

CHILD HEALTH NURSING - II

PLACEMENT: VI SEMESTER

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	20 (T)	Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of cardiovascular, gastrointestinal, genitourinary, and nervous system	<p>Cardiovascular system:</p> <ul style="list-style-type: none"> • 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 • Hematological conditions: <ul style="list-style-type: none"> a) Congenital: Hemophilia, Thalassemia b) Others: Anemia, Leukemia, Idiopathic thrombocytopenic purpura, Hodgkins and non-hodgkins lymphoma <p>Gastro-intestinal system:</p> <ul style="list-style-type: none"> • 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 <p>Genitourinary urinary system:</p> <ul style="list-style-type: none"> • Identification and Nursing management of congenital malformations. • Congenital: Wilms tumor, Extropy of bladder, Hypospadias, Epispadias, Obstructive uropathy • Others: Nephrotic syndrome, Acute glomerulonephritis, renal failure <p>Nervous system:</p> <ul style="list-style-type: none"> • Identification and Nursing management of congenital malformations <ul style="list-style-type: none"> a) Congenital: Spina bifida, Hydrocephalous. b) Others: Meningitis, Encephalitis, Convulsive disorders (convulsions and seizures), Cerebral palsy head injury 	<ul style="list-style-type: none"> • Lecture cum discussion • Demonstration and practice session 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of skills with checklist
II	10 (T)	Describe the etiology, pathophysiology, clinical manifestation and nursing	<p>Orthopedic disorders:</p> <ul style="list-style-type: none"> • Club foot 	<ul style="list-style-type: none"> • Lecture cum discussion • Demonstration 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>management of children with Orthopedic disorders, eye, ear and skin disorders</p> <p>Explain the preventive measures and strategies for children with communicable diseases</p>	<ul style="list-style-type: none"> • Hip dislocation and • Fracture <p>Disorder of eye, ear and skin:</p> <ul style="list-style-type: none"> • Refractory errors • Otitis media and • Atopic dermatitis <p>Communicable diseases in children, their identification/ diagnosis, nursing management in hospital, in home, control & prevention:</p> <ul style="list-style-type: none"> • Tuberculosis • Diphtheria • Tetanus • Pertussis • Poliomyelitis • Measles • Mumps, and • Chickenpox • HIV/AIDS • Dengue fever • COVID-19 	<ul style="list-style-type: none"> • Practice session • Clinical practice 	<p>skills with checklist</p>
III	10 (T)	<p>Describe the management of children with behavioral & social problems</p> <p>Identify the social & welfare services for challenged children</p>	<p>Management of behavior and social problems in children</p> <ul style="list-style-type: none"> • Child Guidance clinic • Common behavior disorders in children and management <ul style="list-style-type: none"> ○ Enuresis and Encopresis ○ Nervousness ○ Nail biting ○ Thumb sucking ○ Temper tantrum ○ Stealing ○ Aggressiveness ○ Juvenile delinquency ○ School phobia ○ Learning disability • Psychiatric disorders in children and management <ul style="list-style-type: none"> ○ Childhood schizophrenia ○ Childhood depression ○ Conversion reaction ○ Posttraumatic stress disorder ○ Autistic spectrum disorders 	<ul style="list-style-type: none"> • Lecture cum discussion • Field visits to child guidance clinics, school for mentally & physically, socially challenged 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of field reports

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Eating disorder in children and management <ul style="list-style-type: none"> ○ Obesity ○ Anorexia nervosa ○ Bulimia • Management of challenged children. <ul style="list-style-type: none"> ○ Mentally ○ Physically ○ Socially ○ Child abuse, ○ Substance abuse • Welfare services for challenged children in India 		

CHILD HEALTH NUR CHILD HEALTH NURSING - II – CLINICAL PRACTICUM (1 Credit – 80 hours)

Given under Child Health Nursing - I as I & II

References

1. Ghai O.p. et al. (2000) Ghai's Essentials of Paediatrics. 1st edn. Mehta offset works. New Delhi.
2. Marlow Dorothy & Redding. (2001) Textbook of Paed. Nsg. 6th edn. Harbarcourt India ltd. New Delhi
3. Parthasarathy et al. (2000) IAP Textbook of Paediatric Nsg. Jaypee bros., 2 nd ed. New Delhi.
4. Vishwanathan & Desai. (1999) Achar's Textbook of Paediatrics 3rd ed. Orient Longman. Chennai.
5. Wong Dona et al. Whaley & Wong's Nursing care of infants & children.6th edn. Mosby co. Philadelphia.
6. Dr. C.S. Waghale, Principles and Practice of Clinical Pediatrics, Vora publication 1996

MENTAL HEALTH NURSING - II

PLACEMENT: VI SEMESTER

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 MHCA 2017.
7. Explore the roles and responsibilities of community mental health nurse in delivering community mental health services.

COURSE OUTLINE

T – Theory

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • 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 		
IV	5 (T)	Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of organic brain disorders.	<p>Nursing Management of Organic Brain Disorders (Delirium, Dementia, amnestic disorders)</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Lecture cum discussion • Case discussion • Case presentation • Clinical practice 	<ul style="list-style-type: none"> • Essay • Short answer • Assessment of patient management problems
V	6 (T)	Identify psychiatric emergencies and carry out crisis intervention	<p>Psychiatric Emergencies and Crisis Intervention</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> - Stress reduction interventions as per stress adaptation model - Coping enhancement - Techniques of counseling 	<ul style="list-style-type: none"> • Lecture cum discussion • Case discussion • Case presentation • Clinical practice 	<ul style="list-style-type: none"> • Short answer • Objective type
VI	4 (T)	Explain legal aspects applied in mental health settings and role of the nurse	<p>Legal Issues in Mental Health Nursing</p> <ul style="list-style-type: none"> • Overview of Indian Lunacy Act and The Mental Health Act 1987 • (Protection of Children from Sexual Offence) POSCO Act • 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 	<ul style="list-style-type: none"> • Lecture cum discussion • Case discussion 	<ul style="list-style-type: none"> • Short answer • Objective type

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

CLINICAL PRACTICUM – 2 Credits (80 hours)

Clinical Practicum for Mental Health Nursing - I & II are given under Mental Health Nursing - I Clinical Practicum

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

PLACEMENT: VI SEMESTER

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

COURSE OUTLINE

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

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

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			fontanelles, diameters, moulding <ul style="list-style-type: none"> • 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 		
III	12 (T) 10 (L) 40 (C)	Provide preconception care to eligible couples Describe the physiology, assessment and management of normal pregnancy Demonstrate knowledge, attitude and skills of midwifery practice throughout 1 st , 2 nd and 3 rd	Assessment and management of normal pregnancy (ante-natal): Pre-pregnancy Care <ul style="list-style-type: none"> • Review of sexual development (<i>Self Learning</i>) • Socio-cultural aspects of human sexuality (<i>Self Learning</i>) • Preconception care • Pre-conception counseling (including awareness regarding normal birth) Genetic counseling (<i>Self Learning</i>) • Planned parenthood Pregnancy assessment and antenatal care (I, II & III Trimesters) Normal pregnancy <ul style="list-style-type: none"> • Physiological changes during pregnancy • Assess and confirm pregnancy: Diagnosis of pregnancy – Signs, differential diagnosis and confirmatory tests • Review of maternal nutrition & malnutrition • Building partnership with women following RMC protocol • Fathers' engagement in maternity care Ante-natal care: 1st Trimesters <ul style="list-style-type: none"> • Antenatal assessment: History taking, physical examination, breast examination, laboratory investigation • Identification and management of minor discomforts of pregnancy 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Self-Learning • Health talk • Role play • Counseling session • Case discussion/presentation • Simulation • Supervised clinical practice • Refer SBA module & Safe motherhood 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of skills with check list • Case study evaluation • OSCE

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

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

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

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

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

PRACTICUM

PLACEMENT: VI & 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)

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

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

Note: Partial Completion of SBA module during VI semester

VII SEMESTER

MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - II

PRACTICUM

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

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

1. Identify, stabilize and refer antenatal women with complications
2. Provide care to antenatal women with complications
3. Provide post abortion care& 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 with infertility

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

1. Antenatal assessment and identification of complications
2. Post abortion care & counseling
3. Counseling antenatal women for complication readiness
4. Mechanism of labour – abnormal
5. Assisting in the conduction of abnormal vaginal deliveries and caesarean section.
6. Management of complications during pregnancy/labour/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)

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

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

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

Note: Completion of safe delivery App module during VII Semester

REFERENCE

1. DUTTA- -Text book of Obstetrics 4th Ed., -Text book of Gynecology 3rd ed.
2. C.S. DAWN- - Textbook of Gynecology Contraception and Demography 13th ed.
3. BOBAK JENSEN- - Essentials of Maternity Nursing 3rd ed.
4. LONGMAN - Clinical Obstetrics 9th ed.
5. CAMPBELL -Gynecology by ten teachers 17th ed.
6. MYLES - Text book of Midwives 14th ed.

NURSING MANAGEMENT AND LEADERSHIP

PLACEMENT: VI Semester

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

PRACTICUM: Clinical: 1 Credits (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 team working and inter professional collaboration competencies.
8. Identify effective leadership styles and develop leadership competencies.
9. Utilize the knowledge of principles and line of control and participate in quality management and evaluation activities.
10. Utilize the knowledge related to financial planning in nursing services and education during budgetary process.

11. Apply the knowledge of nursing informatics in maintenance of records and reports relevant to patient information, nursing care and progress.
12. Demonstrate understanding of the INC guidelines for establishment and accreditation of educational institutions in terms of faculty norms, physical infrastructure and clinical facilities.
13. Demonstrate beginning competencies in planning, organizing and staffing at college including implementation and evaluation of curriculum.
14. Identify the legal issues and laws relevant to nursing practice and education.
15. Apply the knowledge and utilize the various opportunities for professional advancement.

COURSE OUTLINE

T – Theory

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

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

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

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> Budget and Budgetary process Financial audit 		
XI	1 (T)	Review the concepts, principles and methods and use of nursing informatics	Nursing Informatics/ Information Management – Review <ul style="list-style-type: none"> Patient records Nursing records Use of computers in hospital, college and community Telemedicine & Tele nursing Electronic Medical Records (EMR), EHR 	<ul style="list-style-type: none"> Review Practice session Visit to departments 	<ul style="list-style-type: none"> Short answer
XII	1 (T)	Review personal management in terms of management of emotions, stress and resilience	Personal Management – Review <ul style="list-style-type: none"> Emotional intelligence Resilience building Stress and time management – de-stressing Career planning 	<ul style="list-style-type: none"> Review Discussion 	
			MANAGEMENT OF NURSING EDUCATIONAL INSTITUTIONS		
XIII	4 (T)	Describe the process of establishing educational institutions and its accreditation guidelines	Establishment of Nursing Educational Institutions <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Lecture and discussion Visit to one of the regulatory bodies 	<ul style="list-style-type: none"> Visit report
XIV	4 (T)	Explain the planning and organizing functions of a nursing college	Planning and Organizing <ul style="list-style-type: none"> Philosophy, objectives and mission of the college Organization structure of school/college Review – Curriculum planning Planning teaching and learning experiences, clinical facilities – master plan, time table and clinical rotation Budget planning – faculty, staff, equipment & supplies, AV aids, Lab equipment, library books, journals, computers and maintenance Infrastructure facilities – college, classrooms, hostel, library, labs, 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Short answer Essay Assessment of assignment

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			computer lab, transport facilities <ul style="list-style-type: none"> Records & reports for students, staff, faculty and administrative Committees and functioning Clinical experiences 		
XV	4 (T)	Develop understanding of staffing the college and selecting the students	Staffing and Student Selection <ul style="list-style-type: none"> Faculty/staff selection, recruitment and placement, job description Performance appraisal Faculty development Faculty/staff welfare Student recruitment, admission, clinical placement 	<ul style="list-style-type: none"> Guided reading on faculty norms Faculty welfare activities report Writing job description of tutors 	<ul style="list-style-type: none"> Short answer Activity report Assessment of job description
XVI	4 (T)	Analyze the leadership and management activities in an educational organization	Directing and Controlling <ul style="list-style-type: none"> Review – Curriculum implementation and evaluation Leadership and motivation, supervision – review Guidance and counseling Quality management – educational audit Program evaluation, evaluation of performance Maintaining discipline Institutional records and reports – administrative, faculty, staff and students 	<ul style="list-style-type: none"> Review principles of evaluation Assignment – Identify disciplinary problems among students Writing student record 	<ul style="list-style-type: none"> Short answer Assessment of assignment and record
XVII	4 (T)	Identify various legal issues and laws relevant to nursing practice	PROFESSIONAL CONSIDERATIONS <p>Review – Legal and Ethical Issues</p> <ul style="list-style-type: none"> Nursing as a profession – Characteristics of a professional nurse Nursing practice – philosophy, aim and objectives Regulatory bodies – INC and SNC constitution and functions <p>Review – Professional ethics</p> <ul style="list-style-type: none"> Code of ethics and professional conduct – INC & ICN Practice standards for nursing – INC International Council for Nurses (ICN) <p>Legal aspects in nursing:</p> <ul style="list-style-type: none"> Consumer protection act, patient rights Legal terms related to practice, legal 		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			system – types of law, tort law & liabilities <ul style="list-style-type: none"> • Laws related to nursing practice – negligence, malpractice, breach, penalties • Invasion of privacy, defamation of character • Nursing regulatory mechanisms – registration, licensure, renewal, accreditation, nurse practice act, regulation for nurse practitioner/specialist nursing practice 		
XVIII	2 (T)	Explain various opportunities for professional advancement	Professional Advancement <ul style="list-style-type: none"> • Continuing Nursing Education • Career opportunities • Membership with professional organizations – national and international • Participation in research activities • Publications – journals, newspaper 	<ul style="list-style-type: none"> • Prepare journal list available in India • Write an article – research/ clinical 	<ul style="list-style-type: none"> • Assessment of assignments

Note: Less than 1 credit lab hours are not specified

CLINICAL PRACTICUM

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

Practice Competencies:

Hospital

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

10 Participate in supervision, evaluation and conducting in service education for the staff

College & Hostel

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

CLINICAL POSTING: Management experience in hospital & college.

REFERENCES:

1. TNAI. Nursing Administration and Management, 1st edn, Academic Press: New Delhi, 2000.
2. Shakharkar, B M. Principles of Hospital Administration and Planning, Jaypee Brothers: Bangalore, 1998.
3. Pai, Pragna. Effective Hospital Management, 1st edn, The National Book Depot: Mumbai, 2002.
4. Srinivasan, A V. Managing a Modern Hospital, 1st edn, Sage Publications: New Delhi, 2002.
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6. Goel, s & Kumar, R. Hospital Administration and Management, 1st edn, Deep and Deep Publications: New Delhi, 2000.
7. Park K. Park's Textbook of Preventive and Social Medicine, 17th edn, M/S Banarsidas Bhanot Publishers: Jabalpur, 2003.
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11. Hersey, P., Blanchard, H K & Johnson, E D. Management of Organizational Behavior, Pearson Education Indian Branch: New Delhi, 2002.
12. Barret, Jean. Ward Management and Teaching, 2nd edn, English Book Society: New Delhi, 1967.

COMMUNITY HEALTH NURSING – II

PLACEMENT: VII SEMESTER

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

COURSE OUTLINE

T – Theory

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

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

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

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

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

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ○ 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 <p>Records & Reports:</p> <ul style="list-style-type: none"> ● <i>Concepts of records and reports</i> – importance, legal implications, purposes, use of records, principles of record writing, filing of records ● <i>Types of records</i> – community related records, registers, guidelines for maintaining ● <i>Report writing</i> – purposes, documentation of activities, types of reports ● <i>Medical Records Department</i> – functions, filing and retention of medical records ● <i>Electronic Medical Records (EMR)</i> – capabilities and components of EMR, electronic health record (EHR), levels of automation, attributes, benefits and disadvantages of HER ● Nurses' responsibility in record keeping and reporting 		
XI	6 (T)	Demonstrate initiative in preparing themselves and the community for disaster preparedness and management	<p>Disaster Management</p> <ul style="list-style-type: none"> ● Disaster types and magnitude ● Disaster preparedness ● Emergency preparedness ● Common problems during disasters and methods to overcome ● Basic disaster supplies kit ● Disaster response including emergency relief measures and Life saving techniques <p>Use disaster management module</p>	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Demonstration ● Role play ● Suggested field visits, and field practice ● Mock drills ● Refer Disaster module (NDMA) National Disaster/INC – Reaching out in emergencies 	
XII	3 (T)	Describe the importance of bio-medical waste management, its process and management	<p>Bio-Medical Waste Management</p> <ul style="list-style-type: none"> ● Waste collection, segregation, transportation and management in the community ● Waste management in health center/clinics ● Bio-medical waste management guidelines – 2016, 2018 (Review) 	<ul style="list-style-type: none"> ● Lecture cum Discussion ● Field visit to waste management site 	<ul style="list-style-type: none"> ● Field visit report
XIII	3 (T)	Explain the roles and functions of	Health Agencies	<ul style="list-style-type: none"> ● Lecture 	<ul style="list-style-type: none"> ● Essay

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

COMMUNITY HEALTH NURSING II

Clinical practicum – 2 credits (160 hours)

CLINICAL POSTINGS (4 weeks × 40 hours per week)

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

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

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

PLACEMENT: VII SEMESTER

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 with infertility.
13. Describe artificial reproductive technology.

COURSE OUTLINE

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

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

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

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

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<p>community facility integration in newborn care</p> <ul style="list-style-type: none"> • Decision making about management and referral • Bereavement counseling • Drugs used for high risk newborns • Maintenance of records and reports 		
V	12 (T) 5 (L) 80 (C)	Describe the assessment and management of women with gynecological disorders.	<p>Assessment and management of women with gynecological disorders</p> <ul style="list-style-type: none"> • Gynecological assessment – History and Physical assessment • Breast Self-Examination • Congenital abnormalities of female reproductive system • Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and management of women with <ul style="list-style-type: none"> ○ 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 ○ Genitor-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 <ul style="list-style-type: none"> ○ Infertility – definition, causes ○ Counseling the infertile couple ○ Investigations – male and female ○ Artificial reproductive technology ○ Surrogacy, sperm and ovum donation, cryopreservation 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Case discussion/ presentation • Drug presentation • Videos, films • Simulated practice • Supervised Clinical practice • Visit to infertility clinic and ART centers 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • Assessment of skills with check list • OSCE

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

NURSING RESEARCH AND STATISTICS

PLACEMENT: VII SEMESTER

THEORY: 2 Credits (40 hours)

PRACTICUM: Lab/Skill Lab: 1 Credit (40 hours) Clinical Project: 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 select data
8. Develop a research proposal
9. Plan and conduct a group/individual research project

COURSE OUTLINE

T – Theory, P – Practicum

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	6		Describe the concept of research, terms, need and areas of research in nursing Explain the steps of research process State the purposes and steps of Evidence Based Practice	Research and Research Process <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Short answer • Objective type
II	2	8	Identify and state the research problem and objectives	Research Problem/Question <ul style="list-style-type: none"> • Identification of problem area • Problem statement • Criteria of a good research problem • Writing objectives and hypotheses 	<ul style="list-style-type: none"> • Lecture cum Discussion • Exercise on writing statement of problem and objectives 	<ul style="list-style-type: none"> • Short answer • Objective type • Formulation of research questions/ objectives/ hypothesis

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

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

References

1. Polit , D.F. & Beck CT, Nursing Research, Principles and Methods,7th ed, Lippincott Williams & Wilkins,Philadelphia, 2003.
2. Polit Dennis and Hunglar B P, Nursing research principles and methods, 6 th edition Lippincott, Philadephia, 1999.
3. Laura A.Talbot, Principles and practice of nursing research, Mosby St. Louis 1995.
4. DorothyYB & Marie TH ,Fundamentals of research in Nursing, 3 rd ed,Jones & Bartlett Publishers,Boston,2003.
5. Rao TB, Methods in Medical Research , 1st ed, Radha Rani Publishers, Guntur AP, 2002.
6. Smith, P ResearchMindedness for Practice> An interactive approach for nursing and health care, Churchill livingstone, New York, 1997
7. American Psychological Association publication manual. 2001.
8. Mahajan Methods in Bio statistics.
9. Trece E.W. & Treece JW: Elements of Research in Nursing, 3 rd ed The CV Mosby Company St, Louis 1986

Semester Plan:

8th Semester

One semester: 22 weeks

Vacation: 1 week

Holidays: 1 week

Examination and Preparatory Holidays: 2 weeks

8	Eight (Internship)	INTE 415	Community Health Nursing – 4 weeks				
		INTE 420	Adult Health Nursing – 6 weeks				
		INTE 425	Child Health Nursing – 4 weeks				
		INTE 430	Mental Health Nursing – 4 weeks				
		INTE 435	Midwifery – 4 weeks				
				TOTAL = 22 weeks			12 (1 credit = 4 hours per week per semester)

VIII SEMESTER**Scheme of examination**

S. No.	Course	Assessment (Marks)				
		Internal	End Semester College Exam	End Semester University Exam	Hours	Total marks
	Practical					
1	Competency Assessment	100		100		200

NURSING RESEARCH AND STATISTICS

Total Hours : Theory – 45 Hour
Practical – 30 Hours per Week

Course Description:

The course is designed to enable students to develop an understanding of basic concepts of research, research process and statistics and to enable them to conduct/participate in need based research studies in various settings. Further the students will be able to utilize the research findings to provide quality-nursing care.

Total marks – 100

Specific objectives: At the end of the course, the students will be able to:

1. Define the terms and concepts of nursing research.
2. Identify needs and scope of nursing research.
3. Define research problems.
4. Locate and list sources of literature review including operational definitions and conceptual framework.
5. Describe different approaches and research designs in nursing research.
6. Describe sample and sampling technique.
7. Develop tool for data collection.
8. Conduct pilot study to confirm reliability and validity of tool before data collection
9. To enumerate steps of data analysis and present data summary
10. Use descriptive and co- relational statistics in data analysis.
11. Conduct group project and write report.

Unit	Time (Hrs)	Learning Objectives	Content	Training Learning Activities	Assessment Methods
I	4	<ul style="list-style-type: none"> • Describe the concept of research, terms, need and areas of research in nursing. • Explain the steps of research process. 	Research and research process <ul style="list-style-type: none"> • Introduction and need for nursing research. • Definition of Research & nursing research. • Steps of scientific method. • Characteristics of research. • Steps of research process -overview 	<ul style="list-style-type: none"> • Lecture Discussion. • Narrate steps of research process followed from examples of published studies. 	<ul style="list-style-type: none"> • Short answer • Objective type

Unit	Time (Hrs)	Learning Objectives	Content	Training Learning Activities	Assessment Methods
II	3	<ul style="list-style-type: none"> Identify and state the research problem and objectives 	Research Problem/Question <ul style="list-style-type: none"> Identification of problem area. & Problem statement. Stating objectives of the research problem. 	<ul style="list-style-type: none"> Lecture Discussion. Exercise on writing statement of problem and objectives <i>Each student selects a research problem</i> 	<ul style="list-style-type: none"> Short answer. Objective type
III	3	<ul style="list-style-type: none"> Review the related literature 	Review of Literature <ul style="list-style-type: none"> Steps in review of literature Identification of Publication Keeping a record Writing the review of literature Writing of Bibliography 	<ul style="list-style-type: none"> Lecture Discussion Exercise on reviewing one research report/article for a selected research problem. Prepare annotated bibliography(5) 	<ul style="list-style-type: none"> Short answer Objective type
IV	4	<ul style="list-style-type: none"> Describe the research approaches and designs 	Research approaches and designs <ul style="list-style-type: none"> Historical, survey and experimental Qualitative and Quantitative designs 	<ul style="list-style-type: none"> Lecture Discussion Explain types of research approaches used from examples of published and unpublished research studies with rationale. 	<ul style="list-style-type: none"> Short answer Objective type
V	8	<ul style="list-style-type: none"> Explain the sampling process Describe the methods of data collection Developing and standardizing an instrument 	Sampling and data collection <ul style="list-style-type: none"> Definition of Population, Sample, Sampling criteria, factors influencing sampling process, types of sampling techniques. Data collection Methods and instruments <ol style="list-style-type: none"> Questionnaire, interview, records& reports and other techniques Validity & Reliability of the instrument Pilot Study 	<ul style="list-style-type: none"> Lecture Discussion <i>Prepare the tool in respect to the selected research problem.</i> 	<ul style="list-style-type: none"> Short answer Objective type

Unit	Time (Hrs)	Learning Objectives	Content	Training Learning Activities	Assessment Methods
VI	15	<ul style="list-style-type: none"> Explain the use of statistics, scales of measurement and graphical presentation of data Describe the measures of central tendency and variability and methods of correlation 	Introduction to statistics <ul style="list-style-type: none"> Definition, use of statistics, scales of measurement Frequency distribution and graphical presentation of data Mean, Median, Mode, standard deviation Normal probability and tests of significance Coefficient of correlation Inferential statistics and types Statistical packages and its application 	<ul style="list-style-type: none"> Lecture, discussion Practice on graphical presentations Practice on computation of measures of central tendency, variability & correlation 	<ul style="list-style-type: none"> Short answer Objective type
VII	4	<ul style="list-style-type: none"> Analyze, interpret and summarize the research data 	Analysis of Data <ul style="list-style-type: none"> Compilation, Tabulation Classification, summarization, presentation, interpretation of data 	<ul style="list-style-type: none"> Lecture, discussion Preparation of sample tables 	<ul style="list-style-type: none"> Short answer Objective type
VIII	4	<ul style="list-style-type: none"> Communicate and utilize the research findings. 	Communication and utilization of Research <ul style="list-style-type: none"> Communication of research findings <ul style="list-style-type: none"> - Verbal report - Writing research report - Writing scientific article/ paper-Critical review of published research & Utilization of research findings 	<ul style="list-style-type: none"> Lecture, discussion Writing group research project & presentation 	<ul style="list-style-type: none"> Short answer Objective type Assessment of group research Project

References

1. Polit, D.F. & Beck CT, Nursing Research, Principles and Methods, 7th ed, Lippincott Williams & Wilkins, Philadelphia, 2003.
2. Polit Dennis and Hunglar B P, Nursing research principles and methods, 6th edition Lippincott, Philadelphia, 1999.
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6. Smith, P ResearchMindedness for Practice> An interactive approach for nursing and health care, Churchill livingstone, New York,1997
7. American Psychological Association publication manual.2001.
8. Mahajan Methods in Biostatistics.
9. Trece E.W. & Treece JW: Elements of Research in Nursing, 3rd ed The CV Mosby CompanySt, Louis1986 _

Evaluation

Scheme of internal Assessment of Theory: out of 25 marks			Weightage
S.N.	Theory Assessment	Marks	
1	Midterm	25	Average 15 marks
2	Prefinal	75	
	Group research project work	100	Average 10 marks
	Total	225	Average 25 marks

(Total marks obtained out of 125 to be converted in to 15 and out of 100 to be converted in to 10 and total out of 25 marks to be forwarded to the University towards internal assessment Theory)

Research Project:

Practical - 45 Hours (1 week)

Selecting and conducting small group research project (The number of students in a group should not exceed 10). Group project may be conducted in community setting during their clinical experience in community phase or during their clinical experience in the wards.

Group studies may include, studying existing health problems and practices, nursing procedures, health records and patient records etc.

INTRODUCTION TO NURSING RESEARCH AND STATISTICS

PRACTICAL EXPERIENCE GUIDELINE AND EVALUATION FOR

3rdBSc.Nursing

NURSING RESEARCH: "PROJECT"

Time Allotted Practical- 45 hrs.

Guideline for Research Project

I Aim: Student will identify the role of nurse in conducting research, writing research proposal based on scientific steps and will analyze the data using simple statistical methods. While conducting research project.

II Objectives: Preparing nursing research proposal

- 1) To get an opportunity to select topic or problem to formulate research proposal.
- 2) To follow the steps in research while writing research proposal and conducting project.
- 3) To differentiate and plan specific design in nursing research i.e. experimental and non-experimental including methodology.
- 4) To get an opportunity to frame/construct simple tool or questionnaire to collect data.
- 5) To follow the basic principles of data analysis including simple tables and statistical methods for proceedings and interpretation of data.
- 6) To be familiar to write research report to communicate the findings including bibliography, foot notes and future recommendations.
- 7) To present nursing research proposal as group activity.
- 8) Learns to use computers.

.III Guide line / check list to prepare / Nursing research proposal &project

- 1) Selection of research problem: Select your interest area of research, based on felt need, issues, social concern in nursing field.
 - a) State the problem, brief concise, clear.
 - b) State the purpose of selected study &topic
 - c) State objective of study/proposal/project.
 - d) State the hypothesis if necessary (optional).
 - e) Prepare conceptual framework based on operational definition (optional).
 - f) Write scope and delimitation of Research Proposal.

2) Organizing for Review of Literature

- a) It ad as in to needs to conduct Research project.
- b) To study related and relevant literature which helps to decide conceptual framework and research design to be selected for your study.
- c) To add specific books, bulletins, periodicals, reports, published and unpublished dissertations, encyclopedia, textbooks.
- d) Organize literature as per operational definition.
- e) To prepare summary table for review of literature.(Optional)

- 3) Research Methodology: To determine logical structure & methodology for research project
 - a) Decide and state approach of study i.e. experimental or non-experimental.
 - b) To define/find out variables to observe effects on decided items & procedure(optional)
 - c) To prepare simple tool or questionnaire or observational check list to collect data.
 - d) To determined sample and sampling method.
 - i) Mode of selection ii) Criterias iii) Size of sample
 - iv) Plan when, where and how data will be collected
 - e) To test validity of constructed tool (To check content in tool in relation to stated objectives) with experts / teachers opinion.
 - t) To check reliability by implementing tool before pilot study (10% of sample size)
 - g) To conduct pilot study by using constructed tool for 10% selected sample *size*.
- 4) Data Collection: To implement prepared tool
 - a) To implement constructed tool
 - b) Decide location
 - c) Time
 - d) Write additional information in separate exercise book to support inferences and interpretation.
- 5) Data analysis and processing presentation
 - a) Use appropriate method of statistical analysis i.e. frequency and percentage.
 - b) Use clear frequency tables, appropriate tables, graphs and figures.
 - c) Interpretation of data:
 - i) In relation to objectives
 - ii) Hypothesis(Optional)
 - iii) Variable of study or project(Optional)
 - iv) Writing concise report
- 6) Writing Research report
 - a) Aims:
 - i) To organize materials to write project report
 - ii) To make comprehensive full factual information
 - iii) To use appropriate language and style of writing
 - iv) To make authoritative documentation by checking footnotes, references & bibliography
 - v) To use computers.
 - b) Points to remember
 - a) Develop thinking to write research report.
 - b) Divide narration of nursing research report.
 - c) Use present tense and active voice
 - d) Minimize use of technical language
 - f) Use simple, straightforward, clear, concise language
 - g) Use visual aids in form of table, graphs, figures
 - h) Treat data confidentially
 - i) Review, rewrite if necessary

EVALUATION CRITERIA FOR PROJECT REPORT

Maximum Marks: 100

Sr. No.	Criteria	Rating					Remarks
		1	2	3	4	5	
I	Statement of the problem						
	1. Significance of the problem selected						
	2. Framing of title and objectives						
II	Literature Review						
	3. Inclusion of related studies on the topic, and its relevance						
	4. Operational definition						
III	Research Design						
	5. Use of appropriate research design						
	6. Usefulness of the research design to draw the inferences among stud variables /conclusion						
IV	Sampling design						
	7. Identification and description of the target population						
	8. Specification of the inclusion and exclusion criteria						
	9. Adequate sample size justifying he study design to draw conclusions.						
V	Data Collection Procedure						
	10. Preparation of appropriate tool						
	11. Pilot study including validity and reliability of tool						
	12. Use of appropriate procedure / method for data collection						
VI	Analysis of Data & Interpretation						
	13. Clear and logical organization of the findings						
	14. Clear presentation of the tables (Title, table & Column heading)						
	15. Selection of appropriate statistical tests						

Sr. No.	Criteria	Rating					Remarks
		1	2	3	4	5	
VII	Ethical Aspects						
	16. Use of appropriate consent process						
	17. Use appropriate steps to maintain ethical aspects and principles (physical harm etc.)						
VIII	Interpretation of the findings						
	18. Consistent and appropriate discussion of the Results						
IX	Conclusion						
	19. Summary and recommendations for to Nursing Practice / Education / Administration						
X	Presentation / Report writing						
	20. Organization of the project work including Language and style of presentation						
	Maximum marks						100
	Marks obtained						
	Marks sent to University						/ 50

Remarks by the Supervisor / Guide

Date:

Signature

Signature of the students Date

Unit	Learning Objectives	Content	Hrs : allocation.
II	<p>*Describe the normal growth & development of children at different ages</p> <p>*Identify the needs of children at different ages & provide parental guidance</p> <p>*Identify the nutritional needs of children at different ages & ways of meeting the needs.</p> <p>*Appreciate the role of play for normal & sick children.</p> <p>*Appreciate the preventive measures & strategies for children.</p>	<p>The healthy child</p> <ul style="list-style-type: none"> Principles of growth & development. Factors affecting growth & development. Growth & development from birth to adolescence The needs of normal children through the stages of developmental & parental guidance Nutritional needs of children & infants: Breast feeding, supplementary & artificial Feeding & weaning. Baby friendly hospital concept. Accidents: causes & prevention. Value of play & selection of play material. Preventive immunization, immunization programme & cold chain. Preventive pediatrics Care of under five & under five clinics/well baby clinic. 	<p>T 18 hrs. P 02 hrs</p> <p>1</p> <p>1</p> <p>6</p> <p>2</p> <p>1</p> <p>2</p> <p>2</p> <p>2</p> <p>1</p> <p>2</p>
III	<p>*Provide care to normal & high risk neonates.</p> <p>*Perform neonatal resuscitation.</p> <p>*Recognize & manage common neonatal problems.</p>	<p>Nursing care of a neonate.</p> <ul style="list-style-type: none"> Nursing care of a normal newborn /Essential newborn care. Neonatal resuscitation. Nursing management of a low birth weight baby & high risk babies. Kangaroo mother care. Organization of neonatal unit. Identification & nursing management of common neonatal problems. Nursing management of babies with common congenital malformations. Control & prevention of infection in N.I.C.U. 	<p>T 12hrs. P 03hrs.</p> <p>4</p> <p>1</p> <p>4</p> <p>1</p> <p>1</p> <p>1</p> <p>2</p> <p>1</p>
IV	<p>*Explain the concept of IMNCI & other health strategies initiated by National population policy 2000.</p>	<p>Integrated management of neonatal & childhood illnesses (IMNCI).</p> <p>Health strategies: National population policy-</p> <ul style="list-style-type: none"> RCH camps & RCH outreach schemes. Operationalization of district newborn care, home based neonatal care. Border district cluster strategy. Integrated management of infants & children with illnesses like diarrhea, A.R.I., malaria, measles & Malnutrition. * Nurses' role: IMNCI. 	<p>10 hrs.</p> <p>2</p> <p>2</p> <p>1</p> <p>3</p> <p>2</p>

U nit	Learning Objectives	Content	Hrs : allocation.
V	<p>*Provide nursing care in Common childhood diseases.</p> <p>*Identify measures to prevent common childhood diseases including immunization.</p>	<p>Nursing management in common Childhood diseases-</p> <ul style="list-style-type: none"> • Nutritional deficiency disorders. • Respiratory disorders & infections. • Gastro-intestinal infections, infestations, & congenital disorders. • Cardio-vascular problems: congenital defects & rheumatic fever, rheumatic heart disease. • Genito-urinary disorders: acute glomerulo nephritis, nephritic syndrome, Wilm's tumour, infections, calculi, & congenital disorders. • Neurological infections & disorders: convulsions, meningitis, hydrocephalus, head injury. • Hematological disorders : anemias, thalassemia, ITP, leukemia, hemophilia. • Endocrine disorders: juvenile diabetes mellitus & other diseases. • Orthopaedic disorders : club feet, hip dislocation & fracture. • Disorders of skin, eye & ears. • Common communicable diseases in children, their identification, nursing care in hospital & home & prevention. • Child health emergencies : poisoning, haemorrhage, burns & drowning. • Nursing care of infant and children with HIV/ AIDS 	<p>20 hrs.</p> <p>1</p> <p>2</p> <p>2</p> <p>3</p> <p>2</p> <p>3</p> <p>2</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>
VI	<p>*Manage the child with behavioral & social problems</p>	<p>Management of behavioural & social Problems in children.</p> <ul style="list-style-type: none"> • Management of common behavioral disorders. • Management of common psychiatric problems. • Management of challenged children: • Mentally, physically, & socially challenged. • Welfare services for challenged children in India. • Child guidance clinics. 	<p>10 hrs.</p> <p>4</p> <p>2</p> <p>2</p> <p>1</p> <p>1</p>

References-

1. Ghai O.p. et al. (2000) Ghai's Essentials of Paediatrics. 1stedn. Mehta offset works. New Delhi.
2. Marlow Dorothy & Redding. (2001) Textbook of Paed. Nsg. 6thedn. Harbarcourt India ltd. New Delhi
3. Parthasarathy et al. (2000) IAP Textbook of Paediatric Nsg. Jaypee bros., 2nd ed. New Delhi.
4. Vishwanathan & Desai. (1999) Achar's Textbook of Paediatrics 3rded. Orient Longman. Chennai.
5. Wong Dona et al. Whaley & Wong's Nursing care of infants & children. 6th edn. Mosby co., Philadelphia.
6. Dr. C.S. Waghale, Principles and Practice of Clinical Pediatrics, Vora publication 1996

PRACTICAL

Time: 270 hrs (9 weeks)

75 Hrs* (2 weeks)

Areas	Duration (in weeks)	Objectives	Skills	Assignments	Assessment methods
Pediatric medicine ward	3	<ul style="list-style-type: none"> • Provide nursing care to children with various medical disorders • Counsel and educate parents 	<ul style="list-style-type: none"> • Taking pediatric history • Physical examination and assessment of children • Administer of oral, IM/IV medicine and fluids. • Calculation fluid requirements • Prepare different strengths of IV fluids • Apply restraints • Administer O₂inhalation by different methods • Give baby bath • Feed children by katori spoon etc • Collect specimens for common investigations • Assist with common diagnostic procedures • Teach mothers/parents <ul style="list-style-type: none"> ➤ Malnutrition ➤ Oral rehydration therapy ➤ Feeding and weaning ➤ Immunization schedule ➤ Play therapy ➤ Specific disease conditions 	<ul style="list-style-type: none"> • Give care to three assigned pediatric patients • Nursing care plan- 1 • Case study /Presentation - 1 	<ul style="list-style-type: none"> • Assess clinical performance with rating scale. • Assess each skill with checklist OSCE/OSPE • Evaluation of case study / presentation and health education session. • Completion of activity record

Pediatric surgery ward	3	<ul style="list-style-type: none"> • Recognize different pediatric conditions/ malformations • Provide pre and post operative care to children with common pediatric surgical conditions/ malformation • Counsel and educate parents 	<ul style="list-style-type: none"> • Calculate, prepare and administer IV fluids • Do bowel wash • Care for ostomies: <ul style="list-style-type: none"> ➤ Colostomy irrigation ➤ Ureterostomy ➤ Gastrostomy ➤ Enterostomy • Urinary catheterisation and drainage • Feeding <ul style="list-style-type: none"> ➤ Nasogastric ➤ Gastrostomy ➤ Jejunostomy • Care of surgical wounds • Dressing • Suture removal 	Give care to three assigned pediatric surgical patients Nursing care plan- 1 Case study / presentation - 1	<ul style="list-style-type: none"> • Assess clinical performance with rating scale. • Assess each skill with checklist OSCE/OSPE • Evaluation of case study / presentation and health education session. • Completion of activity record
Pediatric OPD/ Immunization room	1	<ul style="list-style-type: none"> • Perform assessment of children: Health, developmental and anthropometric • Perform immunization • Give health education/ nutritional education 	<ul style="list-style-type: none"> • Assessment of children <ul style="list-style-type: none"> ➤ Health assessment ➤ Developmental assessment ➤ Anthropometric assessment • Immunization • Health / Nutritional education 	Developmental study -1	<ul style="list-style-type: none"> • Assess clinical performance with rating scale • Completion of activity record.
Pediatric medicine and surgery ICU	1+1	<ul style="list-style-type: none"> • Provide Nursing care to critically ill children 	<ul style="list-style-type: none"> • Care of a baby in incubator /warmer • Care of child on ventilator. • Endotracheal suction • Chest physiotherapy • Administer fluids with infusion pump. • Total parenteral nutrition • Phototherapy • Monitoring of babies • Cardio pulmonary resuscitation 	Nursing care plan 1 Observation report 1.	<ul style="list-style-type: none"> • Assess clinical performance with rating scale • Completion of activity record • Evaluation of observation report.

*** 75 Hrs 2 Weeks**

Area	Duration	Objective	Skills	Assignments	Assessment
Pediatric medicine ward / ICU	1 week	Provide comprehensive care to children with medical conditions	Integrated Practice	Bedside nursing rounds	Assess clinical performance with rating scale
Pediatric surgery ward / ICU	1 week	Provide comprehensive care to children with surgical conditions	Integrated Practice	Bedside nursing rounds	Assess clinical performance with rating scale

***shifted from Integrated practice**

EVALUATION

I. Internal assessment :

<u>Theory:</u>	Maximum marks	25
	Marks	
Midterm	50	
Prefinal	75	
<hr/>		
Total marks	125	

Practicum: Maximum marks 50

1. Case presentation- (Paed Medical /Surgical 01)		50
2. Case study - (Paed. medical. / surgical. 01)		50
3. Nursing careplan 03	3 x 25	75
4. Clinical evaluation of comprehensive. (paed. Medical / surgical / P.I.C.U./N.I.C.U.)	3 X 100	300
5. Health teaching-01		25
6. Assessment of growth & development reports. (20markseach) (Neonate, infant, toddler, preschooler, & School age)	5 X 20	100
Observation report of NICU surgery/Medical	1 x 25	25

Practical exam :

1. Midtermexam	50
2. Pretermexam	50
	<hr/>
	725

II External assessment : University exam:

Theory	75
Practical	50

FORMAT FOR CASE PRESENTATION

Patients Biodata: Name, address, age, sex, religion, occupation of parent, source of health care, date of admission, provisional diagnosis, date of surgery if any

Presenting complaints: Describe the complaints with which the patient has come to hospital

History of illness

History of present illness – onset, symptoms, duration, precipitating / alleviating factors

History of past illness – illnesses, surgeries, allergies, immunizations, medications

Family history – family tree, history of illness in family members, risk factors, congenital problems, psychological problems.

Childs personal data

Obstetric history of - prenatal & natal history of mother, growth and development (compare with normal), immunization status, dietary pattern including weaning, play habits, toilet training, sleep pattern, schooling.

Economic status of the family: Monthly income & expenditure on health, food and education material assets (own house, car, two wheeler, phone, TV etc...)

Psychological status: ethnic background, (geographical information, cultural information) support system available.

Physical examination with date and time

Investigations

Date	Investigations done	Normal value	Patient value	Inference

Treatment

Sr. No.	Drug (Pharmacological name)	Dose	Frequency / Time	Action	Side effects & drug interaction	Nursing responsibility

Description of disease

Definition, related anatomy physiology, etiology, risk factors, clinical features, management and nursing care

Clinical features of the disease condition

Clinical features present in the book	Description of clinical features of patient	Pathophysiology

Nursing process:

Patients name

Date

Ward

Date	Assessment	Nursing Diagnosis	Objective	Plan of care	Implementation	Rationale	Evaluation

Discharge planning:

It should include health education and discharge planning given to patient

Evaluation of care

Overall evaluation, problem faced while providing care prognosis of the patient and conclusion

Evaluation format for case presentation

SN	Content	Marks
1	Assessment / Introduction	05
2	Knowledge and understanding of disease	10
3	Nursing care plan	15
4	Presentation skill	10
5	A.V. aids	05
6	Overall	
	Time	01
	Summary& conclusion	02
	Bibliography	02
	Total	<u>50</u>

Format for case study

Format is similar to case presentation but should be in detail

The nursing care given to the patient should be at least for 5 continuous days

Evaluation format for case study

SN	Content	Marks
1	Assessment / Introduction	05
2	Knowledge and understanding of disease	15
3	Nursing care plan	20
4	Discharge plan	05
5	Summary & evaluation	02
6	Bibliography	03
	Total	<u>50</u>

Nursing care plan

- 1. Patients Biodata:** Name, address, age, sex, religion, occupation of parents, source of health care, date of admission, provisional diagnosis, date of surgery if any
- 2. Presenting complaints:** Describe the complaints with which the patient has come to hospital
- 3. History of illness**
 - History of present illness – onset, symptoms, duration, precipitating / alleviating factors
 - History of past illness – illnesses, surgeries, allergies, immunizations, medications
 - Family history – family tree, history of illness in family members, risk factors, congenital problems, psychological problems
- 4. Child's personal data**

Obstetric history of - prenatal & natal history of mother, growth and development (compare with normal), immunization status, dietary pattern including weaning, play habits, toilet training, sleep pattern, schooling.
- 5 Economic status:** Monthly income & expenditure on health, food and education, material assets (own house, car, two wheeler, phone, TV etc...)
- 6 Psychological status:** ethnic background, (geographical information, cultural information) support system available.
- 7 Personal habits:** consumption of alcohol, smoking, tobacco chewing, sleep, exercise, work elimination, nutrition.
- 8 Physical examination with date and time**
- 9 Investigations**

Date	Investigations done	Normal value	Patient value	Inference

10. Treatment

SN	Drug (pharmacological name)	Dose	Frequency /time	Action	Side effects & drug interaction	Nursing responsibility

11. Nursing process:

Patients name		Date			Ward		
Date	Assessment	Nursing Diagnosis	Objective	Plan of care	Implementa- -tion	Rationale	Evaluation

Discharge planning:

It should include health education and discharge planning given to patient

12. Evaluation of care

Overall evaluation, problem faced while providing care prognosis of the patient and conclusion

Care plan evaluation

1. History taking	03
2. Assessment and nursing diagnosis	05
3. Planning of care	05
4. Implementation and evaluation	08
5. Follow up care	02
6. Bibliography	02

25

EVALUATION FORMAT FOR HEALTH TALK

NAME OF THE STUDENT: -----

AREA OF EXPERIENCE: _____

PERIOD OF EXPERIENCE: _____

SUPERVISOR: _____

Total 100 Marks

Scores: 5 = Excellent, 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

SN	Particular	1	2	3	4	5	Score
1	<p>I) Planning and organization</p> <ul style="list-style-type: none"> a) Formulation of attainable objectives b) Adequacy of content c) Organization of subject matter d) Current knowledge related to subject Matter e) Suitable A.V. Aids <p>II) Presentation:</p> <ul style="list-style-type: none"> a) Interesting b) Clear Audible c) Adequate explanation d) Effective use of A.V. Aids e) Group Involvement f) Time Limit <p>III) Personal qualities:</p> <ul style="list-style-type: none"> a) Self confidence b) Personal appearance c) Language d) Mannerism e) Self awareness of strong & weak points <p>IV) Feed back:</p> <ul style="list-style-type: none"> a) Recapitulation b) Effectiveness c) Group response <p>V) Submits assignment on time</p>						

* 100 marks will be converted into 25

CLINICAL EVALUATION PROFORMA

Name of the student : _____
 Year : _____
 Area of clinical experience: _____ Duration of posting in weeks: _____
 _____ Name of the supervisor
 :

Total Marks: - 100

Scores:- 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

SN	EVALUATION CRITERIA	Grades			
		4	3	2	1
I	Personal & Professional behavior				
1	Wears clean & neat uniform and well groomed.				
2	Arrives and leaves punctually				
3	Demonstrates understanding of the need for quietness in speech & manner & protects the patient from undue notice.				
4	Is notably poised and effective even in situations of stress				
5	Influential & displaced persuasive assertive leadership behaviour				
II	Attitude to Co-workers and patients				
6	Works well as member of nursing team				
7	Gives assistance to other in clinical situations				
8	Understands the child as an individual				
9	Shows skills in gaining the confidence & co-operation of child and relatives, tactful and considerate.				
IV	Application of knowledge				
10	Possess sound knowledge of pediatric conditions.				
11	Has sound knowledge of scientific principles				
12	Has knowledge of normal growth and development of children				
13	Has knowledge of current treatment modalities inclusive of medicine, surgery, pharmacology and dietetics.				
14	Takes interest in new learning from current literature & seeks help from resourceful people.				

SR NO	EVALUATION CRITERIA	Grades			
		4	3	2	1
V	Quality of clinical skill				
15	Able to elicit health history of child and family accurately.				
16	Skillful in carrying out physical examination, developmental screening and detecting deviations from normal Identifies problems & sets priorities and grasps essentials while performing duties				
17	Able to plan and implement care both preoperatively and post operatively.				
18	Applies principles in carrying out procedures & carries out duties promptly.				
19	Has technical competence in performing nursing procedures. Able to calculate and administer medicines accurately				
20	Resourceful and practices economy of time material and energy.				
21	Recognizes the role of play in children and facilitates play therapy in hospitalized children				
22	Observes carefully, reports & records signs & symptoms & other relevant information				
23	Uses opportunities to give health education to patients & relatives				
24					
25					
TOTAL					

Grade			
	Very good	=	70 % and above
	Good	=	60 – 69 %
	Satisfactory	=	50- 59 %
	Poor	=	Below 50 %

Remarks for improvement:

Student's Remark:

Signature of the student

Signature of the teacher

Assessment of growth & development reports

(Neonate, infant, toddler, preschooler, & School age)

PROFORMA FOR ASSESSMENT OF GROWTH & DEVELOPMENT

(Age group: birth to 5 yrs.)

I] Identification Data

Name of the child :
 Age :
 Sex :
 Date of admission :
 Diagnosis :
 Type of delivery : Normal/ Instrumental/LSCS
 Place of delivery : Hospital/Home
 Any problem during birth : Yes/No
 If yes, give details :
 Order of birth :

II] Growth & development of child & comparison with normal:

Anthropometry	In the child	Normal
Weight		
Height		
Chest circumference		
Head circumference		
Mid arm circumference		
Dentition		

III] Milestones of development:

Development milestones	In Child	Comparison with the normal
1.Responsive smile 2.Responds to Sound 3.Head control 4.Grasps object 5.Rolls over 6.Sits alone 7.Crawls or creeps 8.Thumb-finger co-ordination (Prehension) 9.Stands with support 10. Stands alone 11. Walks with support 12. Walks alone 13. Climbs steps 14. Runs		

IV] Social, Emotional & Language Development:

Social & emotional development	In Child	Comparison with the normal
Responds to closeness when held Smiles in recognition recognized mother coos and gurgles seated before a mirror, regards image Discriminates strangers wants more than one to play says Mamma, Papa responds to name, no or give it to me. Increasingly demanding offers cheek to be kissed can speak single word use pronouns like I, Me, You asks for food, drinks, toilet, plays with doll gives full name can help put thinks away understands differences between boy & girl washes hands feeds himself/ herself repeats with number understands under, behind, inside, outside Dresses and undresses		

V] Play habits

Child favorite toy and play:

Does he play alone or with other children?

VI] Toilet training

Is the child trained for bowel movement & if yes, at what age:

Has the child attained bladder control & if yes, at what age:

Does the child use the toilet?

VII] Nutrition

- Breast feeding (as relevant to age)
- Weaning has weaning started for the child: Yes/No If yes, at what age & specify the weaning diet. Any problems observed during weaning:

Meal pattern at home

Sample of a day's meal: Daily requirements of chief nutrients:

Breakfast:

Lunch:

Dinner

Snacks:

VIII] Immunization status & schedule of completion of immunization.

IX] Sleep pattern

How many hours does the child sleep during day and night?

Any sleep problems observed & how it is handled:

X] Schooling

Does the child attend school?

If yes, which grade and report of school performance:

XI] Parent child relationship

How much time do the parents spend with the child?

Observation of parent-child interaction

XII] Explain parental reaction to illness and hospitalization

XIII] Child's reaction to the illness & hospital team

XIV] Identification of needs on priority

XV] Conclusion

XVI] Bibliography

Evaluation Criteria: Assessment of Growth & Development (birthto5year)

(Maximum Marks: 50)

S.No.	Item	Marks
1.	Adherence to format	02
2.	Skill in Physical examination & assessment	10
3.	Relevance and accuracy of data recorded	05
4.	Interpretation Identification of Needs	05
5.	Bibliography	03
	Total	25

Note: - Same format to be used for assessment of infant, Toddler & Preschooler child.

PROFORMA FOR EXAMINATION AND ASSESSMENT OF NEW BORN

I] Bio data of baby and mother	:		
Name of the baby (if any)	:	Age	
Birth weight	:	Present weight:	
Mother's name	:	Period of gestation:	
Date of delivery	:		
Identification band applied	:		
Type of delivery	:	Normal/ Instruments/Operation	
Place of delivery	:	Hospital/Home	
Any problems during birth	:	Yes/No	
If yes explain	:		
Antenatal history	:		
Mother's age	:	Height:	Weight:
Nutritional status of mother	:		
Socio-economic background	:		

II] Examination of the baby :

Characteristics	In the Baby	Comparison with the normal
1. Weight 2. Length 3. Head circumference 4. Chest circumference 5. Mid-arm circumference 6. Temperature 7. heart rate 8. Respiration		

III] General behavior and observations

Color :

Skin/ Lanugo :

Vernixcaseosa :

Jaundice :

Cyanosis :

Rashes :

Mongolian spot :

Birthmarks :

Head :

- Anterior fontanel:

- Posterior fontanel:

- Any cephal hematoma / caput succedaneum

- Forceps marks(if any) :

Face:

Eyes:

Cleft lip / palate

Ear Cartilage :

Trunk:

- Breast nodule

- Umbilical cord

- Hands :

Feet /Sole creases :

Legs

Genitalia :

Muscle tone :

Reflexes :

- Clinging

- Laughing/ sneezing :

- Sucking :

- Rooting :

- Gagging :

- Grasp :

- Moro :

- Tonic neck reflex :

Cry: Good / week
APGAR scoring at birth :
First feed given :
Type of feed given :
Total requirement of fluid & calories
:Amount of feed accepted :
Special observations made during feed:
Care of skin Care of eyes, nose, ear,
mouth:
Care of umbilicus and genitalia :
Meconium passed /not passed: Urine
passed /not passed :

IV] Identification of Health Needs in Baby & Mother.

V] Health education to mother about Breast feeding

Care of skin, eye and umbilicus etc.

V] Bibliography

Evaluation Criteria: Examination & Assessment of Newborn

(Maximum Marks: 50)

S.No.	Item	Marks
1	Adherence to format	02
2	Skill in Physical examination & assessment	10
3	Relevance and accuracy of data recorded	05
4	Interpretation of Priority Needs Identification of baby & mother	06
5	Bibliography	02

	Total	25

**Maharashtra University of Health
Sciences External Practical
Evaluation Guidelines
III Basic B.Sc
Nursing Subject : Child
Health Nursing**

50Marks

Internal Examiner

25Marks

Nursing Procedure (15 marks)

Planning and Organizing

5marks

- Preparation of tray 3
- Environment 1
- Preparation of patient 1

Execution of Procedure

7marks

- Applies scientific principles 3
- Proficiency in skill 3
- Ensures sequential order 1

Termination of procedure

3marks

- Makes patient comfortable 1
- Reports & Records 1
- After care of articles 1

Viva(10Marks)

10marks

- Knowledge about common pediatric medical surgical conditions 3
- Preparation of various diagnostic procedures 2
- Instruments and articles 2
- Growth and Development 3

External Examiner

25Marks

Nursing Process(15Marks)

15marks

- Assessment 3
- Nursing Diagnosis 2
- Goal 1
- Outcome criteria 1
- Nursing intervention 3
- Rationale 2
- Evaluation 1
- Nurses notes 2

Viva(10Marks)

10marks

- National Health Programs for child care including IMNSI 2
- Behavioral and social problem in children 3
- Drugs 3
- Nursing care of neonates 2

**CHILD HEALTH NURSING PRACTICAL
EXAMINATION PRACTICAL /
ORAL MARK LIST**

NAME OF THE EXAMINATION: CHILD

HEALTH NURSING PRACTICALS MONTH: YEAR:

THIRD YEAR Basic B. ScNURSING: MARKS :

50 SUBJECT : CHILD HEALTHNURSING

CENTRE :

Roll No	Internal Examiner		External Examiner		Total	Total
	Procedu re	Viva voce	Nursin g proce ss	Viva voce		
	15	10	15	10	50	25

Signature of the Internal Examiner

Signature of the External

Examiner Date:

Date:

MEDICAL SURGICAL NURSING

(Adult including Geriatrics) –II

Placement: Third year

Time: Theory –120 hours

(Classroom 103 + Lab 17)

Practical- 270 hours + 60 hrs*

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

Specific objectives: At the end of the course the student will be able to:

1. Provide care for patients with disorders of ear nose and throat.
2. Take care of patients with disorders of eye.
3. Plan, implement and evaluate nursing management of patients with neurological disorders.
4. Develop abilities to take care of female patients with reproductive disorders.
5. Provide care of patients with burns, reconstructive and cosmetic surgery.
6. Manage patients with oncological conditions
7. Develop skill in providing care during emergency and disaster situations
8. Plan, implement and evaluate care of elderly
9. Develop ability to manage patients in critical care units.

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
I	T15 P02	<ul style="list-style-type: none"> • Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of Ear Nose and Throat 	<p>Nursing management of patient with disorders of Ear Nose and Throat</p> <ul style="list-style-type: none"> • Review of anatomy and physiology • of the Ear Nose and Throat- • Nursing Assessment- History and • Physical assessment • Etiology, pathophysiology, clinical • Manifestations, diagnosis, • Treatment modalities and medical & • Surgical nursing management of Ear Nose and Throat disorders: ○ External ear: deformities, otalgia, foreign bodies, and tumours ○ Middle Ear: Impacted wax, Tympanic membrane perforation, otitis media, otosclerosis, mastoiditis, tumours 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using Charts, graphs • Models, films, slides • Demonstration • Practise session • Cans discussions/ seminar • Health education • Supervised clinical practice • Drug book /presentation • Demonstration of procedures 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills of patient and management of problems.

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
			<ul style="list-style-type: none"> ○ Inner ear-meniere,s Disease, labyrinthitis, ototoxicity, tumours ○ Upper airway infections– Common cold, sinusitis, ethinitis, Rhinitis, Pharyngitis, Tonsillitis and Adenoiditis, Peritonsillarabscess, Laryngitis ○ Upper respiratory airway- Epistaxis, ○ Nasal obstruction, laryngeal obstruction, Cancer of the larynx ○ Cancer of the oral cavity ○ Speech defects and speech therapy ● Deafness- Prevention, control and rehabilitation ● Hearing aids, implanted hearing Devices ● Special therapies ● Drugs used in treatment of disorders of ear nose and throat ● Role of nurse Communicating with hearing impaired and mute. ● Nursing procedures Oesophagostomy, Tracheostomy, 		
II	T 15 P 02	Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of eye. Physical assessment	<p>Nursing management of patient With disorders of eye</p> <ul style="list-style-type: none"> □ Review of anatomy and physiology of the eye- ● Nursing assessment – history and □ Etiology, pathophysiology, clinical manifestations, diagnosis, treatment nursing management of eye disorders: □ Refractive errors □ Eyelids-inflammation and <ul style="list-style-type: none"> ● Infection and bleeding ● Cornea- inflammation and Infection ● Lens-Cataracts ● Glaucoma ● Disorder of the uveal tract, ● Ocular tumours ● Disorders of posterior chamber and retina :retinal and vitreous problems ● Retinal detachment ● Ocular emergencies and their prevention 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Explain using Charts, using Models, films. slides ● Demonstration practice session ● Case discussions/ seminar ● Health education ● Supervised clinical practice ● Drug book /presentation ● Visit to eye bank ● Participation in eye-camps 	<ul style="list-style-type: none"> ● Essay type ● Short answers ● Objective type ● Assessment of skills with check list ● Assessment of patient management problem

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
			<ul style="list-style-type: none"> • Drugs used in treatment of disorders of eye • Blindness • National blindness control program • Eye Banking • Eye prostheses and rehabilitation • Role of a nurse-Communication with visually impaired patient, Eye camps • Special therapies • Nursing procedures: eye irrigation, assisting with removal of foreign body. 		
III	T17 P02	<ul style="list-style-type: none"> • Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and nursing management of patients with neurological disorders 	<p>Nursing management of patient With neurological disorders</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of the neurological system • Nursing Assessment-History and physical and neurological assessment and Glasgow coma scale • Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical nursing management of neurological disorders • Congenital malformations • Headache • Head Injuries • Spinal injuries • Paraplegia • Hemiplegia • Quadraplegia • Spinal cord compression <ul style="list-style-type: none"> -Herniation of intervertebral disc • Tumors of the brain & spinal cord • Intra cranial and cerebral aneurysms • Infections: Meningitis, Encephalitis, brain abscess, neurocysticercosis • Movement disorders :Chorea Seizures / Epilepsy • Cerebro vascular accidents (CVA) 	<ul style="list-style-type: none"> • Lecture discussion • Explaining Charts, graphs • Models, films, slides • Demonstration • Practice session • Case discussions/ Seminar • Health education • Supervised clinical practice • Drugbook /presentation • Visit to rehabilitation drugs used in treatment of disorders of eye center 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills with checklist • Assessment of patient management problem

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
			<ul style="list-style-type: none"> • Cranial / spinal neuropathies – Bell’s palsy, trigeminal neuralgia, Peripheral Neuropathies; Guillan-Barr’e syndrome Myasthenia gravis Multiple sclerosis, Degenerative diseases, Peripheral neuritisTIA <ul style="list-style-type: none"> □ DeliriumDementia □ Alzheimer’sdisease □ Parkinson’sdisease • Management of unconscious patients and patients withstroke • Drugs used in treatment ofneurological disorders • Role of the nurse incommunication with patient having neurological deficit • Rehabilitation of patientswith neurologicaldeficit • Role of nurse in long stayfacility (institutions) and at home Special therapies Nursing procedures: GCS, assisting with diagnostic procedures and rehabilitation 		
IV	T15 P02	<ul style="list-style-type: none"> • Describe the etiology, pathophysiology clinical manifestation, diagnostic measures and nursing management of patients with disorders of female reproductive system. • Describe concepts of reproductive health and family welfare programmes 	<p>Nursing management of patient s With disorders of female reproductive system</p> <ul style="list-style-type: none"> □ Review of anatomy andphysiology of the female reproductivesystem □ Nursing assessment-historyand physical assessment □ Breast self examination □ Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical nursing management of disorder of female reproductivesystem □ Congenital abnormalities of female reproductivesystem □ Sexuality and ReproductiveHealth □ Sexual HealthAssessment □ Menstrual Disorders- Dysmenorrhea,Amenorrhea, PremenstrualSyndrome □ Abnormal Uterine Bleeding; Menorrhagia,Metrorrhagia □ Pelvic inflammatorydisease- □ Ovarian and fallopiantube disorders; Infections Cysts, Tumours • Uterine and cervicaldisorders; Endometriosis, polyeps, Fibroids, Cervical and uterine tumours, •Uterine displacement ,Cystocele/ urethrocele/ rectocele 	<ul style="list-style-type: none"> •Lecture discussion •Explaining Charts, graphs Models, films, slides • Demonstration /Practice session • Case discussions/ Seminar • Heath education • Supervised clinicalpractice • Drugbook /presentation 	<ul style="list-style-type: none"> • Essaytype • Short answers • Objective type • Assessment of skills withcheck list • Assessment of patient management problem

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
			<ul style="list-style-type: none"> • Vaginal disorders; Infections and Discharges, fistulas • Vulvar disorders; Infection, cysts, Tumours • Diseases of breast Deformities Infections Cysts and Tumours • Menopause and hormonal replacement therapy • Infertility • Contraception; Temporary and Permanent • Emergency contraception methods • Abortion-natural, medical and surgical abortion-MTP Act • Toxic shock Syndrome • Injuries and trauma; sexual violence • Drugs used in treatment of gynaecological disorders Special therapies vaginal douche PAP smear • Nursing procedures assisting with diagnostic and therapeutic procedures, self examination of breast. 		
V	T08 P02	Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and nursing management of patients with burns, reconstructive and cosmetic surgery	<p>Nursing management of patients With Burns, reconstructive and Cosmetic surgery</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of the skin and connective tissues • Nursing assessment-History and physical examination & assessment burns • Etiology, Classification, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical and nursing management of Burns with special emphasis of fluid replacement therapy. • Types of surgeries • Legal Issues, Rehabilitation • Special therapies • Psycho social aspects 	<ul style="list-style-type: none"> • Lecture discussion • Explain using Charts, graphs Models, films, slides • Demonstration • Practice session • Case discussion/ Seminar • Health education • Supervised clinical practice • Drug book/ presentation 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills with check list • Assessment of patient management problem

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
VI	T13 P02	Describe the etiology, patho physiology, clinical manifestations, diagnostic manifestations, diagnostic measures and nursing management of patients with oncology	<p>Nursing management of patients With oncological conditions</p> <ul style="list-style-type: none"> • Structure & characteristics of normal & cancer cells • Nursing Assessment-history and physical assessment • Prevention, Screening for early detection, warning signs of cancer • Common malignancies of various body system; Brain Oral cavity, larynx lung liver stomach and colon, breast cervix, ovary, uterus, renal, bladder, prostate leukemias and lymphomas, Oncological emergencies. • Epidemiology, etiology, classifications, pathophysiology, staging, clinical manifestations, diagnosis treatment modalities and medical, surgical & nursing management of malignant diseases • Treatment Modalities– Immunotherapy Chemotherapy, Gene therapy Stem cell & Bone Marrow transplants. • Surgical interventions • Psychosocial aspects of cancer • Rehabilitation & Palliative care • Management – nutritional support Home care, Hospice care, Stoma care • Psycho social aspects • Assisting with diagnostic and therapeutic procedures 	<ul style="list-style-type: none"> • Lecture discussion • Explain using • Charts, graphs models, films, slides • Demonstration • Practice session • Case discussion/ Seminar • Health education • Supervised clinical practice • Drug book /presentation 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills with check list • Assessment of patient management problem
VII	10	<ul style="list-style-type: none"> • Describe organization of emergency and disaster care services • Describe the role of nurse in disaster management • Describe the role of nurse in management of Emergencies 	<p>Nursing management of patient in EMERGENCY & DISASTER situations</p> <ul style="list-style-type: none"> • Concepts and principles of Disaster Nursing • Causes and types of disaster: Natural and man-made Earthquakes, floods, epidemics, Cyclones fire, Explosion, Accidents Violence, Terrorism; Bio-chemical war • Policies related to emergency/ disaster Management; International , national, state, institutional • Disaster preparedness: Team, guidelines, protocols, equipments, resources Coordination and involvement of community, various-government departments, non-government. 	<ul style="list-style-type: none"> • Lecture discussion • Explain using • Charts, graphs • Models, films, slides • Demonstration • Practice session • Case discussion/Seminar • Health education • Supervised clinical practice 	

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
			<p>organizations and International agencies</p> <ul style="list-style-type: none"> • Role of nurse in disaster management • Legal aspects of disaster nursing • Impact on Health and after effects; post Traumatic Stress Disorder • Rehabilitation; physical, psychosocial Social, Financial, Relocation Emergency Nursing Concept, priorities principle and • Scope of emergency nursing • Organization of emergency services: physical setup, staffing, equipment and supplies, protocols, Concepts of triage and role of triage nurse • Coordination and involvement of different departments and facilities • Nursing Assessment-History and physical assessment • Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical nursing management of patient with medical and surgical Emergency • Principles of emergency management • Common Emergencies; • Respiratory Emergencies • Cardiac Emergencies • Shock and Haemorrhage • Pain • Poly-Trauma, road accidents, crush • Injuries, wound • Bites • Poisoning; Food, Gas, Drugs & chemical poisoning • Seizures • Thermal Emergencies; Heatstroke & Cold injuries • Pediatric Emergencies • Psychiatric Emergencies • Obstetrical Emergences • Violence, Abuse, Sexual assault • Cardio pulmonary Resuscitation • Crisis Intervention • Role of the nurse; Communication And inter personal Relation • Medico-legal Aspects; 	<ul style="list-style-type: none"> • Disaster management drills • Drugbook /presentation 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills with check list • Assessment of patient management problem

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
VIII	10	<ul style="list-style-type: none"> • Explain the concept and problems of aging • Describe nursing care of the elderly 	<p>Nursing care of the elderly</p> <ul style="list-style-type: none"> • Nursing Assessment-History and physical assessment • Ageing; • Demography; Myths and realities • Concepts and theories of ageing • Cognitive Aspects of Ageing • Normal biological ageing • Age related body systems changes • Psychosocial Aspects of Ageing • Medications and elderly • Stress & coping in older adults • Common Health problems & Nursing Management; • Cardiovascular, Respiratory, Musculoskeletal, • Endocrine, genito-urinary, gastrointestinal • Neurological, Skin and other Sensory organs • Psychosocial and Sexual • Abuse of elderly • Role of nurse for care of elderly: ambulation, nutritional, communicational, psychosocial and spiritual • Role of nurse for caregivers of elderly • Role of family and formal and non formal caregivers Use of aids and prosthesis (hearing aids, dentures, • Legal & Ethical Issues • Provisions and Programmes of elderly; Privileges. Community programs and health services; • Home and institutional care 	<ul style="list-style-type: none"> • Lecture discussion • Explain using Charts, graphs • Models, films, slides • Demonstration • Practice session • Case discussion/Seminar • Health education • Supervised clinical practice • Drug book /presentation • Visit to old age home 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills with check list • Assessment of patient management problem
IX	T10 P 05	<ul style="list-style-type: none"> • Describe organization of critical care units • management role of nurse in management of patients critical care units 	<p>Nursing management of patient in critical care units</p> <ul style="list-style-type: none"> • Nursing Assessment-History and • Physical assessment • Classification • Principles of critical care nursing • Organization; physical setup, Policies, staffing norms, • Protocols, equipment and supplies 	<ul style="list-style-type: none"> • Lecture discussion • Explain using Charts, graphs • Models, films, slides • Demonstration • Role plays • counseling • Practice session • Case discussion/ 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills with check list • Assessment of patient management

		<ul style="list-style-type: none"> • Special equipments; ventilators, cardiac monitors, defibrillators, • Resuscitation equipments • Infection Control protocols 	Seminar	problem
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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
			<ul style="list-style-type: none"> • Nursing management of critically ill patient; • Monitoring of critically ill patient • CPR-Advance Cardiac life support • Treatments and procedures. • Transitional care • Ethical and Legal Aspects • Communication with patient and family • Intensive care records • Crisis Intervention • Death and Dying-coping with • Drugs used in critical care unit • Nursing procedures; Monitoring of patients in, assisting in therapeutic and diagnostic procedures, CPR, ACLS 	<ul style="list-style-type: none"> • Health education • Supervised clinical practice • Drug book /presentation 	
X	8	<ul style="list-style-type: none"> • Describe the etiology, pathophysiology, clinical manifestations, assessment, diagnostic measures and management of patients with occupational and industrial health disorder 	<p>Nursing management of patients adults including elderly with occupational and industrial disorders</p> <ul style="list-style-type: none"> • Nursing Assessment-History and physical assessment • Etiology, pathophysiology, clinical manifestations, diagnosis, diagnosis, treatment modalities and medical & surgical nursing management of occupational and industrial health disorders • Role of nurse Special therapies, alternative therapies Nursing procedures Drugs used in treatment of Occupational and industrial disorders 		

Student References –

1. Black J.M. Hawk, J.H. (2005) Medical Surgical Nursing Clinical Management for Positive Outcomes. (7thed)Elsevier.
2. Brunner S. B., Suddarth D.S. The Lippincott Manual of Nursing practiceJ.B.Lippincott. Philadelphia.

Suggested references

1. Lewis, Heitkemper&Dirksen (2000) Medical Surgical Nursing Assessment and Management of Clinical Problem (6thed)Mosby.
2. Black J.M. Hawk, J.H. (2005) Medical Surgical Nursing Clinical Management for Positive Outcomes. (7thed)Elsevier.
3. . Brunner S. B., Suddarth D.S. The Lippincott Manual of Nursing practiceJ.B.Lippincott. Philadelphia.
4. Colmer R.M. (1995) Moroney's Surgery for Nurses (16thed)ELBS.
5. 5. Shah N.S. (2003) A P I textbook of Medicine, The Association of Physicians of IndiaMumbai.
6. Satoskar R.S., Bhandarkar S.D. &Rege N.N. (2003) Pharmacology and Pharmacotherapeutics (19thed) Popular Prakashan,Mumbai.
7. Phipps W.J., Long C.B. & Wood N.F. (2001) Shaffer's Medical Surgical NursingB.T.Publication Pvt. Ltd. NewDelhi.
8. 11 Haslett C., Chilvers E.R., Hunder J.A.A. &Boon, N.A. (1999)Davidson'sPrinciples and Practice of Medicine (18thed) Churchill living stone.Edinburgh.
9. 13 Walsh M. (2002) Watson's Clinical Nursing and Related Sciences (6thed) BailliereTindall Edinburgh.

PRACTICAL

Practical –270 hrs+ 60 hrs*

Areas	Duration (in wks)	Objectives Posting	Skills to be developed	Assignments	Assessment Method
ENT	1	<ul style="list-style-type: none"> provide care to patients with ENT disorders counsel and educate patient and families 	<ul style="list-style-type: none"> perform examination of ear, nose and throat Assist with diagnostic procedures Assist with therapeutic procedures Instillation of drops Perform/assist with irrigations. Apply ear bandage Perform tracheotomy care Teach patients and Families 	<ul style="list-style-type: none"> Provide care to 2-3 assigned patients Nursing care plan-1 Observation reports of OPD Maintain drug book 	<ul style="list-style-type: none"> Assess each skill with checklist Assess performance with rating scale Evaluation of observation report of OPD Completion of activity record
Ophthalmology	1	<ul style="list-style-type: none"> Provide care to patients with Eye disorders Counsel and educate patient and families 	<ul style="list-style-type: none"> Perform examination of eye Assist with diagnostic procedures Assist with therapeutic procedures Perform/assist with Irrigations. Apply eye bandage Apply eye drops/ointments Assist with foreign body removal. Teach patients and Families 	<ul style="list-style-type: none"> Provide care to 2-3 assigned patients Nursing care plan-1 Observation reports of OPD & Eye bank Maintain drug book 	<ul style="list-style-type: none"> Assess each skill with checklist Assess performance with rating scale Evaluation of observation report of OPD/Eye bank Completion of activity record
Neurology	2	<ul style="list-style-type: none"> provide care to patients with neurological disorders counsel and educate patient and families 	<ul style="list-style-type: none"> Perform Neurological Examination Use Glasgow coma scale Assist with diagnostic procedures Assist with therapeutic procedures Teach patient & families Participate in Rehabilitation program 	<ul style="list-style-type: none"> Provide care to assigned 2-3 patients with neurological disorders Case study/Case presentation-1 Maintain drug book Health Teaching-1 	<ul style="list-style-type: none"> Assess each skill with checklist Assess performance with rating scale Evaluation of case study & health Completion of activity record

Areas	Duration (in wks)	Objectives Posting	Skills to be developed	Assignments	Assessment Method
Gynecology ward	1	<ul style="list-style-type: none"> • Provide care to patients with gynecological disorders • Counsel and educate patient and families 	<ul style="list-style-type: none"> • Assist with gynecological Examination • Assist with diagnostic procedures • Assist with therapeutic procedures • Teach patients families • Teaching self Breast Examination • Assist with PAP • Smear collection. 	<ul style="list-style-type: none"> • Provide care to 2-3 assigned patients • Nursing care plan-1 • Maintain drug book 	<ul style="list-style-type: none"> • Assess each skill with checklist • Assess performance with rating scale • Evaluation of observation report of OPD/Eye bank • Completion of activity record
Burns Unit	1	Provide care	<ul style="list-style-type: none"> • Assessment of the burns patient • Percentage of burns • Degree of burns. • Fluid & electrolyte replacement therapy • Assess • Calculate • Replace • Record intake/output • Care of Burn wounds • Bathing • Dressing • Perform active & passive exercises • Practice asepsis surgical asepsis • Counsel & Teach patients and families • Participate in rehabilitation program 	<ul style="list-style-type: none"> • Provide care to 1-2 assigned patients • Nursing care plan-1 • Observation report of Burns unit 	activity record
Oncology	1	<ul style="list-style-type: none"> • provide care to patients with cancer • counsel and educate patient and families 	<ul style="list-style-type: none"> • Screen for common cancers-TNM classification • Assist with diagnostic procedures • Biopsies • Papsmear • Bone-marrow aspiration • Breast examination • Assist with • Therapeutic • Participates • Participates in various modalities of treatment 	<ul style="list-style-type: none"> • Provide care to 2-3 assigned patients • Nursing care Plan -1 • Observation report of cancer unit 	<ul style="list-style-type: none"> • Assess each skill with checklist • Assess performance with rating scale • Evaluation of Care plan and observation report • Completion of activity record

Areas	Duration (in wks)	Objectives Posting	Skills to be Developed	Assignments	Assessment Method
			<ul style="list-style-type: none"> • Chemotherapy • Radiotherapy • Painmanagement • Stomal therapy • Hormonaltherapy • Immunotherapy • Genetherapy • Alternativetherapy • Participatein palliativecare • Counsel andteach patients families 		
Critical Care unit	2	<ul style="list-style-type: none"> • provide care to critically ill patients • counseland families for grief and bereavement 	<ul style="list-style-type: none"> • Monitoring of patients inICU • Maintain flowsheet • Care of patienton ventilators • PerformEndotracheal suction • Demonstrates use of ventilators, cardiac monitorsetc. • Collect specimens and interprets ABGanalysis • Assist witharterial puncture • Maintain CVPline • Pulseoximetry • CPR-ALS • Defibrillators • Pacemakers • Bag-m askventilation • Emergencytray/ trolley-Crash Cart • Administrationof drugs infusion pump • Epidural • Intrathecal • Intracardiac • Totalparenteral therapy • Chestphysiotherapy • Perform active& passive exercise • Counsel thepatient and family in dealing with grieving and bereavement 	<ul style="list-style-type: none"> • Provide care to I assigned patient • Observation report of Critical care unit • Drugsbook. 	<ul style="list-style-type: none"> <input type="checkbox"/> Assesseach skill with checklist <input type="checkbox"/> Assess performance with rating scale <input type="checkbox"/> Evaluation of observation report <input type="checkbox"/> Completion of activity record

Areas	Duration (in wks)	Objectives Posting	Skills to be developed	Assignments	Assessment Method
Causality / emergency	1	<ul style="list-style-type: none"> • provide care to patients in emergency and disaster situation • counsel patient and families for grief and bereavement 	<ul style="list-style-type: none"> •Practice 'triage'. •Assist with assessment, examination, investigations & their interpretations, in emergency and disastersituations •Assist in documentations •Assist in legal procedures in emergency unit • Participate in managing crowd • Counsel patient and Families in grief and bereavement 	<ul style="list-style-type: none"> • Observation • Report of Emergency Unit 	<ul style="list-style-type: none"> <input type="checkbox"/> Assess Performance with rating scale <input type="checkbox"/> Evaluation of observation report <input type="checkbox"/> Completion of activity record
*Neuro ICU, 1	1	<ul style="list-style-type: none"> • Develop skill in neurological assessment . • Give care to the patient with head injury and spinal injury. • Care with chest surgery and cranial surgery. 	<ul style="list-style-type: none"> • Assess neurological status. • Implement care to head injury spinal injury patients. • Drug sheet. • Pre and postoperative care with neuro surgery patients. 	<ul style="list-style-type: none"> • Assessment for all assigned patients. • Nursing care plan-2 • Drug sheet 	<ul style="list-style-type: none"> • Record book. • Observation checklist.
*Shifted from Integrated Practices					

Internal assessment

Evaluation

Theory

Maximum marks 25

Midterm	50
Prefinal	75

Total 125

Practical

Maximum marks 50

Nursing care plan (ENT, Ophthalmology, Gynaec, Burns, Oncology)	5 x 25	125
Case presentation / case study - neuro	1 x 50	50
Health teaching	1 x 25	25
Clinical Evaluation (Neurology and critical care unit)	2 x 100	200

Internal assessment

Practical

Midterm	50
Prefinal	75

Total 525

Practical examination

University examination

Theory	Marks 75
Practical	Marks 50

Nursing care plan

- 1. Patients Biodata:** Name, address, age, sex, religion, marital status, occupation, source of health care, date of admission, provisional diagnosis, date of surgery if any
- 2. Presenting complaints:** Describe the complaints with which the patient has come to hospital
- 3. History of illness**
 - History of present illness – onset, symptoms, duration, precipitating / alleviating factors
 - History of past illness – illnesses, surgeries, allergies, immunizations, medications
 - Family history – family tree, history of illness in family members, risk factors, congenital problems, psychological problems.
- 4. Economic status:** Monthly income & expenditure on health, marital assets (own house, car, two wheeler, phone, TV etc...)
- 5. Psychological status:** ethnic background, (geographical information, cultural information) support system available.
- 6. Personal habits:** consumption of alcohol, smoking, tobacco chewing, sleep, exercise, and work elimination, nutrition.
- 7. Physical examination with date and time**
- 8. Investigations**

Date	Investigations done	Normal value	Patient value	Inference

9. Treatment

Sr. No.	Drug (pharmacological name)	Dose	Frequency/ time	Action	Side effects & drug interaction	Nursing responsibility

10. Nursing process:

Patient's name		Date			Ward		
Date	Assessment	Nursing Diagnosis	Objective	Plan of care	Implementation	Rationale	Evaluation

Discharge planning:

It should include health education and discharge planning given to patient

11. Evaluation of care

Overall evaluation, problem faced while providing care prognosis of the patient and conclusion

		Care plan evaluation
1.	History taking	03
2.	Assessment and nursing diagnosis	05
3.	Planning of care	05
4.	Implementation and evaluation	08
5.	Follow up care	02
6.	Bibliography	02

Discharge planning:

It should include health education and discharge planning given to patient

Evaluation of care

Overall evaluation, problem faced while providing care prognosis of the patient and conclusion

Evaluation format for case presentation

Sr.No.	Content	Marks
1	Assessment / Introduction	05
2	Knowledge and understanding of disease	10
3	Nursing care plan	15
4	Presentation skill	10
5	A.V. aids	05
6	Overall	
	Summary& conclusion	03
	Bibliography	02
	Total	<u>50</u>

Format for case study

Format is similar to case presentation but should be in detail

The nursing care given to the patient should be at least for 5 continuous days

Evaluation format for case study

Sr.No.	Content	Marks
1	Assessment / Introduction	05
2	Knowledge and understanding of disease	15
3	Nursing care plan	20
4	Discharge plan	05
5	Summary & evaluation	02
6	Bibliography	03
	Total	50

EVALUATION FORMAT FOR HEALTH TALK

NAME OF THE STUDENT : _____
AREA OF EXPERIENCE : _____
PERIOD OF EXPERIENCE : _____
SUPERVISOR : _____

Total 100 Marks

Scores: 5 = Excellent, 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

Sr. No.	Particular	1	2	3	4	5	Score
1	I) Planning and organization a) Formulation of attainable objectives b) Adequacy of content c) Organization of subject matter d) Current knowledge related to subject matter e) Suitable A.V. Aids II) Presentation: a) Interesting b) Clear Audible c) Adequate explanation d) Effective use of A.V. Aids e) Group Involvement f) Time Limit III) Personal qualities: a) Self confidence b) Personal appearance c) Language d) Mannerism e) Self awareness of strong & weak points IV) Feed back: a) Recapitulation b) Effectiveness c) Group response V) Submits assignment on time						

* 100 marks will be converted into 25

CLINICAL EVALUATION PROFORMA

NAME OF THE STUDENT : _____

YEAR : _____

AREA OF CLINICAL EXPERIENCE : _____

DURATION OF POSTING IN WEEKS: _____

NAME OF THE SUPERVISOR : _____

Total Marks :- 100

Scores:- 5 = Excellent, 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

SR NO	EVALUATION CRITERIA	Grades				
		5	4	3	2	1
I	Personal & Professional behavior					
1	Wears clean & neat uniform and well groomed.					
2	Arrives and leaves punctually					
3	Demonstrates understanding of the need for quietness in speech & manner & protects the patient from undue notice.					
4	Is notably poised and effective even in situations of stress					
5	Influential & displaced persuasive assertive leadership behaviour					
II	Attitude to Co-workers and patients					
6	Works well as member of nursing team					
7	Gives assistance to other in clinical situations					
8	Understands the patient as an individual					
9	Shows skills in gaining the confidence & co-operation of patients and relatives, tactful and considerate.					
IV	Application of knowledge					
10	Possess sound knowledge of medical surgical conditions.					
11	Has sound knowledge of scientific principles					
12	Able to correlate theory with practice					
13	Has knowledge of current treatment modalities inclusive of medicine, surgery, pharmacology and dietetics.					
14	Takes interest in new learning from current literature & seeks help from resourceful people.					

SR NO	EVALUATION CRITERIA	Grades				
		5	4	3	2	1
V	Quality of clinical skill					
15	Identifies problems & sets priorities and grasps essentials while performing duties					
16	Applies principles in carrying out procedures & carries out duties promptly.					
17	Has technical competence in performing nursing procedures.					
18	Resourceful and practices economy of time material and energy.					
19	Observes carefully, reports & records signs & symptoms & other relevant information					
20	Uses opportunities to give health education to patients & relatives					
TOTAL						

Grade

Excellent=	=	80-100 %
Very good	=	70 –79 %
Good	=	60 – 69 %
Satisfactory	=	50- 59 %
Poor	=	Below 50 %

Remarks for improvement:

Student's Remark:

Signature of the student

Signature of the teacher

**Maharashtra University of Health
Sciences External Practical
Evaluation Guidelines
III Basic B.Sc Nursing**

Subject:-Medical SurgicalNursingII 50Marks

InternalExaminer	25Marks
Nursing Procedure (15 marks)	
<i>PlanningandOrganizing</i>	5marks
• Preparationoftray	3
• Environment	1
• Preparationof patient	1
<i>ExecutionofProcedure</i>	7marks
• Appliesscientific principles	3
• Proficiencyinskill	3
• Ensuressequentialorder	1
<i>Terminationofprocedure</i>	3marks
• Makespatientcomfortable	1
• Reports& Records	1
• After careof articles	1
Viva(10Marks)	10marks
• Knowledge about common medicalsurgicalconditions- (ENT, eye, neurological, Reproductive System)	4
• Nursing Care ofElderly persons	2
• Preparation of variousdiagnosticprocedures	2
• Instrumentsandarticles	2
ExternalExaminer	25Marks
Nursing Process(15Marks)	15marks
• Assessment	3
• NursingDiagnosis	2
• Goal	1
• Outcomecriteria	1
• Nursingintervention	3
• Rationale	2
• Evaluation	1
• Nursesnotes	2
Viva(10Marks)	10marks
• Knowledge about common medicalsurgicalconditions (Burns, Reconstructive and cosmetic surgery, Oncological conditions)	4
• Care of Patients in CriticalCareUnit	2
• OccupationalDisorders	2
• Drugs	2

**MEDICAL SURGICAL NURSING-II PRACTICAL
EXAMINATION PRACTICAL / ORAL
MARK LIST**

NAME OF THE EXAMINATION: MEDICAL

SURGICAL -II PRACTICALS MONTH: YEAR:

SECOND YEAR Basic B. Sc NURSING: MARKS :

**50 SUBJECT : MEDICAL SURGICAL NURSING –
I PRACTICALS**

CENTRE :

Roll No	Internal Examiner		External Examiner		Total	Total
	Procedure	Viva voce	Nursing process	Viva voce		
	15	10	15	10	50	25

Signature of the Internal Examiner

Signature of the External

Examiner Date:

Date:

MENTAL HEALTH NURSING

Placement: Third year

Time: Theory –120hours

Practical – 270 Hours+45* Hrs of Internship (Integrated Practice)

Course Description:

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

Specific objectives: At the end of the course student will be able to:

1. Understand the historical development and current trends in mental health nursing.
2. Comprehend and apply principles of psychiatric nursing in clinical practice.
3. Understand the etiology, psychodynamics and management of psychiatric disorders.
4. Develop competency in assessment, therapeutic communication and assisting with various treatment modalities.
5. Understand and accept psychiatric patient as an individual and develop a deeper insight into her own attitudes and emotional reactions.
6. Develop skill in providing comprehensive care to various kinds of psychiatric patients.
7. Develop understanding regarding psychiatric emergencies and crisis interventions.
8. Understand the importance of community health nursing in psychiatry.

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activity	Assessment Method
1	5	<ul style="list-style-type: none"> • Describes the historical development & current trends in mental health nursing • Describe the epidemiology of mental health problems • Describe the National Mental Health Act, programmes and mental health policy. • Discusses the scope of mental health nursing • Describe the concept of normal & abnormal behaviour 	<p>Introduction</p> <ul style="list-style-type: none"> • Perspectives of Mental Health and Mental Health Nursing : evolution of mental health services, treatments and nursing practices. • Prevalence and incidence of mental health problems and disorders. • Mental Health Act • National Mental health policy vis a vis National Health Policy. • National Mental Health programme. • Mental health team. • Nature and scope of mental health nursing. • Role and functions of mental health nurse in various settings and factors affecting the level of nursing practice • Concepts of normal and abnormal behaviour. 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Objective type • Short answer • Assessment of the field visit reports

2	5	<ul style="list-style-type: none"> • Defines the various terms used in mental health Nursing. • Explains the classification of mental disorders. • Explain psychodynamics of maladaptive behaviour. • Discuss the etiological factors, psychopathology of mental disorders. • Explain the Principles and standards of Mental Health Nursing. • Describe the conceptual models of mental health nursing. 	<p>Principles and Concepts of Mental Health Nursing</p> <ul style="list-style-type: none"> • Definition : mental health nursing and terminology used • Classification of mental disorders: ICD. • Review of personality development, defense mechanisms. • Maladaptive behaviour of individuals and groups: stress, crises and disaster(s). • Etiology: bio-psycho-social factors. • Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal neuro transmission. • Principles of Mental health Nursing. • Standards of Mental health Nursing practice. • Conceptual models and the role of nurse : <ol style="list-style-type: none"> 1. Existential Model. 2. Psycho-analytical models. 3. Behavioral; models. 4. Interpersonal model. 	<ul style="list-style-type: none"> • Lecture discussion • Explain using Charts. • Review of personality development. 	<ul style="list-style-type: none"> • Essay type • Short answer. • Objective type
3	8	<ul style="list-style-type: none"> • Describe nature, purpose and process of assessment of mental health status 	<p>Assessment of mental health status.</p> <ul style="list-style-type: none"> • History taking. • Mental status examination. • Mini mental status examination. • Neurological examination: Review. • Investigations: Related Blood chemistry, EEG, CT & MRI. • Psychological tests Role and responsibilities of nurse. 	<ul style="list-style-type: none"> • Lecture Discussion • Demonstration • Practice session • Clinical practice 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of skills with check list.
4	6	<ul style="list-style-type: none"> • Identify therapeutic communication techniques • Describe therapeutic relationship. 	<p>Therapeutic communication and nurse-patient relationship</p> <ul style="list-style-type: none"> • Therapeutic communication: types, techniques, characteristics 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration • Role play • Process 	<ul style="list-style-type: none"> • Short answer • Objective type

		<ul style="list-style-type: none"> Describe therapeutic impasse and its intervention. 	<ul style="list-style-type: none"> Types of relationship, Ethics and responsibilities Elements of nurse patient contract Review of technique of IPR- Johari Window Goals, phases, tasks, therapeutic techniques. Therapeutic impasse and its intervention 	recording	
5	14	<ul style="list-style-type: none"> Explain treatment modalities and therapies used in mental disorders and role of the nurse. 	<p>Treatment modalities and therapies used in mental disorders.</p> <ul style="list-style-type: none"> Psycho Pharmacology Psychological therapies : Therapeutic community, psycho therapy – Individual : psycho-analytical, cognitive & supportive, family, Group, Behavioral, Play Psycho-drama, Music, Dance, Recreational and Light therapy, Relaxation therapies : Yoga, Meditation, bio feedback. Alternative systems of medicine. Psychosocial rehabilitation process Occupational therapy. Physical Therapy: electro convulsive therapy. Geriatric considerations Role of nurse in above therapies. 	<ul style="list-style-type: none"> Lecture discussion Demonstration Group work. Practice session Clinical practice. 	<ul style="list-style-type: none"> Essay type Short answers Objective type
6	5	<ul style="list-style-type: none"> Describe the etiology, psychopathology clinical manifestations, diagnostic criteria and management of patients with Schizophrenia, and other psychotic disorders Geriatric considerations Follow-up and home care and rehabilitation. 	<ul style="list-style-type: none"> Nursing management of patient with Schizophrenia, and other psychotic disorders Classification : ICD Etiology, psychopathology, types, clinical manifestations, diagnosis Nursing Assessment- History, Physical and mental assessment. Treatment modalities and nursing management of patients with Schizophrenia and other psychotic disorders Geriatric considerations 	<ul style="list-style-type: none"> Lecture discussion Case discussion Case presentation Clinical practice 	<ul style="list-style-type: none"> Essay type Short answers Assessment of patient management problems

			<ul style="list-style-type: none"> Follow – up and home care and rehabilitation 		
7	5	<ul style="list-style-type: none"> Describe the etiology, psychopathology clinical manifestations, diagnostic criteria and management of patients with mood disorders. 	<p>Nursing management of patient with mood disorders</p> <ul style="list-style-type: none"> Mood disorders : Bipolar affective disorder, Mania depression and dysthymia etc. Etiology, psychopathology, clinical manifestations, diagnosis. Nursing Assessment-History, Physical and mental assessment. Treatment modalities and nursing management of patients with mood disorders Geriatric considerations Follow-up and home care and rehabilitation 	<ul style="list-style-type: none"> Lecture discussion Case discussion Case presentation Clinical practice 	<ul style="list-style-type: none"> Essay type Short answers Assessment of patient management problems
8	8	<ul style="list-style-type: none"> Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with neurotic, stress related and somatization disorders. 	<p>Nursing management of patient with neurotic, stress related and somatization disorders</p> <ul style="list-style-type: none"> Anxiety disorder, Phobias, Dissociation and Conversion disorder, Obsessive compulsive disorder, somatoform disorders, Post traumatic stress disorder. Etiology, psychopathology, clinical manifestations, diagnosis Nursing Assessment-History, Physical and mental assessment Treatment modalities and nursing management of patients with neurotic, stress related and somatization disorders. Geriatric considerations Follow-up and home care and rehabilitation 	<ul style="list-style-type: none"> Lecture discussion Case discussion Case presentation Clinical practice 	<ul style="list-style-type: none"> Essay type Short answers Assessment of patient management problems

9	5	<ul style="list-style-type: none"> Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with substance use disorders 	<p>Nursing management of patient with substance use disorders</p> <ul style="list-style-type: none"> Commonly used psychotropic substance : Classification, forms, routes, action, intoxication and withdrawal Etiology of dependence: tolerance, psychological and physical dependence, withdrawal syndrome, diagnosis, Nursing Assessment- History, Physical, mental assessment and drug assay Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction) and nursing management of patients with substance use disorders. Geriatric considerations Follow-up and home care and rehabilitation. 	<ul style="list-style-type: none"> Lecture discussion Case discussion Case presentation Clinical practice 	<ul style="list-style-type: none"> Essay type Short answers Assessment of patient management problems
10	4	<ul style="list-style-type: none"> Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with personality, Sexual and Eating disorders 	<p>Nursing management of patient with Personality, Sexual and Eating disorders</p> <ul style="list-style-type: none"> Classification of disorders Etiology, psycho-pathology, characteristics, diagnosis, Nursing Assessment – History, Physical and mental assessment. Treatment modalities and nursing management of patients with Personality, Sexual and Eating disorders Geriatric considerations Follow-up and home care and rehabilitation 	<ul style="list-style-type: none"> Lecture discussion Case discussion Case presentation Clinical practice 	<ul style="list-style-type: none"> Essay type Short answers Assessment of patient management problems
11	6	<ul style="list-style-type: none"> Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of childhood and adolescent including mental deficiency 	<p>Nursing management of childhood and adolescent disorders including mental deficiency</p> <ul style="list-style-type: none"> Classification Etiology, psychopathology, characteristics, diagnosis Nursing Assessment- History, Physical, mental and IQ assessment Treatment modalities and 	<ul style="list-style-type: none"> Lecture discussion Case discussion Case presentation Clinical practice 	<ul style="list-style-type: none"> Essay type Short answers Assessment of patient management problems

			<p>nursing management of childhood disorders including mental deficiency</p> <ul style="list-style-type: none"> • Follow-up and home care and rehabilitation 		
12	5	<ul style="list-style-type: none"> • Describe the etiology psychopathology, clinical manifestations, diagnostic criteria and management of organic brain disorders 	<p>Nursing management of organic brain disorders</p> <ul style="list-style-type: none"> • Classification: ICD? • Etiology, psycho-pathology, clinical features, diagnosis and Differential diagnosis (parkinsons and alzheimers) • Nursing Assessment- History, Physical, mental and neurological assessment • Treatment modalities and nursing management of organic brain disorders • Geriatric considerations • Follow-up and home care and rehabilitation 	<ul style="list-style-type: none"> • Lecture discussion • Case discussion • Care presentation • Clinical practice 	<ul style="list-style-type: none"> • Essay type • Short answers • Assessment of patient management problems
13	6	<ul style="list-style-type: none"> • Identify psychiatric emergencies and carry out crisis intervention 	<p>Psychiatric emergencies and crisis intervention</p> <ul style="list-style-type: none"> • Types of psychiatric emergencies and their management • Stress adaptation Model: stress and stressor, coping, resources and mechanism • Grief : Theories of grieving process, principles, techniques of counseling • Types of crisis • Crisis Intervention: Principles, Techniques and Process • Geriatric considerations Role and responsibilities of nurse 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration • Practice session • Clinical practice 	<ul style="list-style-type: none"> • Short answers • Objective type
14	4	<ul style="list-style-type: none"> • Explain legal aspects applied in mental health settings and role of the nurse 	<p>Legal issues in Mental Health Nursing</p> <ul style="list-style-type: none"> • The Mental Health Act 1987: Act, Sections, Articles and their implications etc. • Indian lunacy Act. 1912 • Rights of mentally, ill clients • Forensic psychiatry • Acts related to narcotic and psychotropic substances and illegal drug trafficking 	<ul style="list-style-type: none"> • Lecture discussion • Case discussion 	<ul style="list-style-type: none"> • Short answers • Objective type

			<ul style="list-style-type: none"> • Admission and discharge procedures • Role and responsibilities of nurse 		
15	4	<ul style="list-style-type: none"> • Describe the model of preventive psychiatry • Describe Community Mental health services and role of the nurse 	<p>Community Mental Health Nursing</p> <ul style="list-style-type: none"> • Development of Community Mental Health Services: • National Mental Health Programme • Institutionalization Versus Deinstitutionalization • Model of Preventive psychiatry :Levels of Prevention • Mental Health Services available at the primary, secondary, tertiary levels including rehabilitation and Role of nurse • Mental Health Agencies: Government and voluntary, National and International • Mental health nursing issues for special populations: Children, Adolescence, Women, Elderly, Victims of violence and abuse, Handicapped, HIV/AIDS etc. 	<ul style="list-style-type: none"> • Lecture discussion • Clinical/field practice • Field visits to mental health service agencies 	<ul style="list-style-type: none"> • Short answers • Objective type • Assessment of the field visit reports

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1. Gail Wiscars Stuart.Michele T. Laraia. "Principles and practice of psychiatric nursing", 8th edition, , Elseveir, India Pvt.Ltd. New Delhi 2005
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11. Kathernic M. Fort in ash, Psychiatric Nursing Care plans, Mossby Year book. Toronto
12. Sheila M. Sparks, CynthiaM. Jalor, Nursing Diagnosis reference manual 5th edition, , Spring house, Corporation Pennsychiram's
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14. R. Baby, Psychiatric Nursing N.R. Brothers, Indore, 1st edition 2001.
15. Varghese Mary, Essential of psychiatric & mental health nursing,
16. Foundations Journals of mental health nursing
17. American Journal of Psychiatry
18. Deborah Antai Otoing. "Psychiatric Nursing" Biological and behavioral concepts. Thomson. Singapore 2003
19. Mary Ann Boyd. "Psychiatric Nursing". Contemporary practice. Lippincott. Williams and Wilkins. Tokyo.

Internet Resources –

1. Internet Gateway : Psychology_
<http://www.lib.uiowa.edu/gw/psych/index.html>
2. Psychoanalytic studies_
<http://www.shef.ac.uk~psyc/psastud/index.html>
3. Psychaitric Times_
<http://www.mhsource.com.psychiatrictimes.html>
4. Self-help Group sourcebook online
<http://www.cmhe.com/selfhelp>
5. National Rehabilitation Information center
<http://www.nariic.com/naric>
6. Centre for Mental Health Services
<http://www.samhsaa.gov/cmhs.htm>
7. Knowledge Exchange Network
<http://www.mentalheaalth.org/>
8. Communication skills_
<http://www.personal.u-net.com/osl/m263.htm>
9. Lifeskills Resource center
<http://www.rpeurifooy.com>
10. Mental Health Net
<http://www.cmhe.com>

MENTAL HEALTH NURSING – PRACTICAL

Placement : Third Year

Time : Practical – 270 hours (9 weeks)

Areas	Durati on (in week)	Objectives	Skills	Assignments	Assessment Methods
Psychiatric OPD	1	<ul style="list-style-type: none"> Assess patients with mental health problems Observe and assist in therapies Counsel and educate patient, and families 	<ul style="list-style-type: none"> History taking Perform mental status examination (MSE) Assist in Psychometric assessment Perform Neurological examination Observe and assist in therapies Teach patients and family members 	<ul style="list-style-type: none"> History taking and Mental status examination-2 Health education-1 Observation report of OPD 	<ul style="list-style-type: none"> Assess performance with rating scale Assess each skill with checklist Evaluation of health education Assessment of observation report Completion of activity record.
Child Guidance clinic	1	<ul style="list-style-type: none"> Assessment of children with various mental health problems Counsel and educate children, families and significant others 	<ul style="list-style-type: none"> History taking Assist in psychometric assessment Observe and assist in various therapies Teach family and significant others 	<ul style="list-style-type: none"> Case work – 1 Observation report of different therapies -1 	<ul style="list-style-type: none"> Assess performance with rating scale Assess each skill with checklist Evaluation of the observation report
Inpatient ward	6	<ul style="list-style-type: none"> Assess patients with mental health problems To provide nursing care for patients with various mental health problems Assist in various therapies Counsel and educate patients, families and significant 	<ul style="list-style-type: none"> History taking Perform mental status examination (MSE) Perform Neurological examination Assist in psychometric assessment Record therapeutic communication Administer medications Assist in Electro-convulsive Therapy (ECT) 	<ul style="list-style-type: none"> Give care to 2-3 patients with various mental disorders Case study-1 Care plan-2(based on nursing process) Clinical presentation I Process recording 1 Maintain drug book 	<ul style="list-style-type: none"> Assess performance with rating scale Assess each skill with checklist Evaluation of the case study care plan, clinical presentatio, process recording Completion of activity record.

		others	<ul style="list-style-type: none"> • Participate in all therapies • Prepare patients for Activities of Daily living (ADL) • Conduct admission and discharge counseling • Counsel and teach patients and families 		
Community psychiatry	1	<ul style="list-style-type: none"> • To identify patients with various mental disorders • To motivate patients for early treatment and follow up • To assist in follow up clinic • Counsel and educate patient, family and community 	<ul style="list-style-type: none"> • Conduct case work • Identify individuals with mental health problems • Assists in mental health camps and clinics • Counsel and Teach family members, patients and community 	<ul style="list-style-type: none"> • Case work – 1 • Observation report on field visits 	<ul style="list-style-type: none"> • Assess performance with rating scale • Evaluation of case work and observation report • Completion of activity record

* Practical- 1 weeks- (50 hours)

Area	Duration	Objective	Skills	Assignments	Assessment
Psychiatry ward	1 weeks	Provide comprehensive care to patients with mental health problems	Integrated Practice	<ul style="list-style-type: none"> • Journal presentation 	Assess clinical performance with rating scale

***Shifted from Integrated Practice**

Evaluation

Evaluation

Internal assessment

Theory

Maximum marks 25

Midterm

50

Prefinal

75

Total 125

Practical

Maximum marks 50

Nursing care plan

2 x 25

50

Case presentation

1 x 50

50

Case study

1 x 50

50

Health teaching

1 x 25

25

History taking & mental status examination
& process recording

2 x 50

100

Observation report of various therapies in psychiatry

1 x 25

25

Clinical Evaluation

2 x 100

200

Total marks

500

Practical examination

mid term

50

prefinal

50

(600)

Total mark

100

University examination

Theory

75

Practical

50

NURSING CARE PLAN

1. **Patients Biodata:** Name, sex, bed No., hosp Reg. No, marital status, religion, literacy, language, nationality, identification mark, address, date of admission, method of admission, date of discharge, duration of hospitalization, final diagnosis, informant.
Presenting complaints: Describe the complaints with which the patient has come to hospital
2. **History of illness:** This includes the following data such as presenting complaints with duration, history of presenting complaints, past history of illness, personal history, legal history, family history, personality (Personality prior to illness)
3. **History of present illness** – onset, symptoms, duration, precipitating / alleviating factors nature of problem, associated problems (disturbance in sleep, appetite, wt), effect of present illness on ADL, patients understanding regarding present problem

History of past illness – illnesses, surgeries, allergies, immunizations, medications, history of past hospitalization for psychiatric illness, any complication e.g. suicidal attempt, completeness of recovery.

Personal history: Birth, early development, educational, occupational, menstrual, sexual, marital, religious, social activity, interests and hobbies.

Legal history: any arrest imprisonment, divorce etc...

Family history – family tree, type of family, parental history, occupation, history of illness in family members, risk factors, congenital problems, psychological problems, family dynamics, family events (initiating and exacerbating illness)

Personality history: personality traits, habits, hobbies, interest, belief, attitudes, social relationship, coping resources, alcohol or drug use, any criminal record.

4 Mental status examination with conclusion

5. Investigations

Date	Investigations done	Normal value	Patient value	Inference

6. Treatment

SN	Drug (Pharmacological name)	Dose	Frequency/ Time	Action	Side effects & drug interaction	Nursing responsibility

Other modalities of treatment in detail

7. Nursing process:

Patients name		Date			Ward		
Date	Assessment	Nursing Diagnosis	Objective	Plan of care	Implementa – tion	Rationale	Evaluation

Discharge planning:

It should include health education and discharge planning given to patient

8. Evaluation of care

Overall evaluation, problem faced while providing care prognosis of the patient and conclusion

Care plan evaluation

EVALUATION CRITERIA FOR NURSING CARE PLAN –

S.No.	Topic	Max Marks
1.	History	05
2.	M.S.E. & Diagnosis	05
3.	Management & Nursing. Process	10
4.	Discharge planning and evaluation	03
5.	Bibliography	02
TOTAL		25

FORMAT FOR CASE PRESENTATION

1. Patients Biodata: Name, sex, bed No., hosp Reg. No, marital status, religion, literacy, language, nationality, identification mark, address, date of admission, method of admission, date of discharge, duration of hospitalization, final diagnosis, informant.

2. Presenting complaints: Describe the complaints with which the patient has come to hospital

3. History of illness: This includes the following data such as presenting complaints with duration, history of presenting complaints, past history of illness, personal history, legal history, family history, personality (Personality prior to illness)

a. History of present illness – onset, symptoms, duration, precipitating / alleviating factors nature of problem, associated problems (disturbance in sleep, appetite, wt), effect of present illness on ADL, patients understanding regarding present problem

b. History of past illness – illnesses, surgeries, allergies, immunizations, medications, history of past hospitalization for psychiatric illness, any complication e.g. suicidal attempt, completeness of recovery.

c. Personal history: Birth, early development, educational, occupational, menstrual, sexual, marital, religious, social activity, interests and hobbies.

d. Legal history: any arrest imprisonment, divorce etc...

e. Family history – family tree, type of family, parental history, occupation, history of illness in family members, risk factors, congenital problems, psychological problems, family dynamics, family events (initiating and exacerbating illness)

f. Personality history: personality traits, habits, hobbies, interest, belief, attitudes, social relationship, coping resources, alcohol or drug use, any criminal record.

4. Mental status examination with conclusion

5. Description of disease

Definition, etiology, risk factors, clinical features, management and nursing care
Clinical features of the disease condition

Clinical features present in the book	Description of clinical features of patient	Pathophysiology

6. Investigations

Date	Investigations done	Normal value	Patient value	Inference

7. Treatment

SN	Drug (Pharmacological name)	Dose	Frequency/ time	Action	Side effects & drug interaction	Nursing responsibility

Other modalities of treatment in detail

8. Nursing process:

Patients name		Date		Ward			
Date	Assessment	Nursing Diagnosis	Objective	Plan of care	Implementa -tion	Rationale	Evaluation

Discharge planning:

It should include health education and discharge planning given to patient

9. Evaluation of care

Overall evaluation, problem faced while providing care prognosis of the patient and conclusion

EVALUATION CRITERIA FOR CASE PRESENTATION –

S.No.	Topic	Max Marks
1.	Orientation of History	10
2.	M.S.E.	10
3.	Summarization & Formulation of diagnosis	10
4.	Management & evaluation of care	10
5.	Style of presentation	05
6.	Bibliography	05
TOTAL		50

Format for case study

Format is similar to case presentation but should be in detail

The nursing care given to the patient should be at least for 5 continuous days

Evaluation format for case study

Sr.No.	Content	Marks
1	History & MSE	10
2	Knowledge and understanding of disease	15
3	Nursing care plan	20
4	Discharge plan & evaluation	02
5	Bibliography	03
Total		50

EVALUATION FORMAT FOR HEALTH TALK

NAME OF THE STUDENT : _____

AREA OF EXPERIENCE : _____

PERIOD OF EXPERIENCE : _____

SUPERVISOR : _____

Total 100 Marks

Scores: 5 = Excellent, 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

Sr. No.	Particular	1	2	3	4	5	Score
1	I) Planning and organization a) Formulation of attainable objectives b) Adequacy of content c) Organization of subject matter d) Current knowledge related to subject Matter e) Suitable A.V. Aids II) Presentation: a) Interesting b) Clear Audible c) Adequate explanation d) Effective use of A.V. Aids e) Group Involvement f) Time Limit III) Personal qualities: a) Self confidence b) Personal appearance c) Language d) Mannerism e) Self awareness of strong & weak points IV) Feed back: a) Recapitulation b) Effectiveness c) Group response V) Submits assignment on time						

* 100 marks will be converted into 25

FORMAT FOR PSYCHIATRIC CASE HISTORY MENTAL STATUS EXAMINATION & PROCESS RECORDING

PSYCHIATRIC CASE HISTORY

- Biodata of the Patient
- Informant
- Reability
- Reason for referral
- Chief complaints with duration
- History of present illness
- History of past illness
- Family history of illness
 - a. Family history

(Draw family tree, write about each family members & relations with patient mention any history of mental illness, epilepsy renouncing the world.)

- b. Socio-economic data
- Personal History
 - 1. Prenatal and perinatal
 - 2. Early Childhood
 - 3. Middle Childhood
 - 4. Late childhood
 - 5. Adulthood
- b. Education History
 - c. Occupational History
 - d. Marital History
 - e. Sexual History
 - f. Religion
 - g. Social activity, interests and hobbies.

- Pre-morbid personality
- Physical examination
- Diagnosis & identification of psychosocial stressors

EVALUATION CRITERIA FOR PSYCLATRIC CASE HISTORY-

S.No.	Topic	Max Marks
1.	Format	02
2.	Organisation of history of present illness	05
3.	Past History of illness	03
4.	Family history of illness	03
5.	Pre morbid personality	03
6.	Examination	02
7.	Diagnosis	02
TOTAL		20

Mental Status Examination

1. General Appearance & behaviour & grooming:
 - LOC- Conscious/ semiconscious/ unconscious
 - Body Built- Thin
 - Moderate
 - Obese
 - Hygiene- Good
 - Fair
 - Poor
 - Dress- Proper/clean
 - According to the season
 - Poor-Untidy, Eccentric, Inappropriate.
 - Hair- Good Combined in position.
 - Fair
 - Poor
 - Disheveled
 - Facial expression-
 - Anxious
 - Depressed
 - Not interested
 - Sad looking
 - Calm
 - Quiet
 - Happy
 - Healthy/Sickly
 - Maintains eye contact
 - Young / Old
 - Any other
2. Attitude:-

Cooperative	Seductive
Friendly (mania)	1. Attention seeking
Trustful (mania)	2. Dramatic
Attentive	3. Emotional
Interested	Evasive
Negativistic	Defensive
Resistive	Guarded) Paranoia
Non-caring	
Any other	
3. Posture:-
 - Good – Straight/proper
 - Relaxed
 - Rigid/Tense/Unsteady
 - Bizarre Position
 - Improper – Explain
4. Gait, Carriage & Psychomotor activities:-
 - Walks straight / coordinated movements
 - Uncoordinated movements
 - Mannerism / Stereotypes / Echolatics
 - Purposeless/hyperactivity/aimless/purposeless activity
 - Hypo activity/Tremors/Dystonia
 - Any other

5. Mood and affect:-

Mood- Pervasive & sustained emotions that colours the person's perception of the world

Range of mood: Adequate
Inadequate
Constricted
Blunt (sp)
Labile
(Frequent changes)

Affect: Emotional state of mind, person's present emotional response.

Congruent / In congruent

Relevance/Irrelevant

Appropriateness-according to situations

Inappropriate- Excited

Not responding

Sad

Withdrawn

Depressed

Any other

6. Stability & range of mood:

Extreme

Normal

Any other

7. Voice & speech / stream of talk:

Language- Written

Spoken

Intensity- Above normal

Normal

Below normal

Quantity-Above normal

Normal

Below normal

Quality- Appropriate

Inappropriate

Rate of production:- Appropriate / Inappropriate

Relevance- Relevant / Irrelevant

Reaction time-Immediate / Delayed

Vocabulary- Good / Fair /Poor

Rate, quality, amount and form:- under pressure, retarded, blocked, relevant, logical, coherent, concise, illogical, disorganized, flight of ideas, neologisms, word salad. Circumstantialities, Rhyming, punning, loud. Whispered. Screaming etc.

8. Perception:-

The way we perceive our environment with senses

Normal/Abnormal

A) Illusion:- misinterpretation of perception

B) Hallucination:- False perception in absence of stimuli.

1. Visual-not in psychiatric – Organic Brain Disorder.

2. Auditory

a. Single

b. Conversation

c. Command

3. Kinaesthetic hallucinations: Feeling movement when none occurs.

C) Depersonalization and derealization

d) Other abnormal perceptions

Déjà vu/Deja pense/Deja entendu/Deja raconte/Deja eprouve/
Deja fait/Jamais

9. Thought process / thinking

At formation level-

At content – continuity / lack of continuity

I. At progress level / stream

a. Disorders of Tempo

* Schizophrenia talking-Epilepsy

- Loose association

- Thought block

- Flight of ideas

* Circumstantial talking – Epilepsy

* Tangential-taking without any conclusion

* Neologism – New words invented by patients.

* Incoherence

b. Disorders of continuity

* Perseveration:- Repetition of the same words over and over again.

* Blocking:- Thinking process stops altogether.

* Echolalia: - Repetition of the interviewer's word like a parrot.

II. Possession and control

* Obsessions: - Persistent occurrence of ideas, thoughts, images, impulses or phobias.

* Phobias: - Persistent, excessive, irrational fear about a real or an imaginary object, place or a situation.

* Thought alienation:- The patient thinks that others are participating in his thinking.

* Suicidal/homicidal thoughts.

III. Content:-

* Primary Delusion:- Fixed unshakable false beliefs, and they cannot be explained on the basis of reality.

* Delusional mood

* Delusional perception

* Sudden delusional ideas

* Secondary delusion

Content of Delusions:-

- Persecution.
- Self reference
- Innocence
- Grandiosity
- Ill health or Somatic function
- Guilt
- Nihilism
- Poverty
- Love or erotomania
- Jealousy or infidelity

10. Judgement:-

According to the situation

e.g.(If one inmate accidentally falls in a well and you do)

11. Insight:-

- Awareness
- Reason for hospitalization
- Accepts / Not accepts / Accepts fees treatment not required
- Types - Intellectual-awareness at mental level
 - Emotional – aware and accepts
- Duration

12. Orientation:-

- Oriented to – time
- Place
- Person

13. Memory:-

- Fairs / Festival
- Surrounding environment
- PM of country
- CM of state

15. Attention:-

- Normal
- Moderate
- Poor attention
- Any other

16. Concentration:-

- Good
- Fair
- Poor
- Any other

17. Special points:-

- Bowel & bladder habits
- Appetite
- Sleep
- Libido
- Any other

Instructions for filling the MSE format:

1. Tick wherever relevant
2. Write brief observations wherever relevant
3. Based on the observations make the final conclusion

EVALUATION CRITERIA FOR M.S.E.

S.NO	TOPIC	MAX MARKS
1.	Format	01
2.	Content (Administration of test and inference)	06
3.	Examination skill	02
4.	Bibliography	01
TOTAL		10

EVALUATION FORMAT PROCESS RECORDING

1. Identification data of the patient.
2. Presenting Complaints
 - a. According to patient
 - b. According to relative
3. History of presenting complaints
4. Aims and objectives of interview
 - a. Patients point of view
 - b. Students point of view

5. 1st Interview

Date

Time

Duration

Specific objective

Sr.No.	Participants	Conversation	Inference	Technique used

6. Summary
 - Summary of inferences
 - Introspection
 - Interview techniques used: Therapeutic/Non therapeutic
7. Over all presentation & understanding.
8. Termination.

Evaluation format of process recording

History taking	02
Interview technique	03
Inferences drawn from interview	03
Overall understanding	02

Total marks 10

Observation report of various therapies

ECT CARE STUDY

Select a patient who has to get electro convulsive therapy

Preparation of articles for ECT

Preparation of physical set up

- Waiting room
- ECT room
- Recovery room

Preparation of patient prior to ECT

Helping the patient to undergo ECT

Care of patient after ECT

Recording of care of patient after ECT

ECT Chart –

Name –
Diagnosis –
Age –
Sex –
Bed No. –
TPR/BP –
Time of ECT –
Patient received back at –

Time	Pulse	Respiration	Blood pressure	Level of Consciousness	Remarks

OBSERVATION REPORT – GROUP THERAPY

(Can be written in the form of report)

1. Name of the Hospital –
2. Ward No. –
3. No. of patients in the ward –
4. No. of male patients in the ward –
5. No. of female patients in the ward –
6. No. of patients for group therapy
7. Objectives of group therapy –
8. Size of the group –
9. Diagnosis of patients in the group –
10. Heterogenous group –
11. Homogenous group –
12. Procedure followed –
 - a. Introduction
 - b. Physical set up
 - c. Maintenance of confidentiality & privacy
13. Content of group therapy –
14. Summary of group therapy –
15. Remarks –

Evaluation criteria for group therapy

Introduction to therapy	02
Purposes of therapy	03
Preparation for therapy	05
Care during therapy	05
Care after therapy	05
Recording	05

Total 25

CLINICAL POSTING EVALUATION

Name of the student : _____

Year : _____

Area of clinical experience : _____

Duration of posting in weeks : _____

Name of the supervisor : _____

Total Marks: - 100

Scores:- 5 = excellent , 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

SN	EVALUATION CRITERIA	Grades				
		5	4	3	2	1
I	<p>Understanding of patient as a person</p> <p>A] Approach</p> <p>1] Rapport with patient (family)relatives</p> <p>2] Has she collected all information regarding the patient/family.</p> <p>B] Understanding patients health problems</p> <p>1] Knowledge about the disease of patient</p> <p>2] Knowledge about investigations done for disease.</p> <p>3] Knowledge about treatment given to patient</p> <p>4] Knowledge about progress of patients</p>					
II	<p>Planning care.</p> <p>1] Correct observation of patient</p> <p>2] Assessment of the condition of patient</p> <p>3] Identification of the patients needs</p> <p>4] Individualization of planning to meet specific health needs of the patient.</p> <p>5] Identification of priorities</p>					
III	<p>Teaching skill.</p> <p>1] Economical and safe adaptation to the situation available facilities</p> <p>2] Implements the procedure with skill/speed, completeness.</p> <p>3] Scientific knowledge about the procedure.</p>					
IV	<p>Health talk</p> <p>1] Incidental/planned teaching (Implements teaching principles)</p> <p>2] Uses visual aids appropriately</p>					
V	<p>Personality</p> <p>1] Professional appearance (Uniform, dignity, helpfulness, interpersonal relationship, punctuality, etc.)</p> <p>2] Sincerity, honesty, sense of responsibility</p>					

Remarks of supervision in terms of professional strength and weakness

Sign of the student

Sign of the Supervisor

DRUG BOOK / STUDY

Generic Name	Dosage	Form/Strength Inj/Tab/Syrup	Action of Drug	Indication	Contraindicati on	Side effects	Nursing Implications/ Responsibilities

**Maharashtra University of Health
Sciences External Practical
Evaluation Guidelines
III Basic B.Sc Nursing
Subject:-Mental Health Nursing**

50 Marks

Internal Examiner

25 Marks

Nursing Process (15 marks)

15 marks

- Assessment 3
- Nursing Diagnosis 2
- Goal 1
- Outcome criteria 1
- Nursing intervention 3
- Rationale 2
- Evaluation 1
- Nurses notes 2

Viva (10 Marks)

10 Marks

- Knowledge about common psychiatric conditions (psychotic, moods disorders) 5
- Therapies used in mental disorders 2
- Drugs used in psychiatric disorders 3

External Examiner

25 Marks

Mental Status Examination (15 Marks)

15 marks

- General appearance, behavior. 2
- Mood and affect 2
- Thought Process and speech 4
- Perception 2
- Cognitive function (memory, orientation, attention, concentration, Intelligence, Abstraction) 3
- Insight and Judgment 2

Viva (10 Marks)

10 Marks

- Knowledge about common psychiatric conditions (neurotic, stress related disorders, substance abuse, personality, sexual and eating disorders) 3
- National Mental Health Programs 2
- Community-based Care 3
- Therapeutic Approach 2

**MENTAL HEALTH NURSING PRACTICAL EXAMINATION
PRACTICAL / ORAL MARK LIST**

NAME OF THE EXAMINATION : MENTAL HEALTH NURSING

PRACTICALS MONTH : YEAR:

THIRD YEAR **Basic B. Sc** NURSING : MARKS :

50 SUBJECT : MENTAL HEALTH NURSING

CENTRE :

Roll No	Internal Examiner		External Examiner		Total	Total
	Procedure	Viva voce	Nursing process	Viva voce		
	15	10	15	10	50	25

Signature of the Internal Examiner

Signature of the External

Examiner Date :

Date :

MANAGEMENT OF NURSING SERVICE & EDUCATION

Total hours: Theory: 90 Hrs
(Class 60 + Lab 30 hrs)

Course Description:

This course is designed to enable students to acquire in-depth understanding of management of hospital services, management of nursing services and nursing educational programmes. This is also designed to enable students to acquire understanding of the professional responsibilities, prospects and contribution to the growth of the Nursing profession.

Specific objectives: At the end of the course student will be able to

1. Understand the principles and functions of management
2. Understand the elements and process of management
3. Appreciate the management of nursing services in the hospital and community.
4. Apply the concepts, theories and techniques of organizational behaviour and human relations.
5. Develop skills in planning and organizing in service education
6. Understand the management of nursing educational institutions.
7. Describe the ethical and legal responsibilities of a professional nurse
8. Understand the various opportunities for professional advancement.

Unit	Time (Hrs)		Objectives	Content	Teaching Learning activities	Assessment methods
	Th.	Pr.				
I	(4)		<ul style="list-style-type: none"> • Explain the principles and functions of management 	Introduction to Management in Nursing <ul style="list-style-type: none"> • History, Definition, concepts and theories • Functions of management • Principles of management • Role of nurse as a manager and her qualities 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using organization chart 	<ul style="list-style-type: none"> • Short answers
II	(6)		Describe elements and process of management	Management Process <ul style="list-style-type: none"> • Planning, mission, philosophy, objectives, operational plan • Staffing: Philosophy, staffing study, norms, activities, patient classification system, scheduling • Human resource management, recruiting, selecting, deployment, retaining, promoting, superannuation. • Budgeting: Concept, principles, types, cost benefit analysis audit • Material management: equipment and supplies • Directing process (Leading) • Controlling: Quality management • Program Evaluation Review Technique (PERT), Bench marking, Activity Plan (Gantt Chart) 	<ul style="list-style-type: none"> • Lecture • Discussion • Simulated Exercises • Case studies 	<ul style="list-style-type: none"> • Essay type • Short answers

Unit	Time (Hrs)		Objectives	Content	Teaching Learning activities	Assessment methods
	Th.	Pr.				
III	(8)	5	To understand the modern concepts, components and changing trends in hospital organization	Hospital Organization <ul style="list-style-type: none"> • Definition, types and functions of hospital • Governing body- Hospital administration • Control & line of authority • Hospital statistics including hospital utilization indices • Role of hospital in comprehensive health care • Development of new management practices: Marketing of Hospitals, Specialty Hospitals 	<ul style="list-style-type: none"> • Lecture • Discussion • Preparation of organization chart of hospital 	<ul style="list-style-type: none"> • Essay type • Short answers • MCQ
IV	(8)	20	Describe the management of nursing services in the hospital and community	Management of nursing services in the hospital <ul style="list-style-type: none"> • Planning <ul style="list-style-type: none"> ➤ Hospital & patient care units including ward management ➤ Emergency and disaster management • Human resource management <ul style="list-style-type: none"> ➤ Recruiting, selecting, deployment, retaining, promoting, superannuation ➤ Categories of nursing personnel including job description of all levels ➤ Patients/ population classification system ➤ Patients/ population assignment and nursing care responsibilities ➤ Staff development and welfare programmes • Budgeting: Proposal, projecting requirements for staff, equipments and supplies for <ul style="list-style-type: none"> ➤ Hospital and patient care units ➤ Emergency and disaster management • Material management: Procurement, inventory control, auditing and maintenance in <ul style="list-style-type: none"> ➤ Hospital and patient care units ➤ Emergency and disaster management 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Case studies • Supervised practice in ward-writing indents, preparing rotation plan and duty roster, ward supervision • Assignment on duties and responsibilities of ward sister • Writing report • Preparing diet sheets 	<ul style="list-style-type: none"> • Essay type • Short answers • Assessment of problem solving exercises • Assessment of the assignments • Performance evaluation by ward sister with rating scale

Unit	Time (Hrs)		Objectives	Content	Teaching Learning activities	Assessment methods
	Th.	Pr.				
	2			<ul style="list-style-type: none"> • Directing & Leading: delegation, participatory management <ul style="list-style-type: none"> ➤ Assignments, rotations, delegations ➤ Supervision & guidance ➤ Implement standards, policies, procedures and practices ➤ Staff development & welfare ➤ Maintenance of discipline • Controlling/ Evaluation <ul style="list-style-type: none"> ➤ Nursing rounds/ visits, Nursing protocols, Manuals ➤ Quality assurance model, documentation ➤ Records and reports • Performance appraisal 		
V	(5)		<ul style="list-style-type: none"> • Describe the concepts, theories and techniques of organizational behavior and human relations 	Organizational behavior and human relations <ul style="list-style-type: none"> • Concepts and theories of organizational behaviors • Review of channels of communication • Leadership styles, Power, types • Review of motivation: concepts and theories • Group dynamics • Techniques of: <ul style="list-style-type: none"> ➤ Communication and ➤ Interpersonal relationships ➤ Human relations • Public relations in context of nursing • Relations with professional associations and employee union • Collective bargaining 	<ul style="list-style-type: none"> • Lecture Discussion • Role plays • Group games • Self assessment • Case discussion • Practice session 	<ul style="list-style-type: none"> • Essay type • Short answers • Assessment of problem solving
VI	(5)	5	Participate in planning and organizing in-service education program	In-service education <ul style="list-style-type: none"> • Nature & scope of in-service education program • Organization of in-service education • Principles of adult learning • Planning for in-service education program, techniques, methods, and evaluation of staff education program • Preparation of report 	<ul style="list-style-type: none"> • Lecture Discussion • Plan and conduct an educational session for in-service nursing personnel 	<ul style="list-style-type: none"> • Essay type • Short answers • Assess the planning and conduct of educational session

VII	(10) 1	Describe management of Nursing educational institutions	Management of Nursing educational institutions <ul style="list-style-type: none"> Establishment of nursing educational institution – INC norms and guidelines 	<ul style="list-style-type: none"> Lecture Discussion Role plays Counseling session 	<ul style="list-style-type: none"> Essay type Short answers
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Unit	Time (Hrs)		Objectives	Content	Teaching Learning activities	Assessment methods
	Th.	Pr.				
	1			<ul style="list-style-type: none"> Co-ordination with <ul style="list-style-type: none"> Regulatory bodies Accreditation Affiliation – Philosophy/ Objectives, Organization Structure Committees Physical facilities College / School Hostel – Students Selection Admission procedures Guidance and counseling Maintaining discipline- Faculty and staff Selection Recruitment Job description Placement Performance appraisal Development and welfare Budgeting Equipments and supplies: audio visual equipments, laboratory equipments, books, journals etc. Curriculum: Planning, Implementation and Evaluation Clinical facilities Transport facilities Institutional Records, and reports – Administrative, Faculty, Staff and Students. 	<ul style="list-style-type: none"> Group exercises 	
	1					
	1					
	1					
	3					
	1					
	1					
VIII	(10) 4		1) Describe the ethical and legal responsibilities of a professional nurse 2) Explain the Nursing practice standards	Nursing as a Profession <ul style="list-style-type: none"> Nursing as a Profession <ul style="list-style-type: none"> Philosophy; nursing practice Aims and Objectives Characteristics of a professional nurse Regulatory bodies; INC, SNC Acts:- Constitution, functions Current trends and issues in Nursing Professional ethics <ul style="list-style-type: none"> Code of ethics; INC, ICN Code of professional conduct; INC, ICN. 	<ul style="list-style-type: none"> Lecture Discussion Case discussion Panel discussion Role plays Critical incidents Visit to INC/ SNRCs 	<input type="checkbox"/> Short answers <input type="checkbox"/> Assessment of critical incidents
	1					

Unit	Time (Hrs)		Objectives	Content	Teaching Learning activities	Assessment methods
	Th.	Pr.				
	2 1 2			<ul style="list-style-type: none"> • Practice standards for nursing; INC • Consumer Protection Act • Legal aspects in Nursing <ul style="list-style-type: none"> ➤ Legal terms related to practice; Registration and licensing ➤ Legal terms related to Nursing practice; Breach and penalties ➤ Malpractice and Negligence 		
IX	(4) 1 1 1 1		Explain various opportunities for professional advancement	Professional Advancement <ul style="list-style-type: none"> • Continuing education • Career opportunities • Collective bargaining • Membership with Professional Organizations; National and International • Participation in research activities • Publications; Journals, Newspaper etc. 	<ul style="list-style-type: none"> • Lecture Discussion • Review/ Presentation of published articles • Group work on maintenance of bulletin board 	<ul style="list-style-type: none"> • Short answers

REFERENCES: (Bibliography)

1. TNAI. Nursing Administration and Management, 1st edn, Academic Press: New Delhi, 2000.
2. Shakharkar, B M. Principles of Hospital Administration and Planning, Jaypee Brothers: Banglore, 1998.
3. Pai, Pragna. Effective Hospital Management, 1st edn, The National Book Depot: Mumbai, 2002.
4. Srinivasan, A V. Managing a Modern Hospital, 1st edn, Sage Publications: New Delhi, 2002.
5. Basavanthappa, B T. Nursing Administration, 1st edn, J P Brothers Medical Publishers: New Delhi, 2000.
6. Goel, s & Kumar, R. Hospital Administration and Management, 1st edn, Deep and Deep Publications: New Delhi, 2000.
7. Park K. Park's Textbook of Preventive and Social Medicine, 17th edn, M/S Banarsidas Bhanot Publishers: Jabalpur, 2003.
8. Russels, C S. Management & Leadership for Nurse Managers, 3rd edn, Jones Bartlett Publishers: London, 2002.
9. Francis, E M & Desouza, Mario. Hospital Administration, 3rd edn, Jaypee Brothers Medical Publishers: New Delhi, 2000.
10. Goddard, H A. Principles of Administration applied to Nursing Practice, WHO: Geneva, 1966.
11. Hersey, P. ,Blanchard, H K & Johnson, E D. Management of Organizational Behavior, Pearson Education Indian Branch: New Delhi, 2002.
12. Barret, Jean. Ward Management and Teaching, 2nd edn, English Book Society: New Delhi, 1967.

Evaluation

Internal assessment

Theory: Maximum marks 25

Midterm 50

Prefinal 75

Total marks 125

Out of 15

Assignment:

Seminar 100

Ward management 25

Diet sheet 25

Clinical evaluation 100

Total marks 250

Out of 10

External assessment

University examination

Theory Marks 75

Examination		Sec - A	Sec - B	Total	Duration
Mid term		30	20	50	2 hours
Pre-final		40	35	75	3 hours
Final		40	35	75	3 hours

ASSIGNMENT FORMAT FOR GROUP SEMINAR

1. Introduction to the topic
2. Concept, Definition
3. History
4. Subject matter
5. Application in nursing field
6. Summary
7. Conclusion
8. References

EVALUATION CRITERIA

Subject :
Topic :
Name of the student :
Group :

Date:
Time:
Total Marks: 100
Marks allotted:

S No	Criteria	1	2	3	4	5	Remarks
I	Subject Matter 1. Introduction 2. Organization of Content 3. Presentation of topic 4. Relevant examples 5. Relevant statistical data 6. Group participation 7. Control of group 8. Conclusion						
II	A V Aids 9. Appropriate to topic 10. Self Explanatory 11. Useful 12. Attractive 13. Planning and preparation 14. Use of appropriate technology						
III	Physical facilities 15. Environment 16. Classroom preparation 17. Classroom management						
IV	Personal Qualities 18. Voice and clarity 19. Mannerism 20. References						

Guidelines for Ward Management Report

1. Introduction
 - Name of the ward
 - Duration of experience with dates
 - Objective of ward administration experience
2. Organization chart of the ward
 - Draw the organization chart of the ward and hospital depicting staff position along with communication channels and hierarchical lines
3. Ward lay out and physical facilities of the ward
 - Describe the ward lay out and physical facilities available and compare it with the standards of an ideal ward
4. Reports and Records
 - Describe the various reports and records maintained in the ward
 - Study these documents critically for completeness, accuracy and relevance and give your suggestions and recommendations.
5. Procedures & Policies
 - Study the policies and procedures and critically evaluate them
 - Indenting drugs, stores, supplies & describe them briefly
 - Admission & discharge and transfer
 - Visitors
 - Outpass, absconding
 - Critically ill patient, Death
 - Treatments
 - Emergency care
 - SOP for Anaphylaxis, HIV infections, Needle stick injuries, Hospital waste management
 - Security of the ward
 - Fire drills
 - Preparation of diet sheet
6. Classify the various types of drugs, stores, supplies and equipments in the ward
Study the procedure for maintenance, store and supplies
7. Enlist the suggestions and recommendations
8. Conclusion

EVALUATION CRITERIA

1. Comprehensive	5
2. Clear & Relevant	5
3. Critical analysis	5
4. Suggestions & Recommendations	5
5. Conclusion	5

Total	25
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GUIDELINES FOR ASSIGNMENTS: DIET SHEET

1. Diet sheet

a) Daily basis

- Study the different types of hospital diets & their dietary allowances and write a brief report
- Notes the prescribed diet for each patient
- Records in diet sheet

b) Give references and illustrations (Figure, graph and picture)

c) Conclusion (Highlight learning achieved)

EVALUATION CRITERIA

1. Clarity and comprehensiveness	5
2. Accuracy of diet sheet	5
3. Preparation of diet sheet	5
4. Reference & Illustration	5
5. Conclusion	5

Total: 25

BASIC B Sc NURSING

LAB EVALUATION : WARD ADMINISTRATION

Student's Name:

Total Marks : 100

Placement:

S No	Criteria	4	3	2	1
I	Professional Appearance 1. Is well groomed & neat uniform 2. Is able to maintain good poise				
II	KNOWLEDGE 3. Has knowledge regarding nursing responsibilities in a. Organization & planning in days work b. Meeting emergency needs c. Providing comprehensive patient care d. Indenting, maintaining & dispensing of drugs e. Holding of inventories and care of equipments 4. Has knowledge of various records related to patient care. 5. Has knowledge of communication process				
III	PRACTICE 6. Is able to communicate effectively with different health team members 7. Is able to coordinate with healthy member 8. Is able to plan & conduct clinical teaching programmes 9. Is able to conduct incidental teaching at the bed side 10. Is able to render nursing according to identified nursing needs & problems				
IV	LEADERSHIP 11. Is able to inspire confidence and has patience in dealing at all times 12. Is enthusiastic and approachable 13. Is willing to accept consequences of decision and action 14. Is able to accept leadership roles voluntarily 15. Co-operative and maintains good IPR 16. Avails opportunities for personal & professional growth 17. Practices democratic approach in all dealings				
V	RECORDING, REPORTING AND EVALUATING 18. Able to record & report all relevant facts accurately 19. Evaluate objectively				
	TOTAL				

GRADING:

- 1. A+ : 80% & above
- 2. A : 70 – 79%
- 3. B : 60 – 69%
- 4. C : 50 – 59%
- 5. D : Below 49%

KEY:

- 4 - Always
- 3 – Most often
- 2 – Occasionally
- 1 – Seldom

MARKS OBTAINED

Pen picture of student

Signature of student

Signature of clinical supervisor

Signature of Coordinator

Signature of Principal

GUIDELINES FOR LAB / PRACTICAL EXPERIENCE

- ❖ Admission and discharge and transfer of patients
- ❖ Assignment of duties in ward
- ❖ Preparation of duty roaster
- ❖ Supervision of nursing care
- ❖ Indenting of drugs, stores and supplies
- ❖ Maintenance of dangerous drugs – Indenting, Storing, Accounting, Recording
- ❖ Diet – Maintenance of diet sheet
- ❖ Inventories - Expendable and non-expendable
- ❖ Repair and replacements
- ❖ Ward report – Written and Oral reports
- ❖ Supervision and guidance of paramedical staff and domestic staff

Evaluation formats for Nursing service Administration and Education

1. Duties and responsibilities of ward sister 25 mark
2. Planning and implementation of an in service education programme 25 mark
3. Performance appraisal preparation of format 25mark

Assessment of group assignment

Sr.	Particulars	Total
	Objectives	02
1)	Contents <ul style="list-style-type: none">❖ Adequacy❖ Organization❖ Relevance❖ Illustration	3 3 3 2
2)	Presentation <ul style="list-style-type: none">❖ Clarity❖ Appropriate use of AV aids❖ Group Participation	2 3 3
3)	Conclusion and summary	2
4)	Reference	2
	Total	25

MIDWIFERY AND OBSTETRICAL NURSING

Placement: Fourth Year (N)

**Time: Theory-90 Hours
Practical-180Hours**

Course Description:

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

Specific objectives: At the end of the course student will be able to:

1. Describe the normal pregnancy, labor and puerperium and demonstrate the application of knowledge and skill in giving need –based care.
2. Demonstrate safe management of all stages of labour.
3. Identify the high risk factor during pregnancy, labor and puerperium as well as neonates and take appropriate interventions.
4. Motivate the mother for care of the baby and adapting family planning methods to maintain small family norms.
5. Prepare the mothers for self care during the pregnancy, labor and puerperium.

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Method
1	5	<ul style="list-style-type: none"> • Recognize the trends and issues in midwifery and obstetrical Nursing 	<p>Introduction to midwifery and obstetrical Nursing</p> <ul style="list-style-type: none"> • Introduction to concepts of Midwifery and obstetrical nursing. • Trends in Midwifery and obstetrical nursing. □ Historical perspectives and currents trends. □ Legal and ethical aspects □ Pre-conception care and preparing for parenthood □ Role of nurse in midwifery and obstetrical care. □ National policy and legislation in relation to maternal health & welfare □ Maternal, morbidity, mortality rates □ Perinatal, morbidity & mortality rates 	<ul style="list-style-type: none"> * Lecture discussion *Explain using Charts and graphs 	<ul style="list-style-type: none"> *Short answers *Objective type

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Method
II	8 •	Describe the anatomy and physiology of female reproductive system	<p>Review of anatomy and physiology of female reproductive system and foetal development</p> <ul style="list-style-type: none"> • Female pelvis-general description of the bones joints, ligaments, planes of the pelvis diameters of the true pelvis important landmarks, variations in pelvis shape. • Female organs of reproduction-external genitalia, internal genital organs and their anatomical relations, musculature-blood- supply, nerves, lymphatics, pelvic cellular tissue, pelvic peritoneum. • Physiology of menstrual cycle • Human sexuality • Foetal development <ul style="list-style-type: none"> □ Conception □ Review of fertilization, implantation (embedding of the ovum), development of the embryo and placenta at term-function, abnormalities, the foetal sac, amniotic fluid, the umbilical chord, □ Foetal circulation, foetal skull, bones, sutures and measurements. <ul style="list-style-type: none"> • Review of Genetics 	<p>*Lecture discussion</p> <p>*Review with charts and models</p>	<p>*Short answers</p> <p>*Objective type</p>

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Method
III	8	<ul style="list-style-type: none"> Describe the Diagnosis and management of women during antenatal period. 	<p>Assessment and management of pregnancy (ante-natal)</p> <ul style="list-style-type: none"> Normal pregnancy Psychological changes during pregnancy. <ul style="list-style-type: none"> Reproductive system Cardio vascular system Respiratory system Urinary system Gastro intestinal system Metabolic changes Skeletal changes Skin changes Endocrine system Psychological changes Discomforts of pregnancy Diagnosis of pregnancy Diagnosis of pregnancy <ul style="list-style-type: none"> Signs Differential diagnosis Confirmatory tests Ante-natal care Objectives Assessment <p>History and physical examination</p> <ul style="list-style-type: none"> Antenatal Examination Signs of previous child-birth 	<ul style="list-style-type: none"> Lecture discussion Demonstration Case discussion/presentation Health talk Practice session Supervised Clinical practice 	<ul style="list-style-type: none"> Short answers Objective type Assessment of skills with check list *Assessment of patient management problems

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Method
			<ul style="list-style-type: none"> • Antenatal preparation <ul style="list-style-type: none"> □ Antenatal counseling □ Antenatal exercises □ Diet □ Substance use Education for child-birth □ Husband and families □ Preparation for safe-confinement □ Prevention from radiation • Psycho-social and cultural aspects of pregnancy <ul style="list-style-type: none"> □ Adjustment to pregnancy □ Unwed mother □ Single parent □ Teenage pregnancy □ Sexual violence <p>* Adoption</p>		

IV	12	<ul style="list-style-type: none"> • Describe the physiology and stages of labour. • Describe the signs & symptoms of preparation during intranatal period 	<p style="text-align: center;">Assessment and management of intranatal period.</p> <ul style="list-style-type: none"> • Physiology of labour, mechanism of labour. • Management of labour <p>First stage</p> <p>Symptoms of onset of labour</p> <p>of:</p> <ul style="list-style-type: none"> √ Labour room √ Woman <p>-Assessment and observation of women in labour; partogram – maternal & foetal monitoring</p> <p>- Active management of labour, Induction of labour</p> <p>- Pain relief & comfort in Labor</p> <ul style="list-style-type: none"> • Second stage <ul style="list-style-type: none"> □ Signs and symptoms; normal & abnormal □ Duration □ Conduct of delivery; Principles & techniques □ Episiotomy (only if required) 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration • Practice session • Supervised Clinical practice 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills with checklist *Assessment of patient management problems
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Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Method
			<ul style="list-style-type: none"> □ Receiving the newborn <ul style="list-style-type: none"> - Neonatal resuscitation initial steps & subsequent resuscitation - Care of umbilical cord - Immediate assessment including screening for congenital anomalies - Identification - Bonding - Initiate feeding - Screening and transportation of the neonate • Third Stage <ul style="list-style-type: none"> □ Signs and symptoms; normal and abnormal □ Duration □ Method of placenta expulsion □ Management; Principles and techniques □ Examination of the placenta □ Examination of perineum □ Maintaining records & reports <p style="text-align: center;">Fourth Stage</p>		

V	5	<ul style="list-style-type: none"> • Describe the physiology of puerperium • Describe the management of women during post-natal period 	<p>Assessment and management of women during post natal period</p> <ul style="list-style-type: none"> • Normal puerperium; Physiology Duration • Postnatal assessment and management □ Promoting physical & emotional wellbeing □ Lactation management □ Immunization <ul style="list-style-type: none"> • Family dynamics after child-birth. • Family welfare services; methods, counseling • Follow –up • Records and reports 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration • Health talk • Practice session • Supervised Clinical practice 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills with checklist • Assessment of patient management problems
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Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Method
VI	6	<ul style="list-style-type: none"> Describe the assessment and management of normal neonate 	<p>Assessment and management of normal neonates.</p> <ul style="list-style-type: none"> Normal neonates; <ul style="list-style-type: none"> Physiological adaptation, Initial & Daily assessment Essential newborn care ; Thermal control, Breast feeding, prevention of infections Immunization Minor disorders of newborn and its management Levels of neonatal care (level I,II& III) At primary, secondary and tertiary levels Maintenance of Reports & Records 	<ul style="list-style-type: none"> Lecture discussion Demonstration Practice session Supervised Clinical practice 	<ul style="list-style-type: none"> Essay type Short answers Objective type Assessment of skills with check list *Assessment of patient management problems
VII	10	<ul style="list-style-type: none"> Describe the identification and management of women with high risk pregnancy 	<p>High risk pregnancy-assessment &management</p> <ul style="list-style-type: none"> Screening &assessment <ul style="list-style-type: none"> Ultrasonics, cardiotomography, NST, CST, non-invasive & invasive, Newer modalities of diagnosis High – risk approach Levels of care ;primary, 	<ul style="list-style-type: none"> Lecture discussion Demonstration Practice session Supervised Clinical practice 	<ul style="list-style-type: none"> Essay type Short answers Objective type Assessment of skills with check list Assessment of patient management problems

secondary & tertiary levels

- Disorders of pregnancy
 - Hyper- emesis gravidarum, bleeding in early pregnancy, abortion, ectopic.
 - Pregnancy, vesicular mole,
 - Ante-partum haemorrhage
- Uterine abnormality and displacement.
- Diseases complicating pregnancy
 - Medical & surgical conditions
 - Infections, RTI(STD), UTI,HIV,TORCH
 - Gynecological diseases complicating pregnancy

			<ul style="list-style-type: none"> □ Pregnancy induced hypertension & diabetes, Toxemia of pregnancy, Hydramnios, □ Rh incompatibility □ Mental disorders • Adolscent pregnancy, Elderly primi and grand multipara • Multiple Pregnancy • Abnormalities of placenta & cord • Intra – uterine growth– retardation • Nursing management of mothers with high- risk pregnancy • Maintenance of Records & Report 		
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VIII	10	<ul style="list-style-type: none"> • Describe management of abnormal labour. • And Obstetrical emergencies 	<p>Abnormal Labour- Assessment and management</p> <ul style="list-style-type: none"> • Disorders in labour □ CPD & contracted pelvis □ Malpositions and malpresentations <ul style="list-style-type: none"> □ Premature labour, disorders of uterine actions–precipitate labour prolonged labour □ Complications of third stage: injuries to birth canal <p>*Obstetrical emergencies and their management;</p> <ul style="list-style-type: none"> □ Presentation & prolapse of cord, Vasa praevia, amniotic fluid embolism rupture of uterus, shoulder dystocia, obstretical shock • Obstetrical procedures & operations; □ Induction of labour, forceps, vacuum version, manual removal of placenta, caesarean section, destructive operations 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration • Practice session • Supervised Clinical practice 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills with check list • Assessment of patient management problems
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			* Nursing management of women undergoing Obstetrical operations and procedures		
IX	4	*Describe management of postnatal complications	<p>Abnormalities during postnatal periods</p> <ul style="list-style-type: none"> • Assessment and management of woman with postnatal complications □ Puerperial infections, breast engorgement & infections, UTI, thrombi-Embolic disorders, Post-partum haemorrhage, Eclampsia and sub involution, □ Psychological complications: <ul style="list-style-type: none"> - Post partum Blues - Post partum Depression - Post partum Psychosis 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration • Practice session • Supervised Clinical practice 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills with check list • Assessment of patient management problems

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Method
X	8	* Identify the high risk neonates and their nursing management	<p>Assessment and Management High risk newborn.</p> <ul style="list-style-type: none"> • Admission of neonates in the neonatal intensive care units protocols • Nursing management of: <ul style="list-style-type: none"> - Low birth weight babies - Infections - Respiratory problems - Haemolytic disorders - Birth injuries - Malformations • Monitoring of high risk neonates • Feeding of high risk neonates • Organization & Management of neonatal intensive care units • Maintenance of reports and records 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration • Practice session • Supervised Clinical practice 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills with check list • Assessment of patient management problems
XI	4	* Describe indication, dosage, action, side effects & nurses responsibilities in the administration of drugs used for mothers.	<p>Pharmacotherapeutics in obstetrics</p> <ul style="list-style-type: none"> • Indication, dosage, action contraindication & side effects of drugs • Effect of drugs on pregnancy, labour & puerperium, • Nursing responsibilities in the administration of drug in Obstetrics – Oxytocins, antihypertensives, diuretics, tocolytic agents, anti- 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration • Practice session • Supervised Clinical practice 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills with checklist • Assessment of

			<p>convulsants;</p> <ul style="list-style-type: none">• Analgesics and anesthetics <p>in obstetrics.</p> <ul style="list-style-type: none">• Effects of maternal medication on foetus & neonate		<p>patient management problems</p>
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Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Method
XII	10	<ul style="list-style-type: none"> • Appreciate the importance of family welfare programme • Describe the methods of contraception & role of nurse in family welfare programme 	<p>Family welfare programme</p> <ul style="list-style-type: none"> • Population trends and problems in India • Concepts, aims, importance and history of family welfare programme • National Population: dynamics, policy & education • National family welfare programme; RCH, ICDS, MCH. Safe motherhood • Organization and administration ; at national state, district, block and village levels • Methods of contraception; spacing, temporary& permanent, Emergency contraception • Infertility &its management • Counseling for family welfare programme • Latest research in contraception • Maintenance of vital statistics • Role of national ,international and voluntary organizations • Role of a nurse in family 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration • Practice session • Supervised • Practice • Group Project 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills with check list • Assessment of patient management problems

			<p>welfare programme</p> <ul style="list-style-type: none">• Training /Supervision/ Collaboration with other functionaries in community like ANMs. LHVs, Anganwadi workers, TBAs(Traditional birth attendant-Dai)		
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REFERENCE

1. DUTTA-

-Text book of Obstetrics 4th Ed.,

-Text book of Gynecology 3rd ed.,

2. C.S.DAWN-

- Textbook of Gynecology Contraception and Demography 13thed.,

3. BOBAK JENSEN-

- Essentials of Maternity Nursing 3rded.,

4. LONGMAN

- Clinical Obstetrics 9thed.,

5. CAMPBELL

-Gynecology by ten teachers 17th ed.,

6. MYLES

- Text book of Midwives 14thed.,

Practical

Placement: Fourth Year

Time: Practical-180 Hours

Practical 180 hrs (Integrated Practice) *

Areas	Duration (Weeks)	Objectives	Skills	Assessments	Assessment Methods
Antenatal Clinic/OPD	2	* Assessment of pregnant women	<ul style="list-style-type: none"> • Antenatal history taking • Physical Examination • Recording of weight & B.P • Hb & Urine testing for sugar and albumin • Antenatal examination- abdomen & breast • Immunization • Assessment of risk status • Teaching antenatal mothers • Maintenance of Antenatal records 	*Conduct Antenatal *Examinations 30 <ul style="list-style-type: none"> • Health talk-1 • Case book recordings 	*Verification of findings of Antenatal examinations * Completion of casebook recordings
Post natal ward	4	<ul style="list-style-type: none"> • Provide nursing care to post natal 	<ul style="list-style-type: none"> • Examination & assessment of mother & baby 	<ul style="list-style-type: none"> • Give care to post natal mothers-20 	<ul style="list-style-type: none"> • Assessment of clinical performanc

		<p>mother & baby</p> <ul style="list-style-type: none"> • Counsel & teach mother & family for parenthood 	<ul style="list-style-type: none"> • Identification of deviations • Care of postnatal mother & baby • Perineal care • Lactation management • Breastfeeding • Baby bath • Immunization, • Teaching postnatal mother: <ul style="list-style-type: none"> □ Mother craft □ Post natal care & □ Exercises □ Immunization 	<ul style="list-style-type: none"> • Health talks-1 • Case study-1 • Case presentation-1 • Case book recordings 	<p>e</p> <p>Assessment of each skill with checklists</p> <ul style="list-style-type: none"> • Completion of case book recording • Evaluation of case study and presentation and health education sessions
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Areas	Duration (week)	Objectives	Skills	Assessments	Assessment Methods
Newborn nursery	2	*Provide nursing care to Newborn at risk	<ul style="list-style-type: none"> • Newborn assessment • Admission of neonates • Feeding of at risk neonates □ Katori spoon, paladi, tube feeding, total parenteral nutrition • Thermal management of neonates-kangaroo mother care, care of baby in incubator • Monitoring and care of neonates • Administering medications • Intravenous therapy • Assisting with diagnostic procedure • Assisting with exchange transfusion • Care of baby on ventilator • Phototherapy • Infection control protocols in the nursery • Teaching & counseling of parents • Maintenance of neonatal records 	<ul style="list-style-type: none"> • Case study-1 • Observation study-1 	<p>*Assessment of clinical performance</p> <ul style="list-style-type: none"> • Assessment of each skill with checklists <p>Evaluation of & Observation study</p>

Family Planning clinic	Rotation from post natal ward 1 wk	<ul style="list-style-type: none"> • Counsel for & provide family welfare services 	<ul style="list-style-type: none"> • Counselling technique • Insertion of IUD • Teaching on use of family planning methods • Arrange for & Assist with family planning operations • Maintenance of records and reports 	<ul style="list-style-type: none"> • IUD insertion-5 • Observatio n Study-1 • Counselling -2 • Simulation exercise on recording and reporting-1 	<ul style="list-style-type: none"> • Assessment of each skill with checklists • Evaluation of & Observation study
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MIDWIFERY & OBSTETRIC PRACTICE

HOURS:

Hours prescribed		IV year (Hours)	Integr. Practice (Hours)
Theory		90	-
Practical		180	240+180
<u>TOTALHRS:</u>	THEORY	90	+ PRACTICAL
			600

EXAMINATIONS:

	Marks	THEORY		Marks	PRACTICAL	
			IV year			IV year
Viva	--		--			
Midterm	50		✓	50		✓
Pre final	75		✓	50		✓
TOTAL		125			100	

ASSIGNMENTS:

THEORY				
NO	ASSIGNMENT	MARKS	III YEAR	IV YEAR
1	Seminar	50	✓	-
2	Drug study	50	-	✓
	TOTAL	100	-	-

NO	ASSIGNMENT / CLINICAL EVALUATION	NUMBER	MARKS	PLACEMENT
1	Health talk	1	25	IV
2	Care study:	1	50	IV
	ANC	1	50	IV
	PNC	1	50	IV
	New born	1	50	

3	Case presentation: ANC / PNC	1	50	IV
4	New born assessment	1	25	IV
5	Case book	1	100	IV, I.P
6	Clinical evaluation: ANC PNC Nursery Labour ward	1 1 1 1	100 100 100 100	IV
	TOTAL	7	750	

Evaluation

Internal assessment

Theory:

Maximum marks 25

Mid term examination –	50
Pre final –	75

	125

Out of 15

Assignments:

Seminar01	50
Drugstudy 01	50

	100

Out of 10

Practical

Casepresentation01
Antenatal ward / postnatal ward

Marks 50

Care study 03

Marks 150

Antenatal ward-01 (50 marks each)

Postnatal ward 01

Newborn 01

}

Healtheducation01

Marks25

Newborn assessment 01

Marks25

Casebook 4th year & internship)

Mark100

Clinicalevaluation04

Marks 400

ANC ward 01

}

PNC ward 01 (100 marks each)

Nursery01

Labor room01

Practical examination

Viva Marks50

Midterm examination Marks50

Prefinal examination Marks50

Total 900

Maximum marks = 100

External assessment

University examination

Theory Marks75

Practical Marks50

SEMINAR EVALUATION CRITERIA

NAME :-

DATE:-

AUDIENCE:-

TIME:-

TOPIC:-

MARKS :-

Sr. No.	Factors/ Elements	1	2	3	4	5	Total	Remarks
I	Subject Matter 1) Introduction 2) Organization of Topic 3) Presentation of Topic 4) Relevant Examples 5) Relevant Statistical data 6) Group participation 7) Control of group 8) Conclusion							
II	A.V. AIDS 1) Appropriate to subject 2) Proper use of A.V. Aids 3) Self –Explanatory 4) Attractive 5) Planning &Preparation 6) Use of Modern Technology							
III	Personal Appearance 1) Voice and Clarity 2) Mannerism							
IV	References(Books, Journals & Resource Person)							

V	Physical facilities								
	1) Environment								
	2) Classroom Preparation								

Overall Observation

Signature of Teacher

Signature of the Candidate

Signature of Principal

Drug study

- Index of drug
- Introduction
- Classification of drugs
- Factors affecting action of drugs
- Name of the drug (Trade & Pharmaceutical name)
- Preparation, strength and dose
- Indications and contraindications
- Actions
- Adverse effects and drug interactions
- Nursing responsibility
- Conclusion
- References

Evaluation criteria

Planning and organization -----	05
Content -----	10
Nursing responsibility -----	05
Conclusion & References -----	05
Total	25

ANC CASE STUDY / PRESENTATION FORMAT

Identification data

Patient: Name, Age in years, Dr's unit, reg. no
education, occupation, income, religion, marital

status, duration of marriage

Gravida, para, abortion, living, blood group

Husband: Name, Age, education, occupation, income

Present complaints

History of illness

Menstrual history: age of menarche, duration of menstrual cycle, duration of cycle in days, regularity, amount of flow, LMP, EDD, associated complaints

Contraceptive history:

Antenatal attendance:

Date, weight, pallor, edema, BP, Ut. Ht, presentation/position, FHS, Hb, Urine albumin/sugar, treatment

Obstetric history:

H/O Previous pregnancy / deliveries,

Period of pregnancy, type of labour/delivery, birth weight, PNC condition, remarks

Present pregnancy:

Date of booking, number of ANC visits, H/O minor ailments

Past medical, surgical history:

Family history:

Diet history:

Socioeconomic status

Personal habits

Psychosocial status

Physical assessment:

General examination: head to foot

Obstetric palpation, Auscultation

Conclusion

Investigation

Ultrasonography

Treatment

Description of disease

Therapeutic diet plan

Nursing care plan

Nurse's notes

Discharge planning

Antenatal advice

Evaluation of care

References

PNC CASE STUDY / PRESENTATION FORMAT

Identification data

**Patient: Name, Age in years, Dr's unit, reg. no
education, occupation, income, religion, marital
status, duration of marriage**

**Gravida, para, abortion, living, blood group
Husband: Name, Age, education, occupation, income**

Present complaints

History of illness

Menstrual history: age of menarche, duration of menstrual cycle, duration of cycle in days, regularity, amount of flow, LMP, EDD, associated complaints

Contraceptive history:

Antenatal attendance:

Date, weight, pallor, edema, BP, Ut. Ht, presentation/position, FHS, Hb, Urine albumin/sugar, treatment

Obstetric history:

H/O Previous pregnancy / deliveries,

Period of pregnancy, type of labour/delivery, birth weight, PNC condition, Condition of new born, remarks

Present pregnancy:

Date of booking, number of ANC visits, H/O minor ailments

Past medical, surgical history:

Family history:

Diet history:

Socioeconomic status

Personal habits

Psychosocial status

Physical assessment:

Mother: General examination: head to foot

Baby: new born assessment

Conclusion

Investigation

Ultrasonography

Treatment

Description of disease

Therapeutic diet plan

Nursing care plan

Nurse's notes

Discharge planning

Antenatal advice

Evaluation of care

References

NEW BORN CASE STUDY FORMAT

Name, date of birth / discharge, reg. no, Dr's unit,

Mother's previous obstetric history, present pregnancy, labour history, baby's birth history

General examination: head to foot

Daily observation chart

Nursing care plan

EVALUATION CRITERIA CASE STUDY

Assessment / Introduction	05
Knowledge & understanding of disease / condition	15
Nursing care plan	20
Discharge plan	05
Summary & evaluation	03
Bibliography	<u>02</u>
TOTAL	50

EVALUATION CRITERIA CASE PRESENTATION

Assessment / Introduction	05
Knowledge & understanding of disease / condition	10
Presentation skill	10
Nursing care plan	15
A.V. aids	05
Summary & evaluation	03
Bibliography	<u>02</u>
TOTAL	50

EVALUATION FORMAT FOR HEALTH TALK

NAME OF THE STUDENT: -----

AREA OF EXPERIENCE: _____

PERIOD OF EXPERIENCE: _____

SUPERVISOR: _____

Total 100 Marks

Scores: 5 = Excellent, 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

Sr. No.	Particular	1	2	3	4	5	Score
1	<p>I) Planning and organization</p> <p>a) Formulation of attainable objectives</p> <p>b) Adequacy of content</p> <p>c) Organization of subject matter</p> <p>d) Current knowledge related to subject Matter</p> <p>e) Suitable A.V. Aids</p> <p>II) Presentation:</p> <p>a) Interesting</p> <p>b) Clear Audible</p> <p>c) Adequate explanation</p> <p>d) Effective use of A.V. Aids</p> <p>e) Group Involvement</p> <p>f) Time Limit</p> <p>III) Personal qualities:</p> <p>a) Self confidence</p> <p>b) Personal appearance</p> <p>c) Language</p> <p>d) Mannerism</p> <p>e) Self awareness of strong & weak points</p> <p>IV) Feed back:</p> <p>a) Recapitulation</p> <p>b) Effectiveness</p> <p>c) Group response</p> <p>V) Submits assignment on time</p>						

* 100 marks will be converted into 25

NEW BORN ASSESSMENT

Refer “child health nursing” Subject, III Year page no20to 22

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Case book

Note: 1. Case book contents

Antenatal examinations	30
Conducted normal deliveries	20
PV examinations	05
Episiotomy & suturing	05
Neonatal resuscitations	05
Assist with caesarian section	02
Witness / assist abnormal deliveries	05
Post natal cases nursed in hospital / health centre / home	20
Insertion of IUCD	05

2. All cases should be certified by teacher on completion of essential requirements.

COMMUNITY HEALTH NURSING – II

Time : Theory – 90 hours
Practical – 135 hours

Course description:

This course is designed for students to practice community health nursing for the individual, family and groups at both urban and rural setting by using concept and principles of health and community health nursing

Specific objectives: At the end of the course student will be able to:

1. Understand the concepts, scope, principles and historical development of community health and community health nursing.
2. Appreciate the national health planning, policies, problems.
3. Describe the system of delivery of community health services in rural and urban area.
4. Develop understanding about community health nursing approaches, concepts and roles and responsibilities of nursing personnel.
5. Participate in assisting individuals and groups to promote and maintain their health.
6. Appreciate the national health and family welfare programme and the role of the nurse.
7. Understand the health agencies at the international and national level.

Unit	Time (hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
I	4	<ul style="list-style-type: none"> • Define Concepts, scope, Principles and historical development of Community Health and Community health Nursing 	Introduction <ul style="list-style-type: none"> • Definition, concept & scope of community health nursing • Historical development of <ul style="list-style-type: none"> □ Community Health □ Community Health Nursing - Pre- Independence - Post – Independence Client's rights-CPA Professional responsibility in community health care Ethical principles Application of ethics in Community health practice Govt. & legal influence on community health nursing practice Law in community health nursing	<ul style="list-style-type: none"> • Lecture discussion 	<ul style="list-style-type: none"> • Essay Type • Short answers

Unit	Time (hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
II	6	<ul style="list-style-type: none"> Describe health plans, polices, various health committees and health problems in India 	<p>Health Planning and Polices and Problems</p> <ul style="list-style-type: none"> National health planning in India Five year Plan's Various committees and commissions on health and family welfare <ul style="list-style-type: none"> Central council for health and family welfare (CCH and FW) National Health polices (1983, 2002) National population policy Rural health mission Health problems in India 	<ul style="list-style-type: none"> Lecture discussion Panel discussion 	<ul style="list-style-type: none"> Essay type Short answers
III	15	<ul style="list-style-type: none"> Describe the system of delivery of community health services in rural and urban areas List the functions of various levels and their staffing pattern Explain the components of health services Describe alternative systems of health promotion and health maintenance Describe the chain of referral system 	<p>Delivery of community health services</p> <ul style="list-style-type: none"> Planning, budgeting and material management of SCs, PHC and CHC Rural: Organization, staffing and functions of rural health services provided by government at: <ul style="list-style-type: none"> Village Sub centre Primary health center Community health center/ sub divisional Hospitals District State Center Urban: Organization, staffing and functions of urban health services provided by government at: <ul style="list-style-type: none"> Slums Dispensaries Material and child health centers Special Clinics Hospitals Corporation/ Municipality/ Board 	<ul style="list-style-type: none"> Lecture discussion Visits to various health delivery systems Supervised field practice Panel discussion 	<ul style="list-style-type: none"> Essay type Short answers

Unit	Time (hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Components of health services <ul style="list-style-type: none"> □ Environmental sanitation □ Health education □ Vital statistics □ M.C.H. antenatal, natal, postnatal, MTP Act, female feticide act, child adoption act □ Family welfare □ National health programmes □ School health services □ Occupational health □ Defense service □ Institutional services • Systems of medicine and health care <ul style="list-style-type: none"> □ Allopathy □ Indian system of medicine and Homeopathy □ Alternative health care systems like yoga, meditation, social and spiritual healing etc. • Referral system 		
IV	25	<ul style="list-style-type: none"> • Describe Community Health Nursing approaches and concepts • Describe the roles and responsibility of Community health nursing personnel 	<p>Community health nursing approaches, concepts and roles and responsibilities of nursing personnel</p> <ul style="list-style-type: none"> • Approaches <ul style="list-style-type: none"> □ Nursing theories and nursing process □ Epidemiological approach □ Problem solving approach □ Evidence based approach empowering people to care for themselves • Concepts of primary Health Care: <ul style="list-style-type: none"> □ Equitable distribution □ Community participation □ Focus on prevention □ Use of appropriate technology □ Multi sectoral approach 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration • Practice session • Supervised field practice • Participation in camps • Group project 	<ul style="list-style-type: none"> • Essay type • Short answers

Unit	Time (hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Roles and responsibilities of Community health nursing personnel in <ul style="list-style-type: none"> □ Family health services □ Information Education Communication (IEC) □ Management information System (MIS): maintenance of Records & Reports □ Training and supervision of various categories of health workers □ National Health Programmes □ Environmental sanitation □ Maternal and child health and family welfare □ Treatment of minor ailments □ School health services □ Occupational health □ Organization of clinics, camps: types, preparation, planning, conduct and evaluation □ Waste management in the center, clinics etc. • Home visit: Concept, Principles, Process, techniques: Bag Technique home visit • Qualities of Community Health Nurse • Job description of Community health nursing personnel 		
V	15	<ul style="list-style-type: none"> • Describe and appreciate the activities of Community health nurse in assisting individuals and groups to promote and maintain their health 	<p>Assisting individuals and groups to promote and maintain their health</p> <ul style="list-style-type: none"> • Empowerment for self care of individuals, families and groups in – A. Assessment of Self and family <ul style="list-style-type: none"> □ Monitoring growth and development - Mile stones - Weight measurement - Social development 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration • Practice session • Supervised field practice 	<ul style="list-style-type: none"> • Essay type • Short answers

Unit	Time (hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ❑ Temperature and Blood pressure monitoring ❑ Menstrual cycle ❑ Breast, self examination and testicles ❑ Warning signs of various diseases ❑ Tests: Urine for sugar and albumin, blood sugar B. Seek health services for <ul style="list-style-type: none"> ❑ Routine checkup ❑ Immunization ❑ Counseling diagnosis ❑ Treatment ❑ Follow up C. Maintenance of health records for self and family D. Continue medical care and follow up in community for various diseases and disabilities E. Carryout therapeutic procedures as prescribed/ required for self and family F. Waste Management <ul style="list-style-type: none"> ❑ Collection and disposable of waste at home and community G. Sensitize and handle social issues affecting health and development for self and family <ul style="list-style-type: none"> • Women Empowerment • Women and child abuse • Abuse of elders • Female feticide • Commercial sex workers • Food adulteration • Substance abuse H. Utilize community resources for self and family <ul style="list-style-type: none"> ❑ Trauma services ❑ Old age homes ❑ Orphanage ❑ Homes for physically and mentally challenged individuals ❑ Homes for destitute 	<ul style="list-style-type: none"> • Individual group/ family/ community health education 	

Unit	Time (hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
VI	20	<ul style="list-style-type: none"> • Describe national health and family welfare programmes and role of a nurse • Describe the various health schemes in India 	<p>National health and family welfare programmes and the role of a nurse</p> <ol style="list-style-type: none"> 1. National API programme 2. Revised National tuberculosis control programme (RNTCP) 3. National Anti- Malaria programme 4. National Filaria control programme 5. National Guinea worm eradication programme 6. National Leprosy eradication programme 7. National AIDS control programme 8. STD control programme 9. National Programme for Control of blindness 10. Iodine deficiency disorder programme 11. Expanded programme on immunization 12. National Family welfare Programme – RCH programme historical development, organization, administration, research, constraints 13. National water supply and sanitation programme 14. Minimum Need programme 15. National diabetics control programme 16. Polio eradication: pulse polio programme 17. National cancer control programme 18. Yaws eradication programme 19. National Nutritional Anemia Prophylaxis programme 20. 20 point programme 21. ICDS programme 22. Mid day meal applied nutritional programme 23. National mental health programme <ul style="list-style-type: none"> • Health Schemes - ESI -CGHS -Health insurance 	<ul style="list-style-type: none"> • Lecture discussion • Participation in national health programmes • Field visits 	<ul style="list-style-type: none"> • Essay type • Short answers

Unit	Time (hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
VII	5	<ul style="list-style-type: none"> Explain the roles and functions of various national and international health agencies 	Health Agencies International – WHO, UNFPA, UNDP, World Bank, FAO, UNICERF, DANIDA, European, Commission (EC), Red Cross, USAID, UNESCO, Colombo plan, ILO, CARE etc. National – Indian Red Cross, Indian Council for child welfare, Family planning Association of India etc.	<ul style="list-style-type: none"> Lecture discussion Field visits 	<ul style="list-style-type: none"> Essay type Short answers

Student References (Bibliography)

- Jayawanti, TNAI Nursing Manual, TNAI publication
- K.Park, 'Text Book Of Preventive & Social Medicine'
- K.Park, Essentials Of Community Health Nursing,
- Rao Kasturi, 'An Introduction To Community Health Nursing', I publications.
- Freeman Ruth, 'Community Health Nursing Practice'
- Stanthope Lancaster, 'Community Health Nursing Process & Practice', Popular publication.
- Basvantappa B.T, 'Community Health Nursing'
- Anderson, 'Community as Partner, Theory & Practice'.
- Allender, 'Community Health Nursing' B.I. Publications
- Harpson, 'Hand Book of Community Health Nursing'
- Shastr, 'Preventive & Social Medicine', National Publications
- Sathe, 'Epidemiology & management of Health Care', Popular Publications
- Vasundhara & Basvantappa, 'Community Health Nursing', Jaypee Publication
- Mc. Evens M. 'Community based Nursing', Sanmdess publication
- Kulkarni & Baride, 'Text Book of Community medicine', Vora Publications.
- Cookfair Joan, 'Nursing Care in Community', Moby Publications
- Maxey Public, 'Health & Preventive Medicine', Applin Colage Publications
- Lippincotts, 'Community Health Nursing', Lrppincotts Publications
- K.Park, 'Text Book of Preventive & Social Medicine'
- Saunder, 'Essentials of Community based Nursing', Jones & Balet Publications
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- Walton, 'Community Concepts & Practice', Scuzt Foresmen Publications
- Ghai Gupta, 'Essential Preventive Medicine', Vikas Publications
- Babu Sheshu, 'Review in Community Medicine', Paras Publication
- Lancaster, 'Community Health Nursing Process and Practice for Promoting Health', Morby Publications
- Bhalerao, 'Synopsis in Preventive & Social Medicine', National Publications
- Fromer Margareg, 'Community Health care & the Nursing Process', CV Mosby & Company Publications
- Clarke, 'Preventive & Community Medicine', Boston Little Brown Company.

COMMUNITY HEALTH NURSING – II – PRACTICAL

Placement: Fourth Year

Time: Practical – 135 hours

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

Areas	Duration (in week)	Objectives	Skills	Assignments	Assessment Methods
			<ul style="list-style-type: none"> • Counsel and teach individual, family and community about: HIV, TB, Diabetes, Hypertension, Mental Health, Adolescents, elderly's health, physically and mentally challenged individuals etc. • Collect and calculate vital health statistics • Document and maintain <ul style="list-style-type: none"> □ Individual, family and administrative records □ Write reports center, disease, and national health programme/ projects. 		

Evaluation

Internal assessment

Theory

Midterm –	50 Marks
Prefinals –	75 Marks

Maximum marks 25

TOTAL – 125 Marks

Convert to 15

Assignment

Seminar – 50 Marks

Convert to 10 Marks

Practical

Maximum marks 50

Family Care Study –	50 Marks
Health Talk –	100 Marks
Procedure evaluation –	50 Marks
Family Folders (5x10) –	50 Marks
Clinical evaluation –	200 Marks

Practical examination

Midterm –	50 Marks
Prefinal –	50 Marks

TOTAL – 550 Marks

External assessment

University examination

Theory Marks 75

Practical Marks 50

Below mentioned assignment have to be completed during clinical posting, however they are not for evaluation.

Group project 01 (Exhibition/ Street Play/ Puppet Show)

Survey report – 01

Daily diary –

FAMILY CARE STUDY (FORMAT)

I Initial Data

1. Name of head of family
2. Address
3. Date of visit commenced
4. Date of visit conducted

II Bio data

Name of Family Members	Relation With Head of Family	Socio Economic Health								
		Age	Sex	Edn.	Occupation	Income	Marital Status	Health Status	Nutritional Status	F P

Immunization										Remark
BCG	DPT			Polio			Measles	Booster	Any Other	
	1	2	3	1	2	3				

III Resources

A. Community Resource used by family members

- a. Regular
- b. In emergencies

B. Financial

- a. Monthly family income
- b. Possessions
- c. Cattle & pets
- d. Numbers of dependents
- e. Monthly pattern of family expenditure
 - i. Food
 - ii. Education
 - iii. Medical
 - iv. Electricity bill
 - v. Clothing & entertainment

IV Environment

A. Community

- Socio economic Status
- Cleanliness
- Water Facility
- Toilet
- Location of Slum area

B. Family

- Environmental hygiene
- Toilets
- Sewage Sullage
- Water disposal

C. Physical Environment

1. Housing location
2. Type of floor
3. Lighting
4. Ventillation
5. Water supply
6. Attitude towards drinking
7. Waste disposal
 - Garbage
 - Latrines
 - Liquid Waste
 - Mosquitoes & fly breeds

V Social Environment

1. Type of community
2. Socio economic background
3. Relationship among family members
4. Relationship with neighbors
5. Relationship with others
6. Common Health Habits
 - a. In community
 - b. In family
7. Family concept about health
8. family concept about disease
 - a. In community
 - b. In Family
9. Festival celebration
 - a. In community
 - b. In family
10. Number of working mothers
 - a. In community
 - b. In family
11. Care during pregnancy
 - a. In community
 - b. In family
12. Care of infant
 - a. In community
 - b. In family
13. Concept about education
 - a. In community
 - b. In family
14. Concept about girls education
 - a. In community
 - b. In family
15. Knowledge & attitudes of people towards health
 - a. In community
 - b. In family

VI Family Health

1. Health of family – past & present
2. Gynaec & Obst. history of female adults

VII. Nutrition

VIII. Family life style

- a. Basic life style of family
- b. Family decision-making pattern
- c. Family relationship & communication
- d. Family response in crisis situation
- e. Family attitude towards health

Nursing Care Plan

Summary:

Conclusion :

FAMILY CARE STUDY (EVALUATION CRITERIA)
50 MARKS

Sr. No.	Particular	TOTAL MARKS	MARKS OBTAINED	TOTAL
I	Personal and professional qualities			
	1. Grooming	1		
	2. Mannerisms	1		
	3. Language	1		
	4. Voice	1		
II	Identification of family			
	1. Type of family	1		
	2. Initial data	1		
	3. Basic information	1		
	4. Resources used	1		
III	FAMILY HEALTH			
	1. Health of each member	2		
	2. Gynae & Obstetric health	2		
	3. Nutritional data	2		
	4. Rest & sleep	2		
	5. Use of health resources	2		
	6. Family planning status	2		
	7. Health practices for each member	2		
IV	NURSING CARE			
	1. Identification of needs & problems	2		
	2. Aims & Objectives	2		
	3. Nursing interventions	8		
	4. Evaluation of care given	4		
	5. Self assessment	3		

COMMUNITY HEALTH NURSING
HEALTH TALK FORMAT

Name of the student:

Topic:

Group to be taught:

aids:

Area:

Date & Time:

Method of teaching:

Language:

Aim:

Specific objectives:

Introduction:

Sr. No.	Time	Specific objectives	Subject matter	T/L activity	A.V aids	Evaluation
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Summary

Bibliography

EVALUATION FORMAT FOR HEALTH TALK

NAME OF THE STUDENT: -----

AREA OF EXPERIENCE: _____

PERIOD OF EXPERIENCE: _____

SUPERVISOR: _____

Total 100 Marks

Scores: 5 = Excellent, 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

Sr. No.	Particular	1	2	3	4	5
1	<p>I) Planning and organization</p> <p>a) Formulation of attainable objectives</p> <p>b) Adequacy of content</p> <p>c) Organization of subject matter</p> <p>d) Current knowledge related to subject Matter</p> <p>e) Suitable A.V.Aids</p> <p>II) Presentation:</p> <p>a) Interesting</p> <p>b) Clear Audible</p> <p>c) Adequate explanation</p> <p>d) Effective use of A.V. Aids</p> <p>e) Group Involvement</p> <p>f) Time Limit</p> <p>III) Personal qualities:</p> <p>a) Self confidence</p> <p>b) Personal appearance</p> <p>c) Language</p> <p>d) Mannerism</p> <p>e) Self awareness of strong & weak points</p> <p>IV) Feed back:</p> <p>a) Recapitulation</p> <p>b) Effectiveness</p> <p>c) Group response</p> <p>V) Submits assignment on time</p>					

Signature of the student

Signature of the teacher

EVALUATION CRITERIA FOR PROCEDURE EVALUATION USING BAG TECHNIQUE

NAME OF THE STUDENT: -----

AREA OF EXPERIENCE: _____

PERIOD OF EXPERIENCE: _____

SUPERVISOR: _____

Total – 50

Scores: 5 = Excellent, 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

Sr. No.	Particular	1	2	3	4	5
1)	Approach to the family					
2)	Selection of procedures based on family needs					
3)	Preparation of the bag for the procedure					
4)	Caring out all the steps of procedure correctly					
5)	Scientific principles followed while doing procedure					
6)	Involvement of family while doing procedure					
7)	Post care of bag and equipment					
8)	Health education while during and the procedure					
9)	Disposal of waste					
10)	Recording and reporting					

FAMILY FOLDER FORMAT

Learners Name :

Family Name :

Address :

Date Of Service

Directions :

BASIC INFORMATION

Name	Age	Sex	Position in Family	Occupation Income	Education	Language Spoken	Nutritional Status	Health Status	Health Problems

2. RESOURCES (COMMUNITY RESOURCES IN EMERGENCY)

Resources Provided	Location	Member Using	Reason	Frequency

3. PHYSICAL & SOCIAL ENVIRONMENT

- a) Community
- b) Family

4. FAMILY HEALTH

Name	Age	Height	Weight	Immunizations	Habits/ Addictions	Developmental Stage	Summary of Health History	Current Status including Medications

5. Family Health Practice

- a. Nutritional status – diet, meal pattern, shopping habits, knowledge of good nutrition.
- b. Recreation & exercise
- c. Sleeping pattern.
- d. Family use of health resource, person responsible for health care decision-making
- e. Any other attitudes, which significantly relate to health status.
- f. Family strengths & limitations related to their health practice

6. Family life style

- a. Basic life style
- b. Inter family relationship & communication pattern
- c. Family decision-making
- d. Family response in crisis
- e. Dominant values of family
- f. Family attitude towards health care & health care providers

7. Nursing Care Plan

8. Student remarks

- a. How did family perceive overall expenses of your visit (give supportive data)
- b. Discuss achievement of goals & nursing interventions
- c. In what aspect of nursing practice did your experience most growth & in what area would you like to improve?

FAMILY FOLDERS
10 marks

Sr. No.	Particular	1	2	3	4	5	Score
I	Subject Matter						
II	Nursing Care Plan						

CLINICAL EVALUATION

Name of the student _____

Area of experience _____

Period of experience _____

Supervisor _____

Total 100 Marks

Scores: 5 = Excellent, 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

Sr. No.	Particular	1	2	3	4	5
I	Personal and Professional Qualities :					
	a) Leadership					
	b) Punctuality					
	c) Grooming					
	d) Relationship with others					
	e) Attitude Towards suggestions					
II	Assessment In Home and Clinic:					
	a) History taking					
	b) Physical assessment					
	c) Assisting & guiding for investigation					
	d) Home / clinic observation of signs & symptoms					
	e) Identification of needs & problems					
III	Planning					
	a) Selection of priority needs / problems					
	b) Setting objectives					
	c) Planning appropriate interventions					
	d) Resource allocation					
IV	Implementation :					
	a) Approach to family & manner of greeting					
	b) Explaining the purpose of visit to family					
	c) Providing home care					
	d) Doing simple procedure at home/Clinic					
	e) Assisting in clinical services					
	f) Giving health education in home clinic					
	g) Recording and reporting					
V	Evaluation :					
	a) Health teaching					
	b) Family care					
	c) Self assessment					
	d) Submitting assignment on time					

Remarks:

Signature of student

Signature of the teacher

COMMUNITY SURVEY REPORT FORMAT

INTRODUCTION

Objectives:

- ‡ To assess the area & identify health problems of people
- ‡ To understand the socioeconomic status of the community
- ‡ To identify the sources of health services available in community
- ‡ To identify various health practices prevailing in the community

Community as a place – boundaries, environment, housing

Community as a social system –recreational facilities, transportation, stores & shops, official health agencies, communication media, education, socioeconomic status, occupational status, social activities related to health.

Health problems and needs in the area

Conclusion

SURVEY REPORT

Sr. No.	Particular
1	Introduction
2	Community as a place <ul style="list-style-type: none">• Boundary• Environment• Housing
3	Social system <ul style="list-style-type: none">• Recreational facilities• Transportation• Stores & Shops• Official health Agencies• Communication media• Education• Socioeconomic status• Occupational Status
4	<ul style="list-style-type: none">• Social activities related to health Planning and organization <ul style="list-style-type: none">• Formulation of objectives• Selection of method of presentation• Adequacy of content• Organisation of Subject matter
5	<ul style="list-style-type: none">• Presentation
6	Individual participation Submission on time

DAILY DAIRY

NAME OF THE STUDENT: -----
AREA OF EXPERIENCE: _____
PERIOD OF EXPERIENCE: _____
SUPERVISOR: _____

Sr. No.	Particular
1	Activities planned
2	Activities done

ASSIGNMENT FORMAT FOR GROUP SEMINAR

1. Introduction to the topic
2. Concept, Definition
3. History
4. Subject matter
5. Application in nursing field
6. Summary
7. Conclusion
8. References

VISITS SUGGESTED

I Community Resources For Self & Family

1. Trauma center
2. Old Age Home
3. Orphanage
4. Home for physically & mentally challenged individuals
5. Home for Destitutes

II Social Nurse affecting health

1. Mahila Mandal
2. Food & Adulteration Lab
3. Community Kitchen
4. NARI

III. Others

1. Family Welfare Bureau
2. Industrial Visit
3. IEC Bureau
4. B.D.O.
5. Gram Panchayat
6. Zilla Parishad
7. Panchayat Samiti
8. PHC
9. Sub Center
10. Rural Hospital
11. Community Health Center
12. Anganwadi

Above visits should be completed in related subject during 4 years

**Maharashtra University of Health
Sciences External Practical
Evaluation Guidelines IV Basic
B.Sc Nursing
Subject:- Community Health Nursing 50 Marks**

Internal Examiner	25 Marks
Nursing Procedure (Home visit) (15 marks)	
	15 marks
<ul style="list-style-type: none"> • Approach to family • Selection of need based procedure • Bag Technique(Skills in performing procedure) • Follow the scientific principles • Post care of bag and equipment 	<ul style="list-style-type: none"> 3 3 4 3 2
Viva (10 Marks)	10 Marks
<ul style="list-style-type: none"> • Health planning and national health policies • Family health care • Role and responsibilities of CHN in primary health care • National and International agencies 	<ul style="list-style-type: none"> 2 3 3 2
External Examiner	25 Marks
Nursing Process (Health Education) (15 Marks)	15 marks
<ul style="list-style-type: none"> • Need based health teaching • Content, Organization and Presentation • Used of A.V.aids • Professional qualities • Effectiveness 	<ul style="list-style-type: none"> 3 4 3 3 2
Viva (10 Marks)	10 Marks
<ul style="list-style-type: none"> • National Health and family welfare programmes • Public health and community health nursing administration • Health Care delivery system (Rural and Urban) 	<ul style="list-style-type: none"> 3 3 4

**COMMUNITY HEALTH NURSING PRACTICAL
EXAMINATION PRACTICAL / ORAL
MARK LIST**

NAME OF THE EXAMINATION : COMMUNITY HEALTH NURSING

PRACTICALS MONTH :

YEAR :

FOURTH YEAR Basic B. Sc NURSING :

MARKS :

50 SUBJECT : COMMUNITY HEALTH NURSING

CENTRE :

Roll No	Internal Examiner		External Examiner		Total	Total
	Procedure	Viva voce	Nursing process	Viva voce		
	15	10	15	10	50	25

Signature of the Internal Examiner

Signature of the External

Examiner Date :

Date :

NURSING FOUNDATION - I (including First Aid module)

PLACEMENT: I SEMESTER

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.
10. Perform first aid measures during emergencies.
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)

COURSE OUTLINE

T – Theory, SL – Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
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 <ul style="list-style-type: none"> • 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 centres, extended care facilities • Hospitals – Types, Organization and Functions • Health care teams in hospitals – members and their role 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
III	12 (T)	<p>Trace the history of Nursing</p> <p>Explain the concept, nature and scope of nursing</p> <p>Describe values, code of ethics and professional conduct for nurses in India</p>	History of Nursing and Nursing as a profession <ul style="list-style-type: none"> • History of Nursing, History of Nursing in India • Contributions of Florence Nightingale • Nursing – Definition – Nurse, Nursing, Concepts, philosophy, objectives, Characteristics, nature and Scope of Nursing/ Nursing practice, Functions of nurse, Qualities of a nurse, Categories of nursing personnel • Nursing as a profession – definition and characteristics/criteria of profession • Values – Introduction – meaning and importance • Code of ethics and professional conduct for nurses – Introduction 	<ul style="list-style-type: none"> • Lecture • Discussion • Case discussion • Role plays 	<ul style="list-style-type: none"> • Essay • Short answers • Objective type
IV	8 (T) 3 (SL)	<p>Describe the process, principles, and types of communication</p> <p>Explain therapeutic, non-therapeutic and professional communication</p> <p>Communicate effectively with patients, their families and team members</p>	Communication and Nurse Patient Relationship <ul style="list-style-type: none"> • Communication – Levels, Elements and Process, Types, Modes, Factors influencing communication • Methods of effective communication/therapeutic communication techniques • Barriers to effective communication/non-therapeutic communication techniques • Professional communication • Helping Relationships (Nurse Patient Relationship) – Purposes and Phases • Communicating effectively with patient, families and team members • Maintaining effective human relations and communication with vulnerable 	<ul style="list-style-type: none"> • Lecture • Discussion • Role play and video film on Therapeutic Communication 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type

			groups (children, women, physically and mentally challenged and elderly)		
V	4 (T) 2 (SL)	Describe the purposes, types and techniques of recording and reporting Maintain records and reports accurately	Documentation and Reporting <ul style="list-style-type: none"> • Documentation – Purposes of Reports and Records • Confidentiality • Types of Client records/Common Record- keeping forms • Methods/Systems of documentation/Recording • Guidelines for documentation • Do's and Don'ts of documentation/Legal guidelines for Documentation/Recording • Reporting – Change of shift reports, Transfer reports, Incident reports 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
VI	15 (T) 20 (SL)	Describe principles and techniques of monitoring and maintaining vital signs Assess and record vital signs accurately	Vital signs <ul style="list-style-type: none"> • Guidelines for taking vital signs • <i>Body temperature</i> – <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ Hot and Cold applications • <i>Pulse:</i> <ul style="list-style-type: none"> ○ Definition, Physiology and Regulation, Characteristics, Factors affecting pulse ○ Assessment of pulse – sites, equipment and technique ○ Alterations in pulse • <i>Respiration:</i> <ul style="list-style-type: none"> ○ Definition, Physiology and Regulation, Mechanics of breathing, Characteristics, Factors affecting respiration ○ Assessment of respirations – technique ○ Arterial Oxygen saturation ○ Alterations in respiration • <i>Blood pressure:</i> <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & Re-demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • Document the given values of temperature, pulse, and respiration in the graphic sheet • OSCE
VII	3 (T)	Maintain equipment and linen	Equipment and Linen <ul style="list-style-type: none"> • Types – Disposables and reusable <ul style="list-style-type: none"> ○ Linen, rubber goods, glassware, metal, plastics, furniture • Introduction – Indent, maintenance, Inventory 		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
VIII	10 (T) 3 (SL)	Describe the basic principles and techniques of infection control and biomedical waste management	<p>Introduction to Infection Control in Clinical setting Infection</p> <ul style="list-style-type: none"> • Nature of infection • Chain of infection • Types of infection • Stages of infection • Factors increasing susceptibility to infection • Body defenses against infection – Inflammatory response & Immune response • Health care associated infection (Nosocomial infection) <p>Introductory concept of Asepsis – Medical & Surgical asepsis</p> <p><i>Precautions</i></p> <ul style="list-style-type: none"> • Hand Hygiene • (Hand washing and use of hand Rub) • Use of Personal Protective Equipment (PPE) • Standard precautions <p><i>Biomedical Waste management</i></p> <ul style="list-style-type: none"> • Types of hospital waste, waste segregation and hazards – Introduction 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Observation of autoclaving and other sterilization techniques • Video presentation on medical & surgical asepsis 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
IX	15 (T) 15 (SL)	Identify and meet the comfort needs of the patients	<p>Comfort, Rest & Sleep and Pain</p> <ul style="list-style-type: none"> • Comfort <ul style="list-style-type: none"> ○ Factors Influencing Comfort ○ Types of beds including latest beds, purposes & bed making ○ Therapeutic positions ○ Comfort devices • Sleep and Rest <ul style="list-style-type: none"> ○ Physiology of sleep ○ Factors affecting sleep ○ Promoting Rest and sleep ○ Sleep Disorders • Pain (Discomfort) <ul style="list-style-type: none"> ○ Physiology ○ Common cause of pain ○ Types ○ Assessment – pain scales and narcotic scales • Pharmacological and Non-pharmacological pain relieving measures – Use of narcotics, TENS 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & Re-demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • OSCE

			<p>devices, PCA</p> <ul style="list-style-type: none"> • Invasive techniques of pain management • Any other newer measures <ul style="list-style-type: none"> ○ CAM (Complementary & Alternative healing Modalities) 		
X	5 (T) 3 (SL)	Describe the concept of patient environment	<p><i>Promoting Safety in Health Care Environment</i></p> <ul style="list-style-type: none"> • <i>Physical environment – Temperature, Humidity, Noise, Ventilation, Light, Odor, Pest control</i> • <i>Reduction of Physical hazards – fire, accidents</i> • <i>Fall Risk Assessment</i> • <i>Role of nurse in providing safe and clean environment</i> • <i>Safety devices –</i> <ul style="list-style-type: none"> ○ <i>Restraints – Types, Purposes, Indications, Legal Implications and Consent, Application of Restraints-</i> <p><i>Skill and Practice guidelines</i></p> <ul style="list-style-type: none"> ○ <i>Other Safety Devices – Side rails, Grab bars, Ambu alarms, non-skid slippers etc.</i> 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type

XI	6 (T) 2 (SL)	Explain and perform admission, transfer, and discharge of a patient	Hospital Admission and discharge <ul style="list-style-type: none"> • Admission to the hospital Unit and preparation of unit <ul style="list-style-type: none"> ○ Admission bed ○ Admission procedure ○ Medico-legal issues ○ Roles and Responsibilities of the nurse • Discharge from the hospital <ul style="list-style-type: none"> ○ Types – Planned discharge, LAMA and Abscond, Referrals and transfers ○ Discharge Planning ○ Discharge procedure ○ Medico-legal issues ○ Roles and Responsibilities of the nurse ○ Care of the unit after discharge 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
XII	8 (T) 10 (SL)	Demonstrate skill in caring for patients with restricted mobility	Mobility and Immobility <ul style="list-style-type: none"> • Elements of Normal Movement, Alignment & Posture, Joint Mobility, Balance, Coordinated Movement 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & 	<ul style="list-style-type: none"> • Essay • Short answer • Objective

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

*Mandatory Module

CLINICAL PRACTICUM

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.

SKILL LAB

Use of Mannequins and Simulators

S.No.	Competencies	Mode of Teaching
1.	Therapeutic Communication and Documentation	Role Play
2.	Vital signs	Simulator/Standardized patient
3.	Medical and Surgical Asepsis	Videos/Mannequin
4.	Pain Assessment	Standardized patient
5.	Comfort Devices	Mannequin
6.	Therapeutic Positions	Mannequin
7.	Physical Restraints and Side rails	Mannequin
8.	ROM Exercises	Standardized patient
9.	Ambulation	Standardized patient
10.	Moving and Turning patients in bed	Mannequin
11.	Changing position of helpless patients	Mannequin/Standardized patient
12.	Transferring patients bed to stretcher/wheel chair	Mannequin/Standardized patient
13.	Admission, Transfer, Discharge & Health Teaching	Role Play

CLINICAL POSTINGS – General Medical/Surgical Wards

10 weeks × 16 hours/week = 160 Hours

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

			<ul style="list-style-type: none"> ○ Cardiac bed ○ Fracture bed ● Comfort devices <ul style="list-style-type: none"> ○ Pillows ○ Over bed table/cardiac table ○ Back rest ○ Bed Cradle ● Therapeutic Positions <ul style="list-style-type: none"> ○ Supine ○ Fowlers (low, semi, high) ○ Lateral ○ Prone ○ Sim's ○ Trendelenburg ○ Dorsal recumbent ○ Lithotomy ○ Knee chest <p><i>Pain</i></p> <ul style="list-style-type: none"> ● Pain assessment and provision for comfort <p><i>Promoting Safety in Health Care Environment</i></p> <ul style="list-style-type: none"> ● Care of Patient's Unit ● Use of Safety devices: <ul style="list-style-type: none"> ○ Side Rails ● Restraints (Physical) ● Fall risk assessment and Post Fall Assessment 		
	2	Provide safe and clean environment		● Fall risk assessment-1	
		Demonstrate skill in admission, transfer, and discharge of a patient	<p>Hospital Admission and discharge, Mobility and Immobility and Patient education</p> <p><i>Hospital Admission and discharge</i></p> <p>Perform & Document:</p> <ul style="list-style-type: none"> ● Admission ● Transfer ● Planned Discharge 		<ul style="list-style-type: none"> ● Assessment of clinical skills using checklist ● OSCE
		Demonstrate skill in caring for patients with restricted mobility	<p><i>Mobility and Immobility</i></p> <ul style="list-style-type: none"> ● Range of Motion Exercises ● Assist patient in: <ul style="list-style-type: none"> ○ Moving 	● Individual teaching-1	<ul style="list-style-type: none"> ● Assessment of clinical skills using checklist ● OSCE

Clinical Unit	Duration (in Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
	1	Plan and provide appropriate health teaching following the principles	<ul style="list-style-type: none"> ○ Turning ○ Logrolling ● Changing position of helpless patient ● Transferring (Bed to and from chair/wheelchair/ stretcher) <p><i>Patient education</i></p>		
		Demonstrate skills in assessing and performing First Aid during emergencies	<p>First aid and Emergencies</p> <ul style="list-style-type: none"> ● Bandaging Techniques <ul style="list-style-type: none"> ○ Basic Bandages: <ul style="list-style-type: none"> ▪ Circular ▪ Spiral ▪ Reverse-Spiral ▪ Recurrent ▪ Figure of Eight ○ Special Bandages: <ul style="list-style-type: none"> ▪ Caplin ▪ Eye/Ear Bandage ▪ Jaw Bandage ▪ Shoulder Spica ▪ Thumb spica ▪ Triangular Bandage/ Sling (Head & limbs) <ul style="list-style-type: none"> ▪ Binders 	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)

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2. Kozier B et al, Fundamentals of Nursing concepts, process and practice, Pearson education , Inc 2nd Indian Print 2004.
3. Dugas B.W. Introduction to patient care Saunders, 4th edition 1983.
4. Brunnerr and Suddarth Test book of Medical surgical nursing 10th edition 2002
5. Brunner & Sudharth Lippincot manual of nursing practice JB Lippincot company
6. Zwemer A. professional Adjustments and Ethics for nurse in India BI Publications. Bangalore 6 th edition 1995.
7. Rosdhal, Fundamentals of nursing, Lippincott company 2003.
8. Bolander, fundamentals of nursing, Saunders 1994
9. Basavanthappa B.T. Fundamental of Nursing, Jaypee Brother, 2002
10. Carl Taylor Fundamental of Nursing, Carol Lillis et al Lippincot, 5th edition 2005.

Suggested Assessment/ Evaluation Methods

Scheme of Internal Assessment of theory out of 25 marks					
Sr. No	Theory	Quantity	Marks	Round off	Final Round off IA
1.	Class Test I		50 marks	30	Out of 15
2.	Class Test II		75 Marks	30	
3.	Written Assignment	2	50	10	Out of 10
4.	Seminar/Microteaching/individual presentation	2	50	12	
5.	Group project/Work/Report	1	50	6	
6	Attendance	(95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)		2	
(Marks of each component to be rounded of the respective columns marks and the final IA need to be calculated out of 25 (15+10).					

Scheme of Internal Assessment of Practical - out of 25 marks					
Sr. No	Theory	Quantity	Marks	Round off	Final Round off for IA
1.	Clinical Assignments: - 1 Clinical Presentation 2 Drug presentation & report 3 Case study Report	1 1 1	3 2 5	10	Total=30/3=10 Round off to 10
2	Completion of Procedure and Clinical performance	1	50	3	
3	Continuous evaluation of clinical performance	1	100	10	
4	Attendance	(95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)		2	
5.	End of Posting OSCE			5	

Sessional Examinations = 15 marks					
Sr. No	Theory	Quantity	Marks	Round off	Final Round off for IA
1.	OSCE	1	50	10	Total=30/2=15
2.	DOP	1	50	20	
	Total		100		
(Marks of each component to be rounded of the respective columns marks and the final IA need to be calculated out of 25 (15+10).					Round off to 15

SYLLABUS
COMMUNICATIVE ENGLISH

PLACEMENT: I SEMESTER

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. Analyse the situation and apply critical thinking strategies.
7. Enhance expressions through writing skills.
8. Apply LSRW (Listening, Speaking, Reading and Writing) Skill in combination to learn, teach, educate and share information, ideas and results.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3 (T)	Identify the significance of communicative English	Communication <ul style="list-style-type: none"> • What is communication? • What are communication roles of listeners, speakers, readers and writers as healthcare professionals? 	<ul style="list-style-type: none"> • Definitions with examples, illustrations and explanations • Identifying competencies/ communicative strategies in LSRW • Reading excerpts on the above and interpreting them through tasks 	<ul style="list-style-type: none"> • Checking for understanding through tasks

<p>II</p>	<p>5 (T)</p>	<p>Describe concepts and principles of Language (English) use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, spelling, pause and silence</p>	<p>Introduction to LSRGW</p> <ul style="list-style-type: none"> • L – Listening: Different types of listening • S – Speaking: Understanding Consonants, Vowels, Word and Sentence Stress, Intonation • R – Reading: Medical vocabulary, • Gr – Grammar: Understanding tenses, linkers • W – Writing simple sentences and short paragraphs – emphasis on correct grammar 	<ul style="list-style-type: none"> • Exercises on listening to news, announcements, telephone conversations and instructions from others • Information on fundamentals of Speech – Consonant, Vowel, Stress and Intonation with tasks based on these through audio/video and texts • Reading a medical dictionary/ glossary of medical terms with matching exercises • Information on tenses and basic concepts of correct grammar through fill in the blanks, true/false questions 	<ul style="list-style-type: none"> • Through ‘check your understanding’ exercises
				<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	5 (T)	Demonstrate attentive listening in different hypothetical situations	Attentive Listening <ul style="list-style-type: none"> • Focusing on listening in different situations – announcements, descriptions, narratives, instructions, discussions, demonstrations • Reproducing Verbatim • Listening to academic talks/ lectures • Listening to presentation 	<ul style="list-style-type: none"> • Listening to announcements, news, documentaries with tasks based on listening • With multiple choice, Yes/No and fill in the blank activities 	<ul style="list-style-type: none"> • Checking individually against correct answers • 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 <ul style="list-style-type: none"> • 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 • Evaluating and comparing • Complaints and suggestions • Telephone conversations • Delivering presentations 	<ul style="list-style-type: none"> • 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 • Classroom conversation • Scenario based learning tasks 	<ul style="list-style-type: none"> • 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 • Speaking individually (Nurse to nurse/patient/ doctor) and to others in the group • Telephonic talking
V	5 (T)	Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes	<ul style="list-style-type: none"> • Reading • 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 	<ul style="list-style-type: none"> • Detailed tasks and exercises on reading for information, inference and evaluation • Vocabulary games and puzzles for medical lexis 	<ul style="list-style-type: none"> • Reading/ summarizing/ justifying answers orally • Patient document • Doctor's prescription of care • Journal/news

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

Books Recommended

1. Living English Grammar & Composition Tickoo M.L. & Subramanian A.E, Oriental Longman, New Delhi.
2. English for practical purposes Valke, Thorat Patil & Merchant, Macmillan Publication, New Delhi.
3. Enriching your competence in English, by Thorat, Valke, Orient Publication, Pune
4. English Grammar & Composition Wren & Martin, S. Chand Publications-2005, Delhi.
5. Selva Rose, Carrier English for Nurses, 1st edition -1999, published by Orient Long man Pvt. Ltd. – 1997, Chennai.

Suggested Assessment/ Evaluation Methods

EXAMINATION SCHEME

S.No.	Course/Subject Title	Internal	End Semester College Exam	End Semester University Exam	Hours	Total Marks
1.	Communicative English	25	25		2	50

EVALUATION:

INTERNAL ASSESSMENT

S.No.	Name of the Course	Continuous Assessment	Sessional Theory/ Practical Exams	Total Marks
1.	Communicative English	10	15	25

Scheme of Internal Assessment of theory out of 25 marks					
Sr. No	Theory	Quantity	Marks	Round off	Final Round off IA
1.	Class Test I		50 marks	30	Out of 15
2.	Class Test II		75 Marks	30	
3.	Written Assignment	2	50	10	Out of 10
4.	Seminar/Microteaching/individual presentation	2	50	12	
5.	Group project/Work/Report	1	50	6	
6	Attendance		(95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)	2	
	Total		255		25
(Marks of each component to be rounded of the respective columns marks and the final IA need to be calculated out of 25 (15+10).					

APPLIED ANATOMY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 hours)

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	8 (T)	<p>Define the terms relative to the anatomical position</p> <p>Describe the anatomical planes</p> <p>Define and describe the terms used to describe movements</p>	<p>Introduction to anatomical terms and organization of the human body</p> <ul style="list-style-type: none"> • Introduction to anatomical terms relative to position – anterior, ventral, posterior dorsal, superior, inferior, median, lateral, proximal, distal, superficial, deep, prone, supine, palmar and plantar • Anatomical planes (axial/ transverse/ horizontal, sagittal/vertical plane and coronal/frontal/oblique plane) • Movements (flexion, extension, abduction, adduction, medial rotation, lateral rotation, inversion, eversion, supination, pronation, plantar flexion, dorsal flexion and circumduction) • Cell structure, Cell division 	<ul style="list-style-type: none"> • Lecture cum Discussion • Use of models • Video demonstration • Use of microscopic slides • Lecture cum Discussion • Video/Slides 	<ul style="list-style-type: none"> • Quiz • MCQ • Short answer

		<p>Organization of human body and structure of cell, tissues membranes and glands</p> <p>Describe the types of cartilage</p> <p>Compare and contrast the features of skeletal, smooth and cardiac muscle</p>	<ul style="list-style-type: none"> • Tissue – definition, types, characteristics, classification, location • Membrane, glands – classification and structure • Identify major surface and bony landmarks in each body region, Organization of human body • Hyaline, fibro cartilage, elastic cartilage • Features of skeletal, smooth and cardiac muscle • Application and implication in nursing 	<ul style="list-style-type: none"> • Anatomical Torso 	
II	6 (T)	<p>Describe the structure of respiratory system</p> <p>Identify the muscles of respiration and examine their contribution to the mechanism of breathing</p>	<p>The Respiratory system</p> <ul style="list-style-type: none"> • Structure of the organs of respiration • Muscles of respiration • Application and implication in nursing 	<ul style="list-style-type: none"> • Lecture cum Discussion • Models • Video/Slides 	<ul style="list-style-type: none"> • Short answer • Objective type

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

VII	10 (T)	Describe anatomical position and structure of bones and joints Identify major bones that make up the axial and appendicular skeleton Classify the joints Identify the application and implications in nursing Describe the structure of muscle	The Musculoskeletal system: The Skeletal system <ul style="list-style-type: none"> Anatomical positions Bones – types, structure, growth and ossification Axial and appendicular skeleton Joints – classification, major joints and structure Application and implications in nursing 	<ul style="list-style-type: none"> Review – discussion Lecture Discussions Explain using charts, skeleton and loose bones and torso Identifying muscles involved in nursing procedures in lab 	<ul style="list-style-type: none"> Short answer Objective type
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Apply the knowledge in performing nursing procedures/skills	The Muscular system <ul style="list-style-type: none"> Types and structure of muscles Muscle groups – muscles of the head, neck, thorax, abdomen, pelvis, upper limb and lower limbs Principal muscles – deltoid, biceps, triceps, respiratory, abdominal, pelvic floor, pelvic floor muscles, gluteal muscles and vastus lateralis Major muscles involved in nursing procedures 		
VIII	5 (T)	Describe the structure of renal system	The Renal system <ul style="list-style-type: none"> Structure of kidney, ureters, bladder, urethra Application and implication in nursing 	<ul style="list-style-type: none"> Lecture Models/charts 	<ul style="list-style-type: none"> MCQ Short answer

IX	5 (T)	Describe the structure of reproductive system	The Reproductive system <ul style="list-style-type: none"> • Structure of male reproductive organs • Structure of female reproductive organs • Structure of breast 	<ul style="list-style-type: none"> • Lecture • Models/charts 	<ul style="list-style-type: none"> • MCQ • Short answer
X	6 (T)	Describe the structure of nervous system including the distribution of the nerves, nerve plexuses Describe the ventricular system	The Nervous system <ul style="list-style-type: none"> • Review Structure of neurons • CNS, ANS and PNS (Central, autonomic and peripheral) • Structure of brain, spinal cord, cranial nerves, spinal nerves, peripheral nerves, functional areas of cerebral cortex • Ventricular system – formation, circulation, and drainage • Application and implication in nursing 	<ul style="list-style-type: none"> • Lecture • Explain with models • Video slides 	<ul style="list-style-type: none"> • MCQ • Short answer

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

BIBLIOGRAPHY

1. Waugh, Anne (2003), “ Ross & Wilson’s Anatomy & Physiology in health & illness” 10th ed., Churchill Livingstone.
2. Anthony & Thibodcon (2000), “Anatomy & Physiology for nurses” 11th ed., C.V. Mosby Co., London.
3. Greig, Rhind, “ Riddle’s Anatomy & Physiology”, 7th ed., Churchill Livingstone.
4. Singh, I. B. (2005), “Anatomy & Physiology for nurses”, 1st ed., Jaypee.
5. Tortora, (2003), “Principles of Anatomy & Physiology,” 10th ed., Wiley inter.
6. Chaurasia, B.D. (2004), “Human Anatomy”, 4th ed., CBS publishers.
7. Sembulingam, “Essentials of Medical Physiology,” 3rd Edition 2004 J.P. Publications.
8. Ganong. F. William, “Review of Medical Physiology”, 15th Edition, Prentice Hall International Inc., Appleton and Lange.
9. Guyton and Hall, “Textbook of Medical Physiology,” 9 th Edition, A Prism2. Indian Edn. Pvt. Ltd
10. T. Clenister and Jean Rosy (1974). “Anatomy and Physiology for Nurses” 2 nd Edition, William Hernmarni Medical BK. Ltd.

Suggested Assessment/ Evaluation Methods

Scheme of Internal Assessment of theory out of 25 marks					
Sr. No	Theory	Quantity	Marks	Round off	Final Round off IA
1.	Class Test I		50 marks	30	Out of 15
2.	Class Test II		75 Marks	30	
3.	Written Assignment	2	50	10	Out of 10
4.	Seminar/Microteaching/individual presentation	2	50	12	
5.	Group project/Work/Report	1	50	6	
6	Attendance	(95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)		2	
(Marks of each component to be rounded of the respective columns marks and the final IA need to be calculated out of 25 (15+10).					

EVALUATION PERFORMA FOR WRITTEN ASSIGNMENT

Name of student: -

Name of evaluator: -

Mark: 10

SR.NO	CRITERIA	MARK ALLOTTED	MARK OBTAINED
1	Format	03	
2	Objective	02	
3	Setting	02	
4	Bibliography	01	
5	Summary and Evaluation	02	
	Total	10	

Remarks: _____

SIGN OF STUDENT

SIGN OF EVALUATOR

EVALUATION PERFORMA FOR SEMINAR/ MICROTEACHING/ INDIVIDUAL PRESENTATION

Name of topic: _____ Date: _____

Name of evaluator: _____

Name of student: _____

Group: _____

Sr no.	Criteria	Marks Allotted	Marks Obtained
1	Introduction	01	
2	Organization of Content	01	
3	Presentation of topic	01	
4	Relevant examples	01	
5	Relevant statistical data	01	
6	Group participation	01	
7	AV Aids	01	
8	Use of Modern technology	01	
9	Physical facilities	01	
10	Personal Appearance and Mannerisms	01	
11	Voice & Clarity	01	
12	References	01	
	TOTAL	12	

General Remarks of the Teacher:

Remarks for Improvement:

SIGNATURE OF STUDENT

SIGNATURE OF EVALUATOR

EVALUATION PERFORMA FOR GROUP PROJECT/WORK/REPORT

Name of Student: -

Name of Evaluator: -

Mark: 06

SR.NO	CRITERIA	MARK ALLOTTED	MARK OBTAINED
1	Organization	01	
2	Adequacy of content	01	
3	Neatness	01	
4	Presentation	02	
5	Summary and Evaluation	01	
	Total	06	

Remarks: _____

SIGN OF STUDENT

SIGN OF EVALUATOR

EVALUATION PERFORMA FOR CLINICAL PRESENTATION

Name of student :-

Name of evaluator :-

Mark: 10

SR.NO	CRITERIA	MARK ALLOTTED	MARK OBTAINED
1	Format	02	
2	Objective	01	
3	Setting	01	
4	A.V Aids	01	
5	Communication skills	02	
6	Bibliography	01	
7	Summary and Evaluation	02	
	Total	10	

Remarks: _____

SIGN OF STUDENT

SIGN OF EVALUATOR

EVALUATION PERFORMA FOR DRUG PRESENTATION AND REPORT

Name of Student: -

Name of Evaluator: -

Mark: 10

SR.NO	CRITERIA	MARK ALLOTTED	MARK OBTAINED
1	Content	02	
2	Organization	02	
3	Nursing responsibility	02	
4	Resource used	01	
5	Completeness	01	
6	Neatness	01	
7	Bibliography	01	
	Total	10	

Remarks: _____

SIGN OF STUDENT

SIGN OF EVALUATOR

EVALUATION PERFORMA FOR CASE STUDY REPORT

Name of student: -

Name of evaluator: -

Mark: 10

SR.NO	CRITERIA	MARK ALLOTTED	MARK OBTAINED
1	Assessment/Introduction	01	
2	Knowledge and Understanding of Disease	02	
3	Nursing Care Plan	02	
4	Discharge plan	01	
5	Prognosis	01	
6	Summary and Evaluation	02	
7	Bibliography	01	
	Total	10	

Remarks: _____

SIGN OF STUDENT

SIGN OF EVALUATOR

CLINICAL EVALUATION PERFORMA

Name of the student: - _____

Year: - _____

Subject: - _____

Area of clinical experience: - _____

Duration of posting in weeks: - _____

Name of the supervisor: - _____

Total Marks: - 10

Scores:- 5 = Excellent, 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

Sr.No.	EVALUATION CRITERIA	MARKS ALLOTTED	MARKS OBTAINED
I.	Personal & Professional behavior 1. Wears clean & neat uniform and well groomed. 2. Arrives and leaves punctually. 3. Demonstrates understanding of the need for quietness in speech & manner & protects the patient from undue notice. 4. Influential & displaced persuasive assertive leadership behavior	02	
II.	Attitude to Co-workers and patients 1. Works well as member of nursing team. 2. Gives assistance to other in clinical situations. 3. Understands the patient as an individual. 4. Shows skills in gaining the confidence & cooperation of patients and relatives, tactful and considerate.	02	
III.	Application of knowledge 1. Possess sound knowledge of medical surgical conditions. 2. Has sound knowledge of scientific principles. 3. Able to correlate theory with practice.	02	

	<p>4. Has knowledge of current treatment modalities inclusive of medicine, surgery, pharmacology and dietetics.</p> <p>5. Takes interest in new learning from current literature & seeks help from resourceful people.</p>		
	<p>Nursing Process</p> <p>1. Assessment and Nursing Diagnosis</p> <p>2. Planning</p> <p>3. Implementation</p> <p>4. Evaluation</p> <p>5. Documentation</p>	02	
IV.	<p>Quality of clinical skill</p> <p>1. Identifies problems & sets priorities and grasps essentials while performing duties.</p> <p>2. Applies principles in carrying out procedures & carries out duties promptly.</p> <p>3. Has technical competence in performing nursing procedures.</p> <p>4. Resourceful and practices economy of time material and energy.</p> <p>5. Observes carefully, reports & records signs & symptoms & other relevant information.</p> <p>6. Uses opportunities to give health education to patients & relatives</p>	02	
Grant Total		10	

Remarks for improvement:

Student's Remark:

Signature of the student

Signature of the teacher

EVALUATION PERFORMA FOR OSCE

Name of Student: -

Name of Evaluator: -

Mark: 05

SR.NO	CRITERIA	MARK ALLOTTED	MARK OBTAINED
1	Identifies problems & sets priorities	01	
2	Applies Scientific principles	01	
3	Competence in performing Nursing procedures.	01	
4	Resourceful and practices economy of time material and energy.	01	
5	Recording and Reporting	01	
6	Uses opportunities to give health education to patients & relatives		
	Total	05	

Remarks: _____

SIGN OF STUDENT

SIGN OF EVALUATOR

COMPLETION OF PROCEDURE AND CLINICAL REQUIREMENT

Name of the student: - _____

Year: - _____

Subject: _____

Area of clinical experience: - _____

Duration of posting in weeks: - _____

Name of the supervisor: - _____

Total Marks: - 03

Sr. No.	EVALUATION CRITERIA	MARKS ALLOTTED	MARKS OBTAINED
I.	Personal & Professional behavior	0.5	
II.	Attitude to Co-workers and patients	0.5	
III.	Application of knowledge	0.5	
IV.	Quality of clinical skill	1.5	
Total			

Remarks for Improvement:

Student's Remark:

Signature of the Student

Signature of the Teacher

APPLIED PHYSIOLOGY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 hours)

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	4 (T)	Describe the physiology of cell, tissues, membranes and glands	General Physiology – Basic concepts <ul style="list-style-type: none"> • Cell physiology including transportation across cell membrane • Body fluid compartments, Distribution of total body fluid, intracellular and extracellular compartments, major electrolytes and maintenance of homeostasis • Cell cycle • Tissue – formation, repair • Membranes and glands – functions • Application and implication in nursing 	<ul style="list-style-type: none"> • Review – discussion • Lecture cum Discussion • Video demonstrations 	<ul style="list-style-type: none"> • Quiz • MCQ • Short answer
II	6 (T)	Describe the physiology and mechanism of respiration	Respiratory system <ul style="list-style-type: none"> • Functions of respiratory organs • Physiology of respiration 	<ul style="list-style-type: none"> • Lecture • Video slides 	<ul style="list-style-type: none"> • Essay • Short answer • MCQ

		Identify the muscles of respiration and examine their contribution to the mechanism of breathing	<ul style="list-style-type: none"> • 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 		
III	8 (T)	Describe the functions of digestive system	Digestive system <ul style="list-style-type: none"> • Functions of the organs of digestive tract • Saliva – composition, regulation of secretion and functions of saliva • Composition and function of gastric juice, mechanism and regulation of gastric secretion • Composition of pancreatic juice, function, regulation of pancreatic secretion • Functions of liver, gall bladder and pancreas • Composition of bile and function • Secretion and function of small and large intestine • Movements of alimentary tract • Digestion in mouth, stomach, small intestine, large intestine, absorption of food • Application and implications in nursing 	<ul style="list-style-type: none"> • Lecture cum Discussion • Video slides 	<ul style="list-style-type: none"> • Essay • Short answer • MCQ
IV	6 (T)	Explain the functions of the	Circulatory and Lymphatic system <ul style="list-style-type: none"> • Functions of heart, conduction system, 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Short answer
Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		heart, and physiology of circulation	cardiac cycle, Stroke volume and cardiac output <ul style="list-style-type: none"> • Blood pressure and Pulse • Circulation – principles, factors influencing blood pressure, pulse • Coronary circulation, Pulmonary and systemic circulation • Heart rate – regulation of heart rate • Normal value and variations • Cardiovascular homeostasis in exercise 	<ul style="list-style-type: none"> • Discussion • Video/Slides 	<ul style="list-style-type: none"> • MCQ

			and posture <ul style="list-style-type: none"> • Application and implication in nursing 		
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V	5 (T)	Describe the composition and functions of blood	Blood <ul style="list-style-type: none"> • Blood – Functions, Physical characteristics • Formation of blood cells • Erythropoiesis – Functions of RBC, RBC life cycle • WBC – types, functions • Platelets – Function and production of platelets • Clotting mechanism of blood, clotting time, bleeding time, PTT • Hemostasis – role of vasoconstriction, platelet plug formation in hemostasis, coagulation factors, intrinsic and extrinsic pathways of coagulation • Blood groups and types • Functions of reticuloendothelial system, immunity • Application in nursing 	<ul style="list-style-type: none"> • Lecture • Discussion • Videos 	<ul style="list-style-type: none"> • Essay • Short answer • MCQ
VI	5 (T)	Identify the major endocrine glands and describe their functions	The Endocrine system <ul style="list-style-type: none"> • Functions and hormones of Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands. • Other hormones • Alterations in disease • Application and implication in nursing 	<ul style="list-style-type: none"> • Lecture • Explain using charts 	<ul style="list-style-type: none"> • Short answer • MCQ
VII	4 (T)	Describe the structure of various sensory organs	The Sensory Organs <ul style="list-style-type: none"> • Functions of skin • Vision, hearing, taste and smell • Errors of refraction, aging changes • Application and implications in nursing 	<ul style="list-style-type: none"> • Lecture • Video 	<ul style="list-style-type: none"> • Short answer • MCQ
VIII	6 (T)	Describe the functions of	Musculoskeletal system	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Structured essay

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

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

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- 10.T Clenister and Jean Rosy (1974). "Anatomy and Physiology for Nurses" 2 nd Edition, William Hernmarni Medical BK. Ltd.

Suggested Assessment/ Evaluation Methods

Scheme of Internal Assessment of theory out of 25 marks					
Sr. No	Theory	Quantity	Marks	Round off	Final Round off IA
1.	Class Test I		50 marks	30	Out of 15
2.	Class Test II		75 Marks	30	
3.	Written Assignment	2	50	10	Out of 10
4.	Seminar/Microteaching/individual presentation	2	50	12	
5.	Group project/Work/Report	1	50	6	
6.	Attendance	(95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)		2	
(Marks of each component to be rounded of the respective columns marks and the final IA need to be calculated out of 25 (15+10).					

APPLIED SOCIOLOGY

PLACEMENT: I SEMESTER

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.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	1 (T)	Describe the scope and significance of sociology in nursing	Introduction <ul style="list-style-type: none"> • Definition, nature and scope of sociology • Significance of sociology in nursing 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Essay • Short answer
II	15 (T)	Describe the individualization, Groups, processes of Socialization, social change and its importance	Social structure <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Lecture cum Discussion 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type

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

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

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Suggested Assessment/ Evaluation Methods

Scheme of Internal Assessment of theory out of 25 marks					
Sr. No	Theory	Quantity	Marks	Round off	Final Round off IA
1.	Class Test I		50 marks	30	Out of 15
2.	Class Test II		75 Marks	30	
3.	Written Assignment	2	50	10	Out of 10
4.	Seminar/Microteaching/individual presentation	2	50	12	
5.	Group project/Work/Report	1	50	6	
6	Attendance	(95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)		2	
(Marks of each component to be rounded of the respective columns marks and the final IA need to be calculated out of 25 (15+10).					

APPLIED PSYCHOLOGY

PLACEMENT: I SEMESTER

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Describe scope, branches and significance of psychology in nursing	Introduction <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Lecture cum Discussion 	<ul style="list-style-type: none"> • Essay • Short answer
II	4 (T)	Describe biology of human behaviour	Biological basis of behavior –Introduction <ul style="list-style-type: none"> • Body mind relationship • Genetics and behaviour • Inheritance of behaviour • Brain and behaviour. • Psychology and sensation – sensory process – normal and abnormal 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Essay • Short answer

III	5 (T)	Describe mentally healthy person and defense mechanisms	Mental health and mental hygiene <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Lecture • Case discussion • Role play 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
IV	7 (T)	Describe psychology of people in different age groups and role of nurse	Developmental psychology <ul style="list-style-type: none"> • 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 life span • Psychological needs of various groups in health and sickness – Infancy, childhood, adolescence, adulthood and older adult • Introduction to child psychology and role of nurse in meeting the psychological needs of 	<ul style="list-style-type: none"> • Lecture • Group discussion 	<ul style="list-style-type: none"> • Essay • Short answer

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			children <ul style="list-style-type: none"> • Psychology of vulnerable individuals – challenged, women, sick etc. • Role of nurse with vulnerable groups 		
V	4 (T)	Explain personality and role of nurse in identification and improvement in altered personality	Personality <ul style="list-style-type: none"> • Meaning, definition of personality • Classification of personality • Measurement and evaluation of personality – Introduction • Alteration in personality • Role of nurse in identification of individual personality and improvement in altered personality 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay and short answer • Objective type

VI	16 (T)	Explain cognitive process and their applications	Cognitive process <ul style="list-style-type: none"> • Attention – definition, types, determinants, duration, degree and alteration in attention • Perception – Meaning of Perception, principles, factor affecting perception, • Intelligence – Meaning of intelligence – Effect of heredity and environment in intelligence, classification, Introduction to measurement of intelligence tests – Mental deficiencies • Learning – Definition of learning, types of learning, Factors influencing learning – Learning process, Habit formation • Memory-meaning and nature of memory, factors influencing memory, methods to improve memory, forgetting • Thinking – types, level, reasoning and problem solving. • Aptitude – concept, types, individual differences and variability • Psychometric assessment of cognitive processes – Introduction • Alteration in cognitive processes 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Essay and short answer • Objective type
VII	6 (T)	Describe motivation, emotion, attitude and role of nurse in emotionally sick client	Motivation and emotional processes <ul style="list-style-type: none"> • Motivation – meaning, concept, types, theories of motivation, motivation cycle, biological and special motives • Emotions – Meaning of emotions, development of emotions, alteration of emotion, emotions in sickness – handling emotions in self and other • Stress and adaptation – stress, stressor, cycle, effect, adaptation and coping 	<ul style="list-style-type: none"> • Lecture • Group discussion 	<ul style="list-style-type: none"> • Essay and short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Attitudes – Meaning of attitudes, nature, factor affecting attitude, attitudinal change, Role of attitude in health and sickness • Psychometric assessment of emotions and attitude – Introduction • Role of nurse in caring for emotionally sick client 		

VIII	4 (T)	Explain psychological assessment and tests and role of nurse	Psychological assessment and tests – introduction <ul style="list-style-type: none"> • Types, development, characteristics, principles, uses, interpretation • Role of nurse in psychological assessment 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Short answer • Assessment of practice
IX	10 (T)	Explain concept of soft skill and its application in work place and society	Application of soft skill <ul style="list-style-type: none"> • Concept of soft skill • Types of soft skill – visual, aural and communication skill • The way of communication • Building relationship with client and society • Interpersonal Relationships (IPR): Definition, Types, and Purposes, Interpersonal skills, Barriers, Strategies to overcome barriers • Survival strategies – managing time, coping stress, resilience, work – life balance • Applying soft skill to workplace and society – Presentation skills, social etiquette, telephone etiquette, motivational skills, teamwork etc. • Use of soft skill in nursing 	<ul style="list-style-type: none"> • Lecture • Group discussion • Role play • Refer/Complete Soft skills module 	<ul style="list-style-type: none"> • Essay and short answer
X	2 (T)	Explain self-empowerment	Self-empowerment <ul style="list-style-type: none"> • Dimensions of self-empowerment • Self-empowerment development • Importance of women’s empowerment in society • Professional etiquette and personal grooming • Role of nurse in empowering others 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Short answer • Objective type

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Suggested Assessment/ Evaluation Methods

Scheme of Internal Assessment of theory out of 25 marks					
Sr. No	Theory	Quantity	Marks	Round off	Final Round off IA
1.	Class Test I		50 marks	30	Out of 15
2.	Class Test II		75 Marks	30	
3.	Written Assignment	2	50	10	Out of 10
4.	Seminar/Microteaching/individual presentation	2	50	12	
5.	Group project/Work/Report	1	50	6	
6	Attendance	(95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)		2	
(Marks of each component to be rounded of the respective columns marks and the final IA need to be calculated out of 25 (15+10).					

APPLIED BIOCHEMISTRY

PLACEMENT: II SEMESTER

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	8 (T)	Describe the metabolism of carbohydrates and its alterations	<p>Carbohydrates</p> <ul style="list-style-type: none">• Digestion, absorption and metabolism of carbohydrates and related disorders• Regulation of blood glucose• Diabetes Mellitus – type 1 and type 2, symptoms, complications & management in brief• Investigations of Diabetes Mellitus<ul style="list-style-type: none">○ OGTT – Indications, Procedure, Interpretation and types of GTT curve○ Mini GTT, extended GTT, GCT, IV GTT○ HbA1c (Only definition)• Hypoglycemia – Definition & causes	<ul style="list-style-type: none">• Lecture cum Discussion• Explain using charts and slides• Demonstration of laboratory tests	<ul style="list-style-type: none">• Essay• Short answer• Very short answer

II	8 (T)	<p>Explain the metabolism of lipids and its alterations</p>	<p>Lipids</p> <ul style="list-style-type: none"> • Fatty acids – Definition, classification • Definition & Clinical significance of MUFA & PUFA, Essential fatty acids, Trans fatty acids • Digestion, absorption & metabolism of lipids & related disorders • Compounds formed from cholesterol • Ketone bodies (name, types & significance only) • Lipoproteins – types & functions (metabolism not required) • Lipid profile • Atherosclerosis (in brief) 	<ul style="list-style-type: none"> • Lecture cum Discussion • Explain using charts and slides • Demonstration of laboratory tests 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer
III	9 (T)	<p>Explain the metabolism of amino acids and proteins</p> <p>Identify alterations in disease conditions</p>	<p>Proteins</p> <ul style="list-style-type: none"> • Classification of amino acids based on nutrition, metabolic rate with examples • Digestion, absorption & metabolism of protein & related disorders • Biologically important compounds synthesized from various amino acids (only names) • In born errors of amino acid metabolism – only aromatic amino acids (in brief) • Plasma protein – types, function & normal values • Causes of proteinuria, hypoproteinemia, hyper-gamma globinemia • Principle of electrophoresis, normal & abnormal electrophoretic patterns (in brief) 	<ul style="list-style-type: none"> • Lecture cum Discussion • Explain using charts, models and slides 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer

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

VIII	3 (T)	Illustrate the immunochemistry	Immunochemistry <ul style="list-style-type: none"> • Structure & functions of immunoglobulin • Investigations & interpretation – ELISA 	<ul style="list-style-type: none"> • Lecture cum Discussion • Explain using charts and slides • Demonstration of laboratory tests 	<ul style="list-style-type: none"> • Short answer • Very short answer
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Note: Few lab hours can be planned for observation and visits (Less than 1 credit, lab hours are not specified separately).

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1. U. Satyanarayan, Essentials of biochemistry, Books & allied (P) Ltd., Kolkata publisher, 2004.
2. Deb A.C.: Concepts of biochemistry (Theory & Practical) 1st edition, books & allied (P) Ltd. Publisher, Kolkata, 1999.
3. Deb. A.C. Fundamentals of biochemistry of biochemistry: 1st edition New central book Ag (P) Ltd., 2004.
4. Jacob Anthikad, Biochemistry for nurses; 2nd edition, Jaypee; 2001..
5. Gupta. R.C., Multiple choice questions in Biochemistry, 2nd edition, Jaypee, 2004

Suggested Assessment/ Evaluation Methods

Scheme of Internal Assessment of theory out of 25 marks					
Sr. No	Theory	Quantity	Marks	Round off	Final Round off IA
1.	Class Test I		50 marks	30	Out of 15
2.	Class Test II		75 Marks	30	
3.	Written Assignment	2	50	10	Out of 10
4.	Seminar/Microteaching/individual presentation	2	50	12	
5.	Group project/Work/Report	1	50	6	
6	Attendance	(95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)		2	
(Marks of each component to be rounded of the respective columns marks and the final IA need to be calculated out of 25 (15+10).					

APPLIED NUTRITION AND DIETETICS

PLACEMENT: II SEMESTER

THEORY: 3 cred credits (60 hours)

Theory: 45 hours

Lab : 15 hours

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Define nutrition and its relationship to Health	Introduction to Nutrition <i>Concepts</i> <input type="checkbox"/> Definition of Nutrition & Health <input type="checkbox"/> Malnutrition – Under Nutrition & OverNutrition <input type="checkbox"/> Role of Nutrition in maintaining health <input type="checkbox"/> Factors affecting food and nutrition <i>Nutrients</i> <input type="checkbox"/> Classification <input type="checkbox"/> Macro & Micronutrients <input type="checkbox"/> Organic & Inorganic <input type="checkbox"/> Energy Yielding & Non-Energy Yielding <i>Food</i> <input type="checkbox"/> Classification – Food groups <input type="checkbox"/> Origin	<ul style="list-style-type: none"> • Lecture cum Discussion • Charts/Slides 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer

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

VII	7 (T) 8 (L)	Describe and plan balanced diet for different age groups, pregnancy, and lactation	<p>Balanced diet</p> <ul style="list-style-type: none"> • Definition, principles, steps • Food guides – Basic Four Food Groups • RDA – Definition, limitations, uses • Food Exchange System • Calculation of nutritive value of foods • Dietary fibre <p>Nutrition across life cycle</p> <ul style="list-style-type: none"> • Meal planning/Menu planning – Definition, principles, steps • Infant and Young Child Feeding (IYCF) guidelines – breast feeding, infant foods • Diet plan for different age groups – Children, adolescents and elderly • Diet in pregnancy – nutritional requirements and balanced diet plan • Anemia in pregnancy – diagnosis, diet for anemic pregnant women, iron & folic acid supplementation and counseling <p>Nutrition in lactation – nutritional requirements, diet for lactating mothers, complementary feeding/ weaning</p>	<ul style="list-style-type: none"> • Lecture cum Discussion • Meal planning • Lab session on <ul style="list-style-type: none"> ○ Preparation of balanced diet for different categories ○ Low cost nutritious dishes 	<ul style="list-style-type: none"> • Short answer • Very short answer
VIII	6 (T)	Classify and describe the common nutritional deficiency disorders and identify nurses' role in assessment, management and prevention	<p>Nutritional deficiency disorders</p> <ul style="list-style-type: none"> • Protein energy malnutrition – magnitude of the problem, causes, classification, signs & symptoms, Severe acute malnutrition (SAM), management & prevention and nurses' role • Childhood obesity – signs & symptoms, assessment, management & prevention and nurses' role • Vitamin deficiency disorders – vitamin A, B, C & D deficiency disorders – causes, signs & symptoms, management & prevention and nurses' role • Mineral deficiency diseases – iron, iodine and calcium deficiencies – causes, signs & symptoms, management & prevention and nurses' role 	<ul style="list-style-type: none"> • Lecture cum Discussion • Charts/Slides • Models 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer
IX	4 (T) 7 (L)	Principles of diets in various diseases	<p>Therapeutic diets</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Lecture cum Discussion • Meal planning • Lab session on preparation of therapeutic diets 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer

X	3 (T)	Describe the rules and preservation of nutrients	<p>Cookery rules and preservation of nutrients</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Lecture cum Discussion • Charts/Slides 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer
XI	4 (T)	Explain the methods of nutritional assessment and nutrition education	<p>Nutrition assessment and nutrition education</p> <ul style="list-style-type: none"> • Objectives of nutritional assessment • Methods of assessment – clinical examination, anthropometry, laboratory & biochemical assessment, assessment of dietary intake including Food frequency questionnaire (FFQ) method • Nutrition education – purposes, principles and methods 	<ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Writing nutritional assessment report 	<ul style="list-style-type: none"> • Essay • Short answer • Evaluation of Nutritional assessment report

XII	3 (T)	Describe nutritional problems in India and nutritional programs	<p>National Nutritional Programs and role of nurse</p> <ul style="list-style-type: none"> • Nutritional problems in India • National nutritional policy • <i>National nutritional programs</i> – Vitamin A Supplementation, Anemia Mukht Bharat Program, Integrated Child Development Services (ICDS), Mid-day Meal Scheme (MDMS), National Iodine Deficiency Disorders Control Program (NIDDCP), Weekly Iron Folic Acid Supplementation (WIFS) and others as introduced • Role of nurse in every program 	<ul style="list-style-type: none"> • Lecture cum Discussion 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer
XIII	2 (T)	<p>Discuss the importance of food hygiene and food safety</p> <p>Explain the Acts related to food safety</p>	<p>Food safety</p> <ul style="list-style-type: none"> • Definition, Food safety considerations & measures • Food safety regulatory measures in India – Relevant Acts • Five keys to safer food • Food storage, food handling and cooking • General principles of food storage of food items (ex. milk, meat) • Role of food handlers in food borne diseases • Essential steps in safe cooking practices 	<ul style="list-style-type: none"> • Guided reading on related acts 	<ul style="list-style-type: none"> • Quiz • Short answer
XIII	2 (T)	<p>Discuss the importance of food hygiene and food safety</p> <p>Explain the Acts related to food safety</p>	<p>Food safety</p> <ul style="list-style-type: none"> • Definition, Food safety considerations & measures • Food safety regulatory measures in India – Relevant Acts • Five keys to safer food • Food storage, food handling and cooking • General principles of food storage of food items (ex. milk, meat) • Role of food handlers in food borne diseases • Essential steps in safe cooking practices 	<ul style="list-style-type: none"> • Guided reading on related acts 	<ul style="list-style-type: none"> • Quiz • Short answer

Food born diseases and food poisoning are dealt in community health Nursing I

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- 1) Shubhangi Joshi, Nutrition and Dietetics 2 nd edition, Tata McGraw – Hill publishing company Limited, New Delhi, 2002.
- 2) Dr. M. Swaminathan, Handbook of Food and Nutrition, The Bangalore printing and publishing Co. Ltd. (Banglore press) 2004.
- 3) C. Gopalan, B. V. Ramasastri and S.C. Balasubramanian Nutritive value of Indian Foods, National Institute of Nutrition, Indian Council of Medical Research, Hyderabad 1999.
- 4) Joshi V.D. Handbook of Nutrition and Dietetics vora medical publications, 1999.
- 5) Kusum Gupta (L. C.Guple, Abhishek Gupta) Food and Nutrition Facts and Figures, 5th edition Jaypee brothers Medical publications (P) Ltd., New Delhi, India 2003.
- 6) T. K. Indrani, Nursing Manual of Nutrition and Therapeutic Diet, 1st edition Jaypee Brothers medical publishers (P) Ltd., 2003.
- 7) Antia – Clinical Dietetics and Nutrition, ed., 4th .

Suggested Assessment/ Evaluation Methods

Scheme of Internal Assessment of theory out of 25 marks					
Sr. No	Theory	Quantity	Marks	Round off	Final Round off IA
1.	Class Test I		50 marks	30	Out of 15
2.	Class Test II		75 Marks	30	
3.	Written Assignment	2	50	10	Out of 10
4.	Seminar/Microteaching/individual presentation	2	50	12	
5.	Group project/Work/Report	1	50	6	
6	Attendance	(95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)		2	
(Marks of each component to be rounded of the respective columns marks and the final IA need to be calculated out of 25 (15+10).					

NURSING FOUNDATION - II

(Including Health Assessment Module)

PLACEMENT: II SEMESTER

THEORY: 6 Credits (120 hours)

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

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 patient
6. Interpret findings of specimen testing applying the knowledge of normal values
7. Promote oxygenation based on identified oxygenation needs of patients under supervision
8. Review the concept of fluid, electrolyte balance integrating the knowledge of applied physiology
9. Apply the knowledge of the principles, routes, effects of administration of medications in administering medication
10. Calculate conversions of drugs and dosages within and between systems of measurements
11. Demonstrate knowledge and understanding in caring for patients with altered functioning of sense organs and unconsciousness
12. Explain loss, death and grief
13. Describe sexual development and sexuality
14. Identify stressors and stress adaptation modes
15. Integrate the knowledge of culture and cultural differences in meeting the spiritual needs
16. Explain the introductory concepts relevant to models of health and illness in patient care

*Mandatory Module used in Teaching/Learning:

Health Assessment Module: 40 hours

COURSE OUTLINE

T – Theory, SL – Skill Lab

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		approach	<ul style="list-style-type: none"> o Assessment <ul style="list-style-type: none"> ▪ Collection of Data: Types, Sources, Methods ▪ Organizing Data ▪ Validating Data ▪ Documenting Data o Nursing Diagnosis <ul style="list-style-type: none"> <input type="checkbox"/> Identification of client problems, risks and strengths <input type="checkbox"/> Nursing diagnosis statement – parts, Types, Formulating, Guidelines for formulating Nursing Diagnosis <input type="checkbox"/> NANDA approved diagnoses <input type="checkbox"/> Difference between medical and nursing diagnosis o Planning <ul style="list-style-type: none"> <input type="checkbox"/> Types of planning <input type="checkbox"/> Establishing Priorities <input type="checkbox"/> Establishing Goals and Expected Outcomes – Purposes, types, guidelines, Components of goals and outcome statements <input type="checkbox"/> Types of Nursing Interventions, Selecting interventions: Protocols and Standing Orders <input type="checkbox"/> Introduction to Nursing Intervention Classification and Nursing Outcome Classification <input type="checkbox"/> Guidelines for writing care plan o Implementation <ul style="list-style-type: none"> <input type="checkbox"/> Process of Implementing the plan of care <input type="checkbox"/> Types of care – Direct and Indirect o Evaluation <ul style="list-style-type: none"> <input type="checkbox"/> Evaluation Process, Documentation and Reporting 		
III	5 (T) 5 (SL)	Identify and meet the Nutritional needs of patients	<p>Nutritional needs</p> <ul style="list-style-type: none"> • Importance • Factors affecting nutritional needs • Assessment of nutritional status • <i>Review:</i> special diets – Solid, Liquid, Soft • <i>Review</i> on therapeutic diets • Care of patient with Dysphagia, 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Exercise • Supervised Clinical practice 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • Evaluation of nutritional assessment & diet planning

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Bowel Elimination <ul style="list-style-type: none"> ○ Review of Physiology of Bowel Elimination, Composition and characteristics of feces ○ Factors affecting Bowel elimination ○ Alteration in Bowel Elimination ○ Facilitating bowel elimination: Assessment, equipment, procedures <ul style="list-style-type: none"> ▪ Enemas ▪ Suppository ▪ Bowel wash ▪ Digital Evacuation of impacted feces ▪ Care of patients with Ostomies (Bowel Diversion Procedures) 		
VI	3 (T) 4 (SL)	<p>Explain various types of specimens and identify normal values of tests</p> <p>Develop skill in specimen collection, handling and transport</p>	<p>Diagnostic testing</p> <ul style="list-style-type: none"> • Phases of diagnostic testing (pre-test, intra-test & post-test) in Common investigations and clinical implications <ul style="list-style-type: none"> ○ Complete Blood Count ○ Serum Electrolytes ○ LFT ○ Lipid/Lipoprotein profile ○ Serum Glucose – AC, PC, HbA1c ○ Monitoring Capillary Blood Glucose (Glucometer Random Blood Sugar – GRBS) ○ Stool Routine Examination ○ Urine Testing – Albumin, Acetone, pH, Specific Gravity ○ Urine Culture, Routine, Timed Urine Specimen ○ Sputum culture ○ Overview of Radiologic & Endoscopic Procedures 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
VII	11 (T) 10 (SL)	Assess patients for oxygenation needs, promote oxygenation and provide care during oxygen therapy	<p>Oxygenation needs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review of Cardiovascular and Respiratory Physiology <input type="checkbox"/> Factors affecting respiratory functioning <input type="checkbox"/> Alterations in Respiratory Functioning <input type="checkbox"/> Conditions affecting <ul style="list-style-type: none"> ○ Airway ○ Movement of air 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & Re-demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ○ Diffusion ○ Oxygen transport □ Alterations in oxygenation □ Nursing interventions to promote oxygenation: assessment, types, equipment used & procedure ○ Maintenance of patent airway ○ Oxygen administration ○ Suctioning – oral, tracheal ○ Chest physiotherapy – Percussion, Vibration & Postural drainage ○ Care of Chest drainage – principles & purposes ○ Pulse Oximetry – Factors affecting measurement of oxygen saturation using pulse oximeter, Interpretation □ Restorative & continuing care <ul style="list-style-type: none"> ○ Hydration ○ Humidification ○ Coughing techniques ○ Breathing exercises ○ Incentive spirometry 		
VIII	5 (T) 10 (SL)	Describe the concept of fluid, electrolyte balance	<p>Fluid, Electrolyte, and Acid – Base Balances</p> <ul style="list-style-type: none"> ● Review of Physiological Regulation of Fluid, Electrolyte and Acid-Base Balances ● Factors Affecting Fluid, Electrolyte and Acid-Base Balances ● Disturbances in fluid volume: <ul style="list-style-type: none"> ○ Deficit <ul style="list-style-type: none"> ▪ Hypovolemia ▪ Dehydration ○ Excess <ul style="list-style-type: none"> ▪ Fluid overload ▪ Edema ● Electrolyte imbalances (hypo and hyper) <ul style="list-style-type: none"> ○ Acid-base imbalances <ul style="list-style-type: none"> ▪ Metabolic – acidosis & alkalosis ▪ Respiratory – acidosis & alkalosis ○ Intravenous therapy 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Demonstration 	<ul style="list-style-type: none"> ● Essay ● Short answer ● Objective type ● Problem solving – calculations

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ▪ 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 ▪ Restricting fluid intake ▪ Enhancing Fluid intake 		
IX	20 (T) 22 (SL)	<p>Explain the principles, routes, effects of administration of medications</p> <p>Calculate conversions of drugs and dosages within and between systems of measurements</p> <p>Administer oral and topical medication and document accurately under supervision</p>	<p>Administration of Medications</p> <ul style="list-style-type: none"> • 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 • Storage and maintenance of drugs and Nurses responsibility • Terminologies and abbreviations used in prescriptions and medications orders • Developmental considerations • Oral, Sublingual and Buccal routes: Equipment, procedure • 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 <p>oCare of equipment: decontamination and disposal of syringes, needles,</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & Re-demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<p>infusion sets</p> <p>oPrevention of Needle-Stick Injuries</p> <ul style="list-style-type: none"> • Topical Administration: Types, purposes, site, equipment, procedure <ul style="list-style-type: none"> 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) – purposes, types, equipment, procedure, recording and reporting of medications administered • Other Parenteral Routes: Meaning of epidural, intrathecal, intraosseous, intraperitoneal, intra-pleural, intra-arterial 		
X	5 (T) 6 (SL)	Provide care to patients with altered functioning of sense organs and unconsciousness in supervised clinical practice	<p>Sensory needs</p> <ul style="list-style-type: none"> • 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 <p>oPromoting meaningful communication (patients with Aphasia, artificial airway & Visual and Hearing impairment)</p> <p>Care of Unconscious Patients</p> <ul style="list-style-type: none"> • Unconsciousness: Definition, causes & risk factors, pathophysiology, stages of Unconsciousness, Clinical Manifestations • Assessment and nursing management of patient with unconsciousness, complications 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type

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

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

CLINICAL PRACTICUM

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 patient
6. Develop skills in instructing and collecting samples for investigation.
7. Perform simple lab tests and analyze & interpret common diagnostic values
8. Identify patients with impaired oxygenation and demonstrate skill in caring for patients with impaired oxygenation
9. Identify and demonstrate skill in caring for patients with fluid, electrolyte and acid – base imbalances
10. Assess, plan, implement & evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness
11. Care for terminally ill and dying patients

SKILL LAB

Use of Mannequins and Simulators

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

CLINICAL POSTINGS – General Medical/Surgical Wards

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

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
General Medical/Surgical wards	3	Perform health assessment of each body system	<p>Health Assessment</p> <ul style="list-style-type: none"> • Nursing/Health history taking • Perform physical examination: <ul style="list-style-type: none"> ○ General ○ Body systems • Use various methods of physical examination – Inspection, Palpation, Percussion, Auscultation, Olfaction • Identification of system wise deviations <p>Documentation of findings</p>	<ul style="list-style-type: none"> • History Taking – 2 • Physical examination – 2 	<ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE

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

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

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

Suggested Assessment/ Evaluation Methods

Scheme of Internal Assessment of theory out of 25 marks					
Sr. No	Theory	Quantity	Marks	Round off	Final Round off IA
1.	Class Test I		50 marks	30	Out of 15
2.	Class Test II		75 Marks	30	
3.	Written Assignment	2	50	10	Out of 10
4.	Seminar/Microteaching/individual presentation	2	50	12	
5.	Group project/Work/Report	1	50	6	
6	Attendance	(95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)		2	
	Total		255		25
(Marks of each component to be rounded of the respective columns marks and the final IA need to be calculated out of 25 (15+10).					

Scheme of Internal Assessment of Practical - out of 25 marks					
Sr. No	Theory	Quantity	Marks	Round off	Final Round off for IA
1.	Clinical Assignments: - 1 Clinical Presentation 2 Drug presentation & report 3 Case study Report	1 1 1	3 2 5	10	Total=30/3=10 Round off to 10
2	Completion of Procedure and Clinical performance	1	50	3	
3	Continuous evaluation of clinical performance	1	100	10	
4	Attendance	(95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)		2	
5.	End of Posting OSCE			5	

Sessional Examinations = 15 marks					
Sr. No	Theory	Quantity	Marks	Round off	Final Round off for IA
1.	OSCE	1	50	10	Total=30/2=15 Round off to 15
2.	DOP	1	50	20	
	Total		100		
(Marks of each component to be rounded of the respective columns marks and the final IA need to be calculated out of 25 (15+10).					

HEALTH/NURSING INFORMATICS AND TECHNOLOGY

PLACEMENT: II SEMESTER

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 health care.
10. Apply the knowledge of the principles of digital ethical and legal issues in clinical practice.
11. Utilize evidence-based practices in informatics and technology for providing quality patient care.
12. Update and utilize evidence-based practices in nursing education, administration, and practice.

COURSE OUTLINE

T – Theory, P/L – Lab

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

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

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

SKILLS

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

Books Recommended

1. McGonigle D, Mastrian K. Nursing informatics and the foundation of knowledge. Jones & Bartlett Publishers; 2021 Mar 8.
2. Ball MJ, DuLong D, Newbold SK, Sensmeier JE, Skiba DJ, Troseth MR, Gugerty B, Hinton-Walker P, Douglas JV, Hannah KJ. Nursing informatics. Springer; 2011.
3. McCormick K, Saba V. Essentials of nursing informatics. McGraw-Hill Education; 2015.
4. Hebda T, Czar P, Mascara C. Handbook of informatics for nurses and health care professionals. Pearson Prentice Hall; 2005.
5. Ball MJ, JA EM. Introduction to nursing informatics. New York: Springer; 2006.

Suggested Assessment/ Evaluation Methods

Scheme of Internal Assessment of theory out of 25 marks					
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3.	Written Assignment	2	50	10	Out of 10
4.	Seminar/Microteaching/individual presentation	2	50	12	
5.	Group project/Work/Report	1	50	6	
6	Attendance	(95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)		2	
(Marks of each component to be rounded of the respective columns marks and the final IA need to be calculated out of 25 (15+10).					

APPLIED MICROBIOLOGY AND INFECTION CONTROL INCLUDING SAFETY

PLACEMENT: III SEMESTER

THEORY: 2 Credits (40 hours)

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

SECTION A: APPLIED MICROBIOLOGY

THEORY: 20 hours

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

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

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	3		Explain concepts and principles of microbiology and its importance in nursing	Introduction: <ul style="list-style-type: none"> • Importance and relevance to nursing • Historical perspective • Concepts and terminology • Principles of microbiology 	<ul style="list-style-type: none"> • Lecture cum Discussion 	<ul style="list-style-type: none"> • Short answer • Objective type
II	10	10 (L/E)	Describe structure, classification morphology and growth of bacteria Identify Microorganisms	General characteristics of Microbes: <ul style="list-style-type: none"> • Structure and classification of Microbes • Morphological types • Size and form of bacteria • Motility • Colonization • Growth and nutrition of microbes • Temperature • Moisture • Blood and body fluids • Laboratory methods for Identification of Microorganisms • Types of Staining – simple, differential (Gram's, AFB), special – capsular staining (negative), spore, LPCB, KOH mount. • Culture and media preparation – solid and liquid. Types of media – semi synthetic, synthetic, enriched, enrichment, selective and differential media. Pure culture techniques – tube dilution, pour, spread, streak plate. Anaerobic cultivation of bacteria 	<ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Experiential Learning through visual 	<ul style="list-style-type: none"> • Short answer • Objective type
III	4	6 (L/E)	Describe the different disease producing organisms	Pathogenic organisms <ul style="list-style-type: none"> • Micro-organisms: Cocci – gram positive and gram negative; Bacilli – gram positive and gram negative • Viruses • Fungi: Superficial and Deep mycoses • Parasites • Rodents & Vectors <ul style="list-style-type: none"> ○ Characteristics, Source, portal of entry, transmission of infection, Identification of disease producing micro-organisms 	<ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Experiential learning through visual 	<ul style="list-style-type: none"> • Short answer • Objective type
IV	3	4 (L/E)	Explain the concepts of	Immunity	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Short answer • Objective

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			immunity, hyper sensitivity and immunization	<ul style="list-style-type: none"> • Immunity: Types, classification • 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 	<ul style="list-style-type: none"> • Discussion • Demonstration • Visit to observe vaccine storage • Clinical practice 	<ul style="list-style-type: none"> • 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 Hand washing and appropriate use of different types of PPE.
4. Illustrate various disinfection and sterilization methods and techniques.
5. Demonstrate knowledge and skill in specimen collection, handling and transport to optimize the diagnosis for treatment.
6. Incorporate the principles and guidelines of Bio Medical waste management.
7. Apply the principles of Antibiotic stewardship in performing the nurses' role.
8. Identify patient safety indicators and perform the role of nurse in the patient safety audit process.
9. Apply the knowledge of International Patient Safety Goals (IPSG) in the patient care settings.
10. Identify employee safety indicators and risk of occupational hazards.
11. Develop understanding of the various safety protocols and adhere to those protocols.

COURSE OUTLINE

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

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	2	2 (E)	Summarize the evidence based and effective patient care practices for the prevention of common healthcare associated infections in the healthcare	HAI (Hospital acquired Infection) <ul style="list-style-type: none"> • Hospital acquired infection • Bundle approach <ul style="list-style-type: none"> - Prevention of Urinary Tract Infection (UTI) - Prevention of Surgical Site Infection (SSI) - Prevention of Ventilator 	<ul style="list-style-type: none"> • Lecture & Discussion • Experiential learning 	<ul style="list-style-type: none"> • Knowledge assessment • MCQ • Short answer

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			Setting	Associated events (VAE) - Prevention of Central Line Associated Blood Stream Infection (CLABSI) <ul style="list-style-type: none"> • Surveillance of HAI – Infection control team & Infection control committee 		
II	3	4 (L)	Demonstrate appropriate use of different types of PPEs and the critical use of risk assessment	Isolation Precautions and use of Personal Protective Equipment (PPE) <ul style="list-style-type: none"> • Types of isolation system, standard precaution and transmission-based precautions (Direct Contact, Droplet, Indirect) • Epidemiology & Infection prevention – CDC guidelines • Effective use of PPE 	<ul style="list-style-type: none"> • Lecture • Demonstration & Re-demonstration 	<ul style="list-style-type: none"> • Performance assessment • OSCE
III	1	2 (L)	Demonstrate the hand hygiene practice and its effectiveness on infection control	Hand Hygiene <ul style="list-style-type: none"> • Types of Hand hygiene. • Hand washing and use of alcohol hand rub • Moments of Hand Hygiene • WHO hand hygiene promotion 	<ul style="list-style-type: none"> • Lecture • Demonstration & Re-demonstration 	<ul style="list-style-type: none"> • Performance assessment
IV	1	2 (E)	Illustrates disinfection and sterilization in the healthcare setting	Disinfection and sterilization <ul style="list-style-type: none"> • Definitions • Types of disinfection and sterilization • Environment cleaning • Equipment Cleaning • Guides on use of disinfectants • Spaulding’s principle 	<ul style="list-style-type: none"> • Lecture • Discussion • Experiential learning through visit 	<ul style="list-style-type: none"> • Short answer • Objective type
V	1		Illustrate on what, when, how, why specimens are collected to optimize the diagnosis for treatment and management.	Specimen Collection (Review) <ul style="list-style-type: none"> • Principle of specimen collection • Types of specimens • Collection techniques and special considerations • Appropriate containers • Transportation of the sample • Staff precautions in handling specimens 	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Knowledge evaluation • Quiz • Performance assessment • Checklist
VI	2	2 (E)	Explain on Bio Medical waste management & laundry management	BMW (Bio Medical Waste Management) <i>Laundry management process and infection control and prevention</i>	<ul style="list-style-type: none"> • Discussion • Demonstration • Experiential learning through 	<ul style="list-style-type: none"> • Knowledge assessment by short answers, objective type • Performance

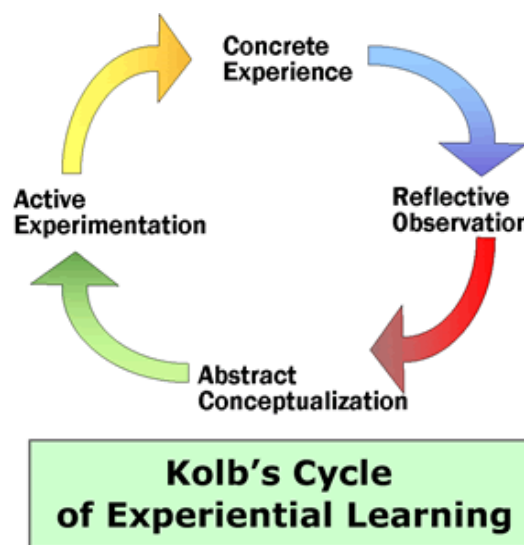
Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
				<ul style="list-style-type: none"> Waste management process and infection prevention Staff precautions Laundry management Country ordinance and BMW National guidelines 2017: Segregation of wastes, Colour coded waste containers, waste collection & storage, Packaging & labeling, Transportation 	visit	Assessment
VII	2		<p>Explain in detail about Antibiotic stewardship, AMR</p> <p>Describe MRSA/ MDRO and its prevention</p>	<p>Antibiotic stewardship</p> <ul style="list-style-type: none"> Importance of Antibiotic Stewardship Anti-Microbial Resistance Prevention of MRSA, MDRO in healthcare setting 	<ul style="list-style-type: none"> Lecture Discussion Written assignment –Recent AMR (Antimicrobial resistance) guidelines 	<ul style="list-style-type: none"> Short answer Objective type Assessment of assignment
VIII	3	5 (L/E)	<p>Enlist the patient safety indicators followed in a health care organization and the role of nurse in the patient safety audit process</p> <p>Captures and analyzes incidents and events for quality improvement</p>	<p>Patient Safety Indicators</p> <ul style="list-style-type: none"> 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 <p>Incidents and adverse Events</p> <ul style="list-style-type: none"> Capturing of incidents RCA (Root Cause Analysis) CAPA (Corrective and Preventive Action) Report writing 	<ul style="list-style-type: none"> Lecture Demonstration Experiential learning Lecture 	<ul style="list-style-type: none"> Knowledge assessment Performance assessment Checklist/ OSCE Knowledge assessment Short answer

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
					<ul style="list-style-type: none"> • Role play • Inquiry Based Learning 	<ul style="list-style-type: none"> • Objective type
IX	1		Enumerate IPSPG and application of the goals in the patient care settings.	IPSPG (International Patient safety Goals) <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Lecture • Role play 	<ul style="list-style-type: none"> • Objective type
X	2	3 (L/E)	Enumerate the various safety protocols and its applications	Safety protocol <ul style="list-style-type: none"> • 5S (Sort, Set in order, Shine, Standardize, Sustain) • Radiation safety • Laser safety • Fire safety <ul style="list-style-type: none"> - Types and classification of fire - Fire alarms - Firefighting equipment • HAZMAT (Hazardous Materials) safety <ul style="list-style-type: none"> - Types of spill - Spillage management - MSDS (Material Safety Data Sheets) • Environmental safety <ul style="list-style-type: none"> - Risk assessment - Aspect impact analysis - Maintenance of Temp and Humidity (Department wise) - Audits • Emergency Codes • Role of Nurse in times of disaster 	<ul style="list-style-type: none"> • Lecture • Demonstration/ Experiential learning 	<ul style="list-style-type: none"> • Mock drills • Post tests • Checklist
XI	2		Explain importance of employee safety	Employee Safety Indicators <ul style="list-style-type: none"> • Vaccination • Needle stick injuries (NSI) 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Knowledge assessment by short answers,

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			indicators Identify risk of occupational hazards, prevention and post exposure prophylaxis.	prevention <ul style="list-style-type: none"> • Fall prevention • Radiation safety • Annual health check Healthcare Worker Immunization Program and management of occupational exposure <ul style="list-style-type: none"> • Occupational health ordinance • Vaccination program for healthcare staff • Needle stick injuries and prevention and post exposure prophylaxis 	<ul style="list-style-type: none"> • Lecture method • Journal review 	objective type <ul style="list-style-type: none"> • Short answer

***Experiential Learning:**

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



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PHARMACOLOGY - I

PLACEMENT: III SEMESTER

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.
6. Describe drugs used in the treatment of cardiovascular and blood disorders.
7. Explain the drugs used in the treatment of endocrine system disorders.
8. Describe the drugs acting on skin and drugs used to treat communicable diseases.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	3 (T)	Describe Pharmacodynamics, Pharmacokinetics, Classification, principles of administration of drugs	Introduction to Pharmacology <ul style="list-style-type: none"> • Definitions & Branches • Nature & Sources of drugs • Dosage Forms and Routes of drug administration • Terminology used • Classification, Abbreviations, Prescription, Drug Calculation, Weights and Measures • <i>Pharmacodynamics</i>: Actions, Drug Antagonism, Synergism, Tolerance, Receptors, Therapeutic, adverse, toxic effects, pharmacovigilance • <i>Pharmacokinetics</i>: Absorption, Bioavailability, Distribution, Metabolism, Interaction, Excretion • Review: Principles of drug administration and treatment individualization <ul style="list-style-type: none"> ○ Factors affecting dose, route etc. • Indian Pharmacopoeia: Legal Issues, Drug Laws, Schedule Drugs • Rational Use of Drugs • Principles of Therapeutics 	<ul style="list-style-type: none"> • Lecture cum Discussion • Guided reading and written assignment on schedule K drugs 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of assignments
II	1 (T)	Describe antiseptics, and disinfectant & nurse's responsibilities	Pharmacology of commonly used antiseptics and disinfectants <ul style="list-style-type: none"> • Antiseptics and Disinfectants • Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse 	<ul style="list-style-type: none"> • Lecture cum Discussion • Drug study/ presentation 	<ul style="list-style-type: none"> • Short answer • Objective type
III	2 (T)	Describe drugs acting on gastro-intestinal system & nurse's responsibilities	Drugs acting on G.I. system <ul style="list-style-type: none"> • Pharmacology of commonly used drugs <ul style="list-style-type: none"> ○ Emetics and Antiemetics ○ Laxatives and Purgatives ○ Antacids and antipeptic ulcer drugs ○ Anti-diarrhoeals – Fluid and electrolyte therapy, Furazolidone, dicyclomine • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse 	<ul style="list-style-type: none"> • Lecture cum Discussion • Drug study/ presentation 	<ul style="list-style-type: none"> • Short answer • Objective type

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

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

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PATHOLOGY - I

PLACEMENT: III SEMESTER

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

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

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

III	7 (T)	Describe various laboratory tests in assessment and monitoring of disease conditions	<p>Hematological tests for the diagnosis of blood disorders</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Blood grouping and cross matching ○ Blood components ○ Plasmapheresis ○ Transfusion reactions <p>Note: Few lab hours can be planned for observation and visits (Less than 1 credit, lab hours are not specified separately)</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Visit to clinical lab, biochemistry lab and blood bank 	<ul style="list-style-type: none"> • Short answer • Objective type
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ADULT HEALTH NURSING - I WITH INTEGRATED PATHOPHYSIOLOGY

(including BCLS module) PLACEMENT: III SEMESTER

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 Medical Surgical Nursing I course, students will be able to

1. Explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of common medical and surgical disorders.
2. Perform complete health assessment to establish a data base for providing quality patient care and integrate the knowledge of anatomy, physiology and diagnostic tests in the process of data collection.
3. Identify 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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	6 (T) 4 (L/SL)	Narrate the evolution of medical surgical nursing Apply nursing process in caring for patients with medical surgical problems Execute the role of a nurse in various medical surgical setting Develop skills in assessment and care of wound	Introduction <ul style="list-style-type: none"> • Evolution and trends of medical and surgical nursing • International classification of diseases • Roles and responsibility of a nurse in medical and surgical settings <ul style="list-style-type: none"> ○ Outpatient department ○ In-patient unit ○ Intensive care unit • Introduction to medical and surgical asepsis <ul style="list-style-type: none"> ○ Inflammation, infection ○ Wound healing – stages, influencing factors 	<ul style="list-style-type: none"> • Lecture cum discussion • Demonstration & Practice session • Role play • Visit to outpatient department, in patient and intensive care unit 	<ul style="list-style-type: none"> • Short Answer • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Develop competency in providing pre and postoperative care	<ul style="list-style-type: none"> ○ Wound care and dressing technique • Care of surgical patient <ul style="list-style-type: none"> ○ pre-operative ○ post-operative • Alternative therapies used in caring for patients with Medical Surgical Disorders 		

II	15 (T) 4 (L/SL)	<p>Explain organizational set up of the operating theatre</p> <p>Differentiate the role of scrub nurse and circulating nurse</p> <p>Describe the different positioning for various surgeries</p> <p>Apply principles of asepsis in handling the sterile equipment</p> <p>Demonstrate skill in scrubbing procedures</p> <p>Demonstrate skill in assessing the patient and document accurately the surgical safety checklist</p> <p>Develop skill in assisting with selected surgeries</p> <p>Explain the types, functions, and nursing considerations for different types of anaesthesia</p>	<p>Intraoperative Care</p> <ul style="list-style-type: none"> • Organization and physical set up of the operation theatre <ul style="list-style-type: none"> ○ Classification ○ O.T Design ○ Staffing ○ Members of the OT team ○ Duties and responsibilities of the nurse in OT • Position and draping for common surgical procedures • Instruments, sutures and suture materials, equipment for common surgical procedures • Disinfection and sterilization of equipment • Preparation of sets for common surgical procedures • Scrubbing procedures – Gowning, masking and gloving • Monitoring the patient during the procedures • Maintenance of the therapeutic environment in OT • Assisting in major and minor operation, handling specimen • Prevention of accidents and hazards in OT • Anaesthesia – types, methods of administration, effects and stages, equipment & drugs • Legal aspects 	<ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration, Practice session, and Case Discussion • Visit to receiving bay 	<ul style="list-style-type: none"> • Caring for patient intra operatively • Submit a list of disinfectants used for instruments with the action and precaution
III	6 (T) 4 (L/SL)	<p>Identify the signs and symptoms of shock and electrolyte imbalances</p> <p>Develop skills in managing fluid and electrolyte imbalances</p>	<p>Nursing care of patients with common signs and symptoms and management</p> <ul style="list-style-type: none"> • Fluid and electrolyte imbalance • Shock • Pain 	<ul style="list-style-type: none"> • Lecture, discussion, demonstration • Case discussion 	<ul style="list-style-type: none"> • Short answer • MCQ • Case report

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Perform pain assessment and plans for the nursing management			
IV	18 (T) 4 (L)	Demonstrate skill in respiratory assessment Differentiates different breath sounds and lists the indications Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of common respiratory problems Describe the health behaviour to be adopted in preventing respiratory illnesses	Nursing Management of patients with respiratory problems <ul style="list-style-type: none"> • Review of anatomy and physiology of respiratory system • Nursing Assessment – history taking, physical assessment and diagnostic tests • Common respiratory problems: <ul style="list-style-type: none"> ○ Upper respiratory tract infections ○ Chronic obstructive pulmonary diseases ○ Pleural effusion, Empyema ○ Bronchiectasis ○ Pneumonia ○ Lung abscess ○ Cyst and tumors ○ Chest Injuries ○ Acute respiratory distress syndrome ○ Pulmonary embolism • Health behaviours to prevent respiratory illness 	<ul style="list-style-type: none"> • Lecture, discussion, • Demonstration • Practice session • Case presentation • Visit to PFT Lab 	<ul style="list-style-type: none"> • Essay • Short answer • OSCE
V	16 (T) 5 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of gastrointestinal disorders Demonstrate skill in gastrointestinal assessment Prepare patient for upper and lower gastrointestinal investigations Demonstrate skill in gastric decompression, gavage, and stoma care	Nursing Management of patients with disorders of digestive system <ul style="list-style-type: none"> • Review of anatomy and physiology of GI system • Nursing assessment –History and physical assessment • GI investigations • Common GI disorders: <ul style="list-style-type: none"> ○ Oral cavity: lips, gums and teeth ○ GI: Bleeding, Infections, Inflammation, tumors, Obstruction, Perforation & Peritonitis ○ Peptic & duodenal ulcer, ○ Mal-absorption, Appendicitis, Hernias ○ Hemorrhoids, fissures, Fistulas ○ Pancreas: inflammation, cysts, and tumors 	<ul style="list-style-type: none"> • Lecture, Discussion • Demonstration, • Role play • Problem Based Learning • Visit to stoma clinic 	<ul style="list-style-type: none"> • Short answer • Quiz • OSCE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Demonstrate skill in different feeding techniques	<ul style="list-style-type: none"> ○ Liver: inflammation, cysts, abscess, cirrhosis, portal hypertension, hepatic failure, tumors ○ Gall bladder: inflammation, Cholelithiasis, tumors ● Gastric decompression, gavage and stoma care, different feeding techniques ● Alternative therapies, drugs used in treatment of disorders of digestive system 		
VI	20 (T) 5 (L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of cardiovascular disorders</p> <p>Demonstrate skill in cardiovascular assessment</p> <p>Prepare patient for invasive and non-invasive cardiac procedures</p> <p>Demonstrate skill in monitoring and interpreting clinical signs related to cardiac disorders</p> <p>Complete BLS/BCLS module</p>	<p>Nursing Management of patients with cardiovascular problems</p> <ul style="list-style-type: none"> ● Review of anatomy and physiology of cardio-vascular system ● Nursing Assessment: History and Physical assessment ● Invasive & non-invasive cardiac procedures ● Disorders of vascular system- Hypertension, arteriosclerosis, Raynaud's disease, aneurysm and peripheral vascular disorders ● Coronary artery diseases: coronary atherosclerosis, Angina pectoris, myocardial infarction ● Valvular disorders: congenital and acquired ● Rheumatic heart disease: pericarditis, myocarditis, endocarditis, cardiomyopathies ● Cardiac dysrhythmias, heart block ● Congestive heart failure, cor pulmonale, pulmonary edema, cardiogenic shock, cardiac tamponade ● Cardiopulmonary arrest 	<ul style="list-style-type: none"> ● Lecture, discussion ● Demonstration ● Practice session ● Case Discussion ● Health education ● Drug Book/ presentation ● Completion of BCLS Module 	<ul style="list-style-type: none"> ● Care plan ● Drug record ● BLS/ BCLS evaluation
VII	7 (T) 3 (L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of hematological disorders</p> <p>Interpret blood reports</p>	<p>Nursing Management of patients with disorders of blood</p> <ul style="list-style-type: none"> ● Review of Anatomy and Physiology of blood ● Nursing assessment: history, physical assessment & Diagnostic tests ● Anemia, Polycythemia ● Bleeding Disorders: clotting factor defects and platelets defects, thalassemia, leukemia, leukopenia, 	<ul style="list-style-type: none"> ● Field visit to blood bank ● Counseling 	<ul style="list-style-type: none"> ● Interpretation of blood reports ● Visit report

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Prepare and provides health education on blood donation	<p>agranulocytosis</p> <ul style="list-style-type: none"> • Lymphomas, myelomas 		
VIII	8 (T) 2 (L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of endocrine disorders</p> <p>Demonstrate skill in assessment of endocrine organ dysfunction</p> <p>Prepare and provides health education on diabetic diet</p> <p>Demonstrate skill in insulin administration</p>	<p>Nursing management of patients with disorders of endocrine system</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of endocrine system • Nursing Assessment –History and Physical assessment • Disorders of thyroid and Parathyroid, Adrenal and Pituitary (Hyper, Hypo, tumors) • Diabetes mellitus 	<ul style="list-style-type: none"> • Lecture, discussion, demonstration • Practice session • Case Discussion • Health education 	<ul style="list-style-type: none"> • Prepare health education on self-administration of insulin • Submits a diabetic diet plan
IX	8 (T) 2 (L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of disorders of integumentary system</p> <p>Demonstrate skill in integumentary assessment</p> <p>Demonstrate skill in medicated bath</p> <p>Prepare and provide health education on skin care</p>	<p>Nursing management of patients with disorders of Integumentary system</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Lecture, discussion • Demonstration • Practice session • Case Discussion 	<ul style="list-style-type: none"> • Drug report • Preparation of Home care plan
X	16 (T) 4 (L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of musculoskeletal disorders</p>	<p>Nursing management of patients with musculoskeletal problems</p> <ul style="list-style-type: none"> • Review of Anatomy and physiology of the musculoskeletal system • Nursing Assessment: History and physical assessment, diagnostic tests • Musculoskeletal trauma: Dislocation, fracture, sprain, strain, 	<ul style="list-style-type: none"> • Lecture/ • Discussion • Demonstration • Case Discussion • Health education 	<ul style="list-style-type: none"> • Nursing care plan • Prepare health teaching on care of patient with cast

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>Demonstrate skill in musculoskeletal assessment</p> <p>Prepare patient for radiological and non-radiological investigations of musculoskeletal system</p> <p>Demonstrate skill in crutch walking and splinting</p> <p>Demonstrate skill in care of patient with replacement surgeries</p> <p>Prepare and provide health education on bone healing</p>	<p>contusion, amputation</p> <ul style="list-style-type: none"> • Musculoskeletal infections and tumors: Osteomyelitis, benign and malignant tumour • Orthopedic modalities: Cast, splint, traction, crutch walking • Musculoskeletal inflammation: Bursitis, synovitis, arthritis • Special therapies, alternative therapies • Metabolic bone disorder: Osteoporosis, osteomalacia and Paget's disease • Spinal column defects and deformities – tumor, prolapsed intervertebral disc, Pott's spine • Rehabilitation, prosthesis • Replacement surgeries 		
XI	20 (T) 3 (L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of patients with communicable diseases</p> <p>Demonstrate skill in barrier and reverse barrier techniques</p> <p>Demonstrate skill in execution of different isolation protocols</p>	<p>Nursing management of patients with Communicable diseases</p> <ul style="list-style-type: none"> • Overview of infectious diseases, the infectious process • Nursing Assessment: History and Physical assessment, Diagnostic tests • Tuberculosis • Diarrhoeal diseases, hepatitis A-E, Typhoid • Herpes, chickenpox, Smallpox, Measles, Mumps, Influenza • Meningitis • Gas gangrene • Leprosy • Dengue, Plague, Malaria, Chikungunya, swine flu, Filariasis • Diphtheria, Pertussis, Tetanus, Poliomyelitis • COVID-19 • Special infection control measures: Notification, Isolation, Quarantine, Immunization 	<ul style="list-style-type: none"> • Lecture, discussion, demonstration • Practice session • Case Discussion/ seminar • Health education • Drug Book/ presentation • Refer TB Control & Management module 	<ul style="list-style-type: none"> • Prepares and submits protocol on various isolation techniques

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CLINICAL PRACTICUM

CLINICAL PRACTICUM: 6 Credits (480 hours) - 18 weeks × 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

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

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

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

III. NURSING MANAGEMENT OF PATIENTS WITH CARDIAC CONDITIONS

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

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

IV. NURSING MANAGEMENT OF PATIENTS WITH DISORDERS OF INTEGUMENTARY SYSTEM

A. Skill Lab

Use of manikins and simulators

Application of topical medication

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Dermatology wards	1	Develop skill in management of patients with disorders of integumentary system	<ul style="list-style-type: none"> • Intradermal injection-Skin allergy testing • Application of topical medication • Medicated bath 		<ul style="list-style-type: none"> • Clinical evaluation

V. NURSING MANAGEMENT OF PATIENTS WITH COMMUNICABLE DISEASES

A. Skill Lab

- Barrier Nursing
- Reverse Barrier Nursing
- Standard precautions

B. Clinical Postings

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

VI. NURSING MANAGEMENT OF PATIENTS WITH MUSCULOSKELETAL PROBLEMS

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Orthopedic wards	2	Develop skill in management of patients with musculoskeletal problems	<ul style="list-style-type: none"> • Preparation of patient with Myelogram/CT/MRI • Assisting with application & removal of POP/Cast • Preparation, assisting and after care of patient with Skin 	<ul style="list-style-type: none"> • Care Note – 1 	<ul style="list-style-type: none"> • Clinical evaluation, • Care note

			traction/skeletal traction <ul style="list-style-type: none"> • Care of orthotics • Muscle strengthening exercises • Crutch walking • Rehabilitation 		
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VII. NURSING MANAGEMENT OF PATIENTS IN THE OPERATING ROOMS

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Operation theatre	4	Develop skill in caring for intraoperative patients	<ul style="list-style-type: none"> • 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 • Intra operative monitoring 	<ul style="list-style-type: none"> • Assist as circulatory nurse – 4 • Positioning & draping – 5 • Assist as scrub nurse in major surgeries – 4 • Assist as scrub nurse in minor surgeries – 4 	<ul style="list-style-type: none"> • Clinical evaluation • OSCE

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

PLACEMENT: IV SEMESTER

THEORY: 7 Credits (140 hours)

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

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

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

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

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

COURSE OUTLINE

T – Theory, L/SL – Lab/Skill Lab

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

III	15 (T) 4 (L/SL)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of Kidney and urinary system disorders</p> <p>Demonstrate skill in genitourinary assessment</p> <p>Prepare patient for genitourinary investigations</p> <p>Prepare and provide health education on prevention of renal calculi</p>	<p>Nursing management of patient with Kidney and Urinary problems</p> <ul style="list-style-type: none"> • Review of Anatomy and physiology of the genitourinary system • History, physical assessment, diagnostic tests • Urinary tract infections: acute, chronic, lower, upper • Nephritis, nephrotic syndrome • Renal calculi • Acute and chronic renal failure • Disorders of ureter, urinary bladder and Urethra • Disorders of prostate: inflammation, infection, stricture, obstruction, and Benign Prostate Hypertrophy 	<ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Case Discussion • Health education • Drug book • Field visit – Visits hemodialysis unit 	<ul style="list-style-type: none"> • MCQ • Short Note • Long essay • Case report • Submits health teaching on prevention of urinary calculi
IV	6 (T)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of male reproductive disorders</p>	<p>Nursing management of disorders of male reproductive system</p> <ul style="list-style-type: none"> • Review of Anatomy and physiology of the male reproductive system • History, Physical Assessment, Diagnostic tests • Infections of testis, penis and adjacent structures: Phimosis, Epididymitis, and 	<ul style="list-style-type: none"> • Lecture, Discussion • Case Discussion • Health education 	<ul style="list-style-type: none"> • Short essay

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<p>Orchitis</p> <ul style="list-style-type: none"> Sexual dysfunction, infertility, contraception Male Breast Disorders: gynecomastia, tumor, climacteric changes 		
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	<p>Nursing management of patient with burns, reconstructive and cosmetic surgery</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Lecture and discussion Demonstration of burn wound assessment, vacuum dressing and fluid calculations Visit to burn rehabilitation centers 	<ul style="list-style-type: none"> OSCE Short notes
VI	16 (T) 4 (L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with neurological disorders	<p>Nursing management of patient with neurological disorders</p> <ul style="list-style-type: none"> 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 in vertebral disc Intra cranial and cerebral aneurysms Meningitis, encephalitis, brain, abscess, neuro-cysticercosis 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 <i>Guillain-Barré syndrome</i>, Myasthenia gravis & Multiple sclerosis 	<ul style="list-style-type: none"> Lecture and discussion Demonstration of physiotherapy, neuro assessment, tracheostomy care Visit to rehabilitation center, long term care clinics, EEG, NCV study unit, 	<ul style="list-style-type: none"> OSCE Short notes Essay Drug book

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Rehabilitation of patient with neurological deficit 		
VII	12 (T) 4 (L/SL)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of immunological disorders</p> <p>Prepare and provides health education on prevention of HIV infection and rehabilitation</p> <p>Describe the national infection control programs</p>	<p>Nursing management of patients with Immunological problems</p> <ul style="list-style-type: none"> • Review of Immune system • Nursing Assessment: History and Physical assessment • HIV & AIDS: Epidemiology, Transmission, Prevention of Transmission and management of HIV/AIDS • Role of Nurse; Counseling, Health education and home care consideration and rehabilitation • National AIDS Control Program – NACO, various national and international agencies for infection control 	<ul style="list-style-type: none"> • Lecture, discussion • Case Discussion/ seminar • Refer Module on HIV/AIDS 	
VIII	12 (T) 4 (L/SL)	<p>Explain the etiology, pathophysiology, types, clinical manifestations, staging, diagnostic measures and management of patients with different cancer, treatment modalities including newer treatments</p>	<p>Nursing management of patient with Oncological conditions</p> <ul style="list-style-type: none"> • Structure and characteristics of normal and cancer cells • History, physically assessment, diagnostic tests • Prevention screening early detections warning sign of cancer • Epidemiology, etiology classification, Pathophysiology, staging clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of Oncological condition • Common malignancies of various body system eye, ear, nose, larynx, breast, cervix, ovary, uterus, sarcoma, renal, bladder, kidney, prostate Brain, Spinal cord. • Oncological emergencies • Modalities of treatment: Chemotherapy, Radiotherapy: Radiation safety, 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 	<ul style="list-style-type: none"> • Lecture and discussion • Demonstration of chemotherapy preparation and administration • Visit to BMT, radiotherapy units (linear accelerator, brachytherapy, etc.), nuclear medicine unit <p>• Completion of palliative care</p>	<ul style="list-style-type: none"> • OSCE • Essay • Quiz • Drug book • Counseling, health teaching

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

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

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

I. Nursing Management of Patients with ENT Disorders

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
ENT Ward and OPD	2	Provide care to patients with ENT disorders Educate the patients and their families	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ Auditory screening tests ○ Audiometric tests • Preparing the patient and assisting in special procedures like Anterior/ posterior nasal packing, Ear Packing and Syringing • Preparation and after care of patients undergoing ENT surgical procedures • Instillation of drops/medication 	<ul style="list-style-type: none"> • ENT assessment –1 • Case study/ Clinical presentation – 1 	<ul style="list-style-type: none"> • Clinical evaluation • OSCE • Case report study/ Clinical presentation

II. Nursing Management of Patients with Eye Conditions

A. Skill Lab

Use of manikins and simulators

- Instilling Eye medications
- Eye irrigation
- Eye bandage

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Ophthalmology unit	2	Develop skill in providing care to patients with Eye disorders Educate the patients and	<ul style="list-style-type: none"> • History taking, Examination of eyes and interpretation • Assisting procedures <ul style="list-style-type: none"> ○ Visual acuity ○ Fundoscopy, retinoscopy, ophthalmoscopy, tonometry, ○ Refraction tests 	<ul style="list-style-type: none"> • Eye assessment – 1 • Health teaching • Case study/ Clinical Presentation– 1 	<ul style="list-style-type: none"> • Clinical evaluation • OSCE • Clinical presentation
		their families	<ul style="list-style-type: none"> • Pre and post-operative care • Instillation of drops/ medication • Eye irrigation • Application of eye bandage • Assisting with foreign body removal 		

III. Nursing Management of Patients with Kidney and Urinary System Disorders

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

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

IV. Nursing Management of Patients with Burns and Reconstructive Surgery

A. Skill Lab

Use of manikins and simulators

- Assessment of burns wound
- Wound dressing

B. Clinical Postings

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

V. Nursing Management of Patients with neurological disorders

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

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

VI. Nursing Management of Patients with Immunological Disorders

A. Skill Lab

- Barrier Nursing
- Reverse Barrier Nursing

B. Clinical Postings

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

VII. Nursing Management of Patients with disorders of Oncological conditions

A. Skill Lab

Use of manikins and simulators

- Application of topical medication
- Administration of chemotherapy

B. Clinical Postings

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

VIII. Nursing Management of Patients in emergency conditions

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

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

IX. Nursing Management of geriatric patients

A. Skill Lab

Use of manikins and simulators

- Use of assistive safety devices

B. Clinical Postings

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

X. Nursing Management of Patients in critical care units

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

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

PHARMACOLOGY – II
Including Fundamentals of Prescribing
Module

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
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 <ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Lecture cum Discussion ● Drug study/ presentation 	<ul style="list-style-type: none"> ● Short answer ● Objective type
II	4 (T)	Describe drugs acting on urinary system & nurse's responsibilities	Drugs used on urinary system <ul style="list-style-type: none"> ● Pharmacology of commonly used drugs <ul style="list-style-type: none"> ○ Renin angiotensin system ○ 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 	<ul style="list-style-type: none"> ● Lecture cum Discussion ● Drug study/ presentation 	<ul style="list-style-type: none"> ● Short answer ● Objective type
III	10 (T)	Describe drugs used on nervous system & nurse's responsibilities	Drugs acting on nervous system <ul style="list-style-type: none"> ● Basis & applied pharmacology of commonly used drugs ● Analgesics and anaesthetics <ul style="list-style-type: none"> ○ Analgesics: Non-steroidal anti-inflammatory (NSAID) drugs ○ Antipyretics ○ Opioids & other central analgesics <ul style="list-style-type: none"> ✓ General (techniques of GA, pre anesthetic medication) & local anesthetics ✓ Gases: oxygen, nitrous, oxide, carbon-dioxide & others ● Hypnotics and sedatives ● Skeletal muscle relaxants ● Antipsychotics ○ Mood stabilizers 	<ul style="list-style-type: none"> ● Lecture cum Discussion ● Drug study/ presentation 	<ul style="list-style-type: none"> ● Short answer ● Objective type

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ○ Ipecac ○ Antidotes, ○ Anti-snake venom (ASV) ● Vitamins and minerals supplementation ● Vaccines & sera (Universal immunization program schedules) ● Anticancer drugs: Chemotherapeutic drugs commonly used ● Immuno-suppressants and Immunostimulants 		
VII	4 (T)	Demonstrate awareness of common drugs used in alternative system of medicine	Introduction to drugs used in alternative systems of medicine <ul style="list-style-type: none"> ● Ayurveda, Homeopathy, Unani and Siddha etc. ● Drugs used for common ailments 	<ul style="list-style-type: none"> ● Lecture cum Discussion ● Observational visit 	<ul style="list-style-type: none"> ● Short answer ● Objective type
VIII	20 (T)	Demonstrate understanding about fundamental principles of prescribing	Fundamental principles of prescribing <ul style="list-style-type: none"> ● Prescriptive role of nurse practitioners: Introduction ● Legal and ethical issues related to prescribing ● Principles of prescribing ● Steps of prescribing ● Prescribing competencies 	<ul style="list-style-type: none"> ● Completion of module on Fundamental principles of prescribing 	<ul style="list-style-type: none"> ● Short answer ● Assignments evaluation

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PATHOLOGY - II AND GENETICS

PLACEMENT: IV SEMESTER

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

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Analysis of semen: <ul style="list-style-type: none"> ○ Sperm count, motility and morphology and their importance in infertility • Urine: <ul style="list-style-type: none"> ○ Physical characteristics, Analysis, Culture and Sensitivity • Faeces: <ul style="list-style-type: none"> ○ Characteristics ○ Stool examination: Occult blood, Ova, Parasite and Cyst, Reducing substance etc. ○ Methods and collection of urine and faeces for various tests 		

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GENETICS
COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Explain nature, principles and perspectives of heredity	Introduction: <ul style="list-style-type: none"> • 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 blood groups • Sex linked inheritance • Mechanism of inheritance • Errors in transmission (mutation) 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using slides 	<ul style="list-style-type: none"> • Short answer • Objective type
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 <ul style="list-style-type: none"> • Conditions affecting the mother: genetic and infections • Consanguinity atopy • Prenatal nutrition and food allergies • Maternal age 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using slides 	<ul style="list-style-type: none"> • Short answer • Objective type
			<ul style="list-style-type: none"> • Maternal drug therapy • Prenatal testing and diagnosis • Effect of Radiation, drugs and chemicals • Infertility • Spontaneous abortion • Neural Tube Defects and the role of folic acid in lowering the risks • Down syndrome (Trisomy 21) 		
III	2 (T)	Explain the screening methods for genetic defects and diseases in neonates and children	Genetic testing in the neonates and children <ul style="list-style-type: none"> • Screening for <ul style="list-style-type: none"> ○ Congenital abnormalities ○ Developmental delay ○ Dysmorphism 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using slides 	<ul style="list-style-type: none"> • Short answer • Objective type

IV	2 (T)	Identify genetic disorders in adolescents and adults	Genetic conditions of adolescents and adults <ul style="list-style-type: none"> • Cancer genetics: Familial cancer • Inborn errors of metabolism • Blood group alleles and hematological disorder • Genetic haemochromatosis • Huntington's disease • Mental illness 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using slides 	<ul style="list-style-type: none"> • Short answer • Objective type
V	2 (T)	Describe the role of nurse in genetic services and counselling	Services related to genetics <ul style="list-style-type: none"> • Genetic testing • Gene therapy • Genetic counseling • Legal and Ethical issues • Role of nurse 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Short answer • Objective type

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**PROFESSIONALISM, PROFESSIONAL VALUES & ETHICS INCLUDING
BIOETHICS PLACEMENT:**

IV SEMESTER

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.

COURSE OUTLINE

T – Theory

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

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

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

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

PLACEMENT: V SEMESTER

THEORY: 3 Credits (60 hours)

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

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>List major causes of death during infancy, early & late childhood</p> <p>Differentiate between an adult and child in terms of illness and response</p> <p>Describe the major functions & role of the pediatric nurse in caring for a hospitalized child.</p> <p>Describe the principles of child health nursing and perform child health nursing procedures</p>	<p>chain.</p> <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ Physiological ○ Psychological ○ Social ○ Immunological ● 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. <p><i>Child Health Nursing procedures:</i></p> <ul style="list-style-type: none"> ● Administration of medication: oral, I/M, & I/V ● Calculation of fluid requirement ● Application of restraints ● Assessment of pain in children. <ul style="list-style-type: none"> ○ FACES pain rating scale ○ FLACC scale ○ Numerical scale 		
II	12 (T)	<p>Describe the normal growth and development of children at different ages</p> <p>Identify the needs of children at different ages & provide parental guidance</p> <p>Identify the nutritional needs of children at different ages & ways</p>	<p>The Healthy Child</p> <ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Short answer ● Objective type ● Assessment of field visits and developmental study reports

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		of meeting needs Identify the role of play for normal & sick children	<ul style="list-style-type: none"> Nutritional needs of children and infants <ul style="list-style-type: none"> breast feeding exclusive breast feeding Supplementary/artificial feeding and weaning Baby friendly hospital concept Types and value of play and selection of play material 	<ul style="list-style-type: none"> Clinical practice/field 	
III	15 (T) 20 (L)	Provide care to normal and high- risk neonates Perform neonatal resuscitation Recognize and manage common neonatal problems	Nursing care of neonate: <ul style="list-style-type: none"> Appraisal of Newborn <ul style="list-style-type: none"> Nursing care of a normal newborn/essential newborn care Neonatal resuscitation <ul style="list-style-type: none"> Nursing management of low birth weight baby Kangaroo mother care <ul style="list-style-type: none"> Nursing management of common neonatal disorder <ul style="list-style-type: none"> Hyperbilirubinemia Hypothermia Hyperthermia Metabolic disorder Neonatal infections Neonatal seizures Respiratory distress syndrome Retinopathy of Prematurity Organization of neonatal care unit Neonatal equipment 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> OSCE Short answer Objective type
IV	10 (T) 5 (L)	Apply principles and strategies of IMNCI	Integrated management of neonatal and childhood illnesses	<i>Modular based teaching:</i> IMNCI module <ul style="list-style-type: none"> Clinical practice/field 	<ul style="list-style-type: none"> OSCE
V	8 (T)	Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of respiratory, and endocrine system	Nursing management in common childhood diseases Respiratory system: <ul style="list-style-type: none"> Identification and Nursing management of congenital malformations Congenital disorders: Tracheoesophageal fistula, Diaphragmatic hernia 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Practice session Clinical practice 	<ul style="list-style-type: none"> Short answer Objective type Assessment of skills with checklist

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

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

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

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
- Suture removal

CLINICAL POSTINGS

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

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

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

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EDUCATIONAL TECHNOLOGY/NURSING EDUCATION

PLACEMENT: V SEMESTER

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)

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

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

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			<p>Describe different methods/strategies of teaching and develop beginning skill in using various teaching methods</p> <p>Explain active learning strategies and participate actively in team and collaborative learning</p>	<p>○ Information communication technology (ICT) – ICT used in education</p> <p><i>Teaching methods – Features, advantages and disadvantages</i></p> <ul style="list-style-type: none"> • Lecture, Group discussion, microteaching • Skill lab – simulations, Demonstration & re-demonstration • Symposium, panel discussion, seminar, scientific workshop, exhibitions • Role play, project • Field trips • Self-directed learning (SDL) • Computer assisted learning • One-to-one instruction <p><i>Active learning strategies</i></p> <ul style="list-style-type: none"> • Team based learning • Problem based learning • Peer sharing • Case study analysis • Journaling • Debate • Gaming • Inter-professional education 	<ul style="list-style-type: none"> • Practice teaching/Micro teaching • Exercise (Peer teaching) • Patient teaching session • Construction of game – puzzle • Teaching in groups – interdisciplinary 	<ul style="list-style-type: none"> • Assessment of microteaching
IV	3	3	<p>Enumerate the factors influencing selection of clinical learning experiences</p> <p>Develop skill in using different clinical teaching strategies</p>	<p>Teaching in the Clinical Setting – Teaching Methods</p> <ul style="list-style-type: none"> • Clinical learning environment • Factors influencing selection of clinical learning experiences • Practice model • Characteristics of effective clinical teacher • Writing clinical learning outcomes/practice competencies • Clinical teaching strategies – patient assignment – clinical conference, clinical presentation/bedside clinic, Case study/care study, nursing rounds, concept mapping, project, debate, game, role play, PBL, questioning, written assignment, process recording 	<ul style="list-style-type: none"> • Lecture cum discussion • Writing clinical outcomes – assignments in pairs 	<ul style="list-style-type: none"> • Short answer • Assessment of written assignment

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
V	5	5	<p>Explain the purpose, principles and steps in the use of media</p> <p>Categorize the different types of media and describe its advantages and disadvantages</p> <p>Develop skill in preparing and using media</p>	<p>Educational/Teaching Media</p> <ul style="list-style-type: none"> • Media use – Purpose, components, principles and steps • Types of media <p><i>Still visuals</i></p> <ul style="list-style-type: none"> ○ Non projected – drawings & diagrams, charts, graphs, posters, cartoons, board devices (chalk/white board, bulletin board, flannel board, flip charts, flash cards, still pictures/photographs, printed materials-handout, leaflet, brochure, flyer ○ Projected – film stripes, microscope, power point slides, overhead projector <p><i>Moving visuals</i></p> <ul style="list-style-type: none"> ○ Video learning resources – videotapes & DVD, blu-ray, USB flash drive ○ Motion pictures/films <p><i>Realia and models</i></p> <ul style="list-style-type: none"> ○ Real objects & Models <p><i>Audio aids/audio media</i></p> <ul style="list-style-type: none"> ○ Audiotapes/Compact discs ○ Radio & Tape recorder ○ Public address system ○ Digital audio <p><i>Electronic media/computer learning resources</i></p> <ul style="list-style-type: none"> ○ Computers ○ Web-based videoconferencing ○ E-learning, Smart classroom <p><i>Telecommunication (Distance education)</i></p> <ul style="list-style-type: none"> ○ Cable TV, satellite broadcasting, videoconferencing Telephones – Telehealth/telenursing <p><i>Mobile technology</i></p>	<ul style="list-style-type: none"> • Lecture cum discussion • Preparation of different teaching aids – (Integrate with practice teaching sessions) 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of the teaching media prepared
VI	5	3	<p>Describe the purpose, scope, principles in selection of evaluation methods and barriers to evaluation</p> <p>Explain the guidelines to develop assessment</p>	<p>Assessment/Evaluation Methods/Strategies</p> <ul style="list-style-type: none"> • Purposes, scope and principles in selection of assessment methods and types • Barriers to evaluation • Guidelines to develop assessment 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Short answer • Objective type

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			<p>tests</p> <p>Develop skill in construction of different tests</p> <p>Identify various clinical evaluation tools and demonstrate skill in selected tests</p>	<p>tests</p> <p><i>Assessment of knowledge:</i></p> <ul style="list-style-type: none"> • Essay type questions, • Short answer questions (SAQ) • Multiple choice questions (MCQ – single response & multiple response) <p><i>Assessment of skills:</i></p> <ul style="list-style-type: none"> • Clinical evaluation • Observation (checklist, rating scales, videotapes) • Written communication – progress notes, nursing care plans, process recording, written assignments • Verbal communication (oral examination) • Simulation • Objective Structured Clinical Examination (OSCE) • Self-evaluation • Clinical portfolio, clinical logs <p><i>Assessment of Attitude:</i></p> <ul style="list-style-type: none"> • Attitude scales <p><i>Assessment tests for higher learning:</i></p> <ul style="list-style-type: none"> • Interpretive questions, hot spot questions, drag and drop and ordered response questions 	<ul style="list-style-type: none"> • Exercise on constructing assessment tool/s 	<ul style="list-style-type: none"> • Assessment of tool/s prepared
VII	3	3	<p>Explain the scope, purpose and principles of guidance</p> <p>Differentiate between guidance and counseling</p> <p>Describe the principles, types, and counseling process</p> <p>Develop basic skill of counseling and guidance</p>	<p>Guidance/academic advising, counseling and discipline</p> <p><i>Guidance</i></p> <ul style="list-style-type: none"> • Definition, objectives, scope, purpose and principles • Roles of academic advisor/ faculty in guidance <p><i>Counseling</i></p> <ul style="list-style-type: none"> • Difference between guidance and counseling • Definition, objectives, scope, principles, types, process and steps of counseling • Counseling skills/techniques – basics • Roles of counselor • Organization of counseling services 	<ul style="list-style-type: none"> • Lecture cum discussion • Role play on student counseling in different situations • Assignment on identifying situations requiring counseling 	<ul style="list-style-type: none"> • Assessment of performance in role play scenario • Evaluation of assignment

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

INTRODUCTION TO FORENSIC NURSING AND

INDIAN LAWS PLACEMENT: V SEMESTER

THEORY: 1 Credit (20 hours)

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3 (T)	Describe the nature of forensic science and discuss issues concerning violence	<p>Forensic Science</p> <ul style="list-style-type: none"> • Definition • History • Importance in medical science • Forensic Science Laboratory <p>Violence</p> <ul style="list-style-type: none"> • Definition • Epidemiology • Source of data <p>Sexual abuse – child and women</p>	<ul style="list-style-type: none"> • Lecture cum discussion • Visit to Regional Forensic Science Laboratory 	<ul style="list-style-type: none"> • Quiz – MCQ • Write visit report
II	2 (T)	Explain concepts of forensic nursing and scope of practice for forensic nurse	<p>Forensic Nursing</p> <ul style="list-style-type: none"> • Definition • History and development • Scope – setting of practice, areas of practice and subspecialties • Ethical issues • Roles and responsibilities of nurse • INC & SNC Acts 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Short answer • Objective type

III	7 (T)	Identify members of forensic team and describe role of forensic nurse	<p>Forensic Team</p> <ul style="list-style-type: none"> • Members and their roles <p>Comprehensive forensic nursing care of victim and family</p> <ul style="list-style-type: none"> • Physical aspects • Psychosocial aspects • Cultural and spiritual aspects • Legal aspects • Assist forensic team in care beyond scope of her practice • Admission and discharge/referral/death of victim of violence • Responsibilities of nurse as a witness <p>Evidence preservation – role of nurses</p> <ul style="list-style-type: none"> • Observation • Recognition 	<ul style="list-style-type: none"> • Lecture cum Discussion • Hypothetical/real case presentation • Observation of post-mortem • Visit to department of forensic medicine 	<ul style="list-style-type: none"> • Objective type • Short answer • Write report
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Collection • Preservation • Documentation of Biological and other evidence related to criminal/traumatic event • Forwarding biological samples for forensic examination 		
IV	3 (T)	Describe fundamental rights and human rights commission	<p>Introduction of Indian Constitution</p> <p>Fundamental Rights</p> <ul style="list-style-type: none"> • Rights of victim • Rights of accused <p>Human Rights Commission</p>	<ul style="list-style-type: none"> • Lecture cum discussion • Written Assignment • Visit to prison 	<ul style="list-style-type: none"> • Short answer • Assessment of written assignment • Write visit report
V	5 (T)	<p>Explain Indian judicial system and laws</p> <p>Discuss the importance of POSCO Act</p>	<p>Sources of laws and law-making powers</p> <p>Overview of Indian Judicial System</p> <ul style="list-style-type: none"> • JMFC (Judicial Magistrate First Class) • District • State • Apex <p>Civil and Criminal Case Procedures</p> <ul style="list-style-type: none"> • IPC (Indian Penal Code) • ICPC • IE Act (Indian Evidence Act) <p>Overview of POSCO Act</p>	<ul style="list-style-type: none"> • Lecture cum discussion • Guided reading • Lecture cum discussion 	<ul style="list-style-type: none"> • Quiz • Short answer

INTRODUCTION TO FORENSIC NURSING AND INDIAN LAWS PLACEMENT:

V SEMESTER

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3 (T)	Describe the nature of forensic science and discuss issues concerning violence	Forensic Science <ul style="list-style-type: none">• Definition• History• Importance in medical science• Forensic Science Laboratory Violence <ul style="list-style-type: none">• Definition• Epidemiology• Source of data Sexual abuse – child and women	<ul style="list-style-type: none">• Lecture cum discussion• Visit to Regional Forensic Science Laboratory	<ul style="list-style-type: none">• Quiz – MCQ• Write visit report
II	2 (T)	Explain concepts of forensic nursing and scope of practice for forensic nurse	Forensic Nursing <ul style="list-style-type: none">• Definition• History and development• Scope – setting of practice, areas of practice and subspecialties• Ethical issues• Roles and responsibilities of nurse• INC & SNC Acts	<ul style="list-style-type: none">• Lecture cum discussion	<ul style="list-style-type: none">• Short answer• Objective type

III	7 (T)	Identify members of forensic team and describe role of forensic nurse	<p>Forensic Team</p> <ul style="list-style-type: none"> • Members and their roles <p>Comprehensive forensic nursing care of victim and family</p> <ul style="list-style-type: none"> • Physical aspects • Psychosocial aspects • Cultural and spiritual aspects • Legal aspects • Assist forensic team in care beyond scope of her practice • Admission and discharge/referral/death of victim of violence • Responsibilities of nurse as a witness <p>Evidence preservation – role of nurses</p> <ul style="list-style-type: none"> • Observation • Recognition 	<ul style="list-style-type: none"> • Lecture cum Discussion • Hypothetical/real case presentation • Observation of post-mortem • Visit to department of forensic medicine 	<ul style="list-style-type: none"> • Objective type • Short answer • Write report
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Collection • Preservation • Documentation of Biological and other evidence related to criminal/traumatic event • Forwarding biological samples for forensic examination 		
IV	3 (T)	Describe fundamental rights and human rights commission	<p>Introduction of Indian Constitution</p> <p>Fundamental Rights</p> <ul style="list-style-type: none"> • Rights of victim • Rights of accused <p>Human Rights Commission</p>	<ul style="list-style-type: none"> • Lecture cum discussion • Written Assignment • Visit to prison 	<ul style="list-style-type: none"> • Short answer • Assessment of written assignment • Write visit report
V	5 (T)	<p>Explain Indian judicial system and laws</p> <p>Discuss the importance of POSCO Act</p>	<p>Sources of laws and law-making powers</p> <p>Overview of Indian Judicial System</p> <ul style="list-style-type: none"> • JMFC (Judicial Magistrate First Class) • District • State • Apex <p>Civil and Criminal Case Procedures</p> <ul style="list-style-type: none"> • IPC (Indian Penal Code) • ICPC • IE Act (Indian Evidence Act) <p>Overview of POSCO Act</p>	<ul style="list-style-type: none"> • Lecture cum discussion • Guided reading • Lecture cum discussion 	<ul style="list-style-type: none"> • Quiz • Short answer

MENTAL HEALTH NURSING - I

PLACEMENT: V SEMESTER

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.
4. Apply the Indian Nursing Council practice standards for psychiatric mental health nursing in supervised clinical settings.
5. Conduct mental health assessment.
6. Identify and maintain therapeutic communication and nurse patient relationship.
7. Demonstrate knowledge of the various treatment modalities and therapies used in mental disorders.
8. Apply nursing process in delivering care to patients with mental disorders.
9. Provide nursing care to patients with schizophrenia and other psychotic disorders based on assessment findings and treatment/therapies used.
10. Provide nursing care to patients with mood disorders based on assessment findings and treatment/therapies used.
11. Provide nursing care to patients with neurotic disorders based on assessment findings and treatment/therapies used.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	6 (T)	Describe the historical development & current trends in mental health nursing Discuss the scope of mental health nursing Describe the concept of normal & abnormal behaviour	Introduction <ul style="list-style-type: none">• Perspectives of Mental Health and Mental Health Nursing, evolution of mental health services, treatments and nursing practices• Mental health team• Nature & scope of mental health nursing• Role & functions of mental health nurse in various settings and factors affecting the level of nursing practice• Concepts of normal and abnormal behaviour	<ul style="list-style-type: none">• Lecture cum Discussion	<ul style="list-style-type: none">• Essay• Short answer

II	10 (T)	<p>Define the various terms used in mental health Nursing</p> <p>Explain the classification of mental disorders</p> <p>Explain the psychodynamics of maladaptive behaviour</p> <p>Discuss the etiological factors & psychopathology of mental disorders</p> <p>Explain the principles and standards of Mental health Nursing</p> <p>Describe the conceptual models of mental health nursing</p>	<p>Principles and Concepts of Mental Health Nursing</p> <ul style="list-style-type: none"> • Definition: mental health nursing and terminology used • Classification of mental disorders: ICD11, DSM5, Geropsychiatry manual classification • Review of personality development, defense mechanisms • Etiology bio-psycho-social factors • Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal neurotransmission • Principles of Mental health Nursing • Ethics and responsibilities • Practice Standards for Psychiatric Mental Health Nursing (INC practice standards) • Conceptual models and the role of nurse: <ul style="list-style-type: none"> ○ Existential model 	<ul style="list-style-type: none"> • Lecture cum Discussion • Explain using Charts • Review of personality development 	<ul style="list-style-type: none"> • Essay • Short answer
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ○ Psychoanalytical models ○ Behavioural model ○ Interpersonal model • Preventive psychiatry and rehabilitation 		
III	6 (T)	Describe nature, purpose and process of assessment of mental health status	<p>Mental Health Assessment</p> <ul style="list-style-type: none"> • History taking • Mental status examination • Mini mental status examination • Neurological examination • Investigations: Related Blood chemistry, EEG, CT & MRI • Psychological tests 	<ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Practice session • Clinical practice 	<ul style="list-style-type: none"> • Essay • Short answer • Assessment of mental health status
IV	6 (T)	<p>Identify therapeutic communication & techniques</p> <p>Describe therapeutic relationship</p> <p>Describe therapeutic impasses and its interventions</p>	<p>Therapeutic Communication and Nurse-Patient Relationship</p> <ul style="list-style-type: none"> • Therapeutic communication: Types, techniques, characteristics and barriers • Therapeutic nurse-patient relationship • Interpersonal relationship- • Elements of nurse patient contract, • Review of technique of IPR- Johari window • Therapeutic impasse and its management 	<ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Role Play • Process recording • Simulation (video) 	<ul style="list-style-type: none"> • Essay • Short answer • OSCE

V	10 (T)	Explain treatment modalities and therapies used in mental disorders and role of the nurse	Treatment modalities and therapies used in mental disorders <ul style="list-style-type: none"> • Physical therapies: Psychopharmacology, • Electro Convulsive therapy • Psychological Therapies: Psychotherapy, Behaviour therapy, CBT • Psychosocial: Group therapy, Family therapy, Therapeutic Community, Recreational therapy, Art therapy (Dance, Music etc), Occupational therapy • Alternative & Complementary: Yoga, Meditation, Relaxation • Consideration for special populations 	<ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Group work • Practice session • Clinical practice 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type
VI	8 (T)	Describe the etiology, psycho-dynamics/ pathology, clinical manifestations, diagnostic criteria and management of patients with Schizophrenia, and other psychotic disorders	Nursing management of patient with Schizophrenia, and other psychotic disorders <ul style="list-style-type: none"> • Prevalence and incidence • Classification • Etiology, psychodynamics, clinical manifestation, diagnostic criteria/formulations 	<ul style="list-style-type: none"> • Lecture and Discussion • Case discussion • Case presentation • Clinical practice 	<ul style="list-style-type: none"> • Essay • Short answer • Assessment of patient management problems

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

VIII	8 (T)	Describe the etiology, psycho-dynamics, clinical manifestations, diagnostic criteria and management of patients with neurotic, stress related and somatization disorders	Nursing management of patient with neurotic, stress related and somatisation disorders <ul style="list-style-type: none"> • Prevalence and incidence • classifications • Anxiety disorders – OCD, PTSD, Somatoform disorders, Phobias, Disassociative and Conversion disorders • Etiology, psychodynamics, clinical manifestation, diagnostic criteria/ formulations • Nursing Assessment: History, Physical and mental assessment • Treatment modalities and nursing management of patients with neurotic and stress related disorders • Geriatric considerations/ considerations for special populations • Follow-up and home care and rehabilitation 	<ul style="list-style-type: none"> • Lecture and Discussion • Case discussion • Case presentation • Clinical practice 	<ul style="list-style-type: none"> • Essay • Short answer • Assessment of patient management problems
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11. Kathernic M. Fort in ash, Psychiatric Nursing Care plans, Mossby Year book. Toronto
12. Sheila M. Sparks, Cynthia M. Jalor, Nursing Diagnosis reference manual 5th edition, Spring house, Corporation Pennsychiram's
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14. R. Baby, Psychiatric Nursing N.R. Brothers, Indore, 1st edition 2001.
15. Varghese Mary, Essential of psychiatric & mental health nursing,
16. Foundations Journals of mental health nursing
17. American Journal of Psychiatry
18. Deborah Antai Otoing. "Psychiatric Nursing" Biological and behavioral concepts. Thomson. Singapore 2003
19. Mary Ann Boyd. "Psychiatric Nursing". Contemporary practice. Lippincott. Williams and Wilkins. Tokyo.

Internet Resources –

1. Internet Gateway: Psychology <http://www.lib.uiowa.edu/gw/psych/index.html>
2. Psychoanalytic studies <http://www.shef.ac.uk~psysc/psastud/index.html>
3. Psychaitric Times <http://www.mhsource.com.psychiatrictimes.html>
4. Self-help Group sourcebook online <http://www.cmhe.com/selfhelp>
5. National Rehabilitation Information center <http://www.nariic.com/naric>
6. Centre for Mental Health Services <http://www.samhsaa.gov/cmhs.htm>
7. Knowledge Exchange Network <http://www.mentalheaalth.org/>
8. Communication skills <http://www.personal.u-net.com/osl/m263.htm>
9. Lifeskills Resource center <http://www.rpeurifooy.com>
10. Mental Health Net <http://www.cmhe.com>

**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 or therapies
3. Counsel and educate patients and families
4. Perform individual and group psychoeducation
5. Provide nursing care to patients with mental health problems/disorders
6. Motivate patients in the community for early treatment and follow up
7. Observe the assessment and care of patients with substance abuse disorders in deaddiction center.

CLINICAL POSTINGS

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

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

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Skills/Procedural Competencies	Clinical Requirements	Assessments Methods
		mental health problems <ul style="list-style-type: none"> • Assist in various therapies • Counsel and educate patients, families and significant others 	assessment <ul style="list-style-type: none"> • 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 counselling • Counseling and teaching patients and families 	<ul style="list-style-type: none"> • Care plan • Clinical presentation – 1 • Process recording – 2 • Maintain drug book 	<ul style="list-style-type: none"> • Evaluation of the case study, care plan, clinical presentation, process recording • Completion of activity record
Community psychiatry & Deaddiction centre	1	<ul style="list-style-type: none"> • Identify patients with various mental disorders • Motivate patients for early treatment and follow up • Assist in follow up clinic • Counsel and educate patient, family and community • Observe the assessment and care of patients at deaddiction centre 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Case work – 1 • Observation report on field visits • Visit to deaddiction centre 	<ul style="list-style-type: none"> • Assess performance with rating scale • Evaluation of case work and observation report • Completion of activity record