welfare

The bottom of the page features several handwritten signatures and initials in black ink. From left to right, there is a signature that appears to be 'Ravi', a signature that appears to be 'Bansal', a large stylized initial 'Q', a signature that appears to be 'Raj', and a signature that appears to be 'AS'.

## COURSE OUTLINE

UNIT	TIME	LEARNING OUTCOMES	CONTENT	TEACHING/LEARNING ACTIVITIES	ASSESSMENT METHODS
I	T-20 L-10 C-120	Describe the assessment, initial management, and referral of women with abnormal/problems during pregnancy  Support women with complicated pregnancy and facilitate safe and positive birthing outcome	<p><b>Recognition and Management of problems during Pregnancy</b></p> <ul style="list-style-type: none"> <li>• Assessment of high-risk pregnancy</li> <li>• <b>Problems/complications of pregnancy</b> <ul style="list-style-type: none"> <li>○ Hyper-emesis gravidarum,</li> <li>○ Bleeding in early pregnancy: abortion, ectopic pregnancy, vesicular mole</li> <li>○ Bleeding in late pregnancy placenta previa, abruption placenta, trauma</li> <li>○ Medical conditions complicating pregnancy: Anemia, PIH, GDM, cardiac disease, pulmonary disease, thyrotoxicosis, STDs, HIV, Rh incompatibility</li> <li>○ Infections in pregnancy - urinary tract infection, bacterial, viral, protozoal, fungal</li> <li>○ Surgical conditions complicating pregnancy: appendicitis, acute abdomen</li> <li>○ Hydramnios</li> <li>○ Multiple pregnancy</li> <li>○ Abnormalities of placenta and cord</li> <li>○ Intra uterine growth</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Video &amp; films</li> <li>• Scan reports</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Drug presentation</li> <li>• Health talk</li> <li>• Simulation</li> <li>• Role play</li> <li>• Supervised Clinical practice</li> <li>• <b>SBA module</b></li> <li>• WHO midwifery toolkit</li> <li>• GoI guideline – screening for hypothyroidism, screening for syphilis, deworming during pregnancy, diagnosis and management of GDM</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with checklist</li> <li>• OSCE</li> </ul>



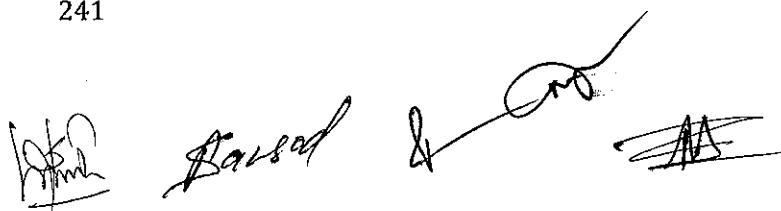
			<p>restriction</p> <ul style="list-style-type: none"> <li>○ Intra uterine fetal death</li> <li>○ Gynaecological conditions complicating pregnancy</li> <li>○ Mental health issues during pregnancy</li> <li>○ Adolescent pregnancy, elderly primi, grand multiparity</li> <li>○ Management and care of conditions as per the protocol</li> <li>○ Policy for the referral services</li> <li>○ Drugs used in management of high-risk pregnancies</li> <li>○ Maintenance of records and reports</li> </ul>		
<b>II</b>	T - 20 L - 15 C - 120	Identify, provide initial management and refer women with problems during labour within the scope of midwifery practice.	<p><b>Recognition of deviations from the normal and management during labour</b></p> <ul style="list-style-type: none"> <li>• Preterm labour: Prevention and management of preterm labour;(Use of antenatal corticosteroids in preterm labour)</li> <li>• Premature rupture of membranes</li> <li>• Malposition's and abnormal presentations (breech, brow, face, shoulder)</li> <li>• Contracted Pelvis, Cephalo Pelvic Disproportion (CPD)</li> <li>• Disorders of uterine action- Prolonged labour, Precipitate labour,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Case discussion/ presentation</li> <li>• Simulation</li> <li>• Role play</li> <li>• Drug presentation</li> <li>• Supervised Clinical practice</li> <li>• SBA module</li> <li>• WHO midwifery toolkit</li> <li>• GoI guidelines-use of uterotonics during labour</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with checklist</li> <li>• OSCE</li> </ul>

*[Handwritten signatures and initials]*

			<p>Dysfunctional labour</p> <ul style="list-style-type: none"> <li>• Complications of third stage: Retained placenta, Injuries to birth canal, Postpartum hemorrhage (<b>bimanual compression of the uterus, aortic compression, uterine balloon tamponade</b>)</li> <li>• Obstetric emergencies- Ruptured uterus, Obstetrical shock, Amniotic fluid embolism, Foetal distress, Cord prolapse, Shoulder dystocia, Uterine inversion, Vasa previa</li> <li>• Episiotomy and suturing</li> <li>• Obstetric procedures- Forceps delivery, Vacuum delivery, Version</li> <li>• Manual removal of the placenta</li> <li>• Induction of labour- Medical &amp; surgical</li> <li>• Caesarean section: indications and preparation</li> <li>• Nursing management of women undergoing Obstetrical operations and procedures</li> <li>• Drugs used in management of abnormal labour</li> <li>• Anesthesia and analgesia in obstetrics</li> </ul>		
III	T-10 L-5 C-80	Describe the assessment, initial management, referral and nursing care of women with	<p><b>Recognition and Management of postnatal problems</b></p> <ul style="list-style-type: none"> <li>• Physical examination, identification of deviation from normal</li> <li>• Puerperal complications</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Case discussion/ presentation</li> <li>• Drug presentation</li> <li>• Supervised Clinical practice</li> <li>• GoI guidance note</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Simulation</li> <li>• Short answers</li> <li>• OSC</li> </ul>

		abnormal postnatal conditions.	<p>and its management</p> <ul style="list-style-type: none"> <li>○ Puerperal pyrexia</li> <li>○ Puerperal sepsis</li> <li>○ Urinary complications</li> <li>○ Secondary Postpartum hemorrhage</li> <li>○ Vulval hematoma</li> <li>○ Breast engorgement including mastitis/breast abscess, feeding problem</li> <li>○ Thrombophlebitis</li> <li>○ DVT</li> <li>○ Uterine sub involution</li> <li>○ Vesico vaginal fistula (VVF), Recto vaginal fistula (RVF)</li> <li>○ Postpartum blues / psychosis</li> </ul> <ul style="list-style-type: none"> <li>● Drugs used in abnormal puerperium</li> <li>● Policy about referral</li> </ul>	on prevention and management of PPH	E
IV	T - 7 L - 5 C - 40	Describe high risk neonates and their nursing management	<p><b>Assessment and management of High-risk newborn (Review)</b></p> <ul style="list-style-type: none"> <li>● Models of newborn care in India – NBCC; SNCUs</li> <li>● Screening of high-risk newborn</li> <li>● Protocols, levels of neonatal care, infection control</li> <li>● Prematurity, Postmaturity</li> <li>● Low birth weight <ul style="list-style-type: none"> <li>○ Kangaroo Mother Care</li> </ul> </li> <li>● Birth asphyxia / Hypoxic encephalopathy</li> <li>● Neonatal sepsis</li> <li>● Hypothermia</li> <li>● Respiratory distress</li> <li>● Jaundice</li> <li>● Neonatal infections</li> <li>● High fever</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Discussion</li> <li>● Demonstration</li> <li>● Simulation</li> <li>● Case discussion/ presentation</li> <li>● Drug presentation</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>● OSCE</li> </ul>

			<ul style="list-style-type: none"> <li>• Convulsions</li> <li>• Neonatal tetanus</li> <li>• Congenital anomalies</li> <li>• Baby of HIV positive mothers</li> <li>• Baby of Rh negative mothers</li> <li>• Birth injuries</li> <li>• SIDS (Sudden Infant Death Syndrome) prevention, Compassionate care</li> <li>• Calculation of fluid requirements, EBM / formula feeds / tube feeding</li> <li>• Home based newborn care program - community facility integration in newborn care</li> <li>• Decision making about management and referral</li> <li>• Integrated Management of Neonatal Childhood Illnesses (IMNCI)</li> <li>• Bereavement counseling</li> <li>• Drugs used for high risk newborns</li> <li>• Maintenance of records and reports</li> </ul>		
V	T - 15 L - 5 C - 120	Describe the assessment and management of women with gynecological disorders.	<b>Assessment and management of women with gynecological disorders</b> <ul style="list-style-type: none"> <li>• Gynecological assessment - History and Physical assessment</li> <li>• Breast Self- Examination</li> <li>• Congenital abnormalities of female reproductive system</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Case discussion/ presentation</li> <li>• Drug presentation</li> <li>• Videos, films</li> <li>• Simulated practice</li> <li>• Supervised Clinical</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> </ul>



			<ul style="list-style-type: none"> <li>• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and management of disorder of female reproductive system <ul style="list-style-type: none"> <li>○ Menstrual abnormalities</li> <li>○ Abnormal uterine bleed</li> <li>○ Pelvic inflammatory disease</li> <li>○ Infections of the reproductive tract</li> <li>○ Uterine displacement</li> <li>○ Endometriosis</li> <li>○ Uterine and cervical fibroids and polyps</li> <li>○ Tumors – uterine, cervical, ovarian, vaginal, vulval</li> <li>○ Cysts – ovarian, vulval</li> <li>○ Cystocele, urethrocele, rectocele</li> <li>○ Genitor-urinary fistulas</li> <li>○ Breast disorders – infections, deformities, cysts, tumors</li> <li>○ HPV vaccination</li> <li>○ Disorders of Puberty and menopause</li> <li>○ Hormonal replacement therapy</li> </ul> </li> <li>• Assessment and management of couples with infertility <ul style="list-style-type: none"> <li>○ Infertility – definition, causes</li> <li>○ Counseling the infertile couple</li> <li>○ Investigations – male and female</li> <li>○ Artificial reproductive technology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>practice</li> <li>• Visit to infertility clinic and ART centers</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> </ul>
--	--	--	---	---	--

Handwritten signature and initials in the bottom right corner of the page.

			<ul style="list-style-type: none"> <li>○ Surrogacy, sperm and ovum donation, cryopreservation</li> <li>• Adoption – counselling, procedures</li> <li>• Injuries and Trauma; Sexual violence</li> <li>• Drugs used in treatment of gynaecological disorders</li> </ul>		
VI	T- 8 C- 80	Describe family planning and the national programs related to family welfare, MNCH+A care	<p><b>Family planning and family welfare programs</b></p> <ul style="list-style-type: none"> <li>• <i>Review:</i> Vital indicators - Maternal mortality ratio, Infant Mortality Rate, Neonatal Mortality Rate, perinatal mortality rate, fertility rates</li> <li>• Maternal death audit</li> <li>• National health Mission</li> <li>• National programs related to maternal newborn child health and adolescent services</li> <li>• <b>Family welfare services</b> <ul style="list-style-type: none"> <li>○ Planned Parenthood</li> <li>○ Impact of early / frequent childbearing</li> <li>○ Comprehensive range of family planning methods- Action, effectiveness, advantages, disadvantages, myths, misconception and medical eligibility criteria (MEC) for use of various family planning methods</li> <li>○ Emergency contraceptives</li> <li>○ Family planning Counseling using Balanced Counseling</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Supervised practice</li> <li>• Field visits</li> <li>• GoI guidelines – injectable contraceptives, oral contraceptives, male and female sterilization</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Field visit reports</li> </ul>

			<p>Strategy (BCS)</p> <ul style="list-style-type: none"> <li>○ Importance of follow up and recommended timing</li> <li>○ Unintended or mistimed pregnancy</li> <li>○ Post abortion counseling</li> <li>● Recent trends and research in contraception</li> </ul>		
--	--	--	---	--	--

**(Skill lab & Clinical)**

**PLACEMENT: VII SEMESTER**

Total Hours: 600hrs  
Skill Lab – 40 (1 credit)  
Clinical - 560 (7 credits)

**Practice Competencies:**

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

1. Identify and refer antenatal mothers with complications
2. Conduct labour and delivery
3. Demonstrate skills in resuscitating the newborn
4. Assist and manage complications during labour
5. Assist in the conduction of abnormal vaginal deliveries and caesarean section.
6. Identify postnatal and neonatal complications and refer them
7. Provide care for high risk antenatal, intranatal and postnatal mothers and their families using nursing process approach
8. Provide care for high risk newborn
9. Assist in advanced clinical procedures in midwifery
10. Provide family welfare services
11. Provide care for women during their non childbearing period.
12. Provide post abortion care
13. Demonstrate IUCD insertion and removal
14. Participate in national family welfare programs
15. Assess women with gynecological disorders
16. Demonstrate skills in performing and assisting in specific gynecological procedures
17. Counsel and care for couples with infertility

Handwritten signatures and initials at the bottom of the page, including a large signature on the left, a signature in the middle, and several initials on the right.

**I. SKILL LAB:**

**Procedures/ Skills for demonstration and return demonstration:**

- 1) Antenatal assessment and identification of complications
- 2) Counselling antenatal women – complication readiness
- 3) PV examination
- 4) Plotting and interpretation of partograph
- 5) Preparation for delivery – setting up labour room, articles, equipment
- 6) Mechanism of labour – normal and abnormal
- 7) Conduction of delivery with essential newborn care
- 8) Active management of third stage of labour
- 9) Placental examination
- 10) Newborn resuscitation
- 11) Monitoring during fourth stage of labour
- 12) Postnatal assessment
- 13) Newborn assessment
- 14) Kangaroo mother care
- 15) Management of complications during pregnancy / labour /post partum  
(case studies / simulated scenarios)
- 16) Administration of Magnesium sulphate
- 17) Starting and maintaining an oxytocin drip
- 18) Management of PPH - Bimanual compression of uterus
- 19) Management of PPH –Balloon tamponade
- 20) Family planning counselling.
- 21) PPIUCD insertion
- 22) Instruments used in obstetrics and gynecology
- 23) Visual inspection of cervix with acetic acid
- 24) Cervical biopsy
- 25) Breast examination

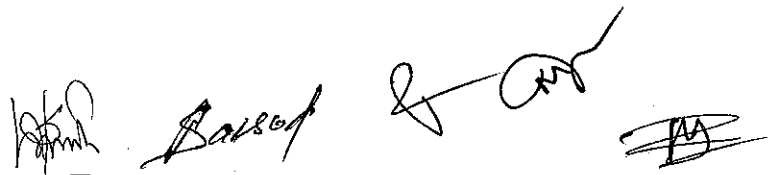
**CLINICAL POSTINGS 14 weeks x 40 hours/week**

CLINICAL AREAS	DURATION IN WEEKS	LEARNING OUTCOMES	PROCEDURAL COMPETENCIES/ CLINICAL SKILLS	CLINICAL REQUIREMENTS	ASSESSMENT METHODS
Antenatal OPD including infertility clinics / Reproductive medicine,	2 weeks	Perform antenatal assessment and identify complications during antenatal period  Perform laboratory tests for antenatal	<ul style="list-style-type: none"> <li>• Pregnancy confirmation test</li> <li>• History collection</li> <li>• Physical examination</li> <li>• Obstetric examination</li> <li>• Urine testing</li> <li>• Blood testing for</li> </ul>	<ul style="list-style-type: none"> <li>• Antenatal palpation</li> <li>• Health talk</li> <li>• Case study</li> </ul>	<ul style="list-style-type: none"> <li>• Simulation</li> <li>• Case presentation</li> </ul>

<p>Family welfare and post-partum clinic / PTCT Centre</p> <p>Antenatal ward</p>	<p>2 weeks</p>	<p>women</p> <p>Perform and assist in selected advanced antenatal diagnostic procedures</p> <p>Provide antenatal care for women with complications of pregnancy</p> <p>Counsel antenatal mothers</p>	<p>Hemoglobin</p> <ul style="list-style-type: none"> <li>• Blood test for malaria</li> <li>• Blood test for grouping and typing</li> <li>• Kick chart, DFMC</li> <li>• Assist in NST/CTG/USG</li> <li>• Care of mothers with complications in pregnancy</li> <li>• Antenatal counselling</li> <li>• Antenatal interventions</li> <li>• Preparation for childbirth</li> <li>• Birth preparedness and complication readiness</li> </ul>		
<p>Postnatal Ward</p>	<p>2 wks</p>	<p>Perform postnatal assessment and identification of postnatal complications</p> <p>Provide post abortion care and postnatal counselling</p> <p>Provide postnatal care</p>	<ul style="list-style-type: none"> <li>• Postnatal history collection and physical examination</li> <li>• Identify postnatal complications</li> <li>• Post abortion care</li> <li>• Post abortion counselling</li> <li>• Care of postnatal mothers – normal, caesarean section</li> <li>• Care of normal newborn</li> <li>• Lactation management</li> <li>• Postnatal</li> </ul>	<ul style="list-style-type: none"> <li>• Health talk</li> <li>• Antenatal assessment</li> <li>• Postnatal assessment</li> <li>• Newborn assessment</li> <li>• Case studies</li> <li>• Case presentation</li> <li>• IUCD insertion and removal</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Assignment</li> <li>• Case study,</li> <li>• Case presentation</li> <li>• Simulation</li> <li>• Vignettes</li> </ul>

*[Handwritten signatures and initials]*

		Provide family welfare services	<ul style="list-style-type: none"> <li>counselling</li> <li>Health teaching on postnatal and newborn care</li> <li>Family welfare counselling</li> </ul>		
Labour room	4 weeks	<p>Conduction of normal deliveries</p> <p>Conduct / assist in abnormal deliveries</p> <p>Monitor labour using partograph</p> <p>Identify and manage complications during labour</p>	<ul style="list-style-type: none"> <li>Assessment of woman in labour</li> <li>Partograph</li> <li>Pervaginal examination if indicated</li> <li>Obstetric examination</li> <li>Care during first stage of labour</li> <li>Pain management techniques</li> <li>Positions in labour</li> <li>Preparation for labour – articles, physical, psychological</li> <li>Conduction of normal delivery</li> <li>Essential newborn care</li> <li>Newborn resuscitation</li> <li>Active management of third stage of labour</li> <li>Monitoring and care during fourth stage of labour</li> <li>Identification and management of prolonged labour, cervical dystocia, CPD, contracted pelvis</li> <li>Assist in the management of abnormal deliveries – posterior position, breech deliveries,</li> </ul>	<ul style="list-style-type: none"> <li>Partograph recording</li> <li>Pain management during labour</li> <li>Conduction of delivery</li> <li>Assisting in abnormal deliveries</li> <li>Managing complication during labour</li> <li>Case study</li> <li>Case presentation</li> </ul>	<ul style="list-style-type: none"> <li>Assignment</li> <li>Case study</li> <li>Case presentation</li> </ul>



			<p>twin deliveries, vacuum extraction, forceps delivery, shoulder dystocia</p> <ul style="list-style-type: none"> <li>• Assist in cervical encirculation procedures, D&amp;C, D&amp;E</li> <li>• Management of trauma to the birth canal, retained placenta, post partum hemorrhage, uterine atony</li> <li>• Management of obstetric shock</li> </ul>		
Neonatal Intensive Care Unit	2 weeks	<p>Perform assessment of newborn and identify complications/congenital anomalies</p> <p>Perform neonatal resuscitation</p> <p>Care of high risk newborn</p> <p>Provide care for newborns in ventilator, incubator etc</p> <p>Assist / perform special neonatal procedures</p>	<ul style="list-style-type: none"> <li>• Neonatal assessment – identification of complication, congenital anomalies.</li> <li>• Observation of newborn</li> <li>• Neonatal resuscitation</li> <li>• Phototherapy and management of jaundice in newborn</li> <li>• Assist in Exchange transfusion</li> <li>• Care of baby in incubator, ventilator, warmer.</li> <li>• Infection control in the nursery</li> <li>• Neonatal medications</li> <li>• Neonatal feeding</li> </ul>	<ul style="list-style-type: none"> <li>• Case study</li> <li>• Case presentation</li> <li>• Assignments</li> <li>• Simulated practice</li> </ul>	<ul style="list-style-type: none"> <li>• Case presentation</li> <li>• Care study</li> <li>• Care plan</li> <li>• Simulation, Vignettes</li> </ul>

*Handwritten signatures and notes:*  
 [Signature] Based [Signature] [Signature]

			<ul style="list-style-type: none"> <li>- spoon and katori, paladai, NG tube</li> <li>• Starting IV line for newborn, drug calculation</li> <li>• Assist in advanced neonatal procedures</li> </ul>		
obstetric / Gynae operation theatre	1 week	Assist in gynecological and obstetric surgeries	<ul style="list-style-type: none"> <li>• Observe / Assist in caesarean section</li> <li>• Management of retained placenta</li> <li>• Gynecological surgeries</li> <li>• Hysterectomy</li> <li>• Uterine rupture.</li> </ul>	<ul style="list-style-type: none"> <li>• Assisting in obstetric and gynecological surgery</li> </ul> Tray set-up	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Tray set-up for obstetric and gynecological surgeries</li> </ul>
Gynecology ward	2 weeks	Care for women with gynecological disorders	<ul style="list-style-type: none"> <li>• Care of women with gynecological conditions</li> <li>• Vaginal douche application</li> <li>• Health education</li> </ul>	<ul style="list-style-type: none"> <li>• Care plan</li> </ul>	<ul style="list-style-type: none"> <li>• Case presentation</li> <li>• Simulation</li> <li>• Vignettes</li> </ul>

A collection of handwritten signatures and initials, including a large signature on the left, a signature with an arrow pointing to the right, and a signature on the right.

<p>CHC, PHC, SC / Community midwifery</p>	<p>1 week</p>	<p>Provide MNCH+A care in the community</p> <p>Provide midwifery care for women in the community</p> <p>Implement family welfare programs</p>	<ul style="list-style-type: none"> <li>• Conduction of antenatal and postnatal clinics</li> <li>• Conduction of other special clinics and camps – Tubectomy, vasectomy</li> <li>• Tracking every pregnancy – RCH number</li> <li>• Maintaining vital statistics</li> <li>• Care of antenatal and postnatal mother at home</li> <li>• Newborn care at home</li> <li>• Identification of complication and referral</li> <li>• Follow up of mothers and newborns</li> <li>• Micro birth planning</li> <li>• Conduction of family welfare clinics</li> <li>• Distribution of contraceptives</li> <li>• Community health education</li> </ul>	<ul style="list-style-type: none"> <li>• Reports</li> <li>• Record maintenance</li> <li>• Conducting special clinics</li> <li>• Health talk</li> <li>• Home visit</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Report submission</li> </ul>
---	---------------	---	--	--	---

*Handwritten signature*  
*8/4/26*

*Handwritten signature*  
~~*Handwritten signature*~~