

# Syllabus

for Courses affiliated to the  
**Kerala University of Health Sciences**

Thrissur 680596



**BACHELOR OF SCIENCE IN NURSING**

**(B.Sc Nursing)**

**Course Code :006**

**(2016-17 admission onwards)**

**2016**

## 2. COURSE CONTENT

### 2.1 Title of course:

BACHELOR OF SCIENCE IN NURSING – Abbreviated as B.Sc. Nursing

### 2.2 Objectives of course

#### Aims

The aim of the undergraduate nursing program is to:

1. Prepare graduates to assume responsibilities as professional, competent nurses and midwives in providing promotive, preventive, curative and rehabilitative services.
2. Prepare nurses who can make independent decisions in nursing situations, protect the rights and facilitate individuals and groups in pursuit of health, function in the hospital, community nursing services, and conduct research studies in the areas of nursing practice. They are also expected to assume the role of teacher, supervisor, and manager in a clinical/ public health setting/ school of nursing.

#### Objectives

On completion of the four years B.Sc Nursing programme the graduate:

- apply knowledge from physical, biological and behavioral science, medical including alternative systems and nursing in providing nursing care to individuals, families and communities.
- demonstrate understanding of life style and other factors, which affect health of individuals and groups.
- provide nursing care based on steps of nursing process in collaboration with individuals and groups.
- demonstrate critical thinking skill in making decisions in all situations in order to provide quality care.
- utilize the latest trends and technology in providing health care.
- provide promotive, preventive, and restorative health services in line with the National Health Policies and programmes.
- practice within the framework of code of ethics and professional conduct, and acceptable standards of practice within the legal boundaries.

- communicate effectively with individuals and groups, and members of the health team in order to promote effective interpersonal relationships and team work.
- demonstrate skill in teaching to individuals and groups in clinical/community health settings/ School of Nursing
- participate effectively as member of the health team in health care delivery system.
- demonstrate leadership and managerial skills in clinical/community health settings.
- conduct need based research studies in various settings and utilize the research findings to improve the quality of care.
- demonstrate awareness, interest and contribute towards advancement of self and of the profession.

### 2.3 Medium of instruction:

Medium of instruction shall be in English

### 2.4 Course outline

Courses of Study

#### First Year B. Sc Nursing

| Subject         |   | Theory (hrs)<br>(Class and Lab) | Practical /<br>clinical(hrs) | (hrs) |
|-----------------|---|---------------------------------|------------------------------|-------|
| <b>Part I</b>   | <b>Biological sciences</b>                                  |                                 |                              |       |
| Paper I         | Anatomy   | 100 (80+20)                     |                              |       |
| Paper II.       | Physiology  | 90 (80+10)                      |                              |       |
| Paper III       | Microbiology  | 90 (80+10)                      |                              |       |
| Paper IV.       | Nutrition & Biochemistry<br>A. Nutrition<br>B. Biochemistry | 60(40+20)<br>40                 |                              |       |
| <b>Part II</b>  | <b>Behavioural sciences</b>                                 |                                 |                              |       |
| Paper I         | Psychology  | 60                              |                              |       |
| <b>Part III</b> | <b>Nursing –I</b>   |                                 |                              |       |
| Paper I         | Nursing Foundations   | 465 (265+200)                   | 450                          |       |
| <b>Part IV</b>  |   |                                 |                              |       |
| Paper I         | English   | 30                              |                              |       |
| Paper II        | Introduction to Computers                                   | 45(15+30)                       |                              |       |
|                 | Library work / Self study                                   |                                 |                              | 150   |
|                 | Co- curricular Activities                                   |                                 |                              | 100   |

|                    |            |            |               |
|--------------------|------------|------------|---------------|
| <b>Total</b>       | <b>980</b> | <b>450</b> | <b>250</b>    |
| <b>Total Hours</b> |            |            | <b>- 1680</b> |

### Second Year B. Sc Nursing

| Subject            |  | Theory( hrs)<br>(Class and Lab) | Practical/<br>Clinical (hrs) | (hrs)     |
|--------------------|--|---------------------------------|------------------------------|-----------|
| <b>Part -I</b>     | <b>Social Sciences</b>   |                                 |                              |           |
| Paper I            | Sociology  | 60                              |                              |           |
| <b>Part- II</b>    | <b>Nursing II</b>  |                                 |                              |           |
| Paper I            | Medical Surgical Nursing<br>(Adult including Geriatrics)-I<br>a. Medical Nursing<br>b. Pathology | 110<br>30(20+10)                | 440                          |           |
| Paper II           | Medical Surgical Nursing<br>(Adult including Geriatrics)-I<br>Surgical Nursing                   | 110                             | 520                          |           |
| Paper III          | Pharmacology   | 60                              |                              |           |
| Paper IV           | Community Health Nursing-I   | 100                             | 160                          |           |
|                    | Library work / Self study  |                                 |                              | 60        |
|                    | Co- curricular Activities  |                                 |                              | 30        |
|                    | <b>Total</b>   | <b>470</b>                      | <b>1120</b>                  | <b>90</b> |
| <b>Total Hours</b> |  |                                 | <b>- 1680</b>                |           |

सर्वे भवन्तु सुखिनः

### Third Year B. Sc Nursing

| Subject            |  | Theory( hrs)<br>(Class and Lab) | Practical/<br>Clinical (hrs) | (hrs)         |
|--------------------|--|---------------------------------|------------------------------|---------------|
| <b>Part I</b>      | <b>Nursing –III</b>                                      |                                 |                              |               |
| Paper I            | Medical Surgical Nursing(Adult including Geriatrics)- II | 110                             | 400                          |               |
| Paper II           | Child Health Nursing                                     | 140                             | 400                          |               |
| Paper III          | Mental Health Nursing                                    | 110                             | 360                          |               |
| <b>Part II</b>     | <b>Research &amp; Statistics</b>                         |                                 |                              |               |
| Paper I            | Nursing Research & statistics                            | 50 (35+15)                      | 80                           |               |
|                    | Library work / Self study                                |                                 |                              | 20            |
|                    | Co- curricular Activities                                |                                 |                              | 10            |
|                    | <b>Total</b>   | <b>410</b>                      | <b>1240</b>                  | <b>30</b>     |
| <b>Total Hours</b> |  |                                 |                              | <b>- 1680</b> |

### Fourth Year B. Sc Nursing

| Subject            |  | Theory( hrs)<br>(Class and Lab) | Practical/<br>Clinical (hrs) | (hrs)         |
|--------------------|--|---------------------------------|------------------------------|---------------|
| <b>Part I</b>      | <b>Nursing IV</b>                          |                                 |                              |               |
| Paper I            | Obstetric & Gynecological Nursing          | 100+30=130                      | 480+160                      |               |
| Paper II           | Community health Nursing-II                | 100                             | 320                          |               |
| <b>Part II</b>     | <b>Education and Management</b>            |                                 |                              |               |
| Paper I            | Nursing Education                          | 80                              | 120                          |               |
| Paper II           | Management of Nursing services & Education | 70                              | 120                          |               |
|                    | Library work / Self study                  |                                 |                              | 70            |
|                    | Co-curricular activities                   |                                 |                              | 30            |
|                    | <b>Total</b>                               | <b>380</b>                      | <b>1200</b>                  | <b>100</b>    |
| <b>Total Hours</b> |  |                                 |                              | <b>- 1680</b> |

#### 2.5 Duration

Duration of course shall be 4 years. The maximum period to complete the course successfully shall not exceed 8 years (double the duration of course)

#### 2.6 Syllabus

## FIRST YEAR B Sc NURSING

### ANATOMY

Placement – I Year

Theory (In hours) -100

(Class hours-80+ Lab hours -20)

#### Course Description:

The Course is designed to enable students to acquire knowledge of the normal structure of various human body systems and understand the alterations in anatomical structures in disease and apply this in the practice of nursing.

| Unit      | Time (Hrs.) | Learning Objectives   | Content   | Teaching Learning Activities  | Assessment Methods                 |
|-----------|-------------|---|---|---|------------------------------------|
| <b>I</b>  | <b>5</b>    | Describe the anatomical terms, organization of human body and structure of cell, tissues, membranes and glands. | <p><b>Introduction to Anatomical terms.</b></p> <ul style="list-style-type: none"> <li>• Organization of the human body.</li> <li>• Human Cell:- Structure.</li> <li>• Tissues- Definition, types, characteristics, classification, location, functions and formation.</li> <li>• Membranes and glands:- Classification and structure.</li> <li>• Organelle :- structure</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul> | Lecture,<br>Discussion<br>Explain using charts, microscopic slides, -skeleton & torso | Short answer<br>Very short answers |
| <b>II</b> | <b>10</b>   | Describe the structure of bones and joints  | <p><b>Skeletal System</b></p> <ul style="list-style-type: none"> <li>• Bones:- types, classification, structure, description.</li> </ul>  | -Lecture discussion<br>-Explain using   | Essay<br>Short                     |

|     |    |  |  |  |  |
|-----|----|--|--|--|--|
|     |    |  | <ul style="list-style-type: none"> <li>• Bones of limbs, Vertebra, Ribs, Sternum, Bony pelvis, skull.</li> <li>• Joints:- classification, structure.</li> <li>• Major joints- Hip, Shoulder, Knee, elbow, Wrist, carpo-metacarpal, Tibio-fibular, radio-ulnar</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul> | charts, skeleton, loose bones, and joints.   | Answers<br><br>Very short answers                    |
| III | 7  | Describe the structure of muscles        | <b>Muscular System</b> <ul style="list-style-type: none"> <li>• Types and structure of muscles</li> <li>• Gluteal, thigh &amp; deltoid (Structure of muscle in detail).</li> <li>• Actions of various individual and groups of muscles</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul>                        | Lecture, discussion Explain using chart, models and films Demonstrate muscular movements | Essay<br><br>Short Answers<br><br>Very short answers |
| IV  | 10 | Describe the structure of nervous system | <b>Nervous System</b> <ul style="list-style-type: none"> <li>• Structure of neurons, neuroglia.</li> </ul> CNS&PNS:- <ul style="list-style-type: none"> <li>• Parts, Structure and Blood supply :-brain &amp; spinal cord.</li> </ul>  | Lecture, discussion Explain using models, charts,  | Essay<br><br>Short answers                           |

|           |           |  |   |  |  |
|-----------|-----------|--|---|--|--|
|           |           |  | <ul style="list-style-type: none"> <li>• Cranial nerves, Spinal nerves, Peripheral nerves (axillary, sciatic, femoral, radial), important cutaneous nerves.</li> <li>• Autonomic Nervous System-</li> <li>• Sympathetic and parasympathetic</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul>                      | slides, specimens  | Very short answers                                   |
| <b>V</b>  | <b>6</b>  | Explain the structure of sensory organs                    | <p><b>Sensory Organs</b></p> <ul style="list-style-type: none"> <li>• Structure of :- <ul style="list-style-type: none"> <li>• Skin</li> <li>• Eye -Layers, Muscles of eye ball (name &amp; action)</li> <li>• Ear</li> <li>• Nose</li> <li>• Tongue</li> </ul> </li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul> | Lecture, Discussion<br><br>Explain using models, charts, slides, specimens | Essay<br><br>Short answers<br><br>Very short answers |
| <b>VI</b> | <b>10</b> | Describe the structure of circulatory and lymphatic system | <p><b>Circulatory and lymphatic system</b></p> <ul style="list-style-type: none"> <li>• Circulatory system</li> <li>• Microscopic structure of blood</li> <li>• Structure of Heart: - layers, Chambers, blood supply.</li> </ul>  | Lecture, discussion<br><br>Explain using models, charts, slides,           | Essay<br><br>Short answers<br><br>Very short answers |



|            |          |  |   |  |  |
|------------|----------|--|---|--|--|
|            |          |  | <ul style="list-style-type: none"> <li>• Structure of blood vessels:- <ul style="list-style-type: none"> <li>• Arterial &amp; Venous System.</li> </ul> </li> <li>• Circulation: - systemic, pulmonary, coronary.</li> <li>• Major arteries of limbs, head and neck, thorax, abdomen, pelvis</li> <li>• Veins used for IV injections</li> <li>• Lymphatic system:-: <ul style="list-style-type: none"> <li>• Lymphatic vessels and Lymph</li> <li>• Microscopic structure of lymphoid organs</li> <li>• Lymphatic tissues</li> <li>• Thymus gland, Lymph nodes, Spleen, Tonsil</li> </ul> </li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul> | specimens  |  |
| <b>VII</b> | <b>6</b> | Describe the structure of respiratory system | <p><b>Respiratory System</b></p> <ul style="list-style-type: none"> <li>• Parts of the respiratory system <ul style="list-style-type: none"> <li>• Pharynx, Larynx, Trachea, Bronchi, Lung, Broncho pulmonary Segments, Pleura.</li> </ul> </li> <li>• Muscles of respiration: - <ul style="list-style-type: none"> <li>• Intercostals ,</li> <li>• Diaphragm.</li> </ul> </li> </ul>   | Lecture<br>Discussion<br>Explain<br>using models, torso, charts, slides, specimens | Essay<br>Short answers<br>Very short answers |

|             |          |  |  |   |  |
|-------------|----------|--|--|---|--|
|             |          |  | <ul style="list-style-type: none"> <li>• Paranasal sinuses</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul>  |   |  |
| <b>VIII</b> | <b>8</b> | Describe the structure of digestive system | <b>Digestive System</b> <ul style="list-style-type: none"> <li>• Parts of Alimentary tract :-<br/>Mouth, Salivary glands, Oesophagus, Stomach, small intestine, appendix, large intestine, rectum &amp; anal Canal.</li> <li>• Accessory organs of digestion:-<br/>Pancreas, Liver &amp; Gall bladder</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul> | Lecture, Discussion<br><br>Explain using models, torso, charts, slides, Specimen.   | Essay<br><br>Short answers<br><br>Objective type |
| <b>IX</b>   | <b>6</b> | Describe the Structure of excretory system | <b>Excretory System</b> <ul style="list-style-type: none"> <li>• Structure of organs of urinary System:-<br/>Kidney, Ureter, Urinary bladder, Urethra (male, female)</li> <li>• Structure of nephron</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul>  | Lecture<br>Discussion<br><br>Explain using models, torso, charts, slides, Specimen. | Essay<br><br>Short answers<br><br>Objective type |
| <b>X</b>    | <b>6</b> | Describe the structure of                  | <b>Endocrine System</b> <ul style="list-style-type: none"> <li>• Structure of glands:</li> </ul>   | Lecture<br>Discussion   | Essay  |

|    |   |  |   |  |   |
|----|---|--|---|--|---|
|    |   | endocrine system   | <p>Pituitary, Pancreas, Thyroid, Parathyroid, Adrenal.</p> <ul style="list-style-type: none"> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul>   | <p>Explain using models, torso, charts, slides, specimen</p>                             | <p>Short answers</p> <p>Objective type</p>              |
| XI | 6 | Describe the structure of reproductive system including breast | <p><b>Reproductive system including Breast:</b></p> <ul style="list-style-type: none"> <li>• Structure of female reproductive organs:- Uterus, Fallopian tubes, Ovary, Vagina.</li> <li>• Structure of breast.</li> <li>• Structure of male reproductive organs:- Testes, Epididymis, Vas Deferens, Prostate</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul> | <p>Lecture<br/>Discussion<br/>Explain using models, torso, charts, slides, specimen.</p> | <p>Essay</p> <p>Short answers</p> <p>Objective type</p> |

**References:-**

- Dr.P.Sreedevi, Fundamental aspects of Anatomy.
- P.R Ashalatha Textbook of Anatomy & Physiology for Nurses, Jaypee Brothers, New Delhi
- Chaurasia B.D, Human Anatomy Vol I,II,& III CBS Publishers, Delhi
- William et al, Gray's Anatomy,Churchil Livingstone, New York
- Tortora Grabowski, Principles of Anatomy and Physiology, Haifer Collins

- Milliard etal Human Anatomy and Physiology, W.B Saunder’s Company, Philadelphia
- Baj Pai, R.N Human Histology, Jay Pee Brothers Medical Publishers, P.B Ansari Road, New Delhi.
- Inderbir Singh, Essentials of Anatomy, Jaypee Brothers.

## PHYSIOLOGY

**Placement: I Year**

**Theory (In hours) -90**

**(Class hours-80+ Lab hours -10)**

**Course Description:**

The Course is designed to enable the students to acquire knowledge of the normal physiology of various human body systems and understand the alterations in physiology in diseases and apply this in practice of nursing.

| Unit | Time (Hrs.) | Learning Objectives   | Content   | Teaching Learning activities | Assessment Methods                      |
|------|-------------|---|---|------------------------------|---|
| I    | 4           | Describe the physiology of cell, tissues, membranes and gland | <p><b>Cell Physiology</b></p> <ul style="list-style-type: none"> <li>• Homeostasis-definition</li> <li>• Cell membrane-structure</li> <li>• Tissue formation, repair</li> <li>• Concept of ECF &amp; ICF.</li> <li>• Transport across cell membrane-active transport (Na- K pump), diffusion, and osmosis.</li> <li>• Intravenous fluid therapy-basic principles</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul> | Lecture, discussion          | Short answers<br><br>Very short answers |

|     |   |  |   |   |  |
|-----|---|--|---|---|--|
| II  | 3 | Describe the bone formation , growth and movements of skeletal system              | <b>Skeletal system</b> <ul style="list-style-type: none"> <li>• Bone formation and growth</li> <li>• Functions and movements of bones of axial and appendicular skeleton</li> <li>• Bone healing</li> <li>• Movements of joints</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul>  | Lecture, Discussion, Charts, Models, Demonstration  | Short answers<br><br>Very short answers              |
| III | 5 | Describe the muscle movements and tone and demonstrate muscle contraction and tone | <b>Muscular system</b> <ul style="list-style-type: none"> <li>• Stimulus and nerve – impulse – definition and mechanism</li> <li>• Membrane potentials</li> <li>• Neuromuscular transmission</li> <li>• Types of muscles</li> <li>• Skeletal muscle:- structure of sarcomere, muscle proteins(briefly), excitation-contraction coupling, physiology of skeletal muscle contraction(briefly),</li> <li>• Starlings law of skeletal muscle contraction</li> <li>• Smooth muscle:-physiology of smooth muscle contraction (briefly)</li> <li>• Cardiac muscle:-</li> </ul> | -Lecture, Discussion. -Explain using charts, models slides, specimen and films. - Demonstration of muscle movements, tone and contraction | Essay<br><br>Short answers<br><br>Very short answers |

|           |           |   |  |   |   |
|-----------|-----------|---|--|---|---|
|           |           |   | <p>properties-excitability, rhythmicity, contractility, conductivity, refractory period</p> <ul style="list-style-type: none"> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul>   |   |   |
| <b>IV</b> | <b>10</b> | <p>Describe the physiology of nerve stimulus, reflexes, brain, cranial and spinal nerves.</p> <p>Demonstrate reflex action and stimulus</p> | <p><b>Nervous System</b></p> <ul style="list-style-type: none"> <li>• Functions of Neuroglia, neurons, brain, spinal cord, cranial and spinal nerves</li> <li>• Cerebrospinal fluid-formation, composition, circulation, functions</li> <li>• Synapse-types, properties-one way conduction, synaptic delay, synaptic inhibition, convergence, divergence, fatigue</li> <li>• Neurotransmitters ( mention the names) -acetylcholine, GABA, glycine, serotonin</li> <li>• Reflex arc, Reflex action and Reflexes-monosynaptic (stretch reflex) and polysynaptic reflex (withdrawal reflex)</li> <li>• Sensory system:-receptors-classification, receptor potential (briefly), sensory</li> </ul> | <p>Lecture, Discussion.</p> <p>Explain using charts, models slides, and Films.</p> <p>Demonstrate nerve stimulus, reflex action, reflexes</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  | <p>modalities (briefly), name all sensory pathways and sensations carried, sensory cortex.</p> <ul style="list-style-type: none"> <li>- Spinothalamic pathway (in detail) <ul style="list-style-type: none"> <li>• -Pain:- somatic, visceral and referred pain</li> <li>• Functions of thalamus and hypothalamus</li> <li>• Motor system-motor cortex-mention, descending tracts, pyramidal tracts in detail (diagram)</li> <li>• -Extrapyramidal tracts (briefly).</li> <li>• Functions of Cerebellum and basal ganglia</li> <li>• Muscle tone</li> <li>• Stages of sleep</li> <li>• EEG-waves and clinical significance.</li> <li>• Autonomic nervous system-organization and functions (briefly)</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul> </li> </ul> |  |  |
|--|--|--|--|--|--|

|   |   |  |  |  |   |
|---|---|--|--|--|---|
| V | 8 | <p>Describe the Physiology and functions of blood.</p> <p>Demonstrate blood cell count, coagulation, grouping,</p> | <p><b>Physiology of Blood:-</b></p> <ul style="list-style-type: none"> <li>• Functions, composition:-</li> <li>• Plasma, RBC, WBC, Platelets.</li> <li>• Plasmaprotein and functions</li> <li>• RBC- Structure,normal Count , functions</li> <li>• -ESR, PCV, osmotic fragility.</li> <li>• -Erythropoesis and factors affecting</li> <li>• -Haemoglobin-Structure, Normal value, functions, types</li> <li>• WBC-classification, morphology, functions of each cell, normal count.</li> <li>• -Immunity- definition, types- innate,acquired, mechanism,</li> <li>• -Immunoglobulins- types(briefly), functions</li> <li>• Platelets-Structure, normal count, functions.</li> <li>• -Haemostasis</li> <li>• vasoconstriction, platelet plug formation ,extrinsic and intrinsic mechanism, Clot retraction</li> <li>• -Tests- bleeding time, clotting time</li> <li>• Blood groups- ABO and Rh systems, landsteiners law-1&amp;2, blood grouping, crossmatching,concept of universal donor and recipient,</li> <li>• Rh &amp; ABO incompatibility</li> <li>• Lymph formation and functions</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul> | <p>Lecture discussion</p> <p>Explain using Charts, films.</p> <p>Demonstration of Blood cell count, coagulation, grouping, Haemoglobin estimation,</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |
|---|---|--|--|--|---|



|    |    |   |  |   |   |
|----|----|---|--|---|---|
| VI | 10 | <p>Describe the physiology of cardiovascular system. Demonstrate: BP and Pulse monitoring</p> | <p><b>Cardiovascular system</b></p> <ul style="list-style-type: none"> <li>• Conduction system of the heart-origin and spread of cardiac impulse.</li> <li>• ECG- normal ECG- P, Q, R, S, T waves, 12 leads, uses of ECG.</li> <li>• Cardiac cycle-definition, duration, phases, pressure changes in ventricles and aorta&amp; normal values, volume changes.</li> <li>• JVP-normal waves</li> <li>• Heart sounds- 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> murmur- definition, Causes</li> <li>• Arterial pulse- definition, characters of normal pulse.</li> <li>• Cardiac output- definition; normal value; regulation- stroke volume &amp; heart rate, factors influencing.</li> <li>• Haemodynamics- turbulent and laminar flow</li> <li>• Arterial blood pressure- definition, normal values, systolic BP, diastolic BP, mean arterial BP; pulse pressure; determinants/factors</li> </ul> | <p>Lecture discussion<br/>Explain using charts.<br/>demonstrate :<br/>conduction System.<br/>Measurement of pulse, BP</p> | <p>Essay<br/>Short answers<br/>Very short answers</p> |
|----|----|---|--|---|---|

|            |          |  |   |  |   |
|------------|----------|--|---|--|---|
|            |          |  | <p>affecting BP-cardiac output, peripheral resistance, elasticity.</p> <ul style="list-style-type: none"> <li>• variations – hypertension, hypotension.</li> <li>• Coronary circulation-functions and special features</li> <li>• Cerebral circulation (brief)</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul>   |  |   |
| <b>VII</b> | <b>8</b> | <p>Describe the physiology and mechanisms of respiration. Demonstrate spirometry</p> | <p><b>The Respiratory System</b></p> <ul style="list-style-type: none"> <li>• Functions- respiratory, non respiratory</li> <li>• Mechanics of ventilation – inspiration, expiration; muscles of respiration; intrapleural and intrapulmonary pressure changes.</li> <li>• surfactant- functions; Lung volumes and capacities- definition, normal values, spirogram</li> <li>• dead space- mention;</li> <li>• Alveolar ventilation and pulmonary ventilation.</li> <li>• Pulmonary diffusion</li> <li>• Transport of respiratory</li> </ul> | <p>Lecture, Discussion. Explain using Charts, films. Demonstration of spirometry</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

|      |   |   |  |  |  |
|------|---|---|--|--|--|
|      |   |   | <p>gases –</p> <ul style="list-style-type: none"> <li>• O<sub>2</sub> transport; O<sub>2</sub> carrying capacity of haemoglobin, oxygen- haemoglobin dissociation curve- factors causing shift of ODC</li> <li>• CO<sub>2</sub> transport</li> <li>• -Exchange of respiratory gases at tissue level.</li> <li>• Regulation of respiration - Neural &amp; chemical</li> <li>• Oxygen therapy</li> <li>• Oxygen toxicity</li> <li>• cyanosis- definition, types</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul> |  |  |
| VIII | 7 | Describes the physiology of digestive system. | <p><b>The Digestive System</b></p> <ul style="list-style-type: none"> <li>• Salivary gland- types, composition and functions of saliva</li> <li>• Stomach- gastric juice- composition and functions, HCl secretion- mechanism, regulation of secretion, factors affecting secretion.</li> <li>• Pancreas- pancreatic juice- composition, functions and hormones regulating.</li> <li>• Liver and gall bladder- functions of liver and gall</li> </ul>  | Lecture, Discussion. Explain using charts, Films | Essay<br>Short answers<br>Very short answers |

|           |          |   |  |                                      |                        |
|-----------|----------|---|--|--------------------------------------|------------------------|
|           |          |   | <p>bladder, composition and functions of bile enterohepatic circulation</p> <ul style="list-style-type: none"> <li>• Small intestine- functions, composition and functions of intestinal juice, brush border enzymes.</li> <li>• Large intestine- functions, intestinal flora- functions, dietary fiber.</li> <li>• Movements of GIT- mastication (mention), deglutition- stages, gastric motility, peristalsis, movements of large intestine, movements of small intestine, defecation reflex (brief)</li> <li>• GI hormones- gastrin, secretin, CCK-PZ</li> <li>• Metabolism of CHO, Protein &amp; fat.</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul> |                                      |                        |
| <b>IX</b> | <b>7</b> | Describe the Physiology of excretory system | <p><b>Renal System</b></p> <ul style="list-style-type: none"> <li>• Functions of kidneys, ureters, urinary bladder and urethra</li> <li>• Nephron-</li> </ul>  | Lecture, discussion<br>Explain using | Essay<br>Short answers |

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|--|--|--|---|---------------|--------------------|
|  |  |  | <p>structure, types, juxta glomerular apparatus</p> <ul style="list-style-type: none"> <li>• Renal blood flow (brief)</li> <li>• Mechanism of urine formation</li> <li>• -Glomerular filtration - GFR definition, normal value, factors influencing</li> <li>• -Tubular reabsorption- Sodium, water, glucose, urea.</li> <li>• -Tubular secretion- H<sup>+</sup>, K<sup>+</sup> - mention.</li> <li>• -acidification of urine</li> <li>• Renal clearance- definition</li> <li>• Renal threshold and transport maximum of glucose.</li> <li>• Urine concentrating mechanism of kidney- counter current mechanism- multiplier and exchangers (briefly).</li> <li>• Micturition- innervations of bladder, micturition reflex</li> <li>• Urine- normal output, constituents- normal and abnormal (albumin, glucose) Polyuria, oliguria, anuria (mention)</li> </ul> | charts, films | Very short answers |
|--|--|--|---|---------------|--------------------|

|    |   |   |  |   |   |
|----|---|---|--|---|---|
|    |   |   | <ul style="list-style-type: none"> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul>   |   |   |
| X  | 2 | Describe the physiology of skin           | <p><b>Skin and Temperature regulation</b></p> <ul style="list-style-type: none"> <li>• Functions of skin</li> <li>• Normal body temperature, measurement</li> <li>• Regulation of body temperature- role of skin and hypothalamus</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul>   | <p>Lecture</p> <p>Discussion.</p> <p>Explain using Charts, films.</p> | <p>Short answers</p> <p>Very short answers</p>              |
| XI | 5 | Describe the physiology of sensory organs | <p><b>Special Senses</b></p> <ul style="list-style-type: none"> <li>• <b>Functional anatomy of Eye</b></li> <li>• -visual receptors-</li> <li>• functions of rods and cones</li> <li>• visual pathway</li> <li>• visual acuity- mention tests</li> <li>• -colour vision- receptor,</li> <li>• colour blindness(briefly)</li> <li>• <b>Functional anatomy of ear,</b> organ of corti</li> <li>• Mechanism of hearing</li> <li>• Pathway in brief</li> <li>• Hearing tests</li> <li>• Vestibular apparatus</li> <li>• <b>olfaction-</b></li> </ul> | <p>Lecture</p> <p>Discussion.</p> <p>Explain using Charts, films.</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

|            |          |  |  |  |  |
|------------|----------|--|--|--|--|
|            |          |  | <ul style="list-style-type: none"> <li>• receptors and pathway</li> <li>• <b>Taste-</b><br/>receptors, primary taste sensations (pathways in comparison)</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul>  |  |  |
| <b>XII</b> | <b>5</b> | Describe the physiology of endocrine glands. | <p><b>Endocrine System.</b></p> <ul style="list-style-type: none"> <li>• Functions of endocrine glands</li> <li>• <b>Hypothalamus:-</b></li> <li>• Endocrine functions, hypothalamo hypophyseal portal system, feedback loop</li> <li>• <b>Pituitary Gland:-</b></li> <li>• -Hormones of anterior pituitary- Growth hormone-functions, other hormones-functions-(briefly)</li> <li>• -Role of releasing and inhibitory hormones of each gland-mention;</li> <li>• -Posterior pituitary-functions &amp; physiological actions of ADH,</li> <li>• Oxytocin- Physiological actions and functions.</li> <li>• neuroendocrine reflex</li> </ul> | Lecture discussion<br>n<br>Explain using<br>Charts, films.<br>Demonstration of BMR | Essay<br>Short answers<br>Very short answers |

|      |   |  |   |                                       |                        |
|------|---|--|---|---------------------------------------|------------------------|
|      |   |  | <ul style="list-style-type: none"> <li>• <b>Thyroid gland-</b><br/>hormones and functions</li> <li>• <b>Parathyroid gland-</b><br/>hormones influencing calcium homeostasis- parathyroid hormone, vitamin D, calcitonin; normal plasma calcium levels.</li> <li>• Parathyroid hormone- functions.</li> <li>• <b>Endocrine pancreas</b><br/>-types of cells and hormones,</li> <li>• insulin-actions, glucagon-action</li> <li>• <b>Adrenal glands-</b><br/>adrenal cortex-functional anatomy; hormones- glucocorticoids, mineralocorticoids, sex hormones and their actions;</li> <li>• Adrenal medulla- catecholamines- actions</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul> |                                       |                        |
| XIII | 4 | Describe the physiology of male and female | <b>Reproductive System.</b> <ul style="list-style-type: none"> <li>• <b>Male reproductive system:-</b></li> <li>• -Functions of testes</li> <li>• -Functions of testosterone</li> </ul>   | Lecture, discussion.<br>Explain using | Essay<br>Short answers |



|  |                     |   |                                   |                    |
|--|---------------------|---|-----------------------------------|--------------------|
|  | reproductive system | <ul style="list-style-type: none"> <li>• -Spermatogenesis and factors influencing it.</li> <li>• <b>Female reproductive system:-</b> - Oogenesis</li> <li>• -Functions of ovary</li> <li>• -Action of oestrogens and progesterone</li> <li>• Menstrual cycle; ovarian, uterine , cervical and vaginal changes during menstrual cycle</li> <li>• -Ovulation, tests of ovulation(Mention)</li> <li>• -Hormonal regulation of menstrual cycle</li> <li>• -menarche and menopause.</li> <li>• Pregnancy-fertilization, implantation,corpus luteum of pregnancy (brief); placenta-functions,tests for pregnancy-immunological test</li> <li>• Lactation- Functions of breast, hormones influencing lactation,review of neuroendocrine reflex.</li> <li>• Physiological principles underlying contraception</li> <li>• Alteration in disease</li> <li>• Applications and</li> </ul> | Charts, films, models, specimens. | Very short answers |
|--|---------------------|---|-----------------------------------|--------------------|

|            |          |  |   |   |   |
|------------|----------|--|---|---|---|
|            |          |  | implications in nursing.  |   |   |
| <b>XIV</b> | <b>2</b> | Describe the physiology of Lymphatic and Immunological System. | <b>Lymphatic and Immunological System.</b> <ul style="list-style-type: none"> <li>• Circulation of Lymph</li> <li>• Immunity</li> <li>• Formation of T-cells and B Cells.</li> <li>• Types of Immune response</li> <li>• Antigens</li> <li>• Cytokines</li> <li>• Antibodies</li> </ul> | Lecture, Discussion. Explain using Charts, films. | Short answers.<br><br>Very short answers. |

#### References:-

- Guyton A C, Hall J E. Medical Physiology, Philadelphia, Grayten & Hall.
- Review of Medical Physiology: Ganong.
- Chaudhary, Concise Medical Physiology :
- A.K.Jain, Textbook of Physiology for Nurses
- P.R Ashalatha ,Textbook of Anatomy & Physioly for Nurses, Jaypee Brothers, New Delhi
- Khurana I Text Book of Medical Physiology, New Delhi, Elsevier.

### MICROBIOLOGY

Placement- I year

Theory (In hours) -90

(Class hours-80+ Lab hours- 10)

#### Course Description:

This course is designed to enable students to acquire understanding of fundamentals of microbiology and identification of various micro organisms. It also provides opportunities for practicing infection control measures in hospital and community settings.

| Unit | Time (Hrs.) | Learning Objectives   | Content  | Teaching Learning activities  | Assessment Methods              |
|------|-------------|---|--|---|---------------------------------|
| I    | 6           | Explain Concepts and principles of microbiology and their importance in nursing                     | <b>Introduction</b> <ul style="list-style-type: none"> <li>• Historical perspective</li> <li>• Concepts and terminology</li> <li>• Principles of microbiology</li> <li>• Importance and relevance in nursing</li> </ul>  | Lecture, discussion   | Short answers<br>Objective type |
| II   | 15          | Describe the Structure, classification morphology and growth of bacteria<br>Identify micro organism | <b>General characteristics of microbes</b> <ul style="list-style-type: none"> <li>• Structure and classification of microbes</li> <li>• Morphological types</li> <li>• Size and form of bacteria</li> <li>• Motility</li> <li>• Colonization</li> <li>• Bacterial spores</li> <li>• Growth and nutrition of microbes</li> <li>• Temperature</li> <li>• Moisture</li> <li>• Blood and body fluids</li> <li>• Culture / transport medias</li> <li>• Laboratory methods of</li> </ul> | Lecture<br>Discussion<br>Demonstration<br>Laboratory visits<br>Staining practices | Short answers<br>Objective type |

|     |    |  |  |   |  |
|-----|----|--|--|---|--|
|     |    |  | <p>identification of microorganism</p> <ul style="list-style-type: none"> <li>• Staining techniques, gram staining, acid fast staining, hanging drop preparation</li> </ul>  |   |  |
| III | 15 | <p>Describe the methods of infection control</p> <p>Identify role of nurse in hospital infection control program</p> | <p><b>Infection Control</b></p> <ul style="list-style-type: none"> <li>• Infection: source, portal of entry and exit, types of transmission</li> <li>• Asepsis- Types</li> <li>• Disinfection; types and methods</li> <li>• Sterilization types and methods</li> <li>• Chemotherapy and antibiotics</li> <li>• Antibiotic policy</li> <li>• Standard safety measures</li> <li>• Biomedical waste management</li> <li>• Role of nurse In Disinfection Sterilization Standard safety measures Biomedical waste management</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Visit to CSSD</p> <p>Clinical practice of aseptic techniques</p> | <p>Short answers</p> <p>Objective type</p> |

|    |    |  |  |   |  |
|----|----|--|--|---|--|
|    |    |  | <ul style="list-style-type: none"> <li>• Hospital acquired infection</li> <li>• Hospital infection control program</li> <li>• Hospital infection committee</li> <li>Protocols</li> <li>• Collection and transportation of samples</li> <li>• Preparation of reports and status of rate of infection in the units / hospital</li> </ul>   |   |  |
| IV | 32 | Describe different disease producing organisms | <p><b>Pathogenic organisms</b></p> <ul style="list-style-type: none"> <li>• Microorganisms</li> <li>• <b>Cocci –</b> <ul style="list-style-type: none"> <li>Gram positive <ul style="list-style-type: none"> <li>- Staphylococci</li> <li>- Streptococci</li> <li>- Pneumococci</li> </ul> </li> <li>Gram negative <ul style="list-style-type: none"> <li>- Gonococci</li> <li>- Meningococci</li> </ul> </li> </ul> </li> <li>• <b>Bacilli –</b> <ul style="list-style-type: none"> <li>Gram positive <ul style="list-style-type: none"> <li>-Mycobacterium</li> <li>- tuberculosis / leprae /</li> <li>Atypical</li> </ul> </li> </ul> </li> </ul> | Lecture<br>Discussion<br>Laboratory visits<br>Practical session | Essay<br>Short answers<br>Objective type |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <ul style="list-style-type: none"> <li>- Corynebacterium diphtheria</li> <li>- Clostridium tetani, Botulinum &amp; perfringens</li> <li>- Listeria,</li> </ul> <p><b>Gram negative</b></p> <ul style="list-style-type: none"> <li>- Shigella,</li> <li>- Proteus</li> <li>- Bordetella,</li> <li>- Campylobacter</li> <li>- Helicobacter</li> <li>- Enterobacteriae</li> <li>- Escherichia Coli</li> <li>- Klebsiella</li> <li>- Salmonella</li> <li>- Vibrio cholera</li> <li>- Pseudomonas</li> <li>- H Influenza</li> <li>- Spirochaete</li> <li>- Mycoplasma</li> <li>- Rickettsiae</li> <li>- Chlamydiae</li> </ul> <p>• <b>Viruses</b></p> <ul style="list-style-type: none"> <li>- HIV</li> <li>- Hepatitis</li> <li>- Varicella zoster</li> <li>- Poliomyelitis</li> <li>- Measles</li> <li>- Mumps</li> <li>- Rubella</li> </ul> |  |
|--|--|--|---|--|

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <ul style="list-style-type: none"> <li>- Rabies</li> <li>- Arbovirus</li> <li>- Dengue</li> <li>- Chikungunya</li> <li>- Japanese encephalitis</li> <li>- Influenza virus</li> <li>- Yellow fever</li> <li>- Oncogenic virus</li> <li>- Pox virus</li> <li>-</li> <li>• <b>Fungi-</b> <ul style="list-style-type: none"> <li>- Superficial</li> <li>- Dermatophytosis, candidiasis, tinea versicolor</li> <li>- Deep mycoses</li> <li>- Mycosis- candida albicans, Cryptococcus</li> </ul> </li> <li>• <b>Parasites</b> <ul style="list-style-type: none"> <li>- Entamoeba histolytica,</li> <li>- Giardia,</li> <li>- Trichomonas,</li> <li>- malaria,</li> <li>- Filaria,</li> <li>- intestinal Nematodes,</li> <li>- tape worms infecting man</li> <li>- Secondary parasitic infections in AIDS</li> <li>- Nematodes</li> </ul> </li> <li>• <b>Rodents &amp; vectors</b></li> </ul> |  |
|--|--|--|--|--|

|   |    |  |  |   |  |
|---|----|--|--|---|--|
|   |    |  | <ul style="list-style-type: none"> <li>- Zoonotic diseases</li> <li>- Anthrax,</li> <li>- Rabies,</li> <li>- Leptospirosis</li> <li>- Plague,</li> <li>- Dog tapeworm</li> <li>- Vector borne diseases</li> <li>- Malaria,</li> <li>- Filariasis,</li> <li>- Kyasanur Forest disease virus (KFD),</li> <li>- Leishmaniasis</li> </ul> <p>Arbovirus</p> <ul style="list-style-type: none"> <li>- Dengue,</li> <li>- Chikungunya,</li> <li>- Japanese encephalitis,</li> <li>- Yellow fever</li> </ul> |   |  |
| V | 12 | Explain the concept of immunity, hypersensitivity and immunization | <p><b>Immunity</b></p> <ul style="list-style-type: none"> <li>• Immunity- types, classification</li> <li>• Antigen antibody reaction</li> <li>• Hypersensitivity- skin test</li> <li>• Serological tests</li> <li>• Immunoprophylaxis</li> <li>• Vaccines &amp; sera- types &amp; classification, storage and handling, cold chain</li> <li>• Immunization for various diseases</li> <li>• Immunization schedule</li> <li>• Newly available vaccines</li> </ul>                                      | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Visit to immunization clinics</p> <p>Observation of cold chain practices</p> | <p>Short answers</p> <p>Objective type</p> |



## References

- Ananthanarayanan R& Jaaram Panicker C K:Text Book of Microbiology, Hyderabad, Orient Longman Private Ltd.
- Ananthanarayanan R& Jaaram Panicker C K:Text Book of Microbiology for Nurses, Hyderabad, Orient Longman Private Ltd.
- Nagoba P S, Puchare A: Medical Microbiology, Preparatory Manual for Undergraduates, New Delhi, Jaypee Brothers Medical Publishers (P)Ltd
- Gupta S. A Short Text Book of Microbiology(including parasitology), New Delhi, Jaypee Brothers Meidcal Publishers (P)Ltd
- Tombury M C etal, Notes on Medical Microbiology, Edinburgh, Churchill Livingstone
- Collie J E etal. Notes on Medical Microbiology, New Delhi, Churchill Livingstone

## NUTRITION

Placement : I Year

Theory (In hours) -60

(Class hours-40+ Lab hours -20)

### Course Description:

This course is designed to acquire knowledge of nutrition for maintenance of optimum health at different stages of life and its application for practice of nursing.

| Unit | Time (Hrs) |   | Learning Objectives                                    | Content   | Teaching Learning activities | Assessment Methods                     |
|------|------------|---|--|---|------------------------------|--|
|      | T          | P |  |   |                              |  |
| I    | 4          |   | Describe the relationship between nutrition and health | <b>Introduction :</b> <ul style="list-style-type: none"> <li>•Nutrition: History, concepts</li> <li>•Role of nutrition in maintaining health</li> <li>•Nutritional problems in India</li> </ul> | Lecture, discussion          | Short answers<br><br>Very sort answers |

|    |   |   |   |                     |  |
|----|---|---|---|---------------------|--|
|    |   |   | <ul style="list-style-type: none"> <li>•National nutrition policy</li> <li>•Factors affecting food and nutrition:<br/>socioeconomic, cultural, tradition, production, system of distribution, lifestyle and food habits etc.</li> <li>•Role of food and its medicinal value.</li> <li>•Classification of foods.</li> <li>•Food standards.</li> <li>•Elements of nutrition: macro and micro.</li> <li>•Calorie, BMR</li> </ul> |                     |  |
| II | 2 | Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates | <p><b>Carbohydrates</b></p> <ul style="list-style-type: none"> <li>•Classification</li> <li>•Calorie value</li> <li>• Recommended Daily Allowances</li> <li>•dietary sources</li> <li>•Functions</li> <li>•Digestion, absorption and storage, metabolism of carbohydrates</li> <li>• Malnutrition : deficiencies and overconsumption</li> </ul>   | Lecture, discussion | <p>Essay</p> <p>Short answers</p> <p>Very sort answers</p> |

|     |   |  |  |  |   |  |
|-----|---|--|--|--|---|--|
| III | 2 |  | Describe the classification, functions, sources and recommended daily allowances (RDA) of Fats     | <b>Fats</b> <ul style="list-style-type: none"> <li>•Classification</li> <li>•Calorie value</li> <li>•Recommended Daily Allowances</li> <li>•Dietary sources</li> <li>•Functions</li> <li>•-Digestion, absorption and storage, metabolism</li> <li>•Malnutrition: deficiencies and overconsumption</li> </ul>                     | Lecture<br>Discussion                                 | Essay<br>Short answers<br><br>Very short answers |
| IV  | 2 |  | Describe the classification, functions, sources and recommended daily allowances (RDA) of Proteins | <b>Proteins</b> <ul style="list-style-type: none"> <li>•Classification</li> <li>•Calorie value</li> <li>•Recommended Daily Allowances</li> <li>•Dietary sources</li> <li>•Functions</li> <li>•-Digestion, absorption and storage, metabolism</li> <li>•Malnutrition: deficiencies and overconsumption</li> </ul>                 | Lecture<br>Discussion                                 | Essay<br>Short answers<br><br>Very short answers |
| V   | 3 |  | Describe the daily calorie requirement for different categories of people.                         | <b>Energy</b> <ul style="list-style-type: none"> <li>•Unit of energy-Kcal</li> <li>•Energy requirement of different categories of people.</li> <li>•Measurement of energy</li> <li>•Body Mass Index(BMI) and basic metabolism.</li> <li>•Basal Metabolic Rate(BMR)</li> <li>• Determination and factors affecting BMR</li> </ul> | Lecture,<br>Discussion<br><br>Exercise demonstration. | Short answers<br><br>Very short answers          |

|      |   |   |  |  |   |
|------|---|---|--|--|---|
| VI   | 4 | Describe the classification, functions, sources and recommended daily allowances (RDA) of Vitamins  | <b>Vitamins</b> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Recommended Daily Allowances</li> <li>• Dietary sources</li> <li>• Functions</li> <li>• Absorption, synthesis, metabolism, storage and excretion</li> <li>• Deficiencies</li> <li>• Hypervitaminosis</li> </ul>   | <ul style="list-style-type: none"> <li>• Lecture,</li> <li>• Discussion.</li> <li>•</li> </ul> | Short answers<br><br>Very short answers |
| VII  | 4 | <ul style="list-style-type: none"> <li>• Describe the</li> <li>• classification,</li> <li>functions,</li> <li>sources and recommended daily allowances (RDA) of Minerals</li> </ul> | <b>Minerals</b> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Recommended Daily Allowances</li> <li>• Dietary sources</li> <li>• Functions</li> <li>• Absorption, synthesis, metabolism, storage and excretion</li> <li>• Deficiencies- Overconsumption and toxicity</li> </ul> | Lecture<br>Discussion  | Short answers<br><br>Very short answers |
| VIII | 3 | Describe the sources, functions and requirements of Water and Electrolytes  | <b>Water</b> <ul style="list-style-type: none"> <li>• Daily requirement</li> <li>• Regulation of water metabolism</li> <li>• Distribution of body water</li> <li>• Electrolytes</li> </ul>   | Lecture<br>Discussion  | Short answers<br><br>Very short answers |

|           |          |           |  |  |   |  |
|-----------|----------|-----------|--|--|---|--|
|           |          |           |  | <ul style="list-style-type: none"> <li>• Types, sources, composition of body fluids</li> <li>• Maintenance of fluid - electrolyte balance</li> <li>• Over hydration, dehydration and water intoxication</li> <li>• Electrolyte imbalances.</li> </ul>  |   |  |
| <b>IX</b> | <b>5</b> | <b>15</b> | <p>-Describe the cookery rules and preservation of nutrients</p> <p>-Prepare and serve simple beverages and different types of foods</p> | <p><b>Cookery rules and preservation of nutrients</b></p> <ul style="list-style-type: none"> <li>• Principles, methods of cooking and serving</li> <li>• Preservation of nutrients</li> <li>• Safe food handling-toxicity</li> <li>• Storage of food</li> <li>• Food preservation, food additives and its principles</li> <li>• Prevention of Food Adulteration Act (PFA)</li> <li>• Food standards</li> <li>• Preparation of simple beverages and different types of foods</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Practice session</p> | <p>Short answers</p> <p>Very short answers</p> |
| <b>X</b>  | <b>7</b> | <b>5</b>  | Describe and plan balanced diet for  | <p><b>Balanced diet</b></p> <ul style="list-style-type: none"> <li>• Elements</li> <li>• Food groups</li> </ul>  | <p>Lecture</p> <p>Discussion</p>  | Short answers                                  |

|    |   |  |  |   |  |
|----|---|--|--|---|--|
|    |   | different categories of people   | <ul style="list-style-type: none"> <li>• Recommended Daily Allowance</li> <li>• Nutritive value of foods</li> <li>• Calculation of balanced diet for different categories of people</li> <li>• Planning of menu</li> <li>• Budgeting of food</li> <li>• Introduction to therapeutic diets:</li> <li>• Naturopathy-diet</li> </ul>  | <p>Demonstration</p> <p>Practice session</p> <p>Meal planning</p>                         | <p>Very short answers</p> <p>Exercise on meal planning</p> |
| XI | 4 | <p>-Describe various National Programmes related to nutrition</p> <p>-Describe the role of nurse in assessment of nutritional status and nutrition education</p> | <p><b>Role of nurse in nutritional programmes</b></p> <ul style="list-style-type: none"> <li>• National programme related to nutrition:</li> <li>• Vitamin A prophylaxis programme</li> <li>• National Iodine Deficiency Disorders(IDD) Programme</li> <li>• Mid-day- meal programme</li> <li>• Integrated child development scheme (ICDS)</li> <li>• National and International agencies working towards food/</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration of assessment of nutritional status</p> | <p>Short answers</p> <p>Very short answers</p>             |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  | nutrition-NIPCCD,<br>CARE, FAO, NIN,<br>CFTRI(Central Food<br>Technology and<br>Research Institute).<br><ul style="list-style-type: none"> <li>• Assessment of<br/>           nutritional status</li> <li>• Nutrition education-<br/>           role of the nurse</li> </ul> |  |  |
|--|--|--|--|--|--|--|

**References:**

1. Dr. Swaminathan M. Hand book of Food and Nutrition. Bangalore. The Bangalore Printing and Publishing Company Ltd
2. John Sheila& Dr. Jennifer J Essentials of Nutrition and Dietetics for Nursing, Chennai, BI Publications Pvt Ltd.
3. Gupta L C etal. Food and Nutrition- Facts and Figures, New Delhi. Jaypee
4. Lutz and Prazytalski.Nutrition and Diet Theory –Evidence based applications, New Delhi, Jaypee.
5. Barrer M Helen . Nutrition and Dietetics for health care.
6. Reheena Beegum M A Text book of Foods, Nutrition and Dietetics, New Delhi, Sterling Publishers Pvt Ltd.

**BIOCHEMISTRY**

**Placement-I Year**

**Theory (Hrs) - 40**

**Course Description:**

The course is designed to assist the students to acquire knowledge of the normal biochemical composition and functioning of human body and understand the alterations in biochemistry in diseases for practice of nursing.

| Unit | Time (Hrs.) | Learning Objectives  | Content  | Teaching Learning activities   | Assessment Methods                           |
|------|-------------|--|--|--|--|
| I    | 4           | Describe the structure, composition and function of cell<br>Differentiate between Prokaryotic and Eukaryotic cell<br>Describe the transport mechanisms | <b>Introduction</b> <ul style="list-style-type: none"> <li>• Definition and significance in nursing</li> <li>• Cell biology</li> <li>• Difference between Prokaryote and Eukaryote cell</li> <li>• Review of structure and function of cell and sub cellular particles.</li> <li>• Cell membrane-structure and function</li> <li>• Transport mechanisms: passive and active transport</li> </ul> | Lecture, discussion using charts and slides  | Short answers<br>Very short answers          |
| II   | 7           | Describe the metabolism of carbohydrates   | <b>Metabolism of carbohydrates</b> <ul style="list-style-type: none"> <li>• Classification, Biological importance of carbohydrates</li> <li>• Monosaccharide's: glucose &amp; fructose.</li> <li>• Disaccharides :lactose &amp; sucrose, lactose intolerance.</li> <li>• Polysaccharides.</li> <li>• Digestion and absorption of carbohydrates</li> </ul>  | Lecture, discussion using charts and slides.<br>Demonstration of laboratory tests. | Essay<br>Short answers<br>Very short answers |



|     |   |                                  |   |   |   |
|-----|---|----------------------------------|---|---|---|
|     |   |                                  | <ul style="list-style-type: none"> <li>• Regulation of blood glucose</li> <li>• Diabetes mellitus- classification, biochemical derangement, clinical features, investigation , complications</li> <li>• Oral glucose tolerance test</li> <li>• Investigations and their interpretations.</li> </ul>   |   |   |
| III | 6 | Explain the metabolism of Lipids | <p><b>Metabolism of Lipids</b></p> <ul style="list-style-type: none"> <li>• Classification of lipids, chemistry of fatty acids, unsaturated fatty acids(essential fatty acids), significance of PUFA</li> <li>• Chemistry of Triacyl glycerol, cholesterol and phospholipids.</li> <li>• Digestion and absorption of lipids</li> <li>• Lipoprotein ,chylomicron, LDLs, VLDLs and HDL(briefly)</li> <li>• Lipid profile, bile salts</li> <li>• Atherosclerosis</li> <li>• Formation and utilization</li> </ul> | <p>Lecture, discussion.</p> <p>Explain using charts, models slides.</p> <p>Demonstration of laboratory tests.</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

|           |          |   |   |   |   |
|-----------|----------|---|---|---|---|
|           |          |   | <p>of ketone bodies,<br/>ketoacidosis in diabetes<br/>and starvation</p> <ul style="list-style-type: none"> <li>• Investigations and their interpretations.</li> </ul>  |   |   |
| <b>IV</b> | <b>6</b> | <p>Explain the metabolism of Aminoacids and Proteins.</p> | <p><b>Metabolism of Amino acids and Proteins</b></p> <ul style="list-style-type: none"> <li>• Classification of Amino acids-based on structure, nutritional status and metabolic rate</li> <li>• Describe digestion and absorption of proteins</li> <li>• Formation and disposal of Ammonia</li> <li>• Plasma proteins, serum levels, functions of albumin, hypo protinaemia</li> <li>• Metabolism of amino acids and proteins</li> <li>• Protein synthesis</li> <li>• Targeting and glycosylation</li> <li>• Chromatography</li> <li>• Electrophoresis</li> <li>• Sequencing</li> <li>• Metabolism of nitrogen</li> <li>• -Fixation and assimilation</li> <li>• -Urea cycle</li> <li>• -Haemes and chlorophylls</li> <li>• Investigations and their interpretations</li> </ul> | <p>Lecture, discussion.</p> <p>Explain using charts, models slides.</p> <p>Demonstration of laboratory tests.</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

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|-----|---|--|---|---|--|
| V   | 2 | Explain clinical enzymology  | <b>Clinical Enzymology</b> <ul style="list-style-type: none"> <li>• Clinical Enzymology</li> <li>• Investigations and their interpretations</li> </ul>  | Lecture, discussion. Explain using charts, models slides. | Essay<br>Short answers<br>Very short answers |
| VI  | 5 | Explain the types, functions, sources and deficiency manifestations of vitamins and minerals | <b>Vitamins and minerals</b> <ul style="list-style-type: none"> <li>• Dietary sources, biochemical functions and deficiency manifestations of fat soluble vitamins</li> <li>• Dietary sources, biochemical functions and deficiency manifestations of water soluble vitamins</li> <li>• Minerals -dietary sources, functional importance and altered levels of iron and calcium</li> <li>• Dietary sources, functional importance and altered levels of copper, fluorine, sodium and potassium</li> <li>• Investigations and their interpretations</li> </ul> | Lecture, discussion. Explain using charts, models slides  | Essay<br>Short answers<br>Very short answers |
| VII | 2 | Explain Acid Base balance  | <b>Acid Base balance</b> <ul style="list-style-type: none"> <li>• PH, buffers and Acid Base disorders</li> <li>• Investigations and their interpretations</li> </ul>  | Lecture, Discussion. Explain using charts, models slides  | Short answers<br>Very short answers          |

|             |          |  |   |   |                                     |
|-------------|----------|--|---|---|-------------------------------------|
| <b>VIII</b> | <b>4</b> | Explain different function tests       | <b>Function Tests</b> <ul style="list-style-type: none"> <li>• LFT(briefly describe the important tests)</li> <li>• RFT-Urea , S. Creatinine, urine examination. (briefly describe the important tests)</li> </ul>  | Lecture, discussion.<br>Explain using charts, models slides | Short answers<br>Very short answers |
| <b>IX</b>   | <b>2</b> | Describe the metabolism of Haemoglobin | <b>Haemoglobin</b> <ul style="list-style-type: none"> <li>• Catabolism of haemoglobin</li> <li>• Biochemical basis of jaundice.</li> </ul>  | Lecture, discussion.<br>Explain using charts, models slides | Short answers<br>Very short answers |
| <b>X</b>    | <b>2</b> | Describe the immunochemistry           | <b>Immunochemistry</b> <ul style="list-style-type: none"> <li>• Structure and functions of immunoglobulin</li> <li>• Immune Response</li> <li>• Mechanism of antibody production</li> <li>• Antigens- HLA Typing</li> <li>• Free radicals and antioxidants</li> <li>• Electrophoretic and quantitative determination of immunoglobulins-ELISA</li> <li>• Investigations and their interpretations.</li> </ul> | Lecture, discussion.<br>Explain using charts, models slides | Short answers<br>Very short answers |

## References

- Vasudevan D M & Sreekmar S. Text Book of Biochemistry, Jaypee.
- Satyanarayanan, Essentials of Biochemistry. Kolkata, Books & Allied (P) Ltd.
- Dr. Ramakrishnan S & Dr. Angayarkanni N. Basis in Biochemistry for Professional Nursing. Chennai, B I Publications Ltd.
- Puri D . Text Book of Medical Biochemistry, New Delhi, Elsevier.
- Nelson D I. Lehingea Principles & Biochemistry. New York, Premier & Company.

## PSYCHOLOGY

Placement –I Year

Theory (In hours) -60

### Course Description:

This course is designed to assist the students to acquire knowledge of fundamentals of psychology and develop an insight into behavior of self and others.

Further it is aimed at helping them to practice the principles of mental hygiene for promoting mental health in nursing practice.

| Unit | Time (Hrs) | Learning Objectives                                   | Content  | Teaching Learning activities | Assessment Methods                  |
|------|------------|---|--|------------------------------|-------------------------------------|
| I    | 3          | Describe the history, scope and methods of psychology | <b>Introduction:</b> <ul style="list-style-type: none"> <li>• History of psychology.</li> <li>• Definitions &amp; Scope of Psychology</li> <li>• Branches of psychology</li> <li>• Methods of Psychology</li> <li>• Relevance of psychology in nursing.</li> </ul> | Lecture, discussion          | Short answers<br>Very short answers |
| II   | 6          | Explain the biology of - Human behavior               | <b>Biology of behavior</b> <ul style="list-style-type: none"> <li>• Body mind relationship</li> <li>• Heredity and environment.</li> <li>• Brain and behavior: Nervous</li> </ul>  | Lecture, discussion          | Essay<br>Short answers              |

|     |    |   |   |  |   |
|-----|----|---|---|--|---|
|     |    |   | <p>System, Neurons and synapse.</p> <ul style="list-style-type: none"> <li>• Association Cortex, Rt. and Lt.Hemispheres.</li> <li>• Psychology of Sensations.</li> <li>• Muscular and glandular controls of behavior.</li> <li>• Nature of behavior of an</li> <li>• Organism/Integrated responses</li> </ul>   |  | Very short answers  |
| III | 20 | Describe various cognitive processes and their applications | <p><b>Cognitive processes</b></p> <ul style="list-style-type: none"> <li>• <b>Attention:-</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>-Types</li> <li>-determinants</li> <li>-Span of attention</li> <li>- Shifting of attention</li> <li>- Distraction.</li> </ul> </li> <li>• <b>Perception: -</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>-Principles</li> <li>-Factors</li> <li>- Errors in perception.</li> </ul> </li> <li>• <b>Learning: -</b> <ul style="list-style-type: none"> <li>-Nature</li> <li>-Types</li> <li>- Factors</li> <li>- Laws</li> <li>-Theories of learning</li> </ul> </li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Psychometric assessment- Practice Sessions</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

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|  |  |  | <p>Trial and error</p> <p>Classical conditioning</p> <p>Gestalt Theory</p> <p>Operant Conditioning</p> <p>Cognitive Theory</p> <p>Transfer of Learning</p> <ul style="list-style-type: none"> <li>- Study habits</li> </ul> <p>• <b>Memory:</b> -</p> <ul style="list-style-type: none"> <li>-Definition</li> <li>-Types</li> <li>-Factors</li> <li>-Methods of memorizing</li> <li>- Theories of Memory</li> <li>-Information Processing</li> <li>- Theory of general memory</li> </ul> <p>• <b>Forgetting:-</b></p> <ul style="list-style-type: none"> <li>-Definition</li> <li>-Types</li> <li>-Factors</li> <li>-Theories of forgetting</li> <li>-Decay Theory</li> <li>-Interference Theory</li> <li>-Repression Theory</li> <li>-Storage failure</li> </ul> <p>• <b>Thinking:-</b></p> <ul style="list-style-type: none"> <li>-Types</li> <li>-Levels</li> <li>-Stages of Development</li> <li>- Relationship with language and</li> </ul> |  |
|--|--|--|--|--|

|           |          |  |  |   |   |
|-----------|----------|--|--|---|---|
|           |          |  | <p>communication</p> <ul style="list-style-type: none"> <li>• <b>Intelligence:-</b> <ul style="list-style-type: none"> <li>-Definition</li> <li>- Classification</li> <li>-Theories of Intelligence</li> <li>-Monarchic Theory</li> <li>-Multifactor Theory</li> <li>-Two factor theory</li> <li>-Group factor theory</li> <li>-Multiple intelligence theory</li> <li>-Intelligence Quotient</li> </ul> </li> <li>• <b>Aptitude:-</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>-Concept</li> <li>-Types</li> <li>-Individual differences and variability.</li> </ul> </li> <li>• Psychometric assessment of cognitive processes</li> </ul> |   |   |
| <b>IV</b> | <b>8</b> | . Describe motivation emotions, stress and their influence on behavior | <p><b>Motivation, emotions &amp; stress</b></p> <ul style="list-style-type: none"> <li>• <b>Motivation:</b> <ul style="list-style-type: none"> <li>-Meaning</li> <li>-Need, Motives, Drive</li> <li>- Types</li> <li>- Theories of motivation</li> <li>-Drive Theory</li> <li>-Instinct Theory</li> <li>-Incentive Theory</li> <li>-Hierarchy Theory</li> <li>-Goal oriented Theory</li> </ul> </li> </ul>   | <p>Lecture</p> <p>Discussion</p> <p>Role plays</p> <p>Case</p> <p>Discussion</p> <p>Demonstration</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |



|          |          |  |   |                                     |   |
|----------|----------|--|---|-------------------------------------|---|
|          |          |  | <ul style="list-style-type: none"> <li>-Motives and behavior</li> <li>-Conflicts and frustration</li> <li>-Conflict resolution.</li> </ul> <p>• <b>Emotion:-</b></p> <ul style="list-style-type: none"> <li>- Definition</li> <li>-Components</li> <li>-Theories of emotion</li> <li>-James Lang Theory</li> <li>-Cannon Bard Theory</li> <li>-Schacher Singer Theory</li> <li>- Lazarus Theory</li> <li>-Emotions in health and illness, alterations</li> <li>-Changes in emotions</li> </ul> <p>• <b>Stress:</b></p> <ul style="list-style-type: none"> <li>-Stressors</li> <li>- Cycle</li> <li>-Effect</li> <li>-Adaptation &amp; Coping</li> </ul> <p>• Psychometric assessment of emotions (briefly).</p> |                                     |   |
| <b>V</b> | <b>7</b> | Explain the concepts of personality and attitude & their influence on behavior | <p><b>Personality and Attitude</b></p> <p>• Personality:-</p> <ul style="list-style-type: none"> <li>-Definitions</li> <li>-Topography</li> <li>-Types</li> <li>- Theories of personality</li> <li>-Type Theory</li> <li>-Trait Theory</li> <li>-Psycho analytical theory</li> <li>-Erickson's Psychosocial</li> </ul>  | Lecture, Discussion, Demonstration. | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

|            |          |   |  |   |  |
|------------|----------|---|--|---|--|
|            |          |   | <p>Development theory</p> <ul style="list-style-type: none"> <li>-Self theory</li> <li>-Learning Theories of Personality</li> <li>-development of personality,</li> </ul> <p>• <b>Attitude:-</b></p> <ul style="list-style-type: none"> <li>-Definition</li> <li>-Nature</li> <li>-Development</li> <li>-Factors affecting behavior and attitudes</li> <li>-Attitudinal change.</li> <li>-Psychometric assessment of attitudes (briefly).</li> </ul> |   |  |
| <b>VI</b>  | <b>4</b> | Describe psychology of people during the life cycle | <p><b>Developmental Psychology</b></p> <ul style="list-style-type: none"> <li>• Psychology of people at different ages from infancy to old age.</li> <li>• Psychology of vulnerable individuals – challenged, women, sick.</li> <li>• Psychology of groups</li> </ul>  | <p>Lecture, discussion</p> <p>Case discussion</p> | <p>Short answers</p> <p>Very short answers</p> |
| <b>VII</b> | <b>8</b> | Describe the Characteristic of Mentally healthy     | <p><b>Mental hygiene and mental Health</b></p> <ul style="list-style-type: none"> <li>• Definition &amp; Concepts of mental hygiene and mental health.</li> <li>• Characteristics of mentally</li> </ul>   | <p>Lecture</p> <p>Discussion</p>                  | <p>Essay</p> <p>Short answers</p>              |

|      |   |  |   |   |  |
|------|---|--|---|---|--|
|      |   | <p>person</p> <p>Explain ego defense mechanisms</p>            | <p>healthy person.</p> <ul style="list-style-type: none"> <li>• Warning signs of poor mental health.</li> <li>• Promotive and Preventive mental health-strategies and services.</li> <li>• Ego defense mechanisms and its implications.</li> <li>• Personal and social adjustments.</li> <li>• Guidance and counseling.</li> <li>• Role of nurse in mental health</li> </ul>  |   | Very short answers                             |
| VIII | 4 | <p>Explain the psychological assessments and role of nurse</p> | <p><b>Psychological assessment &amp; tests.</b></p> <ul style="list-style-type: none"> <li>• Types of tests &amp; their interpretations <ul style="list-style-type: none"> <li>-Projective test,</li> <li>- Intelligence test,</li> <li>-Personality Test,</li> <li>- Attitude Test,</li> <li>-Aptitude Test,</li> <li>-Achievement Test</li> </ul> </li> <li>• Characteristics of a good test <ul style="list-style-type: none"> <li>-Uses of tests</li> <li>-Role of nurse in psychological assessment</li> </ul> </li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Practice Sessions</p> | <p>Short answers</p> <p>Very short answers</p> |

## References:-

- Razeena Viswambaran. Text Book of Psychology for Health Professionals.
- Anthikad J. Psychology for Graduate Nurses. New Delhi, Jaypee.
- David G Mayers, Psychology. Work Publishers, New York
- Passer M W, Smith R E. Psychology, The Science of Mind & Behaviour, New York, Tata Mc Graw-Hill.
- Dr. Balachandran M. Psychology for Nursing Students, Thiruvananthapuram, Maanas Publishers.
- Charles G Morris . Psychology- An introduction to New Hercy, Prentice Hall.
- Bhatia. Elements of Psychology and Mental hygiene for Nurses in India, Orient Longman.
- A B Kutty, Psychology for BSc Nursing, PHI learning, New Delhi,2013

## NURSING FOUNDATIONS

Placement – 1 year

Theory (In hours) -465

(Class hours-265+ Lab hours -200)

Practical (Clinical hours) - 450

### Course Description:

This course is designed to help the students to develop an understanding of the Nursing Profession, philosophy, objectives, theories and application of nursing in various clinical settings. It is aimed at helping the students to acquire knowledge, understanding and skills in techniques of nursing and practice them in supervised clinical settings.

| Unit | Time | Learning Objectives                                | Content   | Teaching Learning Activities | Assessment Methods |
|------|------|--|---|------------------------------|--------------------|
| I    | 10   | Describe the concept of health, illness and health | <b>Introduction:</b> <ul style="list-style-type: none"><li>• Health &amp; Illness<ul style="list-style-type: none"><li>- Definition</li><li>- Concept</li></ul></li></ul> | Lecture<br><br>Discussion    | Short answers      |

|    |    |   |  |   |  |
|----|----|---|--|---|--|
|    |    | care agencies   | <ul style="list-style-type: none"> <li>• Health illness continuum</li> <li>• Factors influencing health</li> <li>• Causes &amp; risk factors of illness</li> <li>• Illness behavior</li> <li>• Impact of illness on patient and family</li> <li>• Health care services <ul style="list-style-type: none"> <li>- Health promotion</li> <li>- Levels of prevention</li> </ul> </li> <li>• Health care agencies: <ul style="list-style-type: none"> <li>• hospitals – types, organization and functions</li> </ul> </li> <li>• Health care team</li> </ul>  | Visit to health care agencies   | very short answers                             |
| II | 15 | <p>-Explain concept and scope of nursing</p> <p>-Describe values, code of ethics and professional conduct for nurses in India</p> | <p><b>Nursing as a profession</b></p> <ul style="list-style-type: none"> <li>• Nursing: - <ul style="list-style-type: none"> <li>-Definition</li> <li>-Philosophy</li> <li>-Objectives</li> <li>-Characteristics</li> <li>-Scope of nursing practice</li> </ul> </li> <li>• -Functions of nurse</li> <li>• -Qualities of a nurse</li> <li>• -Categories of nursing personnel</li> <li>• Definition and characteristics of profession</li> <li>• Nursing as a profession</li> <li>• Values: Definition, types, values in professional nursing</li> <li>• Ethics: Definition, ethical</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Case discussion</p> <p>Role plays</p> | <p>Short answers</p> <p>very short answers</p> |

|     |    |   |   |   |   |
|-----|----|---|---|---|---|
|     |    |   | <p>principles, Nursing code of ethics</p> <ul style="list-style-type: none"> <li>• History of nursing in India</li> </ul>   |   |   |
| III | 5  | <p>Explain the basic concepts of conceptual and theoretical models of nursing</p>                                       | <p><b>Conceptual and theoretical models in nursing practice</b></p> <ul style="list-style-type: none"> <li>• Introduction to models:-</li> <li>• -Holistic model</li> <li>• -Health belief model</li> <li>• -Health promotion model</li> <li>• -Maslow's hierarchy of needs</li> <li>• Introduction to theories in Nursing:---Florence Nightingale environmental theory</li> <li>• -Orem's general theory of nursing</li> <li>• - Peplau's theory of interpersonal relationship</li> <li>• - Henderson's definition of nursing</li> </ul> | <p>Lecture</p> <p>Discussion</p>  | <p>Short Answers</p> <p>Very short answers</p>              |
| IV  | 10 | <p>Communicate effectively with patient families and team members and maintain effective human relations projecting</p> | <p><b>Communication and nurse patient relationship</b></p> <ul style="list-style-type: none"> <li>• Communication <ul style="list-style-type: none"> <li>- Definition</li> <li>- Levels</li> <li>- Elements</li> <li>- Types</li> <li>- Factors influencing communication</li> <li>- Methods of effective communication</li> </ul> </li> </ul>  | <p>Lecture</p> <p>Discussion</p> <p>Role play</p> <p>Video film on nurses interacting</p> | <p>Essay</p> <p>Short answers</p> <p>very short answers</p> |

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|---|----|--|---|---|--|
|   |    | <p>professional image</p> <p>Appreciate the importance of patient teaching in nursing</p>  | <ul style="list-style-type: none"> <li>-Attending skills, rapport building skills, empathy skills</li> <li>-Barriers to effective communication</li> <li>• Helping relationships (NPR) <ul style="list-style-type: none"> <li>-Definition</li> <li>-Goals</li> <li>-Phases of a helping relationship (NPR)</li> </ul> </li> <li>• Patient teaching:- <ul style="list-style-type: none"> <li>- purpose,</li> <li>- principles,</li> <li>- role of nurse</li> </ul> </li> </ul>   | <p>with the patient</p> <p>Practice session on patient teaching</p> <p>Supervised clinical practice</p>                 |  |
| V | 30 | <p>Describe purpose and process of health assessment</p> <p>Describe the health assessment of each body system</p> <p>Explain the concept, uses, format and steps of nursing process</p> | <p><b>Health assessment</b></p> <ul style="list-style-type: none"> <li>-Purposes</li> <li>-Process of health assessment:</li> <li>-Health history, physical examination</li> <li>-Methods : <ul style="list-style-type: none"> <li>- inspection,</li> <li>-palpation,</li> <li>- percussion,</li> <li>- auscultation,</li> <li>- olfaction.</li> </ul> </li> <li>• Preparation of patient and unit for physical examination</li> <li>• Nursing process</li> <li>• The nursing process:- <ul style="list-style-type: none"> <li>- Overview</li> <li>-Definition</li> </ul> </li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Practice on simulators</p> <p>Supervised clinical practice</p> | <p>Structured essay</p> <p>Short answers</p> <p>very short answers</p> |

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|--|--|--|--|--|--|
|  |  | <p>Documents nursing process as per the format</p> | <p>-Steps of Nursing Process</p> <ul style="list-style-type: none"> <li>• Assessment:- <ul style="list-style-type: none"> <li>- Collection of Data –</li> <li>- types, sources, methods,</li> <li>- Formulating nursing judgment,</li> <li>- Data Interpretation</li> </ul> </li> <li>• Nursing diagnosis:- <ul style="list-style-type: none"> <li>- Identification of client problems,</li> <li>-Nursing diagnosis statement,</li> <li>- Difference between medical and nursing diagnosis.</li> </ul> </li> <li>• Planning :- <ul style="list-style-type: none"> <li>- Establishing Priorities,</li> <li>- Establishing Goals and Expected outcomes.</li> <li>- Selection of interventions,</li> <li>- Protocols</li> <li>- standing Orders,</li> <li>- Writing Nursing Care Plan</li> </ul> </li> <li>• Implementation: <ul style="list-style-type: none"> <li>-Implementing the plan of care.</li> </ul> </li> <li>• Evaluation : <ul style="list-style-type: none"> <li>-Outcome of care</li> <li>-Review and Modify</li> </ul> </li> <li>• Documentation and Reporting</li> </ul> |  |  |
|--|--|--|--|--|--|



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| VI  | 5 | Describe the purposes, types and techniques of recording and reporting                  | <p><b>Documentation and Reporting</b></p> <ul style="list-style-type: none"> <li>• Documentation :- <ul style="list-style-type: none"> <li>-Purposes of recording &amp; reporting</li> <li>- General guidelines for recording</li> <li>-Types of documentation system</li> <li>- Computerized documentation</li> <li>-Common record keeping forms</li> </ul> </li> <li>• Reporting:- <ul style="list-style-type: none"> <li>-Change of shift reports,</li> <li>-transfer reports,</li> <li>-telephone report and</li> <li>-incident reports.</li> </ul> </li> <li>• Minimizing legal liability through effective record keeping.</li> </ul> | Lecture<br>Discussion<br>Demonstration<br>Practice session<br>Supervised clinical practice | Essay<br>Short answers<br>very short answers |
| VII | 5 | Explain the admission & discharge procedure<br>Performs admission & discharge procedure | <p><b>Hospital admission and discharge</b></p> <ul style="list-style-type: none"> <li>• Admission to the hospital : <ul style="list-style-type: none"> <li>-Purposes</li> <li>-Types</li> <li>- Unit &amp; its preparation- -</li> <li>- admission procedure</li> <li>- Medico legal issues.</li> </ul> </li> <li>• Discharge from the hospital: <ul style="list-style-type: none"> <li>-DAMA &amp; abscond,</li> <li>- referrals &amp; transfers</li> <li>-Discharge planning</li> </ul> </li> </ul>   | Lecture<br>Discussion<br>Demonstration<br>Lab Practice<br>Supervise                        | Essay<br>Short answers<br>very short answers |

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|      |    |  | <ul style="list-style-type: none"> <li>-Discharge procedure</li> <li>-Care of the unit after discharge</li> <li>-Medico-legal issues</li> </ul>   | <ul style="list-style-type: none"> <li>d</li> <li>clinical practice</li> </ul>   |  |
| VIII | 20 | Describe principles and techniques for infection control and biomedical waste management in Supervised Clinical settings | <p><b>Infection control and waste management</b></p> <ul style="list-style-type: none"> <li>• Infection control <ul style="list-style-type: none"> <li>- Nature of infection,</li> <li>-chain of infection,</li> <li>-methods of transmission,</li> <li>-Body defenses against infection</li> </ul> </li> <li>• Types of infection <ul style="list-style-type: none"> <li>-Nosocomial infection</li> </ul> </li> <li>• Asepsis: concepts, <ul style="list-style-type: none"> <li>- medical and surgical asepsis,</li> <li>-barrier methods</li> </ul> </li> <li>• Hand washing- <ul style="list-style-type: none"> <li>-Medical and surgical</li> </ul> </li> <li>• Isolation: Source &amp; protective</li> <li>• Personal protective equipments – <ul style="list-style-type: none"> <li>- types, uses,</li> <li>- techniques of wearing &amp; removal</li> </ul> </li> <li>• Decontamination of equipment and unit</li> <li>• Transportation of infected patients</li> <li>• Universal safety precautions-</li> </ul> | <ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Practice session</li> <li>Supervised Clinical practice</li> </ul> | <ul style="list-style-type: none"> <li>Essay</li> <li>Short answers</li> <li>very short answers</li> </ul> |

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|           |           |   | <p>standard precautions and transmission based precautions</p> <ul style="list-style-type: none"> <li>• Biomedical waste management <ul style="list-style-type: none"> <li>- Importance</li> <li>- Types of hospital waste</li> <li>- Hazards associated with hospital waste</li> <li>- Decontamination of hospital waste</li> <li>- Segregation, transportation and disposal</li> <li>- Hospital infection control committee- Nurse's role.</li> </ul> </li> </ul>  |   |   |
| <b>IX</b> | <b>30</b> | <p>Describe principles and techniques of monitoring and maintaining vital signs</p> <p>Monitor and maintain vital signs</p> | <p><b>Vital signs</b></p> <ul style="list-style-type: none"> <li>• Guidelines for taking vital signs <ul style="list-style-type: none"> <li>- Principles</li> </ul> </li> <li>• <b>Body temperature</b> <ul style="list-style-type: none"> <li>- Physiology,</li> <li>- regulation &amp; factors affecting body temperature</li> </ul> </li> </ul> <p>-Sites, equipments, techniques &amp; special consideration</p> <p>-Temperature alterations:- Hyperthermia, hypothermia, heat stroke.</p> <p>-Care of patients having alterations in body</p> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Practice session</p> <p>Supervised Clinical Practice</p> | <p>Essay</p> <p>Short answers</p> <p>very short answers</p> |

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|  |  |  | <p>temperature</p> <ul style="list-style-type: none"> <li>• <b>Pulse</b> <ul style="list-style-type: none"> <li>-Physiology &amp; regulation</li> <li>-Characteristics of pulse</li> <li>- Factors affecting pulse</li> <li>- Assessment of pulse, sites, location, techniques</li> <li>-Alteration in pulse</li> </ul> </li> <li>• <b>Respiration</b> <ul style="list-style-type: none"> <li>-Physiology &amp; regulation</li> <li>-Mechanics of breathing</li> <li>-Characteristics of respiration</li> <li>-Factors affecting respiration</li> <li>- Alterations in respiration</li> </ul> </li> <li>• <b>Blood pressure</b> <ul style="list-style-type: none"> <li>-Physiology &amp; regulation of BP</li> <li>-Characteristics of B.P.</li> <li>-Factors affecting B.P.</li> <li>-Assessment of B.P</li> <li>- sites, equipments and technique</li> <li>- Alterations in blood pressure</li> <li>-Assessment of B.P.</li> </ul> </li> <li>• Assessment of TPR</li> <li>• Recording of Vital Signs</li> </ul> |  |  |
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| X | 60 | <p>Describe the basic physiological and psychological needs of the patient</p> <p>Describe the principles and techniques for meeting basic, physiological and psychosocial needs of patient</p> <p>Perform nursing assessment, plan, implement and evaluate the care for meeting, basic physiological and psychosocial needs of patient</p> | <p><b>Meeting needs of patients</b></p> <ul style="list-style-type: none"> <li>• Basic needs</li> <li>• -Activities of daily living</li> <li>• -Provide safe and clean environment: - therapeutic environment</li> <li>• -Physical environment: temperature, humidity, noise, ventilation, light, odour, pest control</li> <li>• - Reduction of physical hazards, fire, accidents</li> <li>• - Role of a nurse in providing safe and clean environment.</li> <li>• -Patient environment : room, equipment and linen</li> <li>• - Making patients' beds:</li> <li>• Types of beds and bed making.</li> <li>• Comfort&amp; Safety</li> <li>• - Factors influencing comfort</li> <li>• - Comfort devices</li> <li>• - Safety devices- restraints, side rails, airways .</li> <li>• Hygiene</li> <li>• - Factors influencing</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>-Demonstration of sponge bath, back care, nail care, foot care and hair care</p> <p>Demonstration of mouth care</p> <p>Practice sessions</p> <p>Supervised Clinical Practice</p> | <p>Essay</p> <p>Short answers</p> <p>very short answers</p> |
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|  |  |  | <p>hygienic practices</p> <ul style="list-style-type: none"> <li>• - Care of skin : <ul style="list-style-type: none"> <li>- Bath, Perineal care</li> </ul> </li> <li>• - Pressure Ulcers <ul style="list-style-type: none"> <li>- Care of pressure points</li> </ul> </li> <li>• - Care of oral cavity , eyes, ears &amp; nose</li> <li>• Care of Nail &amp; foot, hair.</li> <li>• Physiological needs <ul style="list-style-type: none"> <li>- Sleep and rest</li> <li>- Physiology of sleep</li> <li>-Factors affecting sleep</li> <li>- Promoting rest and sleep</li> <li>- Sleep disorders</li> </ul> </li> <li>• Nutrition <ul style="list-style-type: none"> <li>- Importance</li> <li>- Factors affecting nutritional needs</li> <li>- Assessment of nutritional needs</li> <li>- Meeting nutritional needs:</li> <li>principles, procedure &amp; special care</li> </ul> </li> <li>• - Oral, nasogastric and gastrostomy feeding, parenteral feeding.</li> <li>• Urinary elimination <ul style="list-style-type: none"> <li>-Review of physiology</li> </ul> </li> </ul> |  |
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|  |  |  | <p>of urine elimination</p> <ul style="list-style-type: none"> <li>-Composition &amp; characteristics of urine</li> <li>- Factors influencing urination</li> <li>• -Alteration in urinary elimination: <ul style="list-style-type: none"> <li>urinary retention &amp; incontinence</li> </ul> </li> <li>• -Types and collection of urine specimen <ul style="list-style-type: none"> <li>-urine testing</li> </ul> </li> <li>• -Facilitating urine elimination: assessment, types, equipments,</li> <li>• Procedures-Providing urinal/bed pan, <ul style="list-style-type: none"> <li>-Condom drainage,</li> <li>-Catheterization,</li> <li>-care of urinary drainage,</li> <li>- bladder irrigation.</li> </ul> </li> <li>• Bowel elimination <ul style="list-style-type: none"> <li>-Review of physiology of bowel elimination</li> <li>- Composition &amp; characteristics of feces</li> <li>- Factors affecting bowel elimination</li> <li>- Alteration in bowel elimination and its</li> </ul> </li> </ul> |  |
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|  |  |  | <p>management–</p> <ul style="list-style-type: none"> <li>-constipation,</li> <li>-diarrhoea,</li> <li>-fecal impaction</li> </ul> <ul style="list-style-type: none"> <li>• Types &amp; collection of specimen of faeces- observation</li> <li>• - Facilitating bowel elimination: <ul style="list-style-type: none"> <li>- assessment, equipment &amp; procedures-</li> <li>-Passing of flatus tube,</li> <li>-enemas,</li> <li>-suppository,</li> <li>-bowel wash.</li> </ul> </li> <li>• Mobility &amp; Immobility</li> <li>• - Principles of body mechanics</li> <li>• - Maintenance of normal body alignment and mobility</li> <li>• - Hazards associated with immobility</li> <li>• -Alteration in body alignment and mobility</li> <li>• - Nursing intervention for impaired body</li> <li>• alignment and mobility : assessment, types of devices used, methods &amp;</li> </ul> |  |
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|  |  |  | <p>special considerations, rehabilitation aspects</p> <ul style="list-style-type: none"> <li>• - Range of motion exercises</li> <li>• - Maintaining body alignment: positions, moving, lifting, transferring, walking,</li> <li>• restraints <ul style="list-style-type: none"> <li>- Care of patients having restraints</li> </ul> </li> <li>• alteration of mobility : Assessment of self care ability and special considerations</li> <li>• Oxygenation <ul style="list-style-type: none"> <li>- Review of cardiovascular and respiratory physiology</li> <li>- Factors affecting oxygenation</li> <li>- Alterations in oxygenation</li> </ul> </li> <li>• - Nursing interventions in oxygen administration :- <ul style="list-style-type: none"> <li>-assessment, types,</li> <li>- equipment used, procedure and special consideration.</li> </ul> </li> <li>• - Chest physiotherapy</li> </ul> |  |
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|  |  |  | <ul style="list-style-type: none"> <li>• Fluid, Electrolyte, and Acid Base Balances <ul style="list-style-type: none"> <li>-Review of physiological regulation of fluid , electrolyte and acid base balances</li> <li>-Factors affecting fluid, electrolyte ad acid base balance.</li> <li>- Alterations in fluid and electrolyte balance</li> <li>- Nursing interventions in fluid, electrolyte and acid base imbalance</li> <li>-Assessment, types, equipment, procedure and special consideration</li> </ul> </li> <li>• - Measuring fluid intake &amp; output</li> <li>• - Correcting fluid and electrolyte –imbalance: replacement of fluids- oral and parenteral,</li> <li>• -Venipuncture</li> <li>• - Regulating IV flow rates, changing IV solutions and tubing, changing IV dressing.</li> <li>• -Administering blood</li> </ul> |  |
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|  |  |  | <p>transfusion</p> <ul style="list-style-type: none"> <li>• - Restriction of fluids</li> <li>• Psychosocial needs: <ul style="list-style-type: none"> <li>- Concepts of cultural diversity, stress and adaptation, self concept, sexuality, spiritual health, coping with loss, death and grieving</li> <li>- Assessment of psychosocial needs</li> <li>- Nursing interventions for meeting psychosocial needs:</li> </ul> </li> <li>• Recreational and diversional therapies <ul style="list-style-type: none"> <li>-Nurses role</li> </ul> </li> <li>• Meeting the special needs of patients</li> <li>• -Care of patients having alterations in sensory functioning: -Visual and hearing impairment, Assessment of self care ability, Communication methods and special considerations</li> <li>• - Care of patient having altered sensorium - Unconsciousness-</li> </ul> |  |
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|            |           |  | assessment & nursing management.   |   |   |
| <b>XI</b>  | <b>5</b>  | <p>Explain the general principles of heat &amp; cold applications</p> <p>Demonstrate procedures of hot and cold applications</p>   | <p><b>Therapeutic use of heat and cold applications</b></p> <ul style="list-style-type: none"> <li>-General principles</li> <li>- Effect on the body</li> <li>• Hot applications: <ul style="list-style-type: none"> <li>- Hot water bag</li> <li>-Infra red therapy</li> <li>-Fomentation</li> <li>- sitz bath</li> </ul> </li> <li>• Cold applications: – <ul style="list-style-type: none"> <li>-Cold compress</li> <li>-Ice cap</li> <li>- Tepid sponge</li> </ul> </li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Practice sessions</p> <p>Supervised</p> <p>Clinical Practice</p> | <p>Essay</p> <p>Short answers</p> <p>very short answers</p> |
| <b>XII</b> | <b>40</b> | <p>Explain the principles, routes and effects of administration of medications.</p> <p>Calculate conversions of drugs dosages within and between system of measurements.</p> | <p><b>Administration of Medications</b></p> <ul style="list-style-type: none"> <li>• General principles/ considerations</li> <li>• -Purposes of medication, principles, rights, special considerations, prescriptions.</li> <li>• Safety in administering medications</li> <li>• Medication errors.</li> <li>• Drug forms</li> <li>• Routes of administration</li> <li>• Storage and maintenance</li> </ul>  | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Practice sessions</p> <p>Supervised</p> <p>Clinical Practice</p> | <p>Essay</p> <p>Short answers</p> <p>very short answers</p> |

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|  |  | <p>Administer drugs by the following routes-Oral, Intradermal, Subcutaneous, Intramuscular, Intra Venous, Topical and Inhalation</p> | <p>of drugs and nurses responsibility,</p> <ul style="list-style-type: none"> <li>• Broad classification of drugs</li> <li>• -Therapeutic effect, side effects, toxic effects, idiosyncratic reactions, allergic reactions, drug tolerance, drug interactions.</li> <li>• Factors influencing drug actions</li> <li>• Systems of drug measurement: <ul style="list-style-type: none"> <li>- metric system,</li> <li>apothecary system,</li> <li>- house hold measurements,</li> <li>-solutions.</li> </ul> </li> <li>• Converting measurement units: conversion within one system, conversion between systems, dosage calculation.</li> <li>• Terminologies and abbreviations used in prescriptions of medications</li> <li>• Oral drug administration: <ul style="list-style-type: none"> <li>-Oral, sublingual and</li> </ul> </li> </ul> |  |  |
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|  |  |  | <p>buccal -Equipment, procedure.</p> <ul style="list-style-type: none"> <li>• Parenteral <ul style="list-style-type: none"> <li>-General principles, decontamination and disposal of syringes and needles</li> <li>• -Types of parenteral therapies</li> <li>• -Types of syringes, needles, cannula, and infusion sets</li> <li>• -Protection from needle stick injuries</li> <li>• -Routes of parenteral therapies:-</li> <li>• Intra-dermal: purpose, site, <ul style="list-style-type: none"> <li>- equipment, procedure, special</li> <li>-considerations</li> </ul> </li> <li>• -Subcutaneous: purpose, site, equipment, procedure, special considerations.</li> <li>• -Intramuscular : purpose, site, equipment, procedure, special considerations</li> <li>• -Intravenous: purpose, site equipment,</li> </ul> </li> </ul> |  |
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|  |  |  | <p>procedure, special considerations.</p> <ul style="list-style-type: none"> <li>• -Advanced techniques: <ul style="list-style-type: none"> <li>- epidural,</li> <li>-intrathecal,</li> <li>-intraosseous,</li> <li>-intraperitoneal,</li> <li>-intrapleural,</li> <li>-intra-arterial.</li> <li>- Role of nurse</li> </ul> </li> <li>• Topical Administration <ul style="list-style-type: none"> <li>-Purposes, site, equipment, procedure,</li> </ul> </li> <li>• special considerations for application to skin &amp; mucous membrane.</li> <li>• -Direct application of liquids</li> <li>• -Gargle and swabbing the throat</li> <li>• -Insertion of drug in to the body cavity</li> <li>• -Suppository/ medicated pack in rectum/ vagina</li> <li>• -Instillations: Eye, ear, nasal, bladder and rectum.</li> <li>• -Irrigations: Eye, ear, nasal, bladder and rectum.</li> </ul> |  |
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|             |          |   | <ul style="list-style-type: none"> <li>• -Spraying-nose and throat</li> <li>• -Inhalation: nasal, oral, endotracheal / tracheal (steam, oxygen and medications) : purpose, types, equipment, procedure, special considerations.</li> <li>• -Nebulization</li> <li>• -Recording and reporting of medications administered.</li> </ul> |                       |  |
| <b>XIII</b> | <b>5</b> | <p>Define rehabilitation</p> <p>Explain the concepts, principles and types</p> <p>Discuss the role of nurse in rehabilitation</p> | <p><b>Rehabilitation</b></p> <ul style="list-style-type: none"> <li>• -Definition of rehabilitation</li> <li>• -Concepts of rehabilitation</li> <li>• -Types of rehabilitation</li> <li>• -Role of nurse in rehabilitation</li> </ul>  | Lecture<br>Discussion | <p>Short Answers</p> <p>Objective Type</p> |



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| <p><b>XIV</b></p> | <p><b>5</b></p>  | <p>Explain care of terminally ill patient</p>   | <p><b>Care of Terminally ill patient</b></p> <ul style="list-style-type: none"> <li>• Concepts of loss, grief</li> <li>• Signs of clinical death</li> <li>• Care of dying : Special</li> <li>• Considerations.</li> <li>• Advance directives: euthanasia, will, dying declaration, organ donation</li> <li>• Medico- legal issues</li> <li>• Care of body after death – equipment, procedure and care of unit</li> <li>• Autopsy</li> <li>• Embalming</li> </ul> | <p>Lecture<br/>Discussion<br/>Demonstration<br/>Case<br/>Discussion/Role Play<br/>Practice Session<br/>Supervised<br/>Clinical<br/>Practice</p> | <p>Short answers<br/><br/>very short answers</p> |
| <p><b>XV</b></p>  | <p><b>20</b></p> | <p>Explain the principles of first aid and demonstrate application of different types of bandages</p> | <p><b>First Aid Nursing</b></p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Qualities of a first aider</li> <li>• Preparation of equipment</li> <li>• Application of bandages and slings.</li> <li>• Shifting of patients with spine dislocation</li> <li>• Padding and splinting fractured limbs</li> <li>• First aid measures and antidotes in Poisoning: Immediate care of</li> </ul>  | <p>Lecture<br/>Discussion<br/>Demonstration<br/>Case<br/>Discussion/Role Play<br/>Practice<br/>Session</p>                                      | <p>Short answers<br/><br/>very short answers</p> |

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|  |  |  | <p>patients with snakebite, rabid dog bite, burns, scalds, frost bite, sunstroke, drowning, electrocution</p> <ul style="list-style-type: none"> <li>• First aid and nursing in simple emergencies</li> <li>• Common accidents- preventive measures &amp; emergency care : <ul style="list-style-type: none"> <li>-wounds,</li> <li>-food poisoning,</li> <li>-chemical poisoning</li> <li>-foreign body in the eye, ear, nose &amp; throat</li> </ul> </li> <li>• Cardio Pulmonary Resuscitation –BLS</li> </ul> |  |
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### References

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## NURSING FOUNDATIONS – PRACTICALS

Placement: I Year

Lab- 200 Hrs

Clinical – 450 Hrs

| Area  | Objective   | Skills  | Assignment  | Assessment methods   |
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| Demonstration: - Lab -General medical and surgery ward. | -Performs admission and discharge procedure.<br>-Prepare nursing care plan based on nursing process | Hospital admission and Discharge<br>Admission<br>-Prepare unit for new patient.<br>-Prepare admission bed.<br>-Performs admission procedure : new patient, transfer in<br>-Prepare patient records.<br>Discharge/Transfer out<br>-Gives discharge counseling<br>-Perform discharge procedure: | -Practice in Unit/Hospital<br>.<br>-Write nursing records of patient :<br>Simulated – 1<br>Actual - 1 | -Evaluate with checklist<br>-Assessment of clinical performance with rating scale.<br>-Completion of practical record.<br>-OSCE<br>-Assessment |

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|                 |  | <p>(planned discharge, DAMA and abscond, referrals and transfers).</p> <ul style="list-style-type: none"> <li>-Prepare records of discharge / transfer.</li> <li>-Dismantle, and disinfect unit and equipment after discharge / transfer.</li> </ul> <p>Perform assessment:</p> <ul style="list-style-type: none"> <li>-History taking, Nursing diagnosis, problem list, prioritization, goals &amp; expected outcomes, selection of interventions.</li> <li>-Write nursing care plan.</li> <li>-Gives care as per the plan.</li> </ul> |  | <p>of nursing process records with check list.</p> <ul style="list-style-type: none"> <li>-Evaluate the implementation of nursing care with rating scale.</li> </ul>                        |
| Lab<br>Hospital | <ul style="list-style-type: none"> <li>-Communicate effectively with patient families and team members.</li> <li>-Maintain effective human relations.</li> <li>-Develops plan for patient</li> </ul> | <p>Communication</p> <ul style="list-style-type: none"> <li>-Use verbal and non verbal communication techniques.</li> </ul> <p>Prepare a plan for patient teaching session.</p> <p>Write patient report</p> <ul style="list-style-type: none"> <li>-Change-of shift reports, transfer reports, incident reports etc.</li> <li>-Present patient report.</li> </ul> <p>Vital signs</p>  | <ul style="list-style-type: none"> <li>-Role plays in simulated situations on communication techniques – 1</li> <li>-Health talk – 1</li> <li>-Write nurses notes</li> <li>-Present the patient report of 2-3</li> </ul> | <ul style="list-style-type: none"> <li>-Assess role plays with the check list on communication techniques.</li> <li>-Assess health talk with the checklist.</li> <li>-Assessment</li> </ul> |

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| <p>teaching.</p> <ul style="list-style-type: none"> <li>-Prepare patient reports</li> <li>-Presents reports.</li> <li>-Monitor vital signs.</li> <li>-Perform health assessment of each body system.</li> <li>-Provide basic nursing care to patients.</li> </ul> | <ul style="list-style-type: none"> <li>-Measure, records and interpret alterations in body temperature, pulse respiration and blood pressure.</li> </ul> <p>Health assessment</p> <ul style="list-style-type: none"> <li>-Health history taking</li> <li>-Perform assessment: general , body systems</li> <li>-Use various methods of physical examination: Inspection, Palpation, Percussion, Auscultation, Olfaction.</li> <li>-Identification of system wise deviations.</li> </ul> <p>Prepare Patient's unit:</p> <ul style="list-style-type: none"> <li>-Prepare beds: Open, closed, occupied, operation, amputation</li> <li>-cardiac, fracture, burn, divided, &amp; fowlers bed.</li> <li>-Pain assessment and provision for comfort.</li> <li>Use comfort devices</li> </ul> <p>Hygienic Care:</p> <ul style="list-style-type: none"> <li>-Oral hygiene:</li> <li>-Baths and care of pressure points.</li> <li>-Hair wash, Pediculosis treatment.</li> </ul> | <p>assigned patients.</p> <ul style="list-style-type: none"> <li>-Lab practice</li> <li>-Measure vital signs of assigned patients</li> <li>-Simulated exercises on CPR mannikin</li> </ul> | <p>of communication techniques by rating scale.</p> <ul style="list-style-type: none"> <li>-Assessment of performance with rating scale.</li> <li>-Assessment of each skill with checklist.</li> <li>-Completion of activity records</li> </ul> |
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|  |  | <p>Feeding: Oral, Enteral, Naso/Orogastric, Gastrostomy and Parenteral feeding.</p> <p>Naso-gastric tube insertion and irrigation.</p> <p>Assisting patient in Urinary elimination.</p> <ul style="list-style-type: none"> <li>-Provides urinal/bed pan</li> <li>-Condom drainage</li> <li>-Perineal care</li> <li>-Catheterization</li> <li>-Care of urinary drainage</li> <li>-Bladder irrigation</li> </ul> <p>Assisting bowel Elimination:</p> <ul style="list-style-type: none"> <li>-Insertion of flatus tube</li> <li>-Enemas</li> <li>-Insertion of suppository.</li> <li>-Bowel wash</li> </ul> <p>Body Alignment and Mobility:</p> <ul style="list-style-type: none"> <li>-Range of motion exercises</li> <li>- Positioning: Recumbent, Lateral (Rt/Lt), Fowlers, Sims, Lithotomy, Prone, Trendelenburg position.</li> <li>- Assist patient in moving, lifting, transferring, walking</li> </ul> |  |
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|  |  | <p>- Restraints.</p> <p>Oxygen administration</p> <p>Suctioning:<br/>oropharyngeal,<br/>nasopharyngeal</p> <p>Chest physiotherapy<br/>&amp; postural drainage</p> <p>CPR – Basic life support</p> <p>Intravenous therapy</p> <p>Blood and blood<br/>component therapy.</p> <p>Collection of specimen</p> <p>- Collect/assist for<br/>collection of specimens<br/>for investigations - urine,<br/>sputum, faeces, vomitus,<br/>blood and other body<br/>fluids</p> <p>- Perform lab tests:</p> <p>Urine: Sugar, albumin,<br/>acetone,</p> <p>Blood: Sugar (with<br/>strip/glucometer)</p> <p>Hot and cold applications:</p> <p>Local and general</p> <p>Communicating and<br/>assisting with self-care of<br/>visually &amp; hearing<br/>impaired patients.</p> <p>Recreational and</p> |  |
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|  |  | Diversional therapies.<br>Caring of patient with altered sensorium..   |  |   |
| Lab<br><br>Hospital<br>Dept. of<br>infection<br>control,<br>CSSD | -Perform<br>infection<br>control<br>procedures.<br><br>-Perform<br>procedures for<br>care of wounds. | Infection control<br><br>-Hand washing<br>techniques.<br>(simple, hand antiseptic<br>and surgical antiseptic<br>(scrub)<br>-Prepare isolation unit in<br>Lab/ward.<br>-Practice technique of<br>wearing and removing<br>Personal protective<br>equipments (PPE)<br>-Practice standard safety<br>precautions<br>(Universal precautions)<br>Decontamination of<br>equipment and unit:-<br>Surgical asepsis:<br>-Sterilization<br>-Handling sterilized<br>equipment<br>-Calculate strengths of<br>lotions,<br>-Prepare lotions.<br>-Care of articles. | -Observation<br>and write<br>report :<br>Department<br>of<br>Infection<br>control &<br>CSSD.<br><br>-Collection of<br>samples for<br>culture | -Evaluation<br>of<br>observation<br>report<br><br>-Evaluate all<br>Procedures<br>with<br>checklist. |
|  | -Administer<br>drugs.  | Administration of<br>medications.  |  |   |



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|  | <p>-Provide care to dying and dead.</p> <p>-Counsel and support relatives.</p> | <p>Administer medications in different forms and routes:</p> <ul style="list-style-type: none"> <li>-Oral, Sublingual and Buccal.</li> <li>-Parenteral: Intradermal, subcutaneous, Intramuscular etc.</li> <li>-Assist with Intra Venous medications.</li> <li>-Drug measurements and dose calculations.</li> <li>-Preparation of lotions and solutions.</li> <li>-Administers topical applications.</li> <li>-Insertion of drug into body cavity</li> <li>-Suppository &amp; medicated packing etc.</li> <li>-Instillation of medicines and spray into Ear, Eye, Nose and throat.</li> <li>-Irrigations: Eye, Ear, Bladder, Vagina and Rectum.</li> <li>-Inhalations: dry and moist.</li> <li>Care of dying patient.</li> <li>-Caring and packing of</li> </ul> |  |  |
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|-----------------|---------------------------|---|---|------------|
|                 |                           | dead body.<br>-Counseling and supporting grieving relatives.<br>-Terminal care of the unit. |   |            |
| Lab<br>Hospital | Apply bandages and slings | -Application of bandages, binders, splints & slings.<br>bandaging of various body parts.    | Demonstrate in the lab<br>Practice in the clinical area | Check list |

### CLINICAL ASSIGNMENTS

Nursing Assessment-

History Collection ,  
Physical assessment

Nursing care plan - 5

Nursing care plan presentation - 2

Health talk -1

Nursing foundations record

Log book

Daily Diary

## English

**Placement – I Year**

**Theory (In hours) -30**

### Course Description:

The Course is designed to enable students to enhance ability to comprehend spoken and written English for effective communication in their professional work.

| Unit | Time (Hrs) | Learning objectives  | Content  | Teaching Learning Activities   | Assessment   |
|------|------------|--|--|--|--|
| I    | 8          | Speak and write grammatically correct English              | <b>INTRODUCTION</b> <ul style="list-style-type: none"> <li>• Review of Grammar</li> <li>• Building Vocabulary</li> <li>• Phonetics</li> <li>• Public Speaking</li> </ul>   | Exercise on use of Grammar<br><br>Practice in Public Speaking  | Objective type test<br><br>Fill in the blanks<br><br>Para Phrasing |
| II   | 4          | Develop ability to read and understand the prescribed text | <b>READING</b> <ul style="list-style-type: none"> <li>• Read and comprehend prescribed course books</li> </ul>   | Exercise on:<br>-Reading Summarizing<br>Comprehension  | Short answers<br><br>Essay type test                               |
| III  | 8          | Develop writing skills                                     | <b>VARIOUS FORMS OF COMPOSITION</b> <ul style="list-style-type: none"> <li>• Letter writing</li> <li>• Note taking</li> <li>• Precise Writing</li> <li>• Nurses notes</li> <li>• Anecdotal records</li> <li>• Diary Writing</li> <li>• Reports on client's health status</li> <li>• -Preparation of</li> </ul> | Exercises on writing :<br>-Letter writing<br>-Nurses notes<br>-Precise<br>-Diary<br>-Anecdote<br>-Story writing<br>-<br>Resume/C V<br>-Essay writing<br>-Discussion on written | Prepare letters, diary , resume                                    |

|           |          |  |  |   |                                  |
|-----------|----------|--|--|---|----------------------------------|
|           |          |  | resume/ CV   | reports/<br>documents   |                                  |
| <b>IV</b> | <b>6</b> | Develop skill in spoken English          | <b>SPOKEN ENGLISH</b> <ul style="list-style-type: none"> <li>• Oral report</li> <li>• Discussion</li> <li>• Debate</li> <li>• Telephonic conversation</li> </ul> | Exercise on:<br>-Debating<br>- Participating in Seminar, panel symposium    | Assessment of the various skills |
| <b>V</b>  | <b>4</b> | Develop skill in listening comprehension | <b>LISTENING COMPREHENSION</b><br>media, audio, video, speeches etc  | Exercise on:<br>-Listening to Audio video tapes and identify the key points | Assessment of the various skills |

### References

- David M T. English for Professional Nursing, Chennai, B I Publishers Pvt Ltd
- Lohumi S. Remedial Grammar and Composition, Jalaandhar , Vikas Co
- Platt M and Landridge A. English for Nurses- A Natural Approach to Language Learning, New Delhi, Orient Longman Pvt Ltd.
- Rose S. Career English for Nurses. Chennai. Orient Blackswan Pvt Ltd.
- Taylor G. English Conversation Practice. New Delhi . Tata Mc Graw Hill Publishing Co

## INTRODUCTION TO COMPUTER

Placement: 1 year

Theory (In hours) - 45

(Class hours-15+ Lab hours -30)

### Course description:

This course is designed for students to develop basic understanding of the use of computers and its applications in nursing

| Unit | Time (Hrs) |    | Learning objective  | Content   | Teaching learning activities           | Assessment methods                  |
|------|------------|----|---|---|--|-------------------------------------|
|      | Th         | Pr |   |   |  |                                     |
| I    | 3          |    | -Identify the basics of computer<br><br>-Identify the application of computers in nursing | <b>COMPUTERS:</b><br><b>Basic parts and Functions</b> <ul style="list-style-type: none"> <li>• Review the basic parts of computer and its functions</li> <li>• Changing and removing of passwords of user accounts</li> <li>• Formulating and deleting of files</li> <li>• Changing date time and its format</li> <li>• Trouble shooting</li> <li>• Changing mouse properties</li> <li>• Configuring start up programs</li> <li>• Hardware and software:</li> <li>• System configuration</li> <li>• Installing and uninstalling programs</li> <li>• Installing drivers</li> </ul> | Lecture<br>Discussion<br>Demonstration | Short answers<br><br>Objective type |

|            |          |           |   |  |   |  |
|------------|----------|-----------|---|--|---|--|
|            |          |           |   | <ul style="list-style-type: none"> <li>• Installing a program and setting it as a default program</li> <li>• Backup and restore</li> </ul>   |   |  |
| <b>II</b>  | <b>6</b> | <b>20</b> | <p>Describe and use the Disk Operating System</p> <p>Demonstrate skill in the use of MS office</p>            | <p><b>Introduction to disk operating system - DOS</b></p> <ul style="list-style-type: none"> <li>• DOS</li> <li>• Windows (all version): <ul style="list-style-type: none"> <li>- Updating windows</li> <li>- MS word</li> <li>- Excel</li> <li>- office packages</li> </ul> </li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Practice session</p> | <p>Short answers</p> <p>Objective type</p> <p>Practical exam</p>               |
| <b>III</b> | <b>2</b> | <b>3</b>  | <p>Demonstrate skill ion using multimedia</p> <p>Identify features of computer aided teaching and testing</p> | <p><b>Multimedia; types &amp;uses</b></p> <ul style="list-style-type: none"> <li>• Changing the appearance and personalizing</li> <li>• Computer aided teaching &amp; testing</li> <li>• Power point presentation</li> </ul>   | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Practice session</p> | <p>Short answers</p> <p>Objective type</p> <p>Practical exam and viva voce</p> |
| <b>IV</b>  | <b>1</b> | <b>3</b>  | <p>Demonstrate use of internet and e- mail</p>  | <p><b>Use of internet and e-mail</b></p> <ul style="list-style-type: none"> <li>• Set up an internet connection</li> <li>• E-mail and attachments</li> <li>• Browsing history</li> <li>• Default page</li> <li>• Social media</li> </ul>   | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p>                         | <p>Short answers</p> <p>Objective type</p> <p>Practical exam and viva voce</p> |

|           |          |          |  |   |  |   |
|-----------|----------|----------|--|---|--|---|
| <b>V</b>  | <b>2</b> | <b>2</b> | Describe and use the statistical packages                                | <b>Statistical packages</b> <ul style="list-style-type: none"> <li>- Types and their features</li> </ul>                | Lecture<br>Discussion<br>Demonstration<br>Practice session | Short answers<br>Objective type<br>Practical exam and viva voce |
| <b>VI</b> | <b>1</b> | <b>2</b> | Describe the components and uses of health management information system | <b>Health Management Information System (HMIS)</b> <ul style="list-style-type: none"> <li>• Components, uses</li> </ul> | Lecture<br>Discussion<br>Demonstration                     | Short answers<br>Objective type                                 |

### References

- Alicold Leslie H. Computers in Nursing. Philadelphia, Lippincot
- Dheena Dayal R. Computer Science, Vol I& II, New Delhi. Tata Mc Graw Hill Publishing Company Ltd
- Goel M K. Introduction to Computer Science. New Delhi. Sterlin Publishers Pvt Ltd.
- Jain P and Kumari N. Introduction to Computers for Nursing, Jalandhar, S. Vikas &CO
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- Vikas Guptha. Condex Computer Courses Kit. New Delhi, Dreamtech Press

## SECOND YEAR B.Sc NURSING

### SOCIOLOGY

Placement: II Year

Theory 60 hours

**Course description:**

This course is designed to introduce the concepts of sociology related to community and social institutions in India and its relationship with health, illness and nursing.

| Unit | Time (hrs) | Learning objectives   | Content   | Teaching learning activity | Assess ment methods                                  |
|------|------------|---|---|----------------------------|--|
| I    | 2          | -Identify the basic concepts in sociology<br>-State the importance of sociology in nursing. | <b>Introduction</b> <ul style="list-style-type: none"> <li>• -Sociology-definition, origin, nature and scope</li> <li>• -Primary concepts-society, community, institution</li> <li>• -Importance and application of sociology in nursing</li> </ul>                                       | Lecture<br>Discussion      | Short answers<br><br>Very short answers              |
| II   | 3          | Describe the relationship of individual in society and community                            | <b>Individual &amp; society</b> <ul style="list-style-type: none"> <li>• -Society- definition, characteristics and types.</li> <li>• -Community- types, characteristics, elements,</li> <li>• -Difference between society and community.</li> <li>• -Personal disorganization.</li> </ul> | Lecture<br>Discussion      | Essay<br><br>Short answers<br><br>Very short answers |
| III  | 4          | Describe the influence of culture and socialization on health and disease.                  | <b>Culture and Socialization</b> <ul style="list-style-type: none"> <li>• <b>Culture :</b></li> <li>-Definition, characteristics, functions</li> <li>-Evolution of culture:</li> <li>-invention, diffusion,</li> </ul>  | Lecture<br>Discussion      | Essay<br><br>Short answers<br><br>Very               |



|           |          |   |  |                       |   |
|-----------|----------|---|--|-----------------------|---|
|           |          |   | <p>transmission</p> <ul style="list-style-type: none"> <li>• -Unity and diversity in culture</li> <li>• -Cultural lag</li> <li>• -Acculturation,</li> <li>• Enculturation and transculturation</li> <li>• -Cultural factors in health and disease</li> <li>• <b>Socialization:</b></li> <li>-Meaning, process, stages &amp; agencies of socialization.</li> <li>-Individualisation</li> </ul>  |                       | short answers   |
| <b>IV</b> | <b>5</b> | Identify various social groups and their interactions | <p><b>Social groups</b></p> <ul style="list-style-type: none"> <li>• -Meaning, characteristics and classification</li> <li>• -Primary and secondary groups, characteristics and importance in society</li> <li>• -Ingroups and outgroups</li> <li>• -Unorganised groups : characteristics and types- crowd, mob, public, audience</li> <li>• -Permanent special groups- band, tribe, clan/sib, horde, state</li> <li>• -Reference group</li> </ul> | Lecture<br>Discussion | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |
| <b>V</b>  | <b>3</b> | Identify the various                                  | <p><b>Social process</b></p> <ul style="list-style-type: none"> <li>• -Meaning, characteristics</li> </ul>   | Lecture<br>Discussion | Essay   |

|    |   |  |  |                                  |   |
|----|---|--|--|----------------------------------|---|
|    |   | social process and social systems                                  | <p>and importance in society</p> <ul style="list-style-type: none"> <li>• -Conjunctive process/ associative process: cooperation, accommodation, assimilation.</li> <li>• -Disjunctive process/dissociative process : competition, conflict, Isolation</li> <li>• Social system <ul style="list-style-type: none"> <li>- Definition, types, elements</li> <li>-Status and role: importance in society</li> <li>-Political , economic, religious and educational systems</li> </ul> </li> </ul> |                                  | <p>Short answers</p> <p>Very short answers</p>              |
| VI | 3 | Explain the growth of population in India and its impact on health | <p><b>Society and population</b></p> <ul style="list-style-type: none"> <li>• -Demography and its characteristics, demographic cycle.</li> <li>• -Population distribution in India</li> <li>• -Malthusian theory of population</li> <li>• -population explosion in India and its impact on health status</li> <li>• -Family welfare programmes and its impact on population control.</li> </ul>  | <p>Lecture</p> <p>Discussion</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

|      |   |  |  |                       |  |
|------|---|--|--|-----------------------|--|
| VII  | 6 | Describe the major social institutions in India and its influence on health practices  | <ul style="list-style-type: none"> <li>• Social institutions <ul style="list-style-type: none"> <li>-Characteristics and functions</li> </ul> </li> <li>• Family: <ul style="list-style-type: none"> <li>-Definitions, functions, types (nuclear, joint, blended and extended family), characteristics, merits and demerits, present trends, family problems, welfare services.</li> </ul> </li> <li>• Marriage: <ul style="list-style-type: none"> <li>-Characteristics, functions, types</li> <li>-Marital problems-dowry, divorce</li> <li>-Changes and legislation on family and marriages in India-marriage act</li> <li>-Role of family and marriage on health and health practices</li> </ul> </li> </ul> | Lecture<br>Discussion | Essay<br><br>Short answers<br><br>Very short answers |
| VIII | 4 | Describe the class and caste system and their influence on health and health practices | <p><b>Social stratification</b></p> <ul style="list-style-type: none"> <li>-Meaning, characteristics and types of social stratification</li> <li>• -Indian caste system-origin and features; present trend</li> <li>• -Social class system- nature and characteristics;social class and life style</li> </ul>  | Lecture<br>Discussion | Essay<br><br>Short answers<br><br>Very short answers |

|           |          |  |  |                       |   |
|-----------|----------|--|--|-----------------------|---|
|           |          |  | <ul style="list-style-type: none"> <li>• -Social mobility-meaning and types; social mobility in India</li> <li>• -Race: biological characteristics, classification, races in India</li> <li>• -Impact of social stratification on health and health practices.</li> </ul>  |                       |   |
| <b>IX</b> | <b>5</b> | Describe the types of communities in India, their practices and impact on health | <p><b>Communities in India</b></p> <ul style="list-style-type: none"> <li>-Types of communities in India-Rural, urban and regional.</li> <li>• -Rural community : <ul style="list-style-type: none"> <li>-Characteristics of Indian villages, changes in Indian rural life, rural problems, rural planning and reconstruction,</li> <li>• panchayat raj system, community participation,</li> <li>• community development programmes,</li> <li>• health facilities in rural areas and its impact on health and health practices</li> </ul> </li> <li>• -Urban community: Features, urbanization-growth of cities, urban slums, major urban problems and its impact on</li> </ul> | Lecture<br>Discussion | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

|     |   |                                      |   |                       |   |
|-----|---|--------------------------------------|---|-----------------------|---|
|     |   |                                      | <p>health and health practices.</p> <ul style="list-style-type: none"> <li>-Regions: problems and impact on health</li> </ul>   |                       |   |
| X   | 4 | Explain the process of social change | <p><b>Social change</b></p> <ul style="list-style-type: none"> <li>-Characteristics, causes and process of social change</li> <li>-Factors influencing social change –cultural change, cultural lag, social change</li> <li>• -Introduction to theories of socialchange : Linear, Cyclical, Marxian, Functional</li> <li>• -Planned changes- social marketing in health sector</li> <li>-Role of the nurse</li> </ul> | Lecture<br>Discussion | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |
| XI  | 5 | Describe the social organizations    | <p><b>Social organization</b></p> <ul style="list-style-type: none"> <li>-Characteristics, types (formal,informal),modes of participation</li> <li>• -Voluntary organizations- social health agencies</li> <li>• Social Disorganization</li> <li>-Definition, characteristics, causes, types, remedial measures</li> <li>• -Personal disorganization, family disorganization</li> </ul>                               | Lecture<br>Discussion | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |
| XII | 4 | Explain the nature and               | <p><b>Social control</b></p> <ul style="list-style-type: none"> <li>-Meaning, objectives and</li> </ul>   | Lecture<br>Discussion | Essay   |

|             |           |   |  |                       |   |
|-------------|-----------|---|--|-----------------------|---|
|             |           | process of social control   | <p>types of social control.</p> <ul style="list-style-type: none"> <li>-Formal and informal means of social control</li> <li>• -Agencies of social control<br/>Folkways, mores, customs, traditions, religion, public opinion, beliefs, ideologies, law and fashion.</li> <li>• -Social norms: nature and importance in social life</li> <li>• Anomie and deviance</li> <li>• -Role of the nurse</li> </ul>  |                       | <p>Short answers</p> <p>Very short answers</p>              |
| <b>XIII</b> | <b>12</b> | Describe the role of the nurse in dealing with social problems in India | <p><b>Social problems</b></p> <ul style="list-style-type: none"> <li>-Meaning, causes</li> <li>• -Major social problems: poverty, housing, illiteracy, food supplies, unemployment, substance abuse, prostitution, crime and juvenile delinquency.</li> <li>• -Vulnerable groups :<br/>Problems of aged,<br/>Problems of children</li> <li>• ( child labour, child abuse, trafficking, street children),</li> <li>• Problems of women, Handicapped, Minorities and marginalised groups, HIV/AIDS</li> <li>• -Rights of women and children</li> </ul> | Lecture<br>Discussion | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  | <ul style="list-style-type: none"> <li>• -Social security</li> <li>• -Control and planning</li> <li>• -Social welfare programmes in India</li> <li>• -Role of the nurse</li> </ul> |  |  |
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**References**

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- Lemmon Mary. Sociology and Social Problems in Nursing; St Louis, C V Mosby Co
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- Horton B P & Hunt C L. Sociology. New Delhi, Tata Mc Groaw Hill

**MEDICAL SURGICAL NURSING (ADULT including GERIATRICS) –I**  
**MEDICAL NURSING**

Placement: II Year

Theory- 110 Hrs

Nursing faculty-90hrs

External faculty-20hrs

Practical: 440 hrs

**Course Description:**

The purpose of this course is to enable students to identify the etiology, pathophysiology, symptomatology, diagnostic measures and management (medical, nursing and dietetic) of common medical, communicable and dermatological diseases and to develop proficiency in caring for patients with these diseases.

| Unit | Time                | Learning objectives   | Content   | Teaching learning activities                          | Assessment methods                               |
|------|---------------------|---|---|---|--|
| I    | 5<br>(NF-4<br>EF-1) | <p>Appreciate the trends in medicine and medical nursing</p> <p>Describe the role of a nurse in caring patients with medical dermatologic and communicable diseases.</p> <p>Describe the common signs, symptoms and problems and their specific nursing interventions</p> | <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• - Evolution and trends of medicine</li> <li>• - Review concepts of health and illness,</li> <li>• - concepts of disease causation</li> <li>• - International classification of diseases (ICD-10 or later version)</li> <li>• - Acute illness, chronic illness, terminal illness</li> <li>• - Stages of illness.</li> <li>• - Review concepts of comprehensive nursing care.</li> <li>• - Review of nursing process</li> <li>• - Evolution and trends in medical nursing</li> <li>• - Role and responsibilities of nurse in medical wards</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Assignments</p>   | <p>Short - answers</p> <p>Very short answers</p> |
| II   | 7<br>NF-6<br>EF-1   | <p>Describe the common signs, symptoms and problems and</p>   | <p><b>Common signs&amp; symptoms and its management.</b></p> <ul style="list-style-type: none"> <li>• - Fluid and electrolyte imbalances</li> <li>• - Acid base imbalances</li> <li>• Oedema, Pain, Dyspnoea</li> </ul>   | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> | <p>Short - answers</p> <p>Very short</p>         |



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|     |                         | their specific nursing interventions   | and cough,<br>Unconsciousness, Syncope,<br>Fever and hyperthermia.  |   | answers  |
| III | 12<br>NF-<br>10<br>EF-2 | Explain the etiology, Patho physiology, Clinical manifestations diagnostic measures and management of patients with disorders of respiratory system. | <p><b>Nursing management of patients with respiratory problems.</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of respiratory system.</li> <li>• -Assessment of respiratory system - nursing history and physical examination</li> <li>• -Diagnostic measures and related nursing care –</li> <li>• sputum examination, X-ray, pulmonary function test, allergic tests, mantoux test</li> <li>• thoracentesis, bronchoscopy, pulse oximetry, ventilation perfusion scan</li> <li>• - Etiology, pathophysiology, clinical manifestations, complications, diagnosis,</li> <li>• medical, dietetic and nursing management of patients with the following diseases <ul style="list-style-type: none"> <li>- Lower respiratory infections, COPD, Bronchial asthma, Bronchiectasis,</li> </ul> </li> </ul> | Lecture<br>Discussion<br>Demonstration<br>Observation visit<br>supervised clinical practice<br>Drug book<br>Presentations<br>Lab practice<br>Health education | Essay<br>Short - answers<br>Very short answers |

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|    |                      |   | <p>Bronchitis, Atelectasis, Pneumonia, Pulmonary tuberculosis, Pleurisy, Pleural effusion, Pulmonary hypertension, Pulmonary oedema, Pulmonary embolism</p> <ul style="list-style-type: none"> <li>• -special therapies: <ul style="list-style-type: none"> <li>-Chest physiotherapy,</li> <li>- incentive spirometry</li> </ul> </li> <li>• -Rehabilitation</li> <li>• - Review drugs used in the treatment of respiratory disorders.</li> </ul>   |  |  |
| IV | 18<br>NF-15,<br>EF-3 | <p>Explain the etiology pathophysiology clinical manifestations diagnostic measures &amp; management of patients with disorders of cardiovascular &amp; hematologic system.</p> | <p><b>Nursing management of patients with Cardiovascular and hematological diseases._</b></p> <ul style="list-style-type: none"> <li>• - Review anatomy and physiology of cardiovascular system.</li> <li>• -Nursing assessment and physical examination</li> <li>• - Diagnostic measures and related nursing care :</li> <li>• - complete blood count, ECG, echocardiogram, cardiac catheterization, cardiac enzymes, nuclear, imaging, TMT, coronary angiography, CVP, Doppler</li> </ul> | <p>Lecture<br/>Discussion<br/>Demonstration<br/>observation<br/>supervised<br/>clinical practice<br/>Drug book<br/>Presentations<br/>Lab practice<br/>Health education</p> | <p>Essay<br/>Short - answers<br/>rrs<br/>Very shhort answers</p> |

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|  |  |  | <p>studies, plethysmography, arteriography, bone marrow analysis.</p> <ul style="list-style-type: none"> <li>• - Etiology, pathophysiology, symptomatology, diagnosis, medical, dietetic and nursing management of patients with the following conditions: <ul style="list-style-type: none"> <li>- Atherosclerosis, Coronary Artery Diseases -Myocardial infarction, Angina pectoris</li> <li>- Hypotension, Hypertension</li> <li>- Endocarditis, Pericarditis, Myocarditis</li> <li>- Rheumatic Heart Disease</li> <li>- CCF , Cor Pulmonale, Pulmonary oedema</li> <li>- Cardiogenic shock</li> <li>- CPR</li> </ul> </li> <li>• Haematology <ul style="list-style-type: none"> <li>- Anaemia - Iron deficiency anaemia, Haemolytic anaemia, Megaloblastic anaemia, Thalassemia</li> <li>Sickle cell disease, Aplastic anemia, Polycythemia</li> <li>-Bleeding disorders :-</li> <li>- Disseminated intravascular coagulation, Hemophilia, Thrombocytopenia</li> </ul> </li> </ul> |  |  |
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|   |                     |  | <ul style="list-style-type: none"> <li>- Leukemia, Leukopaenia, Lymphoma, Agranulocytosis, Myeloma</li> <li>• -Bone marrow/ stem cell transplantation</li> <li>• -Blood transfusion - safety checks, procedure and requirements, management of adverse reactions, recording.</li> <li>- Management and counselling of blood donors,</li> <li>-phlebotomy and post donation management, blood bank functioning and hospital transfusion committee</li> <li>- Biosafety and waste management in relation to blood transfusion</li> <li>• - Review drugs used in the treatment of cardiovascular and haematologic disorders.</li> </ul> |  |  |
| V | 10<br>NF-8,<br>EF-2 | Describe the etiology, patho-physiology, clinical manifestations, diagnostic | <b>Nursing management of patients with disorders of digestive system</b> <ul style="list-style-type: none"> <li>• - Review anatomy and physiology of digestive system.</li> </ul>  | Lecture<br>Discussion<br>Demonstration<br>observation<br>n visit | Essay<br><br>Short - answers<br><br>Very |

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|  | measures and management of patient with disorders of digestive system | <ul style="list-style-type: none"> <li>• - Nursing assessment- history and physical examination, nutritional assessment.</li> <li>• - Diagnostic measures and related nurses role - endoscopy, LFT, barium meal, barium enema, ultrasonography, gastric analysis, liver biopsy, endoscopic retrograde Cholangio pancreatography, blood studies.</li> <li>• - Etiology, pathophysiology, symptomatology, diagnosis, medical, dietetic and nursing management of patients with the following conditions: <ul style="list-style-type: none"> <li>- disorders of oral cavity.</li> <li>- Oesophagitis, GERD</li> <li>- Irritable bowel syndrome,</li> <li>-Hepatitis, Cirrhosis of liver, Portal hypertension,</li> <li>-Hepatic failure and hepatic coma,</li> <li>-Metabolic syndrome, Obesity,</li> </ul> </li> <li>• - Review drugs used in the treatment of gastrointestinal disorders.</li> </ul> | supervised clinical practice Drug book Presentations Lab practice Health education | short answers |
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| VI | NF-6, EF-2 | 8<br>Describe the etiology, Pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of urinary system. | <p><b>Nursing management of patients with disorders of urinary system.</b></p> <ul style="list-style-type: none"> <li>- Review anatomy and physiology of urinary system.</li> <li>- Nursing assessment - history and physical examination.</li> <li>- Diagnostic measures and related nursing care : <ul style="list-style-type: none"> <li>- blood chemistry, urinalysis, RFT, clearance studies, KUB, IVP, renal arteriogram, renal biopsy, cystoscopy, urodynamic studies, cystogram and urethrogram.</li> </ul> </li> <li>- Etiology, pathophysiology, symptomatology, Medical, dietetic and nursing management of patients with: <ul style="list-style-type: none"> <li>- Nephritis, Nephrotic syndrome, Urinary tract infections, Acute renal failure, Chronic renal failure.</li> </ul> </li> <li>- Review drugs used in urinary system.</li> </ul> | Lecture<br>Discussion<br>Demonstration<br>observation visit<br>supervised clinical practice<br>Drug book<br>Presentations<br>Lab practice<br>Health education | Essay<br>Short - answers<br>Very short answers |
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| VII | NF-10; EF-2 | Describe the etiology pathophysiology, clinical manifestations diagnostic measures and management of patients with disorders of nervous system. | <p><b>Nursing management of patients with disorders of nervous system.</b></p> <ul style="list-style-type: none"> <li>- Review anatomy and physiology of nervous system.</li> <li>-Nursing assessment- nursing history and physical examination</li> <li>- Diagnostic measures and related nursing care: Lumbar puncture, CSF analysis, cerebral angiography, CT, MRI, magnetic resonance angiography, PET Scan, SPECT Scan, cerebral ultrasound, EEG, EMG, myelography, evoked potential</li> <li>- Etiology, pathophysiology, symptomatology, medical, dietetic and nursing management of patients with: <ul style="list-style-type: none"> <li>-Head ache, Migraine, Increased ICP, Cerebral oedema, TIA,</li> <li>-Cerebrovascular accident, , Meningitis, Encephalitis,</li> <li>-Cranial and spinal</li> </ul> </li> </ul> | Lecture<br>Discussion<br>Demonstration<br>observation visit<br>supervised clinical practice<br>Drug book<br>Presentations<br>Lab practice<br>Health education | Essay<br>Short - answers<br>Very short answers |
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|      |                   |   | <p>neuropathies, bell's palsy, trigeminal neuralgia, Guillain Barre Syndrome, Myasthenia gravis, Parkinsonism, Multiple sclerosis, Dementia.</p> <ul style="list-style-type: none"> <li>• - Role of nurse in communicating with patients having neurologic deficits.</li> <li>• - Rehabilitation of patients with neurological deficits</li> <li>• - Review drugs used in the treatment of neurological disorders.</li> </ul>                                       |   |   |
| VIII | 8<br>NF-6<br>EF 2 | Describe the etiology pathophysiology, clinical manifestations diagnostic measures and management of patients with endocrine disorders. | <p><b>Nursing management of patients with endocrine disorders.</b></p> <ul style="list-style-type: none"> <li>• - Review anatomy and physiology of endocrine glands.</li> <li>• - Nursing assessment, nursing history, physical examination.</li> <li>• - Diagnostic measures and related nursing care - blood sugar analysis, GTT, thyroid scan, thyroid FNAC, thyroid function tests, tests of adrenal function, tests of pituitary function, tests of</li> </ul> | <p>Lecture<br/>Discussion<br/>Demonstration<br/>observation<br/>in visit<br/>supervised<br/>clinical<br/>practice<br/>Drug book<br/>Presentations<br/>Lab<br/>practice<br/>Health<br/>education</p> | <p>Essay<br/>Short - answers<br/>Very short answers</p> |



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|           |          |   | <p>parathyroid function.</p> <ul style="list-style-type: none"> <li>- etiology, pathophysiology, symptomatology medical management, dietetic management and nursing management of patients with : <ul style="list-style-type: none"> <li>- Diabetes mellitus, Pituitary disorders, Disorders of thyroid and parathyroid glands, Disorders of adrenal gland.</li> </ul> </li> <li>- Review drugs used in the treatment of endocrine disorders.</li> </ul>  |   |   |
| <b>IX</b> | <b>5</b> | Describe the etiology pathophysiology, clinical manifestations diagnostic measures and management of patients with immunologic disorders. | <p><b>Nursing management of patients with immunologic disorders.</b></p> <ul style="list-style-type: none"> <li>-Diagnostic measures and related nursing care</li> <li>- Etiology, pathophysiology, symptomatology, medical and nursing management of patients with : <ul style="list-style-type: none"> <li>-Primary immunodeficiency, Secondary immunodeficiency, -Graft versus host disease, Acquired immunodeficiency syndrome</li> </ul> </li> <li>-Role of nurse in counseling</li> </ul> | <p>Lecture<br/>Discussion<br/>Demonstration<br/>observation<br/>in visit<br/>supervised<br/>clinical<br/>practice<br/>Drug book<br/>Presentations<br/>Lab<br/>practice<br/>Health<br/>education</p> | <p>Essay<br/>Short - answers<br/>Very short answers</p> |

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|          |   |   | <p>and health education,</p> <ul style="list-style-type: none"> <li>• Rehabilitation of patients with HIV/AIDS</li> <li>• -National and international agencies in AIDS control,</li> <li>• - National AIDS Control Programme.</li> <li>• -Auto immune disorders - SLE, Gout</li> <li>• - Review drugs used in the treatment of immune disorders.</li> </ul>   |  |   |
| <b>X</b> | <b>NF-5</b><br><b>10</b><br><b>EF 5</b> | Describe the etiology pathophysiology, clinical manifestations diagnostic measures and management of patients with integumentary disorders and Sexually Transmitted Disorders | <p><b>Nursing management of patients with integumentary disorders and Sexually Transmitted Diseases</b></p> <ul style="list-style-type: none"> <li>• - Review of anatomy and physiology of integumentary system.</li> <li>• - Nursing assessment - history and physical examination.</li> <li>• - Diagnostic measures and related nurses role - VDRL, ELIZA, Skin biopsy, skin smear</li> <li>• - Etiology, pathophysiology, clinical manifestations, diagnosis, medical and nursing management of</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>observation visit</p> <p>supervised clinical practice</p> <p>Drug book</p> <p>Presentations</p> <p>Lab practice</p> <p>Health education</p> | <p>Essay</p> <p>Short - answers</p> <p>Very short Answers</p> |

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|           |           |   | <p>patients with :</p> <ul style="list-style-type: none"> <li>- bacterial, viral and fungal infections:</li> </ul> <p>Eczema/dermatitis,<br/>Dermatoses : infectious &amp; non infectious, Psoriasis,<br/>Acne vulgaris, skin cancers,<br/>Alopecia, Pemphigus,</p> <ul style="list-style-type: none"> <li>- Sexually transmitted diseases-</li> </ul>   |  |   |
| <b>XI</b> | <b>10</b> | <p>Describe the etiology pathophysiology, clinical manifestations diagnostic measures and management of patients with communicable diseases</p> | <p><b>Nursing management of patients with communicable diseases.</b></p> <ul style="list-style-type: none"> <li>• -Overview of infectious agent, infection process</li> <li>• -Epidemiology, clinical manifestations, diagnosis, prevention, medical and nursing management of patients with:</li> </ul> <ul style="list-style-type: none"> <li>• -Cholera, Tetanus, Gas Gangrene, Plague, Typhoid, Leprosy</li> <li>-Diarrhoeal disorders, Hepatitis, Herpes, Chickenpox, Mumps, Measles, Rubella, Influenza, Poliomyelitis, Yellow fever, Dengue Fever, Rabies, Japanese encephalitis, Chikun gunya, Small pox.</li> </ul> | <p>Lecture<br/>Discussion<br/>Demonstration<br/>observation visit<br/>supervised clinical practice<br/>Drug book<br/>Presentations<br/>Lab practice<br/>Health education</p> | <p>Essay<br/>Short - answers<br/>Very short Answers</p> |

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|            |          |  | <p>-Malaria, Filaria, Helminthiasis, Amoebic dysentery, Leptospirosis, worm infestation</p> <ul style="list-style-type: none"> <li>• - Review barrier nursing,</li> <li>• - Review special infection control measures: Notification, Quarantine, Isolation.</li> </ul> |   |   |
| <b>XII</b> | <b>5</b> | Describe medical & nursing management of patients with medical emergencies | <p><b>Nursing management of patients with medical emergencies.</b></p> <ul style="list-style-type: none"> <li>• Poisoning,</li> <li>• snake bite,</li> <li>• allergy and hypersensitivity reactions</li> </ul>   | <p>Lecture<br/>Discussion<br/>Demonstration<br/>Drug book<br/>Presentations<br/>Lab practice<br/>Health education</p> | <p>Essay<br/>Short - answers<br/>Very short<br/>Answers</p> |

### References

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## MEDICAL NURSING - PRACTICAL

Practical: 440 Hrs (11 Wks)

| Area  | Duration (in weeks)   | Objectives   | Skills  | Assignments   | Assessment methods  |
|---|-----------------------|--|---|---|---|
| General Medical Ward (respiratory, gastroenterology, renal, hematology, neurology, endocrine) | 6 (1 week night duty) | Provide nursing care to clients with medical disorders<br>-Counsel and educate patients and families | Assessment of the patient<br>-Taking history<br>-Perform physical examination<br>-Identify alteration and deviations<br>-Practice medical and surgical asepsis and standard safety measures<br>-Administer medications oral, IV, IM, subcutaneous and intradermal<br>-IV therapy<br>-IV cannulation | -Plan and provide care to 3-4 assigned patients<br>-Nursing care plan -2<br>-Nursing care study and presentation -1<br>-Drug book<br>-Drug presentation<br>-Clinical presentation | -Assess performance with rating scale.<br>-Assess skill with check list<br>- Evaluation of care study, presentation<br>- Completion of activity |

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|  |  |  | <ul style="list-style-type: none"> <li>-maintenance and monitoring I/O Chart.</li> <li>-oxygen therapy by different methods</li> <li>-Nebulization</li> <li>-Chest physiotherapy</li> <li>-Nasogastric feeding</li> <li>-Assist in common diagnostic procedures</li> <li>-Assist in common therapeutic procedures</li> <li>-Blood and component therapy</li> <li>-Throat suctioning</li> <li>-Collect specimens for common investigations</li> <li>-Maintain elimination</li> <li>- bladder catheterization</li> <li>-Bowel wash</li> <li>-enema</li> <li>-maintain continuous bladder drainage</li> <li>-Teaching related to specific disease conditions and procedures</li> </ul> |  | <ul style="list-style-type: none"> <li>record</li> <li>-OSCE</li> </ul> |
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| Cardiology Ward                           | 1 | <ul style="list-style-type: none"> <li>-Provide nursing care to clients with cardiac medical disorders</li> <li>-Counsel and educate patients and families</li> </ul>  | <ul style="list-style-type: none"> <li>-Physical examination of cardiovascular system</li> <li>-recording ECG</li> <li>-Assisting in diagnostic and therapeutic procedures-</li> <li>-Administer cardiac drugs</li> <li>- cardiopulmonary resuscitation</li> <li>-Teach patients and families</li> <li>-Practice medical and surgical asepsis and standard safety measures</li> </ul> | <ul style="list-style-type: none"> <li>-Plan and provide care to 3-4 assigned patients</li> <li>-Nursing care plan -1</li> <li>-Drug book</li> <li>-Drug presentation</li> <li>-Teaching patients and families</li> </ul> | <ul style="list-style-type: none"> <li>Assess performance with rating scale.</li> <li>-Assess skill with check list</li> <li>Evaluation of case study, presentation</li> <li>Completion of activity record</li> </ul>        |
| Dermatology and Communicable disease ward | 2 | <ul style="list-style-type: none"> <li>-Identify common skin problems and communicable diseases</li> <li>-Provide nursing care to clients with skin disorders and communicable diseases</li> <li>-Counsel and educate</li> </ul> | <ul style="list-style-type: none"> <li>-Assessment of patients with skin disorders and communicable diseases</li> <li>-practice barrier nursing and isolation techniques – Assist in diagnostic / therapeutic procedures</li> </ul>   | <ul style="list-style-type: none"> <li>-Plan and provide care to 3-4 assigned patients</li> <li>-Health talk</li> <li>- Drug book</li> <li>-Case presentation</li> </ul>  | <ul style="list-style-type: none"> <li>Assess performance with rating scale.</li> <li>-Assess skill with check list</li> <li>Evaluation of case presentation , health talk</li> <li>Completion of activity record</li> </ul> |

|                               |   |   |   |   |  |
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|                               |   | patients and families   |   |   |  |
| Casualty emergency Department | 1 | Provide emergency care to patients with various medical emergencies | -Emergency assessment of patients with medical emergencies<br>-Assist in diagnostic and therapeutic procedures-<br>- Counsel and educate patients and families  | Report of activities  | Assess performance with rating scale.<br>-Assess skill with check list<br>Evaluation of reports<br>Completion of activity record   |
| Medical ICU                   | 1 | Provide care to patients with critical medical illnesses            | -Assessment of seriously ill patients<br>- Monitor the patients conditions with continuous monitoring equipments<br>- Assist with diagnostic and therapeutic procedures<br>- Technical skill in using various equipments<br>- Use flow sheets for recording | - Provide care to 1-2 assigned patients<br>-Nursing care plan-1<br>-Drug book | Assess performance with rating scale.<br>-Assess skill with check list<br>Evaluation of care plan<br>Completion of activity record |

### Clinical Assignments

- |                            |                           |
|----------------------------|---------------------------|
| 1) Nursing Care Plan - (4) | 2) Nursing Care Study - 1 |
| 3) Clinical presentation-1 | 4) Drug Presentation - 1  |
| 5) Health talk-1           | 6) Practical Record       |
| 7) Drug File               | 8) Log Book               |





## PATHOLOGY

**Placement: II Year**

**Total 30 hours (Theory-20 hours; Lab-10 hours )**

Course Description:

This course is designed to enable students to acquire knowledge of pathology of various disease conditions and apply this knowledge in the practice of nursing.

| Unit | Time (Hrs) |    | Objectives   | Content  | Teaching learning activities  | Assessment methods  |
|------|------------|----|--|--|---|---|
|      | Th         | Pr |  |  |   |   |
| I    | 3          |    | <ul style="list-style-type: none"> <li>- Define the common terms used in pathology</li> <li>- Appreciate the deviations from normal to abnormal structure and functions of the body system.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Introduction</b></li> <li>• Importance of the study of pathology                             <ul style="list-style-type: none"> <li>• Definition of terms</li> <li>• Methods and techniques</li> <li>• Cellular and Tissue changes</li> </ul> </li> <li>• Infiltration and regeneration</li> <li>• Inflammations and Infections</li> <li>• Wound healing</li> <li>• Vascular changes</li> <li>• - Cellular growth, Neoplasms                             <ul style="list-style-type: none"> <li>• Normal and Cancer cell</li> <li>• Benign and Malignant growths</li> <li>• In situ carcinoma</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> <li>- Explain using Charts</li> </ul> | <ul style="list-style-type: none"> <li>Short answers</li> <li>Objective Type</li> </ul> |

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|    |    |   |   | <ul style="list-style-type: none"> <li>- Disturbances of fluid and electrolyte</li> <li>imbalance.</li> </ul>   |  |                                 |
| II | 10 | 5 | Explain Pathological changes in disease conditions of various systems | <p><b>Special pathology</b></p> <ul style="list-style-type: none"> <li>• Pathological changes in disease conditions of various systems:</li> <li>• Respiratory tract <ul style="list-style-type: none"> <li>- Tuberculosis, Bronchitis.</li> <li>- Pleural effusion and pneumonia</li> <li>- Lung abscess, emphysema, bronchiectasis</li> <li>- Bronchial asthma, Chronic obstructive Pulmonary disease &amp; tumours.</li> </ul> </li> <li>• Cardio-vascular system <ul style="list-style-type: none"> <li>- Pericardial effusion</li> <li>- Rheumatic heart disease</li> <li>- Infective endocarditis</li> <li>atherosclerosis</li> <li>- Ischemia, infarction &amp; aneurysm</li> </ul> </li> <li>• Gastro Intestinal Tract <ul style="list-style-type: none"> <li>- Peptic ulcer, typhoid</li> <li>- Carcinoma of GI tract, buccal, Esophageal, Gastric &amp; intestinal</li> </ul> </li> <li>• Liver, Gall bladder &amp; pancreas <ul style="list-style-type: none"> <li>- Hepatitis, Chronic liver, abscess, cirrhosis</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>- Lecture Discussion</li> <li>- Explain using charts, slides specimen , X-rays and Scans</li> <li>- Visit to Pathology lab, endoscop y unit and OT</li> </ul> | Short answers<br>Objective type |

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|  |  |  |  | <ul style="list-style-type: none"> <li>- Tumours of liver, gall bladder and pancreas</li> <li>- Cholecystitis</li> <li>• Male genital system. <ul style="list-style-type: none"> <li>- Cryptorchidism, testicular atrophy, Prostatic hyperplasia, carcinoma</li> <li>- Penis &amp; prostate.</li> </ul> </li> <li>• Female genital system <ul style="list-style-type: none"> <li>- Fibroids</li> <li>- Carcinoma cervix and Endometrium</li> <li>- Vesicular mole, choriocarcinoma</li> <li>- Ectopic gestation</li> <li>- Ovarian cyst &amp; tumours</li> </ul> </li> <li>• Breast Cancer</li> <li>• Central Nervous system <ul style="list-style-type: none"> <li>- Hydrocephalus, Meningitis, encephalitis,</li> <li>- Vascular disorders - thrombosis, embolism</li> <li>- Stroke, paraplegia, quadriplegia</li> <li>- Tumours, meningiomas, gliomas.</li> </ul> </li> <li>• Metastatic tumour</li> <li>• Skeletal system <ul style="list-style-type: none"> <li>- Bone healing, osteoporosis osteomyelitis</li> </ul> </li> <li>• Arthritis &amp; tumours</li> </ul> |  |
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|     |   |   |   |   |   |                                  |
|-----|---|---|---|---|---|----------------------------------|
| III | 4 | 3 | Describe various laboratory tests in assessment and monitoring of disease conditions. | <p><b>Clinical pathology</b></p> <ul style="list-style-type: none"> <li>• Various blood and bone marrow tests in assessment and monitoring of disease conditions.</li> <li>- Hemoglobin</li> <li>- RBC, White cell &amp; platelet counts</li> <li>- Bleeding time, clotting time and prothrombin time</li> <li>- Blood grouping and cross matching</li> <li>- Blood chemistry</li> <li>- Blood culture</li> <li>- Serological and immunological tests</li> <li>- Other blood tests</li> <li>- Examination of Bone marrow</li> <li>• - Methods of collection of blood specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal values.</li> </ul> | <ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> <li>- Demonstration</li> <li>- Visits to Clinical pathology &amp; Bio-chemistry lab and Blood bank</li> </ul> | Short answers<br>Objective type  |
| IV  | 2 | 1 | Describe the laboratory tests for   | <p><b>Examination of body cavity fluids, transudates and exudates.</b></p> <ul style="list-style-type: none"> <li>• The laboratory tests used in CSF analysis</li> </ul>  | <ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> <li>- Demonstration</li> </ul>  | -Short answers<br>Objective type |

|   |   |   |  |  |  |
|---|---|---|--|--|--|
|   |   |   | <p>examination of body cavity fluids, transudates and exudates</p> <ul style="list-style-type: none"> <li>• Examination of other body cavity fluids, transudates and exudates - sputum, wound discharge etc.</li> <li>• Analysis of gastric and duodenal contents</li> <li>• Analysis of semen-sperm count, motility and morphology and their importance in infertility</li> <li>• Methods of collection of CSF and other cavity fluids specimen for various clinical pathology, biochemistry, microbiology tests,</li> <li>• inference and normal values.</li> </ul>                  | ration   |  |
| V | 1 | 1 | <p>Describe the laboratory tests for examination of Urine and faeces.</p> <p><b>Urine and faeces</b></p> <ul style="list-style-type: none"> <li>• Urine and faeces <ul style="list-style-type: none"> <li>- Physical characteristics</li> <li>- Analysis</li> <li>- Culture and sensitivity</li> </ul> </li> <li>• Faeces <ul style="list-style-type: none"> <li>- Characteristics</li> <li>- Stool examination: occult blood, ova, parasite and cyst, reducing substance etc.</li> </ul> </li> <li>• Methods of collection for various tests, inference and normal values.</li> </ul> | <p>- Lecture Discussion</p> <p>- Demonstration</p> | <p>Short answers</p> <p>Objective type</p> |

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## MEDICAL SURGICAL NURSING (ADULT including GERIATRICS) –I SURGICAL NURSING

Placement: II Year

Theory - 110hrs

Nursing faculty- 75 hrs + External faculty- 35hrs

Practical: 520 hrs

### Course description:

This course is designed to enable the students to recognize the etiology, pathophysiology, clinical manifestations, diagnosis and management of patients with common surgical conditions and provide comprehensive nursing care based on nursing process during the pre operative, intra operative, and post operative period.

| Unit | Time (Hrs)                     | Objectives  | Content  | Teaching Learning Activities   | Evaluation                              |
|------|--------------------------------|---|--|--|---|
| I    | 6<br>NF-4<br>EF-2<br>(surgeon) | -Describe the concepts of surgical nursing. -<br>Identify the current trends in surgery and surgical nursing. - | <b>Surgery &amp; surgical nursing.</b><br>• -History & trends in surgery & surgical nursing.<br>• -Wound- types, wound healing,<br>• -Inflammation, abscess,<br>• -Wound infection, surgical dressing.<br>• -Role of nurse in the care | Lecture<br>Discussion<br>Demonstration<br>Supervised clinical practice | Short answers<br><br>Very short answers |

|    |                                       |  |  |  |                                     |
|----|---------------------------------------|--|--|--|-------------------------------------|
|    |                                       | Identify the role of nurses in the management of a patient undergoing surgery.   | of patients undergoing surgery–pre operative, intra operative, immediate and late post operative period.<br>• -Haemorrhage, shock  |  |                                     |
| II | 20<br>NF-15<br>EF-5<br>(Anaesthetist) | -Describe the organization and physical set up of Operation Theatre,<br>-Identify the instruments and equipments used for common surgical procedures<br>-Describe the perioperative nursing care<br>- Describe the infection control measures in the operation theatre<br>- Describe the | <b>Operating Room Technique</b><br>• -Organization and physical set up of operation theatre, OT design, OT team, Duties and responsibilities of nurse in OT, OT dress code, principles of operation theatre technique, OT Table,<br>• Suture materials, equipments in OT, Instruments for common surgical procedures.<br>• -Positions and draping for common surgical procedures, scrubbing, gowning, gloving.<br>• -Preparation of instrument trolley for major & minor surgeries.<br>• -Maintenance of therapeutic environment | Lecture<br>Discussion<br>Demonstration<br>Supervised clinical practice | Short answers<br>Very short answers |

|     |                              |   |   |  |  |
|-----|------------------------------|---|---|--|--|
|     |                              | care of patients undergoing anesthesia                                | <p>in OT.</p> <ul style="list-style-type: none"> <li>• -Monitoring patients during surgical procedures.</li> <li>• -Infection control in OT, Standard precautions, disinfection, sterilization, fumigation of OT, biomedical waste management in OT,</li> <li>• -Prevention of accidents and hazards in OT</li> <li>• - Anesthesia: <ul style="list-style-type: none"> <li>-types of anesthesia, anesthetic agents, methods of administration, equipments, stages of anesthesia,</li> <li>-Pre anesthetic check up, Premedication, management of patients before , during &amp; after anesthesia.</li> <li>-Complications of anesthesia.</li> </ul> </li> </ul> |  |  |
| III | 18<br>NF-12<br>EF-6(surgeon) | Describe the pre and post operative management of patients undergoing | <p><b>Nursing management of patients undergoing Gastrointestinal surgeries</b></p> <ul style="list-style-type: none"> <li>• -Etiology, pathophysiology, clinical manifestations, diagnosis, surgical &amp;</li> </ul>   | Lecture,<br><br>Discussion,<br><br>Demonstration | Essay<br><br>Short answers<br><br>Very |



|  |  |                            |  |                              |               |
|--|--|----------------------------|--|------------------------------|---------------|
|  |  | Gastrointestinal surgeries | <p>nursing management of patients with disorders of :</p> <ul style="list-style-type: none"> <li>- Oral cavity:<br/>Inflammation, Infection, pre malignant &amp; malignant lesions of oral cavity</li> <li>• -Oesophagus :<br/>Inflammation, Stricture , obstruction, bleeding, carcinoma of oesophagus</li> <li>• -Stomach &amp; duodenum : --<br/>Pyloric stenosis, tumours, bleeding, Carcinoma stomach, hiatus hernia.</li> <li>• -Small and large intestine:<br/>inflammation, infection, enteritis, obstruction, tumour, perforation.<br/>Inflammatory bowel disease, intestinal obstruction, acute abdomen</li> <li>- Hernia,</li> <li>• -Appendix: Appendicitis</li> <li>• -Rectum and Anal canal:<br/>Haemorrhoids, Anal fissure, Fistula, Carcinoma rectum, Pilonidal cyst.</li> <li>• -Gall bladder:<br/>inflammation, infection, tumours.</li> </ul> | Supervised clinical practice | short answers |
|--|--|----------------------------|--|------------------------------|---------------|

|    |                                  |  |   |   |  |
|----|----------------------------------|--|---|---|--|
|    |                                  |  | <ul style="list-style-type: none"> <li>-Pancreas: inflammation, cyst, abscess, tumours.</li> </ul>  |   |  |
| IV | 8<br>NF-5<br>EF-3<br>(urologist) | Describe the pre & Post operative management of patients undergoing renal and genito urinary surgeries | <p><b>Nursing management of patients undergoing renal and genitourinary surgeries</b></p> <ul style="list-style-type: none"> <li>-Etiology, pathophysiology, clinical manifestations, diagnosis, medical, surgical and nursing management of patients with disorders of :</li> <li>-Kidney: Congenital anomalies, hydronephrosis, renal calculi, tumours</li> <li>-Ureter, urinary bladder and urethra: inflammation, infection, stricture, obstruction, tumours.</li> <li>-Prostate : Benign prostatic hypertrophy, Carcinoma prostate,</li> <li>-Hydrocoele, epispadias, hypospadias, phimosis</li> </ul> | Lecture,<br>Discussion,<br>Demonstration,<br>Supervised clinical practice | Essay<br>Short answers<br>Very short answers |
| V  | 5                                | Describe the pre & post operative nursing management of patients                                       | <p><b>Nursing management of patients undergoing thoracic and vascular surgeries</b></p> <ul style="list-style-type: none"> <li>Etiology, pathophysiology, clinical manifestation, diagnosis, medical, surgical</li> </ul>   | Lecture,<br>Discussion,<br>Demonstration,                                 | Essay<br>Short answers                       |

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|    |  | undergoing thoracic & vascular surgeries  | <p>and nursing management of patients with:</p> <ul style="list-style-type: none"> <li>• - Empyema, lung abscess, carcinoma lung, pneumothorax, chest injury, surgical emphysema.</li> <li>• -Vascular disorders:</li> <li>• Thrombo Angitis obliterans, Raynaud's disease , varicose vein and</li> <li>• Aneurysms</li> </ul>   | Supervised clinical practice                                     | Very short answers                           |
| VI | 15<br>NF-10<br>EF-5<br>(Orthopaedic surgeon) | Describe the pre & Post operative management of patients with musculoskeletal disorders | <p><b>Nursing management of patients with disorders of musculoskeletal system</b></p> <ul style="list-style-type: none"> <li>• -Review of anatomy &amp; physiology of musculoskeletal System</li> <li>• -Assessment of patients with musculoskeletal Disorders.</li> <li>• -Etiology, pathophysiology, clinical features, investigations, medical, surgical and nursing management of patients with :</li> <li>• -Inflammation and trauma of muscles, ligaments and joints-osteoarthritis, rheumatoid arthritis ,</li> </ul> | Lecture, Discussion, Demonstration, Supervised clinical practice | Essay<br>Short answers<br>Very short answers |

|      |  |  |   |   |   |
|------|--|--|---|---|---|
|      |  |  | <p>osteomyelitis,<br/>osteomalacia,<br/>osteoporosis, pott's spine,<br/>paget's disease, bone<br/>tumours.</p> <ul style="list-style-type: none"> <li>• -Subluxation ,Dislocation</li> <li>• - Fracture of bones,</li> <li>• -Prolapsed Inter vertebral<br/>disc</li> <li>• -Congenital disorders of<br/>bones</li> </ul>   |   |   |
| VII  | <p><b>8</b><br/><b>NF-4</b><br/><b>EF-4</b><br/><b>(Surgeon)</b></p> | <p>Describe the<br/>pre &amp; Post<br/>operative<br/>management<br/>of<br/>patients with<br/>miscellaneous<br/>surgical<br/>conditions</p> | <p><b>Nursing management of<br/>patients with miscellaneous<br/>surgical conditions</b></p> <ul style="list-style-type: none"> <li>• -Review of anatomy –<br/>breast, thyroid.</li> <li>• -Etiology, pathophysiology<br/>clinical manifestations,<br/>diagnosis, medical, surgical<br/>and nursing management<br/>of patients with benign<br/>and malignant tumours of :</li> <li>• -Breast</li> <li>• -Thyroid</li> <li>• -Management of patients<br/>with Burns,</li> <li>• -Poly trauma</li> </ul> | <p>Lecture,<br/>Discussion,<br/>Demonstration,<br/>Supervised<br/>clinical<br/>practice</p> | <p>Essay<br/>Short<br/>answers<br/>Very<br/>short<br/>answers</p> |
| VIII | <p><b>15</b><br/><b>NF-10</b><br/><b>EF-5</b></p>                    | <p>Describe the<br/>etiology,<br/>pathophysiology</p>  | <p><b>Nursing management of<br/>patients with disorders of<br/>Ear, Nose and Throat.</b></p>  | <p>Lecture,<br/>Discussion,</p>   | <p>Essay<br/>Short</p>  |

|  |                               |  |  |  |   |
|--|-------------------------------|--|--|--|---|
|  | <b>(ENT<br/>surge<br/>on)</b> | y,<br>clinical<br>manifestations,<br>diagnosis and<br>medical,<br>surgical and<br>nursing<br>management<br>of patients<br>with disorders<br>of ear nose,<br>and throat | <ul style="list-style-type: none"> <li>• -Review of anatomy &amp; Physiology of ear, nose &amp; throat.</li> <li>• -Assessment and diagnostic measures of patients with disorders of ear, nose and throat</li> <li>• -Etiology, pathophysiology, clinical manifestations, diagnosis, medical, surgical &amp; nursing management of patients with disorders of : <ul style="list-style-type: none"> <li>• -Ear-foreign bodies, impacted wax, otitis media, tympanic membrane perforation, Otosclerosis, mastoiditis, tumours, Meniere's disease, labyrinthitis, Deafness.</li> <li>• - Disorders of Nose- common cold, sinusitis, epistaxis, deviated nasal septum, nasal polyps.</li> <li>• -Disorders of Throat - Pharyngitis, tonsillitis, adenoiditis, peritonsillar abscess, Laryngitis,</li> <li>• -Upper air way obstruction, cancer of larynx.</li> </ul> </li> </ul> | Demonstra<br>tion,<br><br>Supervised<br>clinical<br>practice | answers<br><br>Very<br>short<br>answers |
|--|-------------------------------|--|--|--|---|

|    |  |   |  |   |  |
|----|--|---|--|---|--|
|    |  |   | <ul style="list-style-type: none"> <li>• -Communicating with impaired hearing and mute</li> <li>• -Instillation of ear drops</li> </ul>  |   |  |
| IX | 15<br>NF-10<br>EF-5<br>(opht<br>halmo<br>logist) | Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures, medical, surgical and nursing management of patients with disorders of Eye. | <p><b>Nursing management of patients with disorders of the Eye</b></p> <ul style="list-style-type: none"> <li>• -Review of anatomy &amp; physiology of Eye,</li> <li>• -Assessment &amp; diagnostic measures of patients with disorders of eye.</li> <li>• -Etiology, pathophysiology, clinical manifestations,</li> <li>• Medical, surgical and nursing management of patients with:</li> <li>• - Sty, Chalazion, conjunctivitis, Trachoma, Dacryocystitis, squint, keratitis, eye injuries, glaucoma, cataract, tumours of the eye, refractive errors, retinal detachment,</li> <li>• Ocular emergencies, blindness, enucleation.</li> <li>• -Eye banking</li> <li>• -Application of eye ointment, Instillation of eye drops.</li> </ul> | Lecture,<br>Discussion,<br>Demonstration,<br>Supervised clinical practice | Essay<br>Short answers<br>Very short answers |

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## SURGICAL NURSING -PRACTICAL

Total – 520 hours (13 weeks)

| Area                       | Durati on (in week)   | Objectives  | Skills  | Assign ments  | Assessment methods  |
|----------------------------|-----------------------|---|---|---|---|
| Surgical Ward & Burns unit | 4 (1 week night duty) | Provide pre & post operative care to patients undergoing Surgeries<br><br>Provide comprehensive care to patients with burns | -Preoperative preparation of patients, receiving patients after surgery, monitoring of patients after surgery, care of wounds & drains, suture removal<br>-Chest physiotherapy,<br>-Ambulation and exercise after surgery,<br>- Care of inter costal drainage, -provide comprehensive care to patients after surgery,<br>-Management of patients with burns<br>- Health education at the time of discharge after surgery. | - Preopera tive work up of two patients, -care plan - 2<br><br>-care study-1<br><br>-Night report | -Assess performance using rating scale<br>-Assess skill with check list<br>-Evaluation of care study, care plan , presentation<br>-Completion of activity record<br>-OSCE |
| Surgical ICU               | 1                     | Provide comprehensive care to patients in the immediate   | -Haemodynamic monitoring of patients after surgery, monitor for bleeding and other complications, maintain fluid  | -Plan and provide care to 1-2 assigned patients   | Assess performance using rating scale<br>-Assess skill with check list  |



|                   |   |  |  |  |   |
|-------------------|---|--|--|--|---|
|                   |   | <p>post operative period</p> <ul style="list-style-type: none"> <li>-Detect &amp; manage complications after surgery</li> </ul>  | <ul style="list-style-type: none"> <li>&amp;electrolyte balance after surgery,</li> <li>-Deep breathing &amp; coughing exercise,</li> <li>-Chest physiotherapy,</li> <li>-Endotracheal and oral suctioning.</li> </ul>   | <ul style="list-style-type: none"> <li>-Care plan-1</li> <li>-Drug book</li> <li>-Report of special procedures</li> </ul>  | <ul style="list-style-type: none"> <li>-Evaluation of careplan ,</li> <li>report of special procedures</li> <li>-Completion of activity record</li> </ul>               |
| Operation Theatre | 4 | <p>Identify instruments used in common surgeries ,</p> <p>Participates in infection control practices in Operation theatre,</p> <p>Sets up instrument trolley for common surgical procedures</p> <p>Assist in Surgeries,</p> <p>Provide peri operative Nursing care.</p> | <ul style="list-style-type: none"> <li>-Scrubbing, gowning, gloving, carbolization, disinfection, fumigation,</li> <li>-Setting up of instrument trolley for common surgical procedures,</li> <li>-Sterilization of instruments, --</li> <li>-Positioning and draping of patients for various surgeries,</li> <li>-Assisting in giving Anesthesia,</li> <li>-Assist with major &amp;minor surgeries,</li> <li>Practice surgical aseptic techniques</li> <li>Handling specimens.</li> </ul> | <ul style="list-style-type: none"> <li>Assist as a circulatory nurse,</li> <li>Assist as a scrub nurse in major surgeries</li> <li>-8 minor surgeries</li> <li>-10,</li> <li>Maintain Daily Report.</li> <li>Prepare check list for practicing surgical asepsis in operation Theatre.</li> </ul> | <ul style="list-style-type: none"> <li>-Assess performance using rating scale</li> <li>-Assess skill with check list</li> <li>-Completion of activity record</li> </ul> |

|                       |   |  |  |  |  |
|-----------------------|---|--|--|--|--|
| Orthopaedic Ward & OP | 2 | Provide comprehensive nursing care to patients with musculoskeletal disorders. | -Assess patients with musculoskeletal disorders, assist- in application of plaster cast, skin traction & skeletal traction, - ROM exercises, -provide comprehensive care(pre & post operative) to patients with musculoskeletal disorders. | -Plan and provide care to assigned patients -Care plan -1 -Report of plaster cast application, traction. -case study/ presentation | -Asses performance using rating scale<br>-Assess skill with check list<br>-Evaluation of careplan , presentation, report of special procedures<br>-Completion of activity record |
| ENT wd & OP           | 1 | Provide comprehensive care to patients with ENT disorders.                     | Assess patients with ENT disorders,<br>Assist with diagnostic & therapeutic procedures, instill ear drops, perform tracheostomy care & suctioning,<br>Provide comprehensive care( pre & post operative) to patients with ENT disorders.    | -Plan and provide care to assigned patients - Observati on report<br>-Drug file  | -Asses performance using rating scale<br>-Assess skill with check list<br>-Evaluation of report of special procedures<br>-Completion of activity record                          |
| Ophthalmology Ward,   | 1 | Provide care to patients with Eye  | Assess patients with disorders of eye, assist diagnostic &   | -Plan and provide care to assigned   | Asses performance using rating   |

|        |  |           |  |   |  |
|--------|--|-----------|--|---|--|
| OP, OT |  | Disorders | therapeutic procedures, instill eye drops, apply eye bandage, provide pre & post operative care to patients with eye disorders, health education to patients after eye surgery . | patients Observati on report- OPD, OT, Eye bank -Drug file -Provide health educatio n to patients with eye surgery, Observati on report, -Drug file | scale<br>-Assess skill with check list<br>-Evaluation of health talk, report of special procedures<br>-Completion of activity record |
|--------|--|-----------|--|---|--|

#### DETAILS OF PRACTICAL RECORD

Nursing Care study - 1

Pre operative preparation of selected surgical cases - 2

Nursing Care plan – 4

(surgical Ward – 2, surgical ICU – 1, Orthopaedic ward – 1)

Instrument sets : major surgeries assisted – 2

Instrument sets of a minor surgeries assisted - 2

List of surgeries assisted with details of patients :

(Major surgeries -5, Minor surgeries- 5)

### PHARMACOLOGY

**Placement: II year**

**Theory – 60 hours.**

#### Course Description:

This course is designed to enable students to acquire understanding of pharmacodynamics, pharmacokinetics, principles of therapeutics and nursing implications.

| Unit | Time (hours) | Learning objectives   | Content   | Teaching learning activities | Assessment method                            |
|------|--------------|---|---|------------------------------|--|
| I    | 5            | Describe pharmacodynamics, pharmacokinetics, classification and the principles of drug administration | <p><b>Introduction to Pharmacology</b></p> <ul style="list-style-type: none"> <li>-Definitions</li> <li>-Sources</li> <li>-Terminology used</li> <li>-Types: Classification</li> <li>• -Pharmacodynamics: <ul style="list-style-type: none"> <li>Actions: therapeutic, adverse, toxic</li> </ul> </li> <li>• -Pharmacokinetics: <ul style="list-style-type: none"> <li>absorption, distribution, metabolism, interaction, excretion.</li> </ul> </li> <li>• - Review : routes and principles of administration of drugs</li> <li>• - Indian Pharmacopoeia: <ul style="list-style-type: none"> <li>Legal issues</li> </ul> </li> <li>• - Rational use of drugs</li> <li>• - Principles of therapeutics.</li> </ul> | Lecture<br>Discussion        | Short answers<br>Very short answers          |
| II   | 10           | Explain chemotherapy of specific infections and infestations and nurse's responsibilities             | <p><b>Chemotherapy</b></p> <ul style="list-style-type: none"> <li>• - Pharmacology of commonly used antibiotics. <ul style="list-style-type: none"> <li>-Pencillin</li> <li>- Cephalosporins</li> <li>- Aminoglycosides</li> <li>- Macrolide &amp;</li> </ul> </li> </ul>   | Lecture<br>Discussion        | Essay<br>Short answers<br>Very short answers |

|     |   |  |  |                       |   |
|-----|---|--|--|-----------------------|---|
|     |   |  | <p>broad spectrum antibiotics</p> <ul style="list-style-type: none"> <li>- Sulfonamides</li> <li>- Quinolones</li> <li>- Antiamoebic</li> <li>- Antimalarials</li> <li>- Anthelmintic</li> <li>- Antiscabies agents</li> <li>- Antiviral &amp; anti fungal agents</li> <li>- Antitubercular drugs</li> <li>- Anti leprosy drugs</li> <li>• -Anticancer drugs</li> <li>• - Immuno suppressants</li> <li>• Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity</li> <li>• role of nurse.</li> </ul> |                       |   |
| III | 2 | Describe antiseptics, disinfectants, insecticides and nurse's responsibilities | <p><b>Pharmacology of commonly used antiseptics, disinfectants and insecticides</b></p> <ul style="list-style-type: none"> <li>• - Antiseptics</li> <li>• - Disinfectants</li> <li>• - insecticides</li> <li>• Composition, action, dosage, route,</li> </ul>  | Lecture<br>Discussion | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

|    |   |  |  |                       |  |
|----|---|--|--|-----------------------|--|
|    |   |  | indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.  |                       |  |
| IV | 4 | Describe drugs acting on Gastro intestinal system and nurse's responsibilities | <p><b>Drugs acting on G.I.System</b></p> <ul style="list-style-type: none"> <li>• - Pharmacology of commonly used - <ul style="list-style-type: none"> <li>• Antiemetics,</li> <li>• Emetics</li> <li>• Purgatives</li> <li>• Antacids</li> <li>• Cholinergic</li> <li>• Anticholinergics</li> </ul> </li> <li>• Fluid and electrolyte therapy</li> <li>• Anti diarrhoeals</li> <li>• Histamines</li> <li>• Composition, action, dosage, route, indications, contraindications, drug Interactions, side effects, adverse effects, toxicity and role of nurse.</li> </ul> | Lecture<br>Discussion | Essay<br>Short answers<br>Very short answers |
| V  | 3 | Describe drugs used on Respiratory system and                                  | <p><b>Drugs used on Respiratory System</b></p> <ul style="list-style-type: none"> <li>• Pharmacology of commonly used drugs</li> </ul>   | Lecture<br>Discussion | Essay<br>Short answers                       |

|    |   |  |  |                       |  |
|----|---|--|--|-----------------------|--|
|    |   | nurse's responsibilities   | <ul style="list-style-type: none"> <li>• Anti asthmatics</li> <li>• Mucolytics</li> <li>• Decongestants</li> <li>• Expectorants</li> <li>• Antitussives</li> <li>• Bronchodilators</li> <li>• Broncho constrictors</li> <li>• Antihistamines</li> <li>• Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.</li> </ul>   |                       | Very short answers                           |
| VI | 2 | Describe drugs used on Urinary system and nurse's responsibilities | <p><b>Drugs used on Urinary system</b></p> <ul style="list-style-type: none"> <li>• Pharmacology of commonly used. <ul style="list-style-type: none"> <li>• Diuretics and antidiuretics</li> <li>• Urinary antiseptics</li> <li>• Cholinergic and anti cholinergics</li> <li>• Acidifiers and alkalanizers</li> </ul> </li> <li>• Composition, action, dosage , route, indications, contraindications, drug</li> </ul> | Lecture<br>Discussion | Essay<br>Short answers<br>Very short answers |

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|      |   |  | Interactions, side effects, adverse effects, toxicity and role of nurse.   |                       |  |
| VII  | 4 | Describe Drugs used in de-addiction, emergency, deficiency of vitamins & minerals, poisoning, immunization and immuno-suppression and nurse's responsibilities | <b>Miscellaneous Drugs</b> <ul style="list-style-type: none"> <li>• Drugs used in de-addiction</li> <li>• Drugs used in CPR and emergency</li> <li>• Vitamins and minerals</li> <li>• Immunosuppressants</li> <li>• Antidotes</li> <li>• Antivenom</li> <li>• Vaccines and sera</li> </ul>   | Lecture<br>Discussion | Essay<br>Short answers<br>Very short answers |
| VIII | 2 | Describe drugs used on skin & mucous membranes and nurse's responsibilities  | <b>Drugs used on skin and mucous membranes</b> <ul style="list-style-type: none"> <li>• - Topical applications for skin, eye, ear, nose and buccal cavity</li> <li>• Antipruritics</li> <li>• Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.</li> </ul> | Lecture<br>Discussion | Essay<br>Short answers<br>Very short answers |



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| IX | 10 | Describe drugs used on Nervous system and role of nurse. | <p><b>Drugs acting on Nervous system</b></p> <ul style="list-style-type: none"> <li>• Basic &amp; Applied pharmacology of commonly used: <ul style="list-style-type: none"> <li>• Analgesics and Anaesthetics</li> <li>• Analgesics</li> <li>• Non steroidal anti inflammatory (NSAID) drugs</li> <li>• Antipyretics</li> <li>• Hypnotics and Sedatives</li> <li>• Opioids</li> <li>• Non-Opioids</li> <li>• Tranquilizers</li> </ul> </li> <li>• General &amp; local anesthetics - Gases: oxygen, nitrous oxide, carbon-dioxide</li> <li>• Cholinergic and anti-cholinergics: <ul style="list-style-type: none"> <li>- Muscle relaxants</li> <li>- Major tranquilizers</li> <li>- Anti-psychotics</li> <li>- Antidepressants</li> <li>- Anticonvulsants</li> <li>- Adrenergics</li> <li>- Noradrenics'</li> <li>- Mood stabilizers</li> </ul> </li> </ul> | Lecture<br>Discussion | Essay<br>Short answers<br>Very short answers |
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|   |   |   | <ul style="list-style-type: none"> <li>- Acetylcholine</li> <li>- Stimulants</li> <li>• Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.</li> </ul>   |                       |   |
| X | 6 | Describe drugs used on Cardiovascular system and nurse's responsibilities | <p><b>Cardiovascular drugs</b></p> <ul style="list-style-type: none"> <li>• Haematinics</li> <li>• Cardiotonics</li> <li>• Anti anginals</li> <li>• Anti-hypertensives &amp; Vasodilators</li> <li>• Anti-arrhythmics</li> <li>• Plasma expanders</li> <li>• Coagulants &amp; anticoagulants</li> <li>• Antiplatelets &amp; thrombolytics</li> <li>• Hypolipidemics</li> <li>• Composition, action, dosage , route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.</li> </ul> | Lecture<br>Discussion | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

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| XI | 6 | Describe drugs used for hormonal disorders and supplementation and medical termination of pregnancy and nurse's responsibilities | <p><b>Drugs used for hormonal disorders/supplementation and medical termination of pregnancy</b></p> <ul style="list-style-type: none"> <li>• Insulins &amp; oral hypoglycemics</li> <li>• Thyroid supplements and suppressants</li> <li>• Steroids, Anabolics</li> <li>• Uterine stimulants and relaxants</li> <li>• Oral contraceptives</li> <li>• Other estrogen-progesterone preparations</li> <li>• Corticotrophine &amp; Gonadotropines</li> <li>• Adrenaline</li> <li>• Prostaglandins</li> <li>• Calcitonins</li> <li>• Calcium salts.</li> <li>• Calcium regulators</li> <li>• Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.</li> </ul> | Lecture<br>Discussion | Essay<br>Short answers<br>Very short answers |
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| XII | 6 | Demonstrate awareness of the common drugs used in alternative system of medicine | <b>Introduction to Drugs used in alternative systems of medicine:</b> <ul style="list-style-type: none"> <li>• Ayurveda,</li> <li>• Homeopathy,</li> <li>• Unani</li> <li>• Siddha etc.</li> </ul> | Lecture    | Short answers      |
|     |   |  |  | Discussion | Very short answers |

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सर्वं भवन्तु सुखिनः



## COMMUNITY HEALTH NURSING-I

Placement: II Year

Theory - 100 Hours

Practical – 160 Hours

Course description:

This course is designed for students to appreciate the principles of promotion and maintenance of health of the individuals, families and community.

| Unit | Time (hours) | Learning Objectives   | Content   | Teaching learning activity  | Assessment methods      |
|------|--------------|---|---|---|-------------------------|
| I    | 5            | Describe concept and dimensions of health<br>Apply the levels of prevention in health care<br>Promote healthy life styles | <b>INTRODUCTION</b> <ul style="list-style-type: none"> <li>• Health:               <ul style="list-style-type: none"> <li>- Definition</li> <li>- Concept and Determinants of health</li> </ul> </li> <li>• Dimensions of Health               <ul style="list-style-type: none"> <li>- Physical,</li> <li>- mental,</li> <li>- social and</li> <li>- spiritual health</li> </ul> </li> <li>• Levels of prevention.</li> <li>• Protective immunization, cold chain system</li> <li>• Personal health and Personal hygiene</li> <li>• Menstrual hygiene</li> <li>• Health Promotion</li> </ul> | Lecture<br>Discussion<br>Charts<br>Participation in clinic activities | Essays<br>Short answers |
| II   | 25           | Identify the environmental  | <b>ENVIRONMENTAL HEALTH</b> <ul style="list-style-type: none"> <li>• Environment-</li> </ul>  | -Lecture<br>Discussion  | Essay                   |

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|  |  | <p>factors affecting health</p> <p>Explain the importance of food hygiene and its impact on health</p> | <p>Definition</p> <ul style="list-style-type: none"> <li>• Components of environment</li> <li>• Environmental Sanitation- Definition</li> <li>• Environmental Factors: <ul style="list-style-type: none"> <li>- Water, Air, light, ventilation, noise, climate,</li> <li>- Housing</li> <li>- Global warming</li> </ul> </li> <li>• Disposal of waste, disposal of excreta and disposal of dead bodies</li> <li>• Acts regulating the environmental sanitation -National pollution control board.</li> <li>• Arthropods and Rodents: <ul style="list-style-type: none"> <li>- Mosquito, Houseflies, lice and other vectors</li> </ul> </li> <li>• Food hygiene: -- production, preservation, purchase, preparation, consumption,</li> <li>• Food poisoning</li> <li>• -Acts regulating food hygiene, Prevention of food adulteration.</li> </ul> | <p>using models, charts and slides</p> <p>-Field trip to water treatment plant, sewage treatment plant and milk pasteurizing plant, hotel / restaurant etc</p> | <p>Short answers</p> <p>Very short answers</p> |
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| <p style="text-align: center;"><b>III</b></p> | <p style="text-align: center;"><b>5</b></p>  | <p>Describe concepts, principles and elements of primary health care</p>    | <p><b>PRIMARY HEALTH CARE</b></p> <ul style="list-style-type: none"> <li>- Definition, and characteristics</li> <li>- Elements</li> <li>- Principles</li> <li>• Health For All</li> <li>• Millennium Development Goals</li> <li>• Sustainable development Goals</li> <li>• Functions of <ul style="list-style-type: none"> <li>- -Sub Centre</li> <li>- -Primary Health Centre</li> <li>- -Community Health Centre</li> </ul> </li> </ul> | <p>Lecture discussion</p> <p>Supervised field practice</p>                              | <p>Essay</p> <p>Short answers</p>                           |
| <p style="text-align: center;"><b>IV</b></p>  | <p style="text-align: center;"><b>10</b></p> | <p>Describe concept, scope, uses methods and approaches of epidemiology</p> | <p><b>EPIDEMIOLOGY</b></p> <ul style="list-style-type: none"> <li>• Definition, concept, aims, scope, uses</li> <li>• Dynamics of disease transmission</li> <li>• Epidemiological triad</li> <li>• Measurements in Epidemiology:</li> <li>• Morbidity and mortality measurements</li> <li>• Health indicators</li> <li>• Methods of epidemiology:</li> </ul>  | <p>Lecture discussion</p> <p>Explain using Charts, graphs Models and slides Project</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

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|   |    |   | <p>Descriptive, Analytical, experimental</p> <ul style="list-style-type: none"> <li>• Epidemic investigation</li> </ul>  |  |   |
| V | 25 | <p>Describe Epidemiology and nursing management of common Communicable diseases</p> | <p><b>EPIDEMIOLOGY AND NURSING MANAGEMENT OF COMMON COMMUNICABLE DISEASES</b></p> <ul style="list-style-type: none"> <li>• Respiratory infections: <ul style="list-style-type: none"> <li>- Small Pox, Chicken Pox,</li> <li>- Measles, Influenza, Rubella,</li> <li>- ARI &amp; Pneumonia, Mumps,</li> <li>- Diphtheria, Whooping cough,</li> <li>- Meningococcal meningitis,</li> <li>- Tuberculosis, SARS, Swine flue</li> </ul> </li> <li>• Intestinal Infections : <ul style="list-style-type: none"> <li>- Poliomyelitis, Viral Hepatitis,</li> <li>- Cholera, Diarrhoeal diseases,</li> <li>- Typhoid Fever, Amoebiasis,</li> <li>- Hook worm infection,</li> </ul> </li> </ul> | <p>Lecture discussion</p> <p>Supervised field practice in health centers Project</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |



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|  |  |  | <p>Ascariasis,<br/>Dracunculiasis.</p> <ul style="list-style-type: none"> <li>• Arthropod infections : <ul style="list-style-type: none"> <li>- Dengue, Malaria,<br/>Filariasis,</li> <li>- Chikungunya</li> </ul> </li> <li>• Zoonoses:</li> <li>• Viral- <ul style="list-style-type: none"> <li>- Rabies, Yellow<br/>fever,</li> <li>- Japanese<br/>encephalitis,<br/>Kyasanur Forest<br/>Disease.</li> </ul> </li> <li>• Bacterial – <ul style="list-style-type: none"> <li>- Brucellosis, Plague,<br/>Human<br/>Salmonellosis,</li> </ul> </li> <li>• Anthrax, Leptospirosis</li> <li>• Rickettsial diseases-<br/>Rickettsial Zoonoses,<br/>Scrub typhus, Murine<br/>typhus, Tick typhus,</li> <li>• Q fever.</li> <li>• Parasitic zoonoses –<br/>Taeniasis, Hydatid<br/>disease,</li> <li>• Leishmaniasis.</li> <li>• Surface infection:<br/>Trachoma,</li> </ul> |  |
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|            |           |  | <ul style="list-style-type: none"> <li>• Tetanus, Leprosy, STD &amp; RTI,</li> <li>• Yaws,</li> <li>• Management of persons with HIV/AIDS</li> <li>• -Emerging and Re emerging infectious diseases</li> </ul>  |  |  |
| <b>VI</b>  | <b>10</b> | Describe the epidemiology and nursing management of common non-Communicable diseases | <p><b>EPIDEMIOLOGY AND NURSING MANAGEMENT OF NON-COMMUNICABLE DISEASES</b></p> <ul style="list-style-type: none"> <li>• Nutritional problems: Malnutrition, under nutrition, over nutrition, nutritional deficiencies, Anaemia and Obesity</li> <li>• Hypertension</li> <li>• Stroke</li> <li>• Rheumatic Heart Disease</li> <li>• Coronary Heart Disease</li> <li>• Cancer</li> <li>• Diabetes mellitus</li> <li>• Blindness</li> <li>• Accidents</li> <li>• Mental illness</li> <li>• Fluorosis</li> </ul> | Lecture<br>Discussion<br><br>Supervised field practice in health centers | Essay<br><br>Short answers<br><br>Very short answers |
| <b>VII</b> | <b>6</b>  | Describe the concepts and  | <b>DEMOGRAPHY</b>  | Lecture  |  |

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|             |          | scope of demography<br>-Describe methods of data collection, analysis and interpretation of demographic data | <ul style="list-style-type: none"> <li>• Definition</li> <li>• Demographic Cycle</li> <li>• Census</li> <li>• Demographic trends in India</li> <li>• Demographic rates and ratios</li> <li>• Demographic and reproductive indicators</li> </ul>  | Discussion<br>Surveys<br>Project  | Essay<br><br>Short answers                           |
| <b>VIII</b> | <b>7</b> | Describe methods of population control   | <p><b>POPULATION CONTROL</b></p> <ul style="list-style-type: none"> <li>• Population explosion and its impact on social and economic development</li> <li>• Promotion of small family norm-Family Planning</li> <li>• Methods of contraception:<br/>Temporary and Permanent family planning methods</li> <li>• Emergency contraception</li> <li>• MTP</li> </ul> | -Lecture discussion<br>using charts, models and slides<br>- Supervised field practice | Essay<br><br>Short answers<br><br>Very short answers |
| <b>IX</b>   | <b>7</b> | Identify the various aspects of health education and   | <p><b>INFORMATION, EDUCATION AND COMMUNICATION (IEC)</b></p> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Aims &amp; objectives</li> </ul>   | -Lecture discussion<br>using different types of AV                                    | Essay<br><br>Short answers                           |

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|  |  | apply in the community health nursing practice | <ul style="list-style-type: none"> <li>• Health Education- Principles &amp; approaches</li> <li>• AV aids in Health Education</li> <li>• Methods&amp; media of IEC</li> <li>• Role of nurse in IEC</li> </ul> | aids<br>health talks<br>Demonstration<br>Project |  |
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## REFERENCE

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## COMMUNITY HEALTH NURSING I – Practical

Placement : II Year

Duration: 160 Hrs (4 Weeks)

| Areas                   | Duration (in weeks) | Skills   | Assignments  | Assessment methods                            |
|-------------------------|---------------------|--|--|---|
| Sub Centre              | 1 week              | -Maintain interpersonal relationship.  | Health talk-1  | -Assess clinical performance                  |
| Primary Health Centre   | 1 week              | -Identify health deviations of individuals   | -Report of the activities of SC, PHC, CHC, UHC   | with rating scales                            |
| Community Health Centre | 1 week              | -History taking<br>-Physical examination<br>-Collect specimens : sputum, malaria smear   | -Report of the posting to clinics (Preventive clinic , NCD Clinic and Family Planning unit)  | -Health talk<br>-Report of observation visits |
| Urban Health Centre-UHC | 1 week              | -Perform simple lab tests- blood for Haemoglobin, sugar, urine for albumin & sugar<br>-Administer vaccines and medications to adults<br>-Render need based services to the clients<br>-Educate individuals on prevailing health problems<br>-Conduct epidemiological survey - chlorination of domestic well. | -Epidemiological survey- Report<br>Report of field visits to<br>-Water purification plant, Sewage treatment plant and Milk pasteurizing plant, Anganwadi , Meat processing unit, | -Completion of activity record                |

## THIRD YEAR B.SC NURSING

### MEDICAL SURGICAL NURSING –II (ADULT including GERIATRICS)-II

Placement: III Year

Theory: 110 hours

Nursing faculty: 80 hours

External faculty: 30 hours

Practical-400 hours

#### Course description:

This course is designed to enable the students to recognize the etiology, pathophysiology, symptomatology, diagnostic measures and management of patients with complex medical and surgical conditions in cardiology, cardiothoracic surgery, neurology, neurosurgery, nephrology, urology, oncology, plastic and reconstructive surgery and emergencies and to provide comprehensive nursing care to such patients.

| Unit | Time (hrs) | Learning objectives   | Content   | Teaching learning activities   | Assess ment method                       |
|------|------------|---|---|--|--|
| I    | 8          | -Describe the organization of critical care units.<br>-Describe the role of the nurse in management of patients in critical care units. | <b>Nursing management of patients in critical care units</b> <ul style="list-style-type: none"> <li>• Critical care units : organizational set up, policies, staffing norms,</li> <li>• principles of critical care nursing</li> <li>• protocols, equipments and supplies , ventilators, monitors, infusion pumps, defibrillators,</li> <li>• infection control in critical care units.</li> <li>• psychosocial aspects.</li> <li>• nursing assessment-history&amp; physical</li> </ul> | Lecture<br>Discussion<br>Explain using charts, graphs, models, films, slides,<br>Demonstr a tion | Essay<br>Short notes<br>Very short notes |

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|    |    |   | <p>examination in the critical care units</p> <ul style="list-style-type: none"> <li>• Special treatments and procedures-cardiac monitoring, haemodynamic monitoring.</li> <li>• CPR- BLS, ACLS</li> <li>• transitional care</li> <li>• crisis intervention and stress management.</li> <li>• drugs used in critical care units.</li> <li>• records</li> <li>• ethical and legal aspects.</li> <li>• communication with patient and family.</li> </ul> | <p>Practice session</p> <p>Discussion / seminar</p> <p>Health education</p> <p>Supervised clinical practice</p> <p>Drug book/ presentation</p> |   |
| II | 12 | Describe organization of emergency and disaster care services | <p><b>Nursing management of patients with emergencies and disaster situations</b></p> <ul style="list-style-type: none"> <li>• Disaster nursing:- <ul style="list-style-type: none"> <li>- concepts , principles of disaster nursing -</li> <li>Causes and types of disaster :</li> <li>- Natural and man made-earthquakes, flood, epidemics, cyclones, tsunami,</li> </ul> </li> </ul>  | <p>Lecture</p> <p>Discussion</p> <p>Explain using charts, graphs, models, films, slides,</p>   | <p>Essay</p> <p>Short notes</p> <p>Very short notes</p> |

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|  |  |  | <p>fire, explosion, accidents, violence, terrorism, biochemical war.</p> <ul style="list-style-type: none"> <li>• -Policies related to emergency/ disaster management: international, national and state, institutional.</li> <li>• -disaster preparedness : team, guidelines, protocols, equipments, resources, coordination and involvement of community, government departments, nongovernmental organizations, international agencies.</li> <li>• role of the nurse in disaster management.</li> <li>• legal aspects of disaster nursing.</li> <li>• post traumatic stress disorder.</li> <li>• rehabilitation: physical, psychosocial, financial, relocation.</li> <li>• Emergency nursing :- <ul style="list-style-type: none"> <li>- concepts, principles of emergency nursing.</li> </ul> </li> </ul> | <p>Demonstration</p> <p>Practice session</p> <p>Discussion / seminar</p> <p>Health education</p> <p>Supervised clinical practice</p> <p>Disaster management drills</p> <p>Drug book/ presentation</p> |  |
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|     |    |  | <ul style="list-style-type: none"> <li>- issues in emergency care.</li> <li>• Organization of emergency services : physical set up, staffing, equipments and supplies, protocols.</li> <li>- Concepts of triage and role of the nurse.</li> <li>- Coordination and involvement of different departments and facilities</li> <li>- Medico legal aspects</li> </ul>   |   |   |
| III | 12 | <p>Explain concepts, theories and problems of ageing.</p> <p>Describe the nursing care of the elderly.</p> | <p><b>Nursing care of the elderly</b></p> <ul style="list-style-type: none"> <li>• Ageing- concepts, theories, ageing process</li> <li>• Demographics in ageing</li> <li>• Psychosocial aspects, stress and coping in older adults</li> <li>• Cognitive aspects of ageing.</li> <li>• Normal biological ageing.</li> <li>• Age related changes in body systems, health promotion strategies.</li> <li>• Common health problems and nursing management: cardiovascular,</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Explain using charts, graphs, models, films, slides,</p> <p>Practice session</p> <p>Case presentati</p> | <p>Essay</p> <p>Short notes</p> <p>Very short notes</p> |

|    |                   |   |  |   |                                    |
|----|-------------------|---|--|---|------------------------------------|
|    |                   |   | respiratory,<br>musculoskeletal,<br>endocrine, genitourinary,<br>gastrointestinal,<br>neurological, skin & other<br>sensory organs. <ul style="list-style-type: none"> <li>• Psychosocial and sexual abuse of the elderly.</li> <li>• Environmental aspects of ageing.</li> <li>• Role of the nurse in the care of the elderly- home &amp; institutional care.</li> <li>• Role of the nurse for caregivers of elderly.</li> <li>• Role of family, formal and informal caregivers.</li> <li>• Use of aides and prosthesis (hearing aids, dentures)</li> <li>• Legal and ethical issues.</li> <li>• Provisions and programmes for the elderly.</li> <li>• Privileges, community programmes, and health services</li> </ul> | on,<br>seminar<br><br>Health<br>education<br><br>Supervised<br>clinical<br>practice<br><br>Drug<br>book/<br>presentati<br>on<br><br>Visit to old<br>age homes |                                    |
| IV | 9<br>NF 6<br>EF 3 | Describe the nursing management of patients | <b>Nursing management of patients with respiratory disorders</b>   | Lecture<br><br>Discussion   | Essay<br>Short notes<br>Very short |

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|   |  | with respiratory disorders  | <ul style="list-style-type: none"> <li>• ARDS, Interstitial Lung Disease, Respiratory failure</li> <li>• Nursing management of patients on mechanical ventilator.</li> </ul>   |  | notes                                    |
| V | 25<br>NF-15<br>EF-10<br>(card-5;<br>Card Surg-5) | Describe the etiology, pathophysiology, clinical manifestations and medical, surgical and nursing management of common cardiac conditions | <p><b>Nursing management of patients with diseases of the heart.</b></p> <ul style="list-style-type: none"> <li>• Medical: <ul style="list-style-type: none"> <li>-Acute coronary syndrome, dysrhythmias, cardiomyopathies, cardiac arrest</li> </ul> </li> <li>• Surgical: <ul style="list-style-type: none"> <li>-Closed and open heart surgery, valvotomy, valve replacement, CABG, repair of aneurysm</li> <li>-correction of congenital defects, Heart transplantation.</li> <li>-Supportive therapies: Pacemaker, IABP, defibrillator, thrombolytic therapy, interventional cardiology,</li> <li>-Pre and post operative management of patients</li> </ul> </li> </ul> | Lecture<br>Discussion<br>Demonstration | Essay<br>Short notes<br>Very short notes |

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|      |                     |   | <p>undergoing cardiac surgery</p> <ul style="list-style-type: none"> <li>-Drugs used</li> <li>-Rehabilitation</li> </ul>  |  |   |
| VI   | 15<br>NF-10<br>EF-5 | Describe the medical, surgical and nursing management of patients with neurological conditions. | <p><b>Nursing management of patients with neurological conditions</b></p> <ul style="list-style-type: none"> <li>• Neuro assessment</li> <li>• Medical: Epilepsy</li> <li>• Surgical :Head injury, spinal cord injury, IVDP, ICSOL-Brain tumours, cerebral aneurysms</li> <li>• Nursing management- cranial and spinal surgeries</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p>  | <p>Essay</p> <p>Short notes</p> <p>Very short notes</p> |
| VII  | 8<br>NF-4<br>EF-4   | Describe the nursing management of patients with renal disorders                                | <p><b>Nursing management of patients with renal disorders</b></p> <ul style="list-style-type: none"> <li>• Renal failure</li> <li>• CRRT, Dialysis, Renal transplantation</li> </ul>  | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p>  | <p>Essay</p> <p>Short notes</p> <p>Very short notes</p> |
| VIII | 15<br>NF-10<br>EF-5 | Describe the nursing management of patients with oncologic disorders.                           | <p><b>Nursing management of patients with oncologic disorders.</b></p> <ul style="list-style-type: none"> <li>• structure and characteristics of normal and cancer cells.</li> <li>-cell cycle</li> <li>• Nursing assessment- history and physical</li> </ul>   | <p>Seminar</p> <p>Lecture</p> <p>Discussion</p> <p>Slides</p> <p>Demonstration</p> <p>Practice session</p> | <p>Essay</p> <p>Short notes</p> <p>Very short notes</p> |

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|  |  |  | <p>examination</p> <ul style="list-style-type: none"> <li>• prevention, screening, early detection, warning signs of cancer</li> <li>• epidemiology, etiology, pathophysiology, classification, staging and grading, clinical manifestations, diagnosis, treatment modalities and medical, surgical &amp; nursing management of oncologic conditions: <ul style="list-style-type: none"> <li>-Oral, larynx, lung, stomach, colon, liver, breast, cervix, ovary, uterus, sarcoma, brain, renal, bladder, prostate.</li> </ul> </li> <li>• Oncological emergencies</li> <li>• Modalities of treatment:</li> <li>• Chemotherapy, radiation therapy, immunotherapy, surgical interventions, stem cell and bone marrow transplantation, gene therapy, other forms of treatment.</li> <li>• Psychosocial aspects of cancer</li> <li>• Rehabilitation</li> </ul> | <p>Health education</p> <p>Supervised clinical practice</p> <p>Drug book presentation</p> <p>Visit to palliative care centre, Hospice</p> |  |
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|           |  |   | <ul style="list-style-type: none"> <li>• Palliative care : symptom and pain management, nutritional support</li> <li>• Home care, hospice care, special therapies</li> </ul>   |  |  |
| <b>IX</b> | <b>6</b><br><b>NF-3</b><br><b>EF-3</b> | Describe the nursing management of patients with plastic, reconstructive and cosmetic surgeries | <b>Reconstructive and cosmetic surgeries.</b> <ul style="list-style-type: none"> <li>• Nursing management of patients with plastic, reconstructive and cosmetic surgeries</li> <li>• Types of reconstructive and cosmetic surgery for : traumatic injuries, burns, congenital defects,</li> <li>• Skin grafts</li> <li>• cosmetic surgeries- prosthesis</li> <li>• Nursing management- pre &amp; post operative care</li> <li>• Legal aspects</li> <li>• Rehabilitation</li> </ul> | Lecture<br>Discussion<br>Slides<br>Demonstration<br>Practice session<br>Health education | Essay<br>Short notes<br>Very short notes |

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## MEDICAL SURGICAL NURSING (ADULT AND GERIATRICS) II-PRACTICAL

Placement: III Year

Duration : 400 hours(10 Weeks)

| Area                                   | Duration (weeks) | Objectives of posting                   | Skills to be developed  | Assignments   | Assessment method   |
|--|------------------|---|---|---|---|
| Critical care unit (General MICU SICU) | 2                | Provide care to critically ill patients | <ul style="list-style-type: none"> <li>-Monitoring of patients in the ICU</li> <li>-Maintain flow sheet</li> <li>- Care of patient on ventilators</li> <li>-Perform endotracheal suction</li> <li>-Demonstrate use of ventilators, cardiac monitors etc.</li> <li>-Collect blood for ABG</li> </ul> | <ul style="list-style-type: none"> <li>-Provide care to assigned patients</li> <li>Care plan/case presentation /care study</li> <li>-Drug book</li> </ul> | <ul style="list-style-type: none"> <li>-Assess each skill with checklist</li> <li>-Assess performance with rating scale</li> <li>-Evaluation of observation report</li> </ul> |

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|                          |   |   | <p>analysis &amp; interpret result</p> <ul style="list-style-type: none"> <li>-Assist with arterial puncture</li> <li>-Maintain CVP line, Pulse oximetry</li> <li>-CPR-ACLS</li> <li>Defibrillators, Pacemakers,</li> <li>-Bag-mask ventilation</li> <li>-Emergency tray/trolley, Crash cart</li> <li>-Administration of drugs</li> <li>-Infusion pump</li> <li>-TPN</li> <li>-Chest physiotherapy, active and passive exercises</li> <li>-Counsel patient and family in dealing with grieving and bereavement</li> </ul> |   | <ul style="list-style-type: none"> <li>-Completion of activity record</li> <li>-OSCE</li> </ul>                             |
| Casualty /Emergency unit | 1 | -Provide care to patients in emergency and disaster situation | <ul style="list-style-type: none"> <li>-Practice " triage".</li> <li>-Assist with assessment, examination, investigations and their interpretations in emergency and</li> </ul>   | Observation report of emergency unit<br><br>Drug book | <ul style="list-style-type: none"> <li>-Assess performance with rating scale</li> <li>-Evaluation of observation</li> </ul> |



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|   |   | <ul style="list-style-type: none"> <li>-Counsel patients and families for grief and bereavement</li> </ul>   | <ul style="list-style-type: none"> <li>disaster situations</li> <li>-Assist in documentations</li> <li>-Assist in legal procedures in the emergency unit.</li> <li>-Participate in managing crowd</li> <li>-Counsel patient and families in grief and bereavement</li> </ul> |  | <ul style="list-style-type: none"> <li>report</li> <li>-Completion of activity record</li> </ul>   |
| Dialysis unit & Transplant unit               | 1 | <ul style="list-style-type: none"> <li>-Provide care to patients undergoing haemodialysis/ peritoneal dialysis and renal transplantation</li> </ul>      | <ul style="list-style-type: none"> <li>-Monitoring and care of patients</li> <li>-Assist in documentation, patient education, and counseling</li> </ul>  | <ul style="list-style-type: none"> <li>Observation report</li> <li>Drug book</li> </ul>  | <ul style="list-style-type: none"> <li>-Assess performance with rating scale</li> <li>-Evaluation of observation report</li> <li>-Completion of activity record</li> </ul> |
| Coronary ICU, Cath Lab, Cardiac OT, Card surg | 2 | <ul style="list-style-type: none"> <li>-Provide care to critically ill patients.</li> <li>-Develop skill in assisting with special procedures</li> </ul> | <ul style="list-style-type: none"> <li>-Assist in arterial puncture for ABG analysis</li> <li>-Interpret ABG values</li> <li>-Record ECG-interpret values</li> <li>-Care of patient on mechanical ventilator</li> <li>-Assist in endotracheal</li> </ul>                     | <ul style="list-style-type: none"> <li>-Provide care to assigned patients</li> <li>-Arterial puncture-</li> <li>-Recording of ECG-</li> <li>-Tracheal</li> </ul> | <ul style="list-style-type: none"> <li>- Observation of performance</li> <li>-Evaluation of report</li> <li>-Completion of activity</li> </ul>                             |

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| ICU,<br>WARD           |   | <p>used in critical care unit.</p> <ul style="list-style-type: none"> <li>-Identify potential problems and provide care accordingly.</li> <li>-Develop skill in setting and handling ventilator.</li> <li>-Administer Injections in Infusion pump.</li> <li>-Maintain records of observations and drugs</li> </ul> | <p>intubation, endotracheal suctioning</p> <ul style="list-style-type: none"> <li>-Demonstrate the use of-ventilators cardiac monitors, hemodynamic monitoring, pulse oximetry, CPR-ACLS, defibrillators, pacemakers, bag-mask ventilation, infusion pumps, .TPN</li> <li>-Chest physiotherapy, active and passive exercise</li> <li>-Assist with interventional cardiology</li> </ul> | <p>suctioning-</p> <ul style="list-style-type: none"> <li>- Administration-CPAP</li> <li>- Care plan / case presentation, care study</li> <li>-Drug record</li> </ul> | record  |
| Neurosurgical ICU & OT | 1 | <ul style="list-style-type: none"> <li>-Develop skill in neurological assessment</li> <li>-Provide care to patients with head injury, spinal injury,</li> </ul>  | <ul style="list-style-type: none"> <li>-Assess neurological status</li> <li>-Provide care to patients with head injury and spinal injury</li> <li>-Pre and post operative care to neurosurgical patients</li> </ul>  | <ul style="list-style-type: none"> <li>-Provide care to assigned patients</li> <li>-Neuro assessment :-head injury, spinal</li> </ul>                                 | <p>Assessment of performance</p> <p>Completion of activity record</p> |

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|                                    |   | cranial & spinal surgery  | -Assist with surgical procedures  | injury- pre op & post op.<br>-<br>Careplan/case presentation/care study<br>-Drug file             |   |
| Plastic and reconstructive surgery | 1 | -Provide care to patients undergoing reconstructive surgeries           | -Nursing care of patients undergoing various reconstructive surgeries.<br>- participate in rehabilitation programme | -Provide care to assigned patients<br>-Nursing care plan<br>-<br>Observation report of burns unit | Assess skill with checklist<br>Assess performance with rating scale<br>Evaluation of care plan<br>Observation report<br>Completion of activity record |
| Oncology unit                      | 2 | -Provide care to patients with cancer<br>-Counsel patients and families | -Screening for common cancers: breast self examination, warning signs<br>-Assist with diagnostic procedures         | -Provide care to assigned patients<br>-<br>Careplan/case  | -Assess skill with checklist<br>Assess performance with rating  |

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|  |  |  | : biopsies, pap smear, bone marrow aspiration, breast self examination<br>-Assist with therapeutic procedures<br>-Participate in various modalities of treatment- chemotherapy, radiation therapy, pain management, hormonal therapy immunotherapy, gene therapy,<br>-Alternative therapy<br>-Participate in palliative care<br>-Counsel and teach patients and families<br>-Participate in rehabilitation programmes | presentation/care study<br>-Drug book<br>-Observation report of cancer unit | scale<br>Evaluation of care plan, drug book and Observation report<br>Completion of activity record |
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**Clinical assignments**

- Nursing care plan -4
- Nursing care study -1
- Observation reports
- Case presentation -2
- Drug book

## Child Health Nursing

Placement- III Year

Theory: 140 hours

Nursing Faculty: 105 hours

External Faculty: 35 hours

Practical: 400 Hours

### Time Allotment:

Genetics & Embryology- 10 Hours

Pediatric surgery - 10 Hours

Pediatric Medicine - 15 hours

Child health nursing- 105 Hours

Total - 140 Hours

### Course Description:

Students identify the normal growth and development, needs/problems of children of various age groups and deviations from normal, recognize the basic concepts, principles and techniques of child care and the role of family in child rearing, develop beginning ability to plan and provide comprehensive nursing care to children suffering from diseases and disorders.

| Unit | Time (hrs) | Learning Objectives  | Content   | Teaching learning activity | Assessment methods                           |
|------|------------|--|---|----------------------------|--|
| I    | 6          | -Explain the concept of child care<br>-Describe the principles of child health nursing<br>-Recognize the difference between child and adult nursing<br>-Describe national policy | <b>Concepts of child care</b> <ul style="list-style-type: none"> <li>• History of Child Health Nursing</li> <li>• Principles of Child Health Nursing</li> <li>• Difference between adult and child nursing</li> <li>• Rights of children</li> <li>• Qualities of a Child Health Nurse</li> <li>• National policy &amp; legislations in</li> </ul> | Lecture<br>Discussion      | Essay<br>Short answers<br>Very short answers |

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|     |    | and child welfare programmes   | relation to child health and welfare.<br><ul style="list-style-type: none"> <li>• Child welfare programmes: State, National, International</li> </ul>   |  |  |
| II  | 2  | -Recognize universal Immunization programme<br>-Explain the activities of preventive clinics                                       | <b>Preventive Pediatrics</b> <ul style="list-style-type: none"> <li>• Child Morbidity and mortality rates.</li> <li>• Universal Immunization Programme, cold chain,</li> <li>• Under-five clinic, well baby clinic -Child Guidance Clinic</li> <li>• IMNCI</li> </ul> | Lecture<br>Discussion<br>Field visit to Child Guidance Clinic      | Short answers<br>Very short answers          |
| III | 12 | -Describe the normal growth & development of children at different ages<br>-Appreciate the role of play for normal & sick children | <b>The healthy child</b> <ul style="list-style-type: none"> <li>• -Principles of growth and development</li> <li>• -Factors affecting growth &amp; development</li> <li>• -Growth and development, theories of development from infancy to adolescence,</li> </ul>    | Lecture<br>Discussion<br>Demonstration<br>Field visit to Anganwadi | Essay<br>Short answers<br>Very short answers |

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|    |   |  | <p>developmental problems and needs of children from infancy to adolescence;</p> <p>behavioural problems, habit disorders and management</p> <ul style="list-style-type: none"> <li>• -Play needs of children</li> </ul>  |  |   |
| IV | 5 | <p>Describe the Nutritional needs of infants &amp; children</p> <p>-Explain the nursing management of children with various nutritional disorders.</p> | <p><b>Nutritional needs and care of children with Nutritional disorders.</b></p> <ul style="list-style-type: none"> <li>• Nutritional needs of infants &amp; children: breast feeding, supplementary/ artificial feeding and weaning</li> <li>• -Baby friendly hospital initiative</li> <li>• -Nutritional requirements in children,</li> <li>• -Nutritional deficiency</li> <li>• Disorders:-Protein Energy Mal nutrition,</li> <li>• -Vitamin &amp; Mineral Deficiencies</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Practice session</p> <p>Clinical practice</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

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| V  | 10 | <p>-Explain the nursing management of normal/ high risk neonate.</p> <p>-Perform neonatal resuscitation.</p> <p>-Recognize and manage common neonatal problems</p> | <p><b>Nursing care of a neonate</b></p> <ul style="list-style-type: none"> <li>-Nursing care of a normal newborn</li> <li>-Essential newborn care</li> <li>-Kangaroo mother care</li> <li>-Nursing management of high risk neonate: low birth weight babies, preterm babies,</li> <li>Management of common neonatal problems: respiratory distress syndrome, hyperbilirubinemia, meconium aspiration syndrome, infant of diabetic mother, neonatal sepsis</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Workshop</p> <p>on neonatal resuscitation</p> <p>Demonstration</p> <p>Practice session,</p> <p>Clinical practice</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |
| VI | 3  | <p>-Identify the reactions of child and family towards hospitalization and illness</p> <p>-Describe the major functions</p>  | <p><b>Caring for a hospitalized child</b></p> <ul style="list-style-type: none"> <li>-Role of Child Health Nurse in caring for a hospitalized child</li> <li>-Reaction of child and family towards illness and</li> </ul>  | <p>Lecture</p> <p>Discussion</p>   | <p>Essay</p> <p>Short answers</p>                           |



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|      |    | and role of pediatric nurse in caring a hospitalized child                   | hospitalization and nurse's role in minimizing stress.<br><ul style="list-style-type: none"> <li>-General preoperative and post-operative management of children</li> </ul>  |  |  |
| VII  | 5  | -Describe the nursing management of children with respiratory disorders      | <b>Nursing management of children with Respiratory disorders and infections</b><br><ul style="list-style-type: none"> <li>• Nursing management of children with</li> <li>• URTI : tonsillitis, Croup, LRTI: Bronchial asthma,</li> <li>• Pneumonia, Bronchiolitis,</li> <li>• Tuberculosis, Emphysema, Epyema</li> </ul> | Lecture<br>cum<br>Discussion<br><br>Demonstration<br><br>Practice session<br><br>Clinical practice | Essay<br><br>Short answers<br><br>Very short answers |
| VIII | 11 | Describe the nursing management of children with gastro-intestinal disorders | <b>Nursing management of children with Gastrointestinal disorders</b><br><ul style="list-style-type: none"> <li>• -Gastro enteritis, Malabsorption syndrome, Hepatitis,</li> <li>• Indian childhood cirrhosis</li> </ul>   | Lecture<br>Discussion<br><br>Clinical Practice   | Essay<br><br>Short answers<br><br>Very short         |

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|    |   |  | <ul style="list-style-type: none"> <li>• -Cleft lip &amp; Palate,</li> <li>• Tracheo-esophageal fistula,</li> <li>• Diaphragmatic Hernia,</li> <li>• Pyloric stenosis, Intestinal</li> <li>• obstruction, Intussusception,</li> <li>• Hirschsprung's disease,</li> <li>• Anorectal malformation,</li> <li>• Abdominal wall defects- omphalocele, exomphalos, gastroschisis, Hernias</li> </ul> |   | answers   |
| IX | 7 | Describe the nursing management of children with cardiovascular disorders. | <p><b>Nursing management of children with Cardiovascular disorders</b></p> <ul style="list-style-type: none"> <li>• -Rheumatic fever,</li> <li>• Rheumatic Heart Disease, Heart failure, Kawasaki Disease.</li> <li>• Congenital heart defects-</li> <li>• -Patent ductus arteriosus, Atrial</li> </ul>  | <p>Lecture</p> <p>Discussion</p> <p>Clinical practice</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

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|     |   |  | septal defect,<br>Ventricular septal<br>defect, Tetralogy of<br>Fallot, TGA  |   |   |
| X   | 6 | -Explain the<br>nursing<br>management of<br>children with<br>common<br>genito-urinary<br>disorders | <b>Nursing management of<br/>children with Genito<br/>urinary disorders</b> <ul style="list-style-type: none"> <li>• -UTI, Acute<br/>glomerulo nephritis,<br/>Nephrotic syndrome,</li> <li>• - Wilms' tumor,<br/>Obstructive<br/>uropathy, Epispadias,<br/>hypospadias, Ectopia<br/>vesica.</li> </ul>   | Lecture<br>Discussion<br>Clinical<br>practice | Essay<br><br>Short<br>answers<br><br>Very<br>short<br>answers |
| XI  | 6 | - Describe the<br>nursing<br>management of<br>children with<br>neurological<br>disorders           | <b>Nursing management of<br/>children with<br/>Neurological infections<br/>and disorders:</b> <ul style="list-style-type: none"> <li>• -seizure disorder,<br/>meningitis,<br/>encephalitis, neural<br/>tube defects,<br/>encephalocele,</li> <li>• hydrocephalus,</li> <li>• - Head Injury, brain<br/>tumors,</li> <li>• --cerebral palsy</li> </ul> | Lecture<br>Discussion<br>Clinical<br>practice | Essay<br><br>Short<br>answers<br><br>Very<br>short<br>answers |
| XII | 6 | Explain the<br>nursing<br>management of  | <b>Nursing management of<br/>children with<br/>Hematological</b>   | Lecture<br>Discussion                         | Essay<br><br>Short<br>answers                                 |

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|-------------|----------|---|--|---|---|
|             |          | children with common hematological disorders                                | <b>disorders:</b><br>Anemias,<br>thalassemia, ITP,<br>Leukemia, Hodgkins' & Non Hodgkin's Lymphoma,<br>hemophilia  | Clinical Practice                               | Very short answers                      |
| <b>XIII</b> | <b>3</b> | Describe the nursing management of children with common endocrine disorders | <b>Nursing management of children with Endocrine disorders</b><br><ul style="list-style-type: none"> <li>• - Juvenile Diabetes Mellitus, Congenital hypothyroidism</li> <li>• Growth hormone deficiency</li> </ul>   | Lecture<br>Discussion<br>Clinical practice      | Short answers<br><br>Very short answers |
| <b>XIV</b>  | <b>2</b> | Describe the nursing management of children with orthopedic Conditions      | <b>Nursing management of children with Orthopedic disorders</b><br>club feet,<br>congenital hip dislocation  | Lecture cum Discussion<br><br>Clinical practice | Short answers<br><br>Very short answers |
| <b>XV</b>   | <b>5</b> | Describe the nursing management of children with common Genetic disorders   | <b>Nursing management of children with Genetic Disorders</b><br><ul style="list-style-type: none"> <li>• - Down's Syndrome,</li> <li>• -Turner's syndrome,</li> <li>• -Klinefelter's syndrome,</li> <li>• -Edwards syndrome,</li> <li>• -Inborn errors of metabolism:</li> </ul> | Lecture<br>Discussion<br><br>Clinical practice  | Short answers<br><br>Very short answers |

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|      |   |  | phenylketonuria,<br>albinism,<br><ul style="list-style-type: none"> <li>• galactosemia,</li> <li>• -genetic counseling</li> </ul>  |  |                                     |
| XVI  | 3 | Describe the nursing management of children with disorders of skin, eye, and ears. | <b>Nursing management of children with Common disorders of skin, eye and ear</b> <ul style="list-style-type: none"> <li>• Skin: scabies, pyoderma,</li> <li>• staphylococcal scalded skin syndrome</li> <li>• Eye: congenital glaucoma, cataract, squint ,refractive errors</li> <li>• Ear : wax, otitis externa, otitis media, mastoiditis, childhood deafness</li> </ul> | Lecture<br>Discussion<br>Clinical practice | Short answers<br>Very short answers |
| XVII | 5 | Describe the nursing management of children with communicable diseases.            | <b>Nursing management of children with communicable diseases</b> <ul style="list-style-type: none"> <li>• communicable diseases in children and its prevention and management</li> <li>• Dengue fever, Chikun Gunya</li> </ul>   | Lecture<br>Discussion<br>Clinical practice | Short answers<br>Very short answers |

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|              |          |   | <ul style="list-style-type: none"> <li>- Nursing care of infant and children with HIV/AIDS,</li> </ul>   |  |   |
| <b>XVIII</b> | <b>5</b> | Explain the nursing management of children with emergency conditions. | <b>Child health emergencies</b><br>-accidents, Poisoning, foreign bodies, shock, hemorrhage, burns, drowning, snake bite-<br>Nursing management  | Lecture<br>Discussion<br>Clinical practice   | Short answers<br><br>Very short answers |
| <b>XIX</b>   | <b>3</b> | -Identify the social & welfare services for challenged children       | <b>Management of challenged children:</b> <ul style="list-style-type: none"> <li>• Mentally, Physically, &amp; Socially challenged</li> <li>• -Welfare services for challenged children in India.</li> </ul> | Lecture<br>Discussion<br>Field visits to school for mentally, physically and socially challenged | Short answers<br><br>Very short answers |

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|  | <p style="text-align: center;"><b>Genetics and Embryology ( 10 hours)</b></p> <ul style="list-style-type: none"> <li>• -Concepts and importance in Pediatrics.</li> <li>• -Gene structure and function</li> <li>• -Pattern of inheritance</li> <li>• -Common chromosomal disorders - Down's Syndrome, Turner's syndrome, Klinefelter's syndrome, Edwards syndrome, Albinism, Inborn errors of metabolism, phenylketonuria, galactosaemia, and mental retardation</li> <li>• -Growth and development of fetus</li> <li>• -Mal development leading to congenital anomalies</li> <li>• -Genetic testing in neonates and children</li> </ul>  |
|  | <p style="text-align: center;"><b>Paediatric surgery - (10 Hours)</b></p> <ul style="list-style-type: none"> <li>• Management of children with congenital disorders and diseases of:</li> <li>• -Cardiovascular System: Patent Ductus Arteriosus, Ventricular Septal Defect, Atrial Septal Defect, Tetralogy of Fallot</li> <li>• -Gastro intestinal system : Cleft lip, Cleft palate, Tracheo-esophageal fistulae, Pyloric stenosis, Intestinal obstruction, Hirschsprung's disease, Anorectal malformations, Omphalocele, Hernias.</li> <li>• -Central Nervous System : Head injury, Hydrocephalus, Spina bifida, Encephalocele, Brain tumors</li> <li>• -Genitourinary system: Wilm's tumor, Obstructive uropathy, Epispadias, Hypospadias, Ectopia vesicae</li> <li>• -Orthopedic Disorders : Club foot, Hip dislocation, Fracture</li> <li>• -Burns</li> </ul> |

### Paediatric Medicine(15 hrs)

- Management of children with diseases of:
  - -Respiratory system: Croup, Bronchiolitis, Bronchitis, Pneumonia, Tuberculosis, Bronchial Asthma, emphysema, Empyema, Epiglottitis.
  - -Cardiovascular System: Rheumatic fever, Rheumatic Heart Disease, Congestive Heart Failure, Kawasaki disease.
  - -Gastrointestinal system: Gastroenteritis, Malabsorption syndrome, Hepatitis
  - -Central Nervous System: Meningitis, Encephalitis, Cerebral palsy, Convulsions, Epilepsy
  - -Genito urinary system: Acute glomerulonephritis, Nephrotic syndrome, Renal failure
  - -Endocrine Disorders- Juvenile Diabetes, Congenital Hypothyroidism.
  - -Haematology : Anemia, Thalassemia, Hemophilia, Leukemia, Lymphomas, ITP, HIV/AIDS.

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## Child Health Nursing – Practical

Placement : III Year

Time: 400 Hours (10 weeks)

| Areas                   | Duration (in week) | Objectives  | Skills to be developed  | Assignments   | Assessment method  |
|-------------------------|--------------------|---|---|---|--|
| Pediatric medicine ward | 3                  | <p>-Provide nursing care to children with various medical disorders</p> <p>-Counsel and educate parents</p> | <p>Taking Pediatric history</p> <p>Physical examination and assessment of children.</p> <p>Administration of oral, I/M &amp; IV medicine /fluids,</p> <p>Calculation of fluid requirements</p> <p>Preparation of IV fluids with different strengths</p> <p>Apply restraints</p> <p>Administer O2 by different methods.</p> <p>Feed children by cup and spoon</p> <p>Collect specimens for common investigations</p> <p>Assist with common diagnostic procedures</p> | <p>-Give care to assigned pediatric patients</p> <p>-Nursing care plan</p> <p>-Case presentation</p> <p>-Health talk</p> <p>Care analysis</p> | <p>-Assess clinical performance with rating scale</p> <p>-Assess each skill with checklist</p> <p>-OSCE/ OSPE</p> <p>- Evaluation of case study/ presentation and Health education session</p> |

|                              |   |   |   |   |   |
|------------------------------|---|---|---|---|---|
|                              |   |   | Teach mothers/parents on malnutrition, oral rehydration therapy , feeding & weaning, immunization schedule, play therapy, specific disease conditions   |   | -<br>Completi<br>on of<br>activity<br>record  |
| Pediatric<br>Surgery<br>Ward | 2 | -Recognize different pediatric surgical conditions<br>-Provide pre and post operative care to children with common paediatric surgical conditions<br>-Counsel and educate parents | -Calculate, prepare and administer I/V fluids<br>-Do bowel wash<br>-Care for ostomies, colostomy irrigation, Ureterostomy, Gastrostomy, Enterostomy<br>-Urinary Catheterization and drainage<br>-Feeding-Naso-gastric, Gastrostomy, Jejunostomy<br>-Care of surgical wounds<br>-Dressing<br>-Suture removal | -Give care to assigned pediatric patients<br>-Nursing care Plan<br>-Case study/<br>Presentation - | -Assess clinical performance with rating scale<br>-Asses each skill with check list<br>-OSCE/<br>OSPE<br>Evaluation of ease study/<br>presentati<br>on<br>Completi<br>on<br>of activity<br>record |

|  |   |   |   |  |   |
|--|---|---|---|--|---|
| Paediatric<br>OPD/<br>Immunization<br>room   | 1 | <p>-Perform assessment of children: health, developmental and anthropometric -</p> <p>Perform Immunization</p> <p>-Give health education /nutritional education</p> | <p>Assessment of children Health assessment</p> <p>Developmental assessment</p> <p>Anthropometric assessment</p> <p>Immunization</p> <p>Health/nutritional education</p>  | <p>Growth and development assessment of different age groups.</p> <p>Health education –I</p> | <p>-Assess clinical performance with rating scale</p> <p>- Completion of activity record</p>                                      |
| Paediatric<br>Medicine and<br>surgery<br>ICU | 2 | <p>Provide nursing care to critically ill children</p>  | <p>Care of a child on ventilator</p> <p>Endotracheal suction</p> <p>Chest physiotherapy</p> <p>Administer fluids with infusion pump</p> <p>Total parenteral nutrition</p> <p>Monitoring of babies</p> <p>Cardio Pulmonary resuscitation</p> | <p>Nursing care plan-I</p>   | <p>Assess clinical performance with rating scale</p> <p>Completion of activity record</p> <p>Evaluation of observation report</p> |

|                    |   |  |   |                                 |  |
|--------------------|---|--|---|---------------------------------|--|
| Neonatal care unit | 2 | Perform newborn and preterm assessment | Care of babies in incubator /Warmer/ventilator/ phototherapy. Nursing care of high risk neonates. Neonatal resuscitation. | New born and preterm assessment | Evaluation of new born and preterm assessment and care |
|--------------------|---|--|---|---------------------------------|--|

### Clinical assignments

Nursing care plan – 3

Care Study – 1

Case presentations – 2

Health talk – 1

Growth and Development assessment of newborn, infant, toddler, preschooler, schooler–4

Drug file

Project

## MENTAL HEALTH NURSING

Placement: III Year

Theory –110 Hours

Nursing faculty-80 hours

External faculty-30 hours

(Psychiatrist- 20hrs; psychologist-5 hrs; + Psychiatric social worker-5 hrs)

Practical – 360 hours

### Course Description:

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

| Unit | Time (Hrs) | Learning objectives      | Content  | Teaching learning activity | Assessment method |
|------|------------|--------------------------|--|----------------------------|-------------------|
| I    | 6<br>NF-5  | -Describe the historical | <b>Introduction</b><br>• -Perspectives of Mental |                            |                   |

|           |  |   |  |  |   |
|-----------|--|---|--|--|---|
|           | <b>EF-1</b>                            | <p>development &amp; current trends in mental health nursing</p> <p>-Describe the epidemiology of mental health problems</p> <p>-Discuss the roles and responsibilities of the Nurse.</p> <p>-Discusses the scope of mental health nursing</p> <p>-Describe the concept of normal and abnormal behavior</p> | <p>Health and Mental Health nursing: evolution of mental health services, treatment and nursing practices.</p> <ul style="list-style-type: none"> <li>• -Prevalence and incidence of mental health problems and disorders in India</li> <li>• -Mental health team</li> <li>• -Nature and scope of mental health nursing</li> <li>• -Role and functions of mental health nurse in various settings and factors affecting the level of nursing practice</li> <li>• -Concepts of normal and abnormal behaviour</li> </ul> | <p>Lecture</p> <p>Discussion</p>                             | <p>Short answers</p>                          |
| <b>II</b> | <b>9</b><br><b>NF-7</b><br><b>EF-2</b> | <p>-Defines the various terms used in mental health nursing</p> <p>-Explains the classification of mental disorders</p>   | <p><b>Principles and Concepts of Mental Health Nursing</b></p> <ul style="list-style-type: none"> <li>• -Definition: mental health nursing and terminology used</li> <li>• -Classification of mental disorders: ICD</li> <li>• -Review of personality</li> </ul>   | <p>Lecture</p> <p>Discussion</p> <p>Explain using Charts</p> | <p>Essay</p> <p>Short answers</p> <p>Very</p> |

|     |   |  |  |  |                      |
|-----|---|--|--|--|----------------------|
|     |   | <p>-Explain 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>development, defense mechanisms</p> <ul style="list-style-type: none"> <li>• -Maladaptive behaviour of individuals and groups : stress, crisis and disaster(s)</li> <li>• -Etiology : bio-psycho-social factors</li> <li>• -Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal neuro transmission</li> <li>• -Principles of Mental health Nursing</li> <li>• -Standards of Mental health Nursing practice</li> <li>• -Conceptual models and the role of nurse: <ul style="list-style-type: none"> <li>• Psycho-analytical models- Freud</li> <li>• Behavioural model- BF. Skinner, Joseph Wolpe, EL.Thorndike, Ivan Pavlov</li> <li>• Psychosocial model- Erikson</li> <li>• Interpersonal model- H. Peplau, H.S. Sullivan</li> </ul> </li> </ul> | <p>Review of personality development</p> | <p>short answers</p> |
| III | 5 | -Describe  | <b>Assessment of mental health status</b>  | Lecture                                  | Short                |

|           |   |  |   |  |   |
|-----------|---|--|---|--|---|
|           | <b>NF-3</b><br><b>EF-2</b>              | nature, purpose and process of assessment of mental health status  | <ul style="list-style-type: none"> <li>• -History taking</li> <li>• -Mental status examination <ul style="list-style-type: none"> <li>-Mini mental status examination</li> </ul> </li> <li>• -Neurological examination: review</li> <li>• -Investigations: related blood chemistry, EEG, CT &amp; MRI</li> <li>• psychological tests Role and responsibilities of nurse</li> </ul>  | Discussion<br><br>Demonstration  | answers<br><br>Very short answers<br><br>Assessment of skills with check list |
| <b>IV</b> | <b>5</b>                                | <ul style="list-style-type: none"> <li>-Identify therapeutic communication techniques</li> <li>-Describe therapeutic relationship</li> <li>-Describe therapeutic impasse and its intervention</li> </ul> | <b>Therapeutic communication and nurse-patient relationship</b> <ul style="list-style-type: none"> <li>• -Review of therapeutic communication: types, techniques, characteristics</li> <li>• -Types of relationship,</li> <li>• -Ethics and responsibilities</li> <li>• -Elements of nurse patient contract</li> <li>• -Review of technique of IPR- Johari Window</li> <li>• -Goals, phases, tasks, therapeutic techniques</li> <li>• -Therapeutic impasses and its intervention</li> </ul> | Lecture<br><br>Discussion<br><br>Demonstration<br><br>Role play<br><br>Process recording | Short answers<br><br>Very short answers                                       |
| <b>V</b>  | <b>10</b><br><b>NF-4</b><br><b>EF-6</b> | Explain treatment modalities and   | <b>Treatment modalities and therapies used in mental disorders</b>  | Lecture  | Essay<br>Short  |

|  |  |  |   |   |  |
|--|--|--|---|---|--|
|  |  | therapies used in mental disorders and role of the nurse | <ul style="list-style-type: none"> <li>● -Psycho Pharmacology</li> <li>● -Psychological therapies: <ul style="list-style-type: none"> <li>- Therapeutic community,</li> <li>- Psycho therapy-</li> <li>- Individual therapy ,</li> <li>- psychoanalytical,</li> <li>- cognitive and supportive - Family Therapy</li> </ul> </li> <li>● Group Therapy :</li> <li>● Behavioral Therapy</li> <li>● Play therapy,</li> <li>● Psycho-drama</li> <li>● Music, Dance,</li> <li>● Recreational and</li> <li>● Light therapy,</li> <li>● Relaxation therapies : <ul style="list-style-type: none"> <li>- Relaxation Technique,</li> <li>- Yoga, Meditation,</li> <li>- Biofeedback</li> </ul> </li> <li>● Occupational therapy</li> <li>● Physical Therapy:</li> <li>● Electro convulsive therapy</li> </ul> | <p>Discussion</p> <p>Demonstration</p> <p>Group work</p> <p>Practice session</p> <p>Clinical practice</p> | <p>answers</p> <p>Very short answers</p> |
|--|--|--|---|---|--|



|     |                   |  |   |  |  |
|-----|-------------------|--|---|--|--|
| VI  | 6<br>NF-5<br>EF-1 | Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with Schizophrenia       | <b>Nursing management of patient with Schizophrenia and other delusional disorders</b> <ul style="list-style-type: none"> <li>• -Classification; ICD</li> <li>• -Etiology, psychopathology, types, clinical manifestations, diagnosis</li> <li>• -Nursing Assessment- History, Physical and mental assessment</li> <li>• -Treatment modalities and nursing management of patients with Schizophrenia</li> <li>• -Follow-up, home care and rehabilitation</li> </ul> | Lecture<br>Discussion<br>Case discussion<br>Case presentation<br>Clinical practice | Essay<br>Short answers<br>Very short answers |
| VII | 6<br>NF-5<br>EF-1 | -Describe the etiology, psychopathology, clinical manifestations Diagnostic criteria and management of patients with affective disorders | <b>Nursing management of patient with Mood (Affective) disorders</b> <ul style="list-style-type: none"> <li>• -Manic episode, Bipolar affective disorder, Depressive episode</li> <li>• -Etiology, psychopathology, clinical manifestations, diagnosis.</li> <li>• -Nursing Assessment- History, Physical and mental assessment</li> <li>• -Treatment modalities and nursing management of</li> </ul>   | Lecture<br>Discussion<br>Case discussion<br>Case presentation<br>Clinical practice | Essay<br>Short answers<br>Very short answers |

|      |                   |  |   |   |   |
|------|-------------------|--|---|---|---|
|      |                   |  | <p>patients with mood disorders</p> <ul style="list-style-type: none"> <li>• -Follow-up and home care and rehabilitation</li> </ul>   |   |   |
| VIII | 7<br>NF-5<br>EF-2 | Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with neurotic, stress related and somatoform disorders | <p><b>Nursing management of patient with neurotic, stress related and somatoform disorders</b></p> <ul style="list-style-type: none"> <li>• -Anxiety disorder, Phobias, Dissociative disorder, Obsessive compulsive disorder, somatoform disorders, Post traumatic stress disorder</li> <li>• -Etiology, psychopathology, clinical manifestations, diagnosis</li> <li>• -Nursing Assessment- History, Physical and mental assessment</li> <li>• -Treatment modalities and nursing management of patients with anxiety, OCD, Phobias, stress related and somatoform disorders</li> <li>• -Follow-up and home care and rehabilitation.</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Case discussion</p> <p>Case presentation</p> <p>Clinical practice</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |
| IX   | 6<br>NF-5<br>EF-1 | Describe the etiology, psychopathology,  | <p><b>Nursing management of patient with Substance use disorders</b></p> <ul style="list-style-type: none"> <li>• Commonly used</li> </ul>  | <p>Lecture</p> <p>Discussion</p>  | <p>Essay</p> <p>Short answer</p>                            |

|   |                   |   |  |  |   |
|---|-------------------|---|--|--|---|
|   |                   | clinical manifestations diagnostic criteria and management of patients with substance use disorders | <p>psychotropic substance: Classification, forms, routes, action, intoxication and withdrawal</p> <ul style="list-style-type: none"> <li>• -Etiology of dependence: tolerance, psychological and physical dependence, withdrawal syndrome, diagnosis,</li> <li>• -Nursing Assessment- History, Physical, mental assessment and drug assay</li> <li>• -Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction) and nursing management of patients with substance use disorders</li> <li>• Follow-up and home care and rehabilitation</li> </ul> | <p>Case discussion</p> <p>Case presentation</p> <p>Clinical practice</p>         | <p>s</p> <p>Very short answers</p>                  |
| X | 7<br>NF-6<br>EF-1 | Describe the etiology, psycho-pathology, clinical manifestations diagnostic criteria and management | <p><b>Nursing management of patient with Behavioral syndromes associated with Physiological disturbances and physical factors, sleep</b></p> <ul style="list-style-type: none"> <li>• Sexual dysfunction and</li> <li>• Eating disorders</li> <li>• -Eating disorders : Anorexia nervosa, Bulimia nervosa</li> </ul>   | <p>Lecture</p> <p>Discussion</p> <p>Case discussion</p> <p>Case presentation</p> | <p>Essay</p> <p>Short answers</p> <p>Very short</p> |

|    |                   |   |  |   |  |
|----|-------------------|---|--|---|--|
|    |                   | of patients with sleep, sexual and eating disorders   | <ul style="list-style-type: none"> <li>• -Non organic sleep disorder :</li> <li>• Insomnia, Hypersomnia, Sleep walking, Nightmares</li> <li>• -Sexual dysfunctions</li> <li>• -Puerperium psychosis</li> <li>• -Classification of disorders</li> <li>• -Etiology, psycho-pathology, characteristics, diagnosis,</li> <li>• -Nursing Assessment- History, Physical and mental assessment</li> <li>• -Treatment modalities and nursing management of patients with non organic, sleep, sexual and eating disorders</li> <li>• -Follow-up and home care and rehabilitation</li> </ul> | on<br><br>Clinical practice   | answers  |
| XI | 6<br>NF-4<br>EF-2 | Describe the etiology, psycho-pathology, clinical manifestations , diagnostic criteria and management of childhood and adolescent | <p><b>Nursing management of childhood and adolescent disorders including mental deficiency</b></p> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Etiology, psycho-pathology, characteristics, diagnosis, nursing assessment (history, physical , mental and IQ assessment)</li> </ul>   | Lecture<br><br>Discussion<br><br>Case discussion<br><br>Case presentation | Essay<br><br>Short answers<br><br>Very short answers |

|      |                   |  |  |  |  |
|------|-------------------|--|--|--|--|
|      |                   | disorders including mental deficiency  | <ul style="list-style-type: none"> <li>• Mental Retardation</li> <li>• Developmental disorder of :</li> <li>• Speech &amp; language, Scholastic skills, Hyperkinetic disorder,</li> <li>• Conduct disorder, Autism,</li> <li>• Enuresis, Encopresis,</li> <li>• Tic disorders</li> </ul>   | Clinical practice  |  |
| XII  | 6<br>NF-5<br>EF-1 | Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of organic brain disorders | <p><b>Nursing management of organic mental disorders</b></p> <ul style="list-style-type: none"> <li>• -Classification, Etiology, psychopathology, clinical features, diagnosis and differential diagnosis of-</li> <li>• Dementia, Delirium, Alzheimer's</li> <li>• -Nursing Assessment- History, Physical, mental and neurological assessment</li> <li>• -Treatment modalities and nursing management of organic mental disorders</li> <li>• -Follow-up and home care and rehabilitation</li> </ul> | Lecture<br>Discussion<br>Case discussion<br>Case presentation<br>Clinical practice | Essay<br>Short answers<br>Very short answers |
| XIII | 7<br>NF-6<br>EF-1 | Identify psychiatric emergencies and carry out crisis  | <p><b>Psychiatric emergencies and crisis intervention</b></p> <ul style="list-style-type: none"> <li>• -Types of psychiatric emergencies and their management</li> </ul>   | Lecture<br>Discussion<br>Case  | Essay<br>Short answer                        |

|     |                   |  |  |  |   |
|-----|-------------------|--|--|--|---|
|     |                   | intervention   | <ul style="list-style-type: none"> <li>• -Stress adaptation Model: <ul style="list-style-type: none"> <li>• stress and stressor, coping, resources and mechanism</li> </ul> </li> <li>• -Grief: Theories of grieving process, principles, techniques of counseling</li> <li>• -Types of crisis</li> <li>• -Crisis Intervention: <ul style="list-style-type: none"> <li>• Principles, techniques and process</li> </ul> </li> </ul> | discussion<br><br>Case presentation<br><br>Clinical practice | s<br><br>Very short answers             |
| XIV | 5<br>NF-4<br>EF-1 | Describe the etiology, psychopathology, clinical feature and management of personality disorders   | <b>Disorder of adult personality and Behaviour</b> <ul style="list-style-type: none"> <li>• -Personality disorders</li> <li>• -Gender identity disorder :</li> <li>• Transsexualism, Dual role transvestism</li> <li>• -Sexual preference (perversion)</li> <li>• -Habit and impulse disorder</li> </ul>   | Lecture<br><br>Discussion                                    | Short answers<br><br>Very short answers |
| XV  | 5<br>NF-4<br>EF-1 | -Identify the mental disorders of old age.<br>-Discuss the management of mental health problems of old age & the role of geropsychiatric nurse | <b>Geropsychiatry</b> <ul style="list-style-type: none"> <li>• -Theories of aging-review</li> <li>• -Mental illness in elderly</li> <li>• -Management of Mental disorder in old age</li> <li>• -Role of geropsychiatric nurse</li> </ul>   | Lecture<br><br>Discussion                                    | Short answers<br><br>Very short answers |

|      |                   |   |   |  |  |
|------|-------------------|---|---|--|--|
| XVI  | 6<br>NF-4<br>EF-2 | <p>-Explain legal aspects applied in mental health settings</p> <p>-Describe Mental Health Act, Forensic Psychiatry</p> <p>-Discuss the admission &amp; discharge procedure</p> | <p><b>Legal issues in Mental Health Nursing</b></p> <ul style="list-style-type: none"> <li>-The Mental Health Act 1987: Act, Sections, Articles and their implications etc.</li> <li>-Indian Lunacy Act. 1912</li> <li>-Rights of mentally ill clients</li> <li>-Forensic psychiatry</li> <li>-Acts related to narcotic and psychotropic substances and illegal drug trafficking</li> <li>-Admission and discharge procedures (Govt. hospitals)</li> <li>-Role and responsibilities of nurse</li> </ul> | Lecture<br>Discussion  | Short answers<br>Very short answers                    |
| XVII | 8<br>NF-3<br>EF-5 | <p>-Describe the model of preventive psychiatry</p> <p>-Describes Community Mental health services and role of the nurse</p>  | <p><b>Community Mental Health Nursing</b></p> <ul style="list-style-type: none"> <li>Development of Community Mental Health Services:</li> <li>-National Mental Health Programme</li> <li>-Institutionalization Versus Deinstitutionalization</li> <li>-Model of Preventive psychiatry: Levels of Prevention</li> <li>-Mental Health Services available at the primary, secondary and tertiary</li> </ul>   | Lecture<br>Discussion<br>Clinical/field practice<br>Field visits to mental health service agencies | Short answers<br>Assessment of the field visit reports |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  | <p>levels including rehabilitation and role of nurse</p> <ul style="list-style-type: none"> <li>• -Mental Health Agencies:</li> <li>• Government and voluntary, National and International</li> <li>• -Mental health nursing issues for special populations: Victims of violence and abuse, disaster, HIV/AIDS etc.</li> </ul> |  |  |
|--|--|--|--|--|--|

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## MENTAL HEALTH NURSING - PRACTICAL

Placement: III Year

Duration: 360 hours (9 weeks)

| Areas              | Duration (weeks) | Objectives   | Skills  | Assignments   | Assessment methods   |
|--------------------|------------------|--|---|---|--|
| Psychiatric<br>OPD | 1                | -Assess patients with mental health problems<br>-Observe and | -History taking<br>-Perform mental status examination (MSE)<br>-Assist in | -History taking and Mental status examination<br>-5 | -Assess performance with rating scale<br>-Assess each skill with |

|                       |   |   |  |   |  |
|-----------------------|---|---|--|---|--|
|                       |   | <p>assist in therapies</p> <p>-Counsel and educate patient, and families</p>  | <p>psychometric assessment</p> <p>-Perform neurological examination</p> <p>-Observe and assist in therapies</p> <p>-Teach patients and family members</p>        | <p>-Psycho education-1</p> <p>Observation report of OPD</p>                         | <p>checklist</p> <p>-Evaluation of psycho education</p> <p>- Assessment of observation report</p> <p>-Completion of activity record</p> <p>-OSCE</p> |
| Child guidance clinic | 1 | <p>-Assessment of children with various mental health problems</p> <p>-Counsel and educate children, families and significant others.</p> | <p>-History taking</p> <p>-Assist in psychometric assessment</p> <p>-Observation and assist in various therapies</p> <p>-Teach family and significant others</p> | <p>Observation report of different therapies one each</p>                           | <p>-Assess performance with rating scale</p> <p>-Assess each skill with checklist</p> <p>-Evaluation of the observation report</p>                   |
| Inpatient ward        | 6 | <p>-Assess patients with mental health problems</p> <p>-To provide</p>  | <p>-History taking</p> <p>-Perform mental status examination (MSE)</p> <p>-Perform</p>   | <p>-Give care to 2-3 patients with various mental disorders</p> <p>-Case study-</p> | <p>-Assess performance with rating scale</p> <p>-Assess each skill with</p>  |

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|                      |   | <p>nursing care for patients with various mental health problems</p> <p>-Assist in various therapies</p> <p>-Counsel and educate patients, families and significant others</p> | <p>neurological examination</p> <p>-Assist in psychometric assessment</p> <p>-Record therapeutic communication</p> <p>-Administer medications</p> <p>-Assist in Electro Convulsive Therapy(ECT)</p> <p>-Participate in all therapies</p> <p>-Prepare patients for Activities of Daily living (ADL)</p> <p>-Conduct admission and discharge counseling</p> <p>-Counsel and teach patients and families</p> | <p>1</p> <p>-Care plan-2</p> <p>-Clinical presentation</p> <p>-1</p> <p>-Process recording-5</p> <p>-Maintain drug book</p> | <p>checklist</p> <p>-Evaluation of the case study, care plan, clinical presentation, process recording</p> <p>-Completion of activity record.</p> |
| Community psychiatry | 1 | <p>-To identify patients with various mental disorders</p> <p>-To motivate</p>   | <p>-Identify individuals with mental health problems</p> <p>-Assists in mental health camps and</p>   | <p>Observation report on field visits</p> <p>- Special school for mentally</p>  | <p>-Assess performance with rating scale</p> <p>-Evaluation</p>   |

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|  |  | patients for<br>early<br>treatment<br>and follow<br>up<br>-To assist in<br>follow up<br>clinic<br>-Counsel and<br>educate<br>patient,<br>family and<br>community | clinics<br>-Counsel and<br>teach family<br>members,<br>patients and<br>community | challenged<br>-De addiction<br>Centre<br>- Reha<br>bilitat<br>ion<br>centre for<br>mentally ill<br>based on<br>Therapeutic<br>Community.<br>-Home for<br>destitute | of case<br>work and<br>observation<br>report<br>-Completion<br>of activity<br>record |
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## NURSING RESEARCH AND STATISTICS

Placement: III Year

Theory- 50 hours

(Nursing Research-35 hours; Statistics-15 hours)

Practical - 80 hours (2 weeks)

### Course Description:

This 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.

| Unit | Time (hrs) | Learning objectives                | Content   | Teaching learning activity | Assessment methods |
|------|------------|------------------------------------|---|----------------------------|--------------------|
| I    | 4          | -Describe the concept of research, | <b>Research process</b> <ul style="list-style-type: none"> <li>• -Introduction</li> <li>• -research- definition,</li> </ul> | Lecture<br>Discussion      | Essay<br>Short     |

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|    |   | <p>terms, need and areas of research in nursing</p> <p>-Explain the steps of research process.</p> | <p>purpose</p> <ul style="list-style-type: none"> <li>• Steps of scientific methods</li> <li>• -Characteristics of good research</li> <li>• Nursing research— definition, importance of research in nursing</li> <li>• need and scope of nursing research</li> <li>• research terminology</li> <li>• -Steps of Research process</li> </ul>  |  | <p>answers</p> <p>Very short answers</p>                    |
| II | 4 | <p>Identify and state the research problems and objectives</p>                                     | <p><b>Research Problem/Question</b></p> <ul style="list-style-type: none"> <li>• Research problem- definition</li> <li>• -sources of research problem, -Identification of problem area</li> <li>• -formulation of Problem statement</li> <li>• -Criteria of a good research problem</li> <li>• - objectives- definition qualities of objectives, statement of objectives</li> <li>• -operational definition</li> <li>• -conceptual model</li> <li>• - hypothesis- definition, types of hypothesis, statement of hypothesis</li> <li>• - ethical considerations</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Exercise on writing statement of problems, objectives and hypothesis</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

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| III | 3  | Review the related literature                             | <b>Review of Literature</b> <ul style="list-style-type: none"> <li>• -definition, purposes, types</li> <li>• -Location</li> <li>• -Sources</li> <li>• -On line search: CINHAL,</li> <li>• COCHRANE</li> <li>• -Method of review</li> </ul>  | Lecture<br>Discussion<br>Exercise on reviewing one research report/ article for a selected research problem. Prepare annotated Bibliography | Essay<br><br>Short answers<br><br>Very short answers |
| IV  | 6  | Describe the research approaches and designs              | <b>Research approaches and designs</b> <ul style="list-style-type: none"> <li>• -Research approaches- Qualitative and Quantitative</li> <li>• -Research designs- definition, types of designs in quantitative and qualitative approaches,</li> <li>• quantitative: Experimental , descriptive, survey;</li> <li>• qualitative approaches: ethnography, phenomenology, grounded theory,</li> <li>• advantages and disadvantages</li> </ul> | Lecture<br>Discussion   | Essay<br><br>Short answers<br><br>Very short answers |
| V   | 10 | -Explain the sampling process<br>-Describe the methods of | <b>Sampling and data collection</b> <ul style="list-style-type: none"> <li>• -Definition of population,</li> <li>• Sample, sampling criteria, factors influencing</li> <li>• Sampling process, types of</li> </ul>  | -Lecture<br>-Discussion<br>-Preparation of sample data collection tool.   | Essay<br><br>Short answers                           |

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|     |    | data collection  | <p>sampling techniques</p> <ul style="list-style-type: none"> <li>• -Data collection methods and instruments:</li> <li>• Methods of data collection:- self report, observations, record analysis and measurement</li> <li>• -data collection instruments</li> <li>• -Validity &amp; Reliability of instruments</li> <li>• -Data collection procedure</li> <li>• -Pilot study</li> </ul> | -Conduct group research project   | Very short answers                                   |
| VI  | 4  | Analyze, interpret and summarize the research data   | <p><b>Analysis of data:</b></p> <ul style="list-style-type: none"> <li>• Data preparation,</li> <li>• Compilation,</li> <li>• Tabulation,</li> <li>• classification,</li> <li>• summarization,</li> <li>• Presentation and</li> <li>• interpretation of data.</li> </ul>  | Lecture<br>Discussion<br>Preparation of sample table  | Short answers<br><br>Very short answers              |
| VII | 15 | <p>-Explain the use of statistics, scales of measurement and graphical presentation of data</p> <p>-Describe the measures of central</p> | <p><b>Introduction to statistics</b></p> <ul style="list-style-type: none"> <li>• -Definition, use of statistics,</li> <li>• -Scales of measurement</li> <li>• -Frequency distribution and graphical presentation of data</li> <li>• -Descriptive and inferential statistics</li> <li>• -Mean, Median, Mode, Standard deviation,</li> </ul>   | <p>-Lecture</p> <p>-Discussion</p> <p>-Practice on graphical presentations</p> <p>-Practice on computation of measures of central tendency,</p> | Essay<br><br>Short answers<br><br>Very short answers |

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|      |   | tendency and variability and methods of correlation | <ul style="list-style-type: none"> <li>• Normal probability and Tests of significance: <ul style="list-style-type: none"> <li>- 'Z' test,</li> <li>- 't' test,</li> <li>- Chisquare test,</li> <li>- Coefficient of correlation,</li> </ul> </li> <li>• Statistical packages and its application</li> </ul>  | variability & correlation  |   |
| VIII | 4 | Communication and utilization of research findings  | <p><b>Communication and utilization of research findings</b></p> <ul style="list-style-type: none"> <li>• -Communication of research findings : <ul style="list-style-type: none"> <li>-Verbal report</li> </ul> </li> <li>• -Writing research report- format and style</li> <li>• -Writing scientific article / paper</li> <li>• -Critical review of published research</li> <li>• -Utilization of research findings</li> </ul> | <ul style="list-style-type: none"> <li>-Lecture Discussion</li> <li>-Read/ Presentations of a published/ unpublished research report</li> <li>-Writing group research project</li> </ul> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

**Project (practical) -80 hrs ( 2 weeks )**

Each group of 5 to 7 student will undertake a research project intended to improve patient care directly or indirectly. Project report has to be submitted for evaluation.

**References:**

- Polit D.F. and Beck C.T., Nursing Research : Principles and Methods , Lippincott Williams and Wilkins



- Polit .D.F. and Beck C.T., Essentials of Nursing Research- Appraising evidence for Nursing practice, Lippincott Williams and Wilkins
- Burns .N. and Susan K Groove. Understanding Nursing Research building an Evidenced Based Practice. W.B. Saunders, St. Luis.
- Wood G.L.and Haber J. Nursing research methods and Critical Appraisal for Evidenced- Based Practice. Elsevier.
- Suresh Sharma. Nursing research and statistics.
- Treece and Treece elements of Research in Nursing C.V. Mosby Company
- Kochuthresiamma Thomas. Nursing Research, V Publishers, Kottayam.
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- A Text book of Nursing Research. A TNAI Publication;V Publishers, Kottayam
- Rajee Reghunath. Text Book of Nursing Research. Masters Publishers, Kollam
- B.K Mahajan, Methods in Biostatistics for medical students and research workers Jaypee Latest edn.
- P.S.S.Sundar Rao, G Jesudian and J.Richard, An introduction to biostatistics a manual for students in Health Sciences
- Nursing Research and Statistics. Nursing Research Society of India .Pearson. Delhi
- Dr.R Bincy, Nursing Research Building Evidence for Practice, Second edition Viva Books Private Ltd.
- National & International Journals on Research.

सर्वं भवन्तु सौम्यम् :



**FOURTH YEAR B Sc NURSING**  
**OBSTETRIC AND GYNAECOLOGICAL NURSING**

**OBSTETRIC NURSING**

Placement: IV Year

Theory - 100 hrs

Nursing faculty: 90 hrs

External faculty: 10 hrs

Practical: 480 hrs

**Course Description:**

This course is designed for students to appreciate the concepts and principles of obstetric nursing and helps them to acquire knowledge and develop attitude and beginning skills in rendering nursing care to normal and high risk pregnant women during antenatal, natal and postnatal periods in hospital and community settings. It also helps to develop skills in managing normal and high risk neonate and participate in family welfare programmes.

| Unit | Time (hours) | Learning Objective   | Content   | Teaching learning activities                          | Assessment method                       |
|------|--------------|--|---|---|---|
| I    | 3            | -Appreciate the trends and issues in Obstetric nursing<br>-Identify the legal and ethical aspects in obstetric nursing | <b>Introduction to concepts of Obstetric Nursing</b> <ul style="list-style-type: none"> <li>• Historical perspectives and current trends</li> <li>• Hall marks of Midwifery</li> <li>• Contemporary issues in obstetrics</li> <li>• Legal and ethical aspects</li> <li>• Role of Obstetric Nurse</li> </ul> | Lecture<br>Discussion<br>Explain using slides, Charts | Short answers<br><br>Very short answers |
| II   | 7            | Describe the anatomy   | <b>Review of anatomy and physiology of female reproductive system</b>   | Lecture<br>Discussion                                 | Essay                                   |

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|  | <p>and physiology of female reproductive system.</p> <p>-Discuss pre conception care and preparation for planned parenthood</p> <p>-Explain conception and fetal development</p> | <ul style="list-style-type: none"> <li>• Female pelvis- general description of the bones, joints, ligaments, planes of the pelvis, diameters of the true pelvis, important landmarks, variation in shape of pelvis.</li> <li>• Female organs of reproduction- external genitalia, internal genital organs and their anatomical relations, musculature- blood, supply, nerves, lymphatics, pelvic floor, pelvic cellular tissue, pelvic peritoneum</li> <li>• Physiology of menstrual cycle-</li> <li>• Preconception care and preparing for parenthood</li> <li>• Conception and foetal development</li> <li>• Review of fertilization, implantation, embedding of the ovum, development of the embryo, foetus and placenta, placenta at term, functions abnormalities, the foetal sac, amniotic fluid, the umbilical cord</li> <li>• Foetal circulation, foetal</li> </ul> | <p>n</p> <p>Explain using charts and models</p> <p>Demonstrate with models, objects</p> <p>Practice sessions</p> <p>-Explain using charts, slides &amp; models</p> <p>-</p> <p>Demonstrate with models, objects</p> <p>Practice session</p> | <p>Short answers,</p> <p>Very short answers</p> |
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|     |                            |   | <p>skull, bones,</p> <ul style="list-style-type: none"> <li>• Sutures and measurements</li> </ul>   |  |  |
| III | <p>3<br/>NF-2<br/>EF-1</p> | <p>Explain maternal, prenatal and genetic influences on development of defects and diseases</p> | <p><b>Maternal, prenatal and genetic influences on development of defects and diseases</b></p> <ul style="list-style-type: none"> <li>• Conditions affecting the mother, genetic and infections</li> <li>• Consanguinity</li> <li>• Prenatal nutrition and food allergies.</li> <li>• Maternal Age</li> <li>• Maternal drug therapy</li> <li>• Prenatal diagnosis and counseling</li> <li>• Effect of radiation, drugs and chemicals</li> <li>• Infertility Spontaneous abortion</li> <li>• Neural Tube Defects and the role of folic acid in lowering the risks Down syndrome (Trisomy 21)</li> <li>• Genetic counseling</li> <li>• Nurses role in minimizing threats to the developing embryo and foetus</li> </ul> | <p>Lecture<br/>Discussion<br/>Explain using charts, slides</p> | <p>Essay<br/>Short answers,<br/>Very short answers</p> |
| IV  | <p>8<br/>NF-6<br/>EF-2</p> | <p>Describe the diagnosis</p>   | <p><b>Assessment and management of pregnancy (antenatal)</b></p> <ul style="list-style-type: none"> <li>• Normal pregnancy</li> </ul>   | <p>Lecture<br/>Discussion</p>                                  | <p>Essay</p>   |

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|  | and management of women during antenatal period | <ul style="list-style-type: none"> <li>• Physiological changes during pregnancy :</li> <li>• Reproductive system,</li> <li>• Cardio vascular system,</li> <li>• Respiratory system,</li> <li>• Urinary system,</li> <li>• Gastro intestinal system,</li> <li>• Metabolic changes,</li> <li>• Skeletal changes,</li> <li>• Skin changes,</li> <li>• Endocrine system-changes of endocrine and role of endocrine system in relation to reproduction</li> <li>• Psychological changes.</li> <li>• Diagnosis of pregnancy:</li> <li>• History, physical assessment,</li> <li>• Confirmatory tests,</li> <li>• Differential diagnosis.</li> <li>• Foetal assessment- <ul style="list-style-type: none"> <li>• - Bio physical – foetal movement count, sonography, cardiotocography, NST, CST, nipple stimulation test, vibroacoustic stimulation test[VAST], Manning score</li> <li>• -Biochemical- Human estriol, Maternal serum alpha fetoprotein, acetyl choline</li> </ul> </li> </ul> | <p>n</p> <p>Case discussion</p> <p>Explain using slides, charts</p> <p>Presentation</p> <p>Health talk</p> <p>Practice session</p> <p>Counseling session</p> <p>Case discussion in clinical area</p> <p>Demonst</p> | <p>Short answers,</p> <p>Very short answers</p> <p>Assessment of skills with checklist</p> |
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|  |  |  | <p>esterase(AchE), Triple test, Aminocentesis, Cordocentesis. Chorionic villus sampling[CVS].Intrauterine foetal therapies</p> <ul style="list-style-type: none"> <li>• -Radiology in obstetrics</li> <li>• Antenatal care</li> <li>• -Objectives</li> <li>• -Assessment : History and physical examination,</li> <li>• Antenatal Examination,</li> <li>• Signs of previous child birth,</li> <li>• -Relationship of foetus to uterus and pelvis: Lie, Attitude presentation, position.</li> <li>• -Pervaginal examination</li> <li>• Screening and assessment for high risk,</li> <li>• Risk approach.</li> <li>• -Antenatal preparation</li> <li>• Antenatal counseling,</li> <li>• Antenatal exercises,</li> <li>• Diet,</li> <li>• Minor disorders and management,</li> <li>• Complementary therapies in obstetric practice</li> <li>• Child birth Education classes</li> </ul> | <p>ration</p> <p>Practice session</p> <p>Supervised clinical practice</p> |  |
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|   |    |  | <ul style="list-style-type: none"> <li>• Husband</li> <li>• Families</li> <li>• Preparation for safe confinement.</li> <li>• -Psycho social and cultural aspects of pregnancy:</li> <li>• Adjustment to pregnancy,</li> <li>• Unwed mother,</li> <li>• Single parent,</li> <li>• Teenage pregnancy,</li> <li>• Sexual violence,</li> <li>• Adoption .</li> </ul>   |  |   |
| V | 12 | <p>Describe the physiology and stages of labour</p> <p>Describe the management of women during intranatal period</p> | <p><b>Assessment and management of intranatal period</b></p> <ul style="list-style-type: none"> <li>• - Essential factors of labour</li> <li>• Physiology of labour, mechanism of labour</li> <li>• -Management of labour:</li> <li>• First stage-</li> <li>• -Physiology of normal labour,</li> <li>• Signs and symptoms of onset of labour –normal and abnormal</li> <li>• Duration,</li> <li>• Preparation of :</li> <li>• Labour room</li> <li>• Women</li> <li>• Assessment and observation of women in labour.</li> <li>• Partogram- maternal and</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration using partograph</p> <p>Demonstration using Obstetric maniquin</p> <p>Case discussion/</p> | <p>Essay</p> <p>Short answers,</p> <p>Very short answers</p> <p>Assessment of skills with checklist</p> |

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|  |  |  | foetal monitoring <ul style="list-style-type: none"> <li>• Active management of labour,</li> <li>• Pain relief and comfort in labour,</li> <li>• Pharmacological and non pharmacologic management</li> <li>• Second stage</li> <li>• Signs and symptoms: normal and abnormal</li> <li>• Duration</li> <li>• Mechanism of labour</li> <li>• Conduct of delivery: Principles and techniques</li> <li>• Episiotomy (only if required)</li> <li>• Receiving the new born</li> <li>• Neonatal resuscitation; initial steps and subsequent resuscitation, Apgar scoring</li> <li>• Care of umbilical cord</li> <li>• Immediate assessment including screening for congenital anomalies</li> <li>• Identification</li> <li>• Bonding</li> <li>• Initiate feeding</li> <li>• Screening and transportation of the neonate</li> <li>• Third stage</li> <li>• Signs- and symptoms- normal</li> </ul> | presenta<br>tion.<br><br>Simulate<br>d<br>practice<br><br>Supervis<br>ed<br>clinical<br>practice<br><br>Practice<br>session<br><br>Demonst<br>rate<br>using<br>episioto<br>my<br>simulator |  |
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|    |   |   | <ul style="list-style-type: none"> <li>and abnormal</li> <li>• Duration</li> <li>• Methods of placental separation, expulsion of placenta and membranes</li> <li>• Management- Principles and techniques</li> <li>• Examination of perineum</li> <li>• Maintaining records and reports</li> <li>• Fourth Stage</li> <li>• Vigilant observation and care of the --mother and newborn</li> </ul>   |   |   |
| VI | 4 | <p>Describe the physiology of puerperium.</p> <p>-Describe the management of women during post natal period</p> | <p><b>Assessment and management of woman during post natal period.</b></p> <ul style="list-style-type: none"> <li>• Normal puerperium</li> <li>• Physiology, Psychological phases of puerperium</li> <li>• Post natal assessment and management</li> <li>• Promoting physical and emotional wellbeing</li> <li>• Management of lactation</li> <li>• Family dynamics after child birth</li> <li>• Family welfare services, methods, counseling</li> <li>• Follow up</li> <li>• Records and reports</li> </ul> | <p>Lecture discussion</p> <p>Demonstration</p> <p>Health talk</p> <p>Practice session</p> <p>Supervised clinical practice</p> | <p>Essay</p> <p>Short answers,</p> <p>Very short answers</p> <p>Assessment of skills with checklist</p> |

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| VII  | 4                   | Describe the assessment and management of normal neonate                     | <b>Assessment and management of normal neonates</b> <ul style="list-style-type: none"> <li>• The normal neonate</li> <li>• Physiological adaptation, Initial &amp; daily assessment, including neonatal reflexes &amp; clinical implications</li> <li>• Essential newborn care</li> <li>• Thermal control, Breast feeding</li> <li>• Prevention of infections, immunization</li> <li>• Minor disorders of newborn and its management</li> <li>• Levels of Neonatal care (level I, II &amp; III)</li> <li>• At primary, secondary and tertiary levels</li> <li>• Maintenance of reports and records</li> </ul> | Lectures<br>discussion<br><br>Demonstration<br><br>Practice session<br><br>Supervised<br>Clinical practice | Essay<br><br>Short answers,<br><br>Very short answers<br><br>Assessment of skills with checklist |
| VIII | 23<br>NF-19<br>EF-4 | Describe the identification and management of women with high risk pregnancy | <b>High risk pregnancy- assessment &amp; management</b> <ul style="list-style-type: none"> <li>• -Screening and assessment</li> <li>• Newer modalities of diagnosis</li> <li>• -High risk approach</li> <li>• -Levels of care, primary secondary and tertiary level</li> <li>• -Disorders of pregnancy</li> <li>• Hyper emesis gravidarum,</li> </ul>   | Lecture<br>discussion<br><br>Demonstration<br>using<br>video<br>films,<br>scan,<br>reports                 | Essay<br><br>Short answers,<br><br>Very short answers<br><br>Assessment                          |

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|  |  |  | <p>bleeding in early pregnancy, abortion, ectopic pregnancy &amp; vesicular mole</p> <ul style="list-style-type: none"> <li>• Bleeding in late pregnancy</li> <li>• Ante partum haemorrhage-placenta praevia</li> <li>• Abruptio placenta</li> <li>• -Uterine abnormality and displacement</li> <li>• -Diseases complicating pregnancy-</li> <li>• Medical and surgical conditions, infections UTI, STD, HIV, TORCH, Gynecological diseases complicating pregnancy,</li> <li>• Pregnancy Induced Hypertension &amp; Diabetes, Hydramnios,</li> <li>• Rh incompatibility, multiple gestation, mental disorders, Adolescent pregnancy, Elderly primi and grand multipara,</li> <li>• Abnormalities of placenta &amp; cord,</li> <li>• Intra uterine growth restriction,</li> <li>• Immunology in pregnancy, Coagulation failure in</li> </ul> | <p>partograph</p> <p>Case discussion presentation</p> <p>Health talk</p> <p>Practice session</p> <p>Supervised clinical practice</p> | <p>ent of skills with checklist</p> |
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|    |                     |  | <p>pregnancy,</p> <ul style="list-style-type: none"> <li>• Nursing management of mothers with high risk pregnancy</li> <li>• Maintenance of records and reports</li> </ul>   |   |  |
| IX | 15<br>NF-12<br>EF-3 | Describe management of abnormal labour and obstetric emergencies | <p><b>Abnormal Labour- Assessment and Management</b></p> <ul style="list-style-type: none"> <li>• Disorders in labour:</li> <li>• CPD and contracted pelvis, Mal positions and mal presentations,</li> <li>• Premature labour &amp; premature rupture of membrane, disorders of uterine actions- precipitated labour, prolonged labour or dysfunctional labour, abnormal uterine action</li> <li>• Obstructed labour</li> <li>• Post maturity, Intra uterine fetal death</li> <li>• Complications of third stage:</li> <li>• Injuries to birth canal</li> <li>• -Obstetrical emergencies and their management:</li> <li>• Presentation and prolapse of cord, Vasa praevia, amniotic fluid embolism, rupture of uterus, shoulder dystocia,</li> </ul> | <p>Lecture<br/>Discussion<br/>Demonstration<br/>Case discussion/<br/>presentation<br/>Practice Session<br/>Supervised clinical practice</p> | <p>Essay<br/>Short answers,<br/>Very short answers<br/>Assessment of skills with checklist</p> |

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|   |   |   | <p>obstetrical shock, inversion of uterus</p> <ul style="list-style-type: none"> <li>• -Obstetrical procedures and operations</li> <li>• Induction of labour, forceps, vacuum, version, manual removal of placenta, caesarean section, destructive operations.</li> <li>• -Nursing management of women undergoing obstetrical operations and procedures</li> </ul>   |  |  |
| X | 4 | Describe management of post natal complications | <p><b>Abnormalities during Post natal Period</b></p> <ul style="list-style-type: none"> <li>• -Assessment and management of women with post natal complications-</li> <li>• Puerperal infections, Breast engorgement &amp; infections, UTI, Thrombo- embolic disorders,</li> <li>• Difficulties of lactation,</li> <li>• Suppression of lactation,</li> <li>• Post- partum hemorrhage, and sub involution.</li> <li>• -Psychological complications:</li> <li>• Post partum blues, Post partum depression, Post partum Psychosis</li> </ul> | <p>Lecture discussion</p> <p>Case discussion/ presentation</p> <p>Supervised Clinical practice</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> <p>Assessment of skills with checklist</p> |

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| XI  | 5 | Describe assessment and management of the high risk neonates                 | <b>Assessment and management of high risk newborn</b> <ul style="list-style-type: none"> <li>• -Admission of neonates in the neonatal intensive care units.</li> <li>• Protocols of management</li> <li>• -Nursing management of low birth weight babies-</li> <li>• Infections, Respiratory problems</li> <li>• Hemolytic disorders,</li> <li>• Birth injuries, Malformations.</li> <li>• -Monitoring of high risk neonates</li> <li>• Kangaroo mother care</li> <li>• Feeding of high risk neonates</li> <li>• -Organization and management of neonatal intensive care units</li> <li>• -Infection control in neonatal intensive care units</li> <li>• -Maintenance of reports and records</li> </ul> | Lecture discussion<br><br>Demonstration<br><br>Practice session<br><br>Case discussion<br><br>Presentation<br><br>Supervised clinical practice | Essay<br><br>Short answers,<br><br>Very short answers<br><br>Assessment of skills with checklist |
| XII | 6 | Describe indications, dosage, action, side effects and nurses responsibility | <b>Pharmaco- therapeutics in Obstetrics</b> <ul style="list-style-type: none"> <li>• --Indication, dosage, action, contra indication and side effects of drugs</li> <li>• --Effect of drugs on pregnancy, labour &amp;</li> </ul>   | Lecture<br>Discussion<br>Drug book<br>Drug presenta  | Short answers,<br><br>Very short answers   |

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|      |   | ies in the administration of drugs used for mothers   | <p>puerperium</p> <ul style="list-style-type: none"> <li>--Nursing responsibilities in the administration of drug in Obstetrics ::oxytocics, anti hypertensives, diuretics, corticosteroids, tocolytic agents, anti convulsants, anticoagulants.</li> <li>--Analgesics and Anaesthetics in Obstetrics</li> <li>--Effects of maternal medication on foetus and neonate</li> <li>--Role of obstetric nurse</li> </ul>   | tion   |  |
| XIII | 4 | <p>-Appreciate the importance of family welfare programme</p> <p>-Describe the methods of contraception and role of nurse in family welfare programme</p> | <p><b>Family, Welfare programme</b></p> <ul style="list-style-type: none"> <li>• Population trends and problems in India</li> <li>• Concepts, aims, importance and history of family welfare programme</li> <li>• National population: dynamics, policy and education</li> <li>• National family welfare programme:</li> <li>• National maternal and child health services, CSSM, RCH, ICDS,BFHI,NRHM, Integrated Management of Child hood Illnesses[IMCI], Expanded programe of immunization,</li> </ul> | <p>Lecture discussion</p> <p>Demonstration</p> <p>Practice session</p> <p>Supervised practice</p> <p>Group project</p> <p>Counseling session</p> <p>Field visits</p> | <p>Essay</p> <p>Short answers,</p> <p>Very short answers</p> <p>Project and field visits reports</p> |

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|  |  |  | <p>Janani Suraksha Yojana</p> <ul style="list-style-type: none"> <li>• National policy and legislation in relation to maternal health and welfare</li> <li>• Organization and administration: at national, state, district, block and village levels</li> <li>• Methods of contraception</li> <li>• Counseling for family welfare</li> <li>• Latest research in contraception</li> <li>• Role of national, international and voluntary organizations</li> <li>• Role of a nurse in family welfare programme</li> <li>• Training/ Supervision/ Collaboration with other functionaries in community like ANMs, LHVs, Anganwadi workers, TBAs (Traditional birth attendant Dai), ASHA</li> </ul> |  |  |
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| XIV | 2 | Explain the epidemiology of Obstetrics | <b>Maintenance of vital statistics</b> <ul style="list-style-type: none"> <li>• Maternal morbidity, mortality and fertility rates</li> <li>• Perinatal, morbidity and mortality rates</li> <li>• Neonatal mortality</li> <li>• Causes and preventive measures</li> <li>• Safe motherhood initiative</li> <li>• Obstetric health care-</li> <li>• Essential obstetrics care,</li> <li>• Early detection of complication, Emergency obstetrics care[EMOC]</li> <li>• Making pregnancy safe strategy</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture discussion</li> </ul> | Short answers<br><br>Very short answers |
|-----|---|--|--|--|---|

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## OBSTETRIC NURSING- PRACTICAL

Placement: IV Year

Time:- 480 Hours [12 Weeks]

| Areas                          | Duration in weeks | Objective                    | Skills  | Assignments  | Assessment method   |
|--------------------------------|-------------------|------------------------------|---|--|---|
| Antenatal Ward, OPD, AN Clinic | 4                 | Assessment of pregnant women | <ul style="list-style-type: none"> <li>-Antenatal history taking</li> <li>-Physical examination</li> <li>-Recording of weight &amp; B.P</li> <li>-Haemoglobin &amp; Urine testing for sugar and examination abdomen and breast</li> <li>immunization</li> <li>-Assessment of risk status</li> <li>-Teaching antenatal mothers</li> <li>-Maintenance of antenatal records</li> </ul> | <ul style="list-style-type: none"> <li>- Conduct Antenatal Examinations - 30</li> <li>- Case book recordings- 20</li> <li>- Care study - 1</li> <li>-Case presentation</li> <li>- Health talk- 1</li> <li>drug file</li> </ul> | <ul style="list-style-type: none"> <li>-Verification of findings of antenatal examinations</li> <li>-Completion of case book record</li> <li>-Evaluation of health talk</li> <li>-Evaluation of care study</li> <li>-Clinical performance evaluation</li> </ul> |

|                  |   |   |   |   |  |
|------------------|---|---|---|---|--|
| Labour room & OT | 3 | <ul style="list-style-type: none"> <li>-Assess woman in labour</li> <li>-Prepare the woman for labour</li> <li>-Conduct normal deliveries</li> <li>-Perform episiotomy and suture it</li> <li>-Assist with normal delivery</li> <li>-Resuscitate newborns</li> <li>-Assist with caesarean sections</li> <li>-Assist with</li> </ul> | <ul style="list-style-type: none"> <li>-Assessment Woman in labour</li> <li>-Prepare the women for labour</li> <li>-Monitoring and caring of woman in labour</li> <li>-Maintenance of partogram</li> <li>-Conduct normal delivery</li> <li>-Newborn assessment and immediate care</li> <li>-Resuscitation of newborns</li> <li>-Assist with abnormal vaginal delivery</li> <li>-Assessment of risk status of newborn</li> <li>-Episiotomy and suturing</li> <li>-Maintenance of labour and birth records</li> <li>-Arrange for and assist with Caesarean section and care for woman &amp; baby during Caesarean</li> <li>-Arrange for and assist with other surgical</li> </ul> | <ul style="list-style-type: none"> <li>-Conduct normal deliveries- 20</li> <li>-Per vaginal examinations - 5</li> <li>-Perform and suture the episiotomies-5</li> <li>-Perform/ Resuscitate newborns-5</li> <li>-Assist with Caesarean sections-2</li> <li>-Witness/ Assist abnormal deliveries-5</li> <li>-Assist with other surgical procedures</li> <li>- case book recordings</li> <li>drug file</li> </ul> | <ul style="list-style-type: none"> <li>-Assessment of clinical performance</li> <li>-Assessment of each skill with check lists</li> <li>-Completion of case book recordings</li> <li>-Instrument used in Obstetric practice- Viva voce</li> <li>-OSCE</li> </ul> |
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|                 |   |   |  |   |  |
|-----------------|---|---|--|---|--|
|                 |   | other surgical procedures   | procedures   |   |  |
| Post natal ward | 3 | <ul style="list-style-type: none"> <li>-Provide nursing care to post natal mother and baby</li> <li>-Counsel and teach mother and family for parent hood</li> </ul> | <ul style="list-style-type: none"> <li>-Examination and assessment of normal and high risk mother and baby</li> <li>-Identification of deviations</li> <li>- Care of postnatal normal and high risk mother and baby</li> <li>-Teaching post natal mother craft</li> <li>-Post natal care &amp; exercises , Immunization</li> </ul> | <ul style="list-style-type: none"> <li>-Give care to post natal mother and baby:</li> <li>-Post natal assessment -20</li> <li>-Health talk-1</li> <li>-Care study: - 1</li> <li>-Case presentation</li> <li>-Case book recordings</li> <li>- drug file</li> </ul> | <ul style="list-style-type: none"> <li>-Assessment of clinical performance</li> <li>-Assessment of each skill with checklists</li> <li>-Completion of case book recording</li> <li>-Evaluation of care study and presentation and health education sessions</li> </ul> |

|                 |   |   |  |  |  |
|-----------------|---|---|--|--|--|
| Newborn nursery | 1 | Provide nursing care to newborn at risk | <ul style="list-style-type: none"> <li>-Admission of neonates</li> <li>-Feeding of at risk neonates</li> <li>-Witness/ assist with assessment and care of high risk newborn</li> <li>-Thermal management of neonates kangaroo mother care, care of baby in incubator</li> <li>-Monitoring and care of neonates</li> <li>-Administering medication</li> <li>-Intravenous therapy</li> <li>-Assisting with diagnostic procedure</li> <li>-Assisting with exchange transfusion</li> <li>-Care of baby on ventilator, Phototherapy</li> <li>Infection control protocols in the nursery</li> <li>-Teaching and counseling of parents</li> <li>-Maintenance of neonatal records</li> </ul> | <ul style="list-style-type: none"> <li>- Assessment of high risk neonate- 1</li> <li>- Care plan: high risk neonate- 1</li> <li>drug file</li> </ul> | <ul style="list-style-type: none"> <li>-Assessment of clinical performance</li> <li>-Evaluation of observation report</li> </ul> |
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|   |   |   |  |   |                                  |
|---|---|---|--|---|----------------------------------|
| Family Welfare Clinic/post natal clinic | 1 | Counsel for and provide family welfare services | -Counseling Technique<br>-Assist with insertion of IUCD<br>-Teaching on use of family planning methods<br>-Arrange for and assist with family planning operations<br>-Maintenance of records and reports | -assist with IUD insertion -5<br>-Observation report - Counseling-2<br>-Assist with PPS/Laparoscopy-5<br>-Recording and reporting | Evaluation of observation report |
| <b>Project</b>                          |   | <b>Evaluation of project</b>                    |  |   |                                  |

### Essential Requirements for registration as Midwife

|   |    |
|---|----|
| Antenatal care  | 20 |
| Antenatal examination   | 30 |
| Conducting normal deliveries in hospital/ home/ health center | 20 |
| Vaginal examination   | 5  |
| Episiotomy and suturing                                       | 5  |
| Neonatal resuscitation  | 5  |
| Assist with Caesarean Section                                 | 2  |
| Witness/ Assist abnormal deliveries                           | 5  |
| Post natal cases nursed in hospital/home/ health center       | 20 |
| Insertion of IUD  | 5  |

Note: All case books must be certified by teacher on completion of essential requirements

### Assignments:

|                   |   |   |
|-------------------|---|---|
| Care study        | : | 2. (Antenatal -1, Post Natal -1)                      |
| Case Presentation | : | 1 (Antenatal / post natal – 1)                        |
| Nursing Care Plan | : | 3 (antenatal -1, postnatal -1, newborn – 1(highrisk)) |
| Health talk       | : | 2   |
| Drug file         |   | Project   |

### Obstetric and Gynaecological Nursing Record:

Antenatal -20, Intranatal -20, Post natal -20

Care study abstract- 3 ( Antenatal -1, Post natal -1, Gynaec -1)

Gynec surgeries assisted / witnessed -5

### GYNAECOLOGICAL NURSING

Placement: IV Year

Theory: 30 Hours

(Nursing faculty: 20 hrs; External faculty: 10 hrs)

Practical: 160 Hours

#### Course description:

This course is designed to help the students acquire knowledge, develop attitude and beginning skills in the management of women with gynecological problems and render pre and post operation care to clients undergoing major and minor surgeries

| Unit | Time (Hrs) | Learning Objectives   | Content   | Teaching Learning Activity   | Assessment Method   |
|------|------------|---|---|--|---|
| I    | 4          | <ul style="list-style-type: none"> <li>-Explain the concepts and principles of gynecological nursing</li> <li>-Appreciate the trends and issues in gynecologic nursing</li> <li>-Review the anatomy physiology of the female reproductive system</li> <li>-Identify the congenital abnormalities of female reproductive system</li> </ul> | <p><b>Introduction to Gynecological Nursing</b></p> <ul style="list-style-type: none"> <li>• -Concepts and principles of Gynecological Nursing</li> <li>• -Trends and issues</li> <li>• -Review of anatomy and physiology of the female reproductive system</li> <li>• -Congenital abnormalities of female reproductive system</li> </ul> | <ul style="list-style-type: none"> <li>-Lecture</li> <li>Discussion</li> <li>-Seminar</li> <li>-Explain using charts, models, films, slides</li> <li>-Case discussion</li> <li>-Health education</li> <li>-</li> </ul> | <ul style="list-style-type: none"> <li>Short answers</li> <li>Very short answers</li> </ul> |

|     |                   |   |  |   |   |
|-----|-------------------|---|--|---|---|
|     |                   | -Explain sexuality and reproductive health  | <ul style="list-style-type: none"> <li>-Sexuality and Reproductive Health</li> </ul>   | Supervised clinical practice  |   |
| II  | 6<br>NF-4<br>EF-2 | <p>-Describe the gynecological assessment &amp; the diagnostic measures</p> <p>-Describe the pre &amp; post operative management of women undergoing major and minor gynecological procedures</p> | <p><b>Gynecological Assessment</b></p> <ul style="list-style-type: none"> <li>• History and Physical assessment</li> <li>• Breast Self Examination, pelvic examination</li> <li>• Diagnostic measures &amp; its implications</li> <li>• General pre and post operative management of women undergoing major and minor surgical procedures</li> </ul> | <p>Lecture discussion</p> <p>- Demonstration</p> <p>-Practice session</p> <p>Supervised clinical practice</p> <p>-Case discussion</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |
| III | 4<br>NF-2<br>EF-2 | Describe the etiology, pathophysiology, clinical manifestation, diagnostic measures, treatment modalities and nursing management of patients with menstrual disorders                             | <p><b>Nursing management of patients with menstrual disorders</b></p> <ul style="list-style-type: none"> <li>• -Dysmenorrhea</li> <li>• -Amenorrhea</li> <li>• -Premenstrual syndrome</li> <li>• -Abnormal Uterine Bleeding: Menorrhagia, Metrorrhagia</li> </ul>  | <p>Lecture discussion</p> <p>Explain using slides</p> <p>Case discussion</p> <p>Supervised clinical practice</p>                      | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |



|    |                   |  |  |   |  |
|----|-------------------|--|--|---|--|
|    |                   |  | <ul style="list-style-type: none"> <li>• -Menopause and Hormonal replacement Therapy</li> </ul>  |   |  |
| IV | 3<br>NF-2<br>EF-1 | Describe the cause of male/female infertility, investigation, treatment modalities including Assisted Reproductive Technology & the role of nurse in management of infertility                               | <b>Infertility and management</b> <ul style="list-style-type: none"> <li>• -causes</li> <li>• -investigations</li> <li>• -treatment modalities</li> <li>• Nursing management</li> </ul>  | Lecture discussion<br>Explain using slides, charts, case discussion | Essay<br>Short answers<br>Very short answers |
| V  | 5<br>NF-2<br>EF-3 | Describe the etiology, pathophysiology, clinical manifestation, diagnostic measures, treatment modalities and nursing management of patients with inflammatory diseases and neoplasms of reproductive organs | <b>Inflammatory diseases and Neoplasm of reproductive organs</b> <ul style="list-style-type: none"> <li>• Pelvic inflammatory Disease</li> <li>• Ovarian and fallopian tube disorders, cysts, tumors, Uterine and cervical disorders</li> <li>• Endometriosis, adenomyosis, polyps, fibroids, cervical cancer and uterine tumor</li> </ul> | Lecture discussion<br>Explain using slides, charts, case discussion | Essay<br>Short answers<br>Very short answers |

|      |                   |   |   |   |  |
|------|-------------------|---|---|---|--|
| VI   | 3<br>NF-2<br>EF-1 | Describe the etiology, pathophysiology, clinical manifestation, diagnostic measures, treatment modalities and nursing management of patients with mechanical disturbance and injuries to female genital tract | <b>Mechanical Disturbances and injuries to female genital tract</b> <ul style="list-style-type: none"> <li>• Retroversion, uterine displacement</li> <li>• Cystocele/ Urethrocele/ Rectocele</li> <li>• Injuries and Trauma to pelvic floor</li> <li>• fistulas</li> <li>• Sexual violence</li> </ul> | Lecture discussion<br>Explain using slides, charts, case discussion                     | Essay<br><br>Short answers<br><br>Very short answers |
| VII  | 3<br>NF-2<br>EF-1 | Describe the etiology, pathophysiology, clinical manifestation, diagnostic measures, treatment modalities and nursing management of patients with genital tract infection                                     | <b>Infections of the female genital tract</b> <ul style="list-style-type: none"> <li>• Venereal and non venereal infections and discharges</li> <li>• Vaginal and vulval disorders</li> <li>• Toxic shock syndrome</li> </ul>   | Lecture discussion<br>Explain using slides, charts, case discussion<br>Health education | Short answers<br><br>Very short answers              |
| VIII | 2                 | Describe indications, dosage, action, side effects and nurses responsibilities in the administration of drugs   | <ul style="list-style-type: none"> <li>• <b>Drugs used in treatment of gynecological disorders</b></li> </ul>   | Lecture discussion, Drug book<br>Drug Presentation                                      | Short answers<br>Very short answers                  |

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## GYNAECOLOGICAL NURSING -PRACTICAL

Placement: IV Year B.Sc Nursing

Practical: 160 Hours [4 weeks]

सर्वं भवन्तु सुखिनः

| Areas            | Duration in weeks | Objectives   | Skills   | Assignments   | Assessment methods  |
|------------------|-------------------|--|--|---|---|
| Gynecology wards | 3 (OPD) – 3 days  | Assessment of women with gynecological disorders<br>Provide pre, intra and post operative care to women with gynecologic disorders | Assist with Gynecological Examination<br>Assist with diagnostic and therapeutic procedures<br>Assist with minor and major surgical procedures<br>Render pre and post operative nursing care to women undergoing minor and major surgical procedures<br>Provide incidental and planned health education to patients and family members. | Provide care to assigned patients<br>Gynecological assessment-2<br>Care study-1<br>Case presentation-1<br>Drug file | Assess skills with check list<br>Evaluation of care study<br>Evaluation of drug book -OSCE<br>Assessment of clinical performance<br>Instruments in Gynecologic practice-<br>Viva voce |
| OT               | 1 week            | Counsel and educate patient and families   |  |   |   |

**Assignments:**

- Gynaecologic assessment – 2
- Care study - 1
- Case Presentation - 1

## COMMUNITY HEALTH NURSING –II

Placement: IV year

Theory -100 Hrs

Practical- 320 Hrs

### Course description:

The course is designed for students to practice community health nursing for the individual, family and groups at both urban and rural settings by using concepts and principles of health and community health nursing.

| Unit     | Time (hrs) | Learning objectives  | Content  | Teaching learning Activities   | Assess ment methods   |
|----------|------------|--|--|--|---|
| <b>I</b> | <b>10</b>  | <p>Define the concepts, scope, principles and historical development of Community Health and Community Health Nursing</p> <p>Explain the steps of Nursing of process in Community Health Nursing</p> | <p><b>INTRODUCTION :</b></p> <ul style="list-style-type: none"> <li>• Community Health Nursing</li> <li>• Definition &amp; concept of Community Health Nursing</li> <li>• Historical development of Community health Nursing-</li> <li>• World, India</li> <li>• Principles community health nursing</li> <li>• Qualities of Community Health Nurse</li> <li>• Roles &amp; responsibilities of community health nurse</li> <li>• Approaches to community health nursing practice- Epidemiological approach, Problem solving approach, Evidence based approach</li> </ul> | <p>Lecture<br/>discussion</p> <p>Survey<br/>Project</p> <p>Family<br/>Nursing<br/>process<br/>mapping</p> <p>Exercise on<br/>Community<br/>diagnosis</p> | <p>Essay</p> <p>Short<br/>answers</p> <p>Very short<br/>answers</p> |

|    |    |   |   |  |   |
|----|----|---|---|--|---|
|    |    |   | <ul style="list-style-type: none"> <li>• Application of Nursing theories in Community Health Nursing</li> <li>• Nursing process and Application of Nursing Process in Community health Nursing Practice.</li> <li>• Community Identification- Purpose, Methods</li> <li>• community survey</li> </ul>   |  |   |
| II | 10 | Explain the concept of family health care and family health nursing process | <p><b>FAMILY HEALTH SERVICES</b></p> <ul style="list-style-type: none"> <li>• Family <ul style="list-style-type: none"> <li>-Definition</li> <li>-Types</li> <li>-Functions</li> </ul> </li> <li>• Family development cycle <ul style="list-style-type: none"> <li>-Characteristics of family.</li> </ul> </li> <li>• Role of Family in health and illness</li> <li>• Objectives of family health care</li> <li>• Family nursing process</li> <li>• Counseling in family health care</li> <li>• Home visit <ul style="list-style-type: none"> <li>- purposes,</li> <li>- principles and steps</li> </ul> </li> <li>• Public health bag <ul style="list-style-type: none"> <li>-uses,</li> <li>- principles,</li> <li>- bag technique</li> </ul> </li> </ul> | <p>Lecture discussion</p> <p>Writing Nursing care plan</p> <p>Demonstration of bag technique</p> | <p>Essays</p> <p>Short answer</p> <p>OSCE/ OSPE</p> |

|     |    |  |  |  |  |
|-----|----|--|--|--|--|
| III | 6  | Describe health plans, policies various health committees and health problems in India   | <b>Health Planning, policies and problems</b> <ul style="list-style-type: none"> <li>• National health planning in India and Five Year Plans</li> <li>• Various committees and commissions on health and family welfare</li> <li>• National health policies</li> <li>• National population policy</li> <li>• Health problems in India</li> </ul>   | Lecture<br>discussion<br>Panel<br>discussion<br>Seminar  | Essay<br><br>Short answers                           |
| IV  | 15 | Describe the system of delivery of community health services in rural and urban areas<br><br>-List the functions of various levels of health workers<br><br>-Describe the alternative systems of health .-<br>Describe the | <b>Delivery of health care in India:</b> <ul style="list-style-type: none"> <li>• Public sector <ul style="list-style-type: none"> <li>-Primary health care</li> <li>-Sub centre</li> <li>-PHC</li> <li>-Hospitals/ Health centres</li> <li>-CHC</li> <li>-Rural Hospitals</li> <li>-District Hospital</li> <li>-Specialist Hospitals</li> <li>-Teaching Hospitals</li> <li>- Other Agencies <ul style="list-style-type: none"> <li>- Railway</li> <li>- Defense Services</li> </ul> </li> </ul> </li> <li>• Health Insurance Scheme</li> <li>• Health care delivery through private sector</li> <li>• Indigenous Systems of medicine</li> </ul> | Lecture<br>discussion<br><br>Visits to various health care delivery systems<br><br>Supervised field practice<br><br>Panel discussion | Essay<br><br>Short answers<br><br>Very short answers |

|          |           |  |  |  |   |
|----------|-----------|--|--|--|---|
|          |           | <p>chain of referral system</p> <p>-Explain the records and reports maintained in the health centres</p> | <ul style="list-style-type: none"> <li>• Voluntary Health agencies</li> <li>• National Health Programmes</li> <li>• Indian Public Health Standards <ul style="list-style-type: none"> <li>- IPHS guidelines for Sub centre, Primary health centre and Community health centre.</li> </ul> </li> <li>• Organisation, staffing and delivery of urban health services</li> <li>• Job descriptions of community health personnel at various levels.</li> <li>• Referral system</li> <li>• Records, reports</li> <li>• Health Management Information System (HMIS)</li> </ul> |  |   |
| <b>V</b> | <b>12</b> | <p>Explain the various services rendered to the community</p>  | <p><b>Community Health Services</b></p> <ul style="list-style-type: none"> <li>• Maternal and Child Health services</li> <li>• Family welfare services</li> <li>• Adolescent health services</li> <li>• School Health Services</li> <li>• Community mental health</li> <li>• Care of the aged</li> <li>• Occupational Health</li> </ul>  | <p>-Lecture discussion</p> <p>Supervised field practice</p> <p>Organize camps</p> <p>And Group Project</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |



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|    |   |  | <ul style="list-style-type: none"> <li>• Environmental health</li> <li>• Disaster management</li> <li>• Organizing clinics and camps for providing services to the community</li> </ul>   |  |   |
| VI | 8 | Describe the activities of community health nurse in assisting individuals and groups to promote and maintain their health | <p><b>Assisting individuals and groups to promote and maintain health</b></p> <p><b>A. Assessment of self and family</b></p> <ul style="list-style-type: none"> <li>• -Empower family to monitor growth and development of children, breast self examination and examination of testicles, urine for sugar and albumin, Blood pressure and blood sugar estimation etc</li> <li>• - Health assessment of : <ul style="list-style-type: none"> <li>- Infant</li> <li>- Toddler</li> <li>- Preschool child</li> <li>- School child</li> <li>- Elderly</li> <li>- Antenatal and postnatal mothers</li> </ul> </li> </ul> <p><b>B. Sensitize and handle social issues affecting health of family</b></p> <ul style="list-style-type: none"> <li>• Women Empowerment</li> </ul> | <p>-Lecture discussion</p> <p>- Demonstration</p> <p>-Supervised field practice</p> <p>-Individual / group/ family/ community</p> <p>-Health education</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

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|------------|-----------|--|---|---|---|
|            |           | Identify the resources available in the community  | <ul style="list-style-type: none"> <li>• Women and child abuse</li> <li>• Abuse of elders</li> <li>• Female Feticide</li> <li>• Commercial sex workers</li> <li>• Alcoholism and Substance abuse</li> </ul> <p><b>C. Utilization of community resources for self and family</b></p> <ul style="list-style-type: none"> <li>• Various Govt. Schemes for the aged, widows, physically and mentally challenged</li> <li>• Old age homes, Orphanage, Homes for physically and mentally challenged individuals.</li> </ul> | -Field trips  |   |
| <b>VII</b> | <b>20</b> | -Describe the National health programmes and the role of a nurse in National health programmes | <p><b>National health programmes and the role of a nurse:</b></p> <ul style="list-style-type: none"> <li>• National ARI control programme</li> <li>• Revised National Tuberculosis Control Programme (RNTCP)</li> <li>• National vector borne disease Control programme</li> <li>• National Guinea worm eradication programme</li> <li>• National Leprosy eradication programme</li> <li>• National STD and AIDS</li> </ul>   | <p>-Lecture discussion</p> <p>-Participate in National health programmes</p> <p>-Field visits</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

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|  |  |  | <p>control programme</p> <ul style="list-style-type: none"> <li>• National Programme for control of blindness</li> <li>• Iodine deficiency disorder programme</li> <li>• Universal immunization programme</li> <li>• RCH and National Family Welfare Programme</li> <li>• National water supply and sanitation programme</li> <li>• Minimum Needs programme</li> <li>• 20 point programme</li> <li>• Polio Eradication: Pulse Polio Programme</li> <li>• National programme for prevention and control of cancer,diabetes,cardio vascular disease, stroke</li> <li>• Community Nutrition Programme</li> <li>• ICDS programme</li> <li>• National Mental health programme</li> <li>• NHM / NRHM and NUHM</li> <li>• Integrated Management of Neonatal and Childhood Illness (IMNCI)</li> <li>• National Health Policy</li> </ul> |  |
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| VIII | 5 | Explain the role and functions of various national and international health agencies | <p><b>Health Agencies</b></p> <ul style="list-style-type: none"> <li>• International :- <ul style="list-style-type: none"> <li>• WHO</li> <li>• UNDP</li> <li>• World Bank</li> <li>• FAO</li> <li>• UNICEF</li> <li>• DANIDA</li> <li>• Rockefeller - Foundation</li> <li>• Red Cross</li> <li>• USAID</li> <li>• UNESCO</li> <li>• ILO</li> <li>• CARE .</li> </ul> </li> <li>• National :- <ul style="list-style-type: none"> <li>• Indian Red Cross Society</li> <li>• Indian Council for Child Welfare</li> <li>• Family Planning Association of India</li> <li>• Tuberculosis Association of India</li> <li>• Hindu Kusht Nivaran Sangh</li> <li>• Central Social Welfare Board,</li> <li>• Bharat Sevak Samaj - All India Blind Relief</li> </ul> </li> </ul> | Lecture discussion<br>Field visits | Essay<br>Short answers<br>Very short answers |
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|           |          |  | Society.   |  |   |
| <b>IX</b> | <b>2</b> | Explain the concepts of health economics                                   | <b>Health Economics</b> <ul style="list-style-type: none"> <li>• Demand, supply &amp; cost of health care, cost containment</li> <li>• Family budgeting in health and illness</li> </ul>   | Lecture<br>discussion                              | Short answers<br><br>Very short answers |
| <b>X</b>  | <b>5</b> | Identify the principles and techniques of supervision                      | <b>Supervision</b> <ul style="list-style-type: none"> <li>• Definition, principles, goals, methods and steps of supervision</li> <li>• Essential qualities and responsibilities</li> <li>• Supervisory functions of</li> <li>• Community Health Nurse in primary health care units</li> <li>• Training and supervision of community health workers</li> <li>• Maintaining Staff morale</li> <li>• Supervision of students</li> </ul> | Lecture<br>Discussion<br>Supervised field practice | Essay<br><br>Short answers              |
| <b>XI</b> | <b>5</b> | Describe the public health administration at centre, state and local level | <b>Public Health Administration</b> <ul style="list-style-type: none"> <li>• Organization and administration of Health Services at Centre, State, district and local level</li> <li>• Panchayati Raj</li> <li>• Public Health Laws</li> </ul>  | Lecture<br>Discussion                              | Essay<br>Short answers                  |

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| XII | 2 | Recognize the importance of research in community health nursing | <b>Research in Community health nursing</b> <ul style="list-style-type: none"> <li>• Need and significance, Researchable problems in community health</li> <li>• Role of Community Health nurse in research activities</li> </ul> | Lecture<br>Discussion<br><br>Group work | Short answers<br><br>Group work presentation |
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## COMMUNITY HEALTH NURSING-II

Placement-IV year BSc Nursing

Practical-320 hrs (8 weeks)

| Areas  | Duration (in weeks)                             | Objectives  | Skills  | Assignments  | Assessment Methods  |
|--|---|---|---|--|---|
| <b>Community under Rural PHC</b><br><br><b>Urban Health Centre</b> | <b>6-wks – rural</b><br><br><b>2wks - urban</b> | -Identify community profile<br>-Identify prevalent communicable and non communicable diseases in the community<br>-Diagnose health needs of individual, families and community<br>-Plan and provide need based services to individuals and families.<br>-Organize health camps for the needy people | -Conducting community health survey<br>-Formulate community diagnosis<br>-Provide need based family care<br>-Home care based on scientific principles using Bag techniques<br>-Organize and conduct health exhibitions/camps in the health centre and community<br>-Screen antenatal mothers and provide need based services.<br>Conduct postnatal visits, assess mother and baby and render services<br>-Motivate for family planning services<br>-Participate in the source reduction and | Community survey report –I<br>Community Health Project-1<br>Health exhibition-1<br>Family care Plan-4<br>Family care study-1<br>Health talk-2<br>Report of health assessment of various age groups<br>Report of Field visits to -Factory | -Assess clinical performance with rating scale<br>- Evaluation of community survey report, family care study, Community project, Clinic reports and |

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|  |  | <p>-Participate in National health programmes</p> <p>-Educate individual and family to lead a healthy life.</p> <p>-Participate in school health programmes</p> <p>-Collect Vital health statistics</p> <p>-Maintain Records &amp; reports</p> <p>Participate in the supervision of health workers</p> | <p>other activities related to the control of communicable diseases.</p> <p>-Empower people to identify the deviations from normal health and to seek medical aid.</p> <p>- Assess clients with physical and mental disabilities, provide services</p> <p>-Screen and render services to school children and make referral as needed</p> <p>-Assist health workers in preparing reports and attend monthly conferences in the PHC</p> | <p>Dist.TB center</p> <p>-Old age home</p> <p>-Panchayat Raj institution</p> <p>Field trip to</p> <p>-Institute for rural health,</p> <p>-AIDS control unit .</p> <p>-agency / Institute for physically challenged .</p> | <p>health talk</p> <p>-</p> <p>Completi on of practical record</p> |
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## NURSING EDUCATION

Placement: IV Year

Theory – 80 hours

Practical– 120 hours

(Practice Teaching-3 hrs/ student)

### Course Description:

This course is designed to help the students to develop an understanding of the principles and methods of teaching and to equip the students with the beginning skills in teaching in clinical, community health and educational settings

| Unit | Time (hrs) | Learning Objective  | Content   | Teaching Learning Activities | Assessment methods  |
|------|------------|---|---|------------------------------|---|
| 1    | 12         | List the aims of education<br>Explain principles of education<br>Recognize the educational philosophies in nursing education<br>Describe the characteristics of learning<br>Explain the maxims of teaching<br>Explain the laws of learning<br>Explain the | <b>Principles of education</b> <ul style="list-style-type: none"> <li>• -Meaning of education:</li> <li>• Definitions, aims, functions&amp; principles.</li> <li>• -Philosophies of Education&amp;</li> <li>• Application of educational philosophies in nursing</li> <li>• Education: Idealism, Naturalism, Pragmatism, Eclectism.</li> <li>• Review – history of developments of nursing education in the state, national and international level</li> <li>• -Current trends in Nursing Education</li> <li>• Teaching Learning</li> </ul> | Lecture<br><br>Discussion    | Essay<br><br>Short answers<br>Very short answers<br><br>Written assignments |

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|    |    | Methods of Teaching   | <p>Process</p> <ul style="list-style-type: none"> <li>• -Teaching learning process</li> <li>• -Characteristics of learning</li> <li>• -Factors influencing learning</li> <li>• -Laws of learning</li> <li>• -Principles of teaching</li> <li>• -Maxims of teaching</li> <li>• - Role of a teacher</li> <li>• -Qualities of teacher</li> </ul>                             |  |   |
| II | 15 | <p>Explain the principles of curriculum planning</p> <p>Explain the classification of educational objectives</p> <p>List the qualities of educational objective</p> <p>Prepare unit plan, lesson plan</p> | <p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• -Definition</li> <li>• -Concepts Principles of curriculum Planning</li> <li>• -Steps in curriculum development</li> <li>• -Formulation of educational objectives - Taxonomical classification of objectives</li> <li>• -Course Planning</li> <li>• -Unit Plan –Types</li> <li>• -Lesson Plan</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Exercise on writing objectives</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

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| III | 15 | Demonstrate skill in teaching in all settings using various methods and medias | <b>Methods of Teaching</b> <ul style="list-style-type: none"> <li>• -Lecture</li> <li>• -Demonstration</li> <li>• -Discussion</li> <li>• -Seminar,</li> <li>• Symposium</li> <li>• -Panel discussion</li> <li>• -Programmed Instruction</li> <li>• -Problem based learning</li> <li>• -Microteaching</li> <li>• -Self instructional module</li> <li>• -Simulation</li> <li>• -Computer assisted learning</li> <li>• -Role Play</li> <li>• - Field trip</li> <li>• -Workshop</li> <li>• -Project method</li> <li>• -Clinical teaching methods :</li> <li>• case method,</li> <li>• nursing rounds &amp;reports,</li> <li>• bedside clinics,</li> <li>• conference (individual and group),</li> <li>• process recording</li> </ul> | Lecture<br>Discussion<br>Conduct 5 teaching sessions using different methods and media | Essay<br>Short answers<br>Very short answers<br>Evaluate teaching Sessions |
| IV  | 12 | Prepare and use different types of educational                                 | <b>Educational Media</b> <ul style="list-style-type: none"> <li>• Purposes &amp; types of A.V.Aids,</li> <li>• Edgardales cone of</li> </ul>   | Lecture<br>Discussion  | Essay<br>Short   |

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|   |    | media effectively   | <p>experience principles and sources</p> <ul style="list-style-type: none"> <li>• -Graphic aids : chalk board, chart, graph, poster, flash cards, flannel graph, bulletin board, cartoon</li> <li>• -Three dimensional aids: Objects, specimens, models, puppets</li> <li>• -Printed aids : pamphlets &amp; leaflets</li> <li>• -Projected aids: slides, overhead projector, films TV, VCD, microscope, projectors- LCD projector, DLP Projector, etc</li> <li>• -Audio aids: tape recorder, public address system</li> <li>• -Computers</li> </ul> | <p>Demonstration</p> <p>Prepare different teaching aids projected and non projected</p> | <p>answers</p> <p>Very short answers</p> <p>Assess the teaching aids prepared</p> |
| V | 12 | Construct different types of questions for assessment of knowledge skills and attitudes | <p><b>Evaluation &amp; Assessment</b></p> <ul style="list-style-type: none"> <li>• -Purpose &amp; scope of evaluation &amp; assessment</li> <li>• -Criteria for selection of assessment techniques and methods</li> <li>• -Qualities of an evaluation tool,</li> </ul>  | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Exercise on writing</p>        | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p>                       |

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|    |   |   | <ul style="list-style-type: none"> <li>• -Principles of evaluation and test construction.</li> <li>• -Assessment of knowledge: Essay type questions, Short answer question (SAQ) Multiple choice questions (MCQ)</li> <li>• -Assessment of skills: observation checklist, practical exam, Viva, Objective structured clinical examination (OSCE)</li> <li>• -Assessment of Attitudes</li> <li>• Attitude Scales</li> <li>• -Evaluation of the course</li> </ul> | different types of assessment tools   | Assess the strategies used in practice teaching sessions and exercise sessions             |
| VI | 7 | Develop basic skill of counselling and guidance | <p><b>Guidance &amp; counselling</b></p> <p><b>Guidance:</b></p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• - Purpose,</li> <li>• scope and need</li> <li>• -Basic principles</li> </ul> <p><b>Counselling:</b></p> <ul style="list-style-type: none"> <li>• -Organization of counselling services</li> <li>• -Types of counselling approaches</li> <li>• -Role and preparation of counsellor</li> </ul>                                    | Lecture<br>Discussion<br>Role play in counseling in different situations followed by discussion | Essay<br>Short answers<br>Very short answers<br>Assess performance in role play situations |

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|            |          |  | <ul style="list-style-type: none"> <li>• -Issues for counselling in nursing : students and practitioners</li> </ul>  |                       |                                     |
| <b>VII</b> | <b>7</b> | -Describe principles & types of discipline<br>-Identify teachers role in preventive discipline | <b>Discipline</b> <ul style="list-style-type: none"> <li>• definition,</li> <li>• aims of discipline in education,</li> <li>• principles &amp; types,</li> <li>• preventive discipline, ,</li> <li>• disciplinary procedure,</li> <li>• teachers role in disciplinary problem</li> </ul> | Lecture<br>Discussion | Short answers<br><br>Objective type |

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**NURSING EDUCATION-**

**PRACTICAL-120 hrs**

| Areas   | Duration      | Objectives  | Skills   | Assignments   | Assessment methods                                   |
|---|---------------|---|--|---|--|
| Per Student<br>Class room<br>teaching<br>(2 sessions) | 1hour<br>each | Develop<br>Beginning<br>skill in<br>classroom<br>teaching | Use different<br>instructional<br>methods and<br>media<br>Practice<br>different<br>teaching skills | Project on<br>AV aids<br>Preparation<br>of<br>master<br>rotation<br>plans | Evaluation<br>of<br>practice<br>teaching<br>sessions |
| Procedure<br>demonstration<br>(1 session)             | 1hour         |   | Follows maxims<br>of teaching  | Micro<br>teaching<br>Peer<br>teaching<br>Practice<br>teaching             |  |

सर्वं भवन्तु सौम्यम् :

## MANAGEMENT OF NURSING SERVICE AND EDUCATION

Placement – IV Year

Theory – 70 Hours

Practical –120 Hours

### Course Description:

This course is designed to provide the students a basic knowledge about the principles and functions of management and its application to the nursing service and education. This is also designed to enable students to acquire understanding of the professional responsibilities, prospects and contribution to the growth of the profession.

| Unit | Time (hrs) | Learning objectives                                | Content  | Teaching learning activity | Assessment methods                           |
|------|------------|--|--|----------------------------|--|
| I    | 4          | Explain the principles and functions of Management | <b>Introduction to Management in nursing</b> <ul style="list-style-type: none"> <li>• -Definitions, concepts Theories of management, Administration Vs Management</li> <li>• -Functions of management</li> <li>• -Principles of management</li> <li>• -Role of nurse as a manager</li> </ul> | Lecture<br>Discussion      | Essay<br>Short answers<br>Very short answers |



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| II | 20 | <p>Describe the elements and process of management</p> <p>Describe the concepts, theories techniques of organizational behaviour and human relation</p> | <p><b>Management Process</b></p> <ul style="list-style-type: none"> <li>• Planning-<br/>Meaning, nature, principles, process, types-</li> <li>• Organizing<br/>definition, principles, organizational structure, Organization chart</li> <li>• Delegation<br/>Participatory management</li> <li>• Human resource management- staffing<br/>Manpower planning, -importance, Philosophy, objectives,<br/>Recruitment, selection, appointment<br/>Training and development, promotion<br/>Job analysis, job description, job specification</li> <li>• Directing<br/>Definition, importance, Principles</li> <li>• Leadership<br/>-definition, styles, functions, qualities of a Leader, Assertiveness</li> <li>• Motivation<br/>- concepts, theories ,role of a manager, morale</li> <li>• Communication: -techniques- channels. IPR</li> <li>• Supervision</li> <li>• Organizational behaviour and human relations<br/>Concept, Principles and theories</li> <li>• Group dynamics</li> <li>• Human relations</li> <li>• Public relations in context of nursing<br/>Relations with professional association and employee unions, collective bargaining, work culture</li> <li>• Controlling-<br/>Quality management ,Quality assurance ,TQM,</li> <li>• Programme Evaluation and Review Technique (PERT), Bench Marking, Activity Plan, Gantt Chart</li> <li>• -Budgeting -concept -principles, types, cost benefit analysis, audit.</li> <li>• Material management -equipment and supplies</li> <li>• Documentation- Importance, types of record and report</li> </ul> | Lecture Discussion | Essay<br>Short answers<br>very short answers |
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| III | 18 | <p>Describe the Management of nursing service in the hospital</p> <p>-Describe the function of personnel management</p> <p>-Describe the role of the administrator in budget preparation</p> | <p><b>Management of nursing service department</b></p> <ul style="list-style-type: none"> <li>• -Philosophy and objectives.</li> <li>• -Organization of the hospital, nursing service department ,</li> <li>• The Nursing Service Unit.</li> </ul> <p>-Planning- Physical facilities, floor space</p> <p>-Factors affecting ward management</p> <ul style="list-style-type: none"> <li>• -Time planning -weekly/daily plan</li> <li>• -Patient Classification System</li> <li>-Assignment of patients</li> <li>• -Role of Head Nurse in training of students, ward teaching, Anecdotal records,</li> <li>• nursing rounds, nursing care conference</li> <li>• -Setting standards for nursing care</li> <li>-nursing protocol</li> <li>-Procedure manual</li> <li>• -Duties &amp; responsibilities and job description of various categories of staff</li> <li>• - Maintenance of supplies and equipment in nursing service units</li> <li>• -Evaluation of patient care</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Stimulated exercise</p> <p>Supervised</p> <p>Practice in ward – writing indents, Preparing duty roaster, ward supervision</p> <p>Assignment on duties and responsibilities of ward sister</p> <p>Writing report</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> <p>Assessment of problems solving exercises, Assessment of the assignments</p> <p>Performance evaluation</p> |
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|    |   |  | <b>Nursing audit,</b> <ul style="list-style-type: none"> <li>• Leadership in management of nursing service</li> <li>• -Performance appraisal of all categories of nursing staff,</li> <li>• Records and reports in nursing service department</li> <li>• Planning budget for nursing service</li> </ul>  |                       |  |
| IV | 5 | Participate in planning and organizing in service education program  | <b>In Service education</b> <ul style="list-style-type: none"> <li>• Nature &amp; scope of in-service education program, types</li> <li>• Organization of in-service education</li> <li>• Principles of adult learning.</li> <li>• Planning for in-service education program, techniques, methods &amp; evaluation of staff education program</li> </ul>           | Lecture<br>Discussion | Essay<br><br>Short answers<br><br>Very short answers |
| V  | 5 | Describe the ethical and legal responsibilities of Explain the nursing practice standards professional nurse | <b>Nursing as a Profession</b> <ul style="list-style-type: none"> <li>• -Characteristics of a professional nurse</li> <li>• Regulatory bodies,</li> <li>• I.N.C, S.N.C ,constitution, functions</li> <li>• Current trends and issues in Nursing</li> <li>• Professional ethics</li> <li>• Code of ethics : INC, ICN</li> <li>• -Consumer protection act</li> </ul> | Lecture<br>Discussion | Essay<br><br>Short Answers<br><br>very short answer  |

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|----|----|---|--|-----------------------|---|
|    |    |   | <ul style="list-style-type: none"> <li>• - Legal terms related to nursing practice, registration &amp; licensing procedures</li> <li>• Ethical and legal responsibilities of a professional nurse , malpractice ,negligence, practice standards for nursing</li> </ul>   |                       |   |
| VI | 15 | <p>Explain the role of the administrator in selection and appointment of staff and students</p> <p>-List the essentials of an educational institution</p> <p>-Describe the role of the Administrator in faculty development</p> | <p><b>Management of Nursing Educational Institutions</b></p> <ul style="list-style-type: none"> <li>• - Essentials of educational institutions as per I.N. C. norms for School of Nursing &amp; College of Nursing :</li> <li>• Organizational pattern of Educational institutions</li> <li>• - Organization chart</li> <li>• Management of faculty</li> <li>• -Selection and recruitment</li> <li>• -Orientation programme</li> <li>• -</li> <li>• -Job description</li> <li>• -Job specification</li> <li>• -Staff development</li> <li>• -Staff welfare - leave, salary, promotion, placement, guidance and supervision</li> <li>• -Performance appraisal</li> <li>• -Institutional reports and records</li> <li>• Administration of students</li> <li>• -Selection and admission,</li> </ul> | Lecture<br>Discussion | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

|  |   |  |  |  |
|--|---|--|--|--|
|  | <p>-Role of the administrator in the administration curriculum</p> <p>-Describe the role to the administrator in Finance Management</p> <p>-Explain the role of the administrator in maintaining publicity of the institution</p> | <ul style="list-style-type: none"> <li>• -Orientation,</li> <li>• -Students Health Programme</li> <li>• -Students Welfare : Guidance and counseling, Co-curricular and professional activities</li> <li>• Hostel facilities – INC norms</li> <li>• -Transportation facilities</li> <br/> <li>• -Records and Reports</li> <li>• -Transcript/C.V</li> <li>• -Cumulative Record</li> <li>• -Admission Register</li> <br/> <li>• Administration of curriculum</li> <li>• - planning and implementing curriculum</li> <li>• -Master rotation, Clinical rotation</li> <li>• -Teaching system</li> <li>• -Clinical facilities</li> <li>• -Affiliation</li> <li>• -Evaluation <ul style="list-style-type: none"> <li>• Student evaluation</li> <li>• Teacher evaluation</li> <li>• Course evaluation</li> </ul> </li> <li>• -Periodical revision of the curriculum</li> <li>• -Accreditation Guidelines</li> <li>• Administration of the Finance</li> <li>• -Plan, prepare and send the</li> </ul> |  |  |
|--|---|--|--|--|

|            |          |  |   |  |  |
|------------|----------|--|---|--|--|
|            |          |  | <p>budget proposals.( procurement of equipment &amp; supplies, library books/</p> <ul style="list-style-type: none"> <li>• journals, A.V aids.</li> <li>• Salary emolument of the employees, Stipend to the students .</li> <li>• -Utilization of budget:</li> <li>• Publicity of the Institution</li> <li>• Public relations, P.T.A., Camps, Advertisements,</li> <li>• Conferences, Campus Selections, Publishing results and annual reports,</li> <li>• Publication, Brochure, magazine</li> </ul> |  |  |
| <b>VII</b> | <b>3</b> | Explain the various opportunities for professional advancement | <p><b>Professional advancement</b></p> <ul style="list-style-type: none"> <li>• -Continuing education</li> <li>• -Career Opportunities</li> <li>• -Membership with professional organization</li> <li>• -National and International participation in research activities</li> <li>• -Publications-Journals, newspapers etc.</li> </ul>  | <p>Lecture<br/>Discussion<br/>Review<br/>or<br/>Presentation of published articles<br/>Group work on maintenance of bulletin board</p> | <p>Structured essay<br/>Short answers<br/>Very short answers</p> |

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## MANAGEMENT OF NURSING SERVICE AND EDUCATION

Practical Hours-120 (3 Weeks)

| Areas         | Duration | Objectives                      | Skills  | Assignments                                 | Assessment methods                            |
|---------------|----------|---------------------------------|---|---|---|
| -General ward | 3weeks   | Perform clinical supervision of | Preparation of clinical rotation plan for students<br>-conducting bed | -Clinical rotation plan demonstration<br>-1 | Evaluation of written assignment<br>-Clinical |

|  |   |   |   |   |   |
|--|---|---|---|---|---|
|  |   | <p>students</p> <p>Describe the duties and responsibilities of head nurse/ward sister</p> | <p>side clinic&amp; nursing rounds</p> <p>Supervision of students</p> <ul style="list-style-type: none"> <li>-write incidental report</li> <li>-Evaluate student performance</li> <li>-Appraise the duties and responsibilities of head nurse</li> <li>-write indents,</li> <li>-Prepare duty roaster</li> <li>- conduct an educational session for in service nursing personnel</li> </ul> | <p>Nursing rounds-1</p> <p>writing incidental report-1</p> <ul style="list-style-type: none"> <li>-Prepare clinical performance evaluation format</li> <li>-Shift report</li> <li>- indents,</li> <li>-duty roster</li> <li>-duties and responsibilities of head nurse</li> </ul> | <p>performance evaluation</p>           |
| <p>Nursing superintendent's office</p> | <p>Two days morning duty and one night duty</p> | <p>Appraise the duties and responsibilities of nursing superintendent</p>                 | <p>prepare organization chart of the hospital</p> <p>describe the duties and responsibilities of nursing</p>  | <p>Prepare organization chart of the hospital</p> <ul style="list-style-type: none"> <li>-Day and night report</li> </ul>   | <p>Evaluation of written assignment</p> |
| <p>Observation visit to hospital</p>   | <p>One day</p>                                  | <p>Appraise role of nurse manager in hospital</p>   | <p>Analyze role of nurse manager in hospital</p>  | <p>Report of observation visit</p>  | <p>Evaluation of written assignment</p> |



|  |         |   |   |                             |                                  |
|--|---------|---|---|-----------------------------|----------------------------------|
| Observation visit to nursing educational institution | One day | Describe role of principal in nursing educational institution | Appraise role of principal in management of nursing educational institution | Report of observation visit | Evaluation of written assignment |
|--|---------|---|---|-----------------------------|----------------------------------|

The concept of Health Care Counselling shall be incorporated in all relevant areas

## 2.7 Total number of hours

Duration of the course shall be four years. Internship integrated practice is incorporated with respective practical hours in each year.

| Duration of course                 | Weeks                  |
|------------------------------------|------------------------|
| Weeks available per year           | = 52 weeks             |
| Total Vacation                     | = 6 weeks              |
| a). Festival Holidays              | = 2 weeks              |
| b). Public holidays                | = 3 weeks              |
| c). After University theory exam   | = 1 week               |
| Examination(including preparation) | = 2+2 weeks            |
| Available weeks                    | = 42 weeks             |
| Hours per week                     | = 40 hours             |
| Hours available per academic year  | = 1680 (42wks x 40hrs) |

## 2.8 Branches if any with definition

Not Applicable

## 2.9 Teaching learning methods

As given under 2.6 - Syllabus.

## 2.10 Content of each subject in each year

As given under 2.6 - Syllabus.

## 2.11. No: of hours per subject

As given under 2.6 - Syllabus.

## 2.12. Practical training

As given under 2.6 - Syllabus.

### **2.13. Records**

Proper records of practical work should be meticulously maintained.

### **2.14. Dissertation**

Not Applicable

### **2.15. Specialty training if any**

Not Applicable

### **2.16. Project work to be done if any**

Clinical Assignments & projects work as given under 2.6, Syllabus.

### **2.17. Any other requirements [CME, Paper Publishing etc.]**

Not applicable.

### **2.18. Prescribed/recommended textbooks for each subject**

As given under 2.6 - Syllabus.

### **2.19. Reference books**

As given under 2.6 - Syllabus.

### **2.20. Journals**

As given under 2.6 - Syllabus.

### **2.21. Logbook**

A logbook should be maintained.

## **3. EXAMINATIONS**

### **3.1. Eligibility to appear for exams**

A candidate must score minimum 50% internal marks for theory and practical separately in each subject in order to appear for university examinations.

Each candidate should put in minimum 80% of attendance in theory and clinical practicum for appearing university examination. Condonation of 10% of the attendance once in the entire course period can be granted by the Head of the Institution and the same may be communicated to the university.

#### **Condonation of attendance: -**

The principal on recommendation by the HOD / Department in charge can condone the shortage of attendance of a candidate to a maximum of 10% for a subject /

subjects (theory / practical or both) with prescribed fee once in a course period under intimation to the Controller of Examinations. In such cases the Principal shall submit a declaration that the particular candidate has not enjoyed this facility previously in the particular course. There shall be a register for recording the condonation availed in the office of Principal.

### 3.2. Schedule of Regular/Supplementary exams

Regular university examinations will be conducted at the end of each academic year and supplementary examinations will be conducted after regular examination once in a year. There shall be two University examinations in each academic year including regular and supplementary examinations for theory and practical.

### 3.3. Scheme of examination showing maximum marks and minimum marks.

#### A. Duration of university examination

##### First Year B. Sc Nursing

| Subject           |                          | Theory<br>(Duration in<br>hours) | Practical<br>(Duration in<br>hours) | Viva |
|-------------------|--------------------------|----------------------------------|-------------------------------------|------|
| Part -I Paper I   | Anatomy                  | 3                                | -                                   | -    |
| Part -I Paper II  | Physiology               | 3                                | -                                   | -    |
| Part -I Paper III | Microbiology             | 3                                | -                                   | -    |
| Part -I Paper IV  | Nutrition & Biochemistry | 3                                | -                                   | -    |
| Part –II Paper I  | Psychology               | 3                                | -                                   | -    |
| Part -III Paper I | Nursing Foundations      | 3                                | 3                                   | Yes  |

##### Second Year B. Sc Nursing

| Subject          |   | Theory<br>(Duration<br>in hours) | Practical<br>(Duration in<br>hours) | Viva |
|------------------|---|----------------------------------|-------------------------------------|------|
| Part -I Paper I  | Sociology   | 3                                | -                                   | -    |
| Part –II Paper I | Medical Surgical Nursing<br>(Adult including Geriatrics)-I<br>Medical Nursing including | 3                                | 3                                   | Yes  |

|                    |  |   |   |     |
|--------------------|--|---|---|-----|
|                    | Pathology  |   |   |     |
| Part -II Paper II  | Medical Surgical Nursing<br>(Adult including Geriatrics)-I<br>Surgical Nursing | 3 | 3 | Yes |
| Part -II Paper III | Pharmacology   | 3 | - | -   |
| Part -II Paper IV  | Community Health Nursing– I  | 3 | - | -   |

### Third Year B. Sc Nursing

| Subject           |   | Theory<br>(Duration in<br>hours) | Practical<br>(Duration in<br>hours) | Viva |
|-------------------|---|----------------------------------|-------------------------------------|------|
| Part -I Paper I   | Medical Surgical Nursing<br>(Adult including Geriatrics)-II<br>Medical Surgical Nursing- II | 3                                | 3                                   | Yes  |
| Part -I Paper II  | Child Health Nursing  | 3                                | 3                                   | Yes  |
| Part -I Paper III | Mental Health Nursing   | 3                                | 3                                   | Yes  |
| Part -II Paper I  | Nursing Research and<br>Statistics  | 3                                | -                                   | -    |

### Fourth Year B. Sc Nursing

| Subject           |  | Theory<br>(Duration in<br>hours) | Practical<br>(Duration in<br>hours) | Viva |
|-------------------|--|----------------------------------|-------------------------------------|------|
| Part -I Paper I   | Obstetric and<br>Gynaecological Nursing        | 3                                | 3                                   | Yes  |
| Part -I Paper II  | Community Health Nursing II                    | 3                                | 3                                   | Yes  |
| Part –II Paper I  | Nursing Education                              | 3                                | -                                   | -    |
| Part -II Paper II | Management of Nursing<br>Service and Education | 3                                | -                                   | -    |

### 3.4. Papers in each year

As given under 2.4 - Course Outline

### 3.5. Details of theory exams

As given under 2.4., 3.3, 3.4, 3.5.

### 3.6. Model question paper for each subject with question paper pattern

#### QUESTION PAPER PATTERN

Max. Time: 3 Hrs

Max. Marks

Nursing Foundation:100

Nutrition and Biochemistry:50+25

Nursing Research and statistics :50+25

All other subjects:75

#### I) All Subjects with Max.marks: 75

|  |            |          |
|--|------------|----------|
| Long Essay   | 1*12 marks | 12 marks |
| Short Essay  | 2*7 marks  | 14 marks |
| Short notes  | 5*5 marks  | 25 marks |
| Answer briefly /Differentiate/ list the following/Give reasons | 6*4 marks  | 24 marks |
| Total marks  |            | 75 marks |

#### II) Nursing Foundation Max. marks: 100

|             |            |          |
|-------------|------------|----------|
| Long Essay  | 1*15marks  | 15 marks |
| Short Essay | 2*10 marks | 20 marks |
| Short notes | 5*5 marks  | 25 marks |

|  |            |           |
|--|------------|-----------|
| Answer briefly /Differentiate/ list the following/Give reasons | 10*4 marks | 40 marks  |
| Total marks  |            | 100 marks |

**III)Nutrition / Nursing Research Max.mark: 50**

|  |           |          |
|--|-----------|----------|
| Short Essay  | 2*7 marks | 14 marks |
| Short notes  | 4*5 marks | 20 marks |
| Answer briefly /Differentiate/ List the following/Give reasons | 4*4 marks | 16 marks |
| Total marks  |           | 50 marks |

**IV)Statistics: Max.marks: 25**

|                          |           |          |
|--------------------------|-----------|----------|
| Statistical Calculations | 1*7 marks | 7 marks  |
| Short notes              | 6*3 marks | 18 marks |
| Total mark               |           | 25 marks |

**V) Biochemistry: Max.marks : 25**

|   |           |          |
|---|-----------|----------|
| Short notes   | 2*5 marks | 10 marks |
| Answer briefly /Differentiate list the following/Give reasons | 5*3 marks | 15 marks |
| Total mark  |           | 25 marks |

## Model Question Paper

Reg. No: .....

### First Year B.Sc Nursing Degree Examinations, 2016 Scheme

#### Anatomy

Time: 3 Hrs

Max. Marks: 75

**Answer all questions**

**Draw diagram wherever necessary**

#### Questions

**Long Essays:** (1×12=12)

1. Describe the classification of Joints? Describe each type with examples? Explain the applied anatomy of Synovial Joint with suitable examples? (4+4+4)

**Short Essays:** (2×7 =14)

2. Draw and label the chambers and vessels of heart? Describe the interior of heart in detail? (3 + 4)
3. Enumerate the parts of respiratory system? Explain the anatomy of lung? (4 + 3)

**Write Short Notes on:** (5×5 = 25)

4. Structure of Kidney.
5. Types of Cartilage
6. Structure of a neuron.
7. Ear ossicles
8. Ventricles of Brain

**Answer briefly:** (4×4=16)

09. List the Organs of male and female reproductive system.
10. What are the Branches of Aorta?
11. Enumerate the Pituitary Hormones
12. Enumerate the cranial nerves

**Differentiate between:** (2×4=8)

13. Small and large intestine
14. Systemic circulation and pulmonary circulation
-

## Model Question Paper

Reg. No: .....

### First Year B.Sc Nursing Degree Examinations, 2016 Scheme

#### Physiology

Time: 3 Hrs

Max. Marks: 75

Answer all questions

Draw diagram wherever necessary

**Long Essays:** (1×12=12)

1. Explain the regulation of respiration? Define the lung volumes and capacities with their normal values? (4+4+4)

**Short Essays:** (2×7 =14)

2. What is menstrual cycle? Briefly explain the changes during menstrual cycle? (3+4)
3. What are the different types of Blood groups? Briefly explain the functions of leukocytes? (3+4)

**Write Short Notes on:** (5×5 = 25)

4. Conducting system of heart.
5. Function of nephron
6. Refractive errors of Eye
7. Neuro Muscular Junction
8. Pregnancy tests

**Answer briefly:** (3×4=12)

09. What are the functions of CSF ?
10. Mechanism of urine formation?
11. Reflex action

**Differentiate between:** (3×4=12)

12. Active and Passive immunity
13. Enzymes and Hormones
14. Erythropoiesis and Erythrolysis



Reg. No: .....

**MICROBIOLOGY**

Time: 3hrs

max.marks:75

Answer all questions

Draw diagrams wherever necessary

**Essay:**

1. Define sterilization and classify sterilizing agents. Explain in detail sterilization by moist heat. Enumerate the role of a nurse in sterilization.  
(1+2+6+3=12)

**Short essays:**

(2×7 =14)

2. Describe the morphology, clinical features and laboratory diagnosis of cholera(1+2+4=7)
3. Define hospital acquired infections (HAI). Describe the various sources, routes of transmission and the common types of HAI.  
(1+2+2+2=7)

**Short notes:**

(5\*5=25)

4. Universal precautions
5. Lab diagnosis of pulmonary tuberculosis
6. Innate immunity
7. Microfilaria
8. Candidiasis

**Answer briefly:**

(3\*4=12)

9. Prophylaxis of rabies
10. Immunization schedule
11. Bacterial spores

**Differentiate:**

(3\*4=12)

12. Live and killed vaccines
13. Agglutination and precipitation
14. Exotoxins and endotoxins

**First year B.Sc. Nursing Degree Examination 2016 Scheme**

Reg. No: .....

**NUTRITION AND BIO CHEMISTRY**

**Time : 3 Hours**

**Maximum Mark : 75**

**Answer all questions**

**Section A – NUTRITION**

**Marks :50**

**Short Essay**

**2x7 marks 14 marks**

1. Explain the absorption, digestion and metabolism of Carbohydrates
2. Explain the functions, requirements and management of Water

**Write Short notes**

**4x5 marks 20 marks**

1. Plan a diabetic diet for a 60 year old woman with 164 cms tall and 72 kg weight
2. Nutritional problems in India
3. Methods of preservation of nutrients
4. Classification of Fats
5. Commercial methods of food preservation

**Answer Briefly**

**4x4 marks 16 marks**

8. Balance Diet.
9. Glycemic Index
10. Rickets
11. Prepare a day's menu for a pregnant woman with hypertension

**Section B – BIO CHEMISTRY**

**Marks :25**

Write Short notes;

**2 x 5 = 10 Marks**

1. How is toxic Ammonia converted to non toxic Urea? Explain the process?
2. Write down the normal level of Calcium? How is Calcium regulated in the body?

Answer Briefly;

**2 x 3 = 6 Marks**

3. Pellagra
4. Diabetic Ketoacidosis

Differentiate between;

**3 x 3 = 9 Marks**

5. Essential amino acids and Non essential amino acids.
6. Metabolic acidosis and respiratory acidosis
7. Hypokalemia and Hyperkalemia

## Model Question Paper

Reg. No: .....

### First year B.Sc Nursing Degree Examination 2016 Scheme

#### PSYCHOLOGY

Time: 3hours

Max.Marks:75•

Answer All Questions

#### Long essay

1\*12=12 marks

1. Explain body mind relationship with suitable examples.

#### Short essays

2\*7=14 marks

2. Describe classical conditioning with example.
3. Explain role of nurse in psychological assessment

#### Short notes

5\*5=25 marks

4. Defense mechanisms
5. Characteristics of a mentally healthy person
6. Role of nurse in mental health
7. Types of personality
8. Drive theory of motivation

#### Answer briefly

6\*4=14 marks

9. Intelligent quotient
10. Heredity and environment
11. Errors in perception
12. Types of aptitude
13. Determinants of attention
14. Factors affecting learning

**First Year B.Sc Nursing Degree Examination 2016 Scheme**

Reg. No: .....

**Time: 3 Hours**

**Total Marks: 100**

**NURSING FOUNDATIONS**  
**ANSWER ALL QUESTIONS**

**Long Essay:**

1. Define pressure ulcer. Enumerate the common sites of pressure ulcer. State the risk factors of pressure ulcer. Explain the nursing interventions for the prevention of pressure ulcer.  
(1+3+4+7 =15)

Short Essay:

2. Define catheterization. What are the indications of catheterization? Explain the nursing management of a client with continuous bladder drainage.  
(1+4+5=10)

3. Define first aid. Enumerate the qualities of first aider. Explain the management of a client with food poisoning.  
(1+4+5=10)

**Short notes :** (5x5=25)

- 4 Characteristics of profession.
5. Factors affecting pulse rate.
6. Standard safety precautions.
7. Nursing interventions to improve appetite
8. Care of dead body.

**Differentiate between the following** (5x4=20)

9. Palpation - Percussion
10. Injection \_ Infusion
11. Isometric exercise -Isotonic exercise
12. Gastric gavage \_ Gastric lavage
13. Source isolation \_ protective isolation.

**List down the following:** (5x4=20)

14. Four positions and its purposes.
15. Four principles of medicine administration.
16. Four functions of hospital.
17. Four comfort devices and its purposes.
18. Four values of records.

### 3.7. Internal assessment component

**Internal marks:** Calculation of internal marks shall be based on the ongoing and continuous assessment.

**Theory:**

Minimum three written examinations distributed throughout the year for each subject should be conducted. Average of best two examinations ( University Model Exam mandatory) can be considered for the calculation of internal marks.

Marks of evaluation by other methods like assignments, seminars, projects etc. can be added to the internal marks.

**Internal marks-weight age**

| <b>Theory Marks</b>                  | <b>Weightage</b> |
|--------------------------------------|------------------|
| Average of written examinations      | 80%              |
| Other methods of evaluation (if any) | 20%              |
| <b>Total</b>                         | <b>100%</b>      |
| <b>Practical Marks</b>               |                  |
| Ongoing clinical evaluation          | 40%              |
| Clinical Assignments                 | 30%              |
| Internal practical examination       | 30%              |
| <b>Total</b>                         | <b>100%</b>      |

The internal marks shall be signed by the candidate before transmission to the University.

### 3.8. Details of practical/clinical practicum exams.

All practical examinations are to be conducted in the respective clinical areas. Facility for observation of all candidates simultaneously in the same ward / clinical area by the examiners during practical examinations is mandatory.

One internal examiner and one external examiner should jointly conduct the practical examination.

Each candidate should be evaluated for a period of three hours for practical and should undergo minimum 10 minutes viva voce separately by internal and external examiner.

Maximum number of candidates for practical examination should not exceed 15 per day

### 3.9. Number of examiners needed (Internal & External) and their qualifications

### Qualification of the examiner

Lecturer or above in a College of Nursing with Post graduation in the concerned subject and minimum 3 years of teaching experience in the collegiate programme after obtaining PG degree is eligible for examinership. But for Nursing Foundations (I year), Nursing Research and Statistics (III year), Nursing Education (IV year) and Management of Nursing Service and Education (IV year), faculty having M Sc Nursing in any specialty shall be considered provided they have teaching experience in the above subjects and 3 years of teaching experience in the collegiate programme

### 3.10. Details of Viva

Distribution of marks - Theory, practical examinations & viva.

#### First Year B.Sc Nursing

| Subject                         | Internal assessment |                     | University examination |                     | Total marks |
|---------------------------------|---------------------|---------------------|------------------------|---------------------|-------------|
|                                 | Max. Marks          | Min. Marks for pass | Max. Marks             | Min. Marks for pass |             |
| <b>THEORY</b>                   |                     |                     |                        |                     |             |
| 1. Anatomy                      | 25                  | 12.5                | 75                     | 37.5                | 100         |
| 2. Physiology                   | 25                  | 12.5                | 75                     | 37.5                | 100         |
| 3. Microbiology                 | 25                  | 12.5                | 75                     | 37.5                | 100         |
| 4. Nutrition and Biochemistry * | (15+10)<br>25       | 12.5                | (50+25)<br>75          | 37.5                | 100         |
| 5. Psychology                   | 25                  | 12.5                | 75                     | 37.5                | 100         |
| 6. Nursing Foundations          | 50                  | 25                  | 100                    | 50                  | 150         |
| 7. English **                   | 25                  | 12.5                |                        |                     | 25          |
| 8. Introduction to computer **  | 25                  | 12.5                |                        |                     | 25          |
| <b>PRACTICAL AND VIVA</b>       |                     |                     |                        |                     |             |
| Nursing Foundations             | 50                  | 25                  | 100                    | 50                  | 150         |
| <b>TOTAL</b>                    | <b>275</b>          |                     | <b>575</b>             |                     | <b>850</b>  |

\*Section-A-Nutrition-50 marks; Section B-Biochemistry-25 marks

\*For Nutrition & Biochemistry marks will be put together for pass.

\*\* Internal examinations only. Marks to be sent to the University

## Second Year B. Sc Nursing

| Subject   | Internal assessment |                     | University examination |                     | Total marks |
|---|---------------------|---------------------|------------------------|---------------------|-------------|
|   | Max. Marks          | Min. marks for pass | Max. Marks             | Min. Marks for pass |             |
| <b>THEORY</b>   |                     |                     |                        |                     |             |
| 1. Sociology  | 25                  | 12.5                | 75                     | 37.5                | 100         |
| 2. Medical Surgical Nursing (Adult including Geriatrics)-I<br>Medical Nursing including Pathology | 25                  | 12.5                | 75                     | 37.5                | 100         |
| 3. . Medical Surgical Nursing (Adult including Geriatrics)-I<br>Surgical Nursing                  | 25                  | 12.5                | 75                     | 37.5                | 100         |
| 4. Pharmacology   | 25                  | 12.5                | 75                     | 37.5                | 100         |
| 5. Community Health Nursing –I  | 25                  | 12.5                | 75                     | 37.5                | 100         |
| <b>PRACTICAL AND VIVA</b>   |                     |                     |                        |                     |             |
| 1. Medical Surgical Nursing (Adult including Geriatrics)-I<br>Medical Nursing                     | 50                  | 25                  | 100                    | 50                  | 150         |
| Medical Surgical Nursing (Adult including Geriatrics)-I<br>Surgical Nursing                       | 50                  | 25                  | 100                    | 50                  | 150         |
| <b>TOTAL</b>  | <b>225</b>          |                     | <b>575</b>             |                     | <b>800</b>  |

### Third Year B. Sc Nursing

| Subject  | Internal assessment |                     | University examination |                     | Total marks |
|--|---------------------|---------------------|------------------------|---------------------|-------------|
|  | Max. Marks          | Min. Marks for pass | Max. Marks             | Min. Marks for pass |             |
| <b>THEORY</b>  |                     |                     |                        |                     |             |
| 1 Medical Surgical Nursing (Adult including Geriatrics)-I1<br>.Medical Surgical Nursing-II | 25                  | 12.5                | 75                     | 37.5                | 100         |
| 2.Child Health Nursing-  | 25                  | 12.5                | 75                     | 37.5                | 100         |
| 3.Mental health Nursing  | 25                  | 12.5                | 75                     | 37.5                | 100         |
| 4.Nursing Research and Statistics*   | (15+10)<br>25       | 12.5                | (50+25)<br>75          | 37.5                | 100         |
| <b>PRACTICAL AND VIVA</b>  |                     |                     |                        |                     |             |
| 1. Medical Surgical Nursing (Adult including Geriatrics)-I1<br>Medical Surgical Nursing-II | 50                  | 25                  | 100                    | 50                  | 150         |
| 2. Child Health Nursing  | 50                  | 25                  | 100                    | 50                  | 150         |
| 3. Mental Health Nursing   | 50                  | 25                  | 100                    | 50                  | 150         |
| <b>TOTAL</b>   | <b>250</b>          |                     | <b>600</b>             |                     | <b>850</b>  |

\*Nursing research-50 marks; statistics-25 marks

For Nursing research & statistics marks will be put together to pass.



## Fourth Year B. Sc Nursing

| Subject                                       | Internal assessment |                     | University examination |                     | Total marks |
|---|---------------------|---------------------|------------------------|---------------------|-------------|
|   | Max. Marks          | Min. Marks for pass | Max. Marks             | Min. Marks for pass |             |
| <b>THEORY</b>                                 |                     |                     |                        |                     |             |
| 1.Obstetric and Gynaecological Nursing        | 25                  | 12.5                | 75                     | 37.5                | 100         |
| 2.Community Health Nursing-II                 | 25                  | 12.5                | 75                     | 37.5                | 100         |
| 3.Nursing Education                           | 25                  | 12.5                | 75                     | 37.5                | 100         |
| 4.Management of Nursing Service and Education | 25                  | 12.5                | 75                     | 37.5                | 100         |
| <b>PRACTICAL AND VIVA</b>                     |                     |                     |                        |                     |             |
| 1.Obstetric and Gynaecological Nursing        | 50                  | 25                  | 100                    | 50                  | 150         |
| 2.Community Health Nursing-11                 | 50                  | 25                  | 100                    | 50                  | 150         |
| <b>TOTAL</b>                                  | <b>200</b>          |                     | <b>500</b>             |                     | <b>700</b>  |

## 4. INTERNSHIP

### 4.1. Eligibility for internship

Not applicable.

### 4.2. Details of internship Training

Not applicable.

### 4.3. Model of Internship Mark lists

Not applicable.

### 4.4. Extension rules

A candidate must have minimum 80% attendance in both theory and practical separately in each subject for appearing the university examinations.

A candidate shall complete 100 % attendance in each of the practical area before the award of degree.

### 4.5. Details of Training given

Not applicable.

## 5. ANNEXURES

### 5.1. Check Lists for Monitoring

Log Book, Seminar Assessment etc. As given under 2.6- syllabus.

### 5.2. Template for Dissertation

Not applicable

### 5.3. Template for Mark List showing Maximum & Minimum

Name of the Candidate:

Reg.No:

Name of College:

Name of Course: B.ScNursing

Examination: First Year B.Sc Nursing Degree Regular/Supplementary Examination

Month & Year of Examination:

Date of Publication:

| Paper                       | Subject                    |            | Theory |       |          | Practical & |     |          | Total      |            |          | Result |
|-----------------------------|----------------------------|------------|--------|-------|----------|-------------|-----|----------|------------|------------|----------|--------|
|                             |                            |            | Max    | Min   | Awar ded | Max         | Min | Awar ded | Ma x       | Min        | Awar ded |        |
| 1                           | Anatomy                    | IA         | 25     | 12.50 |          | -           | -   | -        | 100        | 50         |          |        |
|                             |                            | University | 75     | 37.50 |          | -           | -   | -        |            |            |          |        |
| 2                           | Physiology                 | IA         | 25     | 12.50 |          | -           | -   | -        | 100        | 50         |          |        |
|                             |                            | University | 75     | 37.50 |          | -           | -   | -        |            |            |          |        |
| 3                           | Microbiology               | IA         | 25     | 12.50 |          | -           | -   | -        | 100        | 50         |          |        |
|                             |                            | University | 75     | 37.50 |          | -           | -   | -        |            |            |          |        |
| 4                           | Nutrition & Biochemistry   | IA         | 25     | 12.50 |          | -           | -   | -        | 100        | 50         |          |        |
|                             |                            | University | 75     | 37.50 |          | -           | -   | -        |            |            |          |        |
| 5                           | Psychology                 | IA         | 25     | 12.50 |          | -           | -   | -        | 100        | 50         |          |        |
|                             |                            | University | 75     | 37.50 |          | -           | -   | -        |            |            |          |        |
| 6                           | Nursing Foundations        | IA         | 50     | 25.00 |          | 100         | 50  |          | 300        | 150        |          |        |
|                             |                            | University | 100    | 50.00 |          | 100         | 50  |          |            |            |          |        |
| 7                           | *English                   | IA         | 25     | 12.50 |          | -           | -   | -        | 25         | 12.5       |          |        |
|                             |                            | University | -      | -     |          | -           | -   | -        |            |            |          |        |
| 8                           | * Introduction to Computer | IA         | 25     | 12.50 |          | -           | -   | -        | 25         | 12.5       |          |        |
|                             |                            | University | -      | -     |          | -           | -   | -        |            |            |          |        |
| <b>Grand Total</b>          |                            |            |        |       |          |             |     |          | <b>850</b> | <b>425</b> |          |        |
| <b>Grand Total in Words</b> |                            |            |        |       |          |             |     |          |            |            |          |        |

IA - Internal Assessment, A - Absent, P - Passed, F -Failed

\*No University Examination

End of Mark Statement

Name of the Candidate:

Reg.No:

Name of College:

Name of Course: B.ScNursing

Examination: Second Year B Sc Nursing Degree Regular/Supplementary Examination

Month & Year of Examination:

Date of Publication:

| Paper                       | Subject                             |            | Theory |       |         | Practical |     |         | Total      |            |         | Result |
|-----------------------------|-------------------------------------|------------|--------|-------|---------|-----------|-----|---------|------------|------------|---------|--------|
|                             |                                     |            | Max    | Min   | Awarded | Max       | Min | Awarded | Max        | Min        | Awarded |        |
| 1                           | Sociology                           | IA         | 25     | 12.5  |         | -         | -   | -       | 100        | 50         |         |        |
|                             |                                     | University | 75     | 37.5  |         | -         | -   | -       |            |            |         |        |
| 2                           | Medical Nursing including Pathology | IA         | 25     | 12.50 |         | 50        | 25  |         |            |            |         |        |
|                             |                                     | University | 75     | 37.50 |         | 100       | 50  |         | 250        | 125        |         |        |
| 3                           | Surgical Nursing                    | IA         | 25     | 12.50 |         | 50        | 25  |         |            |            |         |        |
|                             |                                     | University | 75     | 37.50 |         | 100       | 50  |         | 250        | 125        |         |        |
| 4                           | Pharmacology                        | IA         | 25     | 12.50 |         | -         | -   | -       |            |            |         |        |
|                             |                                     | University | 75     | 37.50 |         | -         | -   | -       | 100        | 50         |         |        |
| 5                           | Community Health Nursing            | IA         | 25     | 12.50 |         | -         | -   | -       |            |            |         |        |
|                             |                                     | University | 75     | 37.50 |         | -         | -   | -       | 100        | 50         |         |        |
| <b>Grand Total</b>          |                                     |            |        |       |         |           |     |         | <b>800</b> | <b>400</b> |         |        |
| <b>Grand Total in Words</b> |                                     |            |        |       |         |           |     |         |            |            |         |        |

IA - Internal Assessment, A - Absent, P - Passed, F -Failed

End of Mark Statement---

Name of the Candidate:

Reg.No:

Name of College:

Name of Course: BSc

Nursing

Examination:Third year BScNursing Degree Regular/Supplement

Month & Year of Examination:

Date of Publication:

| Paper                       | Subject                       |            | Theory |       |         | Practical |     |         | Total      |            |         | Result |
|-----------------------------|-------------------------------|------------|--------|-------|---------|-----------|-----|---------|------------|------------|---------|--------|
|                             |                               |            | Max    | Min   | Awarded | Max       | Min | Awarded | Max        | Min        | Awarded |        |
| 1                           | Medical Surgical Nursing II   | IA         | 25     | 12.50 |         | 50        | 25  |         |            |            |         |        |
|                             |                               | University | 75     | 37.50 |         | 100       | 50  |         | 250        | 125        |         |        |
| 2                           | Child Health Nursing          | IA         | 25     | 12.50 |         | 50        | 25  |         |            |            |         |        |
|                             |                               | University | 75     | 37.50 |         | 100       | 50  |         | 250        | 125        |         |        |
| 3                           | Mental Health Nursing         | IA         | 25     | 12.50 |         | 50        | 25  |         |            |            |         |        |
|                             |                               | University | 75     | 37.50 |         | 100       | 50  |         | 250        | 125        |         |        |
| 4                           | Nursing Research & Statistics | IA         | 25     | 12.50 |         | -         | -   |         |            |            |         |        |
|                             |                               | University | 75     | 37.50 |         | -         | -   |         | 100        | 50         |         |        |
| <b>Grand Total</b>          |                               |            |        |       |         |           |     |         | <b>850</b> | <b>425</b> |         |        |
| <b>Grand Total in Words</b> |                               |            |        |       |         |           |     |         |            |            |         |        |

IA - Internal Assessment, A - Absent, P - Passed, F - Failed

--- End of Mark Statement ---

Name of the Candidate:

Reg.No:

Name of the College:

Name of the Course: B. Sc. Nursing

Name of Examination: Fourth Year B. Sc. Nursing Degree Regular/Supplementary

Examination - Month & Year of Examination:

Date of Publication of Result:

| Sl.No                                      | Subjects                                  |            | Theory |       |         | Practical & Viva |     |         | Total       |             |         | Result |
|--|---|------------|--------|-------|---------|------------------|-----|---------|-------------|-------------|---------|--------|
|  |   |            | Max    | Min   | Awarded | Max              | Min | Awarded | Max         | Min         | Awarded |        |
| 1  | Obstetrics & Gynecological Nursing        | IA         | 25     | 12.50 |         | 50               | 25  |         |             |             |         |        |
|  |   | University | 75     | 37.50 |         | 100              | 50  |         | 250         | 125         |         |        |
| 2  | Community Health Nursing II               | IA         | 25     | 12.50 |         | 50               | 25  |         |             |             |         |        |
|  |   | University | 75     | 37.50 |         | 100              | 50  |         | 250         | 125         |         |        |
| 3  | Nursing Education                         | IA         | 25     | 12.50 |         | -                | -   |         |             |             |         |        |
|  |   | University | 75     | 37.50 |         | 100              | 50  |         | 100         | 50          |         |        |
| 4  | Management of Nursing Service & Education | IA         | 25     | 12.50 |         | -                | -   |         | 100         | 50          |         |        |
|  |   | University | 75     | 37.50 |         | -                | -   |         |             |             |         |        |
| <b>IV Year Total</b>                       |   |            |        |       |         |                  |     |         | <b>700</b>  | <b>350</b>  |         |        |
| <b>Total Marks Awarded in I Year :</b>     |   |            |        |       |         |                  |     |         | <b>850</b>  | <b>425</b>  |         |        |
| <b>" II Year :</b>                         |   |            |        |       |         |                  |     |         | <b>800</b>  | <b>400</b>  |         |        |
| <b>" III Year :</b>                        |   |            |        |       |         |                  |     |         | <b>850</b>  | <b>425</b>  |         |        |
| <b>GRAND TOTAL(I,II,III &amp; IV year)</b> |   |            |        |       |         |                  |     |         | <b>3200</b> | <b>1600</b> |         |        |
| <b>Grand Total in Words:</b>               |   |            |        |       |         |                  |     |         |             |             |         |        |

IA - Internal Assessment, A - Absent, P - Passed, F - Failed

--- End of Mark Statement ---