



ROYAL GLOBAL UNIVERSITY
— GUWAHATI —

Royal School of Nursing, Guwahati

(RSN)

B.Sc. NURSING

SYLLABUS

&

COURSE STRUCTURE

ROYAL SCHOOL OF NURSING**THE ASSAM ROYAL GLOBAL UNIVERSITY****Vision, Mission, values, Philosophy, Goal & Objectives****Vision Statement**

The Royal School of Nursing, Guwahati, is committed to bring the best virtual alliance of knowledge and skills through excellent quality education, practice and research, encouraging global standards in health care continuum.

Mission Statement:

The mission of Royal School of nursing, Guwahati is to provide quality education and prepare globally competent, culturally sensitive, compassionate nurses with diverse clinical experience. We seek to develop integration between research, education and practice by promoting interdisciplinary collaboration among the health care professionals and provide advanced career opportunities for betterment of the society.

Values:

- Commitment
- Dignity
- Integrity
- Sustainability

Philosophy:

Royal School of Nursing believes that the provision of University Based education is to promote professionalism within an academic framework by collaborating theory, practice and research.

The philosophy of Nursing programme emphasizes promotive, preventive, curative and rehabilitative phases of care for people across their life span in local, regional, and global communities irrespective of class and creed.

The faculties of Royal School of Nursing are committed to be a role model for providing a high quality nursing education and advancement of nursing knowledge with active participation in generating enthusiasm for endure learning amongst students.

I. INTRODUCTION OF THE PROGRAM

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

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

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

PROGRAMME SPECIFIC OUTCOME (PSO):

PSO 1: Produce knowledgeable competent nurses and midwives with clear critical thinking skills who are caring, motivated, assertive and well-disciplined responding to the changing needs of profession, healthcare delivery system and society.

PSO 2: Prepare them to assume responsibilities as professional, competent nurses and midwives in providing promotive, preventive, curative and rehabilitative healthcare services in any healthcare setting.

PSO 3: Prepare nurses and midwives who can make independent decisions in nursing situations within the scope of practice, protect the rights of individuals and groups and conduct research in the areas of nursing practice and apply evidence-based practice.

PSO 4: Prepare them to assume role of practitioner, teacher, supervisor and manager in all healthcare settings.

OBJECTIVES

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

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

PROGRAMME OUTCOME (PO) FOR B.SC. NURSING

PO 1: Nursing Knowledge: Posses knowledge and comprehension of core and basic knowledge associated with the nursing profession for the delivery of standard-based nursing care as per the Council standards that is consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles.

PO 2: Patient centered care: Provide holistic care recognizing individual patient's preferences, values and needs, that is compassionate, coordinated, age and culturally appropriate safe and effective care.

PO 3: Teaching & Leadership: Influence the behavior of individuals and groups within their environment and facilitate establishment of shared goals through teaching and leadership

PO 4: System-based practice: Demonstrate awareness and responsiveness to the context of healthcare system and ability to manage resources essential to provide optimal quality of care.

PO 5: Health informatics and Technology: Use technology and synthesize information and collaborate to make critical decisions that optimize patient outcomes.

PO 6: Communication: Interact effectively with patients, families and colleagues fostering mutual respect and shared decision making to enhance patient satisfaction and health outcomes.

PO 7: Teamwork and Collaboration: Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning and development.

PO 8: Safety: Minimize risk of harm to patients and providers through both system effectiveness and individual performance.

PO 9: Quality improvement: Use data to monitor the outcomes of care processes and utilize improvement methods to design and test changes to continuously improve the quality and safety of healthcare system.

PO 10: Evidence based practice: Identify, evaluate and use the best current evidence coupled with clinical expertise and consideration of patient's preferences, experience and values to make practical decisions.

PO 11: Life- long learning: Recognise the need for and utilize the requisite knowledge, skills and technologies to practice independently and collaboratively with all health professionals applying the principles of safety and quality improvement.

**CORE COMPETENCIES REQUIRED FOR PROFESSIONAL NURSING AND
MIDWIFERY PRACTICE IN ALL PRACTICE SETTINGS**

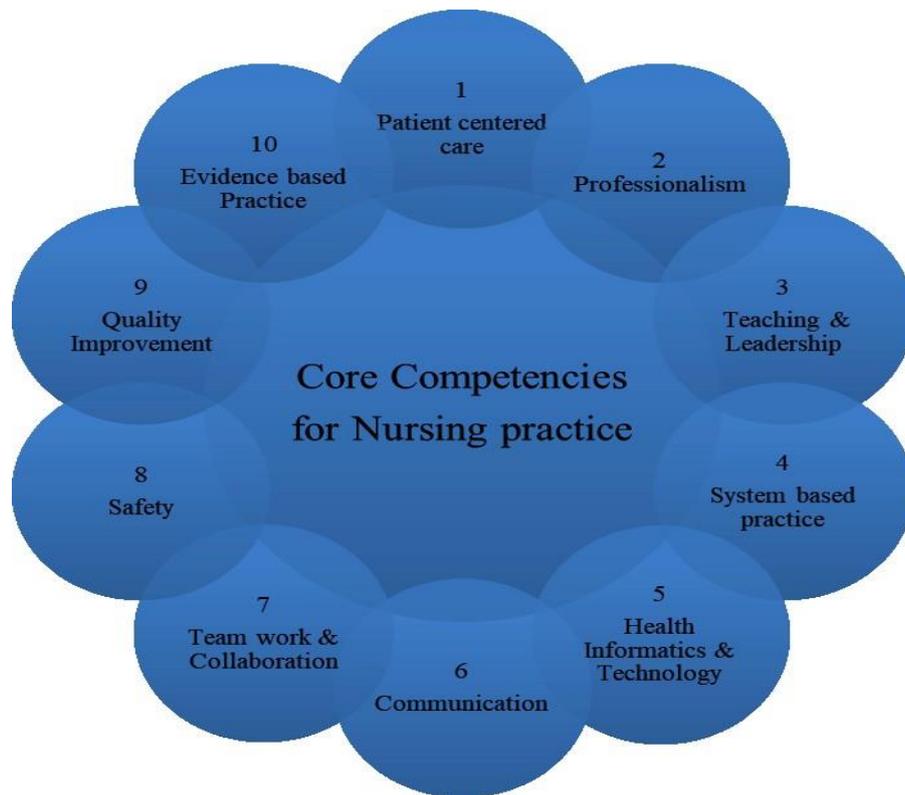


Figure 1. Core competencies for nursing and midwifery practice by B.Sc. Nursing Graduate {Adapted from NLN Model and Massachusetts: Nurse of the Future – Core Competencies (2016)}

II. CURRICULUM

CurricularFramework

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

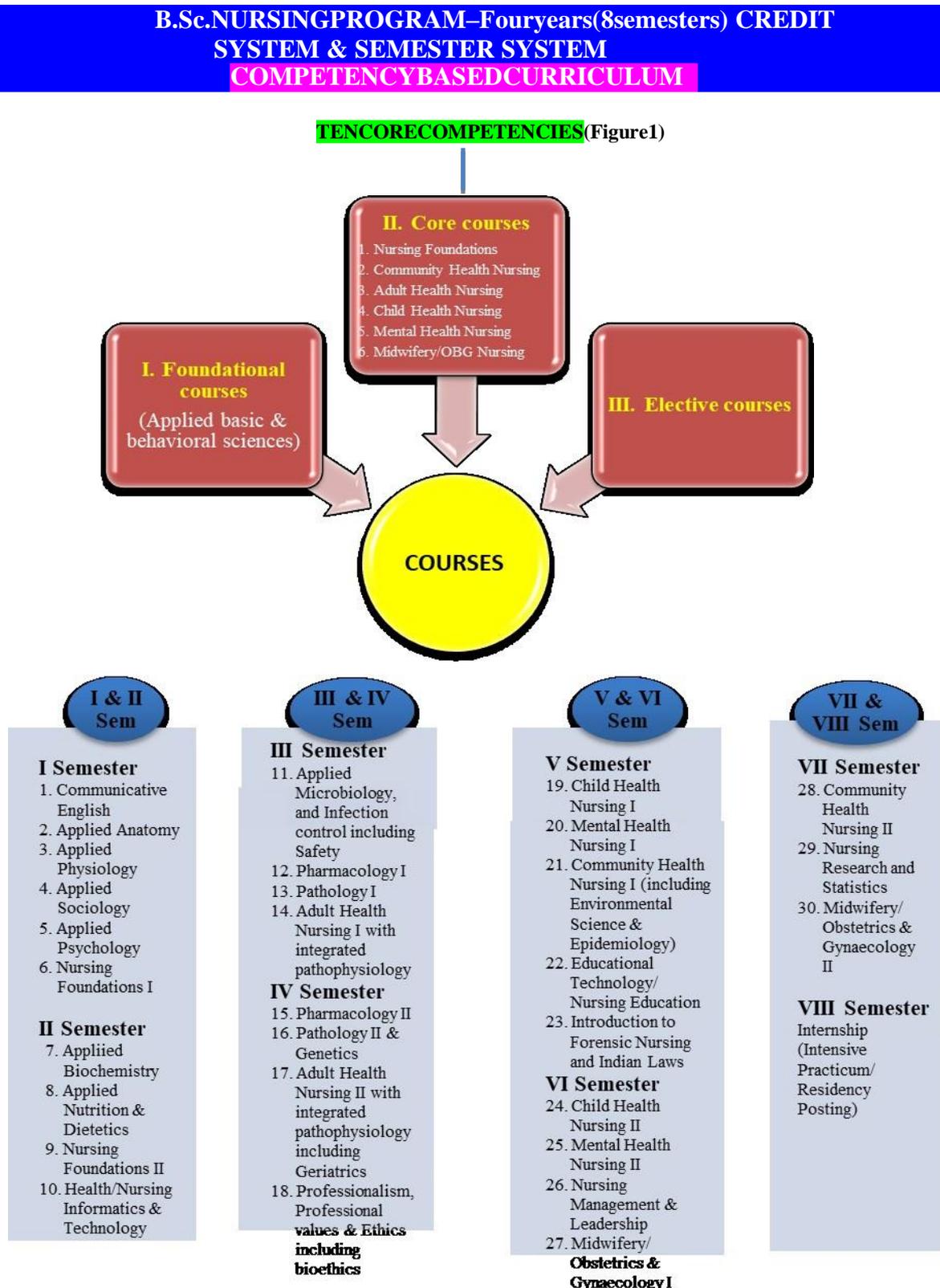


Figure 2. Curricular Framework

1. PROGRAMSTRUCTURE

B.Sc.NursingProgramStructure			
<p>I Semester</p> <ol style="list-style-type: none"> 1. CommunicativeEnglish 2. AppliedAnatomy 3.AppliedPhysiology 4. AppliedSociology 5. AppliedPsychology 6. *Nursing FoundationsI <p>MandatoryModule *First Aid as part of NursingFoundationI Course</p>	<p>II Semester</p> <ol style="list-style-type: none"> 1. AppliedMicrobiology and Infection Control including Safety 2. PharmacologyI 3. PathologyI 4. *Adult Health(Medical Surgical)NursingIwith integrated pathophysiology <p>MandatoryModule *BCLsaspartmentofAdult Health Nursing I</p>	<p>III Semester</p> <ol style="list-style-type: none"> 1.*ChildHealth Nursing I 2.Mental Health NursingI 3. Community Health Nursing I (including EnvironmentalScience & Epidemiology) 4. Educational Technology/Nursing Education 5.IntroductiontoForensic Nursing and Indian Laws <p>MandatoryModules *Essential Newborn Care (ENBC), Facility Based Newborn Care (FBNBC), IMNCIandPLSaspartmentof Child Health Nursing</p>	<p>IV Semester</p> <ol style="list-style-type: none"> 1. CommunityHealth Nursing II 2. NursingResearch& Statistics 3. Midwifery/Obstetrics andGynecology(OBG) Nursing II <p>MandatoryModules *Safedeliveryappunder OBG Nursing I/II (VI/VII Semester)</p>
<p>V Semester</p> <ol style="list-style-type: none"> 1. AppliedBiochemistry 2. AppliedNutritionand Dietetics 3. *Nursing FoundationsII 4. Health/Nursing Informatics &Technology <p>MandatoryModule *HealthAssessmentaspart of Nursing Foundation II Course</p>	<p>VI Semester</p> <ol style="list-style-type: none"> 1. *PharmacologyII 2. PathologyII&Genetics 3. AdultHealthNursingII with integrated pathophysiology including Geriatric Nursing 4. Professionalism, ProfessionalValues& Ethics including Bioethics <p>MandatoryModule *Fundamentals of Prescribingunder Pharmacology II *Palliative care module underAdultHealthNursing II</p>	<p>VII Semester</p> <ol style="list-style-type: none"> 1. ChildHealth Nursing II 2. MentalHealth Nursing II 3. NursingManagement& Leadership 4. *Midwifery/Obstetrics andGynecology(OBG) Nursing I <p>MandatoryModule *SBAModuleunderOBG Nursing I/II (VI/VII Semester)</p>	<p>VIII Semester</p> <p>Internship(Intensive Practicum/Residency Posting)</p>

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

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

MANDATORYMODULES

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

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

ELECTIVEMODULES

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

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

- Human values
- Diabetes care
- Soft skills

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

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

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

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

2. CURRICULUM IMPLEMENTATION: OVERALL PLAN

Duration of the program: 8 semesters

1-7 Semesters**One Semester Plan for the first 7 Semesters**

Total Weeks per Semester: 26 weeks per semester

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

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

Vacation, Holidays, Examination and Preparatory Holidays: 6 weeks Vacation:

3 weeks

Holidays: 1 week

Examination and Preparatory Holidays: 2 weeks

8th Semester

One semester: 22 weeks

Vacation: 1 week

Holidays: 1 week

Examination and Preparatory Holidays: 2 weeks

3. COURSES OF INSTRUCTION WITH CREDIT STRUCTURE

S.No	Semester	Course Code	Course/Subject Title	Theory credits	Theory Contact hours	Lab/Skill Lab credits	Lab/Skill Lab Contact hours	Clinical credits	Clinical Contact hours	Total credits	Total (hours)
1	First	ENGL 101	Communicative English	2	40						40
		ANAT105	Applied Anatomy	3	60						60
		PHYS110	Applied Physiology	3	60						60
		SOCI115	Applied Sociology	3	60						60
		PSYC120	Applied Psychology	3	60						60
		N-NF(I)125	Nursing Foundation I including First Aid module	6	120	2	80	2	160	10	360
		CEN982A101	Communicative English-I	1	16						16
		BHS982A104	Behavioural Science -I	1	16						16
		SSCC(I) 130	Self-study/Co-curricular								40+40
			TOTAL	20	400	2	80	2	160	20+2+2=24	640+80+16+16=752
2	Second	BIOC135	Applied Biochemistry	2	40						40
		NUTR140	Applied Nutrition and Dietetics	3	60						60
		N-NF(II)125	Nursing Foundation II including Health Assessment module	6	120	3	120	4	320		560
		HNIT145	Health/Nursing Informatics & Technology	2	40	1	40				80
		CEN982A201	Communicative English-II	1	16						16
		BHS982A204	Behavioural Science -II	1	16						16
		SSCC(II)130	Self-study/Co-curricular								40+20
			TOTAL	13	260	4	160	4	320	13+4+4=21	740+60+16+16=832
3	Third	MICR201	Applied Microbiology and Infection Control including Safety	2	40	1	40				80
		PHAR(I)205	Pharmacology I	1	20						20
		PATH(I)210	Pathology I	1	20						20
		N-AHN(I) 215	Adult Health Nursing I with integrated pathophysiology including BCLS module	7	140	1	40	6	480		660
		CEN982A301	Communicative English-III	1	16					16	
		FLG992S302	Foreign Language (French)-I	1	16					16	

		SSCC(I) 220	Self-study/Co-curricular					20			
			TOTAL	11	220	2	80	6	480	11+2+6=19	780+20+16+16=832
4	Fourth	PHAR(II) 205	Pharmacology II including Fundamentals of prescribing module	3	60						60
		PATH(II) 210	Pathology II and Genetics	1	20						20
		N-AHN(II) 225	Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing + Palliative care module	7	140	1	40	6	480		660

S.No	Semester	CourseCode	Course/SubjectTitle	Theor y credits	Theor y Conta ct hours	Lab/ Skill Lab credits	Lab/ Skill Lab Conta ct hours	Clinical credits	Clinic al Conta ct hours	Total credits	Total (hours)
		PROF230	Professionalism,Professional Values and Ethics including bioethics	1	20						20
		CEN982A401	Communicative English-IV	1	16						16
		FLG9925402	Foreign Language (French)-II	1	16						16
		SSCC(II)220	Self-study/Co-curricular								40
			TOT AL	12	240	1	40	6	480	12+1+ 6=19	760+40 +16+16 =832
5	Fifth	N-CHN(I)301	Child Health Nursing I including Essential Newborn Care (ENBC), FBNC, IMNCI and PLS, modules	3	60	1	40	2	160		260
		N-MHN(I)305	Mental Health Nursing I	3	60			1	80		140
		N-COMH(I) 310	Community Health Nursing I including Environmental Science & Epidemiology	5	100			2	160		260
		EDUC315	Educational Technology/Nursing Education	2	40	1	40				80
		N-FORN320	Introduction to Forensic Nursing and Indian laws	1	20						20
		CEN982A501	Communicative English-V	1	16						16
		SSCC(I)325	Self-study/Co-curricular								20+20
			TOT AL	14	280	2	80	5	400	14+2+ 5=21	760+40 +16 =816
6	Sixth	N-CHN(II) 301	Child Health Nursing II	2	40			1	80		120
		N-MHN(II) 305	Mental Health Nursing II	2	40			2	160		200
		NMLE330	Nursing Management & Leadership	3	60			1	80		140
		N-MIDW(I)/ OBN 335	Midwifery/Obstetrics and Gynaecology (OBG) Nursing I including SBA module	3	60	1	40	3	240		340
		CEN982A601	Communicative English-VI	1	16						16
		SSCC(II)325	Self-study/Co-curricular								-
			TOT AL	10	200	1	40	7	560	10+1+ 7=18	800+ 16 =816
7	Seventh	N-COMH(II) 401	Community Health Nursing II	5	100			2	160		260

	NRST405	NursingResearch&Statistics	2	40	2	80 (Project- 40)	120
	N-MIDW(II)/ OBN 410	Midwifery/Obstetrics and Gynaecology(OBG)Nursing II including Safe delivery module	3	60	1	40	420

S.No	Semester	CourseCode	Course/SubjectTitle	Theor y credits	TheorLab/ y Conta ct hours	Skill Lab credits	Lab/Clinical Skill Lab credits	ClinicTotal Conta ct hours	Total credits (hours)
			Self-study/Co-curricular						-
			TOTAL	10	200	3	120	6	480 10+3+ 6=19
8	Eight (Internship)	INTE 415	CommunityHealthNursing -4weeks						
		INTE 420	AdultHealthNursing-6 weeks						
		INTE 425	ChildHealthNursing-4 weeks						
		INTE 430	MentalHealthNursing-4 weeks						
		INTE 435	Midwifery-4weeks						
				TOTAL=22 weeks				12 (1 credit =4 hours per week per semester)	1056 {4 hours× 22 weeks= 88 hours× 12 credits = 1056 hours} (48 hours per week ×22 weeks)

1credittheory-1hourperweekpersemester

1creditpractical/lab/skilllab/simulationlab-2hoursperweekpersemester 1

credit clinical - 4 hours per week per semester

1creditelectivecourse-1hourperweekpersemester

TotalSemesters=8

(Sevensemesters:Onesemester=20weeks×40hoursperweek=800hours)

(Eighthsemester-Internship:Onesemester=22weeks×48hoursperweek=1056hours)

Totalnumberofcoursecreditsincludinginternshipandelectives-156(141+12+3)

Distribution of credits and hours by courses, internship and electives

S.No.	Credits	Theory(Cr/Hrs)	Lab (Cr/Hrs)	Clinical (Cr/Hrs)	Total credits	Hours
1	Coursecredits	90creditper1800hours	15/600	36/2880	141	5280
2	Internship				12	1056

3	Electives				3	60
	TOTAL				156	6396
4	Self-study and Co-curricular	Saturdays (one semester = 5 hours per week × 20 weeks × 7 semesters = 700 hours)			12	240
					35	700
					47	940

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

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

Practicum (7 semesters) excluding internship

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

Clinical – 2880 (83%)

Total – 3480

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

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

4. SCHEME OF EXAMINATION

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

I SEMESTER

Sl.No.	Course Code	Course	Assessment (Marks)				
			Internal	End Semester College Exam	End Semester University Exam	Hours	Total Marks
		Theory					
1	ENGL 101	Communicative English	25	25		2	50
2	ANAT 105 & PHYS 110	Applied Anatomy & Applied Physiology	25		75	3	100
3	SOCI 115 & PSYC 120	Applied Sociology & Applied Psychology	25		75	3	100
4	N-NF (I) 125	Nursing Foundations I	*25				
Ability Enhancement Compulsory Course (AECC)							
5	CEN982A101	Communicative English-I	30		70	3	100
6	BHS982A104	Behavioural Science -I	30		70	3	100
		Practical					
7	N-NF (I) 125	Nursing Foundations I	*25				

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

Example:

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

II SEMESTER

S.No	Course	Assessment(Marks)				
		Internal	EndSemester CollegeExam	End Semester UniversityExam	Hours	Total Marks
Theory						
1	AppliedBiochemistryandApplied Nutrition & Dietetics	25		75	3	100
2	NursingFoundations(I&II)	25 ISem-25 & IISem-25 (with averageof both)		75	3	100
3	Health/NursingInformatics& Technology	25	2 5		2	50
Ability Enhancement Compulsory Course (AECC)						
4	Communicative English-II	30		70	3	100
5	Behavioural Science -II	30		70	3	100
Practical						
6	NursingFoundations(I&II)	50 ISem-25 & IISem-25		50		100

III SEMESTER

S.No.	Course	Assessment(Marks)				
		Internal	EndSemester Collegeexam	End Semester UniversityExam	Hours	Total marks
Theory						
1	AppliedMicrobiologyandInfection Control including Safety	25		75	3	100
2	PharmacologyIandPathologyI	*25				
3	AdultHealthNursingI	25		75	3	100
Ability Enhancement Compulsory Course (AECC)						
4	Communicative English-III	30		70	3	100
Ability Enhancement Elective Course (AEEC)						
5	Foreign Language (French)-I	30		70	3	100
Practical						
6	AdultHealthNursingI	50		50		100

*Willbeaddedtotheinternalmarks of PharmacologyII andPathologyII &Genetics inthenextsemester(Total weightage remains the same).

IV SEMESTER

S.No.	Course	Assessment(Marks)
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		Internal	EndSemester Collegeexam	End Semester UniversityExam	Hours	Total marks
	Theory					
1	Pharmacology&Pathology(I&II)and Genetics	25 III Sem-25 & IV Sem-25 (with averageof		75	3	100

		both)				
2	AdultHealthNursingII	25		75	3	100
3	Professionalism,EthicsandProfessional Values	25	25		2	50
Ability Enhancement Compulsory Course (AECC)						
4	Communicative English-IV	30		70	3	100
Ability Enhancement Elective Course (AEEC)						
5	Foreign Language (French)-II	30		70	3	100
Practical						
6	AdultHealthNursingII	50		50		100

V SEMESTER

S.No.	Course	Assessment(Marks)				
		Internal	EndSemester Collegeexam	End Semester UniversityExam	Hours	Total marks
Theory						
1	ChildHealthNursingI	*25				
2	MentalHealthNursingI	*25				
3	Community Health Nursing I including EnvironmentalScience&Epidemiology	25		75	3	100
4	EducationalTechnology/Nursing Education	25		75	3	100
5	IntroductiontoForensicNursingand Indian Laws	25	25		2	50
Ability Enhancement Compulsory Course (AECC)						
6	Communicative English-V	30		70	3	100
Practical						
6	ChildHealthNursingI	*25				
7	MentalHealthNursingI	*25				
8	CommunityHealthNursing I	50		50		100

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

VI SEMESTER

S.No.	Course	Assessment(Marks)				
		Internal	EndSemester Collegeexam	EndSemester UniversityExam	Hours	Total marks
Theory						

1	ChildHealthNursing(I&II)	25 SemV-25 &Sem VI-25 (with averageof both)		75	3	100
2	MentalHealthNursing(I&II)	25 SemV-25 &Sem VI-25 (with averageof both)		75	3	100

3	NursingManagement&Leadership	25		75	3	100
4	Midwifery/Obstetrics&GynecologyI	*25				
5	Communicative English-VI	30		70	3	100
Practical						
6	ChildHealthNursing(I&II)	50 (SemV-25 &Sem VI-25)		50		100
7	MentalHealthNursing(I&II)	50 (SemV-25 &Sem VI-25)		50		100
7	Midwifery/Obstetrics&GynecologyI	*25				

*WillbeaddedtoInternalmarksofMidwiferyIItheoryandpracticalrespectivelyinthenextsemester(Total weightage remains the same)

VII SEMESTER

S.No.	Course	Assessment(Marks)				
		Internal	EndSemester CollegeExam	End Semester UniversityExam	Hours	Total marks
Theory						
1	CommunityHealthNursingII	25		75	3	100
2	NursingResearch&Statistics	25		75	3	100
2	Midwifery/ObstetricsandGynecology (OBG) Nursing (I & II)	25 SemVI-25 & SemVII-25 (with averageof both)		75	3	100
Practical						
3	CommunityHealthNursingII	50		50		100
4	Midwifery/ObstetricsandGynecology (OBG) Nursing (I & II)	50 (SemVI-25 & SemVII-25)		50		100

VIII SEMESTER

S.No.	Course	Assessment(Marks)				
		Internal	EndSemester CollegeExam	End Semester UniversityExam	Hours	Total marks
Practical						
1	CompetencyAssessment	100		100		200

5. EXAMINATION REGULATIONS

Note:

1. Applied Anatomy and Applied Physiology: Question paper will consist of Section-A Applied Anatomy of 37 marks and Section-B Applied Physiology of 38 marks.
2. Applied Sociology and Applied Psychology: Question paper will consist of Section-A Applied Sociology of 37 marks and Section-B Applied Psychology of 38 marks.
3. Applied Microbiology and Infection Control including Safety: Question paper will consist of Section-A Applied Microbiology of 37 marks and Section-B Infection Control including Safety of 38 marks.
4. Applied Nutrition and Dietetics and Applied Biochemistry: Question paper will consist of Section-A Applied Nutrition and Dietetics of 50 marks and Section-B Biochemistry of 25 marks.
5. Pharmacology, Genetics and Pathology: Question paper will consist of Section-A of Pharmacology with 38 marks, Section-B of Pathology with 25 marks and Genetics with 12 marks.
6. Nursing Research and Statistics: Nursing Research should be of 55 marks and Statistics of 20 marks.
7. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each course/subject for appearing for examination.
8. A candidate must have 100% attendance in each of the practical areas before award of degree.
9. Following exams shall be conducted as College exam and minimum pass is 50% (C Grade) and to be sent to the University for inclusion in the marks sheet and shall be considered for calculating aggregate.
 - i. Communicative English
 - ii. Health/Nursing Informatics and Technology
 - iii. Professionalism, Professional Values and Ethics including Bioethics
 - iv. Introduction to Forensic Nursing & Indian Laws
10. Minimum pass marks shall be 40% (P grade/4 point) for English only and elective modules.
11. Minimum pass marks shall be 50% in each of the Theory and practical papers separately except in English.
12. The student has to pass in all **mandatory modules** placed within courses and the pass mark for each module is 50% (C Grade). The allotted percentage of marks will be included in the internal assessment of College/University Examination (Refer Appendix 2).
13. A candidate has to pass in theory and practical exam separately in each of the paper.
14. If a candidate fails in either theory or practical, he/she has to re-appear for both the papers (Theory and Practical).
15. If the student has failed in only one subject and has passed in all the other subjects of a particular semester and Grace marks of up to 5 marks to theory marks can be added for one course/subject only, provided that by such an addition the student passes the semester examination.
16. The candidates shall appear for exams in each semester:
 - i. The candidates shall have cleared all the previous examinations before appearing for fifth semester examination. However, the candidates shall be permitted to attend the consecutive semesters.
 - ii. The candidates shall have cleared all the previous examinations before appearing for seventh semester examination. However, the candidates shall be permitted to attend the consecutive semesters.
 - iii. The candidates shall have cleared all the previous examination before appearing for final year examination.
 - iv. The maximum period to complete the courses successfully should not exceed 8 years.
17. The candidate has to pass separately in internal and external examination (shall be reflected in the marks sheet). No institution shall submit average internal marks of the students not more than 75% (i.e. if 40 students are admitted in a course the average score of the 40 students shall not exceed 75% of total internal marks).
18. At least 50% of the Non-nursing subjects like Applied Anatomy & Physiology, Applied Biochemistry, Applied Psychology & Sociology, Applied Microbiology, Pharmacology, Genetics, Nutrition & Dietetics, Communicative English and Health/Nursing Informatics & Technology should be taught by the Nursing teachers. Teachers who are involved in teaching non-nursing subjects can be the examiners for the program.
19. Maximum number of candidates for practical examination should not exceed 20 per day. Particular year and of same institution batch shall be examined by the same set of examiners.
20. All practical examinations must be held in the respective clinical areas.

21. One internal and one external examiners should jointly conduct practical examination for each student.
22. An examiner for theory and practical/OSCE examination should be an Assistant Professor or above in a College of Nursing with M.Sc. (Nursing) in concerned subject and minimum 3 years of teaching experience. To be an examiner for Nursing Foundations course, the faculty having M.Sc. (Nursing) with any specialty shall be considered.

III. ASSESSMENT GUIDELINES

1. Grading of Performance

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

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

For Nursing Courses and all other courses – Pass is at C Grade (5 grade point) 50% and above
For English and electives – Pass is at P Grade (4 grade point) 40% and above

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

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

Ex. SGPA Computation

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

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

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

Computation of CGPA

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

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

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

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

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

Transcript Format

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

Declaration of Pass

First Class with Distinction – CGPA of 7.5 and above

Class – CGPA of 6.00-7.49

Second Class – CGPA of 5.00-5.99

2. Internal Assessment and Guidelines

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

3. University Theory and Practical Examination Pattern

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

SYLLABUS**COMMUNICATIVE ENGLISH****PLACEMENT: I SEMESTER**

THEORY: 2 Credits (40 hours)

COURSE OBJECTIVE: The course is designed to enable students to

1. Enhance their ability to speak and write the language required for effective communication in their professional work.
2. Develop their skills in verbal and written English during clinical and classroom experience.

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

1. Identify the significance of communicative English for healthcare professionals and understand the concepts and principles of English language use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, spelling, pause and silence.
2. Demonstrate attentive listening in different hypothetical situations and determine 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.

3. Interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes etc. and analyze the situation and apply critical thinking strategies, enhance expressions through writing skills.

4. Apply LSRW (listening, speaking, reading and writing) skill in combination to learn, teach, educate and share information, ideas and results.

COURSE OUTLINE

T–Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	3(T)	Identify the significance of communicative English	Communication <ul style="list-style-type: none"> • What is communication? • What are communication roles of listeners, speakers, readers and writers as healthcare professionals? 	<ul style="list-style-type: none"> • Definitions with examples, illustrations and explanations • Identifying competencies/communicative strategies in LSRW • Reading excerpts on the above and interpreting them through tasks 	<ul style="list-style-type: none"> • Checking for understanding through tasks
II	5(T)	Describe concepts and principles of Language (English) use in professional developments such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, spelling, pause and silence	Introduction to LSRGW <ul style="list-style-type: none"> • L–Listening: Different types of listening • S–Speaking: Understanding Consonants, Vowels, Word and Sentence Stress, Intonation • R–Reading: Medical vocabulary, • Gr–Grammar: Understanding tenses, linkers • W – Writing simple sentences and short paragraphs–emphasis on correct grammar 	<ul style="list-style-type: none"> • Exercises on listening to news, announcements, telephone conversations and instructions from others • Information on fundamentals of Speech – Consonant, Vowel, Stress and Intonation with tasks based on these through audio/video and texts • Reading a medical dictionary/glossary of medical terms with matching exercises • Information on tenses and basic concepts of correct grammar through fill in the blanks, true/false questions 	<ul style="list-style-type: none"> • Through 'check your understanding' exercises

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
III	5(T)	Demonstrate attentivelistening in different hypothetical situations	AttentiveListening <ul style="list-style-type: none"> • Focusingonlisteningindifferentsituations –announcements,descriptions,narratives, instructions, discussions, demonstrations • ReproducingVerbatim • Listeningtoacademictalks/lectures • Listeningtopresentation 	<ul style="list-style-type: none"> • Listening to announcements, news, documentarieswith tasks based on listening • With multiple choice, Yes/Noand fill in the blank activities 	<ul style="list-style-type: none"> • Checking individually againstcorrect answers • Listeningfor specific information • Listening for overallmeaning andinstructions • Listening to attitudesand opinions • Listening to audio,videoand identify key points
IV	9(T)	Converse effectively, appropriately and timely within the givencontextand the individual or team they are communicating witheitherfaceto face or other means	Speaking–EffectiveConversation <ul style="list-style-type: none"> • Conversationsituations–informal,formal and neutral • Factors influencing way of speaking – setting,topic,socialrelationship,attitude and language • Greetings,introductions,requesting,asking for and giving permission, speaking personally and casual conversations • Askingforinformation,givinginstructions and directions • Agreeinganddisagreeing,givingopinions • Describingpeople,places,eventsandthings, narrating, reporting & reaching conclusions • Evaluatingandcomparing • Complaintsandsuggestions • Telephoneconversations • Deliveringpresentations 	<ul style="list-style-type: none"> • Different types of speakingactivities related to the content • Guided with promptsandfree discussions • Presentation techniques • Talkingtopeers andotheradults. • Talkingtopatients and Patient attenders • Talkingtoother healthcare professionals • Classroom conversation • Scenariobased learning tasks 	<ul style="list-style-type: none"> • Individualand group/peer assessment through live speaking tests • Presentationof situation in emergencyand routine • Handoff • Reporting in doctors/nurses' rounds • Casepresentation • Facetofaceoral communication • Speaking individually (Nurse to nurse/patient/ doctor)andto others in the group • Telephonic talking
V	5(T)	Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports,anecdotes	<ul style="list-style-type: none"> • Reading • Readingstrategies,readingnotesand messages • Readingrelevantarticlesandnewsitems • Vocabulary for everyday activities, abbreviationsandmedicalvocabulary • Understandingvisuals,graphs,figuresand notes on instructions 	<ul style="list-style-type: none"> • Detailedtasksand exercises on reading for information, inference and evaluation • Vocabularygames and puzzles for medical lexis 	<ul style="list-style-type: none"> • Reading/ summarizing/ justifyinganswers orally • Patientdocument • Doctor's prescriptionof care • Journal/news

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Reading reports and interpreting them • Using idioms and phrases, spotting errors, vocabulary for presentations • Remedial Grammar 	<ul style="list-style-type: none"> • Grammar activities 	<ul style="list-style-type: none"> • reading and interpretation • Notes/Reports
VI	5(T)	Enhance expressions through writing skills	Writing Skills <ul style="list-style-type: none"> • Writing patient history • Note taking • Summarising • Anecdotal records • Letter writing • Diary/Journal writing • Report writing • Paper writing skills • Abstract writing 	<ul style="list-style-type: none"> • Writing tasks with focus on task fulfilment, coherence and cohesion, appropriate vocabulary and correct grammar • Guided and free tasks • Different kinds of letter writing tasks 	<ul style="list-style-type: none"> • Paper based assessment by the teacher/ trainer against set band descriptors • Presentation of situation • Documentation • Report writing • Paper writing skills • Verbatim reproducing • Letter writing • Resume/CV
VII	8(T)	Apply LSRW Skill in combination to learn, teach, educate and share information, ideas and results	LSRW Skills <ul style="list-style-type: none"> • Critical thinking strategies for listening and reading • Oral reports, presentations • Writing instructions, letters and reports • Error analysis regarding LSRW 	<ul style="list-style-type: none"> • Valuing different options/multiple answers and interpreting decisions through situational activities • Demonstration – individually and in groups • Group Discussion • Presentation • Role Play • Writing reports 	<ul style="list-style-type: none"> • Consolidated assessment orally and through written tasks/exercises

APPLIED ANATOMY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 hours)

COURSE OBJECTIVES: This course is designed to enable students to-

1. Recall and further acquire the knowledge of the normal structure of human body
2. Identify alteration in anatomical structure with emphasis on clinical application to practice nursing.

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

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

COURSEOUTLINE

T–Theory

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>Compare and contrast the features of skeletal, smooth and cardiac muscle</p>	<p>Introduction to anatomical terms and organization of the human body</p> <ul style="list-style-type: none"> • Introduction to anatomical terms relative to position—anterior, ventral, posterior/dorsal, superior, inferior, median, lateral, proximal, distal, superficial, deep, prone, supine, palmar and plantar • Anatomical planes (axial/transverse/horizontal, sagittal/vertical plane and coronal/frontal/oblique plane) • Movements (flexion, extension, abduction, adduction, medial rotation, lateral rotation, inversion, eversion, supination, pronation, plantar flexion, dorsal flexion and circumduction) • Cell structure, Cell division • Tissue—definition, types, characteristics, classification, location • Membrane, glands—classification and structure • Identify major surface and bony landmarks in each body region, Organization of human body • Hyaline, fibrocartilage, elastic cartilage • Features of skeletal, smooth and cardiac muscle • Application and implication in nursing 	<ul style="list-style-type: none"> • Lecture cum Discussion • Use of models • Video demonstration • Use of microscopic slides • Lecture cum Discussion • Video/Slides • Anatomical Torso 	<ul style="list-style-type: none"> • Quiz • MCQ • Short answer
II	6(T)	<p>Describe the structure of respiratory system</p> <p>Identify the muscles of respiration and examine their contribution to the mechanism of breathing</p>	<p>The Respiratory system</p> <ul style="list-style-type: none"> • Structure of the organs of respiration • Muscles of respiration • Application and implication in nursing 	<ul style="list-style-type: none"> • Lecture cum Discussion • Models • Video/Slides 	<ul style="list-style-type: none"> • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	6(T)	Describe the structure of digestive system	The Digestive system <ul style="list-style-type: none"> • Structure of alimentary canal and accessory organs of digestion • Application and implications in nursing 	<ul style="list-style-type: none"> • Lecture cum Discussion • Video/Slides • Anatomical Torso 	<ul style="list-style-type: none"> • Short answer • Objective type
IV	6(T)	Describe the structure of circulatory and lymphatic system.	The Circulatory and Lymphatic system <ul style="list-style-type: none"> • Structure of blood components, blood vessels – Arterial and Venous system • Position of heart relative to the associated structures • Chambers of heart, layers of heart • Heart valves, coronary arteries • Nerve and blood supply to heart • Lymphatic tissue • Veins used for IV injections • Application and implication in nursing 	<ul style="list-style-type: none"> • Lecture • Models • Video/Slides 	<ul style="list-style-type: none"> • Short answer • MCQ
V	4(T)	Identify the major endocrine glands and describe the structure of endocrine Glands	The Endocrine system <ul style="list-style-type: none"> • Structure of Hypothalamus, Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands 	<ul style="list-style-type: none"> • Lecture • Models/charts 	<ul style="list-style-type: none"> • Short answer • Objective type
VI	4(T)	Describe the structure of various sensory organs	The Sensory organs <ul style="list-style-type: none"> • Structure of skin, eye, ear, nose and tongue • Application and implications in nursing 	<ul style="list-style-type: none"> • Lecture • Explain with Video/ models/charts 	<ul style="list-style-type: none"> • Short answer • MCQ
VII	10(T)	<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>	The Musculoskeletal system: The Skeletal system <ul style="list-style-type: none"> • Anatomical positions • Bones – types, structure, growth and ossification • Axial and appendicular skeleton • Joints – classification, major joints and structure • Application and implications in nursing 	<ul style="list-style-type: none"> • Review – discussion • Lecture • Discussions • Explain using charts, skeleton and loose bones and torso • Identifying muscles involved in nursing procedures in lab 	<ul style="list-style-type: none"> • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Apply the knowledge in performing nursing procedures/skills	The Muscular system <ul style="list-style-type: none"> • Types and structure of muscles • Muscle groups – muscles of the head, neck, thorax, abdomen, pelvis, upper limb and lower limbs • Principal muscles – deltoid, biceps, triceps, respiratory, abdominal, pelvic floor, pelvic floor muscles, gluteal muscles and vastus lateralis • Major muscles involved in nursing procedures 		
VIII	5(T)	Describe the structure of renal system	The Renal system <ul style="list-style-type: none"> • Structure of kidney, ureters, bladder, urethra • Application and implication in nursing 	<ul style="list-style-type: none"> • Lecture • Models/charts 	<ul style="list-style-type: none"> • MCQ • Short answer
IX	5(T)	Describe the structure of reproductive system	The Reproductive system <ul style="list-style-type: none"> • Structure of male reproductive organs • Structure of female reproductive organs • Structure of breast 	<ul style="list-style-type: none"> • Lecture • Models/charts 	<ul style="list-style-type: none"> • MCQ • Short answer
X	6(T)	Describe the structure of nervous system including the distribution of the nerves, nerve plexuses Describe the ventricular system	The Nervous system <ul style="list-style-type: none"> • Review Structure of neurons • CNS, ANS and PNS (Central, autonomic and peripheral) • Structure of brain, spinal cord, cranial nerves, spinal nerves, peripheral nerves, functional areas of cerebral cortex • Ventricular system – formation, circulation, and drainage • Application and implication in nursing 	<ul style="list-style-type: none"> • Lecture • Explain with models • Video slides 	<ul style="list-style-type: none"> • MCQ • Short answer

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

1 credit lab hours are not specified separately)

APPLIEDPHYSIOLOGY**PLACEMENT:**ISEMESTER**THEORY:**3Credits(60hours)**COURSE OBJECTIVES:** This course is designed to assists students to-

1. Acquire comprehensive knowledge of the normal functions of organ system of the human body and physiological basis of health
2. Identify alteration in functions of organ system of the human body to provide clinical competencies to practice nursing

COURSE OUTCOME: On completion of the course the students will be able to;

1. To describe the normal functions of organ system of the human body
2. To identify the relative contribution of each organ system towards maintenance of homeostasis
3. To distinguish any alteration in functions of organ system of the human body
4. To explain the normal physiological basis of health to analyze clinical situations and therapeutic application.

COURSE OUTLINE

T–Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	4(T)	Describe the physiology of cell, tissues, membranes and glands	General Physiology–Basic concepts <ul style="list-style-type: none"> • Cell physiology including transportation across cell membrane • Body fluid compartments, Distribution of total body fluid, intracellular and extracellular compartments, major electrolytes and maintenance of homeostasis • Cell cycle • Tissue–formation, repair • Membranes and glands–functions • Application and implication in nursing 	<ul style="list-style-type: none"> • Review – discussion • Lecture cum Discussion • Video demonstrations 	<ul style="list-style-type: none"> • Quiz • MCQ • Short answer
II	6(T)	Describe the physiology and mechanism of respiration Identify the muscles of respiration and examine their contribution to the mechanism of breathing	Respiratory system <ul style="list-style-type: none"> • Functions of respiratory organs • Physiology of respiration • Pulmonary circulation–functional features • Pulmonary ventilation, exchange of gases • Carriage of oxygen and carbon-dioxide, Exchange of gases in tissue • Regulation of respiration • Hypoxia, cyanosis, dyspnea, periodic breathing • Respiratory changes during exercise • Application and implication in nursing 	<ul style="list-style-type: none"> • Lecture • Video slides 	<ul style="list-style-type: none"> • Essay • Short answer • MCQ
III	8(T)	Describe the functions of digestive system	Digestive system <ul style="list-style-type: none"> • Functions of the organs of digestive tract • Saliva–composition, regulation of secretion and functions of saliva • Composition and function of gastric juice, mechanism and regulation of gastric secretion • Composition of pancreatic juice, function, regulation of pancreatic secretion • Functions of liver, gall bladder and pancreas • Composition of bile and function • Secretion and function of small and large intestine • Movements of alimentary tract • Digestion in mouth, stomach, small intestine, large intestine, absorption of food • Application and implications in nursing 	<ul style="list-style-type: none"> • Lecture cum Discussion • Video slides 	<ul style="list-style-type: none"> • Essay • Short answer • MCQ
IV	6(T)	Explain the functions of the	Circulatory and Lymphatic system <ul style="list-style-type: none"> • Functions of heart, conduction system, 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		heart, and physiology of circulation	<p>cardiac cycle, Stroke volume and cardiac output</p> <ul style="list-style-type: none"> • Blood pressure and Pulse • Circulation—principles, factors influencing blood pressure, pulse • Coronary circulation, Pulmonary and systemic circulation • Heart rate—regulation of heart rate • Normal value and variations • Cardiovascular homeostasis in exercise and posture • Application and implication in nursing 	<ul style="list-style-type: none"> • Discussion • Video/Slides 	<ul style="list-style-type: none"> • MCQ
V	5(T)	Describe the composition and functions of blood	<p>Blood</p> <ul style="list-style-type: none"> • Blood—Functions, Physical characteristics • Formation of blood cells • Erythropoiesis—Functions of RBC, RBC life cycle • WBC—types, functions • Platelets—Function and production of platelets • Clotting mechanism of blood, clotting time, bleeding time, PTT • Hemostasis—role of vasoconstriction, platelet plug formation in hemostasis, coagulation factors, intrinsic and extrinsic pathways of coagulation • Blood groups and types • Functions of reticuloendothelial system, immunity • Application in nursing 	<ul style="list-style-type: none"> • Lecture • Discussion • Videos 	<ul style="list-style-type: none"> • Essay • Short answer • MCQ
VI	5(T)	Identify the major endocrine glands and describe their functions	<p>The Endocrine system</p> <ul style="list-style-type: none"> • Functions and hormones of Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands. • Other hormones • Alterations in disease • Application and implication in nursing 	<ul style="list-style-type: none"> • Lecture • Explain using charts 	<ul style="list-style-type: none"> • Short answer • MCQ
VII	4(T)	Describe the structure of various sensory organs	<p>The Sensory Organs</p> <ul style="list-style-type: none"> • Functions of skin • Vision, hearing, taste and smell • Errors of refraction, aging changes • Application and implications in nursing 	<ul style="list-style-type: none"> • Lecture • Video 	<ul style="list-style-type: none"> • Short answer • MCQ
VIII	6(T)	Describe the functions of	<p>Musculoskeletal system</p>	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Structured essay

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"> • Bones – Functions, movements of bones of axial and appendicular skeleton, Bone healing • Joints and joint movements • Alteration of joint disease • Properties and Functions of skeletal muscles – mechanism of muscle contraction • Structure and properties of cardiac muscles and smooth muscles • Application and implication in nursing 	<ul style="list-style-type: none"> • Discussion • Videopresentation 	<ul style="list-style-type: none"> • Short answer • MCQ
IX	4(T)	Describe the physiology of renal system	Renal system <ul style="list-style-type: none"> • Functions of kidney in maintaining homeostasis • GFR • Functions of ureters, bladder and urethra • Micturition • Regulation of renal function • Application and implication in nursing 	<ul style="list-style-type: none"> • Lecture • Charts and models 	<ul style="list-style-type: none"> • Short answer • MCQ
X	4(T)	Describe the structure of reproductive system	The Reproductive system <ul style="list-style-type: none"> • Female reproductive system – Menstrual cycle, function and hormones of ovary, oogenesis, fertilization, implantation, Functions of breast • Male reproductive system – Spermatogenesis, hormones and its functions, semen • Application and implication in providing nursing care 	<ul style="list-style-type: none"> • Lecture • Explain using charts, models, specimens 	<ul style="list-style-type: none"> • Short answer • MCQ
XI	8(T)	Describe the functions of brain, physiology of nerve stimulus, reflexes, cranial and spinal nerves	<ul style="list-style-type: none"> • Nervous system • Overview of nervous system • Review of types, structure and functions of neurons • Nerve impulse • Review functions of Brain - Medulla, Pons, Cerebrum, Cerebellum • Sensory and Motor Nervous system • Peripheral Nervous system • Autonomic Nervous system • Limbic system and higher mental Functions - Hippocampus, Thalamus, Hypothalamus • Vestibular apparatus • Functions of cranial nerves • Autonomic functions • Physiology of Pain - somatic, visceral and referred 	<ul style="list-style-type: none"> • Lecture cum Discussion • Video slides 	<ul style="list-style-type: none"> • Brief structured essays • Short answer • MCQ • Critical reflection

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Reflexes • CSFformation,composition,circulationof CSF, blood brain barrier and blood CSF barrier • Applicationandimplicationinnursing 		

Note:Fewlabhourscanbeplannedforvisits,observationandhandling (less than 1 credit lab hours are not specified separately)

APPLIED SOCIOLOGY

PLACEMENT:ISEMESTER

THEORY:3Credits(60hours)

COURSE OBJECTIVE : This course is designed to enable the students to

1. Develop understanding about basic concepts of sociology and its application in personal and community life, health, illness and nursing.
2. Recognize the significance and application of soft skills and selfempowerment in the practice of nursing.

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

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

COURSEOUTLINE

T-Theory

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	1(T)	Describe the scope and significance of sociologyinnursing	Introduction <ul style="list-style-type: none"> • Definition,natureandscopeofsociology • Significanceofsociologyinnursing 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Essay • Shortanswer
II	15(T)	Describe the individualization, Groups,processesof Socialization,social change and its importance	Socialstructure <ul style="list-style-type: none"> • Basicconceptofsociety,community, association and institution • Individualandsociety • Personaldisorganization • Socialgroup–meaning,characteristics,and classification. • Socialprocesses–definitionandforms,Co-operation, competition, conflict, accommodation, assimilation, isolation • Socialization–characteristics,process, agencies of socialization • Socialchange–nature,process,androleof nurse 	<ul style="list-style-type: none"> • Lecturecum Discussion 	<ul style="list-style-type: none"> • Essay • Shortanswer • Objectivetype

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Structure and characteristics of urban, rural and tribal community. • Major health problems in urban, rural and tribal communities • Importance of social structure in nursing profession 		
III	8(T)	Describe culture and its impact on health and disease	Culture <ul style="list-style-type: none"> • Nature, characteristic and evolution of culture • Diversity and uniformity of culture • Difference between culture and civilization • Culture and socialization • Transcultural society • Culture, Modernization and its impact on health and disease 	<ul style="list-style-type: none"> • Lecture • Panel discussion 	<ul style="list-style-type: none"> • Essay • Short answer
IV	8(T)	Explain family, marriage and legislation related to marriage	Family and Marriage <ul style="list-style-type: none"> • Family—characteristics, basic need, types and functions of family • Marriage – forms of marriage, social custom relating to marriage and importance of marriage • Legislation on Indian marriage and family. • Influence of marriage and family on health and health practices 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Essay • Short answer • Case study report
V	8(T)	Explain different types of caste and classes in society and its influence on health	Social stratification <ul style="list-style-type: none"> • Introduction—Characteristics & forms of stratification • Function of stratification • Indian caste system—origin and characteristics • Positive and negative impact of caste in society. • Class system and status • Social mobility—meaning and types • Race—concept, criteria of racial classification • Influence of class, caste and race system on health. 	<ul style="list-style-type: none"> • Lecture • Panel discussion 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
VI	15(T)	Explain social organization, disorganization, social problems and role of nurse in reducing social problems	Social organization and disorganization <ul style="list-style-type: none"> • Social organization—meaning, elements and types • Voluntary associations • Social system – definition, types, role and status as structural element of social system. • Interrelationship of institutions • Social control—meaning, aims and process of social control 	<ul style="list-style-type: none"> • Lecture • Group discussion • Observational visit 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • Visit report

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Social norms, moral and values • Social disorganization—definition, causes, Control and planning • Major social problems—poverty, housing, food supplies, illiteracy, prostitution, dowry, Child labour, child abuse, delinquency, crime, substance abuse, HIV/AIDS, COVID-19 • Vulnerable group—elderly, handicapped, minority and other marginal group. • Fundamental rights of individual, women and children • Role of nurse in reducing social problem and enhance coping • Social welfare programs in India 		
VII	5(T)	Explain clinical sociology and its application in the hospital and community	Clinical sociology <ul style="list-style-type: none"> • Introduction to clinical sociology • Sociological strategies for developing services for the abused • Use of clinical sociology in crisis intervention 	<ul style="list-style-type: none"> • Lecture, • Group discussion • Roleplay 	<ul style="list-style-type: none"> • Essay • Short answer

APPLIED PSYCHOLOGY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 Hours)

COURSE OBJECTIVE: This course is designed to enable the students to

1. Develop understanding about basic concepts of psychology and its application in personal and community life, health, illness and nursing.

2. Recognize the significance and application of soft skills and self-empowerment in the practice of nursing.

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

1. Identify the importance of psychology in individual and professional life and understand the role of nurse in promoting mental health and dealing with altered personality
2. Explain the biological and psychological basis of human behaviour to determine the role of nurses applicable to the psychology of different age groups.
3. Apply the knowledge of self-empowerment in workplace, society and personal life.
4. Analyze the principles of motivation and emotion in performing the role of nurse in caring for emotionally sick client.

COURSEOUTLINE

T–Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2(T)	Describescope, branches and significance of psychology in nursing	Introduction <ul style="list-style-type: none"> • MeaningofPsychology <ul style="list-style-type: none"> • Developmentofpsychology–Scope, branchesandmethodsofpsychology • Relationshipwithothersubjects <ul style="list-style-type: none"> • Significanceofpsychologyinnursing • Appliedpsychologytosolveeveryday issues 	<ul style="list-style-type: none"> • Lecturecum Discussion 	<ul style="list-style-type: none"> • Essay • Shortanswer
II	4(T)	Describepbiologyof human behaviour	Biologicalbasisofbehavior–Introduction <ul style="list-style-type: none"> • Bodymindrelationship • Geneticsandbehaviour • Inheritanceofbehaviour • Brainandbehaviour. • Psychologyandsensation–sensoryprocess –normalandabnormal 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Essay • Shortanswer
III	5(T)	Describe mentally healthy person and defense mechanisms	Mentalhealthandmentalhygiene <ul style="list-style-type: none"> • Conceptofmentalhealthandmental hygiene • Characteristicofmentallyhealthy person • Warningsignsofpoormentalhealth • Promotiveandpreventivementalhealth strategies and services • Defensemechanismanditsimplication • Frustrationandconflict–typesofconflicts and measurements to overcome • Roleofnurseinreducingfrustrationand conflict and enhancing coping • Dealingwithego 	<ul style="list-style-type: none"> • Lecture • Casediscussion • Roleplay 	<ul style="list-style-type: none"> • Essay • Shortanswer • Objectivetype
IV	7(T)	Describe psychology of people in different age groups and role of nurse	Developmentalpsychology <ul style="list-style-type: none"> • Physical, psychosocial and cognitive development across life span – Prenatal through early childhood, middle to late childhoodthroughadolescence,earlyand mid-adulthood, lateadulthood, deathand dying • Roleofnurseinsupportingnormalgrowth and development across the life span • Psychologicalneedsvariousgroupsin healthandsickness–Infancy,childhood, adolescence, adulthood and older adult • Introductiontochildpsychologyandroleof nurseinmeetingthepsychologicalneedsof 	<ul style="list-style-type: none"> • Lecture • Group • discussion 	<ul style="list-style-type: none"> • Essay • Shortanswer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<p>children</p> <ul style="list-style-type: none"> • Psychology of vulnerable individuals – challenged, women, sick etc. • Role of nurse with vulnerable groups 		
V	4(T)	Explain personality and role of nurse in identification and improvement in altered personality	<p>Personality</p> <ul style="list-style-type: none"> • Meaning, definition of personality • Classification of personality • Measurement and evaluation of personality – Introduction • Alteration in personality • Role of nurse in identification of individual personality and improvement in altered personality 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay and short answer • Objective type
VI	16(T)	Explain cognitive process and their applications	<p>Cognitive process</p> <ul style="list-style-type: none"> • Attention – definition, types, determinants, duration, degree and alteration in attention • Perception – Meaning of Perception, principles, factors affecting perception, • Intelligence – Meaning of intelligence – Effect of heredity and environment in intelligence, classification, Introduction to measurement of intelligence tests – Mental deficiencies • Learning – Definition of learning, types of learning, Factors influencing learning – Learning process, Habit formation • Memory – meaning and nature of memory, factors influencing memory, methods to improve memory, forgetting • Thinking – types, level, reasoning and problem solving. • Aptitude – concept, types, individual differences and variability • Psychometric assessment of cognitive processes – Introduction • Alteration in cognitive processes 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Essay and short answer • Objective type
VII	6(T)	Describe motivation, emotion, attitude and role of nurse in emotionally sick client	<p>Motivation and emotional processes</p> <ul style="list-style-type: none"> • Motivation – meaning, concept, types, theories of motivation, motivation cycle, biological and special motives • Emotions – Meaning of emotions, development of emotions, alteration of emotion, emotions in sickness – handling emotions in self and other • Stress and adaptation – stress, stressor, cycle, effect, adaptation and coping 	<ul style="list-style-type: none"> • Lecture • Group discussion 	<ul style="list-style-type: none"> • Essay and short answer • Objective type

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

NURSING FOUNDATION-I(including First Aid module) PLACEMENT: I SEMESTER

THEORY:6Credits(120hours)

PRACTICUM:Skill Lab:2Credits(80hours)andClinical:2Credits(160hours)

COURSE OBJECTIVE: This course is designed to:

- 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.
- To practice the basic skills of Nursing Foundation in the clinical settings.
- To acquire the maximum skills for stepping up to advanced skilled practices in the consequent academic years.

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

1. Develop understanding about the concept of health, illness and scope of nursing within health care services and develop skill in recording and reporting.
2. Demonstrate competency in monitoring and documenting vital signs , understand the fundamental principles and techniques of infection control and biomedical waste management and perform first aid measures during emergencies.
3. Perform admission, transfer, and discharge of a patient and identify and meet the comfort ,educational needs of the patients.
4. Apply values, code of ethics and professional conduct in professional life and apply the principles and methods of effective communication in establishing communication links with patients, families and other health team members.

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

First Aid: 40 Hours (including Basic CPR)

COURSEOUTLINE

T–Theory,SL–SkillLab

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
I	5(T)	Describe the conceptofhealth and illness	Introductiontohealthandillness <ul style="list-style-type: none"> • ConceptofHealth–Definitions(WHO), Dimensions • Maslow’shierarchyofneeds • Health–Illnesscontinuum • Factorsinfluencinghealth • Causesandriskfactorsfordeveloping illnesses • Illness–Types,illnessbehavior • Impactofillnessonpatientandfamily 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Essay • Shortanswer • Objective type
II	5(T)	Describe the levels of illnesspreventionand care, health care services	HealthCareDeliverySystems– IntroductionofBasicConcepts&Meanings <ul style="list-style-type: none"> • LevelsofIllnessPrevention–Primary (Health Promotion), Secondary and Tertiary • LevelsofCare–Primary,Secondaryand Tertiary • Typesofhealthcareagencies/services– Hospitals,clinics,Hospice,rehabilitation centres, extended care facilities • Hospitals–Types,Organizationand 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Essay • Shortanswer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<p>Functions</p> <ul style="list-style-type: none"> Healthcare teams in hospitals – members and their role 		
III	12(T)	<p>Trace the history of Nursing</p> <p>Explain the concept, nature and scope of nursing</p> <p>Describe values, code of ethics and professional conduct for nurses in India</p>	<p>History of Nursing and Nursing as a profession</p> <ul style="list-style-type: none"> History of Nursing, History of Nursing in India Contributions of Florence Nightingale Nursing – Definition – Nurse, Nursing, Concepts, philosophy, objectives, Characteristics, nature and Scope of Nursing/ Nursing practice, Functions of nurse, Qualities of a nurse, Categories of nursing personnel Nursing as a profession – definition and characteristics/criteria of profession Values – Introduction – meaning and importance Code of ethics and professional conduct for nurses – Introduction 	<ul style="list-style-type: none"> Lecture Discussion Case discussion Role plays 	<ul style="list-style-type: none"> Essay Short answers Objective type
IV	8(T) 3(SL)	<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>Communication and Nurse Patient Relationship</p> <ul style="list-style-type: none"> Communication – Levels, Elements and Process, Types, Modes, Factors influencing communication Methods of effective communication/therapeutic communication techniques Barriers to effective communication/non-therapeutic communication techniques Professional communication Helping Relationships (Nurse Patient Relationship) – Purposes and Phases Communicating effectively with patient, families and team members Maintaining effective human relations and communication with vulnerable groups (children, women, physically and mentally challenged and elderly) 	<ul style="list-style-type: none"> Lecture Discussion Role play and video film on Therapeutic Communication 	<ul style="list-style-type: none"> Essay Short answer Objective type
V	4(T) 2(SL)	<p>Describe the purposes, types and techniques of recording and reporting</p> <p>Maintain records and reports accurately</p>	<p>Documentation and Reporting</p> <ul style="list-style-type: none"> Documentation – Purposes of Reports and Records Confidentiality Types of Client records/Common Record-keeping forms Methods/Systems of documentation/Recording 	<ul style="list-style-type: none"> Lecture Discussion Demonstration 	<ul style="list-style-type: none"> Essay Short answer Objective type

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Guidelinesfordocumentation • Do'sandDon'tsofdocumentation/Legal guidelinesforDocumentation/Recording • Reporting–Changeofshiftreports, Transfer reports, Incident reports 		
VI	15(T) 20 (SL)	Describeprinciples and techniques of monitoring and maintaining vital signs Assess and record vitalsignsaccurately	Vitalsigns <ul style="list-style-type: none"> • Guidelinesfortakingvitalsigns • <i>Bodytemperature</i>– <ul style="list-style-type: none"> ○ Definition,Physiology,Regulation, Factorsaffectingbodytemperature ○ Assessmentofbodytemperature–sites, equipment and technique ○ Temperature alterations – Hyperthermia, Heat Cramps, Heat Exhaustion,Heatstroke,Hypothermia ○ Fever/Pyrexia–Definition,Causes, Stages, Types • NursingManagement <ul style="list-style-type: none"> ○ HotandColdapplications • <i>Pulse</i>: <ul style="list-style-type: none"> ○ Definition,PhysiologyandRegulation, Characteristics,Factorsaffectingpulse ○ Assessmentofpulse–sites,equipment and technique ○ Alterationsinpulse • <i>Respiration</i>: <ul style="list-style-type: none"> ○ Definition, Physiology and Regulation, Mechanicsofbreathing,Characteristics, Factorsaffectingrespiration ○ Assessmentofrespirations–technique ○ ArterialOxygensaturation ○ Alterationsinrespiration • <i>Bloodpressure</i>: <ul style="list-style-type: none"> ○ Definition,PhysiologyandRegulation, Characteristics,FactorsaffectingBP ○ Assessment of BP – sites, equipment andtechnique,CommonErrorsinBP Assessment ○ AlterationsinBloodPressure • DocumentingVitalSigns 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration& Re-demonstration 	<ul style="list-style-type: none"> • Essay • Shortanswer • Objective type • Documentthe given values of temperature, pulse, and respiration in the graphic sheet • OSCE
VII	3(T)	Maintainequipment and linen	EquipmentandLinen <ul style="list-style-type: none"> • Types–Disposablesandreusable <ul style="list-style-type: none"> ○Linen,rubbergoods,glassware,metal, plastics, furniture • Introduction–Indent,maintenance, Inventory 		

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 wastemanagement	<p>Introduction to Infection Control in Clinical setting</p> <ul style="list-style-type: none"> • Nature of infection • Chain of infection • Types of infection • Stages of infection • Factors increasing susceptibility to infection • Body defenses against infection – Inflammatory response & Immune response • Healthcare associated infection (Nosocomial infection) <p>Introductory concept of Asepsis – Medical & Surgical asepsis</p> <p>Precautions</p> <ul style="list-style-type: none"> • Hand Hygiene • (Hand washing and use of hand Rub) • Use of Personal Protective Equipment (PPE) • Standard precautions <p>Biomedical Wastemanagement</p> <ul style="list-style-type: none"> • Types of hospital waste, waste segregation and hazards – Introduction 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Observation of autoclaving and other sterilization techniques • Videopresentation on medical & surgical asepsis 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
IX	15(T) 15 (SL)	Identify and meet the comfort needs of the patients	<p>Comfort, Rest & Sleep and Pain</p> <ul style="list-style-type: none"> • Comfort <ul style="list-style-type: none"> ○ Factors Influencing Comfort ○ Types of beds including latest beds, purposes & bed making ○ Therapeutic positions ○ Comfort devices • Sleep and Rest <ul style="list-style-type: none"> ○ Physiology of sleep ○ Factors affecting sleep ○ Promoting Rest and sleep ○ Sleep Disorders • Pain (Discomfort) <ul style="list-style-type: none"> ○ Physiology ○ Common cause of pain ○ Types ○ Assessment – pain scales and narcotic scales 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & Re-demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • OSCE

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

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

*Mandatory module

CLINICALPRACTICUM

ClinicalPracticum:2Credits(160hours),10weeks×16hoursper week

PRACTICECOMPETENCIES:Oncompletionoftheclinicalpracticum,thestudentswillbeableto

1. Maintaineffectivehumanrelations(projectingprofessionalimage)
2. Communicateeffectivelywithpatient,familiesandteammembers
3. Demonstrateskillsintechiniquesofrecordingandreporting
4. Demonstrateskillinmonitoringvitalsigns
5. Careforpatientswithalteredvitalsigns
6. DemonstrateskillinimplementingstandardprecautionsanduseofPPE
7. Demonstrateskillinmeetingthecomfortneedsofthepatients
8. Providesafeandcleanenvironment
9. Demonstrateskillinadmission,transfer,anddischargeofapatient
10. Demonstrateskillincaringforpatientswithrestrictedmobility
11. Planandprovideappropriatehealthteachingfollowingtheprinciples
12. AcquireskillsinassessingandperformingFirstAidduringemergencies.

SKILLLAB**UseofMannequinsandSimulators**

S.No.	Competencies	Modeof Teaching
1.	TherapeuticCommunicationandDocumentation	RolePlay
2.	Vitalsigns	Simulator/Standardizedpatient
3.	MedicalandSurgicalAsepsis	Videos/Mannequin
4.	PainAssessment	Standardizedpatient
5.	ComfortDevices	Mannequin
6.	TherapeuticPositions	Mannequin
7.	PhysicalRestraintsandSiderails	Mannequin
8.	ROMExercises	Standardizedpatient
9.	Ambulation	Standardizedpatient
10.	MovingandTurningpatientsinbed	Mannequin
11.	Changingpositionofhelplesspatients	Mannequin/Standardizedpatient
12.	Transferringpatientsbedtostretcher/wheelchair	Mannequin/Standardizedpatient
13.	Admission,Transfer,Discharge&HealthTeaching	RolePlay

CLINICAL POSTINGS—General Medical/Surgical Wards 10

weeks × 16 hours/week = 160 Hours

Clinical Unit	Duration (in Weeks)	Learning Outcomes	Procedural Competencies/Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
General Medical/Surgical wards	2	Maintain effective human relations (projecting professional image) Communicate effectively with patient, families and team members Demonstrate skills in techniques of recording and reporting	Communication and Nurse patient relationship <ul style="list-style-type: none"> • Maintaining Communication with patient and family and interpersonal relationship • Documentation and Reporting <ul style="list-style-type: none"> ○ Documenting patient care and procedures ○ Verbal report ○ Written report 		<ul style="list-style-type: none"> • OSCE
	2	Demonstrate skill in monitoring vital signs Care for patients with altered vital signs Demonstrate skill in implementing standard precautions and use of PPE	<i>Vital signs</i> <ul style="list-style-type: none"> • Monitor/measure and document vital signs in a graphic sheet <ul style="list-style-type: none"> ○ Temperature (oral, tympanic, axillary) ○ Pulse (Apical and peripheral pulses) ○ Respiration ○ Blood pressure ○ Pulse oximetry • Interpret and report alteration • Cold Applications—Cold Compress, Ice cap, Tepid Sponging • Care of equipment—thermometer, BP apparatus, Stethoscope, Pulse oximeter <i>Infection control in Clinical settings</i> <ul style="list-style-type: none"> • Hand hygiene • Use of PPE 	<ul style="list-style-type: none"> • Care of patients with alterations in vital signs-1 	<ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE
	3	Demonstrate skill in meeting the comfort needs of the patients	Comfort, Rest & Sleep, Pain and Promoting Safety in Health Care Environment <i>Comfort, Rest & Sleep</i> <ul style="list-style-type: none"> • Bedmaking- <ul style="list-style-type: none"> ○ Open ○ Closed ○ Occupied ○ Post-operative 		<ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE

Clinical Unit	Duration (in Weeks)	Learning Outcomes	Procedural Competencies/Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
		Providesafeandclean environment	<ul style="list-style-type: none"> ○ Cardiacbed ○ Fracturebed ● Comfortdevices <ul style="list-style-type: none"> ○ Pillows ○ Overbedtable/cardiactable ○ Backrest ○ BedCradle ● TherapeuticPositions <ul style="list-style-type: none"> ○ Supine ○ Fowlers(low,semi,high) ○ Lateral ○ Prone ○ Sim's ○ Trendelenburg ○ Dorsalrecumbent ○ Lithotomy ○ Kneechest <p><i>Pain</i></p> <ul style="list-style-type: none"> ● Painassessmentandprovisionfor comfort <p><i>PromotingSafetyinHealthCare Environment</i></p> <ul style="list-style-type: none"> ● CareofPatient'sUnit ● UseofSafetydevices: <ul style="list-style-type: none"> ○ SideRails ● Restraints(Physical) ● FallriskassessmentandPostFall Assessment 	<ul style="list-style-type: none"> ● Fall risk assessment-1 	
	2	Demonstrateskillin admission, transfer, and discharge of a patient	<p>Hospital Admission and discharge, Mobility and ImmobilityandPatienteducation</p> <p><i>HospitalAdmissionanddischarge</i></p> <p>Perform&Document:</p> <ul style="list-style-type: none"> ● Admission ● Transfer ● PlannedDischarge 		<ul style="list-style-type: none"> ● Assessmentof clinical skills usingchecklist ● OSCE
		Demonstrateskillin caring for patients with restricted mobility	<p><i>MobilityandImmobility</i></p> <ul style="list-style-type: none"> ● RangeofMotionExercises ● Assistpatientin: <ul style="list-style-type: none"> ○Moving 	<ul style="list-style-type: none"> ● Individual teaching-1 	<ul style="list-style-type: none"> ● Assessmentof clinical skills usingchecklist ● OSCE

Clinical Unit	Duration (in Weeks)	Learning Outcomes	Procedural Competencies/Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
		Plan and provide appropriate health teaching following the principles	<ul style="list-style-type: none"> ○ Turning ○ Logrolling ● Changing position of helpless patient ● Transferring (Bed to and from chair/wheelchair/ stretcher) <i>Patient education</i>		
	1	Demonstrates skills in assessing and performing First Aid during emergencies	First aid and Emergencies <ul style="list-style-type: none"> ● Bandaging Techniques <ul style="list-style-type: none"> ○ Basic Bandages: <ul style="list-style-type: none"> ▪ Circular ▪ Spiral ▪ Reverse-Spiral ▪ Recurrent ▪ Figure of Eight ○ Special Bandages: <ul style="list-style-type: none"> ▪ Caplin ▪ Eye/Ear Bandage ▪ Jaw Bandage ▪ Shoulder Spica ▪ Thumb spica ▪ Triangular Bandage/Sling (Head & limbs) ▪ Binders 	<ul style="list-style-type: none"> ● Module completion National Disaster Management Authority (NDMA) First Aid module (To complete it in clinicals if not completed during lab) 	<ul style="list-style-type: none"> ● Assessment of clinical skills using checklist ● OSCE (first aid competencies)

APPLIED BIOCHEMISTRY

PLACEMENT: II SEMESTER

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

COURSE OBJECTIVE: This course is designed to enable the students to-

1. Develop knowledge of the normal biochemical functions and alterations in disease conditions.
2. Apply the knowledge in the clinical setting.

COURSE OUTCOME: On completion of the course, the student will be able to-

1. Describe the metabolism of carbohydrates, lipids, proteins, amino acids and its alterations
2. Explain acid base balance, imbalance and its clinical significance.
3. Elaborate different tests and interpret its findings.
4. Illustrate the immunochemistry.

COURSEOUTLINE

T–Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	8(T)	Describe the metabolism of carbohydrates and its alterations	Carbohydrates <ul style="list-style-type: none"> • Digestion, absorption and metabolism of carbohydrates and related disorders • Regulation of blood glucose • Diabetes Mellitus – type 1 and type 2, symptoms, complications & management in brief • Investigations of Diabetes Mellitus <ul style="list-style-type: none"> ○ OGTT – Indications, Procedure, Interpretation and types of GTT curve ○ Mini GTT, extended GTT, GCT, IV GTT ○ HbA1c (Only definition) • Hypoglycemia – Definition & causes 	<ul style="list-style-type: none"> • Lecture cum Discussion • Explain using charts and slides • Demonstration of laboratory tests 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer
II	8(T)	Explain the metabolism of lipids and its alterations	Lipids <ul style="list-style-type: none"> • Fatty acids – Definition, classification • Definition & Clinical significance of MUFA & PUFA, Essential fatty acids, Trans fatty acids • Digestion, absorption & metabolism of lipids & related disorders • Compounds formed from cholesterol • Ketone bodies (name, types & significance only) • Lipoproteins – types & functions (metabolism not required) • Lipid profile • Atherosclerosis (in brief) 	<ul style="list-style-type: none"> • Lecture cum Discussion • Explain using charts and slides • Demonstration of laboratory tests 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer
III	9(T)	Explain the metabolism of amino acids and proteins Identify alterations in disease conditions	Proteins <ul style="list-style-type: none"> • Classification of amino acids based on nutrition, metabolic rate with examples • Digestion, absorption & metabolism of protein & related disorders • Biologically important compounds synthesized from various amino acids (only names) • Inborn errors of amino acid metabolism – only aromatic amino acids (in brief) • Plasma protein – types, function & normal values • Causes of proteinuria, hypoproteinemia, hyper-gamma globulinemia • Principle of electrophoresis, normal & abnormal electrophoretic patterns (in 	<ul style="list-style-type: none"> • Lecture cum Discussion • Explain using charts, models and slides 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			brief)		
IV	4(T)	Explain clinical enzymology in various disease conditions	Clinical Enzymology <ul style="list-style-type: none"> • Isoenzymes—Definition & properties • Enzymes of diagnostic importance in <ul style="list-style-type: none"> ○ Liver Diseases—ALT, AST, ALP, GGT ○ Myocardial infarction—CK, cardiac troponins, AST, LDH ○ Muscular diseases—CK, Aldolase ○ Bone diseases—ALP ○ Prostate cancer—PSA, ACP 	<ul style="list-style-type: none"> • Lecture cum Discussion • Explain using charts and slides 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer
V	3(T)	Explain acid base balance, imbalance and its clinical significance	Acid base maintenance <ul style="list-style-type: none"> • pH—definition, normal value • Regulation of blood pH—blood buffer, respiratory & renal • ABG—normal values • Acid base disorders—types, definition & causes 	<ul style="list-style-type: none"> • Lecture cum Discussion • Explain using charts and slides 	<ul style="list-style-type: none"> • Short answer • Very short answer
VI	2(T)	Describe the metabolism of hemoglobin and its clinical significance	Heme catabolism <ul style="list-style-type: none"> • Heme degradation pathway • Jaundice—type, causes, urine & blood investigations (van den Berg test) 	<ul style="list-style-type: none"> • Lecture cum Discussion • Explain using charts and slides 	<ul style="list-style-type: none"> • Short answer • Very short answer
VII	3(T)	Explain different function tests and interpret the findings	Organ function tests (biochemical parameters & normal values only) <ul style="list-style-type: none"> • Renal • Liver • Thyroid 	<ul style="list-style-type: none"> • Lecture cum Discussion • Visit to Lab • Explain using charts and slides 	<ul style="list-style-type: none"> • Short answer • Very short answer
VIII	3(T)	Illustrate the immunochemistry	Immunochemistry <ul style="list-style-type: none"> • Structure & functions of immunoglobulin • Investigations & interpretation—ELISA 	<ul style="list-style-type: none"> • Lecture cum Discussion • Explain using charts and slides • Demonstration of laboratory tests 	<ul style="list-style-type: none"> • Short answer • Very short answer

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

APPLIEDNUTRITIONANDDIETETICS

PLACEMENT:IISEMESTER

THEORY:3credits(60hours) Theory:

45 hours

Lab :15hours

COURSE OBJECTIVE: The course is designed

- To assist the students to acquire basic knowledge and understanding of the principles of Nutrition and Dietetics
- To apply this knowledge in the practice of Nursing.

COURSE OUTCOME

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

1. Identify the importance of nutrition in health and wellness.
2. Explain the principles and practices of Nutrition and Dietetics.
3. Identify the dietary principles for different diseases and implement dietary modifications in caring for patients
4. Identify nutritional needs of different age groups, patients suffering from various disease conditions. and plan a balanced diet for them.

COURSE OUTLINE

T–Theory

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		and RDA of proteins.	<ul style="list-style-type: none"> • Eight essential amino acids • Functions • Dietary sources • Protein requirements—RDA 	<ul style="list-style-type: none"> • Models • Display of food items 	answer
IV	2(T)	Describe the classification, Functions, sources and RDA of fats	Fats <ul style="list-style-type: none"> • Classification—Saturated & unsaturated • Calorie value • Functions • Dietary sources of fats and fatty acids • Fat requirements—RDA 	<ul style="list-style-type: none"> • Lecture cum Discussion • Charts/Slides • Models • Display of food items 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer
V	3(T)	Describe the classification, functions, sources and RDA of vitamins	Vitamins <ul style="list-style-type: none"> • Classification—fat soluble & water soluble • Fat soluble—Vitamins A, D, E, and K • Water soluble—Thiamine (vitamin B1), Riboflavin (vitamin B2), Nicotinic acid, Pyridoxine (vitamin B6), Pantothenic acid, Folic acid, Vitamin B12, Ascorbic acid (vitamin C) • Functions, Dietary Sources & Requirements—RDA of every vitamin 	<ul style="list-style-type: none"> • Lecture cum Discussion • Charts/Slides • Models • Display of food items 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer
VI	3(T)	Describe the classification, functions, sources and RDA of minerals	Minerals <ul style="list-style-type: none"> • Classification—Major minerals (Calcium, phosphorus, sodium, potassium and magnesium) and Trace elements • Functions • Dietary Sources • Requirements—RDA 	<ul style="list-style-type: none"> • Lecture cum Discussion • Charts/Slides • Models • Display of food items 	<ul style="list-style-type: none"> • Short answer • Very short answer
VII	7(T) 8(L)	Describe and plan balanced diet for different age groups, pregnancy, and lactation	Balanced diet <ul style="list-style-type: none"> • Definition, principles, steps • Food guides—Basic Four Food Groups • RDA—Definition, limitations, uses • Food Exchange System • Calculation of nutritive value of foods • Dietary fibre Nutrition across lifecycle <ul style="list-style-type: none"> • Meal planning/Menu planning—Definition, principles, steps • Infant and Young Child Feeding (IYCF) guidelines—breastfeeding, infant foods • Diet plan for different age groups— 	<ul style="list-style-type: none"> • Lecture cum Discussion • Meal planning • Lab session on <ul style="list-style-type: none"> ○ Preparation of balanced diet for different categories ○ Low cost nutritious dishes 	<ul style="list-style-type: none"> • Short answer • Very short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			Children,adolescentsandelderly <ul style="list-style-type: none"> • Diet in pregnancy – nutritional requirementsandbalanceddietplan • Anemiainpregnancy–diagnosis,dietfor anemic pregnant women, iron & folicacid supplementation and counseling • Nutrition in lactation – nutritional requirements,dietforlactatingmothers, complementary feeding/ weaning 		
VIII	6(T)	Classify and describe the commonnutritional deficiencydisorders andidentifynurses' role in assessment, management and prevention	Nutritionaldeficiencydisorders <ul style="list-style-type: none"> • Proteinenergymalnutrition–magnitude of the problem, causes, classification, signs & symptoms, Severe acute malnutrition (SAM), management & prevention and nurses' role • Childhoodobesity–signs&symptoms, assessment, management & prevention and nurses' role • Vitamindeficiencydisorders–vitaminA, B, C & D deficiency disorders –causes, signs & symptoms, management & prevention and nurses' role • Mineraldeficiencydiseases–iron,iodine andcalciumdeficiencies–causes,signs& symptoms, management & preventionand nurses' role 	<ul style="list-style-type: none"> • Lecturecum Discussion • Charts/Slides • Models 	<ul style="list-style-type: none"> • Essay • Shortanswer • Veryshort answer
IX	4(T) 7(L)	Principles of diets invariousdiseases	Therapeuticdiets <ul style="list-style-type: none"> • Definition,Objectives,Principles • Modifications–Consistency,Nutrients, • Feedingtechniques. • Diet in Diseases – Obesity, Diabetes Mellitus, CVD, Underweight, Renal diseases,HepaticdisordersConstipation, Diarrhea, Pre and Post-operative period 	<ul style="list-style-type: none"> • Lecturecum Discussion • Mealplanning • Lab session on preparation of therapeuticdiets 	<ul style="list-style-type: none"> • Essay • Shortanswer • Veryshort answer
X	3(T)	Describe the rules andpreservationof nutrients	Cookeryrulesandpreservationof nutrients <ul style="list-style-type: none"> • Cooking–Methods,Advantagesand Disadvantages • Preservationofnutrients • Measurestopreventlossofnutrients during preparation • SafefoodhandlingandStorageoffoods • Foodpreservation • Foodadditivesandfoodadulteration • PreventionofFoodAdulterationAct (PFA) • Foodstandards 	<ul style="list-style-type: none"> • Lecturecum Discussion • Charts/Slides 	<ul style="list-style-type: none"> • Essay • Shortanswer • Veryshort answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
XI	4(T)	Explain the methods of nutritional assessment and nutrition education	Nutrition assessment and nutrition education <ul style="list-style-type: none"> Objectives of nutritional assessment Methods of assessment – clinical examination, anthropometry, laboratory & biochemical assessment, assessment of dietary intake including Food frequency questionnaire (FFQ) method Nutrition education – purposes, principles and methods 	<ul style="list-style-type: none"> Lecture cum Discussion Demonstration Writing nutritional assessment report 	<ul style="list-style-type: none"> Essay Short answer Evaluation of Nutritional assessment report
XII	3(T)	Describe nutritional problems in India and nutritional programs	National Nutritional Programs and role of nurse <ul style="list-style-type: none"> Nutritional problems in India National nutritional policy <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 Role of nurse in every program 	<ul style="list-style-type: none"> Lecture cum Discussion 	<ul style="list-style-type: none"> Essay Short answer Very short answer
XIII	2(T)	Discuss the importance of food hygiene and food safety Explain the Acts related to food safety	Food safety <ul style="list-style-type: none"> Definition, Food safety considerations & measures Food safety regulatory measures in India – Relevant Acts Five keys to safer food Food storage, food handling and cooking General principles of food storage of food items (ex. milk, meat) Role of food handlers in foodborne diseases Essential steps in safe cooking practices 	<ul style="list-style-type: none"> Guided reading on related acts 	<ul style="list-style-type: none"> Quiz Short answer

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

NURSING FOUNDATION-II (including Health Assessment Module)

PLACEMENT: II SEMESTER

THEORY: 6 Credits (120 hours)

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

COURSE OBJECTIVE: This course is designed to:

- 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.
- To practice the basic skills of Nursing Foundation in the clinical settings.
- To acquire the maximum skills for stepping up to advanced skilled practices in the consequent academic years.

COURSE OUTCOME:

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

1. Understand fundamentals of health assessment and perform health assessment in supervised clinical settings and demonstrate fundamental skills of assessment, planning, implementation and evaluation of nursing care using Nursing process approach in supervised clinical settings
2. Assess the Nutritional, hygiene and elimination needs of patients and provide relevant care under supervision, promote oxygenation based on identified oxygenation needs of patients under supervision and review the concept of fluid, electrolyte balance integrating the knowledge of applied physiology
3. Apply the knowledge of the principles, routes, effects of administration of medications in administering medication and calculate conversions of drugs and dosages within and between systems of measurements
4. Demonstrate knowledge and understanding in caring for patients with altered functioning of sense organs and unconsciousness, understand the concept of sexual development and sexuality

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

Health Assessment Module: 40 hours

COURSE OUTLINE

T–Theory, SL–Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	20(T) 20 (SL)	Describe the purpose and process of health assessment and perform assessment under supervised clinical practice	Health Assessment <ul style="list-style-type: none"> • Interview techniques • Observation techniques • Purposes of health assessment • Process of Health assessment <ul style="list-style-type: none"> ○ Health history ○ Physical examination: <ul style="list-style-type: none"> ▪ Methods: Inspection, Palpation, Percussion, Auscultation, Olfaction ▪ Preparation for examination: patient and unit ▪ General assessment ▪ Assessment of each body system ▪ Documenting health assessment findings 	<ul style="list-style-type: none"> • Modular Learning • *Health Assessment Module • Lecture cum Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • OSCE
II	13(T) 8(SL)	Describe assessment, planning, implementation and evaluation of nursing care using Nursing process	The Nursing Process <ul style="list-style-type: none"> • Critical Thinking Competencies, Attitudes for Critical Thinking, Level of critical thinking in Nursing • Nursing Process Overview 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Supervised Clinical Practice 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • Evaluation of care plan

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
		approach	<ul style="list-style-type: none"> ○ Assessment <ul style="list-style-type: none"> ▪ CollectionofData:Types, Sources, Methods ▪ OrganizingData ▪ ValidatingData ▪ DocumentingData ○ NursingDiagnosis <ul style="list-style-type: none"> ▪ Identificationofclientproblems, risks and strengths ▪ Nursing diagnosis statement – parts, Types, Formulating, GuidelinesforformulatingNursing Diagnosis ▪ NANDAapproveddiagnoses ▪ Differencebetweenmedicaland nursing diagnosis ○ Planning <ul style="list-style-type: none"> ▪ Typesofplanning ▪ EstablishingPriorities ▪ EstablishingGoalsandExpected Outcomes – Purposes, types, guidelines, Components of goals and outcome statements ▪ TypesofNursingInterventions, Selectinginterventions:Protocols and Standing Orders ▪ Introduction to Nursing Intervention Classification and NursingOutcomeClassification ▪ Guidelinesforwritingcareplan ○ Implementation <ul style="list-style-type: none"> ▪ ProcessofImplementingtheplan of care ▪ Typesofcare–Directand Indirect ○ Evaluation <ul style="list-style-type: none"> ▪ Evaluation Process, DocumentationandReporting 		
III	5(T) 5(SL)	Identifyandmeet the Nutritional needs of patients	<p>Nutritionalneeds</p> <ul style="list-style-type: none"> • Importance • Factorsaffectingnutritionalneeds • Assessmentofnutritionalstatus • <i>Review</i>:specialdiets–Solid,Liquid, Soft • <i>Review</i>ontherapeuticdiets • CareofpatientwithDysphagia, 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Exercise • Supervised Clinicalpractice 	<ul style="list-style-type: none"> • Essay • Shortanswer • Objectivetype • Evaluationof nutritional assessment & diet planning

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

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • BowelElimination <ul style="list-style-type: none"> ○ ReviewofPhysiologyofBowel Elimination, Composition and characteristics of feces ○ FactorsaffectingBowelelimination ○ AlterationinBowelElimination ○ Facilitating bowel elimination: Assessment,equipment,procedures <ul style="list-style-type: none"> ▪ Enemas ▪ Suppository ▪ Bowelwash ▪ DigitalEvacuationofimpacted feces ▪ Care of patients with Ostomies (BowelDiversionProcedures) 		
VI	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>Diagnostic testing</p> <ul style="list-style-type: none"> • Phasesofdiagnostictesting(pre-test, intra-test & post-test) in Common investigationsandclinicalimplications <ul style="list-style-type: none"> ○ CompleteBloodCount ○ SerumElectrolytes ○ LFT ○ Lipid/Lipoproteinprofile ○ SerumGlucose–AC,PC, HbA1c ○ Monitoring Capillary Blood Glucose(GlucometerRandom Blood Sugar – GRBS) ○ StoolRoutineExamination ○ UrineTesting–Albumin, Acetone,pH,SpecificGravity ○ UrineCulture,Routine,Timed Urine Specimen ○ Sputumculture ○ OverviewofRadiologic& Endoscopic Procedures 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay • Shortanswer • Objectivetype
VII	11(T) 10 (SL)	<p>Assess patients for oxygenation needs, promote oxygenation and provide care during oxygen therapy</p>	<p>Oxygenation needs</p> <ul style="list-style-type: none"> • ReviewofCardiovascularand Respiratory Physiology • Factorsaffectingrespiratory functioning • AlterationsinRespiratoryFunctioning <ul style="list-style-type: none"> • Conditionsaffecting <ul style="list-style-type: none"> ○ Airway ○ Movementofair 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration& Re-demonstration 	<ul style="list-style-type: none"> • Essay • Shortanswer • Objectivetype

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ○ Diffusion ○ Oxygentransport ● Alterationsinoxygenation ● Nursinginterventionstopromote oxygenation: assessment, types, equipment used & procedure ○ Maintenanceofpatentairway ○ Oxygenadministration ○ Suctioning–oral,tracheal ○ Chest physiotherapy – Percussion,Vibration&Postural drainage ○ CareofChestdrainage– principles & purposes ○ PulseOximetry–Factors affectingmeasurementofoxygen saturation using pulse oximeter, Interpretation ● Restorative&continuingcare <ul style="list-style-type: none"> ○ Hydration ○ Humidification ○ Coughingtechniques ○ Breathingexercises ○ Incentivespirometry 		
VIII	5(T) 10 (SL)	Describe the concept of fluid, electrolytebalance	<p>Fluid,Electrolyte,andAcid–Base Balances</p> <ul style="list-style-type: none"> ● ReviewofPhysiologicalRegulationof Fluid, Electrolyte and Acid-Base Balances ● FactorsAffectingFluid,Electrolyte and Acid-Base Balances ● Disturbancesinfluidvolume: <ul style="list-style-type: none"> ○ Deficit <ul style="list-style-type: none"> ▪ Hypovolemia ▪ Dehydration ○ Excess <ul style="list-style-type: none"> ▪ Fluidoverload ▪ Edema ● Electrolyteimbalances(hypoand hyper) <ul style="list-style-type: none"> ○ Acid-baseimbalances <ul style="list-style-type: none"> ▪ Metabolic–acidosis&alkalosis ▪ Respiratory–acidosis&alkalosis ○ Intravenoustherapy 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Demonstration 	<ul style="list-style-type: none"> ● Essay ● Shortanswer ● Objectivetype ● Problem solving – calculations

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ▪ Peripheralvenipuncturesites ▪ TypesofIVfluids ▪ CalculationformakingIVfluid plan ▪ ComplicationsofIVfluidtherapy ▪ Measuringfluidintakeandoutput ▪ AdministeringBloodandBlood components ▪ Restrictingfluidintake ▪ EnhancingFluidintake 		
IX	20(T) 22 (SL)	<p>Explain the principles,routes, effects of administration of medications</p> <p>Calculate conversions of drugs and dosages withinandbetween systems of measurements</p> <p>Administeroraland topical medication and document accurately under supervision</p>	<p>AdministrationofMedications</p> <ul style="list-style-type: none"> • Introduction – Definition of Medication, Administration of Medication,DrugNomenclature,Effects of Drugs, Forms of Medications, Purposes, Pharmacodynamics and Pharmacokinetics • FactorsinfluencingMedicationAction • MedicationordersandPrescriptions • Systemsofmeasurement • Medicationdosecalculation • Principles,10rightsofMedication Administration • ErrorsinMedicationadministration • Routesofadministration • Storageandmaintenanceofdrugsand Nurses responsibility • Terminologiesandabbreviationsused inprescriptionsandmedicationsorders • Developmentalconsiderations • Oral,SublingualandBuccalroutes: Equipment, procedure • Introduction to Parenteral Administration of Drugs – Intramuscular, Intravenous, Subcutaneous, Intradermal: Location of site, Advantages and disadvantages of the specific sites, Indication and contraindicationsforthedifferentroutes and sites. • Equipment – Syringes & needles, cannulas,Infusionsets–parts,types, sizes • Types of vials and ampoules, PreparingInjectablemedicinesfrom vials and ampoules ○Careofequipment:decontamination and disposal of syringes, needles, 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration& Re-demonstration 	<ul style="list-style-type: none"> • Essay • Shortanswer • Objectivetype • OSCE

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
			<p>infusionsets</p> <p>○PreventionofNeedle-StickInjuries</p> <ul style="list-style-type: none"> ● Topical Administration: Types, purposes,site,equipment,procedure ○ Applicationtoskin&mucous membrane ○ Directapplicationofliquids,Gargle and swabbing the throat ○ InsertionofDrugintobodycavity: Suppository/medicatedpackingin rectum/vagina ○ Instillations:Ear,Eye,Nasal,Bladder, and Rectal ○ Irrigations:Eye,Ear,Bladder,Vaginal andRectal ○ Spraying:Noseandthroat ● Inhalation: Nasal, oral, endotracheal/tracheal (steam, oxygen and medications) – purposes, types, equipment, procedure, recording and reportingofmedicationsadministered ● OtherParenteralRoutes:Meaningof epidural, intrathecal, intraosseous, intraperitoneal, intra-pleural, intra-arterial 		
X	5(T) 6(SL)	Provide care to patientswithaltered functioningofsense organs and unconsciousness in supervised clinical practice	<p>Sensoryneeds</p> <ul style="list-style-type: none"> ● Introduction ● Componentsofsensoryexperience– Reception, Perception & Reaction ● ArousalMechanism ● Factorsaffectingsensoryfunction ● Assessment of Sensory alterations – sensorydeficit,deprivation,overload& sensory poverty ● Management ○Promotingmeaningfulcommunication (patients with Aphasia, artificial airway & Visual and Hearing impairment) <p>CareofUnconsciousPatients</p> <ul style="list-style-type: none"> ● Unconsciousness:Definition,causes& risk factors, pathophysiology, stages of Unconsciousness, Clinical Manifestations ● Assessmentandnursingmanagement of patient with unconsciousness, complications 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Demonstration 	<ul style="list-style-type: none"> ● Essay ● Shortanswer ● Objectivetype

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

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

CLINICALPRACTICUM

Clinical:4Credits(320hours)

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

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

SKILLLAB**Use of Mannequins and Simulators**

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

CLINICAL POSTINGS – General Medical/Surgical Wards

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

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
General Medical/ Surgical wards	3	Perform health assessment of each body system	Health Assessment <ul style="list-style-type: none"> • Nursing/Health history taking • Perform physical examination: <ul style="list-style-type: none"> ○ General 	<ul style="list-style-type: none"> • History Taking – 2 • Physical examination – 2 	<ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
			<ul style="list-style-type: none"> ○ Bodysystems ● Use various methods of physical examination – Inspection, Palpation, Percussion, Auscultation, Olfaction ● Identification of systemwise deviations ● Documentation of findings 		
	1	Develop skills in assessment, planning, implementation and evaluation of nursing care using Nursing process approach	The Nursing Process <ul style="list-style-type: none"> ● Prepare Nursing care plan for the patient based on the given case scenario 	<ul style="list-style-type: none"> ● Nursing process–1 	<ul style="list-style-type: none"> ● Evaluation of Nursing process with criteria
	2	<p>Identify and meet the Nutritional needs of patients</p> <p>Implement basic nursing techniques in meeting hygienic needs of patients</p>	Nutritional needs, Elimination needs & Diagnostic testing <i>Nutritional needs</i> <ul style="list-style-type: none"> ● Nutritional Assessment ● Preparation of Nasogastric tube feed ● Nasogastric tube feeding <i>Hygiene</i> <ul style="list-style-type: none"> ● Care of Skin & Hair: <ul style="list-style-type: none"> – Sponge Bath/Bed bath – Care of pressure points & back massage ● Pressure or risk assessment using Braden/Norton scale <ul style="list-style-type: none"> – Hair wash – Pediculosis treatment ● Oral Hygiene ● Perineal Hygiene ● Catheter care 	<ul style="list-style-type: none"> ● Nutritional Assessment and Clinical Presentation–1 ● Pressure sore assessment–1 	<ul style="list-style-type: none"> ● Assessment of clinical skills using checklist ● OSCE
	2	<p>Plan and Implement care to meet the elimination needs of patient</p> <p>Develop skills in instructing and collecting samples for investigation.</p>	Elimination needs <ul style="list-style-type: none"> ● Providing <ul style="list-style-type: none"> – Urinal – Bedpan ● Insertion of Suppository ● Enema ● Urinary Catheter care ● Care of urinary drainage Diagnostic testing	<ul style="list-style-type: none"> ● Clinical Presentation on Care of patient with Constipation–1 ● Lab values–inter-pretation 	<ul style="list-style-type: none"> ● Assessment of clinical skills using checklist ● OSCE

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
		Performs simple lab tests and analyze & interpret common diagnostic values	<ul style="list-style-type: none"> • Specimen Collection <ul style="list-style-type: none"> ○ Urine routine and culture ○ Stool routine ○ Sputum Culture • Performs simple Lab Tests using reagent strips <ul style="list-style-type: none"> ○ Urine – Glucose, Albumin, Acetone, pH, Specific gravity • Blood – GRBS Monitoring 		
	3	<p>Identify patients with impaired oxygenation and demonstrates skill in caring for patients with impaired oxygenation</p> <p>Identify and demonstrate skill in caring for patients with fluid, electrolyte and acid-base imbalances</p>	<p>Oxygenation needs, Fluid, Electrolyte, and Acid–Base Balances</p> <p><i>Oxygenation needs</i></p> <ul style="list-style-type: none"> • Oxygen administration methods <ul style="list-style-type: none"> ○ Nasal Prongs ○ Face Mask/Venturi Mask • Steam inhalation • Chest Physiotherapy • Deep Breathing & Coughing Exercises • Oral Suctioning <p><i>Fluid, Electrolyte, and Acid–Base Balances</i></p> <ul style="list-style-type: none"> • Maintaining intake output chart • Identify & report complications of IV therapy • Observe Blood & Blood Component therapy • Identify & Report Complications of Blood & Blood Component therapy 		<ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE • Assessment of clinical skills using checklist • OSCE
	3	<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 drugs by the following routes – Oral, Intradermal,</p>	<p>Administration of Medications</p> <ul style="list-style-type: none"> • Calculate Drug Dosages • Preparation of lotions & solutions • Administer Medications <ul style="list-style-type: none"> ○ Oral ○ Topical ○ Inhalation ○ Parenteral <ul style="list-style-type: none"> ▪ Intradermal ▪ Subcutaneous 		<ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
		Subcutaneous, Intramuscular, Intra Venous Topical, inhalation	<ul style="list-style-type: none"> ▪ -Intramuscular ▪ Instillations ○ Eye, Ear, Nose—instillation of medicated drops, nasal sprays, irrigations 		
	2	Assess, plan, implement & evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness Care for terminally ill and dying patients	Sensory Needs and Care of Unconscious patients, Care of Terminally ill, death and dying <i>Sensory Needs and Care of Unconscious patients</i> <ul style="list-style-type: none"> • Assessment of Level of Consciousness using Glasgow Coma Scale <i>Terminally ill, death and dying</i> <ul style="list-style-type: none"> • Death Care 	<ul style="list-style-type: none"> • Nursing rounds on care of patient with altered sensorium 	<ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE • Assessment of clinical skills using checklist

HEALTH/NURSING INFORMATICS AND TECHNOLOGY

PLACEMENT: II SEMESTER

THEORY: 2 Credits (40 hours)

PRACTICAL/LAB: 1 Credit (40 hours)

COURSE OBJECTIVE: This course is designed to –

1. Equip novice nursing students with knowledge and skills necessary to deliver efficient informatics-led health care services.

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

1. Understand computer application in patient care and nursing practice and describe the principles of health informatics and its use in developing efficient healthcare.
2. Demonstrate the use of information system in healthcare for patient care and utilization of nursing data.
3. Demonstrate the knowledge of using Electronic Health Records (EHR) system in clinical practice and utilize the functionalities of nursing information System (NIS) and evidence-based practices in informatics and technology for providing quality patient care
4. Apply the knowledge of computer and information technology in patient care, public health promotion and nursing education, practice, administration and research

COURSE OUTLINE

T–Theory, P/L–Lab

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
	T	P/L				
I	10	15	Describe the importance of computer and technology in patient care and nursing practice	Introduction to computer applications for patient care delivery system and nursing practice <ul style="list-style-type: none"> • Use of computers in teaching, learning, research and nursing practice 	<ul style="list-style-type: none"> • Lecture • Discussion • Practice session • Supervised clinical practice on EHR use • Participate in data analysis using statistical package with statistician 	(T) <ul style="list-style-type: none"> • Short answer • Objective type • Visit reports • Assessment of assignments
			Demonstrate the use of computer and technology in patient care, nursing education, practice, administration and research.	<ul style="list-style-type: none"> • Windows, MS Office: Word, Excel, Power Point • Internet • Literature research • Statistical packages • Hospital management information system 	<ul style="list-style-type: none"> • Visit to hospitals with different hospital management systems 	(P) <ul style="list-style-type: none"> • Assessment of skills using checklist
II	4	5	Describe the principles of health informatics Explain the ways data, knowledge and information can be used for effective healthcare	Principles of Health Informatics <ul style="list-style-type: none"> • Health informatics – needs, objectives and limitations • Use of data, information and knowledge for more effective healthcare and better health 	<ul style="list-style-type: none"> • Lecture • Discussion • Practical session • Work in groups with health informatics team in a hospital to extract nursing data and prepare a report 	(T) <ul style="list-style-type: none"> • Essay • Short answer • Objective type questions • Assessment of report
III	3	5	Describe the concepts of information system in health Demonstrate the use of health information system in hospital setting	Information Systems in Healthcare <ul style="list-style-type: none"> • Introduction to the role and architecture of information systems in modern healthcare environments • Clinical Information System (CIS)/Hospital Information System (HIS) 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Practical session • Work in groups with nurse leaders to understand the hospital information system 	(T) <ul style="list-style-type: none"> • Essay • Short answer • Objective type
IV	4	4	Explain the use of electronic health records in nursing practice Describe the latest trend in electronic health records standards and interoperability	Shared Care & Electronic Health Records <ul style="list-style-type: none"> • Challenges of capturing rich patient histories in a computable form • Latest global developments and standards to enable lifelong electronic health records to be integrated from disparate systems. 	<ul style="list-style-type: none"> • Lecture • Discussion • Practice on Simulated EHR system • Practical session • Visit to health informatics department of a hospital to understand the use of EHR in nursing practice 	(T) <ul style="list-style-type: none"> • Essay • Short answer • Objective type (P) <ul style="list-style-type: none"> • Assessment of skills using checklist

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
	T	P/L				
					<ul style="list-style-type: none"> Prepare a report on current EHR standards in Indian setting 	
V	3		Describe the advantages and limitations of health informatics in maintaining patient safety and risk management	<u>Patient Safety & Clinical Risk</u> <ul style="list-style-type: none"> Relationship between patient safety and informatics Function and application of the risk management process 	<ul style="list-style-type: none"> Lecture Discussion 	(T) <ul style="list-style-type: none"> Essay Short answer Objective type
VI	3	6	<p>Explain the importance of knowledge management</p> <p>Describe the standardized languages used in health informatics</p>	<u>Clinical Knowledge & Decision Making</u> <ul style="list-style-type: none"> Role of knowledge management in improving decision-making both the clinical and policy contexts Systematized Nomenclature of Medicine, Clinical Terms, SNOMED CT to ICD-10-CM Map, standardized nursing terminologies (NANDA, NOC), Omaha system. 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Practical session Work in groups to prepare a report on standardized languages used in health informatics. Visit health informatics department to understand the standardized languages used in hospital setting 	(T) <ul style="list-style-type: none"> Essay Short answer Objective type
VII	3		<p>Explain the use of information and communication technology in patient care</p> <p>Explain the application of public health informatics</p>	<u>eHealth: Patients and the Internet</u> <ul style="list-style-type: none"> Use of information and communication technology to improve or enable personal and public healthcare Introduction to public health informatics and role of nurses 	<ul style="list-style-type: none"> Lecture Discussion Demonstration 	<ul style="list-style-type: none"> Essay Short answer Objective type Practical exam
VIII	3	5	<p>Describe the functions of nursing information system</p> <p>Explain the use of healthcare data in management of health care organization</p>	<u>Using Information in Healthcare Management</u> <ul style="list-style-type: none"> Components of Nursing Information system (NIS) Evaluation, analysis and presentation of healthcare data to inform decisions in the management of health-care organizations 	<ul style="list-style-type: none"> Lecture Discussion Demonstration on simulated NIS software Visit to health informatics department of the hospital to understand use of healthcare data in decision making 	(T) <ul style="list-style-type: none"> Essay Short answer Objective type
IX	4		<p>Describe the ethical and legal issues in healthcare informatics</p> <p>Explain the ethical and legal issues</p>	<u>Information Law & Governance in Clinical Practice</u> <ul style="list-style-type: none"> Ethical-legal issues pertaining to healthcare information in contemporary clinical practice Ethical-legal issues related to 	<ul style="list-style-type: none"> Lecture Discussion Case discussion Roleplay 	(T) <ul style="list-style-type: none"> Essay Short answer Objective type

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
	T	P/L				
			related to nursing informatics	digital health applied to nursing		
X	3		Explain the relevance of evidence-based practices in providing quality healthcare	<u>Healthcare Quality & Evidence Based Practice</u> <ul style="list-style-type: none"> Use of scientific evidence in improving the quality of healthcare and technical and professional informatics standards 	<ul style="list-style-type: none"> Lecture Discussion Case study 	(T) <ul style="list-style-type: none"> Essay Short answer Objective type

SKILLS

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

APPLIED MICROBIOLOGY AND INFECTION CONTROL INCLUDING SAFETY

PLACEMENT: III SEMESTER

THEORY: 2 Credits (40 hours)

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

SECTION A: APPLIED MICROBIOLOGY

THEORY: 20 hours

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

COURSE OBJECTIVE: 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.
- Provide opportunities for practicing infection control measures in hospital and community settings.

COURSE OUTCOME:

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

- Identify the ubiquity, diversity and various types of microorganisms in the human body and the environment
- Describe the morphology and growth of microbes and explain mechanisms by which microorganisms cause disease
- Explain how the human immune system counteracts infection by specific and non-specific mechanisms
- Summarise the principles of preparation and use of vaccines in immunization and determine the contribution of the microbiologist and the microbiology laboratory to the diagnosis of infection

COURSEOUTLINE

T–Theory,L/E–Lab/ExperientialLearning

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	Introduction: <ul style="list-style-type: none"> • Importance and relevance to nursing • Historical perspective • Concepts and terminology • Principles of microbiology 	<ul style="list-style-type: none"> • Lecture cum Discussion 	<ul style="list-style-type: none"> • Short answer • Objective type
II	10	10 (L/E)	Describe structure, classification, morphology and growth of bacteria Identify Microorganisms	General characteristics of Microbes: <ul style="list-style-type: none"> • Structure and classification of Microbes • Morphological types • Size and form of bacteria • Motility • Colonization • Growth and nutrition of microbes • Temperature • Moisture • Blood and body fluids • Laboratory methods for Identification of Microorganisms • Types of Staining – simple, differential (Gram's, AFB), special – capsular staining (negative), spore, LPCB, KOH mount. • Culture and media preparation – solid and liquid. Types of media – semi synthetic, synthetic, enriched, enrichment, selective and differential media. Pure culture techniques – tube dilution, pour, spread, streak plate. Anaerobic cultivation of bacteria 	<ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Experiential Learning through visual 	<ul style="list-style-type: none"> • Short answer • Objective type
III	4	6(L/E)	Describe the different disease producing organisms	Pathogenic organisms <ul style="list-style-type: none"> • Micro-organisms: Cocci – gram positive and gram negative; Bacilli – gram positive and gram negative • Viruses • Fungi: Superficial and Deep mycoses • Parasites • Rodents & Vectors <ul style="list-style-type: none"> ○ Characteristics, Source, portal of entry, transmission of infection, Identification of disease producing micro-organisms 	<ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Experiential learning through visual 	<ul style="list-style-type: none"> • Short answer • Objective type
IV	3	4(L/E)	Explain the concept of	Immunity	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Short answer • Objective

Unit	Time(Hrs)		Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
	T	P				
			immunity,hyper sensitivity and immunization	<ul style="list-style-type: none"> • Immunity:Types,classification • Antigenandantibodyreaction • Hypersensitivityreactions • Serologicaltests • Immunoglobulins:Structure,types&p roperties • Vaccines: Types & classification, storage and handling, cold chain, Immunizationforvariousdiseases • ImmunizationSchedule 	<ul style="list-style-type: none"> • Discussion • Demonstration • Visittoobserve vaccinestorage • Clinicalpractice 	<ul style="list-style-type: none"> type • Visitreport

SECTIONB:INFECTIONCONTROL&SAFETY

THEORY:20hours

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

COURSE OBJECTIVE: This course is designed to help students to

1. Acquire knowledge anddevelop competencies required for fundamental patient safety and infection control indelivering patient care.
2. Focus on identifying patient safety indicators,preventing and managing hospital acquired infections, and in following universalprecautions.

COURSE OUTCOME:

Thestudentswill beable to:

1. Define Hospital Acquired Infections (HAI)and state effective practices forprevention and use the knowledge of isolation (Barrier and reverse barrier) techniques inimplementingvarious precautions
2. Explain various disinfection and sterilization methods and techniques with adequate knowledge and skill in specimen collection, handling and transport to optimize the diagnosis for treatment
3. Paraphrase theprinciples andguidelines of Bio Medical waste management and use the knowledge of International Patient Safety Goals(IPSG) inthe patient care settings
4. Identify the principles of Antibiotic stewardship in performing the nurses'role and understand patient safety indicators and perform the role of nurse in the patients safety audit process

COURSEOUTLINE**T–Theory,L/E–Lab/ExperientialLearning**

Unit	Time(Hrs)		Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
	T	P				
I	2	2(E)	Summarize the evidence based and effective patient care practices for the prevention of common healthcare associated infections in the healthcare	HAI(HospitalacquiredInfection) <ul style="list-style-type: none"> • Hospitalacquiredinfection • Bundleapproach <ul style="list-style-type: none"> - PreventionofUrinaryTract Infection (UTI) - PreventionofSurgicalSite Infection (SSI) - PreventionofVentilator 	<ul style="list-style-type: none"> • Lecture &Discussion • Experiential learning 	<ul style="list-style-type: none"> • Knowledge assessment • MCQ • Shortanswer

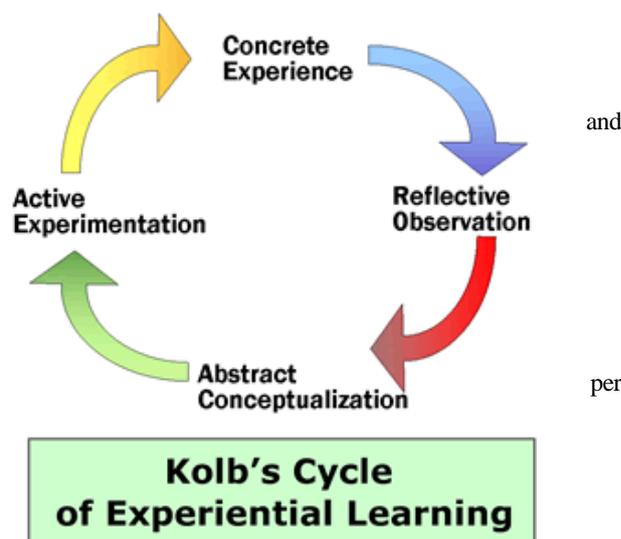
Unit	Time(Hrs)		Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
	T	P				
			setting	Associatevents(VAE) -PreventionofCentralLine Associated Blood Stream Infection (CLABSI) <ul style="list-style-type: none"> • Surveillance of HAI – Infection controlteam&Infectioncontrol committee 		
II	3	4(L)	Demonstrate appropriateuse of different types of PPEs andthecritical use of risk assessment	IsolationPrecautionsanduseof Personal Protective Equipment (PPE) <ul style="list-style-type: none"> • Typesofisolationsystem,standard precaution and transmission-based precautions (Direct Contact, Droplet, Indirect) • Epidemiology & Infection prevention–CDCguidelines • EffectiveuseofPPE 	<ul style="list-style-type: none"> • Lecture • Demonstration& Re-demonstration 	<ul style="list-style-type: none"> • Performance assessment • OSCE
III	1	2(L)	Demonstratethe hand hygiene practice and its effectivenesson infectioncontrol	HandHygiene <ul style="list-style-type: none"> • TypesofHandhygiene. • Handwashinganduseofalcohol hand rub • MomentsofHandHygiene • WHOhandhygienepromotion 	<ul style="list-style-type: none"> • Lecture • Demonstration& Re-demonstration 	<ul style="list-style-type: none"> • Performance assessment
IV	1	2(E)	Illustrates disinfectionand sterilization in the healthcare setting	Disinfectionandsterilization <ul style="list-style-type: none"> • Definitions • Typesofdisinfectionand sterilization • Environmentcleaning • EquipmentCleaning • Guidesonuseofdisinfectants • Spaulding’sprinciple 	<ul style="list-style-type: none"> • Lecture • Discussion • Experiential learningthrough visit 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype
V	1		Illustrate on what, when, how, why specimensare collected to optimize the diagnosis for treatmentand management.	SpecimenCollection(Review) <ul style="list-style-type: none"> • Principleofspecimencollection • Typesofspecimens • Collectiontechniquesandspecial considerations • Appropriatecontainers • Transportationofthesample • Staffprecautionsinhandling specimens 	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Knowledge evaluation • Quiz • Performance assessment • Checklist
VI	2	2(E)	ExplainonBio Medical waste management&laundry management	BMW(BioMedicalWaste Management) <i>Laundrymanagementprocessand infection control and prevention</i>	<ul style="list-style-type: none"> • Discussion • Demonstration • Experiential learningthrough 	<ul style="list-style-type: none"> • Knowledge assessmentby shortanswers, objectivetype • Performance

Unit	Time(Hrs)		Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
	T	P				
					<ul style="list-style-type: none"> • Roleplay • InquiryBased Learning 	<ul style="list-style-type: none"> • Objectivetype
IX	1		EnumerateIPSG and application of the goals in the patient care settings.	IPSG(InternationalPatientsafety Goals) <ul style="list-style-type: none"> • Identifypatientcorrectly • Improveeffectivecommunication • ImprovesafetyofHighAlert medication • Ensuresafesurgery • Reducetheriskofhealthcare associated infection • Reducetheriskofpatientharm resulting from falls • Reducetheharmassociatedwith clinical alarm system 	<ul style="list-style-type: none"> • Lecture • Roleplay 	<ul style="list-style-type: none"> • Objectivetype
X	2	3(L/E)	Enumerate the various safety protocolsandits applications	Safetyprotocol <ul style="list-style-type: none"> • 5S(Sort,Setinorder,Shine, Standardize, Sustain) • Radiationsafety • Lasersafety • Firesafety <ul style="list-style-type: none"> - Typesandclassificationoffire - Firealarms - Firefightingequipment • HAZMAT(HazardousMaterials) safety <ul style="list-style-type: none"> - Typesofspill - Spillagemanagement - MSDS(MaterialSafetyData Sheets) • Environmentalsafety <ul style="list-style-type: none"> - Riskassessment - Aspectimpactanalysis - Maintenance of Temp and Humidity(Departmentwise) - Audits • EmergencyCodes • RoleofNurseintimesofdisaster 	<ul style="list-style-type: none"> • Lecture • Demonstration/ Experiential learning 	<ul style="list-style-type: none"> • Mockdrills • Posttests • Checklist
XI	2		Explain importance of employeesafety	EmployeeSafetyIndicators <ul style="list-style-type: none"> • Vaccination • Needlestickinjuries(NSI) 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Knowledge assessmentby shortanswers,

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"> • Fall prevention • Radiations safety • Annual health check Healthcare Worker Immunization Program and management of occupational exposure <ul style="list-style-type: none"> • Occupational health ordinance • Vaccination program for healthcare staff • Needle stick injuries and prevention and post exposure prophylaxis 	<ul style="list-style-type: none"> • Lecture method • Journal review 	objective type <ul style="list-style-type: none"> • Short answer

*Experiential Learning:

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



PHARMACOLOGY-I**PLACEMENT:III SEMESTER****THEORY:1 Credit(20hours)****Course objectives**

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

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

1. Describe pharmacodynamics , pharmacokinetics, principles of drug calculation and administration.
2. Explain the commonly used antiseptics and disinfectants.
3. Explain the pharmacology of drugs acting on the GI, respiratory, cardiovascular, endocrine and integumentary system
4. Summarise the drugs used to treat communicable diseases.

COURSEOUTLINE

T–Theory

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
I	3(T)	Describe Pharmacodynamics, Pharmacokinetics, Classification, principles of administrationofdrugs	IntroductiontoPharmacology <ul style="list-style-type: none"> • Definitions&Branches • Nature&Sourcesofdrugs • DosageFormsandRoutesofdrug administration • Terminologyused • Classification, Abbreviations, Prescription,DrugCalculation,Weights and Measures • <i>Pharmacodynamics</i>: Actions, Drug Antagonism, Synergism, Tolerance, Receptors,Therapeutic,adverse,toxic effects, pharmacovigilance • <i>Pharmacokinetics</i>: Absorption, Bioavailability, Distribution, Metabolism,Interaction,Excretion • Review: Principles of drug administrationandtreatment individualization <ul style="list-style-type: none"> ◦Factorsaffectingdose,routeetc. • IndianPharmacopoeia:LegalIssues, Drug Laws, Schedule Drugs • RationalUseofDrugs • PrinciplesofTherapeutics 	<ul style="list-style-type: none"> • Lecturecum Discussion • Guided reading and written assignment onscheduleKdrugs 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype • Assessmentof assignments
II	1(T)	Describe antiseptics, and disinfectant & nurse'sresponsibilities	Pharmacologyofcommonlyused antiseptics and disinfectants <ul style="list-style-type: none"> • AntisepticsandDisinfectants • Composition,action,dosage,route, indications, contraindications, Druginteractions,sideeffects,adverse effects, toxicity and role of nurse 	<ul style="list-style-type: none"> • Lecturecum Discussion • Drugstudy/ presentation 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype
III	2(T)	Describedrugsacting on gastro-intestinal system & nurse's responsibilities	DrugsactingonG.I.system <ul style="list-style-type: none"> • Pharmacologyofcommonlyuseddrugs <ul style="list-style-type: none"> ◦ EmeticsandAntiemetics ◦ LaxativesandPurgatives ◦ Antacidsandantipepticulcerdrugs ◦ Anti-diarrhoeals – Fluid and electrolytetherapy,Furazolidone, dicyclomine • Composition,action,dosage,route, indications,contraindications,drug interactions, side effects, adverse effects, toxicity and role of nurse 	<ul style="list-style-type: none"> • Lecturecum Discussion • Drugstudy/ presentation 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
IV	2(T)	Describe drugs acting on respiratory system & nurse's responsibilities	<p>Drugs acting on respiratory system</p> <ul style="list-style-type: none"> • Pharmacology of commonly used <ul style="list-style-type: none"> ○ Antiasthmatics—Bronchodilators (Salbutamol inhalers) ○ Decongestants ○ Expectorants, Antitussives and Mucolytics ○ Broncho-constrictors and Antihistamines • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse 	<ul style="list-style-type: none"> • Lecture cum Discussion • Drug study/ presentation 	<ul style="list-style-type: none"> • Short answer • Objective type
V	4(T)	Describe drugs used on cardio-vascular system & nurse's responsibilities	<p>Drugs used in treatment of Cardiovascular system and blood disorders</p> <ul style="list-style-type: none"> • Haematinics, & treatment of anemia and antiadrenergics • Cholinergic and anticholinergic • Adrenergic Drugs for CHF & vasodilators • Antianginals • Antiarrhythmics • Antihypertensives • Coagulants & Anticoagulants • Antiplatelets & thrombolytics • Hypolipidemics • Plasma expanders & treatment of shock • Drugs used to treat blood disorders • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse 	<ul style="list-style-type: none"> • Lecture cum Discussion • Drug study/ presentation 	<ul style="list-style-type: none"> • Short answer • Objective type
VI	2(T)	Describe the drugs used in treatment of endocrine system disorders	<p>Drugs used in treatment of endocrine system disorders</p> <ul style="list-style-type: none"> • Insulin & oral hypoglycemics • Thyroid and anti-thyroid drugs • Steroids <ul style="list-style-type: none"> ○ Corticosteroids ○ Anabolic steroids • Calcitonin, parathormone, vitamin D3, calcium metabolism <ul style="list-style-type: none"> ○ Calcium salts 	<ul style="list-style-type: none"> • Lecture cum Discussion • Drug study/ presentation 	<ul style="list-style-type: none"> • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
VII	1(T)	Describe drugs used in skin diseases & nurse's responsibilities	Drugs used in treatment of integumentary system <ul style="list-style-type: none"> • Antihistaminics and antipruritics • Topical applications for skin- Benzylbenzoate, Gamma BHC, Clotrimazole, Miconazole, Silver Sulphadiazine (burns) • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse 	<ul style="list-style-type: none"> • Lecture cum Discussion • Drug study/ presentation 	<ul style="list-style-type: none"> • Short answer • Objective type
VIII	5(T)	Explain drug therapy/ chemotherapy of specific infections & infestations & nurse's responsibilities	Drugs used in treatment of communicable diseases (common infections, infestations) <ul style="list-style-type: none"> • General Principles for use of Antimicrobials • Pharmacology of commonly used drugs: <ul style="list-style-type: none"> ○ Penicillin, Cephalosporin's, Aminoglycosides, Macrolide & broad spectrum antibiotics, Sulfonamides, quinolones, Misc. antimicrobials • Anaerobic infections • Antitubercular drugs, • Antileprosy drugs • Antimalarials • Antiretroviral drugs • Antiviral agents • Anthelmintics, Antiscabies agents • Antifungal agents • Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse 	<ul style="list-style-type: none"> • Lecture cum Discussion • Drug study/ presentation 	<ul style="list-style-type: none"> • Short answer • Objective type

PATHOLOGY-I

PLACEMENT: III SEMESTER

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

COURSE OBJECTIVE: This course is designed to enable students to -

1. Acquire knowledge of pathology of various disease conditions, understanding of genetics, its role in causation and management of defects and diseases.

2. Apply this knowledge in practice of nursing.

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

1. Define the basic terms related to pathology and use the knowledge of pathology in understanding the deviations from normal to abnormal pathology..

2. Understand pathological changes in disease conditions of various systems

3. Demonstrate the understanding of the methods of collection of blood, body cavity fluids, urine and feces for various tests.

4. Rationalize the various laboratory investigations in diagnosing pathological disorders.

COURSEOUTLINE

T–Theory

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Infectiveendocarditis <p>3. Gastrointestinaltract</p> <ul style="list-style-type: none"> • Pepticulcerdisease(GastricandDuodenal ulcer) • Gastritis-HPyloriinfection • Oralmucosa:OralLeukoplakia,Squamous cell carcinoma • Esophagealcancer • Gastriccancer • Intestinal:Typhoidulcer,Inflammatory Bowel Disease (Crohn’s disease and Ulcerative colitis), Colorectal cancer <p>4. Liver,GallBladderandPancreas</p> <ul style="list-style-type: none"> • Liver:Hepatitis,AmoebicLiverabscess, Cirrhosis of Liver • Gallbladder:Cholecystitis. • Pancreas:Pancreatitis • Tumorsofliver,GallbladderandPancreas <p>5. Skeletalsystem</p> <ul style="list-style-type: none"> • Bone:Bonehealing,Osteoporosis, Osteomyelitis, Tumors • Joints:Arthritis-Rheumatoidarthritisand Osteoarthritis <p>6. Endocrinesystem</p> <ul style="list-style-type: none"> • DiabetesMellitus • Goitre • Carcinomathyroid 		
III	7(T)	Describe various laboratorytests in assessment andmonitoring of disease conditions	<p>Hematologicaltestsforthediagnosisofblood disorders</p> <ul style="list-style-type: none"> • Bloodtests:Hemoglobin,Whitecellandplatelet counts, PCV, ESR • Coagulation tests: Bleeding time (BT), Prothrombintime(PT),ActivatedPartial Prothrombin Time (APTT) • Bloodchemistry • Bloodbank: <ul style="list-style-type: none"> ○ Bloodgroupingandcrossmatching ○ Bloodcomponents ○ Plasmapheresis ○ Transfusionreactions <p>Note:Fewlabhourscanbeplannedfor observation and visits (Lessthan 1credit,labhoursarenotspecified separately)</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Visittoclinicallab, biochemistry lab and blood bank 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype

ADULTHEALTHNURSING-IWITHINTEGRATEDPATHOPHYSIOLOGY(includingBCLModule)**PLACEMENT:** III SEMESTER**THEORY:**7Credits(140hours)**PRACTICUM:**Lab/SkillLab(SL)–1Credit(40hours)Clinical–6Credits(480hours)**COURSE OBJECTIVES :**This course is designed to equip the students to

1. Review and apply their knowledge of Anatomy,Physiology, Biochemistry and Behavioral sciences in caring for adult patients with Medical/Surgical disorders using nursingprocess approach and critical thinking. And to develop competencies required for assessment, diagnosis, treatment,nursing management,andsupportive/palliative caretopatients withvariousMedicalSurgicaldisorders.

COURSE OUTCOME :

OncompletionofMedicalSurgicalNursingIcourse,studentswillbeableto

1. Describe the etiology,pathophysiology,manifestations,diagnosticstudies,treatments and complications of common medica land surgicaldisorders.
2. Illustrate complete health assement to establish a database for providing quality patient careandintegratetheknowledgeofanatomy,physiology anddiagnostictestsintheprocessofdatacollection.
3. Identify nursing diagnosis,list them according to priority and formulate nursing care plan and perform nursing procedures skillfully and apply scientific principles while giving comprehensive nursing care to patients.
4. Integrateknowledge of pathology,nutrition and pharmacology incaring for patients experiencing various medical and surgical disorders.

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

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
I	6(T) 4(L/SL)	Narratetheevolutionof medical surgicalnursing Applynursingprocess in caring for patients with medical surgical problems Execute the role of a nurse in various medicalsurgicalsetting Develop skills in assessmentandcareof wound	Introduction <ul style="list-style-type: none"> • Evolutionandtrendsofmedicaland surgical nursing • Internationalclassificationof diseases • Rolesandresponsibilityofanurse in medical and surgical settings <ul style="list-style-type: none"> ○ Outpatientdepartment ○ In-patientunit ○ Intensivecareunit • Introductiontomedicalandsurgical asepsis <ul style="list-style-type: none"> ○ Inflammation,infection ○ Woundhealing–stages, influencing factors 	<ul style="list-style-type: none"> • Lecturecum discussion • Demonstration& Practice session • Roleplay • Visit to outpatient department, in patientandintensive care unit 	<ul style="list-style-type: none"> • ShortAnswer • OSCE

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"> ○ Wound care and dressing technique • Care of surgical patient <ul style="list-style-type: none"> ○ pre-operative ○ post-operative • Alternative therapies used in caring for patients with Medical Surgical Disorders 		
II	15(T) 4(L/SL)	<p>Explain organizational setup 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>Intraoperative Care</p> <ul style="list-style-type: none"> • Organization and physical setup of the operation theatre <ul style="list-style-type: none"> ○ Classification ○ O.T Design ○ Staffing ○ Members of the OT team ○ Duties and responsibilities of the nurse in OT • Position and draping for common surgical procedures • Instruments, sutures and suture materials, equipment for common surgical procedures • Disinfection and sterilization of equipment • Preparation of sets for common surgical procedures • Scrubbing procedures—Gowning, masking and gloving • Monitoring the patient during the procedures • Maintenance of the therapeutic environment in OT • Assisting in major and minor operation, handling specimen • Prevention of accidents and hazards in OT • Anaesthesia – types, methods of administration, effects and stages, equipment & drugs • Legal aspects 	<ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration, Practise session, and Case Discussion • Visit to receiving bay 	<ul style="list-style-type: none"> • Caring for patient intra operatively • Submittal list of disinfectants used for instruments with the action and precaution
III	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>Nursing care of patients with common signs and symptoms and management</p> <ul style="list-style-type: none"> • Fluid and electrolyte imbalance • Shock • Pain 	<ul style="list-style-type: none"> • Lecture, discussion, demonstration • Case discussion 	<ul style="list-style-type: none"> • Short answer • MCQ • Case report

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)	Demonstrate skill in respiratory assessment Differentiates different breath sounds and lists the indications Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of common respiratory problems Describe the health behaviour to be adopted in preventing respiratory illnesses	Nursing Management of patients with respiratory problems <ul style="list-style-type: none"> • Review of anatomy and physiology of respiratory system • Nursing Assessment – history taking, physical assessment and diagnostic tests • Common respiratory problems: <ul style="list-style-type: none"> ○ Upper respiratory tract infections ○ Chronic obstructive pulmonary diseases ○ Pleural effusion, Empyema ○ Bronchiectasis ○ Pneumonia ○ Lung abscess ○ Cyst and tumors ○ Chest Injuries ○ Acute respiratory distress syndrome ○ Pulmonary embolism • Health behaviour to prevent respiratory illness 	<ul style="list-style-type: none"> • Lecture, discussion, • Demonstration • Practise session • Case presentation • Visit to PFT Lab 	<ul style="list-style-type: none"> • Essay • Short answer • OSCE
V	16(T) 5(L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of gastrointestinal disorders Demonstrates skill in gastrointestinal assessment Prepare patient for upper and lower gastrointestinal investigations Demonstrate skill in gastric decompression, gavage, and stomach care	Nursing Management of patients with disorders of digestive system <ul style="list-style-type: none"> • Review of anatomy and physiology of GI system • Nursing assessment – History and physical assessment • GI investigations • Common GI disorders: <ul style="list-style-type: none"> ○ Oral cavity: lips, gums and teeth ○ GI: Bleeding, Infections, Inflammation, tumors, Obstruction, Perforation & Peritonitis ○ Peptic & duodenal ulcer, ○ Mal-absorption, Appendicitis, Hernias ○ Hemorrhoids, fissures, Fistulas ○ Pancreas: inflammation, cysts, and tumors 	<ul style="list-style-type: none"> • Lecture, Discussion • Demonstration, • Roleplay • Problem Based Learning • Visit to stomach clinic 	<ul style="list-style-type: none"> • Short answer • Quiz • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Demonstrates skill in different feeding techniques	<ul style="list-style-type: none"> ○ Liver: inflammation, cysts, abscess, cirrhosis, portal hypertension, hepatic failure, tumors ○ Gallbladder: inflammation, Cholelithiasis, tumors ● Gastric decompression, gavage and stoma care, different feeding techniques ● Alternative therapies, drugs used in treatment of disorders of digestive system 		
VI	20(T) 5(L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of cardiovascular disorders</p> <p>Demonstrates 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>Nursing Management of patients with cardiovascular problems</p> <ul style="list-style-type: none"> ● Review of anatomy and physiology of cardio-vascular system ● Nursing Assessment: History and Physical assessment ● Invasive & non-invasive cardiac procedures ● Disorders of vascular system- Hypertension, arteriosclerosis, Raynaud's disease, aneurysm and peripheral vascular disorders ● Coronary artery diseases: coronary atherosclerosis, Angina pectoris, myocardial infarction ● Valvular disorders: congenital and acquired ● Rheumatic heart disease: pericarditis, myocarditis, endocarditis, cardiomyopathies ● Cardiac dysrhythmias, heart block ● Congestive heart failure, cor pulmonale, pulmonary edema, cardiogenic shock, cardiac tamponade ● Cardiopulmonary arrest 	<ul style="list-style-type: none"> ● Lecture, discussion ● Demonstration ● Practice session ● Case Discussion ● Health education ● Drug Book/ presentation ● Completion of BCLS Module 	<ul style="list-style-type: none"> ● Care plan ● Drug record ● BLS/BCLS evaluation
VII	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>Nursing Management of patients with disorders of blood</p> <ul style="list-style-type: none"> ● Review of Anatomy and Physiology of blood ● Nursing assessment: history, physical assessment & Diagnostic tests ● Anemia, Polycythemia ● Bleeding Disorders: clotting factor defects and platelets defects, thalassemia, leukemia, leukopenia, 	<ul style="list-style-type: none"> ● Field visit to blood bank ● Counseling 	<ul style="list-style-type: none"> ● Interpretation of blood reports ● Visit report

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
		Prepareandprovides health education on blood donation	<p>agranulocytosis</p> <ul style="list-style-type: none"> • Lymphomas,myelomas 		
VIII	8(T) 2(L)	<p>Explain the etiology, pathophysiology, clinicalmanifestations, diagnostic tests, and medical, surgical, nutritional,andnursing management of endocrine disorders</p> <p>Demonstrate skill in assessmentofendocrine organ dysfunction</p> <p>Prepareandprovides health education on diabetic diet</p> <p>Demonstrate skill in insulinadministration</p>	<p>Nursing management of patients withdisordersofendocrinesystem</p> <ul style="list-style-type: none"> • Reviewofanatomyandphysiology of endocrine system • NursingAssessment–Historyand Physical assessment • Disorders of thyroid and Parathyroid,AdrenalandPituitary (Hyper, Hypo, tumors) • Diabetesmellitus 	<ul style="list-style-type: none"> • Lecture,discussion, demonstration • Practicessession • CaseDiscussion • Healtheducation 	<ul style="list-style-type: none"> • Preparehealth education on self-administration of insulin • Submits a diabeticdiet plan
IX	8(T) 2(L)	<p>Explain the etiology, pathophysiology, clinicalmanifestations, diagnostic tests, and medical, surgical, nutritional,andnursing management of disorders of integumentary system</p> <p>Demonstrateskillin integumentary assessment</p> <p>Demonstrateskillin medicated bath</p> <p>Prepare and provide healtheducationonskin care</p>	<p>Nursingmanagementofpatients withdisordersofIntegumentary system</p> <ul style="list-style-type: none"> • Reviewofanatomyandphysiology of skin • NursingAssessment:Historyand Physical assessment • Infectionandinfestations; Dermatitis • Dermatoses;infectiousandNon infectious • Acne,Allergies,Eczema&P emphigus • Psoriasis,Malignantmelanoma, Alopecia • Specialtherapies,alternative therapies • Drugs used in treatment of disordersofintegumentarysystem 	<ul style="list-style-type: none"> • Lecture,discussion • Demonstration • Practicessession • CaseDiscussion 	<ul style="list-style-type: none"> • Drugreport • Preparation of Homecareplan
X	16(T) 4(L)	<p>Explain the etiology, pathophysiology, clinicalmanifestations, diagnostic tests, and medical, surgical, nutritional,andnursing management of musculoskeletal disorders</p>	<p>Nursingmanagementofpatients with musculoskeletal problems</p> <ul style="list-style-type: none"> • ReviewofAnatomyandphysiology of the musculoskeletal system • NursingAssessment:Historyand physical assessment, diagnostic tests • Musculoskeletal trauma: Dislocation,fracture,sprain,strain, 	<ul style="list-style-type: none"> • Lecture/ • Discussion • Demonstration • CaseDiscussion • Healtheducation 	<ul style="list-style-type: none"> • Nursingcare plan • Prepare health teachingoncare of patient with cast

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		<p>Demonstrates skill in musculoskeletal assessment</p> <p>Prepare patient for radiological and non-radiological investigations of musculoskeletal system</p> <p>Demonstrates 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"> • Musculoskeletal infections and tumors: Osteomyelitis, benign and malignant tumour • Orthopedic modalities: Cast, splint, traction, crutch walking • Musculoskeletal inflammation: Bursitis, synovitis, arthritis • Special therapies, alternative therapies • Metabolic bone disorder: Osteoporosis, osteomalacia and Paget's disease • Spinal column defects and deformities—tumor, prolapsed intervertebral disc, Pott's spine • Rehabilitation, prosthesis • Replacement surgeries 		
XI	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>Demonstrates skill in barrier and reverse barrier techniques</p> <p>Demonstrate skill in execution of different isolation protocols</p>	<p>Nursing management of patients with Communicable diseases</p> <ul style="list-style-type: none"> • Overview of infectious diseases, the infectious process • Nursing Assessment: History and Physical assessment, Diagnostic tests • Tuberculosis • Diarrhoeal diseases, hepatitis A-E, Typhoid • Herpes, chickenpox, Smallpox, Measles, Mumps, Influenza • Meningitis • Gas gangrene • Leprosy • Dengue, Plague, Malaria, Chikungunya, swine flu, Filariasis • Diphtheria, Pertussis, Tetanus, Poliomyelitis • COVID-19 • Special infection control measures: Notification, Isolation, Quarantine, Immunization 	<ul style="list-style-type: none"> • Lecture, discussion, demonstration • Practice session • Case Discussion/ seminar • Health education • Drug Book/ presentation • Refer TB Control & Management module 	<ul style="list-style-type: none"> • Prepares and submits protocol on various isolation techniques

CLINICALPRACTICUM**CLINICALPRACTICUM:6Credits(480hours)-18weeks×27hours**

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

The students will be competent to:

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

I. NURSING MANAGEMENT OF PATIENTS WITH MEDICAL CONDITIONS**A. Skill Lab****Use of manikins and simulators**

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

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/Clinical Skills	Clinical Requirements	Assessment Methods
General medical	4	Develop skill in intravenous injection administration and IV therapy	<ul style="list-style-type: none"> • Intravenous therapy <ul style="list-style-type: none"> ○ IV cannulation ○ IV maintenance and monitoring ○ Administration of IV medication 	<ul style="list-style-type: none"> • Care Study-1 • Health education • Clinical presentation/Care 	<ul style="list-style-type: none"> • Clinical evaluation • OSCE • Care Study

		<p>Assistwith diagnostic procedures</p> <p>Develop skill inthemanagemento f patients with Respiratory problems</p> <p>Develop skill in managingpatients with metabolic abnormality</p>	<ul style="list-style-type: none"> • CareofpatientwithCentralline • Preparation and assisting and monitoring of patients undergoing diagnostic procedures such as thoracentesis,Abdominalparacentesis <p><i>Managementpatientswithrespiratory problems</i></p> <ul style="list-style-type: none"> • Administrationofoxygenthrough mask, nasal prongs, venturi mask • Pulseoximetry • Nebulization • Chestphysiotherapy • Posturaldrainage • Oropharyngealsuctioning • Careofpatientwithchestdrainage • DietPlanning <ul style="list-style-type: none"> ○ HighProteindiet ○ Diabeticdiet • Insulinadministration • MonitoringGRBS 	note)–1	<p>evaluation</p> <ul style="list-style-type: none"> • Care Note/ Clinical presentation
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II. NURSINGMANAGEMENTOFPATIENTSWITHSURGICALCONDITIONS

A. SkillLab

Useofmanikinsandsimulators

- Nasogastricaspiration
- Surgicaldressing
- Sutureremoval
- Colostomycare/ileostomycare
- Enteralfeeding

B. ClinicalPostings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	ProceduralCompetencies/Clinical Skills	Clinical Requirements	Assessment Methods
General surgical wards	4	<p>Develop skill in caringforpatients during pre- and post- operative period</p> <p>Assistwith diagnostic procedures</p> <p>Develop skill in managing patient with Gastro-intestinalProblems</p>	<ul style="list-style-type: none"> • Pre-Operativecare • ImmediatePost-operativecare • Post-operativeexercise • Painassessment • PainManagement • Assistingdiagnosticprocedureand after care of patients undergoing <ul style="list-style-type: none"> ○ Colonoscopy ○ ERCP ○ Endoscopy ○ LiverBiopsy 	<ul style="list-style-type: none"> • Carestudy–1 • Healthteaching 	<ul style="list-style-type: none"> • Clinical evaluation, OSCE • Carestudy • Care note/ Clinical presentation

		Develop skill in wound management	<ul style="list-style-type: none"> • Nasogastric aspiration • Gastrostomy/Jejunostomy feeds • Ileostomy/Colostomy care • Surgical dressing • Suture removal • Surgical soak • Sitz bath • Care of drain 		
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III. NURSING MANAGEMENT OF PATIENTS WITH CARDIAC CONDITIONS

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

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

IV. NURSINGMANAGEMENTOFPATIENTSWITHDISORDERSOFINTEGUMENTARYSYSTEM**A. SkillLab**

Use of manikins and simulators

Applicationoftopicalmedication

B. ClinicalPostings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	ProceduralCompetencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Dermatology wards	1	Developskillin managementof patients with disorders of integumentary system	<ul style="list-style-type: none"> Intradermalinjection-Skinallergy testing Applicationoftopicalmedication Medicatedbath 		<ul style="list-style-type: none"> Clinical evaluation

V. NURSINGMANAGEMENTOFPATIENTSWITHCOMMUNICABLEDISEASES**A. SkillLab**

- BarrierNursing
- ReverseBarrierNursing
- Standardprecautions

B. ClinicalPostings_

Clinical area/unit	Duration (Weeks)	Learning Outcomes	ProceduralCompetencies/Clinical Skills	Clinical Requirements	Assessment Methods
Isolation ward	1	Developskillin themanagement of patients requiring isolation	<ul style="list-style-type: none"> BarrierNursing Reversebarriernursing Standard precautions (Universal precaution), use of PPE, needle stickandsharpinjuryprevention, Cleaning and disinfection, Respiratory hygiene, waste disposal and safe injection practices) 	<ul style="list-style-type: none"> CareNote-1 	<ul style="list-style-type: none"> Clinical evaluation Carenote

VI. NURSINGMANAGEMENTOFPATIENTSWITHMUSCULOSKELETALPROBLEMS**A. SkillLab**

Useofmanikinsandsimulators

- Rangeofmotionexercises
- Musclestrengtheningexercises
- Crutchwalking

B. ClinicalPostings

Clinical area/unit	Duration (Weeks)	LearningOutcomes	ProceduralCompetencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Orthopedic wards	2	Developskillin management of patients with musculoskeletal problems	<ul style="list-style-type: none"> Preparationofpatientwith Myelogram/CT/MRI Assistingwithapplication& removal of POP/Cast Preparation,assistingandafter care of patient with Skin 	<ul style="list-style-type: none"> CareNote-1 	<ul style="list-style-type: none"> Clinical evaluation, Carenote

			traction/skeletaltraction <ul style="list-style-type: none"> • Careoforthotics • Musclestrengtheningexercises • Crutchwalking • Rehabilitation 		
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VII. NURSINGMANAGEMENTOFPATIENTSINTHEOPERATINGROOMS

A. SkillLab

Useofmanikinsandsimulators

- Scrubbing,gowningandgloving
- Orienttoinstrumentsforcommonsurgeries
- Orienttosuturematerials
- Positioning

B. ClinicalPostings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	ProceduralCompetencies/Clinical Skills	Clinical Requirements	Assessment Methods
Operation theatre	4	Developskillin caring for intraoperative patients	<ul style="list-style-type: none"> • Positionanddraping • Preparationofoperationtable • Setupofrolleywithinstrument • Assistinginmajorandminor operation • Disinfectionandsterilizationof equipment • Scrubbingprocedures–Gowning, masking and gloving • Intraoperativemonitoring 	<ul style="list-style-type: none"> • Assist as circulatorynurse–4 • Positioning& draping – 5 • Assistasscrub nurseinmajor surgeries – 4 • Assistasscrub nurseinminor surgeries – 4 	<ul style="list-style-type: none"> • Clinical evaluation • OSCE

PHARMACOLOGY-II**including Fundamentals of Prescribing Module****PLACEMENT: IV SEMESTER****THEORY: 3 Credits (60 hours)**

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

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

COURSEOUTLINE

T–Theory

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
I	4(T)	Describedrugsusedin disorders of ear, nose, throat and eye and nurses' responsibilities	Drugsusedindisordersofear,nose, throat & Eye <ul style="list-style-type: none"> • Antihistamines • Topical applications for eye (Chloramphenicol, Gentamycin eye drops),ear(Sodaglycerin,boricspirit ear drops), nose and buccal cavity-chlorhexidine mouthwash • Composition,action,dosage,route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse 	<ul style="list-style-type: none"> • Lecturecum Discussion • Drugstudy/ presentation 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype
II	4(T)	Describedrugsacting on urinary system &nurse'sresponsibilities	Drugsusedonurinarysystem <ul style="list-style-type: none"> • Pharmacologyofcommonlyused drugs <ul style="list-style-type: none"> ○ Reninangiotensinsystem ○ Diureticsandantidiuretics ○ Drugstoixctokidney ○ Urinaryantiseptics ○ TreatmentofUTI–acidifiersand alkalinizers • Composition,action,dosage,route, indications,contraindications,Drug interactions, side effects, adverse effects toxicity and role of nurse 	<ul style="list-style-type: none"> • Lecturecum Discussion • Drugstudy/ presentation 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype
III	10(T)	Describe drugs used onnervoussystem&nurse's responsibilities	Drugsactingonnervoussystem <ul style="list-style-type: none"> • Basis&appliedpharmacologyof commonly used drugs • Analgesicsandanaesthetics <ul style="list-style-type: none"> ○ Analgesics:Non-steroidalanti-inflammatory (NSAID) drugs ○ Antipyretics ○ Opioids&othercentralanalgesics <ul style="list-style-type: none"> ✓ General(techniquesofGA,pre anesthetic medication) & local anesthetics ✓ Gases:oxygen,nitrous,oxide, carbon-dioxide & others • Hypnoticsandsedatives • Skeletalmusclerelaxants • Antipsychotics ○Moodstabilizers 	<ul style="list-style-type: none"> • Lecturecum Discussion • Drugstudy/ presentation 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype

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

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ○ Ipecac ○ Antidotes, ○ Anti-snakevenom(ASV) ● Vitaminsandminerals supplementation ● Vaccines & sera (Universal immunizationprogramschedules) ● Anticancerdrugs:Chemotherapeutic drugs commonly used ● Immuno-suppressantsand Immunostimulants 		
VII	4(T)	Demonstrate awarenessofcommon drugs used in alternative system of medicine	Introduction to drugs used in alternativesystemsofmedicine <ul style="list-style-type: none"> ● Ayurveda,Homeopathy,Unaniand Siddha etc. ● Drugsusedforcommonailments 	<ul style="list-style-type: none"> ● Lecturecum Discussion ● Observationalvisit 	<ul style="list-style-type: none"> ● Shortanswer ● Objectivetype
VIII	20(T)	Demonstrate understandingabout fundamental principles of prescribing	Fundamentalprinciplesofprescribing <ul style="list-style-type: none"> ● Prescriptiveroleofnursepractitioners: Introduction ● Legalandethicalissuesrelatedto prescribing ● Principlesofprescribing ● Stepsofprescribing ● Prescribingcompetencies 	<ul style="list-style-type: none"> ● Completionof module on Fundamental principles of prescribing 	<ul style="list-style-type: none"> ● Shortanswer ● Assignments evaluation

PLACEMENT:IVSEMESTER

THEORY:1Credit(20hours)(Includeslabhoursalso)

COURSE OBJECTIVES : This course is designed to enable students to -

1. Acquire knowledge of pathology of various diseaseconditions and gain understanding of genetics, its role in causation and management of defects and diseases and to apply thisknowledge in practice of nursing.

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

1. Describe the knowledge of pathology in understanding the deviations from normal to abnormal pathology and explain the various laboratory investigations in diagnosing pathological disorders
2. demonstrate the understanding of the methods of collection of blood, body cavity fluids, urine and feces for varioustests and apply the knowledge of genetics in understanding the various pathological disorders
3. Identify the various manifestations in patients with diagnosed genetic abnormalities and identify the specific diagnostic tests in the detection of genetic abnormalities.
4. Analyze the understanding of various services related to genetics.

COURSEOUTLINE

T–Theory

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
I	5(T)	Explainpathological changes in disease conditionsofvarious systems	<p>SpecialPathology: Pathologicalchangesindisease conditions of selected systems</p> <p>1. KidneysandUrinarytract</p> <ul style="list-style-type: none"> • Glomerulonephritis • Pyelonephritis • Renalcalculi • Cystitis • RenalCellCarcinoma • RenalFailure(AcuteandChronic) <p>2. Malegenitalsystems</p> <ul style="list-style-type: none"> • Cryptorchidism • Testicularatrophy • Prostatichyperplasia • CarcinomapenisandProstate. <p>3. Femalegenitalsystem</p> <ul style="list-style-type: none"> • Carcinomacervix • Carcinomaofendometrium • Uterinefibroids • Vesicularmoleand Choriocarcinoma • Ovariacystandtumors <p>4. Breast</p> <ul style="list-style-type: none"> • Fibrocysticchanges • Fibroadenoma • CarcinomaoftheBreast <p>5. Centralnervoussystem</p> <ul style="list-style-type: none"> • Meningitis. • Encephalitis • Stroke • TumorsofCNS 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using slides,X-raysand scans • Visit to pathology lab,endoscopyunit and OT 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype
II	5(T)	Describe the laboratory tests for examinationofbody cavity fluids, urine and faeces	<p>ClinicalPathology</p> <ul style="list-style-type: none"> • Examinationofbodycavityfluids: <ul style="list-style-type: none"> ○Methods of collection and examination of CSF and other body cavity fluids (sputum, wound discharge) specimen for various clinicalpathology,biochemistryand microbiology tests 	<ul style="list-style-type: none"> • Lecture • Discussion • Visittoclinicallab and biochemistry lab 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Analysisofsemen: <ul style="list-style-type: none"> ○ Sperm count, motility and morphologyandtheirimportancein infertility • Urine: <ul style="list-style-type: none"> ○ Physicalcharacteristics,Analysis, Culture and Sensitivity • Faeces: <ul style="list-style-type: none"> ○ Characteristics ○ Stool examination:Occultblood, Ova,ParasiteandCyst,Reducing substance etc. ○ Methodsandcollectionofurineand faeces for various tests 		

GENETICS
COURSEOUTLINE
T–Theory

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2(T)	Explainnature, principles and perspectivesof heredity	<p>Introduction:</p> <ul style="list-style-type: none"> • Practicalapplicationofgeneticsin nursing • Impactofgeneticconditiononfamilies • Reviewofcellulardivision:mitosisand meiosis • Characteristicsandstructureofgenes • Chromosomes:sexdetermination • Chromosomalaberrations • Patternsofinheritance • Mendeliantheoryofinheritance • Multipleallotsandbloodgroups • Sexlinkedinheritance • Mechanismofinheritance • Errorsintransmission(mutation) 	<ul style="list-style-type: none"> • Lecture • Discussion • Explainusingslides 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype
II	2(T)	Explain maternal, prenatalandgenetic influences on development of defectsanddiseases	<p>Maternal, prenatal and genetic influencesondevelopmentofdefects and diseases</p> <ul style="list-style-type: none"> • Conditionsaffectingthemothers: genetic and infections • Consanguinityatopy • Prenatalnutritionandfoodallergies • Maternalage 	<ul style="list-style-type: none"> • Lecture • Discussion • Explainusingslides 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype

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

**ADULT HEALTH NURSING-II WITH INTEGRATED PATHOPHYSIOLOGY including Geriatric Nursing
AND PALLIATIVE CARE MODULE**

PLACEMENT: IV SEMESTER

THEORY: 7 Credits (140 hours)

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

COURSE OBJECTIVES: This course is designed to equip the students:

1. 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 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 OUTCOME:

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

1. Explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of selected common medical and surgical disorders and identify common diagnostic measures related to the health problems with emphasis on nursing assessment and responsibilities.
2. Identify the drugs used in treating patients with selected medical surgical conditions and demonstrate skill in assisting/performing diagnostic and therapeutic procedures and implement competencies/skills to patients undergoing treatment for medical surgical disorders.
3. 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 and formulate nursing diagnoses and nursing care plan, and list them according to priority
4. Perform nursing procedures skillfully and apply scientific principles while giving comprehensive nursing care to patients and use the knowledge of anatomy, physiology, pathology, nutrition and pharmacology in caring for patients experiencing various medical and surgical disorders.

COURSE OUTLINE

T–Theory,L/SL–Lab/Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	12(T) 4(SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management of patients with ENT disorders	<p>Nursing management of patient with disorders of Ear, Nose and Throat (Includes etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management)</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of the ear, nose and throat • History, physical assessment, and diagnostic tests • Ear <ul style="list-style-type: none"> ○ External ear: deformities otalgia, foreign bodies and tumors ○ Middle ear: impacted wax, tympanic membrane perforation, otitis media, and tumors ○ Inner ear: Meniere's disease, labyrinthitis, ototoxicity tumors • Upper respiratory airway infections: Rhinitis, sinusitis, tonsillitis, laryngitis • Epistaxis, Nasal obstruction, laryngeal obstruction • Deafness and its management 	<ul style="list-style-type: none"> • Lecture and discussion • Demonstration of hearing aids, nasal packing, medication administration • Visit to audiology and speech clinic 	<ul style="list-style-type: none"> • MCQ • Short answer • Essay • OSCE • Assessment of skill (using checklist) • Quiz • Drugbook

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
II	12(T) 4(SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of eye Describe eye donation, banking and transplantation	Nursing management of patient with disorder of eye <ul style="list-style-type: none"> Review of anatomy and physiology of the eye History, physical assessment, diagnostic assessment Eye Disorders <ul style="list-style-type: none"> Refractive errors Eyelids: infection, deformities Conjunctiva: inflammation and infection bleeding Cornea: inflammation and infection Lens: cataract Glaucoma Retinal detachment Blindness Eye donation, banking and transplantation 	<ul style="list-style-type: none"> Lecture and discussion Demonstration of visual aids, lens, medication administration Visit to eye bank 	<ul style="list-style-type: none"> MCQ Short Essay OSCE Drug book
III	15(T) 4(L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of Kidney and urinary system disorders Demonstrate skill in genitourinary assessment Prepare patient for genitourinary investigations Prepare and provide health education on prevention of renal calculi	Nursing management of patient with Kidney and Urinary problems <ul style="list-style-type: none"> Review of Anatomy and physiology of the genitourinary system History, physical assessment, diagnostic tests Urinary tract infections: acute, chronic, lower, upper Nephritis, nephrotic syndrome Renal calculi Acute and chronic renal failure Disorders of ureter, urinary bladder and Urethra Disorders of prostate: inflammation, infection, stricture, obstruction, and Benign Prostate Hypertrophy 	<ul style="list-style-type: none"> Lecture cum Discussion Demonstration Case Discussion Health education Drug book Field visit—Visits hemodialysis unit 	<ul style="list-style-type: none"> MCQ Short Note Long essay Case report Submit health teaching on prevention of urinary calculi
IV	6(T)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of male reproductive disorders	Nursing management of disorders of male reproductive system <ul style="list-style-type: none"> Review of Anatomy and physiology of the male reproductive system History, Physical Assessment, Diagnostic tests Infections of testis, penis and adjacent structures: Phimosis, Epididymitis, and 	<ul style="list-style-type: none"> Lecture, Discussion Case Discussion Health education 	<ul style="list-style-type: none"> Short essay

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
			<p>Orchitis</p> <ul style="list-style-type: none"> Sexualdysfunction,infertility, contraception MaleBreastDisorders:gynecomastia, tumor, climacteric changes 		
V	10(T) 4(SL)	Explain the etiology, pathophysiology, clinicalmanifestations, types, diagnostic measures and management of patients with disorders of burns/cosmetic surgeries and its significance	<p>Nursingmanagementofpatientwith burns, reconstructive and cosmetic surgery</p> <ul style="list-style-type: none"> Reviewofanatomyandphysiologyof the skin and connective tissues History, physical assessment, assessmentofburnsandfluid& electrolyte loss Burns Reconstructive and cosmetic surgery for burns, congenital deformities, injuriesandcosmeticpurposes,gender reassignment Legalandethicalaspects Specialtherapies:LAD,vacuumed dressing. Laser, liposuction, skin health rejuvenation, use of derma filters 	<ul style="list-style-type: none"> Lectureand discussion Demonstration of burn wound assessment,vacuum dressing and fluid calculations Visit to burn rehabilitationcenters 	<ul style="list-style-type: none"> OSCE Shortnotes
VI	16(T) 4(L/SL)	Explain the etiology, pathophysiology, clinicalmanifestations, diagnostic measures and management of patients with neurological disorders	<p>Nursingmanagementofpatientwith neurological disorders</p> <ul style="list-style-type: none"> Reviewofanatomyandphysiologyof the neurological system History,physicalandneurological assessment, diagnostic tests Headache,Headinjuries Spinalinjuries:Paraplegia, Hemiplegia, Quadriplegia Spinalcordcompression:herniationof in vertebral disc Intracranialandcerebralaneurysms Meningitis,encephalitis,brain, abscess, neuro-cysticercosis Movementdisorders:Chorea,Seizures & Epilepsies Cerebrovasculardisorders:CVA Cranial,spinalneuropathies: Bell's palsy, trigeminal neuralgia PeripheralNeuropathies Degenerativediseases:Alzheimer's disease, Parkinson's disease <i>Guillain-Barrésyndrome</i>, Myasthenia gravis & Multiple sclerosis 	<ul style="list-style-type: none"> Lectureand discussion Demonstration of physiotherapy,neuro assessment, tracheostomy care Visit to rehabilitationcenter, long term care clinics, EEG, NCV study unit, 	<ul style="list-style-type: none"> OSCE Shortnotes Essay Drugbook

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Rehabilitationofpatientwith neurological deficit 		
VII	12(T) 4(L/SL)	<p>Explain the etiology, pathophysiology, clinicalmanifestations, diagnostic tests, and medical, surgical, nutritional,andnursing management of immunological disorders</p> <p>Prepareandprovides health education on prevention of HIV infection and rehabilitation</p> <p>Describethenational infection control programs</p>	<p>Nursingmanagementofpatientswith Immunological problems</p> <ul style="list-style-type: none"> • ReviewofImmunesystem • NursingAssessment:Historyand Physical assessment • HIV & AIDS: Epidemiology, Transmission, Prevention of Transmissionandmanagementof HIV/AIDS • Role of Nurse; Counseling, Health educationandhomecareconsideration and rehabilitation • NationalAIDS ControlProgram – NACO, various national and internationalagenciesforinfection control 	<ul style="list-style-type: none"> • Lecture,discussion • CaseDiscussion/ seminar • ReferModuleon HIV/AIDS 	
VIII	12(T) 4(L/SL)	<p>Explain the etiology, pathophysiology, types, clinical manifestations, staging, diagnostic measures and management of patientswithdifferent cancer, treatment modalities including newer treatments</p>	<p>Nursingmanagementofpatientwith Oncological conditions</p> <ul style="list-style-type: none"> • Structureandcharacteristicsofnormal and cancer cells • History,physicallyassessment, diagnostic tests • Preventionscreeningearlydetections warning sign of cancer • Epidemiology,etiologyclassification, Pathophysiology, staging clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of Oncological condition • Common malignancies of various body system eye, ear, nose, larynx, breast,cervix,ovary,uterus,sarcoma, renal,bladder,kidney,prostateBrain, Spinal cord. • Oncologicalemergencies • Modalities of treatment: Chemotherapy, Radiotherapy: Radiationsafety,AERBregulations, Surgical intervention, Stem cell and bone marrow transplant, Immunotherapy, Gene therapy • Psychological aspects of cancer: anxiety,depression,insomnia,anger • Supportivecare • Hospicecare 	<ul style="list-style-type: none"> • Lectureand discussion • Demonstrationof chemotherapy preparation and administration • Visit to BMT, radiotherapy units (linear accelerator, brachytherapy,etc.), nuclear medicine unit 	<ul style="list-style-type: none"> • OSCE • Essay • Quiz • Drugbook • Counseling, health teaching
				<ul style="list-style-type: none"> • Completionof palliativecare 	

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
				moduleduring clinical hours (20 hours)	
IX	15(T) 4(L/SL)	Explain the types, policies, guidelines, prevention and management of disaster and the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with acute emergencies	Nursing management of patient in Emergency and Disaster situations Disaster Nursing <ul style="list-style-type: none"> • Concept and principles of disaster nursing, Related Policies • Types of disaster: Natural and manmade • Disaster preparedness: Team, guidelines, protocols, equipment, resources • Etiology, classification, Pathophysiology, staging, clinical manifestation, diagnosis, treatment modalities and medical and surgical nursing management of patient with medical and surgical emergencies – Poly trauma, Bites, Poisoning and Thermal emergencies • Principles of emergency management • Medico legal aspects 	<ul style="list-style-type: none"> • Lecture and discussion • Demonstration of disaster preparedness (Mock drill) and triaging • Field visit to local disaster management centers or demo by fire extinguishers • Group presentation (role play, skit, concept mapping) on different emergency care • Refer Trauma care management/ ATCN module • Guided reading on National Disaster Management Authority (NDMA) guidelines 	<ul style="list-style-type: none"> • OSCE • Case presentations and case study
X	10(T)	Explain the Concept, physiological changes, and psychosocial problems of ageing Describe the nursing management of the elderly	Nursing care of the elderly <ul style="list-style-type: none"> • History and physical assessment • Aging process and age-related body changes and psychosocial aspects • Stress and coping in elder patient • Psychosocial and sexual abuse of elderly • Role of family and formal and non-formal caregivers • Use of aids and prosthesis (hearing aids, dentures) • Legal and ethical issues • National programs for elderly, privileges, community programs and health services • Home and institutional care 	<ul style="list-style-type: none"> • Lecture and discussion • Demonstration of communication with visual and hearing impaired • Field visit to old age homes 	<ul style="list-style-type: none"> • OSCE • Case presentations • Assignment on family systems of India focusing on geriatric population
XI	15(T) 8(L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients in critical care units	Nursing management of patients in critical Care units <ul style="list-style-type: none"> • Principles of critical care nursing • Organization: physical set-up, policies, staffing norms • Protocols, equipment and supplies 	<ul style="list-style-type: none"> • Lecture and discussion • Demonstration on the use of mechanical ventilators, cardiac monitors etc. • Clinical practice in 	<ul style="list-style-type: none"> • Objective type • Short notes • Case presentations • Assessment of skill on monitoring of

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Use and application of critical care biomedical equipment: ventilators, cardiac monitors, defibrillators, infusion pump, Resuscitation equipment and any other • Advanced Cardiac Life support • Nursing management of critically ill patient • Transitional care • Ethical and Legal Aspects • Breaking Bad News to Patients and/or their families: Communication with patient and family • End of life care 	different ICUs	<p>patients in ICU.</p> <ul style="list-style-type: none"> • Written assignment on ethical and legal issues in critical care
XII	5(T)	Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with occupational/industrial health disorders	<p>Nursing management of patients occupational and industrial disorders</p> <ul style="list-style-type: none"> • History, physical examination, Diagnostic tests • Occupational diseases and management 	<ul style="list-style-type: none"> • Lecture and discussion • Industrial visit 	<ul style="list-style-type: none"> • Assignment on industrial health hazards

CLINICAL PRACTICUM

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

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

The students will be competent to

- Utilize the nursing process in providing care to the sick adults in the hospital
 - Perform complete health assessment to establish a database for providing quality patient care.
 - Integrate the knowledge of diagnostic tests in patient assignment.
 - Identify nursing diagnoses and list them according to priority.
 - Formulate nursing care plan, using problem-solving approach.
 - Apply scientific principles while giving nursing care to patients.
 - Develop skill in performing nursing procedures applying scientific principle.
 - Establish/develop interpersonal relationship with patients and family members.
 - Evaluate the expected outcomes and modify the plan according to the patient needs.
- Provide comfort and safety to adult patients in the hospital.
- Maintain a safe environment for patients during hospitalization.
- Explain nursing actions appropriately to the patients and family members.
- Ensure patient safety while providing nursing procedures.
- Assess the educational needs of the patient and their family related to medical and surgical disorders and provide appropriate health education to patients.

7. Providepre,intraandpost-operativetocaretopatientsundergoingsurgery.
8. Integrate knowledge of pathology, nutrition and pharmacology for patients experiencing selected medical and surgical disorders.
9. Integrateevidence-basedinformationwhilegivingnursingcaretopatients.
10. Demonstratetheawarenessoflegalandethicalissuesinnursingpractice.

I. NursingManagementofPatientswithENTDisorders

A. SkillLab

Useofmanikinsandsimulators

- Tracheostomycare
- InstillingEarandNasalmedications
- Bandageapplication

B. ClinicalPostings

Clinical area/unit	Duration (weeks)	Learning Outcomes	ProceduralCompetencies/ Clinical Skills	Clinical Requirements	Assessment Methods
ENTWard and OPD	2	Providecare to patients with ENT disorders Educate the patients and theirfamilies	<ul style="list-style-type: none"> • Examinationofear,nose,throatand History taking • ApplyingbandagestoEar,Nose • Tracheostomycare • Preparationofpatient,assistingand monitoring of patients undergoing diagnostic procedures <ul style="list-style-type: none"> ○ Auditoryscreeningtests ○ Audiometrictests • Preparing the patient and assisting in specialprocedureslikeAnterior/posterior nasalpacking,EarPackingandSyringing • Preparationandaftercareofpatients undergoingENTsurgicalprocedures • Instillationofdrops/medication 	<ul style="list-style-type: none"> • ENTassessment –1 • Case study/ Clinical presentation–1 	<ul style="list-style-type: none"> • Clinical evaluation • OSCE • Case report study/ Clinical presentation

II. NursingManagementofPatientswithEyeConditions

A. SkillLab

Useofmanikinsandsimulators

- InstillingEyemedications
- Eyeirrigation
- Eyebandage

B. ClinicalPostings

Clinical area/unit	Duration (weeks)	Learning Outcomes	ProceduralCompetencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Ophthalmology unit	2	Developskill in providing care to patients with Eyedisorders Educatethe patientsand	<ul style="list-style-type: none"> • Historytaking,Examinationofeyes and interpretation • Assistingprocedures <ul style="list-style-type: none"> ○ Visualacuity ○ Fundoscopy, retinoscopy, ophthalmoscopy,tonometry, ○ Refractiontests 	<ul style="list-style-type: none"> • Eyeassessment–1 • Healthteaching • Case study/ Clinical Presentation–1 	<ul style="list-style-type: none"> • Clinical evaluation • OSCE • Clinical presentation

		theirfamilies	<ul style="list-style-type: none"> • Preandpost-operativecare • Instillationofdrops/medication • Eyeirrigation • Applicationofeyebandage • Assistingwithforeignbodyremoval 		
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III. NursingManagementofPatientswithKidneyandUrinarySystemDisorders

A. SkillLab

Useofmanikinsandsimulators

- Assessment: kidney&urinarysystem
- Preparation:dialysis
- Catheterizationandcare

B. ClinicalPostings

Clinical area/unit	Duration (weeks)	Learning Outcomes	ProceduralCompetencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Renal ward/ nephrology ward including Dialysisunit	2	Developskill in Management of patients withurinary, male reproductive problems	<ul style="list-style-type: none"> • Assessmentofkidney and urinary system <ul style="list-style-type: none"> ○ Historytaking ○ Physicalexamination ○ Testicularself-examination ○ digitalrectal exam • Preparationandassistingwithdiagnostic and therapeutic procedures <ul style="list-style-type: none"> ○ Cystoscopy,Cystometrogram, ○ Contraststudies:IVPetc. ○ Peritonealdialysis ○ Hemodialysis, ○ Lithotripsy ○ Specific tests: Semen analysis, gonorreoatest, Renal/ProstateBiopsy etc. • Catheterization:care • Bladderirrigation • I/Orecordingandmonitoring • Ambulationandexercise 	<ul style="list-style-type: none"> • Assessment-1 • Drugpresentation -1 • Care study/ Clinical presentation-1 • Preparingand assisting in hemodialysis 	<ul style="list-style-type: none"> • Clinical evaluation • Careplan • OSCE • Quiz • Drug presentation

IV. NursingManagementofPatientswithBurnsandReconstructiveSurgery

A. SkillLab

Useofmanikinsandsimulators

- Assessmentofburnswound
- Wounddressing

B. Clinical Postings

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

V. Nursing Management of Patients with neurological disorders**A. Skill Lab****Use of manikins and simulators**

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

B. Clinical Postings

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

VI. Nursing Management of Patients with Immunological Disorders**A. Skill Lab**

- Barrier Nursing
- Reverse Barrier Nursing

B. Clinical Postings

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

VII. Nursing Management of Patients with disorders of Oncological conditions**A. Skill Lab****Use of manikins and simulators**

- Application of topical medication
- Administration of chemotherapy

B. Clinical Postings

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

VIII. Nursing Management of Patients in emergency conditions**A. Skill Lab****Use of manikins and simulators**

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

B. Clinical Postings

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

IX. Nursing Management of geriatric patients**A. Skill Lab****Use of manikins and simulators**

- Use of assistive safety devices

B. Clinical Postings

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

X. Nursing Management of Patients in critical care units**A. Skill Lab****Use of manikins and simulators**

- Assessment critically ill
- ET tube setup - suction
- TT suction
- Ventilator setup
- Chest drainage
- Bag mask ventilation

- Central&Peripheralline
- Pacemaker

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/Clinical Skills	Clinical Requirements	Assessment Methods
Critical Care Unit	2	Develop skill in assessment of critically ill and providing care to patients with critical health conditions	<ul style="list-style-type: none"> • Assessment of critically ill patients • Assisting in arterial puncture, ET tube intubation & extubation • ABG analysis & interpretation - respiratory acidosis, respiratory alkalosis, metabolic acidosis, metabolic alkalosis • Setting up of Ventilator modes and settings and care of patient on ventilator • Setup of trolley with instruments • Monitoring and maintenance of Chest drainage system • Bag and mask ventilation • Assisting and maintenance of Central and peripheral lines invasive • Setting up of infusion pump, defibrillator, • Drug administration - infusion, intracardiac, intrathecal, epidural, • Monitoring pacemaker • ICU care bundle • Management of the dying patient in the ICU 	<ul style="list-style-type: none"> • Hemodynamic monitoring • Different scales used in ICU • Communicating with critically ill patients 	<ul style="list-style-type: none"> • Clinical evaluation • OSCE • RASS scale assessment • Use of VAE bundle VAP, CAUTI, BSI • Case Presentation

PROFESSIONALISM, PROFESSIONAL VALUES & ETHICS INCLUDING BIOETHICS

PLACEMENT: IV SEMESTER

THEORY: 1 Credit (20 hours)

COURSE OBJECTIVE: This course is designed to help students

1. To develop an understanding of professionalism and demonstrate professional behavior in their workplace with ethics and professional values and identify ethical issues in nursing practice and participate effectively in ethical decision making along with health team members.

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

1. Describe profession and professionalism and identify the challenges of professionalism. And describe various regulatory bodies and professional organizations related to nursing.
2. Maintain respectful communication and relationship with other health team members, patients and society and demonstrate professional conduct. And discuss the importance of professional values in patient care and explain the professional values and demonstrate appropriate professional values in nursing practice.
3. Demonstrate and reflect on the role and responsibilities in providing compassionate care in the health care setting.
4. Demonstrate respect, human dignity and privacy and confidentiality to self, patients and their caregivers and other health team members.

COURSEOUTLINE

T–Theory

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
I	5(T)	<p>Discussnursingasa profession</p> <p>Describetheconcepts and attributes of professionalism</p> <p>Identifythechallenges of professionalism</p> <p>Maintain respectful communication and relationshipwithother health team members, patients and society</p> <p>Demonstrate professionalconduct</p> <p>Respectandmaintain professional boundaries between patients, colleagues and society</p> <p>Describetherolesand responsibilities of regulatory bodies and professional organizations</p>	<p>PROFESSIONALISM</p> <p>Profession</p> <ul style="list-style-type: none"> • Definitionofprofession • Criteriaofaprofession • Nursingasaprofession <p>Professionalism</p> <ul style="list-style-type: none"> • Definitionandcharacteristicsof professionalism • Concepts,attributesandindicatorsof professionalism • <i>Challengesofprofessionalism</i> <ul style="list-style-type: none"> ○ Personalidentityvsprofessional identity ○ Preservationofself-integrity:threat to integrity, Deceiving patient: withholding information and falsifying records ○ Communication&Relationshipwith team members: Respectful and open communication and relationship pertaining to relevant interests for ethical decision making ○ Relationshipwithpatientsandsociety <p>ProfessionalConduct</p> <ul style="list-style-type: none"> • Followingethicalprinciples • Adheringtopolicies,rulesand regulation of the institutions • Professionaletiquettesandbehaviours • Professionalgrooming:Uniform,Dress code • Professionalboundaries:Professional relationship with the patients, caregivers and team members <p>Regulatory Bodies & Professional Organizations:Roles&Responsibilities</p> <ul style="list-style-type: none"> • <i>Regulatorybodies</i>:IndianNursing Council, State Nursing Council • <i>ProfessionalOrganizations</i>:Trained NursesAssociationofIndia(TNAI), Student Nurses Association (SNA), Nurses League of Christian Medical Association of India, International Council of Nurses (ICN) and International Confederation of Midwives 	<ul style="list-style-type: none"> • Lecturecum Discussion • Debate • Roleplay • Casebased discussion • Lecturecum Discussion • VisittoINC,SNC, TNAI 	<ul style="list-style-type: none"> • Shortanswer • Essay • Objectivetype • Visitreports

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

Unit	Time (Hrs)	LearningOutcomes	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"> • Valid consent and refusal • Allocation of scarce nursing resources • Conflicts concerning new technologies • Whistle-blowing • <i>Beginning of life issues</i> <ul style="list-style-type: none"> ○ Abortion ○ Substance abuse ○ Fetal therapy ○ Selective deeducation ○ Intrauterine treatment of fetal conditions ○ Mandated contraception ○ Fetal injury ○ Infertility treatment • <i>End of life issues</i> <ul style="list-style-type: none"> ○ End of life ○ Euthanasia ○ Do Not Resuscitate (DNR) • <i>Issues related to psychiatric care</i> <ul style="list-style-type: none"> ○ Noncompliance ○ Restrain and seclusion ○ Refuse to take food 		

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

CHILDHEALTHNURSING-I**PLACEMENT:VSEMESTER****THEORY:3Credits(60hours)****PRACTICUM:Lab/SkillLab:1Credit(40hours) Clinical:2Credits(160hours)****COURSE OBJECTIVE:** This course is designed to

1. Develop an understanding of the modern approach to child-care, identification, prevention of common health problems of neonates and children
2. Provide nursing management of common health problems of neonates and children.

COURSE OUTCOME:

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

1. Identify the history and modern concepts of child health and child-care and describe the national child welfare services, national programs and legislation in the light of National Health Policy 2017
2. Explain the role of preventive pediatrics and perform preventive measures towards accidents and determine the developmental needs of children and provide parental guidance and Operate in national immunization programs/Universal Immunization program (UIP)
3. Show competencies in newborn assessment, planning and implementation of care to normal and high risk newborn including neonatal resuscitation
4. Apply the knowledge of pathophysiology and provide nursing care to children with common childhood diseases and use the principles and strategies of Integrated management of neonatal and childhood illness (IMNCI)

COURSE OUTLINE**T–Theory, L/SL–Lab/Skill Lab**

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	10(T) 10(L)	Explain the modern concept of child-care Describe National policy, programs and legislation in relation to child health & welfare Describe role of preventive pediatrics	Introduction: Modern concepts of child-care <ul style="list-style-type: none"> • Historical development of child health • Philosophy and modern concept of child-care • Cultural and religious considerations in child-care • National policy and legislations in relation to child health and welfare • National programs and agencies related to welfare services to the children • Internationally accepted rights of the child • Changing trends in hospital care, preventive, promotive and curative aspect of child health • <i>Preventive pediatrics:</i> <ul style="list-style-type: none"> ○ Concept ○ Immunization ○ Immunization programs and cold 	<ul style="list-style-type: none"> • Lecture Discussion • Demonstration of common pediatric procedures 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of skills with checklist

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
		<p>List major causes of death during infancy, early&latechildhood</p> <p>Differentiatebetween an adult and child in terms of illness and response</p> <p>Describe the major functions&roleofthe pediatric nurse in caring for a hospitalized child.</p> <p>Describethetheprinciples ofchildhealthnursing and perform child health nursing procedures</p>	<p>chain.</p> <ul style="list-style-type: none"> ○ Careofunder-fiveandUnder-five Clinics/Well-baby clinics ○ Preventivemeasurestowards accidents ● Childmorbidityandmortalityrates ● Difference between an adult and childwhichaffectresponsetoillness ○ Physiological ○ Psychological ○ Social ○ Immunological ● Hospitalenvironmentforsickchild ● Impactofhospitalizationonthechild and family ● Communicationtechniquesfor children ● Griefandbereavement ● Theroleofachildhealthnursein caring for a hospitalized child ● Principlesofpreandpostoperative care of infants and children. <p><i>ChildHealthNursingprocedures:</i></p> <ul style="list-style-type: none"> ● Administrationofmedication:oral, I/M, & I/V ● Calculationoffluidrequirement ● Applicationofrestraints ● Assessmentofpaininchildren. ○ FACESpainratingscale ○ FLACCscale ○ Numericalscale 		
II	12(T)	<p>Describethenormal growth and development of childrenatdifferent ages</p> <p>Identifytheneedsof children at different ages & provide parental guidance</p> <p>Identifythenutritional needs of children at different ages & ways</p>	<p>TheHealthyChild</p> <ul style="list-style-type: none"> ● Definitionandprinciplesofgrowth and development ● Factorsaffectinggrowthand development ● Growthanddevelopmentfrombirth to adolescence ● Growthanddevelopmentaltheories (Freud, Erickson, Jean Piaget, Kohlberg) ● Theneedsofnormalchildrenthrough the stages of developmental andparental guidance 	<ul style="list-style-type: none"> ● LectureDiscussion ● Demonstration ● Developmental studyofinfantand children ● Observationstudy of normal & sick child ● Field visit to Anganwadi,child guidance clinic ● Videosonbreast feeding 	<ul style="list-style-type: none"> ● Shortanswer ● Objectivetype ● Assessmentof field visits and developmental study reports

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
		ofmeetingneeds Identifytheroleofplay for normal & sick children	<ul style="list-style-type: none"> • Nutritionalneedssofchildrenand infants - breastfeeding - exclusivebreastfeeding - Supplementary/artificial feeding and weaning • Babyfriendlyhospitalconcept • Typesandvalueofplayandselectionof play material 	<ul style="list-style-type: none"> • Clinical practice/field 	
III	15(T) 20(L)	Providecaretonormal andhigh-riskneonates Performneonatal resuscitation Recognizeandmanage common neonatal problems	<p>Nursingcareofneonate:</p> <ul style="list-style-type: none"> • AppraisalofNewborn • Nursingcareofanormal newborn/essentialnewborncare • Neonatalresuscitation • Nursingmanagementoflow birth weight baby • Kangaroomothercare • Nursingmanagementof common neonatal disorder - Hyperbilirubinemia - Hypothermia - Hyperthermia - Metabolicdisorder - Neonatalinfections - Neonatalseizures - Respiratorydistress syndrome - RetinopathyofPrematurity • Organizationofneonatalcareunit • Neonatalequipment 	<ul style="list-style-type: none"> • Modular based teaching: ENBC andFBNCmodule (oraldrills,videos, self-evaluation exercises) • Workshop on neonatal resuscitation:NRP module • Demonstration • PracticeSession • Clinicalpractice • LectureDiscussion 	<ul style="list-style-type: none"> • OSCE • Shortanswer • Objectivetype
IV	10(T) 5(L)	Applyprinciplesand strategies of IMNCI	Integratedmanagementofneonataland childhood illnesses	<p><i>Modularbased teaching:</i></p> <p>IMNCImodule</p> <ul style="list-style-type: none"> • Clinical practice/field 	<ul style="list-style-type: none"> • OSCE
V	8(T)	Describe the etiology, pathophysiology, clinical manifestation and nursing management of childrenwithdisorders of respiratory, and endocrine system	<p>Nursingmanagementincommon childhood diseases</p> <p>Respiratorysystem:</p> <ul style="list-style-type: none"> • IdentificationandNursing management of congenital malformations • Congenitaldisorders: Tracheoesophageal fistula, Diaphragmatic hernia 	<ul style="list-style-type: none"> • LectureDiscussion • Demonstration • Practicessession • Clinicalpractice 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype • Assessmentof skills with checklist

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> Others:Acutenaso-pharyngitis, Tonsillitis, Croup, Bronchitis, Bronchiolitis, Pneumonia, Asthma Endocrinesystem: <ul style="list-style-type: none"> JuvenileDiabetesmellitus, Hypo-thyroidism 		
VI	5(T) 5(L)	Developabilitytomeet child- hood emergencies and perform child CPR	Childhoodemergencies <ul style="list-style-type: none"> Accidents – causes and prevention, Poisoning,Foreignbodies,Hemorrhage, Burns and Drowning PLS(AHAGuidelines) 	<ul style="list-style-type: none"> Lecture Discussion Demonstration PLSModule/ Workshop 	<ul style="list-style-type: none"> OSCE

CHILDHEALTHNURSING-I&IICLINICAL(3Credits–240hours)

PLACEMENT: V & VI SEMESTER

PRACTICUM:SkillLab:1Credit(40hours)

Clinical:VSEMESTER–2Credits(160hours) VI

SEMESTER – 1 Credit (80 hours)

PRACTICECOMPETENCIES:Oncompletionofthecourse,thestudentswillbeableto

1. Performassessmentofchildren:health,developmental&anthropometric.
2. Providenursingcaretochildrenwithvariousmedicaldisorders.
3. Providepre&postoperativecaretochildrenwithcommonpediatricsurgicalconditions/malformation.
4. PerformimmunizationasperNIS.
5. Providenursingcaretocriticallyillchildren.
6. Givehealtheducation/nutritionaleducationtoparents.
7. Counselparentsaccordingtoidentifiedcounselingneeds.

SkillLab

Use of Manikins and Simulators

PLS,CPAP,EndotrachealSuction

Pediatric Nursing Procedures:

- Administrationofmedication–Oral,IM&IV
- Oxygenadministration
- Applicationofrestraints
- Specimencollection
- Urinarycatheterizationanddrainage
- Ostomycare
- Feeding–NG,gastrostomy,Jejunostomy
- Wounddressing
- Sutureremoval

CLINICALPOSTINGS

8weeks×30hoursperweek(5weeks+3weeks)

Clinical area/unit	Duration (Weeks)	Learning Outcomes	ProceduralCompetencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Pediatric MedicalWard	VSem– 2weeks VISem–1 week	<ul style="list-style-type: none"> • Provide nursing care to children with various medical disorders 	<ul style="list-style-type: none"> • Taking pediatric history • Physical examination & assessment of children • Administration of oral, I/M, & I/V medicine/fluids • Calculation of fluid replacement • Preparation of different strengths of I/V fluids • Application of restraints • Administration of O₂ inhalation by different methods • Baby bath/sponge bath • Feeding children by Katori spoon, Paladai cup • Collection of specimens for common investigations • Assisting with common diagnostic procedures • Teaching mothers/parents <ul style="list-style-type: none"> ○ Malnutrition ○ Oral rehydration therapy ○ Feeding & Weaning ○ Immunization schedule • Play therapy 	<ul style="list-style-type: none"> • Nursing care plan –1 • Case study presentation –1 • Health talk –1 	<ul style="list-style-type: none"> • Assess performance with rating scale • Assess each skill with checklist OSCE/OSPE • Evaluation of case study/ presentation & health education session • Completion of activity record
Pediatric SurgicalWard	V Sem– 2weeks VI Sem– 1 week	<ul style="list-style-type: none"> • Recognize different pediatric surgical conditions/ malformations • Provide pre & post-operative care to children with common paediatric surgical conditions/ malformation • Counsel & educate parents 	<ul style="list-style-type: none"> • Calculation, preparation & administration of I/V fluids • Bowel wash, insertion of suppositories • Care for ostomies: <ul style="list-style-type: none"> ○ Colostomy Irrigation ○ Ureterostomy ○ Gastrostomy ○ Enterostomy • Urinary catheterization & drainage • Feeding <ul style="list-style-type: none"> ○ Naso-gastric ○ Gastrostomy 	<ul style="list-style-type: none"> • Nursing care plan – 1 • Case study/ presentation –1 	<ul style="list-style-type: none"> • Assess performance with rating scale • Assess each skill with checklist OSCE/OSPE • Evaluation of case study/ presentation • Completion of activity record

Clinical area/unit	Duration (Weeks)	Learning Outcomes	ProceduralCompetencies/ Clinical Skills	Clinical Requirements	Assessment Methods
			<ul style="list-style-type: none"> ○ Jejunostomy ● Care of surgical wounds ○ Dressing ○ Suture removal 		
Pediatric OPD/ Immunization room	V Sem-1 week	<ul style="list-style-type: none"> ● Perform assessment of children: health, developmental & anthropometric ● Perform immunization ● Give health education/ nutritional education 	<ul style="list-style-type: none"> ● Assessment of children <ul style="list-style-type: none"> ○ Health assessment ○ Developmental assessment ○ Anthropometric assessment ○ Nutritional assessment ● Immunization ● Health/Nutritional education 	<ul style="list-style-type: none"> ● Growth and developmental study: <ul style="list-style-type: none"> Infant-1 Toddler-1 Preschooler-1 Schooler-1 Adolescent-1 	<ul style="list-style-type: none"> ● Assess performance with rating scale ● Completion of activity record.
NICU & PICU	VI Sem-1 week	<ul style="list-style-type: none"> ● Provide nursing care to critically ill children 	<ul style="list-style-type: none"> ● Care of a baby in incubator/warmer ● Care of a child on ventilator, CPAP ● Endotracheal Suction ● Chest Physiotherapy ● Administration of fluids with infusion pumps ● Total Parenteral Nutrition ● Phototherapy ● Monitoring of babies ● Recording & reporting ● Cardiopulmonary Resuscitation (PLS) 	<ul style="list-style-type: none"> ● Newborn assessment-1 ● Nursing Care Plan - 1 	<ul style="list-style-type: none"> ● Assess performance with rating scale ● Evaluation of observation report ● Completion of activity record

MENTAL HEALTH NURSING-I

PLACEMENT: V SEMESTER

THEORY: 3 Credits (60 hours)

PRACTICUM: Clinical: 1 Credit (80 hours)

COURSE OBJECTIVE: This course is designed to enable students to:

1. Develop basic understanding of the principles and standards of mental health nursing.
2. Demonstrate skill in application of nursing process in assessment and care of patients with mental health disorders.

COURSE OUTCOME:

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

1. Understand the historical development of mental health nursing, its scope and maintain therapeutic communication and nurse-patient relationship
2. Identify the classification of the mental disorders
3. Explain the principles and concepts of mental health nursing, describe various treatment modalities and therapies used in mental disorders

4. Apply nursing process in management of patient with psychotic, mood, neurotic disorders

COURSE OUTLINE

T-Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	6(T)	Describe the historical development & current trends in mental health nursing Discuss the scope of mental health nursing Describe the concept of normal & abnormal behaviour	Introduction <ul style="list-style-type: none"> • Perspectives of Mental Health and Mental Health Nursing, evolution of mental health services, treatments and nursing practices • Mental health team • Nature & scope of mental health nursing • Role & functions of mental health nurse in various settings and factors affecting the level of nursing practice • Concepts of normal and abnormal behaviour 	<ul style="list-style-type: none"> • Lecture cum Discussion 	<ul style="list-style-type: none"> • Essay • Short answer
II	10(T)	Define the various terms used in mental health Nursing Explain the classification of mental disorders Explain the psychodynamics of maladaptive behaviour Discuss the etiological factors & psychopathology of mental disorders Explain the principles and standards of Mental health Nursing Describe the conceptual models of mental health nursing	Principles and Concepts of Mental Health Nursing <ul style="list-style-type: none"> • Definition: mental health nursing and terminology used • Classification of mental disorders: ICD11, DSM5, Geropsychiatry manual classification • Review of personality development, defense mechanisms • Etiology bio-psycho-social factors • Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal neurotransmission • Principles of Mental health Nursing • Ethics and responsibilities • Practice Standards for Psychiatric Mental Health Nursing (INC practice standards) • Conceptual models and the role of nurse: <ul style="list-style-type: none"> ○ Existential model 	<ul style="list-style-type: none"> • Lecture cum Discussion • Explain using Charts • Review of personality development 	<ul style="list-style-type: none"> • Essay • Short answer

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

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

CLINICAL PRACTICUM
MENTALHEALTHNURSING-I&II

PLACEMENT:SEMESTERV&VI

MENTALHEALTHNURSING-I–1Credit(80hours)

MENTALHEALTHNURSING-II–2Credits(160hours)

PRACTICECOMPETENCIES:Oncompletionofthecourse,thestudentswillbeableto:

1. Assesspatientswithmentalhealthproblems/disorders
2. Observeandassistinvarioustreatmentmodalitiesorthérapies
3. Counselandeducatepatientsandfamilies
4. Performindividualandgrouppsychoeducation
5. Providenursingcaretopatientswithmentalhealthproblems/disorders
6. Motivatepatientsinthecommunityforearlytreatmentandfollowup
7. Observetheassessmentandcareofpatientswithsubstanceabusedisordersindeaddictioncentre.

CLINICALPOSTINGS

(8weeks×30hoursperweek=240hours)

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Skills/Procedural Competencies	Clinical Requirements	Assessments Methods
Psychiatric OPD	2	<ul style="list-style-type: none"> • Assess patients with mental health problems • Observe and assist in therapies • Counsel and educate patients, and families 	<ul style="list-style-type: none"> • History taking • Perform mental status examination (MSE) • Observe/practice Psychometric assessment • Perform Neurological examination • Observing and assisting in therapies • Individual and group psycho-education <ul style="list-style-type: none"> ▪ Mental hygiene practice education ▪ Family psycho-education 	<ul style="list-style-type: none"> • History taking and Mental status examination – 2 • Health education –1 • Observation report of OPD 	<ul style="list-style-type: none"> • Assess performance with rating scale • Assess each skill with checklist • Evaluation of health education • Assessment of observation report • Completion of activity record
Child Guidance clinic	1	<ul style="list-style-type: none"> • Assess children with various mental health problems • Counsel and educate children, families and significant others 	<ul style="list-style-type: none"> • History & mental status examination • Observe/practice psychometric assessment • Observe and assist in various therapies • Parental teaching for child with mental deficiency 	<ul style="list-style-type: none"> • Casework –1 • Observation report of different therapies – 1 	<ul style="list-style-type: none"> • Assess performance with rating scale • Assess each skill with checklist • Evaluation of the observation report
Inpatient ward	4	<ul style="list-style-type: none"> • Assess patients with mental health problems • Provide nursing care for patients with various 	<ul style="list-style-type: none"> • History taking • Mental status examination (MSE) • Neurological examination • Assisting in psychometric 	<ul style="list-style-type: none"> • Give care to 2-3 patients with various mental disorders • Case study –1 	<ul style="list-style-type: none"> • Assess performance with rating scale • Assess each skill with checklist

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Skills/Procedural Competencies	Clinical Requirements	Assessments Methods
		mentalhealth problems • Assistinvarious therapies • Counsel and educate patients, families and significantothers	assessment • Recordingtherapeutic communication • Administrationofmedications • AssistElectro-Convulsive Therapy (ECT) • Participatinginalltherapies • Preparing patients for ActivitiesofDailyLiving (ADL) • Conductingadmissionand discharge counselling • Counselingandteaching patientsand families	• Careplan • Clinical presentation–1 • Processrecording –2 • Maintaindrug book	• Evaluationofthe case study, care plan, clinical presentation, processrecording • Completionof activityrecord
Community psychiatry & Deaddiction centre	1	• Identifypatients withvarious mentaldisorders • Motivatepatients for early treatment and follow up • Assistinfollow up clinic • Counsel and educatepatient, family and community • Observe the assessment and careofpatientsat deaddictioncentre	• Conducthomevisitandcase work • Identifyingindividualswith mental health problems • Assistinginorganizationsof Mental Health camp • Conducting awareness meetingsformentalhealth& mental illness • Counseling and Teaching familymembers,patientsand community • Observingdeaddictioncare	• Casework–1 • Observation reportonfield visits • Visit to deaddiction centre	• Assess performancewith rating scale • Evaluation of caseworkand observation report • Completionof activityrecord

COMMUNITYHEALTHNURSING-I
includingEnvironmentalScience&Epidemiology

PLACEMENT: VSEMESTER

THEORY: 5Credits(100hours)includesLabhoursalso

PRACTICUM: Clinical:2Credits(160hours)

COURSE OBJECTIVE:

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

1. Understand the evolution of public health in India and community health nursing describe the concepts and determinants of health
2. Explain the levels of prevention, health promotion, health care planning and the present health care delivery system in India at various levels
3. Summarize the significance of primary health care and comprehensive primary health care as part of current health care delivery system focus and health care policies and regulations in India and also perform the roles and responsibilities of nurses in implementing various national health programs in the community for the prevention, control and management of communicable and non-communicable diseases
4. Develop Assess, diagnose, manage and refer clients for various communicable and non-communicable diseases appropriately at the primary health care level

COURSE OUTLINE

T–Theory

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>Concepts of Community Health and Community Health Nursing</p> <ul style="list-style-type: none"> • Definition of public health, community health and community health nursing • Public health in India and its evolution and Scope of community health nursing • <i>Review:</i> Concepts of Health & Illness/ disease: Definition, dimensions and determinants of health and disease • Natural history of disease • Levels of prevention: Primary, Secondary & 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using chart, graphs • Community needs assessment (Field survey on identification of demographic characteristics, health determinants and resources of a rural and an urban community) • Explain using examples 	<ul style="list-style-type: none"> • Short answer • Essay • Objective type • Survey report

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		problems of India	tertiary prevention—Review <ul style="list-style-type: none"> Health problems (Profile) of India 		
II	8(T)	Describe health planning and its steps, and various health plans, and committees Discuss health care delivery system in India at various levels Describe SDGs, primary health care and comprehensive primary health care (CPHC) Explain health care policies and regulations in India	Health Care Planning and Organization of Health Care at various levels <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> National Health Policy (1983, 2002, 2017) National Health Mission (NHM): National Rural Health Mission (NRHM), National Urban Health Mission (NUHM), NHM National Health Protection Mission (NHPM) Ayushman Bharat Universal Health Coverage 	<ul style="list-style-type: none"> Lecture Discussion Field visits to CHC, PHC, SC/ Health Wellness Centers (HWC) <ul style="list-style-type: none"> Directed reading 	<ul style="list-style-type: none"> Short answer Essay Evaluation of Field visit reports & presentation
III	15(T)	Identify the role of an individual in the	Environmental Science, Environmental Health, and	<ul style="list-style-type: none"> Lecture 	<ul style="list-style-type: none"> Short answer

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
		<p>conservationofnatural resources</p> <p>Describe ecosystem, itsstructure,typesand functions</p> <p>Explain the classification,value and threats to biodiversity</p> <p>Enumeratethecauses, effects and control measures of environmental pollution</p> <p>Discussaboutclimate change, global warming, acid rain, and ozone layer depletion</p> <p>Enumerate the role of an individual in creating awareness aboutthesocialissues relatedtoenvironment</p>	<p>Sanitation</p> <ul style="list-style-type: none"> • <i>Natural resources:</i> Renewable and non-renewable resources, natural resources and associated problems: Forest resources, water resources, mineral resources,foodresources, energyresourcesandland resources • Role of individuals in conservation of natural resources,andequitable use of resources for sustainable lifestyles • <i>Ecosystem:</i> Concept, structure and functions of ecosystems, Types & Characteristics – Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystem,Energyflowin ecosystem • <i>Biodiversity:</i> Classification, value of bio-diversity, threats to biodiversity,conservation of biodiversity • <i>Environmental pollution:</i> Introduction, causes, effects and control measuresofAirpollution, Water pollution, Soil pollution, Marine pollution,Noisepollution, Thermalpollution,nuclear hazards & their impact on health • <i>Climate change, global warming:</i>ex.heatwave, acid rain, ozone layer depletion, waste land reclamation&itsimpact on health • <i>Social issues and environment:</i>sustainable development, urban problems related to energy, water and environmental ethics • Acts related to environmentalprotection and preservation <p>EnvironmentalHealth&</p>	<ul style="list-style-type: none"> • Discussion • Debates on environmental protectionandpreservation • ExplainusingCharts,graphs, Models, films, slides • Directedreading • Visitstowatersupply& purification sites 	<ul style="list-style-type: none"> • Essay • Fieldvisit reports

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
		<p>ListtheActsrelatedto environmental protection and preservation</p> <p>Describetheconcept of environmental healthandsanitation</p> <p>Describe water conservation, rain waterharvestingand water shed management</p> <p>Explainwaste management</p>	<p>Sanitation</p> <ul style="list-style-type: none"> • Conceptofenvironment health and sanitation • Concept of safe water, sources of water, waterbornediseases,water purification processes, household purification of water • Physical and chemical standards of drinking waterqualityandtestsfor assessing bacteriological quality of water • Concepts of water conservation: rain water harvestingandwatershed management • ConceptofPollution prevention • Air&noisepollution • Role of nurse in preventionofpollution • Solidwastemanagement, humanexcretadisposal& management and sewage disposalandmanagement • Commonly used insecticidesandpesticides 	<ul style="list-style-type: none"> • Observerainwaterharvesting plants • Visit to sewage disposal and treatmentsites,andwastedisposal sites 	
IV	7(T)	<p>Describethevarious nutritionassessment methods at the community level</p> <p>Planandprovidediet plans for all age groups including therapeutic diet</p> <p>Provide nutrition counseling and educationtoall age groupsanddescribe</p>	<p>NutritionAssessmentand Nutrition Education</p> <ul style="list-style-type: none"> • <i>ReviewofNutrition</i> <ul style="list-style-type: none"> ○ Concepts,types ○ Mealplanning:aims, steps & diet plan for different age groups ○ Nutrition assessment of individuals,familiesand community by using appropriate methods • Planningsuitable dietfor individuals and families according to local availability of foods, dietary habits and economic status • Generalnutritionaladvice • Nutrition education: purpose,principles& methods and Rehabilitation 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Roleplay • Marketvisit • Nutritionalassessmentfordifferent age groups • Lecture • Discussion 	<ul style="list-style-type: none"> • Performance assessment of nutrition assessmentfor different age groups • Evaluationon nutritional assessment reports • Shortanswer • Essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		<p>thenationalnutrition programs and</p> <p>Identifyearlythefood borne diseases, and perform initial management and referral appropriately</p>	<ul style="list-style-type: none"> • <i>Review:</i> Nutritional deficiencydisorders • Nationalnutritionalpolicy & programs in India <p>FoodBorneDiseasesand Food Safety</p> <p>Foodbornediseases</p> <ul style="list-style-type: none"> • Definition, & burden, Causesandclassification • Signs&Symptoms • Transmission of food bornepathogens&toxins • Earlyidentification,initial management and referral <p>Foodpoisoning&food intoxication</p> <ul style="list-style-type: none"> • Epidemiological features/clinical characteristics,Typesof food poisoning • Foodintoxication-features, preventive & control measures • Publichealthresponseto food borne diseases 	<ul style="list-style-type: none"> • Fieldvisittomilkpurification plants, slaughterhouse • ReferNutritionmodule-BPCCHN Block 2-unit I & UNIT 5 	<ul style="list-style-type: none"> • Fieldvisit reports
V	6(T)	<p>Describe behaviour change communicationskills</p> <p>Counselandprovide health education to individuals, families and community for promotionofhealthy life style practices</p>	<p>Communication managementandHealth Education</p> <ul style="list-style-type: none"> • Behaviour change communicationskills <ul style="list-style-type: none"> ○communication ○ Humanbehaviour ○ Health belief model: concepts&definition, ways to influence behaviour ○ Stepsofbehaviour change ○ Techniquesofbehaviour change: Guiding principles in planning BCC activity ○ Stepsof BCC ○ Social and Behaviour ChangeCommunication strategies (SBCC): techniques to collect social history from clients ○ Barrierstoeffective 	<ul style="list-style-type: none"> • Lecture • Discussion • Roleplay • Demonstration:BCCskills • Supervisedfieldpractice • Refer:BCC/SBCCmodule (MoHFW & USAID) 	<ul style="list-style-type: none"> • Shortanswer • Essay • Performance evaluationof health

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
		using appropriate methodsandmedia	<p>communication, and methodstoovercome them</p> <ul style="list-style-type: none"> • Health promotion and Health education: methods/techniques,and audio-visual aids 		education sessions to individuals andfamilies
VI	7(T)	<p>Describecommunity health nursing approaches and concepts</p> <p>Describeandidentify the activities of community health nursetopromoteand maintain family health through home visits</p>	<p>Community health nursingapproaches, concepts, roles and responsibilities of community health nursing personnel</p> <ul style="list-style-type: none"> • <i>Approaches:</i> <ul style="list-style-type: none"> ○ Nursingprocess ○ Epidemiological approach ○ Problemsolving approach ○ Evidencebased approach ○ Empoweringpeopleto care for themselves • <i>Review:</i> Primary health careandComprehensive Primary Health Care (CPHC) <p>HomeVisits:</p> <ul style="list-style-type: none"> • Concept, Principles, Process,&Techniques: Bag technique • QualitiesofCommunity HealthNurse • Rolesandresponsibilities of community health nursing personnel in family health services • <i>Review:</i> Principles & techniquesofcounseling 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Roleplays <p>• Supervisedfieldpractice</p>	<ul style="list-style-type: none"> • Shortanswer • Essays <p>• Assessmentof supervised field practice</p>
VII	10(T)	Explainthespecific activities of community health nurse in assisting individuals and groups to promote and maintain their health	<p>Assistingindividualsand families to promote and maintain their health</p> <p>A. <i>Assessmentofindividuals and families</i> (Review from Child health nursing,Medicalsurgical nursing and OBG Nursing)</p> <ul style="list-style-type: none"> • Assessmentofchildren, women, adolescents, elderly etc. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Roleplays 	<ul style="list-style-type: none"> • Shortanswer • Essay • Assessment of clinical performancein the field practice area

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
		<p>Provide primary careathome/healthcenters (HWC)usingstanding orders/ protocols asper public health standards/approved by MoH&FW and INC regulation</p> <p>Develop skill in maintenance of recordsandreports</p>	<ul style="list-style-type: none"> • Children: Monitoring growthanddevelopment, milestones • Anthropometric measurements,BMI • Socialdevelopment • TemperatureandBlood pressure monitoring • Menstrualcycle • Breastself-examination (BSE)andtesticlesself-examination (TSE) • WarningSignsofvarious diseases • Tests:Urineforsugarand albumin, blood sugar, Hemoglobin <p><i>B. Provision of health services/primaryhealth care:</i></p> <ul style="list-style-type: none"> • Routine check-up, Immunization,counseling, and diagnosis • Managementofcommon diseases at home and health centre level <ul style="list-style-type: none"> ○ Care based on standing orders/protocols approvedbyMoH&FW ○ Drugsdispensingand injections at health centre <p><i>C. Continue medical care and follow up in communityforvarious diseases/disabilities</i></p> <p><i>D. Carry out therapeutic procedures as prescribed/requiredfor client and family</i></p> <p><i>E. Maintenanceofhealth records and reports</i></p> <ul style="list-style-type: none"> • Maintenanceofclient records • Maintenance of health recordsatthefacilitylevel • Report writing and documentationofactivities carried out during home visits,intheclinics/centers and field visits 	<ul style="list-style-type: none"> • Documentandmaintain: • Individualrecords 	<ul style="list-style-type: none"> • Assessmentof procedural skills in lab procedures • Evaluationof records and reports

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
		<p>Develop beginning skills in handling socialissuesaffecting the health and development of the family</p> <p>Identifyandassistthe families to utilize the communityresources appropriately</p>	<p><i>F. Sensitize and handle social issues affecting healthanddevelopment of the family</i></p> <ul style="list-style-type: none"> • Womenempowerment • Womenandchildabuse • Abuseofelders • Femalefoeticide • Commercialsexworkers • Substanceabuse <p><i>G. Utilize community resourcesforclientand family</i></p> <ul style="list-style-type: none"> • Traumaservices • Oldagehomes • Orphanages • Homes for physically challengedindividuals • Homesfordestitute • Palliativecarecentres • Hospicecarecentres • Assistedlivingfacility 	<ul style="list-style-type: none"> • Familyrecords • Healthcenterrecords • Fieldvisits 	<ul style="list-style-type: none"> • Evaluationof field visit reports
VIII	10(T)	Describethetheconcepts, approaches and methods of epidemiology	<p>Introduction to Epidemiology – Epidemiological ApproachesandProcesses</p> <ul style="list-style-type: none"> • Epidemiology:Concept and Definition • Distributionandfrequency of disease • Aims&usesof epidemiology • Epidemiologicalmodelsof causation of disease • Conceptsofdisease transmission • Modes of transmission: Direct,Indirectandchain of infection • Timetrendsorfluctuations in disease occurrence • Epidemiological approaches:Descriptive, analytical and experimental • Principlesofcontrol measures/levels of 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Roleplay • Fieldvisits:communicabledisease hospital & Entomology office • Investigationofanepidemicof 	<ul style="list-style-type: none"> • Shortanswer • Essay • Reportonvisit to communicable diseasehospital • Reportonvisit toentomology office

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"> Investigation of an epidemic of communicable disease Use of basic epidemiological tools to make community diagnosis for effective planning and intervention 	communicable disease	<ul style="list-style-type: none"> Report and presentation on investigating an epidemic of communicable disease
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>Communicable Diseases and National Health Programs</p> <p>1. Communicable Diseases – Vectorborne diseases (Every disease will be dealt under the following headlines)</p> <ul style="list-style-type: none"> Epidemiology of the following vectorborne diseases Prevention & control measures Screening, and diagnosing the following conditions, primary management, referral and follow up <ul style="list-style-type: none"> Malaria Filaria Kala-azar Japanese encephalitis Dengue Chikungunya <p>2. Communicable diseases: Infectious diseases (Every disease will be dealt under the following headlines)</p> <ul style="list-style-type: none"> Epidemiology of the following infectious diseases Prevention & Control measures Screening, diagnosing the following conditions, primary management, referral and follow up <ul style="list-style-type: none"> Leprosy Tuberculosis Vaccine preventable diseases – Diphtheria, whooping cough, tetanus, poliomyelitis 	<ul style="list-style-type: none"> Lecture Discussion, Demonstration Roleplay Suggested field visits Field practice Assessment of clients with communicable diseases 	<ul style="list-style-type: none"> Field visit reports Assessment of family case study OSCE assessment Short answer Essay

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
		Identifythenational health programs relevant to communicable diseasesandexplain the role of nurses in implementation of these programs	<p>and measles</p> <ul style="list-style-type: none"> ○ Entericfever ○ Viralhepatitis ○ HIV/AIDS/RTI infections ○ HIV/AIDS, and Sexually Transmitted Diseases/Reproductive tract infections (STIs/RTIs) ○ Diarrhoea ○ Respiratorytract infections ○ COVID-19 ○ Helminthic – soil & food transmitted and parasitic infections – Scabiesandpediculosis <p>3. Communicablediseases: Zoonotic diseases</p> <ul style="list-style-type: none"> • EpidemiologyofZoonotic diseases • Prevention&control measures • Screeninganddiagnosing the following conditions, primary management, referral and follow up ○ Rabies: Identify, suspect, primary managementandreferral to a health facility • Roleofanursesincontrol ofcommunicablediseases <p>NationalHealthPrograms</p> <ol style="list-style-type: none"> 1. UIP: Universal ImmunizationProgram (Diphtheria, Whooping cough, Tetanus, Poliomyelitis, Measles and Hepatitis B) 2. National Leprosy EradicationProgram (NLEP) 3. Revised National TuberculosisControl Program (RNTCP) 4. Integrated Disease SurveillanceProgram (IDSP):Entericfever, Diarrhea,Respiratory 		

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
			<p>infectionsandScabies</p> <p>5. NationalAidsControl Organization(NACO)</p> <p>6. National Vector Borne DiseaseControlProgram</p> <p>7. NationalAirQuality MonitoringProgram</p> <p>8. Anyothernewlyadded program</p>		
X	15(T)	Describe the national healthprogramforthe control of non-communicable diseases and the role ofnursesinscreening, identification,primary management and referral to a health facility	<p>Non-Communicable Diseases and National HealthProgram(NCD)</p> <ul style="list-style-type: none"> • National response to NCDs(Everydiseasewill be dealt under the following headlines • Epidemiologyofspecific diseases • Preventionandcontrol measures • Screening, diagnosing/ identificationandprimary management,referraland follow up care <p>NCD-1</p> <ul style="list-style-type: none"> ○ DiabetesMellitus ○ Hypertension ○ Cardiovasculardiseases ○ Stroke&Obesity ○ Blindness:Categoriesof visual impairment and national program for control of blindness ○ Deafness: national programforprevention andcontrolofdeafness ○ Thyroiddiseases ○ Injury and accidents: Risk factors for Road traffic injuries and operationalguidelinesfor trauma care facility on highways <p>NCD-2Cancers</p> <ul style="list-style-type: none"> ○ CervicalCancer ○ BreastCancer ○ Oralcancer ○ Epidemiologyofspecific cancers, Risk factors/ 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Roleplay • Suggestedfieldvisits • Fieldpractice • Assessmentofclientswithnon-communicable diseases 	<ul style="list-style-type: none"> • Fieldvisit reports • Assessmentof family case study • OSCE assessment • Shortanswer • Essay

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
			<p>Causes, Prevention, Screening, diagnosis – signs, Signs&symptoms, and early management &referral</p> <ul style="list-style-type: none"> ○ Palliativecare ○ Roleofanurseinnon-communicabledisease control program <p>NationalHealthPrograms</p> <ul style="list-style-type: none"> • National program for preventionandcontrolof cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS) • Nationalprogramfor control of blindness • National program for preventionandcontrolof deafness • Nationaltobaccocontrol program • Standardtreatment protocols used in National Health Programs 	<ul style="list-style-type: none"> • Participation innationalhealthprograms 	
XI	3(T)	Enumeratetheschool health activities and therolefunctionsofa school health nurse	<p>SchoolHealthServices</p> <ul style="list-style-type: none"> • Objectives • Healthproblemsofschool children • Componentsofschool health services • Maintenanceofschool health records • Initiationandplanningof school health services • Roleofaschoolhealth nurse 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Roleplay • Suggestedfieldvisits • Fieldpractice 	<ul style="list-style-type: none"> • Shortanswer • Essay • Evaluationof health counselingto school children • Screen, diagnose, manageand referschool children • OSCE assessment

Note: Labhourslessthan1Creditisnotspecifiedseparately.

CLINICALPRACTICUM

CLINICAL:2Credits(160hours)

CLINICALPOSTINGS:(4weeks×40hoursperweek)

Clinical Area/Unit	Duration (Weeks)	LearningOutcomes	ProceduralCompetencies/ ClinicalSkills	Clinical Requirements	Assessment Methods
Urban	2weeks	Buildandmaintain rapport	<ul style="list-style-type: none"> • Interviewingskillsusing communication and 	<ul style="list-style-type: none"> • Community needs assessment/Survey 	<ul style="list-style-type: none"> • Evaluationof surveyreport

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Rural	2 Weeks	<p>Identify the socio-demographic characteristics, health determinants and resources of a rural and an urban community</p> <p>Observe the functioning and document significant observations</p> <p>Perform nutritional assessment and plan diet plan for adult</p> <p>Educate individuals/ family/ community on</p> <ul style="list-style-type: none"> - Nutrition - Hygiene - Food hygiene - Healthy lifestyle - Health promotion <p>Perform health assessment for clients of various age groups</p> <p>Maintain records and reports</p>	<p>interpersonal relationship</p> <ul style="list-style-type: none"> • Conducting community needs assessment/survey to identify health determinants of a community • Observations skills • Nutritional assessment skills • Skill in teaching individual/family on: <ul style="list-style-type: none"> ○ Nutrition, including food hygiene and safety ○ Healthy lifestyle ○ Health promotion • Health assessment including nutritional assessment for clients of different age groups • Documentation skills 	<p>–Rural/urban–1</p> <p>Field visits:</p> <ul style="list-style-type: none"> • SC/HWC, PHC, CHC • Water resources & purification site – water quality standards • Rainwater harvesting • Sewage disposal <p>Observation of</p> <ul style="list-style-type: none"> • milk diary • slaughterhouse – meat hygiene • Observation of nutrition programs • Visit to market • Nutritional assessment of an individual (adult) – 1 • Health teaching (Adult) – 1 • Use of audio-visual aids <ul style="list-style-type: none"> ○ Flashcards ○ Posters ○ Flannel graph ○ Flipcharts • Health assessment of woman – 1, infant/under five – 1, adolescent – 1, adult – 1 • Growth monitoring of under-five children – 1 <p>Document and maintain:</p> <ul style="list-style-type: none"> • Individual record • Family record • Health center record • Community health survey to investigate an epidemic – 1 	<ul style="list-style-type: none"> • Evaluation of field visit and observation reports • Health talk evaluation • Assessment of clinical performance • Evaluation of reports &

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
		Investigate epidemic of communicable disease	<ul style="list-style-type: none"> Investigating an epidemic – Community health survey 	Screening, diagnosing and primary management and referral: <ul style="list-style-type: none"> Communicable disease – 1 Non-communicable diseases – 1 Home visits – 2 Participation in any two national health programs Participation in school health program – 1 	records <ul style="list-style-type: none"> Clinical performance assessment OSCE Final clinical examination Evaluation of home visit
	Identify prevalent communicable and non-communicable diseases	<ul style="list-style-type: none"> Screening, diagnosing, primary management of common health problems in the community and referral of high-risk clients to FRUs 			
	Screen, diagnose, manage and refer clients with common health problems in the community and refer high risk clients using standing orders/protocols	<ul style="list-style-type: none"> Conduct home visit 			
	Participate in implementation of national health programs	<ul style="list-style-type: none"> Participation in implementation of national health programs 			
	Participate in school health program	<ul style="list-style-type: none"> Participation in school health program 			

EDUCATIONAL TECHNOLOGY/NURSING EDUCATION

PLACEMENT: V SEMESTER

THEORY: 2 Credits (40 hours)

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

COURSE OBJECTIVE: This course is designed to enable the students to-

1. Develop knowledge, attitude and competencies essential for applying basic principles of teaching and learning in educational and clinical settings.
2. Understand the basics of curriculum planning and organization.

COURSE OUTCOME: On completion of the course, the student will be able to-

1. Understand of theoretical foundations and principles of teaching and learning including the latest approaches to education and learning.
2. Identify and use different teaching methods that are relevant to student, setting and develop basic understanding about guidance and counseling
3. Show active learning strategies that promotes critical thinking, team learning and collaboration and use the principles of teaching and learning in selection and use of educational media.

4. Apply the principles of assessment in selection and use of assessment and evaluation strategies

COURSE OUTLINE

T–Theory, P–Practical (Laboratory)

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
	T	P				
I	6	3	<p>Explain the definition, aims, types, approaches and scope of educational technology</p> <p>Compare and contrast the various educational philosophies</p> <p>Explain the teaching learning process, nature, characteristics and principles</p>	<p>Introduction and Theoretical Foundations:</p> <p><i>Education and educational technology</i></p> <ul style="list-style-type: none"> • Definition, aims • Approaches and scope of educational technology • Latest approaches to education: <ul style="list-style-type: none"> ○ Transformational education ○ Relationship based education ○ Competency based education <p><i>Educational philosophy:</i></p> <ul style="list-style-type: none"> • Definition of philosophy, education and philosophy • Comparison of educational philosophies • Philosophy of nursing education <p><i>Teaching learning process:</i></p> <ul style="list-style-type: none"> • Definitions • Teaching learning as a process • Nature and characteristics of teaching and learning • Principles of teaching and learning • Barriers to teaching and learning • Learning theories • Latest approaches to learning <ul style="list-style-type: none"> ○ Experiential learning 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Quiz

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
	T	P				
				<ul style="list-style-type: none"> ○ Reflective learning ○ Scenario based learning ○ Simulation based learning ○ Blended learning 	<p>Group exercise:</p> <ul style="list-style-type: none"> ● Create/discuss scenario-based exercise 	<p>Assessment of Assignment:</p> <ul style="list-style-type: none"> ● Learning theories – analysis of any one
II	6	6	<p>Identify essential qualities/attributes of a teacher</p> <p>Describe the teaching styles of faculty</p> <p>Explain the determinants of learning and initiates self-assessment to identify own learning style</p> <p>Identify the factors that motivate the learner</p> <p>Define curriculum and classify types</p> <p>Identify the factors influencing curriculum development</p> <p>Develop skill in writing learning outcomes, and lesson plan</p>	<p>Assessment and Planning</p> <p><i>Assessment of teacher</i></p> <ul style="list-style-type: none"> ● Essential qualities of a teacher ● Teaching styles – Formal authority, demonstrator, facilitator, delegator <p><i>Assessment of learner</i></p> <ul style="list-style-type: none"> ● Types of learners ● Determinants of learning – learning needs, readiness to learn, learning styles ● Today's generation of learners and their skills and attributes ● Emotional intelligence of the learner ● Motivational factors – personal factors, environmental factors and support system <p>Curriculum Planning</p> <ul style="list-style-type: none"> ● Curriculum – definition, types ● Curriculum design – components, approaches ● Curriculum development – factors influencing curriculum development, facilitators and barriers ● Writing learning outcomes/behavioral objectives ● Basic principles of writing course plan, unit plan and lesson plan 	<ul style="list-style-type: none"> ● Lecture cum discussion <p>Self-assessment exercise:</p> <ul style="list-style-type: none"> ● Identify your learning style using any learning style inventory (ex. Kolb's learning style inventory) ● Lecture cum discussion <p>Individual/group exercise:</p> <ul style="list-style-type: none"> ● Writing learning outcomes ● Preparation of a lesson plan 	<ul style="list-style-type: none"> ● Short answer ● Objective type <p>Assessment of Assignment:</p> <ul style="list-style-type: none"> ● Individual/Group
III	8	15	<p>Explain the principles and strategies of classroom management</p>	<p>Implementation</p> <p><i>Teaching in Classroom and Skill lab – Teaching Methods</i></p> <ul style="list-style-type: none"> ● Classroom management – principles and strategies ● Classroom communication ○ Facilitators and Barriers to classroom communication 	<ul style="list-style-type: none"> ● Lecture cum Discussion 	<ul style="list-style-type: none"> ● Short answer ● Objective type

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
	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>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"> Lecture, Group discussion, microteaching Skill lab – simulations, Demonstration & re-demonstration Symposium, panel discussion, seminar, scientific workshop, exhibitions Role play, project Field trips Self-directed learning (SDL) Computer assisted learning One-to-one instruction <p><i>Active learning strategies</i></p> <ul style="list-style-type: none"> Team based learning Problem based learning Peer sharing Case study analysis Journaling Debate Gaming Inter-professional education 	<ul style="list-style-type: none"> Practice teaching/Micro teaching Exercise (Peer teaching) Patient teaching session Construction of game – puzzle Teaching in groups – interdisciplinary 	<ul style="list-style-type: none"> Assessment of microteaching
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>Teaching in the Clinical Setting – Teaching Methods</p> <ul style="list-style-type: none"> Clinical learning environment Factors influencing selection of clinical learning experiences Practice model Characteristics of effective clinical teacher Writing clinical learning outcomes/practice competencies Clinical teaching strategies – patient assignment – clinical conference, clinical presentation/bedside clinic, Case study/care study, nursing rounds, concept mapping, project, debate, game, role play, PBL, questioning, written assignment, process recording 	<ul style="list-style-type: none"> Lecture cum discussion Writing clinical outcomes – assignments in pairs 	<ul style="list-style-type: none"> Short answer Assessment of written assignment

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>Educational/Teaching Media</p> <ul style="list-style-type: none"> • Media use—Purpose, components, principles and steps • Types of media <p><i>Still visuals</i></p> <ul style="list-style-type: none"> ○ Non projected –drawings & diagrams, charts, graphs, posters, cartoons, board devices (chalk/white board, bulletin board, flannel board, flip charts, flash cards, still pictures/photographs, printed materials-handout, leaflet, brochure, flyer ○ Projected—filmstrips, microscope, power point slides, overhead projector <p><i>Moving visuals</i></p> <ul style="list-style-type: none"> ○ Video learning resources – videotapes & DVD, blu-ray, USB flash drive ○ Motion pictures/films <p><i>Realia and models</i></p> <ul style="list-style-type: none"> ○ Real objects & Models <p><i>Audio aids/audiomedia</i></p> <ul style="list-style-type: none"> ○ Audiotapes/Compact discs ○ Radio & Tape recorder ○ Public address system ○ Digital audio <p><i>Electronic media/computer learning resources</i></p> <ul style="list-style-type: none"> ○ Computers ○ Web-based video conferencing ○ E-learning, Smart classroom <p><i>Telecommunication (Distance education)</i></p> <ul style="list-style-type: none"> ○ Cable TV, satellite broadcasting, video conferencing, Telephones—Telehealth/telenursing <p><i>Mobile technology</i></p>	<ul style="list-style-type: none"> • Lecture cum discussion • Preparation of different teaching aids –(Integrate with practice teaching sessions) 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of the teaching media prepared
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>Assessment/Evaluation Methods/Strategies</p> <ul style="list-style-type: none"> • Purposes, scope and principles in selection of assessment methods and types • Barriers to evaluation • Guidelines to develop assessment 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Short answer • Objective type

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
	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"> • Essay type questions, • Short answer questions (SAQ) • Multiple choice questions (MCQ – single response & multiple response) <p><i>Assessment of skills:</i></p> <ul style="list-style-type: none"> • Clinical evaluation • Observation (checklist, rating scales, video tapes) • Written communication – progress notes, nursing care plans, process recording, written assignments • Verbal communication (oral examination) • Simulation • Objective Structured Clinical Examination (OSCE) • Self-evaluation • Clinical portfolio, clinical logs <p><i>Assessment of Attitude:</i></p> <ul style="list-style-type: none"> • Attitude scales <p><i>Assessment tests for higher learning:</i></p> <ul style="list-style-type: none"> • Interpretive questions, hot spot questions, drag and drop and ordered response questions 	<ul style="list-style-type: none"> • Exercise on constructing assessment tool/s 	<ul style="list-style-type: none"> • Assessment of tool/s prepared
VII	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>Guidance/academic advising, counseling and discipline</p> <p><i>Guidance</i></p> <ul style="list-style-type: none"> • Definition, objectives, scope, purpose and principles • Roles of academic advisor/faculty in guidance <p><i>Counseling</i></p> <ul style="list-style-type: none"> • Difference between guidance and counseling • Definition, objectives, scope, principles, types, process and steps of counseling • Counseling skills/techniques – basics • Roles of counselor • Organization of counseling services 	<ul style="list-style-type: none"> • Lecture cum discussion • Role play on student counseling in different situations • Assignment on identifying situations requiring counseling 	<ul style="list-style-type: none"> • Assessment of performance in role play scenario • Evaluation of assignment

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
	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"> Issues for counseling in nursing students <i>Discipline and grievance in students</i> Managing disciplinary/grievance problems—preventive guidance & counseling Role of students' grievance redressal cell/committee 		
VIII	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>Ethics and Evidence Based Teaching (EBT) in Nursing Education</p> <p><i>Ethics—Review</i></p> <ul style="list-style-type: none"> Definition of terms Value based education in nursing Value development strategies Ethical decision making Ethical standards for students Student-faculty relationship <p><i>Evidence based teaching—Introduction</i></p> <ul style="list-style-type: none"> Evidence based education process and its application to nursing education 	<ul style="list-style-type: none"> Value clarification exercise Case study analysis (student encountered scenarios) and suggest ethical decision-making steps Lecture cum discussion 	<ul style="list-style-type: none"> Short answer Evaluation of case study analysis Quiz—MCQ

INTRODUCTION TO FORENSIC NURSING AND INDIAN LAWS

PLACEMENT: V SEMESTER

THEORY: 1 Credit (20 hours)

COURSE OBJECTIVE:

This course is designed to help students to:

- Acquire understanding of the importance of forensic science in total patient care.
- Identify forensic nursing as a specialty discipline in professional nursing practice.

COURSE OUTCOME:

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

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

COURSEOUTLINE

T–Theory

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	Forensic Science <ul style="list-style-type: none"> • Definition • History • Importance in medical science • Forensic Science Laboratory Violence <ul style="list-style-type: none"> • Definition • Epidemiology • Source of data Sexual abuse – child and women	<ul style="list-style-type: none"> • Lecture cum discussion • Visit to Regional Forensic Science Laboratory 	<ul style="list-style-type: none"> • Quiz – MCQ • Write visit report
II	2(T)	Explain concepts of forensic nursing and scope of practice for forensic nurse	Forensic Nursing <ul style="list-style-type: none"> • Definition • History and development • Scope – setting of practice, areas of practice and subspecialties • Ethical issues • Roles and responsibilities of nurse • INC & SNCA Acts 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Short answer • Objective type
III	7(T)	Identify members of forensic team and describe role of forensic nurse	Forensic Team <ul style="list-style-type: none"> • Members and their roles Comprehensive forensic nursing care of victim and family <ul style="list-style-type: none"> • Physical aspects • Psychosocial aspects • Cultural and spiritual aspects • Legal aspects • Assist forensic team in care beyond scope of her practice • Admission and discharge/referral/death of victim of violence • Responsibilities of nurse as a witness Evidence preservation – role of nurses <ul style="list-style-type: none"> • Observation • Recognition 	<ul style="list-style-type: none"> • Lecture cum Discussion • Hypothetical/real case presentation • Observation of post-mortem • Visit to department of forensic medicine 	<ul style="list-style-type: none"> • Objective type • Short answer • Write report

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Collection • Preservation • Documentation of Biological and other evidence related to criminal/traumatic event • Forwarding biological samples for forensic examination 		
IV	3(T)	Describe fundamental rights and human rights commission	<p>Introduction of Indian Constitution</p> <p>Fundamental Rights</p> <ul style="list-style-type: none"> • Rights of victim • Rights of accused <p>Human Rights Commission</p>	<ul style="list-style-type: none"> • Lecture cum discussion • Written Assignment • Visit to prison 	<ul style="list-style-type: none"> • Short answer • Assessment of written assignment • Write visit report
V	5(T)	Explain Indian judicial system and laws Discuss the importance of POSCO Act	<p>Sources of laws and law-making powers</p> <p>Overview of Indian Judicial System</p> <ul style="list-style-type: none"> • JMFC (Judicial Magistrate First Class) • District • State • Apex <p>Civil and Criminal Case Procedures</p> <ul style="list-style-type: none"> • IPC (Indian Penal Code) • ICPC • IE Act (Indian Evidence Act) <p>Overview of POSCO Act</p>	<ul style="list-style-type: none"> • Lecture cum discussion • Guided reading • Lecture cum discussion 	<ul style="list-style-type: none"> • Quiz • Short answer

CHILD HEALTH NURSING-II

PLACEMENT: VI SEMESTER

THEORY: 2 Credits (40 hours)

PRACTICUM: Clinical: 1 Credit (80 hours)

COURSE OBJECTIVE: This course is designed to

1. Develop an understanding of the modern approach to child-care, identification, prevention of common health problems of neonates and children
2. Provide nursing management of common health problems of neonates and children.

COURSE OUTCOME:

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

1. Understand pathophysiology and prepare nursing care to children with orthopedic, eye, ear and skin disorders and communicable diseases
2. Demonstrate care for children with common behavioural, social and psychiatric problems
3. Illustrate the social and welfare services for challenged children
4. Manage challenged children

COURSEOUTLINE

T–Theory

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
I	20(T)	Describe the etiology, pathophysiology, clinical manifestation and nursing management of childrenwithdisorders of cardiovascular, gastrointestinal, genitourinary, and nervous system	<p>Cardiovascularsystem:</p> <ul style="list-style-type: none"> • IdentificationandNursingmanagement of congenital malformations • Congenital heart diseases: Cyanotic andAcyanotic(ASD,VSD,PDA,TOF) • Others:RheumaticfeverandRheumatic heart disease, Congestive cardiacfailure <p>Hematologicalconditions:</p> <ol style="list-style-type: none"> a)Congenital:Hemophilia, Thalassemia b) Others: Anemia, Leukemia, Idiopathicthrombocytopenic purpura, Hodgkins and non-hodgkins lymphoma <p>Gastro-intestinalsistem:</p> <ul style="list-style-type: none"> • IdentificationandNursingmanagement of congenital malformations. • Congenital: Cleft lip, Cleft palate, Congenital hypertrophic pyloric stenosis, Hirschsprungs disease (Megacolon),Anorectalmalformation, Malabsorption syndrome, Abdominal wall defects, Hernia • Others: Gastroenteritis, Diarrhea, Vomiting, Proteinenergy malnutrition, Intestinalobstruction,Hepaticdiseases, intestinal parasites <p>Genitourinaryurinarysystem:</p> <ul style="list-style-type: none"> • IdentificationandNursingmanagement of congenital malformations. • Congenital:Wilmstumor,Extropyof bladder, Hypospadias, Epispadias, Obstructive uropathy • Others:Nephroticsyndrome,Acute glomerulonephritis, renal failire <p>Nervoussystem:</p> <ul style="list-style-type: none"> • IdentificationandNursingmanagement of congenital malformations a)Congenital:Spinabifida, Hydrocephalous. b) Others: Meningitis, Encephalitis, Convulsivedisorders(convulsions andseizures),Cerebralpalsyhead injury 	<ul style="list-style-type: none"> • Lecturecum discussion • Demonstrationand practice session 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype • Assessmentof skills with checklist
II	10(T)	Describetheetiology, pathophysiology, clinicalmanifestation and nursing	<p>Orthopedicdisorders:</p> <ul style="list-style-type: none"> • Clubfoot 	<ul style="list-style-type: none"> • Lecturecum discussion • Demonstration 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype • Assessmentof

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
		<p>management of children with Orthopedicdisorders, eye, ear and skin disorders</p> <p>Explain the preventive measuresandstrategies for children with communicablediseases</p>	<ul style="list-style-type: none"> • Hipdislocationand • Fracture <p>Disorderofeye,earand skin:</p> <ul style="list-style-type: none"> • Refractoryerrors • Otitismediaand • Atopicdermatitis <p>Communicable diseases in children, their identification/ diagnosis, nursing managementinhospital,inhome,control & prevention:</p> <ul style="list-style-type: none"> • Tuberculosis • Diphtheria • Tetanus • Pertussis • Poliomyelitis • Measles • Mumps,and • Chickenpox • HIV/AIDS • Denguefever • COVID-19 	<ul style="list-style-type: none"> • Practicessession • Clinicalpractice 	<p>skillswith checklist</p>
III	10(T)	<p>Describe the management of children with behavioral&social problems</p> <p>Identifythesocial& welfare services for challenged children</p>	<p>Managementofbehaviorandsocial problems in children</p> <ul style="list-style-type: none"> • ChildGuidanceclinic • Commonbehavior disordersinchildren and management <ul style="list-style-type: none"> ○ EnuresisandEncopresis ○ Nervousness ○ Nailbiting ○ Thumbsucking ○ Tempertantrum ○ Stealing ○ Aggressiveness ○ Juvenile delinquency ○ Schoolphobia ○ Learningdisability • Psychiatricdisordersinchildrenand management <ul style="list-style-type: none"> ○ Childhoodschizophrenia ○ Childhooddepression ○ Conversionreaction ○ Posttraumaticstressdisorder ○ Autisticspectrumdisorders 	<ul style="list-style-type: none"> • Lecturecum discussion • Fieldvisits tochild guidance clinics, schoolformentally & physically, sociallychallenged 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype • Assessmentof field reports

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Eatingdisorderinchildrenand management <ul style="list-style-type: none"> ○ Obesity ○ Anorexianervosa ○ Bulimia • Managementofchallengedchildren. <ul style="list-style-type: none"> ○ Mentally ○ Physically ○ Socially ○ Childabuse, ○ Substanceabuse • Welfareservicesforchallenged children in India 		

CHILDHEALTHNURSING-II–CLINICALPRACTICUM(1Credit–80hours)

GivenunderChildHealthNursing-IasI&II

MENTALHEALTHNURSING-II

PLACEMENT:VISEMESTER

THEORY:1Credit(40Hours)

PRACTICUM:Clinical:2Credits(160Hours)

COURSE OBJECTIVE:Thiscourse isdesignedtoenable studentsto:

1. Develop basicunderstandingofskillsessentialto meetpsychiatricemergencies.
2. Performtheroleofcommunitymentalhealthnurse.

COURSE OUTCOME:

Oncompletion ofthecourse,thestudentswill beableto:

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

COURSEOUTLINE

T–Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	6(T)	Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with substance use disorders	Nursing Management of Patients with Substance Use Disorders <ul style="list-style-type: none"> • Prevalence and incidence • Commonly used psychotropic substance: classifications, forms, routes, action, intoxication and withdrawal • Psychodynamics/etiology of substance use disorder (Terminologies: Substance Use, Abuse, Tolerance, Dependence, Withdrawal) • Diagnostic criteria/formulations • Nursing Assessment: History (substance history), Physical, mental assessment and drug and drug assay • Treatment (detoxification, anti-abuse and narcotic antagonist therapy and harm reduction, Brief interventions, MET, refusal skills, maintenance therapy) and nursing management of patients with substance use disorders • Special considerations for vulnerable population • Follow-up and home care and rehabilitation 	<ul style="list-style-type: none"> • Lecture cum discussion • Case discussion • Case presentation • Clinical practice 	<ul style="list-style-type: none"> • Essay • Short answer • Assessment of patient management problems
II	6(T)	Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with personality, and sexual disorders	Nursing Management of Patient with Personality and Sexual Disorders <ul style="list-style-type: none"> • Prevalence and incidence • Classification of disorders • Etiology, psychopathology, characteristics, diagnosis • Nursing Assessment: History, Physical and mental health assessment • Treatment modalities and nursing management of patients with personality, and sexual disorders • Geriatric considerations • Follow-up and home care and rehabilitation 	<ul style="list-style-type: none"> • Lecture cum discussion • Case discussion • Case presentation • Clinical practice 	<ul style="list-style-type: none"> • Essay • Short answer • Assessment of patient management problems
III	8(T)	Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of childhood and adolescent disorders including mental deficiency	Nursing Management of Behavioural & Emotional Disorders occurring during Childhood and Adolescence (Intellectual disability, autism, attention deficit, hyperactive disorder, eating disorders, learning disorder) <ul style="list-style-type: none"> • Prevalence and incidence • Classifications • Etiology, psychodynamics, Characteristics, diagnostic criteria/formulations 	<ul style="list-style-type: none"> • Lecture cum discussion • Case discussion • Case presentation • Clinical practice 	<ul style="list-style-type: none"> • Essay • Short answer • Assessment of patient management problems

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • NursingAssessment:History,Physical, mental status examination and IQ assessment • Treatment modalities and nursing managementofchildhooddisorders including intellectual disability • Follow-upandhomecareand rehabilitation 		
IV	5(T)	Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria andmanagementof organic brain disorders.	NursingManagementofOrganicBrain Disorders (Delirium,Dementia,amnesic disorders) <ul style="list-style-type: none"> • Prevalenceandincidence • Classification • Etiology,psychopathology,clinical features,diagnosisandDifferential diagnosis • NursingAssessment:History,Physical, mental and neurological assessment • Treatment modalities and nursing managementoforganicbraindisorders • Follow-upandhomecareand rehabilitation 	<ul style="list-style-type: none"> • Lecturecum discussion • Casediscussion • Casepresentation • Clinicalpractice 	<ul style="list-style-type: none"> • Essay • Shortanswer • Assessmentof patient management problems
V	6(T)	Identifypsychiatric emergencies and carry out crisis intervention	PsychiatricEmergenciesandCrisis Intervention <ul style="list-style-type: none"> • Types of psychiatric emergencies (attemptedsuicide,violence/aggression, stupor, delirium tremens and other psychiatric emergencies) and their managements • Maladaptivebehaviourofindividualand groups, stress, crisis and disaster(s) • Typesofcrisis • Crisisintervention:Principles,Techniques and Process <ul style="list-style-type: none"> - Stressreductioninterventionsasper stress adaptation model - Copingenhancement - Techniquesofcounseling 	<ul style="list-style-type: none"> • Lecturecum discussion • Casediscussion • Casepresentation • Clinicalpractice 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype
VI	4(T)	Explain legal aspects applied in mental health settingsandroleof the nurse	LegalIssuesinMentalHealthNursing <ul style="list-style-type: none"> • OverviewofIndianLunacyActandThe Mental Health Act 1987 • (ProtectionofChildrenfromSexual Offence) POSCO Act • MentalHealthCareAct(MHCA)2017 • Rightsofmentallyillclients • Forensicpsychiatryandnursing • Actsrelatedtonarcoticandpsychotropic substances and illegal drug trafficking 	<ul style="list-style-type: none"> • Lecturecum discussion • Casediscussion 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype

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

CLINICAL PRACTICUM–2 Credits (80 hours)

Clinical Practicum for Mental Health Nursing -I & II are given under Mental Health Nursing-I Clinical Practicum NURSING MANAGEMENT AND LEADERSHIP

PLACEMENT: VI Semester

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

PRACTICUM: Clinical: 1 Credits (80 hours)

COURSE OBJECTIVE: This course is designed to enable students to

1. Acquire knowledge and competencies in areas of administration, and management of nursing services and education.
2. It will further prepare the students to develop leadership competencies and perform their role as effective leaders in an organization.

COURSE OUTCOME

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

1. Understand the health care trends influencing development of nursing services and education in India and describe the principles, functions and process of management applied to nursing and also understand INC guidelines for establishment and accreditation of educational institutions in terms of faculty norms, physical infrastructure and clinical facilities
2. Illustrate basic understanding and beginning competencies in planning and organizing nursing services in a hospital
3. Apply the concept of human resource management and identify the job description for all categories of nursing personnel including in-service education and follow

- the principles and methods of staffing and scheduling in an individual hospital/nursing unit
4. Summarise skill in management of materials and supplies including inventory control and utilize the knowledge related to financial planning in nursing services and education during budgetary process
 5. Develop team working and interprofessional collaboration competencies by Selecting effective leadership styles and develop leadership competencies and also use knowledge of nursing informatics in maintenance of records and reports relevant to patient information, nursing care and progress

COURSE OUTLINE

T–Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	1(T)	Explore the health care, development of nursing services and education in India and trends	Health Care and Development of Nursing Services in India <ul style="list-style-type: none"> • Current health care delivery system of India – review • Planning and development of nursing services and education at global and national scenario • Recent trends and issues of nursing service and management 	<ul style="list-style-type: none"> • Lecture cum discussion • Directed reading and written assignment 	<ul style="list-style-type: none"> • Short answer • Assessment of assignment
II	2(T)	Explain the principles and functions of management applied to nursing Describe the introductory concepts of management as a process	Management Basics Applied to Nursing <ul style="list-style-type: none"> • Definitions, concepts and theories of management • Importance, features and levels of management • Management and administration • Functions of management • Principles of management • Role of a nurse as a manager Introduction to Management Process <ul style="list-style-type: none"> • Planning • Organizing • Staffing • Directing/Leading • Controlling 	<ul style="list-style-type: none"> • Lecture and discussion 	<ul style="list-style-type: none"> • MCQ • Short answer
			MANAGEMENT OF NURSING SERVICES		
III	4(T)	Describe the essential elements of planning	Planning Nursing Services <ul style="list-style-type: none"> • Vision, Mission, philosophy, objectives • Nursing service policies, procedures and manuals • Functional and operational planning 	<ul style="list-style-type: none"> • Lecture and Discussion • Visit to specific hospital/patient care units • Demonstration of disaster drill in the respective setting 	<ul style="list-style-type: none"> • Formulate Mission & Vision Statement for the nursing department/unit • Assessment

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		<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"> • Turnover and absenteeism • Staff welfare • Discipline and grievances <p>In-Service Education</p> <ul style="list-style-type: none"> • Nature and scope of in-service education program • Principles of adult learning—review • Planning and organizing in-service educational program • Methods, techniques and evaluation • Preparation of report <p>Material Resource Management</p> <ul style="list-style-type: none"> • Procurement, purchasing process, inventory control & role of nurse • Auditing and maintenance in hospital and patient care unit 	<ul style="list-style-type: none"> • Visit to inventory store of the institution 	<ul style="list-style-type: none"> • Preparation of MMF/records • Preparation of log book & condemnation documents • Visit Report
VI	5(T)	Describe the important methods of supervision and guidance	<p>Directing and Leading</p> <ul style="list-style-type: none"> • Definition, principles, elements of directing • Supervision and guidance • Participatory management • Inter-professional collaboration • Management by objectives • Team management • Assignments, rotations • Maintenance of discipline • Leadership in management 	<ul style="list-style-type: none"> • Lecture and discussion • Demonstration of record & report maintenance in specific wards/ departments 	<ul style="list-style-type: none"> • Assignment on Reports & Records maintained in nursing department/ • Preparation of protocols and manuals
VII	4(T)	<p>Discuss the significance and changing trends of nursing leadership</p> <p>Analyze the different leadership styles and develop leadership competencies</p>	<p>Leadership</p> <ul style="list-style-type: none"> • Definition, concepts, and theories • Leadership principles and competencies • Leadership styles: Situational leadership, Transformational leadership • Methods of leadership development • Mentorship/preceptorship in nursing • Delegation, power & politics, empowerment, mentoring and coaching • Decision making and problem solving 	<ul style="list-style-type: none"> • Lecture cum discussion • Self-assessment • Report on types of leadership adopted at different levels of healthcare in the given setting • Problem solving/Conflict management exercise • Observation of managerial roles at different levels (middle level managers-ward in charge, ANS) 	<ul style="list-style-type: none"> • Short answer • Essay • Assessment of exercise/report

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> BudgetandBudgetaryprocess Financialaudit 		
XI	1(T)	Review the concepts, principlesand methods and useofnursing informatics	NursingInformatics/Information Management – Review <ul style="list-style-type: none"> Patientrecords Nursingrecords Useofcomputersinhospital,college and community Telemedicine&Telenursing ElectronicMedicalRecords(EMR), EHR 	<ul style="list-style-type: none"> Review Practicesession Visittodepartments 	<ul style="list-style-type: none"> Shortanswer
XII	1(T)	Reviewpersonal management in terms of managementof emotions,stress and resilience	PersonalManagement–Review <ul style="list-style-type: none"> Emotionalintelligence Resiliencebuilding Stressandtimemanagement–de-stressing Careerplanning 	<ul style="list-style-type: none"> Review Discussion 	
			MANAGEMENT OF NURSING EDUCATIONAL INSTITUTIONS		
XIII	4(T)	Describe the process of establishing educational institutions and itsaccreditation guidelines	EstablishmentofNursingEducational Institutions <ul style="list-style-type: none"> Indian Nursing Council norms and guidelines – Faculty norms, physical facilities,clinicalfacilities,curriculum implementation, and evaluation/examination guidelines Coordinationwithregulatorybodies– INC and State Nursing Council Accreditation–Inspections Affiliationwithuniversity/State council/board of examinations 	<ul style="list-style-type: none"> Lectureanddiscussion Visittooneoftheregulatory bodies 	<ul style="list-style-type: none"> Visitreport
XIV	4(T)	Explain the planning and organizing functions of a nursingcollege	PlanningandOrganizing <ul style="list-style-type: none"> Philosophy,objectivesandmissionof the college Organizationstructureof school/college Review–Curriculumplanning Planning teaching and learning experiences,clinicalfacilities–master plan, time table and clinical rotation Budget planning – faculty, staff, equipment&supplies,AVaids,Lab equipment, library books, journals, computers and maintenance Infrastructurefacilities–college, classrooms, hostel, library, labs, 	<ul style="list-style-type: none"> Directedreading–INC Curriculum Preparationoforganizational structure of the college Writtenassignment–writing philosophy of a teaching department Preparation of master plan, timetableandclinicalrotation 	<ul style="list-style-type: none"> Short answer Essay Assessment of assignment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<p>computerlab,transportfacilities</p> <ul style="list-style-type: none"> • Records&reportsforstudents,staff, faculty and administrative • Committeesandfunctioning • Clinicalexperiences 		
XV	4(T)	Develop understanding of staffing the college and selecting the students	<p>Staffing and Student Selection</p> <ul style="list-style-type: none"> • Faculty/staffselection,recruitmentand placement, job description • Performanceappraisal • Facultydevelopment • Faculty/staffwelfare • Studentrecruitment,admission, clinical placement 	<ul style="list-style-type: none"> • Guidedreadingonfaculty norms • Facultywelfareactivities report • Writingjobdescriptionof tutors 	<ul style="list-style-type: none"> • Shortanswer • Activity report • Assessment of job description
XVI	4(T)	Analyze the leadership and management activities in an educational organization	<p>Directing and Controlling</p> <ul style="list-style-type: none"> • Review–Curriculumimplementation and evaluation • Leadershipandmotivation, supervision – review • Guidanceandcounseling • Qualitymanagement–educational audit • Programevaluation,evaluationof performance • Maintainingdiscipline • Institutionalrecordsandreports– administrative, faculty, staff and students 	<ul style="list-style-type: none"> • Reviewprinciplesofevaluation • Assignment – Identify disciplinaryproblemsamong students • Writingstudentrecord 	<ul style="list-style-type: none"> • Short answer • Assessment of assignment and record
XVII	4(T)	Identify various legal issues and laws relevant to nursing practice	<p>PROFESSIONAL CONSIDERATIONS</p> <p>Review–Legal and Ethical Issues</p> <ul style="list-style-type: none"> • Nursing as a profession – Characteristics of a professional nurse • Nursing practice–philosophy, aim and objectives • Regulatory bodies–INC and SNC constitution and functions <p>Review–Professional ethics</p> <ul style="list-style-type: none"> • Code of ethics and professional conduct – INC & ICN • Practice standards for nursing– INC • International Council for Nurses (ICN) <p>Legal aspects in nursing:</p> <ul style="list-style-type: none"> • Consumer protection act, patient rights • Legal terms related to practice, legal 		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			system–typesoflaw,tortlaw&liabilities <ul style="list-style-type: none"> • Lawsrelatedtonursingpractice– negligence, malpractice, breach, penalties • Invasionofprivacy,defamationof character • Nursing regulatory mechanisms – registration, licensure, renewal, accreditation, nurse practice act, regulation for nurse practitioner/specialistnursingpractice 		
XVIII	2(T)	Explainvarious opportunities forprofessional advancement	ProfessionalAdvancement <ul style="list-style-type: none"> • ContinuingNursingEducation • Careeropportunities • Membershipwithprofessional organizations – national and international • Participationinresearchactivities • Publications–journals,newspaper 	<ul style="list-style-type: none"> • Preparejournalistavailable in India • Writeanarticle–research/ clinical 	<ul style="list-style-type: none"> • Assessment of assignments

Note: Less than 1 credit lab hours are not specified

CLINICAL PRACTICUM

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

Practice Competencies:

Hospital

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

College & Hostel

1. Prepare organizational chart of college
2. Formulate job description for tutors
3. Prepare Master plan, timetable and clinical rotation
4. Prepare student anecdotes
5. Participate in planning, conducting and evaluation of clinical teaching

6. Participate in evaluation of students' clinical experience
7. Participate in planning and conducting practical examination OSCE – end of posting

CLINICAL POSTING: Management experience in hospital & college.

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

PLACEMENT: VI SEMESTER

THEORY: 3 Credits (60 hours)

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

COURSE OBJECTIVE: This course is designed for students to

1. Develop knowledge and competencies on the concepts and principles of midwifery.
2. Acquire knowledge and skills in rendering respectful maternity care to woman during antenatal, intranatal and postnatal periods in hospitals and community settings.
3. Develop skills in managing normal neonates and participate in family welfare programs.

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

1. Describe the 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 and communicate effectively with individuals, families and professional colleagues fostering mutual respect and shared decision making to enhance health outcomes.
2. Explain the trends and issues in midwifery and obstetrical nursing and uphold the fundamental human rights of individuals when providing midwifery care
3. Review and describe the anatomy and physiology of human reproductive system and conception and describe and apply physiology in the management of normal pregnancy, birth and puerperium and also demonstrate the methods of contraception and role of nurse/midwife in family welfare services.
4. Demonstrate competency in providing respectful and evidence based maternity care for women during the antenatal, intranatal and postnatal period and promote physiologic labour and birth, and conduct normal childbirth along with evidence based essential newborn care.

COURSEOUTLINE

T–Theory,SL/L–SkillLab/Lab,C–Clinical

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
I	8(T)	Explain the history and current scenario ofmidwiferyinIndia Reviewvitalhealth	Introductiontomidwifery <ul style="list-style-type: none"> • HistoryofmidwiferyinIndia • <i>Currentscenario:</i> <ul style="list-style-type: none"> ○ TrendsofmaternitycareinIndia ○ MidwiferyinIndia–Transformative educationfor relationshipbased and transformativemidwiferypracticein India • Vital health indicators – Maternal mortalityratio,InfantMortalityRate, 	<ul style="list-style-type: none"> • Discussion • Demonstration • Roleplay • Directed reading and assignment: ICMcompetencies • Scenariobased learning 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype • Essay • Quiz

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"> ○ Maternal death audit ● National health programs related to RMNCH+A (Reproductive Maternal Newborn and Child Health + Adolescent Health) <p><i>Current trends in midwifery and OBG nursing:</i></p> <ul style="list-style-type: none"> ○ Respectful maternity and newborn care (RMNC) ○ Midwifery-led care units (MLCU) ○ Women centered care, physiologic birthing and demedicalization of birth ○ Birthing centers, water birth, lotus birth ○ Essential competencies for midwifery practice (ICM) ○ Universal rights of child-bearing women ○ Sexual and reproductive health and rights ○ Women's expectations & choices about care <p><i>Legal provisions in midwifery practice in India:</i></p> <ul style="list-style-type: none"> ● INC/MOH & FW regulations ● ICM code of ethics ● Ethical issues in maternal and neonatal care ● Adoption laws, MTP Act, Pre-Natal Diagnostic Test (PNDT) Act, Surrogate mothers ● Roles and responsibilities of a midwife/Nurse practitioner midwife in different settings (hospital/community) ● Scope of practice for midwives 		
II	6(T) 3(L)	Review the anatomy and physiology of human reproductive system	<p>Anatomy and physiology of human reproductive system and conception (Maternal, Fetal & Newborn physiology)</p> <p><i>Review:</i></p> <ul style="list-style-type: none"> ● Female organs of reproduction ● Female pelvis – bones, joints, ligaments, planes, diameters, landmarks, inclination, pelvic variations ● Foetal skull – bones, sutures, 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Self-directed learning ● Models ● Videos & films 	<ul style="list-style-type: none"> ● Quiz ● Short answer ● Essay

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
			fontanelles,diameters,moulding <ul style="list-style-type: none"> • Fetopelvicrelationship • Physiologyofmenstrualcycle, menstrual hygiene • Fertilization,conceptionand implantation • Embryologicaldevelopment • Placentaldevelopmentandfunction, placental barrier • Fetalgrowthanddevelopment • Fetalcirculation&nutrition 		
III	12(T) 10(L) 40(C)	Provide preconception caretoeligiblecouples Describe the physiology,assessment and management of normal pregnancy Demonstrate knowledge, attitude andskillsofmidwifery practice throughout 1 st ,2 nd and 3 rd	Assessmentandmanagementof normalpregnancy(ante-natal): Pre-pregnancyCare <ul style="list-style-type: none"> • Reviewofsexualdevelopment(<i>Self Learning</i>) • Socio-culturalaspectssofhuman sexuality (<i>Self Learning</i>) • Preconceptioncare • Pre-conceptioncounseling(including awareness regarding normal birth) Genetic counseling (<i>Self Learning</i>) • Plannedparenthood Pregnancyassessmentandantenatal care (I, II & III Trimesters) Normalpregnancy <ul style="list-style-type: none"> • Physiologicalchangesduring pregnancy • Assess and confirm pregnancy: Diagnosis of pregnancy –Signs, differentialdiagnosisandconfirmatory tests • Reviewofmaternalnutrition&m alnutrition • Buildingpartnershipwithwomen following RMC protocol • Fathers'engagementinmaternitycare Ante-natalcare: 1stTrimesters <ul style="list-style-type: none"> • Antenatalassessment:Historytaking, physical examination, breast examination,laboratoryinvestigation • Identificationandmanagementof minor discomforts of pregnancy 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Self-Learning • Healthtalk • Roleplay • Counselingssession • Casediscussion/ presentation • Simulation • Supervised clinicalpractice • Refer SBA module &Safemotherhood 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype • Assessmentof skills with check list • Casestudy evaluation • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		trimesters	<ul style="list-style-type: none"> • Antenatal care: as per GoI guidelines • Antenatal counseling (lifestyle changes, nutrition, shared decision making, risky behavior, sexual life during pregnancy, immunization etc.) • Dangers signs during pregnancy • Respectful care and compassionate communication • Recording and reporting: as per the GoI guidelines • Role of Doula/ASHAs <p>II Trimester</p> <ul style="list-style-type: none"> • Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate–Doppler and pinnard’s stethoscope • Assessment of fetal well-being: DFMC, biophysical profile, Non stress test, cardio-tocography, USG, Vibro acoustic stimulation, biochemical tests. • Antenatal care • Women centered care • Respectful care and compassionate communication • Health education on IFA, calcium and vitamin D supplementation, glucose tolerance test, etc. • Education and management of physiological changes and discomforts of 2nd trimester • Rh negative and prophylactic anti D • Referral and collaboration, empowerment • Ongoing risk assessment • Maternal Mental Health <p>III Trimester</p> <ul style="list-style-type: none"> • Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate–Doppler and pinnard’s stethoscope • Education and management of physiological changes and discomforts of 3rd trimester • Third trimester tests and screening • Fetal engagement in late pregnancy • Childbirth preparation classes 	<ul style="list-style-type: none"> • booklet • Lab tests – performance and interpretation • Demonstration • Roleplay • Demonstration of antenatal assessment 	

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Birth preparedness and complication readiness including micro birth planning • Danger signs of pregnancy – recognition of ruptured membranes • Education on alternative birthing positions – women's preferred choices, birth companion • Ongoing risk assessment • Cultural needs • Women centered care • Respectful and compassionate communication • Health education on exclusive breastfeeding • Role of Doula/ASHA's 	<ul style="list-style-type: none"> • Scenario based learning • Lecture • Simulation • Roleplay • Refer GoI Guidelines • Health talk • Counseling session • Demonstration of birthing positions • Workshop on alternative birthing positions 	
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>Physiology, management and care during labour</p> <ul style="list-style-type: none"> • Normal labour and birth • Onset of birth/labour • Per vaginal examination (if necessary) • Stages of labour • Organization of labour room – Triage, preparation for birth • Positive birth environment • Respectful care and communication • Drugs used in labour as per GoI guidelines <p>Fist Stage</p> <ul style="list-style-type: none"> • Physiology of normal labour • Monitoring progress of labour using Partograph/labour care guide • Assessing and monitoring fetal well being • Evidence based care during 1st stage of labour • Pain management in labour (non-pharmacological) • Psychological support – Managing fear • Activity and ambulation during first stage of labour 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Bedside clinics • Case discussion/presentation • Simulated practice • Supervised Clinical practice – Per vaginal examination, Conduction of normal childbirth • Refer SB A module • LaQshya guidelines • Dakshata guidelines 	<ul style="list-style-type: none"> • Essay type • Short answer • Objective type • Case study evaluation • Assessment of skills with check list • OSCE

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

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

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
			<p>thechildbirth(Routinecareof newborn)</p> <ul style="list-style-type: none"> • Skintoskincontactand thermoregulation • Infectionprevention • Immunization • Minor disorders of newborn and its management 	<p>management</p> <ul style="list-style-type: none"> • Partial completion of SBA module 	
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>Family welfare services</p> <ul style="list-style-type: none"> • Impact of early/frequent child bearing • Comprehensive range of family planning methods <ul style="list-style-type: none"> ○ Temporary methods – Hormonal, non-hormonal and barrier methods ○ Permanent methods – Male sterilization and female sterilization • Action, effectiveness, advantages, disadvantages, myths, misconception and medical eligibility criteria (MEC) for use of various family planning methods • Emergency contraceptives • Recent trends and research in contraception • Family planning counseling using Balanced Counseling Strategy (BCS) • Legal and rights aspects of FP • Human rights aspects of FP adolescents • Youth friendly services – SRHR services, policies affecting SRHR and attitude of nurses and midwives in provision of services (Review) • Importance of follow up and recommended timing <p>Gender related issues in SRH</p> <ul style="list-style-type: none"> • Gender based violence – Physical, sexual and abuse, Laws affecting GBV and role of nurse/midwife • Special courts for abused people • Gender sensitive health services including family planning 	<ul style="list-style-type: none"> • Lecture • Supervised practice • Field visits • Scenario based learning • Discussion • GoI guidelines – injectable contraceptives, oral contraceptives, IUCD, male and female sterilization 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Field visit reports • Vignettes

PRACTICUM**PLACEMENT:VI&VIISEMESTER****VI SEMESTER:MIDWIFERY/OBSTETRICSANDGYNECOLOGY(OBG)NURSING-I****SKILLLAB&CLINICAL:**SkillLab–1Credit(40hours);Clinical–3Credits(240hours)**PRACTICECOMPETENCIES:**Oncompletionofthecourse,thestudentswillbeableto:

1. Counselwomenandtheirfamiliesonpre-conceptioncare
2. Demonstrateabtestsex.urinepregnancytest
3. Performantenatalassessmentofpregnantwomen
4. Assessandcarefornormalantenatalmothers
5. Assistandperformspecificinvestigationsforantenatalmothers
6. Counselmothersandtheirfamiliesonantenatalcareandpreparationforparenthood
7. Conductchildbirtheducationclasses
8. Organize labourroom
9. Prepareandproviderespectfulmaternitycareformothersinlabour
10. Performper-vaginalexaminationforawomaninlabourifindicated
11. Conductnormalchildbirthwithessentialnewborncare
12. Demonstrateskillsinresuscitatingthenewborn
13. Assistwomeninthetransitiontomotherhood
14. Performpostnatalandnewbornassessment
15. Providecareforpostnatalmothersandtheirnewborn
16. Counselmothersonpostnatalandnewborncare
17. PerformPPIUCDinsertionandremoval
18. Counselwomenonfamilyplanningandparticipateinfamilywelfareservices
19. Provideyouthfriendlyhealthservices
20. Identify,assess,careandreferwomenaffectedwithgenderbasedviolence

SKILLLAB:Procedures/Skillsfordemonstrationandreturndemonstration:

1. Urinepregnancytest
2. CalculationofEDD,Obstetricalscore,gestationalweeks
3. Antenatalassessment
4. Counselingantenatalmothers
5. Microbirthplanning
6. PVexamination
7. Monitoringduringfirststageoflabour–Plottingandinterpretationofpartograph
8. Preparationfordelivery–settinguplabourroom,articles,equipment
9. Mechanismoflabour–normal
10. Conductionofnormalchildbirthwithessentialnewborncare
11. Activemanagementofthirdstageoflabour
12. Placentalexamination
13. Newbornresuscitation
14. Monitoringduringfourthstageoflabour
15. Postnatalassessment

16. Newbornassessment
17. Kangaroomothercare
18. Familyplanningcounseling
19. PPIUCDinsertionandremoval

CLINICALPOSTINGS(6weeks×40hoursperweek=240hours)

Clinical Area	Duration (weeks)	Clinical Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Antenatal OPD and Antenatal ward	1 week	Perform antenatal assessment Perform laboratory tests for antenatal women and assist in selected antenatal diagnostic procedures Counsel antenatal women	<ul style="list-style-type: none"> • History collection • Physical examination • Obstetric examination • Pregnancy confirmation test • Urine testing • Blood testing for Hemoglobin, grouping & typing • Blood test for malaria • KICK chart • USG/NST • Antenatal counseling • Preparation for childbirth • Birth preparedness and complication readiness 	<ul style="list-style-type: none"> • Antenatal palpation • Health talk • Case study 	<ul style="list-style-type: none"> • OSCE • Case presentation
Labour room	3 weeks	Monitor labour using partograph Provide care to women during labour Conduct normal childbirth, provide care to mother and immediate care of newborn	<ul style="list-style-type: none"> • Assessment of woman in labour • Partograph • Pervaginal examination when indicated • Care during first stage of labour • Pain management techniques • Upright and alternative positions in labour • Preparation for labour – articles, physical, psychological • Conduction of normal childbirth • Essential newborn care • Newborn resuscitation • Active management of third stage of labour • Monitoring and care during fourth stage of labour 	<ul style="list-style-type: none"> • Partograph recording • PV examination • Assisting/Conduction of normal childbirth • Case study • Case presentation • Episiotomy and suturing if indicated • Newborn resuscitation 	<ul style="list-style-type: none"> • Assignment • case study • Case presentation • OSCE
Post-partum clinic and Postnatal Ward including FP unit	2 weeks	Perform postnatal assessment Provide care to normal postnatal mothers and newborn	<ul style="list-style-type: none"> • Postnatal assessment • Care of postnatal mothers – normal • Care of normal newborn • Lactation management 	<ul style="list-style-type: none"> • Postnatal assessment • Newborn assessment • Case study 	<ul style="list-style-type: none"> • Assignment • Case study • Case presentation

Clinical Area	Duration (weeks)	Clinical Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
		Provide postnatal counseling Provide family welfare services	<ul style="list-style-type: none"> • Postnatal counseling • Health teaching on postnatal and newborn care • Family welfare counseling 	<ul style="list-style-type: none"> • Case presentation • PPIUCD insertion & removal 	

Note: Partial Completion of SBA module during VI semester

VII SEMESTER

MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING-II

PRACTICUM

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

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

1. Identify, stabilize and refer antenatal women with complications
2. Provide care to antenatal women with complications
3. Provide post-abortion care & counseling
4. Assist in the conduction of abnormal vaginal deliveries and caesarean section.
5. Demonstrate skills in resuscitating the newborn
6. Assist and manage complications during labour
7. Identify postnatal and neonatal complications, stabilize and refer them
8. Provide care for high risk antenatal, intranatal and postnatal women and their families using nursing process approach
9. Provide care for high risk newborn
10. Assist in advanced clinical procedures in midwifery and obstetric nursing
11. Provide care for women during their non-child bearing period.
12. Assess and care for women with gynecological disorders
13. Demonstrate skills in performing and assisting in specific gynecological procedures
14. Counsel and care for couples with infertility

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

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

CLINICALPOSTINGS(8weeks×40hoursperweek=320hours)

Clinical Areas	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Antenatal OPD/ infertility clinics/ Reproductive medicine and antenatal ward	2 weeks	<p>Perform/assist in selected advanced antenatal diagnostic procedures</p> <p>Provide antenatal care for women with complications of pregnancy</p> <p>Counsel antenatal mothers</p> <p>Provide postabortion care and postnatal counselling</p> <p>Provide counselling and support to infertile couples</p>	<ul style="list-style-type: none"> • Kickchart, DFMC • Assist in NST/CTG/USG • Assisting in advanced diagnostic procedures • Care of antenatal women with complications in pregnancy • Antenatal counselling • Preparation for childbirth, Birth preparedness and complication readiness • Postabortion care • Postabortion counselling • Counselling in infertile couples 	<ul style="list-style-type: none"> • Antenatal palpation • Health talk • Case study 	<ul style="list-style-type: none"> • Simulation • Case presentation • OSCE
Labour room	2 weeks	<p>Conduction of normal childbirth</p> <p>Conduct/assist in abnormal deliveries</p> <p>Monitor labour using partograph</p> <p>Identify and manage complications during labour</p>	<ul style="list-style-type: none"> • Assessment of woman in labour • Partograph • Pervaginal examination if indicated • Obstetric examination • Care during first stage of labour • Pain management techniques • Upright and alternative positions in labour • Preparation for labour – articles, physical, psychological • Conduction of normal childbirth • Essential newborn care • Newborn resuscitation • Active management of third stage of labour • Monitoring and care during fourth stage of labour • Identification, stabilization, referral and assisting in management of prolonged labour, cervical dystocia, CPD, contracted pelvis • Assist in the management of 	<ul style="list-style-type: none"> • Partograph recording • Pain management during labour • Conduction of normal childbirth • Assisting in abnormal deliveries • Managing complication during labour • Case study • Case presentation 	<ul style="list-style-type: none"> • Assignment • Case study • Case presentation • Simulation • OSCE

Clinical Areas	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
			<p>abnormal deliveries—posterior position, breech deliveries, twin deliveries, vacuum extraction, forceps delivery, shoulder dystocia</p> <ul style="list-style-type: none"> • Assist in cervical cerclage procedures, D&C, D&E • Identify, assist and manage trauma to the birth canal, retained placenta, postpartum hemorrhage, uterine atony • Management of obstetric shock 		
Postnatal Ward	1 week	<p>Perform postnatal assessment and identify postnatal complications</p> <p>Provide postnatal care</p> <p>Provide family welfare services</p>	<ul style="list-style-type: none"> • Postnatal history collection and physical examination • Identify postnatal complications • Care of postnatal mothers – abnormal deliveries, caesarean section • Care of normal newborn • Lactation management • Postnatal counselling • Health teaching on postnatal and newborn care • Family welfare counselling 	<ul style="list-style-type: none"> • Health talk • Postnatal assessment • Newborn assessment • Case studies • Case presentation • PPIUCD insertion and removal 	<ul style="list-style-type: none"> • Roleplay • Assignment • Case study • Case presentation • Simulation • Vignettes • OSCE
Neonatal Intensive Care Unit	1 week	<p>Perform assessment of newborn and identify complications/congenital anomalies</p> <p>Perform neonatal resuscitation</p> <p>Care of high risk newborn</p> <p>Provide care for newborns in ventilator, incubator etc</p> <p>Assist/performs special neonatal procedures</p>	<ul style="list-style-type: none"> • Neonatal assessment – identification of complication, congenital anomalies. • Observation of newborn • Neonatal resuscitation • Phototherapy and management of jaundice in newborn • Assist in Exchange transfusion • Neonatal feeding—spoon and katori, paladai, NG tube • Care of baby in incubator, ventilator, warmer • Infection control in the nursery • Neonatal medications • Starting IV line for newborn, drug calculation 	<ul style="list-style-type: none"> • Case study • Case presentation • Assignments • Simulated practice 	<ul style="list-style-type: none"> • Case presentation • Case study • Care plan • Simulation, Vignettes • OSCE
Obstetric/ Gynae operation theatre & Gynecology	2 weeks	Assisting gynecological and obstetric surgeries	<ul style="list-style-type: none"> • Observe/Assist in caesarean section • Management of retained placenta 	<ul style="list-style-type: none"> • Assisting in obstetric and gynecological surgery • Tray set-up for 	<ul style="list-style-type: none"> • Assignment • Tray set-up for obstetric and gynecological surgeries

Clinical Areas	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
ward		Care for women with gynecological disorders	<ul style="list-style-type: none"> Gynecological surgeries Hysterectomy Uterine rupture Care of women with gynecological conditions Health education 	<ul style="list-style-type: none"> caesarean section Care plan 	<ul style="list-style-type: none"> Case presentation Simulation Vignettes

Note: Completion of safe delivery App module during VII Semester

COMMUNITY HEALTH NURSING–II

PLACEMENT: VI SEMESTER

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

PRACTICUM: Clinical: 2 Credit (160 hours)

COURSE OBJECTIVES:

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

- Identify beginning practice competencies/skills relevant to provide comprehensive primary healthcare/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 and describe maternal, newborn and child care, and reproductive health including adolescent care in the urban and rural health care settings
- Explain the methods of collection and interpretation of demographic data and memorize population control and its impact on the society and describe the approaches towards limiting family size, interpret skills in proper bio-medical waste management as per protocols
- Illustrate occupational health hazards, occupational diseases and the role of nurses in occupational health programs and recite health problems of older adults and provide primary care, counseling and supportive health services and also involve in screening for mental health problems in the community and providing appropriate referral services
- Distill effective management of health in formation in community diagnosis and intervention and discover the management system of delivery of community health services in rural and urban areas and fulfil the roles and responsibilities of health team members and explain their job description

COURSE OUTLINE

T–Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	10(T)	Explain nurses' role in identification, primary management and referral of clients with common disorders/conditions and emergencies including first aid	<p>Management of common conditions and emergencies including first aid</p> <ul style="list-style-type: none"> • Standing orders: Definition, uses <p>Screening, diagnosing/identification, primary care and referral of Gastrointestinal System</p> <ul style="list-style-type: none"> ○ Abdominal pain ○ Nausea and vomiting ○ Diarrhea ○ Constipation ○ Jaundice ○ GI bleeding ○ Abdominal distension ○ Dysphagia and dyspepsia ○ Aphthous ulcers <p>Respiratory System</p> <ul style="list-style-type: none"> ○ Acute upper respiratory infections – Rhinitis, Sinusitis, Pharyngitis, Laryngitis, Tonsillitis ○ Acute lower respiratory infections – Bronchitis, pneumonia and bronchial asthma ○ Hemoptysis, Acute chest pain <p>Heart & Blood</p> <ul style="list-style-type: none"> ○ Common heart diseases – Heart attack/coronary artery disease, heart failure, arrhythmia ○ Blood anemia, blood cancers, bleeding disorders <p>Eye & ENT conditions</p> <ul style="list-style-type: none"> • Eye – local infections, redness of eye, conjunctivitis, stye, trachoma and refractive errors • ENT – Epistaxis, ASOM, sore throat, deafness <p>Urinary System</p> <ul style="list-style-type: none"> • Urinary tract infections – cystitis, pyelonephritis, prostatitis, UTIs in children <p>First aid in common emergency conditions – Review</p> <ul style="list-style-type: none"> • High fever, low blood sugar, minor injuries, fractures, fainting, bleeding, shock, stroke, bites, burns, choking, seizures, RTAs, poisoning, drowning and foreign bodies 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Roleplay • Suggested field visits • Field practice • Assessment of clients with common conditions and provide referral 	<ul style="list-style-type: none"> • Short answer • Essay • Field visit reports • OSCE assessment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
II	20(T)	Provide reproductive, maternal, newborn and child care, including adolescent care in the urban and rural health care settings	<p>Reproductive, maternal, newborn, child and adolescent Health (Review from OBG Nursing and application in community setting)</p> <ul style="list-style-type: none"> • Present situation of reproductive, maternal and child health in India <p>Antenatal care</p> <ul style="list-style-type: none"> • Objectives, antenatal visits and examination, nutrition during pregnancy, counseling • Calcium and iron supplementation in pregnancy • Antenatal care at health centre level • Birth preparedness • High risk approach – Screening/early identification and primary management of complications – Ante partum hemorrhage, pre-eclampsia, eclampsia, Anemia, Gestational diabetes mellitus, Hypothyroidism, Syphilis • Referral, follow up and maintenance of records and reports <p>Intranatal care</p> <ul style="list-style-type: none"> • Normal labour – process, onset, stages of labour • Monitoring and active management of different stages of labour • Care of women after labour • Early identification, primary management, referral and follow up – preterm labour, fetal distress, prolonged and obstructed labour, vaginal and perineal tears, ruptured uterus • Care of newborn immediately after birth • Maintenance of records and reports • Use of Safe child birth checklist • SBA module – Review • Organization of labour room <p>Postpartum care</p> <ul style="list-style-type: none"> • Objectives, Postnatal visits, care of mother and baby, breast feeding, diet during lactation, and health counseling • Early identification, primary management, referral and follow up of complications, Danger signs – postpartum hemorrhage, shock, puerperal sepsis, breast conditions, post-partum depression • Postpartum visit by health care provider 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Roleplay • Suggested field visits and field practice • Assessment of antenatal, postnatal, newborn, infant, preschool child, school child, and adolescent health 	<ul style="list-style-type: none"> • Short answer • Essay • OSCE assessment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Promote adolescent health and youth friendly services	<p>Newborn and childcare</p> <ul style="list-style-type: none"> • <i>Review</i>: Essential newborn care • Management of common neonatal problems • Management of common child health problems: Pneumonia, Diarrhoea, Sepsis, screening for congenital anomalies and referral • <i>Review</i>: IMNCI Module • Under five clinics <p>Adolescent Health</p> <ul style="list-style-type: none"> • Common health problems and risk factors in adolescent girls and boys • Common Gynecological conditions – dysmenorrhoea, Premenstrual Syndrome (PMS), Vaginal discharge, Mastitis, Breast lump, pelvic pain, pelvic organ prolapse • Teenage pregnancy, awareness about legal age of marriage, nutritional status of adolescents National Menstrual Hygiene scheme • Youth friendly services: <ul style="list-style-type: none"> ○ SRH Service needs ○ Role and attitude of nurses: Privacy, confidentiality, nonjudgemental attitude, client autonomy, respectful care and communication • Counseling for parents and teenagers (BCS – balanced counseling strategy) <p>National Programs</p> <ul style="list-style-type: none"> • RMNCH+A Approach – Aims, Health systems strengthening, RMNCH+A strategies, Interventions across life stages, program management, monitoring and evaluation systems • Universal Immunization Program (UIP) as per Government of India guidelines – Review • Rashtriya Bal Swasthya Karyakaram (RSBK) - children • Rashtriya Kishor Swasthya Karyakram (RKSK) – adolescents <p>Any other new programs</p>	<ul style="list-style-type: none"> • Screen, manage and refer adolescents • Counsel adolescents 	

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
III	4(T)	Discuss the concepts and scope of demography	Demography, Surveillance and Interpretation of Data <ul style="list-style-type: none"> • <i>Demography and vital statistics</i> – demographic cycle, world population trends, vital statistics • Sex ratio and child sex ratio, trends of sex ratio in India, the causes and social implications • <i>Sources of vital statistics</i> – Census, registration of vital events, sample registration system • <i>Morbidity and mortality indicators</i> – Definition, calculation and interpretation • Surveillance, Integrated disease surveillance project (IDSP), Organization of IDSP, flow of information and mother and child tracking system (MCTS) in India • Collection, analysis, interpretation, use of data • <i>Review</i>: Common sampling techniques – random and nonrandom techniques • Disaggregation of data 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Roleplay • Suggested field visits • Field practice 	<ul style="list-style-type: none"> • Short answer • Essay
IV	6(T)	Discuss population explosion and its impact on social and economic development of India Describe the various methods of population control	Population and its Control <ul style="list-style-type: none"> • Population Explosion and its impact on Social, Economic development of individual, society and country. • Population Control – Women Empowerment; Social, Economic and Educational Development • Limiting Family Size – Promotion of small family norm, Temporary Spacing Methods (natural, biological, chemical, mechanical methods etc.), Terminal Methods (Tubectomy, Vasectomy) • Emergency Contraception • Counseling in reproductive, sexual health including problems of adolescents • Medical Termination of pregnancy and MTP Act • National Population Stabilization Fund/JSK (Jansankhya Sthirata Kosh) • Family planning 2020 • National Family Welfare Program • Role of a nurse in Family Welfare Program 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Roleplay • Suggested field visits • Field practice 	<ul style="list-style-type: none"> • Short answer • Essay • OSCE assessment • Counseling on family planning
V	5(T)	Describe occupational health hazards, occupational diseases and the role of nurses in	Occupational Health <ul style="list-style-type: none"> • Occupational health hazards • Occupational diseases • ESI Act 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Roleplay 	<ul style="list-style-type: none"> • Essay • Short answer • Clinical performance

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ○ Collection, analysis, interpretation of data ● Analysis of data for community needs assessment and preparation of health action plan 	management	
IX	12(T)	Describe the system management of delivery of community health services in rural and urban areas	<p>Management of delivery of community health services:</p> <ul style="list-style-type: none"> ● Planning, budgeting and material management of CHC, PHC, SC/HWC ● Manpower planning as per IPHS standards ● Rural: Organization, staffing and material management of rural health services provided by Government at village, SC/HWC, PHC, CHC, hospitals—district, state and central ● Urban: Organization, staffing, and functions of urban health services provided by Government at slums, dispensaries, special clinics, municipal and corporate hospitals ● Defense services ● Institutional services ● Other systems of medicine and health: Indian system of medicine, AYUSH clinics, Alternative health care system referral systems, Indigenous health services 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Visits to various health care delivery systems ● Supervised field practice 	<ul style="list-style-type: none"> ● Essay ● Short answer ● Filed visit reports
X	15(T)	<p>Describe the leadership role in guiding, supervising, and monitoring the health services and the personnel at the PHCs, SCs and community level including financial management</p> <p>Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers (HWCs)</p>	<p>Leadership, Supervision and Monitoring</p> <ul style="list-style-type: none"> ● Understanding work responsibilities/job description of DPHN, Health Visitor, PHN, MPHW (Female), Multipurpose health Worker (Male), AWWs and ASHA ● Roles and responsibilities of Mid-Level Health Care Providers (MLHPs) ● Village Health Sanitation and Nutrition Committees (VHSNC): objectives, composition and roles & responsibilities ● Health team management ● <i>Review:</i> Leadership & supervision—concepts, principles & methods ● Leadership in health: leadership approaches in health care setting, taking control of health of community and organizing health camps, village clinics ● Training, Supportive supervision and monitoring—concepts, principles and process e.g. performance of frontline health workers <p>Financial Management and Accounting & Computing at Health Centers (SC)</p> <ul style="list-style-type: none"> ○ Activities for which funds are received 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Demonstration ● Roleplay ● Suggested field visits ● Field practice 	<ul style="list-style-type: none"> ● Report on interaction with MPHWs, HVs, ASHA, AWWs ● Participation in training programs ● Essay ● Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ○ Accountingandbookkeepingrequirements – accounting principles & policies, book of accountstobemaintained,basicaccounting entries, accounting process, payments & expenditure, fixed asset, SOE reporting format,utilizationcertificate(UC)reporting ○ Preparingabudget ○ Audit <p>Records&Reports:</p> <ul style="list-style-type: none"> ● <i>Concepts of records and reports</i> – importance, legal implications, purposes, useofrecords,principlesofrecordwriting, filing of records ● <i>Typesofrecords</i>–communityrelated records, registers, guidelines for maintaining ● <i>Reportwriting</i>–purposes,documentation of activities, types of reports ● <i>MedicalRecordsDepartment</i>–functions, filing and retention of medical records ● <i>Electronic Medical Records (EMR)</i> – capabilities and components of EMR, electronichealthrecord(EHR),levelsof automation, attributes, benefits and disadvantages of HER ● Nurses’responsibilityinrecordkeeping and reporting 		
XI	6(T)	Demonstrate initiative in preparing themselvesandthe community for disaster preparedness and management	<p>DisasterManagement</p> <ul style="list-style-type: none"> ● Disastertypesandmagnitude ● Disasterpreparedness ● Emergencypreparedness ● Commonproblemsduringdisastersand methods to overcome ● Basicdisastersupplieskit ● Disaster response including emergency reliefmeasuresandLifesavingtechniques <p>Usedisastermanagementmodule</p>	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Demonstration ● Roleplay ● Suggestedfield visits,andfield practice ● Mockdrills ● Refer Disaster module(NDMA) National Disaster/INC – Reaching out in emergencies 	
XII	3(T)	Describe the importanceofbio-medical waste management, its process and management	<p>Bio-MedicalWasteManagement</p> <ul style="list-style-type: none"> ● Waste collection, segregation, transportationandmanagementinthe community ● Wastemanagementinhealthcenter/clinics ● Bio-medicalwastemanagementguidelines –2016,2018(Review) 	<ul style="list-style-type: none"> ● Lecturecum Discussion ● Fieldvisittowaste management site 	<ul style="list-style-type: none"> ● Fieldvisit report
XIII	3(T)	Explaintheroles andfunctionsof	HealthAgencies	<ul style="list-style-type: none"> ● Lecture 	<ul style="list-style-type: none"> ● Essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		various national and international health agencies	<ul style="list-style-type: none"> • International: WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, European Commission, Red Cross, USAID, UNESCO, ILO, CAR, CIDA, JHPIEGO, any other • National: Indian Red Cross, Indian Council for Child Welfare, Family Planning Association of India, Tuberculosis Association of India, Central Social Welfare Board, All India Women's Conference, Blind Association of India, any other • Voluntary Health Association of India (VHA) 	<ul style="list-style-type: none"> • Discussion • Field visits 	<ul style="list-style-type: none"> • Short answer

COMMUNITY HEALTH NURSING II

Clinical practicum – 2 credits (160 hours)

CLINICAL POSTINGS (4 weeks × 40 hours per week)

Clinical Area	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Urban Rural	2 weeks 2 Weeks	<p>Screen, diagnose, manage and refer clients with common conditions/emergencies</p> <p>Assess and provide antenatal, intrapartum, postnatal and newborn care</p> <p>Promote adolescent health</p>	<ul style="list-style-type: none"> • Screening, diagnosing, management and referral of clients with common conditions/emergencies • Assessment (physical & nutritional) of antenatal, intrapartum, postnatal and newborn • Conduction of normal delivery at health center • Newborn care • Counsel adolescents • Family planning counselling • Distribution of temporary contraceptives – condoms, OCP's, emergency contraceptives 	<ul style="list-style-type: none"> • Screening, diagnosing, Primary management and care based on standing orders/protocols approved by MOH&FW • Minor ailments – 2 • Emergencies – 1 • Dental problems – 1 • Eye problems – 1 • Ear, nose, and throat problems – 1 • High risk pregnant woman – 1 • High risk neonate – 1 • Assessment of antenatal – 1, intrapartum – 1, postnatal – 1 and newborn – 1 • Conduction of normal delivery at health center and documentation – 2 • Immediate newborn care and documentation – 1 • Adolescent counselling – 1 • Family planning counselling – 	<ul style="list-style-type: none"> • Clinical performance assessment • OSCE during posting • Final clinical examination (University) • Clinical performance assessment • OSCE

Clinical Area	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
		<p>Provide family welfare services</p> <p>Screen, diagnose, manage and refer clients with occupational health problem</p> <p>Screen, assess and manage elderly with health problems and refer appropriately</p> <p>Screen, diagnose, manage and refer clients who are mentally unhealthy</p> <p>Participate in community diagnosis–data management</p> <p>Participate in health centre activities</p> <p>Organize and conduct clinics/health camps in the community</p> <p>Prepare for disaster preparedness and management</p> <p>Recognize the importance and observe the biomedical waste management process</p>	<ul style="list-style-type: none"> • Screening, diagnosing, management and referral of clients with occupational health problems • Health assessment of elderly • Mental health screening • Participation in Community diagnosis–data management • Writing health center activity report • Organizing and conducting clinics/camp • Participation in disaster mock drills 	<p>1</p> <ul style="list-style-type: none"> • Family case study–1 (Rural/Urban) • Screening, diagnosing, management and referral of clients with occupational health problems – 1 • Health assessment (Physical & nutritional) of elderly – 1 • Mental health screening survey –1 • Group project: Community diagnosis–data management • Write report on health center activities – 1 • Organizing and conducting Antenatal/under-five clinic/Health camp – 1 • Participation in disaster mock drills • Field visit to bio-medical waste management site • Visit to AYUSH clinic 	<ul style="list-style-type: none"> • Family Case study evaluation • Clinical performance evaluation • OSCE • Project evaluation

NURSINGRESEARCHANDSTATISTICS

PLACEMENT:VIISEMESTER

THEORY:2Credits(40hours)

PRACTICUM:Lab/SkillLab:1Credit(40hours)ClinicalProject:40hours

COURSE OBJECTIVE : The Course is designed to enable students to

- 1.Develop an understanding of basic concepts of research, research process and statistics.
- 2.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 OUTCOME :Oncompletionofthecourse,studentswillbecompetent to

1. Identify researc hpriority areas and explain research questions /problem statement/ hypotheses and also explain related literature on selected research problem
2. Illustrate annotated bibliography
3. Prepare a sample data collection tool and analyse interpret the given data
4. Design a research proposal and plan and conduct a group/individual research project

COURSEOUTLINE

T–Theory,P– Practicum

Unit	Time(Hrs.)		Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
	T	P				
I	6		Describe the concept of research, terms, needandareasof research in nursing Explainthesteps of research process Statethepurposes and steps of Evidence Based Practice	ResearchandResearchProcess <ul style="list-style-type: none"> • Introductionandneedfornursing research • DefinitionofResearch&nursing research • Stepsofscientificmethod • Characteristicsofgoodresearch • StepsofResearchprocess– overview • EvidenceBasedPractice–Concept, Meaning, Purposes, Steps of EBP Process and Barriers 	<ul style="list-style-type: none"> • Lecturecum Discussion • Narrate steps of research process followed from examples of publishedstudies • Identify research prioritiesonagiven area/ specialty • Listexamplesof Evidence Based Practice 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype
II	2	8	Identifyandstate the research problem and objectives	ResearchProblem/Question <ul style="list-style-type: none"> • Identificationofproblemarea • Problemstatement • Criteriaofagoodresearchproblem • Writingobjectivesandhypotheses 	<ul style="list-style-type: none"> • Lecturecum Discussion • Exerciseonwriting statement of problem and objectives 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype • Formulationof research questions/ objectives/ hypothesis

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

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

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

PLACEMENT: VI SEMESTER

THEORY: 3 Credits (60 hours)

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

COURSE OBJECTIVE: This course is designed for students to

1. Develop knowledge and competencies on the concepts and principles of obstetric and gynecology nursing.
2. Acquire knowledge and skills in rendering respectful maternity care to high risk woman during antenatal, natal and postnatal periods in hospitals and community settings and help to develop skills in initial management and referral of high risk neonates.
3. Develop knowledge, attitude and skills in caring for women with gynecological disorders.

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

1. Describe initial management, referral and respectful maternity care of women with high risk pregnancy, gain competency in identifying deviation from normal pregnancy and describe management, referral and nursing care of women with abnormal postnatal conditions and explain the role of a midwife in vital statistics and health information management
2. Assist in the conduction of abnormal vaginal deliveries and caesarean section and gain competency in the initial management of complications during the postnatal period and also demonstrate competency in providing care for high risk newborn and also identify the drugs used in obstetrics and gynecology
3. Apply nursing process in caring for high risk women, women with gynaecological disorders, couples with infertility and their families.
4. Develop skills in performing and assisting in specific gynecological procedures and determine the importance of family welfare programme and describe the methods of contraception and role of nursing in family welfare

COURSEOUTLINE

T–Theory,SL/L–SkillLab,C–Clinical

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	12(T) 10(L) 80(C)	Describe the assessment, initial management, and referral of women with problems during pregnancy Support women with complicated pregnancy and facilitate safe and positive birthing outcome	<p>Recognition and Management of problems during Pregnancy</p> <ul style="list-style-type: none"> • Assessment of high-risk pregnancy <p>Problems/Complications of Pregnancy</p> <ul style="list-style-type: none"> • Hyper-emesis gravidarum, • Bleeding in early pregnancy – abortion, ectopic pregnancy, vesicular mole • Unintended or mistimed pregnancy • Post-abortion care & counseling • Bleeding in late pregnancy – placenta previa, abruption placenta, trauma • Medical conditions complicating pregnancy – Anemia, PIH/Pre-eclampsia, Eclampsia, GDM, cardiac disease, pulmonary disease, thyrotoxicosis, STDs, HIV, Rh incompatibility • Infections in pregnancy – urinary tract infection, bacterial, viral, protozoal, fungal, malaria in pregnancy • Surgical conditions complicating pregnancy – appendicitis, acute abdomen • COVID-19 & pregnancy and children • Hydramnios • Multiple pregnancy • Abnormalities of placenta and cord • Intrauterine growth restriction • Intrauterine fetal death • Gynaecological conditions complicating pregnancy • Mental health issues during pregnancy • Adolescent pregnancy • Elderly primi, grand multiparity • Management and care of conditions as per the GoI protocol • Policy for the referral services 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Video & films • Scan reports • Case discussion • Case presentation • Drug presentation • Health talk • Simulation • Roleplay • Supervised Clinical practice • WHO midwifery toolkit • GoI guideline – screening for hypothyroidism, screening for syphilis, deworming during pregnancy, diagnosis and management of GDM 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • Assessment of skills with check list • OSCE

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Drugs used in management of high-risk pregnancies • Maintenance of records and reports 		
II	20(T) 15(L) 80(C)	Identify, provide initial management and refer women with problems during labour within the scope of midwifery practice.	<p>Recognition and management of abnormal labour</p> <ul style="list-style-type: none"> • Preterm labour – Prevention and management of preterm labour; (Use of antenatal corticosteroids in preterm labour) • Premature rupture of membranes • Malposition's and abnormal presentations (posterior position, breech, brow, face, shoulder) • Contracted Pelvis, CephaloPelvic Disproportion (CPD) • Disorders of uterine action – Prolonged labour, Precipitate labour, Dysfunctional labour • Complications of third stage – Retained placenta, Injuries to birth canal, Postpartum hemorrhage (bimanual compression of the uterus, aortic compression, uterine balloon tamponade) • Obstetric emergencies – Foetal distress, Ruptured uterus, Cord prolapse, Shoulder dystocia, Uterine inversion, Vasa previa, Obstetrical shock, Amniotic fluid embolism • Episiotomy and suturing • Obstetric procedures – Forceps delivery, Vacuum delivery, Version • Induction of labour – Medical & surgical • Caesarean section – indications and preparation • Nursing management of women undergoing • Obstetric operations and procedures • Drugs used in management of abnormal labour • Anesthesia and analgesia in obstetrics 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Case discussion/ presentation • Simulation • Roleplay • Drug presentation • Supervised clinical practice • WHO midwifery toolkit • GoI guidelines – use of uterotonics during labour, antenatal corticosteroids • GoI guidance note on prevention and management of PPH 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • Assessment of skills with check list • OSCE
III	9(T) 5(L) 40(C)	Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions.	<p>Recognition and Management of postnatal problems</p> <ul style="list-style-type: none"> • Physical examination, identification of deviation from normal • Puerperal complications and its management <ul style="list-style-type: none"> ○ Puerperal pyrexia ○ Puerperal sepsis 	<ul style="list-style-type: none"> • Lecture • Demonstration • Case discussion/ presentation • Drug presentation • Supervised clinical practice 	<ul style="list-style-type: none"> • Quiz • Simulation • Short answer • OSCE

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ○ Urinary complications ○ Secondary Postpartum hemorrhage ○ Vulval hematoma ○ Breast engorgement including mastitis/breast abscess, feeding problem ○ Thrombophlebitis ○ DVT ○ Uterine subinvolution ○ Vesicovaginal fistula (VVF), Recto vaginal fistula (RVF) ○ Postpartum depression/psychosis <ul style="list-style-type: none"> • Drug used in abnormal puerperium • Policy about referral 		
IV	7(T) 5(L) 40(C)	Describe high risk neonates and their nursing management	<p>Assessment and management of High-risk newborn (Review)</p> <ul style="list-style-type: none"> • Model of newborn care in India – NBCC; SNCUs • Screening of high-risk newborn • Protocols, level of neonatal care, infection control • Prematurity, Post-maturity • Low birth weight • Kangaroo Mother Care • Birth asphyxia/Hypoxic encephalopathy • Neonatal sepsis • Hypothermia • Respiratory distress • Jaundice • Neonatal infections • High fever • Convulsions • Neonatal tetanus • Congenital anomalies • Baby of HIV positive mothers • Baby of Rh negative mothers • Birth injuries • SIDS (Sudden Infant Death Syndrome) prevention, Compassionate care • Calculation of fluid requirements, EBM/formula feeds/tube feeding • Home based newborn care program- 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Simulation • Case discussion/presentation • Drug presentation • Supervised Clinical practice • Integrated Management of Neonatal Childhood Illnesses (IMNCI) 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of skills with check list • OSCE

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<p>communityfacilityintegrationin newborn care</p> <ul style="list-style-type: none"> • Decisionmakingaboutmanagementand referral • Bereavementcounseling • Drugsusedforhighrisknewborns • Maintenanceofrecordsandreports 		
V	12(T) 5(L) 80(C)	Describe the assessmentand managementof women with gynecological disorders.	<p>Assessmentandmanagementofwomen with gynecological disorders</p> <ul style="list-style-type: none"> • Gynecologicalassessment–Historyand Physical assessment • BreastSelf-Examination • Congenitalabnormalitiesoffemale reproductive system • Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalitiesandmanagementofwomen with <ul style="list-style-type: none"> ○ Menstrualabnormalities ○ Abnormaluterinebleed ○ Pelvicinflammatorydisease ○ Infectionsofthereproductivetract ○ Uterinedisplacement ○ Endometriosis ○ Uterineandcervicalfibroidsand polyps ○ Tumors–uterine,cervical,ovarian, vaginal, vulval ○ Cysts–ovarian,vulval ○ Cystocele,urethrocele,rectocele ○ Genitor-urinaryfistulas ○ Breastdisorders–infections, deformities, cysts, tumors ○ HPVvaccination ○ DisordersofPubertyandmenopause ○ Hormonalreplacementtherapy • Assessmentandmanagementofcouples with infertility <ul style="list-style-type: none"> ○ Infertility–definition,causes ○ Counselingtheinfertilecouple ○ Investigations–maleandfemale ○ Artificialreproductivetechnology ○ Surrogacy,spermandovumdonation, cryopreservation 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Casediscussion/ presentation • Drugpresentation • Videos,films • Simulatedpractice • SupervisedClinical practice • Visittoinfertility clinic and ART centers 	<ul style="list-style-type: none"> • Essay • Shortanswer • Objectivetype • Assessmentof skills with check list • OSCE

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Adoption–counseling.procedures • InjuriesandTrauma;Sexualviolence • Drugsusedintreatmentof gynaecological disorders 		

Note:CompletesafedeliveryappduringVII Semester.

PRACTICUM

SKILLLAB&CLINICALAREGIVENUNDEROBGNURSING-I

LISTOFAPPENDICES

1. InternalAssessment:Distributionofmarks
2. InternalAssessmentguidelines
3. UniversityTheorypaperQuestionpatternandPractical examination

APPENDIX 1

INTERNALASSESSMENT:Distributionofmarks

I SEMESTER

S.No.	NameoftheCourse	Continuous Assessment	SessionalExams– Theory/Practical	TotalInternalMarks
	Theory			
1	CommunicativeEnglish	10	15	25
2	AppliedAnatomy&AppliedPhysiology	10	15	25
3	AppliedSociology&AppliedPsychology	10	15	25
4	NursingFoundationsI	10	15	25
	Practical			
5	NursingFoundationsI	10	15	25

II SEMESTER

S.No.	Course	Continuous Assessment	SessionalExams– Theory/Practical	TotalMarks
	Theory			
1	AppliedBiochemistryandAppliedNutrition&Dietetics	10	15	25
2	NursingFoundationsIIincludingFirstAid I & II	10	15	25 I&II=25+25=50/2
3	Health/NursingInformatics&Technology	10	15	25
	Practical			
4	NursingFoundationsII I & II	10	15	25 I&II=25+25=50

III SEMESTER

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

IV SEMESTER

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

V SEMESTER

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

VI SEMESTER

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

VII SEMESTER

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

VIII SEMESTER (Internship)

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

APPENDIX 2
INTERNAL ASSESSMENT GUIDELINES
THEORY

I. CONTINUOUS ASSESSMENT: 10 marks

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

Total = 30/3 = 10

If there is a mandatory module in that semester, marks obtained by student out of 10 can be added to 30 totaling 40 marks

Total = 40/4 = 10 marks

II. SESSIONAL EXAMINATIONS: 15 marks

Two sessional exams per course

Exam pattern:

MCQ—4×1=4

Essay—1×10=10

Short—2×5=10

Very Short—3×2=6

30 marks × 2 = 60/4 = 15

PRACTICAL

I. CONTINUOUS ASSESSMENT: 10 marks

1. Attendance—**2 marks** (95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)
2. Clinical assignments—**10 marks**
(Clinical presentation—3, drug presentation & report—2, case study report—5)
3. Continuous evaluation of clinical performance—**10 marks**
4. End of posting OSCE—**5 marks**
5. Completion of procedures and clinical requirements—**3 marks**

Total = 30/3 = 10

II. SESSIONAL EXAMINATIONS: 15 marks

Exam pattern:

OSCE—10 marks (2-3 hours)

DOP—20 marks (4-5 hours)

{DOP—Directly observed practical in the clinical setting}

Total = 30/2 = 15

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

COMPETENCYASSESSMENT:(VIIISEMESTER)**Internalassessment**

Clinicalperformanceevaluation–10×5specialty=50marks OSCE

= 10 × 5 specialty = 50 marks

Total=5specialty×20marks=100

APPENDIX 3**I. UNIVERSITYTHEORYQUESTIONPAPERPATTERN(For75marks)****1. SectionA–37marksandSectionB–38marks**

- a. **Applied Anatomy & Applied Physiology:** Applied Anatomy – Section A and Applied Physiology – Section B,
- b. **AppliedSociology&AppliedPsychology:**AppliedSociology–SectionAandAppliedPsychology–SectionB
- c. **AppliedMicrobiology&InfectionControlincludingSafety:**AppliedMicrobiology–SectionAand Infection Control including Safety – Section B

SectionA(37marks)

MCQ–6×1=6

Essay–1×10=10

Short–3×5=15

VeryShort–3×2=6

SectionB(38marks)

MCQ – 7 × 1 = 7

Essay–1×10=10

Short–3×5=15

VeryShort–3×2=6

2. SectionA–25marksandSectionB–50marks

AppliedBiochemistry&Nutrition&Dietetics:AppliedBiochemistry–SectionAandAppliedNutrition& Dietetics – Section B

SectionA(25marks)

MCQ–4×1=4

Short–3×5=15

VeryShort–3×2=6

SectionB(50marks)

MCQ – 8 × 1 = 8

Essay/situationtype–1×10=10

Short–4×5=20

VeryShort–6×2=12

3. SectionA–38marks,SectionB–25marksandSectionC–12marks

Pharmacology,PathologyandGenetics:Pharmacology–SectionA,Pathology–SectionBandGenetics–Section C

SectionA(38marks)

MCQ–7×1=7

Essay–1×10=10

Short–3×5=15

VeryShort-3×2=6

SectionB(25marks)

MCQ – 4 × 1 = 4

Short-3×5=15

VeryShort-3×2=6

SectionC(12marks)

MCQ – 3 × 1 = 3

Short-1×5=5

VeryShort-2×2=4

4. SectionA-55marksandSectionB-20marks

ResearchandStatistics:Research-SectionAandStatistics-SectionB

SectionA(55marks)

MCQ-9×1=9

Essay/situationtype-2×15=30

Short-2×5=10

VeryShort-3×2=6

SectionB(20marks)

MCQ – 4 × 1 = 4

Short-2×5=10

VeryShort-3×2=6

5. Marks75(Forallotheruniversityexamswith75marks)

MCQ-12×1=12

Essay/situationtype-2×15=30

Short-5×5=25

VeryShort-4×2=8

6. CollegeExam(EndofSemester)-50marks(50/2=25marks)

MCQ-8×1=8

Essay/situationtype-1×10=10

Short-4×5=20

VeryShort-6×2=12

II. UNIVERSITYPRACTICALEXAMINATION-50marks

OSCE – 15 marks

DOP-35marks

III. COMPETENCYASSESSMENT-UniversityExam(VIIISEMESTER)

IntegratedOSCEincludingall5specialties(Stationsbasedoneveryspecialty)=5specialty5×20=100marks

Totalof5Examiners:external-2andinternal-3(Onefromeachspecialty)

Internalexaminersmaybechosenfromcollegefacultywithrequiredqualificationorfromhospitalwithrequired qualification.

Clinical Logbook for B.Sc. Nursing Program
(Procedural Competencies/Skills)

I&II SEMESTER

S.No.	Procedural Competencies/Skills	Performs independently	Assists/ Observes procedures A/O	DATE		Signature of the Tutor/Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
I SEMESTER						
I	Communication and Documentation					
1	Maintaining Communication and interpersonal relationship with patient and families					
2	Verbal Report					
3	Recording/Documentation of patient care (Written Report)					
II	Monitoring Vital Signs					
	<i>Temperature</i>					
4	Oral					
5	Axillary					
6	Rectal					
7	Tympanic					
	<i>Pulse</i>					
8	Radial					
9	Apical					
10	<i>Respiration</i>					
11	<i>Blood Pressure</i>					
III	Hot & Cold Application					
12	Cold Compress					
13	Hot Compress					
14	Ice Cap					
15	Tepid sponge					
IV	Health Assessment (Basic – First year level)					
16	Health History					
17	Physical Assessment – General & system wise					
18	Documentation of findings					
V	Infection Control in Clinical Settings					

S.No.	ProceduralCompetencies/Skills	Performs independently	Assists/ Observes procedures A/O	DATE		Signatureofthe Tutor/Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
19	Handhygiene(Handwashing& Hand rub)					
20	Useofpersonalandprotective equipment					
VI	Comfort					
21	OpenBed					
22	OccupiedBed					
23	Post-operativeBed					
24	SupinePosition					
25	Fowler'sPosition					
26	LateralPosition					
27	PronePosition					
28	SemiPronePosition					
29	TrendelenburgPosition					
30	LithotomyPosition					
31	ChangingPositionofhelpless patient (Moving/Turning/ Logrolling)					
32	Cardiactable/Over-bedtable					
33	BackRest					
34	BedCradle					
35	PainAssessment(Initial&Reassessment)					
VII	Safety					
36	Siderail					
37	Restraint(Physical)					
38	Fallriskassessment&postfall assessment					
VIII	Admission&Discharge					
39	Admission					
40	Discharge					
41	Transfer(withinhospital)					
IX	Mobility					
42	Ambulation					
43	Transferringpatientfrom& to					

S.No.	ProceduralCompetencies/Skills	Performs independently	Assists/ Observes procedures A/O	DATE		Signatureofthe Tutor/Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
	bed& wheelchair					
44	Transferringpatientfrom&to bed & stretcher					
45	RangeofMotionExercises (ROM)					
X	PatientEducation					
46	IndividualPatientTeaching					
IISEMESTER						
XI	Hygiene					
47	Spongebath/Bedbath					
48	PressureInjuryAssessment					
49	Skincareandcareofpressure points					
50	Oralhygiene					
51	Hairwash					
52	Pediculosistreatment					
53	PerinealCare/Meatalcare					
54	UrinaryCathetercare					
XII	NursingProcess-Basiclevel					
55	Assessmentandformulating nursing diagnosis					
56	PlanningthenursingCare					
57	ImplementationofCare					
58	EvaluationofCare(Reassessment & Modification)					
XIII	Nutrition&FluidBalance					
59	24HoursDietaryRecall					
60	PlanningWellbalanceddiet					
61	Makingfluidplan					
62	Preparationofnasogastrictube feed					
63	Nasogastrictubefeeding					
64	Maintainingintake&outputchart					
65	IntraVenousInfusionPlan					
XIV	Elimination					

S.No.	ProceduralCompetencies/Skills	Performs independently	Assists/ Observes procedures A/O	DATE		Signatureofthe Tutor/Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
66	ProvidingBedpan					
67	ProvidingUrinal					
68	Enema					
69	BowelWash					
XV	DiagnosticTests-Specimencollection					
70	UrineSpecimenforRoutine Analysis					
71	UrineSpecimenforCulture					
72	Timedurinespecimencollection					
73	Fecesspecimenforroutine					
74	SputumCulture					
	UrineTesting					
75	Ketone					
76	Albumin					
77	Reaction					
78	SpecificGravity					
XVI	OxygenationNeeds/PromotingRespiration					
79	DeepBreathing&Coughing Exercises					
80	Steaminhalation					
81	Oxygenadministrationusingface mask					
82	Oxygenadministrationusing nasal prongs					
XVII	MedicationAdministration					
83	OralMedications					
84	Intramuscular					
85	Subcutaneous					
86	RectalSuppositories					
XVIII	DeathandDying					
87	Deathcare/LastOffice					
XIX	FirstAidandEmergencies					
	Bandages&Binders					
88	Circular					

S.No.	ProceduralCompetencies/Skills	Performs independently	Assists/ Observes procedures A/O	DATE		Signatureofthe Tutor/Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
89	Spiral					
90	ReverseSpiral					
91	Recurrent					
92	Spica					
93	Figureofeight					
94	Eye					
95	Ear					
96	Caplin					
97	Jaw					
98	ArmSling					
99	AbdominalBinder					
100	BasicCPR(firstaidmodule)					

III&IVSEMESTER

S.No.	SpecificProcedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signatureofthe Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
III SEMESTER						
I	MEDICAL					
	<i>Intravenous therapy</i>					
1	IVcannulation					
2	IVmaintenance&monitoring					
3	AdministrationofIVmedication					
4	CareofpatientwithCentral Line					
	<i>Preparation, assisting, and after care of patients undergoing diagnostic procedures</i>					
5	Thoracentesis					
6	Abdominalparacentesis					
	<i>Respiratory therapies and monitoring</i>					
7	Administrationofoxygenuising venturi mask					
8	Nebulization					

S.No.	SpecificProcedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signatureofthe Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
9	Chestphysiotherapy					
10	Posturaldrainage					
11	Oropharyngealsuctioning					
12	Careofpatientwithchest drainage					
<i>Planningtherapeuticdiet</i>						
13	Highproteindiet					
14	Diabeticdiet					
15	Performingandmonitoring GRBS					
16	Insulinadministration					
II	SURGICAL					
17	Pre-Operativecare					
18	ImmediatePost-operativecare					
19	Post-operativeexercise					
20	Painassessmentandmanagement					
<i>Assistingdiagnosticproceduresandaftercareofpatientsundergoing</i>						
21	Colonoscopy					
22	ERCP					
23	Endoscopy					
24	LiverBiopsy					
25	Nasogastricaspiration					
26	Gastrostomy/Jejunostomyfeeds					
27	Ileostomy/Colostomycare					
28	Surgicaldressing					
29	Sutureremoval					
30	Surgicalsoak					
31	Sitzbath					
32	Careofdrain					
III	CARDIOLOGY					
33	Cardiacmonitoring					
34	RecordingandinterpretingECG					
35	Arterialbloodgasanalysis–					

S.No.	SpecificProcedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signatureofthe Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
	interpretation					
36	Administrationofcardiacdrugs					
37	Preparationandaftercareof patients undergoing cardiac Catheterization					
38	PerformingBCLS					
	<i>Collectionofbloodsamplefor</i>					
39	Bloodgrouping/crossmatching					
40	Bloodsugar					
41	Serumelectrolytes					
42	Assistingwithbloodtransfusion					
43	Assistingforbonemarrow aspiration					
44	Applicationofantiembolism stockings (TED hose)					
45	Application/maintenanceof sequential Compression Device					
IV	DERMATOLOGY					
46	Applicationoftopicalmedication					
47	Intradermalinjection-Skinallergy testing					
48	Medicatedbath					
V	COMMUNICABLE					
49	Intradermal injection-BCG and TuberculinskinTestorMantoux test					
50	Barriernursing&Reversebarrier nursing					
51	Standard precautions-Hand hygiene,useofPPE,needlestick and sharp injury prevention, Cleaning and disinfection, Respiratory hygiene, waste disposal and safe injection practices					
VI	MUSCULOSKELETAL					
52	Preparationofpatientwith Myelogram/CT/MRI					

S.No.	SpecificProcedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signatureofthe Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
53	Assistingwithapplication& removal of POP/Cast					
54	Preparation,assistingandafter care of patient with Skin traction/skeletal traction					
55	Careoforthotics					
56	Musclestrengtheningexercises					
57	Crutchwalking					
58	Rehabilitation					
VII	OR					
59	Positionanddraping					
60	Preparationofoperationtable					
61	Setupoftrrolleywithinstrument					
62	Assistinginmajorandminor operation					
63	Disinfectionandsterilizationof equipment					
64	Scrubbing procedures – Gowning,maskingandgloving					
65	Intraoperativemonitoring					
IV SEMESTER						
I	ENT					
1	Historytakingandexamination of ear, nose & throat					
2	Applicationofbandagesto Ear & Nose					
3	Tracheostomycare					
	<i>Preparationofpatient,assistingandmonitoringofpatientsundergoingdiagnosticprocedures</i>					
4	Auditoryscreeningtests					
5	Audiometrictests					
6	Preparing and assisting in special procedureslikeAnterior/posterior nasal packing, Ear Packing and Syringing					
7	Preparation and after care of patientsundergoingENTsurgical procedures					
8	Instillationofear/nasal					

S.No.	SpecificProcedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signatureofthe Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
	medication					
II	EYE					
9	Historytakingand examinationofeyesand interpretation					
	<i>Assistingprocedures</i>					
10	Visualacuity					
11	Fundoscopy, retinoscopy, ophthalmoscopy, tonometry					
12	Refractiontests					
13	Pre and postoperative care of patientundergoingeyesurgery					
14	Instillationofeye drops/medication					
15	Eyeirrigation					
16	Applicationofeyebandage					
17	Assistingwithforeignbody removal					
III	NEPHROLOGY&UROLOGY					
18	Assessmentofkidneyandurinary system • Historytakingandphysical examination • Testicularself-examination • Digitalrectalexam					
	<i>Preparationandassistingwithdiagnosticandtherapeuticprocedures</i>					
19	Cystoscopy,Cystometrogram					
20	Contraststudies–IVP					
21	Peritonealdialysis					
22	Hemodialysis					
23	Lithotripsy					
24	Renal/ProstateBiopsy					
25	Specificctests–Semenanalysis, gonorrhea test					
26	Catheterizationcare					
27	Bladderirrigation					

S.No.	SpecificProcedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signatureofthe Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
28	Intakeandoutputrecordingand monitoring					
29	Ambulationandexercise					
IV	BURNS&RECONSTRUCTIVESURGERY					
30	Assessment of burns wound – area/degree/percentageofwound using appropriate scales					
31	Firstaidofburns					
32	Fluid&electrolytereplacement therapy					
33	Skincare					
34	CareofBurnwounds o Bathing o Dressing					
35	Pre-operativeandpost-operative care of patient with burns					
36	Caringofskingraftandpost cosmetic surgery					
37	Rehabilitation					
V	NEUROLOGY					
38	History taking, neurological Examination–UseofGlasgow coma scale					
39	Continuousmonitoringthe patients					
40	Preparation and assisting for various invasive and non-invasivediagnosticprocedures					
41	Careofpatientundergoing neurosurgery including rehabilitation					
VI	IMMUNOLOGY					
42	HistorytakingandPhysical examination					
43	Immunologicalstatusassessment andinterpretationofspecifictest (e.g. HIV)					
44	Careofpatientwithlow immunity					
VII	ONCOLOGY					

S.No.	SpecificProcedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signatureofthe Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
45	History taking & physical examinationofcancerpatients					
46	Screeningforcommoncancers– TNM classification					
<i>Preparation, assisting and aftercare patients undergoing diagnostic procedures</i>						
47	Biopsies/FNAC					
48	Bone-marrow aspiration					
<i>Preparation of patients and assisting with various modalities of treatment</i>						
49	Chemotherapy					
50	Radiotherapy					
51	Hormonal therapy/ Immunotherapy					
52	Gene therapy/ any other					
53	Care of patients treated with nuclear medicine					
54	Rehabilitation					
VIII	EMERGENCY					
55	Practicing triage					
56	Primary and secondary survey in emergency					
57	Examination, investigations & their interpretations, in emergency & disaster situations					
58	Emergency care of medical and traumatic injury patients					
59	Documentation, and assisting in legal procedures in emergency unit					
60	Managing crowd					
61	Counseling the patient and family in dealing with grieving & bereavement					
IX	CRITICAL CARE					
62	Assessment of critically ill patients					
63	Assisting with arterial puncture					
64	Assisting with ET tube intubation & extubation					

S.No.	SpecificProcedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signatureofthe Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
65	ABGanalysisandinterpretation –respiratoryacidosis,respiratory alkalosis, metabolic acidosis, metabolic alkalosis					
66	Setting up of ventilator modes andsettingsandcareofpatient on ventilator					
67	Settingupoftrrolleywith instruments					
68	Monitoringandmaintenanceof Chest drainage system					
69	Bagandmaskventilation					
70	Assisting with starting and maintenanceofCentraland peripheral lines invasive					
71	Settingupofinfusionpump,and defibrillator					
72	Administration of drugs via infusion,intracardiac,intrathecal, epidural					
73	Monitoringandmaintenanceof pacemaker					
74	ICUcarebundle					
75	Managementofthedyingpatient in the ICU					
X	Geriatric					
76	HistorytakingandAssessmentof Geriatric patient					
77	Geriatriccounseling					
78	Comprehensive Health assessment(adult)aftermodule completion					
V&VISEMESTER–CHILDHEALTHNURSINGI& II						
I	PEDIATRICMEDICAL&SURGICAL					
	<i>Healthassessment–Takinghistory&Physicalexaminationandnutritionalassessmentof</i>					
1	Neonate					
2	Infant					
3	Toddler					
4	Preschooler					
5	Schooler					

S.No.	SpecificProcedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signatureofthe Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
6	Adolescent					
<i>Administrationofmedication/fluids–Calculation,preparationandadministrationofmedication</i>						
7	Oral					
8	I/M					
9	I/V					
10	Intradermal					
11	Subcutaneous					
12	Calculationoffluidrequirements					
13	Preparationofdifferentstrengthsof I/V fluids					
14	AdministrationofIVfluids					
15	Applicationofrestraints					
<i>AdministrationofO₂inhalationbydifferentmethods</i>						
16	NasalCatheter/NasalProng					
17	Mask					
18	Oxygenhood					
19	Babybath/spongebath					
20	FeedingchildrenbyKatori& spoon/paladai, cup					
<i>Collectionofspecimensforcommoninvestigations</i>						
21	Urine					
22	Stool					
23	Blood					
24	Assistingwithcommon diagnostic procedures (Lumbarpuncture, bonemarrow aspiration)					
<i>Healtheducationtomothers/parents–Topics</i>						
25	Preventionandmanagementof Malnutrition					
26	Preventionandmanagementof diarrhea (Oral rehydration therapy)					
27	Feeding&Complementary feeding					

S.No.	SpecificProcedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signatureofthe Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
28	Immunizationschedule					
29	Playtherapy					
30	Conductindividualandgroup play therapy sessions					
31	Preventionofaccidents					
32	Bowelwash					
33	Administrationofsuppositories					
	<i>Careforostomies:</i>					
34	ColostomyIrrigation					
35	Ureterostomy					
36	Gastrostomy					
37	Enterostomy					
38	Urinarycatheterization&dra inage					
	<i>Feeding</i>					
39	Naso-gastric					
40	Gastrostomy					
41	Jejunostomy					
	<i>Careofsurgicalwounds</i>					
42	Dressing					
43	Sutureremoval					
II	PEDIATRICOPD/IMMUNIZATIONROOM					
	<i>GrowthandDevelopmentalassessmentofchildren</i>					
44	Infant					
45	Toddler					
46	Preschooler					
47	Schooler					
48	Adolescent					
49	Administrationofvaccination					
50	Health/Nutritionaleducation					
III	NICCU/PICU					
51	Assessmentofnewborn					
52	Careofpreterm/LBWnewborn					

S.No.	SpecificProcedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signatureofthe Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
53	Kangarooocare					
54	Neonatalresuscitation					
55	Assistinginneonataldiagnostic procedures					
56	Feedingofhighrisknewborn–EBM (spoon/paladai)					
57	Insertion/removal/feeding– Naso/oro-gastric tube					
58	Administrationofmedication– oral/parenteral					
59	Neonataldrugcalculation					
60	Assistinginexchangetransfusion					
61	Organizingdifferentlevelsof neonatal care					
62	Careofachildonventilator/ CPAP					
63	EndotrachealSuction					
64	ChestPhysiotherapy					
65	Administrationoffluidswith infusion pumps					
66	TotalParenteralNutrition					
67	Recording&reporting					
68	CardiopulmonaryResuscitation– PLS					
V & VISEMESTER–MENTALHEALTHNURSINGI & II						
PSCHIATRYOPD						
1	Historytaking					
2	Mentalstatusexamination(MSE)					
3	Psychometricassessment (Observe/practice)					
4	Neurologicalexamination					
5	Observing&assistingin therapies					
<i>Individualandgrouppsychoeducation</i>						
6	Mentalhygienepractice education					
7	Familypsycho-education					

S.No.	SpecificProcedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signatureofthe Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
CHILDGUIDANCECLINIC						
8	HistoryTaking&mentalstatus examination					
9	Psychometricassessment (Observe/practice)					
10	Observingandassistingin various therapies					
11	Parentalteachingforchildwith mental deficiency					
IN-PATIENTWARD						
12	Historytaking					
13	Mentalstatusexamination(MSE)					
14	Neurologicalexamination					
15	Assistinginpsychometric assessment					
16	Recordingtherapeutic communication					
17	Administrationofmedications					
18	AssistinginElectro-convulsive Therapy (ECT)					
19	Participationinalltherapies					
20	Preparation of patients for ActivitiesofDailyliving(ADL)					
21	Conductingadmissionand discharge counseling					
22	Counselingandteachingpatients and families					
COMMUNITYPSYCHIATRY&DEADDICTIONCENTRE						
23	Conductinghomevisitandcase work					
24	Identificationofindividualswith mental health problems					
25	Assistinginorganizationsof Mental Health camp					
26	Conductingawarenessmeetings for mental health & mental illness					
27	CounselingandTeachingfamily members, patients and community					
28	Observationofdeaddictioncare					

S.No.	SpecificProcedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signatureofthe Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
V SEMESTER – COMMUNITY HEALTH NURSING I INCLUDINGENVIRONMENTALSCIENCE&EPIDEMIOLOGY						
1	Interviewing skills (using communicationandinterpersonal skills)					
2	Conductingcommunityneeds assessment/survey					
3	Observationskills					
4	Nutritionalassessmentskills					
5	Teachingindividualsandfamilies on nutrition-food hygiene and safety, healthy lifestyle andhealth promotion					
6	BCC(Behaviourchange communication) skills					
7	Health assessment including nutritionalassessment-different age groups <ul style="list-style-type: none"> • Childrenunder five • Adolescent • Woman 					
8	Investigatinganepidemic– Community health survey					
9	Performing lab tests – Hemoglobin,bloodsugar,blood smear for malaria, etc.					
10	Screening,diagnosisandprimary management of common health problems in the community and referral of high-risk clients (Communicable & NCD)					
11	Documentationskills					
12	Homevisit					
13	Participationinnationalhealth programs					
14	Participationinschoolhealth programs					
VSEMESTER–EDUCATIONALTECHNOLOGY/NURSINGEDUCATION						
1	Writinglearningoutcomes					
2	Preparationoflessonplan					
3	PracticeTeaching/Microteaching					

S.No.	SpecificProcedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signatureofthe Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
4	Preparationofteachingaids/ media					
<i>Preparationofassessmenttools</i>						
5	ConstructionofMCQtests					
6	Preparationofobservation checklist					
VISEMESTER–NURSINGMANAGEMENT&LEADERSHIP						
HospitalandNursingServiceDepartment						
1	Preparation of organogram (hospital/nursingdepartment)					
2	Calculation of staffing requirementsforanursing unit/ward					
3	FormulationofJobdescriptionof nursing officer (staff nurse)					
4	PreparationofPatientassignment plan					
5	Preparation of duty roster for staff/studentsatdifferentlevels					
6	Preparationoflogbook/MMFfor specific equipment/ materials					
7	ParticipationinInventorycontrol and daily record keeping					
8	Preparationandmaintenanceof records & reports such as incident reports/adverse reports/audit reports					
9	Participation in performance appraisal/evaluationofnursing staff					
10	Participate in conducting in-serviceeducationforthestaff					
College&Hostel						
11	Preparationoforganogramof college					
12	Formulationofjobdescription for tutor					
13	Participationinperformance appraisal of tutor					
14	PreparationofMasterplan,time-table and clinical rotation					

S.No.	SpecificProcedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signatureofthe Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
15	Preparationofstudentanecdotes					
16	Participationinclinical evaluation of students					
17	Participation in planning and conductingpracticalexamination OSCE – end of posting					
VI&VIISEMESTER–MIDWIFERY/OBSTETRICSANDGYNECOLOGY(OBG)NURSINGI&II						
I	ANTENATALCARE					
	Healthassessmentofantenatalwoman					
1	History Taking including obstetricalscore,Calculationof EDD, gestational age					
2	Physicalexamination:headto foot					
3	Obstetricalexaminationincluding Leopards maneuvers & auscultation of Fetal heart sound (fetoscope/stethoscope/ Doppler)					
	Diagnostictests					
4	Urinepregnancytest/cardtest					
5	Estimationofhemoglobinusing Sahle’s hemoglobinometer					
6	Advice/assistinHIV/HBsAg/ VDRL testing					
7	Preparationofperipheralsmear for malaria					
8	Urinetestingforalbuminand sugar					
9	PreparationofmotherforUSG					
10	Kickchart/DFMC(DailyFetal and Maternal Chart)					
11	Preparationandrecordingof CTG/NST					
12	Antenatal counseling for each trimester including birth preparednessandcomplication readiness					
13	Childbirthpreparationclassesfor couples/family					
14	AdministrationofTd/TT					
15	Prescriptionofiron&folicacid and calcium tablets					

S.No.	SpecificProcedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signatureofthe Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
II	INTRANATALCARE					
16	Identificationandassessmentof woman in labour					
17	Admissionofwomaninlabour					
18	Performing/assistingCTG					
19	Vaginalexaminationduring labour including Clinical pelvimetry					
20	Plottingandinterpretationof partograph					
21	Preparationforbirthing/delivery –physicalandpsychological					
22	Settingupofthebirthing room/delivery unit and newborncorner/carearea					
23	Painmanagementduringlabour- non-pharmacological					
24	Supportingnormalbirths/conduct normal childbirth in upright positions/evidence based					
25	Essentialnewborncare					
26	Basicnewbornresuscitation					
27	Management of third stage of labour – Physiologic management/activemanagement (AMTSL)					
28	Examinationofplacenta					
29	Careduringfourthstageof labour					
30	Initiationofbreastfeedingand lactation management					
31	Infectionpreventionduring labour and newborn care					
III	POSTNATALCARE					
32	Postnatalassessmentandcare					
33	Perineal/episiotomy care					
34	Breastcare					
35	Postnatalcounseling-diet, exercise&breastfeeding					

S.No.	SpecificProcedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signatureofthe Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
36	Preparationfordischarge					
IV	NEWBORNCARE					
37	Assessmentofnewborn					
38	Weighingofnewborn					
39	AdministrationofVitaminK					
40	Neonatal immunization – AdministrationofBCG,Hepatitis B vaccine					
41	Identificationofminordisorders of newborn and their management					
V	CAREOFWOMENWITHANTENATAL,INTRANATAL&POSTNATALCOMPLICATIONS					
42	High risk assessment – identification of antenatal complications such as pre-eclampsia, anemia, GDM, Antepartumhemorrhageetc.					
43	Postabortioncare&counseling					
44	Glucosechallengetest/Glucose Tolerance test					
45	Identificationoffetaldistressand its management					
46	AdministrationofMgSo4					
47	Administration of antenatal corticosteroidsforpreterm labour					
48	AssistingwithMedicalinduction of labour					
49	Assist in Surgical induction – strippingandartificialruptureof membranes					
50	Episiotomy(onlyifrequired)and repair					
51	Preparationforemergency/ elective caesarean section					
52	Assistingincaesareansection					
53	Preparationofmotherandassist in vacuum delivery					
54	Identification and assisting in managementofmalpresentation and malposition during labour					
55	Preparationandassistinginlow					

S.No.	SpecificProcedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signatureofthe Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
	forcepsoperation					
56	Preparation and assisting in emergencyobstetricsurgeries					
57	Prescription/administration of fluidsandelectrolytesthrough intravenous route					
	Assistinginprocedures					
58	AssistinginManualremovalof the placenta					
59	Assisting in Bimanual compressionofuterus/Balloon tamponade for atonic uterus					
60	AssistinginAorticcompression for PPH					
61	Identification and first aid managementofPPH&obstetric shock					
62	Assistinginmanagementof obstetric shock					
63	Identification and assisting in managementofpuerperalsepsis andadministrationofantibiotics					
64	Management of breast engorgementandinfections					
65	Managementofthrombophlebitis					
	HIGHRISKNEWBORN (SomeaspectsofhighrisknewborncareareincludedinChildHealthNursing)					
66	Identificationofhigh-risk newborn					
67	Careofneonateunderradiant warmer					
68	Careofneonateonphototherapy					
69	Referralandtransportationof high risk newborn					
70	Parentalcounselling–sick neonate and neonatal loss					
	FAMILYWELFARE					
71	PostpartumFamilyplanning counseling					
72	Postpartumfamilyplanning– Insertion and removal of PPIUCD/PAIUCD					

S.No.	SpecificProcedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signatureofthe Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
73	Counsellingofthewomanfor Postpartum sterilization					
74	Preparationandassistingin tubectomy					
OTHERPROCEDURES						
75	Preparationandassistingfor D&C/D&E operations					
76	Observation/AssistinginManual Vacuum Aspiration					
77	Assessmentofwomenwith gynaecological disorders					
78	Assisting/performingPapsmear					
79	PerformingVisualinspectionof cervix with acetic acid					
80	Assisting/observationofcervical punch biopsy/ Cystoscopy/Cryosurgery					
81	Assistingingynecological surgeries					
82	Postoperativecareofwoman withgynecologicalsurgeries					
83	CounselonBreastself-examination					
84	Counselingcoupleswith infertility					
85	Completionofsafedeliveryapp with certification					
VII SEMESTER – COMMUNITY HEALTH NURSING II						
1	Screening, diagnosing, managementandreferralof clients with common conditions/emergencies					
2	Antenatalandpostnatalcareat home and health centre					
3	Conductionofnormalchildbirth &newborncareathealthcentre					
4	Trackingeverypregnancyand filling up MCP card					
5	Maintenanceofrecords/ registers/reports					
6	Adolescent counseling & participationinyouthfriendly					

S.No.	SpecificProcedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signatureofthe Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
	services					
7	Counselingforsafeabortion services					
8	Familyplanningcounseling					
9	Distribution of temporary contraceptives – condoms, OCP's, emergency contraceptives,InjectableMPA					
10	InsertionofintervallIUCD					
11	RemovalofIUCD					
12	Participation in conducting vasectomy/tubectomycamp					
13	Screening, diagnosis, primary management and referral of clientswithoccupationalhealth problems					
14	Healthassessmentofelderly					
15	MentalHealthscreening					
16	Participation in community diagnosis–datamanagement					
17	Writinghealthcentreactivity report					
18	Participationinorganizingand conducting clinic/health camp					
19	Participationindisastermock drills					
20	Co-ordinating with ASHAs and othercommunityhealthworkers					
VIISEMESTER–NURSINGRESEARCH&STATISTICS						
	<i>ResearchProcessExercise</i>					
1	Statementoftheproblem					
2	FormulationofObjectives&Hypotheses					
3	Literaturereviewofresearch report/article					
4	Annotatedbibliography					
5	Preparationofsampleresearch tool					
	<i>Analysis&Interpretationofdata–Descriptivestatistics</i>					

S.No.	SpecificProcedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signatureofthe Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
6	Organizationofdata					
7	Tabulationofdata					
8	Graphicrepresentationofdata					
9	Tabularpresentationofdata					
10	Research Project (Group/Individual) Title:					
VIII SEMESTER (INTERNSHIP)						

Note: Maximum of 30% of all skills/procedures can be performed by students in skill lab/simulation lab for all clinical nursing Courses except Community Health Nursing and Mental Health Nursing in which the percentage allowed is only 10%

*—Whenthestudentisfoundcompetenttoperformtheskill,itwillbesignedbythefaculty/tutor.

Students: Students are expected to perform the listed skills/competencies many times until they reach level 3 competency, after which the preceptor signs against each competency.

Preceptors/faculty: Must ensure that the signature is given for each competency only after they reach level 3.

- Level 3 competency denotes that the NP student is able to perform that competency without supervision
- Level 2 Competency denotes that the student is able to perform each competency with supervision
- Level 1 competency denotes that the student is not able to perform that competency/skill even with supervision

SignatureoftheFacultyCoordinator

SignatureoftheHOD/Principal

CLINICAL REQUIREMENTS

S.No.	Clinical Requirement	Date	Signature of the Faculty
I&II SEMESTER			
NURSING FOUNDATION I&II			
1	History Taking—2 1. 2.		
2	Physical Examination—2 1. 2.		
3	Fall risk assessment—2		

S.No.	ClinicalRequirement	Date	Signatureofthe Faculty
	1. 2.		
4	PressureSoreAssessment–2 1. 2.		
5	NursingProcess–2 1. 2.		
6	Completionoffirstaidmodule		
7	CompletionofHealthassessmentmodule		
III SEMESTER – ADULT HEALTH NURSING I			
	Medical		
1	CareStudy–1		
2	Healtheducation–1		
3	Clinicalpresentation/carenote–1		
	Surgical		
4	Carestudy–1		
5	Healtheducation–1		
6	ClinicalPresentation/Carenote–1		
	Cardiac		
7	Cardiacassessment–1		
8	Drugpresentation–1		
	Communicable		
9	Clinicalpresentation/Carenote–1		
	Musculoskeletal		
10	Clinicalpresentation/Carenote–1		
	OR		
11	Assistascirculatorynurse–5 i. ii. iii. iv. v.		
12	Assistascrubnurseinminorsurgeries–5 i. ii.		

S.No.	ClinicalRequirement	Date	Signatureofthe Faculty
	iii. iv. v.		
13	Positioning&draping–5 i. ii. iii. iv. v.		
14	Assistascrubnurseinmajorsurgeries–5 i. ii. iii. iv. v.		
15	CompletionofBCLSmodule		
IVSEMESTER–ADULTHEALTHNURSINGII			
	ENT		
1	ENTassessmentofanadult–2 i. ii.		
2	Observationandactivityreportof OPD		
3	Clinicalpresentation–1		
4	DrugBook		
	EYE		
5	Eyeassessment i. Adult–1 ii. Geriatric–1		
6	Patient-teaching– 1		
7	ClinicalPresentation–1		
	NEPHROLOGY&UROLOGY		
8	Assessment of adult – 1 AssessmentofGeriatric–1		
9	Drugpresentation–1		
10	Carestudy/Clinicalpresentation–1		
	BURNSANDRECONSTRUCTIVESURGERY		

S.No.	ClinicalRequirement	Date	Signatureofthe Faculty
11	Burnwoundassessment-1		
12	Clinicalpresentation-1		
13	ObservationreportofBurnsunit		
14	Observecosmetic/reconstructiveprocedures		
	NEUROLOGY		
15	Neuro-assessment-2 i. ii.		
16	Unconsciouspatient-1		
17	Carestudy/casepresentation-1		
18	Drugpresentation-1		
	IMMUNOLOGY		
19	Assessmentofimmunestatus		
20	Teachingofisolationtopatientandfamilycaregivers		
21	Nutritionalmanagement		
22	CareNote-1		
	ONCOLOGY		
23	Observationreportofcancerunit		
24	Assessmentofeachsystemcancerpatients-2		
25	Carestudy/clinicalpresentation-1		
26	Pre and post-operative care of patient with various modes of cancer treatmentsuchaschemotherapy,radiationtherapy,surgery,BMT,etc. -3(atleast) i. ii. ii.		
27	TeachingonBSEtofamily members		
	EMERGENCY		
28	Primaryassessmentofadult-1		
29	Immediatecare(IVaccessestablishment,assistinginintubation, suction, etc.)		
30	Useofemergencytrolley		
	CRITICALCARE		
31	Assessmentofcriticallyill i. Adult ii. Geriatric		

S.No.	ClinicalRequirement	Date	Signatureofthe Faculty
32	Carenote/Clinicalpresentation-1		
	GERIATRIC		
33	Geriatricassessment- 1		
34	Carenote/clinicalpresentation-1		
35	Fallriskassessment1		
36	Functionalstatusassessment-1		
37	CompletionofFundamentalsofPrescribingmodule		
38	CompletionofPalliativecaremodule		
V&VISEMESTER-CHILDHEALTHNURSINGI& II			
	Pediatricmedical		
1	Nursingcareplan-1		
2	Casepresentation-1		
3	Healthtalk-1		
	Surgical		
4	Nursingcareplan-1		
5	Casestudy/presentation-1		
	OPD/ImmunizationRoom		
6	GrowthandDevelopmentalstudy: i. Infant-1 ii. Toddler-1 iii. Preschooler-1		
	NICCU/PICU		
7	Newbornassessment-1		
8	NursingCarePlan-1		
9	Kangaroomothercare-2		
10	Nursingcareplanofhighrisknewborn-1		
11	CompletionofENBCmodule		
12	CompletionofFNBCmodule		
13	CompletionofIMNCImodule		
14	CompletionofPLSmodule		
V&VISEMESTER-MENTALHEALTHNURSINGI& II			
	PsychiatryOPD		
1	HistorytakingandMentalstatusexamination-2 i.		

S.No.	ClinicalRequirement	Date	Signatureofthe Faculty
	ii.		
2	Healtheducation-1		
3	ObservationreportofOPD		
	Childguidanceclinic		
4	Casework-1		
	InpatientWard		
5	Casestudy-1		
6	Careplan-2		
7	Clinicalpresentation1		
8	Processrecording2		
9	Maintaindrugbook		
	Communitypsychiatry&Deaddictioncentre		
10	Casework-1		
11	Observationreportonfieldvisits		
12	Visittodeaddictioncentre		
V SEMESTER – COMMUNITY HEALTH NURSING – I INCLUDINGENVIRONMENTALSCIENCE&EPIDEMIOLOGY			
1	Communityneedsassessment/survey(Rural/Urban)-1		
2	Visitsto – SC/HWC – PHC – CHC		
3	Observationofnutritionalprograms Anganwadi		
4	Observationvisits		
	i. WaterpurificationsiteandWaterquality tests		
	ii.Milk diary		
	iii.Slaughter-house		
	iv.Market		
	v.Sewagedisposal site		
	vi.Rainwaterharvesting		
	vii.Slaughter-house		
5	Nutritionalassessment-Adult1		
6	Individualhealthteaching-Adult1		

S.No.	ClinicalRequirement	Date	Signatureofthe Faculty
7	UseofAVaids–flashcards/posters/flannelgraphs/flipcharts(Any Two) i. ii.		
8	Healthassessmentof i. Woman–1 ii. Infant/underfivechild–1 iii. Adolescent–1 iv. Adult–1		
9	Growthmonitoringofchildrenunderfive–1		
10	Documentation i. Individualrecords–1 ii. Familyrecords–1		
11	Investigationofanepidemic–1		
12	Screeningandprimarymanagementof i. Communicablediseases–1 ii. NCD–1		
13	Homevisits–2		
14	Participationinnationalhealthprograms–2		
15	Participationinschoolhealthprogram–1		
VSEMESTER–EDUCATIONALTECHNOLOGY/NURSINGEDUCATION			
1	Microteaching–2 i. Theory–1 ii. Practical/lab–1		
2	FieldVisittonursingeducationalinstitution–regional/national organization		
VISEMESTER–NURSINGMANAGEMENT&LEADERSHIP			
1	FieldvisittoHospital–regional/nationalorganization		
VI&VIISEMESTER–MIDWIFERY/OBSTETRICSANDGYNECOLOGY(OBG)NURSINGI&II			
1	Antenatalassessmentandcare–20		
2	Postnatalassessmentandcare–15		
3	Assessmentoflabourusingpartograph–10		
4	Pervaginalexamination– 10		
5	Observingnormalchildbirths/deliveries–10		
6	Assistinginconductionofnormalchildbirth–10		
7	Conductionofnormaldeliveries– 10		

S.No.	ClinicalRequirement	Date	Signatureofthe Faculty
8	Assistinginabnormal/instrumentaldeliveries–5		
9	Performingplacentalexamination–5		
10	Episiotomyandsuturing(onlyifindicated)–3		
11	Assist/observeInsertionofPPIUCD–2		
12	Newbornassessment–10		
13	Newbornresuscitation–5		
15	Kangaroomothercare–2		
NursingCarePlan/ClinicalpresentationwithDrugStudy			
16	<i>Antenatalcare</i> Normal(careplan)–1 Highrisk(casestudy/Clinicalpresentation)–1		
17	<i>Intrapartumcare</i> Highrisk(Clinicalpresentation)–1		
18	<i>Postnatalcare</i> Normal(careplan)–1 Highrisk(Clinicalpresentation)–1		
19	<i>Newborncare</i> Normal(careplan)–1		
20	Gynecologicalcondition Care plan – 1		
21	Healthtalk–individual/group–2		
22	Counselingmothersandfamilymembers		
23	Visitto • Peripheralhealthfacility/Laqshyacertifiedlabourroom • Infertilitycentre(Virtual/videos)		
24	CompletionofSBAModule		
25	Completionofsafedeliveryapp		
VIISEMESTER–COMMUNITYHEALTHNURSINGII			
1	Screeningandprimarymanagementof of i. Minorailments–2 ii. Emergencies–1 iii. Dentalproblems–1 iv. Eye–1 v. ENT–1		
2	Primarymanagementandcarebasedonprotocolsapprovedby MOH&FW (Home/health centre)		

S.No.	ClinicalRequirement	Date	Signatureofthe Faculty
3	Screeningandprimarymanagementof i. Highriskpregnancy ii. Highriskneonate		
4	Assessmentof i. Antenatal-1 ii. Intrapartum-1 iii. Postnatal-1 iv. Newborn-1		
5	Conductionofnormalchildbirthanddocumentation-2		
6	Immediatenewborncareanddocumentation-1		
7	Familyplanningcounseling-1		
8	Grouphealtheducation(Rural/urban)-1		
9	Adolescentcounseling-1		
10	Familycasestudy(Rural/urban)-1		
11	Screening,diagnosis,primarymanagementandreferralofclientswith occupational health problems – 2 i. ii.		
12	Healthassessment(physical&nutritional)ofelderly-1		
13	Mentalhealthscreeningsurvey-1		
14	Groupproject -Communitydiagnosis(datamanagement)		
15	Writingreportonhealthcentreactivity-1		
16	Participationinorganizingandconductingunderfive/antenatal clinic/health camp – 2 i. ii.		
17	Participationindisastermockdrills		
18	Fieldvisits - Biomedicalwastemanagementsite - AYUSHcentre - Industry - Geriatrichome		
19	ReportoninteractionwithMPHW/HV/ASHA/AWWs(Any2) 1. 2.		
VIISEMESTER-NURSINGRESEARCH			
1	ResearchProject-Group/Individual Title:		

SignatureoftheFacultycoordinator

SignatureoftheHOD/Principal

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