



### **CRITERIA 1.1.3**

Different UG And PG Programme, Sample of Courses With Highlight On Ethics / Gender / Human Values / Environment And Sustainability Aspects Is Presented.

#### **Programme: B.Sc. Nursing**

1. ETHICS



2. GENDER



3. HUMAN VALUES



4. ENVIRONMENT AND SUSTAINIBILITY





# NETAJI SUBHAS UNIVERSITY

## DEPARTMENT OF NURSING

COURSES HAVING FOCUS ON PROFESSIONAL ETHICS(PE), GENDER (G), HUMAN VALUES (HV) AND ENVIRONMENT & SUSTAINABILITY (ES) CATEGORIES

Sr. No.	SEMESTER	Course Code	Name of Course	PE	G	HV	ES
1	SEMESTER I	ENGL 101	Communicative English			✓	
2		ANAT105	Applied Anatomy			✓	
3		PHYS110	Applied Physiology			✓	
4		SOCI 115	Applied Sociology			✓	
5		PSYC120	Applied Psychology			✓	
6		N-NF(I)125	Nursing Foundation I including FirstAid module	✓			
7	SEMESTER II	BIOC135	Applied Biochemistry			✓	
8		NUTR140	Applied Nutrition and Dietetics			✓	✓
9		N-NF(II)125	Nursing Foundation II including Health Assessment module	✓			
10		HNIT 145	Health/Nursing Informatics & Technology				✓
11	SEMESTER III	MICR201	Applied Microbiology and Infection Control including Safety				✓
12		PHAR(I)205	Pharmacology I	✓			
13		PATH(I)210	Pathology I			✓	
14		N AHN(I)215	Adult Health Nursing I with integrated pathophysiology including BCLS module			✓	
15	SEMESTER IV	PHAR(II)205	Pharmacology II including Fundamentals of prescribing module	✓			
16		PATH(II)210	Pathology II and Genetics			✓	
17		N- AHN(II)225	Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing+ Palliative care module			✓	

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18		PROF230	Professionalism, Professional Values and Ethics including bioethics	✓			
19	SEMESTER V	N-CHN(I)301	Child Health Nursing I including Essential Newborn Care (ENBC), FBNC, IMNCI and PLS, modules			✓	
20		N-MHN(I)305	Mental Health Nursing I	✓		✓	
21		N-COMH(I) 310	Community Health Nursing I including Environmental Science & Epidemiology			✓	✓
22		EDUC315	Educational Technology/Nursing Education			✓	
23		N-FORN320	Introduction to Forensic Nursing and Indian laws	✓	✓		
24		N-CHN(II) 301	Child Health Nursing II			✓	
25	SEMESTER VI	N-MHN(II) 305	Mental Health Nursing II	✓		✓	
26		NMLE330	Nursing Management & Leadership	✓			
27		N-MIDW(I)/OBGN 335	Midwifery/Obstetrics and Gynaecology(OBG) Nursing I including SBA module	✓	✓		
28		N-COMH(II) 401	Community Health Nursing II			✓	✓
29	SEMESTER VII	NRST 405	Nursing Research & Statistics			✓	
30		N-MIDW(II)/OBGN 410	Midwifery/Obstetrics and Gynaecology(OBG) Nursing II including Safe delivery app module	✓	✓		
31		INTE 415	Community Health Nursing II			✓	✓
32	SEMESTER VIII	INTE 420	Adult Health Nursing			✓	
33		INTE 425	Child Health Nursing II			✓	
34		INTE 430	Mental Health Nursing II	✓			
35		INTE 435	Midwifery	✓	✓		

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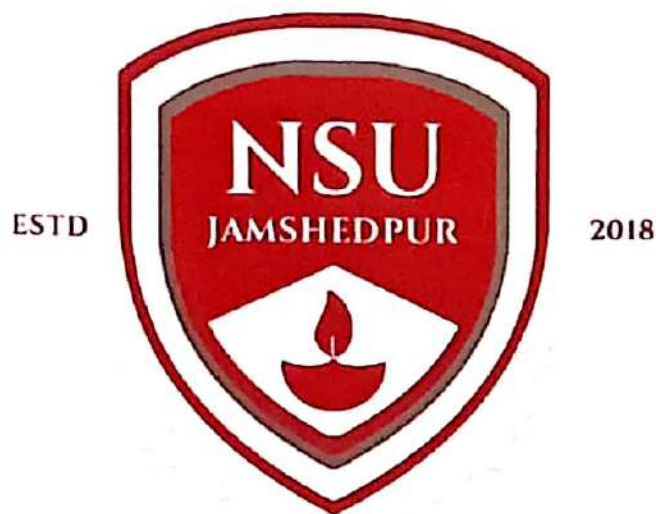
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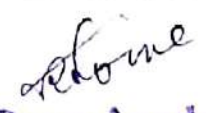
## B.SC NURSING SYLLABUS

As per

(INDIAN NURSING COUNCIL)

  
  
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Department of Nursing  
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### Program outcome (POs):

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

### Program Specific outcome (PSOs):

<b>PSO 1</b>	provide comprehensive nursing care to individuals, families, and communities in various healthcare settings.
<b>PSO 2</b>	use evidence-based practice to make informed decisions in clinical care.
<b>PSO 3</b>	applying knowledge in health promotion, disease prevention, and health education.
<b>PSO 4</b>	assume leadership and management roles in healthcare settings.
<b>PSO 5</b>	effective communication with patients, families, and healthcare teams.
<b>PSO 6</b>	demonstrate a high level of ethical practice and professional behavior in nursing care.
<b>PSO 7</b>	develop cultural competence to provide care that is respectful of and tailored to diverse populations.
<b>PSO 8</b>	contribute to the nursing profession through research and apply evidence-based practices in clinical settings.
<b>PSO 9</b>	engage in lifelong learning to stay updated with advancements in nursing practice and healthcare.
<b>PSO 10</b>	use of technology in healthcare settings.

# 1<sup>st</sup> SEMESTER

## Name of the Course : COMMUNICATIVE ENGLISH

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

## Course Objective :

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

## Syllabus :

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3 (T)	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>

<b>II</b>	5 (T)	Describe concepts and principles of Language (English) use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, spelling, pause and silence	<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 – Consonant, Vowel, 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>
<b>III</b>	5 (T)	Demonstrate attentive listening in different hypothetical situations	<b>Attentive Listening</b> <ul style="list-style-type: none"> <li>• <b>Focusing on listening in different situations – announcements, descriptions, narratives, instructions, discussions, demonstrations</b></li> <li>• <b>Reproducing Verbatim</b></li> <li>• <b>Listening to academic talks/ lectures</b></li> <li>• <b>Listening to presentation</b></li> </ul>	<ul style="list-style-type: none"> <li>• Listening to announcements, news, documentaries with tasks based on listening</li> <li>• With multiple choice, Yes/No and fill in the blank activities</li> </ul>	<ul style="list-style-type: none"> <li>• Checking individually against correct answers</li> <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>

<b>IV</b>	9 (T)	Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or other means	<b>Speaking – Effective Conversation</b> <ul style="list-style-type: none"> <li>• <b>Conversation situations – informal, formal and neutral</b></li> <li>• <b>Factors influencing way of speaking – setting, topic, social relationship, attitude and language</b></li> <li>• <b>Greetings, introductions, requesting, asking for and giving permission, speaking personally and casual conversations</b></li> <li>• <b>Asking for information, giving instructions and directions</b></li> <li>• <b>Agreeing and disagreeing, giving opinions</b></li> <li>• <b>Describing people, places, events and things, narrating, reporting &amp; reaching conclusions</b></li> <li>• <b>Evaluating and comparing</b></li> <li>• <b>Complaints and suggestions</b></li> <li>• <b>Telephone conversations</b></li> <li>• <b>Delivering presentations</b></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>• Classroom conversation</li> <li>• Scenario based learning tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Individual and group/peer assessment through live speaking tests</li> <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>
<b>V</b>	5 (T)	Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes	<ul style="list-style-type: none"> <li>• <b>Reading</b></li> <li>• <b>Reading strategies, reading notes and messages</b></li> <li>• <b>Reading relevant articles and news items</b></li> <li>• <b>Vocabulary for everyday activities, abbreviations and medical vocabulary</b></li> <li>• <b>Understanding visuals, graphs, figures and notes on instructions</b></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> </ul>	<ul style="list-style-type: none"> <li>• Reading/ summarizing/ justifying answers orally</li> <li>• Patient document</li> <li>• Doctor's prescription of care</li> <li>• Journal/news</li> </ul>



# Name of the Course : APPLIED ANATOMY

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

## Course objective

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.

## Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	8 (T)	<p>Define the terms relative to the anatomical position</p> <p>Describe the anatomical planes</p> <p>Define and describe the terms used to describe movements</p> <p>Organization of human body and structure of cell, tissues membranes and glands</p> <p>Describe the types of cartilage</p>	<p><b>Introduction to anatomical terms and organization of the human body</b></p> <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, pronation, plantar flexion, dorsal flexion and circumduction)</li> <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>• Use of models</li> <li>• Video demonstration</li> <li>• Use of microscopic slides</li> <li>• Lecture cum Discussion</li> <li>• Video/Slides</li> <li>• Anatomical Torso</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• MCQ</li> <li>• Short answer</li> </ul>

		Compare and contrast the features of skeletal, smooth and cardiac muscle			
<b>II</b>	6 (T)	Describe the structure of respiratory system  Identify the muscles of respiration and examine their contribution to the mechanism of breathing	<b>The Respiratory system</b> <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</li> <li>• Objective type</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	6 (T)	Describe the structure of digestive system	<b>The Digestive system</b> <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>
IV	6 (T)	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 (T)	Identify the major endocrine glands and describe the structure of endocrine Glands	<b>The Endocrine system</b> <ul style="list-style-type: none"> <li>• Structure of Hypothalamus, Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Models/charts</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
VI	4 (T)	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	10 (T)	<p>Describe anatomical position and structure of bones and joints</p> <p>Identify major bones that make up the axial and appendicular skeleton</p> <p>Classify the joints</p> <p>Identify the application and implications in nursing</p> <p>Describe the structure of muscle</p>	<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>	<ul style="list-style-type: none"> <li>• Review – discussion</li> <li>• Lecture</li> <li>• Discussions</li> <li>• Explain using charts, skeleton and loose bones and torso</li> <li>• Identifying muscles involved in nursing procedures in lab</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Apply the knowledge in performing nursing procedures/skills	<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, biceps, triceps, respiratory, abdominal, pelvic floor, pelvic floor muscles, gluteal muscles and vastus lateralis</li> <li>• Major muscles involved in nursing procedures</li> </ul>		
VIII	5 (T)	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> <li>• Models/charts</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short answer</li> </ul>
IX	5 (T)	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> <li>• Models/charts</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short answer</li> </ul>
X	6 (T)	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</li> <li>• 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>

## Name of the Course: APPLIED PHYSIOLOGY

**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.

### Course objective:

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.

## Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	4 (T)	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>Short answer</li> </ul>
II	6 (T)	Describe the physiology and mechanism of respiration  Identify the muscles of respiration and examine their contribution to the mechanism of breathing	<b>Respiratory system</b> <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, dyspnea, periodic breathing</li> <li>Respiratory changes during exercise</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	8 (T)	Describe the functions of digestive system	<b>Digestive system</b> <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>Application and implications 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>Essay</li> <li>Short answer</li> <li>MCQ</li> </ul>
IV	6 (T)	Explain the functions of the	<b>Circulatory and Lymphatic system</b> <ul style="list-style-type: none"> <li>Functions of heart, conduction system,</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		heart, and physiology of circulation	cardiac cycle, Stroke volume and cardiac output <ul style="list-style-type: none"> <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</li> <li>Normal value and variations</li> <li>Cardiovascular homeostasis in exercise and posture</li> <li>Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Video/Slides</li> </ul>	<ul style="list-style-type: none"> <li>MCQ</li> </ul>
V	5 (T)	Describe the composition and functions of blood	<b>Blood</b> <ul style="list-style-type: none"> <li>Blood – Functions, Physical characteristics</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 reticuloendothelial 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	5 (T)	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	4 (T)	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	6 (T)	Describe the functions of	<b>Musculoskeletal system</b>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Structured essay</li> </ul>



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		bones, joints, various types of muscles, its special properties and nerves supplying them	<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>• Discussion</li> <li>• Video presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• MCQ</li> </ul>
<b>IX</b>	4 (T)	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>
<b>X</b>	4 (T)	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>
<b>XI</b>	8 (T)	Describe the functions of brain, physiology of nerve stimulus, reflexes, cranial and spinal nerves	<ul style="list-style-type: none"> <li>• <b>Nervous system</b></li> <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> </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>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <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>		

## Name of the course: APPLIED SOCIOLOGY

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

### Course objective:

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.

### Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	1 (T)	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 answer</li> </ul>
II	15 (T)	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> </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>• Objective type</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <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>		
III	8 (T)	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	8 (T)	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> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Case study report</li> </ul>
V	8 (T)	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> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> </ul>
VI	15 (T)	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> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Observational visit</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Visit report</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Social norms, moral and values</li> <li>• Social disorganization – definition, causes, Control and planning</li> <li>• Major social problems – poverty, housing, food supplies, illiteracy, prostitution, dowry, Child labour, child abuse, delinquency, crime, substance abuse, HIV/AIDS, COVID-19</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 programs in India</li> </ul>		
<b>VII</b>	5 (T)	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>

## Name of the course: APPLIED PSYCHOLOGY

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

### Course objective:

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

## Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
<b>I</b>	2 (T)	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>
<b>II</b>	4 (T)	Describe biology of human behaviour	<b>Biological basis of behavior –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</li> <li>• Short answer</li> </ul>
<b>III</b>	5 (T)	Describe mentally healthy person and defense 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> <li>• Dealing with ego</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</li> <li>• Short answer</li> <li>• Objective type</li> </ul>
<b>IV</b>	7 (T)	Describe psychology of people in different age groups and role of nurse	<b>Developmental psychology</b> <ul style="list-style-type: none"> <li>• Physical, psychosocial and cognitive development across life span – Prenatal through early childhood, middle to late childhood through adolescence, early and mid-adulthood, late adulthood, death and dying</li> <li>• Role of nurse in supporting normal growth and development across the life span</li> <li>• Psychological needs of various groups in health and sickness – Infancy, childhood, adolescence, adulthood and older adult</li> <li>• Introduction to child psychology and role of nurse in meeting the psychological needs of</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>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			children <ul style="list-style-type: none"> <li>• Psychology of vulnerable individuals – challenged, women, sick etc.</li> <li>• Role of nurse with vulnerable groups</li> </ul>		
V	4 (T)	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>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay and short answer</li> <li>• Objective type</li> </ul>
VI	16 (T)	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> <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>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay and short answer</li> <li>• Objective type</li> </ul>
VII	6 (T)	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> </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</li> <li>• Objective type</li> </ul>



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <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>		
<b>VIII</b>	4 (T)	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</li> <li>• Assessment of practice</li> </ul>
<b>IX</b>	10 (T)	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>• <b>Interpersonal Relationships (IPR):</b> Definition, Types, and Purposes, Interpersonal skills, Barriers, Strategies to overcome barriers</li> <li>• Survival strategies – managing time, coping stress, resilience, work – life balance</li> <li>• Applying soft skill to workplace and society – Presentation skills, social etiquette, telephone etiquette, motivational skills, teamwork etc.</li> <li>• Use of soft skill in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Role play</li> <li>• Refer/Complete Soft skills module</li> </ul>	<ul style="list-style-type: none"> <li>• Essay and short answer</li> </ul>
<b>X</b>	2 (T)	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 answer</li> <li>• Objective type</li> </ul>

# Name of the course : NURSING FOUNDATION - I (including First Aid module)

**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.

## Course objective:

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

## Syllabus :

Unit	Time (Hrs)	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 answer</li><li>• Objective type</li></ul>
II	5 (T)	Describe the levels of illness prevention and care, health care services	<b>Health Care Delivery Systems – Introduction of Basic Concepts &amp; Meanings</b> <ul style="list-style-type: none"><li>• Levels of Illness Prevention – Primary (Health Promotion), Secondary and Tertiary</li><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</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 answer</li><li>• Objective type</li></ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<p>Functions</p> <ul style="list-style-type: none"> <li>Health care teams in hospitals – members and their role</li> </ul>		
<b>III</b>	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>
<b>IV</b>	8 (T) 3 (SL)	<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 members</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/non-therapeutic 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 and communication with vulnerable groups (children, women, physically and mentally challenged and elderly)</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 answer</li> <li>Objective type</li> </ul>
<b>V</b>	4 (T) 2 (SL)	<p>Describe the purposes, types and techniques of recording and reporting</p> <p>Maintain records and reports accurately</p>	<p><b>Documentation and Reporting</b></p> <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> </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 answer</li> <li>Objective type</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <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>		
VI	15 (T) 20 (SL)	<p>Describe principles and techniques of monitoring and maintaining vital signs</p> <p>Assess and record vital signs accurately</p>	<p><b>Vital signs</b></p> <ul style="list-style-type: none"> <li>Guidelines for taking vital signs</li> <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> <li>Fever/Pyrexia – Definition, Causes, Stages, Types</li> </ul> </li> <li>Nursing Management <ul style="list-style-type: none"> <li>Hot and Cold applications</li> </ul> </li> <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 affecting BP</li> <li>Assessment of BP – sites, equipment and technique, Common Errors in BP Assessment</li> <li>Alterations in Blood Pressure</li> </ul> </li> <li>Documenting Vital Signs</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 answer</li> <li>Objective type</li> <li>Document the given values of temperature, pulse, and respiration in the graphic sheet</li> <li>OSCE</li> </ul>
VII	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>		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
VIII	10 (T) 3 (SL)	Describe the basic principles and techniques of infection control and biomedical waste management	<b>Introduction to Infection Control in Clinical setting Infection</b> <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> <b>Introductory concept of Asepsis – Medical &amp; Surgical asepsis</b> <p><i>Precautions</i></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><i>Biomedical Waste management</i></p> <ul style="list-style-type: none"> <li>• Types of hospital waste, waste segregation and hazards – Introduction</li> </ul>	<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>• Video presentation on medical &amp; surgical asepsis</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> </ul>
IX	15 (T) 15 (SL)	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 including latest beds, purposes &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 – pain scales and narcotic scales</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 answer</li> <li>• Objective type</li> <li>• OSCE</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>○ Pharmacological and Non-pharmacological pain relieving measures – Use of narcotics, TENS devices, PCA</li> <li>○ Invasive techniques of pain management</li> <li>○ Any other newer measures</li> <li>○ CAM (Complementary &amp; Alternative healing Modalities)</li> </ul>		
<b>X</b>	5 (T) 3 (SL)	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> <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> <li>○ Other Safety Devices – Side rails, Grab bars, Ambu alarms, non-skid slippers etc.</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 answer</li> <li>• Objective type</li> </ul>
<b>XI</b>	6 (T) 2 (SL)	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> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> </ul>
<b>XII</b>	8 (T) 10 (SL)	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> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective</li> </ul>



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <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</li> <li>Moving</li> <li>Lifting</li> <li>Transferring</li> <li>Walking</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>	Re-demonstration	type <ul style="list-style-type: none"> <li>OSCE</li> </ul>
<b>XIII</b>	4 (T) 2 (SL)	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 answer</li> <li>Objective type</li> </ul>
<b>XIV</b>	20 (T) 20 (SL)	Explain and apply principles of First Aid during emergencies	<b>First Aid*</b> <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</li> <li>National Disaster Management Authority (NDMA) / Indian Red Cross Society (IRCS) First Aid module</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> <li>OSCE</li> </ul>

# IIND SEMESTER

## Name of the course: APPLIED BIOCHEMISTRY

**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.

## Course objective:

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.

## Syllabus

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	8 (T)	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 and 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</li><li>• Explain using charts and slides</li><li>• Demonstration of laboratory tests</li></ul>	<ul style="list-style-type: none"><li>• Essay</li><li>• Short answer</li><li>• Very short answer</li></ul>

<b>II</b>	8 (T)	Explain the metabolism of lipids and its alterations	<b>Lipids</b> <ul style="list-style-type: none"> <li>• Fatty acids – Definition, classification</li> <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>• Lecture cum Discussion</li> <li>• Explain using charts and slides</li> <li>• Demonstration of laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> </ul>
<b>III</b>	9 (T)	Explain the metabolism of amino acids and proteins  Identify alterations in disease conditions	<b>Proteins</b> <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 globulinemia</li> <li>• Principle of electrophoresis, normal &amp; abnormal electrophoretic patterns (in</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Explain using charts, models and slides</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> </ul>

Unit		Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
				brief)		
IV		4 (T)	Explain clinical enzymology in various disease conditions	<b>Clinical Enzymology</b> <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 and slides</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> </ul>
V		3 (T)	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 and slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very short answer</li> </ul>
VI		2 (T)	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>• Explain using charts and slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very short answer</li> </ul>
VII		3 (T)	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 and slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very short answer</li> </ul>
VIII		3 (T)	Illustrate the immunochemistry	<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 and slides</li> <li>• Demonstration of laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very short answer</li> </ul>

# Name of the course: APPLIED NUTRITION AND DIETETICS

**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.

## Course objective:

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.

## Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
<b>I</b>	2 (T)	Define nutrition and its relationship to Health	<b>Introduction to Nutrition</b> <i>Concepts</i> <ul style="list-style-type: none"> <li>• Definition of Nutrition &amp; Health</li> <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> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Macro &amp; Micronutrients</li> <li>• Organic &amp; Inorganic</li> <li>• Energy Yielding &amp; Non-Energy Yielding</li> </ul> <i>Food</i> <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 answer</li> <li>• Very short answer</li> </ul>
<b>II</b>	3 (T)	Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates  Explain BMR and factors affecting BMR	<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> <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>• 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 answer</li> <li>• Very short answer</li> </ul>
<b>III</b>	3 (T)	Describe the classification, Functions, sources	<b>Proteins</b> <ul style="list-style-type: none"> <li>• Composition</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>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		and RDA of proteins.	<ul style="list-style-type: none"> <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>• Models</li> <li>• Display of food items</li> </ul>	answer
IV	2 (T)	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 answer</li> <li>• Very short answer</li> </ul>
V	3 (T)	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 <ul style="list-style-type: none"> <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> </ul> </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 answer</li> <li>• Very short answer</li> </ul>
VI	3 (T)	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 answer</li> <li>• Very short answer</li> </ul>
VII	7 (T) 8 (L)	Describe and plan balanced diet for different age groups, pregnancy, and lactation	<b>Balanced diet</b> <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> <b>Nutrition across life cycle</b> <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 –</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Meal planning</li> <li>• Lab session on <ul style="list-style-type: none"> <li>○ Preparation of balanced diet for different categories</li> <li>○ Low cost nutritious dishes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very short answer</li> </ul>



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Children, adolescents and elderly <ul style="list-style-type: none"> <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>		
<b>VIII</b>	6 (T)	Classify and describe the common nutritional deficiency disorders and identify nurses' role in assessment, management and prevention	<b>Nutritional deficiency disorders</b> <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 and 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/Slides</li> <li>• Models</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> </ul>
<b>IX</b>	4 (T) 7 (L)	Principles of diets in various diseases	<b>Therapeutic diets</b> <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>
<b>X</b>	3 (T)	Describe the rules and preservation of nutrients	<b>Cookery rules and preservation of nutrients</b> <ul style="list-style-type: none"> <li>• Cooking – 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 answer</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
<b>XI</b>	4 (T)	Explain the methods of 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>
<b>XII</b>	3 (T)	Describe nutritional problems in India and nutritional programs	<b>National Nutritional Programs 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 programs</i> – Vitamin A Supplementation, Anemia Mukh Bharat Program, Integrated Child Development Services (ICDS), Mid-day Meal Scheme (MDMS), National Iodine Deficiency Disorders Control Program (NIDDCP), Weekly Iron Folic Acid Supplementation (WIFS) and others as introduced</li> <li>Role of nurse in every program</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>
<b>XIII</b>	2 (T)	Discuss the importance of food hygiene and food safety  Explain the Acts related to food safety	<b>Food safety</b> <ul style="list-style-type: none"> <li>Definition, Food safety considerations &amp; measures</li> <li>Food safety regulatory measures in India – Relevant Acts</li> <li>Five keys to safer food</li> <li>Food storage, food handling and cooking</li> <li>General principles of food storage of food items (ex. milk, meat)</li> <li>Role of food handlers in food borne diseases</li> <li>Essential steps in safe cooking practices</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading on related acts</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Short answer</li> </ul>

## **Name of the course : NURSING FOUNDATION - II (including Health Assessment Module)**

**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.

### **Course objective:**

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

## Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
<b>I</b>	20 (T) 20 (SL)	Describe the purpose and process of health assessment and perform assessment under supervised clinical practice	<b>Health Assessment</b> <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 answer</li> <li>• Objective type</li> <li>• OSCE</li> </ul>
<b>II</b>	13 (T) 8 (SL)	Describe assessment, planning, implementation and evaluation of nursing care using Nursing process	<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</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 answer</li> <li>• Objective type</li> <li>• Evaluation of care plan</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		approach	<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> <li>▪ Difference between medical and nursing diagnosis</li> </ul> </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 (SL)	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>• <i>Review</i>: special diets – Solid, Liquid, Soft</li> <li>• <i>Review</i> on therapeutic diets</li> <li>• Care of patient with Dysphagia,</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 answer</li> <li>• Objective type</li> <li>• Evaluation of nutritional assessment &amp; diet planning</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Anorexia, Nausea, Vomiting <ul style="list-style-type: none"> <li>Meeting Nutritional needs: Principles, equipment, procedure, indications               <ul style="list-style-type: none"> <li>Oral</li> <li>Enteral: Nasogastric/ Orogastric</li> <li>Introduction to other enteral feeds – types, indications, Gastrostomy, Jejunostomy</li> <li>Parenteral – TPN (Total Parenteral Nutrition)</li> </ul> </li> </ul>		
IV	5 (T) 15 (SL)	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 answer</li> <li>Objective type</li> <li>OSCE</li> </ul>
V	10 (T) 10 (SL)	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: assessment, types, equipment, procedures and special considerations</li> <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> </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 answer</li> <li>Objective type</li> <li>OSCE</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<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>		
<b>VI</b>	3 (T) 4 (SL)	<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 answer</li> <li>Objective type</li> </ul>
<b>VII</b>	11 (T) 10 (SL)	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</li> <li>Conditions affecting               <ul style="list-style-type: none"> <li>Airway</li> <li>Movement of air</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 answer</li> <li>Objective type</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>○ Diffusion</li> <li>○ Oxygen transport</li> <li>● Alterations in oxygenation</li> <li>● Nursing interventions to promote oxygenation: assessment, types, equipment used &amp; procedure</li> <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> <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>		
<b>VIII</b>	5 (T) 10 (SL)	Describe the concept of fluid, electrolyte balance	<b>Fluid, Electrolyte, and Acid –Base Balances</b> <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)</li> <li>○ Acid-base imbalances               <ul style="list-style-type: none"> <li>▪ Metabolic – acidosis &amp; alkalosis</li> <li>▪ Respiratory – acidosis &amp; alkalosis</li> </ul> </li> <li>○ Intravenous therapy</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 answer</li> <li>● Objective type</li> <li>● Problem solving – calculations</li> </ul>



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <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>		
<b>IX</b>	20 (T) 22 (SL)	<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, Intradermal: 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               <ul style="list-style-type: none"> <li>Care of equipment: decontamination and disposal of syringes, needles,</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 answer</li> <li>Objective type</li> <li>OSCE</li> </ul>

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
<b>XI</b>	4 (T) 6 (SL)	Explain loss, death and grief	<b>Care of Terminally ill, death and dying</b> <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> <li>Factors influencing Loss &amp; Grief Responses</li> <li>Theories of Grief &amp; Loss – Kubler Ross</li> <li>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</li> <li>Autopsy</li> <li>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>Lecture</li> <li>Discussion</li> <li>Case discussions</li> <li>Death care/last office</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> </ul>
			<b>PSYCHOSOCIAL NEEDS (A-D)</b>		
<b>XII</b>	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 answer</li> <li>Objective type</li> </ul>
<b>XIII</b>	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> </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 answer</li> <li>Objective type</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>Prevention of STIs, unwanted pregnancy, avoiding sexual harassment and abuse</li> <li>Dealing with inappropriate sexual behavior</li> </ul>		
<b>XIV</b>	2 (T) 4 (SL)	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> <li>Manifestation of stress – Physical &amp; psychological</li> <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>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> </ul>
<b>XV</b>	6 (T)	<p>Explain culture and cultural norms</p> <p>Integrate cultural differences and spiritual needs in providing care to patients under supervision</p>	<b>D. Concepts of Cultural Diversity and Spirituality</b> <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 answer</li> <li>Objective type</li> </ul>
<b>XVI</b>	6 (T)	Explain the significance of nursing theories	<b>Nursing Theories: Introduction</b> <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 answer</li> <li>Objective type</li> </ul>

## Name of the course : HEALTH/NURSING INFORMATICS AND TECHNOLOGY

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

### Course objective:

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

### Syllabus:

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P/L				
I	10	15	Describe the importance of computer and technology in patient care and nursing practice	<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</li> <li>• 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 answer</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>		
II	4	5	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</li> <li>• 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 answer</li> <li>• Objective type questions</li> <li>• Assessment of report</li> </ul>

<b>III</b>	3	5	Describe the concepts of information system in health  Demonstrate the use of health information system in hospital setting	<u><b>Information Systems in Healthcare</b></u> <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</li> <li>• 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 answer</li> <li>• Objective type</li> </ul>
<b>IV</b>	4	4	Explain the use of electronic health records in nursing practice  Describe the latest trend in electronic health records standards and interoperability	<u><b>Shared Care &amp; Electronic Health Records</b></u> <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</li> <li>• 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> </ul>	(T) <ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> </ul> (P) <ul style="list-style-type: none"> <li>• Assessment of skills using checklist</li> </ul>

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P/L				
					<ul style="list-style-type: none"> <li>Prepare a report on current EHR standards in Indian setting</li> </ul>	
V	3		Describe the advantages and limitations of health informatics in maintaining patient safety and risk management	<b><u>Patient Safety &amp; Clinical Risk</u></b> <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>Lecture</li> <li>Discussion</li> </ul>	(T) <ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> </ul>
VI	3	6	Explain the importance of knowledge management  Describe the standardized languages used in health informatics	<b><u>Clinical Knowledge &amp; Decision Making</u></b> <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>	(T) <ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> </ul>
VII	3		Explain the use of information and communication technology in patient care  Explain the application of public health informatics	<b><u>eHealth: Patients and the Internet</u></b> <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 answer</li> <li>Objective type</li> <li>Practical exam</li> </ul>
VIII	3	5	Describe the functions of nursing information system  Explain the use of healthcare data in management of health care organization	<b><u>Using Information in Healthcare Management</u></b> <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 health-care 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>	(T) <ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> </ul>
IX	4		Describe the ethical and legal issues in healthcare informatics  Explains the ethical and legal issues	<b><u>Information Law &amp; Governance in Clinical Practice</u></b> <ul style="list-style-type: none"> <li>Ethical-legal issues pertaining to healthcare information in contemporary clinical practice</li> <li>Ethical-legal issues related to</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Case discussion</li> <li>Role play</li> </ul>	(T) <ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> </ul>

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P/L				
			related to nursing informatics	digital health applied to nursing		
<b>X</b>	3		Explain the relevance of evidence-based practices in providing quality healthcare	<b><u>Healthcare Quality &amp; Evidence Based Practice</u></b> <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>	(T) <ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> </ul>

## Name of the course: APPLIED MICROBIOLOGY AND INFECTION CONTROL INCLUDING SAFETY

**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.

### Course objective:

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**.

### Syllabus:

Unit	Time (Hrs)		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</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, enrichment, selective and differential media. Pure culture techniques – tube dilution, pour, spread, streak plate. Anaerobic cultivation of bacteria</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>
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	<b>Immunity</b>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective</li> </ul>

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			immunity, hyper sensitivity and immunization	<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>• Discussion</li> <li>• Demonstration</li> <li>• Visit to observe vaccine storage</li> <li>• Clinical practice</li> </ul>	type <ul style="list-style-type: none"> <li>• Visit report</li> </ul>

## SECTION B: INFECTION CONTROL & SAFETY

**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.

### Syllabus:

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
<b>I</b>	2	2 (E)	Summarize the evidence based and effective patient care practices for the prevention of common healthcare associated infections in the healthcare	<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</li> </ul> </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</li> <li>• MCQ</li> <li>• Short answer</li> </ul>
Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			setting	Associated events (VAE) <ul style="list-style-type: none"> <li>- Prevention of Central Line Associated Blood Stream Infection (CLABSI)</li> </ul> <ul style="list-style-type: none"> <li>• Surveillance of HAI – Infection control team &amp; Infection control committee</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> <li>OSCE</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 sterilization</li> <li>Environment cleaning</li> <li>Equipment Cleaning</li> <li>Guides on use of disinfectants</li> <li>Spaulding's principle</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Experiential learning through visit</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective type</li> </ul>
V	1		Illustrate on what, when, how, why specimens are collected to optimize the diagnosis for treatment and management.	<b>Specimen Collection (Review)</b> <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</li> <li>Quiz</li> <li>Performance assessment</li> <li>Checklist</li> </ul>
VI	2	2 (E)	Explain on Bio Medical waste management & laundry management	<b>BMW (Bio Medical Waste Management)</b> <i>Laundry management process and infection control and prevention</i> <ul style="list-style-type: none"> <li>Waste management process and infection prevention</li> <li>Staff precautions</li> <li>Laundry management</li> </ul> Country ordinance and BMW National guidelines 2017: Segregation of wastes, Colour coded waste containers, waste collection & storage, Packaging & labeling, Transportation	<ul style="list-style-type: none"> <li>Discussion</li> <li>Demonstration</li> <li>Experiential learning through</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge assessment by short answers, objective type</li> <li>Performance</li> </ul>

<b>VII</b>	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>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Written assignment –Recent AMR (Antimicrobial resistance) guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of assignment</li> </ul>
<b>VII</b>	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>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Written assignment –Recent AMR (Antimicrobial resistance) guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of assignment</li> </ul>
<b>VIII</b>	3	5 (L/E)	<p>Enlist the patient safety indicators followed in a health care organization and the role of nurse in the patient safety audit process</p> <p>Captures and analyzes incidents and events for quality improvement</p>	<p><b>Patient Safety Indicators</b></p> <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> <p><b>Incidents and adverse Events</b></p> <ul style="list-style-type: none"> <li>• Capturing of incidents</li> <li>• RCA (Root Cause Analysis)</li> <li>• CAPA (Corrective and Preventive Action)</li> <li>• Report writing</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>• Performance assessment</li> <li>• Checklist/ OSCE</li> <li>• Knowledge assessment</li> <li>• Short answer</li> </ul>

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
					<ul style="list-style-type: none"> <li>• Role play</li> <li>• Inquiry Based Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type</li> </ul>
<b>IX</b>	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>
<b>X</b>	2	3 (L/E)	Enumerate the various safety protocols and its applications	<b>Safety protocol</b> <ul style="list-style-type: none"> <li>• 5S (Sort, Set in order, Shine, Standardize, Sustain)</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 (Hazardous Materials) safety               <ul style="list-style-type: none"> <li>- Types of spill</li> <li>- Spillage management</li> <li>- MSDS (Material Safety Data Sheets)</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>
<b>XI</b>	2		Explain importance of employee safety	<b>Employee Safety Indicators</b> <ul style="list-style-type: none"> <li>• Vaccination</li> <li>• Needle stick injuries (NSI)</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,</li> </ul>

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
	T	P				
			indicators  Identify risk of occupational hazards, prevention and post exposure prophylaxis.	prevention <ul style="list-style-type: none"> <li>• Fall prevention</li> <li>• Radiation safety</li> <li>• Annual health check</li> </ul> <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 and post exposure prophylaxis</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture method</li> <li>• Journal review</li> </ul>	objective type <ul style="list-style-type: none"> <li>• Short answer</li> </ul>

## III RD SEMESTER

### Name of the Course: PHARMACOLOGY – I

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

### Course objective:

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

### Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods

<b>I</b>	3 (T)	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 Calculation, Weights and Measures</li> <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 <ul style="list-style-type: none"> <li>• Rational Use of Drugs</li> <li>• Principles of Therapeutics</li> </ul> </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 type</li> <li>• Assessment of assignments</li> </ul>
<b>II</b>	1 (T)	Describe antiseptics, and disinfectant & nurse's responsibilities	<b>Pharmacology of commonly used antiseptics and disinfectants</b> <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 (T)	Describe drugs acting on gastro-intestinal system & nurse's responsibilities	<b>Drugs acting on G.I. system</b> <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>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
IV	2 (T)	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 (T)	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 anticholinergic</li> <li>Adrenergic Drugs for CHF &amp; vasodilators</li> <li>Antianginals</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 (T)	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, vitamin 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>



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
VII	1 (T)	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 (T)	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>Antileprosy drugs</li> <li>Antimalarials</li> <li>Antiretroviral drugs</li> <li>Antiviral agents</li> <li>Anthelmintics, Antiscabies 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>

## Name of the course :PATHOLOGY – I

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

### Course objective:

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

## Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	8 (T)	<p>Define the common terms used in pathology</p> <p>Identify the deviations from normal to abnormal structure and functions of body system</p>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Importance of the study of pathology</li> <li>• Definition of terms in pathology</li> <li>• Cell injury: Etiology, pathogenesis of reversible and irreversible cell injury, Necrosis, Gangrene</li> <li>• Cellular adaptations: Atrophy, Hypertrophy, Hyperplasia, Metaplasia, Dysplasia, Apoptosis</li> <li>• Inflammation: <ul style="list-style-type: none"> <li>○ Acute inflammation (Vascular and Cellular events, systemic effects of acute inflammation)</li> <li>○ Chronic inflammation (Granulomatous inflammation, systemic effects of chronic inflammation)</li> </ul> </li> <li>• Wound healing</li> <li>• Neoplasia: Nomenclature, Normal and Cancer cell, Benign and malignant tumors, Carcinoma in situ, Tumor metastasis: general mechanism, routes of spread and examples of each route</li> <li>• Circulatory disturbances: Thrombosis, embolism, shock</li> <li>• Disturbance of body fluids and electrolytes: Edema, Transudates and Exudates</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using slides</li> <li>• Explain with clinical scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
II	5 (T)	<p>Explain pathological changes in disease conditions of various systems</p>	<p><b>Special Pathology</b></p> <p><b>Pathological changes in disease conditions of selected systems:</b></p> <p><b>1. Respiratory system</b></p> <ul style="list-style-type: none"> <li>• Pulmonary infections: Pneumonia, Lung abscess, pulmonary tuberculosis</li> <li>• Chronic Obstructive Pulmonary Disease: Chronic bronchitis, Emphysema, Bronchial Asthma, Bronchiectasis</li> <li>• Tumors of Lungs</li> </ul> <p><b>2. Cardio-vascular system</b></p> <ul style="list-style-type: none"> <li>• Atherosclerosis</li> <li>• Ischemia and Infarction.</li> <li>• Rheumatic Heart Disease</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using slides, X-rays and scans</li> <li>• Visit to pathology lab, endoscopy unit and OT</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Infective endocarditis</li> </ul> <b>3. Gastrointestinal tract</b> <ul style="list-style-type: none"> <li>• Peptic ulcer disease (Gastric and Duodenal ulcer)</li> <li>• Gastritis-H Pylori infection</li> <li>• Oral mucosa: Oral Leukoplakia, Squamous cell carcinoma</li> <li>• Esophageal cancer</li> <li>• Gastric cancer</li> <li>• Intestinal: Typhoid ulcer, Inflammatory Bowel Disease (Crohn's disease and Ulcerative colitis), Colorectal cancer</li> </ul> <b>4. Liver, Gall Bladder and Pancreas</b> <ul style="list-style-type: none"> <li>• Liver: Hepatitis, Amoebic Liver abscess, Cirrhosis of Liver</li> <li>• Gall bladder: Cholecystitis.</li> <li>• Pancreas: Pancreatitis</li> <li>• Tumors of liver, Gall bladder and Pancreas</li> </ul> <b>5. Skeletal system</b> <ul style="list-style-type: none"> <li>• Bone: Bone healing, Osteoporosis, Osteomyelitis, Tumors</li> <li>• Joints: Arthritis - Rheumatoid arthritis and Osteoarthritis</li> </ul> <b>6. Endocrine system</b> <ul style="list-style-type: none"> <li>• Diabetes Mellitus</li> <li>• Goitre</li> <li>• Carcinoma thyroid</li> </ul>		
III	7 (T)	Describe various laboratory tests in assessment and monitoring of disease conditions	<b>Hematological tests for the diagnosis of blood disorders</b> <ul style="list-style-type: none"> <li>• Blood tests: Hemoglobin, White cell and platelet counts, PCV, ESR</li> <li>• Coagulation tests: Bleeding time (BT), Prothrombin time (PT), Activated Partial Prothrombin Time (APTT)</li> <li>• Blood chemistry</li> <li>• Blood bank: <ul style="list-style-type: none"> <li>○ Blood grouping and cross matching</li> <li>○ Blood components</li> <li>○ Plasmapheresis</li> <li>○ Transfusion reactions</li> </ul> </li> </ul> <p><b>Note:</b> Few lab hours can be planned for observation and visits (Less than 1 credit, lab hours are not specified separately)</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Visit to clinical lab, biochemistry lab and blood bank</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>

## Name of the course: ADULT HEALTH NURSING - I WITH INTEGRATED PATHOPHYSIOLOGY (including BCLS module)

**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.

### Course objective:

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

### Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	6 (T) 4 (L/SL)	Narrate the evolution of medical surgical nursing  Apply nursing process in caring for patients with medical surgical problems  Execute the role of a nurse in various medical surgical setting  Develop skills in assessment and care of wound	<b>Introduction</b> <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> </ul> </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>• Short Answer</li> <li>• OSCE</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Develop competency in providing pre and postoperative care	<ul style="list-style-type: none"> <li>○ Wound care and dressing technique</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>		
<b>II</b>	15 (T) 4 (L/SL)	<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>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><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 common surgical procedures</li> <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>	<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>
<b>III</b>	6 (T) 4 (L/SL)	<p>Identify the signs and symptoms of shock and electrolyte imbalances</p> <p>Develop skills in managing fluid and electrolyte imbalances</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>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Perform pain assessment and plans for the nursing management			
IV	18 (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> <li>Cyst and tumors</li> <li>Chest Injuries</li> <li>Acute respiratory distress syndrome</li> <li>Pulmonary embolism</li> </ul> </li> <li>Health behaviours to prevent respiratory illness</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>
V	16 (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><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> </ul> </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>Short answer</li> <li>Quiz</li> <li>OSCE</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Demonstrate skill in different feeding techniques	<ul style="list-style-type: none"> <li>○ Liver: inflammation, cysts, abscess, cirrhosis, portal hypertension, hepatic failure, tumors</li> <li>○ Gall bladder: inflammation, Cholelithiasis, tumors</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>		
<b>VI</b>	20 (T) 5 (L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing 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>Complete BLS/BCLS module</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-vascular system</li> <li>• Nursing Assessment: History and Physical assessment</li> <li>• Invasive &amp; non-invasive cardiac procedures</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, corpulmonale, pulmonary edema, cardiogenic shock, cardiac tamponade</li> <li>• Cardiopulmonary arrest</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture, discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case Discussion</li> <li>• Health education</li> <li>• Drug Book/ presentation</li> <li>• <b>Completion of BCLS Module</b></li> </ul>	<ul style="list-style-type: none"> <li>• Care plan</li> <li>• Drug record</li> <li>• BLS/ BCLS evaluation</li> </ul>
<b>VII</b>	7 (T) 3 (L)	<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><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</li> <li>• Nursing assessment: history, physical assessment &amp; Diagnostic tests</li> <li>• Anemia, Polycythemia</li> <li>• Bleeding Disorders: clotting factor defects and platelets defects, thalassemia, leukemia, leukopenia,</li> </ul>	<ul style="list-style-type: none"> <li>• Field visit to blood bank</li> <li>• Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Interpretation of blood reports</li> <li>• Visit report</li> </ul>

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



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>Demonstrate skill in musculoskeletal assessment</p> <p>Prepare patient for radiological and non-radiological 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>contusion, amputation</p> <ul style="list-style-type: none"> <li>• Musculoskeletal infections and tumors: Osteomyelitis, benign and malignant tumour</li> <li>• Orthopedic modalities: Cast, splint, traction, crutch walking</li> <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>	20 (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>• COVID-19</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> </ul>

# IV TH SEMESTER

## Name of the course :PHARMACOLOGY – II including Fundamentals of Prescribing Module

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

### Course objectives:

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

### Syllabus:

<b>I</b>	4 (T)	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>• Antihistamines</li> <li>• Topical applications for eye (Chloramphenicol, Gentamycin eye drops), ear (Soda glycerin, 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>II</b>	4 (T)	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 alkalizers</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>III</b>	10 (T)	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 <ul style="list-style-type: none"> <li>✓ General (techniques of GA, pre anesthetic medication) &amp; local anesthetics</li> <li>✓ Gases: oxygen, nitrous, oxide, carbon-dioxide &amp; others</li> </ul> </li> </ul> </li> <li>● Hypnotics and sedatives</li> <li>● Skeletal muscle relaxants</li> <li>● Antipsychotics</li> <li>○ Mood stabilizers</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>
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Antidepressants</li> <li>• Antianxiety 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>		
IV	5 (T)	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               <ul style="list-style-type: none"> <li>○ Oral contraceptives and hormone replacement therapy</li> </ul> </li> <li>• Vaginal contraceptives</li> <li>• Drugs for infertility and medical termination of pregnancy               <ul style="list-style-type: none"> <li>○ Uterine stimulants and relaxants</li> </ul> </li> <li>• Composition, actions dosage route indications contraindications, drugs 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	3 (T)	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 K1 supplementation</li> <li>• Oxytocin, Misoprostol</li> <li>• Ergometrine</li> <li>• Methyl prostaglandin F2-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>
VI	10 (T)	Describe drugs used in deaddiction, emergency, poisoning, vitamins & minerals supplementation, drugs used for immunization & immune-suppression & nurse's responsibilities	<b>Miscellaneous</b> <ul style="list-style-type: none"> <li>• Drugs used for deaddiction</li> <li>• Drugs used in CPR and emergency-adrenaline, Chlorpheniramine, hydrocortisone, Dexamethasone</li> <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> </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>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>○ Ipecac</li> <li>○ Antidotes,</li> <li>○ Anti-snake venom (ASV)</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>		
<b>VII</b>	4 (T)	Demonstrate awareness of common drugs used in alternative system of medicine	<b>Introduction to drugs used in alternative systems of medicine</b> <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>
<b>VIII</b>	20 (T)	Demonstrate understanding about fundamental principles of prescribing	<b>Fundamental principles of prescribing</b> <ul style="list-style-type: none"> <li>• Prescriptive role of nurse practitioners: Introduction</li> <li>• Legal and ethical issues related to prescribing</li> <li>• Principles of prescribing</li> <li>• Steps of prescribing</li> <li>• Prescribing competencies</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of module on Fundamental principles of prescribing</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Assignments evaluation</li> </ul>

## Name of the Course :PATHOLOGY - II AND GENETICS

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

### Course objective:

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

## Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
<b>I</b>	5 (T)	Explain pathological changes in disease conditions of various systems	<b>Special Pathology:</b> <b>Pathological changes in disease conditions of selected systems</b> <b>1. Kidneys and Urinary tract</b> <ul style="list-style-type: none"> <li>Glomerulonephritis</li> <li>Pyelonephritis</li> <li>Renal calculi</li> <li>Cystitis</li> <li>Renal Cell Carcinoma</li> <li>Renal Failure (Acute and Chronic)</li> </ul> <b>2. Male genital systems</b> <ul style="list-style-type: none"> <li>Cryptorchidism</li> <li>Testicular atrophy</li> <li>Prostatic hyperplasia</li> <li>Carcinoma penis and Prostate.</li> </ul> <b>3. Female genital system</b> <ul style="list-style-type: none"> <li>Carcinoma cervix</li> <li>Carcinoma of endometrium</li> <li>Uterine fibroids</li> <li>Vesicular mole and Choriocarcinoma</li> <li>Ovarian cyst and tumors</li> </ul> <b>4. Breast</b> <ul style="list-style-type: none"> <li>Fibrocystic changes</li> <li>Fibroadenoma</li> <li>Carcinoma of the Breast</li> </ul> <b>5. Central nervous system</b> <ul style="list-style-type: none"> <li>Meningitis.</li> <li>Encephalitis</li> <li>Stroke</li> </ul> Tumors of CNS	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Explain using slides, X-rays and scans</li> </ul> Visit to pathology lab, endoscopy unit and OT	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective type</li> </ul>
<b>II</b>	5 (T)	Describe the laboratory tests for examination of body cavity fluids, urine and faeces	<b>Clinical Pathology</b> <ul style="list-style-type: none"> <li>Examination of body cavity fluids: <ul style="list-style-type: none"> <li>Methods of collection and examination of CSF and other body cavity fluids (sputum, wound discharge) specimen for various clinical pathology, biochemistry and microbiology tests</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Visit to clinical lab and biochemistry lab</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective type</li> </ul>

			<ul style="list-style-type: none"> <li>• Analysis of semen: <ul style="list-style-type: none"> <li>○ Sperm count, motility and morphology and their importance in infertility</li> </ul> </li> <li>• Urine: <ul style="list-style-type: none"> <li>○ Physical characteristics, Analysis, Culture and Sensitivity</li> </ul> </li> <li>• Faeces: <ul style="list-style-type: none"> <li>○ Characteristics</li> <li>○ Stool examination: Occult blood, Ova, Parasite and Cyst, Reducing substance etc.</li> <li>○ Methods and collection of urine and faeces for various tests</li> </ul> </li> </ul>		
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## GENETICS

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Explain nature, principles and perspectives of heredity	<b>Introduction:</b> <ul style="list-style-type: none"> <li>• Practical application of genetics in nursing</li> <li>• Impact of genetic condition on families</li> <li>• Review of cellular division: mitosis and meiosis</li> <li>• Characteristics and structure of genes</li> <li>• Chromosomes: sex determination</li> <li>• Chromosomal aberrations</li> <li>• Patterns of inheritance</li> <li>• Mendelian theory of inheritance</li> <li>• Multiple allots and blood groups</li> <li>• Sex linked inheritance</li> <li>• Mechanism of inheritance</li> <li>• Errors in transmission (mutation)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>

<b>II</b>	2 (T)	Explain maternal, prenatal and genetic influences on development of defects and diseases	<b>Maternal, prenatal and genetic influences on development of defects and diseases</b> <ul style="list-style-type: none"> <li>• Conditions affecting the mother: genetic and infections</li> <li>• Consanguinity atopy</li> <li>• Prenatal nutrition and food allergies</li> <li>• Maternal age</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Maternal drug therapy</li> <li>• Prenatal testing and diagnosis</li> <li>• Effect of Radiation, drugs and chemicals</li> <li>• Infertility</li> <li>• Spontaneous abortion</li> <li>• Neural Tube Defects and the role of folic acid in lowering the risks</li> <li>• Down syndrome (Trisomy 21)</li> </ul>		
<b>III</b>	2 (T)	Explain the screening methods for genetic defects and diseases in neonates and children	<b>Genetic testing in the neonates and children</b> <ul style="list-style-type: none"> <li>• Screening for <ul style="list-style-type: none"> <li>○ Congenital abnormalities</li> <li>○ Developmental delay</li> <li>○ Dysmorphism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
<b>IV</b>	2 (T)	Identify genetic disorders in adolescents and adults	<b>Genetic conditions of adolescents and adults</b> <ul style="list-style-type: none"> <li>• Cancer genetics: Familial cancer</li> <li>• Inborn errors of metabolism</li> <li>• Blood group alleles and hematological disorder</li> <li>• Genetic haemochromatosis</li> <li>• Huntington's disease</li> <li>• Mental illness</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
<b>V</b>	2 (T)	Describe the role of nurse in genetic services and counselling	<b>Services related to genetics</b> <ul style="list-style-type: none"> <li>• Genetic testing</li> <li>• Gene therapy</li> <li>• Genetic counseling</li> <li>• Legal and Ethical issues</li> <li>• Role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>

## **Name of the subject: ADULT HEALTH NURSING - II WITH INTEGRATED PATHOPHYSIOLOGY including Geriatric Nursing AND PALLIATIVE CARE MODULE**

**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.

### **Course objective:**

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

### **Syllabus:**

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
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<b>I</b>	12 (T) 4 (SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management of patients with ENT disorders	<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) <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 <ul style="list-style-type: none"> <li>• Deafness and its management</li> </ul> </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 answer</li> <li>• Essay</li> <li>• OSCE</li> <li>• Assessment of skill (using checklist) <ul style="list-style-type: none"> <li>• Quiz</li> </ul> </li> <li>• Drug book</li> </ul>
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
II	12 (T) 4 (SL)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of eye</p> <p>Describe eye donation, banking and transplantation</p>	<p><b>Nursing management of patient with disorder of eye</b></p> <ul style="list-style-type: none"> <li>Review of anatomy and 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>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 donation, banking and transplantation</li> </ul>	<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>
III	15 (T) 4 (L/SL)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of Kidney and urinary system disorders</p> <p>Demonstrate skill in genitourinary assessment</p> <p>Prepare patient for genitourinary investigations</p> <p>Prepare and provide health education on prevention of renal calculi</p>	<p><b>Nursing management of patient with Kidney and Urinary problems</b></p> <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 <ul style="list-style-type: none"> <li>Demonstration</li> <li>Case Discussion</li> <li>Health education <ul style="list-style-type: none"> <li>Drug book</li> </ul> </li> </ul> </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	6 (T)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of male reproductive disorders</p>	<p><b>Nursing management of disorders of male reproductive system</b></p> <ul style="list-style-type: none"> <li>Review of Anatomy and physiology of the male reproductive system</li> <li>History, Physical Assessment, Diagnostic tests</li> <li>Infections of testis, penis and adjacent structures: Phimosis, Epididymitis, and</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>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Orchitis <ul style="list-style-type: none"> <li>Sexual dysfunction, infertility, contraception</li> <li>Male Breast Disorders: gynecomastia, tumor, climacteric changes</li> </ul>		
V	10 (T) 4 (SL)	Explain the etiology, pathophysiology, clinical manifestations, types, diagnostic measures and management of patients with disorders of burns/cosmetic surgeries and its significance	<b>Nursing management of patient with burns, reconstructive and cosmetic surgery</b> <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/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with neurological disorders	<b>Nursing management of patient with neurological disorders</b> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of the neurological system</li> <li>History, physical and neurological assessment, diagnostic tests</li> <li>Headache, Head injuries</li> <li>Spinal injuries: Paraplegia, Hemiplegia, Quadriplegia</li> <li>Spinal cord compression: herniation of in vertebral disc</li> <li>Intra cranial and cerebral aneurysms</li> <li>Meningitis, encephalitis, brain, abscess, neuro-cysticercosis</li> <li>Movement disorders: Chorea, Seizures &amp; Epilepsies</li> <li>Cerebrovascular 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> </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 unit,</li> </ul>	<ul style="list-style-type: none"> <li>OSCE</li> <li>Short notes</li> <li>Essay</li> <li>Drug book</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>Rehabilitation of patient with neurological deficit</li> </ul>		
<b>VII</b>	12 (T) 4 (L/SL)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of immunological disorders</p> <p>Prepare and provides health education on prevention of HIV infection and rehabilitation</p> <p>Describe the national infection control programs</p>	<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 and management of HIV/AIDS</li> <li>Role of Nurse; Counseling, Health education and home care consideration and rehabilitation</li> <li>National AIDS Control Program – NACO, various national and international agencies for infection control</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>	
<b>VIII</b>	12 (T) 4 (L/SL)	<p>Explain the etiology, pathophysiology, types, clinical manifestations, staging, diagnostic measures and management of patients with different cancer, treatment modalities including newer treatments</p>	<p><b>Nursing management of patient with Oncological conditions</b></p> <ul style="list-style-type: none"> <li>Structure and characteristics of normal and cancer cells</li> <li>History, physically 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>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>
				<ul style="list-style-type: none"> <li>Completion of palliative care</li> </ul>	

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
				module during clinical hours (20 hours)	
<b>IX</b>	15 (T) 4 (L/SL)	Explain the types, policies, guidelines, prevention and management of disaster and the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with acute emergencies	<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, 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>
<b>X</b>	10 (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 programs for elderly, privileges, community programs and health services</li> <li>• Home and institutional care</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>
<b>XI</b>	15 (T) 8 (L/SL)	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> <ul style="list-style-type: none"> <li>• Principles of critical care nursing</li> <li>• Organization: physical set-up, policies, staffing norms</li> <li>• Protocols, equipment and supplies</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Demonstration on the use of mechanical ventilators, cardiac monitors etc.</li> <li>• Clinical practice in</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type</li> <li>• Short notes</li> <li>• Case presentations</li> <li>• Assessment of skill on monitoring of</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Use and application of critical care biomedical equipment: ventilators, cardiac monitors, defibrillators, infusion pump, Resuscitation equipment and any other</li> <li>• Advanced Cardiac Life support</li> <li>• Nursing management of critically ill patient</li> <li>• Transitional care</li> <li>• Ethical and Legal Aspects</li> <li>• Breaking Bad News to Patients and/or their families: Communication with patient and family</li> <li>• End of life care</li> </ul>	different ICUs	patients in ICU. <ul style="list-style-type: none"> <li>• Written assignment on ethical and legal issues in critical care</li> </ul>
<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> <ul style="list-style-type: none"> <li>• History, physical examination, Diagnostic tests</li> <li>• Occupational diseases and management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Industrial visit</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on industrial health hazards</li> </ul>

## Name of the Course: PROFESSIONALISM, PROFESSIONAL VALUES & ETHICS INCLUDING BIOETHICS

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

### Course objective:

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



## Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 (T)	<p>Discuss nursing as a profession</p> <p>Describe the concepts and attributes of professionalism</p> <p>Identify the challenges of professionalism</p> <p>Maintain respectful communication and relationship with other health team members, patients and society</p> <p>Demonstrate professional conduct</p> <p>Respect and maintain professional boundaries between patients, colleagues and society</p> <p>Describe the roles and responsibilities of regulatory bodies and professional organizations</p>	<p><b>PROFESSIONALISM</b></p> <p><b>Profession</b></p> <ul style="list-style-type: none"> <li>• Definition of profession</li> <li>• Criteria of a profession</li> <li>• Nursing as a profession</li> </ul> <p><b>Professionalism</b></p> <ul style="list-style-type: none"> <li>• Definition and characteristics of professionalism</li> <li>• Concepts, attributes and indicators of professionalism</li> <li>• <i>Challenges of professionalism</i> <ul style="list-style-type: none"> <li>○ Personal identity vs professional identity</li> <li>○ Preservation of self-integrity: threat to integrity, Deceiving patient: withholding information and falsifying records</li> <li>○ Communication &amp; Relationship with team members: Respectful and open communication and relationship pertaining to relevant interests for ethical decision making</li> <li>○ Relationship with patients and society</li> </ul> </li> </ul> <p><b>Professional Conduct</b></p> <ul style="list-style-type: none"> <li>• Following ethical principles</li> <li>• Adhering to policies, rules and regulation of the institutions</li> <li>• Professional etiquettes and behaviours</li> <li>• Professional grooming: Uniform, Dress code</li> <li>• Professional boundaries: Professional relationship with the patients, caregivers and team members</li> </ul> <p><b>Regulatory Bodies &amp; Professional Organizations: Roles &amp; Responsibilities</b></p> <ul style="list-style-type: none"> <li>• <i>Regulatory bodies:</i> Indian Nursing Council, State Nursing Council</li> <li>• <i>Professional Organizations:</i> Trained Nurses Association of India (TNAI), Student Nurses Association (SNA), Nurses League of Christian Medical Association of India, International Council of Nurses (ICN) and International Confederation of Midwives</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Debate</li> <li>• Role play</li> <li>• Case based discussion</li> <li>• Lecture cum Discussion</li> <li>• Visit to INC, SNC, TNAI</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Objective type</li> <li>• Visit reports</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
II	5 (T)	<p>Discuss the importance of professional values</p> <p>Distinguish between personal values and professional values</p> <p>Demonstrate appropriate professional values in nursing practice</p>	<p><b>PROFESSIONAL VALUES</b></p> <ul style="list-style-type: none"> <li>• Values: Definition and characteristics of values</li> <li>• Value clarification</li> <li>• Personal and professional values</li> <li>• Professional socialization: Integration of professional values with personal values</li> </ul> <p><b>Professional values in nursing</b></p> <ul style="list-style-type: none"> <li>• Importance of professional values in nursing and health care</li> <li>• Caring: definition, and process</li> <li>• Compassion: Sympathy Vs empathy, Altruism</li> <li>• Conscientiousness</li> <li>• Dedication/devotion to work</li> <li>• Respect for the person- Human dignity</li> <li>• Privacy and confidentiality: Incidental disclosure</li> <li>• Honesty and integrity: Truth telling</li> <li>• Trust and credibility: Fidelity, Loyalty</li> <li>• Advocacy: Advocacy for patients, work environment, nursing education and practice, and for advancing the profession</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Value clarification exercise</li> <li>• Interactive learning</li> <li>• Story telling</li> <li>• Sharing experiences</li> <li>• Scenario based discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Assessment of student's behavior with patients and families</li> </ul>
III	10 (T)	<p>Define ethics &amp; bioethics</p> <p>Explain ethical principles</p> <p>Identify ethical concerns</p> <p>Ethical issues and dilemmas in health care</p>	<p><b>ETHICS &amp; BIOETHICS</b></p> <p><b>Definitions: Ethics, Bioethics and Ethical Principles</b></p> <ul style="list-style-type: none"> <li>• Beneficence</li> <li>• Non-maleficence: Patient safety, protecting patient from harm, Reporting errors</li> <li>• Justice: Treating each person as equal</li> <li>• Care without discrimination, equitable access to care and safety of the public</li> <li>• Autonomy: Respects patients' autonomy, Self-determination, Freedom of choice</li> </ul> <p><b>Ethical issues and ethical dilemma:</b></p> <p><b>Common ethical problems</b></p> <ul style="list-style-type: none"> <li>• Conflict of interest</li> <li>• Paternalism</li> <li>• Deception</li> <li>• Privacy and confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Group discussion with examples</li> <li>• Flipping/ self-directed learning</li> <li>• Role play</li> <li>• Story telling</li> <li>• Sharing experiences</li> <li>• Case based Clinical discussion</li> <li>• Role modeling</li> <li>• Group exercise on ethical decision-making following steps on a given scenario</li> <li>• Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Quiz</li> <li>• Reflective diary</li> <li>• Case report</li> <li>• Attitude test</li> <li>• Assessment of assignment</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>Explain process of ethical decision making and apply knowledge of ethics and bioethics in making ethical decisions</p> <p>Explain code of ethics stipulated by ICN and INC</p>	<ul style="list-style-type: none"> <li>• Valid consent and refusal</li> <li>• Allocation of scarce nursing resources</li> <li>• Conflicts concerning new technologies</li> <li>• Whistle-blowing</li> <li>• <i>Beginning of life issues</i> <ul style="list-style-type: none"> <li>○ Abortion</li> <li>○ Substance abuse</li> <li>○ Fetal therapy</li> <li>○ Selective deduction</li> <li>○ Intrauterine treatment of fetal conditions</li> <li>○ Mandated contraception</li> <li>○ Fetal injury</li> <li>○ Infertility treatment</li> </ul> </li> <li>• <i>End of life issues</i> <ul style="list-style-type: none"> <li>○ End of life</li> <li>○ Euthanasia</li> <li>○ Do Not Resuscitate (DNR)</li> </ul> </li> <li>• <i>Issues related to psychiatric care</i> <ul style="list-style-type: none"> <li>○ Non compliance</li> <li>○ Restrain and seclusion</li> <li>○ Refuse to take food</li> </ul> </li> </ul>		

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

# V TH SEMESTER

## Name of the course: CHILD HEALTH NURSING – I

**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.

### Course objective:

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

### Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	10 (T) 10 (L)	Explain the modern concept of child-care  Describe National policy, programs and legislation in relation to child health & welfare  Describe role of preventive pediatrics	<b>Introduction: Modern concepts of child-care</b> <ul style="list-style-type: none"> <li>• Historical development of child health</li> <li>• Philosophy and 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 agencies related to welfare services to the children</li> <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</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration of common pediatric procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with checklist</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<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>chain.</p> <ul style="list-style-type: none"> <li>○ Care of under-five and Under-five Clinics/Well-baby clinics</li> <li>○ Preventive measures towards accidents</li> <li>• Child morbidity and mortality rates</li> <li>• Difference between an adult and child which affect response to illness</li> <li>○ Physiological</li> <li>○ Psychological</li> <li>○ Social</li> <li>○ Immunological</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> <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>	12 (T)	<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</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 needs of normal children through the stages of developmental and parental guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture 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> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of field visits and developmental study reports</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		of meeting needs  Identify the role of play for normal & sick children	<ul style="list-style-type: none"> <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>Clinical practice/field</li> </ul>	
<b>III</b>	15 (T) 20 (L)	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</li> <li>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 answer</li> <li>Objective type</li> </ul>
<b>IV</b>	10 (T) 5 (L)	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>
<b>V</b>	8 (T)	Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of respiratory, 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> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Demonstration</li> <li>Practice session</li> <li>Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective type</li> <li>Assessment of skills with checklist</li> </ul>

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

## Name of the course: MENTAL HEALTH NURSING – I

**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.

### Course objective:

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

### Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods



<b>I</b>	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>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> </ul>
<b>II</b>	10 (T)	<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 disorders</p> <p>Explain the principles and standards of Mental health Nursing</p> <p>Describe the conceptual models of mental health nursing</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: ICD11, DSM5, Geropsychiatry manual classification</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 neurotransmission</li> <li>• Principles of Mental health Nursing</li> <li>• Ethics and responsibilities</li> <li>• Practice Standards for Psychiatric Mental Health Nursing (INC practice standards)</li> <li>• Conceptual models and the role of nurse: <ul style="list-style-type: none"> <li>○ Existential model</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Explain using Charts</li> <li>• Review of personality development</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>○ Psychoanalytical models</li> <li>○ Behavioural model</li> <li>○ Interpersonal model</li> <li>● Preventive psychiatry and rehabilitation</li> </ul>		
III	6 (T)	Describe nature, purpose and process of assessment of mental health status	<b>Mental Health Assessment</b> <ul style="list-style-type: none"> <li>● History taking</li> <li>● Mental status examination</li> <li>● Mini mental status examination</li> <li>● Neurological examination</li> <li>● Investigations: Related Blood chemistry, EEG, CT &amp; MRI</li> <li>● Psychological tests</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture cum Discussion</li> <li>● Demonstration</li> <li>● Practice session</li> <li>● Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>● Essay</li> <li>● Short answer</li> <li>● Assessment of mental health status</li> </ul>
IV	6 (T)	Identify therapeutic communication & techniques  Describe therapeutic relationship  Describe therapeutic impasses and its interventions	<b>Therapeutic Communication and Nurse-Patient Relationship</b> <ul style="list-style-type: none"> <li>● Therapeutic communication: Types, techniques, characteristics and barriers</li> <li>● Therapeutic nurse-patient relationship</li> <li>● Interpersonal relationship-</li> <li>● Elements of nurse patient contract,</li> <li>● Review of technique of IPR- Johari window</li> <li>● Therapeutic impasse and its management</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture cum Discussion</li> <li>● Demonstration</li> <li>● Role Play</li> <li>● Process recording</li> <li>● Simulation (video)</li> </ul>	<ul style="list-style-type: none"> <li>● Essay</li> <li>● Short answer</li> <li>● OSCE</li> </ul>
V	10 (T)	Explain treatment modalities and therapies used in mental disorders and role of the nurse	<b>Treatment modalities and therapies used in mental disorders</b> <ul style="list-style-type: none"> <li>● <b>Physical therapies:</b> Psychopharmacology,</li> <li>● Electro Convulsive therapy</li> <li>● <b>Psychological Therapies:</b> Psychotherapy, Behaviour therapy, CBT</li> <li>● <b>Psychosocial:</b> Group therapy, Family therapy, Therapeutic Community, Recreational therapy, Art therapy (Dance, Music etc), Occupational therapy</li> <li>● <b>Alternative &amp; Complementary:</b> Yoga, Meditation, Relaxation</li> <li>● <b>Consideration for special populations</b></li> </ul>	<ul style="list-style-type: none"> <li>● Lecture cum 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</li> <li>● Short answer</li> <li>● Objective type</li> </ul>
VI	8 (T)	Describe the etiology, psycho-dynamics/ pathology, clinical manifestations, diagnostic criteria and management of patients with Schizophrenia, and other psychotic disorders	<b>Nursing management of patient with Schizophrenia, and other psychotic disorders</b> <ul style="list-style-type: none"> <li>● Prevalence and incidence</li> <li>● Classification</li> <li>● Etiology, psychodynamics, clinical manifestation, diagnostic criteria/formulations</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture and Discussion</li> <li>● Case discussion</li> <li>● Case presentation</li> <li>● Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>● Essay</li> <li>● Short answer</li> <li>● Assessment of patient management problems</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<b>Nursing process</b> <ul style="list-style-type: none"> <li>• Nursing Assessment: History, Physical and mental assessment</li> <li>• Treatment modalities and nursing management of patients with Schizophrenia and other psychotic disorders</li> <li>• Geriatric considerations and considerations for special populations</li> <li>• Follow up and home care and rehabilitation</li> </ul>		
VII	6 (T)	Describe the etiology, psycho-dynamics, clinical manifestations, diagnostic criteria and management of patients with mood disorders	<b>Nursing management of patient with mood disorders</b> <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, psycho dynamics, 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 and Discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Assessment of patient management problems</li> </ul>
VIII	8 (T)	Describe the etiology, psycho-dynamics, clinical manifestations, diagnostic criteria and management of patients with neurotic, stress related and somatization disorders	<b>Nursing management of patient with neurotic, stress related and somatisation disorders</b> <ul style="list-style-type: none"> <li>• Prevalence and incidence</li> <li>• classifications</li> <li>• Anxiety disorders – OCD, PTSD, Somatoform disorders, Phobias, Disassociative and Conversion disorders</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>	<ul style="list-style-type: none"> <li>• Lecture and Discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Assessment of patient management problems</li> </ul>

## **Name of the course: COMMUNITY HEALTH NURSING - I including Environmental Science & Epidemiology**

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

### **Course objective:**

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

## Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	4 (T)	<p>Define public health, community health and community health nursing</p> <p>Explain the evolution of 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</p>	<p><b>Concepts of Community Health and Community Health Nursing</b></p> <ul style="list-style-type: none"> <li>• Definition of public health, community health and community health nursing</li> <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;</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using chart, graphs</li> <li>• Community needs assessment (Field survey on identification of demographic characteristics, health determinants and resources of a rural and an urban community)</li> <li>• Explain using examples</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Objective type</li> <li>• Survey report</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		problems of India	tertiary prevention – Review • Health problems (Profile) of India		
<b>II</b>	8 (T)	Describe health planning and its steps, and various health plans, and committees  Discuss health care delivery system in India at various levels  Describe SDGs, primary health care and comprehensive primary health care (CPHC)  Explain health care policies and regulations in India	<b>Health Care Planning and Organization of Health Care at various levels</b> • Health planning steps • Health planning in India: various committees and commissions on health and family welfare and Five Year plans • Participation of community and stakeholders in health planning • Health care delivery system in India: Infrastructure and Health sectors, Delivery of health services at sub-centre (SC), PHC, CHC, District level, state level and national level • Sustainable development goals (SDGs), Primary Health Care and Comprehensive Primary Health Care (CPHC): elements, principles • CPHC through SC/Health Wellness Center (HWC) • Role of MLHP/CHP • National Health Care Policies and Regulations ○ National Health Policy (1983, 2002, 2017) ○ National Health Mission (NHM): National Rural Health Mission (NRHM), National Urban Health Mission (NUHM), NHM ○ National Health Protection Mission (NHPM) ○ Ayushman Bharat ○ Universal Health Coverage	• Lecture • Discussion • Field visits to CHC, PHC, SC/ Health Wellness Centers (HWC)  • Directed reading	• Short answer • Essay • Evaluation of Field visit reports & presentation
<b>III</b>	15 (T)	Identify the role of an individual in the	<b>Environmental Science, Environmental Health, and</b>	• Lecture	• Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		conservation of natural resources	<b>Sanitation</b> <ul style="list-style-type: none"> <li>• <i>Natural resources:</i> Renewable and non-renewable resources, natural resources and associated problems: Forest resources, water resources, mineral resources, food resources, energy resources and land resources</li> <li>• 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 ecosystem, Desert ecosystem, Aquatic ecosystem, Energy flow in ecosystem</li> <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>• <i>Climate change, global warming:</i> ex. heat wave, acid rain, ozone layer depletion, waste land reclamation &amp; its impact on health</li> <li>• <i>Social issues and environment:</i> sustainable development, urban problems related to energy, water and environmental ethics</li> <li>• Acts related to environmental protection and preservation</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Debates on environmental protection and preservation</li> <li>• Explain using Charts, graphs, Models, films, slides</li> <li>• Directed reading</li> <li>• Visits to water supply &amp; purification sites</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Field visit reports</li> </ul>
		Describe ecosystem, its structure, types and functions			
		Explain the classification, value and threats to biodiversity			
		Enumerate the causes, effects and control measures of environmental pollution			
		Discuss about climate change, global warming, acid rain, and ozone layer depletion			
		Enumerate the role of an individual in creating awareness about the social issues related to environment			
			<b>Environmental Health &amp;</b>		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		<p>List the Acts related 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><b>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 purification of water</li> <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>	<ul style="list-style-type: none"> <li>• Observe rain water harvesting plants</li> <li>• Visit to sewage disposal and treatment sites, and waste disposal sites</li> </ul>	
IV	7 (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>Provide nutrition counseling and education to all age groups and describe</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 advice</li> <li>• Nutrition education: purpose, principles &amp; methods and Rehabilitation</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> <li>• Lecture</li> <li>• Discussion</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> <li>• Short answer</li> <li>• Essay</li> </ul>



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		<p>the national nutrition programs and</p> <p>Identify early the food borne diseases, and perform initial management and referral appropriately</p>	<ul style="list-style-type: none"> <li>• <i>Review:</i> Nutritional deficiency disorders</li> <li>• National nutritional policy &amp; programs in India</li> </ul> <p><b>Food Borne Diseases and Food Safety</b></p> <p><b>Food borne diseases</b></p> <ul style="list-style-type: none"> <li>• Definition, &amp; burden, Causes and classification</li> <li>• Signs &amp; Symptoms</li> <li>• Transmission of food borne pathogens &amp; toxins</li> <li>• Early identification, initial management and referral</li> </ul> <p><b>Food poisoning &amp; food intoxication</b></p> <ul style="list-style-type: none"> <li>• Epidemiological features/clinical characteristics, Types of food poisoning</li> <li>• Food intoxication-features, preventive &amp; control measures</li> <li>• Public health response to food borne diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Field visits to milk purification plants, slaughterhouse</li> <li>• Refer Nutrition module-BPCCHN Block 2-unit I &amp; UNIT 5</li> </ul>	<ul style="list-style-type: none"> <li>• Field visit reports</li> </ul>
V	6 (T)	<p>Describe behaviour change communication skills</p> <p>Counsel and provide health education to individuals, families and community for promotion of healthy life style practices</p>	<p><b>Communication management and Health Education</b></p> <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</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Role play</li> <li>• Demonstration: BCC skills</li> <li>• Supervised field practice</li> <li>• Refer: BCC/SBCC module (MoHFW &amp; USAID)</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Performance evaluation of health</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		using appropriate methods and media	<p>communication, and methods to overcome them</p> <ul style="list-style-type: none"> <li>Health promotion and Health education: methods/techniques, and audio-visual aids</li> </ul>		education sessions to individuals and families
<b>VI</b>	7 (T)	<p>Describe community health nursing approaches and concepts</p> <p>Describe and identify the activities of community health nurse to promote and maintain family health through home visits</p>	<p><b>Community health nursing approaches, concepts, roles and responsibilities of community health nursing personnel</b></p> <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> <p><b>Home Visits:</b></p> <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 field practice</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Essays</li> <li>Assessment of supervised field practice</li> </ul>
<b>VII</b>	10 (T)	Explain the specific activities of community health nurse in assisting individuals and groups to promote and maintain their health	<p><b>Assisting individuals and families to promote and maintain their health</b></p> <p><i>A. Assessment of individuals and families</i> (Review from Child health nursing, Medical surgical nursing and OBG Nursing)</p> <ul style="list-style-type: none"> <li>Assessment of children, women, adolescents, elderly etc.</li> </ul>	<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 answer</li> <li>Essay</li> <li>Assessment of clinical performance in the field practice area</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		<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>	<ul style="list-style-type: none"> <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               <ul style="list-style-type: none"> <li>○ Care based on standing orders/protocols approved by MoH&amp;FW</li> <li>○ Drugs dispensing and injections at health centre</li> </ul> </li> </ul> <p><i>C. Continue medical care and follow up in community for various diseases/disabilities</i></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>	<ul style="list-style-type: none"> <li>• Document and maintain:</li> <li>• Individual 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> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		<p>Develop beginning skills in handling social issues affecting the health and development of the family</p> <p>Identify and assist the families to utilize the community resources appropriately</p>	<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>• Family records</li> <li>• Health center records</li> <li>• Field visits</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of field visit reports</li> </ul>
<b>VIII</b>	10 (T)	Describe the concepts, approaches and methods of epidemiology	<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</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</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Report on visit to communicable disease hospital</li> <li>• Report on visit to entomology office</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Investigate an epidemic of communicable disease	<p>prevention of disease</p> <ul style="list-style-type: none"> <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>	communicable disease	<ul style="list-style-type: none"> <li>Report and presentation on investigating an epidemic of communicable disease</li> </ul>
IX	15 (T)	<p>Explain the epidemiology of specific communicable diseases</p> <p>Describe the various methods of prevention, control and management of communicable diseases and the role of nurses in screening, diagnosing, primary management and referral to a health facility</p>	<p><b>Communicable Diseases and National Health Programs</b></p> <p><b>1. Communicable Diseases – Vector borne diseases (Every disease will be dealt under the following headlines)</b></p> <ul style="list-style-type: none"> <li>Epidemiology of the following vector born diseases</li> <li>Prevention &amp; control measures</li> <li>Screening, and diagnosing the following conditions, primary management, referral and follow up               <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><b>2. Communicable diseases: Infectious diseases (Every disease will be dealt under the following headlines)</b></p> <ul style="list-style-type: none"> <li>Epidemiology of the following infectious diseases</li> <li>Prevention &amp; Control measures</li> <li>Screening, diagnosing the following conditions, primary management, referral and follow up               <ul style="list-style-type: none"> <li>Leprosy</li> <li>Tuberculosis</li> <li>Vaccine preventable diseases – Diphtheria, whooping cough, tetanus, poliomyelitis</li> </ul> </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 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 answer</li> <li>Essay</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Identify the national health programs relevant to communicable diseases and explain the role of nurses in implementation of these programs	<p>and measles</p> <ul style="list-style-type: none"> <li>○ Enteric fever</li> <li>○ Viral hepatitis</li> <li>○ HIV/AIDS/RTI infections</li> <li>○ HIV/AIDS, and Sexually Transmitted Diseases/ Reproductive tract infections (STIs/RTIs)</li> <li>○ Diarrhoea</li> <li>○ Respiratory tract infections</li> <li>○ COVID-19</li> <li>○ Helminthic – soil &amp; food transmitted and parasitic infections – Scabies and pediculosis</li> </ul> <p><b>3. Communicable diseases: Zoonotic diseases</b></p> <ul style="list-style-type: none"> <li>• Epidemiology of Zoonotic diseases</li> <li>• Prevention &amp; control measures</li> <li>• Screening and diagnosing the following conditions, primary management, referral and follow up <ul style="list-style-type: none"> <li>○ Rabies: Identify, suspect, primary management and referral to a health facility</li> </ul> </li> <li>• Role of a nurses in control of communicable diseases</li> </ul> <p><b>National Health Programs</b></p> <ol style="list-style-type: none"> <li>1. UIP: Universal Immunization Program (Diphtheria, Whooping cough, Tetanus, Poliomyelitis, Measles and Hepatitis B)</li> <li>2. National Leprosy Eradication Program (NLEP)</li> <li>3. Revised National Tuberculosis Control Program (RNTCP)</li> <li>4. Integrated Disease Surveillance Program (IDSP): Enteric fever, Diarrhea, Respiratory</li> </ol>		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			infections and Scabies 5. National Aids Control Organization (NACO) 6. National Vector Borne Disease Control Program 7. National Air Quality Monitoring Program 8. Any other newly added program		
<b>X</b>	15 (T)	Describe the national health program for the control of non-communicable diseases and the role of nurses in screening, identification, primary management and referral to a health facility	<b>Non-Communicable Diseases and National Health Program (NCD)</b> <ul style="list-style-type: none"> <li>National response to NCDs (Every disease will be dealt under the following headlines)</li> <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> <b>NCD-1</b> <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 program for control of blindness</li> <li><b>Deafness:</b> national program for prevention and control of deafness</li> <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> <b>NCD-2 Cancers</b> <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/</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 answer</li> <li>Essay</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<p>Causes, Prevention, Screening, diagnosis – signs, Signs &amp; symptoms, and early management &amp; referral</p> <ul style="list-style-type: none"> <li>○ Palliative care</li> <li>○ Role of a nurse in non-communicable disease control program</li> </ul> <p><b>National Health Programs</b></p> <ul style="list-style-type: none"> <li>• National program for prevention and control of cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS)</li> <li>• National program for control of blindness</li> <li>• National program for prevention and control of deafness</li> <li>• National tobacco control program</li> <li>• <b>Standard treatment protocols used in National Health Programs</b></li> </ul>	<ul style="list-style-type: none"> <li>• Participation in national health programs</li> </ul>	
<b>XI</b>	3 (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 answer</li> <li>• Essay</li> <li>• Evaluation of health counseling to school children</li> <li>• Screen, diagnose, manage and refer school children</li> <li>• OSCE assessment</li> </ul>



# Name of the Course :EDUCATIONAL TECHNOLOGY/NURSING EDUCATION

**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.

## Course Objective:

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

## Syllabus:

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	6	3	Explain the definition, aims, types, approaches and scope of educational technology  Compare and contrast the various educational philosophies	<b>Introduction and Theoretical Foundations:</b> <i>Education and educational technology</i> <ul style="list-style-type: none"> <li>• Definition, aims</li> <li>• Approaches and scope of educational technology</li> <li>• Latest approaches to education:                             <ul style="list-style-type: none"> <li>○ Transformational education</li> <li>○ Relationship based education</li> <li>○ Competency based education</li> </ul> </li> </ul> <i>Educational philosophy:</i> <ul style="list-style-type: none"> <li>• Definition of philosophy, education and philosophy</li> <li>• Comparison of educational philosophies</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> </ul>

			<p>Explain the teaching learning process, nature, characteristics and principles</p> <ul style="list-style-type: none"> <li>• Philosophy of nursing education</li> </ul> <p><i>Teaching learning process:</i></p> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Teaching learning as a process</li> <li>• Nature and characteristics of teaching and learning</li> <li>• Principles of teaching and learning</li> <li>• Barriers to teaching and learning</li> <li>• Learning theories</li> <li>• Latest approaches to learning <ul style="list-style-type: none"> <li>○ Experiential learning</li> </ul> </li> </ul>		
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Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			<p>Describe different methods/strategies of teaching and develop beginning skill in using various teaching methods</p> <p>Explain active learning strategies and participate actively in team and collaborative learning</p>	<p>o Information communication technology (ICT) – ICT used in education</p> <p><i>Teaching methods – Features, advantages and disadvantages</i></p> <ul style="list-style-type: none"> <li>• Lecture, Group discussion, microteaching</li> <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>	<ul style="list-style-type: none"> <li>• Practice teaching/Micro teaching</li> <li>• Exercise (Peer teaching)</li> <li>• Patient teaching session</li> <li>• Construction of game – puzzle</li> <li>• Teaching in groups – interdisciplinary</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of microteaching</li> </ul>
IV	3	3	<p>Enumerate the factors influencing selection of clinical learning experiences</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>• 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 study, nursing rounds, concept mapping, project, debate, game, role play, PBL, questioning, written assignment, process recording</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Writing clinical outcomes – assignments in pairs</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Assessment of written assignment</li> </ul>

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
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               <ul style="list-style-type: none"> <li><i>Still visuals</i> <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> </li> <li><i>Moving visuals</i> <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> </li> <li><i>Realia and models</i> <ul style="list-style-type: none"> <li>Real objects &amp; Models</li> </ul> </li> <li><i>Audio aids/audio media</i> <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> </li> <li><i>Electronic media/computer learning resources</i> <ul style="list-style-type: none"> <li>Computers</li> <li>Web-based videoconferencing</li> <li>E-learning, Smart classroom</li> </ul> </li> <li><i>Telecommunication (Distance education)</i> <ul style="list-style-type: none"> <li>Cable TV, satellite broadcasting, videoconferencing Telephones – Telehealth/telenursing</li> </ul> </li> <li><i>Mobile technology</i></li> </ul> </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>
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</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</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>

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			<p>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>tests</p> <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></p> <ul style="list-style-type: none"> <li>• Clinical evaluation</li> <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>• Exercise on constructing assessment tool/s</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of tool/s prepared</li> </ul>
<b>VII</b>	3	3	<p>Explain the scope, purpose and principles of guidance</p> <p>Differentiate between guidance and counseling</p> <p>Describe the principles, types, and counseling process</p> <p>Develop basic skill of counseling and guidance</p>	<p><b>Guidance/academic advising, counseling and discipline</b></p> <p><i>Guidance</i></p> <ul style="list-style-type: none"> <li>• Definition, objectives, scope, purpose and principles</li> <li>• Roles of academic advisor/ faculty in guidance</li> </ul> <p><i>Counseling</i></p> <ul style="list-style-type: none"> <li>• Difference between guidance and counseling</li> <li>• Definition, objectives, scope, principles, types, process and steps of counseling</li> <li>• Counseling skills/techniques – basics</li> <li>• Roles of counselor</li> <li>• Organization of counseling services</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Role play on student counseling in different situations</li> <li>• Assignment on identifying situations requiring counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of performance in role play scenario</li> <li>• Evaluation of assignment</li> </ul>

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

## Name of the Course: INTRODUCTION TO FORENSIC NURSING AND INDIAN LAWS

**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.

### Course objective:

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

## Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3 (T)	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> <b>Sexual abuse – child and women</b>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Visit to Regional Forensic Science Laboratory</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz – MCQ</li> <li>• Write visit report</li> </ul>
II	2 (T)	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 (T)	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> </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>





## Course Objective:

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

## Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
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<b>I</b>	20 (T)	Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of cardiovascular, gastrointestinal, genitourinary, and nervous system	<p><b>Cardiovascular system:</b></p> <ul style="list-style-type: none"> <li>• Identification and Nursing management of congenital malformations</li> <li>• <b>Congenital heart diseases:</b> Cyanotic and Acyanotic (ASD, VSD, PDA, TOF)</li> <li>• Others: Rheumatic fever and Rheumatic heart disease, Congestive cardiac failure</li> <li>• <b>Hematological conditions:</b> <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> <li>• Others: Gastroenteritis, Diarrhea, Vomiting, Protein energy malnutrition, Intestinal obstruction, Hepatic diseases, intestinal parasites</li> </ul> <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, Extropy of bladder, Hypospadias, Epispadias, Obstructive uropathy</li> <li>• Others: Nephrotic syndrome, Acute glomerulonephritis, 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: Spina bifida, Hydrocephalous.</li> <li>b) Others: Meningitis, Encephalitis, Convulsive disorders (convulsions and seizures), Cerebral palsy head injury</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration and practice session</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with checklist</li> </ul>
<b>II</b>	10 (T)	Describe the etiology, pathophysiology, clinical manifestation and nursing	<p><b>Orthopedic disorders:</b></p> <ul style="list-style-type: none"> <li>• Club foot</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>management of children with Orthopedic disorders, eye, ear and skin disorders</p> <p>Explain the preventive measures and strategies for children with communicable diseases</p>	<ul style="list-style-type: none"> <li>• Hip dislocation and</li> <li>• Fracture</li> </ul> <p><b>Disorder of eye, ear and skin:</b></p> <ul style="list-style-type: none"> <li>• Refractory errors</li> <li>• Otitis media and</li> <li>• Atopic dermatitis</li> </ul> <p><b>Communicable diseases in children,</b> their identification/ diagnosis, nursing management in hospital, in home, control &amp; prevention:</p> <ul style="list-style-type: none"> <li>• Tuberculosis</li> <li>• Diphtheria</li> <li>• Tetanus</li> <li>• Pertussis</li> <li>• Poliomyelitis</li> <li>• Measles</li> <li>• Mumps, and</li> <li>• Chickenpox</li> <li>• HIV/AIDS</li> <li>• Dengue fever</li> <li>• COVID-19</li> </ul>	<ul style="list-style-type: none"> <li>• Practice session</li> <li>• Clinical practice</li> </ul>	skills with checklist
III	10 (T)	<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>• <b>Child Guidance clinic</b></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> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum 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 answer</li> <li>• Objective type</li> <li>• Assessment of field reports</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <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 India</li> </ul>		

## Name of the Course :MENTAL HEALTH NURSING – II

**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.

### Course Objective:

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

### Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
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<b>I</b>	6 (T)	Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with substance use disorders	<b>Nursing Management of 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> <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>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Assessment of patient management problems</li> </ul>
<b>II</b>	6 (T)	Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with personality, and sexual disorders	<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 health assessment</li> <li>• Treatment modalities and nursing management of patients with personality, and sexual disorders</li> <li>• Geriatric considerations</li> <li>• Follow-up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Assessment of patient management problems</li> </ul>
<b>III</b>	8 (T)	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 disorders, learning disorder) <ul style="list-style-type: none"> <li>• Prevalence and incidence</li> <li>• Classifications</li> <li>• Etiology, psychodynamics, Characteristics, diagnostic criteria/formulations</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Assessment of patient management problems</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <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>		
IV	5 (T)	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, Physical, mental and neurological assessment</li> <li>• Treatment modalities and nursing management of organic brain disorders</li> <li>• Follow-up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Assessment of patient management problems</li> </ul>
V	6 (T)	Identify psychiatric emergencies and carry out crisis intervention	<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               <ul style="list-style-type: none"> <li>- Stress reduction interventions as per stress adaptation model</li> <li>- Coping enhancement</li> <li>- Techniques of counseling</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
VI	4 (T)	Explain legal aspects applied in mental health settings and role of the nurse	<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 and nursing</li> <li>• Acts related to narcotic and psychotropic substances and illegal drug trafficking</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>Admission and discharge procedures as per MHCA 2017</li> <li>Role and responsibilities of nurses in implementing MHCA 2017</li> </ul>		
VII	5 (T)	Describe the model of preventive psychiatry  Describe Community Mental health services and role of the nurse	<b>Community Mental Health Nursing</b> <ul style="list-style-type: none"> <li>Development of Community Mental Health Services:</li> <li>National mental health policy viz. National Health Policy</li> <li>National Mental Health Program</li> <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>	<ul style="list-style-type: none"> <li>Lecture cum 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 answer</li> <li>Objective type</li> <li>Assessment of the field visit reports</li> </ul>

## Name of the Course: NURSING MANAGEMENT AND LEADERSHIP

**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.

### Course Objective:

- Analyze the health care trends influencing development of nursing services and education in India.
- Describe the principles, functions and process of management applied to nursing.
- Develop basic understanding and beginning competencies in planning and organizing nursing services in a hospital.
- Apply the concept of human resource management and identify the job description for all categories of nursing personnel including in service education.
- Discuss the principles and methods of staffing and scheduling in an individual hospital/nursing unit.
- Develop skill in management of materials and supplies including inventory control.
- Develop team working and inter professional collaboration competencies.
- Identify effective leadership styles and develop leadership competencies.
- Utilize the knowledge of principles and line of control and participate in quality management and evaluation activities.
- Utilize the knowledge related to financial planning in nursing services and education during budgetary process.
- Apply the knowledge of nursing informatics in maintenance of records and reports relevant to patient information, nursing care and progress.
- 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**.

## Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
<b>I</b>	1 (T)	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</li> <li>• Assessment of assignment</li> </ul>
<b>II</b>	2 (T)	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 and discussion</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short answer</li> </ul>
			<b>MANAGEMENT OF NURSING SERVICES</b>		
<b>III</b>	4 (T)	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> </ul>	<ul style="list-style-type: none"> <li>• Lecture and 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</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <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>• of problem-solving exercises</li> <li>• Visit Report</li> </ul>
IV	4 (T)	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>
V	6 (T)	Identify the significance of human resource management (HRM) and material management and discuss its elements	<b>Staffing (Human resource management)</b> <ul style="list-style-type: none"> <li>• Definition, objectives, components and functions</li> </ul> <b>Staffing &amp; Scheduling</b> <ul style="list-style-type: none"> <li>• Staffing – Philosophy, staffing activities</li> <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> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Role play</li> <li>• Games self-assessment, case discussion and practice session</li> <li>• Calculation of staffing requirements for a specified ward</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate Job description at different levels of care &amp; compare with existing system</li> <li>• Preparation of duty roster</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>Explain the procedural steps of material management</p> <p>Develop managerial skill in inventory control and actively participate in procurement process</p>	<ul style="list-style-type: none"> <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>• Visit to inventory store of the institution</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation of MMF/records</li> <li>• Preparation of log book &amp; condemnation documents</li> <li>• Visit Report</li> </ul>
<b>VI</b>	5 (T)	Describe the important methods of supervision and guidance	<p><b>Directing and Leading</b></p> <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 and 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>
<b>VII</b>	4 (T)	<p>Discuss the significance and changing trends of nursing leadership</p> <p>Analyze the different leadership styles and develop leadership competencies</p>	<p><b>Leadership</b></p> <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> </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>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Conflict management and negotiation</li> <li>• Implementing planned change</li> </ul>		
<b>VIII</b>	4 (T)	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> <li>• Program evaluation review technique (PERT)</li> <li>• Bench marking, Activity plan (Gantt chart)</li> <li>• Critical path analysis</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>
<b>IX</b>	4 (T)	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 and 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>
<b>X</b>	2 (T)	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> </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</li> <li>• Essay</li> <li>• Assessment of assignment</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>Budget and Budgetary process</li> <li>Financial audit</li> </ul>		
<b>XI</b>	1 (T)	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</li> </ul>
<b>XII</b>	1 (T)	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>	
			<b>MANAGEMENT OF NURSING EDUCATIONAL INSTITUTIONS</b>		
<b>XIII</b>	4 (T)	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 and discussion</li> <li>Visit to one of the regulatory bodies</li> </ul>	<ul style="list-style-type: none"> <li>Visit report</li> </ul>
<b>XIV</b>	4 (T)	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, staff, equipment &amp; supplies, AV aids, Lab equipment, library books, journals, computers and maintenance</li> <li>Infrastructure facilities – college, classrooms, hostel, library, labs,</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 table and clinical rotation</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Essay</li> <li>Assessment of assignment</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			computer lab, transport facilities <ul style="list-style-type: none"> <li>Records &amp; reports for students, staff, faculty and administrative</li> <li>Committees and functioning</li> <li>Clinical experiences</li> </ul>		
<b>XV</b>	4 (T)	Develop understanding of staffing the college and selecting the students	<b>Staffing and Student Selection</b> <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 (T)	Analyze the leadership and management activities in an educational organization	<b>Directing and Controlling</b> <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 (T)	Identify various legal issues and laws relevant to nursing practice	<b>PROFESSIONAL CONSIDERATIONS</b> <b>Review – Legal and Ethical Issues</b> <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> <li>Regulatory bodies – INC and SNC constitution and functions</li> </ul> <b>Review – Professional ethics</b> <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> <b>Legal aspects in nursing:</b> <ul style="list-style-type: none"> <li>Consumer protection act, patient rights</li> <li>Legal terms related to practice, legal</li> </ul>		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			system – types of law, tort law & liabilities <ul style="list-style-type: none"> <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 (T)	Explain various opportunities for professional advancement	<b>Professional Advancement</b> <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>

## Name of the course: MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING – I& II (7<sup>th</sup> semester) including SBA module

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

## Course Objective:

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

10. Apply nursing process approach in caring for women and their families.
11. Describe the methods of contraception and role of nurse/midwife in family welfare services.
12. Recognize the importance of and actively participate in family welfare programs.
13. Provide youth friendly health services and care for women affected by gender based violence

## Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	8 (T)	<p>Explain the history and current scenario of midwifery in India</p> <p>Review vital health</p>	<p><b>Introduction to midwifery</b></p> <ul style="list-style-type: none"> <li>• History of midwifery in India</li> <li>• <i>Current scenario:</i> <ul style="list-style-type: none"> <li>○ Trends of maternity care in India</li> <li>○ Midwifery in India – Transformative education for relationship based and transformative midwifery practice in India</li> </ul> </li> <li>• Vital health indicators – Maternal mortality ratio, Infant Mortality Rate,</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 answer</li> <li>• Objective type</li> <li>• Essay</li> <li>• Quiz</li> </ul>



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		<p>indicators</p> <p>Describe the various national health programs related to RMNCH+A</p> <p>Identify the trends and issues in midwifery</p> <p>Discuss the legal and ethical issues relevant to midwifery practice</p>	<p>Neonatal Mortality Rate, perinatal mortality rate, fertility rates</p> <ul style="list-style-type: none"> <li>○ Maternal death audit</li> <li>● National health programs related to RMNCH+A (Reproductive Maternal Newborn and Child Health + Adolescent Health)</li> </ul> <p><i>Current trends in midwifery and OBG nursing:</i></p> <ul style="list-style-type: none"> <li>○ Respectful maternity and newborn care (RMNC)</li> <li>○ Midwifery-led care units (MLCU)</li> <li>○ Women centered care, physiologic birthing and demedicalization of birth</li> <li>○ Birthing centers, water birth, lotus birth</li> <li>○ Essential competencies for midwifery practice (ICM)</li> <li>○ Universal rights of child-bearing women</li> <li>○ Sexual and reproductive health and rights</li> <li>○ Women's expectations &amp; choices about care</li> </ul> <p><i>Legal provisions in midwifery practice in India:</i></p> <ul style="list-style-type: none"> <li>● INC/MOH&amp;FW regulations</li> <li>● ICM code of ethics</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/Nurse practitioner midwife in different settings (hospital/ community)</li> <li>● Scope of practice for midwives</li> </ul>		
II	6 (T) 3 (L)	Review the anatomy and physiology of human reproductive system	<p><b>Anatomy and physiology of human reproductive system and conception (Maternal, Fetal &amp; Newborn physiology)</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, pelvic variations</li> <li>● Foetal skull – bones, sutures,</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>● Short answer</li> <li>● Essay</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			fontanelles, diameters, moulding <ul style="list-style-type: none"> <li>Fetopelvic relationship</li> <li>Physiology of menstrual cycle, menstrual hygiene</li> <li>Fertilization, conception and implantation</li> <li>Embryological development</li> <li>Placental development and function, placental barrier</li> <li>Fetal growth and development</li> <li>Fetal circulation &amp; nutrition</li> </ul>		
III	12 (T) 10 (L) 40 (C)	Provide preconception care to eligible couples  Describe the physiology, assessment and management of normal pregnancy  Demonstrate knowledge, attitude and skills of midwifery practice throughout 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup>	<b>Assessment and management of normal pregnancy (ante-natal):</b> <b>Pre-pregnancy Care</b> <ul style="list-style-type: none"> <li>Review of sexual development (<i>Self Learning</i>)</li> <li>Socio-cultural aspects of human sexuality (<i>Self Learning</i>)</li> <li>Preconception care</li> <li>Pre-conception counseling (including awareness regarding normal birth) Genetic counseling (<i>Self Learning</i>)</li> <li>Planned parenthood</li> </ul> <b>Pregnancy assessment and antenatal care (I, II &amp; III Trimesters)</b> <b>Normal pregnancy</b> <ul style="list-style-type: none"> <li>Physiological changes during pregnancy</li> <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> </ul> <b>Ante-natal care:</b> <b>1<sup>st</sup> Trimesters</b> <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> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Self-Learning</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> <li>Refer SBA module &amp; Safe motherhood</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective type</li> <li>Assessment of skills with check list</li> <li>Case study evaluation</li> <li>OSCE</li> </ul>



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Birth preparedness and complication readiness including micro birth planning</li> <li>• Danger signs of pregnancy – recognition of ruptured membranes</li> <li>• Education on alternative birthing positions – women's preferred choices, birth companion</li> <li>• Ongoing risk assessment</li> <li>• Cultural needs</li> <li>• Women centered care</li> <li>• Respectful and compassionate communication</li> <li>• Health education on exclusive breastfeeding</li> <li>• Role of Doula/ASHA's</li> </ul>	<ul style="list-style-type: none"> <li>• Scenario based learning</li> <li>• Lecture</li> <li>• Simulation</li> <li>• Role play</li> <li>• Refer GoI Guidelines</li> <li>• Health talk</li> <li>• Counseling session</li> <li>• Demonstration of birthing positions</li> <li>• Workshop on alternative birthing positions</li> </ul>	
IV	12 (T) 12 (L) 80 (C)	<p>Apply the physiology of labour in promoting normal childbirth</p> <p>Describe the management and care during labour</p> <p>Discuss how to maintain a safe environment for labour</p> <p>Work effectively for pain management during labour</p>	<p><b>Physiology, management and care during labour</b></p> <ul style="list-style-type: none"> <li>• Normal labour and birth</li> <li>• Onset of birth/labour</li> <li>• Per vaginal examination (if necessary)</li> <li>• Stages of labour</li> <li>• Organization of labour room – Triage, preparation for birth</li> <li>• Positive birth environment</li> <li>• Respectful care and communication</li> <li>• Drugs used in labour as per GoI guidelines</li> </ul> <p><b>Fist Stage</b></p> <ul style="list-style-type: none"> <li>• Physiology of normal labour</li> <li>• Monitoring progress of labour using Partograph/labour care guide</li> <li>• Assessing and monitoring fetal well being</li> <li>• Evidence based care during 1st stage of labour</li> <li>• Pain management in labour (non-pharmacological)</li> <li>• Psychological support – Managing fear</li> <li>• Activity and ambulation during first stage of labour</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 normal childbirth</li> <li>• Refer SBA module</li> <li>• LaQshya guidelines</li> <li>• Dakshata guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Case study evaluation</li> <li>• Assessment of skills with check list</li> <li>• OSCE</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		<p>Discuss how the midwife provides care and support for the women during birth to enhance physiological birthing and promote normal birth</p> <p>Assess and provide care of the newborn immediately following birth</p> <p>Discuss the impact of labour and birth as a transitional event in the woman's life</p>	<ul style="list-style-type: none"> <li>• Nutrition during labour</li> <li>• Promote positive childbirth experience for women</li> <li>• Birth companion</li> <li>• Role of Doula/ASHA's</li> </ul> <p><b>Second stage</b></p> <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> <li>• Non-directive coaching</li> <li>• Evidence based management of physiological birth/Conduction of normal childbirth</li> <li>• Essential newborn care (ENBC)</li> <li>• Immediate assessment and care of the newborn</li> <li>• Role of Doula/ASHA's</li> </ul> <p><b>Third Stage</b></p> <ul style="list-style-type: none"> <li>• Physiology – placental separation and expulsion, hemostasis</li> <li>• Physiological management of third stage of labour</li> <li>• Active management of third stage of labour (recommended)</li> <li>• Examination of placenta, membranes and vessels</li> <li>• Assess perineal, vaginal tear/injuries and suture if required</li> <li>• Insertion of postpartum IUCD</li> <li>• Immediate perineal care</li> <li>• Initiation of breast feeding</li> <li>• Skin to skin contact</li> <li>• Newborn resuscitation</li> </ul> <p><b>Fourth Stage</b></p> <p><i>Observation, Critical Analysis and Management of mother and newborn</i></p> <ul style="list-style-type: none"> <li>• Maternal assessment, observation fundal height, uterine consistency, urine output, blood loss</li> <li>• Documentation and Record of birth</li> </ul>	<ul style="list-style-type: none"> <li>• Refer ENBC, NSSK module</li> <li>• Demonstration</li> <li>• Group work</li> <li>• Scenario based learning</li> <li>• Simulation</li> <li>• Role play</li> <li>• Demonstration</li> <li>• Videos</li> </ul>	

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Ensure initiation of breast feeding and adequate latching	<ul style="list-style-type: none"> <li>Breastfeeding and latching</li> <li>Managing uterine cramp</li> <li>Alternative/complementary therapies</li> <li>Role of Doula/ASHA's</li> <li>Various childbirth practices</li> <li>Safe environment for mother and newborn to promote bonding</li> <li>Maintaining records and reports</li> </ul>		
V	7 (T) 6 (L) 40 (C)	Describe the physiology, management and care of normal puerperium	<b>Postpartum care/Ongoing care of women</b> <ul style="list-style-type: none"> <li>Normal puerperium – Physiology, duration</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 woman up to 6 weeks after childbirth</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> <li>Records and reports</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Health talk</li> <li>Simulated practice</li> <li>Supervised clinical practice</li> <li>Refer SBA module</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> <li>Assessment of skills with checklist</li> <li>OSCE</li> </ul>
VI	7 (T) 7 (L) 40 (C)	<p>Discuss the need for and provision of compassionate, family centered midwifery care of the newborn</p> <p>Describe the assessment and care of normal neonate</p>	<b>Assessment and ongoing care of normal neonates</b> <ul style="list-style-type: none"> <li>Family centered care</li> <li>Respectful newborn care and communication</li> <li>Normal Neonate – Physiological adaptation</li> <li>Newborn assessment – Screening for congenital anomalies</li> <li>Care of newborn up to 6 weeks after</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Simulated practice session</li> <li>Supervised clinical practice</li> <li>Refer safe deliver app module – newborn</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> <li>Assessment of skills with checklist</li> <li>OSCE</li> </ul>

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

# VII TH SEMESTER

## Name of the course: COMMUNITY HEALTH NURSING – II

**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.

### Course Objective:

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

### Syllabus:

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
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<b>I</b>	10 (T)	Explain nurses' role in identification, primary management and referral of clients with common disorders/ conditions and emergencies including first aid	<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 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 – 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> <ul style="list-style-type: none"> <li>• Eye – local infections, redness of eye, conjunctivitis, stye, trachoma and refractive errors</li> <li>• ENT – Epistaxis, ASOM, sore throat, deafness</li> </ul> <p><b>Urinary System</b></p> <ul style="list-style-type: none"> <li>• Urinary tract infections – cystitis, pyelonephritis, prostatitis, UTIs in children</li> </ul> <p><b>First aid in common emergency conditions – Review</b></p> <ul style="list-style-type: none"> <li>• High fever, low blood sugar, minor injuries, fractures, fainting, bleeding, shock, stroke, bites, burns, choking, seizures, RTAs, poisoning, drowning and foreign bodies</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 common conditions and provide referral</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Field visit reports</li> <li>• OSCE assessment</li> </ul>
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
II	20 (T)	Provide reproductive, maternal, newborn and childcare, including adolescent care in the urban and rural health care settings	<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 health 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 and maintenance of records and reports</li> </ul> <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; perineal 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>	<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 answer</li> <li>• Essay</li> <li>• OSCE assessment</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
		Promote adolescent health and youth friendly services	<p><b>Newborn and child care</b></p> <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 – dysmenorrhea, 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>• Youth friendly services: <ul style="list-style-type: none"> <li>○ SRH Service needs</li> <li>○ Role and attitude of nurses: Privacy, confidentiality, non judgemental attitude, client autonomy, respectful care and communication</li> </ul> </li> <li>• Counseling for parents and teenagers (BCS – balanced counseling strategy)</li> </ul> <p><b>National Programs</b></p> <ul style="list-style-type: none"> <li>• RMNCH+A Approach – Aims, Health systems strengthening, RMNCH+A strategies, Interventions across life stages, program management, monitoring and evaluation systems</li> <li>• Universal Immunization Program (UIP) as per Government of India guidelines – Review</li> <li>• Rashtriya Bal Swasthya Karyakaram (RSBK) -children</li> <li>• Rashtriya Kishor Swasthya Karyakram (RKSK) – adolescents</li> </ul> <p>Any other new programs</p>	<ul style="list-style-type: none"> <li>• Screen, manage and refer adolescents</li> <li>• Counsel adolescents</li> </ul>	

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
III	4 (T)	Discuss the concepts and scope of demography	<b>Demography, Surveillance and Interpretation of Data</b> <ul style="list-style-type: none"> <li>• <i>Demography and vital statistics</i> – 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>• <i>Sources of vital statistics</i> – Census, registration of vital events, sample registration system</li> <li>• <i>Morbidity and mortality indicators</i> – 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> <li>• Disaggregation of data</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 answer</li> <li>• Essay</li> </ul>
IV	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>	<b>Population and its Control</b> <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 reproductive, sexual health including problems of adolescents</li> <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>	<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 answer</li> <li>• Essay</li> <li>• OSCE assessment</li> <li>• Counseling on family planning</li> </ul>
V	5 (T)	Describe occupational health hazards, occupational diseases and the role of nurses in	<b>Occupational Health</b> <ul style="list-style-type: none"> <li>• Occupational health hazards</li> <li>• Occupational diseases</li> <li>• ESI Act</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Clinical performance</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
		occupational health programs	<ul style="list-style-type: none"> <li>National/ State Occupational Health Programs</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>Suggested field visits</li> <li>Field practice</li> </ul>	evaluation
<b>VI</b>	6 (T)	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 program for health care of elderly (NPHCE)</li> <li>State level programs/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</li> <li>Short answer</li> </ul>
<b>VII</b>	6 (T)	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 program</li> <li>National Mental Health Program</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</li> <li>Demonstration</li> <li>Role play</li> <li>Health counseling on promotion of mental health</li> <li>Suggested field visits</li> <li>Field practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Counseling report</li> </ul>
<b>VIII</b>	4 (T)	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> </ul> </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>Group project on community diagnosis – data</li> </ul>	<ul style="list-style-type: none"> <li>Group project report</li> <li>Essay</li> <li>Short answer</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>○ Collection, analysis, interpretation of data</li> <li>● Analysis of data for community needs assessment and preparation of health action plan</li> </ul>	management	
<b>IX</b>	12 (T)	Describe the system management of delivery of community health services in rural and urban areas	<b>Management of delivery of community health services:</b> <ul style="list-style-type: none"> <li>● Planning, budgeting and material management of CHC, PHC, SC/HWC</li> <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>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Discussion</li> <li>● Visits to various health care delivery systems</li> <li>● Supervised field practice</li> </ul>	<ul style="list-style-type: none"> <li>● Essay</li> <li>● Short answer</li> <li>● Filed visit reports</li> </ul>
<b>X</b>	15 (T)	<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>	<b>Leadership, Supervision and Monitoring</b> <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> <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 e.g. performance of frontline health workers</li> </ul> <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> </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 programs</li> <li>● Essay</li> <li>● Short answer</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <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> <p><b>Records &amp; Reports:</b></p> <ul style="list-style-type: none"> <li>• <i>Concepts of records and reports</i> – importance, legal implications, purposes, use of records, principles of record writing, filing of records</li> <li>• <i>Types of records</i> – community related records, registers, guidelines for maintaining</li> <li>• <i>Report writing</i> – purposes, documentation of activities, types of reports</li> <li>• <i>Medical Records Department</i> – functions, filing and retention of medical records</li> <li>• <i>Electronic Medical Records (EMR)</i> – capabilities and components of EMR, electronic health record (EHR), levels of automation, attributes, benefits and disadvantages of HER</li> <li>• <b>Nurses’ responsibility in record keeping and reporting</b></li> </ul>		
<b>XI</b>	6 (T)	Demonstrate initiative in preparing themselves and the community for disaster preparedness and management	<p><b>Disaster Management</b></p> <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> </ul> <p>Use disaster management module</p>	<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>• Mock drills</li> <li>• Refer Disaster module (NDMA) National Disaster/INC – Reaching out in emergencies</li> </ul>	
<b>XII</b>	3 (T)	Describe the importance of bio-medical waste management, its process and management	<p><b>Bio-Medical Waste Management</b></p> <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
<b>XIII</b>	3 (T)	Explain the roles and functions of	<b>Health Agencies</b>	• Lecture	• Essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
		various national and international health agencies	<ul style="list-style-type: none"> <li>• <b>International:</b> WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, European Commission, Red Cross, USAID, UNESCO, ILO, CAR, CIDA, JHPIEGO, any other</li> <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> <li>• <b>Voluntary Health Association of India (VHA)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Field visits</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> </ul>

## Name of the Course: NURSING RESEARCH AND STATISTICS

**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**.

## Course Objective:

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

## Syllabus:

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
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<b>I</b>	6		Describe the concept of research, terms, need and areas of research in nursing  Explain the steps of research process  State the purposes and steps of Evidence Based Practice	<b>Research and Research Process</b> <ul style="list-style-type: none"> <li>• Introduction and need for nursing research</li> <li>• Definition of Research &amp; nursing research</li> <li>• Steps of scientific method</li> <li>• Characteristics of good research</li> <li>• Steps of Research process – overview</li> <li>• Evidence Based Practice – Concept, Meaning, Purposes, Steps of EBP Process and Barriers</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Narrate steps of research process followed from examples of published studies</li> <li>• Identify research priorities on a given area/ specialty</li> <li>• List examples of Evidence Based Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
<b>II</b>	2	8	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 cum 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>

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
<b>III</b>	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>
<b>IV</b>	4	1	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 cum Discussion</li> <li>• Identify types of research approaches used from examples of published and unpublished research</li> <li>• Studies with rationale</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>

<b>V</b>	6	6	<p>Explain the Sampling process</p> <p>Describe the methods of data collection</p>	<p><b>Sampling and data Collection</b></p> <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 cum Discussion</li> <li>• Reading assignment on examples of data collection tools</li> <li>• Preparation of sample data collection tool</li> <li>• Conduct group research project</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Developing questionnaire/ Interview Schedule/ Checklist</li> </ul>
<b>VI</b>	4	6	Analyze, Interpret and summarize the research data	<p><b>Analysis of data</b></p> <ul style="list-style-type: none"> <li>• Compilation, Tabulation, classification, summarization, presentation, interpretation of data</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Preparation of sample tables</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Analyze and interpret given data</li> </ul>
<b>VII</b>	12	8	Explain the use of statistics, scales of measurement	<p><b>Introduction to Statistics</b></p> <ul style="list-style-type: none"> <li>• Definition, use of statistics, scales of measurement.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Practice on</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Computation of</li> </ul>

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			and graphical presentation of data  Describe the measures of central tendency and variability and methods of Correlation	<ul style="list-style-type: none"> <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>	graphical presentations  <ul style="list-style-type: none"> <li>• Practice on computation of measures of central tendency, variability &amp; correlation</li> </ul>	descriptive statistics
<b>VIII</b>	4	5          40 Hrs (Clinical Project)	Communicate and utilize the research findings	<b>Communication and utilization of Research</b> <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 cum 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>

## VIII TH SEMESTER- (Internship)

INTE 415	Community Health Nursing– 4 weeks
INTE 420	Adult Health Nursing – 6 weeks
INTE 425	Child Health Nursing – 4 weeks
INTE 430	Mental Health Nursing – 4 weeks
INTE 435	Midwifery – 4 week

