B.Sc. NURSING CURRICULUM

Ettimadi, Coimbatore, Tamilnadu, India - 641105

Managed By
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Tomorrow’s world will be shaped by today’s children. In their tender minds, it is easy to cultivate universal human values. If you walk through a field of soft, green grass a few times, you will quickly make a path; whereas it takes countless trips to forge a trail on a rocky hillside. The teaching of universal spiritual principles and human values should be a standard part of the general education, not only the responsibility of the family. This should not be delayed any further, for if there is delay, the future generations will be lost to the world.

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F. No. 11-1/2019-INC.—In exercise of the powers conferred by sub-section (1) of Section 16 of the Indian Nursing Council Act, 1947 (XLVIII of 1947), as amended from time to time and in partial modification of earlier Regulations notified no.11-1/2019-INC (No.275) dated 5th July, 2021, the Indian Nursing Council hereby makes the following amendments to the Regulation namely:—

SHORT TITLE AND COMMENCEMENT

i. These Regulations may be called the Indian Nursing Council {Revised Regulations and Curriculum for B.Sc. Nursing Program- Corrigendum}, Regulations, 2022.

ii. These Regulations shall come into force from the date, the same is notified in the Gazette of India. In the Gazette Notification No. 275 dated 5th July, 2021, the following changes are further effected:-

DEFINITIONS

In these Regulations, unless the context otherwise requires,

i. ‘the Act’ means the Indian Nursing Council Act, 1947 (XLVIII of 1947) as amended from time to time;

ii. ‘the Council’ means the Indian Nursing Council constituted under the Act of 1947;

iii. ‘SNRC’ means the State Nurses and Midwives Registration Council by whichever name constituted and called by the respective State Governments;

iv. ‘B.Sc. Nursing’ means the four year B.Sc. Nursing Degree qualification in Nursing recognized by the Council under Section 10 of the Act and included in Part-II of the Schedule to the Act;

v. ‘Authority’ means a University or Body created by an Act for awarding the B.Sc. Nursing qualification recognized by the Council and included in Part-II of the Schedule to the Act;

vi. ‘School of Nursing’ means a recognized training institution for the purpose of teaching of the GNM course;

vii. ‘College’ means a recognized training institution for the purpose of training and teaching of the B.Sc. Nursing course;

viii. ‘CNE’ means Continuing Nursing Education to be compulsorily undergone by the RN&RM/ RANM/RLHV for renewal of registration after every 5 (five) years.
AMRITA Vishwa Vidyapeetham is a multi-campus, multi-disciplinary deemed to be university that is accredited ‘A’ by NAAC (National Assessment and Accreditation Council) and is ranked as one of the best research centre in India and abroad. Currently, Amrita has 15 schools spread across six campuses in three states of India – Kerala, Tamil Nadu and Karnataka. The university headquarters at Ettimadai, Coimbatore, Tamil Nadu which spreads across 900 acres of land and eight million square feet built-up space. Its 20,000 students are guided by over 1,800 faculty as experts in various disciplines. Amrita is a partner in various international bilateral governmental research programmes and initiatives. It has links with 150+ universities for research into different areas.

MISSION (Amrita Vishwa Vidyapeetham)

To provide value-based education and mould the character of the younger generation through a system of wholesome learning, so that their earnest endeavor to achieve progress and prosperity in life is matched by an ardent desire to extend selfless service to society, one complementing the other.

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 are 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.

II. PHILOSOPHY (Indian Nursing Council)

The Council believes that:

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

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

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

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

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

AMRITA COLLEGE OF NURSING

Amrita College of Nursing, Health Sciences Campus, Kochi, a constituent unit of AMRITA Vishwa Vidyapeetham is established in the year 2002. The College is recognized by both Indian Nursing Council (INC) and Kerala Nurses and Midwives Council (KNMC). The College is a centre for observation visit by students and faculty in and outside the state and has student exchange programme. Amrita College of Nursing believe that, “of all the health professionals who interact with patients it is the nurses who are in the most strategic position to lead, co-ordinate and bring people and services together. Thus it is the nurses who should be among the best educated.”
VISION

To be a global center of excellence in providing quality nursing education rooted in values, research and in preparing professionals to lead safe, dynamic nursing practice through clinical partnerships.

MISSION

Amrita College of Nursing is committed to:

• Provide nursing education programmes to prepare professionals capable of providing safe, comprehensive and compassionate nursing care in an ever changing health care environment.
• Prepare advanced practice nurses, educators and administrators (capacity building).
• Enhance research that improves quality of life of individuals / families and has an impact on nursing practice.
• Integrate nursing education, research and practice through clinical partnerships.

III. AIMS & OBJECTIVES

AIMS

The aims of the undergraduate program are to

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

OBJECTIVES

On completion of the B.Sc. Nursing program, the 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.

IV. CORE COMPETENCIES FOR NURSING AND MIDWIFERY PRACTICE BY B.Sc. GRADUATE

{Is adapted from NLN Model and Massachusetts: Nurse of the Future – Core Competencies (2016) as shown in figure 1}

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

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

2. **Professionalism:** Demonstrate accountability for the delivery of standard-based nursing care as per the Council standards that are consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles.

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

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

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

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

7. **Teamwork and Collaboration:** Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning and development.
8. **Safety:** Minimize risk of harm to patients and providers through both system effectiveness and individual performance.

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

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

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

![Core Competencies for Nursing Practice](image)

**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))

**V. GUIDELINES REGARDING MINIMUM PRE-REQUISITES FOR GRANTING SUITABILITY FOR B. Sc. NURSING PROGRAMME IN COLLEGE OF NURSING**

1. The following Organizations/Establishments are eligible to establish/open a B.Sc. Nursing programme in College of Nursing:
   a) Central Government/State Government/Local Body;
   b) Registered Private or Public Trust;
   c) Organizations Registered under Societies Registration Act including Missionary Organizations;
   d) Companies incorporated under Section 8 of Company’s Act.
2. The eligible Organizations/Establishments should have their own 100 bedded Parent Hospital. Provided that in respect of Tribal and Hilly Area the requirement of own Parent Hospital is exempted.

   a) Tribal Area – Scheduled notified area [Areas as the President of India may by order declare to be Scheduled Areas];


3. The eligible Organizations/Establishments should obtain Essentiality Certificate/No Objection Certificate from the concerned State Government where the B.Sc. Nursing programme in College of Nursing is sought to be established. The particulars of the name of the College/Nursing Institution along with the name of the Trust/Society/Company [as mentioned in Trust Deed or Memorandum of Association] as also full address shall be mentioned in No Objection Certificate/Essentiality Certificate.

4. After receipt of the Essentiality Certificate/No objection Certificate, the eligible institution shall get recognition from the concerned SNRC for the B.Sc. Nursing program for the particular academic year, which is a mandatory requirement.

5. The Council shall after receipt of the above documents/proposal by online, would then conduct Statutory Inspection of the recognized training nursing institution under Section 13 of the Act in order to assess the suitability with regard to availability of Teaching faculty, Clinical and Infrastructural facilities in conformity with Regulations framed under the provisions of the Act.

*Provided that training institutions shall apply for statutory inspection, under Section 13 of the Act, to the Council within 6 months from obtaining recognition from the SNRC.

1. **Parent Hospital (Unitary/Single Hospital)**

   College of Nursing should have 100 bedded parent/own hospital which is compulsory requirement.

   Parent Hospital for a nursing institution having the same Trust/Society/Company which has established the nursing institution and has also established the hospital.

   **OR**

   For a nursing institution (managed by Trust/Society/Company under Section 8), a ‘Parent Hospital’ would be a hospital either owned and controlled by the Trust/Society/Company or managed and controlled by a trustee/member/director of the Trust/Society/Company. In case the owner of the hospital is a trustee/member/director of the Trust/Society/Company, then the hospital would continue to function as a ‘Parent Hospital’ till the life of the nursing institution.

   The Undertaking would also be to the effect that the trustee/member/director of the Trust/Society/Company would not allow the hospital to be treated ‘Parent/Affiliated Hospital’ to any other nursing institution and will be for minimum 30 years [i.e., signed by all trustees/members/directors of Trust/Society/Company] to the Undertaking to be submitted from the trustee/member/director of the Trust/Society/Company.

   The beds of Parent Hospital shall be in one Unitary Hospital i.e. in same building/same campus. Further, the Parent Hospital shall be in the same State i.e. where the institution is located.
a) It is to be noted that once a particular hospital is shown as ‘Parent Hospital’ and permission given to the nursing institution to conduct nursing courses, then, the permission/suitability granted would last as long as the said hospital is attached as a ‘Parent Hospital’.

b) In case the trustee/member/director of the Trust/Society/Company withdraws the Undertaking given, in that case even the permission/ suitability letter issued would be deemed to have lapsed/stand withdrawn with immediate effect.

2. Change of Trust/Society

- The Trust/Society cannot be purchased as per Indian Trust Act, but there can be change of trustees/ members. It is therefore the purchase of institution or change of membership will not be considered for continuation of the program. The institution which is purchased /taken over will be considered as closed. And a fresh Govt. Order shall be required mentioning the Trust/Society name along with programs.
- The change of membership in Society/change of trustees in the Trust to be submitted immediately after incorporating through Registrar Cooperative Societies/Indian Trust Act.
- As per law Trust/Society can open number of institutions, but it will be considered as one institution under the ambit of one Trust/Society. It is therefore, a Trust/Society can open only one nursing institution in one city/town.
- If already an institution is existing in that city or town with an abbreviated name (e.g R K College of Nursing) then another institution with expanded name (Rama Krishna College of Nursing) will not be allowed.
- No two Institutions will have same name in same city/town.

3. Change of Address

SNRC shall issue a certificate, certifying the fact that the nursing institution is being shifted to the new building/premises at the address indicated. The certificate issued should indicate clearly complete address. The certificate issued should indicate clearly the total covered area of the nursing institution, owner of the nursing institution, and detailed physical facilities like laboratories, classrooms etc. along with area specification, provision of adequate washroom facilities, lighting, ventilation etc. of the new building.

4. Change of Location

(District/Town/City/Village) shall be considered under new proposal, i.e. fresh Essentiality Certificate from the State Government and recognition from the SNRC is mandatory.

5. Strict Compliance of the Syllabus prescribed by the Council

No Institutions/SNRC/University will modify the syllabi prescribed by the Council for a course/ program. However they can add units/subjects if need be.

6. Close/Re-start of the Nursing Programs

If Institutions have not admitted the students for 2 consecutive years, it shall be considered as closed. Institute may apply for suitability to the Council under Section 13 & 14 of the Act through online within 5 years of the closure. While conducting the inspection they will not be covered under the new guidelines with regard to Parent Hospital. However, the above relaxation will be applicable only for five years. In case the proposal is submitted after 5 years
from the year of closure, it has to submit a fresh proposal with due Essentiality Certificate from the State Government and recognition from the SNRC. In such cases the new guidelines with regards to parent hospital and calendar of events shall be applicable.

7. Change of Name of the Institution

If the Trust/Society/Company proposes to change the name of the institute, a valid reason has to be submitted. If SNRC/University has accepted the change of name of institute it may be accepted by the Council provided the Trust/Society/Company is same and does not come under para no. 2 above.

8. Re-Inspection

Re-inspection application shall be considered only two times. If the institution is found deficient even after that, then the institution shall have to submit a proposal for Suitability under Section 13 & 14 of the Act online within 5 years. However in case the proposal is submitted after 5 years it has to submit a fresh proposal with due Essentiality Certificate from the State Government and recognition from the SNRC.

9. Number of Sanctioned Seats

- Maximum of 100 seats will be sanctioned for the B.Sc. Nursing program for which institute must have parent Medical College or parent hospital having 300 beds or above subject to teaching and physical facilities available for B.Sc. Nursing program.
- Maximum of 60 seats will be sanctioned for the institution with parent hospital having less than 300 beds on the basis of teaching and physical facilities for B.Sc. Nursing program.

10. Enhancement of Seats

Inspection for Enhancement of seats under Section 13 of the Act shall be conducted only once in an academic year i.e., only one application/proposal shall be accepted, in one academic year. Further, SNRC approval is mandatory for enhancement of seats.

11. Bond System

Taking service bonds from students and forcefully retaining their Original Certificates is viewed as an Unethical Practice by the Council. If any such practice comes to the notice of the Council, appropriate action under Section 14 of the Act will be taken against the erring institution.

MINIMUM REQUIREMENTS OF PHYSICAL FACILITIES

Regulations pertaining to Building and Laboratories

(i) School and College of nursing can share laboratories, if they are in same campus under same name and under same Trust/Society/Company, that is the institution is one but offering different nursing programs. However they should have equipments and articles proportionate to the strength of admission. The classrooms should be available as per the requirement stipulated by the Council for each program.

(ii) Further, two same programs by the same institute/Trust/Society/Company is not allowed in the same campus.
The nursing institution can have all the nursing programs in the same building but with requisite program wise infrastructure. However, laboratories can be shared.

If the Trust/Society/Company has some other educational programs, the nursing program shall be in separate block/floor with prescribed sq.ft. area.

Nursing program may be in hospital premises with a condition that it shall be in separate block/floor with prescribed sq.ft. area.

Long lease by the Government will be considered. However, rented building shall not be considered as their own building.

It is mandatory that institution shall have its own building within two years of its establishment.

Own Building/Lease/Rented Building:

a) If one of the trustee/member/director of the Trust/Society/Company desires to lease the building owned by him for nursing program, it should be for a period of 30 years. It should also be ensured that lease deed that is entered into between the Trust/Society/Company and the trustee/member/ director, owning the building, should contain a clause that the lease deed cannot be terminated for a period of 30 years.

Further, it is clarified that, for a Nursing Institution (Managed by a Trust/Society/Company), own building would be a building either owned and controlled by the Trust/Society/Company or owned and controlled by a trustee/member/director of the Trust/Society/Company. That is, if the owner of the building is a trustee/member/director of the Trust/ Society/Company and she/he leases the building to the Trust/Society/Company for 30 years, it will be considered as own building of the nursing institution.

b) A duly registered gift deed of the building in favor of the Trust/Society/Company should be construed to be ‘own building’.

Further it is clarified that if the lease of the building is between any government authority and the Trust/Society/Company/nursing institution and the lease is for 30 years or more, it will also be considered as own building.

Any deed of the building which is not as per either clause (a) or (b) above shall be considered as ‘Rented Building’ only.

c) In cases of irrevocable power of attorney, documents of the building should be duly registered as per law.

d) Penalty for not having own building: Institutions which do not have their own building within two years of establishment has to pay the penalty for not having the own building. The penalty fees is Rs. 1 Lakh for B.Sc. Nursing Program for 6 consecutive years. Even after 6 years, if the institution does not have own building then action shall be taken under Section 14 of the Act. However, a lease of 30 years is permissible with the trustee/member/director of the Trust/Society/ Company.

A. TEACHING BLOCK

The College of Nursing should be within 30 km distance from its parent hospital having space for expansion in an institutional area. For a college with an annual admission capacity of
60 students, the constructed area of the college should be **23,200** square feet.

The details of the constructed area are given below for admission capacity of **60** students.

<table>
<thead>
<tr>
<th>SL. No.</th>
<th>Teaching Block</th>
<th>Area (in sq.ft.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lecture Hall</td>
<td>4 @ 900 = 3600</td>
</tr>
<tr>
<td>2</td>
<td><strong>Skill Lab/Simulation Laboratory</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>i. Nursing Foundation including Adult Health Nursing Lab</td>
<td>1600</td>
</tr>
<tr>
<td></td>
<td>ii. Community Health Nursing &amp; Nutrition Lab</td>
<td>1200</td>
</tr>
<tr>
<td></td>
<td>iii. Obstetrics and Gynaecology Nursing Lab</td>
<td>900</td>
</tr>
<tr>
<td></td>
<td>iv. Child Health Nursing Lab</td>
<td>900</td>
</tr>
<tr>
<td></td>
<td>v. Pre-Clinical Science Lab</td>
<td>900</td>
</tr>
<tr>
<td>3</td>
<td>Computer Lab*</td>
<td>1500</td>
</tr>
<tr>
<td>4</td>
<td>A.V. Aids Room</td>
<td>600</td>
</tr>
<tr>
<td>5</td>
<td>Multipurpose Hall</td>
<td>3000</td>
</tr>
<tr>
<td>6</td>
<td>Common Room (Male and Female)</td>
<td>1000</td>
</tr>
<tr>
<td>7</td>
<td>Staff Room</td>
<td>800</td>
</tr>
<tr>
<td>8</td>
<td>Principal Room</td>
<td>300</td>
</tr>
<tr>
<td>9</td>
<td>Vice Principal Room</td>
<td>200</td>
</tr>
<tr>
<td>10</td>
<td>Library</td>
<td>2300</td>
</tr>
<tr>
<td>11</td>
<td>One Room for each Head of Departments</td>
<td>5 @ 200 = 1000</td>
</tr>
<tr>
<td>12</td>
<td>Faculty Room</td>
<td>2400</td>
</tr>
<tr>
<td>13</td>
<td>Provisions for Toilets</td>
<td>1000</td>
</tr>
<tr>
<td></td>
<td><strong>Total Constructed Area</strong></td>
<td><strong>23,200 sq.ft.</strong></td>
</tr>
</tbody>
</table>

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

**Note:**

i. *Nursing educational institution should be in institutional area only and not in residential area.*

ii. *If the institute has non-nursing program in the same building, nursing program should have separate teaching block.*

iii. *Shift-wise management with other educational institutions will not be accepted.*

iv. *Separate teaching block shall be available if it is in hospital premises.*

v. *Proportionately the size of the built-up area will increase/decrease according to the number of seats approved.*

vi. *The distance between two nursing colleges shall be more than 10 kilometres.*
1. Class Rooms

There should be at least four classrooms with the capacity of accommodating the number of students admitted each year. The rooms should be well ventilated with proper lighting. The seating arrangements for students should provide adequate space and comfortable desk/chairs with tables. There should be built-in white/green/black boards and provision for projection facilities. Also, there should be a desk/dais/big table and a chair for teacher and racks/cupboards for storing teaching aids or other equipment needed for the conduct of class.

2. Laboratories

As listed above, one large skill lab/simulation lab can be constructed consisting of the labs specified with a total of 5500 sq.ft. size or can have five separate labs in the college.

a) Nursing Foundation including Adult Health Nursing & Advanced Nursing Lab: The lab should have adequate demonstration beds with dummies/ mannequins/simulators in proportion to the number of students practicing a nursing skill at a given point of time. (Desired ratio being 1 bed : 6 practicing students).

It should be fully equipped with built-in-cupboards and racks, wash-basins with running water supply, electric fitting, adequate furniture like table, chairs, stools, patient lockers, footsteps etc. Sufficient necessary inventory articles should be there i.e. at least 10-12 sets of all items needed for the practice of nursing procedure by the students. The laboratory equipment and articles mentioned in the ‘Laboratory Equipment and Articles’ published by the Council should be available.

There should be simulators used to teach, practice & learn advance skills e.g., administration of tube feeding, tracheostomy, gastrostomy, I/V injection, BLS, newborn resuscitation model, etc. The laboratory should have computers, internet connection, monitors and ventilator models/manikins/ simulators for use in Critical Care Units.

b) Community Health Nursing Practice Laboratory & Nutrition Laboratory: It should have all required articles needed for practicing nursing procedures in a community set-up. The laboratory should give appearance of that of a rural setting, with community maps, records put on display & cupboards. The laboratory equipment and articles mentioned in the ‘Laboratory Equipment and Articles’ published by the Council should be available.

The Nutrition Laboratory should have facilities for imparting basic knowledge of various methods of cooking for the healthy as well as for the sick. The furnishing and equipment should include worktables, cooking cutlery, trays, and plates, dietetic scales, cooking utensils, microwave, racks/shelves, refrigerator, pressure cookers, mixie and cupboards for storage of food items. The food items shall be purchased for the conduct of practical classes as and when required. Sets of crockery and cutlery for preparation, napkins for serving and display of food also should be there. The laboratory equipment and articles mentioned in the ‘Laboratory Equipment and Articles’ published by the Council should be available.

c) Obstetrics and Gynaecology Laboratory: The laboratory should have equipment and articles as mentioned in ‘Laboratory Equipment and Articles’ published by the Council.

d) Paediatrics Nursing Laboratory: The laboratory should have equipment and articles as mentioned in ‘Laboratory Equipment and Articles’ published by the Council.

e) Pre-Clinical Sciences Laboratory: It is the laboratory of Biochemistry, Anatomy, and Microbiology. The laboratory equipment and articles mentioned in the
‘Laboratory Equipment and Articles’ published by the Council should be available.

f) Computer Laboratory: It shall have minimum computers in the ratio of 1:5 (computer: students) i.e., 12 computers for 60 students’ intake. The laboratory equipment and articles mentioned in the ‘Laboratory Equipment and Articles’ published by the Council should be available.

3. Multipurpose Hall

The College of Nursing should have a multipurpose hall, which can be utilized for hosting functions of the college, educational conferences/workshops, Continuing Nursing Education (CNEs), examinations etc. It should have proper stage with green room facilities. It should be well-ventilated and should have proper lighting facilities. Arrangements should be there in place for the use of all kinds of basic and advanced audio-visual aids.

4. Library

There should be a separate library for the College of Nursing. It should be easily accessible to the teaching faculty and the students, during college hours and extended hours also.

It should have comfortable seating arrangements for half of the total strength of the students and teachers in the college.

There should be a separate budget for the library. The library committee should meet regularly for keeping the library updated with current books, journals and other literature. Internet facility should be provided in the library.

The library should have proper lighting facilities and it should be well-ventilated. It should have a cabin for librarian with intercom phone facility.

There should be sufficient number of cupboards, bookshelves and racks with glass doors for proper and safe storage of books, magazines, journals, newspapers and other literature. There should be provision for catalogue cabinets, racks for student’s bags etc., book display racks, bulletin boards and stationery items like index cards, borrower’s cards, labels and registers. Current books, magazines, journals, newspapers and other literature should be available in the library.

A minimum of 500 of different subject titled nursing books (all new editions), in the multiple of editions, 3 kinds of nursing journals, 3 kinds of magazines, 2 kinds of newspapers and other kinds of current health related literature should be available in the library.

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

5. Audio-Visual Aids Room & Store Room

This room should be provided for the proper and safe storage of all the Audio-Visual Aids. The college should possess all kind of basic as well as advanced training aids like chalk boards, overhead projectors, slide and film-strip projector, models, specimen, charts and posters, T.V. & V.C.R., Photostat machine, tape recorder and computers, LCD, laptop.

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

Safe drinking water and adequate sanitary/toilet facilities should be available for both men and women separately in the college. Toilet facility to the students should be there along with hand washing facility.

7. Garage

Garage should accommodate a 50 seater vehicle.

8. Fire Extinguisher

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

9. Playground

Playground should be spacious for outdoor sports like volleyball, football, badminton and for athletics.

B. HOSTEL BLOCK

Adequate hostel/residential accommodation for students and staff should be available in addition to the mentioned built-up area of the Nursing College respectively.

### Hostel Block (60 Students)

<table>
<thead>
<tr>
<th>SL No.</th>
<th>Hostel Block</th>
<th>Area (in sq. ft.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Single Room</td>
<td>12,000 (50 sq. ft. for each student)</td>
</tr>
<tr>
<td></td>
<td>Double Room</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Sanitary</td>
<td>One Latrine &amp; One Bath Room (for 5 students)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>– 600 × 4 = 2400</td>
</tr>
<tr>
<td>3.</td>
<td>Visitor Room</td>
<td>500</td>
</tr>
<tr>
<td>4.</td>
<td>Reading Room</td>
<td>250</td>
</tr>
<tr>
<td>5.</td>
<td>Store</td>
<td>500</td>
</tr>
<tr>
<td>6.</td>
<td>Recreation Room</td>
<td>500</td>
</tr>
<tr>
<td>7.</td>
<td>Dining Hall</td>
<td>3,000</td>
</tr>
<tr>
<td>8.</td>
<td>Kitchen &amp; Store</td>
<td>1,500</td>
</tr>
<tr>
<td>9.</td>
<td>Warden’s room</td>
<td>450</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>21,100 sq.ft.</strong></td>
</tr>
</tbody>
</table>

**Grand Total of Constructed Area**

<table>
<thead>
<tr>
<th></th>
<th>Area (sq.ft.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Block</td>
<td>23,200</td>
</tr>
<tr>
<td>Hostel Block</td>
<td>21,100</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>44,300</strong></td>
</tr>
</tbody>
</table>

(Note: Minimum provision of hostel accommodation for 30% of the total student's intake is compulsory for the institution and accordingly the staff for hostel shall be provided as prescribed in the syllabi.)
Hostel Facilities

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

1. Pantry

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

2. Washing & Ironing Space

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

3. Warden’s Room

Warden should be provided with a separate office room besides her residential accommodation. Intercom facility with College & hospital shall be provided.

4. Telephone

Telephone facility accessible to students in emergency situation shall be made available.

5. Canteen

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

6. Transport

College should have separate transport facility under the control of the Principal. 25 and 50 seater bus is preferable and number of vehicles shall be as per strength of the students.

Staff for the Hostel

1. Warden (Female) – 3: *Qualification*: B.Sc. Home Science or Diploma in Housekeeping/Catering. Minimum three wardens must be there in every hostel for morning, evening and night shifts. If number of students are more than 150, one more Warden/Assistant Warden for every additional 50 students.

2. Cook – 1: For every 20 students for each shift.

3. Kitchen & Dining Room helper – 1: For every 20 students for each shift.

4. Sweeper – 3

5. Gardener – 2


CLINICAL FACILITIES for 60 students

1. Parent hospital

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

2. Additional Affiliation of Hospital

In addition to Parent Hospital of 100 beds, institution shall take affiliation of the hospital, if all the required learning experience are not available in the parent hospital. As 100 beds is not sufficient to offer clinical experience/specialties to students as laid down in the B.Sc. Nursing syllabus. The students should be sent to affiliated hospital/agencies/institutions where it is available.
a. **Criteria for Affiliation**

The types of experience for which a nursing college can affiliate are:
- Community Health Nursing
- Mental Health (Psychiatric) Nursing
- Specialty like Cardiology, Neurology, Oncology Nephrology, Orthopedics, communicable/ infectious disease etc.
- Obstetrics, Gynaecology, Paediatrics etc.

b. **The size of the Hospital for Affiliation**

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

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

<table>
<thead>
<tr>
<th>SL. No.</th>
<th>Areas of Clinical Experience</th>
<th>Number of Beds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Medicine</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>Surgery including OT</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>Obstetrics &amp; Gynaecology</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>Paediatrics</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>Orthopaedics</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>Emergency medicine</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>Psychiatry</td>
<td>20</td>
</tr>
</tbody>
</table>

4. **Additional/Other Specialties/Facilities for clinical experience required are as follows:**
- Community Health Nursing – own/affiliated rural and urban community health centre.
- Major OT
- Minor OT
- Dental, Otorhinolaryngology, Ophthalmology
- Burns and Plastic
- Neonatology care unit
- Communicable disease/Respiratory medicine/TB & chest diseases
- Dermatology
- Cardiology
- Oncology/Neurology/Neuro-surgery
- Nephrology
- ICU/ICCU
- Geriatric Medicine
- Any other specialty as per syllabus requirements
Note:

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

ii. The Nursing Staffing norms in the Parent and Affiliated Hospital should be as per the Staff Inspection Unit (SIU) norms.

iii. The Parent/affiliated Hospital should give student status to the candidates of the nursing program.

iv. Maximum Distance between affiliated hospitals & institutions should not be more than 30 kms.

v. For Hilly & Tribal the maximum distance can be 50 kms.

vi. 1:3 student patient ratio to be maintained.

vii. **Distribution of Beds:** At least one third of the total number of beds should be for medical patients and one third for surgical patients. The number of beds for male patients should not be less than $\frac{1}{6}^{th}$ of the total number of beds i.e. at least 40 beds. There should be minimum of 100 deliveries per month. Provision should be made for clinics in health and family welfare and for preventive medicine.

5. **Community Health Nursing Field Practice Area**

The students should be sent for community health nursing experience in urban as well as rural field area. The institution can be attached to primary health centre. A well set up field teaching centre should be provided with facilities for accommodation of at least 10-15 students and one staff member at a time. Peon, cook and chowkidar should be available at health centre. Each College of Nursing should have its own transport facility and it must be under the control of the principal. The security of staff and students should be ensured.

**ANTI-RAGGING**

Anti-ragging guidelines as per gazette notification shall be followed.

**BUDGET**

In the overall budget of the institution, there should be provision for college budget under a separate head. Principal of the College of Nursing should be the drawing and disbursing authority.

**TEACHING FACULTY**

The principal should be the administrative head of the College. He/She should hold qualifications as laid down by the Council. The principal should be the controlling authority for the budget of the College and also be the drawing and disbursing officer. The Principal and Vice-Principal should be gazetted officers in Government Colleges and of equal status (though non-Gazetted) in non-government Colleges.
A. Qualifications & Experience of Teachers of College of Nursing

<table>
<thead>
<tr>
<th>SL. No.</th>
<th>Post, Qualification &amp; Experience</th>
</tr>
</thead>
</table>
| 1       | Principal cum Professor - Essential Qualification: M.Sc. (Nursing)  
Experience: M.Sc. (Nursing) having total 15 years experience with M.Sc. (Nursing) out of which 10 years after M.Sc. (Nursing) in collegiate program.  
Ph.D. (Nursing) is desirable |
| 2       | Vice-Principal cum Professor - Essential Qualification: M.Sc. (Nursing)  
Experience: M.Sc. (Nursing) Total 12 years experience with M.Sc. (Nursing) out of which 10 years teaching experience after M.Sc. (Nursing)  
Ph.D. (Nursing) is desirable |
| 3       | Professor - Essential Qualification: M.Sc. (Nursing)  
Experience: M.Sc. (Nursing) Total 12 years experience with M.Sc. (Nursing) out of which 10 years teaching experience after M.Sc. (Nursing).  
Ph.D. (Nursing) is desirable |
| 4       | Associate Professor - Essential Qualification: M.Sc. (Nursing)  
Experience: Total 8 years experience with M.Sc. (Nursing) including 5 years teaching experience  
Ph.D. (Nursing) desirable |
| 5       | Assistant Professor - Essential Qualification: M.Sc. (Nursing)  
Experience: M.Sc. (Nursing) with total 3 years teaching experience  
Ph.D. (Nursing) desirable |
| 6       | Tutor - M.Sc. (Nursing) preferable  

B. College of Nursing which has a parent hospital shall adopt the integration of service and education model recommended by the Council placed at www.indiannursingcouncil.org

C. Departments

Number of Nursing departments = 6 (Six)

i. Nursing Foundation  
ii. Adult Health Nursing  
iii. Community Health Nursing  
iv. Midwifery/Obstetrics & Gynaecology Nursing  
v. Child Health Nursing  
vi. Mental Health Nursing
**Note:** Professor shall be head of the department.

<table>
<thead>
<tr>
<th>SL. No.</th>
<th>Designation</th>
<th>B.Sc. Nursing (40-60)</th>
<th>B.Sc. Nursing (61-100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Principal</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Vice-Principal</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Professor</td>
<td>1</td>
<td>1-2</td>
</tr>
<tr>
<td>4</td>
<td>Associate Professor</td>
<td>2</td>
<td>2-4</td>
</tr>
<tr>
<td>5</td>
<td>Assistant Professor</td>
<td>3</td>
<td>3-8</td>
</tr>
<tr>
<td>6</td>
<td>Tutor</td>
<td>8-16</td>
<td>16-24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>16-24</strong></td>
<td><strong>24-40</strong></td>
</tr>
</tbody>
</table>

(For example for 40 students intake minimum number of teachers required is 16 including Principal, i.e., 1 – Principal, 1 – Vice Principal, 1 – Professor, 2 – Associate Professor, 3 – Assistant Professor, and 8 tutors).

To start the program, minimum 3 M.Sc. Nursing faculty shall be appointed.

<table>
<thead>
<tr>
<th></th>
<th>I(^{st}) year</th>
<th>II(^{nd}) Year</th>
<th>III(^{rd}) year</th>
<th>IV(^{th}) year</th>
</tr>
</thead>
</table>
### D. Teachers for non-nursing courses (Part-time/external faculty**)

<table>
<thead>
<tr>
<th>SL. No.</th>
<th>Courses/Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English</td>
</tr>
<tr>
<td>2</td>
<td>Anatomy</td>
</tr>
<tr>
<td>3</td>
<td>Physiology</td>
</tr>
<tr>
<td>4</td>
<td>Sociology</td>
</tr>
<tr>
<td>5</td>
<td>Psychology</td>
</tr>
<tr>
<td>6</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>7</td>
<td>Nutrition &amp; Dietetics</td>
</tr>
<tr>
<td>8</td>
<td>Health Nursing Informatics and Technology</td>
</tr>
<tr>
<td>9</td>
<td>Microbiology</td>
</tr>
<tr>
<td>10</td>
<td>Pharmacology</td>
</tr>
<tr>
<td>11</td>
<td>Pathology &amp; Genetics</td>
</tr>
<tr>
<td>12</td>
<td>Forensic Nursing</td>
</tr>
<tr>
<td>13</td>
<td>Any other Clinical Discipline</td>
</tr>
<tr>
<td>14</td>
<td>Physical Education</td>
</tr>
<tr>
<td>15</td>
<td>Elective Courses</td>
</tr>
</tbody>
</table>

**The above teachers should have postgraduate qualification with teaching experience in respective discipline.**

**Note:**

i. 1:10 teacher student ratio.

ii. All teachers including Principal & Vice Principal shall take classes, perform clinical teaching and supervision and other academic activities. Every faculty including Principal shall spend at least four hours each day.

iii. One of the tutors needs to stay at the community health field by rotation.

iv. The salary of the teaching faculty in private Colleges of Nursing should not be less than what is admissible in the Colleges of Nursing under State/Central government or as per the UGC scales.
v. Nursing service personnel should actively participate in instruction, supervision, guidance and evaluation of students in the clinical/community practice areas. The teaching faculty of the College of Nursing should work in close coordination with the nursing service personnel.

vi. The teaching faculty of the College and nursing service personnel should be deputed to attend short term educational courses/workshops/conferences etc. to update their knowledge, skills and attitude.

vii. It is mandatory for College authorities to treat teaching faculty of College of Nursing on duty with respect and dignity, when nominated/selected for the purpose of examination or inspection by the Council.

viii. 50% of non-nursing courses/subjects should be taught by the nursing faculty. However, it will be supplemented by external faculty who are doctors or faculty in other disciplines having Post Graduate qualification in their requisite course. Nursing faculty who teach these courses shall be examiners for the taught course/s.

E. Additional Staff for College of Nursing

- Ministerial
  - a) Administrative Officer 1
  - b) Office Superintendent 1
  - c) PA to Principal 1
  - d) Accountant/Cashier 1

- Upper Division Clerk 2
- Lower Division Clerk 2
- Store Keeper 1
- Classroom Attendants 2
- Sanitary Staff - As per the physical space
- Security Staff - As per the requirement
- Peons/Office Attendants 4
- Library
  - a) Librarian 2
  - b) Library Attendants - As per the requirement

- Hostel
  - a) Wardens 3
    - o Cooks, Bearers - As per the requirement
    - o Gardeners and Dhobi (Desirable)

Note: Provision should be made to have leave reserve staff in addition to the regular staff according to rules.

F. College Management Committee

Following members should constitute the Board of Management of the College:

Principal Chairperson
Vice-Principal Member
Professor/Associate Professor/Assistant Professor Member
Chief Nursing Officer/Nursing Superintendent Member
Representative of Medical Superintendent Member

B.Sc. Nursing Curriculum
ADMISSION TERMS AND CONDITIONS

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

2. Minimum Educational Qualification
   a) Candidate with Science who has passed the qualifying 12th Standard examination (10+2) and must have obtained a minimum of 45% marks in Physics, Chemistry and Biology taken together and passed in English individually.
   b) Candidates are also eligible from State Open School recognized by State Government and National Institute of Open School (NIOS) recognized by Central Government having Science subjects and English only.
   c) English is a compulsory subject in 10+2 for being eligible for admission to B.Sc. Nursing.

3. Colour blind candidates are eligible provided that colour corrective contact lens and spectacles are worn by such candidates.

4. Candidate shall be medically fit.

5. Married candidates are also eligible for admission.

6. Students shall be admitted once in a year.

7. Selection of candidates should be based on the merit of the entrance examination. Entrance test shall comprise of:
   a) Aptitude for Nursing 20 marks
   b) Physics 20 marks
   c) Chemistry 20 marks
   d) Biology 20 marks
   e) English 20 marks

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

The minimum qualifying criteria of entrance test to admission to B.Sc. Nursing is as under:

- General- 50th percentile
- SC/ST/OBC- 40th percentile
- General- PwD- 45th percentile
- SC/ST/OBC- PwD- 40th percentile

**Entrance test shall be conducted by University/State Government.

8. Reservation Policy
   - Reservation of seats in for admission in Nursing Colleges for SC/ST/OBC/EWSs/PH

Admission under the reserved quota shall be subject to reservation policy and eligibility criteria for SC/ST/OBC/EWSs prescribed by the Central Govt./State Govt./Union Territory as applicable to the College concerned.
In respect of candidates belonging to SC/ST/OBC the marks obtained in 3 subjects Physics, Chemistry, Biology shall be 40% and passed in English individually.

- **Reservation for disability**

  5% Disability reservation to be considered for disabled candidates with a **disability of loco-motor** to the tune of 40% to 50% of the lower extremity and other eligibility criteria with regard to qualification will be same as prescribed for General category candidates. The upper age limit shall be relaxed by 5 years for disabled candidates.

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

**Note:**

1. Reservations shall be applicable within the sanctioned number of the seats.
2. The start of the semester shall be 1st August every year.
3. No admission after the cut-off date i.e. 30th September will be undertaken. Further Hall Tickets/Admit Card shall not be issued to the candidates who are admitted after 30th September.
4. The responsibility of obtaining and verifying the requisite documents for admission lies with the Institution and University.

9. **Foreign Nationals:**

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

10. **Admission/Selection Committee**

   This committee should comprise of:
   
   - Principal (Chairperson)
   - Vice-Principal
   - Professor
   - Chief Nursing Officer or Nursing Superintendent

11. **Admission Strength**

   Maximum intake of students shall be sixty if the institution has a 100 bedded unitary parent hospital and 61-100 if the institution has 300 or more bedded unitary parent hospital.

12. **Health Services**

   There should be provisions for the following health services for the students.
   
   - An annual medical examination.
   - Vaccination against Tetanus, Hepatitis B or any other communicable disease as considered necessary.
   - Free medical care during illness.
   - A complete health record should be kept in respect of each individual student. The criteria for continuing the training of a student with long term chronic illness will be decided by the individual College.
13. Records

Following are the minimum records which need to be/should be maintained in the College:

a) For Students
   i. Admission record
   ii. Health record
   iii. Class attendance record
   iv. Clinical and Field Experience record
   v. Internal assessment record for both theory and practical
   vi. Mark Lists (University Results)
   vii. Record of extracurricular activities of student (both in the College as well as outside)
   viii. Leave record
   ix. Practical record books – Procedure Book and Midwifery Record Book to be maintained as prescribed by the Council.

b) For each academic year, for each class/batch
   i. Course contents record (for each course/subjects)
   ii. The record of the academic performance
   iii. Rotation plans for each academic year
   iv. Record of committee meetings
   v. Record of the stock of the College
   vi. Affiliation record
   vii. Grant-in-aid record (if the College is receiving grant-in-aid from any source like State Govt. etc.)
   viii. Cumulative record.

c) Record of educational activities organized for teaching faculty (CNEs) and student, both in the College as well as outside.

d) Annual reports (Record) of the achievement of the College prepared annually.

e) College of Nursing should possess detailed and up-to-date record of each activity carried out in the College.

13. Transcript

All institutions to issue the transcript upon completion of the program and to submit only one single copy of transcript per batch to respective SNRC.

VI. CURRICULUM

Curricular Framework

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

### B.Sc. Nursing Program Structure

<table>
<thead>
<tr>
<th>I Semester</th>
<th>III Semester</th>
<th>V Semester</th>
<th>VII Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicative English</td>
<td>1. Applied Microbiology and Infection Control including Safety</td>
<td>1. Community Health Nursing II</td>
<td></td>
</tr>
<tr>
<td>4. Applied Sociology</td>
<td>4. *Adult Health (Medical Surgical) Nursing I with integrated pathophysiology</td>
<td></td>
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<tr>
<td>5. Applied Psychology</td>
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<td></td>
</tr>
<tr>
<td>6. *Nursing Foundation I</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Mandatory Module</strong></td>
<td><strong>Mandatory Module</strong></td>
<td><strong>Mandatory Modules</strong></td>
<td><strong>Mandatory Modules</strong></td>
</tr>
<tr>
<td>*First Aid as part of Nursing Foundation I Course</td>
<td>*BCLS as part of Adult Health Nursing I</td>
<td>*Essential Newborn Care (ENBC), Facility Based Newborn Care (FBNBC), IMNCI and PLS as part of Child Health Nursing</td>
<td>*Safe delivery app under OBG Nursing I/II (VI/VII Semester)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II Semester</th>
<th>IV Semester</th>
<th>VI Semester</th>
<th>VIII Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. *Nursing Foundation II</td>
<td>3. Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing</td>
<td>3. Nursing Management &amp; Leadership</td>
<td></td>
</tr>
<tr>
<td><strong>Mandatory Module</strong></td>
<td><strong>Mandatory Module</strong></td>
<td><strong>Mandatory Module</strong></td>
<td><strong>Mandatory Module</strong></td>
</tr>
<tr>
<td>*Health Assessment as part of Nursing Foundation II Course</td>
<td>*Fundamentals of Prescribing under Pharmacology II</td>
<td>*SBA Module under OBG Nursing I/II (VI/VII Semester)</td>
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<tr>
<td></td>
<td>*Palliative care module under Adult Health Nursing II</td>
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</table>

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

# Modules both mandatory and elective shall be certified by the institution/external agency
MANDATORY MODULES

The prepared modules/modules outlined by the Council such as Health Assessment & Fundamentals of Prescribing and available modules as National Guidelines (First Aid – NDMA, IMNCl, 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.

The mandatory modules are offered during the time allotted for respective courses in the course content as theory and practicum- Lab/ Clinical.

ELECTIVE MODULES

Number of electives 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

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<th>Course/Subject Title</th>
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<th>Theory Contact hours</th>
<th>Lab/ Skill credits</th>
<th>Lab/ Skill Contact hours</th>
<th>Clinical credits</th>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>INTE 430</td>
<td>Mental Health Nursing – 4 weeks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>INTE 435</td>
<td>Midwifery – 4 weeks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TOTAL = 22 weeks</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 credit theory – 1 hour per week per semester
1 credit practical/lab/skill lab/simulation lab – 2 hours per week per semester
1 credit clinical – 4 hours per week per semester
1 credit elective course – 1 hour per week per semester (Electives can be offered during self study hours as shown in the following tables.

Total Semesters = 8

(Seven semesters: One semester = 20 weeks × 40 hours per week = 800 hours)

(Eighth semester – Internship: One semester = 22 weeks × 48 hours per week = 1056 hours)

Total number of course credits including internship and electives – 156
(141+12+3)
Distribution of credits and hours by courses, internship and electives

<table>
<thead>
<tr>
<th>SL. No.</th>
<th>Credits</th>
<th>Theory (Cr/Hrs)</th>
<th>Lab (Cr/Hrs)</th>
<th>Clinical (Cr/Hrs)</th>
<th>Total credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course credits</td>
<td>90 credit per 1800 hours</td>
<td>15/600</td>
<td>36/2880</td>
<td>141</td>
<td>5280</td>
</tr>
<tr>
<td>2</td>
<td>Internship</td>
<td></td>
<td></td>
<td></td>
<td>12</td>
<td>1056</td>
</tr>
<tr>
<td>3</td>
<td>Electives</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>156</strong></td>
<td><strong>6396</strong></td>
</tr>
<tr>
<td>4</td>
<td>Self-study and Co-curricular</td>
<td>Saturdays (one semester = 5 hours per week × 20 weeks × 7 semesters = 700 hours)</td>
<td></td>
<td></td>
<td>12</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>35</td>
<td>700</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>47</strong></td>
<td><strong>940</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>SL. No.</th>
<th>Theory &amp; Practicum (Skill Lab &amp; Clinical)</th>
<th>Credits</th>
<th>Hours</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Theory</td>
<td>90</td>
<td>1800</td>
<td>28</td>
</tr>
<tr>
<td>2</td>
<td>Lab/Skill Lab</td>
<td>15</td>
<td>600</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Clinical</td>
<td>36</td>
<td>3936</td>
<td>62</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>141</strong></td>
<td><strong>6336 hours</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

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.

5. **SCHEME OF EXAMINATION**

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

<table>
<thead>
<tr>
<th>SL. No.</th>
<th>Course</th>
<th>Internal</th>
<th>End Semester College Exam</th>
<th>End Semester University Exam</th>
<th>Hours</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Theory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Communicative English</td>
<td>25</td>
<td>25</td>
<td></td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>Applied Anatomy &amp; Applied Physiology</td>
<td>25</td>
<td>75</td>
<td></td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Applied Sociology &amp; Applied Psychology</td>
<td>25</td>
<td>75</td>
<td></td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>Nursing Foundation I</td>
<td>*25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Nursing Foundation I</td>
<td>*25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Example:**

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

### II SEMESTER

<table>
<thead>
<tr>
<th>SL. No.</th>
<th>Course</th>
<th>Internal</th>
<th>End Semester College Exam</th>
<th>End Semester University Exam</th>
<th>Hours</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Theory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Applied Biochemistry and Applied Nutrition &amp; Dietetics</td>
<td>25</td>
<td></td>
<td></td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Nursing Foundation (I &amp; II)</td>
<td>II Sem-25 &amp; II Sem-25 (with average of both)</td>
<td>75</td>
<td></td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Health/Nursing Informatics &amp; Technology</td>
<td>25</td>
<td>25</td>
<td></td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>Nursing Foundation (I &amp; II)</td>
<td>II Sem-25 &amp; II Sem-25</td>
<td>50</td>
<td></td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

**Practical**
### III SEMESTER

<table>
<thead>
<tr>
<th>SL. No.</th>
<th>Course</th>
<th>Assessment (Marks)</th>
<th>Theory</th>
<th>Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Internal</td>
<td>End Semester College exam</td>
<td>End Semester University Exam</td>
</tr>
<tr>
<td>1</td>
<td>Applied Microbiology and Infection Control including Safety</td>
<td>25</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Pharmacology I and Pathology I</td>
<td>*25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Adult Health Nursing I</td>
<td>25</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Adult Health Nursing I</td>
<td>50</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

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

### IV SEMESTER

<table>
<thead>
<tr>
<th>SL. No.</th>
<th>Course</th>
<th>Assessment (Marks)</th>
<th>Theory</th>
<th>Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Internal</td>
<td>End Semester College exam</td>
<td>End Semester University Exam</td>
</tr>
<tr>
<td>1</td>
<td>Pharmacology &amp; Pathology (I &amp; II) and Genetics</td>
<td>25</td>
<td>III Sem-25 &amp; IV Sem-25 (with average of both)</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>Adult Health Nursing II</td>
<td>25</td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>Professionalism, Ethics and Professional Values</td>
<td>25</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Adult Health Nursing II</td>
<td>50</td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>
### V SEMESTER

<table>
<thead>
<tr>
<th>SL. No.</th>
<th>Course</th>
<th>Assessment (Marks)</th>
<th>Total marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Internal</td>
<td>End Semester College exam</td>
</tr>
<tr>
<td><strong>Theory</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Child Health Nursing I</td>
<td>*25</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Mental Health Nursing I</td>
<td>*25</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Community Health Nursing I including Environmental Science &amp; Epidemiology</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>Educational Technology/Nursing Education</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td>5</td>
<td>Introduction to Forensic Nursing and Indian Laws</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td><strong>Practical</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Child Health Nursing I</td>
<td>*25</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Mental Health Nursing I</td>
<td>*25</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Community Health Nursing I</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

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

### VI SEMESTER

<table>
<thead>
<tr>
<th>SL. No.</th>
<th>Course</th>
<th>Assessment (Marks)</th>
<th>Total marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Internal</td>
<td>End Semester College exam</td>
</tr>
<tr>
<td><strong>Theory</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Child Health Nursing (I &amp; II)</td>
<td>25</td>
<td>Sem V-25 &amp; Sem VI-25 (with average of both)</td>
</tr>
<tr>
<td>2</td>
<td>Mental Health Nursing (I &amp; II)</td>
<td>25</td>
<td>Sem V-25 &amp; Sem VI-25 (with average of both)</td>
</tr>
<tr>
<td>3</td>
<td>Nursing Management &amp; Leadership</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>Midwifery/Obstetrics &amp; Gynecology I</td>
<td>*25</td>
<td></td>
</tr>
</tbody>
</table>
### VII SEMESTER

<table>
<thead>
<tr>
<th>SL. No.</th>
<th>Course</th>
<th>Internal</th>
<th>End Semester College Exam</th>
<th>End Semester University Exam</th>
<th>Hours</th>
<th>Total marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Community Health Nursing II</td>
<td>25</td>
<td>75</td>
<td>3</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Nursing Research &amp; Statistics</td>
<td>25</td>
<td>75</td>
<td>3</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Midwifery/Obstetrics and Gynecology (OBG) Nursing (I &amp; II)</td>
<td>25 Sem VI-25 &amp; Sem VII-25 (with average of both)</td>
<td>75</td>
<td>3</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practical</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Community Health Nursing II</td>
<td>50</td>
<td>50</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Midwifery/Obstetrics and Gynecology (OBG) Nursing (I &amp; II)</td>
<td>50 Sem VI-25 &amp; Sem VII-25</td>
<td>50</td>
<td></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

### VIII SEMESTER

<table>
<thead>
<tr>
<th>SL. No.</th>
<th>Course</th>
<th>Internal</th>
<th>End Semester College Exam</th>
<th>End Semester University Exam</th>
<th>Hours</th>
<th>Total marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Competency Assessment</td>
<td>100</td>
<td></td>
<td>100</td>
<td>200</td>
<td></td>
</tr>
</tbody>
</table>
5. EXAMINATION REGULATIONS

Note:


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.


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.


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 exams. The minimum pass is 50% except for Communicative English. The marks for all the college exams listed university exams must be sent to university for inclusion in the mark sheet and shall be considered alongside all other below and to be sent to the University for inclusion in the marks sheet and shall be considered for calculating aggregate and ranking for awards by university.

   i. Communicative English
   ii. Health/Nursing Informatics and Technology
   iii. Professionalism, Professional Values and Ethics including Bioethics
   iv. Introduction to Forensic Nursing & Indian Laws

Award of rank will not be considered for those who fail in one or more courses and must have completed the program by 4 years.

The mark sheet with grades and grade point average shall be given by the University for all courses.

Communicative English and Elective Modules are not included for calculating Semester Grade Point Average (SGPA).

10. Minimum pass marks shall be 40% for Communicative English and in each of the Elective module. All elective modules must be completed as indicated in specified semester and pass marks sent to university before appearing for final examination.

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%.

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 candidate shall appear for exams in each semester:
   
i. The candidate 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 candidate 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 candidate shall have cleared all the previous examination before appearing for final year examination.
   
   iv. The maximum period to complete the course 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 examiner 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
Foundation course, the faculty having M.Sc. Nursing with any specialty shall be considered.

23. Examiner for Competency Assessment-VIII Semester: There must be a total of five examiners, one from each specialty i.e. External examiners-2 and Internal examiners-3. The internal examiners may be from the college faculty or from hospital with the required qualification and experience i.e. M.Sc. Nursing in respective specialty with minimum 3 years of teaching experience.

VII. 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.

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Grade point</th>
<th>Percentage of marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>O (Outstanding)</td>
<td>10</td>
<td>85% &amp; Above</td>
</tr>
<tr>
<td>A+ (Excellent)</td>
<td>9</td>
<td>80-84.99%</td>
</tr>
<tr>
<td>A (Very Good)</td>
<td>8</td>
<td>75-79.99%</td>
</tr>
<tr>
<td>B+ (Good)</td>
<td>7</td>
<td>65-74.99%</td>
</tr>
<tr>
<td>B (Above Average)</td>
<td>6</td>
<td>60-64.99%</td>
</tr>
<tr>
<td>C (Average)</td>
<td>5</td>
<td>50-59.99%</td>
</tr>
<tr>
<td>P (Pass)</td>
<td>-</td>
<td>50% &amp; Above</td>
</tr>
<tr>
<td>F (Fail)</td>
<td>0</td>
<td>&lt; 50%</td>
</tr>
<tr>
<td>Ab(Absent)</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Pass for Communicative English and Electives – 40% and above. Grade point 4 (40-49.99%)
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

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

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

\[
= \frac{70}{10} = 7 \text{ (rounded of to two decimal points)}
\]
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.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit – Cr</td>
<td>Cr: 22</td>
<td>Cr: 25</td>
<td>Cr: 26</td>
</tr>
<tr>
<td>Cr: 20</td>
<td>SGPA: 7.0</td>
<td>SGPA: 5.5</td>
<td>SGPA: 6.0</td>
</tr>
<tr>
<td>SGPA: 6.5</td>
<td>Cr × SGPA = 20 × 6.5</td>
<td></td>
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</tr>
</tbody>
</table>

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

\[
= \frac{577.5}{93} = 6.2
\]

Transcript Format

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

Declaration of Pass

First Class with Distinction – CGPA of 7.5 and above
First Class – CGPA of 6.00-7.49
Second Class – CGPA of 5.00-5.99

2. Internal Assessment and Guidelines

The marks distribution of internal assessment is shown in Appendix 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
COURSE CODE: ENGL-101
THEORY: 2 Credits (40 hours)

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

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

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Outcomes</th>
<th>Content</th>
<th>Teaching/ Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| I    | 3 (T)      | Identify the significance of communicative English | Communication  
- What is communication?  
- What are communication roles of listeners, speakers, readers and writers as healthcare professionals? | Definitions with examples, illustrations and explanations  
- Identifying competencies/communicative strategies in LSRW  
- Reading excerpts on the above and interpreting them through tasks | Checking for understanding through asks |
| II   | 5 (T)      | Describe concepts and principles of Language (English) use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, spelling, pause and silence. | Introduction to LSRGW  
- 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 | 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. | Through ‘check your understanding’ exercises |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>III</td>
<td>Information on tenses and basic concepts of correct grammar through fill in the blanks, true/false questions</td>
<td>Checking individually against correct answers</td>
</tr>
</tbody>
</table>
| III  | 5 (T)      | Demonstrate attentive listening in different hypothetical situations. | **Attentive Listening**  
- Focusing on listening in different situations – announcements, descriptions, narratives, instructions, discussions, demonstrations  
- Reproducing Verbatim  
- Listening to academic talks/lectures  
- Listening to presentation | Listening to announcements, news, documentaries with tasks based on listening  
- With multiple choice, Yes/No and fill in the blanks activities | Listening for specific information  
Listening for overall meaning  
and instructions  
Listening to attitudes and opinions  
Listening to audio, video and identify key points |
| IV   | 9 (T)      | Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or other means. | **Speaking – Effective Conversation**  
- Conversation situations – informal, formal and neutral  
- Factors influencing way of speaking – setting, topic, social relationship, attitude and language  
- Greetings, introductions, requesting, asking for and giving permission, speaking personally and casual conversations  
- Asking for information, giving instructions and directions  
- Agreeing and disagreeing, giving opinions  
- Describing people, places, events and things, narrating, reporting & reaching conclusions | Different types of speaking activities related to the content  
- Guided with prompts and free discussions  
- Presentation techniques  
- Talking to peers and other adults.  
- Talking to patients and Patient attenders  
- Talking to other healthcare professionals | Individual and group/peer assessment through live speaking tests  
Presentation of situation in emergency and routine  
Handoff  
Reporting in doctors/nurses’ rounds  
Case presentation  
Face to face oral communication |
<table>
<thead>
<tr>
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<th>Content</th>
<th>Teaching/ Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| V    | 5 (T)      | Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes | **Reading**  
- Reading strategies, reading notes and messages  
- Reading relevant articles and news items  
- Vocabulary for everyday activities, abbreviations and medical vocabulary  
- Understanding visuals, graphs, figures and notes on instructions.  
- Reading reports and interpreting them  
- Using idioms and phrases, spotting errors, vocabulary for presentations  
- Remedial Grammar | **Detailed tasks and exercises on reading for information, inference and evaluation**  
- Vocabulary games and puzzles for medical lexis  
- Grammar activities | **Speaking individually (Nurse to nurse/patient/doctor) and to others in the group**  
- Telephonic talking  
- Reading/ summarizing/justifying answers orally  
- Patient document  
- Doctor’s prescription of care  
- Journal/news  
- Reading and interpretation  
- Notes/Reports |
| VI   | 5 (T)      | Enhance expressions through writing skills | **Writing Skills**  
- Writing patient history  
- Note taking  
- Summarising  
- Anecdotal records  
- Letter writing  
- Diary/Journal writing  
- Report writing  
- Paper writing skills  
- Abstract writing | **Writing tasks with focus on task fulfillment, coherence and cohesion, appropriate vocabulary and correct grammar**  
- Guided and free tasks  
- Different kinds of letter writing tasks | **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 |
<table>
<thead>
<tr>
<th>VII</th>
<th>8 (T)</th>
<th>Apply LSRW Skill in combination to learn, teach, educate and share information, ideas and results</th>
<th>LSRW Skills</th>
<th>Valuating different options/multiple answers and interpreting decisions through situational activities</th>
<th>Consolidated assessment orally and through written tasks/exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Critical thinking strategies for listening and reading</td>
<td>- Demonstration – individually and in groups</td>
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<td></td>
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<td></td>
<td>- Oral reports, presentations</td>
<td>- Group Discussion</td>
<td></td>
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<tr>
<td></td>
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<td>- Writing instructions, letters and reports</td>
<td>- Presentation</td>
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<td></td>
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<td></td>
<td>- Error analysis regarding LSRW</td>
<td>- Role Play</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Writing reports</td>
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</tr>
</tbody>
</table>

**Recommended Books**


**Reference Books**

2. David MT. English for professional nursing, B I publishers Pvt Ltd Chennai.
PLACEMENT: I SEMESTER
COURSE CODE: ANAT105
THEORY: 3 Credits (60 hours) Lab – 1 Credit (20 hours)

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

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objective</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>8 (T)</td>
<td>Define the terms relative to the anatomical position</td>
<td>Introduction to Anatomical Terms, Organization of the Human Body</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe the anatomical planes</td>
<td>• Introduction to anatomical terms relative to position – anterior, ventral, posterior dorsal, superior, inferior, median, lateral, proximal, distal, superficial, deep, prone, supine, palmar and plantar</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Define and describe the terms used to describe movements</td>
<td>• Anatomical planes (axial/transverse/horizontal, sagittal/vertical plane and coronal/frontal/oblique plane)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Lecture cum discussion</td>
<td>• Quiz</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Use of models</td>
<td>• MCQ</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Video demonstration</td>
<td>• Short answer</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Use of microscopic slides</td>
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<td></td>
<td></td>
<td></td>
<td>• Lecture cum discussion</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Video slides</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit</td>
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<td>Teaching Learning Activities</td>
<td>Assessment Methods</td>
</tr>
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<tr>
<td></td>
<td></td>
<td>Organization of human body and structure of cell, tissues membranes and glands</td>
<td>- 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, membranes and glands: classification and cell structure, identify major surface and bony landmarks in each body region, organization of human body, applications and implications in nursing</td>
<td>Anatomical torso</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>6 (T)</td>
<td>Describe the structure of respiratory system</td>
<td>The Respiratory system - Structure of the organs of respiration, muscles of respiration, application and implication in nursing</td>
<td>Lecture cum Discussion Models, Video/Slides</td>
<td>Short answer, Objective type</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify the muscles of respiration and examine their contribution to the mechanism of breathing</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>6 (T)</td>
<td>Describe the structure of digestive system</td>
<td>The Digestive System - Structure of alimentary tract and accessory organs of digestion</td>
<td>Lecture cum discussion Video/slides Anatomical Torso</td>
<td>Short answer, Objective type</td>
</tr>
</tbody>
</table>
## B.Sc. Nursing Curriculum

### Week 4 (T)

#### IV 6 (T)
- **Describe the structure of circulatory and lymphatic system**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objective</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| IV   | 6 (T)       | The Circulatory and Lymphatic System | • 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 | • Lecture  
• Models  
• Videos/Slides | • Short answer  
• MCQ |

#### V 4 (T)
- **Identify the major endocrine glands and describe the structure of endocrine glands**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objective</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| V    | 4 (T)       | The Endocrine system | • Structure of Hypothalamus, Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands | • Lecture  
• Models/charts | • Short answer  
• Objective type |

#### VI 4 (T)
- **Describe the structure of various sensory organs**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objective</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| VI   | 4 (T)       | The Sensory Organs | • Structure of skin, eye, ear, nose, tongue  
• Applications and implications in nursing | • Lecture  
• Explain with Video/models/charts | • Short answer  
• Objective type |

#### VII 10 (T)
- **Describe anatomical position and structure of bones and joints**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objective</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| VII  | 10 (T)      | The Musculoskeletal system  
The Skeletal system | • Anatomical positions  
• Bones – types, structure, growth and ossification  
• Axial and appendicular skeleton | • Review – discussion  
• Lecture  
• Discussion  
• Explain using charts, skeleton and loose bones and torso | • Short answer  
• Objective type |
appendicular skeleton

Classify the joints

Identify the application and implications in nursing

Describe the structure of muscle

Describe the types of cartilage

Compare and contrast the features of skeletal, smooth and cardiac muscle

- Joints – classification, major joints and structure
- Application and implications in nursing

**The Muscular system**

- Types and structure of muscles
- Muscle groups – muscles of the head, neck, thorax, abdomen, pelvis, upper limb and lower limbs
- Hyaline, fibro cartilage, elastic cartilage
- Features of skeletal, smooth and cardiac muscle
- Principal muscles – deltoid, biceps, triceps, respiratory, abdominal, pelvic floor, pelvic floor muscles, gluteal muscles and vastus lateralis

- Identifying muscles involved in nursing procedures in lab

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
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<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| VIII | 5 (T)       | Describe the structure of renal system | **The Renal system**  
- Structure of kidney, ureters, bladder, urethra  
- Application and implication in nursing |  
- Lecture  
- Models/ charts |  
- MCQ  
- Short Answer |
| IX   | 5 (T)       | Describe the structure of reproductive | **The Reproductive System** |  
- Lecture  
- Models/ charts |  
- MCQ  
- Short |
<table>
<thead>
<tr>
<th>X</th>
<th>6 (T)</th>
<th><strong>The Nervous system</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Describe the structure of nervous system including the distribution of the nerves, nerve plexuses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. <strong>Describe the ventricular system</strong></td>
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</tr>
</tbody>
</table>
| Answer |  | **Lecture**  
**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**  
**Video slides** |

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

**Recommended Books**


**Reference Books**

APPLIED PHYSIOLOGY

PLACEMENT: I SEMESTER
COURSE CODE: PHYS110
THEORY: 3 Credits (60 hours) Lab- 10 Hours

DESCRIPTION

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

COMPETENCIES:

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

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

<table>
<thead>
<tr>
<th>Unit</th>
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</tr>
</thead>
</table>
| I    | 4 (T) 1 (L) | Describe the physiology of cell, tissues, membranes and glands. | General Physiology–Basic concepts
- Cell physiology including transportation across cell membrane
- Body fluid compartments, distribution of total body fluid, intracellular and extra cellular compartments, major electrolytes and maintenance of homeostasis
- Cell cycle
- Tissue—formation, repair
- Membranes and glands—functions
- Application and implication in nursing | • Review discussion
• Lecture cum Discussion
• Video demonstrations | • Quiz
• MCQ
• Short answer |
<table>
<thead>
<tr>
<th>Unit</th>
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</tr>
</thead>
</table>
| 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**  
- 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 | • Lecture  
• Video slides | • Essay  
• Short answer  
• MCQ |
| III  | 8 (T)      | Describe the functions of digestive system | **Digestive system**  
- 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 implication in nursing | • Lecture cum Discussion  
• Video slides | • Essay  
• Short answer  
• MCQ |
<table>
<thead>
<tr>
<th>Unit</th>
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<th>Content</th>
<th>Teaching/Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| IV   | 6 (T) 4 (L) | Explain the functions of the heart, and physiology of circulation | **Circulatory and Lymphatic system**  
- Functions of heart, conduction system, cardiac cycle, Stroke volume and cardiac output  
- Blood pressure and Pulse  
- Circulation–principles, factors influencing blood pressure, pulse  
- Coronary circulation, Pulmonary and systemic circulation  
- Heart rate –regulation of heart rate | **Lecture**  
- Discussion  
- Video/Slides | **Short answer**  
- MCQ |
| V    | 5 (T) 5 (L) | Describe the composition and functions of blood | **Blood**  
- 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 | **Lecture**  
- Discussion  
- Video/Slides | **Essay**  
- Short answer  
- MCQ |
<table>
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<th>Teaching/Learning Activities</th>
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</tr>
</thead>
</table>
| VI   | 5 (T)      | Identify the major endocrine glands and describe their functions | - 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 | - Lecture  
- Explain using charts | - Short answer  
- MCQ |
| VII  | 4 (T)      | Describe the structure of various sensory organs | - Alterations in disease  
- Application and implication in nursing | - Lecture  
- Video | - Short answer  
- MCQ |

**The Endocrine system**
- Functions and hormones of Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands.  
- Other hormones

**The Sensory Organs**
- Functions of skin  
- Vision, hearing, taste and smell  
- Errors of refraction, aging changes  
- Application and implication in nursing
| VIII | 6 (T) | Describe the functions of bones, joints, various types of muscles, its special properties and nerves supplying them | **Musculoskeletal system**  
- 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 | • Lecture  
• Discussion  
• Video presentation | • Structured essay  
• Short answer  
• MCQ |
| IX | 4 (T) | Describe the physiology of renal system | **Renal system**  
- Functions of kidney in maintaining homeostasis  
- GFR  
- Functions of ureters, bladder and urethra  
- Micturition  
- Regulation of renal function  
- Application and implication in nursing | • Lecture  
• Charts and models | • Short answer  
• MCQ |
| X | 4 (T) | Describe the structure of reproductive system | **The Reproductive system**  
- 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 | • Lecture  
• Explain using charts, models, specimens | • Short answer  
• MCQ |
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>XI</td>
<td>8 (T)</td>
<td>Describe the functions of brain, physiology of nerve stimulus, reflexes, cranial and spinal nerves</td>
<td><strong>Nervous system</strong>&lt;br&gt;- Overview of nervous system&lt;br&gt;- Review of types, structure and functions of neurons&lt;br&gt;- Nerve impulse&lt;br&gt;- Review functions of Brain-Medulla, Pons, Cerebrum, Cerebellum&lt;br&gt;- Sensory and Motor Nervous system&lt;br&gt;- Peripheral Nervous system&lt;br&gt;- Autonomic Nervous system&lt;br&gt;- Limbic system and higher mental Functions-Hippocampus, Thalamus, Hypothalamus&lt;br&gt;- Vestibular apparatus&lt;br&gt;- Functions of cranial nerves&lt;br&gt;- Autonomic functions&lt;br&gt;- Physiology of Pain-somatic, visceral and referred&lt;br&gt;- Reflexes&lt;br&gt;- CSF formation, composition, circulation of CSF, blood brain barrier and blood CSF barrier&lt;br&gt;- Application and implications in nursing</td>
<td>- Lecture cum Discussion&lt;br&gt;- Video slides</td>
<td>- Brief structured essays&lt;br&gt;- Short answer&lt;br&gt;- MCQ&lt;br&gt;- Critical reflection</td>
</tr>
</tbody>
</table>

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

**Recommended Books**

Reference Books

APPLIED SOCIOLOGY

PLACEMENT: I SEMESTER
COURSE CODE: SOCI115

THEORY: 3 Credits (60 hours)

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

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

1. Identify the scope and significance of sociology in nursing.
2. Apply the knowledge of social structure and different culture in a society in identifying social needs of sick clients.
3. Identify the impact of culture on health and illness.
4. Develop understanding about types of family, marriage and its legislation.
5. Identify different types of caste, class, social change and its influence on health and health practices.
6. Develop understanding about social organization and disorganization and social problems in India.
7. Integrate the knowledge of clinical sociology and its uses in crisis intervention.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Outcomes</th>
<th>Content</th>
<th>Teaching/ Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| I    | 1 (T)      | Describe the scope and significance of sociology in nursing | **Introduction**  
  - Definition, nature and scope of sociology  
  - Significance of sociology in nursing | Lecture  
  - Discussion | Essay  
  - Short answer |
| II   | 15 (T)     | Describe the individualization, Groups, processes of Socialization, social change and its importance | **Social structure**  
  - Basic concept of society, community, association and institution  
  - Individual and society  
  - Personal disorganization  
  - Social group – meaning, characteristics, and classification.  
  - Social processes – definition and forms, Co-operation, competition, conflict, accommodation, assimilation, isolation  
  - Socialization – characteristics, process, agencies of socialization  
  - Social change – nature, process, and role of nurse  
  - Structure and characteristics of urban, rural and tribal community.  
  - Major health problems in urban, rural and tribal communities  
  - Importance of social structure in nursing profession. | Lecture cum Discussion | Essay  
  - Short answer  
  - Objective type |
<table>
<thead>
<tr>
<th>Unit</th>
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<tr>
<td>III</td>
<td>8 (T)</td>
<td>Describe culture and its impact on health and disease</td>
<td>Culture</td>
<td>Lecture Panel discussion</td>
<td>Essay Short answer</td>
</tr>
</tbody>
</table>
|      |            |                   | - Nature, characteristic and evolution of culture  
|      |            |                   | - Diversity and uniformity of culture  
|      |            |                   | - Difference between culture and civilization  
|      |            |                   | - Culture and socialization  
|      |            |                   | - Trans cultural society  
|      |            |                   | - Culture, Modernization and its impact on health and disease  | Lecture Essay Short answer Case study report |
| IV   | 8 (T)      | Explain family, marriage and legislation related to marriage | Family and Marriage | Lecture | Essay Short answer Case study report |
|      |            |                   | - 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  | 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 | Lecture Panel discussion | Essay Short answer Objective type |
|      |            |                   | - 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  
<p>|      |            |                   | - Influence of class, caste and race system on health.  |</p>
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<tr>
<th>VI</th>
<th>15 (T)</th>
<th>Explain social organization, disorganization, social problems and role of nurse in reducing social problems</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Social organization and disorganization</strong></td>
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<tr>
<td></td>
<td></td>
<td>- Social organization – meaning, elements and types</td>
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<td></td>
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<td>- Voluntary associations</td>
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<td>- Social system – definition, types, role and status as structural element of social system.</td>
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<td>- Interrelationship of institutions</td>
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<td>- Social control – meaning, aims and process of social control</td>
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<td><strong>Lecture</strong></td>
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<td><strong>Group discussion</strong></td>
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<td><strong>Observational visit</strong></td>
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<td><strong>Short answer</strong></td>
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<td><strong>Objective type</strong></td>
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<td><strong>Visit report</strong></td>
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<td>Unit</td>
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<td>Learning Outcomes</td>
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</table>
| VII  | 5 (T)      | Explain clinical sociology and its application in the hospital and community | • 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 | • Lecture,  
• Group discussion  
• Role play | • Essay  
• Short answer |

**Recommended Books**

**Reference Books**

5. Ian Clement. A sociological implications in nursing. Frontline Publications; Hyderabad: 2022
6. Neeraja KP. Textbook of sociology for nursing students Jaypee Brothers;New Delhi: 2022
APPLIED PSYCHOLOGY

PLACEMENT: 1 SEMESTER
COURSE CODE: PSYC120
THEORY: 3 Credits (60 Hours)

DESCRIPTION:

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

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

1. Identify the importance of psychology in individual and professional life.
2. Develop understanding of the biological and psychological basis of human behaviour.
3. Identify the role of nurse in promoting mental health and dealing with altered personality.
4. Perform the role of nurses applicable to the psychology of different age groups.
5. Identify the cognitive and affective needs of clients.
6. Integrate the principles of motivation and emotion in performing the role of nurse in caring for emotionally sick client.
7. Demonstrate basic understanding of psychological assessment and nurse’s role.
8. Apply the knowledge of soft skills in workplace and society.
9. Apply the knowledge of self-empowerment in workplace, society and personal life.
## COURSE OUTLINE
### T – Theory

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<th>Teaching/ Learning Activities</th>
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</thead>
</table>
| I    | 2 (T)      | Describe scope, branches and significance of psychology in nursing | **Introduction**  
- Meaning of Psychology  
- Development of psychology–Scope, branches and methods of psychology  
- Relationship with other subjects  
- Significance of psychology in nursing  
- Applied psychology to solve everyday issues | **Lecture cum Discussion** | **Essay**  
**Short answer** |
| II   | 4 (T)      | Describe biology of human behaviour | **Biological basis of behavior**  
- Introduction  
- Body mind relationship  
- Genetics and behaviour  
- Inheritance of behaviour  
- Brain and behaviour  
- Psychology and sensation  
- sensory process  
- normal and abnormal | **Lecture**  
**Discussion** | **Essay**  
**Short answer** |
| III  | 5 (T)      | Describe mentally healthy person and defense mechanisms | **Mental health and mental hygiene**  
- Concept of mental health and mental hygiene  
- Characteristic of mentally healthy person  
- Warning signs of poor mental health  
- Promotive and preventive mental health strategies and services  
- Defense mechanism and its implication  
- Frustration and conflict – types of conflicts and measurements to overcome  
- Role of nurse in reducing frustration and conflict and enhancing coping  
- Dealing with ego | **Lecture**  
**Case discussion**  
**Role play** | **Essay**  
**Short answer**  
**Objective type** |
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</thead>
</table>
| IV   | 7 (T)      | Describe psychology of people in different age groups and role of nurse | Developmental psychology  
- Physical, psychosocial and cognitive development across life span – Prenatal through early childhood, middle to late childhood through adolescence, early and mid-adulthood, late adulthood, death and dying  
- Role of nurse in supporting normal growth and development across the lifespan  
- Psychological needs of various groups in health and sickness – Infancy, childhood, adolescence, adulthood and olderadult  
- Introduction to child psychology and role of nurse in meeting the psychological needs of children.  
- Psychology of vulnerable individuals - challenged women, sick etc.  
- Role of nurse with vulnerable groups. | Lecture  
Group  
discussion | Essay  
Short answer |
| V    | 4 (T)      | Explain personality and role of nurse in identification and improvement in altered personality | Personality  
- 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 | Lecture  
Discussion  
Demonstration  
Case based discussion | Essay and short answer  
Objective type |
| VI   | 16 (T)     | Explain cognitive process and their applications | Cognitive process  
- 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 | Lecture  
Discussion  
Small group discussion  
Demonstration | Essay and short answer  
Objective type |
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.

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<td>VII</td>
<td>6 (T)</td>
<td>Describe motivation, emotion, attitude and role of nurse in emotionally sick client</td>
<td>Motivation and emotional processes&lt;br&gt;- <strong>Motivation</strong> – meaning, concept, types, theories of motivation, motivation cycle, biological and special motives&lt;br&gt;- <strong>Emotions</strong> – Meaning of emotions, development of emotions, alteration of emotion, emotions in sickness – handling emotions in self and other&lt;br&gt;- <strong>Stress and adaptation</strong> – stress, stressor, cycle, effect, adaptation and coping&lt;br&gt;- <strong>Attitudes</strong> – Meaning of attitudes, nature, factors affecting attitude, attitudinal change, Role of attitude in</td>
<td>• Lecture&lt;br&gt;• Group discussion&lt;br&gt;• Role play</td>
<td>• Essay and short answer&lt;br&gt;• Objective type</td>
</tr>
</tbody>
</table>
| VIII | 4 (T) | Explain psychological assessment and tests and role of nurse | **Psychological assessment and tests – introduction**
- Types, development, characteristics, principles, uses, interpretation
- Role of nurse in psychological assessment | **Lecture**  
**Discussion**  
**Demonstration** | **Short answer**  
**Assessment of practice** |
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<tr>
<th>Unit</th>
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</thead>
</table>
| IX   | 10 (T)     | Explain concept of soft skill and its application in work place and society | **Application of soft skill**  
• 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 work place and society – Presentation skills, social etiquette, telephone etiquette, motivational skills, team work etc.  
• Use of soft skill in nursing | • Lecture  
• Group discussion  
• Role play  
• Brain storming  
• Video recording before and after  
• Refer/Complete Soft skills module | • Essay and short answer |
| X    | 2 (T)      | Explain self-empowerment | **Self-empowerment**  
• Dimensions of self-empowerment  
• Self-empowerment development  
• Importance of women’s empowerment in society | • Lecture  
• Discussion  
• Personal empowerment exercises and videos | • Short answer  
• Objective type |
Recommended Books

7. Bhatia Craig. Elements of psychology and mental hygiene for nurses in India.

Reference Books

NURSING FOUNDATION - I  
(including First Aid module)

PLACEMENT: I SEMESTER  
COURSE CODE: N-NF(I)125  
THEORY: 6 Credits (120 hours)  
PRACTICUM: Skill Lab: 2 Credits (80 hours) and Clinical: 2 Credits (160 hours)

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

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

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

*Mandatory Module used in Teaching/Learning:
First Aid: 40 Hours (including Basic CPR)
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</table>
| I    | 5 (T)      | Describe the concept of health and illness | **Introduction to health and illness**  
- Concept of Health – Definitions (WHO), Dimensions  
- Maslow’s hierarchy of needs  
- Health – Illness continuum  
- Factors influencing health  
- Causes and risk factors for developing illnesses  
- Illness – Types, illness behavior  
- Impact of illness on patient and family | Lecture  
Discussion | Essay  
Short answer  
Objective type |
| II   | 5 (T)      | Describe the levels of illness prevention and care, health care services | **Health Care Delivery Systems** – **Introduction of Basic Concepts & Meanings**  
- Levels of Illness Prevention – Primary (Health Promotion), Secondary and Tertiary  
- Levels of Care – Primary, Secondary and Tertiary  
- Types of health care agencies/services – Hospitals, clinics, Hospice, rehabilitation centers, extended care facilities  
- Hospitals – Types, Organization and Functions  
- Health care teams in hospitals – members and their role | Lecture  
Discussion | Essay  
Short answer  
Objective type |
| III | 12 (T) | Trace the history of Nursing |
|     |       | Explain the concept, nature and scope of nursing |
|     |       | Describe values, code of ethics and professional conduct for nurses in India |

**History of Nursing and Nursing as a profession**
- 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

**Methods**
- Lecture
- Discussion
- Case discussion
- Role plays

**Assessment**
- Essay
- Short answers
- Objective type
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</thead>
</table>
| IV   | 8 (T) 3 (SL) | Describe the process, principles, and types of communication | **Communication and Nurse Patient Relationship**  
- 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) | • Lecture  
• Discussion  
• Role play and video film on Therapeutic Communication | • Essay  
• Short answer  
• Objective type |
| V    | 4 (T) 2 (SL) | Describe the purposes, types and techniques of recording and reporting | **Documentation and Reporting**  
- Documentation – Purposes of Reports and Records  
- Confidentiality  
- Types of Client records/Common Record- keeping forms  
- Methods/Systems of documentation/recording  
- Guidelines for documentation  
- Do’s and Don’ts of documentation/Legal guidelines for Documentation/Recording  
- Reporting – Change of shift reports, Transfer reports, Incident reports | • Lecture  
• Discussion  
• Demonstration | • Essay  
• Short answer  
• Objective type |
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</table>
| VI   | 15 (T) 20 (SL) | Describe principles and techniques of monitoring and maintaining vital signs | **Vital signs**  
- Guidelines for taking vital signs  
- **Body temperature**—  
  - Definition, Physiology, Regulation, Factors affecting body temperature  
  - Assessment of body temperature—sites, equipment and technique  
  - Temperature alterations—Hyperthermia, Heat Cramps, Heat Exhaustion, Heatstroke, Hypothermia  
  - Fever/Pyrexia—Definition, Causes, Stages, Types  
- **Nursing Management**  
  - Hot and Cold applications  
  - Sitz bath  
- **Pulse:**  
  - Definition, Physiology and Regulation, Characteristics, Factors affecting pulse  
  - Assessment of pulse—sites, equipment and technique  
  - Alterations in pulse  
- **Respiration:**  
  - Definition, Physiology and Regulation, Mechanics of breathing, Characteristics, Factors affecting respiration  
  - Assessment of respiration—technique  
  - Arterial Oxygen saturation  
  - Alterations in respiration  
- **Blood pressure:**  
  - Definition, Physiology and Regulation, Characteristics, Factors affecting BP  
  - Assessment of BP—sites, equipment and technique, Common Errors in BP Assessment  
  - Alterations in Blood Pressure  
- **Documenting Vital Signs** |  
- Lecture  
- Discussion  
- Demonstration & Re-demonstration |  
- Essay  
- Short answer  
- Objective type  
- Document the given values of temperature, pulse, and respiration in the graphic sheet  
- OSCE |
<table>
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</thead>
</table>
| VII  | 3 (T)      | Maintain equipment and linen | Equipment and Linen  
• Types – Disposables and reusable  
  o Linen, rubber goods, glassware, metal, plastics, furniture  
• Introduction – Indent, maintenance, Inventory | Lecture  
• Discussion  
• Demonstration  
• Observation of autoclaving and other sterilization techniques  
• Video presentation on medical & surgical asepsis |  
| VIII | 10(T) 3(SL)| Describe the basic principles and techniques of infection control and biomedical waste management | Introduction to Infection Control in Clinical setting Infection  
• Nature of infection  
• Chain of infection  
• Types of infection  
• Stages of infection  
• Factors increasing susceptibility to infection  
• Body defenses against infection – Inflammatory response & Immune response  
• Health care associated infection (Nosocomial infection)  
Introductory concept of Asepsis  
– Medical & Surgical asepsis Precautions  
• Hand Hygiene  
• (Hand washing and use of hand Rub)  
• Use of Personal Protective Equipment (PPE)  
• Standard precautions Biomedical Waste management  
• Types of hospital waste, waste segregation and hazards –Introduction | Lecture  
• Discussion  
• Demonstration  
• Observation of autoclaving and other sterilization techniques  
• Video presentation on medical & surgical asepsis | Essay  
• Short answer  
• Objective type |
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</table>
| IX   | 15 (T) 15 (SL) | Identify and meet the comfort needs of the patients | **Comfort, Rest & Sleep and Pain**  
- Comfort  
  o Factors Influencing Comfort  
  o Types of beds including latest beds, purposes & bed making  
  o Therapeutic positions  
  o Comfort devices  
- Sleep and Rest  
  o Physiology of sleep  
  o Factors affecting sleep  
  o Promoting Rest and sleep  
  o Sleep Disorders  
- Pain (Discomfort)  
  o Physiology  
  o Common cause of pain  
  o Types  
  o Assessment – pain scales and narcotic scales  
  o Pharmacological and Non-pharmacological pain relieving measures – Use of narcotics, TENS devices, PCA  
  o Invasive techniques of pain management  
  o Any other newer measures  
  o CAM (Complementary & Alternative healing Modalities) |  
- Lecture  
- Discussion  
- Demonstration & Re-demonstration |  
- Essay  
- Short answer  
- Objective type  
- OSCE |
| X    | 5 (T) 3 (SL) | Describe the concept of patient environment | **Promoting Safety in Health Care Environment**  
- 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 |  
- Lecture  
- Discussion  
- Demonstration |  
- Essay  
- Short answer  
- Objective type |
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</table>
| XI   | 6 (T) 2 (SL) | Explain and perform admission, transfer and discharge of a patient | Safety devices  
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. | • Lecture  
• Discussion  
• Demonstration | • Essay  
• Short answer  
• Objective type |
| XII  | 8(T) 10 (SL) | Demonstrate skill in caring for patients with restricted mobility | Mobility and Immobility  
• Elements of Normal Movement, Alignment & Posture, Joint Mobility, Balance, Coordinated Movement  
• Principles of body mechanics  
• Factors affecting Body Alignment and activity  
• Exercise – Types and benefits | | • Essay  
• Short answer  
• Objective type  
• OSCE |
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<td>XIII</td>
<td>4 (T) 2 (SL)</td>
<td>Describe the principles and practice of patient education</td>
<td>Patient education  - Patient Teaching – Importance, Purposes, Process  - Integrating nursing process in patient teaching</td>
<td>Discussion  - Role plays</td>
<td>Essay  - Short answer  - Objective type</td>
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<td>Persons</td>
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<tr>
<td>- Respiratory Emergencies &amp; Basic CPR</td>
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<tr>
<td>- Unconsciousness</td>
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<tr>
<td>- Foreign Bodies – Skin, Eye, Ear, Nose, Throat &amp; Stomach</td>
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<tr>
<td>- Burns &amp; Scalds</td>
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<tr>
<td>- Poisoning, Bites &amp; Stings</td>
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<td>- Frostbite &amp; Effects of Heat</td>
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<tr>
<td>- Community Emergencies</td>
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* Mandatory module

(NDMA) / Indian Red Cross Society (IRCS) First Aid module
Clinical Practicum: 2 Credits (160 hours), 10 weeks × 16 hours per week

PRACTICE COMPETENCIES:

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

1. Maintain effective human relations (projecting professional image)
2. Communicate effectively with patient, families and team members
3. Demonstrate skills in techniques of recording and reporting
4. Demonstrate skill in monitoring vital signs
5. Care for patients with altered vital signs
6. Demonstrate skill in implementing standard precautions and use of PPE
7. Demonstrate skill in meeting the comfort needs of the patients
8. Provide safe and clean environment
9. Demonstrate skill in admission, transfer and discharge of a patient
10. Demonstrate skill in caring for patients with restricted mobility
11. Plan and provide appropriate health teaching following the principles
12. Acquire skills in assessing and performing First Aid during emergencies.
<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Competencies</th>
<th>Mode of Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Therapeutic Communication and Documentation</td>
<td>Role Play</td>
</tr>
<tr>
<td>2.</td>
<td>Vital signs</td>
<td>Simulator/Standardized patient</td>
</tr>
<tr>
<td>3.</td>
<td>Medical and Surgical Asepsis</td>
<td>Videos/Mannequin</td>
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<tr>
<td>4.</td>
<td>Pain Assessment</td>
<td>Standardized patient</td>
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<td>5.</td>
<td>Comfort Devices</td>
<td>Mannequin</td>
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<tr>
<td>6.</td>
<td>Therapeutic Positions</td>
<td>Mannequin</td>
</tr>
<tr>
<td>7.</td>
<td>Physical Restraints and Side rails</td>
<td>Mannequin</td>
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<tr>
<td>8.</td>
<td>ROM Exercises</td>
<td>Standardized patient</td>
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<tr>
<td>9.</td>
<td>Ambulation</td>
<td>Standardized patient</td>
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<td>10.</td>
<td>Moving and Turning patients in bed</td>
<td>Mannequin</td>
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<tr>
<td>11.</td>
<td>Changing position of helpless patients</td>
<td>Mannequin/Standardized patient</td>
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<tr>
<td>12.</td>
<td>Transferring patients bed to stretcher/wheel chair</td>
<td>Mannequin/Standardized patient</td>
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<tr>
<td>13.</td>
<td>Admission, Transfer, Discharge &amp; Health Teaching</td>
<td>Role Play</td>
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</tbody>
</table>
### CLINICAL POSTINGS
General Medical/Surgical Wards 10 weeks × 16 hours/week = 160 Hours

<table>
<thead>
<tr>
<th>Clinical Unit</th>
<th>Duration (in Weeks)</th>
<th>Learning Outcomes</th>
<th>Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)</th>
<th>Clinical Requirements</th>
<th>Assessment Methods</th>
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<tbody>
<tr>
<td>General Medical/Surgical wards</td>
<td>2</td>
<td>Maintain effective human relations (projecting professional image) Communicate effectively with patient, families and team members Demonstrate skills in techniques of recording and reporting</td>
<td><strong>Communication and Nurse patient relationship</strong>  - Maintaining Communication with patient and family and interpersonal relationship  - Documentation and Reporting  - Documenting patient care and procedures  - Verbal report  - Written report</td>
<td></td>
<td>• OSCE</td>
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<td>2</td>
<td>Demonstrate skill in monitoring vital signs Care for patients with altered vital signs Demonstrate skill in implementing standard precautions and use of PPE</td>
<td><strong>Vital signs</strong>  - Monitor/measure and document vital signs in a graphic sheet  - Temperature (oral, tympanic, axillary)  - Pulse (Apical and peripheral pulses)  - Respiration  - Blood pressure  - Pulse oximetry  - Interpret and report alteration  - Cold Applications  - Cold Compress, Ice cap, Tepid Sponging  - Care of equipment</td>
<td>• Care of patients with alterations in vital signs-1</td>
<td>• Assessment of clinical skills using check list • OSCE</td>
</tr>
<tr>
<td>Clinical Unit</td>
<td>Duration (in Weeks)</td>
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<td><strong>Infection control in Clinical settings</strong></td>
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<td>• Hand hygiene</td>
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<td></td>
<td>• Use of PPE</td>
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</tbody>
</table>
| 3             | 3                   | Demonstrating the skill in meeting the comfort needs of the patients | **Comfort, Rest & Sleep, Pain and Promoting Safety in Health Care Environment**
|               |                     |                   | **Comfort, Rest & Sleep**                        |                      |                   |
|               |                     |                   | • Bed making-
<p>|               |                     |                   |   • Open                                          |                      |                   |
|               |                     |                   |   • Closed                                        |                      |                   |
|               |                     |                   |   • Occupied                                      |                      |                   |
|               |                     |                   |   • Post-operative                                |                      |                   |
|               |                     |                   |   • Cardiabed                                      |                      |                   |
|               |                     |                   |   • Fracture bed                                  |                      |                   |
|               |                     |                   | • Comfort devices                                 |                      |                   |
|               |                     |                   |   • Pillows                                       |                      |                   |
|               |                     |                   |   • Over bed table/cardiac table                   |                      |                   |
|               |                     |                   |   • Back rest                                     |                      |                   |
|               |                     |                   |   • Bed cradle                                    |                      |                   |
|               |                     |                   | • Therapeutic Positions                           |                      |                   |
|               |                     |                   |   • Supine                                        |                      |                   |
|               |                     |                   |   • Fowlers (low, semi, high)                      |                      |                   |
|               |                     |                   |   • Lateral                                       |                      |                   |
|               |                     |                   |   • Prone                                         |                      |                   |
|               |                     |                   |   • Sim’s                                         |                      |                   |
|               |                     |                   |   • Trendelenburg                                  |                      |                   |
|               |                     |                   |   • Dorsal recumbent                               |                      |                   |
|               |                     |                   |   • Lithotomy                                     |                      |                   |
|               |                     |                   |   • Knee chest                                     |                      |                   |
|               |                     |                   | <strong>Pain</strong>                                          |                      |                   |
|               |                     |                   | • Pain assessment and provision for comfort        |                      |                   |
|               |                     |                   | • Assessment of clinical skills using check list  |                      |                   |
|               |                     |                   | • OSCE                                            |                      |                   |</p>
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<tr>
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<th>Assessment Methods</th>
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</thead>
</table>
|               |                     | Provide safe and clean environment | **Promoting Safety in Health Care Environment**  
- Care of Patient’s Unit  
- Use of Safety devices: Side Rails  
Restraints (Physical)  
Fall risk assessment and Post Fall Assessment | Fall risk assessment-1 |                   |
| 2             |                     | Demonstrate skill in admission, transfer and discharge of a patient | **Hospital Admission and discharge, Mobility and Immobility and Patient education**  
*Hospital Admission and discharge*  
Perform & Document:  
- Admission  
- Transfer  
- Planned Discharge |                        | **Assessment of clinical skills using check list**  
- OSCE |
|               |                     | Demonstrate skill in caring for patients with restricted mobility  
Plan and provide appropriate health teaching following the principles | **Mobility and Immobility**  
- Range of Motion Exercises  
- Assist patient in:  
  - Moving  
  - Turning  
  - Logrolling  
- Changing position of helpless patient  
- Transferring (Bed to and from chair/wheelchair/stretcher)  
*Patient education* | **Individual teaching-1** | **Assessment of clinical skills using check list**  
- OSCE |
<table>
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<th>Assessment Methods</th>
</tr>
</thead>
</table>
|               | 1                   | Demonstrate skills in assessing and performing First Aid during emergencies | **First aid and Emergencies**  
- Bandaging Techniques  
  - Basic Bandages:  
    - Circular  
    - Spiral  
    - Reverse-Spiral  
    - Recurrent  
- Module completion National Disaster Management Authority (NDMA) First Aid module (To complete it in clinicals if not completed during lab) | - Assessment of clinical skills using checklist  
- OSCE  
- (first aid competencies) |

**Recommended Books**

Reference Books


PRACTICAL

Reference Books

2. Leaby Julia M, Patricia E. Kiziky Foundations of nursing practice – a nursing process approach, W.B.
APPLIED BIOCHEMISTRY

PLACEMENT: II SEMESTER  
COURSE CODE: BIOC135  
THEORY: 2 credits (40 hours) (includes lab hours also)

DESCRIPTION:

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

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

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

**T – Theory**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Outcomes</th>
<th>Content</th>
<th>Teaching/ Learning Activities</th>
<th>Assessment Methods</th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td>8 (T)</td>
<td>Describe the metabolism of carbohydrates and its alterations</td>
<td><strong>Carbohydrates</strong>&lt;br&gt;• Digestion, absorption and metabolism of carbohydrates and related disorders&lt;br&gt;• Regulation of blood glucose&lt;br&gt;• Diabetes Mellitus – type 1 and type 2, symptoms, complications &amp; management in brief&lt;br&gt;• Investigations of Diabetes Mellitus&lt;br&gt;  o OGTT – Indications, Procedure, Interpretation and types of GTT curve&lt;br&gt;  o Mini GTT, extended GTT, GCT, IV GTT&lt;br&gt;  o HbA1c (Only definition)&lt;br&gt;• Hypoglycemia – definition &amp; causes</td>
<td>• Lecture cum Discussion&lt;br&gt;• Explain using charts and slides&lt;br&gt;• Demonstration of laboratory tests</td>
<td>• Essay&lt;br&gt;• Short answer&lt;br&gt;• Very short answer</td>
</tr>
<tr>
<td>II</td>
<td>8 (T)</td>
<td>Explain the metabolism of lipids and its alterations</td>
<td><strong>Lipids</strong>&lt;br&gt;• Fatty acids – definition, classification&lt;br&gt;• Definition &amp; Clinical significance of MUFA &amp; PUFA, Essential fatty acids, Trans fatty acids&lt;br&gt;• Digestion, absorption &amp; metabolism of lipids &amp; related disorders&lt;br&gt;• Compounds formed from cholesterol&lt;br&gt;• Ketone bodies (name, types &amp; significance only)&lt;br&gt;• Lipoproteins – types &amp; functions (metabolism not required)&lt;br&gt;• Lipid profile&lt;br&gt;• Atherosclerosis (in brief)</td>
<td>• Lecture cum Discussion&lt;br&gt;• Explain using charts and slides&lt;br&gt;• Demonstration of laboratory tests</td>
<td>• Essay&lt;br&gt;• Short answer&lt;br&gt;• Very short answer</td>
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<td>III</td>
<td>9 (T)</td>
<td>Explain the metabolism of amino acids and proteins</td>
<td><strong>Proteins</strong>&lt;br&gt;• Classification of amino acids based on nutrition, metabolic rate with examples&lt;br&gt;• Digestion, absorption &amp; metabolism of protein &amp; related disorders&lt;br&gt;• Biologically important compounds synthesized from various amino acids (only names)&lt;br&gt;• In born errors of amino acid metabolism – only aromatic amino acids (in brief)&lt;br&gt;• Plasma protein – types, function &amp; normal values&lt;br&gt;• Causes of proteinuria, hypoproteinemina, hyper-gammaglobulinemia&lt;br&gt;• Principle of electrophoresis, normal &amp; abnormal electrophoretic patterns (in brief)</td>
<td>• Lecture cum Discussion&lt;br&gt;• Explain using charts, models and slides</td>
<td>• Essay&lt;br&gt;• Short answer&lt;br&gt;• Very short answer</td>
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<td>IV</td>
<td>4 (T)</td>
<td>Explain clinical enzymology in various disease conditions</td>
<td><strong>Clinical Enzymology</strong>&lt;br&gt;• Isoenzymes – definition &amp; properties&lt;br&gt;• Enzymes of diagnostic importance in&lt;br&gt;  o Liver Diseases – ALT, AST, ALP, GGT&lt;br&gt;  o Myocardial infarction – CK, cardiac troponins, AST, LDH&lt;br&gt;  o Muscle diseases – CK, Aldolase&lt;br&gt;  o Bone diseases – ALP&lt;br&gt;  o Prostate cancer – PSA, ACP</td>
<td>Lecture cum Discussion&lt;br&gt;Explain using charts and slides</td>
<td>• Essay&lt;br&gt;• Short answer&lt;br&gt;• Very short answer</td>
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<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
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</table>
| V    | 3 (T)      | Explain acid base balance, imbalance and its clinical significance | Acid base maintenance  
- pH – definition, normal value  
- Regulation of blood pH – blood buffer, respiratory & renal  
- ABG – normal values  
- Acid base disorders – types, definition & causes | Lecture cum Discussion  
Explain using charts and slides | Short answer  
Very short answer |
| VI   | 2 (T)      | Describe the metabolism of hemoglobin and its clinical significance | Heme catabolism  
- Heme degradation pathway  
- Jaundice – type, causes, urine & blood investigations (van den berg test) | Lecture cum Discussion  
Explain using charts and slides | Short answer  
Very short answer |
| VII  | 3 (T)      | Explain different function tests and interpret the findings | Organ function tests (biochemical parameters & normal values only)  
- Renal  
- Liver  
- Thyroid | Lecture cum Discussion  
Visit to Lab  
Explain using charts and slides | Short answer  
Very short answer |
| VIII | 3 (T)      | Illustrate the immunochemistry | Immunochemistry  
- Structure & functions of immunoglobulin  
- Investigations & interpretation – ELISA | Lecture cum Discussion  
Explain using charts and slides  
Demonstration of laboratory tests | 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).
**Recommended books:**


**Reference books**

APPLIED NUTRITION AND DIETETICS

PLACEMENT: II SEMESTER
COURSE CODE: NUTR140
THEORY: 3 credits (60 hours)  Theory: 45hours, Lab : 15hours

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

COMPETENCIES:

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

1. Identify the importance of nutrition in health and wellness.
2. Apply nutrient and dietary modifications in caring patients.
3. Explain the principles and practices of Nutrition and Dietetics.
4. Identify nutritional needs of different age groups and plan a balanced diet for them.
5. Identify the dietary principles for different diseases.
6. Plan therapeutic diet for patients suffering from various disease conditions.
7. Prepare meals using different methods and cookery rules.
<table>
<thead>
<tr>
<th>Unit</th>
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<th>Learning Outcomes</th>
<th>Content</th>
<th>Teaching/Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| I    | 2 (T)      | Define nutrition and its relationship to health | **Introduction to Nutrition Concepts**  
- Definition of Nutrition & health  
- Malnutrition – under Nutrition & over Nutrition  
- Role of Nutrition in maintaining health  
- Factors affecting food and nutrition  
**Nutrients**  
- Classification  
- Macro & Micronutrients  
- Organic & Inorganic  
- Energy yielding & Non-Energy yielding  
**Food**  
- Classification – Food groups  
- Origin | • Lecture cum Discussion  
• Charts/Slides | • 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 | **Carbohydrates**  
- Composition – starches, sugar and cellulose  
- Recommended Daily Allowance (RDA)  
- Dietary sources  
- Functions  
**Energy**  
- Unit of energy – Kcal  
- Basal Metabolic Rate (BMR)  
- Factors affecting BMR | • Lecture cum Discussion  
• Charts/Slides  
• Models  
• Display of food items | • Essay  
• Short answer  
• Very short answer |
| III  | 3 (T)      | Describe the classification, Functions, sources | **Proteins**  
- Composition | • Lecture cum Discussion  
• Charts/Slides | • Essay  
• Short answer  
• Very short answer |
<table>
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<td></td>
<td></td>
<td>and RDA of proteins.</td>
<td>• Eight essential amino acids</td>
<td>Models</td>
<td>answer</td>
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<td>• Functions</td>
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<td>• Dietary sources</td>
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<td>• Protein requirements – RDA</td>
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<td>IV</td>
<td>2 (T)</td>
<td>Describe the classification, Functions, sources and RDA of fats</td>
<td>Fats</td>
<td>Lecture cum Discussion Charts/Slides Models Display of food items</td>
<td>Essay Short answer Very short answer</td>
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<td></td>
<td>• Classification – saturated &amp; unsaturated</td>
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<td>• Calorie value</td>
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<td>• Functions</td>
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<td>• Dietary sources of fats and fatty acids</td>
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<td>• Fat requirements – RDA</td>
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<td>V</td>
<td>3 (T)</td>
<td>Describe the classification, functions, sources and RDA of vitamins</td>
<td>Vitamins</td>
<td>Lecture cum Discussion Charts/Slides Models Display of food items</td>
<td>Essay Short answer Very short answer</td>
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<td>• Classification – fat soluble &amp; water soluble</td>
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<td>• Fat soluble – Vitamins A, D, E, and K</td>
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<td>• Water soluble – Thiamine (vitamin B1), Riboflavin (vitamin B2), Nicotinic acid, Pyridoxine (vitamin B6), Pantothenic acid, Folic acid, Vitamin B12, Ascorbic acid (vitamin C)</td>
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<td>• Functions, Dietary Sources &amp; Requirements – RDA of every vitamin</td>
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<tr>
<td>VI</td>
<td>3 (T)</td>
<td>Describe the classification, functions, sources and RDA of minerals</td>
<td>Minerals</td>
<td>Lecture cum Discussion Charts/Slides Models Display of food items</td>
<td>Short answer Very short answer</td>
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<td>• Classification – major minerals (calcium, phosphorus, sodium, potassium and magnesium) and Trace elements</td>
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<td>• Functions</td>
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<td>• Dietary sources</td>
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<td>• Requirements – RDA</td>
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<td>VII</td>
<td>7(T) 8(L)</td>
<td>Describe and plan balanced diet for different age groups, pregnancy, and lactation</td>
<td>Balanced diet</td>
<td>Lecture cum Discussion</td>
<td>Short answer Very short answer</td>
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<td>• Definition, principles, steps</td>
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<td>• Food guides – Basic Four Food Groups</td>
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<td>• RDA – Definition, limitations, uses</td>
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<td>Unit</td>
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| V     | 4 (T)      | Explain the methods of nutritional assessment and nutrition education                                                                           | **Nutrition assessment and nutrition education**  
- 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 | • Lecture cum Discussion  
• Demonstration  
• Writing nutritional assessment report | • Essay  
• Short answer  
• Evaluation of Nutritional assessment report |
| VI    | 6 (T)      | Classify and describe the common nutritional deficiency disorders and identify nurses’ role in assessment, management and prevention               | **Nutritional deficiency disorders**  
- Protein energy malnutrition – magnitude of the problem, causes, classification, signs & symptoms, Severe Acute Malnutrition (SAM), management & prevention and nurses’ role | • Lecture cum Discussion  
• Charts/Slides Models | • Essay  
• Short answer  
Very short answer |
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| X    | 4(T)  | Principles of diets in various diseases | **Therapeutic diets**  
- Definition, Objectives, Principles  
- Modifications – Consistency, Nutrients,  
- Feeding techniques.  
- Diet in Diseases – Obesity, Diabetes Mellitus, CVD, Underweight, Renal diseases, Hepatic disorders  
- Constipation, Diarrhea, Pre and Post-operative period |  
- Lecture cum Discussion  
- Meal planning  
- Lab session on preparation of therapeutic diets |  
- Essay  
- Short answer  
- Very short answer |
| XI   | 3(T)  | Describe the rules and preservation of nutrients | **Cookery rules and preservation of nutrients**  
- Cooking – Methods, Advantages and Disadvantages  
- Preservation of nutrients  
- Measures to prevent loss of nutrients during preparation  
- Safe food handling and Storage of foods  
- Food preservation  
- Food additives and food adulteration  
- Prevention of Food Adulteration Act (PFA)  
- Food standards |  
- Lecture cum Discussion  
- Charts/Slides |  
- Essay  
- Short answer  
- Very short answer |
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| XII  | 3 (T)      | Describe nutritional problems in India and nutritional programs | **National Nutritional Programs and role of nurse**  
- Nutritional problems in India  
- National nutritional policy  
- *National nutritional programs*  
  - Vitamin A Supplementation, Anemia Mukt Bharat Program, Integrated Child Development Services (ICDS), Mid-day Meal Scheme (MDMS), National Iodine Deficiency Disorders Control Program (NIDDCP), Weekly Iron Folic Acid Supplementation (WIFS) and others as introduced  
- Role of nurse in every program | • Lecture cum Discussion | • 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**  
- 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 (eg. milk, meat)  
- Role of food handlers in food borne diseases  
- Essential steps in safe cooking practices | • Guided reading on related acts | • Quiz  
• Short answer |

Food born diseases and food poisoning are dealt in Community Health Nursing I.
Recommended books


Reference books

NURSING FOUNDATION - II
( Including Health Assessment Module)

PLACEMENT: II SEMESTER
COURSE CODE: N-NF (II) 125
THEORY: 6 Credits (120 hours)

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

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

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

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

16. Explain the introductory concepts relevant to models of health and illness in patient care.

*Mandatory Module used in Teaching/Learning:
Health Assessment Module: 40 hours
## COURSE OUTLINE
T – Theory, SL – Skill Lab

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| I    | 20 (T)     | Describe the purpose and process of health assessment and perform assessment under supervised clinical practice | **Health Assessment**  
- Interview techniques  
- Observation techniques  
- Purposes of health assessment  
- Process of Health assessment  
- Health history  
  - Physical examination:  
    - Methods: Inspection, Palpation, Percussion, Auscultation, Olfaction  
    - Preparation for examination: patient and unit  
  - General assessment  
  - Assessment of each body system  
  - Documenting health assessment findings | *Modular Learning*  
- *Health Assessment Module*  
- Lecture cum Discussion  
- Demonstration | Essay  
- Short answer  
- Objective type  
- OSCE |
|      | 20 (SL)    |                    |         |                               |                    |
| II   | 13 (T)     | Describe assessment, planning, implementation and evaluation of nursing care using Nursing process approach | **The Nursing Process**  
- Critical Thinking Competencies, Attitudes for Critical Thinking, Levels of critical thinking in Nursing  
- Nursing Process Overview  
  - Assessment  
    - Collection of Data: Types, Sources, Methods  
    - Organizing Data  
    - Validating Data  
    - Documenting Data | Lecture  
- Discussion  
- Demonstration  
- Supervised Clinical Practice | Essay  
- Short answer  
- Objective type  
- Evaluation of care plan |
<p>|      | 8 (SL)     |                    |         |                               |                    |</p>
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<td><strong>Nursing Diagnosis</strong>&lt;br&gt;● Identification of client problems, risks and strengths&lt;br&gt;● Nursing diagnosis statement – parts, Types, Formulating, Guidelines for formulating Nursing Diagnosis&lt;br&gt;● NANDA approved diagnoses&lt;br&gt;● Difference between medical and nursing diagnosis</td>
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<td><strong>Planning</strong>&lt;br&gt;● Types of planning&lt;br&gt;● Establishing Priorities&lt;br&gt;● Establishing Goals and Expected Outcomes – Purposes, types, guidelines, Components of goals and outcome statements&lt;br&gt;● Types of Nursing Interventions, Selecting interventions: Protocols and Standing orders&lt;br&gt;● Introduction to Nursing Intervention&lt;br&gt;● Classification and Nursing Outcome Classification&lt;br&gt;● Guidelines for writing care plan including scientific reasons.</td>
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<td><strong>Implementation</strong>&lt;br&gt;● Process of Implementing the plan of care&lt;br&gt;● Types of care – Direct and Indirect</td>
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<td><strong>Evaluation</strong>&lt;br&gt;● Evaluation Process, Documentation and Reporting</td>
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| III  | 5 (T) 5 (SL) | Identify and meet the Nutritional needs of patients | **Nutritional needs**  
- Importance  
- Factors affecting nutritional needs  
- Assessment of nutritional status  
- *Review*: special diets – Solid, Liquid, Soft  
- *Review* on therapeutic diets, care of patient with Dysphagia, Anorexia, Nausea, Vomiting  
- Meeting Nutritional needs: Principles, equipment, procedure, indications  
  - Oral  
  - Enteral: Nasogastric/Orogastric  
  - Introduction to other enteral feeds – types, indications, Gastrostomy, Jejunostomy  
  - Parenteral – TPN (Total Parenteral Nutrition) |  
- Lecture  
- Discussion  
- Demonstration  
- Exercise  
- Supervised Clinical practice |  
- Essay  
- Short answer  
- Objective type  
- Evaluation of nutritional assessment & diet planning |
| IV   | 5(T) 15 (SL) | Identify and meet the hygienic needs of patients | **Hygiene**  
- Factors Influencing Hygienic Practice  
- Hygienic care: Indications and purposes, effects of neglected care  
  - 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  
  - Moisture associated skin infection and skin injuries.  
  - Perineal care/Meatal care  
  - Oral care, Care of Eyes, Ears and Nose including assistive devices (eye glasses, contact lens, dentures, hearing aid) |  
- Lecture  
- Discussion  
- Demonstration |  
- Essay  
- Short answer  
- Objective type  
- OSCE |
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| V    | 10 (T) 10 (SL) | Identify and meet the elimination needs of patient | **Elimination needs**  
- **Urinary Elimination**  
  o Review of Physiology of Urine Elimination, Composition and characteristics of urine  
  o Factors Influencing Urination  
  o Alteration in Urinary Elimination  
  o Facilitating urine elimination: assessment, types, equipment, procedures and special considerations  
  o Providing urinal/bedpan  
  o Care of patients with  
    - Condom drainage  
    - Intermittent Catheterization  
    - Indwelling Urinary catheter and urinary drainage  
    - Urinary diversions  
    - Bladder irrigation  
- **Bowel Elimination**  
  o Review of Physiology of Bowel Elimination, Composition and characteristics of feces  
  o Factors affecting Bowel elimination  
  o Alteration in Bowel Elimination  
  o Facilitating bowel elimination: Assessment, equipment, procedures  
    - Flatus tube insertion  
    - Enemas  
    - Suppository  
    - Bowel wash  
    - Digital Evacuation of impacted feces  
    - Care of patients with Ostomies (Bowel Divertion Procedures) | - Lecture  
- Discussion  
- Demonstration | - Essay  
- Short answer  
- Objective type  
- OSCE |
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<td>VI</td>
<td>3 (T) 4 (SL)</td>
<td>Explain various types of specimens and identify normal values of tests</td>
<td><strong>Diagnostic testing</strong>&lt;br&gt;• Phases of diagnostic testing (pre-test, intra-test &amp; post-test) in Common investigations and clinical implications&lt;br&gt;○ Complete Blood Count&lt;br&gt;○ Serum Electrolytes&lt;br&gt;○ LFT&lt;br&gt;○ Lipid/Lipoprotein profile&lt;br&gt;○ Serum Glucose – AC, PC, HbA1c&lt;br&gt;○ Monitoring Capillary Blood Glucose (Glucometer Random Blood Sugar – GRBS)&lt;br&gt;○ Stool Routine Examination&lt;br&gt;○ Urine Testing –Albumin, Acetone, pH, Specific Gravity&lt;br&gt;○ Urine Culture, Routine, Timed Urine Specimen&lt;br&gt;○ Sputum culture&lt;br&gt;○ Overview of Radiologic &amp; Endoscopic Procedures</td>
<td>• Lecture&lt;br&gt;• Discussion&lt;br&gt;• Demonstration</td>
<td>• Essay&lt;br&gt;• Short answer&lt;br&gt;• Objective type</td>
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<td>VII</td>
<td>11 (T) 10 (SL)</td>
<td>Assess patients for oxygenation needs, promote oxygenation and provide care during oxygen therapy</td>
<td><strong>Oxygenation needs</strong>&lt;br&gt;• Review of Cardiovascular and Respiratory Physiology&lt;br&gt;• Factors affecting respiratory functioning&lt;br&gt;• Alterations in Respiratory Functioning&lt;br&gt;• Conditions affecting&lt;br&gt;○ Airway&lt;br&gt;○ Movement of air&lt;br&gt;○ Diffusion&lt;br&gt;○ Oxygen transport</td>
<td>• Lecture&lt;br&gt;• Discussion&lt;br&gt;• Demonstration &amp; Re-demonstration</td>
<td>• Essay&lt;br&gt;• Short answer&lt;br&gt;• Objective type</td>
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| VIII | 5(T) 10 (SL) | Describe the concept of fluid, electrolyte balance | **Fluid, Electrolyte, and Acid–Base Balances**  
- Review of Physiological Regulation of Fluid, Electrolyte and Acid-Base Balances  
- Factors Affecting Fluid, Electrolyte and Acid-Base Balances  
- Disturbances in fluid volume:  
  - Deficit  
    - Hypovolemia  
    - Dehydration  
  - Excess  
    - Fluid overload  
    - Edema  
    - Electrolyte imbalances (hypo and hyper)  
    - Acid-base imbalances  
    - Metabolic – acidosis & alkalosis  
    - Respiratory – acidosis & alkalosis | • Lecture  
• Discussion  
• Demonstration | • Essay  
• Short answer  
• Objective type  
• Problem solving – calculations |
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| IX   | 20 (T) 22 (SL) | Explain the principles, routes, effects of administration of medications | Intravenous therapy  
- Peripheral venipuncture sites  
- Types of IV fluids  
- Calculation for making IV fluid plan  
- Complications of IV fluid therapy  
- Measuring fluid intake and output  
- Administering Blood and Blood components  
- Blood transfusion: indications, cross matching, principles and techniques, complication and nurses responsibility  
- Restricting fluid intake  
- Enhancing Fluid intake | Lecture  
Discussion  
Demonstration & Re-demonstration | Essay  
Short answer  
Objective type  
OSCE |
|      |            | Calculate conversions of drugs and dosages within and between systems of measurements | Administration of Medications  
- Introduction – Definition of Medication, Administration of Medication, Drug Nomenclature, Effects of Drugs, Forms of Medications, Purposes, Pharmacodynamics and Pharmacokinetics  
- Factors influencing Medication Action  
- Medication orders and Prescriptions  
- Systems of measurement  
- Medication dose calculation  
- Principles, 10 rights of Medication Administration  
- Errors in Medication administration  
- Routes of administration | Lecture  
Discussion  
Demonstration & Re-demonstration | Essay  
Short answer  
Objective type  
OSCE |
|      |            | Administer oral and topical medication and document accurately under supervision | |

*B.Sc. Nursing Curriculum*
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<td></td>
<td>• Storage and maintenance of drugs and Nurses responsibility</td>
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<td>• Terminologies and abbreviations used in prescriptions and medications orders</td>
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<td>• Developmental considerations</td>
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<td>• Oral, Sublingual and Buccal routes: Equipment, procedure</td>
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|      |            |                   | • Introduction to Parenteral Administration of Drugs – Intramuscular, Intravenous, Subcutaneous, Intradermal: Location of site, Advantages and disadvantages of the specific sites, Indication and contraindications for the different routes and sites.  
• Equipment – Syringes & needles, cannulas, Infusion sets – parts, types, sizes  
• Types of vials and ampoules, Preparing Injectable medicines from vials and ampoules  
  o Care of equipment: decontamination and disposal of syringes, needles, infusion sets  
  o Prevention of Needle-Stick Injuries  
• Topical Administration: Types, purposes, site, equipment, procedure  
  o Application to skin & mucous membrane  
  o Direct application of liquids, Gargle and swabbing the throat  
  o Insertion of Drug into body cavity: Suppository/medicated packing in rectum/vagina  
  o Instillations: Ear, Eye, Nasal, Bladder and Rectal  
  o Irrigations: Eye, Ear, Bladder, Vaginal and Rectal  
  o Spraying: Nose and throat  
• Inhalation: Nasal, oral, endotracheal/tracheal (steam, oxygen and medications, Nebulization) – purposes, types, equipment, procedure, recording and reporting of medications administered  
• Other Parenteral Routes: Meaning of epidural, intrathecal, intraosseous, intraperitoneal, intra-pleural, intra- arterial |
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| X    | 5 (T) 6 (SL) | Provide care to patients with altered functioning of sense organs and unconsciousness in supervised clinical practice | **Sensory needs**  
- Introduction  
- Components of sensory experience – Reception, Perception & Reaction  
- Arousal Mechanism  
- Factors affecting sensory function  
- Assessment of Sensory alterations – sensory deficit, deprivation, overload & sensory poverty  
- Management  
  o Promoting meaningful communication (patients with Aphasia, artificial airway & Visual and Hearing impairment)  
**Care of Unconscious Patients**  
- Unconsciousness: Definition, causes & risk factors, pathophysiology, stages of Unconsciousness, Clinical Manifestations  
- Assessment and nursing management of patient with unconsciousness, complications |  
- Lecture  
- Discussion  
- Demonstration |  
- Essay  
- Short answer  
- Objective type |
| XI   | 4 (T) 6 (SL) | Explain loss, death and grief | **Care of Terminally ill, death and dying**  
- 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 (Dying pathway)  
  - The R Process model (Rando’s)  
  - Death – Definition, Meaning, Types (Brain & Circulatory Deaths)  
  - Signs of Impending Death  
  - Dying patient’s Bill of Rights  
  - End of life care policy |  
- Lecture  
- Discussion  
- Case discussions  
- Death care/last office |  
- Essay  
- Short answer  
- Objective type |
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<td>• Care of Dying Patient</td>
<td>• Lecture • Discussion • Case Discussion/Role play</td>
<td>Essay • Short answer • Objective type</td>
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<td>• Physiological changes occurring after Death</td>
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<td>• Death Declaration, Certification</td>
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<td>• Autopsy</td>
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<td>• Embalming</td>
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<td>• Last office/Death Care</td>
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<td>• Counseling &amp; supporting grieving relatives</td>
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<td>• Placing body in the Mortuary</td>
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<td>• Releasing body from Mortuary</td>
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<td>• Overview – Medico-legal Cases, Advance directives, DNI/DNR, Organ Donation, Euthanasia</td>
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<td><strong>XII</strong> 3 (T) Develop basic understanding of self-concept</td>
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<td>A. Self-concept</td>
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<td>• Introduction</td>
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<td>• Components (Personal Identity, Body Image, Role Performance, Self Esteem)</td>
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<td>• Factors affecting Self Concept</td>
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<td>• Nursing Management</td>
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<td><strong>Describe sexual development and sexuality</strong></td>
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<td>B. Sexuality</td>
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<td>• Sexual development throughout life</td>
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<td>• Factors affecting sexuality</td>
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<td>• Prevention of STIs, unwanted pregnancy, avoiding sexual harassedness and abuse</td>
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<td>• Dealing with inappropriate sexual behavior</td>
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<td><strong>XIII</strong> 2 (T) Describe stress and adaptation</td>
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<td>C. Stress and Adaptation – Introductory concepts</td>
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<td>• Introduction</td>
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<td>• Sources, Effects, Indicators &amp; Types of Stress</td>
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<td>• Types of stressors</td>
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<td>• Stress Adaptation – General Adaptation Syndrome (GAS), Local Adaptation Syndrome (LAS)</td>
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<td><strong>XIV</strong> 2 (T) 4 (SL) Describe stress and adaptation</td>
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<td>Unit</td>
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<td>Manifestation of stress – Physical &amp; psychological</td>
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<td>Coping strategies/Mechanisms</td>
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<td>Stress Management</td>
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<td>Assist with coping and adaptation</td>
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<td>Creating therapeutic environment</td>
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<td></td>
<td>Recreational and diversion therapies</td>
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</table>
| XV   | 6 (T)| Explain culture and cultural norms Integrate cultural differences and spiritual needs in providing care to patients under supervision | D. Concepts of Cultural Diversity and Spirituality  
• Cultural diversity  
  o Cultural Concepts – Culture, Subculture, Multicultural, Diversity, Race, Acculturation, Assimilation  
  o Transcultural Nursing  
  o Cultural Competence  
  o Providing Culturally Responsive Care  
• Spirituality  
  o Concepts – Faith, Hope, Religion, Spirituality, Spiritual Wellbeing  
  o Factors affecting Spirituality  
  o Spiritual Problems in Acute, Chronic, Terminal illnesses & Near-Death Experience  
  o Dealing with Spiritual Distress/Problems | • Lecture  
  • Discussion | • Essay  
  • Short answer  
  • Objective type |
| XVI  | 6 (T)| Explain the significance of nursing theories | Nursing Theories: Introduction  
• Meaning & Definition, Purposes, Types of theories with examples, Overview of selected nursing theories – Nightingale, Orem, Roy  
• Use of theories in nursing practice | • Lecture  
  • Discussion | • Essay  
  • Short answer  
  • Objective type |
Clinical: 4 Credits (320 hours)

**PRACTICE COMPETENCIES:**

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

1. Perform health assessment of each body system.
2. Develop skills in assessment, planning, implementation and evaluation of nursing care using Nursing process approach.
3. Identify and meet the Nutritional needs of patients.
4. Implement basic nursing techniques in meeting hygienic needs of patients.
5. Plan and Implement care to meet the elimination needs of patients.
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.
<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Competencies</th>
<th>Mode of Teaching</th>
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<tbody>
<tr>
<td>1.</td>
<td>Health Assessment</td>
<td>Standardized Patient</td>
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<tr>
<td>2.</td>
<td>Nutritional Assessment</td>
<td>Standardized Patient</td>
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<tr>
<td>3.</td>
<td>Sponge bath, oral hygiene, perineal care</td>
<td>Mannequin</td>
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<td>4.</td>
<td>Nasogastric tube feeding</td>
<td>Trainer/ Simulator</td>
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<td>5.</td>
<td>Providing bed pan &amp; urinal</td>
<td>Mannequin</td>
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<td>6.</td>
<td>Catheter care</td>
<td>Catheterization Trainer</td>
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<td>7.</td>
<td>Bowel wash, enema, insertion of suppository</td>
<td>Simulator/ Mannequin</td>
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<td>8.</td>
<td>Oxygen administration – face mask, venture mask, nasal prongs</td>
<td>Mannequin</td>
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<td>9.</td>
<td>Administration of medication through Parenteral route – IM, SC, ID, IV</td>
<td>IM injection trainer, ID injection trainer, IV arm (Trainer)</td>
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<td>10.</td>
<td>Last Office</td>
<td>Mannequin</td>
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</table>

**CLINICAL POSTINGS**

General Medical/Surgical Wards (16 weeks × 20 hours per week = 320 hours)

<table>
<thead>
<tr>
<th>Clinical Unit</th>
<th>Duration (Weeks)</th>
<th>Learning Outcomes</th>
<th>Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)</th>
<th>Clinical Requirements</th>
<th>Assessment Methods</th>
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</thead>
<tbody>
<tr>
<td>General Medical/Surgical wards</td>
<td>3</td>
<td>Perform health assessment of each body system</td>
<td><strong>Health Assessment</strong> &lt;br&gt;• Nursing/Health history taking &lt;br&gt;• Perform physical examination: &lt;br&gt; O General &lt;br&gt; O Body systems &lt;br&gt;• Use various methods of physical examination – Inspection, Palpation, Percussion,</td>
<td>• History Taking –2 &lt;br&gt;• Physical examination –2</td>
<td>• Assessment of clinical skills using check list &lt;br&gt;• OSCE</td>
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<tr>
<td>Clinical Unit</td>
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<td><strong>Hygiene</strong></td>
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<td>● Care of Skin &amp; Hair:</td>
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<td>– Sponge Bath/ Bed bath</td>
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<td>– Care of pressure points &amp; back massage</td>
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<td>● Pressure sore risk assessment using Braden/Norton scale</td>
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<td>– Hair wash</td>
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<td>– Pediculosis treatment</td>
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<td>● Oral Hygiene</td>
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<td>● Perineal Hygiene</td>
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<td>● Catheter care</td>
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<td><strong>Nursing Process</strong></td>
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<td>● Prepare Nursing care plan for the patient based on the given case scenario</td>
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<td><strong>Nutritional needs, Elimination needs &amp; Diagnostic testing</strong></td>
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<td>● Nutritional Assessment</td>
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<td>● Preparation of Nasogastric tube feeding</td>
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<td><strong>Nutritional Assessment and Clinical Presentation</strong></td>
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<td>● Evaluation of Nursing process with criteria</td>
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<td><strong>2</strong></td>
<td><strong>Plan and Implement care to meet the elimination needs of patient</strong></td>
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<td>Develop skills in instructing and collecting samples for investigation.</td>
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<td>Perform simple lab tests and analyze &amp; interpret common diagnostic values</td>
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<td><strong>Elimination needs</strong></td>
<td><strong>Diagnostic testing</strong></td>
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<td>● Providing</td>
<td>● Specimen Collection</td>
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<td>– Urinal</td>
<td>O Urine routine and culture</td>
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<td>– Bed pan</td>
<td>o Stool routine</td>
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<td>● Insertion of Suppository</td>
<td>o Sputum Culture</td>
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<td>● Insertion of flatus tube</td>
<td>● Perform simple Lab Tests using reagent strips</td>
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<td>● Enema</td>
<td>o Urine – Glucose, Albunin, Acetone, pH, Specific gravity</td>
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<td>● Urinary Catheter care</td>
<td>Blood – GRBS Monitoring</td>
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<td>● Care of urinary drainage</td>
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<td><strong>Clinical Presentation on Care of patient with Constipation – I</strong></td>
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<td><strong>Lab values – interpretation</strong></td>
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<td><strong>Assessment of clinical skills using check list</strong></td>
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| 3             |                  | Identify patients with impaired oxygenation and demonstrate skill in caring for patients with impaired oxygenation | **Oxygenation needs, Fluid, Electrolyte, and Acid – Base Balances**  
  **Oxygenation needs**  
  - Oxygen administration methods  
    - Nasal Prongs  
    - Face Mask/Venturi Mask  
  - Steam inhalation  
  - Nebulization  
  - Chest Physiotherapy  
  - Deep Breathing & Coughing Exercises  
  - Oral Suctioning  
  **Fluid, Electrolyte, and Acid – Base Balances**  
  - Maintaining intake output chart  
  - Identify & report complications of IV therapy  
  - Observe Blood & Blood Component therapy  
  - Identify & Report Complications of Blood & Blood Component therapy |                      | • Assessment of clinical skills using check list  
• OSCE |
| 3             |                  | Explain the principles, routes, effects of administration of medications  
Calculate conversions of drugs and dosages within and between systems of Measurements  
Administer drugs by the following routes- Oral, Intradermal, | **Administration of Medications**  
- Calculate Drug Dosages  
- Preparation of lotions & solutions  
- Administer Medications  
  **Oral**  
  Topical Inhalations  
  **Parenteral**  
  - Intradermal  
  - Subcutaneous |                      | • Assessment of clinical skills using check list  
• OSCE |
<table>
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<tr>
<th>Clinical Unit</th>
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<tr>
<td></td>
<td>Subcutaneous, Intramuscular, Intravenous, Topical, Inhalation</td>
<td>• Intramuscular • Instillations O Eye, Ear, Nose – instillation of medicated drops, nasal sprays, irrigations</td>
<td>Sensory Needs and Care of Unconscious patients, Care of Terminally ill, death and dying Sensory Needs and Care of Unconscious patients • Assessment of Level of Consciousness using Glasgow Coma Scale Terminally ill, death and dying • Death care</td>
<td>• Nursing rounds on care of patient with altered sensorium</td>
<td>• Assessment of clinical skills using check list • OSCE</td>
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<td>2</td>
<td>Assess, plan, implement &amp; evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness</td>
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<td>Care for terminally ill and dying patients</td>
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**Recommended Books**

Reference Books


Practical

Reference Books


2. Leaby Julia M, Patricia E. Kiziky Foundations of nursing practice – a nursing process approach, W.B.
HEALTH/NURSING INFORMATICS AND TECHNOLOGY

PLACEMENT: IISEMESTER
COURSE CODE: HNIT 145
THEORY: 2 Credits (40 hours)
PRACTICAL/LAB: 1 Credit (40 hours)

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

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

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

**T – Theory, P/L – Lab**

<table>
<thead>
<tr>
<th>Unit</th>
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</thead>
</table>
| I    | 10         | 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**  
- Use of computers in teaching, learning, research and nursing practice | • Lecture  
• Discussion  
• Practicession  
• Supervised clinical practice on EHRuse  
• Participate in data analysis using statistical package with statistician | • Shortanswer  
• Objective type questions  
• Visit reports  
• Assessment of assignments |
|      | 5          | Demonstrate the use of computer and technology in patient care, nursing education, practice, administration and research. | • Windows, MS office: Word, Excel, PowerPoint  
• Internet  
• Literaturesearch  
• Statisticalpackages  
• Hospitalmanagement informationsystem | • Visit to hospitals with different hospital managementsystems | • Assessment of skills using checklist |
| II   | 4          | Describe the principles of health informatics  
Explain the ways of data, knowledge and information can be used for effective healthcare | **Principles of Health Informatics**  
- Health informatics – needs, objectives and limitations  
- Use of data, information and knowledge for more effective healthcare and better health | • Lecture  
• Discussion  
• Practicession  
• Work in groups with health informatics team in a hospital to extract nursing data and prepare a report | • Essay  
• Shortanswer  
• Objective type questions  
• Assessment of report |
| III  | 3          | Describe the concepts of information system in health  
Demonstrate the use of health information system in hospital setting | **Information Systems in Healthcare**  
- Introduction to the role and architecture of information systems in modern healthcare environments  
- Clinical Information System (CIS)/Hospital information System (HIS), Artificial Intelligence- Overview | • Lecture  
• Discussion  
• Demonstration  
• Practicession  
• Work in groups with nurse leaders to understand the hospital informationsystem | • Essay  
• Shortanswer  
• Objective type |
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</table>
| IV   | T 4 P/L 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**  
- Challenges of capturing rich patient histories in an uncomputable form.  
- Latest global developments and standards to enable lifelong electronic health records to be integrated from disparate systems. | - Lecture  
- Discussion  
- Practice on Simulated EHR system  
- Practical session  
- Visit to health informatics department of a hospital to understand the use of EHR in nursing practice  
- Prepare a report on current EHR standards in Indian setting | (T)  
- Essay  
- Short answer  
- Objective type  
- Assessment of skills using checklist |
| V    | T 3       | Describe the advantages and limitations of health informatics in maintaining patient safety and risk management | **Patient Safety & Clinical Risk**  
- Relationship between patient safety and informatics  
- Function and application of the risk management process | - Lecture  
- Discussion | (T)  
- Essay  
- Short answer  
- Objective type |
| VI   | T 3 P/L 6 | Explain the importance of knowledge management Describe the standardized languages used in health informatics | **Clinical Knowledge & Decision Making**  
- Role of knowledge management in improving decision-making in 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. | - 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)  
- Essay  
- Short answer  
- Objective type |
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<th>Unit</th>
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| VII  | 3          | Explain the use of information and communication technology in patient care. Explain the application of public health informatics. | **e Health: Patients and the Internet**  
- Use of information and communication technology to improve or enable personal and public healthcare.  
- Introduction to public health informatics and role of nurses. | - Lecture  
- Discussion  
- Demonstration | - Essay  
- Shortanswer  
- Objective type  
- Practicalexam |
| VIII | 3 5        | Describe the functions of nursing information system. Explain the use of healthcare data in management of health care organization. | **Using Information in Healthcare Management**  
- Components of Nursing Information System (NIS).  
- Evaluation, analysis and presentation of healthcare data to inform decisions in the management of healthcare organizations. | - 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)  
- Essay  
- Shortanswer  
- Objective type |
| IX   | 4          | Describe the ethical and legal issues in healthcare informatics. Explain the ethical and legal issues related to nursing informatics. | **Information Law & Governance in Clinical Practice**  
- Ethical-legal issues pertaining to healthcare information in contemporary clinical practice.  
- Ethical-legal issues related to digital health applied to nursing. | - Lecture  
- Discussion  
- Case discussion  
- Roleplay | (T)  
- Essay  
- Shortanswer  
- Objective type |
| X    | 3          | Explain the relevance of evidence-based practices in providing quality healthcare. | **Healthcare Quality & Evidence Based Practice**  
- Use of scientific evidence in improving the quality of healthcare and technical and professional informatics standards | - Lecture  
- Discussion  
- Case study | (T)  
- Essay  
- Shortanswer  
- 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.

Reference Books

APPLIED MICROBIOLOGY AND INFECTION CONTROL INCLUDING SAFETY

PLACEMENT: III SEMESTER
COURSE CODE: MICR 201
THEORY: 2 Credits (40 hours)
PRACTICAL: 1 Credit (40 hours) (Lab/Experiential Learning – L/E)

SECTION A: APPLIED MICROBIOLOGY

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

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

COMPETENCIES:

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

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

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Outcomes</th>
<th>Content</th>
<th>Teaching/Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| I    | 3          | Explain concepts and principles of microbiology and its importance in nursing | **Introduction:**  
- Importance and relevance to nursing  
- Historical perspective  
- Concepts and terminology  
- Principles of microbiology | Lecture cum Discussion | Short answer  
Objective type |
| II   | 5          | Describe structure, classification, morphology, and growth of bacteria  
Identify Microorganisms | **General characteristics of Microbes:**  
- 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.  
- Pure culture techniques – tubedilution, pour, spread, streak plate. Anaerobic cultivation of bacteria | Lecture cum Discussion  
Demonstration  
Experiential Learning through visual | Short answer  
Objective type |
<table>
<thead>
<tr>
<th>Unit</th>
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</thead>
</table>
| III  | 9         | 6(L/E) Describe the different disease producing organisms | **Pathogenic organisms**  
- Micro-organisms: Cocci – gram positive and gram negative;  
Bacilli –gram positive and gram negative  
- Viruses  
- Fungi: Superficial and Deep mycoses  
- Parasites  
- Rodents & Vectors  
- Characteristics, Source, portal of entry, transmission of infection, Identification of disease producing micro-organisms | **Lecture cum Discussion**  
**Demonstration**  
**Experiential learning through visual** | **Short answer**  
**Objective type** |
| IV   | 3         | 4(L/E) Explain the concepts of immunity, hypersensitivity and immunization | **Immunity**  
- Immunity: Types, classification  
- Antigen and antibody reaction  
- Hypersensitivity reactions  
- Serological tests  
- Immunoglobulins: Structure, types & properties  
- Vaccines: Types & classification, storage and handling, cold chain, Immunization for various diseases  
- Immunization Schedule | **Lecture**  
**Discussion**  
**Demonstration**  
**Visit to observe vaccine storage**  
**Clinical practice** | **Short answer**  
**Objective type**  
**Visit report** |
SECTION B: INFECTION CONTROL & SAFETY

THEORY: 20 hours

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

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

COMPETENCIES: The students will be able to;

1. Develop knowledge and understanding of Hospital acquired Infections (HAI) and effective practices for prevention.
2. Integrate the knowledge of isolation (Barrier and reverse barrier) techniques in implementing various precautions.
3. Demonstrate and practice steps in handwashing and appropriate use of different types of PPE.
4. Illustrate various disinfection and sterilization methods and techniques.
5. Demonstrate knowledge and skill in specimen collection, handling and transport to optimize the diagnosis for treatment.
6. Incorporate the principles and guidelines of bio-medical waste management.
7. Apply the principles of Antibiotic stewardship in performing the nurses’ role.
8. Identify patient safety indicators and perform the role of nurse in the patient safety audit process.
10. Identify employee safety indicators and risk of occupational hazards.
11. Develop understanding of the various safety protocols and adhere to those protocols.
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<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
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<th>Teaching/ Learning Activities</th>
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<tbody>
<tr>
<td>I</td>
<td>2</td>
<td>2(E)</td>
<td>Summarize the evidence based and effective patient care practices for the prevention of common healthcare associated infections in the healthcare.</td>
<td>HAI (Hospital acquired Infection) • Hospital acquired infection • Bundle approach • Prevention of Urinary Tract Infection (UTI) • Prevention of Surgical Site Infection (SSI) • Prevention of Ventilator</td>
<td>• Lecture &amp; Discussion • Experiential learning</td>
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<tr>
<td>II</td>
<td>1</td>
<td>4 (L)</td>
<td>Demonstrate appropriate use of different types of PPEs and the critical use of risk assessment.</td>
<td>Isolation Precautions and use of Personal Protective Equipment (PPE) - (Review) • Types of isolation system, standard precaution and transmission-based precautions (Direct Contact, Droplet, Indirect) • Epidemiology &amp; Infection prevention – CDC guidelines • Effective use of PPE</td>
<td>• Lecture • Demonstration &amp; Re-demonstration</td>
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<tr>
<td>III</td>
<td>1</td>
<td>2(L)</td>
<td>Demonstrate the hand hygiene practice and its effectiveness on infection control</td>
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<td><strong>Hand Hygiene</strong></td>
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<td>• Types of Hand hygiene.</td>
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<td>• Handwashing and use of alcohol handrub.</td>
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<td>• Moments of Hand Hygiene.</td>
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<td>• WHO hand hygiene promotion.</td>
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<td><strong>Demonstration &amp; Re-demonstration</strong></td>
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<td><strong>Performance assessment</strong></td>
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<tr>
<th>IV</th>
<th>1</th>
<th>2(E)</th>
<th>Illustrates disinfection and sterilization in the health care setting</th>
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<td><strong>Disinfection and sterilization</strong></td>
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<td>• Definitions</td>
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<td>• Types of disinfection and sterilization</td>
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<td>• Environment cleaning</td>
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<td>- High touch surfaces</td>
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<td>• Equipment Cleaning</td>
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<td>• Guides on use of disinfectants</td>
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<td>• Spaulding’s principle</td>
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<td><strong>Discussion</strong></td>
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<td><strong>Experiential learning through visit</strong></td>
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<td><strong>Short answer</strong></td>
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| V    | 1         | Illustrate on what, when, how, why specimens are collected to optimize the diagnosis for treatment and management. | Specimen Collection(Review)  
- Principle of specimen collection  
- Types of specimens  
- Collection techniques and special considerations  
- Appropriate containers  
- Transportation of the sample  
- Staff precautions in handling specimens | Discussion | Knowledge evaluation  
- Quiz  
- Performance assessment  
- Checklist |
| VI   | 2         | Explain on bio-medical waste management & laundry management | BMW(Bio-Medical Waste Management)  
Laundry management process and infection control and prevention  
- Waste management process and infection prevention  
- Staff precautions  
- Laundry management  
- Country ordinance and BMWNational guidelines 2017: Segregation of wastes, Colour coded waste containers, waste collection & storage, Packaging | Discussion  
- Demonstration  
- Experiential learning through visit | Knowledge assessment by short answers, objectivity  
- Performance assessment |
<table>
<thead>
<tr>
<th>VII</th>
<th>4</th>
<th>Explain in detail about Antibiotic stewardship, AMR. Describe MRSA/MDR and its prevention</th>
</tr>
</thead>
</table>
|      |      | **Antibiotic stewardship**  
|      |      | - Definition and goals  
|      |      | - Importance of Antibiotic Stewardship  
|      |      | - MINDME concept  
|      |      | - Management aspects  
|      |      | - Concept of Hang time  
|      |      | - treatment specificity  
|      |      | - timely initiation of antimicrobials  
|      |      | - IV to Oral switch  
|      |      | - Antimicrobials for surgical prophylaxis- initiation, duration and administration  
|      |      | - Patient counselling to prevent misuse of antimicrobials  
|      |      | - Toxicity/ side effects of antimicrobials |
|      |      | **Lecture**  
|      |      | - Discussion  
|      |      | - Written assignment  
|      |      | - Recent AMR(Antimicrobial resistance) guidelines  
|      |      | **Shortanswer**  
|      |      | - Objective type  
<p>|      |      | - Assessment of assignment |</p>
<table>
<thead>
<tr>
<th>Unit</th>
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<th>Teaching/ LearningActivities</th>
<th>Assessment Methods</th>
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</thead>
</table>
| P    |           |                   | - Adverse drug reactions  
- Allergies  
- Antimicrobial resistance  
- AMR burden- global, national  
- Resistance mechanisms  
- Causes and consequences  
- Dissemination of AMR in environment- One health concept  
- AMR surveillance  
- Prevention and management strategies  
- Prevention of MRSA, MDR  
- Health care setting | • Lecture  
• Demonstration  
• Experiential learning | • Knowledge assessment  
• Performance assessment  
• Checklist/OSCE |
| VIII | 5(L/E)    | Enlist the patient safety indicators followed in a healthcare organization and the role of nurse in the patient safety audit process | **Patient Safety Indicators**  
- Care of Vulnerable patients  
- Prevention of iatrogenic injury  
- Care of lines, drains and tubing's  
- Restrain policy and care – Physical and Chemical  
- Blood & blood transfusion policy  
- Prevention of IV Complication  
- Prevention of Fall  
- Prevention of DVT  
- Shifting and transporting of patients  
- Surgical safety  
- Care coordination event related to medication reconciliation and administration  
- Prevention of communication errors  
- Prevention of HAI  
- Documentation  
- **Incidents and adverse Events**  
- Capturing of incidents  
- RCA(Root Cause Analysis)  
- CAPA(Corrective and Preventive Action) | • Lecture  
• Demonstration  
• Experiential learning | • Knowledge assessment  
• Performance assessment  
• Checklist/OSCE |
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</thead>
</table>
| T P  | 1          | Captures and analyzes incidents and events for quality improvement | • Report writing | • Lecture  
• Roleplay  
Inquiry Based Learning | • Knowledge assessment  
• Short answer  
• Objective type |
| IX   | 1          | Enumerate IPSG and application of the goals in the patient care settings. | **IPSG (International Patient safety Goals)**  
- Identify patient correctly  
- Improve effective communication  
- Improve safety of High Alert medication  
- Ensure safe surgery  
- Reduce the risk of health care associated infection  
- Reduce the risk of patient harm resulting from falls  
- Reduce the harm associated with clinical alarm system | • Lecture  
• Roleplay | • Objective type |
| X    | 23(L/E)    | Enumerate the various safety protocols and its applications | **Safety protocol**  
- 5S (Sort, Set in order, Shine, Standardize, Sustain)  
- Radiationsafety  
- Lasersafety  
- Firesafety  
- Types and classification of fire  
- Firealarms  
- Firefighting equipment  
- HAZMAT (Hazardous Materials) safety  
- Types of spill  
- Spillage management  
- MSDS (Material Safety Data Sheets)  
- Environmental safety  
- Risk assessment  
- Aspect impact analysis  
- Maintenance of Temp and Humidity (Department wise) | • Lecture  
• Demonstration  
Experiential learning | • Mock drills  
• Posttests  
• Checklist |
<table>
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</thead>
</table>
| XI   | 2          | Explain importance of employee safety indicators | • Audits  
• Emergency Codes  
Role of Nurse in times of disaster | • Lecture  
• Discussion  
• Lecture method  
• Journal review | • Knowledge assessment by short answers,  
• Objective type  
• Short answer |
|      |            | Identify risk of occupational hazards, prevention and post exposure prophylaxis. | **Employee Safety Indicators**  
• Vaccination  
• Needle stick injuries (NSI)  
• prevention  
• Fall prevention  
• Radiation safety  
• Annual health check | **Healthcare Worker Immunization Program and management of occupational exposure**  
• Occupational health ordinance  
• Vaccination program for health care staff  
• Needle stick injuries and prevention and postexposure prophylaxis | |

*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 student experiments with different behaviors. This begins the new cycle as the students have new experiences based on their experimentation. These steps may occur in nearly any order as the learning progresses. As per the need of the learner, the concrete components and conceptual components can be in different orders as they may require a variety of cognitive and affective behaviors.

**Recommended Books**


**Reference Books**


PLACEMENT: III SEMESTER

COURSE CODE: PHAR (I) 205

THEORY: 1 Credit (20 hours)

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

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

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

#### T – Theory

<table>
<thead>
<tr>
<th>Unit</th>
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</tr>
</thead>
</table>
| I    | 3 (T)      | Describe Pharmaco dynamics, Pharmacokinetics, Classification, principles of administration of drugs | **Introduction to Pharmacology**  
- Definitions & Branches  
- Nature & Sources of drugs  
- Dosage Forms and Routes of drug administration  
- Terminology used  
- Classification, Abbreviations, Prescription, Drug Calculation, Weights and Measures  
- Pharmacodynamics:  
  - Actions, Drug Antagonism, Synergism, Tolerance, Receptors, Therapeutic, adverse, toxic effects, pharmacovigilance  
- Pharmacokinetics:  
  - Absorption, Bioavailability, Distribution, Metabolism, Interaction, Excretion  
- Review:  
  - Principles of drug administration and treatment individualization  
  - Factors affecting dose, route etc.  
- Indian Pharmacopoeia:  
  - Legal Issues, Drug Laws, Schedule Drugs  
  - Rational Use of Drugs  
  - Principles of Therapeutics | • Lecture cum Discussion  
• Guided reading and written assignment on schedule K drugs | • Shortanswer  
• Objective type  
• Assessment of assignments |
| II | 1 (T) | Describe antiseptics, and disinfectant & nurse’s responsibilities | **Pharmacology of commonly used antiseptics and disinfectants**  
- Antiseptics and Disinfectants  
- Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse | - Lecture cum Discussion  
- Drug study/presentation | - Short answer  
- Objective type |
<table>
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<tbody>
<tr>
<td>III</td>
<td>2 (T)</td>
<td>Describe drugs acting on gastrointestinal system &amp; nurse’s responsibilities</td>
<td><strong>Drugs acting on G.I. system</strong>&lt;br&gt;• Pharmacology of commonly used drugs&lt;br&gt;  o Emetics and Antiemetics&lt;br&gt;  o Laxatives and Purgatives&lt;br&gt;  o Antacids and antipeptic ulcer drugs&lt;br&gt;  o Anti-diarrhoeals – Fluid and electrolyte therapy, Furanzolidone, dicyclomine&lt;br&gt;• Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</td>
<td>• Lecture cum Discussion&lt;br&gt;• Drug study/presentation</td>
<td>• Short answer&lt;br&gt;• Objective type</td>
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<tr>
<td>IV</td>
<td>2 (T)</td>
<td>Describe drugs acting on respiratory system &amp; nurse’s responsibilities</td>
<td><strong>Drugs acting on respiratory system</strong>&lt;br&gt;• Pharmacology of commonly used&lt;br&gt;  o Antiasthmatics – Bronchodilators (Salbutamol inhalers)&lt;br&gt;  o Decongestants&lt;br&gt;  o Expectorants, Antitussives and Mucolytics&lt;br&gt;  o Bronchoconstrictors and Antihistamines&lt;br&gt;• Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse</td>
<td>• Lecture cum Discussion&lt;br&gt;• Drug study/presentation</td>
<td>• Short answer&lt;br&gt;• Objective type</td>
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| V    | 4 (T)      | Describe drugs used on cardiovascular system & nurse’s responsibilities | **Drugs used in treatment of Cardiovascular system and blood disorders**  
• 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 | Lecture cum Discussion  
Drug study/presentation | Short answer  
Objective type |
VI | 2 (T) | Describe the drugs used in treatment of endocrine system disorders

<table>
<thead>
<tr>
<th><strong>Drugs used in treatment of endocrine system disorders</strong></th>
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<tbody>
<tr>
<td>- Insulin &amp; oral hypoglycemics</td>
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<td>- Thyroid and anti-thyroid drugs</td>
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</table>
| - Steroids  
  - O Corticosteroids  
  - O Anabolic steroids |
| - Calcitonin, parathormone, vitamin D3, calcium metabolism  
  - O Calcium salts |

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<th>Activities</th>
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<td>Lecture cum Discussion</td>
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<td>Drug study/presentation</td>
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<td>Short answer</td>
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<td>Unit</td>
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| VII  | 1 (T)      | Describe drugs used in skin diseases & nurse’s responsibilities | **Drugs used in treatment of integumentary system**  
- Antihistaminics and antipruritics  
- Topical applications for skin- Benzybenzoate, Gamma BHC, Clotrimazole, Miconazole, Silver Sulphadiazine(burns)  
- Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse | • Lecture cum Discussion  
• Drug study/presentation | • 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)**  
- General Principles for use of Antimicrobials  
- Pharmacology of commonly used drugs:  
  - Penicillin, Cephalosporin’s, Aminoglycosides, Macrolide & broad spectrum antibiotics, Sulfonamides, quinolones, Misc. antimicrobials  
- Anaerobic infections  
- Antitubercular drugs,  
- Antileprosy drugs  
- Antimalarials  
- Antiretroviral drugs  
- Antiviral agents | • Lecture cum Discussion  
• Drug study/presentation | • Short answer  
• Objective type |
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<tr>
<td></td>
<td>• Antihelminthics, Antiscabies agents</td>
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<td>• Antifungal agents</td>
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<td>• Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse</td>
<td></td>
</tr>
</tbody>
</table>

**Recommended Books**


**Reference Books**


PATHOLOGY - I

PLACEMENT: III SEMESTER

COURSE CODE: PATH (I) 210

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

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

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

1. Apply the knowledge of pathology in understanding the deviations from normal to abnormal pathology.

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

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

4. Apply the knowledge of genetics in understanding the various pathological disorders.

5. Appreciate the various manifestations in patients with diagnosed genetic abnormalities.

6. Rationalize the specific diagnostic tests in the detection of genetic abnormalities.

7. Demonstrate the understanding of various services related to genetics.
## COURSE OUTLINE
### T – Theory

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Outcomes</th>
<th>Content</th>
<th>Teaching/ Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| I    | 8 (T)      | Define the common terms used in pathology Identify the deviations from normal to abnormal structure and functions of body system | **Introduction**  
- 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:  
  - 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 | Lecture  
Discussion  
Explain using slides  
Explain with clinical scenarios | Shortanswer  
Objectivetype |
| II   | 5 (T)      | Explain pathological changes in disease conditions of various systems | **Special Pathology**  
**Pathological changes in disease conditions of selected systems:**  
1. **Respiratory system**  
- Pulmonary infections: Pneumonia, Lung abscess, pulmonary tuberculosis  
- Chronic Obstructive Pulmonary Disease: Chronic bronchitis, Emphysema, Bronchial Asthma, Bronchiectasis  
- Tumors of Lungs | Lecture  
Discussion  
Explain using slides, X-rays and scans  
Visit to pathology lab, endoscopy unit and OT | Shortanswer  
Objectivetype |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
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<th>Content</th>
<th>Teaching/ Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| 2. Cardio-vascular system | | | - Atherosclerosis  
- Ischemia and Infarction.  
- Rheumatic Heart Disease  
- Infective endocarditis | | |
| 3. Gastrointestinal tract | | | - Peptic ulcer disease (Gastric and Duodenal ulcer)  
- Gastritis-H Pylori infection  
- Oral mucosa: Oral Leukoplakia, Squamous cell carcinoma  
- Esophageal cancer  
- Gastric cancer  
- Intestinal: Typhoid ulcer, Inflammatory Bowel Disease (Crohn’s disease and Ulcerative colitis), Colorectal cancer | | |
| 4. Liver, Gall Bladder and Pancreas | | | - Liver: Hepatitis, Amoebic Liver abscess, Cirrhosis of Liver  
- Gall bladder: Cholecystitis.  
- Pancreas: Pancreatitis  
- Tumors of liver, Gall bladder and Pancreas | | |
| 5. Skeletal system | | | - Bone: Bone healing, Osteoporosis, Osteomyelitis, Tumors  
- Joints: Arthritis - Rheumatoid arthritis and Osteoarthritis | | |
| 6. Endocrine system | | | - Diabetes Mellitus  
- Goitre  
- Carcinoma thyroid | | |
<table>
<thead>
<tr>
<th>Unit</th>
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<th>Teaching/Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| III  | 7 (T)      | Describe various laboratory tests in assessment and monitoring of disease conditions | **Hematological tests for the diagnosis of blood disorders**  
• Blood tests: Hemoglobin, White cell and platelet counts, PCV, ESR  
• Coagulation tests: Bleeding time (BT), Prothrombin time (PT), Activated Partial Prothrombin Time (APTT)  
• Blood chemistry  
• Blood bank:  
  o Blood grouping and crossmatching  
  o Blood components  
  o Plasmapheresis  
  o Transfusion reactions | • Lecture  
• Discussion  
• Visit to clinical lab, biochemistry lab and blood bank | • Shortanswer  
• Objectivetype |

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

**Recommended Books**


**Reference Books**


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

PLACEMENT: III SEMESTER
COURSE CODE: N-AHN (I) 215
THEORY: 7 Credits (140 hours)
PRACTICUM: Lab/Skill Lab (SL) -1 Credit (40 hours) Clinical: 6 Credits (480 hours)

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

COMPETENCIES: On completion of Adult Health Nursing- I course, students will be able to

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

**T – Theory, L/SL – Lab/Skill Lab**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Outcomes</th>
<th>Content</th>
<th>Teaching/ Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| 1    | 6 (T) 4 (L/SL) | Narrate the evolution of medical surgical nursing  
Apply nursing process in caring for patients with medical surgical problems  
Execute the role of a nurse in various medical surgical setting  
Develop skills in assessment and care of wound  
Develop competency in providing pre and postoperative care | **Introduction**  
- Evolution and trends of medical and surgical nursing  
- International classification of diseases  
- Roles and responsibility of a nurse in medical and surgical settings  
  - Outpatient department  
  - In-patient unit  
  - Intensive care unit  
- Introduction to medical and surgical asepsis  
  - Inflammation, infection  
  - Wound healing – stages, influencing factors  
  - Wound care and dressing technique  
- Care of surgical patient  
  - Pre-operative  
  - Post-operative  
- Alternative therapies used in caring for patients with Medical Surgical Disorders | • Lecture cum discussion  
• Demonstration & Practice session  
• Roleplay  
• Visit to outpatient department, in patient and intensive care unit | • Short Answer  
• OSCE |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Outcomes</th>
<th>Content</th>
<th>Teaching/ Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| II   | 15 (T) 4 (L/SL) | Explain organizational set up of the operating theatre | **Intraoperative Care**  
- Organization and physical set up of the operation theatre  
  o Classification  
  o O.T Design  
  o Staffing  
  o Members of the OT team  
  o 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  
- Prevention of accidents and hazards in OT  
- 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 | Lecture cum Discussion  
Demonstration, Practice session, and Case Discussion  
Visit to receiving bay | Caring for patient intra operatively  
Submit a list of disinfectants used for instruments with the action and precaution |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Outcomes</th>
<th>Content</th>
<th>Teaching/Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>III</td>
<td>6 (T) 4 (L/SL)</td>
<td>Identify the signs and symptoms of shock and electrolyte imbalances. Develop skills in managing fluid and electrolyte imbalances. Perform pain assessment and plans for the nursing management. Perform edema assessment and plans for the nursing management.</td>
<td><strong>Nursing care of patients with common signs and symptoms and management</strong>  - Fluid and electrolyte imbalance  - Shock  - Pain  - Edema</td>
<td>• Lecture, discussion, demonstration  • Casediscussion</td>
<td>• Shortanswer  • MCQ  • Casereport</td>
</tr>
<tr>
<td>IV</td>
<td>18 (T) 4 (L)</td>
<td>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.</td>
<td><strong>Nursing Management of patients with respiratory problems</strong>  - Review of anatomy and physiology of respiratory system  - Nursing Assessment – history taking, physical assessment and diagnostic tests  - Common respiratory problems:  - Upper respiratory tract infections  - Chronic obstructive pulmonary diseases  - Atelectasis  - Bronchial Asthma  - Pleural effusion, Emphyema  - Bronchiectasis  - Pneumonia  - Lung abscess  - Cyst and tumors</td>
<td>• Lecture, discussion, demonstration  • Demonstration  • Practicessession  • Casereport  • Visit to PFTLab</td>
<td>• Essay  • Shortanswer  • OSCE</td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Outcomes</td>
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<td>Teaching/ Learning Activities</td>
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<tr>
<td>V</td>
<td>16 (T) 5 (L)</td>
<td>Describe the health behaviour to be adopted in preventing respiratory illnesses</td>
<td>Describe the health behaviour to be adopted in preventing respiratory illnesses</td>
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<td>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of gastrointestinal disorders</td>
<td>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of gastrointestinal disorders</td>
<td>Nursing Management of patients with disorders of digestive system</td>
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<tr>
<td></td>
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<td>Demonstrate skill in gastrointestinal assessment</td>
<td>Demonstrate skill in gastrointestinal assessment</td>
<td>Lecture,Discussion</td>
<td>Shortanswer</td>
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<td></td>
<td></td>
<td>Prepare patient for upper and lower gastrointestinal investigation</td>
<td>Prepare patient for upper and lower gastrointestinal investigation</td>
<td>Demonstration</td>
<td>Quiz</td>
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<td>Nursing Management of patients with disorders of digestive system</td>
<td>Nursing Management of patients with disorders of digestive system</td>
<td>Roleplay</td>
<td>OSCE</td>
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<td>Common GIdisorders:</td>
<td>Common GIdisorders:</td>
<td>Problem Based Learning</td>
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<td>o Oral cavity: lips, gums and teeth</td>
<td>o Oral cavity: lips, gums and teeth</td>
<td>Visit to stomaclinic</td>
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<td>o GI: Bleeding, Infections, Inflammation, tumors, Obstruction, Perforation &amp; Peritonitis</td>
<td>o GI: Bleeding, Infections, Inflammation, tumors, Obstruction, Perforation &amp; Peritonitis</td>
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<td>o Peptic &amp; duodenal ulcer</td>
<td>o Peptic &amp; duodenal ulcer</td>
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<td>o Mal-absorption, Appendicitis, Hernias</td>
<td>o Mal-absorption, Appendicitis, Hernias</td>
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<td></td>
<td>o Hemorrhoids, fissures, Fistulas</td>
<td>o Hemorrhoids, fissures, Fistulas</td>
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<td></td>
<td></td>
<td>o Pancreas: inflammation, cysts, and tumors</td>
<td>o Pancreas: inflammation, cysts, and tumors</td>
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<td></td>
<td></td>
<td>o Liver: inflammation, cysts, abscess, cirrhosis, portal hypertension, hepatic failure, tumors</td>
<td>o Liver: inflammation, cysts, abscess, cirrhosis, portal hypertension, hepatic failure, tumors</td>
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<td>Demonstrate skill in gastric decompression, gavage, and stoma care</td>
<td>Demonstrate skill in gastric decompression, gavage, and stoma care</td>
<td>Gall bladder: inflammation, Cholelithiiasis, tumors</td>
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<td></td>
<td>Demonstrate skill</td>
<td>Demonstrate skill</td>
<td>Gastric decompression, gavage and stoma care, different feeding techniques</td>
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</tbody>
</table>

*B.Sc. Nursing Curriculum*
<table>
<thead>
<tr>
<th>VI</th>
<th>20 (T) 5 (L)</th>
<th>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of cardiovascular disorders</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Demonstrate skill in cardiovascular assessment</td>
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<td>Prepare patient for invasive and non-invasive cardiac procedures</td>
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<td>Demonstrate skill in monitoring and interpreting clinical signs related to cardiac disorders</td>
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<td>Complete BLS/BCLS module</td>
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</tbody>
</table>

**Nursing Management of patients with cardiovascular problems**
- Review of anatomy and physiology of cardiovascular system
- Nursing Assessment: History and Physical assessment
- Invasive & non-invasive cardiac procedures
- Disorders of vascular system: Hypertension, arteriosclerosis, Raynaud’s disease, aneurysm and peripheral vascular disorders
- Coronary artery diseases: coronary atherosclerosis, 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
- Recent trends in diagnosis and management

|    |            | Lecture, discussion |
|    |            | Demonstration |
|    |            | Practice session |
|    |            | Case discussion |
|    |            | Health education |
|    |            | Drug Book/presentation |
|    |            | Completion of BCLS Module |

- Careplan
- Drug record
- BLS/ BCLS evaluation
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
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<th>Content</th>
<th>Teaching/ Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| VII  | 7(T) 3(L)  | Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of hematological disorders | **Nursing Management of patients with disorders of blood**  
- 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, agranulocytosis  
- Lymphomas, myelomas  
- Recent trends in diagnosis and management | Field visit to blood bank  
Counseling | Interpretation of blood reports  
Visit report |
| VIII | 8(T) 2(L)  | Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of endocrine disorders | **Nursing management of patients with disorders of endocrine system**  
- Review of anatomy and physiology of endocrinesystem  
- Nursing Assessment – History and Physical assessment  
- Disorders of thyroid and Parathyroid, Adrenal and Pituitary glands (Hyper, Hypo, tumors)  
- Diabetes mellitus  
- Recent trends in diagnosis and management | Lecture, discussion, demonstration  
Practicesession  
Casediscussion  
Healtheducation | Prepare health education on self-administration of insulin  
Submit a diabetic diet plan |
<table>
<thead>
<tr>
<th>Unit</th>
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<th>Content</th>
<th>Teaching/ Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| IX   | 8(T) 2(L)  | Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of disorders of integumentary system | **Nursing management of patients with disorders of Integumentary system**  
• Review of anatomy and physiology of skin  
• Nursing Assessment: History and physical assessment  
• Infection and infestations: Dermatitis  
• Dermatoses: infectious and non-infectious  
• Acne, Allergies, Eczema & Pemphigus  
• Psoriasis, Malignant melanoma, Alopecia  
• Special therapies, alternative therapies  
• Drugs used in treatment of disorders of integumentary system  
• Recent trends in diagnosis and management | • Lecture, discussion  
• Demonstration  
• Practice session  
• Case discussion | • Drug report  
• Preparation of Home care plan |
|     |            | Demonstrate skill in integumentary assessment | |  | |
|     |            | Demonstrate skill in medicated bath | |  | |
|     |            | Prepare and provide health education on skin care | |  | |
| X   | 16 (T) 4 (L)| Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of musculoskeletal disorders | **Nursing management of patients with musculoskeletal problems**  
• Review of Anatomy and physiology of the musculoskeletal system  
• Nursing Assessment: History and physical assessment, diagnostic tests  
• Musculoskeletal trauma: Dislocation, fracture, sprain, strain, contusion, amputation  
• Musculoskeletal infections and tumors: Osteomyelitis, benign and malignant tumour  
• Orthopedic modalities: Cast, splint, traction, crutch walking  
• Musculoskeletal inflammation: Bursitis, synovitis, arthritis, gout  
• Special therapies, alternative therapies  
• Metabolic bone disorder: Osteoporosis | • Lecture/ discussion  
• Demonstration  
• Case discussion  
• Health education | • Nursing care plan  
• Prepare health teaching on care of patient with cast |
### Unit XI

<table>
<thead>
<tr>
<th>Time (Hrs)</th>
<th>Learning Outcomes</th>
<th>Content</th>
<th>Teaching/ Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 (T) 3 (L)</td>
<td>Demonstrate skill in care of patient with replacement surgeries Prepare and provide health education on bone healing</td>
<td>- Spinal column defects and deformities – tumor, prolapsed intervertebral disc, Pott's spine - Rehabilitation, prosthesis Replacement surgeries - Recent trends in diagnosis and management</td>
<td>- Lecture, discussion, demonstration - Practicesession - Case discussion/ seminar - Healtheducation - Drug Book/presentation - Refer TBControl &amp; Management module</td>
<td>- Prepare and submits protocol on various isolation techniques</td>
</tr>
<tr>
<td>XI</td>
<td>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of patients with communicable diseases</td>
<td>Nursing management of patients with Communicable diseases - Overview of infectiousdiseases, the infectiousprocess - Nursing Assessment: History and Physical assessment, Diagnostic tests - Tuberculosis - Diarrhoeal diseases - Hepatitis A- E - Typhoid - Herpes - Chickenpox - Smallpox - Measles - Mumps - Influenza - Meningitis - Gasgangrene - Leprosy - Dengue - Plague, Malaria - Chikungunya - Swine flu - Filariasis - Diphtheria - Pertussis - Tetanus - Poliomyelitis</td>
<td>- Lecture, discussion, demonstration - Practicesession - Case discussion/ seminar - Healtheducation - Drug Book/presentation - Refer TBControl &amp; Management module</td>
<td>- Prepare and submits protocol on various isolation techniques</td>
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<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Outcomes</td>
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<td>Teaching/ Learning Activities</td>
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<td>COVID-19&lt;br&gt;Special infection control measures: Notification, Isolation, Quarantine, Immunization</td>
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</tbody>
</table>

**Recommended Books**


**Reference Books**


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

COURSE CODE: N-AHN I 215

PLACEMENT: III SEMESTER

TIME: 6 Credits (480 hours) – 18 weeks x 27 hours

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

The students will be competent to:

1. Utilize the nursing process in providing care to the sick adults in the hospital:
   a. Perform complete health assessment to establish a data base for providing quality patient care.
   b. Integrate the knowledge of diagnostic tests in the process of data collection.
   c. Identify nursing diagnoses and list them according to priority.
   d. Formulate nursing care plan, using problem solving approach.
   e. Apply scientific principles while giving nursing care to patients.
   f. Perform nursing procedures skillfully on patients.
   g. Establish/develop interpersonal relationship with patients and family members.
   h. Evaluate the expected outcomes and modify the plan according to the patient needs.

2. Provide comfort and safety to adult patients in the hospital.

3. Maintain safe environment for patients during hospitalization.

4. Explain nursing actions appropriately to the patients and family members.

5. Ensure patient safety while providing nursing procedures.

6. Assess the educational needs of the patient and their family related to medical and surgical disorders and provide appropriate health education to patients.

7. Provide pre, intra and post-operative care to patients undergoing surgery.

8. Integrate knowledge of pathology, nutrition and pharmacology for patients experiencing various medical and surgical disorders.
9. Integrate evidence-based information while giving nursing care to patients.

10. Demonstrate the awareness of legal and ethical issues in nursing practice.

I. NURSING MANAGEMENT OF PATIENTS WITH MEDICAL CONDITIONS

A. Skill Lab

Use of manikins and simulators
- Intravenous therapy
- Oxygen through mask
- Oxygen through nasal prongs
- Venturi mask
- Nebulization
- Chest physiotherapy

B. Clinical Postings

<table>
<thead>
<tr>
<th>Clinical area/unit</th>
<th>Duration (weeks)</th>
<th>Learning Outcomes</th>
<th>Procedural Competencies/ Clinical Skills</th>
<th>Clinical Requirements</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
II. NURSING MANAGEMENT OF PATIENTS WITH SURGICAL CONDITIONS

A. Skill Lab

Use of manikins and simulators
- Nasogastric aspiration
- Surgical dressing
- Suture removal
- Colostomy care/ileostomy care
- Enteral feeding

B. Clinical Postings

<table>
<thead>
<tr>
<th>Clinical area/unit</th>
<th>Duration (weeks)</th>
<th>Learning Outcomes</th>
<th>Procedural Competencies/ Clinical Skills</th>
<th>Clinical Requirements</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>General surgical wards</td>
<td>4</td>
<td>Develop skill in caring for patients during pre- and post-operative period</td>
<td>□ Pre-Operative care</td>
<td>□ Care study - 1</td>
<td>□ Clinical evaluation, OSCE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assist with diagnostic procedures</td>
<td>□ Immediate Post-operative care</td>
<td>□ Health teaching</td>
<td>□ Care study</td>
</tr>
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<td></td>
<td></td>
<td>Develop skill in managing patient with Gastro-intestinal Problems</td>
<td>□ Post-operative exercise</td>
<td>□ Maintain drug book</td>
<td>□ Care note/ Clinical presentation</td>
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<tr>
<td></td>
<td></td>
<td>Develop skill in wound management</td>
<td>□ Pain assessment</td>
<td>□ Maintain practical record</td>
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<td></td>
<td>□ Assisting diagnostic procedure and after care of patients undergoing</td>
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<td></td>
<td></td>
<td>□ Colonoscopy</td>
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<td></td>
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<td>□ ERCP</td>
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<td></td>
<td></td>
<td>□ Endoscopy</td>
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<td>□ Liver Biopsy</td>
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<td></td>
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<td>□ Nasogastric aspiration</td>
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<td></td>
<td></td>
<td>□ Gastrostomy/Jejunostomy feeds</td>
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<td></td>
<td>□ Ileostomy/Colostomy care</td>
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<td></td>
<td></td>
<td>□ Surgical dressing</td>
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<td>□ Suture removal</td>
<td></td>
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<td></td>
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<td>□ Surgical soak</td>
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<td>□ Sitz bath</td>
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<td></td>
<td>□ Care of drain</td>
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</tr>
</tbody>
</table>
III. NURSING MANAGEMENT OF PATIENTS WITH CARDIAC CONDITIONS

A. SkillLab

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

<table>
<thead>
<tr>
<th>Clinical area/unit</th>
<th>Duration (weeks)</th>
<th>Learning Outcomes</th>
<th>Procedural Competencies/ Clinical Skills</th>
<th>Clinical Requirements</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| Cardiology wards   | 2                | Develop skill in management of patients with cardiac problems | - Cardiac monitoring  
|                    |                  | Develop skill in management of patients with disorders of Blood | - 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:  
|                    |                  |                                             |   o Blood grouping/cross matching  
|                    |                  |                                             |   o Bloodsugar  
|                    |                  |                                             |   o Serum electrolytes  
|                    |                  |                                             | - Assisting with blood transfusion  
|                    |                  |                                             | - Assisting for bone marrow aspiration  
|                    |                  |                                             | - Application of anti-embolism stockings (TEDhose)  
|                    |                  |                                             | - Application/maintenance of sequential compression device  
|                    |                  |                                             | - Cardiac assessment – 1  
|                    |                  |                                             | - Drug presentation – 1  
|                    |                  |                                             | - Clinical evaluation  
|                    |                  |                                             | - Drug presentation  |
IV. NURSING MANAGEMENT OF PATIENTS WITH DISORDERS OF INTEGUMENTARY SYSTEM

A. Skill Lab

Use of manikins and simulators
Application of topical medication

B. Clinical Postings

<table>
<thead>
<tr>
<th>Clinical area/unit</th>
<th>Duration (Weeks)</th>
<th>Learning Outcomes</th>
<th>Procedural Competencies/ Clinical Skills</th>
<th>Clinical Requirements</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dermatology wards</td>
<td>1</td>
<td>Develop skill in management of patients with disorders of integumentary system</td>
<td>• Intradermal injection-Skin allergy testing</td>
<td></td>
<td>Clinical evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Application of topical medication</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>• Medicated bath</td>
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</tr>
</tbody>
</table>

V. NURSING MANAGEMENT OF PATIENTS WITH COMMUNICABLE DISEASES

A. Skill Lab

• Barrier Nursing
• Reverse Barrier Nursing
• Standard precautions

B. Clinical Postings

<table>
<thead>
<tr>
<th>Clinical area/unit</th>
<th>Duration (Weeks)</th>
<th>Learning Outcomes</th>
<th>Procedural Competencies/ Clinical Skills</th>
<th>Clinical Requirements</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isolation ward</td>
<td>1</td>
<td>Develop skill in the management of patients requiring isolation</td>
<td>• Barrier Nursing</td>
<td>Care Note –1</td>
<td>Clinical evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reverse barrier nursing</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>• Standard precautions (Universal precaution), use of PPE, needle stick and sharp injury prevention, cleaning and disinfection, respiratory hygiene, waste disposal and safe injection practices</td>
<td></td>
<td>Carenote</td>
</tr>
</tbody>
</table>
VI. NURSING MANAGEMENT OF PATIENTS WITH MUSCULOSKELETAL PROBLEMS

A. Skill Lab

Use of manikins and simulators
- Range of motion exercises
- Muscle strengthening exercises
- Crutch walking

B. Clinical Postings

<table>
<thead>
<tr>
<th>Clinical area/unit</th>
<th>Duration (Weeks)</th>
<th>Learning Outcomes</th>
<th>Procedural Competencies/ Clinical Skills</th>
<th>Clinical Requirements</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| Orthopedic wards   | 2                | Develop skill in management of patients with musculoskeletal problems | • Preparation of patient with Myelogram/CT/MRI  
• Assisting with application & removal of POP/Cast  
• Preparation, assisting and after care of patient with Skin traction/skeletal traction  
• Care of orthotics  
• Muscle strengthening exercises  
• Crutch walking  
• Rehabilitation | • Care Note –1 | • Clinical evaluation  
• Care note |

VII. NURSING MANAGEMENT OF PATIENTS IN THE OPERATING ROOMS

A. Skill Lab

Use of manikins and simulators
- Scrubbing, gowning and gloving
- Orient to instruments for common surgeries
- Orient to suture materials
- Positioning
## B. Clinical Postings

<table>
<thead>
<tr>
<th>Clinical area/unit</th>
<th>Duration (Weeks)</th>
<th>Learning Outcomes</th>
<th>Procedural Competencies/ Clinical Skills</th>
<th>Clinical Requirements</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| Operation theatre  | 4                | Develop skill in caring for intraoperative patients | • Position and draping  
• Preparation of operation table  
• Set up of trolley with instrument  
• Assisting in major and minor operation  
• Disinfection and sterilization of equipment  
• Scrubbing procedures – Gowning, masking and gloving  
• Intraoperativemonitoring | • Assist as circulatory nurse – 4  
• Positioning & draping – 5  
• Assist as scrub nurse in major surgeries – 4  
• Assist as scrub nurse in minor surgeries – 4 | • Clinical evaluation  
• OSCE |
PHARMACOLOGY II
Including Fundamentals of Prescribing Module

PLACEMENT: IV SEMESTER
COURSE CODE: PHAR (II) 205
THEORY: 3 Credits (60 hours)

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

COMPETENCIES: On completion of the course, the students will be able to
1. Explain the drugs used in the treatment of ear, nose, throat and eyedisorders.
2. Explain the drugs used in the treatment of urinary system disorders.
3. Describe the drugs used in the treatment of nervous system disorders.
4. Explain the drugs used for hormonal replacement and for the pregnant women during antenatal, intra natal and postnatal period.
5. Explain the drugs used to treat emergency conditions and immunedisorders.
6. Discuss the role and responsibilities of nurses towards safe administration of drugs used to treat disorders of various systems with basic understanding of pharmacology.
7. Demonstrate understanding about the drugs used in alternative system of medicine.
8. Demonstrate understanding about the fundamental principles of prescribing.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Outcomes</th>
<th>Content</th>
<th>Teaching/ Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| I    | 4 (T)      | Describe drugs used in disorders of ear, nose, throat and eye and nurses’ responsibilities | **Drugs used in disorders of ear, nose, throat & Eye**  
- Antihistamines  
- Topical applications for eye (Chloramphenicol, Gentamycin eye drops), ear (Soda glycerin, boric spirit ear drops), nose and buccal cavity-chlorhexidine mouthwash  
- Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse | • Lecture cum Discussion  
• Drug study/presentation | • Shortanswer  
• Objectivetype |
| II   | 4 (T)      | Describe drugs acting on urinary system & nurse’s responsibilities | **Drugs used on urinary system**  
- Pharmacology of commonly used drugs  
  - Renin angiotensinsystem  
  - Diuretics and antidiuretics  
  - Drugs toxic to kidney  
  - Urinary antiseptics  
  - Treatment of UTI - acidifiers and alkalinizers  
- Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse | • Lecture cum Discussion  
• Drug study/presentation | • Shortanswer  
• Objectivetype |
| III  | 10 (T)     | Describe drugs used on nervous system & nurse’s responsibilities | **Drugs acting on nervous system**  
- Basis & applied pharmacology of commonly used drugs  
- Analgesics and anaesthetics  
  - Analgesics: Non-steroidal anti-inflammatory (NSAID) drugs  
  - Antipyretics  
  - Opioids & other centralanalgesics  
  - General (techniques of GA, pre anesthetic) | • Lecture cum Discussion  
• Drug study/presentation | • Shortanswer  
• Objectivetype |
<table>
<thead>
<tr>
<th>Unit</th>
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<th>Learning Outcomes</th>
<th>Content</th>
<th>Teaching/ Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
<td>5 (T)</td>
<td>Describe drugs used for hormonal disorder &amp; supplementation, contraception &amp; medical termination of pregnancy &amp; nurse’s responsibilities</td>
<td>✓ medication) &amp; local anesthetics ✓ Gases: oxygen, nitrous oxide, carbon dioxide &amp; others • Hypnotics and sedatives Skeletal muscle relaxants • Antipsychotics • Mood stabilizers • Antidepressants • Antianxiety Drugs • Anticonvulsants • Drugs for neurodegenerative disorders &amp; 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</td>
<td>• Lecture cum discussion • Drug study/presentation</td>
<td>• Short answer • Objective type</td>
</tr>
</tbody>
</table>

**Drugs used for hormonal disorders and supplementation, contraception and medical termination of pregnancy**
- Estrogens and progesterones
  - Oral contraceptives and hormone replacement therapy
- Vaginal contraceptives
- Drugs for infertility and medical termination of pregnancy
  - Uterine stimulants and relaxants
- Composition, actions, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Outcomes</th>
<th>Content</th>
<th>Teaching/Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| 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**  
- Tetanus prophylaxis  
- Iron and Vit K1 supplementation  
- Oxytocin, Misoprostol  
- Ergometrine  
- Methyl prostaglandinF2-alpha  
- Magnesium sulphate  
- Calcium gluconate | - Lecture cum Discussion  
- Drug study/presentation | - Shortanswer  
- 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**  
- 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  
  - Activated charcoal  
  - Ipecac  
  - Antidotes,  
  - Anti-snake venom (ASV)  
- Vitamins and minerals supplementation  
- Vaccines & sera (Universal immunization programs schedules)  
- Anticancer drugs: Chemotherapeutic drugs commonly used  
- Immuno-suppressants and Immunostimulants | - Lecture cum Discussion  
- Drug study/presentation | - Shortanswer  
- Objective type |
| VII  | 4 (T)      | Demonstrate awareness of common drugs used in alternative system of medicine | **Introduction to drugs used in alternative systems of medicine**  
- Ayurveda, Homeopathy, Unani and Siddha etc.  
- Drugs used for common ailments | - Lecture cum Discussion  
- Observational visit | - Shortanswer  
- Objective type |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Outcomes</th>
<th>Content</th>
<th>Teaching/ Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| VIII | 20(T)      | Demonstrate understanding about fundamental principles of prescribing | **Fundamental principles of prescribing**  
- Prescriptive role of nurse practitioners: Introduction  
- Legal and ethical issues related to prescribing  
- Principles of prescribing  
- Steps of prescribing  
- Prescribing competencies | • Completion of module on Fundamental principles of prescribing | • Short answer  
• Assignment evaluation |

**Recommended Books**


**Reference Books**

PATHOLOGY - II AND GENETICS

PLACEMENT: IV SEMESTER
COURSE CODE: PATH (II) 210
THEORY: 1 Credit (20 hours) (Includes lab hours also)

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

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

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

<table>
<thead>
<tr>
<th>Unit</th>
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<th>Content</th>
<th>Teaching/ Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| I    | 5 (T)      | Explain pathological changes in disease conditions of various systems | **Special Pathology:** Pathological changes in disease conditions of selected systems  
1. **Kidneys and Urinarytract**  
   - Glomerulonephritis  
   - Pyelonephritis  
   - Renal calculi  
   - Cystitis  
   - Renal CellCarcinoma  
   - Renal Failure (Acute andChronic)  
2. **Male genitalsystems**  
   - Cryptorchidism  
   - Testicularatrophy  
   - Prostatic hyperplasia  
   - Carcinoma penis andProstate.  
3. **Female genitalsystem**  
   - Carcinoma cervix  
   - Carcinoma ofendometrium  
   - Uterine fibroids  
   - Vesicular mole and  
   - Choriocarcinoma  
   - Ovarian cyst andtumors  
4. **Breast**  
   - Fibrocysticchanges  
   - Fibroadenoma  
   - Carcinoma of theBreast  
5. **Central nervoussystem**  
   - Meningitis.  
   - Encephalitis  
   - Stroke  
   - Tumors ofCNS | • Lecture  
• Discussion  
• Explain using slides, X-rays and scans  
• Visit to pathology lab, endoscopy unit andOT | • Shortanswer  
• Objectivetype |
<table>
<thead>
<tr>
<th>Unit</th>
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</tr>
</thead>
</table>
| II   | 5 (T)      | Describe the laboratory tests for examination of body cavity fluids, urine and faeces | **Clinical Pathology**  
- Examination of body cavity fluids:  
- Methods of collection and examination of CSF and other body cavity fluids (sputum, wound discharge) specimen for various clinical pathology, biochemistry and microbiology tests  
- Analysis of semen:  
  - Sperm count, motility and morphology and their importance in infertility  
- Urine:  
  - Physical characteristics, Analysis, Culture and Sensitivity  
- Faeces:  
  - Characteristics  
  - Stool examination: Occult blood, Ova, Parasite and Cyst, Reducing substance etc.  
  - Methods and collection of urine and faeces for various tests | • Lecture  
• Discussion  
• Visit to clinical lab and biochemistry lab | • Short answer  
• Objective type |

**Recommended Books**


**Reference Books**


# GENETICS
## COURSE OUTLINE
### T – Theory

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
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<th>Content</th>
<th>Teaching/Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| I    | 2 (T)      | Explain nature, principles and perspectives of heredity | **Introduction:**  
- Practical application of genetics in nursing  
- Impact of genetic condition on families  
- Review of cellular division: mitosis and meiosis  
- Characteristics and structure of genes  
- Chromosomes: sex determination  
- Chromosomal aberrations  
- Patterns of inheritance  
- Mendelian theory of inheritance  
- Multiple allots and bloodgroups  
- Sex linked inheritance  
- Mechanism of inheritance  
- Errors in transmission(mutation) |  
- Lecture  
- Discussion  
- Explain using slides |  
- Shortanswer  
- Objectivetype |
| II   | 2 (T)      | Explain maternal, prenatal and genetic influences on development of defects and diseases | **Maternal, prenatal and genetic influences on development of defects and diseases**  
- Conditions affecting the mother: genetic and infections  
- Consanguinityatopy  
- Prenatal nutrition and foodallergies  
- Maternal age  
- Maternal drugtherapy  
- Prenatal testing and diagnosis |  
- Lecture  
- Discussion  
- Explain using slides |  
- Shortanswer  
- Objectivetype |
### Effect of Radiation, drugs and chemicals
- Infertility
- Spontaneous abortion
- Neural Tube Defects and the role of folic acid in lowering the risk
- Down syndrome (Trisomy 21)

<table>
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<tr>
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</tr>
</thead>
</table>
| III  | 2 (T)      | Explain the screening methods for genetic defects and diseases in neonates and children | Genetic testing in the neonates and children  
  - Screening for  
    o Congenital abnormalities  
    o Developmental delay  
    o Dysmorphism | Lecture  
  - Discussion  
  - Explain using slides | Short answer  
  - Objective type |
| IV   | 2 (T)      | Identify genetic disorders in adolescents and adults | Genetic conditions of adolescents and adults  
  - Cancer genetics: Familial cancer  
  - Inborn errors of metabolism  
  - Blood group alleles and hematological disorder  
  - Genetica hemochromatosis  
  - Huntington’s disease  
  - Mental illness | Lecture  
  - Discussion  
  - Explain using slides | Short answer  
  - Objective type |
| V    | 2 (T)      | Describe the role of nurse in genetic services and counselling | Services related to genetics  
  - Genetic testing  
  - Genethrapy  
  - Genetic counseling  
  - Legal and Ethical issues  
  - Role of nurse | Lecture  
  - Discussion | Short answer  
  - Objective type |

### Recommended Books

### Reference Books
**ADULT HEALTH NURSING - II WITH INTEGRATED PATHOPHYSIOLOGY**  
including GERIATRIC NURSING and PALLIATIVE CARE MODULE

**PLACEMENT:** IV SEMESTER

**COURSE CODE:** N-AHN (II) 225

**THEORY:** 7 Credits (140 hours)

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

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Outcomes</th>
<th>Content</th>
<th>Teaching/ Learning activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| 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 | **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)  
  □ Review of anatomy and physiology of the ear, nose and throat  
  □ History, physical assessment and diagnostic tests  
  □ Ear:  
    o External ear: deformities, otalgia, foreign bodies and tumors  
    o Middle ear: impacted wax, | □ Lecture and discussion  
  □ Demonstration of hearing aids, nasal packing, medication administration  
  □ Visit to audiology and speech clinic | □ MCQ  
  □ Short answer  
  □ Essay  
  □ OSCE  
  □ Assessment of skill (using checklist)  
  □ Quiz  
  □ Drug book |
<table>
<thead>
<tr>
<th>tympanic membrane perforation, otitis media and tumors</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Inner ear: Meniere’s disease, labyrinthitis, ototoxicity tumors</td>
</tr>
<tr>
<td>□ Upper respiratory airway infections: Rhinitis, sinusitis, tonsillitis, laryngitis</td>
</tr>
<tr>
<td>□ Epistaxis, Nasal obstruction, laryngeal obstruction</td>
</tr>
<tr>
<td>□ Deafness and its management</td>
</tr>
<tr>
<td>• Recent trends in diagnosis and management</td>
</tr>
<tr>
<td>Unit</td>
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<tr>
<td>II</td>
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<tr>
<td>III</td>
</tr>
<tr>
<td>genitourinary assessment</td>
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</tr>
<tr>
<td>Prepare patient for genitourinary investigations</td>
</tr>
</tbody>
</table>

- renal calculi
- Acute and chronic renal failure
  - Dialysis and Renal transplantation
  - Disorders of ureter, urinary bladder and Urethra
- Disorders of prostate: inflammation, infection, stricture, obstruction and Benign Prostate Hypertrophy
  - Recent trends in diagnosis and management
<table>
<thead>
<tr>
<th>Unit</th>
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</tr>
</thead>
</table>
| IV   | 6 (T)      | Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, medical, surgical, nutritional, and nursing management of male reproductive disorders. | **Nursing management of disorders of male reproductive system**  
- Review of Anatomy and physiology of the male reproductive system  
- History, Physical Assessment, Diagnostic tests  
  - Infections of testis, penis and adjacent structures: Phimosis, Epididymitis, and Orchitis  
  - Sexual dysfunction, infertility, contraception  
- Male Breast Disorders: gynecomastia, tumor, climacteric changes  
  - Recent trends in diagnosis and management | Lecture, Discussion  
- Case Discussion  
- Health education | - Short essay |
| V    | 10(T) 4 (SL) | Explain the etiology, pathophysiology, clinical manifestations, types, diagnostic measures and management of patients with disorders of burns/cosmetic surgeries and its significance | **Nursing management of patient with burns, reconstructive and cosmetic surgery**  
- Review of anatomy and physiology of the skin and connective tissues  
- History, physical assessment, assessment of burns and fluid & electrolyte loss  
- Burns  
- Reconstructive and cosmetic surgery for burns, congenital deformities, injuries and cosmetic purposes, gender reassignment  
- Legal and ethical aspects  
- Special therapies: LAD, vacuumed dressing, Laser, liposuction, skin health rejuvenation, use of derma filters  
  - Recent trends in diagnosis and management | - Lecture and discussion  
- Demonstration of burn wound assessment, vacuum dressing and fluid calculations  
- Visit to burn rehabilitation centres | OSCE  
- Short notes |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Outcomes</th>
<th>Content</th>
<th>Teaching/ Learning activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| VI   | 16(T) 4    | Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with neurological disorders | Nursing management of patient with neurological disorders  
   - Review of anatomy and physiology of the neurological system  
   - History, physical and neurological assessment, diagnostic tests  
   - Headache, Head injuries  
   - Spinal injuries: Paraplegia, Hemiplegia, Quadriplegia  
   - Spinal cord compression: herniation of intervertebral disc  
   - Intra cranial and cerebral aneurysms  
   - Meningitis, encephalitis, brain abscess, neurocysticercosis  
   - Movement disorders: Chorea, Seizures & Epilepsies  
   - Cerebrovascular disorders: CVA  
   - Cranial, spinal neuropathies: Bell’s palsy, trigeminal neuralgia  
   - Peripheral Neuropathies  
   - Degenerative diseases: Alzheimer’s disease, Parkinson’s disease | Lecture and discussion  
   - Demonstration of physiotherapy, neuro assessment  
   - Tracheostomy care  
   - Visit to rehabilitation centre, long term care clinics, EEG, NCV study unit | OSCE  
   - Short notes  
   - Essay  
   - Drug book |
<table>
<thead>
<tr>
<th>V</th>
<th>VIV</th>
<th>I</th>
<th>IVI</th>
<th>I</th>
<th>12 (T)</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of immunological disorders</td>
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<tr>
<td>Prepare and provides health education on prevention of HIV infection and rehabilitation</td>
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<tr>
<td>Describe the national infection control programs</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Nursing management of patients with Immunological problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of Immune system</td>
</tr>
<tr>
<td>Nursing Assessment: History and Physical assessment</td>
</tr>
<tr>
<td>HIV &amp; AIDS: Epidemiology</td>
</tr>
<tr>
<td>Transmission, Prevention of Transmission and management of HIV/AIDS</td>
</tr>
<tr>
<td>Role of Nurse: Counseling, Health education and home care consideration and rehabilitation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lecture, discussion Case Discussion / seminar Refer Module on HIV/AIDS</th>
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</thead>
<tbody>
<tr>
<td>National AIDS Control Program – NACO,</td>
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</tbody>
</table>
| VIII | 12 (T) 4 (L/SL) | Explain the etiology, pathophysiology, types, clinical manifestations, staging, diagnostic measures and management of patients with different cancers, treatment modalities including newer treatments. | Nursing management of patient with Oncological conditions  
1. Structure and characteristics of normal and cancer cells.  
2. History, physical assessment, diagnostic tests  
3. Prevention, screening, early detections, warning signs of cancer  
4. Epidemiology, etiology, classification, Pathophysiology, staging, clinical manifestations, diagnosis, treatment modalities, medical, surgical and nursing management of Oncological conditions. | Lecture and discussion  
Demonstration of chemotherapy preparation and administration  
Visit to BMT, radiotherapy units (linear accelerator, brachytherapy, etc.), nuclear medicine unit  
OSCE  
Essay  
Quiz  
Drug book  
Counselling, health teaching |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Outcomes</th>
<th>Content</th>
<th>Teaching/ Learning activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
|      | 15 (T) 4 (L/SL) | Explain the types, policies, guidelines, prevention and management of disaster and the etiology, pathophysiology, clinical manifestations, diagnostic measures | • Common malignancies: gastric cancer, lung and liver carcinoma (Review)  
• Common malignancies of various body system: eye, ear, nose, larynx, breast, cervix, ovary, uterus, sarcoma, renal, bladder, kidney, prostate, brain, spinal cord.  
□ Oncological emergencies  
□ Modalities of treatment: Chemotherapy, Radiotherapy: Radiation safety and AERB regulations, Surgical intervention, Stem cell and bone marrow transplant, Immunotherapy, Gene therapy  
□ Psychological aspects of cancer: anxiety, depression, insomnia, anger  
□ Supportive care  
□ Hospice care  
• Recent trends in diagnosis and management | Completion of palliative care module during clinical hours (20 hours) | □ OSCE  
□ Case presentations and case study |
| B.Sc. Nursing Curriculum |
| and management of patients with acute emergencies | made   | Disaster preparedness: Team, guidelines, protocols, equipment, resources  
| Etiology, classification, Pathophysiology, staging, clinical manifestation, diagnosis, treatment modalities, medical, surgical and nursing management of patient with medical and surgical emergencies – Poly trauma, Bites, Poisoning and Thermal emergencies  
| Principles of emergency management  
| Medico legal aspects  
| Recent trends in diagnosis and management | extinguishers   | Group presentation (role play, skit, concept mapping) on different emergency care  
| Refer Traumacare management/ ATCNmodule  
<p>| Guided reading on National Disaster Management Authority(NDMA) guidelines |</p>
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Outcomes</th>
<th>Content</th>
<th>Teaching/ Learning activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| X    | 10 (T)     | Explain the Concept, physiological changes, and psychosocial problems of ageing. Describe the nursing management of elderly | **Nursing care of the elderly**  
- History and physical assessment  
- Aging process and age-related body changes and psychosocial aspects  
- Stress and coping in elder patients  
- Psychosocial and sexual abuse of elderly  
- Role of family, 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  
- Recent trends in diagnosis and management | □ Lecture and discussion  
□ Demonstration of communication  
with visual and hearing impaired | 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**  
- Principles of critical care nursing  
- Organization: physical set-up, policies, staffing norms  
- Protocols, equipment and supplies  
- Use and application of critical care biomedical equipment: ventilators, cardiac monitors, defibrillators, infusion pump, Resuscitation equipment and any other  
- Advanced Cardiac Life support  
- Nursing management of critically ill patient | □ Lecture and discussion  
□ Demonstration on the use of mechanical ventilators, cardiac monitors etc.  
□ Clinical practice in different ICUs | Objective type  
□ Short notes  
□ Case presentations  
□ Assessment of skill on monitoring of patients in ICU.  
□ Written assignment on ethical and legal issues in critical care |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Outcomes</th>
<th>Content</th>
<th>Teaching/ Learning activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| XII  | 5 (T)      | Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with occupational/ industrial health disorders | **Nursing management of patients with occupational and industrial disorders**  
- History, physical examination, Diagnostic tests  
- Occupational diseases and management  
- Recent trends in diagnosis and management | Lecture And discussion  
- Industrial visit | 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

1. Utilize the nursing process in providing care to the sick adults in the hospital
   a. Perform complete health assessment to establish a data base for providing quality patient care.
   b. Integrate the knowledge of diagnostic tests in patient assignment.
   c. Identify nursing diagnoses and list them according to priority.
   d. Formulate nursing care plan, using problem solving approach.
   e. Apply scientific principles while giving nursing care to patients.
   f. Develop skill in performing nursing procedures applying scientific principles.
   g. Establish/develop interpersonal relationship with patients and family members.
   h. Evaluate the expected outcomes and modify the plan according to the patient needs.

2. Provide comfort and safety to adult patients in the hospital.
3. Maintain safe environment for patients during hospitalization.
4. Explain nursing actions appropriately to the patients and family members.
5. Ensure patient safety while providing nursing procedures.
   6. Assess the educational needs of the patient and their family related to medical and surgical disorders and provide appropriate health education to patients.
   7. Provide pre, intra and post-operative care to patients undergoing surgery.
   8. Integrate knowledge of pathology, nutrition and pharmacology for patients experiencing selected medical and surgical disorders.
   9. Integrate evidence-based information while giving nursing care to patients.
10. Demonstrate the awareness of legal and ethical issues in nursing practice.

I. Nursing Management of Patients with ENT Disorders
   A. Skill Lab

Use of manikins and simulators
- Tracheostomy care
- Instilling Ear and Nasal medications
- Bandage application
## B. Clinical Postings

<table>
<thead>
<tr>
<th>Clinical area/unit</th>
<th>Duration (weeks)</th>
<th>Learning Outcomes</th>
<th>Procedural Competencies/ Clinical Skills</th>
<th>Clinical Requirements</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENT Ward and OPD</td>
<td>2</td>
<td>Provide care to patients with ENT disorders Educate the patients and their families</td>
<td>• Examination of ear, nose, throat and history taking • Applying bandages to ear, nose • Tracheostomy care • Preparation of patient, assisting and monitoring of patients undergoing diagnostic procedures o Auditory screening tests o Audiometric tests • Preparing the patient and assisting in special procedures like Anterior/posterior nasal packing, Ear Packing and Syringing • Preparation and aftercare of patients undergoing ENT surgical procedures • Instillation of drops/medication</td>
<td>• ENT assessment –1 • Case study/ Clinical presentation –1</td>
<td>• Clinical evaluation • OSCE • Case report study/ Clinical presentation</td>
</tr>
</tbody>
</table>

## II. Nursing Management of Patients with Eye Conditions

### A. Skill Lab

**Use of manikins and simulators**

- Instilling Eyemedications
- Eyeirrigation
- Eyebandage
### B. Clinical Postings

<table>
<thead>
<tr>
<th>Clinical area/unit</th>
<th>Duration (weeks)</th>
<th>Learning Outcomes</th>
<th>Procedural Competencies/ Clinical Skills</th>
<th>Clinical Requirements</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ophthalmology unit</td>
<td>2</td>
<td>Develop skill in providing care to patients with Eye disorders Educate the patients and their families</td>
<td>History taking, examination of eyes and interpretation, Assisting procedures, Visual acuity, Fundoscopy, retinoscopy, ophthalmoscopy, tonometry, Refraction tests, Pre and post-operative care, Instillation of drops/medication, Eye irrigation, Application of eye bandage, Assisting with foreign body removal</td>
<td>Eye assessment – 1, Health teaching, Case study/ Clinical Presentation – 1</td>
<td>Clinical evaluation, OSCE, Clinical presentation</td>
</tr>
</tbody>
</table>
III. Nursing Management of Patients with Kidney and Urinary System Disorders

A. Skill Lab

Use of manikins and simulators
- Assessment: kidney & urinairy system
- Preparation:dialysis
- Catheterization and care

B. Clinical Postings

<table>
<thead>
<tr>
<th>Clinical area/unit</th>
<th>Duration (weeks)</th>
<th>Learning Outcomes</th>
<th>Procedural Competencies/ Clinical Skills</th>
<th>Clinical Requirements</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| Renal ward/ nephrology ward including Dialysis unit | 2 | Develop skill in Management of patients with urinary, male reproductive problems | • Assessment of kidney and urinairy system  
  o History taking  
  o Physical examination  
  o Testicular self-examination  
  o Digital rectal examination  
  • Preparation and assisting with diagnostic and therapeutic procedures  
  o Cystoscopy, Cystometrygram,  
  o Contrast studies: IVP etc.  
  o Peritoneal dialysis  
  o Hemodialysis  
  o Lithotripsy  
  o Specific tests: semen analysis, gonorrhea test, Renal/ Prostate Biopsy etc.  
  • Catheterization: care  
  • Bladder irrigation  
  • I/O recording and monitoring  
  • Ambulation and exercise | • Assessment – 1  
• Drug presentation – 1  
• Care study/ Clinical presentation – 1  
• Preparing and assisting in hemodialysis | • Clinical evaluation  
• Careplan  
• OSCE  
• Quiz  
• Drug presentation |

IV. Nursing Management of Patients with Burns and Reconstructive Surgery

A. Skill Lab

Use of manikins and simulators
- Assessment of burnswound
- Wound dressing
B. Clinical Postings

<table>
<thead>
<tr>
<th>Clinical area/unit</th>
<th>Duration (weeks)</th>
<th>Learning Outcomes</th>
<th>Procedural Competencies/ Clinical Skills</th>
<th>Clinical Requirements</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burns unit/reconstructivesurgical unit</td>
<td>2</td>
<td>Develop skill in burns assessment and providing care to patients with different types of burns</td>
<td>• Assessment of burns</td>
<td>burn wound assessment – 1</td>
<td>Clinical evaluation,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop skill in providing care to patients with different types of cosmetic and reconstructive surgeries</td>
<td>• First aid of burns</td>
<td>care study/case presentation – 1</td>
<td>Care study/case report</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Fluid &amp; electrolyte replacement therapy</td>
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<td>• Skincare</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Care of Burnwounds</td>
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<td></td>
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<td></td>
<td>– Bathing</td>
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<td>– Dressing</td>
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<td></td>
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<td></td>
<td>• Pre-operative and post-operative care of patients</td>
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<td></td>
<td></td>
<td></td>
<td>• Caring of skin graft and post cosmeticsurgery</td>
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<td></td>
<td></td>
<td></td>
<td>• Rehabilitation</td>
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</tbody>
</table>

V. Nursing Management of Patients with Neurological Disorders

A. SkillLab

Use of manikins and simulators

- Range of motion exercises
- Muscle strengthening exercises
- Crutchwalking
B. Clinical Postings

<table>
<thead>
<tr>
<th>Clinical area/unit</th>
<th>Duration (weeks)</th>
<th>Learning Outcomes</th>
<th>Procedural Competencies/ Clinical Skills</th>
<th>Clinical Requirements</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| Neurology-medical/ Surgery wards | 3 | Develop skill in Management of patients with Neurological problems | • 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 | • Neuro-assessment −1  
• Case study/case presentation −1  
• Drug presentation −1 | • 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

<table>
<thead>
<tr>
<th>Clinical area/unit</th>
<th>Duration (weeks)</th>
<th>Learning Outcomes</th>
<th>Procedural Competencies/ Clinical Skills</th>
<th>Clinical Requirements</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| Isolation ward/ Medical ward | 1 | Develop skill in the Management of patients with immunological disorders | • 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 | • Assessment of immunestatus  
• Teaching of isolation to patient and family care givers  
• Nutritional management  
• Care Note −1 | • Carenote  
• 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

<table>
<thead>
<tr>
<th>Clinical area/unit</th>
<th>Duration (weeks)</th>
<th>Learning Outcomes</th>
<th>Procedural Competencies/ Clinical Skills</th>
<th>Clinical Requirements</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oncology wards (including day care radiotherapy unit)</td>
<td>3</td>
<td>Develop skill in providing care to patients with oncological disorders</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• History taking &amp; physical examination of cancer patients</td>
<td>• Assessment</td>
<td>Clinical evaluation</td>
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<td></td>
<td>• Screening for common cancers: TNM classification</td>
<td>• Care study/ clinical presentation</td>
<td>Carestudy</td>
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<td></td>
<td></td>
<td>• Preparation, assisting and after care of patients undergoing diagnostic procedures</td>
<td>• Pre and post-operative care of patient with various modes of cancer treatment</td>
<td>Quiz</td>
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<td></td>
<td>- Biopsies/FNAC</td>
<td>• Teaching on BSE to family members</td>
<td>Drugbook</td>
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<td></td>
<td>- Papsmear</td>
<td>• Visit to palliative care unit</td>
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</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Clinical area/unit</th>
<th>Duration (weeks)</th>
<th>Learning Outcomes</th>
<th>Procedural Competencies/ Clinical Skills</th>
<th>Clinical Requirements</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergencyroom/Emergency unit</td>
<td>2</td>
<td>Develop skill in providing care to patients with emergency health problems</td>
<td>• Practicing triage</td>
<td>• Triage</td>
<td>Clinical evaluation Quiz</td>
</tr>
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<td></td>
<td>• Primary and secondary survey in emergency</td>
<td>• Immediate care</td>
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<td>• Examination, investigations &amp; their interpretations, in emergency &amp; disaster situations</td>
<td>• Use of emergency trolley</td>
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<td></td>
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<td>• Emergency care of medical and traumatic injury patients</td>
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<td></td>
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<td>• Documentations, assisting in legal procedures in emergency unit</td>
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<td>• Managing crowd</td>
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<td>• Counseling the patient and family in dealing with grieving &amp; bereavement</td>
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</table>

IX. Nursing Management of Geriatric Patients

A. Skill Lab

Use of manikins and simulators

- Use of assistive safety devices
B. Clinical Postings

<table>
<thead>
<tr>
<th>Clinical area/unit</th>
<th>Duration (weeks)</th>
<th>Learning Outcomes</th>
<th>Procedural Competencies/ Clinical Skills</th>
<th>Clinical Requirements</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geriatric ward</td>
<td>1</td>
<td>Develops skill in geriatric assessment and providing care to patients with geriatric illness</td>
<td>• History taking and assessment of Geriatric patient</td>
<td>• Geriatric assessment –1</td>
<td>• Clinical evaluation</td>
</tr>
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<td></td>
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<td></td>
<td>• Care of normal and geriatric patient with illness</td>
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<td>• Careplan</td>
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<td>• Fall risk assessment –1</td>
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<td>• Functional status assessment –1</td>
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</tbody>
</table>

X. Nursing Management of Patients in Critical Care Units

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

<table>
<thead>
<tr>
<th>Clinical area/unit</th>
<th>Duration (weeks)</th>
<th>Learning Outcomes</th>
<th>Procedural Competencies/ Clinical Skills</th>
<th>Clinical Requirements</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Care Unit</td>
<td>2</td>
<td>Develop skill in assessment of critically ill and providing care to patients with critical health conditions</td>
<td>• Assessment of critically ill patients</td>
<td>• Hemodynamic monitoring</td>
<td></td>
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<td></td>
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<td></td>
<td>• Assisting in arterial puncture, ET tube intubation &amp; extubation</td>
<td>• Different scales used in ICU</td>
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<td></td>
<td>• ABG analysis &amp; interpretation - respiratory acidosis, respiratory alkalosis, metabolic acidosis, metabolicalkalosis</td>
<td>• Communicating with critically ill patients</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>• Setting up of Ventilator modes and settings and care of patient on ventilator</td>
<td></td>
<td>• Use of VAE bundle VAP, CAUTI, BSI</td>
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<tr>
<td></td>
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<td></td>
<td>• Set up of trolley with instruments</td>
<td></td>
<td>• Case presentation</td>
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<td></td>
<td></td>
<td>• Monitoring and maintenance of chest</td>
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</tr>
</tbody>
</table>

- Clinical evaluation
- OSCE
- RASS scale assessment
- Use of VAE bundle VAP, CAUTI, BSI
- Case presentation
Recommended Books


Reference Books


2. Barton M. Cancer Chemotherapy A nursing process approach.


PROFESSIONALISM, PROFESSIONAL VALUES & ETHICS
INCLUDING BIOETHICS

PLACEMENT: IV SEMESTER

COURSE CODE: PROF 230

THEORY: 1 Credit (20 hours)

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

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

1. Describe profession and professionalism.
2. Identify the challenges of professionalism.
3. Maintain respectful communication and relationship with other health team members, patients and society.
4. Demonstrate professional conduct.
5. Describe various regulatory bodies and professional organizations related to nursing.
6. Discuss the importance of professional values in patient care.
7. Explain the professional values and demonstrate appropriate professional values in nursing practice.
8. Demonstrate and reflect on the role and responsibilities in providing compassionate care in the healthcare setting.
9. Demonstrate respect, human dignity and privacy and confidentiality to self, patients and their caregivers and other health team members.
10. Advocate for patients’ wellbeing, professional growth and advancing the profession.
11. Identify ethical and bioethical concerns, issues and dilemmas in nursing and healthcare.
12. Apply knowledge of ethics and bioethics in ethical decision making along with health team members.
13. Protect and respect patient’s rights.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Outcomes</th>
<th>Content</th>
<th>Teaching/ Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| I    | 5 (T)      | Discuss nursing as a profession | PROFESSIONALISM  
Profession  
- Definition of profession  
- Criteria of a profession  
- Nursing as a profession  
Professionalism  
- Definition and characteristics of professionalism  
- Concepts, attributes and indicators of professionalism  
Challenges of professionalism  
- Personal identity vs professional identity  
- Preservation of self-integrity: threat to integrity, Deceiving patient: withholding information and falsifying records  
- Communication & Relationship with team members: Respectful and open communication and relationship pertaining to relevant interests for ethical decision making  
- Relationship with patients and society  
Professional Conduct | Lecture cum Discussion | Shortanswer  
- Essay  
- Objective type |
<p>|      |            | Describe the concepts and attributes of professionalism | Professional Conduct | Debate | |
|      |            | the challenges of professionalism | | Role play | |
|      |            | Maintain respectful communication and relationship with other health team members, patients and society | | Case based discussion | |
|      |            | Demonstrate professional conduct | | | |
|      |            | Respect and maintain professional boundaries between patients, colleagues and society | | | |</p>
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<td>• Following ethical principles</td>
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<td>• Adhering to policies, rules and regulation of the institutions</td>
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<td>• Professional etiquettes and behaviours</td>
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<td>• Professional grooming: Uniform, Dress code</td>
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<td>• Professional boundaries: Professional relationship with the patients, caregivers and team members</td>
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<td><strong>Regulatory Bodies &amp; Professional Organizations: Roles &amp; Responsibilities</strong></td>
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<td><strong>Regulatory bodies:</strong> Indian Nursing Council, State Nursing Council</td>
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<td>Unit</td>
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<td>II</td>
<td>5(T)</td>
<td>Describe the roles and responsibilities of regulatory bodies and professional organizations</td>
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<td>Discuss the importance of professional values</td>
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<td>Distinguish between personal values and professional values</td>
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<td>Demonstrate appropriate professional values in nursing practice</td>
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<td>• Privacy and confidentiality: Incidental disclosure</td>
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<td>• Honesty and integrity: Truth telling</td>
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<td>• Trust and credibility: Fidelity, Loyalty</td>
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<td>• Advocacy: Advocacy for patients, work environment, nursing education and practice, and for advancing the profession</td>
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| III  | 10(T)      | Define ethics & bioethics | ETHICS & BIOETHICS Definitions: Ethics, Bioethics and Ethical Principles  
- 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  
Ethical issues and ethical dilemma: Common ethical problems  
- Conflict of interest  
- Paternalism  
- Deception  
- Privacy and confidentiality  
- Valid consent and refusal  
- Allocation of scarce nursing resources  
- Conflicts concerning new technologies  
- Whistle-blowing  
- Beginning of life issues  
  - Abortion  
  - Substance abuse  
  - Fetal therapy  
  - Selective deduction  
  - Intrauterine treatment of fetal conditions  
  - Mandated contraception  
  - Fetal injury  
  - Infertility treatment  
- End of life issues  
  - End of life  
  - Euthanasia  
  - Do Not Resuscitate (DNR) | Lecture cum discussion  
- Group discussion with examples  
- Flipping/ self-directed learning  
- Roleplay  
- Story telling  
- Sharing experiences  
- Case based Clinical discussion  
- Role modeling  
- Group exercise on ethical decision-making following steps on a given scenario  
- Assignment | Short answer  
- Essay  
- Quiz  
- Reflective diary  
- Case report  
- Attitude test  
- Assessment of assignment |
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<th>Unit</th>
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<th>Teaching/Learning Activities</th>
<th>Assessment Methods</th>
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</table>
|      |            | Explain process of ethical decision making and apply knowledge of ethics and bioethics in making ethical decisions | • *Issues related to psychiatric care*  
  o Noncompliance  
  o Restrain and seclusion  
  o Refuse to take food | | |
|      |            | Explain code of ethics stipulated by ICN and INC | | | |
|      |            | Discuss the rights of the patients and families to make decisions about health care and respect patients’ rights | **Process of ethical decision making**  
  • 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  
  **Ethics committee: Roles and responsibilities**  
  • Clinical decision making  
  • Research  
  **Code of Ethics**  
  • International Council of Nurses(ICN)  
  • Indian Nursing Council (INC)  
  **Patients’ Bill of Rights-17 patients’ rights** (MoH&FW, GoI)  
  1. Right to emergency medical care  
  2. Right to safety and quality care according to standards | |
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<th>Unit</th>
<th>Time (Hrs)</th>
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<td>Right to records and reports</td>
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<td>Right to informed consent</td>
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<td>Right to choose source for</td>
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<td>Right to take discharge of</td>
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<td>patient or receive body of</td>
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<td>deceased from hospital</td>
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<td>Right to information on the</td>
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<td>service provided and facilities</td>
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<td>Right to protection for</td>
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<td>patients involved in clinical</td>
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<td>trials, biomedical and health</td>
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<td>17.</td>
<td>Right to be heard and seek</td>
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**Recommended Books**


**Reference Books**


CHILD HEALTH NURSING - I

PLACEMENT: V SEMESTER

COURSE CODE: N-CHN(I) 301

THEORY: 3 Credits (60hours)

PRACTICUM: Lab/Skill Lab: 1 Credit (40hours) Clinical: 2 Credits (160hours)

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

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

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

**T – Theory, L/SL – Lab/Skill Lab**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
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<th>Content</th>
<th>Teaching/ Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| I    | 10(T) 10(L) | Explain the modern concept of child-care | **Introduction: Modern concepts of child-care**  
- 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  
- Preventive pediatrics:  
  - Concept  
  - Immunization  
  - Immunization programs and coldchain  
  - Care of under-five and Under-five Clinics/Well-baby clinics  
  - Preventive measures towards accidents  
  - Child morbidity and mortality rates  
  - Difference between an adult and child which affect response to illness  
  - Physiological  
  - Psychological  
  - Social  
  - Immunological | Lecture  
Discussion  
Demonstration of common pediatric procedures | Shortanswer  
Objective type  
Assessment of skills with checklist |
<table>
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<tr>
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</thead>
</table>
| II   | 2 (T)      | Describe the normal growth and development of children at different ages & provide parental guidance Identify the nutritional needs of children at different ages & ways of meeting needs | **The HealthyChild**  
- Definition and principles of growth and development  
- Factors affecting growth and development  
- Growth and development from birth to adolescence  
- Growth and developmental theories (Freud, Erickson, Jean Piaget, Kohlberg)  
- The needs of normal children through the stages of developmental and parental guidance  
- Nutritional needs of children and infants | **Lecture**  
- **Discussion**  
- **Demonstration**  
- **Developmental study of infant and children**  
- **Observation study of normal & sick child**  
- **Field visit to Anganwadi, child guidance clinic**  
- **Videos on breast feeding** | **Short answer**  
- **Objective type**  
- **Assessment of field visits and developmental study reports** |
|      |            | Describe the major functions & role of the pediatric nurse in caring for a hospitalized child. Describe the principles of child health nursing and perform child health nursing procedures | **Hospital environment for sick child**  
- Impact of hospitalization on the child and family  
- Communication techniques for children  
- Grief and bereavement  
- The role of a child health nurse in caring for a hospitalized child  
- Principles of pre and postoperative care of infants and children. **Child Health Nursing procedures:**  
- Administration of medication: oral, I/M & I/V  
- Calculation of fluid requirement  
- Application of restraints  
- Assessment of pain in children.  
  - FACES pain rating scale  
  - FLACC scale  
  - Numerical scale | **Lecture**  
- **Discussion**  
- **Demonstration**  
- **Assessment of field visits and developmental study reports** |
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<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
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<th>Teaching/ Learning Activities</th>
<th>Assessment Methods</th>
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</table>
|     |            | Identify the role of play for normal & sick children | - breastfeeding  
- exclusive breastfeeding  
- Supplementary/artificial feeding and weaning  
- Baby friendly hospital concept  
- Types and value of play and selection of play material | • Clinical practice/ Field  
Refer/consult  
MAA- Mothers Absolute Affection Program for Breast Feeding module (National guidelines) | |
| T | 15(T) | | Nursing care of neonate:  
- Appraisal of Newborn  
- Levels of Newborn care  
- Nursing care of anormal newborn/essential newborn care  
- Neonatal resuscitation  
- Nursing management of low birth weight baby  
- Kangaroo mother care  
- Nursing management of common neonatal disorder  
  - Hyperbilirubinemia  
  - Hypothermia  
  - Hyperthermia  
  - Metabolic disorder  
  - Neonatal infections  
  - Neonatal seizures  
  - Respiratory distress syndrome  
  - Retinopathy of Prematurity  
- Organization of neonatal care unit  
- Neonatal equipment | • Modular based teaching: ENBC and FBNC module (oral drills, videos, self-evaluation exercises)  
• Workshop on neonatal resuscitation: NRP module  
• Demonstration  
• Practice Session  
• Clinical practice  
• Lecture  
• Discussion | • OSCE  
• Short answer  
• Objective type |
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<tbody>
<tr>
<td>I</td>
<td>10 (T) 5 (L)</td>
<td>Apply principles and strategies of IMNCI</td>
<td>Integrated management of neonatal and childhood Illnesses</td>
<td>Modular based teaching: IMNCI module • Clinical practice/ field</td>
<td>OSCE</td>
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<td>V</td>
<td>8 (T)</td>
<td>Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of respiratory and endocrine system</td>
<td>Nursing management in common childhood diseases Respiratory system: • Identification and nursing management of congenital malformations • Congenital disorders: Tracheoesophageal fistula, Diaphragmatic hernia • Others: Acute nasopharyngitis, Tonsillitis, Croup, Bronchitis, Bronchiolitis, Pneumonia, Asthma • Genetic disorders and genetic counseling - Review Endocrine system: • Juvenile Diabetes Mellitus, Hypothyroidism</td>
<td>Lecture • Discussion • Demonstration • Practicesession • Clinical practice</td>
<td>Shortanswer • Objectivetype • Assessment of skills with checklist</td>
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<tr>
<td>VI</td>
<td>5 (T) 5 (L)</td>
<td>Develop ability to meet childhood emergencies and perform child CPR</td>
<td>Childhood emergencies • Accidents – causes and prevention, Poisoning, Foreign bodies, Hemorrhage, Burns and Drowning • PLS (AHA Guidelines)</td>
<td>Lecture • Discussion • Demonstration • PLS Module/ Workshop</td>
<td>OSCE</td>
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CHILD HEALTH NURSING - I & II CLINICAL  
(3 Credits – 240 hours)

PLACEMENT: V & VI SEMESTER

PRACTICUM: Skill Lab: 1 Credit (40 hours)

Clinical: V SEMESTER – 2 Credits (160 hours) VI SEMESTER – 1 Credit (80 hours)

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

2. Provide nursing care to children with various medical disorders.
3. Provide pre & postoperative care to children with common pediatric surgical conditions/malformation.
4. Perform immunization as per NIS.
5. Provide nursing care to critically ill children.
7. Counsel parents according to identified counseling needs.

Skill Lab

Use of Manikins and Simulators PLS, CPAP,

Endotracheal Suction Pediatric Nursing Procedures:

- Administration of medication – Oral, IM & IV
- Oxygen administration
- Application of restraints
- Specimen collection
- Urinary catheterization and drainage
- Ostomy care
- Feeding – NG, Gastrostomy, Jejunostomy
- Wound dressing
- Sutureremoval
## CLINICAL POSTINGS

8 weeks × 30 hours per week (5 weeks + 3 weeks)

<table>
<thead>
<tr>
<th>Clinical area/unit</th>
<th>Duration (Weeks)</th>
<th>Learning Outcomes</th>
<th>Procedural Competencies/ Clinical Skills</th>
<th>Clinical Requirements</th>
<th>Assessment Methods</th>
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<tbody>
<tr>
<td>Pediatric Medical Ward</td>
<td>Sem – 1 week</td>
<td>• Provide nursing care to children with various medical disorders</td>
<td>• Taking pediatric history</td>
<td>Nursing careplan – 1</td>
<td>• Assess performance with rating scale</td>
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<td>Sem – 2 weeks</td>
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<td>• Physical examination &amp; assessment of children</td>
<td>Case study presentation – 1</td>
<td>• Assess each skill with checklist</td>
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<td>• Administration of oral, I/M &amp; I/V medicine/fluids</td>
<td>Health talk – 1</td>
<td>OSCE/OSPE</td>
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<td>• Calculation of fluid replacement</td>
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<td>• Preparation of different strengths of I/V fluids</td>
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<td>• Application of restraints</td>
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<td>• Administration of O₂ inhalation by different methods</td>
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<td>• Baby bath/spongebath</td>
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<td>• Feeding children by Katori spoon, Paladaicup</td>
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<td>• Collection of specimens for common investigations</td>
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<td>• Assisting with common diagnostic procedures</td>
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<td>• Teaching mothers/parents</td>
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<td>▪ Malnutrition</td>
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<td>▪ Oral rehydration therapy</td>
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<td>▪ Feeding &amp; Weaning</td>
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<td>▪ Immunization schedule</td>
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<td>• Play therapy</td>
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<td>• Assess performance with rating scale</td>
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<td>• Assess each skill with checklist OSCE/OSPE</td>
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<td>• Evaluation of case study/presentation &amp; health education session</td>
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<td>• Completion of activity record</td>
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<tr>
<td>Pediatric Surgical Ward</td>
<td>V Sem – 2 weeks VI Sem – 1 week</td>
<td>• Recognize different pediatric surgical conditions/ malformations • Provide pre &amp; post-operative care to children with common pediatric surgical conditions/ malformation • Counsel &amp; educate parents</td>
<td>• Calculation, preparation &amp; administration of I/V fluids • Bowel wash, insertion of suppositories • Care for ostomies: o Colostomy Irrigation o Ureterostomy o Gastrostomy o Enterostomy • Urinary catheterization &amp; drainage • Feeding o Naso-gastric o Gastrostomy Jejunostomy • Care of surgical wounds o Dressing o Sutureremoval</td>
<td>• Nursing care plan – 1 • Case study/ presentation – 1</td>
<td>• Assess performance with rating scale • Assess each skill with checklist OSCE/OSPE • Evaluation of case study/ presentation • Completion of activity record</td>
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<tr>
<td>Pediatric OPD/ Immunization room</td>
<td>Sem – 1 week</td>
<td>• Perform assessment of children: health, developmental &amp; anthropometric • Perform immunization • Give health education/ nutritional education</td>
<td>• Assessment of children o Health assessment o Developmental assessment o Anthropometric assessment • Nutritional assessment • Immunization • Health/Nutritional education</td>
<td>• Growth and developmental study: Infant – 1 Toddler – 1 Preschooler – 1 Schooler – 1 Adolescent – 1</td>
<td>• Assess performance with rating scale • Completion of activity record.</td>
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<tr>
<td>Clinical area/unit</td>
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</table>
| NICU & PICU VI Sem – 1 week | Provide nursing care to critically ill children | - 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) | - Newborn assessment – 1  
- Nursing Care Plan – 1 | - Assess performance with rating scale  
- Evaluation of observation report  
- Completion of activity record |

**Recommended Books**


**Reference Books**

MENTAL HEALTH NURSING – I

PLACEMENT: VSEMESTER

COURSE CODE: N-MHN(I)305

THEORY: 3 Credits (60 hours)

PRACTICUM: Clinical: 1 Credit (80 hours)

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

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

1. Trace the historical development of mental health nursing and discuss its scope.
2. Identify the classification of the mental disorders.
3. Develop basic understanding of the principles and concepts of mental health nursing.
5. Conduct mental health assessment.
6. Identify and maintain therapeutic communication and nurse patient relationship.
7. Demonstrate knowledge of the various treatment modalities and therapies used in mental disorders.
8. Apply nursing process in delivering care to patients with mental disorders.
9. Provide nursing care to patients with schizophrenia and other psychotic disorders based on assessment findings and treatment/therapies used.
10. Provide nursing care to patients with mood disorders based on assessment findings and treatment/therapies used.
11. Provide nursing care to patients with neurotic disorders based on assessment findings and treatment/therapies used.
## COURSE OUTLINE
### T – Theory

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Outcomes</th>
<th>Content</th>
<th>Teaching/ Learning Activities</th>
<th>Assessment Methods</th>
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</table>
| T)   | 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**  
- 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 | Lecture cum Discussion | Essay  
- Shortanswer |
| (T)  | 10 (T)     | Define the various terms used in mental health nursing.  
Explain the classification of mental disorders.  
Explain the psychodynamic s of maladaptive behaviour.  
Cuss the etiological factors & psychopathology of mental disorders.  
Explain the principles and standards of Mental health Nursing.  
Crite the conceptual models of mental health nursing.  
**Principles and Concepts of Mental Health Nursing**  
- Definition: mental health nursing and terminology used  
- Classification of mental disorders: ICD11, DSM5, Geropsychiatry manual classification  
- Review of personality development, defence 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 | Role play  
- Video Assisted Learning  
- Lecture cum Discussion  
- Explain using Charts  
- Review of personality development | Essay  
- Shortanswer |
<table>
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<tr>
<th>health nursing</th>
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<tr>
<td>• Ethics and responsibilities</td>
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<td>• Practice Standards for Psychiatric Mental Health Nursing (INC practice standards)</td>
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<td>• Conceptual models and the role of nurse: Existential model</td>
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| VI   | T)         | Describe the etiology, psychodynamics/pathology, clinical manifestations, diagnostic criteria and management of patients with Schizophrenia, and other psychotic disorders | **Psychosocial**: Group therapy, Family therapy, Therapeutic Community, Recreational therapy, Art therapy (Dance, Music etc), Occupationaltherapy, Milieu therapy, Psychological drama  
**Alternative & Complementary**: Yoga, Meditation, Relaxation, Mental imagery, Mindfulness, Progressive muscle relaxation, Deep breathing exercises and Light therapy  
**Consideration for special populations** | - Lecture and Discussion  
- Casediscussion  
- Casepresentation  
- Clinicalpractice | - Essay  
- Shortanswer  
- Assessment of patient management problems |
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<tr>
<th>II</th>
<th>(T)</th>
<th>Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with mood disorders</th>
<th><strong>Nursing management of patient with mood disorders</strong></th>
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<td>• Prevalence and incidence</td>
<td>• Lecture and Discussion</td>
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<td>• Mood disorders: Bipolar affective disorder, mania depression and dysthymia etc.</td>
<td>• Casediscussion</td>
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<td>• Etiology, psychodynamics, clinical manifestation, diagnosis</td>
<td>• Casepresentation</td>
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<td>• Nursing Assessment History, Physical and mental assessment</td>
<td>• Clinicalpractice</td>
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<td>• Treatment modalities and nursing management of patients with mood disorders</td>
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<td>• Essay</td>
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<td>• Assessment of patient management problems</td>
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**Recommended Books**

Reference Books
CLINICAL PRACTICUM
MENTAL HEALTH NURSING - I & II

PLACEMENT: SEMESTER V & VI

MENTAL HEALTH NURSING - I – 1 Credit (80 hours)
MENTAL HEALTH NURSING - II – 2 Credits (160 hours)

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

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

CLINICAL POSTINGS
(8 weeks × 30 hours per week = 240 hours)

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<tr>
<th>Clinical Area/Unit</th>
<th>Duration (Weeks)</th>
<th>Learning Outcomes</th>
<th>Skills/Procedural Competencies</th>
<th>Clinical requirements</th>
<th>Assessments Methods</th>
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<tbody>
<tr>
<td>Psychiatric OPD</td>
<td>2</td>
<td>• Assess patients with mental health problems</td>
<td>• History taking</td>
<td>• History taking and Mental status examination – 2</td>
<td>• Assess performance with rating scale</td>
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<td></td>
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<td>• Observe and assist in therapies</td>
<td>• Perform mental status examination (MSE)</td>
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<td>• Assess each skill with checklist</td>
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<td>• Counsel and educate patients, and families</td>
<td>• Observe/practice Psychometric assessment</td>
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<td>• Evaluation of health education</td>
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<td>• Perform Neurological examination</td>
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<td>• Assessment of observation report of OPD</td>
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<td>• Observing and assisting in therapies</td>
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<td>• Completion of activity record</td>
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<td>• Individual and group psycho-education</td>
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<td>• Mental hygiene practice education</td>
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<td>• Family psycho-education</td>
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<td>Clinical Area/Unit</td>
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| Child Guidance clinic | 1 | • Assess children with various mental health problems  
• Counsel and educate children, families and significant others | • History & mental status examination  
• Observe/practice psychometric assessment  
• Observe and assist in various therapies  
• Parental teaching for children with mental deficiency | • Case work – 1  
• Observation report of different therapies – 1 | • Assess performance with ratingscale  
• Assess each skill with checklist  
• Evaluation of the observation report |
| Inpatient ward | 4 | • Assess patients with mental health problems  
• Provide nursing care for patients with various mental health problems  
• Assist in various therapies  
• Counsel and educate patients, families and significant others | • History taking  
• Mental status examination (MSE)  
• Neurological examination, including psychometric assessment  
• Recording therapeutic communication  
• Administration of medications  
• Assist Electro-Convulsive Therapy (ECT)  
• Participating in all therapies  
• Preparing patients for Activities of Daily Living (ADL)  
• Conducting admission and discharge counseling  
• Counseling and teaching patients and families | • Give care to 2-3 patients with various mental disorders  
• Case study – 1  
• Care plan  
• Clinical presentation – 1  
• Process recording 2  
• Maintain drug book | • Assess performance with ratingscale  
• Assess each skill with checklist  
• Evaluation of the case study, care plan, clinical presentation, process recording  
• Completion of activity record |
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<th>Clinical Area/Unit</th>
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<th>Clinical Requirements</th>
<th>Assessments Methods</th>
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</table>
| Community psychiatry & Deaddiction centre | 1                | - Identify patients with various mental disorders  
- Motivate patients for early treatment and followup  
- Assist in follow up clinic  
- Counsel and educate patients, family and community  
- Observe the assessment and care of patients at deaddiction centre | - Conduct home visit and case work  
- Identifying individuals with mental health problems  
- Assisting in organizations of Mental Health camp  
- Conducting awareness meetings for mental health & mental illness  
- Counseling and Teaching family members, patients and community  
- Observing deaddiction care | - Case work – 1  
- Observation report on field visits  
- Visit to deaddiction centre | - Assess performance with ratingscale  
- Evaluation of case work and observation report  
- Completion of activity record |
COMMUNITY HEALTH NURSING - I
Including Environmental Science & Epidemiology

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

COURSE CODE: N-COMH (I) 310

PRACTICUM: Clinical: 2 Credits (160 hours)

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

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

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

12. Utilize the knowledge and skills in providing comprehensive primary healthcare across the lifespan at various settings.

13. Make effective home visits applying principles and methods used for home visiting.

14. Use epidemiological approach in community diagnosis.

15. Utilize the knowledge of epidemiology, epidemiological approaches in caring for people with communicable and non-communicable diseases.


17. Assess, diagnose, manage and refer clients for various communicable and non-communicable diseases appropriately at the primary health care level.

18. Identify and perform the roles and responsibilities of nurses in implementing various national health programs in the community for the prevention, control and management of communicable and non-communicable diseases particularly in screening, identification, primary management and referral to a health facility/First Referral Unit (FRU).
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<th>Unit</th>
<th>Time (Hrs)</th>
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<th>Content</th>
<th>Teaching/Learning Activities</th>
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</table>
| I    | T)         | Define public health, community health and community health nursing Define the evolution of public health in India and scope of community health nursing Explain various concepts of health and disease, dimensions and determinants of health Explain the natural history of disease and levels of prevention Discuss the health problems of India | Concepts of Community Health and Community Health Nursing  
- Definition of public health, community health and community health nursing  
- Public health in India and its evolution and Scope of community health nursing  
- Review: Concepts of Health & Illness/disease: Definition, dimensions and determinants of health and disease  
- Natural history of disease  
- Levels of prevention: Primary, Secondary & tertiary prevention – Review  
- Health problems (Profile) of India | 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 | Shortanswer  
- Essay  
- Objective type  
- Survey report |
| I    | T)         | Describe health planning and its steps, and various health plans, and committees Discus health care delivery system in India at various levels | Health Care Planning and Organization of Health Care at various levels  
- 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 | Lecture  
- Discussion  
- Field visits to CHC, PHC, SC/ Health Wellness Centers (HWC)  
- Evaluation of Field visit reports & presentation | Shortanswer  
- Essay  
- Evaluation of Field visit reports & presentation |
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<th>Unit</th>
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<tr>
<td>II</td>
<td>I I I I I 15 (T)</td>
<td>Explain health care policies and regulations in India</td>
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<td>III</td>
<td>I I I I I 15 (T)</td>
<td>Identify the role of an individual in the conservation of natural resources</td>
<td>Environmental Science, Environmental Health, and Sanitation • Natural resources: Renewable and non-renewable resources, natural resources and associated problems: Forest resources, water resources, mineral resources, food resources, energy resources and land resources • Role of individuals in conservation of natural resources, and equitable use of resources for sustainable lifestyles • Ecosystem: Concept, structure and functions of ecosystems, Types &amp; Characteristics – Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystem, Energy flow in ecosystem</td>
<td>• Lecture • Discussion • Debates on environmental protection and preservation • Explain using charts, graphs, models, films, slides</td>
<td>• Short answer • Essay • Field visit reports</td>
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<td>IV</td>
<td>I I I I I 15 (T)</td>
<td>Describe ecosystem, its structure, types and functions</td>
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|      |            | Explain the classification, value and threats to biodiversity | **Biodiversity:** Classification, value of bio-diversity, threats to biodiversity, conservation of biodiversity | ▪ Directed reading  
▪ Visits to water supply & purification sites | |
|      |            | Enumerate the causes, effects and control measures of environmental pollution | **Environmental pollution:** Introduction, causes, effects and control measures of Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, nuclear hazards & their impact on health | | |
|      |            | Discuss about climate change, global warming, acid rain, and ozone layer depletion | **Climate change, global warming:** eg. heat wave, acid rain, ozone layer depletion, waste land reclamation & its impact on health | | |
|      |            | Enumerate the role of an individual in creating awareness about the social issues related to environment | **Social issues and environment:** sustainable development, urban problems related to energy, water and environmental ethics | | |
|      |            | List the Acts related to environmental protection and preservation | **Acts related to environmental protection and preservation**  
**Environmental Health & Sanitation**  
**Concept of environment health and sanitation**  
**Concept of safe water, sources of water, waterborne diseases, water purification processes, household purification of water**  
**Physical and chemical standards of drinking water quality and tests for assessing bacteriological quality of water** | | |
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<th>Content</th>
<th>Teaching/ Learning Activities</th>
<th>Assessment Methods</th>
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| I    | 7 (T)      | Describe water conservation, rain water harvesting and water shed management | • Concepts of water conservation: rain water harvesting and watershed management  
• Solid waste management, human excreta disposal & management  
• Sewage disposal and management  
• Commonly used insecticides and pesticides | Observe rain water harvesting plants  
Visit to sewage disposal, treatment sites and waste disposal sites | |
| II   | 10         | Explain waste management | | | |
| III  | 10         | Describe the various nutrition assessment methods at the community level | Nutrition Assessment and Education - Review  
• **Review of Nutrition**  
  o Concepts, types  
  o Meal planning: aims, steps & diet plan for different age groups  
  o Nutrition assessment of individuals, families and community by using appropriate methods  
  o Planning suitable diet for individuals and families according to local availability of foods, dietary habits and economic status  
  o General nutritional advice  
• Nutrition education: purpose, principles, methods and rehabilitation | Lecture  
• Discussion  
• Demonstration  
• Roleplay  
• Marketvisit  
• Nutritional assessment for different age groups  
• Performance assessment of nutrition assessment for different age groups  
• Evaluation on nutritional assessment reports | |
<p>| IV   | 11         | Plan and provide diet plans for all age groups including therapeutic diet | Provide nutrition counseling and education to all age groups and describe | | |
|      |            |                   | | | |</p>
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<th>Unit</th>
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| 6 | T) | Describe behaviour change communication skills | **Communication management and Health Education**  
**Behaviour change communications skills**  
- Communication  
  - Human behaviour  
  - Health belief model: concepts & definition, ways to influence behaviour  
  - Steps of behaviour change  
  - Techniques of behaviour change: Guiding principles in planning BCC activity  
  - Steps of BCC | Field visits to milk purification centre and slaughter house  
- Refer Nutritionmodule-BPCCHN Block 2-units 1 & UNIT5 | Shortanswer  
- Essay |
| | | | **Food borne diseases**  
- Definition, burden, causes and classification  
- Signs & Symptoms  
- Transmission of food borne pathogens & toxins  
- Early identification, initial management and referral | Field visits reports |
| | | | **Food poisoning & food intoxication**  
- Epidemiological features/clinical characteristics and types of food poisoning  
- Food intoxication-features, preventive & control measures  
- Public health response to food borne diseases | | |

**Review**: Nutritional deficiency disorders  
**National nutritional policy & programs in India**
<table>
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<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Outcomes</th>
<th>Content</th>
<th>Teaching/ Learning Activities</th>
<th>Assessment Methods</th>
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<tbody>
<tr>
<td>6(I)</td>
<td></td>
<td>Counsel and provide health education to individuals, families and community for promotion of healthy lifestyle practices using appropriate methods and media</td>
<td>o Social and Behaviour Change Communication o strategies (SBCC): techniques to collect social history from clients o Barriers to effective communication, and methods to overcome them o Health promotion and Health education: methods/techniques, and audio-visual aids</td>
<td>Performance evaluation of health education sessions to individuals and families</td>
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<td>VI)</td>
<td></td>
<td>Describe community health nursing approaches and concepts</td>
<td>Community health nursing approaches, concepts, roles and responsibilities of community health nursing personnel • Approaches: o Nursing process o Epidemiological approach o Problemsolving approach o Evidence based approach o Empowering people to care for themselves • Review: Primary health care and Comprehensive Primary Health Care (CPHC) Home Visits: • Concept, Principles • Process &amp; Techniques: Bag technique • Qualities of Community Health Nurse • Roles and responsibilities of community health nursing personnel in family health services • Review: Principles &amp; techniques of counseling</td>
<td>• Lecture • Discussion • Demonstration • Roleplays</td>
<td>• Shortanswer • Essays</td>
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<td></td>
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<td>Describe and identify the activities of community health nurse to promote and maintain family health through home visits</td>
<td></td>
<td>• Supervised fieldpractice</td>
<td>• Assessment of supervised fieldpractice</td>
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<td>T)</td>
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<td>Explain the specific activities of community health nurse in assisting individuals and groups to promote and maintain their health</td>
<td><strong>Assisting individuals and families to promote and maintain their health</strong>&lt;br&gt;A. Assessment of individuals and families (Review from Child health nursing, Medical surgical nursing and OBG Nursing)&lt;br&gt;• Assessment of children, women, adolescents, elderly etc.&lt;br&gt;• Children: Monitoring growth and development, milestones&lt;br&gt;• Anthropometric measurements, BMI&lt;br&gt;• Social development&lt;br&gt;• Temperature and Blood pressure monitoring&lt;br&gt;• Menstrual cycle&lt;br&gt;• Breast self-examination (BSE) and testicles self-examination (TSE)&lt;br&gt;• Warning Signs of various diseases&lt;br&gt;• Tests: Urine for sugar and albumin, blood sugar, Hemoglobin&lt;br&gt;B. Provision of health services/primary health care:&lt;br&gt;• Routine check-up, Immunization, counseling and diagnosis&lt;br&gt;• Management of common diseases at home and health centre level&lt;br&gt;• Care based on standing orders/protocols approved by MoH &amp; FW&lt;br&gt;• Drugs dispensing and injections at health centre&lt;br&gt;C. Continue medical care and follow up in community for various diseases/disabilities&lt;br&gt;D. Carry out therapeutic procedures as prescribed/required for client and family</td>
<td>• Lecture&lt;br&gt;• Discussion&lt;br&gt;• Demonstration&lt;br&gt;• Roleplays</td>
<td>• Shortanswer&lt;br&gt;• Essay&lt;br&gt;• Assessment of clinical performance in the field practice area&lt;br&gt;• Assessment of procedural skills in lab procedures</td>
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<td>to develop skill</td>
<td>E. Maintenance of health records and reports</td>
<td>document and maintain:</td>
<td>Evaluation of field visit reports</td>
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<td>in maintenance</td>
<td>• Maintenance of client records</td>
<td>• Individual records</td>
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<td></td>
<td></td>
<td>of records and</td>
<td>• Maintenance of health records at the facility level</td>
<td>• Family records</td>
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<td>reports</td>
<td>• Report writing and documentation of activities carried out during home</td>
<td>• Health center records</td>
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<td>visits, in the clinics/centers and field visits</td>
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<td>F. Sensitize and handle social issues affecting health and development</td>
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<td>• Women empowerment</td>
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<td>• Women and child abuse</td>
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<td>• Abuse of elders</td>
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<td>• Female foeticide</td>
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<td>• Commercial sex workers</td>
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<td>• Substance abuse</td>
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<td>G. Utilize community resources for client and family</td>
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<td>• Traumaservices</td>
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<td>• Orphanages</td>
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<td>• Homes for physically challenged individuals</td>
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<td>• Palliative care centres</td>
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<td>• Assisted living facility</td>
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</table>
| I | T) | Describe the concepts, approaches and methods of epidemiology | **Introduction to Epidemiology – Epidemiological Approaches and Processes**  
- Epidemiology: Concept and Definition  
- Distribution and frequency of disease  
- Aims & uses of epidemiology  
- Epidemiological models of causation of disease  
- Concepts of disease transmission  
- Modes of transmission: Direct, Indirect and chain of infection  
- Time trends or fluctuations in disease occurrence  
- Epidemiological approaches: Descriptive, analytical and experimental  
- Principles of control measures/ levels of prevention of disease  
- Investigation of an epidemic of communicable disease  
- Use of basic epidemiological tools to make community diagnosis for effective planning and intervention |  
- Lecture  
- Discussion  
- Demonstration  
- Roleplay  
- Field visits: communicable disease hospital & Entomology office |  
- Investigation of an epidemic of communicable disease  
- Report on visit to communicable disease hospital  
- Report on visit to entomology office  
- Report and presentation on investigating an epidemic of communicable disease |  
- Shortanswer  
- Essay  
- Report on visit to communicable disease hospital  
- Report on visit to entomology office  
- Report and presentation on investigating an epidemic of communicable disease |
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<th>Unit</th>
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<tr>
<td>IX</td>
<td>15 (T)</td>
<td>Explain the epidemiology of specific communicable diseases</td>
<td>Communicable Diseases and National Health Programs</td>
<td>Lecture</td>
<td>Field visit reports</td>
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<td>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</td>
<td>Communicable Diseases – Vector borne diseases (Every disease will be dealt under the following headlines)</td>
<td>Discussion, Demonstration</td>
<td>Assessment of family case study</td>
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<td>- Epidemiology of the following vector born diseases</td>
<td>Roleplay</td>
<td>OSCE assessment</td>
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<td>- Prevention &amp;control measures</td>
<td>Suggested fieldvisits</td>
<td>Shortanswer</td>
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<td>- Screening, diagnosing the following conditions, primary management, referral and followup</td>
<td>Fieldpractice</td>
<td>Essay</td>
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<td>- Malaria</td>
<td>Field visit reports</td>
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<td>- Filaria</td>
<td>Assessment of family case study</td>
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<td>- Kala-azar</td>
<td>OSCE assessment</td>
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<td>- Japaneseencephalitis</td>
<td>Shortanswer</td>
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<td>- Dengue</td>
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<td>- Chickungunya</td>
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<td>Vaccine preventable diseases –Diphtheria, whooping cough, tetanus, poliomyelitis and measles</td>
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<td>- Entericfever</td>
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<td>- Viralhepatitis</td>
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<td>o HIV/AIDS, and Sexually Transmitted Diseases/Reproductive tract infections (STIs/RTIs)</td>
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<td>o Diarrhoea</td>
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<td>o Respiratory tract infections</td>
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<td>o COVID-19</td>
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<td>o Helminthic – soil &amp; food transmitted and parasitic infections – Scabies</td>
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</table>

3. Communicable diseases: Zoonotic diseases
   - Epidemiology of Zoonotic diseases
   - Prevention & control measures
   - Screening and diagnosing the following conditions, primary management, referral and follow-up
     - Rabies: Identify, suspect, primary management and referral to a health facility
   - Role of a nurse in control of communicable diseases

**National Health Programs**
1. UIP: Universal Immunization Program (Diphtheria, Whooping cough, Tetanus, Poliomyelitis, Measles and Hepatitis B)
2. National Leprosy Eradication Program (NLEP)
3. Revised National Tuberculosis Control Program (RNTCP)
4. Integrated Disease Surveillance Program (IDSP): Enteric fever, Diarrhea, Respiratory tract infections
<table>
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<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Outcomes</th>
<th>Content</th>
<th>Teaching/ Learning Activities</th>
<th>Assessment Methods</th>
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</table>
| X    | T)         | Describe the national health program for the control of non-communicable diseases and the role of nurses in screening, identification, primary management and referral to a health facility | infections and Scabies  
5. National AIDS Control Organization (NACO)  
6. National Vector Borne Disease Control Program  
7. National Air Quality Monitoring Program  
8. Any other newly added program | Non-Communicable Diseases and National Health Program (NCD)  
- National response to NCDs (Every disease will be dealt under the following headlines)  
- Epidemiology of specific diseases  
- Prevention and control measures  
- Screening, diagnosing/identification and primary management, referral and follow up care | Lecture  
- Discussion  
- Demonstration  
- Roleplay  
- Suggested field visits  
- Field practice  
- Assessment of clients with non-communicable diseases |

D-1  
- Diabetes Mellitus  
- Hypertension  
- Cardiovascular diseases  
- Stroke & Obesity  
**Blindness:** Categories of visual impairment  
**Thyroid diseases**  
**Injury and accidents:** Risk factors for Road traffic injuries and operational guidelines for trauma care facility on highways

D-2 Cancers  
- Cervical Cancer  
- Breast Cancer  
- Oral Cancer  
- Epidemiology of specific cancers, Risk factors/
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<th>Unit</th>
<th>Time (Hrs)</th>
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<td>Causes, Prevention, Screening, diagnosis – Signs &amp; symptoms, early management &amp; referral</td>
<td>Participation in national health programs</td>
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<td>o Palliative care</td>
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<td>o Role of a nurse in non-communicable disease control program</td>
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<td><strong>National Health Programs</strong></td>
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<td>• National program for prevention and control of cancer, Diabetes, Cardiovascular Diseases and Stroke(NPCDCS)</td>
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<td>• National program for control of blindness</td>
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<td>• National program for prevention and control of deafness</td>
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<td>• National tobacco control program</td>
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<td>• <strong>Standard treatment protocols used in National Health Programs</strong></td>
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<td>XI (T)</td>
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<td><strong>School Health Services</strong></td>
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<td>• Objectives</td>
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<td>• Health problems of school children</td>
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<td>• Components of school health services</td>
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<td>• Maintenance of school health records</td>
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<td>• Initiation and planning of school health services</td>
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<td>• Role of a school health nurse</td>
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**Note:** Lab hours less than 1 Credit is not specified separately.

**Recommended Books**


**Reference Books**

### CLINICAL PRACTICUM

**CLINICAL:** 2 Credits (160 hours)
**CLINICAL POSTINGS:** (4 weeks × 40 hours per week)

<table>
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<tr>
<th>Clinical Area/Unit</th>
<th>Duration (Weeks)</th>
<th>Learning Outcomes</th>
<th>Procedural Competencies/ Clinical Skills</th>
<th>Clinical Requirements</th>
<th>Assessment Methods</th>
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<tbody>
<tr>
<td>Urban</td>
<td>2 weeks</td>
<td>Build and maintain rapportly the socio-demographic characteristics, health determinants and resources of a rural and an urban community</td>
<td>Interviewing skills using communication and personal relationship</td>
<td>Community needs assessment/Survey Rural/urban – 1 Field visits: • SC/HWC, PHC, CHC • Water resources purification site – water quality standards • Rain water harvesting • Sewagedisposal Observation of • milkdiary • slaughter house – meat hygeine</td>
<td>Evaluation of survey report Evaluation of field visit and observation reports Health talk evaluation Assessment of clinical performance</td>
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<td>Rural</td>
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<td>Conducting community needs assessment/survey to identify health determinants of a community</td>
<td>• Observations skills • Nutritional assessments skills</td>
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<td>Skill in teaching individual/family on: • Nutrition, including food hygiene and safety • Healthy lifestyle • Health promotion</td>
<td>• Health assessment including nutritional assessment for clients of different age groups</td>
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<td>Documentation skills</td>
<td>• Growthmonitoring of under-five children –1</td>
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<td>Maintain records and reports</td>
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<td>Clinical Area/Unit</td>
<td>Duration (Weeks)</td>
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| Investigate epidemic of communicable disease | Identify prevalent communicable and non-communicable diseases | Screen, diagnose, manage and refer clients with common health problems in the community and refer high risk clients using standing orders/protocols | Participate in implementation of national health programs | Participate in school health program | - Clinical performance assessment  
- OSCE  
- Final clinical examination  
- Evaluation of homevisit |
| | | | | | |
EDUCATIONAL TECHNOLOGY/NURSING EDUCATION

PLACEMENT: VSEMESTER

COURSE CODE: EDUC 315

THEORY: 2 Credits (40 hours)

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

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

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

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

14. Identify difficult situations, crisis and disciplinary/grievance issues experienced by students and provide appropriate counseling.

15. Engage in ethical practice in educational as well as clinical settings based on values, principles and ethical standards.

16. Develop basic understanding of evidence-based teaching practices.
### COURSE OUTLINE

**T – Theory, P – Practical (Laboratory)**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Outcomes</th>
<th>Content</th>
<th>Teaching/Learning Activities</th>
<th>Assessment Methods</th>
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</table>
| I    | 6           | Explain the definition, aims, types, approaches and scope of educational technology | Introduction and Theoretical Foundations: *Education and educational technology*  
- Definition, aims  
- Approaches and scope of educational technology  
- Latest approaches to education:  
  - Transformational education  
  - Relationship based education  
  - Competency based education  
*Educational philosophy:*  
- Definition of philosophy, education and philosophy  
- Comparison of educational philosophies  
- Philosophy of nursing education  
*Teaching learning process:*  
- 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  
  - Experiential learning | Lecture cum discussion | Quiz |

Compare and contrast the various educational philosophies

Explain the teaching learning process, nature, characteristics and principles
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<th>Unit</th>
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<td>I</td>
<td>6</td>
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<td>Identify essential qualities/attributes of a teacher, describe the teaching styles of faculty, and plain the determinants of learning and initiates self-assessment to identify own learning style.</td>
<td><strong>Group exercise:</strong> Create/discuss scenario-based exercise. <strong>Self-assessment exercise:</strong> Identify your learning style using any learning style inventory (ex. Kolb’s learning style inventory). <strong>Lecture cum discussion</strong></td>
<td><strong>Assessment of Assignment:</strong> Individual/Group</td>
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<td>Assess and Planning:</td>
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<td><strong>Assessment of teacher</strong></td>
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<td>• Essential qualities of a teacher</td>
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<td>• Teaching styles – Formal authority, demonstrator, facilitator, delegator</td>
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<td><strong>Assessment of learner</strong></td>
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<td>• Types of learners</td>
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<td>• Determinants of learning – learning needs, readiness to learn, learning styles</td>
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<td>• Today’s generation of learners and their skills and attributes</td>
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<td>• Emotional intelligence of the learner</td>
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<td>• Motivational factors – personal factors, environmental factors and support system</td>
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<td><strong>Curriculum Planning</strong></td>
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<td>• Curriculum – definition, types</td>
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<td>• Curriculum design – components, approaches</td>
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<td>• Curriculum development – factors influencing curriculum development, facilitators and barriers</td>
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<td>• Writing learning outcomes/ behavioral objectives</td>
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<td>• Bloom’s Educational Taxonomy</td>
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<td>• Basic principles of writing course plan, unit plan and lesson plan</td>
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<td><strong>Lecture cum discussion</strong></td>
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<td><strong>Shortanswer</strong></td>
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<td><strong>Objective type</strong></td>
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</table>
| II   | 8           | Explain the principles and strategies of classroom management | **Implementation**  
*Teaching in Classroom and Skill lab – Teaching Methods*  
- Classroom management principles and strategies  
- Classroom communication  
  - Facilitators and Barriers to classroom communication  
  - Information communication technology (ICT) – ICT used in education  
*Teaching methods – Features, advantages and disadvantages*  
- 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  
*Active learning strategies*  
- Team based learning  
- Problem based learning  
- Peers sharing  
- Case study analysis  
- Journaling  
- Debate  
- Gaming  
- Inter-professional education | Lecture cum Discussion |  
- Practice teaching/Micro teaching  
- Exercise (Peer teaching)  
- Patient teaching session  
- Construction of game – puzzle  
- Teaching in groups – interdisciplinary |
|      | 15          | Describe different methods/strategies of teaching and develop beginning skill in using various teaching methods |  |  |  |
|      |             | Explain active learning strategies and participate actively in team and collaborative learning |  |  |  |

**B.Sc. Nursing Curriculum**
<table>
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<tr>
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<tr>
<td>V</td>
<td>3</td>
<td>Enumerate the factors influencing selection clinical learning experiences</td>
<td><strong>Teaching in the Clinical Setting – Teaching Methods</strong>&lt;br&gt;• Clinical learning environment&lt;br&gt;• Factors influencing selection of clinical learning experiences&lt;br&gt;• Practice model&lt;br&gt;• Characteristics of effective clinical teacher&lt;br&gt;• Writing clinical learning outcomes/practice competencies&lt;br&gt;• 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</td>
<td>• Lecture cum discussion&lt;br&gt;• Writing clinical outcomes – assignments in pairs&lt;br&gt;• Assessment of written assignment</td>
<td>• Shortanswer</td>
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<td>V</td>
<td>5</td>
<td>Explain the purpose, principles and steps in the use of media Categorize the different types of media and describe its advantages and disadvantages</td>
<td><strong>Educational/Teaching Media</strong>&lt;br&gt;• Media use – Purpose, components, principles and steps&lt;br&gt;• Types of media&lt;br&gt;Il visuals&lt;br&gt;• Non projected – drawings &amp; diagrams, charts, graphs, posters, cartoons, board devices - chalk/white board, bullet board, flannel board, flip charts, flash cards, still pictures/photographs, printed materials-handout, leaflet, brochure, flyer&lt;br&gt;• Projected – film stripes, microscope, power point slides, overhead projector Moving visuals&lt;br&gt;• Video learning resources- videotapes &amp; DVD, blu-ray, USB flashdrive</td>
<td>• Lecture cum discussion&lt;br&gt;• Shortanswer&lt;br&gt;• Objectivetype</td>
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</table>
|      |             | Develop skill in preparing and using media | o Motionpictures/films  
Realia and models  
Real objects & Models  
Audio aids/audiomedia  
Audiotapes/Compactdiscs  
Radio & Taperecorder  
Public address system  
Digital audio  
Electronic media/computer learning resources  
Computers  
Web-based videoconferencing  
E-learning, Smart classroom  
Telecommunication (Distance education)  
Cable TV, satellite broadcasting, videoconferencing  
Telephones – Telehealth/telenursing  
Mobile technology | • Preparation of different teaching aids – (Integrate with practice teachingsessions) | Assessment of the teaching mediaprepared |
| VI   | 30          | Describe the purpose, scope, principles in selection of evaluation methods and barriers to evaluation  
Explain the guidelines to develop assessment tests  
Develop skill in construction of different tests | **Assessment/Evaluation Methods/Strategies**  
• Purposes, scope and principles in selection of assessment methods and types  
• Barriers to evaluation  
Guidelines to develop assessment tests  
Assessment of knowledge:  
• Essay type questions,  
• Short answer questions (SAQ)  
• Multiple choice questions (MCQ – single response & multple response)  
Assessment of skills:  
• Clinicalevaluation  
• Observation (checklist, ratingscales, videotapes) | • Lecture cum discussion | • Shortanswer  
• Objectivetype |
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</table>
| T P  |             | Identify various clinical evaluation tools and demonstrate skill in selected tests | - Written communication – progress notes, nursing care plans, process recording, written assignments  
- Verbal communication(oral examination)  
- Simulation  
- Objective StructuredClinical Examination(OSCE)  
- Self-evaluation  
- Clinical portfolio, clinicallogs  
  *Assessment of Attitude:*  
  - Attitudescales  
  *Assessment tests for higher learning:*  
  - Interpretive questions, hot spot questions, drag and drop and ordered response questions | - Exercise on constructing assessment tool/s | - Assessment of tool/spreaded |
| I    | 3           | Explain the scope, purpose and principles of guidance | **Guidance/academic advising, counseling and discipline**  
  *Guidance*  
  - Definition, objectives, scope, purpose and principles  
  - Roles of academic advisor/faculty in guidance  
  *Counseling*  
  - 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 | - Lecture cum discussion | - Role play on student counseling in different situations  
- Assignment on identifying situations requiring counseling  
- Evaluation of assignment |
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</table>
| II    | 4 | 2 | Recognize the importance of preventive counseling and develop skill to respond to disciplinary problems and grievance among students | • Issues for counseling in nursing students  
  Discipline and grievance in students  
  Managing disciplinary/grievance problems – preventive guidance &counseling  
  Role of students’ grievance redressal cell/committee |                             |
|       |   |    | Ethics and Evidence Based Teaching (EBT) in Nursing Education                             | • Value clarification exercise  
  • Case study analysis (student encountered scenarios) and suggest ethical decision-making steps  
  • Lecture cum discussion  
  • Quiz – MCQ |                             |
|       |   |    | Ethics – Review                                                                            |                                                                                             |                             |
|       |   |    | • Definition of terms  
  • Value based education in nursing  
  • Value development strategies  
  • Ethical decision making  
  • Ethical standards for students  
  • Student-faculty relationship  
  Evidence based teaching – Introduction  
  Evidence based education process and its application to nursing education |                                                                                             |                             |

**Recommended Books**

3. Pramilaa R. Nursing communication and educational technology. New Delhi: Jaypee Brothers medical publishers.


Reference Books


3. Talla Mrunalini. Curriculum development perspectives, principles and issues, PEARSON INDIA.


7. Online Sources / national or International Journals in Education / Nursing Education.
INTRODUCTION TO FORENSIC NURSING AND INDIAN LAWS

PLACEMENT: V SEMESTER

COURSE CODE: N-FORN 320

THEORY: 1 Credit (20 hours)

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

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

1. Identify forensic nursing as an emerging specialty in healthcare and nursing practice.
2. Explore the history and scope of forensic nursing practice.
3. Identify forensic team, role and responsibilities of forensic nurse in total care of victim of violence and in preservation of evidence.
4. Develop basic understanding of the Indian judicial system and legal procedures.
<table>
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<tr>
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<tbody>
<tr>
<td>I</td>
<td>(T)</td>
<td>Describe the nature of forensic science and discuss issues concerning violence</td>
<td><strong>Forensic Science</strong>&lt;br&gt;- Definition&lt;br&gt;- History&lt;br&gt;- Importance in medicalscience&lt;br&gt;- Forensic Science Laboratory&lt;br&gt;&lt;br&gt;<strong>Violence</strong>&lt;br&gt;- Definition&lt;br&gt;- Epidemiology&lt;br&gt;- Source of data&lt;br&gt;- Sexual abuse – child and women&lt;br&gt;- Human trafficking&lt;br&gt;- Body shaming&lt;br&gt;- Elder abuse</td>
<td>• Lecture cum discussion&lt;br&gt;- Visit to Regional Forensic Science Laboratory</td>
<td>• Quiz&lt;br&gt;- MCQ&lt;br&gt;- Write visit report</td>
</tr>
<tr>
<td>I</td>
<td>(T)</td>
<td>Explain concepts of forensic nursing and scope of practice for forensic nurse</td>
<td><strong>Forensic Nursing</strong>&lt;br&gt;- Definition&lt;br&gt;- History and development&lt;br&gt;- Scope – setting of practice, areas of practice and subspecialties&lt;br&gt;- Ethical issues&lt;br&gt;- Roles and responsibilities of nurse&lt;br&gt;- INC &amp; SNCA Acts</td>
<td>• Lecture cum discussion</td>
<td>• Shortanswer&lt;br&gt;- Objectivetype</td>
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<td>I</td>
<td>(T)</td>
<td>Identify members of forensic team and describe role of forensic nurse</td>
<td><strong>Forensic Team</strong>&lt;br&gt;- Members and their roles&lt;br&gt;- Comprehensive forensic nursing care of victim and family&lt;br&gt;- Physical aspects&lt;br&gt;- Psychosocial aspects&lt;br&gt;- Cultural and spiritual aspects&lt;br&gt;- Legal aspects&lt;br&gt;- Assist forensic team in care beyond scope of her practice&lt;br&gt;- Admission and discharge/referral/death of victim of violence&lt;br&gt;- Responsibilities of nurse as a witness</td>
<td>• Lecture cum Discussion&lt;br&gt;- Hypothetical/real case presentation&lt;br&gt;- Observation of post-mortem</td>
<td>• Objectivetype&lt;br&gt;- Shortanswer</td>
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| IV   | (T)      | Describe fundamental rights and human rights commission | Evidence preservation – role of nurses  
- Observation  
- Recognition  
- Collection  
- Preservation  
- Documentation of Biological and other evidence related to criminal/traumaticevent  
- Forwarding biological samples for forensic examination | Visit to department of forensic medicine | Write report |
|      |          |                   | Introduction of Indian Constitution  
Fundamental Rights  
- Rights of victim  
- Rights of accused  
Human Rights Commission | Lecture cum discussion  
Written Assignment  
Visit to prison | Short answer  
Assessment of written assignment  
Write visit report |
| V    | (T)      | Explain Indian judicial system and laws | Sources of laws and law-making powers  
Overview of Indian Judicial System  
- JMFC (Judicial Magistrate FirstClass)  
- District  
- State  
- Apex  
Civil and Criminal Case Procedures  
- IPC (Indian Penal Code)  
- ICPC-Independent Corrupt Practices and other related offences Commission  
- IE Act (Indian Evidence Act)  
Overview of POCSO Act | Lecture cum discussion  
Guided reading | Quiz  
Short answer |
Reference Books


CHILD HEALTH NURSING – II

PLACEMENT: VI SEMESTER

COURSE CODE: N-CHN(II) 301

THEORY: 2 Credits (40 hours)

PRACTICUM: Clinical: 1 Credit (80 hours)

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

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

1. Apply the knowledge of pathophysiology and provide nursing care to children with Cardiovascular, GI, genitourinary, nervous system disorders, orthopedic disorders, eye, ear and skin disorders and communicable diseases.

2. Provide care to children with common behavioural, social and psychiatric problems.


4. Identify the social and welfare services for challenged children.

COURSE OUTLINE

T – Theory

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<tr>
<td>1</td>
<td>0 (T)</td>
<td>cribe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of cardiovascular, gastrointestinal, genitourinary, and cardiovascular system: Congenital heart diseases: Cyanotic and Acyanotic (ASD, VSD, PDA, TOF) Others: Rheumatic fever and Rheumatic heart disease, Congestive cardiac failure</td>
<td>• Identification and Nursing management of congenital malformations • Congenital heart diseases: Cyanotic and Acyanotic (ASD, VSD, PDA, TOF) Others: Rheumatic fever and Rheumatic heart disease, Congestive cardiac failure</td>
<td>• Lecture cum discussion • Demonstration and practicesession</td>
<td>• Short answer • Objective type • Assessment of skills with checklist</td>
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</table>
- **Hematological conditions:**
  a) Congenital: Hemophilia, Thalassemia
  b) Others: Anemia, Leukemia, Idiopathic thrombocytopenic purpura, Hodgkins and non- Hodgkins lymphoma

- **Gastrointestinal system:**
  - Identification and Nursing management of congenital malformations.
  - Congenital: Cleft lip, Cleft palate, Congenital hypertrophic pyloric stenosis, Hirschsprungs disease (Megacolon), Anorectal malformation, Malabsorption syndrome, Abdominal wall defects, Hernia
  - Others: Gastroenteritis, Diarrhea, Vomiting, Protein energy malnutrition, Intestinal obstruction, Hepatic diseases, Intestinal parasites

- **Genitourinary system:**
  - Identification and Nursing management of congenital malformations.
  - Congenital: Wilms tumor, Extropy of bladder, Hypospadias, Epispadias, Obstructive uropathy

Refer/ Consult SAM operational guidelines on facility based management of children with severe acute malnutrition.
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</table>
|      | 10 (T)     |                   | Others: Nephrotic syndrome, Acute glomerulonephritis, renal failure  
Nervous system: Identification and Nursing management of congenital malformations  
a) Congenital: Spina bifida, Hydrocephalous  
b) Others: Meningitis, Encephalitis, Convulsive disorders (convulsions and seizures), Cerebral palsy, Head injury | Orthopedic disorders:  
• Clubfoot  
• Hip dislocation  
• Fracture  
order of eye, ear and skin:  
• Refractory errors  
• Otitis media  
• Atopic dermatitis  
Communicable diseases in children- Their identification/diagnosis, nursing management in hospital, in home, control & prevention:  
• Tuberculosis  
• Diphtheria  
• Tetanus  
• Pertussis  
• Poliomyelitis  
• Measles  
• Mumps  
• Chickenpox  
• HIV/AIDS  
• Denguefever  
• COVID-19 | - Lecture cum discussion  
- Demonstration  
- Practicessession  
- Clinicalpractice | - Shortanswer  
- Objectivetype  
- Assessment of skills with checklist |
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<tr>
<td>II</td>
<td>(T)</td>
<td>Describe the management of children with behavioral &amp; social problems</td>
<td>Management of behavior and social problems in children • Child Guidance clinic • Common behavior disorders in children and management o Enuresis and Encopresis o Nervousness o Nailbiting o Thumb sucking o Temper tantrum o Stealing o Aggressiveness o Juvenile delinquency o School phobia o Learning disability • Psychiatric disorders in children and management o Childhood schizophrenia o Childhood depression o Conversion reaction o Post traumatic stress disorder o Autistic spectrum disorders • Eating disorder in children and management o Obesity o Anorexia nervosa o Bulimia • Management of challenged children. o Mentally o Physically o Socially o Child abuse o Substance abuse o Welfare services for challenged children in India</td>
<td>Lecture cum discussion • Field visits to child guidance clinics, school for mentally &amp; physically, socially challenged</td>
<td>• Shortanswer • Objectivetype • Assessment of field reports</td>
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**CHILD HEALTH NURSING - II – CLINICAL PRACTICUM (1 Credit – 80 hours)**
Given under Child Health Nursing - I as I & II
MENTAL HEALTH NURSING – II

PLACEMENT: VI SEMESTER
COURSE CODE: N-MHN(II) 305

THEORY: 1 Credit (40 Hours)

PRACTICUM: Clinical: 2 Credits (160 Hours)

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

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

1. Apply nursing process in providing care to patients with substance use disorders, and personality and sexual disorders.

2. Apply nursing process in providing care to patients with behavioural and emotional disorders occurring during childhood and adolescence.

3. Apply nursing process in providing care to patients with organic brain disorders.

4. Identify and respond to psychiatric emergencies.

5. Carry out crisis interventions during emergencies under supervision.

6. Perform admission and discharge procedures as per MHCA2017.

7. Explore the roles and responsibilities of community mental health nurse in delivering community mental health services.
## COURSE OUTLINE
### T – Theory

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</thead>
</table>
| I    | (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  
- Prevalence and incidence  
- Commonly used psychotropicsubstance: classifications, forms, routes, action, intoxication and withdrawal  
- Psychodynamics/etiology of substanceuse disorder (Terminologies: Substance Use, Abuse, Tolerance, Dependence, Withdrawal)  
- Diagnostic criteria/formulations  
- Nursing Assessment: History (substance history), Physical, mental assessment and drug and drugassay  
- Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction, Brief interventions, MET, refusal skills, maintenance therapy) and nursing management of patients with substance use disorders  
- Special considerations for vulnerable population  
- Follow-up and home care and rehabilitation | Lecture cum discussion  
- Casediscussion  
- Casepresentation  
- Clinicalpractice | Essay  
- Shortanswer  
- Assessment of patient management problems |
| II   | (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  
- 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 | Lecture cum discussion  
- Casediscussion  
- Casepresentation  
- Clinicalpractice | Essay  
- Shortanswer  
- Assessment of patient management problems |
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<tr>
<td>III</td>
<td>(T)</td>
<td>Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of childhood and adolescent disorders including mental deficiency</td>
<td><strong>Sing Management of Behavioural &amp; Emotional Disorders occurring during Childhood and Adolescence</strong> (Intellectual disability, autism, attention deficit, hyperactive disorder, eating disorders, learning disorder)  - Prevalence and incidence  - Classifications  - Etiology, psychodynamics, characteristics, diagnostic criteria/formulations  - Nursing Assessment: History, Physical, mental status examination and IQ assessment  - Treatment modalities and nursing management of childhood disorders including intellectual disability  - Follow-up and home care and rehabilitation</td>
<td>• Lecture cum discussion  • Case discussion  • Case presentation  • Clinical practice</td>
<td>• Essay  • Short answer  • Assessment of patient management problems</td>
</tr>
<tr>
<td>IV</td>
<td>(T)</td>
<td>Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of organic brain disorders.</td>
<td><strong>Sing Management of Organic Brain Disorders</strong> (Delirium, Dementia, amnestic disorders)  - Prevalence and incidence  - Classification  - Etiology, psychopathology, clinical features, diagnosis and Differential diagnosis  - Nursing Assessment: History, Physical, mental and neurological assessment  - Treatment modalities and nursing management of organic brain disorders  - Follow-up and home care and rehabilitation</td>
<td>• Lecture cum discussion  • Case discussion  • Case presentation  • Clinical practice</td>
<td>• Essay  • Short answer  • Assessment of patient management problems</td>
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<tr>
<td>Unit</td>
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| V    | (T)        | Identify psychiatric emergencies and carry out crisis intervention | **Psychiatric Emergencies and Crisis Intervention**  
• Types of psychiatric emergencies (attempted suicide, violence/aggression, stupor, delirium tremens and other psychiatric emergencies) and their managements  
• Maladaptive behaviour of individual and groups, stress, crisis and disaster(s)  
• Types of crisis  
• Crisis intervention: Principles, Techniques and Process  
  - Stress reduction interventions as per stress adaptation model  
  - Coping enhancement  
  - Techniques of counseling | • Lecture cum discussion  
• Casediscussion  
• Case presentation  
• Clinical practice | • Shortanswer  
• Objective type |
| VI   | (T)        | Explain legal aspects applied in mental health settings and role of the nurse | **Legal Issues in Mental Health Nursing**  
• Overview of Indian Lunacy Act and The Mental Health Act 1987  
• (Protection of Children from Sexual Offence) POCSOAct  
• Mental Health Care Act (MHCA)2017  
• Rights of mentally ill clients  
• Forensic psychiatry and nursing  
• Acts related to narcotic and psychotropic substances and illegal drug trafficking  
• Admission and discharge procedures as per MHCA2017  
• Role and responsibilities of nurses in implementing MHCA2017 | • Lecture cum discussion  
• Casediscussion | • Shortanswer  
• Objective type |
| VII  | (T)        | Describe the model of preventive psychiatry  
Describe Community Mental Health services and role of the nurse | **Community Mental Health Nursing**  
• 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 | • Lecture cum discussion  
• Clinical/ field practice  
• Field visits to mental health service agencies | • Shortanswer  
• Objective type  
• Assessment of the field visit reports |
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<td>• Mental Health Services available at the primary, secondary, tertiary levels including rehabilitation and nurses’ responsibilities</td>
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<td>• Mental Health Agencies: Government and voluntary, National and International</td>
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<td>• Mental health nursing issues for special populations: Children, Adolescence, Women, Elderly, Victims of violence and abuse, Handicapped, HIV/AIDS etc.</td>
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**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  

COURSE CODE: NMLE 330  

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

PRACTICUM: Clinical: 1 Credit (80 hours)  

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

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

1. Analyze the health care trends influencing development of nursing services and education in India.  
2. Describe the principles, functions and process of management applied to nursing.  
3. Develop basic understanding and beginning competencies in planning and organizing nursing services in a hospital.  
4. Apply the concept of human resource management and identify the job description for all categories of nursing personnel including in service education.  
5. Discuss the principles and methods of staffing and scheduling in an individual hospital/nursing unit.  
6. Develop skill in management of materials and supplies including inventory control.  
7. Develop teamwork and interprofessional collaboration competencies.  
8. Identify effective leadership styles and develop leadership competencies.  
9. Utilize the knowledge of principles and line of control and participate in quality management and evaluation activities.  
10. Utilize the knowledge related to financial planning in nursing services and education during budgetary process.  
11. Apply the knowledge of nursing informatics in maintenance of records and reports relevant to patient information, nursing care and progress.  
12. Demonstrate understanding of the INC guidelines for establishment and accreditation of educational institutions in terms of faculty norms, physical infrastructure and clinical facilities.  
13. Demonstrate beginning competencies in planning, organizing and staffing at college including implementation and evaluation of curriculum.  
14. Identify the legal issues and laws relevant to nursing practice and education.  
15. Apply the knowledge and utilize the various opportunities for professional advancement.
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| I    | (T)        | Explore the health care, development of nursing services and education in India and trends | **Health Care and Development of Nursing Services in India**  
- 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 |  
- Lecture cum discussion  
- Directed reading and written assignment |  
- Short answer  
- Assessment of assignment |
| II   | (T)        | Explain the principles and functions of management applied to nursing | **Management Basics Applied to Nursing**  
- 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**  
- Planning  
- Organizing  
- Staffing  
- Directing/Leading  
- Controlling | Lecture and discussion | MCQ  
- Short answer |
| III  | (T)        | Describe the introductory concepts of management as a process | **Planning Nursing Services**  
- Vision, mission, philosophy, objectives  
- Nursing service policies, procedures and manuals  
- Functional and operational planning |  
- Lecture and Discussion  
- Visit to specific hospital/patient care units  
- Demonstration of disaster drill in the respective setting |  
- Formulate Mission & Vision Statement for the nursing department/unit  
- Assessment |
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<td>• Strategic planning</td>
<td>problem-solving exercises • Visit Report</td>
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<td>• Program planning – Gantt chart &amp; milestone chart</td>
<td>• Lecture cum discussion • Comparison of organizational structure of various organizations • Nursing care delivery systems – assignment • Preparing an Organizational chart for hospital</td>
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<td>• Budgeting – concepts, principles, types</td>
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<td>• Formulate Job description at different levels of care &amp; compare with existing system • Preparation of duty roster</td>
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<td>• Planning hospital and patient care unit (Ward)</td>
<td>• Roleplay • Games -self-assessment, case discussion and practice session • Calculation of staffing requirements for a specified ward</td>
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B.Sc. Nursing Curriculum
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<td>VI</td>
<td>(T)</td>
<td>Describe the important methods of supervision and guidance</td>
<td>• 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 &lt;br&gt; • Categories of nursing personnel including job description of all levels &lt;br&gt; • Assignment and nursingcare responsibilities &lt;br&gt; • Acuity based care &lt;br&gt; • Turnover and absenteeism &lt;br&gt; • Staff welfare &lt;br&gt; • Discipline and grievances &lt;br&gt; <strong>Service Education</strong> &lt;br&gt; • Nature and scope of in-service education program &lt;br&gt; • Principles of adult learning – review &lt;br&gt; • Planning and organizing in-service educational program &lt;br&gt; • Methods, techniques and evaluation &lt;br&gt; • Preparation of report &lt;br&gt; <strong>Material Resource Management</strong> &lt;br&gt; • Procurement, purchasing process, inventory control &amp; role of nurse &lt;br&gt; • Auditing and maintenance in hospital and patient care unit</td>
<td>• Visit inventory store of the institution</td>
<td>• Preparation of MMF/records &lt;br&gt; • Preparation of log book &amp; condemnation documents &lt;br&gt; • Visit Report</td>
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</table>

**VI**

**Directing and Leading**<br> • Definition, principles, elements of directing <br> • Supervision and guidance <br> • Participatory management <br> • Inter-professional collaboration <br> • Management by objectives <br> • Team management <br> • Assignments, rotations <br> • Maintenance of discipline <br> • Leadership in management <br> • Lecture and discussion <br> • Demonstration of record & report maintenance inspecific wards/departments | Assignment on Reports & Records maintained in nursing department <br> • Preparation of protocols and manuals |
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| I    | T          | Discuss the significance and changing trends of nursing leadership. | Leadership | - Lecture cumdiscussion  
- Self-assessment  
- Report on types of leadership adopted at different levels of health care in the given setting  
- Problem solving/Conflict management exercise  
- Observation of managerial roles at different levels (middle level managers-ward in-charge, ANS) | - Shortanswer  
- Essay  
- Assessment of exercise/report |
|      | T          | Analyze the different leadership styles and develop leadership competencies | Leadership principles and competencies  
Leadership styles: Situational leadership, Transformational leadership  
Methods of leadership development  
Mentorship/preceptorship in nursing  
Delegation, power & politics, empowerment, mentoring and coaching  
Decision making and problem solving  
Conflict management and negotiation  
Implementing planned change | |
| III  | T          | Explain the process of controlling and its activities | Controlling | - Lecture cumdiscussion  
- Preparation of policies/protocols for nursing units/department | Assessment of prepared protocols |
|      | T          | | Controlling | - Lecture cumdiscussion  
- Self-assessment  
- Report on types of leadership adopted at different levels of health care in the given setting  
- Problem solving/Conflict management exercise  
- Observation of managerial roles at different levels (middle level managers-ward in-charge, ANS) | - Shortanswer  
- Essay  
- Assessment of exercise/report |

B.Sc. Nursing Curriculum
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</table>
| IX   | 4 (T)      | Explain the concepts of organizational behavior and group dynamics | Organizational Behavior and Human Relations  
- Concepts and theories of organizational behavior  
- Group dynamics  
- Interpersonal relationship-Review  
- Human relations  
- Public relations in the context of nursing  
- Relations with professional associations and employee unions  
- Collective bargaining  
- Motivation and morale building - Review  
- Communication in the workplace – assertive communication  
- Committees – importance in the organization, functioning | Lecture and discussion  
Role play/exercise – Group dynamics & human relations | Short answer  
OSCE |
| X    | (T)        | Describe the financial management related to nursing services | Financial Management  
- Definition, objectives, elements, functions, principles & scope of financial management  
- Financial planning (budgeting for nursing department)  
- Proposal, projecting requirement for staff, equipment and supplies for – Hospital & patient care units & emergency and disaster units  
- Budget and Budgetary process  
- Financial audit | Lecture cum discussion  
Budget proposal review  
Preparation of budget proposal for a specific department | Short answer  
Essay  
Assessment of assignment |
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</table>
| XI   | 1 (T)      | Review the concepts, principles and methods and use of nursing informatics | Nursing Informatics/ Information Management – Review  
- Patient records  
- Nursing records  
- Use of computers in hospital, college and community  
- Telemedicine & Telenursing  
- Electronic Medical Records (EMR), EHR |  
- Review  
- Practice session  
- Visit to departments | Short answer |
| I    | 1(7)       | Review personal management in terms of management of emotions, stress and resilience | Personal Management – Review  
- Emotional intelligence  
- Resilience building  
- Stress and time management – de-stressing  
- Career planning |  
- Review  
- Discussion | |
| I    | 4(T)       | Describe the process of establishing educational institutions and its accreditation guidelines | Establishment of Nursing Educational Institutions  
- Indian Nursing Council norms and guidelines – Faculty norms, physical facilities, clinical facilities, curriculum implementation, and evaluation/examination guidelines  
- Coordination with regulatory bodies – INC and State Nursing Council  
- Accreditation – Inspections  
- Affiliation with university/State council/board of examinations  
- Trends and issues in nursing education sector. |  
- Lecture and discussion  
- Visit to one of the regulatory bodies | Visit report |
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| V    | (T)        | Explain the planning and organizing functions of a nursing college | **Planning and Organizing**  
- Philosophy, objectives and mission of the college  
- Organization structure of school/college  
- Curriculum planning - Review  
- Planning teaching and learning experiences, clinical facilities – master plan, clinical rotation and time table  
- Budget planning – faculty, staff, equipment & supplies, AV aids, Lab equipment, library books, journals, computers and maintenance  
- Infrastructure facilities – college, classrooms, hostel, library, labs, computer lab, transport facilities  
- Records & reports for students, staff-faculty and administrative  
- Committees and functioning  
- Clinical experiences | **Directed reading – INC Curriculum**  
- **Preparation of organizational structure of the college**  
- **Written assignment – writing philosophy of a teaching department**  
- **Preparation of master plan, time table and clinical rotation** |  
- Short answer  
- Essay  
- Assessment of assignment |
| X°)  |            | Develop understanding of staffing the college and selecting the students | **Staffing and Student Selection**  
- Faculty/staff selection, recruitment and placement, job description  
- Performance appraisal  
- Faculty development  
- Faculty/staff welfare  
- Student recruitment, admission, clinical placement | **Guided reading on** faculty norms  
- Faculty welfare activities report  
- Writing job description of tutorials | Short answer  
- Activity report  
- Assessment of job description |
| X°)  |            | Analyze the leadership and management activities in an educational organization | **Directing and Controlling**  
- Curriculum implementation and evaluation - Review  
- Leadership and motivation, supervision – Review  
- Guidance and counseling  
- Quality management – educational audit  
- Program evaluation, evaluation of performance | **Review principles of evaluation**  
- **Assignment – Identify disciplinary problems among students**  
- **Writing student record** | Short answer  
- Assessment of assignment and record |
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| XVII | (T)        | Identify various legal issues and laws relevant to nursing practice | PROFESSIONAL CONSIDERATIONS Review – Legal and Ethical Issues | • Maintaining discipline  
• Institutional records and reports – administrative, faculty, staff and students | |
|      |            | PROFESSIONAL CONSIDERATIONS Review – Legal and Ethical Issues | • Nursing as a profession – Characteristics of a professional nurse  
• Nursing practice – philosophy, aim and objectives  
• Regulatory bodies – INC and SNC constitution and functions  
• Nursing excellence standards  
Professional ethics - Review | • Code of ethics and professional conduct – INC & ICN  
• Practice standards for nursing – INC  
• International Council for Nurses (ICN)  
Legal aspects in nursing: | • Consumer protection act, patient rights  
Legal terms related to practice, legal system – types of law, tort law & liabilities  
• Laws related to nursing practice – negligence, malpractice, breach, penalties  
• Invasion of privacy, defamation of character  
• Nursing regulatory mechanisms – registration, licensure, renewal, accreditation, nurse practitioner/specialist nursing practice | |
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| III  | 7          | Explain various opportunities for professional advancement | **Professional Advancement**  
- Continuing Nursing Education  
- Career opportunities  
- Membership with professional organizations – national and international  
- Participation in research activities  
- Publications – journals, newspaper | • Prepare journal list available in India  
• Write an article – research/ clinical | • 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 log book/MMF for specific equipment/materials
7. Maintain and store inventory and keep daily records
8. Prepare and maintain various records & reports of the settings – incident reports/adverse reports/audit reports
9. Prepare and implement protocols & manuals
10. Participate in supervision, evaluation and conducting in service education for the staff

**College & Hostel**

1. Prepare organizational chart of college
2. Formulate job description for tutors
3. Prepare master plan, clinical rotation and time table
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.

**Recommended Books**


**Reference Books**

1. Arnold EC, Boggs KU. Interpersonal relationships: professional communication skills for nurses. Saunders.
4. Basavanthappa BT. Management of nursing service and education. JP Medical Ltd.
MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - I
Including SBA module

PLACEMENT: VI SEMESTER
COURSE CODE: N-MIDW(I)/OBGN 335
THEORY: 3 Credits (60 hours)
PRACTICUM: Skill Lab: 1 Credit (40 hours); Clinical: 3 Credits (240 hours)

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

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

1. Demonstrate professional accountability for the delivery of nursing care as per INC standards/ICM competencies that are consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles in midwifery practice.

2. Communicate effectively with individuals, families and professional colleagues fostering mutual respect and shared decision making to enhance health outcomes.

3. Recognize the trends and issues in midwifery and obstetrical nursing.

4. Review and describe the anatomy and physiology of human reproductive system and conception.

5. Describe and apply physiology in the management of normal pregnancy, birth and puerperium.

6. Demonstrate competency in providing respectful and evidence based maternity care for women during the antenatal, intranatal and postnatal period.

7. Uphold the fundamental human rights of individuals when providing midwifery care.

8. Promote physiologic labour and birth, and conduct normal childbirth.


10. Apply nursing process approach in caring for women and their families.

11. Describe the methods of contraception and role of nurse/midwife in family welfareservices.

12. Recognize the importance of and actively participate in family welfare programs.

13. Provide youth friendly health services and care for women affected by gender based violence.
## COURSE OUTLINE

**T – Theory, SL/L – Skill Lab/Lab, C – Clinical**

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| I    | T)         | Explain the history and current scenario of midwifery in India | Introduction to midwifery  
  - History of midwifery in India  
  - *Current scenario:*  
    o Trends of maternity care in India  
    o Midwifery in India – Transformative education for relationship based and transformative midwifery practice in India  
  - Vital health indicators  
    – Maternal mortality ratio, Infant Mortality Rate, Neonatal Mortality Rate, Perinatal Mortality Rate, fertility rates  
    o Maternal death audit  
  - National health programs related to RMNCH+A (Reproductive Maternal Newborn and Child Health + Adolescent Health)  
  - *Current trends in midwifery and OBG nursing:*  
    o Respectful maternity and newborn care (RMNC)  
    o Midwifery-led care units (MLCU)  
    o Women centered care, physiologic birthing and demedicalization of birth  
    o Birthing centers, water birth, lotus birth  
    o Essential competencies for midwifery practice (ICM)  
    o Universal rights of childbearing women  
    o Sexual and reproductive health and rights  
    o Women’s expectations & choices about care | Discussion  
  - Demonstration  
  - Roleplay  
  - Directed reading and assignment: ICM competencies  
  - Scenario-based learning | Shortanswer  
- Objectivetype  
- Essay  
- Quiz |
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| Ii   | T) L)      | Discuss the legal and ethical issues relevant to midwifery practice | • *Legal provisions in midwifery practice in India:*  
  - INC/MOH&FW regulations  
  - ICM code of ethics  
  - Ethical issues in maternal and neonatal care  
  - Adoption laws, MTP act, Prenatal 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 | *Lecture*  
 *Discussion*  
 *Self-directed learning*  
 *Models*  
 *Videos & films* | • Quiz  
 • Short answer  
 • Essay |

Anatomy and physiology of human reproductive system and conception (Maternal, Fetal & Newborn physiology)  
*iew:*  
• Female organs of reproduction  
• Female pelvis – bones, joints, ligaments, planes, diameters, landmarks, inclination, pelvic variations  
• Foetal skull – bones, sutures, fontanelles, diameters, moulding  
• Fetopelvic relationship  
• Physiology of menstrual cycle, menstrual hygiene  
• Fertilization, conception and implantation  
• Embryological development  
• Placental development and function, placental barrier  
• Fetal growth and development  
• Fetal circulation & nutrition
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<td>III</td>
<td>12(T) 10(L) 40(C)</td>
<td>Provide preconception care to eligible couples</td>
<td><strong>Assessment and management of normal pregnancy (ante-natal):</strong>&lt;br&gt;<strong>Pre-pregnancy Care</strong>&lt;br&gt;• Review of sexual development (<em>Self Learning</em>)&lt;br&gt;• Socio-cultural aspects of human sexuality (<em>Self Learning</em>)&lt;br&gt;• Preconception care&lt;br&gt;• Pre-conception counseling (including awareness regarding normal birth)&lt;br&gt;Genetic counseling (<em>Self Learning</em>)&lt;br&gt;• Planned parenthood&lt;br&gt;<strong>Pregnancy assessment and antenatal care (I, II &amp; III Trimesters)</strong>&lt;br&gt;<strong>malpregnancy</strong>&lt;br&gt;• Physiological changes during pregnancy&lt;br&gt;• Assess and confirm pregnancy: Diagnosis of pregnancy – Signs, differential diagnosis and confirmatory tests&lt;br&gt;• Review of maternal nutrition &amp; malnutrition&lt;br&gt;• Building partnership with women following RMC protocol&lt;br&gt;• Fathers’ engagement in maternity care&lt;br&gt;<strong>Ante-natal care: 1st Trimester</strong>&lt;br&gt;• Antenatal assessment: History taking, physical examination, breast examination, laboratory investigation.&lt;br&gt;• Identification and management of minor discomforts of pregnancy&lt;br&gt;• Antenatal care: as per GoI guidelines&lt;br&gt;• Antenatal counseling (lifestyle changes, nutrition, shared decision making, risky behavior, sexual life during pregnancy, immunization etc.)&lt;ref SBA module &amp; Safe motherhood booklet</td>
<td>Lecture&lt;br&gt;• Discussion&lt;br&gt;• Demonstration&lt;br&gt;• Self-Learning&lt;br&gt;• Healthtalk&lt;br&gt;• Roleplay&lt;br&gt;• Counseling session&lt;br&gt;• Case discussion/presentation&lt;br&gt;• Simulation&lt;br&gt;• Supervised clinical practice</td>
<td>• Short answer&lt;br&gt;• Objective type&lt;br&gt;• Assessment of skills with checklist&lt;br&gt;• Case study evaluation&lt;br&gt;• OSCE</td>
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<td>Unit</td>
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<td>• Danger signs during pregnancy</td>
<td>• Lab tests – performance and interpretation</td>
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<td>• Respectful care and compassionate communication</td>
<td>• Demonstration</td>
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<td>• Recording and reporting: as per the GoI guidelines</td>
<td>• Role play</td>
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<td>• Role of Doula/ASHAs</td>
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<td>II Trimester</td>
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<td>• Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard’s stethoscope</td>
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<td>• Assessment of fetal well-being: DFMC, biophysical profile, Non stress test, cardio-tocography, USG, Vibro acoustic stimulation, biochemical tests.</td>
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<td>• Antenatal care</td>
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<td>• Women centered care</td>
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<td>• Respectful care and compassionate communication</td>
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<td>• Health education on IFA, calcium and vitamin D supplementation, glucose tolerance test, etc.</td>
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<td>• Education and management of physiological changes and discomforts of 2nd trimester</td>
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<td>• Rh negative and prophylactic antiD</td>
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<td>• Referral and collaboration, empowerment</td>
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<td>• Ongoing risk assessment</td>
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<td>• Maternal Mental Health</td>
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<td>III Trimester</td>
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<td>• Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard’s stethoscope</td>
<td>• Demonstration of antenatal assessment</td>
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<tr>
<td>Unit</td>
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<td>• Education and management of physiological changes and discomforts of 3rd trimester&lt;br&gt;• Third trimester tests and screening&lt;br&gt;• Fetal engagement in late pregnancy&lt;br&gt;• Childbirth preparation classes&lt;br&gt;• Birth preparedness and complication readiness including micro birth planning&lt;br&gt;• Danger signs of pregnancy – recognition of ruptured membranes&lt;br&gt;• Education on alternative birthing positions – women’s preferred choices, birth companion&lt;br&gt;• Ongoing risk assessment&lt;br&gt;• Cultural needs&lt;br&gt;• Women centered care&lt;br&gt;• Respectful and compassionate communication&lt;br&gt;• Health education on exclusive breastfeeding&lt;br&gt;• Role of Doula/ASHA’s</td>
<td>• Scenariobased learning&lt;br&gt;• Lecture&lt;br&gt;• Simulation&lt;br&gt;• Roleplay&lt;br&gt;• Refer GoI Guidelines&lt;br&gt;• Health talk&lt;br&gt;• Counseling session&lt;br&gt;• Demonstration of birthing positions&lt;br&gt;• Workshop on alternative birthing positions</td>
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### B.Sc. Nursing Curriculum

**IV**

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<tr>
<th>Time (Hrs)</th>
<th>Learning Outcomes</th>
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<th>Teaching/Learning Activities</th>
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</table>
| 12(T) 12(L) 80(C) | **Apply the physiology of labour in promoting normal childbirth** | **Physiology, management and care during labour**  
- 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 | Lecture  
Discussion  
Demonstration  
Bedsideclinics  
Casediscussion/presentation  
Simulatedpractice  
SupervisedClinical practice – Per vaginal examination, Conduction of normal childbirth | Essay type  
Shortanswer  
Objective type  
Case study evaluation  
Assessment of skills with checklist  
OSCE |
| **Describe the management and care during labour** | **First Stage**  
- 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  
- Nutrition during labour  
- Promote positive childbirth experience for women  
- Birth companion  
- Role of Doula/ASHA’s **2nd stage** | Refer SBAmodule  
LaQshya guidelines  
Dakshata guidelines | |
| **Discuss how to maintain a safe environment for labour** | **Second stage**  
- Refer SBA module  
- LaQshya guidelines  
- Dakshata guidelines | | |
| **Work effectively for pain management during labour** | **Second stage**  
- Refer SBA module  
- LaQshya guidelines  
- Dakshata guidelines | | |
midwife provides care and support for the women during birth to enhance physiologic birthing and promote normal birth

- 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 childbirth

Essential newborn care (ENBC)
- Immediate assessment and care of the newborn
- Role of Doula/ASHA’s

<p>| Assess and provide care of the newborn immedately following birth | • Immediate assessment and care of the newborn • Role of Doula/ASHA’s |</p>
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<tr>
<th>Unit</th>
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<td>Third Stage</td>
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<td>Discuss the impact of labour and birth as a transitional event in the woman's life</td>
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<td>Ensure initiation of breastfeeding and adequate latching</td>
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<td>Physiological management of third stage of labour</td>
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<td>Active management of third stage of labour (recommended)</td>
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<td>Examination of placenta, membranes and vessels</td>
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<td>Assess perineal, vaginal tear/injuries and suture if required</td>
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<td>Insertion of postpartum IUCD</td>
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<td>Immediate perineal care</td>
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<td>Initiation of breastfeeding</td>
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<td>Skin to skin contact</td>
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<td>Newborn resuscitation</td>
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<td>Third Stage</td>
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<td>Physiology – placental separation and expulsion, hemostasis</td>
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<td>Newborn resuscitation</td>
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<td>Fourth Stage</td>
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<td>Observation, Critical Analysis and Management of mother and newborn</td>
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<td>Maternal assessment, observation of fundal height, uterine consistency, urine output, bloodloss</td>
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<td>Documentation and Record of birth</td>
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<td>Breastfeeding and latching</td>
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<td>Managing uterine cramp</td>
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<td>Various childbirth practices</td>
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<td>Safe environment for mother and newborn to promote bonding</td>
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**Assessment Methods:**
- Simulation
- Roleplay
- Demonstration
- Videos
- Visit to Positive childbirth experience centers like birth village
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</table>
| V     | T) 7(L) 6(C) | Scribe the physiology, management and care of normal puerperium | Postpartum care/Ongoing care of women  
- 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 |  
- Lecture  
- Discussion  
- Demonstration  
- Health talk  
- Simulated practice  
- Supervised clinical practice  
- Refer SBA module |  
- 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  
- Family centered care  
- Respectful newborn care and communication  
- Normal Neonate – Physiological adaptation  
- Newborn assessment – Screening for congenital anomalies  
- Car of newborn up to 6 weeks after the childbirth (Routine care of newborn) |  
- Lecture  
- Discussion  
- Demonstration  
- Simulated practice session  
- Supervised clinical practice  
- Refer safe delivery app module – newborn |  
- Essay type  
- Short answer  
- Objective type  
- Assessment of skills with checklist  
- OSCE |
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| VII  | (T)        |                  | Family welfare services | • Skin to skin contact and thermoregulation  
• Infection prevention  
• Immunization  
• Minor disorders of newborn and its management  
• Partial completion of SBA module | management |
|      | (L)        |                  |         |                              | Lecture  
• Supervised practice  
• Field visits  
• Scenario based learning  
• Discussion  
• GoI guidelines – injectable contraceptives, oral contraceptives, IUCD, male and female sterilization | Essay type  
• Short answers  
• Objective type  
• Field visit reports  
• Vignettes |
|      | (C)        | Family planning and role of nurse/midwife in providing family planning services | • Explain various methods of family planning and role of nurse/midwife in providing family planning services  
• Impact of early/frequent childbearing  
• Comprehensive range of family planning methods  
  o Temporary methods – Hormonal, non-hormonal and barrier methods  
  o 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 | Lecture  
• Field visits  
• Scenario based learning  
• Discussion  
• GoI guidelines – injectable contraceptives, oral contraceptives, IUCD, male and female sterilization | Essay type  
• Short answers  
• Objective type  
• Field visit reports  
• Vignettes |
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<td>Describe youth friendly services and role of nurses/midwives</td>
<td>Gender related issues in SRH</td>
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<td>Recognize the role of nurses/midwives in gender based violence</td>
<td>• Gender based violence – Physical and sexual abuse, Laws affecting GBV and role of nurse/midwife</td>
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<td>• Special courts for abused people</td>
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<td>Gender sensitive health services including family planning</td>
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**Recommended Books**


**Reference material as per INC**

1. GOI guidelines-NHM website (RMNCH+A portal)

2. WHO guidelines-reproductive health library

3. ICM documents-https://www.internationalmidwives.org/

4. UNFPA DOCUMENTS-https://www.unfpa.org/

5. Safe delivery app (Download)

6. E-learning for maternal and newborn healthcare (INC website)

7. E-learning for midwifery (will be available soon on INC)
PRACTICUM

PLACEMENT: VI & VII SEMESTER

VI SEMESTER: MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG)

NURSING -I

SKILL LAB & CLINICAL: Skill Lab – 1 Credit (40 hours); Clinical – 3 Credits (240 hours)

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

1. Counsel women and their families on pre-conception care
2. Demonstrate lab tests ex. urine pregnancy test
3. Perform antenatal assessment of pregnant women
4. Assess and care for normal antenatal mothers
5. Assist and perform specific investigations for antenatal mothers
6. Counsel mothers and their families on antenatal care and preparation for parenthood
7. Conduct childbirth education classes
8. Organize labour room
9. Prepare and provide respectful maternity care for mothers in labour
10. Perform per-vaginal examination for a woman in labour if indicated
11. Conduct normal childbirth with essential newborn care
12. Demonstrate skills in resuscitating the newborn
13. Assist women in the transition to motherhood
14. Perform postnatal and newborn assessment
15. Provide care for postnatal mothers and their newborn
16. Counsel mothers on postnatal and newborn care
17. Perform PPIUCD insertion and removal
18. Counsel women on family planning and participate in family welfare services
19. Provide youth friendly health services
20. Identify, assess, care and refer women affected with gender based violence
**SKILL LAB:** Procedures/Skills for demonstration and return demonstration:

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

(6 weeks × 40 hours per week = 240 hours)

<table>
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<tr>
<th>Clinical Area</th>
<th>Duration (weeks)</th>
<th>Clinical Learning Outcomes</th>
<th>Procedural Competencies/ Clinical Skills</th>
<th>Clinical Requirements</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antenatal OPD and Antenatal ward</td>
<td>1 week</td>
<td>Perform antenatal assessment</td>
<td>• History collection</td>
<td>• Antenatal palpation</td>
<td>OSCE</td>
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<td></td>
<td></td>
<td>Perform laboratory tests for antenatal women and assist in selected antenatal diagnostic procedures</td>
<td>• Physical examination</td>
<td>• Healthtalk</td>
<td>Case study</td>
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<tr>
<td></td>
<td></td>
<td>Counsel antenatal women</td>
<td>• Obstetric examination</td>
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<td>• Pregnancy confirmation test</td>
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<td>• Urinetesting</td>
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<td>• Blood testing for Hemoglobin, grouping &amp; typing</td>
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<td>• Blood test for malaria</td>
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<td>• KickChart</td>
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<td>• USG/NST</td>
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<td>• Antenatal Counseling</td>
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<td>• Preparation for childbirth</td>
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<td></td>
<td>• Birth preparedness and complication readiness</td>
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<td>• Antenatal palpation</td>
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<td>• Healthtalk</td>
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<td>• OSCE</td>
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<td></td>
<td>• Casestudy</td>
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<tr>
<td>Nursing ward</td>
<td>3 weeks</td>
<td>Monitor labour using partograph</td>
<td>• Assessment of woman in labour</td>
<td>• OSCE</td>
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<tr>
<td></td>
<td></td>
<td>Provide care to women during labour</td>
<td>• Partograph</td>
<td>• Assignment</td>
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<tr>
<td></td>
<td></td>
<td>Conduct normal childbirth, provide care to mother and immediate care of newborn</td>
<td>• Per vaginal examination when indicated</td>
<td>• case study</td>
<td>Case study</td>
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<td>• Care during first stage of labour</td>
<td>• Case presentation</td>
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<td>• Pain management techniques</td>
<td>• Episiotomy and suturing if indicated</td>
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<td>• Upright and alternative positions in labour</td>
<td>• Newborn resuscitation</td>
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<td>• Preparation for labour – articles, physical, psychological</td>
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<td>• Conduction of normal childbirth</td>
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<td>• Essential newborn care</td>
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<td>• Newborn resuscitation</td>
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<td></td>
<td>• Active management of third stage of labour</td>
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<td>• Monitoring and care during fourth stage of labour</td>
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<td></td>
<td></td>
<td>• Partograph recording</td>
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<td>• PV examination</td>
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<td>• Assisting/Conduction of normal childbirth</td>
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<td>• Casestudy</td>
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<td>• Case presentation</td>
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<td>• Episiotomy and suturing if indicated</td>
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<td></td>
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<td>• Newborn resuscitation</td>
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</table>
### Clinical Area
- Partum clinic and Postnatal Ward including FP unit

<table>
<thead>
<tr>
<th>Clinical Area</th>
<th>Duration (weeks)</th>
<th>Clinical Learning Outcomes</th>
<th>Procedural Competencies/ Clinical Skills</th>
<th>Clinical Requirements</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>weeks</td>
<td>Clinical Requirements</td>
<td>Postnatal assessment</td>
<td></td>
<td>Assignment</td>
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<td></td>
<td>Care of postnatal mothers – normal</td>
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<td>Casestudy</td>
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<td></td>
<td>Care of normal newborn</td>
<td></td>
<td>Case presentation</td>
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<td></td>
<td>Lactation management</td>
<td></td>
<td>PPIUCD insertion &amp; removal</td>
</tr>
</tbody>
</table>

#### Postpartum clinic and Postnatal Ward including FP unit
- Week 2
  - Perform postnatal assessment
  - Provide care to normal postnatal mothers and newborn

#### Postnatal Requirements
- Postnatal assessment
- Care of normal newborn
- Lactation management

#### Assessment Methods
- Assignment
- Casestudy
- Case
- Presentation

---

**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 & counselling
4. Assist in the conduction of abnormal vaginal deliveries and caesarean section.
5. Demonstrate skills in resuscitating the newborn
6. Assist and manage complications during labour
7. Identify postnatal and neonatal complications, stabilize and refer them
8. Provide care for high risk antenatal, intranatal and postnatal women and their families using nursing process approach
9. Provide care for high risk newborn
10. Assist in advanced clinical procedures in midwifery and obstetric nursing
11. Provide care for women during their non childbearing period.
12. Assess and care for women with gynecological disorders
13. Demonstrate skills in performing and assisting in specific gynecological procedures
14. Counsel and care for couples within fertility
**SKILL LAB:** Procedures/Skills for demonstration and return demonstration:

1. Antenatal assessment and identification of complications
2. Post abortion care & counseling
3. Counseling antenatal women for complication readiness
4. Mechanism of labour – abnormal
5. Assisting in the conduction of abnormal vaginal deliveries and caesarean section.
6. Management of complications during pregnancy/labour/post partum (case studies/simulated scenarios)
7. Administration of Inj. Magnesium sulphate
8. Starting and maintaining an oxytocin drip for PPH
9. Management of PPH – Bimanual compression of uterus
10. Management of PPH – Balloon tamponade
11. Instruments used in obstetrics and gynecology
12. Visual inspection of cervix with acetic acid
13. Cervical biopsy
14. Breast examination
15. Counseling of infertile couples
# CLINICAL POSTINGS
(8 weeks × 40 hours per week = 320 hours)

<table>
<thead>
<tr>
<th>Clinical Areas</th>
<th>Duration (Weeks)</th>
<th>Learning Outcomes</th>
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<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antenatal OPD/ infertility clinics/ Reproductive medicine and antenatal ward</td>
<td>weeks</td>
<td>Perform/assist in selected advanced antenatal diagnostic procedures</td>
<td>• Kick chart, DFMC  • Assist in NST/CTG/USG  • Assisting in advanced diagnostic procedures  • Care of antenatal women with complications of pregnancy  • Antenatal counselling  • Preparation for childbirth, Birth preparedness and complication readiness</td>
<td>• Antenatal palpation  • Health talk  • Casestudy</td>
<td>• Simulation  • Case presentation  • OSCE</td>
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<tr>
<td></td>
<td></td>
<td>Provide antenatal care for women with complications of pregnancy</td>
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<td></td>
<td>Counsel antenatal mothers</td>
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<td>Provide post abortion care and counselling</td>
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<td></td>
<td></td>
<td>Provide counselling and support to infertile couples</td>
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<tr>
<td>Labour room</td>
<td>weeks</td>
<td>Conductation of normal childbirth</td>
<td>• 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 –</td>
<td>• Partograph recording  • Pain management during labour  • Conduction of normal childbirth  • Assisting in abnormal deliveries  • Managing complication during labour</td>
<td>• Assignment  • Casestudy  • Case presentation  • Simulation  • OSCE</td>
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<tr>
<td></td>
<td></td>
<td>Conduct/assist in abnormal deliveries</td>
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<td></td>
<td>Monitor labour using partograph</td>
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B.Sc. Nursing Curriculum
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<tr>
<th>Clinical Areas</th>
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<th>Learning Outcomes</th>
<th>Procedural Competencies/ Clinical Skills</th>
<th>Clinical Requirements</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| Identify and manage complications during labour | 1 week           | Perform postnatal assessment and identify postnatal complications                 | • Postnatal history collection and physical examination  
• Identify postnatal complications  
• Care of postnatal mothers – abnormal deliveries, caesarean section | • Healthtalk  
• Postnatal assessment  
• Newborn assessment  
• Casestudies  
• Care presentation | • Roleplay  
• Assignment  
• Casestudy  
• Case presentation  
• Simulation  
• Vignettes  
• OSCE |
<table>
<thead>
<tr>
<th>Clinical Areas</th>
<th>Duration (Weeks)</th>
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<th>Procedural Competencies/ Clinical Skills</th>
<th>Clinical Requirements</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
- Observation of newborn  
- Neonatal resuscitation  
- Phototherapy and management of jaundice in newborn  
- Assist in Exchange transfusion  
- Neonatal feeding – spoon and katori, paladai, NGtube  
- Care of baby in incubator, ventilator, warmer  
- Infection control in the nursery  
- Neonatal medications  
- Starting IV line for newborn, drug calculation | - PPIUCD insertion and removal | - Case presentation  
- Carestudy  
- Careplan  
- Simulation, Vignettes  
- OSCE |
| Obstetric/ Gynaec operation theatre & ecology ward | 2 weeks | Assist in gynecological and obstetric surgeries Care for women with gynecological disorders | - Observe/Assist in caesarean section  
- Management of retained placenta  
- Gynecological surgeries  
- Hysterectomy  
- Uterine rupture  
- Care of women with gynecological conditions  
- Healthcare education | - Assisting in obstetric and gynecological surgery  
- Tray set-up for caesarean section  
- Careplan | - Assignment  
- Tray set-up for obstetric and gynecological surgeries  
- Case presentation  
- Simulation  
- Vignettes |

**Note:** Completion of safe delivery App module during VII Semester
COMMUNITY HEALTH NURSING – II

PLACEMENT: VII SEMESTER

COURSE CODE: N-COMH(II) 401

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

PRACTICUM: Clinical: 2 Credit (160 hours)

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

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

1. Demonstrate beginning practice competencies/skills relevant to provide comprehensive primary health care/community-based care to clients with common diseases and disorders including emergency and first aid care at home/clinics/centres as per predetermined protocols/drug standing orders approved by MOH&FW.

2. Provide maternal, newborn and child care and reproductive health including adolescent care in the urban and rural health care settings.

3. Describe the methods of collection and interpretation of demographic data.

4. Explain population control and its impact on the society and describe the approaches towards limiting family size.

5. Describe occupational health hazards, occupational diseases and the role of nurses in occupational health programs.

6. Identify health problems of older adults and provide primary care, counseling and supportive health services.

7. Participate in screening for mental health problems in the community and providing appropriate referral services.

8. Discuss the methods of data collection for HMIS, analysis and interpretation of data.

9. Discuss about effective management of health information in community diagnosis and intervention.

10. Describe the management system of delivery of community health services in rural and urban areas.

11. Describe the leadership role in guiding, supervising, and monitoring the health services and the personnel at the PHCs, SCs and community level including financial management and maintenance of records & reports.
12. Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers (HWCs).

13. Identify the roles and responsibilities of health team members and explain their job description.

14. Demonstrate initiative in preparing themselves and the community for disaster preparedness and management.

15. Demonstrate skills in proper bio-medical waste management as per protocols.

16. Explain the roles and functions of various national and international health agencies.
<table>
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<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Outcomes</th>
<th>Content</th>
<th>Teaching/ Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| I    | T          | Explain nurses’ role in identification, primary management and referral of clients with common disorders/ conditions and emergencies including first aid | Management of common conditions and emergencies including first aid  
• Standing orders:  
  Definition, uses  
Screening, diagnosing/ identification, primary care and referral of  
Gastrointestinal System  
- Abdominal pain  
- Nausea and vomiting  
- Diarrhea  
- Constipation  
- Jaundice  
- GI bleeding  
- Abdominal distension  
- Dysphagia and dyspepsia  
- Aphthous ulcers  
Respiratory System  
- Acute upper respiratory infections – Rhinitis, Sinusitis, Pharyngitis, Laryngitis, Tonsillitis  
- Acute lower respiratory infections – Bronchitis, pneumonia and bronchial asthma  
- Hemoptysis, Acute chest pain  
Heart & Blood  
- Common heart diseases – Heart attack/coronary artery disease, heart failure, arrhythmia  
- Blood anemia, blood cancers, bleeding disorders  
Eye & ENT conditions  
• Eye – local infections, redness of eye, conjunctivitis, stye, trachoma and refractive errors  
• ENT – Epistaxis, ASOM, sore throat, deafness | Lecture  
• Discussion  
• Demonstration  
• Roleplay  
• Suggested field visits  
• Field practice  
• Assessment of clients with common conditions and providereferral | Short answer  
• Essay  
• Field visit reports  
• OSCE assessment |
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<tr>
<th>Unit</th>
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<td><strong>Urinary System</strong>&lt;br&gt;• Urinary tract infections – cystitis, pyelonephritis, prostatitis, UTIs in&lt;br&gt;• children</td>
<td><strong>First aid in common emergency conditions</strong> – Review&lt;br&gt;High fever, low blood sugar, minor injuries, fractures, fainting, bleeding, shock, stroke, bites, burns, choking, seizures, RTAs, poisoning, drowning and foreign bodies</td>
<td><strong>Lecture</strong>&lt;br&gt;<strong>Discussion</strong>&lt;br&gt;<strong>Demonstration</strong>&lt;br&gt;<strong>Roleplay</strong>&lt;br&gt;<strong>Suggested field visits and field practice</strong>&lt;br&gt;<strong>Assessment of antenatal, postnatal, newborn, infant, preschool child, school child, and adolescent health</strong></td>
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<tr>
<td>II</td>
<td>(T)</td>
<td>Provide reproductive, maternal, newborn and childcare, including adolescent care in the urban and rural health care settings</td>
<td><strong>Reproductive, maternal, newborn, child and adolescent Health</strong> (Review from OBG Nursing and application in community setting)&lt;br&gt;• Present situation of reproductive, maternal and child health in India&lt;br&gt;<strong>Antenatal care</strong>&lt;br&gt;• Objectives, antenatal visits and examination, nutrition during pregnancy, counseling&lt;br&gt;• Calcium and iron supplementation in pregnancy&lt;br&gt;• Antenatal care at health centre level&lt;br&gt;• Birth preparedness&lt;br&gt;• High risk approach – Screening/early identification and primary management of complications.&lt;br&gt;• Antepartum hemorrhage, pre-eclampsia, eclampsia, Anemia, Gestational diabetes mellitus, Hypothyroidism, Syphilis&lt;br&gt;• Referral, follow up and maintenance of records and reports&lt;br&gt;<strong>Intrapartum care</strong>&lt;br&gt;• Normal labour – process, onset, stages of labour&lt;br&gt;• Monitoring and active management of different stages of labour&lt;br&gt;• Care of women after labour</td>
<td><strong>Short answer</strong>&lt;br&gt;<strong>Essay</strong>&lt;br&gt;<strong>OSCE assessment</strong></td>
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| Postpartum care           |            |                                                                                   | • Early identification, primary management, referral and follow up – preterm labour, fetal distress, prolonged and obstructed labour, vaginal & perennial tears, ruptured uterus  
• Care of newborn immediately afterbirth  
• Maintenance of records and reports  
• Use of Safe child birth checklist  
• SBA module – Review  
• Organization of labour room  
Postpartum care                                                                 |
|                           |            |                                                                                   | • 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, postpartum depression  
• Postpartum visit by health care provider  
Newborn and child care                                                                 |
|                           |            |                                                                                   | • Review: Essential newborn care  
• Management of common neonatal problems  
• Management of common child health problems: Pneumonia, Diarrhoea, Sepsis, screening for congenital anomalies and referral  
• Review: IMNCI Module  
• Under five clinics  
Adolescent Health                                                                 |
|                           |            |                                                                                   | • Common health problems and risk factors in adolescent girls and boys  
• Common Gynecological conditions – dysmenoorhea, 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  
Adolescent Health                                                                 |
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</table>
|     |            | Promote adolescent health and youth friendly services | • Youth friendly services:  
  o SRH Serviceneeds  
  o Role and attitude of nurses: Privacy, confidentiality, non judgemental attitude, client autonomy, respectful care and communication  
  • Counseling for parents and teenagers (BCS – balanced counseling strategy)  
  National Programs  
  • RMNCH+A Approach – Aims, Health systems strengthening, RMNCH+A strategies, Interventions across lifestages, program management, monitoring and evaluation systems  
  • Universal Immunization Program (UIP) as per Government of India guidelines – Review  
  • Rashtriya Bal Swasthya Karyakram (RSBK) - children  
  • Rashtriya Kishor Swasthya Karyakram (RKSK) – adolescents other new programs | • Screen, manage and refer adolescents  
  • Counsel adolescents | |
| III  | 4 (T)      | Discuss the concepts and scope of demography | Demography, Surveillance and Interpretation of Data  
  • Demography and vital statistics – demographic cycle, world population trends, vital statistics  
  • Sex ratio and child sex ratio, trends of sex ratio in India, the causes and social implications  
  • Sources of vital statistics – Census, registration of vital events, sample registration system  
  • Morbidity and mortality indicators – Definition, calculation and interpretation  
  • Surveillance, Integrated disease surveillance project (IDSP), Organization of IDSP, flow of information, mother and child tracking system (MCTS) in India | • Lecture  
  • Discussion  
  • Demonstration  
  • Roleplay  
  • Suggested field visits  
  • Field practice | • Short answer  
  • Essay |
<table>
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</table>
| IV   | 6          | Discuss population explosion and its impact on social and economic development of India; describe the various methods of population control. | • Collection, analysis, interpretation, use of data  
• Review: Common sampling techniques – random and non-random techniques  
• Disaggregation of data | • Lecture  
• Discussion  
• Demonstration  
• Roleplay  
• Suggested field visits  
• Fieldpractice | • Short answer  
• Essay  
• OSCE assessment  
• Counseling on family planning |

**Population and its Control**  
- 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
| V | 5 | Describe occupational health hazards, occupational diseases and the role of nurses in occupational health programs | **Occupational Health**
- Occupational health hazards
- Occupational diseases
- ESI Act
- National/ State Occupational Health Programs
- Role of a nurse in occupational health services – Screening, diagnosing, management and referral of clients with occupational health problems | **Lecture**
- Discussion
- Demonstration
- Roleplay
- Suggested field visits
- Field practice | **Essay**
- Short answer
- Clinical performance evaluation |
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<th>Teaching / Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| VI   | 6 (T)      | Identify health problems of older adults and provide primary care, counseling and supportive health services | **Geriatric Health Care**  
• 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 | • Lecture  
• Discussion  
• Demonstration | • Visit report on elderlyhome  
• Essay  
• Shortanswer |
| II   | 6 (T)      | Describe screening for mental health problems in the community, take preventive measures and provide appropriate referral services | **Mental Health Disorders**  
• Screening, management, prevention and referral for mental health disorders  
• *Review:*  
  o Depression, anxiety, acute psychosis, schizophrenia  
  o Dementia  
  o Suicide  
  o Alcohol and substance abuse  
  o Drug addiction  
  o National Mental Health Program  
  o National Mental Health Policy  
  o National Mental Health Act  
• Role of a community health nurse in screening, initiation of treatment and follow up of mentally ill clients | • Lecture  
• Discussion  
• Demonstration  
• Roleplay  
• Health counseling on promotion of mental health  
• Suggested field visits  
• Field practice | • Essay  
• Shortanswer  
• Counseling report |
<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| VIII | 4 (T)      | Discuss about effective management of health information in community diagnosis and intervention | **Health Management Information System (HMIS)**  
- Introduction to health management system: data elements, recording and reporting formats, data quality issues  
- **Review:**  
  o Basic demography and vital statistics  
  o Sources of vital statistics  
  o Common sampling techniques, frequency distribution  
  o Collection, analysis, interpretation of data  
  o Analysis of data for community needs assessment and preparation of health action plan |  
- Lecture  
- Discussion  
- Demonstration  
- Roleplay  
- Suggested field visits  
- Field practice  
- Group project on community diagnosis–data management |  
- Group project report  
- Essay  
- Short answer |
| IX   | 12 (T)     | Describe the system management of delivery of community health services in rural and urban areas | **Management of delivery of community health services:**  
- 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 |  
- Lecture  
- Discussion  
- Visits to various health care delivery systems  
- Supervised field practice |  
- Essay  
- Short answer  
- Field visit reports |
<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| X    | 15 (T)     | 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 | **Leadership, Supervision and Monitoring**  
- 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, roles & responsibilities  
- Health team management  
- Review: Leadership & supervision – concepts, principles & methods  
- Leadership in health: leadership approaches in healthcare setting, taking control of health of community, organizing health camps and village clinics  
- Training. Supportive supervision and monitoring – concepts, principles and process e.g. performance of frontline health workers |  
- Lecture  
- Discussion  
- Demonstration  
- Roleplay  
- Suggested field visits  
- Field practice |  
- Report on interaction with MPHWs, HVs, ASHA, AWWs  
- Participation in training programs  
- Essay  
- Short answer |

**Financial Management and Accounting & Computing at Health Centers (SC)**
- Activities for which funds are received
  - Accounting and book keeping requirements
  - Accounting principles & policies,
  - Book of accounts to be maintained,
  - Basic accounting entries,
  - Accounting process,
  - Payments & expenditure, fixed asset,
  - SOE reporting format,
  - Utilization certificate (UC) reporting
- Preparing a budget
- Audit

**Records & Reports:**
- Concepts of records and reports – importance, legal implications, purposes, use of records, principles of record writing, filing of record
<table>
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<tr>
<th>Unit</th>
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<tbody>
<tr>
<td></td>
<td>6 (T)</td>
<td>Demonstrate initiative in preparing themselves and the community for disaster preparedness and management</td>
<td>Disaster Management</td>
<td>• Disaster types and magnitude</td>
<td>• Lecture</td>
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<td></td>
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<td></td>
<td>• Disaster preparedness</td>
<td>• Discussion</td>
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<td>• Emergency preparedness</td>
<td>• Demonstration</td>
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<td>• Common problems during disasters and methods to overcome</td>
<td>• Roleplay</td>
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<td>• Basic disaster supplies kit</td>
<td>• Suggested field visits, and field practice</td>
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<td></td>
<td>• Disaster response including emergency relief measures and Life</td>
<td>• Mockdrills</td>
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<td>• Refer Disaster module (NDMA) National Disaster/INC – Reaching out in emergencies</td>
</tr>
</tbody>
</table>
| XII | 3 (T) | Describe the importance of bio-medical waste management, its process and management | **Medical Waste Management**  
- Waste collection, segregation, transportation and management in the community  
- Waste management in healthcenter/clinics  
- Bio-medical waste management guidelines – 2016, 2018 (Review) | **Lecture cum Discussion**  
- Field visit to waste management site | **Field visit report** |
<table>
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<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Outcomes</th>
<th>Content</th>
<th>Teaching / Learning Activities</th>
<th>Assessment Methods</th>
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</thead>
</table>
| XIII | 3 (T)      | Explain the roles and functions of various national and international health agencies | **Health Agencies**  
- **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)** | • Lecture  
• Discussion  
• Fieldvisits | • Essay  
• Shortanswer |
## COMMUNITY HEALTH NURSING II

**Clinical practicum – 2 credits (160 hours)**

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

<table>
<thead>
<tr>
<th>Clinical Area</th>
<th>Duration (Weeks)</th>
<th>Learning Outcomes</th>
<th>Procedural Competencies/ Clinical Skills</th>
<th>Clinical Requirements</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>2 weeks</td>
<td>Screen, diagnose, manage and refer clients with common conditions/ emergencies</td>
<td>• Screening, diagnosing, management and referral of clients with common conditions/ emergencies</td>
<td>• Screening, diagnosing, Primary management and care based on standing orders/protocols approved by MOH &amp; FW</td>
<td>• Clinical performance assessment</td>
</tr>
<tr>
<td>Rural</td>
<td>2 Weeks</td>
<td>Assess and provide antenatal, intra-partum, postnatal and newborn care</td>
<td>• Assessment (physical &amp; nutritional) of antenatal, intrapartum, postnatal and newborn</td>
<td>• Minor ailments – 2, Emergencies – 1, Dental problems – 1, Eye problems – 1, Ear, nose, and throat problems</td>
<td>• OSCE during posting</td>
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<td></td>
<td></td>
<td></td>
<td>• Conduction of normal delivery at health center</td>
<td>• High risk pregnant woman – 1, High risk neonate – 1</td>
<td>• Final clinical examination (University)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Newborn care</td>
<td>• Assessment of antenatal – 1, intrapartum – 1, postnatal – 1 and newborn – 1</td>
<td>• Clinical performance assessment</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Counseladolescents</td>
<td>• Conduction of normal delivery at health center and documentation – 2</td>
<td>• OSCE</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Family planning counselling</td>
<td>• Immediate newborn care and documentation – 1</td>
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<td></td>
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<td></td>
<td>• Distribution of temporary contraceptives – condoms, OCP’s, emergency contraceptives</td>
<td>• Adolescent counseling – 1</td>
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<td></td>
<td></td>
<td></td>
<td>Screening, diagnosing, management and referral of clients with occupational health problems</td>
<td>• Family planning counselling – 1</td>
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<td></td>
<td>• Family case study – 1 (Rural/Urban)</td>
<td>Family Case study evaluation</td>
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</tbody>
</table>

Promote adolescent health and family welfare services

B.Sc. Nursing Curriculum
<table>
<thead>
<tr>
<th>Clinical Area</th>
<th>Duration (Weeks)</th>
<th>Learning Outcomes</th>
<th>Procedural Competencies/ Clinical Skills</th>
<th>Clinical Requirements</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screen, diagnose, manage and refer clients with occupational health problem</td>
<td></td>
<td>Health assessment of elderly</td>
<td>• Screening, diagnosing, management and referral of clients with occupational health problems – 1</td>
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</tr>
<tr>
<td>screen, assess and manage elderly with health problems and refer appropriately</td>
<td></td>
<td>Mental health screening</td>
<td>• Health assessment (Physical &amp; nutritional) of elderly – 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Screen, diagnose, manage and refer clients who are mentally unhealthy</td>
<td></td>
<td>Participation in Community diagnosis – data management</td>
<td>• Mental health screeningsurvey</td>
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<tr>
<td>Participate in community diagnosis – data management</td>
<td></td>
<td>Writing health center activity report</td>
<td>• Group project: Community diagnosis – data management</td>
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<tr>
<td>Participate in health centre activities</td>
<td></td>
<td>Organizing and conducting clinics/camp</td>
<td>• Write report on healthcenter activities – 1</td>
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</tr>
<tr>
<td>Organize and conduct clinics/health camps in the community</td>
<td></td>
<td>Participation in disaster mock drills</td>
<td>• Organizing and conducting Antenatal/under-five clinic/Health camp – 1</td>
<td></td>
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<tr>
<td>Prepare for disaster preparedness and management</td>
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<td>• Clinical performance evaluation</td>
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<td></td>
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<td></td>
<td>• OSCE</td>
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<td></td>
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<td></td>
<td>• Project evaluation</td>
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</tbody>
</table>
Recognize the importance and observe the biomedical waste management process

- Participation in disaster mock drills
- Field visit to biomedical waste management site
- Visit to AYUSH clinic

**Recommended Book**


**Reference Books**

NURSING RESEARCH AND STATISTICS

PLACEMENT: VII SEMESTER

COURSE CODE: NRST 405

THEORY: 2 Credits (40 hours)

PRACTICUM: Lab/Skill Lab: 1 Credit (40 hours) Clinical Project: 1 Credit (40 hours)

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

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

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

<table>
<thead>
<tr>
<th>Unit</th>
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</tr>
</thead>
</table>
| 6    |             | Describe the concept of research, terms, need and areas of research in nursing | **Research and Research Process**  
- Introduction and need for nursing research  
- Definition of research & nursing research  
- Steps of scientific method  
- Characteristics of good research  
- Steps of research process – overview  
- Evidence Based Practice – concept, meaning, purposes, steps of EBP process and barriers | • Lecture cum discussion  
• Narrate steps of research process followed from examples of published studies  
• Identify research priorities on a given area/specialty  
• List examples of Evidence Based Practice | • Shortanswer  
• Objectivetype |
<table>
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<tr>
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</thead>
</table>
| II   | 2           | Identify and state the research problem and objectives | **Research Problem/Question**  
- Identification of problem area  
- Problem statement  
- Criteria of a good research problem  
- Writing objectives and hypotheses  | Lecture cum discussion  
Exercise on writing statement of problem and objectives | Shortanswer  
Objective type  
Formulation of research questions/ objectives/ hypothesis |
| III  | 2           | Review the related literature | **Review of Literature**  
- Location  
- Sources  
- Online search; CINHAL, COCHRANE etc.  
- Purposes  
- Method of review  | Lecture cum discussion  
Exercise on reviewing one research report/article for a selected research problem  
Prepare annotated bibliography | Shortanswer  
Objective type  
Assessment of review of literature on given topic presented |
| IV   | 4           | Describe the research approaches and designs | **Research Approaches and Designs**  
- Historical, survey and experimental  
- Qualitative and Quantitative designs  | Lecture cum discussion  
Identify types of research approaches used from examples of published and unpublished research  
Studies with rationale | Shortanswer  
Objective type |
| V    | 6           | Explain the sampling process  
Describe the methods of data collection | **Sampling and Data Collection**  
- 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  
  - Methods of data collection  | Lecture cum discussion  
Reading assignment on examples of data collection tools  
Preparation of sample data collection tool  
Conduct group research project | Shortanswer  
Objective type  
Developing questionnaire/ Interview Schedule/ Checklist |
<table>
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</thead>
<tbody>
<tr>
<td>VI</td>
<td>6</td>
<td>Analyze, interpret and summarize the research data</td>
<td><strong>Analysis of Data</strong> &lt;br&gt;• Compilation, Tabulation, classification, summarization, presentation, interpretation of data</td>
<td>Lecture cum discussion &lt;br&gt;• Preparation of sampleteables</td>
<td>Shortanswer &lt;br&gt;• Objective type</td>
</tr>
<tr>
<td>VII</td>
<td>8</td>
<td>Explain the use of statistics, scales of measurement and graphical presentation of data</td>
<td><strong>Introduction to Statistics</strong> &lt;br&gt;• Definition, use of statistics, scales of measurement. &lt;br&gt;• Frequency distribution and graphical presentation of data</td>
<td>Lecture cum discussion &lt;br&gt;• Practice on graphical presentations &lt;br&gt;• Practice on computation of measures of central tendency, variability &amp; correlation</td>
<td>Shortanswer &lt;br&gt;• Objective type &lt;br&gt;• Computation of descriptive statistics</td>
</tr>
<tr>
<td>VIII</td>
<td>4</td>
<td>Communicate and utilize the research findings</td>
<td><strong>Communication and utilization of Research</strong> &lt;br&gt;• Communication of research findings</td>
<td>Lecture cum discussion &lt;br&gt;• Read/Presentation of a sample</td>
<td>Shortanswer &lt;br&gt;• Objective type &lt;br&gt;• Oral presentation</td>
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<tr>
<td></td>
<td>Clin ic al Pr o j e c t</td>
<td>Verbal report</td>
<td>Writing research report</td>
<td>Writing scientific article/paper</td>
<td>Critical review of published research including publication ethics</td>
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**Recommended Books:**


**Reference books:**

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

PLACEMENT: VII SEMESTER

COURSE CODE: N-MIDW (II)/OBGN- 410

THEORY: 3 Credits (60 hours)

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

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

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

1. Describe the assessment, initial management, referral and respectful maternity care of women with high risk pregnancy.
2. Demonstrate competency in identifying deviation from normal pregnancy.
3. Describe the assessment, initial management, referral and nursing care of women with high risk labour.
4. Assist in the conduction of abnormal vaginal deliveries and caesarean section.
5. Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions.
6. Demonstrate competency in the initial management of complications during the postnatal period.
7. Demonstrate competency in providing care for high risk newborn.
8. Apply nursing process in caring for high risk women and their families.
9. Describe the assessment and management of women with gynecological disorders.
10. Demonstrate skills in performing and assisting in specific gynecological procedures.
11. Describe the drugs used in obstetrics and gynecology.
12. Counsel and care for couples withinfertility.
13. Describe artificial reproductivetecnology.
## COURSE OUTLINE

**T – Theory, SL/L – Skill Lab, C – Clinical**

<table>
<thead>
<tr>
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<th>Assessment Methods</th>
</tr>
</thead>
</table>
| I    | (T) (L) (C) | Describe the assessment, initial management, and referral of women with problems during pregnancy | **Ignition and Management of problems during Pregnancy**  
- Assessment of high-risk pregnancy  
- Levels of care in Maternity Nursing  
**Problems/Complications of Pregnancy**  
- Hyper-emesis gravidarum,  
- Bleeding in early pregnancy – abortion, ectopic pregnancy, vesicularmole  
- 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 impregnancy  
- Surgical conditions complicating pregnancy – appendicitis, acute abdomen  
- COVID-19 & pregnancy and children  
- Hydramnios  
- Multipregnancy  
- Abnormalities of placenta andcord  
- Intra uterine growthrestriction  
- Intra uterine fetaldeath |  
- Lecture  
- Discussion  
- Demonstration  
- Video &films  
- Scanreports  
- Casediscussion  
- Caseresources  
- Drugpresentation  
- Healthtalk  
- Simulation  
- Roleplay  
- SupervisedClinical practice  
- WHO midwifery toolkit  
- GoI guideline – screening for hypothyroidism, screening for syphilis, deworming during pregnancy, diagnosis and management of GDM |  
- Essay  
- Shortanswer  
- Objectivetype  
- Assessment of skills with checklist  
- OSCE |
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<td></td>
<td>Gynaecological conditions complicating pregnancy</td>
<td>Lecture</td>
<td>Essay</td>
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<td>Mental health issues during pregnancy</td>
<td>Discussion</td>
<td>Shortanswer</td>
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<td></td>
<td>Adolescent pregnancy</td>
<td>Demonstration</td>
<td>Objectivetype</td>
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<td>Elderly primi, grand multiparity</td>
<td>Case discussion/ presentation</td>
<td>Assessmentof skills with checklist</td>
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<td>Management and care of conditions as per the GoI protocol</td>
<td>Simulation</td>
<td>OSCE</td>
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<td>Policy for the referral services</td>
<td>Roleplay</td>
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<td>Drugs used in management of high-risk pregnancies</td>
<td>Drugpresentation</td>
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<td>Maintenance of records and reports</td>
<td>Supervised clinical practice</td>
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<td>Recognize, provide initial management and refer women with problems during labour within the scope of midwifery practice.</td>
<td>Recognition and management of abnormal labour</td>
<td>WHO midwifery toolkit</td>
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<td>Preterm labour – Prevention and management of preterm labour; (Use of antenatal corticosteroids in preterm labour)</td>
<td>GoI guidelines – use of uterotonic during labour, antenatal corticosteroids</td>
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<td>Premature rupture of membranes</td>
<td>GoI guidance note on prevention and management of PPH</td>
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<tr>
<td>Unit</td>
<td>Time Hrs.</td>
<td>Learning Outcomes</td>
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<td>Teaching/ Learning Activities</td>
<td>Assessment Methods</td>
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<td></td>
<td>(T)</td>
<td>(L)</td>
<td>(C)</td>
<td></td>
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</tr>
<tr>
<td>II</td>
<td>(T)</td>
<td>(L)</td>
<td>(C)</td>
<td>Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions.</td>
<td></td>
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<td></td>
<td>9</td>
<td>(T)</td>
<td>(L)</td>
<td>Recognition and Management of postnatal problems</td>
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<tr>
<td></td>
<td>5</td>
<td>(T)</td>
<td>(L)</td>
<td>Physical examination, identification of deviation from normal</td>
<td></td>
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<tr>
<td></td>
<td>40</td>
<td>(T)</td>
<td>(L)</td>
<td>Puerperal complications and its management</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(T)</td>
<td>(L)</td>
<td>o Puerperalpyrexia</td>
<td>Lecture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(T)</td>
<td>(L)</td>
<td>o Puerperialsepsis</td>
<td>Demonstration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(T)</td>
<td>(L)</td>
<td>o Urinary complications</td>
<td>Casediscussion/presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(T)</td>
<td>(L)</td>
<td>o Secondary Postpartumhemorrhage</td>
<td>Drugpresentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(T)</td>
<td>(L)</td>
<td>o Vulval hematoma</td>
<td>Supervised clinical practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(T)</td>
<td>(L)</td>
<td>o Breast engorgement including mastitis/breast abscess, feeding problem</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(T)</td>
<td>(L)</td>
<td>o Thrombophilebitis</td>
<td></td>
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<td></td>
<td></td>
<td>(T)</td>
<td>(L)</td>
<td>o DVT</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>(T)</td>
<td>(L)</td>
<td>o Uterine subinvolution</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>(T)</td>
<td>(L)</td>
<td>o Vesico vaginal fistula (VVF), Recto vaginal fistula (RVF)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>(T)</td>
<td>(L)</td>
<td>o Postpartum depression/psychosis</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>(T)</td>
<td>(L)</td>
<td>Drugs used in abnormal puerperium</td>
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<tr>
<td></td>
<td></td>
<td>(T)</td>
<td>(L)</td>
<td>o Policy about referral</td>
<td></td>
</tr>
<tr>
<td>Unit</td>
<td>Time Hrs.</td>
<td>Learning Outcomes</td>
<td>Content</td>
<td>Teaching/Learning Activities</td>
<td>Assessment Methods</td>
</tr>
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</tbody>
</table>
| IV   | (T)       | Describe high risk neonates and their nursing management | **Assessment and management of High-risk newborn** (Review)  
- Models of newborn care in India – NBCC,SNCUs  
- Levels of new born care review  
- Screening of high-risk newborn  
- Protocols, levels of neonatal care, infection control  
- Prematurity,Post-maturity  
- Low birthweight  
- Kangaroo Mother Care  
- Birth asphyxia/Hypoxicencephalopathy  
- Neonatal sepsis  
- Hypothermia  
- Respiratory distress  
- Jaundice  
- Neonatal infections  
- Highfever  
- Convulsions  
- Neonatal tetanus  
- Congenital anomalies  
- Baby of HIV positive mothers  
- Baby of Rh negative mothers  
- Birthinjuries  
- SIDS (Sudden Infant Death Syndrome) prevention, Compassionate care  
- Calculation of fluid requirements, EBM/formula feeds/tubefeeding  
- Home based newborn care program- community facility integration in newborn care  
- Decision making about management and referral  
- Bereavement counseling  
- Drugs used for high risk newborns  
- Maintenance of records and reports | • Lecture  
• Discussion  
• Demonstration  
• Simulation  
• Case discussion/presentation  
• Drug presentation  
• Supervised clinical practice  
• Integrated Management of Neonatal Childhood Illnesses (IMNCI)  
• Short answer  
• Objective type  
• Assessment of skills with checklist  
• OSCE |
<table>
<thead>
<tr>
<th>Unit (T)</th>
<th>Time (Hrs.)</th>
<th>Learning Outcomes</th>
<th>Content</th>
<th>Teaching/Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| V       | (T)         | Describe the assessment and management of women with gynecological disorders. | **Assessment and management of women with gynecological disorders**  
- Gynecological assessment – History and Physical assessment  
- Trends in Gynaecology (Robotic surgery)  
- BreastSelf-Examination  
- Congenital abnormalities of female reproductive system  
- Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and management of women with  
  - Menstrual abnormalities  
  - Abnormal uterine bleed  
  - Pelvic inflammatory disease  
  - Infections of the reproductive tract  
  - Uterine displacement  
  - Endometriosis  
  - Uterine and cervical fibroids and polyps  
  - Tumors – uterine, cervical, ovarian, vaginal, vulval  
  - Cysts – ovarian, vulval  
  - Cystocele, urethrocele, rectocele  
  - Genito-urinary fistulas  
  - Breast disorders – infections, deformities, cysts, tumors  
  - HPV vaccination  
  - Disorders of Puberty and menopause  
  - Hormonal replacement therapy  
- Assessment and management of couples with infertility  
  - Infertility – definition, causes  
  - Counseling the infertile couple  
  - Investigations – male and female  
  - Artificial reproductive technology | Lecture  
- Discussion  
- Demonstration  
- Casediscussion/presentation  
- Drug presentation  
- Videos, films  
- Simulated practice  
- Supervised Clinical practice  
- Visit to infertility clinic and ART centers | Essay  
- Short answer  
- Objective type  
- Assessment of skills with checklist  
- OSCE |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time Hrs.</th>
<th>Learning Outcomes</th>
<th>Content</th>
<th>Teaching/ Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
|      |           |                  | • Surrogacy, sperm and ovum donation, cryopreservation  
• Adoption – counseling, procedures  
• Injuries and Trauma; Sexual violence  
• Drugs used in treatment of gynaecological disorders |         |                 |                   |

**Note:** Complete safe delivery app during VII Semester.

**PRACTICUM**

**SKILL LAB & CLINICAL ARE GIVEN UNDER OBG NURSING –I**

**Recommended Books**


**Other reference material as per INC**

1. GOI guidelines-NHM website(RMNCH+A portal).

2. WHO guidelines-reproductive health library.


5. Safe delivery app(download).


7. E-learning for midwifery(will be available soon on INC).
**LIST OF APPENDICES**

1. Internal Assessment: Distribution of marks
2. Internal Assessment guidelines
3. University Theory paper Question pattern and Practical examination

**APPENDIX 1**

**INTERNAL ASSESSMENT: Distribution of marks**

**I SEMESTER**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of the Course</th>
<th>Continuous Assessment</th>
<th>Sessional Exams – Theory/Practical</th>
<th>Total Internal Marks</th>
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<td><strong>Theory</strong></td>
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<tr>
<td>1</td>
<td>Communicative English</td>
<td>10</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Applied Anatomy &amp; Applied Physiology</td>
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<td>15</td>
<td>25</td>
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<tr>
<td>3</td>
<td>Applied Sociology &amp; Applied Psychology</td>
<td>10</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>Nursing Foundation I</td>
<td>10</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td><strong>Practical</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Nursing Foundation I</td>
<td>10</td>
<td>15</td>
<td>25</td>
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**II SEMESTER**

<table>
<thead>
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<th>Total Marks</th>
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</thead>
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<tr>
<td></td>
<td><strong>Theory</strong></td>
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</tr>
<tr>
<td>1</td>
<td>Applied Biochemistry and Applied Nutrition &amp; Dietetics</td>
<td>10</td>
<td>15</td>
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</tr>
<tr>
<td>2</td>
<td>Nursing Foundation II including First Aid I &amp; II</td>
<td>10</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Health/Nursing Informatics &amp; Technology</td>
<td>10</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td><strong>Practical</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Nursing Foundation III &amp; II</td>
<td>10</td>
<td>15</td>
<td>25</td>
</tr>
</tbody>
</table>

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*B.Sc. Nursing Curriculum*
## II SEMESTER

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<td></td>
<td><strong>Theory</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Applied Microbiology and Infection Control including Safety</td>
<td>10</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Pharmacology I and Pathology I</td>
<td>10</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Adult Health Nursing I with integrated pathophysiology including BCLS module</td>
<td>10</td>
<td>15</td>
<td>25</td>
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<tr>
<td></td>
<td><strong>Practical</strong></td>
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<tr>
<td>4</td>
<td>Adult Health Nursing I</td>
<td>20</td>
<td>30</td>
<td>50</td>
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## II SEMESTER

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<td></td>
<td><strong>Theory</strong></td>
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</tr>
<tr>
<td>1</td>
<td>Pharmacology II &amp; Pathology III &amp; II</td>
<td>10</td>
<td>15</td>
<td>25</td>
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<tr>
<td></td>
<td>I &amp; II = 25+25 = 50/2</td>
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<tr>
<td>2</td>
<td>Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing</td>
<td>10</td>
<td>15</td>
<td>25</td>
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<tr>
<td>3</td>
<td>Professionalism, Professional values &amp; Ethics including bioethics</td>
<td>10</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td><strong>Practical</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>Adult Health Nursing II</td>
<td>20</td>
<td>30</td>
<td>50</td>
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### II SEMESTER

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<td>Child Health Nursing I</td>
<td>10</td>
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<tr>
<td>2</td>
<td>Mental Health Nursing I</td>
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</tr>
<tr>
<td>3</td>
<td>Community Health Nursing I</td>
<td>10</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>Educational Technology/ Nursing education</td>
<td>10</td>
<td>15</td>
<td>25</td>
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<tr>
<td>5</td>
<td>Introduction to Forensic Nursing and Indian Laws</td>
<td>10</td>
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<td></td>
<td><strong>Practical</strong></td>
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<td>Child Health Nursing I</td>
<td>10</td>
<td>15</td>
<td>25</td>
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<tr>
<td>7</td>
<td>Mental Health Nursing I</td>
<td>10</td>
<td>15</td>
<td>25</td>
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<tr>
<td>8</td>
<td>Community Health Nursing I</td>
<td>20</td>
<td>30</td>
<td>50</td>
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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/repo
   rt – 6 marks
   Total = 30/3 = 10
If there is 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.

COMPETENCY ASSESSMENT: (VIII SEMESTER)

Internal assessment
Clinical performance evaluation
– 10 × 5 specialty = 50 marks
OSCE = 10 × 5 specialty = 50 marks
Total = 5 specialty × 20 marks = 100
1. UNIVERSITY THEORY QUESTION PAPER PATTERN (For 75 marks)

1. Section A – 37 marks and Section B – 38 marks

   a. **Applied Anatomy & Applied Physiology:** Applied Anatomy – Section A and Applied Physiology – Section B,

   b. **Applied Sociology & Applied Psychology:** Applied Sociology – Section A and Applied Psychology – Section B

   c. **Applied Microbiology & Infection Control including Safety:**
      Applied Microbiology – Section A and Infection Control including Safety – Section B

**Section A (37 marks)**

- **MCQ** – $6 \times 1 = 6$
- **Essay** – $1 \times 10 = 10$
- **Short** – $3 \times 5 = 15$
- **Very Short** – $3 \times 2 = 6$

**Section B (38 marks)**

- **MCQ** – $7 \times 1 = 7$
- **Essay** – $1 \times 10 = 10$
- **Short** – $3 \times 5 = 15$
- **Very Short** – $3 \times 2 = 6$

2. Section A – 25 marks and Section B – 50 marks

**Applied Biochemistry & Nutrition & Dietetics:** Applied Biochemistry – Section A and Applied Nutrition & Dietetics – Section B

**Section A (25 marks)**

- **MCQ** – $4 \times 1 = 4$
- **Short** – $3 \times 5 = 15$

- **Very Short** – $3 \times 2 = 6$

**Section B (50 marks)**

- **MCQ** – $8 \times 1 = 8$
Essay/situation type – 1 × 10 = 10
Short – 4 × 5 = 20
Very Short – 6 × 2 = 12

3. **Section A – 38 marks, Section B – 25 marks and Section C – 12 marks**

**Pharmacology, Pathology and Genetics:** Pharmacology – Section A, Pathology – Section B and Genetics – Section C

**Section A (38 marks)**
- MCQ – 7 × 1 = 7
- Essay – 1 × 10 = 10
- Short – 3 × 5 = 15

Very Short – 3 × 2 = 6

**Section B (25 marks)**
- MCQ – 4 × 1 = 4
- Short – 3 × 5 = 15
- Very Short – 3
- × 2 = 6

**Section C (12 marks)**
- MCQ – 3 × 1 = 3
- Short – 1 × 5 = 5
- Very Short – 2 × 2 = 4

4. **Section A – 55 marks and Section B – 20 marks**

**Research and Statistics:** Research – Section A and Statistics – Section B

**Section A (55 marks)**
- MCQ – 9 × 1 = 9
- Essay/situation type – 2 × 15 = 30
- Short – 2 × 5 = 10

Very Short – 3
- × 2 = 6

**Section B (20 marks)**
- MCQ – 4 × 1 = 4
- Short – 2 × 5 = 10
- Very Short – 3 × 2 = 6
5. **Marks 75 (For all other university exams with 75 marks)**
   - MCQ – $12 \times 1 = 12$
   - Essay/situation type – $2 \times 15 = 30$
   - Short – $5 \times 5 = 25$
   - Very Short – $4 \times 2 = 8$

6. **College Exam (End of Semester) – 50 marks (50/2 = 25 marks)**
   - MCQ – $8 \times 1 = 8$
   - Essay/situation type – $1 \times 10 = 10$
   - Short – $4 \times 5 = 20$
   - Very Short – $6 \times 2 = 12$

II. **UNIVERSITY PRACTICAL**
   - EXAMINATION – 50 marks
     - OSCE – 15 marks
     - DOP – 35 marks

III. **COMPETENCY ASSESSMENT – University Exam (VIII SEMESTER)**
   - Integrated OSCE including all 5 specialties (Stations based on every specialty) = 5
     specialty $5 \times 20 = 100$ marks

**Total of 5 Examiners:** external – 2 and internal – 3 (One from each specialty)

Internal examiners may be chosen from college faculty with required qualification or from hospital with required qualification.
### II SEMESTER

<table>
<thead>
<tr>
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<th>Sessional Exams/Practical</th>
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<td>Child Health Nursing III &amp; II</td>
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</tr>
<tr>
<td>2</td>
<td>Mental Health Nursing III &amp; II</td>
<td>10</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>Nursing Management and Leadership</td>
<td>10</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>Midwifery/Obstetrics and Gynecology I</td>
<td>10</td>
<td>15</td>
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<tr>
<td></td>
<td><strong>Practical</strong></td>
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<tr>
<td>5</td>
<td>Child Health Nursing III &amp; II</td>
<td>10</td>
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<td>6</td>
<td>Mental Health Nursing III &amp; II</td>
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<tr>
<td>7</td>
<td>Midwifery/Obstetrics and Gynecology (OBG)Nursing I</td>
<td>10</td>
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</table>

### III SEMESTER

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<tr>
<td>1</td>
<td>Community Health Nursing II</td>
<td>10</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Nursing Research &amp; Statistics</td>
<td>10</td>
<td>15</td>
<td>25</td>
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<tr>
<td>3</td>
<td>Midwifery/Obstetrics and Gynecology (OBG)Nursing II</td>
<td>10</td>
<td>15</td>
<td>25</td>
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<td></td>
<td><strong>Practical</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Community Health Nursing II</td>
<td>20</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>Midwifery/Obstetrics and Gynecology (OBG)Nursing II</td>
<td>10</td>
<td>15</td>
<td>25</td>
</tr>
</tbody>
</table>
### IV SEMESTER (Internship)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Course</th>
<th>Continuous performance evaluation</th>
<th>OSCE</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Competency assessment – 5 specialties × 20 marks</td>
<td>Each specialty – 105×10 = 50 marks</td>
<td>Each specialty – 105×10 = 50 marks</td>
<td>100</td>
</tr>
</tbody>
</table>

Each specialty = 50 marks

Total Marks = 100