



VEL
NURSING COLLEGE
Managed by VEL'S INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)
(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)



B.Sc (NURSING)

Curriculum and syllabus

Semester Pattern

(2020 Regulations)

B.SC NURSING SYLLABUS
SEMESTER PATTERN
COMMUNICATIVE ENGLISH

PLACEMENT: I SEMESTER

THEORY: 2 Credits (40 hours)

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

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

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

COURSE OUTLINE

T – Theory

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

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------------|------------|---|--|---|--|
| | | | | <ul style="list-style-type: none"> • Reading a medical dictionary/ glossary of medical terms with matching exercises • Information on tenses and basic concepts of correct grammar through fill in the blanks, true/false questions | |
| III | 5 (T) | Demonstrate attentive listening in different hypothetical situations | Attentive Listening <ul style="list-style-type: none"> • Focusing on listening in different situations – announcements, descriptions, narratives, instructions, discussions, demonstrations • Reproducing Verbatim • Listening to academic talks/ lectures • Listening to presentation | <ul style="list-style-type: none"> • Listening to announcements, news, documentaries with tasks based on listening • With multiple choice, Yes/No and fill in the blank activities | <ul style="list-style-type: none"> • Checking individually against correct answers • Listening for specific information • Listening for overall meaning and instructions • Listening to attitudes and opinions • Listening to audio, video and identify key points |
| IV | 9 (T) | Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or other means | Speaking – Effective Conversation <ul style="list-style-type: none"> • Conversation situations – informal, formal and neutral • Factors influencing way of speaking – setting, topic, social relationship, attitude and language • Greetings, introductions, requesting, asking for and giving permission, speaking personally and casual conversations • Asking for information, giving instructions and directions • Agreeing and disagreeing, giving opinions • Describing people, places, events and things, narrating, reporting & reaching conclusions • Evaluating and comparing • Complaints and suggestions • Telephone conversations • Delivering presentations | <ul style="list-style-type: none"> • Different types of speaking activities related to the content • Guided with prompts and free discussions • Presentation techniques • Talking to peers and other adults. • Talking to patients and Patient attenders • Talking to other healthcare professionals • Classroom conversation • Scenario based learning tasks | <ul style="list-style-type: none"> • Individual and group/peer assessment through live speaking tests • Presentation of situation in emergency and routine • Handoff • Reporting in doctors/nurses' rounds • Case presentation • Face to face oral communication • Speaking individually (Nurse to nurse/patient/doctor) and to others in the group • Telephonic talking |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|--|---|--|--|
| V | 5 (T) | Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes | Reading <ul style="list-style-type: none"> • Reading strategies, reading notes and messages • Reading relevant articles and news items • Vocabulary for everyday activities, abbreviations and medical vocabulary • Understanding visuals, graphs, figures and notes on instructions • Reading reports and interpreting them • Using idioms and phrases, spotting errors, vocabulary for presentations • Remedial Grammar | <ul style="list-style-type: none"> • Detailed tasks and exercises on reading for information, inference and evaluation • Vocabulary games and puzzles for medical lexis • Grammar activities | <ul style="list-style-type: none"> • Reading/ summarizing/ justifying answers orally • Patient document • Doctor's prescription of care • Journal/news reading and interpretation • Notes/Reports |
| VI | 5 (T) | Enhance expressions through writing skills | Writing Skills <ul style="list-style-type: none"> • Writing patient history • Note taking • Summarising • Anecdotal records • Letter writing • Diary/Journal writing • Report writing • Paper writing skills • Abstract writing | <ul style="list-style-type: none"> • Writing tasks with focus on task fulfilment, coherence and cohesion, appropriate vocabulary and correct grammar • Guided and free tasks • Different kinds of letter writing tasks | <ul style="list-style-type: none"> • Paper based assessment by the teacher/ trainer against set band descriptors • Presentation of situation • Documentation • Report writing • Paper writing skills • Verbatim reproducing • Letter writing • Resume/CV |
| VII | 8 (T) | Apply LSRW Skill in combination to learn, teach, educate and share information, ideas and results | LSRW Skills <ul style="list-style-type: none"> • Critical thinking strategies for listening and reading • Oral reports, presentations • Writing instructions, letters and reports • Error analysis regarding LSRW | <ul style="list-style-type: none"> • Valuating different options/multiple answers and interpreting decisions through situational activities • Demonstration – individually and in groups • Group Discussion • Presentation • Role Play • Writing reports | <ul style="list-style-type: none"> • Consolidated assessment orally and through written tasks/exercises |

APPLIED ANATOMY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 hours)

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

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

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

COURSE OUTLINE

T – Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|--|--|---|---|
| I | 8 (T) | <p>Define the terms relative to the anatomical position</p> <p>Describe the anatomical planes</p> <p>Define and describe the terms used to describe movements</p> <p>Organization of human body and structure of cell, tissues membranes and glands</p> <p>Describe the types of cartilage</p> <p>Compare and contrast the features of skeletal, smooth and cardiac muscle</p> | <p>Introduction to anatomical terms and organization of the human body</p> <ul style="list-style-type: none"> • Introduction to anatomical terms relative to position – anterior, ventral, posterior dorsal, superior, inferior, median, lateral, proximal, distal, superficial, deep, prone, supine, palmar and plantar • Anatomical planes (axial/ transverse/ horizontal, sagittal/vertical plane and coronal/frontal/oblique plane) • Movements (flexion, extension, abduction, adduction, medial rotation, lateral rotation, inversion, eversion, supination, pronation, plantar flexion, dorsal flexion and circumduction) • Cell structure, Cell division • Tissue – definition, types, characteristics, classification, location • Membrane, glands – classification and structure • Identify major surface and bony landmarks in each body region, Organization of human body • Hyaline, fibro cartilage, elastic cartilage • Features of skeletal, smooth and cardiac muscle • Application and implication in nursing | <ul style="list-style-type: none"> • Lecture cum Discussion • Use of models • Video demonstration • Use of microscopic slides • Lecture cum Discussion • Video/Slides • Anatomical Torso | <ul style="list-style-type: none"> • Quiz • MCQ • Short answer |

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

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

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

APPLIED PHYSIOLOGY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 hours)

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

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

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

COURSE OUTLINE

T – Theory

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

| | | Identify the muscles of respiration and examine their contribution to the mechanism of breathing | <ul style="list-style-type: none"> • Pulmonary circulation – functional features • Pulmonary ventilation, exchange of gases • Carriage of oxygen and carbon-dioxide, Exchange of gases in tissue • Regulation of respiration • Hypoxia, cyanosis, dyspnea, periodic breathing • Respiratory changes during exercise • Application and implication in nursing | | |
|------|------------|--|---|---|--|
| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
| III | 8 (T) | Describe the functions of digestive system | Digestive system <ul style="list-style-type: none"> • Functions of the organs of digestive tract • Saliva – composition, regulation of secretion and functions of saliva • Composition and function of gastric juice, mechanism and regulation of gastric secretion • Composition of pancreatic juice, function, regulation of pancreatic secretion • Functions of liver, gall bladder and pancreas • Composition of bile and function • Secretion and function of small and large intestine • Movements of alimentary tract • Digestion in mouth, stomach, small intestine, large intestine, absorption of food • Application and implications in nursing | <ul style="list-style-type: none"> • Lecture cum Discussion • Video slides | <ul style="list-style-type: none"> • Essay • Short answer • MCQ |
| IV | 6 (T) | Explain the functions of the heart, and physiology of circulation | Circulatory and Lymphatic system <ul style="list-style-type: none"> • Functions of heart, conduction system, cardiac cycle, Stroke volume and cardiac output • Blood pressure and Pulse • Circulation – principles, factors influencing blood pressure, pulse • Coronary circulation, Pulmonary and systemic circulation • Heart rate – regulation of heart rate • Normal value and variations • Cardiovascular homeostasis in exercise and posture • Application and implication in nursing | <ul style="list-style-type: none"> • Lecture • Discussion • Video/Slides | <ul style="list-style-type: none"> • Short answer • MCQ |
| V | 5 (T) | Describe the composition and functions of blood | Blood <ul style="list-style-type: none"> • Blood – Functions, Physical characteristics • Formation of blood cells | <ul style="list-style-type: none"> • Lecture • Discussion • Videos | <ul style="list-style-type: none"> • Essay • Short answer • MCQ |

| | | | | | |
|--|--|--|---|--|--|
| | | | <ul style="list-style-type: none">• Erythropoiesis – Functions of RBC, RBC life cycle• WBC – types, functions• Platelets – Function and production of platelets• Clotting mechanism of blood, clotting time, bleeding time, PTT• Hemostasis – role of vasoconstriction, platelet plug formation in hemostasis, coagulation factors, intrinsic and extrinsic pathways of coagulation• Blood groups and types• Functions of reticuloendothelial system, immunity• Application in nursing | | |
|--|--|--|---|--|--|

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|---|---|---|---|
| VI | 5 (T) | Identify the major endocrine glands and describe their functions | The Endocrine system <ul style="list-style-type: none"> ▢ Functions and hormones of Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands. ▢ Other hormones ▢ Alterations in disease ▢ Application and implication in nursing | <ul style="list-style-type: none"> • Lecture • Explain using charts | <ul style="list-style-type: none"> • Short answer • MCQ |
| VII | 4 (T) | Describe the structure of various sensory organs | The Sensory Organs <ul style="list-style-type: none"> • Functions of skin • Vision, hearing, taste and smell • Errors of refraction, aging changes • Application and implications in nursing | <ul style="list-style-type: none"> • Lecture • Video | <ul style="list-style-type: none"> • Short answer • MCQ |
| VIII | 6 (T) | Describe the functions of bones, joints, various types of muscles, its special properties and nerves supplying them | Musculoskeletal system <ul style="list-style-type: none"> • Bones – Functions, movements of bones of axial and appendicular skeleton, Bone healing • Joints and joint movements • Alteration of joint disease • Properties and Functions of skeletal muscles – mechanism of muscle contraction • Structure and properties of cardiac muscles and smooth muscles Application and implication in nursing | <ul style="list-style-type: none"> • Lecture • Discussion • Video presentation | <ul style="list-style-type: none"> • Structured essay • Short answer • MCQ |
| IX | 4 (T) | Describe the physiology of renal system | Renal system <ul style="list-style-type: none"> • Functions of kidney in maintaining homeostasis • GFR • Functions of ureters, bladder and urethra • Micturition • Regulation of renal function • Application and implication in nursing | <ul style="list-style-type: none"> • Lecture • Charts and models | <ul style="list-style-type: none"> • Short answer • MCQ |
| X | 4 (T) | Describe the structure of reproductive system | The Reproductive system <ul style="list-style-type: none"> • Female reproductive system – Menstrual cycle, function and hormones of ovary, oogenesis, fertilization, implantation, Functions of breast • Male reproductive system – Spermatogenesis, hormones and its functions, semen • Application and implication in providing nursing care | <ul style="list-style-type: none"> • Lecture • Explain using charts, models, specimens | <ul style="list-style-type: none"> • Short answer • MCQ |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|--|---|--|---|
| XI | 8 (T) | Describe the functions of brain, physiology of nerve stimulus, reflexes, cranial and spinal nerves | <ul style="list-style-type: none"> • Nervous system • Overview of nervous system • Review of types, structure and functions of neurons • Nerve impulse • Review functions of Brain-Medulla, Pons, Cerebrum, Cerebellum • Sensory and Motor Nervous system • Peripheral Nervous system • Autonomic Nervous system • Limbic system and higher mental Functions- Hippocampus, Thalamus, Hypothalamus • Vestibular apparatus • Functions of cranial nerves • Autonomic functions • Physiology of Pain-somatic, visceral and referred • Reflexes • CSF formation, composition, circulation of CSF, blood brain barrier and blood CSF barrier • Application and implication in nursing | <ul style="list-style-type: none"> • Lecture cum Discussion • Video slides | <ul style="list-style-type: none"> • Brief structured essays • Short answer • MCQ • Critical reflection |

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

(less than 1 credit lab hours are not specified separately)

APPLIED SOCIOLOGY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 hours)

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

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

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

COURSE OUTLINE

T – Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|--|--|---|---|
| I | 1 (T) | Describe the scope and significance of sociology in nursing | Introduction <ul style="list-style-type: none"> • Definition, nature and scope of sociology • Significance of sociology in nursing | <ul style="list-style-type: none"> • Lecture • Discussion | <ul style="list-style-type: none"> • Essay • Short answer |
| II | 15 (T) | Describe the individualization, Groups, processes of Socialization, social change and its importance | Social structure <ul style="list-style-type: none"> • Basic concept of society, community, association and institution • Individual and society • Personal disorganization • Social group – meaning, characteristics, and classification. • Social processes – definition and forms, Co-operation, competition, conflict, accommodation, assimilation, isolation • Socialization – characteristics, process, agencies of socialization • Social change – nature, process, and role of nurse • Structure and characteristics of urban, rural and tribal community. • Major health problems in urban, rural and tribal communities • Importance of social structure in nursing profession | <ul style="list-style-type: none"> • Lecture cum Discussion | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |

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

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

APPLIED PSYCHOLOGY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 Hours)

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

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

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

COURSE OUTLINE

T – Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|---|---|---|---|
| I | 2 (T) | Describe scope, branches and significance of psychology in nursing | Introduction <ul style="list-style-type: none"> • Meaning of Psychology • Development of psychology – Scope, branches and methods of psychology • Relationship with other subjects • Significance of psychology in nursing • Applied psychology to solve everyday issues | <ul style="list-style-type: none"> • Lecture cum Discussion | <ul style="list-style-type: none"> • Essay • Short answer |
| II | 4 (T) | Describe biology of human behaviour | Biological basis of behaviour –Introduction <ul style="list-style-type: none"> • Body mind relationship • Genetics and behaviour • Inheritance of behaviour • Brain and behaviour. • Psychology and sensation – sensory process – normal and abnormal | <ul style="list-style-type: none"> • Lecture • Discussion | <ul style="list-style-type: none"> • Essay • Short answer |
| III | 5 (T) | Describe mentally healthy person and defense mechanisms | Mental health and mental hygiene <ul style="list-style-type: none"> • Concept of mental health and mental hygiene • Characteristic of mentally healthy person • Warning signs of poor mental health • Promotive and preventive mental health strategies and services • Defense mechanism and its implication • Frustration and conflict – types of conflicts and measurements to overcome • Role of nurse in reducing frustration and conflict and enhancing coping • Dealing with ego | <ul style="list-style-type: none"> • Lecture • Case discussion • Role play | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |
| IV | 7 (T) | Describe psychology of people in different age groups and role of nurse | Developmental psychology <ul style="list-style-type: none"> • Physical, psychosocial and cognitive development across life span – Prenatal through early childhood, middle to late childhood through adolescence, early and mid-adulthood, late adulthood, death and dying • Role of nurse in supporting normal growth and development across the life span • Psychological needs of various groups in health and sickness – Infancy, childhood, adolescence, adulthood and older adult • Introduction to child psychology and role of nurse in meeting the psychological needs of | <ul style="list-style-type: none"> • Lecture • Group • discussion | <ul style="list-style-type: none"> • Essay • Short answer |

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

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

NURSING FOUNDATION - I (including First Aid module)

PLACEMENT: I SEMESTER

THEORY: 6 Credits (120 hours)

PRACTICUM: Skill Lab: 2 Credits (80 hours) and Clinical: 2 Credits (160 hours)

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

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

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

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

First Aid: 40 Hours (including Basic CPR)

COURSE OUTLINE

T – Theory, SL – Skill Lab

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|--|--|--|--|
| I | 5 (T) | Describe the concept of health and illness | Introduction to health and illness <ul style="list-style-type: none"> • Concept of Health – Definitions (WHO), Dimensions • Maslow’s hierarchy of needs • Health – Illness continuum • Factors influencing health • Causes and risk factors for developing illnesses • Illness – Types, illness behavior • Impact of illness on patient and family | <ul style="list-style-type: none"> • Lecture • Discussion | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |
| II | 5 (T) | Describe the levels of illness prevention and care, health care services | Health Care Delivery Systems – Introduction of Basic Concepts & Meanings <ul style="list-style-type: none"> • Levels of Illness Prevention – Primary (Health Promotion), Secondary and Tertiary • Levels of Care – Primary, Secondary and Tertiary • Types of health care agencies/ services – Hospitals, clinics, Hospice, rehabilitation centres, extended care facilities Hospitals – Types, Organization and Functions • Health care teams in hospitals – members and their role | <ul style="list-style-type: none"> • Lecture • Discussion | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |
| III | 12 (T) | Trace the history of Nursing Explain the concept, nature and scope of nursing Describe values, code of ethics and professional conduct for nurses in India | History of Nursing and Nursing as a profession <ul style="list-style-type: none"> • History of Nursing, History of Nursing in India • Contributions of Florence Nightingale • Nursing – Definition – Nurse, Nursing, Concepts, philosophy, objectives, Characteristics, nature and Scope of Nursing/ Nursing practice, Functions of nurse, Qualities of a nurse, Categories of nursing personnel • Nursing as a profession – definition and characteristics/criteria of profession • Values – Introduction – meaning and importance • Code of ethics and professional conduct for nurses – Introduction | <ul style="list-style-type: none"> • Lecture • Discussion • Case discussion • Role plays | <ul style="list-style-type: none"> • Essay • Short answers • Objective type |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|-------------------|---|---|--|--|
| IV | 8 (T) 3 (SL) | Describe the process, principles, and types of communication Explain therapeutic, non-therapeutic and professional communication Communicate effectively with patients, their families and team members | Communication and Nurse Patient Relationship <ul style="list-style-type: none"> • Communication – Levels, Elements and Process, Types, Modes, Factors influencing communication • Methods of effective communication/therapeutic communication techniques • Barriers to effective communication/non-therapeutic communication techniques • Professional communication • Helping Relationships (Nurse Patient Relationship) – Purposes and Phases • Communicating effectively with patient, families and team members • Maintaining effective human relations and communication with vulnerable groups (children, women, physically and mentally challenged and elderly) | <ul style="list-style-type: none"> • Lecture • Discussion • Role play and video film on Therapeutic Communication | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |
| V | 4 (T) 2 (SL) | Describe the purposes, types and techniques of recording and reporting Maintain records and reports accurately | Documentation and Reporting <ul style="list-style-type: none"> • Documentation – Purposes of Reports and Records • Confidentiality • Types of Client records/Common Record-keeping forms • Methods/Systems of documentation/Recording • Guidelines for documentation • Do's and Don'ts of documentation/Legal guidelines for Documentation/Recording • Reporting – Change of shift reports, Transfer reports, Incident reports | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |
| VI | 15 (T) 20 (SL) | Describe principles and techniques of monitoring and maintaining vital signs | Vital signs <ul style="list-style-type: none"> □ Guidelines for taking vital signs □ <i>Body temperature</i> – <ul style="list-style-type: none"> ○ Definition, Physiology, Regulation, Factors affecting body temperature ○ Assessment of body temperature – sites, equipment and technique ○ Temperature alterations – Hyperthermia, Heat Cramps, Heat Exhaustion, Heatstroke, Hypothermia ○ Fever/Pyrexia – Definition, Causes, Stages, Types □ Nursing Management <ul style="list-style-type: none"> ○ Hot and Cold applications □ <i>Pulse</i>: <ul style="list-style-type: none"> ○ Definition, Physiology and Regulation, Characteristics, Factors affecting pulse | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & Re-demonstration | <ul style="list-style-type: none"> • Essay • Short answer • Objective type • Document the given values of temperature, pulse, and respiration in the graphic sheet • OSCE |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|-------------|------------------|---|--|---|---|
| | | Assess and record vital signs accurately | <ul style="list-style-type: none"> ○ Assessment of pulse – sites, equipment and technique ○ Alterations in pulse ▢ <i>Respiration:</i> <ul style="list-style-type: none"> ○ Definition, Physiology and Regulation, Mechanics of breathing, Characteristics, Factors affecting respiration ○ Assessment of respirations – technique ○ Arterial Oxygen saturation ○ Alterations in respiration ▢ <i>Blood pressure:</i> <ul style="list-style-type: none"> ○ Definition, Physiology and Regulation, Characteristics, Factors affecting BP ○ Assessment of BP – sites, equipment and technique, Common Errors in BP Assessment ○ Alterations in Blood Pressure ▢ Documenting Vital Signs | | |
| VII | 3 (T) | Maintain equipment and linen | <p>Equipment and Linen</p> <ul style="list-style-type: none"> • Types – Disposables and reusable <ul style="list-style-type: none"> ○ Linen, rubber goods, glassware, metal, plastics, furniture • Introduction – Indent, maintenance, Inventory | <ul style="list-style-type: none"> • Lecture • Discussion | <ul style="list-style-type: none"> • Essay • Short answer |
| VIII | 10 (T) 3 (SL) | Describe the basic principles and techniques of infection control and biomedical waste management | <p>Introduction to Infection Control in Clinical setting Infection</p> <ul style="list-style-type: none"> • Nature of infection • Chain of infection • Types of infection • Stages of infection • Factors increasing susceptibility to infection • Body defenses against infection – Inflammatory response & Immune response • Health care associated infection (Nosocomial infection) <p>Introductory concept of Asepsis – Medical & Surgical asepsis</p> <p><i>Precautions</i></p> <ul style="list-style-type: none"> • Hand Hygiene • (Hand washing and use of hand Rub) • Use of Personal Protective Equipment (PPE) • Standard precautions <p><i>Biomedical Waste management</i></p> <ul style="list-style-type: none"> • Types of hospital waste, waste segregation and hazards – Introduction | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Observation of autoclaving and other sterilization techniques • Video presentation on medical & surgical asepsis | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |

| | | | | | |
|----|-------------------|---|---|---|---|
| IX | 15 (T) 15 (SL) | Identify and meet the comfort needs of the patients | <p>Comfort, Rest & Sleep and Pain</p> <ul style="list-style-type: none"> • Comfort <ul style="list-style-type: none"> ○ Factors Influencing Comfort ○ Types of beds including latest beds, purposes & bed making ○ Therapeutic positions ○ Comfort devices • Sleep and Rest <ul style="list-style-type: none"> ○ Physiology of sleep ○ Factors affecting sleep ○ Promoting Rest and sleep ○ Sleep Disorders • Pain (Discomfort) <ul style="list-style-type: none"> ○ Physiology ○ Common cause of pain ○ Types ○ Assessment – pain scales and narcotic scales • Pharmacological and Non-pharmacological pain relieving measures – Use of narcotics, TENS devices, PCA • Invasive techniques of pain management • Any other newer measures <ul style="list-style-type: none"> ○ CAM (Complementary & Alternative healing Modalities) | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & Re-demonstration | <ul style="list-style-type: none"> • Essay • Short answer • Objective type • OSCE |
| X | 5 (T) 3 (SL) | Describe the concept of patient environment | <p>Promoting Safety in Health Care Environment</p> <ul style="list-style-type: none"> • Physical environment – Temperature, Humidity, Noise, Ventilation, Light, Odor, Pest control • Reduction of Physical hazards – fire, accidents • Fall Risk Assessment • Role of nurse in providing safe and clean environment • Safety devices – <ul style="list-style-type: none"> ○ Restraints – Types, Purposes, Indications, Legal Implications and Consent, Application of Restraints-Skill and Practice guidelines ○ Other Safety Devices – Side rails, Grab bars, Ambu alarms, non-skid slippers etc. | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|-------------|------------------|---|--|--|---|
| XI | 6 (T) 2 (SL) | Explain and perform admission, transfer, and discharge of a patient | <p>Hospital Admission and discharge</p> <ul style="list-style-type: none"> • Admission to the hospital Unit and preparation of unit <ul style="list-style-type: none"> o Admission bed o Admission procedure o Medico-legal issues o Roles and Responsibilities of the nurse • Discharge from the hospital <ul style="list-style-type: none"> o Types – Planned discharge, LAMA and Abscond, Referrals and transfers o Discharge Planning o Discharge procedure o Medico-legal issues o Roles and Responsibilities of the nurse o Care of the unit after discharge | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |
| XII | 8 (T) 10 (SL) | Demonstrate skill in caring for patients with restricted mobility | <p>Mobility and Immobility</p> <ul style="list-style-type: none"> • Elements of Normal Movement, Alignment & Posture, Joint Mobility, Balance, Coordinated Movement • Principles of body mechanics • Factors affecting Body Alignment and activity • Exercise – Types and benefits • Effects of Immobility • Maintenance of normal Body Alignment and Activity • Alteration in Body Alignment and mobility • Nursing interventions for impaired Body Alignment and Mobility – assessment, types, devices used, method <ul style="list-style-type: none"> • Range of motion exercises • Muscle strengthening exercises • Maintaining body alignment – positions • Moving • Lifting • Transferring • Walking • Assisting clients with ambulation • Care of patients with Immobility using Nursing process approach • Care of patients with casts and splints | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & | <ul style="list-style-type: none"> • Essay • Short answer • Objective |
| XIII | 4 (T) 2 (SL) | Describe the principles and practice of patient education | <p>Patient education</p> <ul style="list-style-type: none"> • Patient Teaching – Importance, Purposes, Process • Integrating nursing process in patient teaching | <ul style="list-style-type: none"> • Discussion • Role plays | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------------|-------------------|--|--|--|---|
| XIV | 20 (T) 20 (SL) | Explain and apply principles of First Aid during emergencies | First Aid* <ul style="list-style-type: none"> • Definition, Basic Principles, Scope & Rules • First Aid Management <ul style="list-style-type: none"> ○ Wounds, Hemorrhage & Shock ○ Musculoskeletal Injuries – Fractures, Dislocation, Muscle injuries ○ Transportation of Injured persons ○ Respiratory Emergencies & Basic CPR ○ Unconsciousness ○ Foreign Bodies – Skin, Eye, Ear, Nose, Throat & Stomach ○ Burns & Scalds ○ Poisoning, Bites & Stings ○ Frostbite & Effects of Heat ○ Community Emergencies | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & Re-demonstration • Module completion • National Disaster Management Authority (NDMA) / Indian Red Cross Society (IRCS) First Aid module | <ul style="list-style-type: none"> • Essay • Short answer • Objective type • OSCE |

*Mandatory module

CLINICAL PRACTICUM

Clinical Practicum: 2 Credits (160 hours), 10 weeks × 16 hours per week

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

1. Maintain effective human relations (projecting professional image)
2. Communicate effectively with patient, families and team members
3. Demonstrate skills in techniques of recording and reporting
4. Demonstrate skill in monitoring vital signs
5. Care for patients with altered vital signs
6. Demonstrate skill in implementing standard precautions and use of PPE
7. Demonstrate skill in meeting the comfort needs of the patients
8. Provide safe and clean environment
9. Demonstrate skill in admission, transfer, and discharge of a patient
10. Demonstrate skill in caring for patients with restricted mobility
11. Plan and provide appropriate health teaching following the principles
12. Acquire skills in assessing and performing First Aid during emergencies.

SKILL LAB

Use of Mannequins and Simulators

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

CLINICAL POSTINGS – General Medical/Surgical Wards

10 weeks × 16 hours/week = 160 Hours

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

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

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

APPLIED BIOCHEMISTRY

PLACEMENT: II SEMESTER

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

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

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

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

COURSE OUTLINE

T – Theory

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

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

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

APPLIED NUTRITION AND DIETETICS

PLACEMENT: II SEMESTER

THEORY: 3 credits (60 hours)

Theory: 45 hours **Lab:** 15 hours

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

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

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

COURSE OUTLINE

T – Theory

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

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

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

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|---|--|--|--|
| X | 3 (T) | Describe the rules and preservation of nutrients | Cookery rules and preservation of nutrients <ul style="list-style-type: none"> • Cooking – Methods, Advantages and Disadvantages • Preservation of nutrients • Measures to prevent loss of nutrients during preparation • Safe food handling and Storage of foods • Food preservation • Food additives and food adulteration • Prevention of Food Adulteration Act (PFA) • Food standards | <ul style="list-style-type: none"> • Lecture cum Discussion • Charts/Slides | <ul style="list-style-type: none"> • Essay • Short answer • Very short answer |
| XI | 4 (T) | Explain the methods of nutritional assessment and nutrition education | Nutrition assessment and nutrition education <ul style="list-style-type: none"> • Objectives of nutritional assessment • Methods of assessment – clinical examination, anthropometry, laboratory & biochemical assessment, assessment of dietary intake including Food frequency questionnaire (FFQ) method • Nutrition education – purposes, principles and methods | <ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Writing nutritional assessment report | <ul style="list-style-type: none"> • Essay • Short answer • Evaluation of Nutritional assessment report |
| XII | 3 (T) | Describe nutritional problems in India and nutritional programs | National Nutritional Programs and role of nurse <ul style="list-style-type: none"> • Nutritional problems in India • National nutritional policy • <i>National nutritional programs</i> – Vitamin A Supplementation, Anemia Mukh Bharat Program, Integrated Child Development Services (ICDS), Mid-day Meal Scheme (MDMS), National Iodine Deficiency Disorders Control Program (NIDDCP), Weekly Iron Folic Acid Supplementation (WIFS) and others as introduced • Role of nurse in every program | <ul style="list-style-type: none"> • Lecture cum Discussion | <ul style="list-style-type: none"> • Essay • Short answer • Very short answer |
| XIII | 2 (T) | Discuss the importance of food hygiene and food safety Explain the Acts related to food safety | Food safety <ul style="list-style-type: none"> • Definition, Food safety considerations & measures • Food safety regulatory measures in India – Relevant Acts • Five keys to safer food • Food storage, food handling and cooking • General principles of food storage of food items (ex. milk, meat) • Role of food handlers in food borne diseases • Essential steps in safe cooking practices | <ul style="list-style-type: none"> • Guided reading on related acts | <ul style="list-style-type: none"> • Quiz • Short answer |

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

NURSING FOUNDATION - II (including Health Assessment Module)

PLACEMENT: II SEMESTER

THEORY: 6 Credits (120 hours)

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

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

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

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

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

Health Assessment Module: 40 hours

COURSE OUTLINE

T – Theory, SL – Skill Lab

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|-------------------|---|---|---|--|
| I | 20 (T) 20 (SL) | Describe the purpose and process of health assessment and perform assessment under supervised clinical practice | Health Assessment <ul style="list-style-type: none"> • Interview techniques • Observation techniques • Purposes of health assessment • Process of Health assessment <ul style="list-style-type: none"> o Health history o Physical examination: <ul style="list-style-type: none"> ▪ Methods: Inspection, Palpation, Percussion, Auscultation, Olfaction ▪ Preparation for examination: patient and unit ▪ General assessment ▪ Assessment of each body system ▪ Documenting health assessment findings | <ul style="list-style-type: none"> • Modular Learning • *Health Assessment Module • Lecture cum Discussion • Demonstration | <ul style="list-style-type: none"> • Essay • Short answer • Objective type • OSCE |
| II | 13 (T) 8 (SL) | Describe assessment, planning, implementation and evaluation of nursing care using Nursing process approach | The Nursing Process <ul style="list-style-type: none"> • Critical Thinking Competencies, Attitudes for Critical Thinking, Levels of critical thinking in Nursing • Nursing Process Overview Assessment <ul style="list-style-type: none"> o Collection of Data: Types, Sources, Methods o Organizing Data o Validating Data o Documenting Data o Nursing Diagnosis <ul style="list-style-type: none"> ▫ Identification of client problems, risks and strengths ▫ Nursing diagnosis statement – parts, Types, Formulating, Guidelines for formulating Nursing Diagnosis ▫ NANDA approved diagnoses ▫ Difference between medical and nursing diagnosis o Planning <ul style="list-style-type: none"> ▫ Types of planning ▫ Establishing Priorities ▫ Establishing Goals and Expected Outcomes – Purposes, types, guidelines, Components of goals and outcome statements ▫ Types of Nursing Interventions, Selecting interventions: Protocols and Standing Orders ▫ Introduction to Nursing | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Supervised Clinical Practice | <ul style="list-style-type: none"> • Essay • Short answer • Objective type • Evaluation of care plan |

| | | | | | |
|--|--|--|--|--|--|
| | | | <p>Intervention Classification and Nursing Outcome Classification</p> <ul style="list-style-type: none"> □ Guidelines for writing care plan ○ Implementation <ul style="list-style-type: none"> ▢ Process of Implementing the plan of care ▢ Types of care – Direct and Indirect ○ Evaluation <ul style="list-style-type: none"> ● Evaluation Process, Documentation and Reporting | | |
|--|--|--|--|--|--|

| | | | | | |
|------------|------------------|---|--|--|---|
| III | 5 (T) 5 (SL) | Identify and meet the Nutritional needs of patients | <p>Nutritional needs</p> <ul style="list-style-type: none"> ● Importance ● Factors affecting nutritional needs ● Assessment of nutritional status ● <i>Review</i>: special diets – Solid, Liquid, Soft ● <i>Review</i> on therapeutic diets Care of patient with Dysphagia, Anorexia, Nausea, Vomiting ● Meeting Nutritional needs: Principles, equipment, procedure, indications <ul style="list-style-type: none"> ○ Oral ○ Enteral: Nasogastric/ Orogastric ○ Introduction to other enteral feeds – types, indications, ○ Gastrostomy, Jejunostomy ○ Parenteral – TPN (Total Parenteral Nutrition) | <ul style="list-style-type: none"> ● Lecture ● Discussion ● Demonstration ● Exercise ● Supervised Clinical practice | <ul style="list-style-type: none"> ● Essay ● Short answer ● Objective type ● Evaluation of nutritional assessment & diet planning |
| IV | 5 (T) 15 (SL) | Identify and meet the hygienic needs of patients | <p>Hygiene</p> <ul style="list-style-type: none"> ● Factors Influencing Hygienic Practice ● Hygienic care: Indications and purposes, effects of neglected care <ul style="list-style-type: none"> ○ Care of the Skin – (Bath, feet and nail, Hair Care) ○ Care of pressure points ○ Assessment of Pressure Ulcers using Braden Scale and Norton Scale ○ Pressure ulcers – causes, stages and manifestations, care and prevention ○ Perineal care/Meatal care ○ Oral care, Care of Eyes, Ears and Nose including assistive devices (eye glasses, contact lens, dentures, hearing aid) | <ul style="list-style-type: none"> ● Lecture ● Discussion ● Demonstration | <ul style="list-style-type: none"> ● Essay ● Short answer ● Objective type ● OSCE |

| | | | | | |
|---|-------------------|--|--|--|---|
| V | 10 (T) 10 (SL) | Identify and meet the elimination needs of patient | <p>Elimination needs</p> <ul style="list-style-type: none"> ▪ Urinary Elimination <ul style="list-style-type: none"> • Review of Physiology of Urine Elimination, Composition and characteristics of urine • Factors Influencing Urination • Alteration in Urinary Elimination • Facilitating urine elimination: assessment, types, equipment, procedures and special considerations • Providing urinal/bed pan • Care of patients with <ul style="list-style-type: none"> ▪ Condom drainage ▪ Intermittent Catheterization ▪ Indwelling Urinary catheter and urinary drainage ▪ Urinary diversions ▪ Bladder irrigation ▪ Bowel Elimination <ul style="list-style-type: none"> • Review of Physiology of Bowel Elimination, Composition and characteristics of feces • Factors affecting Bowel elimination • Alteration in Bowel Elimination • Facilitating bowel elimination: Assessment, equipment, procedures <ul style="list-style-type: none"> • Enemas • Suppository • Bowel wash • Digital Evacuation of impacted feces ▪ Care of patients with Ostomies (Bowel Diversion Procedures) | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration | <ul style="list-style-type: none"> • Essay • Short answer • Objective type • OSCE |
|---|-------------------|--|--|--|---|

| | | | | | |
|-----|-------------------|---|--|---|---|
| VI | 3 (T) 4 (SL) | <p>Explain various types of specimens and identify normal values of tests</p> <p>Develop skill in specimen collection, handling and transport</p> | <p>Diagnostic testing</p> <ul style="list-style-type: none"> • Phases of diagnostic testing (pre-test, intra-test & post-test) in Common investigations and clinical implications <ul style="list-style-type: none"> ○ Complete Blood Count ○ Serum Electrolytes ○ LFT ○ Lipid/Lipoprotein profile ○ Serum Glucose – AC, PC, HbA1c ○ Monitoring Capillary Blood Glucose (Glucometer Random Blood Sugar – GRBS) ○ Stool Routine Examination ○ Urine Testing – Albumin, Acetone, pH, Specific Gravity ○ Urine Culture, Routine, Timed Urine Specimen ○ Sputum culture ○ Overview of Radiologic & Endoscopic Procedures | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |
| VII | 11 (T) 10 (SL) | <p>Assess patients for oxygenation needs, promote oxygenation and provide care during oxygen therapy</p> | <p>Oxygenation needs</p> <ul style="list-style-type: none"> □ Review of Cardiovascular and Respiratory Physiology □ Factors affecting respiratory functioning □ Alterations in Respiratory Functioning <ul style="list-style-type: none"> └ Conditions affecting <ul style="list-style-type: none"> ○ Airway ○ Movement of air ○ Diffusion ○ Oxygen transport └ Alterations in oxygenation └ Nursing interventions to promote oxygenation: assessment, types, equipment used & procedure <ul style="list-style-type: none"> ○ Maintenance of patent airway ○ Oxygen administration ○ Suctioning – oral, tracheal ○ Chest physiotherapy – Percussion, Vibration & Postural drainage ○ Care of Chest drainage – principles & purposes ○ Pulse Oximetry – Factors affecting measurement of oxygen saturation using pulse oximeter, Interpretation □ Restorative & continuing care <ul style="list-style-type: none"> ○ Hydration | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & Re-demonstration | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |

| | | | | | |
|-------------|---------------------|--|---|--|---|
| | | | <ul style="list-style-type: none"> ○ Humidification ○ Coughing techniques ○ Breathing exercises ○ Incentive spirometry | | |
| VIII | 5 (T) 10 (SL) | Describe the concept of fluid, electrolyte balance | <p>Fluid, Electrolyte, and Acid – Base Balances</p> <ul style="list-style-type: none"> ○ Review of Physiological Regulation of Fluid, Electrolyte and Acid-Base Balances ○ Factors Affecting Fluid, Electrolyte and Acid-Base Balances ○ Disturbances in fluid volume: <ul style="list-style-type: none"> ▪ Deficit <ul style="list-style-type: none"> • Hypovolemia • Dehydration ▪ Excess <ul style="list-style-type: none"> • Fluid overload • Edema ○ Electrolyte imbalances (hypo and hyper) ○ Acid-base imbalances <ul style="list-style-type: none"> ▪ Metabolic – acidosis & alkalosis ▪ Respiratory – acidosis & alkalosis ○ Intravenous therapy ○ Peripheral venipuncture sites ○ Types of IV fluids ○ Calculation for making IV fluid plan ○ Complications of IV fluid therapy ○ Measuring fluid intake and output ○ Administering Blood and Blood components ○ Restricting fluid intake ○ Enhancing Fluid intake | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration | <ul style="list-style-type: none"> • Essay • Short answer • Objective type • Problem solving – calculations |

| | | | | | |
|----|-------------------|--|---|---|---|
| IX | 20 (T) 22 (SL) | <p>Explain the principles, routes, effects of administration of medications</p> <p>Calculate conversions of drugs and dosages within and between systems of measurements</p> <p>Administer oral and topical medication and document accurately under supervision</p> | <p>Administration of Medications</p> <ul style="list-style-type: none"> • Introduction – Definition of Medication, Administration of Medication, Drug Nomenclature, Effects of Drugs, Forms of Medications, Purposes, Pharmacodynamics and Pharmacokinetics • Factors influencing Medication Action • Medication orders and Prescriptions • Systems of measurement • Medication dose calculation • Principles, 10 rights of Medication Administration • Errors in Medication administration • Routes of administration • Storage and maintenance of drugs and Nurses responsibility • Terminologies and abbreviations used in prescriptions and medications orders • Developmental considerations • Oral, Sublingual and Buccal routes: Equipment, procedure • Introduction to Parenteral Administration of Drugs – Intramuscular, Intravenous, Subcutaneous, Intradermal: Location of site, Advantages and disadvantages of the specific sites, Indication and contraindications for the different routes and sites. • Equipment – Syringes & needles, cannulas, Infusion sets – parts, types, sizes • Types of vials and ampoules, Preparing Injectable medicines from vials and ampoules <p>oCare of equipment: decontamination and disposal of syringes, needles,</p> | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & Re-demonstration | <ul style="list-style-type: none"> • Essay • Short answer • Objective type • OSCE |
|----|-------------------|--|---|---|---|

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|-----------------|---|--|--|---|
| | | | <p>infusion sets</p> <ul style="list-style-type: none"> o Prevention of Needle-Stick Injuries • Topical Administration: Types, purposes, site, equipment, procedure <ul style="list-style-type: none"> o Application to skin & mucous membrane o Direct application of liquids, Gargle and swabbing the throat o Insertion of Drug into body cavity: Suppository/ medicated packing in rectum/vagina o Instillations: Ear, Eye, Nasal, Bladder, and Rectal o Irrigations: Eye, Ear, Bladder, Vaginal and Rectal o Spraying: Nose and throat • Inhalation: Nasal, oral, endotracheal/tracheal (steam, oxygen and medications) – purposes, types, equipment, procedure, recording and reporting of medications administered • Other Parenteral Routes: Meaning of epidural, intrathecal, intraosseous, intraperitoneal, intra-pleural, intra-arterial | | |
| X | 5 (T) 6 (SL) | Provide care to patients with altered functioning of sense organs and unconsciousness in supervised clinical practice | <p>Sensory needs</p> <ul style="list-style-type: none"> • Introduction • Components of sensory experience – Reception, Perception & Reaction • Arousal Mechanism • Factors affecting sensory function • Assessment of Sensory alterations – sensory deficit, deprivation, overload & sensory poverty • Management <p>o Promoting meaningful communication (patients with Aphasia, artificial airway & Visual and Hearing impairment)</p> <p>Care of Unconscious Patients</p> <ul style="list-style-type: none"> • Unconsciousness: Definition, causes & risk factors, pathophysiology, stages of Unconsciousness, Clinical Manifestations • Assessment and nursing management of patient with unconsciousness, complications | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |

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

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

CLINICAL PRACTICUM

Clinical: 4 Credits (320 hours)

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

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

SKILL LAB

Use of Mannequins and Simulators

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

CLINICAL POSTINGS – General Medical/Surgical Wards

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

| Clinical Unit | Duration (Weeks) | Learning Outcomes | Procedural Competencies/ Clinical Skills (Supervised Clinical Practice) | Clinical Requirements | Assessment Methods |
|--------------------------------|-------------------------|---|---|--|---|
| General Medical/Surgical wards | 3 | Perform health assessment of each body system | Health Assessment <ul style="list-style-type: none"> • Nursing/Health history taking • Perform physical examination: <ul style="list-style-type: none"> oGeneral oBody systems • Use various methods of physical examination – Inspection, Palpation, Percussion, Auscultation, Olfaction • Identification of system wise deviations • Documentation of findings | <ul style="list-style-type: none"> • History Taking – 2 • Physical examination – 2 | <ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE |
| | 1 | Develop skills in assessment, planning, implementation and evaluation of nursing care using Nursing process approach | The Nursing Process <ul style="list-style-type: none"> • Prepare Nursing care plan for the patient based on the given case scenario | <ul style="list-style-type: none"> • Nursing process – 1 | <ul style="list-style-type: none"> • Assessment of clinical skills using checklist OSCE |
| | 2 | Identify and meet the Nutritional needs of patients Implement basic nursing techniques in meeting hygienic needs of patients | Nutritional needs, Elimination needs & Diagnostic testing <p><i>Nutritional needs</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Nutritional Assessment <input type="checkbox"/> Preparation of Nasogastric tube feed <input type="checkbox"/> Nasogastric tube feeding <p><i>Hygiene</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Care of Skin & Hair: <ul style="list-style-type: none"> – Sponge Bath/ Bed bath – Care of pressure points & back massage <input type="checkbox"/> Pressure sore risk assessment using Braden/Norton scale <ul style="list-style-type: none"> – Hair wash – Pediculosis treatment <input type="checkbox"/> Oral Hygiene <input type="checkbox"/> Perineal Hygiene <input type="checkbox"/> Catheter care | <ul style="list-style-type: none"> • Nutritional Assessment and Clinical Presentation – 1 • Pressure sore assessment – 1 | <ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE |

| Clinical Unit | Duration (Weeks) | Learning Outcomes | Procedural Competencies/ Clinical Skills (Supervised Clinical Practice) | Clinical Requirements | Assessment Methods |
|---------------|------------------|---|---|--|--|
| | 2 | <p>Plan and Implement care to meet the elimination needs of patient</p> <p>Develop skills in instructing and collecting samples for investigation.</p> <p>Perform simple lab tests and analyze & interpret common diagnostic values</p> | <p>Elimination needs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Providing <ul style="list-style-type: none"> - Urinal - Bedpan <input type="checkbox"/> Insertion of Suppository <input type="checkbox"/> Enema <input type="checkbox"/> Urinary Catheter care <input type="checkbox"/> Care of urinary drainage <p>Diagnostic testing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Specimen Collection <ul style="list-style-type: none"> oUrine routine and culture oStool routine oSputum Culture - Perform simple Lab Tests using reagent strips <ul style="list-style-type: none"> o Urine – Glucose, Albumin, Acetone, pH, Specific gravity <p>Blood – GRBS Monitoring</p> | <ul style="list-style-type: none"> • Clinical Presentation on Care of patient with Constipation – 1 • Lab values – inter-pretation | <ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE |
| | 3 | <p>Identify patients with impaired oxygenation and demonstrate skill in caring for patients with impaired oxygenation</p> <p>Identify and demonstrate skill in caring for patients with fluid, electrolyte and acid – base imbalances</p> | <p>Oxygenation needs, Fluid, Electrolyte, and Acid – Base Balances</p> <p><i>Oxygenation needs</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Oxygen administration methods <ul style="list-style-type: none"> o Nasal Prongs o Face Mask/Venturi Mask <input type="checkbox"/> Steam inhalation <input type="checkbox"/> Chest Physiotherapy <ul style="list-style-type: none"> Deep Breathing & Coughing Exercises <input type="checkbox"/> Oral Suctioning <p><i>Fluid, Electrolyte, and Acid – Base Balances</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintaining intake output chart <input type="checkbox"/> Identify & report complications of IV therapy <input type="checkbox"/> Observe Blood & Blood Component therapy <input type="checkbox"/> Identify & Report Complications of Blood & Blood Component therapy | | <ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE • Assessment of clinical skills using checklist • OSCE |

| | | | | | |
|--|---|--|---|--|--|
| | 3 | <p>Explain the principles, routes, effects of administration of medications</p> <p>Calculate conversions of drugs and dosages within and between systems of Measurements</p> <p>Administer drugs by the following routes- Oral, Intradermal, Subcutaneous, Intramuscular, Intra Venous Topical, inhalation</p> | <p>Administration of Medications</p> <p>Calculate Drug Dosages</p> <p>Preparation of lotions & solutions</p> <p>Administer Medications</p> <ul style="list-style-type: none"> o Oral o Topical o Inhalation o Parenteral <ul style="list-style-type: none"> ▪ Intradermal ▪ Subcutaneous -Intramuscular <p>Instillations</p> <ul style="list-style-type: none"> o Eye, Ear, Nose – instillation of medicated drops, nasal sprays, irrigations | | <ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE |
| | 2 | <p>Assess, plan, implement & evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness</p> <p>Care for terminally ill and dying patients</p> | <p>Sensory Needs and Care of Unconscious patients, Care of Terminally ill, death and dying</p> <p><i>Sensory Needs and Care of Unconscious patients</i></p> <ul style="list-style-type: none"> • Assessment of Level of Consciousness using Glasgow Coma Scale <p><i>Terminally ill, death and dying</i></p> <ul style="list-style-type: none"> • Death Care | <ul style="list-style-type: none"> • Nursing rounds on care of patient with altered sensorium | <ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE • Assessment of clinical skills using checklist |

HEALTH/NURSING INFORMATICS AND TECHNOLOGY

PLACEMENT: II SEMESTER

THEORY: 2 Credits (40 hours)

PRACTICAL/LAB: 1 Credit (40 hours)

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

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

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

COURSE OUTLINE

T – Theory, P/L – Lab

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

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

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

SKILLS

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

APPLIED MICROBIOLOGY AND INFECTION CONTROL INCLUDING SAFETY

PLACEMENT: III SEMESTER

THEORY: 2 Credits (40 hours)

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

SECTION A: APPLIED MICROBIOLOGY

THEORY: 20 hours

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

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

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

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

COURSE OUTLINE

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

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

| | | | | | | |
|----|---|---------|--|--|---|--|
| IV | 3 | 4 (L/E) | Explain the concepts of immunity, hyper sensitivity and immunization | <p>Immunity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Immunity: Types, classification <input type="checkbox"/> Antigen and antibody reaction <input type="checkbox"/> Hypersensitivity reactions <input type="checkbox"/> Serological tests <input type="checkbox"/> Immunoglobulins: Structure, types & properties <input type="checkbox"/> Vaccines: Types & classification, storage and handling, cold chain, Immunization for various diseases <p>Immunization Schedule</p> | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Visit to observe vaccine storage • Clinical practice | <ul style="list-style-type: none"> • Short answer • Objective type • Visit report |
|----|---|---------|--|--|---|--|

SECTION B: INFECTION CONTROL & SAFETY

THEORY: 20 hours(1 Credit)

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

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

COMPETENCIES: The students will be able to:

1. Develop knowledge and understanding of Hospital acquired Infections (HAI) and effective practices for prevention.
2. Integrate the knowledge of isolation (Barrier and reverse barrier) techniques in implementing various precautions.
3. Demonstrate and practice steps in Hand washing and appropriate use of different types of PPE.
4. Illustrate various disinfection and sterilization methods and techniques.
5. Demonstrate knowledge and skill in specimen collection, handling and transport to optimize the diagnosis for treatment.
6. Incorporate the principles and guidelines of Bio Medical waste management.
7. Apply the principles of Antibiotic stewardship in performing the nurses 'role.
8. Identify patient safety indicators and perform the role of nurse in the patient safety audit process.
9. Apply the knowledge of International Patient Safety Goals (IPSG) in the patient care settings.
10. Identify employee safety indicators and risk of occupational hazards.
11. Develop understanding of the various safety protocols and adhere to those protocols.

COURSE OUTLINE

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

| Unit | Time (Hrs) | | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------------|------------|-------|---|--|--|---|
| | T | P | | | | |
| I | 2 | 2 (E) | Summarize the evidence based and effective patient care practices for the prevention of common healthcare associated infections in the Healthcare setting | HAI (Hospital acquired Infection) <ul style="list-style-type: none"> • Hospital acquired infection • Bundle approach <ul style="list-style-type: none"> - Prevention of Urinary Tract Infection (UTI) - Prevention of Surgical Site Infection (SSI) - Prevention of Ventilator Associated events (VAE) - Prevention of Central Line Associated Blood Stream Infection (CLABSI) - Surveillance of HAI – Infection control team & Infection control committee | <ul style="list-style-type: none"> • Lecture & Discussion • Experiential learning | <ul style="list-style-type: none"> • Knowledge assessment • MCQ • Short answer |
| II | 3 | 4 (L) | Demonstrate appropriate use of different types of PPEs and the critical use of risk assessment | Isolation Precautions and use of Personal Protective Equipment (PPE) <ul style="list-style-type: none"> • Types of isolation system, standard precaution and transmission-based precautions (Direct Contact, Droplet, Indirect) • Epidemiology & Infection prevention – CDC guidelines • Effective use of PPE | <ul style="list-style-type: none"> • Lecture • Demonstration & Re-demonstration | <ul style="list-style-type: none"> • Performance assessment • OSCE |
| III | 1 | 2 (L) | Demonstrate the hand hygiene practice and its effectiveness on infection control | Hand Hygiene <ul style="list-style-type: none"> • Types of Hand hygiene. • Hand washing and use of alcohol hand rub • Moments of Hand Hygiene • WHO hand hygiene promotion | <ul style="list-style-type: none"> • Lecture • Demonstration & Re-demonstration | <ul style="list-style-type: none"> • Performance assessment |
| IV | 1 | 2 (E) | Illustrates disinfection and sterilization in the healthcare setting | Disinfection and sterilization <ul style="list-style-type: none"> • Definitions • Types of disinfection and sterilization • Environment cleaning • Equipment Cleaning • Guides on use of disinfectants • Spaulding's principle | <ul style="list-style-type: none"> • Lecture • Discussion • Experiential learning through visit | <ul style="list-style-type: none"> • Short answer • Objective type |

| Unit | Time (Hrs) | | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|---------|---|--|--|---|
| | T | P | | | | |
| V | 1 | | Illustrate on what, when, how, why specimens are collected to optimize the diagnosis for treatment and management. | Specimen Collection (Review) <ul style="list-style-type: none"> • Principle of specimen collection • Types of specimens • Collection techniques and special considerations • Appropriate containers • Transportation of the sample • Staff precautions in handling specimens | <ul style="list-style-type: none"> • Discussion | <ul style="list-style-type: none"> • Knowledge evaluation • Quiz • Performance assessment • Checklist |
| VI | 2 | 2 (E) | Explain on Bio Medical waste management & laundry management | BMW (Bio Medical Waste Management) <ul style="list-style-type: none"> • Laundry management process and infection control and prevention • Waste management process and infection prevention • Staff precautions • Laundry management Country ordinance and BMW National guidelines 2017: Segregation of wastes, Colour coded waste containers, waste collection & storage, Packaging & labelling, Transportation | <ul style="list-style-type: none"> • Discussion • Demonstration • Experiential learning through visit | <ul style="list-style-type: none"> • Knowledge assessment by short answers, objective type • Performance assessment |
| VII | 2 | | Explain in detail about Antibiotic stewardship, AMR Describe MRSA/ MDRO and its prevention | Antibiotic stewardship <ul style="list-style-type: none"> • Importance of Antibiotic Stewardship • Anti-Microbial Resistance • Prevention of MRSA, MDRO in healthcare setting | <ul style="list-style-type: none"> • Lecture • Discussion • Written assignment • –Recent AMR (Antimicrobial resistance) guidelines | <ul style="list-style-type: none"> • Short answer • Objective type • Assessment of assignment |
| VIII | 3 | 5 (L/E) | Enlist the patient safety indicators followed in a health care organization and the role of nurse in the patient safety audit process | Patient Safety Indicators <ul style="list-style-type: none"> • Care of Vulnerable patients • Prevention of Iatrogenic injury • Care of lines, drains and tubing's • Restrain policy and care – Physical and Chemical • Blood & blood transfusion policy • Prevention of IV Complication • Prevention of Fall • Prevention of DVT • Shifting and transporting of patients • Surgical safety • Care coordination event related to medication reconciliation and administration | <ul style="list-style-type: none"> • Lecture • Demonstration • Experiential learning | <ul style="list-style-type: none"> • Knowledge assessment • Performance assessment • Checklist/ OSCE |

| | | | | | |
|-----------|---|---------|---|--|--|
| | | | <p>Captures and analyzes incidents and events for quality improvement</p> <ul style="list-style-type: none"> • Prevention of communication errors • Prevention of HAI • Documentation <p>Incidents and adverse Events</p> <ul style="list-style-type: none"> • Capturing of incidents • RCA (Root Cause Analysis) • CAPA (Corrective and Preventive Action) • Report writing | <ul style="list-style-type: none"> • Lecture • Role play • Inquiry Based Learning | <ul style="list-style-type: none"> • Knowledge assessment • Short answer • Objective type |
| IX | 1 | | <p>Enumerate and application of the goals in the patient care settings.</p> <p>IPSG (International Patient safety Goals)</p> <ul style="list-style-type: none"> • Identify patient correctly • Improve effective communication • Improve safety of High Alert medication • Ensure safe surgery • Reduce the risk of health care associated infection • Reduce the risk of patient harm resulting from falls • Reduce the harm associated with clinical alarm system | <ul style="list-style-type: none"> • Lecture • Role play | <ul style="list-style-type: none"> • Objective type |
| X | 2 | 3 (L/E) | <p>Enumerate the various safety protocols and its applications</p> <p>Safety protocol</p> <ul style="list-style-type: none"> • 5S (Sort, Set in order, Shine, Standardize, Sustain) • Radiation safety • Laser safety • Fire safety <ul style="list-style-type: none"> - Types and classification of fire - Fire alarms - Firefighting equipment • HAZMAT (Hazardous Materials) safety <ul style="list-style-type: none"> - Types of spill - Spillage management - MSDS (Material Safety Data Sheets) • Environmental safety <ul style="list-style-type: none"> - Risk assessment - Aspect impact analysis - Maintenance of Temp and Humidity (Department wise) - Audits • Emergency Codes • Role of Nurse in times of disaster | <ul style="list-style-type: none"> • Lecture • Demonstration/ Experiential learning | <ul style="list-style-type: none"> • Mock drills • Post tests • Checklist |

| Unit | Time (Hrs) | | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|---|---|---|---|---|
| | T | P | | | | |
| XI | 2 | | <p>Explain importance of employee safety indicators</p> <p>Identify risk of occupational hazards, prevention and post exposure prophylaxis.</p> | <p>Employee Safety Indicators</p> <ul style="list-style-type: none"> • Vaccination • Needle stick injuries (NSI) prevention • Fall prevention • Radiation safety • Annual health check <p>Healthcare Worker Immunization Program and management of occupational exposure</p> <ul style="list-style-type: none"> • Occupational health ordinance • Vaccination program for healthcare staff • Needle stick injuries and prevention and post exposure prophylaxis | <ul style="list-style-type: none"> • Lecture • Discussion • Lecture method • Journal review | <ul style="list-style-type: none"> • Knowledge assessment by short answers, objective type • Short answer |

PHARMACOLOGY - I

PLACEMENT: III SEMESTER

THEORY: 1 Credit (20 hours)

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

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

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

COURSE OUTLINE

T – Theory

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

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

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

PATHOLOGY - I

PLACEMENT: III SEMESTER

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

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

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

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

COURSE OUTLINE

T – Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|--|--|--|--|
| I | 8 (T) | <p>Define the common terms used in pathology</p> <p>Identify the deviations from normal to abnormal structure and functions of body system</p> | <p>Introduction</p> <ul style="list-style-type: none"> • Importance of the study of pathology • Definition of terms in pathology • Cell injury: Etiology, pathogenesis of reversible and irreversible cell injury, Necrosis, Gangrene • Cellular adaptations: Atrophy, Hypertrophy, Hyperplasia, Metaplasia, Dysplasia, Apoptosis • Inflammation: <ul style="list-style-type: none"> ○ Acute inflammation (Vascular and Cellular events, systemic effects of acute inflammation) ○ Chronic inflammation (Granulomatous inflammation, systemic effects of chronic inflammation) • Wound healing • Neoplasia: Nomenclature, Normal and Cancer cell, Benign and malignant tumors, Carcinoma in situ, Tumor metastasis: general mechanism, routes of spread and examples of each route • Circulatory disturbances: Thrombosis, embolism, shock • Disturbance of body fluids and electrolytes: Edema, Transudates and Exudates | <ul style="list-style-type: none"> • Lecture • Discussion • Explain using slides • Explain with clinical scenarios | <ul style="list-style-type: none"> • Short answer • Objective type |

| | | | | | |
|----|-------|---|--|--|--|
| II | 5 (T) | Explain pathological changes in disease conditions of various systems | <p>Special Pathology</p> <p>Pathological changes in disease conditions of selected systems:</p> <p>1. Respiratory system</p> <ul style="list-style-type: none"> • Pulmonary infections: Pneumonia, Lung abscess, pulmonary tuberculosis • Chronic Obstructive Pulmonary Disease: Chronic bronchitis, Emphysema, Bronchial Asthma, Bronchiectasis • Tumors of Lungs <p>2. Cardio-vascular system</p> <ul style="list-style-type: none"> • Atherosclerosis • Ischemia and Infarction. • Rheumatic Heart Disease • Infective endocarditis <p>3. Gastrointestinal tract</p> <ul style="list-style-type: none"> • Peptic ulcer disease (Gastric and Duodenal ulcer) • Gastritis-H Pylori infection • Oral mucosa: Oral Leukoplakia, Squamous cell carcinoma • Esophageal cancer • Gastric cancer • Intestinal: Typhoid ulcer, Inflammatory Bowel Disease (Crohn's disease and Ulcerative colitis), Colorectal cancer <p>4. Liver, Gall Bladder and Pancreas</p> <ul style="list-style-type: none"> • Liver: Hepatitis, Amoebic Liver abscess, Cirrhosis of Liver • Gall bladder: Cholecystitis. • Pancreas: Pancreatitis • Tumors of liver, Gall bladder and Pancreas <p>5. Skeletal system</p> <ul style="list-style-type: none"> • Bone: Bone healing, Osteoporosis, Osteomyelitis, Tumors • Joints: Arthritis - Rheumatoid arthritis and Osteoarthritis <p>6. Endocrine system</p> <ul style="list-style-type: none"> • Diabetes Mellitus • Goitre • Carcinoma thyroid | <ul style="list-style-type: none"> • Lecture • Discussion • Explain using slides, X-rays and scans • Visit to pathology lab, endoscopy unit and OT | <ul style="list-style-type: none"> • Short answer • Objective type |
|----|-------|---|--|--|--|

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|--|--|---|--|
| III | 7 (T) | Describe various laboratory tests in assessment and monitoring of disease conditions | <p>Haematological tests for the diagnosis of blood disorders</p> <ul style="list-style-type: none"> • Blood tests: Haemoglobin, White cell and platelet counts, PCV, ESR • Coagulation tests: Bleeding time (BT), Prothrombin time (PT), Activated Partial Prothrombin Time (APTT) • Blood chemistry • Blood bank: <ul style="list-style-type: none"> ○ Blood grouping and cross matching ○ Blood components ○ Plasmapheresis ○ Transfusion reactions <p>Note: Few lab hours can be planned for observation and visits (Less than 1 credit, lab hours are not specified separately)</p> | <ul style="list-style-type: none"> • Lecture • Discussion • Visit to clinical lab, biochemistry lab and blood bank | <ul style="list-style-type: none"> • Short answer • Objective type |

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

PLACEMENT: III SEMESTER

THEORY: 7 Credits (140 hours)

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

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

COMPETENCIES: On completion of Medical Surgical Nursing I course, students will be able to

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

COURSE CONTENT

T – Theory, L/SL – Lab/Skill Lab

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

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

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

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

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

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

CLINICAL PRACTICUM

CLINICAL PRACTICUM: 6 Credits (480 hours) - 18 weeks × 27 hours

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

The students will be competent to:

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

I. NURSING MANAGEMENT OF PATIENTS WITH MEDICAL CONDITIONS

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

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

II. NURSING MANAGEMENT OF PATIENTS WITH SURGICAL CONDITIONS

A. Skill Lab

Use of manikins and simulators

- Nasogastric aspiration
- Surgical dressing
- Suture removal
- Colostomy care/ileostomy care
- Enteral feeding

B. Clinical Postings

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

III. NURSING MANAGEMENT OF PATIENTS WITH CARDIAC CONDITIONS

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

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

IV. NURSING MANAGEMENT OF PATIENTS WITH DISORDERS OF INTEGUMENTARY SYSTEM

A. Skill Lab

Use of manikins and simulators

Application of topical medication

B. Clinical Postings

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

V. NURSING MANAGEMENT OF PATIENTS WITH COMMUNICABLE DISEASES

A. Skill Lab

- Barrier Nursing
- Reverse Barrier Nursing
- Standard precautions

B. –Clinical Postings

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

VI. NURSING MANAGEMENT OF PATIENTS WITH MUSCULOSKELETAL PROBLEMS

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

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

| | | | | | |
|--|--|--|--|--|--|
| | | | traction/skeletal traction <ul style="list-style-type: none"> • Care of orthotics • Muscle strengthening exercises • Crutch walking • Rehabilitation | | |
|--|--|--|--|--|--|

VII. NURSING MANAGEMENT OF PATIENTS IN THE OPERATING ROOMS

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

| Clinical area/unit | Duration (Weeks) | Learning Outcomes | Procedural Competencies/ Clinical Skills | Clinical Requirements | Assessment Methods |
|---------------------------|-------------------------|---|---|--|---|
| Operation theatre | 4 | Develop skill in caring for intraoperative patients | <ul style="list-style-type: none"> • Position and draping • Preparation of operation table • Set up of trolley with instrument • Assisting in major and minor operation • Disinfection and sterilization of equipment • Scrubbing procedures – Gowning, masking and gloving • Intra operative monitoring | <ul style="list-style-type: none"> • Assist as circulatory nurse – 4 • Positioning & draping – 5 • Assist as scrub nurse in major surgeries – 4 • Assist as scrub nurse in minor surgeries – 4 | <ul style="list-style-type: none"> • Clinical evaluation • OSCE |

PHARMACOLOGY - II

Including Fundamentals of Prescribing Module

PLACEMENT: IV SEMESTER

THEORY: 3 Credits (60 hours)

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

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

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

COURSE OUTLINE

T – Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|--|---|--|--|
| I | 4 (T) | Describe drugs used in disorders of ear, nose, throat and eye and nurses' responsibilities | <p>Drugs used in disorders of ear, nose, throat & Eye</p> <ul style="list-style-type: none"> ● Antihistamines ● Topical applications for eye (Chloramphenicol, Gentamycin eye drops), ear (Soda glycerin, boric spirit ear drops), nose and buccal cavity-chlorhexidine mouthwash ● Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse | <ul style="list-style-type: none"> ● Lecture cum Discussion ● Drug study/ presentation | <ul style="list-style-type: none"> ● Short answer ● Objective type |
| II | 4 (T) | Describe drugs acting on urinary system & nurse's responsibilities | <p>Drugs used on urinary system</p> <ul style="list-style-type: none"> □ Pharmacology of commonly used drugs <ul style="list-style-type: none"> ○ Renin angiotensin system ○ Diuretics and antidiuretics ○ Drugs toxic to kidney ○ Urinary antiseptics ○ Treatment of UTI – acidifiers and alkalizers – Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects toxicity and role of nurse | <ul style="list-style-type: none"> ● Lecture cum Discussion ● Drug study/ presentation | <ul style="list-style-type: none"> ● Short answer ● Objective type |
| III | 10 (T) | Describe drugs used on nervous system & nurse's responsibilities | <p>Drugs acting on nervous system</p> <ul style="list-style-type: none"> ● Basis & applied pharmacology of commonly used drugs ● Analgesics and anaesthetics <ul style="list-style-type: none"> ○ Analgesics: Non-steroidal anti-inflammatory (NSAID) drugs ○ Antipyretics ○ Opioids & other central analgesics <ul style="list-style-type: none"> ✓ General (techniques of GA, pre anesthetic medication) & local anesthetics ✓ Gases: oxygen, nitrous, oxide, carbon-dioxide & others ● Hypnotics and sedatives ● Skeletal muscle relaxants ● Antipsychotics ○ Mood stabilizers | <ul style="list-style-type: none"> ● Lecture cum Discussion ● Drug study/ presentation | <ul style="list-style-type: none"> ● Short answer ● Objective type |

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

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

PATHOLOGY - II AND GENETICS

PLACEMENT: IV SEMESTER

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

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

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

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

COURSE OUTLINE

T – Theory

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

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

GENETICS
COURSE OUTLINE

T – Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|-----------|------------|--|---|---|--|
| I | 2 (T) | Explain nature, and perspectives of heredity | <p>Introduction:</p> <ul style="list-style-type: none"> • Practical application of genetics in nursing • Impact of genetic condition on families • Review of cellular division: mitosis and meiosis • Characteristics and structure of genes • Chromosomes: sex determination • Chromosomal aberrations • Patterns of inheritance • Mendelian theory of inheritance • Multiple allots and blood groups • Sex linked inheritance • Mechanism of inheritance • Errors in transmission (mutation) | <ul style="list-style-type: none"> • Lecture • Discussion • Explain using slides | <ul style="list-style-type: none"> • Short answer • Objective type |
| II | 2 (T) | Explain maternal, prenatal and genetic influences on development of defects and diseases | <p>Maternal, prenatal and genetic influences on development of defects and diseases</p> <ul style="list-style-type: none"> • Conditions affecting the mother: genetic and infections • Consanguinity atopy • Prenatal nutrition and food allergies • Maternal age | <ul style="list-style-type: none"> • Lecture • Discussion • Explain using slides | <ul style="list-style-type: none"> • Short answer • Objective type |

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

ADULT HEALTH NURSING - II WITH INTEGRATED PATHOPHYSIOLOGY

Including Geriatric Nursing AND PALLIATIVE CARE MODULE

PLACEMENT: IV SEMESTER

THEORY: 7 Credits (140 hours)

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

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

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

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

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

COURSE OUTLINE

T – Theory, L/SL – Lab/Skill Lab

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

| | | | | | |
|-------------------|----------------------------|--|--|---|--|
| <p>III</p> | <p>15 (T) 4 (L/SL)</p> | <p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of Kidney and urinary system disorders</p> <p>Demonstrate skill in genitourinary assessment</p> <p>Prepare patient for genitourinary investigations</p> <p>Prepare and provide health education on prevention of renal calculi</p> | <p>Nursing management of patient with Kidney and Urinary problems</p> <ul style="list-style-type: none"> □ Review of Anatomy and physiology of the genitourinary system □ History, physical assessment, diagnostic tests □ Urinary tract infections: acute, chronic, lower, upper □ Nephritis, nephrotic syndrome □ Renal calculi □ Acute and chronic renal failure □ Disorders of ureter, urinary bladder and Urethra □ Disorders of prostate: inflammation, infection, stricture, obstruction, and Benign Prostate Hypertrophy | <ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Case Discussion • Health education • Drug book • Field visit – Visits hemodialysis unit | <ul style="list-style-type: none"> • MCQ • Short Note • Long essay • Case report • Submits health teaching on prevention of urinary calculi |
| <p>IV</p> | <p>6 (T)</p> | <p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of male reproductive disorders</p> | <p>Nursing management of disorders of male reproductive system</p> <ul style="list-style-type: none"> • Review of Anatomy and physiology of the male reproductive system • History, Physical Assessment, Diagnostic tests • Infections of testis, penis and adjacent structures: Phimosis, Epididymitis, and Orchitis • Sexual dysfunction, infertility, contraception • Male Breast Disorders: gynecomastia, tumor, climacteric changes | <ul style="list-style-type: none"> • Lecture, Discussion • Case Discussion • Health education | <ul style="list-style-type: none"> • Short essay |
| <p>V</p> | <p>10 (T) 4 (SL)</p> | <p>Explain the etiology, pathophysiology, clinical manifestations, types, diagnostic measures and management of patients with disorders of burns/cosmetic surgeries and its significance</p> | <p>Nursing management of patient with burns, reconstructive and cosmetic surgery</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of the skin and connective tissues • History, physical assessment, assessment of burns and fluid & electrolyte loss • Burns • Reconstructive and cosmetic surgery for burns, congenital deformities, injuries and cosmetic purposes, gender reassignment • Legal and ethical aspects • Special therapies: LAD, vacuumed dressing. Laser, liposuction, skin health rejuvenation, use of derma filters | <ul style="list-style-type: none"> • Lecture and discussion • Demonstration of burn wound assessment, vacuumdressing and fluid calculations • Visit to burn rehabilitation centers | <ul style="list-style-type: none"> • OSCE • Short notes |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|--------------------|--|---|---|---|
| VI | 16 (T) 4 (L/SL) | Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with neurological disorders | <p>Nursing management of patient with neurological disorders</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of the neurological system • History, physical and neurological assessment, diagnostic tests • Headache, Head injuries • Spinal injuries: Paraplegia, Hemiplegia, Quadriplegia • Spinal cord compression: herniation of in vertebral disc • Intra cranial and cerebral aneurysms • Meningitis, encephalitis, brain, abscess, neuro-cysticercosis • Movement disorders: Chorea, Seizures & Epilepsies • Cerebrovascular disorders: CVA • Cranial, spinal neuropathies: Bell's palsy, trigeminal neuralgia • Peripheral Neuropathies • Degenerative diseases: Alzheimer's disease, Parkinson's disease • <i>Guillain-Barré syndrome</i>, Myasthenia gravis & Multiple sclerosis • Rehabilitation of patient with neurological deficit | <ul style="list-style-type: none"> • Lecture and discussion • Demonstration of physiotherapy, neuro assessment, tracheostomy care • Visit to rehabilitation center, long term care clinics, EEG, NCV study unit, | <ul style="list-style-type: none"> • OSCE • Short notes • Essay • Drug book |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|--------------------|---|--|--|---|
| VII | 12 (T) 4 (L/SL) | <p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of immunological disorders</p> <p>Prepare and provides health education on prevention of HIV infection and rehabilitation</p> <p>Describe the national infection control programs</p> | <p>Nursing management of patients with Immunological problems</p> <ul style="list-style-type: none"> • Review of Immune system • Nursing Assessment: History and Physical assessment • HIV & AIDS: Epidemiology, Transmission, Prevention of Transmission and management of HIV/AIDS • Role of Nurse; Counseling, Health education and home care consideration and rehabilitation • National AIDS Control Program – NACO, various national and international agencies for infection control | <ul style="list-style-type: none"> • Lecture, discussion • Case Discussion/ seminar • Refer Module on HIV/AIDS | |
| VIII | 12 (T) 4 (L/SL) | <p>Explain the etiology, pathophysiology, types, clinical manifestations, staging, diagnostic measures and management of patients with different cancer, treatment modalities including newer treatments</p> | <p>Nursing management of patient with Oncological conditions</p> <ul style="list-style-type: none"> □ Structure and characteristics of normal and cancer cells □ History, physically assessment, diagnostic tests □ Prevention screening early detections warning sign of cancer □ Epidemiology, etiology classification, Pathophysiology, staging clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of Oncological condition □ Common malignancies of various body system eye, ear, nose, larynx, breast, cervix, ovary, uterus, sarcoma, renal, bladder, kidney, prostate Brain, Spinal cord. □ Oncological emergencies □ Modalities of treatment: Chemotherapy, Radiotherapy: Radiation safety, AERB regulations, Surgical intervention, Stem cell and bone marrow transplant, Immunotherapy, Gene therapy □ Psychological aspects of cancer: anxiety, depression, insomnia, anger □ Supportive care □ Hospice care | <ul style="list-style-type: none"> • Lecture and discussion • Demonstration of chemotherapy preparation and administration • Visit to BMT, radiotherapy units (linear accelerator, brachytherapy, etc.), nuclear medicine unit • Completion of palliative care module during clinical hours (20 hours) | <ul style="list-style-type: none"> • OSCE • Essay • Quiz • Drug book • Counseling, health teaching |

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

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

CLINICAL PRACTICUM

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

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

The students will be competent to

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

I. Nursing Management of Patients with ENT Disorders

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

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

II. Nursing Management of Patients with Eye Conditions

A. Skill Lab

Use of manikins and simulators

- Instilling Eye medications
- Eye irrigation
- Eye bandage

B. Clinical Postings

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

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

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

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

IV. Nursing Management of Patients with Burns and Reconstructive Surgery

A. Skill Lab

Use of manikins and simulators

- Assessment of burns wound
- Wound dressing

B. Clinical Postings

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

V. Nursing Management of Patients with neurological disorders

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

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

VI. Nursing Management of Patients with Immunological Disorders

A. Skill Lab

- Barrier Nursing
- Reverse Barrier Nursing

B. Clinical Postings

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

VII. Nursing Management of Patients with disorders of Oncological conditions

A. Skill Lab

Use of manikins and simulators

- Application of topical medication
- Administration of chemotherapy

B. Clinical Postings

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

VIII. Nursing Management of Patients in emergency conditions

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

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

IX. Nursing Management of geriatric patients

A. Skill Lab

Use of manikins and simulators

- Use of assistive safety devices

B. Clinical Postings

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

X. Nursing Management of Patients in critical care units

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

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

PROFESSIONALISM, PROFESSIONAL VALUES & ETHICS INCLUDING BIOETHICS

PLACEMENT: IV SEMESTER

THEORY: 1 Credit (20 hours)

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

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

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

COURSE OUTLINE

T – Theory

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

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

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|--|---|-------------------------------|--------------------|
| | | <p>Explain process of ethical decision making and apply knowledge of ethics and bioethics in making ethical decisions</p> <p>Explain code of ethics stipulated by ICN and INC</p> <p>Discuss the rights of the patients and families to make decisions about health care</p> <p>Protect and respect patients' rights</p> | <ul style="list-style-type: none"> • Valid consent and refusal • Allocation of scarce nursing resources • Conflicts concerning new technologies • Whistle-blowing • <i>Beginning of life issues</i> <ul style="list-style-type: none"> ○ Abortion ○ Substance abuse ○ Fetal therapy ○ Selective deduction ○ Intrauterine treatment of fetal conditions ○ Mandated contraception ○ Fetal injury ○ Infertility treatment • <i>End of life issues</i> <ul style="list-style-type: none"> ○ End of life ○ Euthanasia ○ Do Not Resuscitate (DNR) • <i>Issues related to psychiatric care</i> <ul style="list-style-type: none"> ○ Non compliance ○ Restrain and seclusion ○ Refuse to take food <p>Process of ethical decision making</p> <ul style="list-style-type: none"> • Assess the situation (collect information) • Identify the ethical problem • Identify the alternative decisions • Choose the solution to the ethical decision • Implement the decision • Evaluate the decision <p>Ethics committee: Roles and responsibilities</p> <ul style="list-style-type: none"> • Clinical decision making • Research <p>Code of Ethics</p> <ul style="list-style-type: none"> • International Council of Nurses (ICN) • Indian Nursing Council <p>Patients' Bill of Rights-17 patients' rights (MoH&FW, GoI)</p> <ol style="list-style-type: none"> 1. Right to emergency medical care 2. Right to safety and quality care according to standards 3. Right to preserve dignity 4. Right to nondiscrimination 5. Right to privacy and confidentiality | | |

| | | | | | |
|--|--|--|--|--|--|
| | | | <ol style="list-style-type: none">6. Right to information7. Right to records and reports8. Right to informed consent9. Right to second opinion10. Right to patient education11. Right to choose alternative treatment options if available12. Right to choose source for obtaining medicines or tests13. Right to proper referral and transfer, which is free from perverse commercial influences14. Right to take discharge of patient or receive body of deceased from hospital15. Right to information on the rates to be charged by the hospital for each type of service provided and facilities available on a prominent display board and a brochure16. Right to protection for patients involved in clinical trials, biomedical and health research17. Right to be heard and seek redressal | | |
|--|--|--|--|--|--|

CHILD HEALTH NURSING - I

PLACEMENT: V SEMESTER

THEORY: 3 Credits (60 hours)

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

Clinical: 2 Credits (160 hours)

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

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

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

COURSE OUTLINE

T – Theory, L/SL – Lab/Skill Lab

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------------|--|---|---|---|
| I | 10 (T) 10 (L) | <p>Explain the modern concept of child-care</p> <p>Describe National policy, programs and legislation in relation to child health & welfare</p> <p>Describe role of preventive paediatrics</p> <p>List major causes of death during infancy, early & late childhood</p> <p>Differentiate between an adult and child in terms of illness and response</p> <p>Describe the major functions & role of the paediatric nurse in caring for a hospitalized child.</p> <p>Describe the principles of child health nursing and perform child health nursing procedures</p> | <p>Introduction: Modern concepts of child-care</p> <ul style="list-style-type: none"> • Historical development of child health • Philosophy and modern concept of child-care • Cultural and religious considerations in child-care • National policy and legislations in relation to child health and welfare • National programs and agencies related to welfare services to the children • Internationally accepted rights of the child • Changing trends in hospital care, preventive, promotive and curative aspect of child health • <i>Preventive pediatrics:</i> <ul style="list-style-type: none"> ○ Concept ○ Immunization Immunization programs and cold chain. ○ Care of under-five and Under-five Clinics/Well-baby clinics ○ Preventive measures towards accidents <ul style="list-style-type: none"> ⌋ Child morbidity and mortality rates ⌋ Difference between an adult and child which affect response to illness <ul style="list-style-type: none"> ○ Physiological ○ Psychological ○ Social ○ Immunological ⌋ Hospital environment for sick child ⌋ Impact of hospitalization on the child and family ⌋ Communication techniques for children ⌋ Grief and bereavement ⌋ The role of a child health nurse in caring for a hospitalized child ⌋ Principles of pre and postoperative care of infants and children. <p><i>Child Health Nursing procedures:</i></p> <ul style="list-style-type: none"> Administration of medication: oral, I/M, & I/V – Calculation of fluid requirement – Application of restraints – Assessment of pain in children. <ul style="list-style-type: none"> ○ FACES pain rating scale ○ FLACC scale ○ Numerical scale | <ul style="list-style-type: none"> • Lecture Discussion • Demonstration of common paediatric procedures | <ul style="list-style-type: none"> • Short answer • Objective type • Assessment of skills with checklist |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------------|---|---|---|--|
| II | 12 (T) | <p>Describe the normal growth and development of children at different ages</p> <p>Identify the needs of children at different ages & provide parental guidance</p> <p>Identify the nutritional needs of children at different ages & ways of meeting needs</p> <p>Identify the role of play for normal & sick children</p> | <p>The Healthy Child</p> <ul style="list-style-type: none"> • Definition and principles of growth and development • Factors affecting growth and development • Growth and development from birth to adolescence • Growth and developmental theories (Freud, Erickson, Jean Piaget, Kohlberg) • The needs of normal children through the stages of developmental and parental guidance <p>Nutritional needs of children and infants</p> <ul style="list-style-type: none"> • Breast feeding • Exclusive breast feeding • Supplementary/artificial feeding and weaning <p>Baby friendly hospital concept</p> <p>Types and value of play and selection of play material</p> | <ul style="list-style-type: none"> • Lecture Discussion • Demonstration • Developmental study of infant and children • Observation study of normal & sick child • Field visit to Anganwadi, child guidance clinic • Videos on breast feeding • Clinical practice/field | <ul style="list-style-type: none"> • Short answer • Objective type • Assessment of field visits and developmental study reports |
| III | 15 (T) 20 (L) | <p>Provide care to normal and high-risk neonates</p> <p>Perform neonatal resuscitation</p> | <p>Nursing care of neonate:</p> <ul style="list-style-type: none"> • Appraisal of Newborn • Nursing care of a normal newborn/essential newborn care • Neonatal resuscitation • Nursing management of low birth weight baby • Kangaroo mother care • Nursing management of common neonatal disorder <ul style="list-style-type: none"> - Hyperbilirubinemia - Hypothermia - Hyperthermia - Metabolic disorder - Neonatal infections - Neonatal seizures - Respiratory distress syndrome - Retinopathy of Prematurity • Organization of neonatal care unit • Neonatal equipment | <ul style="list-style-type: none"> • Modular based teaching: ENBC and FBNC module (oral drills, videos, self-evaluation exercises) • Demonstration • Practice Session • Clinical practice • Lecture Discussion | <ul style="list-style-type: none"> • OSCE • Short answer • Objective type |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|-----------------|---|---|--|---|
| IV | 10 (T) 5 (L) | Apply principles and strategies of IMNCI | Integrated management of neonatal and childhood illnesses | <i>Modular based teaching:</i> IMNCI module • Clinical practice/field | • OSCE |
| V | 8 (T) | Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of respiratory, and endocrine system | Nursing management in common childhood diseases Respiratory system: • Identification and Nursing management of congenital malformations • Congenital disorders: Tracheoesophageal fistula, Diaphragmatic hernia • Others: Acute naso-pharyngitis, Tonsillitis, Croup, Bronchitis, Bronchiolitis, Pneumonia, Asthma Endocrine system: Juvenile Diabetes mellitus, Hypo-thyroidism | • Lecture Discussion • Demonstration • Practice session • Clinical practice | • Short answer • Objective type • Assessment of skills with checklist |
| VI | 5 (T) 5 (L) | Develop ability to meet childhood emergencies and perform child CPR | Childhood emergencies • Accidents – causes and prevention, Poisoning, Foreign bodies, Hemorrhage, Burns and Drowning • PLS (AHA Guidelines) | • Lecture • Discussion • Demonstration • PLS Module/ Workshop | • OSCE |

CHILD HEALTH NURSING - I & II CLINICAL (3 Credits – 240 hours)

PLACEMENT: V & VI SEMESTER

PRACTICUM: Skill Lab: 1 Credit (40 hours)

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

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

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

Skill Lab

Use of Manikins and Simulators

PLS, CPAP, Endotracheal Suction

Paediatric Nursing Procedures:

- Administration of medication – Oral, IM & IV
- Oxygen administration
- Application of restraints
- Specimen collection
- Urinary catheterization and drainage
- Ostomy care
- Feeding – NG, gastrostomy, Jejunostomy
- Wound dressing
- Suture removal

CLINICAL POSTINGS

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

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

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

MENTAL HEALTH NURSING - I

PLACEMENT: V SEMESTER

THEORY: 3 Credits (60 hours)

PRACTICUM: Clinical: 1 Credit (80 hours)

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

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

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

COURSE OUTLINE

T – Theory

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

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------------|------------|---|---|---|---|
| | | and standards of Mental health Nursing Describe the conceptual models of mental health nursing | limbic system and abnormal neurotransmission <ul style="list-style-type: none"> • Principles of Mental health Nursing • Ethics and responsibilities • Practice Standards for Psychiatric Mental Health Nursing (INC practice standards) • Conceptual models and the role of nurse: <ul style="list-style-type: none"> ○ Existential model ○ Psychoanalytical models ○ Behavioural model ○ Interpersonal model Preventive psychiatry and rehabilitation | | |
| III | 6 (T) | Describe nature, purpose and process of assessment of mental health status | Mental Health Assessment <ul style="list-style-type: none"> • History taking • Mental status examination • Mini mental status examination • Neurological examination • Investigations: Related Blood chemistry, EEG, CT & MRI • Psychological tests | <ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Practice session • Clinical practice | <ul style="list-style-type: none"> • Essay • Short answer • Assessment of mental health status |
| IV | 6 (T) | Identify therapeutic communication & techniques Describe therapeutic relationship Describe therapeutic impasses and its interventions | Therapeutic Communication and Nurse-Patient Relationship <ul style="list-style-type: none"> • Therapeutic communication: Types, techniques, characteristics and barriers • Therapeutic nurse-patient relationship • Interpersonal relationship- • Elements of nurse patient contract, • Review of technique of IPR- Johari window • Therapeutic impasse and its management | <ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Role Play • Process recording • Simulation (video) | <ul style="list-style-type: none"> • Essay • Short answer • OSCE |
| V | 10 (T) | Explain treatment modalities and therapies used in mental disorders and role of the nurse | Treatment modalities and therapies used in mental disorders <ul style="list-style-type: none"> • Physical therapies: Psychopharmacology, • Electro Convulsive therapy • Psychological Therapies: Psychotherapy, Behaviour therapy, CBT • Psychosocial: Group therapy, Family therapy, Therapeutic Community, Recreational therapy, Art therapy (Dance, Music etc), Occupational therapy • Alternative & Complementary: Yoga, Meditation, Relaxation • Consideration for special populations | <ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Group work • Practice session • Clinical practice | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |

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

CLINICAL PRACTICUM MENTAL HEALTH NURSING - I & II

PLACEMENT: SEMESTER V & VI

MENTAL HEALTH NURSING - I – 1 Credit (80 hours)

MENTAL HEALTH NURSING - II – 2 Credits (160 hours)

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

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

CLINICAL POSTINGS

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

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

| Clinical Area/Unit | Duration (Weeks) | Learning Outcomes | Skills/Procedural Competencies | Clinical Requirements | Assessments Methods |
|---|-------------------------|--|---|---|---|
| | | <p>mental health problems</p> <ul style="list-style-type: none"> • Assist in various therapies • Counsel and educate patients, families and significant others | <p>assessment</p> <ul style="list-style-type: none"> • Recording therapeutic communication • Administration of medications • Assist Electro-Convulsive Therapy (ECT) • Participating in all therapies • Preparing patients for Activities of Daily Living (ADL) • Conducting admission and discharge counselling • Counseling and teaching patients and families | <ul style="list-style-type: none"> • Care plan • Clinical presentation – 1 • Process recording – 2 • Maintain drug book | <ul style="list-style-type: none"> • Evaluation of the case study, care plan, clinical presentation, process recording • Completion of activity record |
| Community psychiatry & Deaddiction centre | 1 | <ul style="list-style-type: none"> • Identify patients with various mental disorders • Motivate patients for early treatment and follow up • Assist in follow up clinic • Counsel and educate patient, family and community • Observe the assessment and care of patients at deaddiction centre | <ul style="list-style-type: none"> • Conduct home visit and case work • Identifying individuals with mental health problems • Assisting in organizations of Mental Health camp • Conducting awareness meetings for mental health & mental illness • Counseling and Teaching family members, patients and community • Observing deaddiction care | <ul style="list-style-type: none"> • Case work – 1 • Observation report on field visits • Visit to deaddiction centre | <ul style="list-style-type: none"> • Assess performance with rating scale • Evaluation of case work and observation report • Completion of activity record |

COMMUNITY HEALTH NURSING - I

Including Environmental Science & Epidemiology

PLACEMENT: V SEMESTER

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

PRACTICUM: Clinical: 2 Credits (160 hours)

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

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

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

COURSE OUTLINE

T – Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|------------|---|--|---|---|
| I | 4 (T) | <p>Define public health, community health and community health nursing</p> <p>Explain the evolution of public health in India and scope of community health nursing</p> <p>Explain various concepts of health and disease, dimensions and determinants of health</p> <p>Explain the natural history of disease and levels of prevention</p> <p>Discuss the health problems of India</p> | <p>Concepts of Community Health and Community Health Nursing</p> <ul style="list-style-type: none"> • Definition of public health, community health and community health nursing • Public health in India and its evolution and Scope of community health nursing • <i>Review:</i> Concepts of Health & Illness/ disease: Definition, dimensions and determinants of health and disease • Natural history of disease Levels of prevention: Primary, Secondary & tertiary prevention –Review • Health problems (Profile) of India | <ul style="list-style-type: none"> • Lecture • Discussion • Explain using chart, graphs • Community needs assessment (Field survey on identification of demographic characteristics, health determinants and resources of a rural and an urban community) • Explain using examples | <ul style="list-style-type: none"> • Short answer • Essay • Objective type • Survey report |
| II | 8 (T) | <p>Describe health planning and its steps, and various health plans, and committees</p> <p>Discuss health care delivery system in India at various levels</p> <p>Describe SDGs, primary health care and comprehensive primary health care (CPHC)</p> <p>Explain health care policies and regulations in India</p> <p>conservation of natural resources</p> | <p>Health Care Planning and Organization of Health Care at various levels</p> <ul style="list-style-type: none"> • Health planning steps • Health planning in India: various committees and commissions on health and family welfare and Five Year plans • Participation of community and stakeholders in health planning • Health care delivery system in India: Infrastructure and Health sectors, Delivery of health services at sub-centre (SC), PHC, CHC, District level, state level and national level • Sustainable development goals (SDGs), Primary Health Care and Comprehensive Primary Health Care (CPHC): elements, principles • CPHC through SC/Health Wellness Center (HWC) • Role of MLHP/CHP • National Health Care Policies and Regulations <ul style="list-style-type: none"> ○ National Health Policy (1983, 2002, 2017) ○ National Health Mission (NHM): National Rural Health Mission (NRHM), National Urban Health Mission (NUHM), NHM ○ National Health Protection Mission (NHPM) ○ Ayushman Bharat | <ul style="list-style-type: none"> • Lecture • Discussion • Field visits to CHC, PHC, SC/ Health Wellness Centers (HWC) • Directed reading • Discussion | <ul style="list-style-type: none"> • Short answer • Essay • Evaluation of Field visit reports & presentation • Essay • Field visit reports |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|------------|---|--|--|--------------------|
| | | <p>Describe ecosystem, its structure, types and functions</p> <p>Explain the classification, value and threats to biodiversity</p> <p>Enumerate the causes, effects and control measures of environmental pollution</p> <p>Discuss about climate change, global warming, acid rain, and ozone layer depletion</p> <p>Enumerate the role of an individual in creating awareness about the social issues related to environment</p> <p>List the Acts related to environmental protection and preservation</p> <p>Describe the concept</p> | <p>o Universal Health Coverage</p> <p>Sanitation</p> <ul style="list-style-type: none"> • <i>Natural resources:</i> Renewable and non-renewable resources, natural resources and associated problems: Forest resources, water resources, mineral resources, food resources, energy resources and land resources • Role of individuals in conservation of natural resources, and equitable use of resources for sustainable lifestyles • <i>Ecosystem:</i> Concept, structure and functions of ecosystems, Types & Characteristics – Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystem, Energy flow in ecosystem • <i>Biodiversity:</i> Classification, value of bio-diversity, threats to biodiversity, conservation of biodiversity • <i>Environmental pollution:</i> Introduction, causes, effects and control measures of Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, nuclear hazards & their impact on health • <i>Climate change, global warming:</i> ex. heat wave, acid rain, ozone layer depletion, waste land reclamation & its impact on health • <i>Social issues and environment:</i> sustainable development, urban problems related to energy, water and environmental ethics • Acts related to environmental protection and preservation <p>Environmental Health & Sanitation</p> <ul style="list-style-type: none"> • Concept of environmental health and sanitation • Concept of safe water, sources of water, waterborne diseases, water purification processes, household purification of water • Physical and chemical standards of drinking water quality and tests for assessing bacteriological quality of water • Concepts of water conservation: rain water harvesting and water shed management • Concept of Pollution prevention • Air & noise pollution • Role of nurse in prevention of pollution | <ul style="list-style-type: none"> • Debates on environmental protection and preservation • Explain using Charts, graphs, Models, films, slides • Directed reading • Visits to water supply & purification sites • Observe rain water harvesting plants • Visit to sewage disposal and treatment sites, and waste disposal sites | |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|------------|---|--|---|---|
| | | <p>of environmental health and sanitation</p> <p>Describe water conservation, rain water harvesting and water shed management</p> <p>Explain waste management</p> | <ul style="list-style-type: none"> • Solid waste management, human excreta disposal & management and sewage disposal and management • Commonly used insecticides and pesticides | | |
| IV | 7 (T) | <p>Describe the various nutrition assessment methods at the community level</p> <p>Plan and provide diet plans for all age groups including therapeutic diet</p> <p>Provide nutrition counseling and education to all age groups and describe the national nutrition programs and</p> <p>Identify early the foodborne diseases, and perform initial management and referral appropriately</p> | <p>Nutrition Assessment and Nutrition Education</p> <ul style="list-style-type: none"> • <i>Review of Nutrition</i> <ul style="list-style-type: none"> ○ Concepts, types ○ Meal planning: aims, steps & diet plan for different age groups ○ Nutrition assessment of individuals, families and community by using appropriate methods • Planning suitable diet for individuals and families according to local availability of foods, dietary habits and economic status • General nutritional advice • Nutrition education: purpose, principles & methods and Rehabilitation • <i>Review:</i> Nutritional deficiency disorders • National nutritional policy & programs in India <p>Food Borne Diseases and Food Safety</p> <p>Food borne diseases</p> <ul style="list-style-type: none"> • Definition, & burden, Causes and classification • Signs & Symptoms • Transmission of food borne pathogens & toxins • Early identification, initial management and referral <p>Food poisoning & food intoxication</p> <ul style="list-style-type: none"> • Epidemiological features/clinical characteristics, Types of food poisoning • Food intoxication-features, preventive & control measures • Public health response to food borne diseases | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Market visit • Nutritional assessment for different age groups <ul style="list-style-type: none"> • Lecture • Discussion • Field visits to milk purification plants, slaughterhouse • Refer Nutrition module- BPCCHN Block 2-unit I & UNIT 5 | <ul style="list-style-type: none"> • Performance assessment of nutrition assessment for different age groups • Evaluation on nutritional assessment reports <ul style="list-style-type: none"> • Short answer • Essay • Field visit reports |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|------------|---|--|--|--|
| V | 6 (T) | Describe behaviour change communication skills Counsel and provide health education to individuals, families and community for promotion of healthy life style practices using appropriate methods and media | Communication management and Health Education <ul style="list-style-type: none"> • Behaviour change communication skills <ul style="list-style-type: none"> o communication o Human behaviour o Health belief model: concepts & definition, ways to influence behaviour o Steps of behaviour change o Techniques of behaviour change: Guiding principles in planning BCC activity o Steps of BCC o Social and Behaviour Change Communication strategies (SBCC): techniques to collect social history from clients o Barriers to effective communication, and methods to overcome them o Health promotion and Health education: methods/techniques, and audio-visual aids | <ul style="list-style-type: none"> • Lecture • Discussion • Role play • Demonstration: BCC skills • Supervised field practice • Refer: BCC/SBCC module (MoHFW & USAID) | <ul style="list-style-type: none"> • Short answer • Essay • Performance evaluation of health education sessions to individuals and families |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|------------|---|---|---|--|
| VI | 7 (T) | Describe community health nursing approaches and concepts Describe and identify the activities of community health nurse to promote and maintain family health through home visits | <p>Community health nursing approaches, concepts, roles and responsibilities of community health nursing personnel</p> <ul style="list-style-type: none"> • <i>Approaches:</i> <ul style="list-style-type: none"> ○ Nursing process ○ Epidemiological approach ○ Problem solving approach ○ Evidence based approach ○ Empowering people to care for themselves • <i>Review:</i> Primary health care and Comprehensive Primary Health Care (CPHC) <p>Home Visits:</p> <ul style="list-style-type: none"> • Concept, Principles, Process, & Techniques: Bag technique • Qualities of Community Health Nurse • Roles and responsibilities of community health nursing personnel in family health services • <i>Review:</i> Principles & techniques of counseling | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role plays • Supervised field practice | <ul style="list-style-type: none"> • Short answer • Essays • Assessment of supervised field practice |
| VII | 10 (T) | Explain the specific activities of community health nurse in assisting individuals and groups to promote and maintain their health | <p>Assisting individuals and families to promote and maintain their health</p> <p>A. <i>Assessment of individuals and families</i> (Review from Child health nursing, Medical surgical nursing and OBG Nursing)</p> <ul style="list-style-type: none"> • Assessment of children, women, adolescents, elderly etc. | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role plays | <ul style="list-style-type: none"> • Short answer • Essay • Assessment of clinical performance in the field practice area |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|------------|--|---|--|--|
| | | <p>Provide primary care at home/ health centers (HWC) using standing orders/ protocols as per public health standards/approved by MoH&FW and INC regulation</p> <p>Develop skill in maintenance of records and reports</p> | <ul style="list-style-type: none"> • Children: Monitoring growth and development, milestones • Anthropometric measurements, BMI • Social development • Temperature and Bloodpressure monitoring • Menstrual cycle • Breast self-examination (BSE) and testicles self-examination (TSE) • Warning Signs of various diseases • Tests: Urine for sugar and albumin, blood sugar, Hemoglobin <i>B. Provision of health services/primary health care:</i> <ul style="list-style-type: none"> • Routine check-up, Immunization, counseling, and diagnosis • Management of common diseases at home and health centre level <ul style="list-style-type: none"> ○ Care based on standing orders/protocols approved by MoH&FW ○ Drugs dispensing and injections at health centre <i>C. Continue medical care and follow up in community for various diseases/disabilities</i> <i>D. Carry out therapeutic procedures as prescribed/required for client and family</i> <i>E. Maintenance of health records and reports</i> <ul style="list-style-type: none"> • Maintenance of client records • Maintenance of health records at the facility level • Report writing and documentation of activities carried out during home visits, in the clinics/centers and field visits | <ul style="list-style-type: none"> • Document and maintain: • Individual records | <ul style="list-style-type: none"> • Assessment of procedural skills in lab procedures • Evaluation of records and reports |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|-------------|------------|---|--|---|---|
| | | <p>Develop beginning skills in handling social issues affecting the health and development of the family</p> <p>Identify and assist the families to utilize the community resources appropriately</p> | <p><i>F. Sensitize and handle social issues affecting health and development of the family</i></p> <ul style="list-style-type: none"> • Women empowerment • Women and child abuse • Abuse of elders • Female foeticide • Commercial sex workers • Substance abuse <p><i>G. Utilize community resources for client and family</i></p> <ul style="list-style-type: none"> • Trauma services • Old age homes • Orphanages • Homes for physically challenged individuals • Homes for destitute • Palliative care centres • Hospice care centres • Assisted living facility | <ul style="list-style-type: none"> • Family records • Health center records • Field visits | <ul style="list-style-type: none"> • Evaluation of field visit reports |
| VIII | 10 (T) | Describe the concepts, approaches and methods of epidemiology | <p>Introduction to Epidemiology – Epidemiological Approaches and Processes</p> <ul style="list-style-type: none"> • Epidemiology: Concept and Definition • Distribution and frequency of disease • Aims & uses of epidemiology • Epidemiological models of causation of disease • Concepts of disease transmission • Modes of transmission: Direct, Indirect and chain of infection • Time trends or fluctuations in disease occurrence • Epidemiological approaches: Descriptive, analytical and experimental • Principles of control measures/levels of | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Field visits: communicable disease hospital & Entomology office • Investigation of an epidemic of | <ul style="list-style-type: none"> • Short answer • Essay • Report on visit to communicable disease hospital • Report on visit to entomology office |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|-----------|------------|--|--|--|--|
| | | Investigate an epidemic of communicable disease | <p>prevention of disease</p> <ul style="list-style-type: none"> Investigation of an epidemic of communicable disease Use of basic epidemiological tools to make community diagnosis for effective planning and intervention | communicable disease | <ul style="list-style-type: none"> Report and presentation on investigating an epidemic of communicable disease |
| IX | 15 (T) | <p>Explain the epidemiology of specific communicable diseases</p> <p>Describe the various methods of prevention, control and management of communicable diseases and the role of nurses in screening, diagnosing, primary management and referral to a health facility</p> | <p>Communicable Diseases and National Health Programs</p> <p>1. Communicable Diseases – Vector borne diseases (Every disease will be dealt under the following headlines)</p> <ul style="list-style-type: none"> Epidemiology of the following vector born diseases Prevention & control measures Screening, and diagnosing the following conditions, primary management, referral and follow up <ul style="list-style-type: none"> Malaria Filaria Kala-azar Japanese encephalitis Dengue Chickungunya <p>2. Communicable diseases: Infectious diseases (Every disease will be dealt under the following headlines)</p> <ul style="list-style-type: none"> Epidemiology of the following infectious diseases Prevention & Control measures Screening, diagnosing the following conditions, primary management, referral and follow up <ul style="list-style-type: none"> Leprosy Tuberculosis Vaccine preventable diseases – Diphtheria, whooping cough, tetanus, poliomyelitis | <ul style="list-style-type: none"> Lecture Discussion, Demonstration Role play Suggested field visits Field practice Assessment of clients with communicable diseases | <ul style="list-style-type: none"> Field visit reports Assessment of family case study OSCE assessment Short answer Essay |

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

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|------------|---|--|---|--|
| | | | <p>infections and Scabies</p> <p>5. National Aids Control Organization (NACO)</p> <p>6. National Vector Borne Disease Control Program</p> <p>7. National Air Quality Monitoring Program</p> <p>8. Any other newly added program</p> | | |
| X | 15 (T) | Describe the national health program for the control of non-communicable diseases and the role of nurses in screening, identification, primary management and referral to a health facility | <p>Non-Communicable Diseases and National Health Program (NCD)</p> <ul style="list-style-type: none"> • National response to NCDs (Every disease will be dealt under the following headlines • Epidemiology of specific diseases • Prevention and control measures • Screening, diagnosing/ identification and primary management, referral and follow up care <p>NCD-1</p> <ul style="list-style-type: none"> ○ Diabetes Mellitus ○ Hypertension ○ Cardiovascular diseases ○ Stroke & Obesity ○ Blindness: Categories of visual impairment and national program for control of blindness ○ Deafness: national program for prevention and control of deafness ○ Thyroid diseases ○ Injury and accidents: Risk factors for Road traffic injuries and operational guidelines for trauma care facility on highways <p>NCD-2 Cancers</p> <ul style="list-style-type: none"> ○ Cervical Cancer ○ Breast Cancer ○ Oral cancer ○ Epidemiology of specific cancers, Risk factors/ | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice • Assessment of clients with non-communicable diseases | <ul style="list-style-type: none"> • Field visit reports • Assessment of family case study • OSCE assessment • Short answer • Essay |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|------------|--|---|---|--|
| | | | <p>Causes, Prevention, Screening, diagnosis – signs, Signs & symptoms, and early management & referral</p> <ul style="list-style-type: none"> ○ Palliative care ○ Role of a nurse in non-communicable disease control program <p>National Health Programs</p> <ul style="list-style-type: none"> • National program for prevention and control of cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS) • National program for control of blindness • National program for prevention and control of deafness • National tobacco control program • Standard treatment protocols used in National Health Programs | <ul style="list-style-type: none"> • Participation in national health programs | |
| XI | 3 (T) | Enumerate the school health activities and the role functions of a school health nurse | <p>School Health Services</p> <ul style="list-style-type: none"> • Objectives • Health problems of school children • Components of school health services • Maintenance of school health records • Initiation and planning of school health services • Role of a school health nurse | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice | <ul style="list-style-type: none"> • Short answer • Essay • Evaluation of health counseling to school children • Screen, diagnose, manage and refer school children • OSCE assessment |

Note: Lab hours less than 1 Credit is not specified separately.

CLINICAL PRACTICUM

CLINICAL: 2 Credits (160 hours)

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

| Clinical Area/Unit | Duration (Weeks) | Learning Outcomes | Procedural Competencies/ Clinical Skills | Clinical Requirements | Assessment Methods |
|--------------------|------------------|----------------------------|---|--|---|
| Urban | 2 weeks | Build and maintain rapport | <ul style="list-style-type: none"> • Interviewing skills using communication and | <ul style="list-style-type: none"> • Community needs assessment/ Survey | <ul style="list-style-type: none"> • Evaluation of survey report |

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

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

EDUCATIONAL TECHNOLOGY/NURSING EDUCATION

PLACEMENT: V SEMESTER

THEORY: 2 Credits (40 hours)

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

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

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

1. Develop basic understanding of theoretical foundations and principles of teaching and learning
2. Identify the latest approaches to education and learning
3. Initiate self- assessment to identify one's own learning styles
4. Demonstrate understanding of various teaching styles that can be used, based on the learners' readiness and generational needs
5. Develop understanding of basics of curriculum planning, and organizing
6. Analyze and use different teaching methods effectively that are relevant to student population and settings
7. Make appropriate decisions in selection of teaching learning activities integrating basic principles

8. Utilize active learning strategies that enhance critical thinking, team learning and collaboration
9. Engage in team learning and collaboration through inter professional education
10. Integrate the principles of teaching and learning in selection and use of educational media/technology
11. Apply the principles of assessment in selection and use of assessment and evaluation strategies
12. Construct simple assessment tools/tests integrating cognitive, psychomotor and affective domains of learning that can measure knowledge and competence of students
13. Develop basic understanding of student guidance through mentoring and academic advising
14. Identify difficult situations, crisis and disciplinary/grievance issues experienced by students and provide appropriate counseling
15. Engage in ethical practice in educational as well as clinical settings based on values, principles and ethical standards
16. Develop basic understanding of evidence-based teaching practices

COURSE OUTLINE

T – Theory, P – Practical (Laboratory)

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

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

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

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

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

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

INTRODUCTION TO FORENSIC NURSING AND INDIAN LAWS

PLACEMENT: V SEMESTER

THEORY: 1 Credit (20 hours)

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

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

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

COURSE OUTLINE

T – Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|--|---|---|--|
| I | 3 (T) | Describe the nature of forensic science and discuss issues concerning violence | <p>Forensic Science</p> <ul style="list-style-type: none"> • Definition • History • Importance in medical science • Forensic Science Laboratory <p>Violence</p> <ul style="list-style-type: none"> • Definition • Epidemiology • Source of data <p>Sexual abuse – child and women</p> | <ul style="list-style-type: none"> • Lecture cum discussion • Visit to Regional Forensic Science Laboratory | <ul style="list-style-type: none"> • Quiz – MCQ • Write visit report |
| II | 2 (T) | Explain concepts of forensic nursing and scope of practice for forensic nurse | <p>Forensic Nursing</p> <ul style="list-style-type: none"> • Definition • History and development • Scope – setting of practice, areas of practice and subspecialties • Ethical issues • Roles and responsibilities of nurse • INC & SNC Acts | <ul style="list-style-type: none"> • Lecture cum discussion | <ul style="list-style-type: none"> • Short answer • Objective type |
| III | 7 (T) | Identify members of forensic team and describe role of forensic nurse | <p>Forensic Team</p> <ul style="list-style-type: none"> • Members and their roles <p>Comprehensive forensic nursing care of victim and family</p> <ul style="list-style-type: none"> • Physical aspects • Psychosocial aspects • Cultural and spiritual aspects • Legal aspects • Assist forensic team in care beyond scope of her practice • Admission and discharge/referral/death of victim of violence • Responsibilities of nurse as a witness <p>Evidence preservation – role of nurses</p> <ul style="list-style-type: none"> • Observation • Recognition | <ul style="list-style-type: none"> • Lecture cum Discussion • Hypothetical/real case presentation • Observation of post-mortem • Visit to department of forensic medicine | <ul style="list-style-type: none"> • Objective type • Short answer • Write report |

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

CHILD HEALTH NURSING - II

PLACEMENT: VI SEMESTER

THEORY: 2 Credits (40 hours)

PRACTICUM: Clinical: 1 Credit (80 hours)

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

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

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

COURSE OUTLINE

T – Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|---|---|--|---|
| I | 20 (T) | Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of cardiovascular, gastrointestinal, genitourinary, and nervous system | <p>Cardiovascular system:</p> <ul style="list-style-type: none"> • Identification and Nursing management of congenital malformations • Congenital heart diseases: Cyanotic and Acyanotic (ASD, VSD, PDA, TOF) • Others: Rheumatic fever and Rheumatic heart disease, Congestive cardiac failure • Hematological conditions: <ul style="list-style-type: none"> a) Congenital: Hemophilia, Thalassemia b) Others: Anemia, Leukemia, Idiopathic thrombocytopenic purpura, Hodgkins and non-hodgkins lymphoma <p>Gastro-intestinal system:</p> <ul style="list-style-type: none"> • Identification and Nursing management of congenital malformations. • Congenital: Cleft lip, Cleft palate, Congenital hypertrophic pyloric stenosis, Hirschsprungs disease (Megacolon), Anorectal malformation, Malabsorption syndrome, Abdominal wall defects, Hernia • Others: Gastroenteritis, Diarrhea, Vomiting, Protein energy malnutrition, Intestinal obstruction, Hepatic diseases, intestinal parasites <p>Genitourinary urinary system:</p> <ul style="list-style-type: none"> • Identification and Nursing management of congenital malformations. • Congenital: Wilms tumor, Extropy of bladder, Hypospadias, Epispadias, Obstructive uropathy • Others: Nephrotic syndrome, Acute glomerulonephritis, renal failure <p>Nervous system:</p> <ul style="list-style-type: none"> • Identification and Nursing management of congenital malformations <ul style="list-style-type: none"> a) Congenital: Spina bifida, Hydrocephalous. b) Others: Meningitis, Encephalitis, Convulsive disorders (convulsions and seizures), Cerebral palsy head injury | <ul style="list-style-type: none"> • Lecture cum discussion • Demonstration and practice session | <ul style="list-style-type: none"> • Short answer • Objective type • Assessment of skills with checklist |
| II | 10 (T) | Describe the etiology, pathophysiology, clinical manifestation and nursing | <p>Orthopedic disorders:</p> <ul style="list-style-type: none"> • Club foot | <ul style="list-style-type: none"> • Lecture cum discussion • Demonstration | <ul style="list-style-type: none"> • Short answer • Objective type • Assessment of |

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

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|-------------------|--|-------------------------------|--------------------|
| | | | Eating disorder in children and management Obesity Anorexia nervosa Bulimia Management of challenged children. Mentally Physically Socially Child abuse, Substance abuse Welfare services for challenged children in India | | |

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

Given under Child Health Nursing - I as I & II

MENTAL HEALTH NURSING - II

PLACEMENT: VI SEMESTER

THEORY: 1 Credit (40 Hours)

PRACTICUM: Clinical: 2 Credits (160 Hours)

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

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

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

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

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

Identify and respond to psychiatric emergencies.

Carry out crisis interventions during emergencies under supervision.

Perform admission and discharge procedures as per MHCA 2017.

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

COURSE OUTLINE

T – Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|-------------|-------------------|---|--|--|---|
| I | 6 (T) | Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with substance use disorders | <p>Nursing Management of Patients with Substance Use Disorders</p> <p>Prevalence and incidence</p> <p>Commonly used psychotropic substance: classifications, forms, routes, action, intoxication and withdrawal</p> <p>Psychodynamics/etiology of substance use disorder (Terminologies: Substance Use, Abuse, Tolerance, Dependence, Withdrawal)</p> <p>Diagnostic criteria/formulations</p> <p>Nursing Assessment: History (substance history), Physical, mental assessment and drug and drug assay</p> <p>Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction, Brief interventions, MET, refusal skills, maintenance therapy) and nursing management of patients with substance use disorders</p> <p>Special considerations for vulnerable population</p> <p>Follow-up and home care and rehabilitation</p> | <p>Lecture cum discussion</p> <p>Case discussion</p> <p>Case presentation</p> <p>Clinical practice</p> | <p>Essay</p> <p>Short answer</p> <p>Assessment of patient management problems</p> |
| II | 6 (T) | Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with personality, and sexual disorders | <p>Nursing Management of Patient with Personality and Sexual Disorders</p> <p>Prevalence and incidence</p> <p>Classification of disorders</p> <p>Etiology, psychopathology, characteristics, diagnosis</p> <p>Nursing Assessment: History, Physical and mental health assessment</p> <p>Treatment modalities and nursing management of patients with personality, and sexual disorders</p> <p>Geriatric considerations</p> <p>Follow-up and home care and rehabilitation</p> | <p>Lecture cum discussion</p> <p>Case discussion</p> <p>Case presentation</p> <p>Clinical practice</p> | <p>Essay</p> <p>Short answer</p> <p>Assessment of patient management problems</p> |
| III | 8 (T) | Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of childhood and adolescent disorders including mental deficiency | <p>Nursing Management of Behavioural & Emotional Disorders occurring during Childhood and Adolescence (Intellectual disability, autism, attention deficit, hyperactive disorder, eating disorders, learning disorder)</p> <p>Prevalence and incidence</p> <p>Classifications</p> <p>Etiology, psychodynamics, Characteristics, diagnostic criteria/formulations</p> | <p>Lecture cum discussion</p> <p>Case discussion</p> <p>Case presentation</p> <p>Clinical practice</p> | <p>Essay</p> <p>Short answer</p> <p>Assessment of patient management problems</p> |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|------------|---|--|--|---|
| | | | <p>Nursing Assessment: History, Physical, mental status examination and IQ assessment</p> <p>Treatment modalities and nursing management of childhood disorders including intellectual disability</p> <p>Follow-up and home care and rehabilitation</p> | | |
| IV | 5 (T) | Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of organic brain disorders. | <p>Nursing Management of Organic Brain Disorders (Delirium, Dementia, amnesic disorders)</p> <p>Prevalence and incidence</p> <p>Classification</p> <p>Etiology, psychopathology, clinical features, diagnosis and Differential diagnosis</p> <p>Nursing Assessment: History, Physical, mental and neurological assessment</p> <p>Treatment modalities and nursing management of organic brain disorders</p> <p>Follow-up and home care and rehabilitation</p> | <p>Lecture cum discussion</p> <p>Case discussion</p> <p>Case presentation</p> <p>Clinical practice</p> | <p>Essay</p> <p>Short answer</p> <p>Assessment of patient management problems</p> |
| V | 6 (T) | Identify psychiatric emergencies and carry out crisis intervention | <p>Psychiatric Emergencies and Crisis Intervention</p> <p>Types of psychiatric emergencies (attempted suicide, violence/ aggression, stupor, delirium tremens and other psychiatric emergencies) and their managements</p> <p>Maladaptive behaviour of individual and groups, stress, crisis and disaster(s)</p> <p>Types of crisis</p> <p>Crisis intervention: Principles, Techniques and Process</p> <p>Stress reduction interventions as per stress adaptation model</p> <p>Coping enhancement</p> <p>Techniques of counseling</p> | <p>Lecture cum discussion</p> <p>Case discussion</p> <p>Case presentation</p> <p>Clinical practice</p> | <p>Short answer</p> <p>Objective type</p> |
| VI | 4 (T) | Explain legal aspects applied in mental health settings and role of the nurse | <p>Legal Issues in Mental Health Nursing</p> <p>Overview of Indian Lunacy Act and The Mental Health Act 1987</p> <p>(Protection of Children from Sexual Offence) POSCO Act</p> <p>Mental Health Care Act (MHCA) 2017</p> <p>Rights of mentally ill clients</p> <p>Forensic psychiatry and nursing</p> <p>Acts related to narcotic and psychotropic substances and illegal drug trafficking</p> | <p>Lecture cum discussion</p> <p>Case discussion</p> | <p>Short answer</p> <p>Objective type</p> |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|------------|--|---|--|---|
| | | | Admission and discharge procedures as per MHCA 2017 Role and responsibilities of nurses in implementing MHCA 2017 | | |
| VII | 5 (T) | Describe the model of preventive psychiatry Describe Community Mental health services and role of the nurse | Community Mental Health Nursing Development of Community Mental Health Services: National mental health policy viz. National Health Policy National Mental Health Program Institutionalization versus Deinstitutionalization Model of Preventive psychiatry Mental Health Services available at the primary, secondary, tertiary levels including rehabilitation and nurses' responsibilities Mental Health Agencies: Government and voluntary, National and International Mental health nursing issues for special populations: Children, Adolescence, Women Elderly, Victims of violence and abuse, Handicapped, HIV/AIDS etc. | Lecture cum discussion Clinical/ field practice Field visits to mental health service agencies | Short answer Objective type Assessment of the field visit reports |

CLINICAL PRACTICUM – 2 Credits (80 hours)

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

PLACEMENT: VI Semester

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

PRACTICUM: Clinical: 1 Credits (80 hours)

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

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

Analyze the health care trends influencing development of nursing services and education in India.

Describe the principles, functions and process of management applied to nursing.

Develop basic understanding and beginning competencies in planning and organizing nursing services in a hospital.

Apply the concept of human resource management and identify the job description for all categories of nursing personnel including in service education.

Discuss the principles and methods of staffing and scheduling in an individual hospital/nursing unit.

Develop skill in management of materials and supplies including inventory control.

Develop team working and inter professional collaboration competencies.

Identify effective leadership styles and develop leadership competencies.

Utilize the knowledge of principles and line of control and participate in quality management and evaluation activities.

Utilize the knowledge related to financial planning in nursing services and education during budgetary process.

Apply the knowledge of nursing informatics in maintenance of records and reports relevant to patient information, nursing care and progress.

Demonstrate understanding of the INC guidelines for establishment and accreditation of educational institutions in terms of faculty norms, physical infrastructure and clinical facilities.

Demonstrate beginning competencies in planning, organizing and staffing at college including implementation and evaluation of curriculum.

Identify the legal issues and laws relevant to nursing practice and education.

15 Apply the knowledge and utilize the various opportunities for professional advancement.

COURSE OUTLINE

T – Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|--|---|---|--|
| I | 1 (T) | Explore the health care, development of nursing services and education in India and trends | Health Care and Development of Nursing Services in India Current health care delivery system of India – review Planning and development of nursing services and education at global and national scenario Recent trends and issues of nursing service and management | Lecture cum discussion Directed reading and written assignment | Short answer Assessment of assignment |
| II | 2 (T) | Explain the principles and functions of management applied to nursing Describe the introductory concepts of management as a process | Management Basics Applied to Nursing Definitions, concepts and theories of management Importance, features and levels of management Management and administration Functions of management Principles of management Role of a nurse as a manager Introduction to Management Process Planning Organizing Staffing Directing/Leading Controlling | Lecture and discussion | MCQ Short answer |
| | | | MANAGEMENT OF NURSING SERVICES | | |
| III | 4 (T) | Describe the essential elements of planning | Planning Nursing Services Vision, Mission, philosophy, objectives Nursing service policies, procedures and manuals Functional and operational planning | Lecture and Discussion Visit to specific hospital/ patient care units Demonstration of disaster drill in the respective setting | Formulate Mission & Vision Statement for the nursing department/unit Assessment |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|---|---|---|---|
| | | | <p>Strategic planning</p> <p>Program planning – Gantt chart & milestone chart</p> <p>Budgeting – concepts, principles, types,</p> <p>Budget proposal, cost benefit analysis</p> <p>Planning hospital and patient care unit (Ward)</p> <p>Planning for emergency and disaster</p> | | <p>of problem-solving exercises</p> <p>Visit Report</p> |
| IV | 4 (T) | Discuss the concepts of organizing including hospital organization | <p>Organizing</p> <p>Organizing as a process – assignment, delegation and coordination</p> <p>Hospital – types, functions & organization</p> <p>Organizational development</p> <p>Organizational structure</p> <p>Organizational charts</p> <p>Organizational effectiveness</p> <p>Hospital administration, Control & line of authority</p> <p>Hospital statistics including hospital utilization indices</p> <p>Nursing care delivery systems and trends</p> <p>Role of nurse in maintenance of effective organizational climate</p> | <p>Lecture cum discussion</p> <p>Comparison of organizational structure of various organizations</p> <p>Nursing care delivery systems – assignment</p> <p>Preparation of Organizational chart of hospital/ Nursing services</p> | <p>Short answer</p> <p>Assessment of assignment</p> |
| V | 6 (T) | Identify the significance of human resource management (HRM) and material management and discuss its elements | <p>Staffing (Human resource management)</p> <p>Definition, objectives, components and functions</p> <p>Staffing & Scheduling</p> <p>Staffing – Philosophy, staffing activities</p> <p>Recruiting, selecting, deployment</p> <p>Training, development, credentialing, retaining, promoting, transfer, terminating, superannuation</p> <p>Staffing units – Projecting staffing requirements/calculation of requirements of staff resources Nurse patient ratio, Nurse Population ratio as per SIU norms/IPH Norms, and Patient classification system</p> <p>Categories of nursing personnel including job description of all levels</p> <p>Assignment and nursing care responsibilities</p> | <p>Lecture and discussion</p> <p>Role play</p> <p>Games self-assessment, case discussion and practice session</p> <p>Calculation of staffing requirements for a specified ward</p> | <p>Formulate Job description at different levels of care & compare with existing system</p> <p>Preparation of duty roster</p> |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------------|------------|---|---|--|--|
| | | <p>Explain the procedural steps of material management</p> <p>Develop managerial skill in inventory control and actively participate in procurement process</p> | <p>Turnover and absenteeism</p> <p>Staff welfare</p> <p>Discipline and grievances</p> <p>In-Service Education</p> <p>Nature and scope of in-service education program</p> <p>Principles of adult learning – review</p> <p>Planning and organizing in-service educational program</p> <p>Methods, techniques and evaluation</p> <p>Preparation of report</p> <p>Material Resource Management</p> <p>Procurement, purchasing process, inventory control & role of nurse</p> <p>Auditing and maintenance in hospital and patient care unit</p> | <p>Visit to inventory store of the institution</p> | <p>Preparation of MMF/records</p> <p>Preparation of log book & condemnation documents</p> <p>Visit Report</p> |
| VI | 5 (T) | Describe the important methods of supervision and guidance | <p>Directing and Leading</p> <p>Definition, principles, elements of directing</p> <p>Supervision and guidance</p> <p>Participatory management</p> <p>Inter-professional collaboration</p> <p>Management by objectives</p> <p>Team management</p> <p>Assignments, rotations</p> <p>Maintenance of discipline</p> <p>Leadership in management</p> | <p>Lecture and discussion</p> <p>Demonstration of record & report maintenance in specific wards/ departments</p> | <p>Assignment on Reports & Records maintained in nursing department/</p> <p>Preparation of protocols and manuals</p> |
| VII | 4 (T) | <p>Discuss the significance and changing trends of nursing leadership</p> <p>Analyze the different leadership styles and develop leadership competencies</p> | <p>Leadership</p> <p>Definition, concepts, and theories</p> <p>Leadership principles and competencies</p> <p>Leadership styles: Situational leadership, Transformational leadership</p> <p>Methods of leadership development</p> <p>Mentorship/preceptorship in nursing</p> <p>Delegation, power & politics, empowerment, mentoring and coaching</p> <p>Decision making and problem solving</p> | <p>Lecture cum discussion</p> <p>Self-assessment</p> <p>Report on types of leadership adopted at different levels of health care in the given setting</p> <p>Problem solving/ Conflict management exercise</p> <p>Observation of managerial roles at different levels (middle level managers-ward incharge, ANS)</p> | <p>Short answer</p> <p>Essay</p> <p>Assessment of exercise/report</p> |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|-------------|------------|--|--|--|---|
| | | | Conflict management and negotiation Implementing planned change | | |
| VIII | 4 (T) | Explain the process of controlling and its activities | Controlling Implementing standards, policies, procedures, protocols and practices Nursing performance audit, patient satisfaction Nursing rounds, Documentation – records and reports Total quality management – Quality assurance, Quality and safety Performance appraisal Program evaluation review technique (PERT) Bench marking, Activity plan (Gantt chart) Critical path analysis | Lecture cum discussion Preparation of policies/ protocols for nursing units/ department | Assessment of prepared protocols |
| IX | 4 (T) | Explain the concepts of organizational behavior and group dynamics | Organizational Behavior and Human Relations Concepts and theories of organizational behavior Group dynamics Review – Interpersonal relationship Human relations Public relations in the context of nursing Relations with professional associations and employee unions Collective bargaining Review – Motivation and morale building Communication in the workplace – assertive communication Committees – importance in the organization, functioning | Lecture and discussion Role play/ exercise – Group dynamics & human relations | Short answer OSCE |
| X | 2 (T) | Describe the financial management related to nursing services | Financial Management Definition, objectives, elements, functions, principles & scope of financial management Financial planning (budgeting for nursing department) Proposal, projecting requirement for staff, equipment and supplies for – Hospital & patient care units & emergency and disaster units | Lecture cum discussion Budget proposal review Preparation of budget proposal for a specific department | Short answer Essay Assessment of assignment |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|-------------|------------|--|---|---|---|
| | | | Budget and Budgetary process Financial audit | | |
| XI | 1 (T) | Review the concepts, principles and methods and use of nursing informatics | Nursing Informatics/ Information Management – Review Patient records Nursing records Use of computers in hospital, college and community Telemedicine & Tele nursing Electronic Medical Records (EMR), EHR | Review Practice session Visit to departments | Short answer |
| XII | 1 (T) | Review personal management in terms of management of emotions, stress and resilience | Personal Management – Review Emotional intelligence Resilience building Stress and time management – de-stressing Career planning | Review Discussion | |
| | | | MANAGEMENT OF NURSING EDUCATIONAL INSTITUTIONS | | |
| XIII | 4 (T) | Describe the process of establishing educational institutions and its accreditation guidelines | Establishment of Nursing Educational Institutions Indian Nursing Council norms and guidelines – Faculty norms, physical facilities, clinical facilities, curriculum implementation, and evaluation/examination guidelines Coordination with regulatory bodies – INC and State Nursing Council Accreditation – Inspections Affiliation with university/State council/board of examinations | Lecture and discussion Visit to one of the regulatory bodies | Visit report |
| XIV | 4 (T) | Explain the planning and organizing functions of a nursing college | Planning and Organizing Philosophy, objectives and mission of the college Organization structure of school/college Review – Curriculum planning Planning teaching and learning experiences, clinical facilities – master plan, time table and clinical rotation Budget planning – faculty, staff, equipment & supplies, AV aids, Lab equipment, library books, journals, computers and maintenance Infrastructure facilities – college, classrooms, hostel, library, labs, | Directed reading – INC Curriculum Preparation of organizational structure of the college Written assignment – writing philosophy of a teaching department Preparation of master plan, time table and clinical rotation | Short answer Essay Assessment of assignment |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|-------------|------------|---|---|---|---|
| | | | <p>computer lab, transport facilities</p> <p>Records & reports for students, staff, faculty and administrative</p> <p>Committees and functioning</p> <p>Clinical experiences</p> | | |
| XV | 4 (T) | Develop understanding of staffing the college and selecting the students | <p>Staffing and Student Selection</p> <p>Faculty/staff selection, recruitment and placement, job description</p> <p>Performance appraisal</p> <p>Faculty development</p> <p>Faculty/staff welfare</p> <p>Student recruitment, admission, clinical placement</p> | <p>Guided reading on faculty norms</p> <p>Faculty welfare activities report</p> <p>Writing job description of tutors</p> | <p>Short answer</p> <p>Activity report</p> <p>Assessment of job description</p> |
| XVI | 4 (T) | Analyze the leadership and management activities in an educational organization | <p>Directing and Controlling</p> <p>Review – Curriculum implementation and evaluation</p> <p>Leadership and motivation, supervision – review</p> <p>Guidance and counseling</p> <p>Quality management – educational audit</p> <p>Program evaluation, evaluation of performance</p> <p>Maintaining discipline</p> <p>Institutional records and reports – administrative, faculty, staff and students</p> | <p>Review principles of evaluation</p> <p>Assignment – Identify disciplinary problems among students</p> <p>Writing student record</p> | <p>Short answer</p> <p>Assessment of assignment and record</p> |
| XVII | 4 (T) | Identify various legal issues and laws relevant to nursing practice | <p>PROFESSIONAL CONSIDERATIONS</p> <p>Review – Legal and Ethical Issues</p> <p>Nursing as a profession – Characteristics of a professional nurse</p> <p>Nursing practice – philosophy, aim and objectives</p> <p>Regulatory bodies – INC and SNC constitution and functions</p> <p>Review – Professional ethics</p> <p>Code of ethics and professional conduct – INC & ICN</p> <p>Practice standards for nursing – INC International Council for Nurses (ICN)</p> <p>Legal aspects in nursing:</p> <p>Consumer protection act, patient rights</p> <p>Legal terms related to practice, legal</p> | | |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|--------------|------------|--|---|---|---------------------------|
| | | | <p>system – types of law, tort law & liabilities</p> <p>Laws related to nursing practice – negligence, malpractice, breach, penalties</p> <p>Invasion of privacy, defamation of character</p> <p>Nursing regulatory mechanisms – registration, licensure, renewal, accreditation, nurse practice act, regulation for nurse practitioner/specialist nursing practice</p> | | |
| XVIII | 2 (T) | Explain various opportunities for professional advancement | <p>Professional Advancement</p> <p>Continuing Nursing Education</p> <p>Career opportunities</p> <p>Membership with professional organizations – national and international</p> <p>Participation in research activities</p> <p>Publications – journals, newspaper</p> | <p>Prepare journal list available in India</p> <p>Write an article – research/ clinical</p> | Assessment of assignments |

Note: Less than 1 credit lab hours are not specified

CLINICAL PRACTICUM

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

Practice Competencies:

Hospital

Prepare organizational chart of hospital/Nursing services/nursing department

Calculate staffing requirements for a particular nursing unit/ward

Formulate Job description at different levels of care

Prepare duty roster for staff/students at different levels

Participate in procuring/purchase of equipment & supplies

Prepare log book/MMF for specific equipment/materials

Maintain and store inventory and keep daily records

Prepare and maintain various records & reports of the settings – incident reports/adverse reports/audit reports

Prepare and implement protocols & manuals

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

College & Hostel

Prepare organizational chart of college

Formulate job description for tutors

Prepare Master plan, time table and clinical rotation

Prepare student anecdotes

Participate in planning, conducting and evaluation of clinical teaching

Participate in evaluation of students' clinical experience

Participate in planning and conducting practical examination OSCE – end of posting

CLINICAL POSTING: Management experience in hospital & college.

MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - I

including SBA module

PLACEMENT: VI SEMESTER

THEORY: 3 Credits (60 hours)

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

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

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

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

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

Recognize the trends and issues in midwifery and obstetrical nursing.

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

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

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

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

Promote physiologic labour and birth, and conduct normal childbirth.

Provide evidence based essential newborn care.

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

Describe the methods of contraception and role of nurse/midwife in family welfare services.

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

Provide youth friendly health services and care for women affected by gender based violence

COURSE OUTLINE

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

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|------------|---|---|--|---|
| I | 8 (T) | Explain the history and current scenario of midwifery in India Review vital health | Introduction to midwifery History of midwifery in India <i>Current scenario:</i> Trends of maternity care in India Midwifery in India – Transformative education for relationship based and transformative midwifery practice in India Vital health indicators – Maternal mortality ratio, Infant Mortality Rate, | Discussion Demonstration Role play Directed reading and assignment: ICM competencies Scenario based learning | Short answer Objective type Essay Quiz |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|----------------|---|---|--|--|
| | | <p>indicators</p> <p>Describe the various national health programs related to RMNCH+A</p> <p>Identify the trends and issues in midwifery</p> <p>Discuss the legal and ethical issues relevant to midwifery practice</p> | <p>Neonatal Mortality Rate, perinatal mortality rate, fertility rates</p> <p>oMaternal death audit</p> <p>National health programs related to RMNCH+A (Reproductive Maternal Newborn and Child Health + Adolescent Health)</p> <p><i>Current trends in midwifery and OBG nursing:</i></p> <p>Respectful maternity and newborn care (RMNC)</p> <p>Midwifery-led care units (MLCU)</p> <p>Women centered care, physiologic birthing and demedicalization of birth</p> <p>Birthing centers, water birth, lotus birth</p> <p>Essential competencies for midwifery practice (ICM)</p> <p>Universal rights of child-bearing women</p> <p>Sexual and reproductive health and rights</p> <p>Women's expectations & choices about care</p> <p><i>Legal provisions in midwifery practice in India:</i></p> <p>INC/MOH&FW regulations</p> <p>ICM code of ethics</p> <p>Ethical issues in maternal and neonatal care</p> <p>Adoption laws, MTP act, Pre-Natal Diagnostic Test (PNDT) Act, Surrogate mothers</p> <p>Roles and responsibilities of a midwife/Nurse practitioner midwife in different settings (hospital/ community)</p> <p>Scope of practice for midwives</p> | | |
| II | 6 (T) 3 (L) | Review the anatomy and physiology of human reproductive system | <p>Anatomy and physiology of human reproductive system and conception (Maternal, Fetal & Newborn physiology)</p> <p><i>Review:</i></p> <p>Female organs of reproduction</p> <p>Female pelvis – bones, joints, ligaments, planes, diameters, landmarks, inclination, pelvic variations</p> <p>Foetal skull – bones, sutures,</p> | <p>Lecture</p> <p>Discussion</p> <p>Self-directed learning</p> <p>Models</p> <p>Videos & films</p> | <p>Quiz</p> <p>Short answer</p> <p>Essay</p> |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|----------------------------|---|---|---|---|
| | | | fontanelles, diameters, moulding Fetopelvic relationship Physiology of menstrual cycle, menstrual hygiene Fertilization, conception and implantation Embryological development Placental development and function, placental barrier Fetal growth and development Fetal circulation & nutrition | | |
| III | 12 (T) 10 (L) 40 (C) | Provide preconception care to eligible couples Describe the physiology, assessment and management of normal pregnancy Demonstrate knowledge, attitude and skills of midwifery practice throughout 1 st , 2 nd and 3 rd | Assessment and management of normal pregnancy (ante-natal): Pre-pregnancy Care Review of sexual development (<i>Self Learning</i>) Socio-cultural aspects of human sexuality (<i>Self Learning</i>) Preconception care Pre-conception counseling (including awareness regarding normal birth) Genetic counseling (<i>Self Learning</i>) Planned parenthood Pregnancy assessment and antenatal care (I, II & III Trimesters) Normal pregnancy Physiological changes during pregnancy Assess and confirm pregnancy: Diagnosis of pregnancy – Signs, differential diagnosis and confirmatory tests Review of maternal nutrition & malnutrition Building partnership with women following RMC protocol Fathers' engagement in maternity care Ante-natal care: 1st Trimesters Antenatal assessment: History taking, physical examination, breast examination, laboratory investigation Identification and management of minor discomforts of pregnancy | Lecture Discussion Demonstration Self-Learning Health talk Role play Counseling session Case discussion/presentation Simulation Supervised clinical practice Refer SBA module & Safe motherhood | Short answer Objective type Assessment of skills with check list Case study evaluation OSCE |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|------------|-------------------|---|--|--------------------|
| | | trimesters | <p>Antenatal care : as per GoI guidelines</p> <p>Antenatal counseling (lifestyle changes, nutrition, shared decision making, risky behavior, sexual life during pregnancy, immunization etc.)</p> <p>Danger signs during pregnancy</p> <p>Respectful care and compassionate communication</p> <p>Recording and reporting: as per the GoI guidelines</p> <p>Role of Doula/ASHAs</p> <p>II Trimester</p> <p>Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard’s stethoscope</p> <p>Assessment of fetal well-being: DFMC, biophysical profile, Non stress test, cardio-tocography, USG, Vibro acoustic stimulation, biochemical tests.</p> <p>Antenatal care</p> <p>Women centered care</p> <p>Respectful care and compassionate communication</p> <p>Health education on IFA, calcium and vitamin D supplementation, glucose tolerance test, etc.</p> <p>Education and management of physiological changes and discomforts of 2nd trimester</p> <p>Rh negative and prophylactic anti D</p> <p>Referral and collaboration, empowerment</p> <p>Ongoing risk assessment</p> <p>Maternal Mental Health</p> <p>III Trimester</p> <p>Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard’s stethoscope</p> <p>Education and management of physiological changes and discomforts of 3rd trimester</p> <p>Third trimester tests and screening</p> <p>Fetal engagement in late pregnancy</p> <p>Childbirth preparation classes</p> | <p>booklet</p> <p>Lab tests – performance and interpretation</p> <p>Demonstration</p> <p>Roleplay</p> <p>Demonstration of antenatal assessment</p> | |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|----------------------------|---|--|---|--|
| | | | <p>Birth preparedness and complication readiness including micro birth planning</p> <p>Danger signs of pregnancy – recognition of ruptured membranes</p> <p>Education on alternative birthing positions – women’s preferred choices, birth companion</p> <p>Ongoing risk assessment</p> <p>Cultural needs</p> <p>Women centered care</p> <p>Respectful and compassionate communication</p> <p>Health education on exclusive breastfeeding</p> <p>Role of Doula/ASHA’s</p> | <p>Scenario based learning</p> <p>Lecture</p> <p>Simulation</p> <p>Role play</p> <p>Refer GoI Guidelines</p> <p>Health talk</p> <p>Counseling session</p> <p>Demonstration of birthing positions</p> <p>Workshop on alternative birthing positions</p> | |
| IV | 12 (T) 12 (L) 80 (C) | <p>Apply the physiology of labour in promoting normal childbirth</p> <p>Describe the management and care during labour</p> <p>Discuss how to maintain a safe environment for labour</p> <p>Work effectively for pain management during labour</p> | <p>Physiology, management and care during labour</p> <p>Normal labour and birth</p> <p>Onset of birth/labour</p> <p>Per vaginal examination (if necessary)</p> <p>Stages of labour</p> <p>Organization of labour room – Triage, preparation for birth</p> <p>Positive birth environment</p> <p>Respectful care and communication</p> <p>Drugs used in labour as per GoI guidelines</p> <p>Fist Stage</p> <p>Physiology of normal labour</p> <p>Monitoring progress of labour using Partograph/labour care guide</p> <p>Assessing and monitoring fetal well being</p> <p>Evidence based care during 1st stage of labour</p> <p>Pain management in labour (non-pharmacological)</p> <p>Psychological support – Managing fear</p> <p>Activity and ambulation during first stage of labour</p> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Bedside clinics</p> <p>Case discussion/ presentation</p> <p>Simulated practice</p> <p>Supervised Clinical practice – Per vaginal examination, Conduction of normal childbirth</p> <p>Refer SBA module</p> <p>LaQshya guidelines</p> <p>Dakshata guidelines</p> | <p>Essay type</p> <p>Short answer</p> <p>Objective type</p> <p>Case study evaluation</p> <p>Assessment of skills with check list</p> <p>OSCE</p> |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|------------|--|--|--|--------------------|
| | | <p>Discuss how the midwife provides care and support for the women during birth to enhance physiological birthing and promote normal birth</p> <p>Assess and provide care of the newborn immediately following birth</p> <p>Discuss the impact of labour and birth as a transitional event in the woman's life</p> | <p>Nutrition during labour</p> <p>Promote positive childbirth experience for women</p> <p>Birth companion</p> <p>Role of Doula/ASHA's</p> <p>Second stage</p> <p>Physiology (Mechanism of labour)</p> <p>Signs of imminent labour</p> <p>Intrapartum monitoring</p> <p>Birth position of choice</p> <p>Vaginal examination</p> <p>Psychological support</p> <p>Non-directive coaching</p> <p>Evidence based management of physiological birth/Conduction of normal childbirth</p> <p>Essential newborn care (ENBC)</p> <p>Immediate assessment and care of the newborn</p> <p>Role of Doula/ASHA's</p> <p>Third Stage</p> <p>Physiology – placental separation and expulsion, hemostasis</p> <p>Physiological management of third stage of labour</p> <p>Active management of third stage of labour (recommended)</p> <p>Examination of placenta, membranes and vessels</p> <p>Assess perineal, vaginal tear/ injuries and suture if required</p> <p>Insertion of postpartum IUCD</p> <p>Immediate perineal care</p> <p>Initiation of breast feeding</p> <p>Skin to skin contact</p> <p>Newborn resuscitation</p> <p>Fourth Stage</p> <p><i>Observation, Critical Analysis and Management of mother and newborn</i></p> <p>Maternal assessment, observation fundal height, uterine consistency, urine output, blood loss</p> <p>Documentation and Record of birth</p> | <p>Refer ENBC, NSSK module</p> <p>Demonstration</p> <p>Group work</p> <p>Scenario based learning</p> <p>Simulation</p> <p>Role play</p> <p>Demonstration</p> <p>Videos</p> | |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|--------------------------|--|---|---|---|
| | | Ensure initiation of breast feeding and adequate latching | Breastfeeding and latching Managing uterine cramp Alternative/complementary therapies Role of Doula/ASHA's Various childbirth practices Safe environment for mother and newborn to promote bonding Maintaining records and reports | | |
| V | 7 (T) 6 (L) 40 (C) | Describe the physiology, management and care of normal puerperium | Postpartum care/Ongoing care of women Normal puerperium – Physiology, duration Post-natal assessment and care – facility and home-based care Perineal hygiene and care Bladder and bowel function Minor disorders of puerperium and its management Physiology of lactation and lactation management Postnatal counseling and psychological support Normal postnatal baby blues and recognition of post-natal depression Transition to parenthood Care for the woman up to 6 weeks after childbirth Cultural competence (Taboos related to postnatal diet and practices) Diet during lactation-review Post-partum family planning Follow-up of postnatal mothers Drugs used in the postnatal period Records and reports | Lecture Discussion Demonstration Health talk Simulated practice Supervised clinical practice Refer SBA module | Essay type Short answer Objective type Assessment of skills with checklist OSCE |
| VI | 7 (T) 7 (L) 40 (C) | Discuss the need for and provision of compassionate, family centered midwifery care of the newborn Describe the assessment and care of normal neonate | Assessment and ongoing care of normal neonates Family centered care Respectful newborn care and communication Normal Neonate – Physiological adaptation Newborn assessment – Screening for congenital anomalies Care of newborn up to 6 weeks after | Lecture Discussion Demonstration Simulated practice session Supervised clinical practice Refer safe deliver app module – newborn | Essay type Short answer Objective type Assessment of skills with checklist OSCE |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|--------------------------|--|--|--|--|
| | | | <p>the childbirth (Routine care of newborn)</p> <p>Skin to skin contact and thermoregulation</p> <p>Infection prevention</p> <p>Immunization</p> <p>Minor disorders of newborn and its management</p> | <p>management</p> <p>Partial completion of SBA module</p> | |
| VII | 8 (T) 2 (L) 40 (C) | <p>Explain various methods of family planning and role of nurse/midwife in providing family planning services</p> <p>Describe youth friendly services and role of nurses/ midwives</p> <p>Recognize the role of nurses/midwives in gender based violence</p> | <p>Family welfare services</p> <p>Impact of early/frequent childbearing</p> <p>Comprehensive range of family planning methods</p> <p>Temporary methods – Hormonal, non-hormonal and barrier methods</p> <p>Permanent methods – Male sterilization and female sterilization</p> <p>Action, effectiveness, advantages, disadvantages, myths, misconception and medical eligibility criteria (MEC) for use of various family planning methods</p> <p>Emergency contraceptives</p> <p>Recent trends and research in contraception</p> <p>Family planning counseling using Balanced Counseling Strategy (BCS)</p> <p>Legal and rights aspects of FP</p> <p>Human rights aspects of FP adolescents</p> <p>Youth friendly services – SRHR services, policies affecting SRHR and attitude of nurses and midwives in provision of services (Review)</p> <p>Importance of follow up and recommended timing</p> <p>Gender related issues in SRH</p> <p>Gender based violence – Physical, sexual and abuse, Laws affecting GBV and role of nurse/midwife</p> <p>Special courts for abused people</p> <p>Gender sensitive health services including family planning</p> | <p>Lecture</p> <p>Supervised practice</p> <p>Field visits</p> <p>Scenario based learning</p> <p>Discussion</p> <p>GoI guidelines – injectable contraceptives, oral contraceptives, IUCD, male and female sterilization</p> | <p>Essay type</p> <p>Short answers</p> <p>Objective type</p> <p>Field visit reports</p> <p>Vignettes</p> |

PRACTICUM

PLACEMENT: VI & VII SEMESTER

VI SEMESTER: MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - I

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

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

- Counsel women and their families on pre-conception care
- Demonstrate lab tests ex. urine pregnancy test
- Perform antenatal assessment of pregnant women
- Assess and care for normal antenatal mothers
- Assist and perform specific investigations for antenatal mothers
- Counsel mothers and their families on antenatal care and preparation for parenthood
- Conduct childbirth education classes
- Organize labour room
- Prepare and provide respectful maternity care for mothers in labour
- Perform per-vaginal examination for a woman in labour if indicated
- Conduct normal childbirth with essential newborn care
- Demonstrate skills in resuscitating the newborn
- Assist women in the transition to motherhood
- Perform postnatal and newborn assessment
- Provide care for postnatal mothers and their newborn
- Counsel mothers on postnatal and newborn care
- Perform PPIUCD insertion and removal
- Counsel women on family planning and participate in family welfare services
- Provide youth friendly health services
- Identify, assess, care and refer women affected with gender based violence

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

- Urine pregnancy test
- Calculation of EDD, Obstetrical score, gestational weeks
- Antenatal assessment
- Counseling antenatal mothers
- Micro birth planning
- PV examination
- Monitoring during first stage of labour – Plotting and interpretation of partograph
- Preparation for delivery – setting up labour room, articles, equipment
- Mechanism of labour – normal
- Conduction of normal childbirth with essential newborn care
- Active management of third stage of labour
- Placental examination
- Newborn resuscitation
- Monitoring during fourth stage of labour
- Postnatal assessment

Newborn assessment

Kangaroo mother care

Family planning counseling

PPIUCD insertion and removal

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

| Clinical Area | Duration (weeks) | Clinical Learning Outcomes | Procedural Competencies/ Clinical Skills | Clinical Requirements | Assessment Methods |
|---|-------------------------|---|---|--|---|
| Antenatal OPD and Antenatal ward | 1 week | <p>Perform antenatal assessment</p> <p>Perform laboratory tests for antenatal women and assist in selected antenatal diagnostic procedures</p> <p>Counsel antenatal women</p> | <p>History collection</p> <p>Physical examination</p> <p>Obstetric examination</p> <p>Pregnancy confirmation test</p> <p>Urine testing</p> <p>Blood testing for Hemoglobin, grouping & typing</p> <p>Blood test for malaria</p> <p>KICK chart</p> <p>USG/NST</p> <p>Antenatal counseling</p> <p>Preparation for childbirth</p> <p>Birth preparedness and complication readiness</p> | <p>Antenatal palpation</p> <p>Health talk</p> <p>Case study</p> | <p>OSCE</p> <p>Case presentation</p> |
| Labour room | 3 weeks | <p>Monitor labour using partograph</p> <p>Provide care to women during labour</p> <p>Conduct normal childbirth, provide care to mother and immediate care of newborn</p> | <p>Assessment of woman in labour</p> <p>Partograph</p> <p>Per vaginal examination when indicated</p> <p>Care during first stage of labour</p> <p>Pain management techniques</p> <p>Upright and alternative positions in labour</p> <p>Preparation for labour – articles, physical, psychological</p> <p>Conduction of normal childbirth</p> <p>Essential newborn care</p> <p>Newborn resuscitation</p> <p>Active management of third stage of labour</p> <p>Monitoring and care during fourth stage of labour</p> | <p>Partograph recording</p> <p>PV examination</p> <p>Assisting/Conduction of normal childbirth</p> <p>Case study</p> <p>Case presentation</p> <p>Episiotomy and suturing if indicated</p> <p>Newborn resuscitation</p> | <p>Assignment case study</p> <p>Case presentation</p> <p>OSCE</p> |
| Post-partum clinic and Postnatal Ward including FP unit | 2 weeks | <p>Perform postnatal assessment</p> <p>Provide care to normal postnatal mothers and newborn</p> | <p>Postnatal assessment</p> <p>Care of postnatal mothers – normal</p> <p>Care of normal newborn</p> <p>Lactation management</p> | <p>Postnatal assessment</p> <p>Newborn assessment</p> <p>Case study</p> | <p>Assignment Case study</p> <p>Case presentation</p> |

| Clinical Area | Duration (weeks) | Clinical Learning Outcomes | Procedural Competencies/ Clinical Skills | Clinical Requirements | Assessment Methods |
|---------------|------------------|---|--|---|--------------------|
| | | Provide postnatal counseling Provide family welfare services | Postnatal counseling Health teaching on postnatal and newborn care Family welfare counseling | Case presentation PPIUCD insertion & removal | |

Note: Partial Completion of SBA module during VI semester

VII SEMESTER

MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - II PRACTICUM

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

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

Identify, stabilize and refer antenatal women with complications

Provide care to antenatal women with complications

Provide post abortion care& counselling

Assist in the conduction of abnormal vaginal deliveries and caesarean section.

Demonstrate skills in resuscitating the newborn

Assist and manage complications during labour

Identify postnatal and neonatal complications, stabilize and refer them

Provide care for high risk antenatal, intranatal and postnatal women and their families using nursing process approach

Provide care for high risk newborn

Assist in advanced clinical procedures in midwifery and obstetric nursing

Provide care for women during their non childbearing period.

Assess and care for women with gynecological disorders

Demonstrate skills in performing and assisting in specific gynecological procedures

Counsel and care for couples with infertility

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

Antenatal assessment and identification of complications

Post abortion care & counseling

Counseling antenatal women for complication readiness

Mechanism of labour – abnormal

Assisting in the conduction of abnormal vaginal deliveries and caesarean section.

Management of complications during pregnancy/labour/post partum (case studies/simulated scenarios)

Administration of Inj. Magnesium sulphate

Starting and maintaining an oxytocin drip for PPH

Management of PPH – Bimanual compression of uterus

Management of PPH – Balloon tamponade

Instruments used in obstetrics and gynecology

Visual inspection of cervix with acetic acid

Cervical biopsy

Breast examination

Counseling of infertile couples

CLINICAL POSTINGS (8 weeks × 40 hours per week = 320 hours)

| Clinical Areas | Duration (Weeks) | Learning Outcomes | Procedural Competencies/ Clinical Skills | Clinical Requirements | Assessment Methods |
|--|-------------------------|---|--|---|--|
| Antenatal OPD/ infertility clinics/ Reproductive medicine and antenatal ward | 2 weeks | <p>Perform/assist in selected advanced antenatal diagnostic procedures</p> <p>Provide antenatal care for women with complications of pregnancy</p> <p>Counsel antenatal mothers</p> <p>Provide post abortion care and postnatal counselling</p> <p>Provide counselling and support to infertile couples</p> | <p>Kick chart, DFMC</p> <p>Assist in NST/CTG/USG</p> <p>Assisting in advanced diagnostic procedures</p> <p>Care of antenatal women with complications in pregnancy</p> <p>Antenatal counselling</p> <p>Preparation for childbirth, Birth preparedness and complication readiness</p> <p>Post abortion care</p> <p>Post abortion counselling</p> <p>Counselling infertile couples</p> | <p>Antenatal palpation</p> <p>Health talk</p> <p>Case study</p> | <p>Simulation</p> <p>Case presentation</p> <p>OSCE</p> |
| Labour room | 2 weeks | <p>Conduction of normal childbirth</p> <p>Conduct/assist in abnormal deliveries</p> <p>Monitor labour using partograph</p> <p>Identify and manage complications during labour</p> | <p>Assessment of woman in labour</p> <p>Partograph</p> <p>Pervaginal examination if indicated</p> <p>Obstetric examination</p> <p>Care during first stage of labour</p> <p>Pain management techniques</p> <p>Upright and alternative positions in labour</p> <p>Preparation for labour – articles, physical, psychological</p> <p>Conduction of normal childbirth</p> <p>Essential newborn care</p> <p>Newborn resuscitation</p> <p>Active management of third stage of labour</p> <p>Monitoring and care during fourth stage of labour</p> <p>Identification, stabilization, referral and assisting in management of prolonged labour, cervical dystocia, CPD, contracted pelvis</p> <p>Assist in the management of</p> | <p>Partograph recording</p> <p>Pain management during labour</p> <p>Conduction of normal childbirth</p> <p>Assisting in abnormal deliveries</p> <p>Managing complication during labour</p> <p>Case study</p> <p>Case presentation</p> | <p>Assignment</p> <p>Case study</p> <p>Case presentation</p> <p>Simulation</p> <p>OSCE</p> |

| Clinical Areas | Duration (Weeks) | Learning Outcomes | Procedural Competencies/ Clinical Skills | Clinical Requirements | Assessment Methods |
|---|------------------|---|--|---|--|
| | | | <p>abnormal deliveries – posterior position, breech deliveries, twin deliveries, vacuum extraction, forceps delivery, shoulder dystocia</p> <p>Assist in cervical encirclement procedures, D&C, D&E</p> <p>Identify, assist and manage trauma to the birth canal, retained placenta, post partum hemorrhage, uterine atony</p> <p>Management of obstetric shock</p> | | |
| Postnatal Ward | 1 week | <p>Perform postnatal assessment and identify postnatal complications</p> <p>Provide postnatal care</p> <p>Provide family welfare services</p> | <p>Postnatal history collection and physical examination</p> <p>Identify postnatal complications</p> <p>Care of postnatal mothers – abnormal deliveries, caesarean section</p> <p>Care of normal newborn</p> <p>Lactation management</p> <p>Postnatal counselling</p> <p>Health teaching on postnatal and newborn care</p> <p>Family welfare counselling</p> | <p>Health talk</p> <p>Postnatal assessment</p> <p>Newborn assessment</p> <p>Case studies</p> <p>Case presentation</p> <p>PPIUCD insertion and removal</p> | <p>Role play</p> <p>Assignment</p> <p>Case study</p> <p>Case presentation</p> <p>Simulation</p> <p>Vignettes</p> <p>OSCE</p> |
| Neonatal Intensive Care Unit | 1week | <p>Perform assessment of newborn and identify complications/congenital anomalies</p> <p>Perform neonatal resuscitation</p> <p>Care of high risk newborn</p> <p>Provide care for newborns in ventilator, incubator etc</p> <p>Assist/perform special neonatal procedures</p> | <p>Neonatal assessment – identification of complication, congenital anomalies.</p> <p>Observation of newborn</p> <p>Neonatal resuscitation</p> <p>Phototherapy and management of jaundice in newborn</p> <p>Assist in Exchange transfusion</p> <p>Neonatal feeding – spoon and katori, paladai, NG tube</p> <p>Care of baby in incubator, ventilator, warmer</p> <p>Infection control in the nursery</p> <p>Neonatal medications</p> <p>Starting IV line for newborn, drug calculation</p> | <p>Case study</p> <p>Case presentation</p> <p>Assignments</p> <p>Simulated practice</p> | <p>Case presentation</p> <p>Care study</p> <p>Care plan</p> <p>Simulation, Vignettes</p> <p>OSCE</p> |
| Obstetric/ Gynae operation theatre & Gynecology | 2weeks | Assist in gynecological and obstetric surgeries | <p>Observe/Assist in caesarean section</p> <p>Management of retained placenta</p> | <p>Assisting in obstetric and gynecological surgery</p> <p>Tray set-up for</p> | <p>Assignment</p> <p>Tray set-up for obstetric and gynecological surgeries</p> |

| Clinical Areas | Duration (Weeks) | Learning Outcomes | Procedural Competencies/ Clinical Skills | Clinical Requirements | Assessment Methods |
|----------------|------------------|---|---|--------------------------------|--|
| ward | | Care for women with gynecological disorders | Gynecological surgeries Hysterectomy Uterine rupture Care of women with gynecological conditions Health education | caesarean section Care plan | Case presentation Simulation Vignettes |

Note: Completion of safe delivery App module during VII Semester

COMMUNITY HEALTH NURSING – II

PLACEMENT: VII SEMESTER

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

PRACTICUM: Clinical: 2 Credit (160 hours)

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

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

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

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

Describe the methods of collection and interpretation of demographic data

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

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

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

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

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

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

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

Describe the leadership role in guiding, supervising, and monitoring the health services and the personnel at the PHCs, SCs and community level including financial management and maintenance of records & reports

Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers (HWCs)

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

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

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

Explain the roles and functions of various national and international health agencies

COURSE OUTLINE

T – Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching / Learning Activities | Assessment Methods |
|------|------------|--|--|---|--|
| I | 10 (T) | Explain nurses' role in identification, primary management and referral of clients with common disorders/ conditions and emergencies including first aid | <p>Management of common conditions and emergencies including first aid</p> <p>Standing orders: Definition, uses</p> <p>Screening, diagnosing/ identification, primary care and referral of Gastrointestinal System</p> <p>Abdominal pain</p> <p>Nausea and vomiting</p> <p>Diarrhea</p> <p>Constipation</p> <p>Jaundice</p> <p>GI bleeding</p> <p>Abdominal distension</p> <p>Dysphagia and dyspepsia</p> <p>Aphthous ulcers</p> <p>Respiratory System</p> <p>Acute upper respiratory infections – Rhinitis, Sinusitis, Pharyngitis, Laryngitis, Tonsillitis</p> <p>Acute lower respiratory infections – Bronchitis, pneumonia and bronchial asthma</p> <p>Hemoptysis, Acute chest pain</p> <p>Heart & Blood</p> <p>Common heart diseases – Heart attack/coronary artery disease, heart failure, arrhythmia</p> <p>Blood anemia, blood cancers, bleeding disorders</p> <p>Eye & ENT conditions</p> <p>Eye – local infections, redness of eye, conjunctivitis, stye, trachoma and refractive errors</p> <p>ENT – Epistaxis, ASOM, sore throat, deafness</p> <p>Urinary System</p> <p>Urinary tract infections – cystitis, pyelonephritis, prostatitis, UTIs in children</p> <p>First aid in common emergency conditions – Review</p> <p>High fever, low blood sugar, minor injuries, fractures, fainting, bleeding, shock, stroke, bites, burns, choking, seizures, RTAs, poisoning, drowning and foreign bodies</p> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Role play</p> <p>Suggested field visits</p> <p>Field practice</p> <p>Assessment of clients with common conditions and provide referral</p> | <p>Short answer</p> <p>Essay</p> <p>Field visit reports</p> <p>OSCE assessment</p> |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching / Learning Activities | Assessment Methods |
|------|------------|--|---|--|---|
| II | 20 (T) | Provide reproductive, maternal, newborn and childcare, including adolescent care in the urban and rural health care settings | <p>Reproductive, maternal, newborn, child and adolescent Health (Review from OBG Nursing and application in community setting)</p> <p>Present situation of reproductive, maternal and child health in India</p> <p>Antenatal care</p> <p>Objectives, antenatal visits and examination, nutrition during pregnancy, counseling</p> <p>Calcium and iron supplementation in pregnancy</p> <p>Antenatal care at health centre level</p> <p>Birth preparedness</p> <p>High risk approach – Screening/early identification and primary management of complications – Antepartum hemorrhage, pre-eclampsia, eclampsia, Anemia, Gestational diabetes mellitus, Hypothyroidism, Syphilis</p> <p>Referral, follow up and maintenance of records and reports</p> <p>Intra natal care</p> <p>Normal labour – process, onset, stages of labour</p> <p>Monitoring and active management of different stages of labour</p> <p>Care of women after labour</p> <p>Early identification, primary management, referral and follow up – preterm labour, fetal distress, prolonged and obstructed labour, vaginal & perennial tears, ruptured uterus</p> <p>Care of newborn immediately after birth</p> <p>Maintenance of records and reports</p> <p>Use of Safe child birth check list</p> <p>SBA module – Review</p> <p>Organization of labour room</p> <p>Postpartum care</p> <p>Objectives, Postnatal visits, care of mother and baby, breast feeding, diet during lactation, and health counseling</p> <p>Early identification, primary management, referral and follow up of complications, Danger signs-postpartum hemorrhage, shock, puerperal sepsis, breast conditions, post-partum depression</p> <p>Postpartum visit by health care provider</p> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Role play</p> <p>Suggested field visits and field practice</p> <p>Assessment of antenatal, postnatal, newborn, infant, preschool child, school child, and adolescent health</p> | <p>Short answer</p> <p>Essay</p> <p>OSCE assessment</p> |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching / Learning Activities | Assessment Methods |
|------|------------|---|--|--|--------------------|
| | | Promote adolescent health and youth friendly services | <p>Newborn and child care</p> <p><i>Review:</i> Essential newborn care</p> <p>Management of common neonatal problems</p> <p>Management of common child health problems: Pneumonia, Diarrhoea, Sepsis, screening for congenital anomalies and referral</p> <p><i>Review:</i> IMNCI Module</p> <p>Under five clinics</p> <p>Adolescent Health</p> <p>Common health problems and risk factors in adolescent girls and boys</p> <p>Common Gynecological conditions – dysmenorrhoea, Premenstrual Syndrome (PMS), Vaginal discharge, Mastitis, Breast lump, pelvic pain, pelvic organ prolapse</p> <p>Teenage pregnancy, awareness about legal age of marriage, nutritional status of adolescents National Menstrual Hygiene scheme</p> <p>Youth friendly services:</p> <p>SRH Service needs</p> <p>Role and attitude of nurses: Privacy, confidentiality, non-judgemental attitude, client autonomy, respectful care and communication</p> <p>Counseling for parents and teenagers (BCS – balanced counseling strategy)</p> <p>National Programs</p> <p>RMNCH+A Approach – Aims, Health systems strengthening, RMNCH+A strategies, Interventions across life stages, program management, monitoring and evaluation systems</p> <p>Universal Immunization Program (UIP) as per Government of India guidelines – Review</p> <p>Rashtriya Bal Swasthya Karyakaram (RSBK) -children</p> <p>Rashtriya Kishor Swasthya Karyakram (RKSK) – adolescents</p> <p>Any other new programs</p> | <p>Screen, manage and refer adolescents</p> <p>Counsel adolescents</p> | |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching / Learning Activities | Assessment Methods |
|------|------------|--|--|--|--|
| III | 4 (T) | Discuss the concepts and scope of demography | <p>Demography, Surveillance and Interpretation of Data</p> <p><i>Demography and vital statistics</i> – demographic cycle, world population trends, vital statistics</p> <p>Sex ratio and child sex ratio, trends of sex ratio in India, the causes and social implications</p> <p><i>Sources of vital statistics</i> – Census, registration of vital events, sample registration system</p> <p><i>Morbidity and mortality indicators</i> – Definition, calculation and interpretation</p> <p>Surveillance, Integrated disease surveillance project (IDSP), Organization of IDSP, flow of information and mother and child tracking system (MCTS) in India</p> <p>Collection, analysis, interpretation, use of data</p> <p><i>Review:</i> Common sampling techniques – random and nonrandom techniques</p> <p>Disaggregation of data</p> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Role play</p> <p>Suggested field visits</p> <p>Field practice</p> | <p>Short answer</p> <p>Essay</p> |
| IV | 6 (T) | <p>Discuss population explosion and its impact on social and economic development of India</p> <p>Describe the various methods of population control</p> | <p>Population and its Control</p> <p>Population Explosion and its impact on Social, Economic development of individual, society and country.</p> <p>Population Control – Women Empowerment; Social, Economic and Educational Development</p> <p>Limiting Family Size – Promotion of small family norm, Temporary Spacing Methods (natural, biological, chemical, mechanical methods etc.), Terminal Methods (Tubectomy, Vasectomy)</p> <p>Emergency Contraception</p> <p>Counseling in reproductive, sexual health including problems of adolescents</p> <p>Medical Termination of pregnancy and MTP Act</p> <p>National Population Stabilization Fund/JSK (Jansankhya Sthirata Kosh)</p> <p>Family planning 2020</p> <p>National Family Welfare Program</p> <p>Role of a nurse in Family Welfare Program</p> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Role play</p> <p>Suggested field visits</p> <p>Field practice</p> | <p>Short answer</p> <p>Essay</p> <p>OSCE assessment</p> <p>Counseling on family planning</p> |
| V | 5 (T) | Describe occupational health hazards, occupational diseases and the role of nurses in | <p>Occupational Health</p> <p>Occupational health hazards</p> <p>Occupational diseases</p> <p>ESI Act</p> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Role play</p> | <p>Essay</p> <p>Short answer</p> <p>Clinical performance</p> |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching / Learning Activities | Assessment Methods |
|-------------|------------|--|--|--|---|
| | | occupational health programs | National/ State Occupational Health Programs Role of a nurse in occupational health services – Screening, diagnosing, management and referral of clients with occupational health problems | Suggested field visits Field practice | evaluation |
| VI | 6 (T) | Identify health problems of older adults and provide primary care, counseling and supportive health services | Geriatric Health Care Health problems of older adults Management of common geriatric ailments: counseling, supportive treatment of older adults Organization of geriatric health services National program for health care of elderly (NPHCE) State level programs/Schemes for older adults Role of a community health nurse in geriatric health services – Screening, diagnosing, management and referral of older adults with health problems | Lecture Discussion Demonstration | Visit report on elderly home Essay Short answer |
| VII | 6 (T) | Describe screening for mental health problems in the community, take preventive measures and provide appropriate referral services | Mental Health Disorders Screening, management, prevention and referral for mental health disorders <i>Review:</i> Depression, anxiety, acute psychosis, Schizophrenia Dementia Suicide Alcohol and substance abuse Drug deaddiction program National Mental Health Program National Mental Health Policy National Mental Health Act Role of a community health nurse in screening, initiation of treatment and follow up of mentally ill clients | Lecture Discussion Demonstration Role play Health counseling on promotion of mental health Suggested field visits Field practice | Essay Short answer Counseling report |
| VIII | 4 (T) | Discuss about effective management of health information in community diagnosis and intervention | Health Management Information System (HMIS) Introduction to health management system: data elements, recording and reporting formats, data quality issues <i>Review:</i> Basic Demography and vital statistics Sources of vital statistics Common sampling techniques, frequency distribution | Lecture Discussion Demonstration Role play Suggested field visits Field practice Group project on community diagnosis – data | Group project report Essay Short answer |

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

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching / Learning Activities | Assessment Methods |
|-------------|------------|---|---|---|-----------------------|
| | | | <p>Accounting and book keeping requirements – accounting principles & policies, book of accounts to be maintained, basic accounting entries, accounting process, payments & expenditure, fixed asset, SOE reporting format, utilization certificate (UC) reporting</p> <p>Preparing a budget</p> <p>Audit</p> <p>Records & Reports:</p> <p>Concepts of records and reports – importance, legal implications, purposes, use of records, principles of record writing, filing of records</p> <p>Types of records – community related records, registers, guidelines for maintaining</p> <p>Report writing – purposes, documentation of activities, types of reports</p> <p>Medical Records Department – functions, filing and retention of medical records</p> <p>Electronic Medical Records (EMR) – capabilities and components of EMR, electronic health record (EHR), levels of automation, attributes, benefits and disadvantages of HER</p> <p>Nurses' responsibility in record keeping and reporting</p> | | |
| XI | 6 (T) | Demonstrate initiative in preparing themselves and the community for disaster preparedness and management | <p>Disaster Management</p> <p>Disaster types and magnitude</p> <p>Disaster preparedness</p> <p>Emergency preparedness</p> <p>Common problems during disasters and methods to overcome</p> <p>Basic disaster supplies kit</p> <p>Disaster response including emergency relief measures and Life saving techniques</p> <p>Use disaster management module</p> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Role play</p> <p>Suggested field visits, and field practice</p> <p>Mock drills</p> <p>Refer Disaster module (NDMA) National Disaster/INC – Reaching out in emergencies</p> | |
| XII | 3 (T) | Describe the importance of bio-medical waste management, its process and management | <p>Waste collection, segregation, transportation and management in the community</p> <p>Waste management in health center/clinics</p> <p>Bio-medical waste management guidelines – 2016, 2018 (Review)</p> | <p>Lecture cum Discussion</p> <p>Field visit to waste management site</p> | Field visit report |
| XIII | 3 (T) | Explain the roles and functions of various national and international health agencies | <p>Health Agencies</p> <p>International: WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, European Commission, Red Cross, USAID, UNESCO, ILO, CAR, CIDA, JHPIEGO, any other</p> <p>National: Indian Red Cross, Indian Council for Child Welfare, Family Planning Association of India, Tuberculosis Association of India, Central Social Welfare Board, All India Women's Conference, Blind Association of India, any other</p> <p>Voluntary Health Association of India (VHA)</p> | <p>Lecture</p> <p>Discussion</p> <p>Field visits</p> | Essay Short answer |

COMMUNITY HEALTH NURSING II

Clinical practicum – 2 credits (160 hours)

CLINICAL POSTINGS (4 weeks × 40 hours per week)

| Clinical Area | Duration (Weeks) | Learning Outcomes | Procedural Competencies/ Clinical Skills | Clinical Requirements | Assessment Methods |
|---------------|------------------|--|---|--|---|
| Urban | 2 weeks | Screen, diagnose, manage and refer clients with common conditions/ emergencies | Screening, diagnosing, management and referral of clients with common conditions/ emergencies | Screening, diagnosing, Primary management and care based on standing orders/protocols approved by MOH&FW | Clinical performance assessment |
| Rural | 2 Weeks | Assess and provide antenatal, intrapartum, postnatal and new- born care Promote adolescent health | Assessment (physical & nutritional) of antenatal, intrapartum, postnatal and newborn Conduction of normal delivery at health center Newborn care Counsel adolescents Family planning counselling Distribution of temporary contraceptives – condoms, OCP's, emergency contraceptives | Minor ailments – 2 Emergencies – 1 Dental problems – 1 Eye problems – 1 Ear, nose, and throat problems – 1 High risk pregnant woman – 1 High risk neonate – 1 Assessment of antenatal – 1, intrapartum – 1, postnatal – 1 and newborn – 1 Conduction of normal delivery at health center and documentation – 2 Immediate newborn care and documentation – 1 Adolescent counseling – 1 Family planning counselling – | OSCE during posting Final clinical examination (University) Clinical Performance assessment OSCE |

| Clinical Area | Duration (Weeks) | Learning Outcomes | Procedural Competencies/ Clinical Skills | Clinical Requirements | Assessment Methods |
|---------------|------------------|---|---|---|--|
| | | <p>Provide family welfare services</p> <p>Screen, diagnose, manage and refer clients with occupational health problem</p> <p>Screen, assess and manage elderly with health problems and refer appropriately</p> <p>Screen, diagnose, manage and refer clients who are mentally unhealthy</p> <p>Participate in community diagnosis – data management</p> <p>Participate in health centre activities</p> <p>Organize and conduct clinics/health camps in the community</p> <p>Prepare for disaster preparedness and management</p> <p>Recognize the importance and observe the biomedical waste management process</p> | <p>Screening, diagnosing, management and referral of clients with occupational health problems</p> <p>Health assessment of elderly</p> <p>Mental health screening</p> <p>Participation in Community diagnosis – data management</p> <p>Writing health center activity report</p> <p>Organizing and conducting clinics/camp</p> <p>Participation in disaster mock drills</p> | <p>1</p> <p>Family case study – 1 (Rural/Urban)</p> <p>Screening, diagnosing, management and referral of clients with occupational health problems – 1</p> <p>Health assessment (Physical & nutritional) of elderly – 1</p> <p>Mental health screening survey – 1</p> <p>Group project: Community diagnosis – data management</p> <p>Write report on health center activities – 1</p> <p>Organizing and conducting Antenatal/under-five clinic/Health camp – 1</p> <p>Participation in disaster mock drills</p> <p>Field visit to bio-medical waste management site</p> <p>Visit to AYUSH clinic</p> | <p>Family Case study evaluation</p> <p>Clinical performance evaluation</p> <p>OSCE</p> <p>Project evaluation</p> |

NURSING RESEARCH AND STATISTICS

PLACEMENT: VII SEMESTER

THEORY: 2 Credits (40 hours)

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

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

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

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

COURSE OUTLINE

T – Theory, P – Practicum

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

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

| Unit | Time (Hrs.) | | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|-------------|-------------|---------------------------------------|--|---|--|---|
| | T | P | | | | |
| | | | and graphical presentation of data Describe the measures of central tendency and variability and methods of Correlation | Frequency distribution and graphical presentation of data Mean, Median, Mode, Standard deviation Normal Probability and tests of significance Co-efficient of correlation Statistical packages and its application | graphical presentations Practice on computation of measures of central tendency, variability & correlation | descriptive statistics |
| VIII | 4 | 5 40 Hrs (Clinical Project) | Communicate and utilize the research findings | Communication and utilization of Research Communication of research findings Verbal report Writing research report Writing scientific article/paper Critical review of published research including publication ethics Utilization of research findings Conducting group research project | Lecture cum Discussion Read/ Presentationsof a sample published/ unpublished research report Plan, conduct and Write individual/group research project | Short answer Objective type Oral Presentation Development of research proposal Assessment of research Project |

MIDWIFERY/OBSTETRIC AND GYNECOLOGY NURSING - II

Including Safe Delivery App Module

PLACEMENT: VII SEMESTER

THEORY: 3 Credits (60 hours)

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

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

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

- a. Describe the assessment, initial management, referral and respectful maternity care of women with high risk pregnancy.
- b. Demonstrate competency in identifying deviation from normal pregnancy.
- c. Describe the assessment, initial management, referral and nursing care of women with high risk labour.
- d. Assist in the conduction of abnormal vaginal deliveries and caesarean section.
- e. Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions.
- f. Demonstrate competency in the initial management of complications during the postnatal period.
- g. Demonstrate competency in providing care for high risk newborn.
- h. Apply nursing process in caring for high risk women and their families.
- i. Describe the assessment and management of women with gynecological disorders.
- j. Demonstrate skills in performing and assisting in specific gynecological procedures.
- k. Describe the drugs used in obstetrics and gynecology.
- l. Counsel and care for couples with infertility.
- m. Describe artificial reproductive technology.

COURSE OUTLINE

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

| Unit | Time (Hrs.) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|----------------------------|---|--|--|--|
| I | 12 (T) 10 (L) 80 (C) | Describe the assessment, initial management, and referral of women with problems during pregnancy Support women with complicated pregnancy and facilitate safe and positive birthing outcome | <p>Recognition and Management of problems during Pregnancy</p> <p>Assessment of high-risk pregnancy</p> <p>Problems/Complications of Pregnancy</p> <p>Hyper-emesis gravidarum, Bleeding in early pregnancy – abortion, ectopic pregnancy, vesicular mole Unintended or mistimed pregnancy Post abortion care & counseling Bleeding in late pregnancy placenta previa, abruption placenta, trauma Medical conditions complicating pregnancy – Anemia, PIH/Pre-eclampsia, Eclampsia, GDM, cardiac disease, pulmonary disease, thyrotoxicosis, STDs, HIV, Rh incompatibility Infections in pregnancy – urinary tract infection, bacterial, viral, protozoal, fungal, malaria in pregnancy Surgical conditions complicating pregnancy – appendicitis, acute abdomen COVID-19 & pregnancy and children Hydramnios Multiple pregnancy Abnormalities of placenta and cord Intra uterine growth restriction Intra uterine fetal death Gynaecological conditions complicating pregnancy Mental health issues during pregnancy Adolescent pregnancy Elderly primi, grand multiparity Management and care of conditions as per the GoI protocol Policy for the referral services Drugs used in management of high-risk pregnancies Maintenance of records and reports</p> | <p>Lecture Discussion Demonstration Video & films Scan reports Case discussion Case presentation Drug presentation Health talk Simulation Role play Supervised Clinical practice WHO midwifery toolkit GoI guideline – screening for hypothyroidism, screening for syphilis, deworming during pregnancy, diagnosis and management of GDM</p> | <p>Essay Short answer Objective type Assessment of skills with check list OSCE</p> |

| Unit | Time (Hrs.) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------------|----------------------------|--|---|--|--|
| II | 20 (T) 15 (L) 80 (C) | Identify, provide initial management and refer women with problems during labour within the scope of midwifery practice. | <p>Recognition and management of abnormal labour</p> <p>Preterm labour – Prevention and management of preterm labour; (Use of antenatal corticosteroids in preterm labour)</p> <p>Premature rupture of membranes</p> <p>Malposition's and abnormal presentations (posterior position, breech, brow, face, shoulder)</p> <p>Contracted Pelvis, Cephalo Pelvic Disproportion (CPD)</p> <p>Disorders of uterine action – Prolonged labour, Precipitate labour, Dysfunctional labour</p> <p>Complications of third stage – Retained placenta, Injuries to birth canal, Postpartum hemorrhage (bimanual compression of the uterus, aortic compression, uterine balloon tamponade)</p> <p>Obstetric emergencies – Foetal distress, Ruptured uterus, Cord prolapse, Shoulder dystocia, Uterine inversion, Vasa previa, Obstetrical shock, Amniotic fluid embolism</p> <p>Episiotomy and suturing</p> <p>Obstetric procedures – Forceps delivery, Vacuum delivery, Version</p> <p>Induction of labour – Medical & surgical</p> <p>Caesarean section – indications and preparation</p> <p>Nursing management of women undergoing</p> <p>Obstetric operations and procedures</p> <p>Drugs used in management of abnormal labour</p> <p>Anaesthesia and analgesia in obstetrics</p> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Case discussion/ presentation</p> <p>Simulation</p> <p>Role play</p> <p>Drug presentation</p> <p>Supervised clinical practice</p> <p>WHO midwifery toolkit</p> <p>GoI guidelines – use of uterotonics during labour, antenatal corticosteroids</p> <p>GoI guidance note on prevention and management of PPH</p> | <p>Essay</p> <p>Short answer</p> <p>Objective type</p> <p>Assessment of skills with check list</p> <p>OSCE</p> |
| III | 9 (T) 5 (L) 40 (C) | Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions. | <p>Recognition and Management of postnatal problems</p> <p>Physical examination, identification of deviation from normal</p> <p>Puerperal complications and its management</p> <p>Puerperal pyrexia</p> <p>Puerperal sepsis</p> | <p>Lecture</p> <p>Demonstration</p> <p>Case discussion/ presentation</p> <p>Drug presentation</p> <p>Supervised clinical practice</p> | <p>Quiz</p> <p>Simulation</p> <p>Short answer</p> <p>OSCE</p> |

| Unit | Time (Hrs.) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|--------------------------|--|--|---|--|
| | | | Urinary complications Secondary Postpartum hemorrhage Vulval hematoma Breast engorgement including mastitis/breast abscess, feeding problem Thrombophlebitis DVT Uterine sub involution Vesico vaginal fistula (VVF), Recto vaginal fistula (RVF) Postpartum depression/psychosis Drugs used in abnormal puerperium Policy about referral | | |
| IV | 7 (T) 5 (L) 40 (C) | Describe high risk neonates and their nursing management | Assessment and management of High-risk newborn (Review) Models of newborn care in India – NBCC; SNCUs Screening of high-risk newborn Protocols, levels of neonatal care, infection control Prematurity, Post-maturity Low birth weight Kangaroo Mother Care Birth asphyxia/Hypoxic encephalopathy Neonatal sepsis Hypothermia Respiratory distress Jaundice Neonatal infections High fever Convulsions Neonatal tetanus Congenital anomalies Baby of HIV positive mothers Baby of Rh negative mothers Birth injuries SIDS (Sudden Infant Death Syndrome) prevention, Compassionate care Calculation of fluid requirements, EBM/formula feeds/tube feeding Home based newborn care program - | Lecture Discussion Demonstration Simulation Case discussion/ presentation Drug presentation Supervised Clinical practice Integrated Management of Neonatal Childhood Illnesses (IMNCI) | Short answer Objective type Assessment of skills with check list OSCE |

| Unit | Time (Hrs.) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|---------------------------|---|---|---|--|
| | | | <p>community facility integration in newborn care</p> <p>Decision making about management and referral</p> <p>Bereavement counseling</p> <p>Drugs used for high risk newborns</p> <p>Maintenance of records and reports</p> | | |
| | 12 (T) 5 (L) 80 (C) | Describe the assessment and management of women with gynecological disorders. | <p>Assessment and management of women with gynecological disorders</p> <p>Gynecological assessment – History and Physical assessment</p> <p>Breast Self-Examination</p> <p>Congenital abnormalities of female reproductive system</p> <p>Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and management of women with</p> <p>Menstrual abnormalities</p> <p>Abnormal uterine bleed</p> <p>Pelvic inflammatory disease</p> <p>Infections of the reproductive tract</p> <p>Uterine displacement</p> <p>Endometriosis</p> <p>Uterine and cervical fibroids and polyps</p> <p>Tumors – uterine, cervical, ovarian, vaginal, vulval</p> <p>Cysts – ovarian, vulval</p> <p>Cystocele, urethrocele, rectocele</p> <p>Genitor-urinary fistulas</p> <p>Breast disorders – infections, deformities, cysts, tumors</p> <p>HPV vaccination</p> <p>Disorders of Puberty and menopause</p> <p>Hormonal replacement therapy</p> <p>Assessment and management of couples with infertility</p> <p>Infertility – definition, causes</p> <p>Counseling the infertile couple</p> <p>Investigations – male and female</p> <p>Artificial reproductive technology</p> <p>Surrogacy, sperm and ovum donation, cryopreservation</p> <p>Adoption – counseling, procedures</p> <p>Injuries and Trauma; Sexual violence</p> <p>Drugs used in treatment of gynaecological disorders</p> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Case discussion/ presentation</p> <p>Drug presentation</p> <p>Videos, films</p> <p>Simulated practice</p> <p>Supervised Clinical practice</p> <p>Visit to infertility clinic and ART centers</p> | <p>Essay</p> <p>Short answer</p> <p>Objective type</p> <p>Assessment of skills with check list</p> <p>OSCE</p> |

Note: Complete safe delivery app during VII Semester.

Skill lab and clinical are given under OBG Nursing –I

VIII

Semester: Internship (Intensive Practicum /Residency Posting)

