



Gandhinagar Institute of Nursing

Academic Regulation& Curriculum

For B.Sc. Nursing

B.Sc. Nursing

w.e.f. 2026-27

INTRODUCTION OF THE PROGRAM

The B.Sc. nursing degree program is a four-year fulltime program comprising eight semesters, which prepares B.Sc. nursing graduates qualified to practice nursing and midwifery in a variety of settings in either public/government or private healthcare settings. It adopts credit system and semester system as per the Authority guidelines with minor modifications suitable to professional education in a hybrid form. The program encompasses foundational, core and elective courses. The choice-based system is applicable to electives only and is offered in the form of modules. Modular learning is also integrated in the foundational as well as core courses that is mandatory. The program prepares nurses and midwives for generalist nursing including midwifery practice. Knowledge acquisition related to wellness, health promotion, illness, disease management and care of the dying is core to nursing practice. Mastery of competencies is the main focus. Students are provided with opportunities to learn a whole range of skills in addition to acquiring knowledge related to nursing practice (nursing and midwifery). This is achieved through learning in skill lab/simulated lab and clinical environment. Simulation will be integrated throughout the curriculum wherever feasible to enable them to develop competencies before entry into real field of practice. The revised curriculum embraces competency-based and outcome-based approach throughout the program integrating mastery learning and self-directed learning. Transformational and relationship based educational approaches are emphasized. Through the educational process the students assimilate and synthesize knowledge, cultivate critical thinking skills and develop care strategies. Competencies that reflect practice standards of the Council address the areas of cultural diversity, communication technology, teamwork and collaboration, safety, quality, therapeutic interventions and evidence based practice. They are prepared to provide safe and competent care to patients across life span and influence patient outcomes

Table of Contents

Sr no	Content	Page no
1	Institutional Vision & Mission	4
2	Philosophy	4
3	Aims & Objectives	5
4	Core Competencies for Nursing and Midwife	7
5	Admission Terms & Condition	9
6	Curriculum with Credit Structure	10
7	Scheme of Examination	14
8	Examination Regulation	17
9	Assessment Guideline	19
	Annexure - I Syllabus	21
	Annexure – II Scope and Career Opportunity	223

1. Institutional Vision & Mission

1.1 Vision:

Contribute to the societal environment through quality education, innovation, and value augmentation in the area of Management Education.

1.2 Mission:

- To build a competitive edge among students with a strong foundation of management concepts, enabling them to excel and shape their careers.
- To create academic excellence by fostering a stimulating learning environment aligned with the global economy, nurturing corporate leaders and entrepreneurs.
- To strengthen industry collaboration through project-based learning, internships, and placements.

2. PHILOSOPHY

The Council believes that:

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

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

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

The undergraduate nursing program is broad based education within an academic curricular framework specifically directed to the development of critical thinking skills, competencies appropriate to human and professional values. Blended learning approach comprising of experiential learning, reflective learning, and scenario based learning and simulated learning is also

inbuilt. The teaching learning process encourages mastery learning, modular, self-directed and self-accountable in choice making in terms of elective courses. The program prepares its graduates to become exemplary citizens by adhering to code of ethics and professional conduct at all times in fulfilling personal, social and professional obligations so as to respond to national aspirations. Health and community orientation are provided with special emphasis on national health problems, national health programs and national health policy directives to achieve universal health care for all citizens of India. The main roles of graduates would be provider of care with beginning proficiency in delivering safe care, coordinator/manager of care by being active participant of inter-professional team and member of a profession demonstrating self-responsibility and accountability for practice as well as to support the profession.

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

3. AIMS & OBJECTIVES

AIMS

The aims of the undergraduate program are to

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

OBJECTIVES

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

1. Utilize critical thinking to synthesize knowledge derived from physical, biological, behavioral sciences, and humanities, in the practice of professional nursing and midwifery.
2. Practice professional nursing and midwifery competently and safely in diverse settings, utilizing caring, critical thinking and therapeutic nursing interventions with individuals, families, populations and communities at any developmental stage and with varied lived health experiences.
3. Provide promotive, preventive and restorative health services in line with national health policies and programs.
4. Integrate professional caring into practice decisions that encompass values, ethical, and moral and legal aspects of nursing.
5. Respect the dignity, worth, and uniqueness of self and others.
6. Apply concepts of leadership, autonomy and management to the practice of nursing and midwifery to enhance quality and safety in health care.
7. Utilize the latest knowledge and skills related to information and technology to enhance patient outcomes.
8. Communicate effectively with patients, peers, and all health care providers.

9. Utilize the requisite knowledge, skills and technologies to practice independently and collaboratively with all health professionals applying the principles of safety and quality improvement.
10. Integrate research findings and nursing theory in decision making in evidence-based practice.
11. Accept responsibility and accountability for the effectiveness of one's own nursing and midwifery practice and professional growth as a learner, clinician and leader.
12. Participate in the advancement of the profession to improve health care for the betterment of the global society.

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

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

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

1. **Patient centered care:** Provide holistic care recognizing individual patient's preferences, values and needs, that is compassionate, coordinated, age and culturally appropriate safe and effective care.
2. **Professionalism:** Demonstrate accountability for the delivery of standard-based nursing care as per the Council standards that is consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles.
3. **Teaching & Leadership:** Influence the behavior of individuals and groups within their environment and facilitate establishment of shared goals through teaching and leadership
4. **System-based practice:** Demonstrate awareness and responsiveness to the context of healthcare system and ability to manage resources essential to provide optimal quality of care.
5. **Health informatics and Technology:** Use technology and synthesize information and collaborate to make critical decisions that optimize patient outcomes.
6. **Communication:** Interact effectively with patients, families and colleagues fostering mutual respect and shared decision making to enhance patient satisfaction and health outcomes.
7. **Teamwork and Collaboration:** Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning and development.
8. **Safety:** Minimize risk of harm to patients and providers through both system effectiveness and individual performance.
9. **Quality improvement:** Use data to monitor the outcomes of care processes and utilize improvement methods to design and test changes to continuously improve the quality and safety of healthcare system.
10. **Evidence based practice:** Identify, evaluate and use the best current evidence coupled with clinical expertise and consideration of patient's preferences, experience and values to make practical decisions.

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

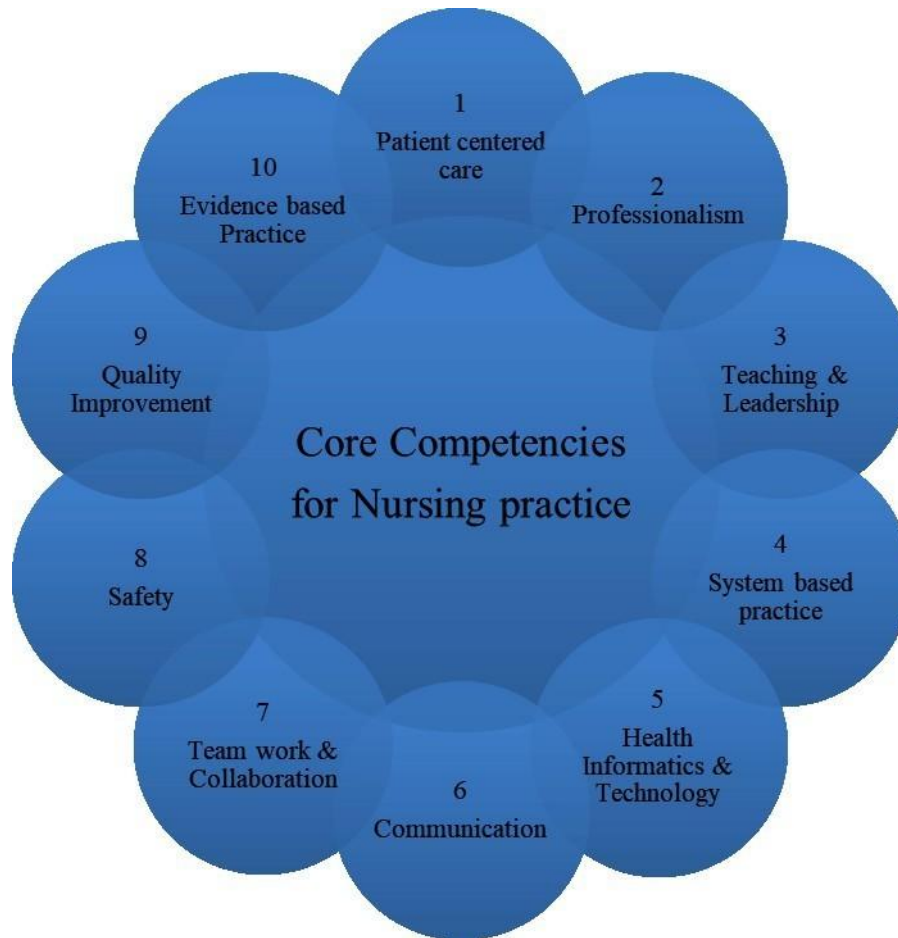


Figure 1. Core competencies for nursing and midwifery practice by B.Sc. Nursing Graduate {Adapted from NLN Model and Massachusetts: Nurse of the Future – Core Competencies (2016)}

5. ADMISSION TERMS AND CONDITIONS

1. The minimum age for admission shall be 17 years on 31st December of the year in which admission is sought. The maximum age limit for admission shall be 35 years.
2. **Minimum Educational Qualification**
 - a) Candidate with Science who have passed the qualifying 12th Standard examination (10+2) and must have obtained a minimum of 45% marks in Physics, Chemistry and Biology taken together and passed in English individually.
 - b) Candidates are also eligible from State Open School recognized by State Government and National Institute of Open School (NIOS) recognized by Central Government having Science subjects and English only.
 - c) English is a compulsory subject in 10+2 for being eligible for admission to B.Sc. (Nursing).
3. Colour blind candidates are eligible provided that colour corrective contact lens and spectacles are worn by such candidates.
4. Candidate shall be medically fit.
5. Married candidates are also eligible for admission.
6. Students shall be admitted once in a year.
7. Selection of candidates should be based on the merit of the **entrance examination**. Entrance test** shall comprise of:
 - a) Aptitude for Nursing 20 marks
 - b) Physics 20 marks
 - c) Chemistry 20 marks
 - d) Biology 20 marks
 - e) English 20 marks

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

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

8. Reservation Policy

- **Reservation of seats in for admission in Nursing Colleges for SC/ST/OBC/EWSs/PH**

Admission under the reserved quota shall be subject to reservation policy and eligibility criteria for SC/ST/OBC/EWSs prescribed by the Central Govt./State Govt./Union Territory as applicable to the College concerned.

In respect of candidates belonging to SC/ST/OBC the marks obtained in 3 core subjects shall be 40% instead of 45% for General category candidates.

- **Reservation for disability**

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

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

Note:

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

6. CURRICULUM WITH CREDIT STRUCTURE

S.No	Semester	Course Code	Course/Subject Title	Theor y credits	Theor y Conta ct hours	Lab/ Skill Lab credits	Lab/ Skill Lab Conta ct hours	Clinical credits	Clinic al Conta ct hours	Total credits	Total (hours)
1	First	ENGL 101	Communicative English	2	40						40
		ANAT 105	Applied Anatomy	3	60						60
		PHYS 110	Applied Physiology	3	60						60
		SOCI 115	Applied Sociology	3	60						60
		PSYC 120	Applied Psychology	3	60						60
		N-NF (I) 125	Nursing Foundation I including First Aid module	6	120	2	80	2	160	10	360
		SSCC (I) 130	Self-study/Co-curricular								40+40
			TOTAL	20	400	2	80	2	160	20+2+2= 24	640+80 = 720
2	Second	BIOC 135	Applied Biochemistry	2	40						40
		NUTR 140	Applied Nutrition and Dietetics	3	60						60
		N-NF (II) 125	Nursing Foundation II including Health Assessment module	6	120	3	120	4	320		560
		HNIT 145	Health/Nursing Informatics & Technology	2	40	1	40				80
		SSCC(II) 130	Self-study/Co-curricular								40+20
			TOTAL	13	260	4	160	4	320	13+4+4=21	740+60 = 800
3	Third	MICR 201	Applied Microbiology and Infection Control including Safety	2	40	1	40				80
		PHAR (I) 205	Pharmacology I	1	20						20
		PATH (I) 210	Pathology I	1	20						20
		N-AHN (I) 215	Adult Health Nursing I with integrated pathophysiology including BCLS module	7	140	1	40	6	480		660
		SSCC (I) 220	Self-study/Co-curricular								20
			TOTAL	11	220	2	80	6	480	11+2+6=19	780+20 =800
4	Fourth	PHAR (II) 205	Pharmacology II including Fundamentals of prescribing module	3	60						60
		PATH (II) 210	Pathology II and Genetics	1	20						20
		N-AHN (II) 225	Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing + Palliative care module	7	140	1	40	6	480		660

S.No	Semester	Course Code	Course/Subject Title	Theor y credits	Theor y Conta ct hours	Lab/ Skill Lab credits	Lab/ Skill Lab Conta ct hours	Clinical credits	Clinic al Conta ct hours	Total credits	Total (hours)
		PROF 230	Professionalism, Professional Values and Ethics including bioethics	1	20						20
		SSCC(II) 220	Self-study/Co-curricular								40
			TOTAL	12	240	1	40	6	480	12+1+6=19	760+40=800
5	Fifth	N-CHN(I) 301	Child Health Nursing I including Essential Newborn Care (ENBC), FBNC, IMNCI and PLS, modules	3	60	1	40	2	160		260
		N-MHN(I) 305	Mental Health Nursing I	3	60			1	80		140
		N-COMH(I) 310	Community Health Nursing I including Environmental Science & Epidemiology	5	100			2	160		260
		EDUC 315	Educational Technology/Nursing Education	2	40	1	40				80
		N-FORN 320	Introduction to Forensic Nursing and Indian laws	1	20						20
		SSCC(I) 325	Self-study/Co-curricular								20+20
			TOTAL	14	280	2	80	5	400	14+2+5=21	760+40=800
6	Sixth	N-CHN(II) 301	Child Health Nursing II	2	40			1	80		120
		N-MHN(II) 305	Mental Health Nursing II	2	40			2	160		200
		NMLE 330	Nursing Management & Leadership	3	60			1	80		140
		N-MIDW(I) / OBGN 335	Midwifery/Obstetrics and Gynaecology (OBG) Nursing I including SBA module	3	60	1	40	3	240		340
		SSCC(II) 325	Self-study/Co-curricular								-
			TOTAL	10	200	1	40	7	560	10+1+7=18	800
7	Seventh	N-COMH(II) 401	Community Health Nursing II	5	100			2	160		260
		NRST 405	Nursing Research & Statistics	2	40	2	80 (Project- 40)				120
		N-MIDW(II)/ OBGN 410	Midwifery/Obstetrics and Gynaecology (OBG) Nursing II including Safe delivery app module	3	60	1	40	4	320		420

S.No	Semester	Course Code	Course/Subject Title	Theor y credits	Theor y Conta ct hours	Lab/ Skill Lab credits	Lab/ Skill Lab Conta ct hours	Clinical credits	Clinic al Conta ct hours	Total credits	Total (hours)
			Self-study/Co-curricular								-
			TOTAL	10	200	3	120	6	480	10+3+6=19	800
8	Eight (Internship)	INTE 415	Community Health Nursing – 4 weeks								
		INTE 420	Adult Health Nursing – 6 weeks								
		INTE 425	Child Health Nursing – 4 weeks								
		INTE 430	Mental Health Nursing – 4 weeks								
		INTE 435	Midwifery – 4 weeks								
			TOTAL = 22 weeks					12 (1 credit = 4 hours per week per semester)			1056 {4 hours × 22 weeks = 88 hours × 12 credits = 1056 hours} (48 hours per week × 22 weeks)

1 credit theory – 1 hour per week per semester

1 credit practical/lab/skill lab/simulation lab – 2 hours per week per semester
1 credit clinical – 4 hours per week per semester

1 credit elective course – 1 hour per week per semester

Total Semesters = 8

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

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

Total number of course credits including internship and electives – 156 (141+12+3)

Distribution of credits and hours by courses, internship and electives

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

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

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

Practicum (7 semesters) excluding internship

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

Clinical – 2880 (83%)

Total – 3480

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

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

7. SCHEME OF EXAMINATION

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

I SEMESTER

S.No.	Course	Assessment (Marks)				
		Internal	End Semester College Exam	End Semester University Exam	Hours	Total Marks
	Theory					
1	Communicative English	25	25		2	50
2	Applied Anatomy & Applied Physiology	25		75	3	100
3	Applied Sociology & Applied Psychology	25		75	3	100
4	Nursing Foundations I	*25				
	Practical					
5	Nursing Foundations I	*25				

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

Example:

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

II SEMESTER

S.No.	Course	Assessment (Marks)				
		Internal	End Semester College Exam	End Semester University Exam	Hours	Total Marks
	Theory					
1	Applied Biochemistry and Applied Nutrition & Dietetics	25		75	3	100
2	Nursing Foundations (I & II)	25 I Sem-25 & II Sem-25 (with average of both)		75	3	100
3	Health/Nursing Informatics & Technology	25	25		2	50
	Practical					
4	Nursing Foundations (I & II)	50 I Sem-25 & II Sem-25		50		100

III SEMESTER

S.No.	Course	Assessment (Marks)				
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks
	Theory					
1	Applied Microbiology and Infection Control including Safety	25		75	3	100
2	Pharmacology I and Pathology I	*25				
3	Adult Health Nursing I	25		75	3	100
	Practical					
4	Adult Health Nursing I	50		50		100

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

IV SEMESTER

S.No.	Course	Assessment (Marks)				
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks
	Theory					
1	Pharmacology & Pathology (I & II) and Genetics	25 III Sem-25 & IV Sem-25 (with average of both)		75	3	100
2	Adult Health Nursing II	25		75	3	100
3	Professionalism, Ethics and Professional Values	25	25		2	50
	Practical					
4	Adult Health Nursing II	50		50		100

V SEMESTER

S.No.	Course	Assessment (Marks)				
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks
	Theory					
1	Child Health Nursing I	*25				
2	Mental Health Nursing I	*25				
3	Community Health Nursing I including Environmental Science & Epidemiology	25		75	3	100
4	Educational Technology/Nursing Education	25		75	3	100
5	Introduction to Forensic Nursing and Indian Laws	25	25		2	50
	Practical					
6	Child Health Nursing I	*25				
7	Mental Health Nursing I	*25				
8	Community Health Nursing I	50		50		100

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

VI SEMESTER

S.No.	Course	Assessment (Marks)				
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks
	Theory					
1	Child Health Nursing (I & II)	25 Sem V-25 & Sem VI-25 (with average of both)		75	3	100
2	Mental Health Nursing (I & II)	25 Sem V-25 & Sem VI-25 (with average of both)		75	3	100
3	Nursing Management & Leadership	25		75	3	100
4	Midwifery/Obstetrics & Gynecology I	*25				
	Practical					
5	Child Health Nursing (I & II)	50 (Sem V-25 & Sem VI-25)		50		100
6	Mental Health Nursing (I & II)	50 (Sem V-25 & Sem VI-25)		50		100
7	Midwifery/Obstetrics & Gynecology I	*25				

*Will be added to Internal marks of Midwifery II theory and practical respectively in the next semester (Total weightage remains the same)

VII SEMESTER

S.No.	Course	Assessment (Marks)				
		Internal	End Semester College Exam	End Semester University Exam	Hours	Total marks
	Theory					
1	Community Health Nursing II	25		75	3	100
2	Nursing Research & Statistics	25		75	3	100
2	Midwifery/Obstetrics and Gynecology (OBG) Nursing (I & II)	25 Sem VI-25 & Sem VII-25 (with average of both)		75	3	100
	Practical					
3	Community Health Nursing II	50		50		100
4	Midwifery/Obstetrics and Gynecology (OBG) Nursing (I & II)	50 (Sem VI-25 & Sem VII-25)		50		100

VIII SEMESTER

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

8. EXAMINATION REGULATIONS

Note:

1. Applied Anatomy and Applied Physiology: Question paper will consist of Section-A Applied Anatomy of 37 marks and Section-B Applied Physiology of 38 marks.
2. Applied Sociology and Applied Psychology: Question paper will consist of Section-A Applied Sociology of 37 marks and Section-B Applied Psychology of 38 marks.
3. Applied Microbiology and Infection Control including Safety: Question paper will consist of Section-A Applied Microbiology of 37 marks and Section-B Infection Control including Safety of 38 marks.
4. Applied Nutrition and Dietetics and Applied Biochemistry: Question paper will consist of Section-A Applied Nutrition and Dietetics of 50 marks and Section-B Biochemistry of 25 marks.
5. Pharmacology, Genetics and Pathology: Question paper will consist of Section-A of Pharmacology with 38 marks, Section-B of Pathology with 25 marks and Genetics with 12 marks.
6. Nursing Research and Statistics: Nursing Research should be of 55 marks and Statistics of 20 marks.
7. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each course/subject for appearing for examination.
8. A candidate must have 100% attendance in each of the practical areas before award of degree.
9. Following exams shall be conducted as College exam and minimum pass is 50% (C Grade) and to be sent to the University for inclusion in the marks sheet and shall be considered for calculating aggregate.
 - i. Communicative English
 - ii. Health/Nursing Informatics and Technology
 - iii. Professionalism, Professional Values and Ethics including Bioethics
 - iv. Introduction to Forensic Nursing & Indian Laws
10. Minimum pass marks shall be 40% (P grade/4 point) for English only and elective modules.
11. Minimum pass marks shall be 50% in each of the Theory and practical papers separately except in English.
12. The student has to pass in all **mandatory modules** placed within courses and the pass mark for each module is 50% (C Grade). The allotted percentage of marks will be included in the internal assessment of College/University Examination (Refer Appendix 2).
13. A candidate has to pass in theory and practical exam separately in each of the paper.
14. If a candidate fails in either theory or practical, he/she has to re-appear for both the papers (Theory and Practical).
15. If the student has failed in only one subject and has passed in all the other subjects of a particular semester and Grace marks of up to 5 marks to theory marks can be added for one course/subject only, provided that by such an addition the student passes the semester examination.
16. The candidate shall appear for exams in each semester:
 - i. The candidate shall have cleared all the previous examinations before appearing for fifth semester examination. However, the candidates shall be permitted to attend the consecutive semesters.
 - ii. The candidate shall have cleared all the previous examinations before appearing

for seventh semester examination. However, the candidates shall be permitted to attend the consecutive semesters.

- iii. The candidate shall have cleared all the previous examination before appearing for final year examination.
 - iv. The maximum period to complete the course successfully should not exceed 8 years.
17. The candidate has to pass separately in internal and external examination (shall be reflected in the marks sheet). No institution shall submit average internal marks of the students not more than 75% (i.e. if 40 students are admitted in a course the average score of the 40 students shall not exceed 75% of total internal marks).
 18. At least 50% of the Non-nursing subjects like Applied Anatomy & Physiology, Applied Biochemistry, Applied Psychology & Sociology, Applied Microbiology, Pharmacology, Genetics, Nutrition & Dietetics, Communicative English and Health/Nursing Informatics & Technology should be taught by the Nursing teachers. Teachers who are involved in teaching non-nursing subjects can be the examiners for the program.
 19. Maximum number of candidates for practical examination should not exceed 20 per day. Particular year and of same institution batch shall be examined by the same set of examiners.
 20. All practical examinations must be held in the respective clinical areas.
 21. One internal and one external examiner should jointly conduct practical examination for each student.
 22. An examiner for theory and practical/OSCE examination should be an Assistant Professor or above in a College of Nursing with M.Sc. (Nursing) in concerned subject and minimum 3 years of teaching experience. To be an examiner for Nursing Foundations course, the faculty having M.Sc. (Nursing) with any specialty shall be considered.

9. ASSESSMENT GUIDELINES

i. Grading of Performance

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

UGC 10 point grading system is used with pass grade modified.

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

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

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

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

Ex. SGPA Computation

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

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

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

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

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

Semester I	Semester 2	Semester 3	Semester 4
Credit – Cr Cr: 20	Cr: 22	Cr: 25	Cr: 26
SGPA: 6.5	SGPA: 7.0	SGPA: 5.5	SGPA: 6.0
$\text{Cr} \times \text{SGPA} = 20 \times 6.5$			

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

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

Transcript Format

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

Declaration of Pass

First Class with Distinction – CGPA of 7.5

and above First Class – CGPA of 6.00-7.49

Second Class – CGPA of 5.00-5.99

ii. Internal Assessment and Guidelines

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

iii. University Theory and Practical Examination Pattern

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

SYLLABUS

COMMUNICATIVE ENGLISH

PLACEMENT: I SEMESTER

THEORY: 2 Credits (40 hours)

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3 hr	Identify Significance of communicative English	Communication • What is communication? • What are communication roles of listeners, speakers, readers and writers as healthcare professionals?	• Definitions with examples, illustrations and explanations • Identifying competencies/ communicative strategies in LSRW • Reading excerpts on the above and interpreting them through tasks	• Checking for understanding through tasks
II	5 hrs	Describe concepts and principles of Language (English) use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, spelling, pause and silence	Introduction to LSRGW • L-Listening: Different types of listening • S-Speaking: Understanding Consonants, Vowels, Word and Sentence Stress, Intonation • R- Reading: Medical vocabulary, • r-Grammar: Understanding tenses, linkers • W- writing simple sentences and short paragraphs - emphasis on correct grammar	Exercises on listening to news, announcements, telephone conversations and instructions from others • Information on fundamentals of Speech-C, V, Stress and Intonation with tasks based on these through audio/video and texts Reading a medical dictionary/ glossary of medical terms with matching exercises • Information on tenses and basic concepts of correct grammar through fill in the blanks, true/false questions	• Through 'check your understanding' exercises'

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	5 (T)	Demonstrate attentive listening in different hypothetical situations	Attentive Listening • Focusing on listening in different situations – announcements, descriptions, narratives, instructions, discussions, demonstrations • Reproducing Verbatim • Listening to academic talks/ lectures • Listening to presentation	• Listening to announcements, news, documentaries with tasks based on listening • With multiple choice, Yes/No and fill in the blank activities	• 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 • 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	• 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	• Individual and group/peer assessment through live speaking tests • Presentation of situation in emergency and routine • Handoff • Reporting in doctors/nurses ' rounds • Case presentation • Face to face oral communication • Speaking individually (Nurse to nurse/patient / doctor) and to others in the group • Telephonic talking

V	5 (T)	Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes	• Reading • Reading strategies, reading notes and messages • Reading relevant articles and news items • Vocabulary for everyday activities, abbreviations and medical vocabulary • Understanding visuals, graphs, figures and notes on instructions • Reading reports and interpreting them • Using idioms and phrases, spotting errors, vocabulary for presentations • Remedial Grammar	• Detailed tasks and exercises on reading for information, inference and evaluation • Vocabulary games and puzzles for medical lexis	• Reading/ summarizing/ justifying answers orally • Patient document • Doctor's prescription of care • Journal/news
VI	5 (T)	Enhance expressions through writing skills	Writing Skills • Writing patient history • Note taking • Summarising • Anecdotal records • Letter writing • Diary/Journal writing • Report writing • Paper writing skills • Abstract writing	• Writing tasks with focus on task fulfilment, coherence and cohesion, appropriate vocabulary and correct grammar • Guided and free tasks • Different kinds of letter writing tasks	• Paper based assessment by the teacher/ trainer against set band descriptors • Presentation of situation • Documentation • Report writing • Paper writing skills • Verbatim reproducing • Letter writing • Resume/CV
VII	8 (T)	Apply LSRW Skill in combination to learn, teach, educate and share information, ideas and results	LSRW Skills • Critical thinking strategies for listening and reading • Oral reports, presentations • Writing instructions, letters and reports Error analysis regarding LSRW	• Valuating different options/multiple answers and interpreting decisions through situational activities • Demonstration – individually and in groups • Group Discussion • Presentation • Role Play • Writing reports	• 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 analyze clinical situations and therapeutic applications.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	6	Define the terms relative to the anatomical position Describe the anatomical planes Define and describe the terms used to describe movements Organization of human body and structure of cell, tissues membranes and glands Describe the types of cartilage Compare and Contrast the features of skeletal, smooth and cardiac muscle	Introduction to anatomical terms and organization of the human body • 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	• Lecture cum Discussion • Use of models • Video demonstration • Use microscopic slides • Lecture cum discussion • Video slides • Anatomical Torso	• Quiz • MCQ • Short Answer questions
II	5	Describe the Structure of respiratory system Identify the Muscles of respiration and examine their contribution to the mechanism of breathing	The Respiratory system • Structure of the organs of respiration • Muscles of respiration • Application and implication in nursing	• Lecture cum discussion • Models • Video slides	• Short answer questions • Objective type

III	6 (T)	Describe the structure of digestive system	The Digestive system • Structure of alimentary canal and accessory organs of digestion • Application and implications in nursing	• Lecture cum Discussion • Video/Slides • Anatomical Torso	• Short answer • Objective type
IV	6 (T)	Describe the structure of circulatory and lymphatic system.	The Circulatory and Lymphatic system • Structure of blood components, blood vessels – Arterial and Venous system • Position of heart relative to the associated structures • Chambers of heart, layers of heart • Heart valves, coronary arteries • Nerve and blood supply to heart • Lymphatic tissue • Veins used for IV injections • Application and implication in nursing	• Lecture • Models • Video/Slides	• Short answer • MCQ
V	4 (T)	Identify the major endocrine glands and describe the structure of endocrine Glands	The Endocrine system • Structure of Hypothalamus, Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands	• Lecture • Models/charts	• Short answer • Objective type
VI	4 (T)	Describe the structure of various sensory organs	The Sensory organs • Structure of skin, eye, ear, nose and tongue • Application and implications in nursing	• Lecture • Explain with Video/ models/charts	• Short answer • MCQ
VII	10 (T)	Describe anatomical position and structure of bones and joints Identify major bones that make up the axial and appendicular skeleton Classify the joints Identify the application and implications in nursing Describe the structure of muscle	The Musculoskeletal system: The Skeletal system • Anatomical positions • Bones – types, structure, growth and ossification • Axial and appendicular skeleton • Joints – classification, major joints and structure • Application and implications in nursing	• Review – discussion • Lecture • Discussions • Explain using charts, skeleton and loose bones and torso • Identifying muscles involved in nursing procedures in lab	• Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Apply the knowledge in performing nursing procedures/skills	The Muscular system • Types and structure of muscles • Muscle groups – muscles of the head, neck, thorax, abdomen, pelvis, upper limb and lower limbs • Principal muscles – deltoid, biceps, triceps, respiratory, abdominal, pelvic floor, pelvic floor muscles, gluteal muscles and vastus lateralis • Major muscles involved in nursing procedures		
VIII	5 (T)	Describe the structure of renal system	The Renal system • Structure of kidney, ureters, bladder, urethra • Application and implication in nursing	• Lecture • Models/charts	• MCQ • Short answer
IX	5 (T)	Describe the structure of reproductive system	The Reproductive system • Structure of male reproductive organs • Structure of female reproductive organs • Structure of breast	• Lecture • Models/charts	• 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 • 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	• Lecture • Explain with models • Video slides	• 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 analyze clinical situations and therapeutic applications.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3 hrs	Describe the physiology of cell, tissues, membranes and glands	General Physiology-Basic concepts - Cell physiology including transportation across cell membrane - Body fluid compartments, Distribution of total body fluid, intracellular and extracellular compartments, major electrolytes and maintenance of homeostasis - Cell cycle - Tissue- formation, repair - Membranes and glands- functions. - Application and implication in nursing	- Review – discussion - Lecture cum discussion. - Video demonstrations	- Quiz - MCQ - OSPE - Short Answer questions
II	5 hrs	Describe the physiology and mechanism of respiration Identify the muscles of respiration and examine their contribution to the mechanism of breathing	Respiratory system - Functions of respiratory organs - Physiology of respiration - Pulmonary circulation functional features - Pulmonary ventilation, Exchange of gases - Carriage of oxygen and Carbon-dioxide, Exchange of gases in tissue - Regulation of respiration - Hypoxia, cyanosis, dyspnoea, periodic breathing - PFT - Respiratory changes during exercise - Aging changes - Application and implication in nursing	- Lecture - Video slides	- Essay - Short answer - MCQ
III	6 hrs	Describe the functions of digestive system	Digestive system - Functions of the organs of digestive tract - Saliva-composition, regulation of secretion and functions of saliva - Composition and function of gastric juice, mechanism and regulation of gastric secretion - Composition of pancreatic juice, function, regulation of pancreatic secretion - Functions of liver, gall bladder and pancreas - Composition of bile and function - Secretion and Function of small and large intestine - Movements of alimentary tract - Digestion in mouth, stomach, small intestine, large intestine, Absorption	- Lecture cum discussion - Video slides	- Essay - Short answer. - MCQ

			of food - Metabolism of CHO, fat and proteins. - Application and implications in nursing		
IV	5 hrs	Explain the functions of the heart, and physiology of circulation	Circulatory and lymphatic system - Functions of heart, conduction system, cardiac cycle, Stroke volume and cardiac output - Blood pressure and Pulse - Circulation- principles, factors influencing blood pressure, pulse - Coronary circulation, Pulmonary and systemic circulation - Heart rate-regulation of heart rate, Normal value and variations - Cardiovascular homeostasis in exercise and posture - Aging changes - Application and implication in nursing	- Lecture - Discussion - Video/slides	- Short answer - MCQ
V	5 (T)	Describe the composition and functions of blood	Blood - Blood – Functions, Physical characteristics - Formation of blood cells - Erythropoiesis – Functions of RBC, RBC life cycle - WBC – types, functions - Platelets – Function and production of platelets - Clotting mechanism of blood, clotting time, bleeding time, PTT - Hemostasis – role of vasoconstriction, platelet plug formation in hemostasis, coagulation factors, intrinsic and extrinsic pathways of coagulation - Blood groups and types - Functions of reticuloendothelial system, immunity. - Application in nursing	- Lecture - Discussion - Videos	- Essay - Short answer - MCQ
VI	5 (T)	Identify the major endocrine glands and describe their functions	The Endocrine system - 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	- Lecture - Explain using charts	- Short answer - MCQ
VII	4 (T)	Describe the structure of various sensory organs	The Sensory Organs - Functions of skin - Vision, hearing, taste and smell - Errors of refraction, aging changes Application and implications in nursing	- Lecture - Video	- Short answer - MCQ
VIII	6 (T)	Describe the functions of bones, joints, various types	Musculoskeletal system Bones – Functions, movements of bones of axial and appendicular skeleton, Bone healing	- Lecture. - Discussion - Video presentation	- Structured essay. - Short answer - MCQ

		of muscles, its special properties and nerves supplying them	• 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		
IX	4 (T)	Describe the physiology of renal system	Renal system • Functions of kidney in maintaining homeostasis • GFR • Functions of ureters, bladder and urethra • Micturition • Regulation of renal function Application and implication in nursing	• Lecture • Charts and models	• Short answer • MCQ
X	4 (T)	Describe the structure of reproductive system	The Reproductive system • Female reproductive system – Menstrual cycle, function and hormones of ovary, oogenesis, fertilization, implantation, Functions of breast • Male reproductive system – Spermatogenesis, hormones and its functions, semen Application and implication in providing nursing care	• Lecture • Explain using charts, models, specimens	• Short answer • MCQ
XI	8 (T)	Describe the functions of brain, physiology of nerve stimulus, reflexes, cranial and spinal nerves	• 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	• Lecture cum Discussion • Video slides	• Brief structured essays • Short answer • MCQ • Critical reflection

Note: Few lab hour 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 • Definition, nature and scope of sociology • Significance of sociology in nursing	• Lecture • Discussion	• Essay • Short answer
II	15 (T)	Describe the individualization, Groups, processes of Socialization, social change and its importance	Social structure • Basic concept of society, community, association and institution • Individual and society • Personal disorganization • Social group – meaning, characteristics, and classification. • Social processes – definition and forms, Co- operation, competition, conflict, accommodation, assimilation, isolation • Socialization – characteristics, process, agencies of socialization • Social change – nature, process, and role of nurse • Social norms, moral and values • Social disorganization – definition, causes, Control and planning	• Lecture cum Discussion	• Essay • Short answer • Objective type

			- 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		
III	8 (T)	Describe culture and its impact on health and disease	Culture - 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	- Lecture - Panel discussion	- Essay - Short answer
IV	8 (T)	Explain family, marriage and legislation related to marriage	Family and Marriage - 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	Lecture	- 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 - 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.	- Lecture - Panel discussion	- Essay - Short answer - Objective type
VI	15 (T)	Explain social organization, disorganization, social problems and role of nurse in	Social organization and disorganization - Social organization – meaning, elements and types - Voluntary associations - Social system – definition, types, role and status as structural element of social system.	- Lecture - Group discussion - Observational visit	- Essay - Short answer - Objective type - Visit report

		reducing social problems	• Interrelationship of institutions Social control – meaning, aims and process of social control • 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 • Introduction to clinical sociology • Sociological strategies for developing services for the abused. • Use of clinical sociology in crisis intervention	• Lecture, • Group discussion • Role play	• 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 behavior.
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	2hrs	Describe scope, branches and significance of psychology in nursing.	Introduction • Meaning of Psychology • Development of psychology - Scope, branches and methods of psychology • Relationship with other subjects • Significance of psychology in nursing • Applied psychology to solve everyday issues	• Lecture cum Discussion	• Essay • Short answer
II	3hrs	Describe biology of human behavior	Biological basis of behaviour- Introduction • Body mind relationship • Genetics and behavior • Inheritance of behaviour • Brain and behaviour. Psychology and sensation- sensory process -normal and abnormal	• Lecture • Discussion	• Essay and short answer type
III	5hrs	Explain mentally healthy person and defense mechanisms	Mental health and mental hygiene • Concept of mental health and mental hygiene • Characteristic of mentally healthy person • Warning signs of poor mental health • Promotive and preventive mental health strategies and services • Defense mechanism and its implication • Frustration and conflict- types of conflicts and measurements to overcome. • Role of nurse in reducing frustration and conflict and enhancing coping.	• Lecture • Case discussion • Role play	• Essay type • Short answer • Objective type
IV	5hrs	Describe psychology of people in different age groups and role of nurse	Developmental psychology • Psychological needs of various groups in health and sickness- Infancy, childhood, adolescence, adulthood and old age • Introduction to child psychology and role of nurse in meeting the psychological needs of children • Psychology of vulnerable individuals- challenged, women, sick etc. • Role of nurse with vulnerable group	• Lecture • Group discussion	• Essay • Short answer

V	4 (T)	Explain personality and role of nurse in identification and improvement in altered personality	Personality • Meaning, definition of personality • Classification of personality • Measurement and evaluation of personality – Introduction • Alteration in personality Role of nurse in identification of individual personality and improvement in altered personality	• Lecture • Discussion • Demonstration	• Essay and short answer • Objective type
VI	16 (T)	Explain cognitive process and their applications	Cognitive process • Attention – definition, types, determinants, duration, degree and alteration in attention • Perception – Meaning of Perception, principles, 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	• Lecture • Discussion	• Essay and short answer • Objective type
VII	6 (T)	Describe motivation, emotion, attitude and role of nurse in emotionally sick client	Motivation and emotional processes • 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 • Attitudes – Meaning of attitudes, nature, factor affecting attitude, attitudinal change, Role of attitude in health and sickness • Psychometric assessment of emotions and attitude –	• Lecture • Group discussion	• Essay and short answer • Objective type

			Introduction • Role of nurse in caring for emotionally sick client		
VIII	4 (T)	Explain psychological assessment and tests and role of nurse	Psychological assessment and tests – introduction • Types, development, characteristics, principles, uses, interpretation Role of nurse in psychological assessment	• Lecture • Discussion • Demonstration	• Short answer • Assessment of practice
IX	10 (T)	Explain concept of soft skill and its application in work place and society	Application of soft skill • Concept of soft skill • Types of soft skill – visual, aural and communication skill • The way of communication • Building relationship with client and society • Interpersonal Relationships (IPR): Definition, Types, and Purposes, Interpersonal skills, Barriers, Strategies to overcome barriers • Survival strategies – managing time, coping stress, resilience, work – life balance • Applying soft skill to workplace and society – Presentation skills, social etiquette, telephone etiquette, motivational skills, teamwork etc. Use of soft skill in nursing	• Lecture • Group discussion • Role play • Refer/Complete Soft skills module	• Essay and short answer
X	2 (T)	Explain self-empowerment	Self-empowerment • Dimensions of self-empowerment • Self-empowerment development • Importance of women's empowerment in society • Professional etiquette and personal grooming Role of nurse in empowering others	• Lecture • Discussion	• 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 • Concept of Health – Definitions (WHO), Dimensions • Maslow's hierarchy of needs • Health – Illness continuum • Factors influencing health • Causes and risk factors for developing illnesses • Illness – Types, illness behavior • Impact of illness on patient and family	• Lecture • Discussion	• Essay • Short answer • Objective type
II	5 (T)	Describe the levels of illness prevention and care, health care services	Health Care Delivery Systems – Introduction of Basic Concepts & Meanings • Levels of Illness Prevention – Primary (Health Promotion), Secondary and Tertiary • Levels of Care – Primary, Secondary and Tertiary • Types of health care agencies/ services – Hospitals, clinics, Hospice, rehabilitation centres, extended care facilities. - Hospitals – Types, Organization and Functions • Health care teams in hospitals – members and their role	• Lecture • Discussion	• Essay • Short answer • Objective type
III	12 (T)	Trace the history of Nursing Explain the concept, nature and scope of nursing Describe values, code of ethics and professional conduct for nurses in India	History of Nursing and Nursing as a profession • History of Nursing, History of Nursing in India • Contributions of Florence Nightingale • Nursing – Definition – Nurse, Nursing, Concepts, philosophy, objectives, Characteristics, nature and Scope of Nursing/ Nursing practice, Functions of nurse, Qualities of a nurse, Categories of nursing personnel • Nursing as a profession – definition and characteristics/criteria of profession • Values – Introduction – meaning and importance - Code of ethics and professional conduct for nurses – Introduction	• Lecture • Discussion • Case discussion • Role plays	• Essay • Short answers • Objective type
IV	8 (T) 3 (SL)	Describe the process, principles, and types of	Communication and Nurse Patient Relationship • Communication – Levels,	• Lecture • Discussion • Role play and video	• Essay • Short answer • Objective

		communication Explain therapeutic, non-therapeutic and professional communication Communicate effectively with patients, their families and team members	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)	film on Therapeutic Communication	type
V	4 (T) 2 (SL)	Describe the purposes, types and techniques of recording and reporting. Maintain records and reports accurately	Documentation and Reporting • Documentation – Purposes of Reports and Records • Confidentiality • Types of Client records/Common Record-keeping forms. • Methods/Systems of documentation/Recording. • Guidelines for documentation • Do's and Don'ts of documentation/Legal guidelines for Documentation/Recording • Reporting – Change of shift reports, Transfer reports, Incident reports	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type
VI	15 (T) 20 (SL)	Describe principles and techniques of monitoring and maintaining vital signs	Vital signs • Guidelines for taking vital signs • <i>Body temperature</i> – ○ Definition, Physiology, Regulation, Factors affecting body temperature ○ Assessment of body temperature – sites, equipment and technique ○ Temperature alterations – Hyperthermia, Heat Cramps, Heat Exhaustion, Heatstroke, Hypothermia ○ Fever/Pyrexia – Definition, Causes, Stages, Types • Nursing Management ○ Hot and Cold applications • <i>Pulse</i>: ○ Definition, Physiology and Regulation, Characteristics, Factors affecting pulse ○ Assessment of pulse – sites, equipment and technique ○ Alterations in pulse • <i>Respiration</i>: ○ Definition, Physiology and	• Lecture • Discussion • Demonstration & Re-demonstration	• Essay • Short answer • Objective type • Document the given values of temperature, pulse, and respiration in the graphic sheet • OSCE

		Assess and record vital signs accurately	Regulation, Mechanics of breathing, Characteristics, Factors affecting respiration ○ Assessment of respirations – technique ○ Arterial Oxygen saturation ○ Alterations in respiration • <i>Blood pressure:</i> ○ 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	Equipment and Linen • Types – Disposables and reusable ○ Linen, rubber goods, glassware, metal, plastics, furniture. ○ Introduction – Indent, maintenance, Inventory	•	•
VIII	10 (T) 3 (SL)	Describe the basic principles and techniques of infection control and biomedical waste management	Introduction to Infection Control in Clinical setting Infection • Nature of infection • Chain of infection • Types of infection • Stages of infection • Factors increasing susceptibility to infection • Body defenses against infection – Inflammatory response & Immune response • Health care associated infection (Nosocomial infection) Introductory concept of Asepsis – Medical & Surgical asepsis Precautions • Hand Hygiene • (Hand washing and use of hand Rub) • Use of Personal Protective Equipment (PPE) • Standard precautions Biomedical Waste management Types of hospital waste, waste segregation and hazards – Introduction	• Lecture • Discussion • Demonstration • Observation of autoclaving and other sterilization techniques • Video presentation on medical & surgical asepsis	• Essay • Short answer • Objective type
IX	15 (T) 15 (SL)	Identify and meet the comfort needs of the patients	Comfort, Rest & Sleep and Pain • Comfort ○ Factors Influencing Comfort ○ Types of beds including latest beds, purposes & bed making ○ Therapeutic positions ○ Comfort devices • Sleep and Rest ○ Physiology of sleep ○ Factors affecting sleep ○ Promoting Rest and sleep ○ Sleep Disorders • Pain (Discomfort)	• Lecture • Discussion • Demonstration & Re-demonstration	• Essay • Short answer • Objective type • OSCE

			○ 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 CAM (Complementary & Alternative healing Modalities)		
X	5 (T) 3 (SL)	Describe the concept of patient environment	Promoting Safety in Health Care Environment • Physical environment – Temperature, Humidity, Noise, Ventilation, Light, Odor, Pest control • Reduction of Physical hazards – fire, accidents • Fall Risk Assessment • Role of nurse in providing safe and clean environment • Safety devices – ○ Restraints – Types, Purposes, Indications, Legal Implications and Consent, Application of Restraints-Skill and Practice guidelines Other Safety Devices – Side rails, Grab bars, Ambu alarms, non-skid slippers etc.	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type
XI	6 (T) 2 (SL)	Explain and perform admission, transfer, and discharge of a patient	Hospital Admission and discharge • Admission to the hospital Unit and preparation of unit ○ Admission bed ○ Admission procedure ○ Medico-legal issues ○ Roles and Responsibilities of the nurse • Discharge from the hospital ○ Types – Planned discharge, LAMA and Abscond, Referrals and transfers ○ Discharge Planning ○ Discharge procedure ○ Medico-legal issues ○ Roles and Responsibilities of the nurse Care of the unit after discharge	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type
XII	8 (T) 10 (SL)	Demonstrate skill in caring for patients with restricted mobility	Mobility and Immobility • Elements of Normal Movement, Alignment & Posture, Joint Mobility, Balance, Coordinated Movement • Principles of body mechanics • Factors affecting Body Alignment and activity • Exercise – Types and benefits	• Lecture • Discussion • Demonstration & Re-demonstration	• Essay • Short answer • Objective type • OSCE

			• 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 • 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		
XIII	4 (T) 2 (SL)	Describe the principles and practice of patient education	Patient education • Patient Teaching – Importance, Purposes, Process Integrating nursing process in patient teaching	• Discussion • Role plays	• Essay • Short answer • Objective type
XIV	20 (T) 20 (SL)	Explain and apply principles of First Aid during emergencies	First Aid* • Definition, Basic Principles, Scope & Rules • First Aid Management ○ 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	• Lecture • Discussion • Demonstration & Re-demonstration • Module completion • National Disaster Management Authority (NDMA) • / Indian Red Cross Society (IRCS) First Aid module	• 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 • Maintaining Communication with patient and family and interpersonal relationship • Documentation and Reporting ○ Documenting patient care and procedures ○ Verbal report ○ Written report		• 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> • Monitor/measure and document vital signs in a graphic sheet ○ Temperature (oral, tympanic, axillary) ○ Pulse (Apical and peripheral pulses) ○ Respiration ○ Blood pressure ○ Pulse oximetry • Interpret and report alteration • Cold Applications – Cold Compress, Ice cap, Tepid Sponging • Care of equipment – thermometer, BP apparatus, Stethoscope, Pulse oximeter <i>Infection control in Clinical settings</i> • Hand hygiene • Use of PPE	• Care of patients with alterations in vital signs- 1	• 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> • Bed making- ○ Open ○ Closed ○ Occupied ○ Post-operative		• 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	○ Cardiac bed ○ Fracture bed • Comfort devices ○ Pillows ○ Over bed table/cardiac table ○ Back rest ○ Bed Cradle • Therapeutic Positions ○ Supine ○ Fowlers (low, semi, high) ○ Lateral ○ Prone ○ Sims ○ Trendelenburg ○ Dorsal recumbent ○ Lithotomy ○ Knee chest <i>Pain</i> • Pain assessment and provision for comfort <i>Promoting Safety in Health Care Environment</i> • Care of Patient's Unit • Use of Safety devices: ○ Side Rails • Restraints (Physical) • Fall risk assessment and Post Fall Assessment	• Fall risk assessment -1	
	2	Demonstrate skill in admission, transfer, and discharge of a patient	Hospital Admission and discharge, Mobility and Immobility and Patient education <i>Hospital Admission and discharge</i> Perform & Document: • Admission • Transfer • Planned Discharge		• Assessment of clinical skills using checklist • OSCE
		Demonstrate skill in caring for patients with restricted mobility	<i>Mobility and Immobility</i> • Range of Motion Exercises • Assist patient in: ○ Moving	• Individual teaching-1	• 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	○ 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 • Bandaging Techniques ○ Basic Bandages: ▪ Circular ▪ Spiral ▪ Reverse-Spiral ▪ Recurrent ▪ Figure of Eight ○ Special Bandages: ▪ Caplin ▪ Eye/Ear Bandage ▪ Jaw Bandage ▪ Shoulder Spica ▪ Thumb spica ▪ Triangular Bandage/ Sling (Head & limbs) ▪ Binders	• Module completion National Disaster Management Authority (NDMA) First Aid module (To complete it in clinicals if not completed during lab)	• Assessment of clinical skills using checklist • OSCE (first aid competencies)

APPLIED BIOCHEMISTRY

PLACEMENT: II SEMESTER

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

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 hours	Describe the metabolism of carbohydrates and its alterations	Carbohydrates - Digestion, absorption and metabolism of carbohydrates and related disorders - Regulation of blood glucose - Diabetes Mellitus - type 1 & type 2, symptoms, complications & management in brief - Investigations of Diabetes Mellitus - OGTT: Indications, Procedure, Interpretation and types of GTT curve - Mini GTT, extended GTT, GCT, IV GTT - HbA1c (Only definition) - Hypoglycemia-definition & causes	- Lecture cum discussion using charts and slides - Demonstration of laboratory tests	- Essay. - Short answers - Very short answers
II	4 hours	Explain the metabolism of lipids and its alterations	Lipids 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)	- Lecture, - Discussion - Explain using Charts/ Slides - Demonstration of laboratory tests	- Essay - Short answers - Very short answers
III.	5 hr	Explain the metabolism of amino acids and proteins Identify alterations in disease conditions	Proteins - 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	- Lecture cum Discussion - Explain using charts, models Slides	- Essay. - Short answers - Very short answers

			- Causes of proteinuria, hypoproteinemia, hyper-gamma globulinemia - Principle of electrophoresis, normal & abnormal electrophoretic patterns (in brief)		
IV	4 (T)	Explain clinical enzymology in various disease conditions	Clinical Enzymology - Isoenzymes – Definition & properties - Enzymes of diagnostic importance in - Liver Diseases – ALT, AST, ALP, GGT - Myocardial infarction – CK, cardiac troponins, AST, LDH - Muscle diseases – CK, Aldolase - Bone diseases – ALP - Prostate cancer – PSA, ACP	- Lecture cum Discussion. - Explain using charts and slides	- Essay - Short answer - Very short answer
V	3 (T)	Explain acid base balance, imbalance and its clinical significance	Acid base maintenance - pH – definition, normal value - Regulation of blood pH – blood buffer, respiratory & renal - ABG – normal values Acid base disorders – types, definition & causes	- Lecture cum Discussion - Explain using charts and slides	- Short answer - Very short answer
VI	2 (T)	Describe the metabolism of hemoglobin and its clinical significance	Heme catabolism Heme degradation pathway Jaundice – type, causes, urine & blood investigations (van den berg test)	- Lecture cum Discussion - Explain using charts and slides	- Short answer - Very short answer
VII	3 (T)	Explain different function tests and interpret the findings	Organ function tests (biochemical parameters & normal values only) - Renal - Liver - Thyroid	- Lecture cum Discussion - Visit to Lab - Explain using charts and slides	- Short answer - Very short answer
VIII	3 (T)	Illustrate the immunochemistry	Immunochemistry - Structure & functions of immunoglobulin. - Investigations & interpretation – ELISA	- Lecture cum Discussion - Explain using charts and slides - Demonstration of laboratory tests	- Short answer - Very short answer

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

APPLIED NUTRITION AND DIETETICS

PLACEMENT: II SEMESTER

THEORY: 3 credits (60 hours)

Theory: 45hours

Lab : 15 hours

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Define nutrition and its relationship to Health	Introduction to Nutrition Concepts • Definition of Nutrition & Health • Malnutrition – Under Nutrition & Over Nutrition • Role of Nutrition in maintaining health • Factors affecting food and nutrition Nutrients • Classification • Macro & Micronutrients • Organic & Inorganic • Energy Yielding & Non-Energy Yielding Food • Classification – Food groups • Origin	• Lecture cum Discussion • Charts/Slides	• Essay • Short answer • Very short answer
II	3 (T)	Describe the classification, functions, sources and recommended daily allowances (RDA) of Carbohydrates Explain BMR and factors affecting BMR	Carbohydrates • Composition – Starches, sugar and cellulose • Recommended Daily Allowance (RDA) • Dietary sources • Functions Energy • Unit of energy – Kcal • Basal Metabolic Rate (BMR) • Factors affecting BMR	• Lecture cum Discussion • Charts/Slides • Models • Display of food items	• Essay • Short answer • Very short answer
III	3 (T)	Describe the classification, Functions, sources and RDA of proteins	Proteins • Composition • Eight essential amino acids • Functions • Dietary sources • Protein requirements – RDA	• Lecture cum Discussion • Charts/Slides • Models • Display of food items	• Essay • Short answer • Very short answer
IV	2 (T)	Describe the classification, Functions, sources and RDA of fats	Fats • Classification – Saturated & unsaturated • Calorie value • Functions • Dietary sources of fats and fatty acids • Fat requirements – RDA	• Lecture cum Discussion • Charts/Slides • Models • Display of food items	• Essay • Short answer • Very short answer

V	3 (T)	Describe the classification, functions, sources and RDA of vitamins	Vitamins • 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	• Lecture cum Discussion • Charts/Slides • Models • Display of food items	• Essay • Short answer • Very short answer
VI	3 (T)	Describe the classification, functions, sources and RDA of minerals	Minerals • Classification – Major minerals (Calcium, phosphorus, sodium, potassium and magnesium) and Trace elements • Functions • Dietary Sources Requirements – RDA	• Lecture cum Discussion • Charts/Slides • Models • Display of food items	• Short answer • Very short answer
VII	7 (T) 8 (L)	Describe and plan balanced diet for different age groups, pregnancy, and lactation	Balanced diet • Definition, principles, steps • Food guides – Basic Four Food Groups • RDA – Definition, limitations, uses • Food Exchange System • Calculation of nutritive value of foods • Dietary fibre Nutrition across life cycle • 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	• Lecture cum Discussion • Meal planning • Lab session on ◦ Preparation of balanced diet for different categories • Low cost nutritious dishes	• Short answer • Very short answer
VIII	6 (T)	Classify and describe the common nutritional deficiency disorders and identify nurses' role in assessment, management and	Nutritional deficiency disorders • 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,	• Lecture cum Discussion • Charts/Slides • Models	• Essay • Short answer • Very short answer

		prevention	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		
IX	4 (T) 7 (L)	Principles of diets in various diseases	Therapeutic diets - Definition, Objectives, Principles - Modifications – Consistency, Nutrients, - Feeding techniques. - Diet in Diseases – Obesity, Diabetes Mellitus, CVD, Underweight, Renal diseases, Hepatic disorders - Constipation, Diarrhea, Pre and Post-operative period	- Lecture cum Discussion - Meal planning - Lab session on preparation of therapeutic diets	- Essay - Short answer - Very short answer
X	3 (T)	Describe the rules and preservation of nutrients	Cookery rules and preservation of nutrients - Cooking – Methods, Advantages and Disadvantages - Preservation of nutrients - Measures to prevent loss of nutrients during preparation - Safe food handling and Storage of foods - Food preservation - Food additives and food adulteration - Prevention of Food Adulteration Act (PFA) - Food standards	- Lecture cum Discussion - Charts/Slides	- Essay - Short answer - Very short answer
XI	4 (T)	Explain the methods of nutritional assessment and nutrition education	Nutrition assessment and nutrition education - Objectives of nutritional assessment - Methods of assessment – clinical examination, anthropometry, laboratory & biochemical assessment, assessment of dietary intake including Food frequency questionnaire (FFQ) method Nutrition education – purposes, principles and methods	- Lecture cum Discussion - Demonstration - Writing nutritional assessment report	- Essay - Short answer - Evaluation of Nutritional assessment report
XII	3 (T)	Describe nutritional problems in India and nutritional programs	National Nutritional Programs and role of nurse - Nutritional problems in India - National nutritional policy - National nutritional programs – Vitamin A Supplementation, Anemia 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	Lecture cum Discussion	- Essay - Short answer - Very short answer

			(WIFS) and others as introduced Role of nurse in every program		
XIII	2 (T)	Discuss the importance of food hygiene and food safety Explain the Acts related to food safety	Food safety • Definition, Food safety considerations & measures • Food safety regulatory measures in India – Relevant Acts • Five keys to safer food • Food storage, food handling and cooking • General principles of food storage of food items (ex. milk, meat) • Role of food handlers in food borne diseases Essential steps in safe cooking practices	• Guided reading on related acts	• Quiz • Short answer

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

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	5 T 15 L	Identify and meet the hygienic needs of patients	Hygiene • Factors Influencing Hygienic Practice • Hygienic care: Indications and purposes, effects of neglected care ○ Care of the Skin- (Bath, feet and nail, Hair Care) ○ Care of pressure points ○ Assessment of Pressure Ulcers using Braden Scale and Norton Scale ○ Pressure ulcers- causes, stages and manifestations, care and prevention ○ Perineal care/Meatal care • Oral care, Care of Eyes, Ears and Nose including assistive devices (eye glasses, contact lens, dentures, hearing aid)	• Lecture • Discussion • Demonstration	• Essay • Short answers • Objective type
II.	14 T 7 L	Describe assessment, planning, implementation and evaluation of nursing care using Nursing process approach	The Nursing Process • Critical Thinking Competencies, Attitudes for Critical Thinking, Levels of critical thinking in Nursing • Nursing Process Overview ○ Assessment ▪ Collection of Data: Types, Sources, Methods ▪ Organizing Data ▪ Validating Data ▪ Documenting Data ○ Nursing Diagnosis ▪ 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 ○ Planning ▪ Types of planning ▪ Establishing Priorities ▪ Establishing Goals and Expected Outcomes- Purposes, types, guidelines,	• Lecture • Discussion • Demonstration • Supervised Clinical practice	• Essay • Short answers • Objective type • Evaluation of care plan

			Components of goals and outcome statements ▪ Types of Nursing Interventions, Selecting interventions: Protocols and Standing Orders ▪ Introduction to Nursing Intervention Classification and Nursing Outcome Classification ▪ Guidelines for writing care plan ○ Implementation ▪ Process of Implementing the plan of care ▪ Types of care - Direct and Indirect ○ Evaluation Evaluation Process, Documentation and Reporting		
III	5 (T) 5 (SL)	Identify and meet the Nutritional needs of patients	Nutritional needs • Importance • Factors affecting nutritional needs • Assessment of nutritional status • <i>Review: special diets – Solid, Liquid, Soft</i> • <i>Review on therapeutic diets</i> • Care of patient with Dysphagia, Anorexia, Nausea, Vomiting • Meeting Nutritional needs: Principles, equipment, procedure, indications ○ Oral ○ Enteral: Nasogastric/ Orogastric, ○ Introduction to other enteral feeds- types, indications, Gastrostomy, Jejunostomy Parenteral- TPN	• Lecture • Discussion • Demonstration • Exercise • Supervised Clinical practice	• Essay • Short answer • Objective type • Evaluation of nutritional assessment & diet planning
IV	10 T 10 L	Identify and meet the elimination needs of patient	Elimination needs • Urinary Elimination ○ 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 ▪ Condom drainage ▪ Intermittent Catheterization ▪ Indwelling Urinary	• Lecture • Discussion • Demonstration	• Essay • Short answers • Objective type

			catheter and urinary drainage ▪ Urinary diversions ▪ Bladder irrigation • Bowel Elimination ○ 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 ▪ Enemas ▪ Suppository ▪ Bowel wash ▪ Digital Evacuation of impacted feces ○ Care of patients with Ostomies (Bowel Diversion Procedures)		
V	4 T 3 L	Explain various types of specimens and identify normal values of tests Develop skill in specimen collection, handling and transport	Diagnostic testing • Phases of diagnostic testing (pre-test, intra-test & post-test) in Common investigations and clinical implications ○ 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	• Lecture • Discussion • Demonstration	• Essay • Short answers • Objective type
VI	11 T 10 L	Assess patients for oxygenation needs, promote oxygenation and provide care during oxygen therapy	Oxygenation needs • Review of Cardiovascular and Respiratory Physiology • Factors affecting respiratory functioning • Alterations in Respiratory Functioning • Conditions affecting ○ airway ○ movement of air	• Lecture • Discussion • Demonstration & Re- demonstration	• Essay • Short answers • Objective type

			○ diffusion ○ Oxygen transport • Alterations in oxygenation • Nursing interventions to promote oxygenation: assessment, types, equipment used & procedure ○ Maintenance of patent airway ○ Oxygen administration ○ Suctioning- oral, tracheal ○ Chest physiotherapy- Percussion, Vibration & Postural drainage ○ Care of Chest drainage- principles & purposes ○ Pulse Oximetry- Factors affecting measurement of oxygen saturation using pulse oximeter, Interpretation • Restorative & continuing care ○ Hydration ○ Humidification ○ Coughing techniques ○ Breathing exercises Incentive spirometry		
VII	7 T 8 L	Describe the concept of fluid, electrolyte balance	Fluid, Electrolyte, and Acid – Base Balances • Review of Physiological Regulation of Fluid, Electrolyte, and Acid – Base Balances • Factors Affecting Fluid, Electrolyte, and Acid – Base Balances • Disturbances in fluid volume: ○ Deficit- ▪ Hypovolemia ▪ Dehydration ○ Excess- ▪ Fluid overload ▪ Edema • Electrolyte imbalances (hypo and hyper) ○ Acid-base imbalances. ▪ Metabolic- acidosis & alkalosis - Respiratory- acidosis & alkalosis ○ Intravenous therapy ▪ Peripheral venipuncture sites ▪ Types of IV fluids ▪ Calculation for making IV fluid plan ▪ Complications of IV fluid therapy	• Lecture • Discussion • Demonstration	• Essay • Short answers • Objective type • Problem solving- calculation s

			▪ Measuring fluid intake and output ▪ Administering Blood and Blood components ▪ Restricting fluid intake ○ Enhancing Fluid intake		
VIII	22 T 20 L	Explain the principles, routes, effects of administration of medications Calculate conversions of drugs and dosages within and between systems of measurements Administer oral and topical medication and document accurately under supervision	Administration of Medications • Introduction-Definition of Medication, Administration of Medication, Drug Nomenclature, Effects of Drugs, Forms of Medications, Purposes, Pharmacodynamics and Pharmacokinetics • Factors influencing Medication Action • Medication orders and Prescriptions • Systems of measurement • Medication dose calculation • Principles, 10 rights of Medication Administration • Errors in Medication administration • Routes of administration • 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 ○ Care of equipment: decontamination and disposal of syringes, needles, infusion sets Prevention of Needle-Stick Injuries • Topical Administration: Types, purposes, site, equipment, procedure ○ Application to skin & mucous membrane ○ Direct application of liquids, Gargle and swabbing the throat ○ Insertion of Drug into body cavity: Suppository/	• Lecture • Discussion • Demonstration & Redemonstration	• Essay • Short answers • Objective type

			medicated packing in rectum/vagina ○ Instillations: Ear, Eye, Nasal, Bladder, and Rectal ○ Irrigations: Eye, Ear, Bladder, Vaginal and Rectal ○ 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, intrapleural, intraarterial		
IX	7 T 4 L	Provide care to patients with altered functioning of sense organs and unconsciousness in supervised clinical practice	Sensory needs ● Introduction ● Components of sensory experience- Reception, Perception & Reaction ● Arousal Mechanism ● Factors affecting sensory function ● Assessment of Sensory alterations- sensory deficit, deprivation, overload & sensory poverty ● Management ○ Promoting meaningful communication (patients with Aphasia, artificial airway & Visual and Hearing impairment) Care of Unconscious Patients ● Unconsciousness: Definition, causes & risk factors, pathophysiology, stages of Unconsciousness, Clinical Manifestations ● Assessment and nursing management of patient with unconsciousness, complications	● Lecture ● Discussion ● Demonstration	● Essay ● Short answers ● Objective type
XI	4 (T) 6 (SL)	Explain loss, death and grief	Care of Terminally ill, death and dying ● Loss – Types ● Grief, Bereavement & Mourning ● Types of Grief responses ● Manifestations of Grief ● Factors influencing Loss & Grief Responses ● Theories of Grief & Loss – Kubler Ross ● 5 Stages of Dying ● The R Process model (Rando's) ● Death – Definition, Meaning, Types (Brain & Circulatory	● Lecture ● Discussion ● Case discussions ● Death care/last office	● Essay ● Short answer ● Objective type

			Deaths) • Signs of Impending Death • Dying patient's Bill of Rights • Care of Dying Patient • Physiological changes occurring after Death • Death Declaration, Certification • Autopsy • Embalming • Last office/Death Care • Counseling & supporting grieving relatives • Placing body in the Mortuary • Releasing body from Mortuary Overview – Medico-legal Cases, Advance directives, DNI/DNR, Organ Donation, Euthanasia		
			PSYCHOSOCIAL NEEDS (A-D)		
XII	3 (T)	Develop basic understanding of self-concept	A. Self-concept • Introduction • Components (Personal Identity, Body Image, Role Performance, Self Esteem) • Factors affecting Self Concept Nursing Management	• Lecture • Discussion • Demonstration • Case Discussion/ Role play	• Essay • Short answer • Objective type
XIII	2 (T)	Describe sexual development and sexuality	B. Sexuality • Sexual development throughout life • Sexual health • Sexual orientation Factors affecting sexuality • Prevention of STIs, unwanted pregnancy, avoiding sexual harassment and abuse Dealing with inappropriate sexual behavior	• Lecture • Discussion	• Essay • Short answer • Objective type
XIV	2 (T) 4 (SL)	Describe stress and adaptation	C. Stress and Adaptation – Introductory concepts • 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 ○ Assist with coping and adaptation ○ Creating therapeutic environment Recreational and diversion therapies	• Lecture • Discussion	• Essay • Short answer • Objective type
XV	6 (T)	Explain culture and cultural norms	D. Concepts of Cultural Diversity and Spirituality • Cultural diversity	• Lecture • Discussion	• Essay • Short answer • Objective type

		Integrate cultural differences and spiritual needs in providing care to patients under supervision	○ Cultural Concepts – Culture, Subculture, Multicultural, Diversity, Race, Acculturation, Assimilation ○ Transcultural Nursing ○ Cultural Competence ○ Providing Culturally Responsive Care • Spirituality ○ 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		
XVI	6 (T)	Explain the significance of nursing theories	Nursing Theories: Introduction • Meaning & Definition, Purposes, Types of theories with examples, Overview of selected nursing theories – Nightingale, Orem, Roy Use of theories in nursing practice	• Lecture • Discussion	• Essay • Short answer • Objective type

CLINICAL 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)

[illegible]

			– Hair wash – Pediculosis treatment • Oral Hygiene • Perineal Hygiene - Catheter care		
	2	Plan and Implement care to meet the elimination needs of patient Develop skills in instructing and collecting samples for investigation. Perform simple lab tests and analyze & interpret common diagnostic values	Elimination needs • Providing – Urinal – Bedpan • Insertion of Suppository • Enema • Urinary Catheter care • Care of urinary drainage Diagnostic testing • Specimen Collection ○ Urine routine and culture ○ Stool routine ○ Sputum Culture • Perform simple Lab Tests using reagent strips ○ Urine – Glucose, Albumin, Acetone, pH, Specific gravity - Blood – GRBS Monitoring	• Clinical Presentation on Care of patient with Constipation – 1 • Lab values – interpretation	• Assessment of clinical skills using checklist • OSCE
	3	Identify patients with impaired oxygenation and demonstrate skill in caring for patients with impaired oxygenation Identify and demonstrate skill in caring for patients with fluid, electrolyte and acid – base imbalances	Oxygenation needs, Fluid, Electrolyte, and Acid – Base Balances Oxygenation needs • Oxygen administration methods ○ Nasal Prongs ○ Face Mask/Venturi Mask • Steam inhalation • Chest Physiotherapy • Deep Breathing & Coughing Exercises • Oral Suctioning Fluid, Electrolyte, and Acid – Base Balances • Maintaining intake output chart • Identify & report complications of IV therapy • Observe Blood & Blood Component therapy • Identify & Report Complications of Blood & Blood Component therapy	•	• Assessment of clinical skills using checklist • OSCE • Assessment of clinical skills using checklist • OSCE

	3	Explain the principles, routes, effects of administration of medications Calculate conversions of drugs and dosages within and between systems of Measurements Administer drugs by the following routes- Oral, Intradermal, Subcutaneous, Intramuscular, Intra Venous Topical, inhalation	Administration of Medications • Calculate Drug Dosages • Preparation of lotions & solutions • Administer Medications ○ Oral ○ Topical ○ Inhalations ○ Parenteral ○ Intradermal Subcutaneous- Intramuscular Instillations. ○ Eye, Ear, Nose – instillation of medicated drops, nasal sprays, irrigations	•	• Assessment of clinical skills using checklist • OSCE
	2	Assess, plan, implement & evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness Care for terminally ill and dying patients	Sensory Needs and Care of Unconscious patients, Care of Terminally ill, death and dying <i>Sensory Needs and Care of Unconscious patients</i> • Assessment of Level of Consciousness using Glasgow Coma Scale <i>Terminally ill, death and dying</i> Death Care	• Nursing rounds on care of patient with altered sensorium	• 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	Introduction to computer applications for patient care delivery system and nursing practice ☐ Use of computers in teaching, learning, research and nursing practice	• Lecture • Discussion • Practice session • Supervised clinical practice on EHR use • Participate in data analysis using statistical package with statistician	(T) • 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.	• Windows, MS office: Word, Excel, Power Point • Internet • Literature search • Statistical packages • Hospital management information system	☐ Visit to hospitals with different hospital management systems	(P) ☐ 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	<u>Principles of Health Informatics</u> • Health informatics – needs, objectives and limitations • Use of data, information and knowledge for more effective healthcare and better health	• Lecture • Discussion • Practical session • Work in groups with health informatics team in a hospital to extract nursing data and prepare a report	(T) • 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	<u>Information Systems in Healthcare</u> • Introduction to the role and architecture of information systems in modern healthcare environments • Clinical Information System (CIS)/Hospital information System (HIS)	• Lecture • Discussion • Demonstration • Practical session • Work in groups with nurse leaders to understand the hospital information system	(T) • 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	<u>Shared Care & Electronic Health Records</u> - 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.	- Lecture - Discussion - Practice on Simulated EHR system - Practical session - Visit to health informatics department of a hospital to understand the use of EHR in nursing practice	(T) - 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				
					□ Prepare a report on current EHR standards in Indian setting	
V	3		Describe the advantages and limitations of health informatics in maintaining patient safety and risk management	<u>Patient Safety & Clinical Risk</u> - Relationship between patient safety and informatics - Function and application of the risk management process	- Lecture - Discussion	(T) - Essay - Short answer - Objective type
VI	3	6	Explain the importance of knowledge management Describe the standardized languages used in health informatics	<u>Clinical Knowledge & Decision Making</u> - Role of knowledge management in improving decision-making in both the clinical and policy contexts - Systematized Nomenclature of Medicine, Clinical Terms, SNOMED CT to ICD-10-CM Map, standardized nursing terminologies (NANDA, NOC), Omaha system.	- Lecture - Discussion - Demonstration - Practical session - Work in groups to prepare a report on standardized languages used in health informatics. - Visit health informatics department to understand the standardized	(T) - Essay - Short answer - Objective type

					languages used in hospital setting	
VII	3		Explain the use of information and communication technology in patient care Explain the application of public health informatics	<u>eHealth: Patients and the Internet</u> • Use of information and communication technology to improve or enable personal and public healthcare • Introduction to public health informatics and role of nurses	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type • Practical exam
VIII	3	5	Describe the functions of nursing information system Explain the use of healthcare data in management of health care organization	<u>Using Information in Healthcare Management</u> • Components of Nursing Information system(NIS) • Evaluation, analysis and presentation of healthcare data to inform decisions in the management of health-care organizations	• Lecture • Discussion • Demonstration on simulated NIS software • Visit to health informatics department of the hospital to understand use of healthcare data in decision making	(T) • Essay • Short answer • Objective type
IX	4		Describe the ethical and legal issues in healthcare informatics Explains the ethical and legal issues related to nursing informatics	<u>Information Law & Governance in Clinical Practice</u> • Ethical-legal issues pertaining to healthcare information in contemporary clinical practice • Ethical-legal issues related to digital health applied to nursing	• Lecture • Discussion • Case discussion • Role play	(T) • Essay • Short answer • Objective type
X	3		Explain the relevance of evidence-based practices in providing quality healthcare	<u>Healthcare Quality & Evidence Based Practice</u> □ Use of scientific evidence in improving the quality of healthcare and technical and professional informatics standards	• Lecture • Discussion • Case study	(T) • 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: - Importance and relevance to nursing. - Historical perspective. - Concepts and terminology. - Principles of microbiology	□ Lecture cum Discussion	- Short answer - Objective type
II	10	10 (L/E)	Describe structure, classification morphology and growth of bacteria. Identify Microorganisms	General characteristics of Microbes: - Structure and classification of Microbes. - Morphological types. - Size and form of bacteria. - Motility - Colonization. - Growth and nutrition of microbes. - Temperature. - Moisture. - Blood and body fluids. - Laboratory methods for Identification of Microorganisms. - Types of Staining – simple, differential (Gram's, AFB), special – capsular staining (negative), spore, LPCB, KOH mount. - 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	- Lecture cum Discussion - Demonstration - Experiential Learning through visual	- Short answer - Objective type

III	4	6 (L/E)	Describe the different disease producing organisms	Pathogenic organisms • Micro-organisms: Cocci – gram positive and gram negative; • Bacilli – gram positive and gram negative • Viruses. • Fungi: Superficial and Deep mycoses. • Parasites. • Rodents & Vectors. • Characteristics, Source, portal of entry, transmission of infection, Identification of disease producing micro-organisms	• Lecture cum Discussion • Demonstration • Experiential learning through • visual	• Short answer • Objective type
IV	3	4 (L/E)	Explain the concepts of immunity, hyper sensitivity and immunization	Immunity • Immunity: Types, classification • Antigen and antibody reaction • Hypersensitivity reactions. • Serological tests. • Immunoglobulins: Structure, types & properties. • Vaccines: Types & classification, storage and handling, cold chain, Immunization for various diseases. • Immunization Schedule	• Lecture • Discussion. • Demonstration • Visit to observe vaccine storage	• Short answer • Objective

SECTION B: INFECTION CONTROL & SAFETY

THEORY: 20 hours

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

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

COMPETENCIES: The students will be able to:

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

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

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				

I	2	2 (E)	Summarize the evidence based and effective patient care practices for the prevention of common healthcare associated infections in the healthcare setting	HAI (Hospital acquired Infection) - Hospital acquired infection - Bundle approach - 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	- Lecture & Discussion - Experiential learning	- 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) - Types of isolation system, standard precaution and transmission-based precautions (Direct Contact, Droplet, Indirect) - Epidemiology & Infection prevention – CDC guidelines - Effective use of PPE	- Lecture - Demonstration & Re-demonstration	- Performance assessment - OSCE
III	1	2 (L)	Demonstrate the hand hygiene practice and its effectiveness on infection control	Hand Hygiene - Types of Hand hygiene. - Hand washing and use of alcohol hand rub - Moments of Hand Hygiene - WHO hand hygiene promotion	- Lecture - Demonstration & Re-demonstration	☐ Performance assessment
IV	1	2 (E)	Illustrates disinfection and sterilization in the healthcare setting	Disinfection and sterilization - Definitions - Types of disinfection and sterilization - Environment cleaning - Equipment Cleaning - Guides on use of disinfectants - Spaulding's principle	- Lecture - Discussion - Experiential learning through visit	- Short answer - Objective type
V	1		Illustrate on what, when, how, why specimens are collected to optimize the diagnosis for treatment and management.	Specimen Collection (Review) - Principle of specimen collection - Types of specimens - Collection techniques and special considerations - Appropriate containers - Transportation of the sample - Staff precautions in handling specimens	☐ Discussion	- Knowledge evaluation - Quiz - Performance assessment - Checklist

VI	2	2 (E)	Explain on Bio Medical waste management & laundry management	BMW (Bio Medical Waste Management) <i>Laundry management process and infection control and prevention</i> - Waste management process and infection prevention - Staff precautions - Laundry management - Country ordinance and BMW National guidelines 2017: Segregation of wastes, Colour coded waste containers, waste collection & storage, Packaging & labeling, Transportation	- Discussion - Demonstration - Experiential learning through visit	- 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 - Importance of Antibiotic Stewardship - Anti-Microbial Resistance Prevention of MRSA, MDRO in healthcare setting	- Lecture - Discussion - Written assignment –Recent AMR (Antimicrobial resistance) guidelines	- Short answer - Objective type - Assessment of assignment
IX	1		Enumerate IPSG and application of the goals in the patient care settings.	IPSG (International Patient safety Goals) - Identify patient correctly - Improve effective communication - Improve safety of High Alert medication - Ensure safe surgery - Reduce the risk of health care associated infection - Reduce the risk of patient harm resulting from falls Reduce the harm associated with clinical alarm system	- Lecture - Role play	□ Objective type
X	2	3 (L/E)	Enumerate the various safety protocols and its applications	Safety protocol 5S (Sort, Set in order, Shine, Standardize, Sustain) - Radiation safety - Laser safety - Fire safety - Types and classification of fire - Fire alarms - Firefighting equipment - HAZMAT (Hazardous Materials) safety - Types of spill - Spillage management - MSDS (Material Safety Data Sheets) - Environmental safety - Risk assessment	- Lecture - Demonstration/ Experiential learning	- Mock drills - Post tests - Checklist

				- Aspect impact analysis - Maintenance of Temp and Humidity (Department wise) - Audits • Emergency Codes Role of Nurse in times of disaster		
XI	2		Explain importance of employee safety indicators Identify risk of occupational hazards, prevention and post exposure prophylaxis.	Employee Safety Indicators • Vaccination. • Needle stick injuries (NSI). prevention • Fall prevention • Radiation safety • Annual health check Healthcare Worker Immunization Program and management of occupational exposure • Occupational health ordinance • Vaccination program for healthcare staff • Needle stick injuries and prevention and post exposure prophylaxis	• Lecture • Discussion • Lecture method • Journal review	Knowledge assessment by short answers, objective type Short answer

Course Outcomes (COs):

At the end of the course, the students will be able to

CO1	Apply understanding of fundamentals of microbiology and identification of Various micro-organisms.
CO2	Apply infection control measures in hospital and community settings.

Course Articulation Matrix:

	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 11	PO 12	PS O1	PS O2
C O 1	3	-	-	-	-	-	-	-	-	-	-	-	-	-
C O 2	3	-	-	2	-	2	2	-	-	-	-	-	-	-

1: Slight (Low) 2: Moderate (Medium) 3: Substantial (High) No correlation “-”

Recommended Study Material:

❖ **Text book:**

- Gupte Satish ,The Short Textbook of Medical Microbiology, Jaypee Brothers,2006.
- BS Nagoba, Microbiology for nurses, Wolters Kluwer, 3rd edition, 2016
- Parjia S C, Textbook of Microbiology, ELSEVIER,2009.
- Ichhpujani R L, Microbiology for Nurses 2nd Ed, Jaypee Brothers, 2007.
- Panda U N, Microbiology for Nurses, A.I.T.B.S PUB,2007.

Journals

- Nature
- Journal of clinical microbiology
- Microbiology
- Clinical microbiology reviews
- Nature microbiology
- Microbiological research

PHARMACOLOGY - I

PLACEMENT: III SEMESTER

THEORY: 1 Credit (20 hours)

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	3 (T)	Describe Pharmacodynamics, Pharmacokinetics, Classification, principles of administration of drugs	Introduction to Pharmacology • 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 ○ Factors affecting dose, route etc. • Indian Pharmacopoeia: Legal Issues, Drug Laws, Schedule Drugs • Rational Use of Drugs • Principles of Therapeutics	• Lecture cum Discussion • Guided reading and written assignment on schedule K drugs	• Short answer • Objective type • Assessment of assignments
II	1 (T)	Describe antiseptics, and disinfectant & nurse's responsibilities	Pharmacology of commonly used antiseptics and disinfectants • Antiseptics and Disinfectants • Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
III	2 (T)	Describe drugs acting on gastro-intestinal system & nurse's responsibilities	Drugs acting on G.I. system Pharmacology of commonly used drugs ○ Emetics and Antiemetics ○ Laxatives and Purgatives ○ Antacids and anti peptic ulcer drugs. - Anti-diarrhoeals – Fluid and electrolyte therapy, Furazolidone, dicyclomine - Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type •

			effects, toxicity and role of nurse		
IV	2 (T)	Describe drugs acting on respiratory system & nurse's responsibilities	Drugs acting on respiratory system Pharmacology of commonly used ○ 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	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
V	4 (T)	Describe drugs used on cardio-vascular system & nurse's responsibilities	Drugs used in treatment of Cardiovascular system and blood disorders • Haematinics, & treatment of anemia and antiadrenergics • Cholinergic and anticholinergic • Adrenergic Drugs for CHF & vasodilators • Antianginals • Antiarrhythmics • Antihypertensives • Coagulants & Anticoagulants • Antiplatelets & thrombolytics • Hypolipidemics • Plasma expanders & treatment of shock • Drugs used to treat blood disorders Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
VI	2 (T)	Describe the drugs used in treatment of endocrine system disorders	Drugs used in treatment of endocrine system disorders • Insulin & oral hypoglycemics • Thyroid and anti-thyroid drugs • Steroids ○ Corticosteroids ○ Anabolic steroids Calcitonin, parathormone, vitamin D3, calcium metabolism ○ Calcium salts	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
VII	1 (T)	Describe drugs used in skin diseases & nurse's responsibilities	Drugs used in treatment of integumentary system • Antihistaminics and antipruritics • Topical applications for skin Benzylbenzoate, Gamma BHC, Clotrimazole, Miconazole, Silver Sulphadiazine (burns) Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type

			effects toxicity and role of nurse		
VIII	5 (T)	Explain drug therapy/ chemotherapy of specific infections & infestations & nurse's responsibilities	Drugs used in treatment of communicable diseases (common infections, infestations) • General Principles for use of Antimicrobials • Pharmacology of commonly used drugs: ◦ Penicillin, Cephalosporin's, Aminoglycosides, Macrolide & broad spectrum antibiotics, Sulfonamides, quinolones, Misc. antimicrobials • Anaerobic infections • Antitubercular drugs, • Antileprosy drugs • Antimalarials • Antiretroviral drugs • Antiviral agents • Anthelmintics, Antiscabies agents • Antifungal agents Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type

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)	Define the common terms used in pathology Identify the deviations from normal to abnormal structure and functions of body system	Introduction - Importance of the study of pathology - Definition of terms in pathology - Cell injury: Etiology, pathogenesis of reversible and irreversible cell injury, Necrosis, Gangrene - Cellular adaptations: Atrophy, Hypertrophy, Hyperplasia, Metaplasia, Dysplasia, Apoptosis □ Inflammation: - Acute inflammation (Vascular and Cellular events, systemic effects of acute inflammation) - Chronic inflammation (Granulomatous inflammation, systemic effects of chronic inflammation) - Wound healing - Neoplasia: Nomenclature, Normal and Cancer cell, Benign and malignant tumors, Carcinoma in situ, Tumor metastasis: general mechanism, routes of spread and examples of each route - Circulatory disturbances: Thrombosis, embolism, shock - Disturbance of body fluids and electrolytes: Edema, Transudates and Exudates	- Lecture - Discussion - Explain using slides - Explain with clinical scenarios	- Short answer - Objective type
II	5 (T)	Explain pathological changes in disease conditions of various systems	Special Pathology Pathological changes in disease conditions of selected systems: 1. Respiratory system - Pulmonary infections: Pneumonia, Lung abscess, pulmonary tuberculosis - Chronic Obstructive Pulmonary Disease: Chronic bronchitis, Emphysema, Bronchial Asthma, Bronchiectasis - Tumors of Lungs 2. Cardio-vascular system - Atherosclerosis - Ischemia and Infarction. - Rheumatic Heart Disease	- Lecture - Discussion - Explain using slides, X-rays and scans - Visit to pathology lab, endoscopy unit and OT	- Short answer - Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			□ Infective endocarditis 3. Gastrointestinal tract • Peptic ulcer disease (Gastric and Duodenal ulcer) • Gastritis-H Pylori infection • Oral mucosa: Oral Leukoplakia, Squamous cell carcinoma • Esophageal cancer • Gastric cancer • Intestinal: Typhoid ulcer, Inflammatory Bowel Disease (Crohn's disease and Ulcerative colitis), Colorectal cancer 4. Liver, Gall Bladder and Pancreas • Liver: Hepatitis, Amoebic Liver abscess, Cirrhosis of Liver • Gall bladder: Cholecystitis. • Pancreas: Pancreatitis • Tumors of liver, Gall bladder and Pancreas 5. Skeletal system • Bone: Bone healing, Osteoporosis, Osteomyelitis, Tumors • Joints: Arthritis - Rheumatoid arthritis and Osteoarthritis 6. Endocrine system • Diabetes Mellitus • Goitre • Carcinoma thyroid		
III	7 (T)	Describe various laboratory tests in assessment and monitoring of disease conditions	Hematological tests for the diagnosis of blood disorders • Blood tests: Hemoglobin, White cell and platelet counts, PCV, ESR • Coagulation tests: Bleeding time (BT), Prothrombin time (PT), Activated Partial Prothrombin Time (APTT) □ Blood chemistry □ Blood bank: ○ Blood grouping and cross matching ○ Blood components ○ Plasmapheresis ○ Transfusion reactions Note: Few lab hours can be planned for observation and visits (Less than 1 credit, lab hours are not specified separately)	• Lecture • Discussion • Visit to clinical lab, biochemistry lab and blood bank	• Short answer • Objective type

Course Outcomes (Cos)

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

CO1	Describe basic pharmacological principles
CO2	Explain various bactericidal solution and their action
CO3	Illustrate the use of different drugs and their action & nursing responsibilities
CO4	Illustrate pathological changes in disease conditions of various systems
CO5	Assist in various procedures and laboratory test
CO6	Explain basic concept, nature, and principles of genetics

Course Articulation Matrix:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PS O1	PS O2
CO1	-	-	-	-	-	2	-	-	-	-	-	-	-	-
CO2	-	-	-	-	-	2	-	-	-	-	-	-	-	-
CO3	2	-	-	-	-	2	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	2	-	-	-	-	-	-	-	-
CO5	2	-	-	-	-	1	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	2	-	-	-	-	-	-	-	-

1: Slight (Low) 2: Moderate (Medium) 3: Substantial (High) No correlation “-”

Recommended Study Material:-

- Padmaja Udaykumar, Medical Pharmacology, fourth edition, CBC publisher, 2013
- Meena Shrivastava, Fundamental and Applied Pharmacology for Nurses, First edition, Jaypee brothers medical publishers, 2011
- Clinical pharmacology made incredibly easy, springhouse, 2001
- Ben greenstein, Trounce's clinical pharmacology for Nurses, 18th edition, Elsevier, 2009
- GK Sudhakar, pharmacology for Nurses, second edition, Jaypee, 2003
- Suresh K Sharma, Textbook of Pharmacology, pathology and Genetics for Nurses volume 2, 1st edition, Jaypee, 2016
- Joginder Singh Pathania Rupendra Kumar Bharti Vikas Sood, Textbook of

Pharmacology for BSc Nursing Students, 1st edition, CBC publishers, 2017

- Shabnam Masih Rosy Dureja, pharmacology for Nurses, 2nd edition, Lotus publishers, 2011
- Dr. P.P. Singh Uppal, a text book of pharmacology, 1st edition, Pee Vee, 2009
- Grover J.K. & Malik, Textbook of Pharmacology for Nurses, 2nd edition, CBS Publishers, 2005.
- Tripathi K D, Essential of Medical Pharmacology, 6th edition, Jaypee Brothers, 2009.
- Lacy C F & Armstrong, Drug Information Handbook POCKET, APHA.
- McCann JAS, Clinical Pharmacology Made incredibly Easy, Judith A.S., 2006.
- Gupta Priti, A Textbook of Pathology for Nursing Courses, S Vikas & Co, 2009.
- Panda U N, Handbook of Pathology, A.I.T.B.S Publishers, 2006.
- K Swaminathan, Pathology and genetic for Nurses, 2nd edition, Jaypee brothers medical publishers, 2010
- Shirish M Kawthalkar, essential of clinical pathology, 1st edition, Jaypee brothers medical publishers, 2010
- Ian A Cree, pathology edited by Ian A. Cree, 1st edition, Chapman & hall medical, 1997
- Harsh Mohan, textbook of pathology, 7th edition, Jaypee brothers medical publishers, 2015
- Randhawa S S, A Textbook of Genetics, S Vikas & Co, 2009
- Pal G P, Basics of Medical Genetics, A.I.T.B.S. Publisher, 2006
- SD Gangane, human genetics, 5th edition, Elsevier, 2017
- K Swaminathan, Pathology and genetic for Nurses, 2nd edition, Jaypee brothers' medical publishers, 2010

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

PLACEMENT: III SEMESTER

THEORY: 7 Credits (140 hours)

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

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

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

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

COURSE CONTENT
T – Theory, L/SL – Lab/Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	6 (T) 4 (L/SL)	Narrate the evolution of medical surgical nursing Apply nursing process in caring for patients with medical surgical problems Execute the role of a nurse in various medical surgical setting Develop skills in assessment and care of wound Develop competency in providing pre and postoperative care	Introduction • Evolution and trends of medical and surgical nursing • International classification of diseases • Roles and responsibility of a nurse in medical and surgical settings - o Outpatient department - o In-patient unit - o Intensive care unit • Introduction to medical and surgical asepsis - o Inflammation, infection - o Wound healing – stages, influencing factors - o Wound care and dressing technique. - o Care of surgical patient pre-operative, post-operative - o Alternative therapies used in caring for patients with Medical Surgical Disorders	• Lecture cum discussion • Demonstration & Practice session • Role play • Visit to outpatient department, in patient and intensive care unit	• Short Answer • OSCE
II	15 (T) 4 (L/SL)	Explain organizational set up of the operating theatre Differentiate the role of scrub nurse and circulating nurse Describe the different positioning for various surgeries Apply principles of asepsis in handling the sterile equipment Demonstrate skill in scrubbing procedures Demonstrate skill in assessing the patient and document accurately the surgical safety checklist Develop skill in	Intraoperative Care Organization and physical set up of the operation theatre - o Classification - o O.T Design - o Staffing - o Members of the OT team - o Duties and responsibilities of the nurse in OT • Position and draping for common surgical procedures • Instruments, sutures and suture materials, equipment for common surgical procedures • 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	• Lecture cum Discussion • Demonstration, Practice session, and Case Discussion • Visit to receiving bay	• Caring for patient intra operatively • Submit a list of disinfectants used for instruments with the action and precaution •

		assisting with selected surgeries Explain the types, functions, and nursing considerations for different types of anaesthesia	operation, handling specimen • Prevention of accidents and hazards in OT • Anaesthesia – types, methods of administration, effects and stages, equipment & drugs Legal aspects		
III	6 (T) 4 (L/SL)	Identify the signs and symptoms of shock and electrolyte imbalances Develop skills in managing fluid and electrolyte imbalances Perform pain assessment and plans for the nursing management	Nursing care of patients with common signs and symptoms and management • Fluid and electrolyte imbalance • Shock Pain	• Lecture, discussion, demonstration • Case discussion	• Short answer • MCQ • Case report
IV	18 (T) 4 (L)	Demonstrate skill in respiratory assessment Differentiates different breath sounds and lists the indications Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of common respiratory problems Describe the health behaviour to be adopted in preventing respiratory illnesses	Nursing Management of patients with respiratory problems • Review of anatomy and physiology of respiratory system • Nursing Assessment – history taking, physical assessment and diagnostic tests • Common respiratory problems: Upper respiratory tract infections • Chronic obstructive pulmonary diseases o Pleural effusion, Empyema o Bronchiectasis o Pneumonia o Lung abscess o Cyst and tumors o Chest Injuries • Acute respiratory distress syndrome • Pulmonary embolism • Health behaviours to prevent respiratory illness	• Lecture, discussion, • Demonstration • Practice session • Case presentation • Visit to PFT Lab •	• Essay • Short answer • OSCE

V	16 (T) 5 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of gastrointestinal disorders Demonstrate skill in gastrointestinal assessment Prepare patient for upper and lower gastrointestinal investigations Demonstrate skill in gastric decompression, gavage, and stoma care Demonstrate skill in different feeding techniques	Nursing Management of patients with disorders of digestive system • Review of anatomy and physiology of GI system • Nursing assessment –History and physical assessment • GI investigations • Common GI disorders: ◦ 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 • Liver: inflammation, cysts, abscess, cirrhosis, portal hypertension, hepatic failure, tumors - Gall bladder: inflammation, Cholelithiasis, tumors - Gastric decompression, gavage and stoma care, different feeding techniques ◦ Alternative therapies, drugs used in treatment of disorders of digestive system	• Lecture, Discussion • Demonstration, • Role play • Problem Based Learning • Visit to stoma clinic-1.	• Short answer • Quiz • OSCE • 1.
VI	20 (T) 5 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of cardiovascular disorders Demonstrate skill in cardiovascular assessment Prepare patient for invasive and noninvasive cardiac procedures Demonstrate skill in monitoring and	Nursing Management of patients with cardiovascular problems • Review of anatomy and physiology of cardiovascular system • Nursing Assessment: History and Physical assessment • Invasive & non-invasive cardiac procedures • Disorders of vascular system Hypertension, arteriosclerosis, Raynaud's disease, aneurysm and peripheral vascular disorders • Coronary artery diseases: coronary atherosclerosis, Angina pectoris, myocardial infarction • Valvular disorders: congenital and acquired • Rheumatic heart disease:	• Lecture, discussion • Demonstration • Practice session • Case Discussion • Health education • Drug Book/ presentation • Completion of BCLS Module	• Care plan • Drug record • BLS/ BCLS • evaluation

		interpreting clinical signs related to cardiac disorders Complete BLS/BCLS module	pericarditis, myocarditis, endocarditis, cardiomyopathies • Cardiac dysrhythmias, heart block • Congestive heart failure, corpulmonale, pulmonary edema, cardiogenic shock, cardiac tamponade Cardiopulmonary arrest		
VII	7 (T) 3 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of hematological disorders Interpret blood reports Prepare and provides health education on blood donation	Nursing Management of patients with disorders of blood • Review of Anatomy and Physiology of blood • Nursing assessment: history, physical assessment & • Diagnostic tests Anemia, Polycythemia Bleeding Disorders: clotting factor defects and platelets defects, thalassemia, leukemia, leukopenia, agranulocytosis Lymphomas, myelomas	• Field visit to blood bank. • Counselling.	• Interpretation of blood reports • Visit report 1.
VIII	8 (T) 2 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of endocrine disorders Demonstrate skill in assessment of endocrine organ dysfunction Prepare and provides health education on diabetic diet Demonstrate skill in insulin administration	Nursing management of patients with disorders of endocrine system • 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	• Lecture, discussion, demonstration • Practice session • Case Discussion • Health education •	• Prepare health education on self-administration of insulin • Submits a diabetic diet plan •
IX	8 (T) 2 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical,	Nursing management of patients with disorders of Integumentary system • Review of anatomy and physiology of skin • Nursing Assessment: History and Physical assessment	• Lecture, discussion • Demonstration • Practice session • Case Discussion • 1.	• Drug report • Preparation of • Home care plan

		nutritional, and nursing management of disorders of integumentary system Demonstrate skill in integumentary assessment Demonstrate skill in medicated bath Prepare and provide health education on skin care	• 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		
X	16 (T) 4 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of musculoskeletal disorders Demonstrate skill in musculoskeletal assessment Prepare patient for radiological and non- radiological investigations of musculoskeletal system Demonstrate skill in crutch walking and splinting Demonstrate skill in care of patient with replacement surgeries Prepare and provide health education on bone healing	Nursing management of patients with musculoskeletal problems • Review of Anatomy and physiology of the musculoskeletal system • Nursing Assessment: History and physical assessment, diagnostic tests • Musculoskeletal trauma: Dislocation, fracture, sprain, strain, contusion, amputation • Musculoskeletal infections and tumors: Osteomyelitis, benign and malignant tumour • Orthopedic modalities: Cast, splint, traction, crutch walking • Musculoskeletal inflammation: Bursitis, synovitis, arthritis • 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	• Lecture/ • Discussion • Demonstration • Case Discussion • Health education • 1.	• Nursing care plan • Prepare health teaching on care of patient with cast
XI	20 (T) 3 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and	Nursing management of patients with Communicable diseases • Overview of infectious diseases, the infectious process • Nursing Assessment: History and Physical	• Lecture, discussion, demonstration • Practice session • Case Discussion/ seminar • Health education • Drug Book/	• Prepares and submits protocol on various isolation techniques

		nursing management of patients with communicable diseases Demonstrate skill in barrier and reverse barrier techniques Demonstrate skill in execution of different isolation protocols	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	presentation Refer TB Control & Management module	
--	--	--	---	--	--

CLINICAL PRACTICUM

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

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

The students will be competent to:

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

I. NURSING MANAGEMENT OF PATIENTS WITH MEDICAL CONDITIONS

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
General medical	4	Develop skill in intravenous injection administration and IV therapy Assist with diagnostic procedures Develop skill in the management of patients with Respiratory problems Develop skill in managing patients with metabolic abnormality	□ Intravenous therapy ○ 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 <i>Management patients with respiratory problems</i> • 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 • High Protein diet ○ Diabetic diet ○ Insulin administration - Monitoring GRBS	• Care Study – 1 • Health education • Clinical presentation/ Care note) – 1	• Clinical evaluation • OSCE • Care Study evaluation • Care Note/ Clinical presentation

I. NURSING MANAGEMENT OF PATIENTS WITH SURGICAL CONDITIONS

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
General surgical wards	4	Develop skill in caring for patients during pre- and post-operative period Assist with diagnostic procedures Develop skill in managing patient with Gastro-intestinal Problems	• Pre-Operative care • Immediate Post-operative care • Post-operative exercise • Pain assessment • Pain Management • Assisting diagnostic procedure and after care of patients undergoing ○ Colonoscopy ○ ERCP ○ Endoscopy ○ Liver Biopsy	• Care study – 1 • Health teaching	• Clinical evaluation, OSCE • Care study • Care note/ Clinical presentation
		Develop skill in wound management	• Nasogastric aspiration • Gastrostomy/Jejunostomy feeds • Ileostomy/Colostomy care • Surgical dressing • Suture removal • Surgical soak • Sitz bath • Care of drain		

II. NURSING MANAGEMENT OF PATIENTS WITH CARDIAC CONDITIONS

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Cardiology wards	2	Develop skill in management of patients with cardiac problems Develop skill in management of patients with disorders of Blood	• 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: ◦ 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	• Cardiac assessment – 1 • Drug presentation – 1	• Clinical evaluation • Drug presentation

III. 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	• Intradermal injection-Skin allergy testing • Application of topical medication • Medicated bath		☐ Clinical evaluation

IV. 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	• 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)	□ Care Note – 1	• Clinical evaluation • Care note

V. 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	• Preparation of patient with Myelogram/CT/MRI • Assisting with application & removal of POP/Cast • Preparation, assisting and after care of patient with Skin traction/skeletal traction • Care of orthotics • Muscle strengthening exercises • Crutch walking • Rehabilitation	□ Care Note – 1	• Clinical evaluation, • Care note

VI. 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	• 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	• Assist as circulatory nurse – 4 • Positioning & draping – 5 • Assist as scrub nurse in major surgeries – 4 • Assist as scrub nurse in minor surgeries – 4	• Clinical evaluation • OSCE

PHARMACOLOGY - II

including Fundamentals of Prescribing Module

PLACEMENT: IV SEMESTER

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:

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	4 (T)	Describe drugs used in disorders of ear, nose, throat and eye and nurses' responsibilities	Drugs used in disorders of ear, nose, throat & Eye Antihistamines Topical applications for eye (Chloramphenicol, Gentamycin eye drops), ear (Soda glycerin, boric spirit ear drops), nose and buccal cavity chlorhexidine mouthwash Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	Lecture cum Discussion Drug study/ presentation	Short answer Objective type
II	4 (T)	Describe drugs acting on urinary system & nurse's responsibilities	Drugs used on urinary system Pharmacology of commonly used drugs of Renin angiotensin system Diuretics and antidiuretics Drugs toxic to kidney Urinary antiseptics o Treatment of UTI – acidifiers and alkalinizers Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects toxicity and role of nurse	Lecture cum Discussion Drug study/ presentation	Short answer Objective type

III	10 (T)	Describe drugs used on nervous system & nurse's responsibilities	Drugs acting on nervous system Basis & applied pharmacology of commonly used drugs Analgesics and anaesthetics Analgesics: Non-steroidal antiinflammatory (NSAID) drugs Antipyretics Opioids & other central analgesics General (techniques of GA, pre anesthetic medication) & local anesthetics Gases: oxygen, nitrous, oxide, carbon-dioxide & others Hypnotics and sedatives Skeletal muscle relaxants Antipsychotics o Mood stabilizers 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	Lecture cum Discussion Drug study/ presentation	Short answer Objective type
-----	--------	--	--	--	--------------------------------

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 Estrogens and progesterones o Oral contraceptives and hormone replacement therapy o Vaginal contraceptives Drugs for infertility and medical termination of pregnancy o Uterine stimulants and relaxants Composition, actions dosage route indications contraindications, drugs interactions, side effects, adverse effects, toxicity and role of nurse.	Lecture cum Discussion Drug study/ presentation	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 o Tetanus prophylaxis o Iron and Vit K1 supplementation o Oxytocin, Misoprostol Ergometrine o Methyl prostaglandin F2-alpha o Magnesium sulphate Calcium gluconate	Lecture cum Discussion Drug study/ presentation	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 Drugs used for deaddiction Drugs used in CPR and emergency adrenaline, Chlorpheniramine, hydrocortisone, Dexamethasone IV fluids & electrolytes replacement Common poisons, drugs used for treatment of poisoning Activated charcoal Ipecac Antidotes, Anti-snake venom (ASV) Vitamins and minerals supplementation Vaccines & sera (Universal immunization program schedules) Anticancer drugs: Chemotherapeutic drugs commonly used Immuno-suppressants and Immunostimulants	Lecture cum Discussion Drug study/ presentation	Short answer Objective type-1.

VII	4 (T)	Demonstrate awareness of common drugs used in alternative system of medicine	Introduction to drugs used in alternative systems of medicine Ayurveda, Homeopathy, Unani and Siddha etc. Drugs used for common ailments	Lecture cum Discussion Observational visit	Short answer Objective type
VIII	20 (T)	Demonstrate understanding about fundamental principles of prescribing	Fundamental principles of prescribing Prescriptive role of nurse practitioners: Introduction Legal and ethical issues related to prescribing Principles of prescribing Steps of prescribing Prescribing competencies	Completion of module on Fundamental principles of prescribing	Short answer 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	Special Pathology: Pathological changes in disease conditions of selected systems Kidneys and Urinary tract Glomerulonephritis Pyelonephritis Renal calculi Cystitis Renal Cell Carcinoma Renal Failure (Acute and Chronic) Male genital systems Cryptorchidism Testicular atrophy Prostatic hyperplasia Carcinoma penis and Prostate. Female genital system Carcinoma cervix Carcinoma of endometrium Uterine fibroids Vesicular mole and Choriocarcinoma Ovarian cyst and tumors Breast Fibrocystic changes Fibroadenoma Carcinoma of the Breast Central nervous system Meningitis. Encephalitis Stroke Tumors of CNS	Lecture Discussion Explain using slides, X-rays and scans Visit to pathology lab, endoscopy unit and OT	Short answer Objective type

II	5 (T)	Describe the laboratory tests for examination of body cavity fluids, urine and faeces	Clinical Pathology ☐ Examination of body cavity fluids: Methods of collection and examination of CSF and other body cavity fluids (sputum, wound discharge) specimen for various clinical pathology, biochemistry and microbiology tests ☐ Analysis of semen: Sperm count, motility and morphology and their importance in infertility ☐ Urine: Physical characteristics, Analysis, Culture and Sensitivity ☐ Faeces: Characteristics Stool examination: Occult blood, Ova, Parasite and Cyst, Reducing substance etc. Methods and collection of urine and faeces for various tests	Lecture Discussion Visit to clinical lab and biochemistry lab	Short answer Objective type
-----------	-------	---	---	---	--------------------------------

GENETICS COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Explain nature, principles and perspectives of heredity	Introduction: 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)	Lecture Discussion Explain using slides	Short answer Objective type
II	2 (T)	Explain maternal, prenatal and genetic influences on development of defects and diseases	Maternal, prenatal and genetic influences on development of defects and diseases Conditions affecting the mother: genetic and infections Consanguinity atopy Prenatal nutrition and food allergies Maternal age 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)	Lecture Discussion Explain using slides	Short answer Objective type

			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 o Screening for Congenital abnormalities o Developmental delay Dysmorphism	Lecture Discussion Explain using slides	Short answer Objective type
IV	2 (T)	Identify genetic disorders in adolescents and adults	Genetic conditions of adolescents and adults Cancer genetics: Familial cancer Inborn errors of metabolism Blood group alleles and hematological disorder Genetic haemochromatosis Huntington's disease Mental illness	Lecture Discussion Explain using slides	Short answer Objective type
V	2 (T)	Describe the role of nurse in genetic services and counselling	Services related to genetics Genetic testing Gene therapy Genetic counseling Legal and Ethical issues Role of nurse	Lecture Discussion	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 Behavioral sciences in caring for adult patients with Medical/Surgical disorders using nursing process approach. It also intends to develop competencies required for assessment, diagnosis, treatment, nursing management, and supportive/palliative and rehabilitative care to adult patients with various Medical Surgical disorders.

COMPETENCIES: On completion of the course the students will apply nursing process and critical thinking in delivering holistic nursing care with selected Medical and Surgical conditions. At the completion of Adult Health Nursing II course, students will
Explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of selected common medical and surgical disorders.

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.

Identify diagnoses, list them according to priority and formulate nursing care plan.

Perform nursing procedures skillfully and apply scientific principles while giving comprehensive nursing care to patients.

Integrate knowledge of anatomy, physiology, pathology, nutrition and pharmacology in caring for patients experiencing various medical and surgical disorders.

Identify common diagnostic measures related to the health problems with emphasis on nursing assessment and responsibilities.

Demonstrate skill in assisting/performing diagnostic and therapeutic procedures.

Demonstrate competencies/skills to patients undergoing treatment for medical surgical disorders.

Identify the drugs used in treating patients with selected medical surgical conditions.

Plan and provide relevant individual and group education on significant medical surgical topics.

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	Nursing management of patient with disorders of Ear, Nose and Throat (Includes etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management) Review of anatomy and physiology of the ear, nose and throat History, physical assessment, and diagnostic tests Ear External ear: deformities otalgia, foreign bodies and tumors Middle ear: impacted wax, tympanic, membrane perforation, otitis media, and tumors Inner ear: Meniere's disease, labyrinthitis, ototoxicity tumors Upper respiratory airway infections: Rhinitis, sinusitis, tonsillitis, laryngitis Epistaxis, Nasal obstruction, laryngeal obstruction Deafness and its management	Lecture and discussion Demonstration of hearing aids, nasal packing, medication administration Visit to audiology and speech clinic	MCQ Short answer Essay OSCE Assessment of skill (using checklist) Quiz Drug book
II	12 (T) 4 (SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of eye Describe eye donation, banking and transplantation	Nursing management of patient with disorder of eye Review of anatomy and physiology of the eye History, physical assessment, diagnostic assessment Eye Disorders Refractive errors Eyelids: infection, deformities Conjunctiva: inflammation and infection bleeding Cornea: inflammation and infection Lens: cataract Glaucoma Retinal detachment Blindness Eye donation, banking and	Lecture and discussion Demonstration of visual aids, lens, medication administration Visit to eye bank	MCQ Short Essay OSCE Drug book

			transplantation		
III	15 (T) 4 (L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of Kidney and urinary system disorders Demonstrate skill in genitourinary assessment Prepare patient for genitourinary investigations Prepare and provide health education on prevention of renal calculi	Nursing management of patient with Kidney and Urinary problems 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	Lecture cum Discussion Demonstration Case Discussion Health education Drug book Field visit – Visits hemodialysis unit	MCQ Short Note Long essay Case report Submits health teaching on prevention of urinary calculi
IV	6 (T)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of male reproductive disorders	Nursing management of disorders of male reproductive system 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	Lecture, Discussion Case Discussion Health education	Short essay

V	10 (T) 4 (SL)	Explain the etiology, pathophysiology, clinical manifestations, types, diagnostic measures and management of patients with disorders of burns/cosmetic surgeries and its significance	Nursing management of patient with burns, reconstructive and cosmetic surgery Review of anatomy and physiology of the skin and connective tissues History, physical assessment, assessment of burns and fluid & electrolyte loss Burns & Reconstructive and cosmetic surgery for burns, congenital deformities, injuries and cosmetic purposes, gender reassignment Legal and ethical aspects Special therapies: LAD, vacuumed dressing, Laser, liposuction, skin health rejuvenation, use of derma filters	Lecture and discussion Demonstration of burn wound assessment, vacuum dressing and fluid calculations Visit to burn rehabilitation centers	OSCE Short notes
VI	16 (T) 4 (L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with neurological disorders	Nursing management of patient with neurological disorders Review of anatomy and physiology of the neurological system History, physical and neurological assessment, diagnostic tests Headache, Head injuries Spinal injuries: Paraplegia, Hemiplegia, Quadriplegia Spinal cord compression: herniation of 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	Lecture and discussion Demonstration of physiotherapy, neuro assessment, tracheostomy care Visit to rehabilitation center, long term care clinics, EEG, NCV study unit,	OSCE Short notes Essay Drug book

VII	12 (T) 4 (L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of immunological disorders Prepare and provides health education on prevention of HIV infection and rehabilitation Describe the national infection control programs	Nursing management of patients with Immunological problems 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	Lecture, discussion Case Discussion/ seminar Refer Module on HIV/AIDS	
VIII	12 (T) 4 (L/SL)	Explain the etiology, pathophysiology, types, clinical manifestations, staging, diagnostic measures and management of patients with different cancer, treatment modalities including newer treatments	Nursing management of patient with Oncological conditions 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	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)	OSCE Essay Quiz Drug book Counseling, health teaching

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 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	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	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 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 nonformal 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	Lecture and discussion Demonstration of communication with visual and hearing impaired Field visit to old age homes	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	Nursing management of patients in critical Care units Principles of critical care nursing Organization: physical set-up, policies, staffing norms	Lecture and discussion Demonstration on the use of mechanical ventilators, cardiac	Objective type Short notes Case presentations

		management of patients in critical care units	Protocols, equipment and supplies Use and application of critical care biomedical equipment: ventilators, cardiac monitors, defibrillators, infusion pump, Resuscitation equipment and any other Advanced Cardiac Life support Nursing management of critically ill patient Transitional care Ethical and Legal Aspects Breaking Bad News to Patients and/or their families: Communication with patient and family End of life care	monitors etc. Clinical practice in different ICUs	Assessment of skill on monitoring of patients in ICU. 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	Nursing management of patients occupational and industrial disorders History, physical examination, Diagnostic tests Occupational diseases and management	Lecture and discussion Industrial visit	Assignment on industrial health hazards
------------	-------	--	--	--	---

PRACTICUM

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

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

The students will be competent to

Utilize the nursing process in providing care to the sick adults in the hospital

- Perform complete health assessment to establish a data base for providing quality patient care.

- Integrate the knowledge of diagnostic tests in patient assignment.

- Identify nursing diagnoses and list them according to priority.

- Formulate nursing care plan, using problem solving approach.

- Apply scientific principles while giving nursing care to patients.

- Develop skill in performing nursing procedures applying scientific principle.

- Establish/develop interpersonal relationship with patients and family members.

- Evaluate the expected outcomes and modify the plan according to the patient needs.

Provide comfort and safety to adult patients in the hospital.

Maintain safe environment for patients during hospitalization.

Explain nursing actions appropriately to the patients and family members.

Ensure patient safety while providing nursing procedures.

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

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

Integrate knowledge of pathology, nutrition and pharmacology for patients experiencing selected medical and surgical disorders.

Integrate evidence-based information while giving nursing care to patients.

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

Nursing Management of Patients with ENT Disorders

Skill Lab

Use of manikins and simulators

Tracheostomy care

Instilling Ear and Nasal medications

Bandage application

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	Examination of ear, nose, throat and History taking Applying bandages to Ear, Nose Tracheostomy care Preparation of patient, assisting and monitoring of patients undergoing diagnostic procedures o Auditory screening tests o Audiometric tests Preparing the patient and assisting in special procedures like Anterior/ posterior nasal packing, Ear Packing and Syringing Preparation and after care of patients undergoing ENT surgical procedures Instillation of drops/medication	ENT assessment –1 Case study/ Clinical presentation – 1	Clinical evaluation OSCE Case report study/ Clinical presentation

Nursing Management of Patients with Eye Conditions

Skill Lab

Use of manikins and simulators

Instilling Eye medications

Eye irrigation

Eye bandage

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	History taking, Examination of eyes and interpretation Assisting procedures o Visual acuity o Fundoscopy, retinoscopy, ophthalmoscopy, tonometry, o Refraction tests Pre and post-operative care Instillation of drops/ medication Eye irrigation Application of eye bandage Assisting with foreign body removal	Eye assessment – 1 Health teaching Case study/ Clinical Presentation– 1	Clinical evaluation OSCE Clinical presentation

Nursing Management of Patients with Kidney and Urinary System Disorders

Skill Lab

Use of manikins and simulators

Assessment: kidney & urinary system

Preparation: dialysis

Catheterization and care

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	Assessment of kidney and urinary system o History taking o Physical examination o Testicular self-examination o digital rectal exam Preparation and assisting with diagnostic and therapeutic procedures o Cystoscopy, Cystometrogram, Contrast studies: IVP etc. Peritoneal dialysis o Hemodialysis, o Lithotripsy Specific tests: Semen analysis, gonorrhoea test, Renal/ Prostate Biopsy etc. Catheterization: care Bladder irrigation I/O recording and monitoring Ambulation and exercise	Assessment – 1 Drug presentation – 1 Care study/ Clinical presentation – 1 Preparing and assisting in hemodialysis	Clinical evaluation Care plan OSCE Quiz Drug presentation

Nursing Management of Patients with Burns and Reconstructive Surgery

Skill Lab

Use of manikins and simulators

Assessment of burns wound

Wound dressing

Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Burns unit/ reconstructive surgical unit	2	Develop skill in burns assessment and providing care to patients with different types of burns Develop skill in providing care to patients with different types of cosmetic and reconstructive surgeries	Assessment of burns First aid of burns Fluid & electrolyte replacement therapy Skin care Care of Burn wounds □ Bathing □ Dressing Pre-operative and postoperative care of patients Caring of skin graft and post cosmetic surgery Rehabilitation	burn wound assessment – 1 care study/case presentation – 1	Clinical evaluation, Care study/case report

Nursing Management of Patients with neurological disorders

Skill Lab

Use of manikins and simulators

Range of motion exercises

Muscle strengthening exercises

Crutch walking

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	History taking; Neurological Examination Patient monitoring Prepare and assist for various invasive and non- invasive diagnostic procedures Range of motion exercises, muscle strengthening Care of medical, surgical and rehabilitative patients	Neuro-assessment – 1 Case study/ case presentation – 1 Drug presentation – 1	Clinical evaluation Neuro assessment OSCE Case report/ presentations

Nursing Management of Patients with Immunological Disorders

Skill Lab

Barrier Nursing

Reverse Barrier Nursing

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	History taking Immunological status assessment (e.g. HIV) and Interpretation of specific tests Caring of patients with low immunity Practicing of standard safety measures, precautions/barrier nursing/reverse barrier/isolation skills	Assessment of immune status Teaching of isolation to patient and family care givers Nutritional management Care Note – 1	Care note Quiz Health Teaching

Nursing Management of Patients with disorders of Oncological conditions

Skill Lab

Use of manikins and simulators

Application of topical medication

Administration of chemotherapy

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	History taking & physical examination of cancer patients Screening for common cancers: TNM classification Preparation, assisting and after care patients undergoing diagnostic procedures ☐ Biopsies/FNAC ☐ Pap smear ☐ Bone-marrow aspiration ☐ Various modalities of treatment ☐ 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	Assessment – 1 Care study/ clinical presentation – 1 Pre and postoperative care of patient with various modes of cancer treatment Teaching on BSE to family members Visit to palliative care unit	Clinical evaluation Care study Quiz Drug book

Nursing Management of Patients in emergency conditions

Skill Lab

Use of manikins and simulators

Assessment: primary and secondary survey

Trauma care: bandaging, wound care, splinting, positions

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	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	Triage Immediate care Use of emergency trolley	Clinical evaluation Quiz

Nursing Management of geriatric patients

Skill Lab

Use of manikins and simulators

☐ Use of assistive safety devices

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	☐ History taking and assessment of Geriatric patient	Geriatric assessment – 1 Care of normal and geriatric patient with illness Fall risk assessment – 1 Functional status assessment – 1	Clinical evaluation Care plan

Nursing Management of Patients in critical care units

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

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	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	Hemodynamic monitoring Different scales used in ICU Communicating with critically ill patients	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
Describe profession and professionalism.

Identify the challenges of professionalism.

Maintain respectful communication and relationship with other health team members, patients and society.

Demonstrate professional conduct.

Describe various regulatory bodies and professional organizations related to nursing.

Discuss the importance of professional values in patient care.

Explain the professional values and demonstrate appropriate professional values in nursing practice.

Demonstrate and reflect on the role and responsibilities in providing compassionate care in the healthcare setting.

Demonstrate respect, human dignity and privacy and confidentiality to self, patients and their caregivers and other health team members.

Advocate for patients' wellbeing, professional growth and advancing the profession.

Identify ethical and bioethical concerns, issues and dilemmas in nursing and healthcare.

Apply knowledge of ethics and bioethics in ethical decision making along with health team members.

Protect and respect patient's rights.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 (T)	Discuss nursing as a profession Describe the concepts and attributes of professionalism Identify the challenges of professionalism Maintain respectful communication and relationship with other health team members, patients and society Demonstrate professional conduct Respect and maintain professional boundaries between patients, colleagues and society Describe the roles and responsibilities of regulatory bodies and professional organizations	PROFESSIONALISM Profession Definition of profession Criteria of a profession Nursing as a profession Professionalism Definition and characteristics of professionalism Concepts, attributes and indicators of professionalism <i>Challenges of professionalism</i> Personal identity vs professional identity Preservation of self-integrity: threat to integrity, Deceiving patient: withholding information and falsifying records Communication & Relationship with team members: Respectful and open communication and relationship pertaining to relevant interests for ethical decision making Relationship with patients and society Professional Conduct 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 Regulatory Bodies & Professional Organizations: Roles & Responsibilities <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	Lecture cum Discussion Debate Role play Case based discussion Lecture cum Discussion Visit to INC, SNC, TNAI	Short answer Essay Objective type Visit reports

			Association of India, International Council of Nurses (ICN) and International Confederation of Midwives		
II	5 (T)	Discuss the importance of professional values Distinguish between personal values and professional values Demonstrate appropriate professional values in nursing practice	PROFESSIONAL VALUES Values: Definition and characteristics of values Value clarification Personal and professional values Professional socialization: Integration of professional values with personal values Professional values in nursing 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.	Lecture cum Discussion Value clarification exercise Interactive learning Story telling Sharing experiences Scenario based discussion	Short answer Essay Assessment of student's behavior with patients and families

III	10 (T)	Define ethics & bioethics Explain ethical principles Identify ethical concerns Ethical issues and dilemmas in health care Explain process of ethical decision making and apply knowledge of ethics and bioethics in making ethical decisions Explain code of ethics stipulated by ICN and INC	ETHICS & BIOETHICS Definitions: Ethics, Bioethics and Ethical Principles Beneficence Non-maleficence: Patient safety, protecting patient from harm, Reporting errors Justice: Treating each person as equal Care without discrimination, equitable access to care and safety of the public Autonomy: Respects patients' autonomy, Self-determination, Freedom of choice Ethical issues and ethical dilemma: Common ethical problems Conflict of interest Paternalism Deception Privacy and confidentiality Valid consent and refusal Allocation of scarce nursing resources Conflicts concerning new technologies Whistle-blowing <i>Beginning of life issues</i> o Abortion o Substance abuse o Fetal therapy o Selective deduction Intrauterine treatment of fetal conditions o Mandated contraception Fetal injury Infertility treatment <i>End of life issues</i> End of life Euthanasia Do Not Resuscitate (DNR) <i>Issues related to psychiatric care</i> Non compliance Restrain and seclusion	Lecture cum discussion Group discussion with examples Flipping/ selfdirected 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	Short answer Essay Quiz Reflective diary Case report Attitude test Assessment of assignment
		Discuss the rights of the patients and families to make decisions about health care Protect and respect patients' rights	Process of ethical decision making Assess the situation (collect information) Identify the ethical problem Identify the alternative decisions Choose the solution to the ethical decision Implement the decision Evaluate the decision		

		Ethics committee: Roles and responsibilities Clinical decision making Research Code of Ethics International Council of Nurses (ICN) Indian Nursing Council Patients' Bill of Rights-17 patients' rights (MoH&FW, GoI) Right to emergency medical care Right to safety and quality care according to standards Right to preserve dignity Right to nondiscrimination Right to privacy and confidentiality Right to information Right to records and reports Right to informed consent Right to second opinion Right to patient education Right to choose alternative treatment options if available Right to choose source for obtaining medicines or tests Right to proper referral and transfer, which is free from perverse commercial influences Right to take discharge of patient or receive body of deceased from hospital Right to information on the rates to be charged by the hospital for each type of service provided and facilities available on a prominent display board and a brochure Right to protection for patients involved in clinical trials, biomedical and health research 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

- Develop understanding of the history and modern concepts of child health and child-care.

- Explore the national child welfare services, national programs and legislation in the light of National Health Policy 2017.

- Describe the role of preventive pediatrics and perform preventive measures towards accidents.

- Participate in national immunization programs/Universal Immunization Program (UIP).

- Identify the developmental needs of children and provide parental guidance.

- Describe the principles of child health nursing and perform child health nursing procedures.

- Demonstrate competencies in newborn assessment, planning and implementation of care to normal and high-risk newborn including neonatal resuscitation.

- Apply the principles and strategies of Integrated management of neonatal and childhood illness (IMNCI).

- Apply the knowledge of pathophysiology and provide nursing care to children with respiratory system disorders.

- Identify and meet childhood emergencies and perform child CPR.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	10 (T) 10 (L)	Explain the modern concept of child-care Describe National policy, programs and legislation in relation to child health & welfare Describe role of preventive pediatrics List major causes of death during infancy, early & late childhood Describe the major functions & role of the pediatric nurse in caring for a hospitalized child Describe the principles of child health nursing and perform child health nursing procedures	Introduction: Modern concepts of childcare 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> \ - o Concept - o Immunization - o Immunization programs and cold chain. - o Care of under-five and - o Under-five Clinics/Well-baby clinics - o Preventive measures towards accidents - o Child morbidity and mortality rates - o Difference between an adult and child which affect response to illness - o Physiological - o Psychological - o Social - o 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	Lecture Discussion Demonstration of common pediatric procedures	Short Answers Objective type Assessment of skills with checklist

			- Principles of pre and postoperative care of infants and children. <i>Child Health Nursing procedures:</i> - Administration of medication: oral, I/M, & I/V - Calculation of fluid requirement. - Application of restraints - Assessment of pain in children. - FACES pain rating scale - FLACC scale - Numerical scale		
II.	T12	Describe the normal growth and development of children at different ages Identify the needs of children at different ages & provide parental guidance Identify the nutritional needs of children at different ages & ways of meeting needs Identify the role of play for normal & sick children	The healthy child - 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 need of normal children through the stages of developmental and parental guidance - Nutritional needs of children and infants. - breast feeding - exclusive breast feeding - Supplementary / artificial feeding and weaning - Baby friendly hospital concept - Types and value of play and selection of play material	- 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	- Short answers - Objective type Assessment of field visits and developmental study reports

III.	T15 L20	Provide care to normal and high- risk neonates Perform neonatal resuscitation Recognize and manage common neonatal problems	Nursing care of neonate: • 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. - Hyperbilirubinemia - Hypothermia, hyperthermia - Metabolic disorder - Neonatal infections - Neonatal seizures - Respiratory distress syndrome - Retinopathy of Prematurity • Organization of neonatal care unit neonatal equipment	• Modular based teaching: ENBC and FBNC module (oral drills, videos, self - evaluation exercises) • Workshop on neonatal resuscitation : NRP module • Demonstration • Practice Session • Clinical practice • Lecture Discussion	• OSCE • Short answers • Objective type
IV.	T10 L 05	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.	28	Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of respiratory, cardiovascular, gastrointestinal , genitourinary, nervous 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 nasopharyngitis, Tonsillitis, Croup, Bronchitis, Bronchiolitis, Pneumonia, Asthma Cardiovascular system: • 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: a) Congenital: Hemophilia,	• Lecture Discussion • Demonstration • Practi ce sessio n • Clinical practice	• Short answers • Objective type • Assessment of skills with checklist

			Thalassemia. b) Others: Anemia, Leukemia, Idiopathic thrombocytopenic purpura, Hodgkins and non-hodgkins lymphoma Gastro-intestinal system: • Identification and Nursing management of congenital malformations. • Congenital: Cleft lip, Cleft palate, Congenital hypertrophic pyloric stenosis, Hirschsprungs disease (Megacolon), Anorectal malformation, Malabsorption syndrome, Abdominal wall defects, Hernia Others: Gastroenteritis, Diarrhea, Vomiting, Protein energy malnutrition, Intestinal obstruction, Hepatic diseases, intestinal parasites Genitourinary urinary system: • Identification and Nursing management of congenital malformations. • Congenital: Wilms tumor, Extrophy of bladder, Hypospadiasis, Epispadiasis, Obstructive uropathy • Others: Nephrotic syndrome, Acute glomerulo nephritis, renal failure Nervous system: • Identification and Nursing management of congenital malformations a) Congenital: Spinabifida, Hydrocephalous. Others: Meningitis, Encephalitis, Convulsive disorders (convulsions and seizures), Cerebral palsy head injury. Endocrine system: Juvenile Diabetes mellitus, Hypo-thyroidism		
VI	T5 L5	Develop ability to meet child- hood emergencies and perform child CPR	• Child health emergencies: Accidents -causes and prevention, Poisoning, Foreign bodies, Hemorrhage, Burns and Drowning • NALS/PLS/PALS (AHA Guidelines)	• Lecture • Discussion • Demonstration • 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 pediatric surgical conditions/ malformation
4. Perform immunization as per NIS
5. Provide nursing care to critically ill children
6. Give health education/ nutritional education to parents
7. Counsel parents according to identified counseling needs

Skill Lab

- Use of Manikins and Simulators
- PLS, CPAP, Endotracheal Suction

Pediatric Nursing Procedures:

1. Administration of medication – Oral, IM & IV
2. Oxygen administration
3. Application of restraints
4. Specimen collection
5. Urinary catheterization and drainage
6. Ostomy care
7. Feeding – NG, gastrostomy, Jejunostomy
8. Wound dressing
9. Suture removal

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

Clinical area/unit	Duration (in weeks)	Learning Outcomes	Procedural competencies/Clinical skills	Clinical Requirements	Assessment Methods
Pediatric Medical Ward	V Sem - 2 Weeks	• Provide nursing care to children with various medical disorders	• 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 • Baby bath/sponge bath • Feeding children by Katori spoon, Paladai cup • Teaching mothers/ parents ❖ Malnutrition ❖ Oral rehydration therapy ❖ Feeding & Weaning ❖ Immunization schedule • Play therapy	• Nursing care plan- 1 • Health talk - 1	• Assess performance with rating scale • Assess each skill with checklist OSCE/ OSPE • Evaluation of case study/ presentation & health education session • Completion of activity record.
Pediatric Surgical Ward	V Sem- 2 Weeks	• Recognize different pediatric surgical conditions/ malformations • Provide pre & post operative care to children with common paediatric surgical conditions/ malformation • Counsel & educate parents	• Calculation, preparation & administration of I/V fluids • Feeding ❖ Naso-gastric ❖ Gastrostomy ❖ Jejunostomy • Care of surgical wounds • Dressing Suture removal	• Case study/ presentation – 1	• Assess performance with rating scale • Assess each skill with checklist OSCE/ OSPE • Evaluation of case study/ presentation • Completion of activity record.
Pediatric OPD/Immunization room	V Sem- 1 Week	• Perform assessment of children: health, developmental & anthropometric • Perform immunization • Give health education/	• Assessment of children ❖ Health assessment ❖ Developmental assessment ❖ Anthropometric assessment ❖ Nutritional assessment • Immunization • Health / Nutritional education	• Growth and Developmental study: Infant -1 Toddler-1 Preschooler -1 • Schooler-1 Adolescent-	• Assess performance with rating scale • Completion of activity record.

		nutritional education		1	
--	--	----------------------------------	--	---	--

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

Trace the historical development of mental health nursing and discuss its scope.

Identify the classification of the mental disorders.

Develop basic understanding of the principles and concepts of mental health nursing.

Apply the Indian Nursing Council practice standards for psychiatric mental health nursing in supervised clinical settings.

Conduct mental health assessment.

Identify and maintain therapeutic communication and nurse patient relationship.

Demonstrate knowledge of the various treatment modalities and therapies used in mental disorders.

Apply nursing process in delivering care to patients with mental disorders.

Provide nursing care to patients with schizophrenia and other psychotic disorders based on assessment findings and treatment/therapies used.

Provide nursing care to patients with mood disorders based on assessment findings and treatment/therapies used.

Provide nursing care to patients with neurotic disorders based on assessment findings and treatment/therapies used.

COURSE OUTLINE T – Theory

UNIT	TIM E (HR S)	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 - Perspectives of Mental Health and Mental Health Nursing, evolution of mental health services, treatments and nursing practices - Mental health team - Nature & scope of mental health nursing - Role & functions of mental health nurse in various settings and factors affecting the level of nursing practice - Concepts of normal and abnormal behaviour	Lecture cum Discussion	
II	10	Define the various terms used in mental health Nursing Explain the classification of mental disorders Explain the psychodynami cs of maladaptive behaviour Discuss the etiological factors & psychopatholo gy of mental disorders Explain the principles and standards of Mental health Nursing Describe the conceptual models of mental health nursing	Principles and Concepts of Mental Health Nursing - Definition: mental health nursing and terminology used - Classification of mental disorders: ICD & DSM - Review of personality development, defense mechanisms - Etiology bio-psycho- social factors - Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal neurotransmission - Principles of Mental health Nursing - Ethics and responsibilities - Practice Standards for Psychiatric Mental health Nursing (INC standards) - Conceptual models and the role of nurse: - Existential model - Psychoanalytical models - Behavioural model - Interpersonal model	- Lecture discussion - Explain using Charts - Review of personality development	

III	6	Describe nature, purpose and process of assessment of mental health status	Mental Health Assessment - History taking - Mental status examination - Mini mental status examination - Neurological examination - Investigations: Related Blood chemistry, EEG, CT & MRI - Psychological tests	- Lecture discussion - Demonstration - Practice session - Clinical practice	
IV	6	Identify therapeutic communication & techniques Describe therapeutic relationship Describe therapeutic impasses and its interventions	Therapeutic communication and nurse-patient relationship - 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	- Lecture discussion - Demonstration - Role play - Process recording Simulation (video)	
V	10	Explain treatment modalities and therapies used in mental disorders and role of the nurse	Treatment modalities and therapies used in mental disorders 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	- Lecture discussion - Demonstration - Group work - Practice session - Clinical practice	- Essay type - Short answers - Objective type
VI	8	Describe the etiology, psychodynamics/ pathology, clinical manifestations, diagnostic criteria and management of patients with Schizophrenia, and other psychotic disorders	Nursing management of patient with Schizophrenia, and other psychotic disorders - Prevalence and incidence - Classification - Etiology, psychodynamics, clinical manifestation, diagnostic criteria/formulations Nursing process - Nursing Assessment-History, Physical and mental assessment Treatment modalities and nursing management of patients with Schizophrenia and other psychotic disorders - Geriatric considerations and	- Lecture discussion - Case discussion - Case presentation Clinical practice	- Essay type - Short answers - Assessment of patient management problems

			considerations for special populations Follow up and home care and rehabilitation		
VII	6	Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with mood disorders	Nursing management of patient with mood disorders - 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	- Lecture discussion - Case discussion - Case presentation - Clinical practice	- Essay type - Short answers - Assessment of patient management problems
VIII	8	Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with neurotic, stress related and somatization disorders	Nursing management of patient with neurotic, stress related and somatisation disorders Prevalence and incidence classifications - Anxiety disorder, Phobias, Dissociative and Conversion disorder - 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	- Lecture discussion - Case discussion - Case presentation - Clinical practice	- Essay type - Short answers - Assessment of patient management problems
IX	6	Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with substance use disorders	Nursing management patients with Substance use disorders - Prevalence and incidence - Commonly used psychotropic substance: classifications, forms, routes, action, intoxication and withdrawal - Psychodynamics/etiology of substance use disorder (Terminologies - Substance Use, Abuse, tolerance, Dependence,	Lecture discussion Case discussion Case presentation Clinical practice	- Essay type - Short answers - Assessment of patient management problems

			• Withdrawal) Diagnostic criteria/formulations • Nursing Assessment-History (substance history), Physical, mental assessment and drug and drug assay • Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction, Brief interventions, MET, refusal skills, maintenance therapy) and nursing management of patients with substance use disorders • Special considerations for Vulnerable population • Follow-up and home care and rehabilitation		
X	6	Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with personality, Sexual and Eating disorders	Nursing management of patient with Personality and Sexual disorders • Prevalence and incidence • Classification of disorders • Etiology, psycho- pathology, characteristics, diagnosis • Nursing Assessment-History, Physical and mental assessment Treatment modalities and nursing management of patients with Personality, Sexual and Eating disorders • Geriatric considerations • Follow-up and home care and rehabilitation	Lecture discussion Case discussion Case presentation Clinical practice	• Essay type • Short answers • Assessment of patient management problems
XI	8	Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of childhood and adolescent disorders including mental deficiency	Nursing management of Behavioural & Emotional disorders occurring during childhood and adolescence (Intellectual disability, autism, attention deficit, hyperactive disorder, eating disorder, learning disorder) • Prevalence and incidence • Classifications • Etiology, psychodynamics, Characteristics, diagnostic criteria/formulations • Nursing Assessment-History, Physical, mental status examination and IQ assessment • Treatment modalities and nursing management of childhood disorders including intellectual disability Follow-up and home care and rehabilitation	Lecture discussion Case discussion Case presentation Clinical practice	• Essay type • Short answers • 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:

Assess patients with mental health problems/disorders

Observe and assist in various treatment modalities or therapies

Counsel and educate patients and families

Perform individual and group psychoeducation

Provide nursing care to patients with mental health problems/disorders

Motivate patients in the community for early treatment and follow up

Observe the assessment and care of patients with substance abuse disorders in deaddiction center.

CLINICAL POSTINGS

Areas	Duration (in weeks)	Learning Outcomes	Skills/Procedural competencies	Clinical requirements	Assessments Methods
Psychiatric OPD	1	- Assess patients with mental health problems - Observe and assist in therapies - Counsel and educate patients, and families	- History taking - Perform mental status examination (MSE) - Observe/practice Psychometric assessment - Perform Neurological examination - Observing and assisting in therapies - Individual and group psycho-education. - Mental hygiene practice education - Family psycho-education	- History taking and Mental status examination-2 - Health education-1 - Observation report of OPD	- Assess performance with rating scale. - Assess each skill with checklist - Evaluation of health education - Assessment of observation report. - Completion of activity

Child Guidance clinic	1	- Assessment of children with various mental health problems - Counsel and educate children, families and significant others	- History & mental status examination - Observe/practice psychometric assessment - Observe and assist in various therapies - Parental teaching for child with mental deficiency	- Case work- 1 - Observation report of different therapies-1	- Assess performance with rating scale - Assess each skill with checklist - Evaluation of the observation report
Inpatient ward	4	- Assess patients with mental health problems. - To provide nursing care for patients with various mental health problems. - Assist in various therapies - Counsel and educate patients, families and significant others	- History taking - Mental status examination (MSE) - Neurological examination - Assisting in psychometric assessment - Recording therapeutic communication. - Administration of medications - Assist Electro-convulsive Therapy (ECT). - Participating in all therapies. - Preparing patients for Activities of Daily living (ADL). - Conducting admission and discharge counselling. - Counseling and teaching patients and families	- Give care to 2-3 patients with various mental disorders - Case study-1 - Care plan- 2. - Clinical presentation1 - Process recording 2 - Maintain drug book	- Assess performance with rating scale. - Assess each skill with checklist. - Evaluation of the case study, care plan, clinical presentation, process recording. - Completion of activity record

Community psychiatry & Deaddiction centre	1	• To identify patients with various mental disorders • To motivate patients for early treatment and follow up. • To assist in follow up clinic. • Counsel and educate patient, family and community. • Observe the assessment and care of patients at deaddiction centre	• Conduct home visit and case work. • Identifying individuals with mental health problems. • Assisting in organizations of Mental Health camp. • Conducting awareness meetings for mental health & mental illness. • Counseling and Teaching family members, patients and community • Observing deaddiction care	• Case work-1 • Observation report on field visits • Visit to deaddiction centre	• Assess performance with rating scale. • Evaluation of case work and observation report. • Completion of activity record
---	---	--	---	--	---

COMMUNITY HEALTH NURSING -I INCLUDING EPIDEMIOLOGY

PLACEMENT: VI SEMESTER

THEORY: 5 Credits (100 Hours)

Clinical: 2 Credits (160 Hours)

DESCRIPTION: This course is designed to help 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. Describe community health nursing approaches and concepts
2. Describe the role and responsibilities of community health nursing personnel
3. Utilize the knowledge and skills in providing comprehensive primary health care across the life span at various settings
4. Make effective home visits applying principles and methods used for home visiting
5. Use epidemiological approach in community diagnosis
6. Utilize the knowledge of epidemiology, epidemiological approaches in caring for people with communicable and non-communicable diseases
7. Describe the methods of collection and interpretation of demographic data
8. Investigate an epidemic of communicable diseases
9. Assess, diagnose, manage and refer clients for various communicable and non- communicable diseases appropriately at the primary health care level
10. Provide maternal, newborn and child care, and reproductive health including adolescent care in the urban and rural health care settings
11. 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
12. 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)
13. Explain population control & its impact on the society and describe the approaches towards limiting family size

COURSE OUTLINE T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	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	Community health nursing approaches, concepts, roles and responsibilities of community health nursing personnel • <i>Approaches:</i> ○ 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) Home Visits: • 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: Principles & techniques of counseling</i>	• Lecture • Discussion • Demonstration • Role plays • Supervised field practice	Short answer Essay Objective type Survey report Assessment of supervised field practice
II	10 T	Explain the specific activities of community health nurse in assisting individuals and groups to promote and maintain their health Provide primary care home/health centers (HWC) using standing orders/protocols as per public health standards/approved by	Assisting individuals and families to Promote and Maintain their health <i>A. Assessment of individuals and families</i> (Review from Child health nursing, Medical surgical nursing and OBG Nursing) • Assessment of children, women, adolescents, elderly etc. • Children-Monitoring growth and development, milestones. • Anthropometric measurements, BMI • Social development • Temperature and Blood pressure monitoring • Menstrual cycle • Breast self examination (BSE) and Testicles self examination (TSE) • Warning Signs of various	• Lecture • Discussion • Demonstration • Role plays • Field visits	• Short answers • Essay type • Assessment of clinical performance in the field practice area

	MOH&FW and INC regulation Develop skill in maintenance of records and reports Develop beginning skills in handling social Identify and assist the families to utilize the community resources appropriately issues affecting the health and development of the family	diseases • Tests: Urine for sugar and albumin, blood sugar, Hemoglobin <i>B. Provision of health services/ primary health care:</i> • Routine check- up, Immunization, counseling, and diagnosis • Management of common diseases at home and health centre level ○ 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> • 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 <i>F. Sensitize and handle social issues affecting health and development of the family</i> • Women empowerment • Women and child abuse • Abuse of elders • Female foeticide • Commercial sex workers • Substance abuse <i>G. Utilize community resources for client and family</i> • Trauma services • Old age homes • Orphanages • Homes for physically challenged individuals • Homes for destitute • Palliative care centres • Hospice care centres. • Assisted living facility		
--	--	---	--	--

III	10 T	Describe the concepts, approaches and methods of epidemiology	Introduction to Epidemiology- Epidemiological Approaches, and Processes • Epidemiology- Concept and Definition • Distribution and frequency of disease • Aims & uses of epidemiology • Epidemiological models of causation of disease • Concepts of disease transmission • Modes of transmission-Direct, Indirect and chain of infection • Time trends or fluctuations in disease occurrence • Epidemiological approaches- Descriptive, analytical and experimental • Principles of control measures/ levels of prevention of disease • Investigation of an epidemic of communicable disease • Use of basic epidemiological tools to make community diagnosis for effective planning and intervention	• Lecture, • Discussion • Demonstration • Role play • Field visits- communicable disease hospital & Entomology office • Investigation of an epidemic communicable disease	• Short answers • Essay type • Report on visit to communicable disease hospital • Report on visit to entomology office • Report and presentation on Investigating an epidemic of communicable disease
IV	15 T	Explain the epidemiology of specific communicable diseases Describe the various methods of prevention, control and management of communicable diseases and the role of nurses in screening, diagnosing, primary management.	Communicable diseases and National health programs • 1. Communicable Diseases – Vector borne diseases (Every disease will be dealt under the following headlines) • Epidemiology of the following vector born diseases • Prevention & control measures • Screening, and Diagnosing the following conditions, primary management, referral and follow up ○ Malaria ○ Filaria ○ Kala-azar ○ Japanese encephalitis ○ Dengue ○ Chickungunya • 2. Communicable diseases: Infectious diseases (Every disease will be dealt	• Lecture • Discussion, • Demonstration • Role play • Suggested field visits • Field practice • Assessment of clients with non-communicable diseases	• Field visit reports • Assessment of family case study • OSCE assessment • Short answers • Essay type

		Identify the relevant national health programmes and explain the role of nurses in implementation of these programmes and referral to a health facility management of communicable diseases and the role of nurses in screening, diagnosing, primary	under the following headlines) • Epidemiology of the following infectious diseases • Prevention & Control measures • Screening, diagnosing the following conditions, primary management, Referral and follow up ○ Leprosy ○ Tuberculosis ○ Vaccine preventable diseases- Diphtheria, whooping cough, tetanus, poliomyelitis and measles ○ Enteric fever ○ Viral hepatitis ○ HIV/AIDS/RTI infections- HIV/AIDS, and Sexually Transmitted Diseases/Reproductive tract infections (STIs/R TIs) ○ Diarrhoea ○ Respiratory tract infections ○ Helminthic–soil & food transmitted and parasitic infections- Scabies and pediculosis 3. <i>Communicable diseases:</i> <i>Zoonotic diseases</i> • Epidemiology of Zoonotic diseases • Prevention & control measures • Screening and Diagnosing the following conditions, primary management, Referral and follow up ○ Rabies: Identify, suspect, primary management and referral to a health facility • Role of a nurses in control of Communicable diseases National Health Programmes 1. UIP-Universal Immunization Programme (Diphtheria, Whooping cough, Tetanus, Poliomyelitis, Measles and Hepatitis B) 2. National Leprosy Eradication Programme (NLEP) 3. Revised National Tuberculosis Control Integrated Disease Surveillance Programme (IDSP)- Enteric fever,	
--	--	---	--	--

		management and referral to a health facility	Diarrhea, Respiratory infections and Scabies 4. National Aids Control Organization (NACO) 5. National Vector Borne Disease Control Programme 6. National Air Quality Monitoring Programme 4. Any other newly added programmes		
V	15 T	Describe the national health programmes for the control of non-communicable diseases and the role of nurses in screening, identification primary management and referral to a health facility	Non- Communicable diseases and National Health programmes (NCD) • National response to NCDs (Every disease will be dealt under the following headlines) • Epidemiology of specific diseases • Prevention and control measures • Screening, diagnosing/ identification and primary management, referral and follow up care NCD-1 ○ Diabetes Mellitus ○ Hypertension ○ Cardiovascular diseases ○ Stroke & Obesity ○ Blindness-Categories of visual impairment and national programme for control of blindness ○ Deafness- national programme 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 NCD-2 Cancers ○ Cervical Cancer ○ Breast Cancer ○ Oral cancer ○ Epidemiology of specific cancers, Risk factors/Causes, Prevention, Screening, diagnosis- signs, Signs & symptoms, and early management & referral ○ Palliative care ○ Role of a nurse in non-	• Lecture, • Discussion, • Demonstration • Role play • Suggested field visits • Field practice • Assessment of clients with communicable diseases • Participation in national health programmes	• Field visit reports • Assessment of family case study. • OSCE assessment • Short answer • Essay type

			communicable disease control programme National Health Programmes • National programme for prevention and control of cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS) • National programme for control of blindness • National programme for prevention and control of deafness • National tobacco control programme ○ Standard treatment protocols used in National Health Programmes		
VI	10 T	Explain nurses' role in identifying, primary management and referral of clients with common disorders/ conditions and emergencies including first aid	Management of common conditions and emergencies including first aid • Standing orders: Definition, uses Screening, diagnosing/identification, primary care and referral of Gastrointestinal system: ○ Abdominal pain ○ Nausea and vomiting ○ Diarrhea ○ Constipation ○ Jaundice ○ GI bleeding ○ Abdominal distension ○ Dysphagia and dyspepsia ○ Aphthous ulcers Respiratory System: ○ Acute upper respiratory infections- Rhinitis, Sinusitis, Pharyngitis, Laryngitis, Tonsillitis ○ Acute lower respiratory infections- ○ Bronchitis, pneumonia and bronchial asthma ○ Hemoptysis, Acute chest pain Heart & Blood ○ Common heart diseases- Heart attack/coronary artery disease, heart failure, arrhythmia ○ Blood-anemia, blood cancers, bleeding disorders Eye & ENT conditions Eye-local infections, Redness of eye,	• Lecture, • Discussion, • Demonstration • Role play • Suggested field visits • Field practice • Assessment of clients with common conditions and provide referral	• Short answers • Essay type • Field visit reports • OSCE assessment

		perennial tears, ruptured uterus • Care of newborn immediately after birth • Maintenance of records and reports • Use of Safe child birth check list • SBA module-Review • Organization of labour room Postpartum care • Objectives, Postnatal visits, care of mother and baby, breast feeding, diet during lactation, and health counseling • Early identification, primary management, referral and follow up of complications, Danger signs- postpartum hemorrhage, shock, puerperal sepsis, breast conditions, post partum depression • Postpartum visit by health care provider • Newborn and child care <i>Review:</i> Essential newborn care • Management of common neonatal problems • Management of common child health problems: Pneumonia, Diarrhoea, Sepsis, Screening for congenital anomalies and referral • <i>Review:</i> IMNCI Module • Under five clinics Adolescent Health • Common health problems and risk factors in adolescent girls and boys • Common Gynecological conditions- dysmenorrhea, Premenstrual Syndrome (PMS), Vaginal discharge, Mastitis, Breast lump, pelvic pain, pelvic organ prolapse • Teenage pregnancy, awareness about legal age of marriage, nutritional status of adolescents National Menstrual Hygiene scheme • Counseling for parents and teen agers National programmes		
--	--	---	--	--

			• RMNCH +A Approach- Aims, Health systems strengthening, RMNCH+A strategies, Interventions across life stages, programme management, monitoring and evaluation systems • Universal Immunization Programme as per Government of India guidelines-Review • Rashtriya Bal Swasthya Karyakaram (RSBK) -children • Rashtriya Kishor Swasthya Karyakram (RKSK) - adolescents • Other new programmes		
VIII	4 T	Enumerate the school health activities and the role functions of a school health nurse	School Health Services • 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	• Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice	• Short answers • Essay type • Evaluation of health counseling to school children • Screen, diagnose, manage and refer school children • OSCE assessment
IX	3 T	Discuss the concepts and scope of demography	Demography, Surveillance and Interpretation of Data • Demography and vital statistics-demographic cycle, world population trends, vital statistics • Sex ratio and child sex ratio, trends of sex ratio in India, The causes and social implications Sources of vital statistics- Census, registration of vital events, sample registration system • Morbidity and mortality indicators: Definition, calculation and interpretation • Surveillance, Integrated disease surveillance project (IDSP), Organization of IDSP, flow of information and mother and child tracking system	• Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice	• Short answers • Essay type

			(MCTS) in India - Collection, analysis, interpretation, use of data - Review- Common sampling techniques- random and Non random techniques - Disaggregation of data		
X	6 T	Discuss population explosion and its impact on social and economic development of India Describe the various methods of population control	Population and its Control - Population Explosion and its impact on Social, Economic development of individual, society and country. - Population Control – Women Empowerment; Social, Economic and Educational Development - Limiting Family Size – Promotion of small family norm, Temporary Spacing Methods (natural, biological, chemical, mechanical methods etc), Terminal Methods (Tubectomy, Vasectomy) Emergency Contraception Counseling in reproductive, sexual health including problems of adolescents - Medical Termination of pregnancy and MTP Act - National Population Stabilization Fund/JSK (Jansankhya Sthirata Kosh) - Family planning 2020 - National Family Welfare Program - Role of a nurse in Family Welfare Program	- Lecture - Discussion - Demonstration - Role play - Suggested field visits - Field practice	- Short answers - Essay type - OSCE Assessment Counseling on family planning

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 Rural	2 weeks 2 Weeks	Identify prevalent communicable and non-communicable diseases Perform health assessment for clients of various age groups Screen, diagnose, manage and refer clients with common health problems in the community and refer high risk clients Assess and provide antenatal, intrapartum, postnatal and new-born care Participate in school health programme Counsel and educate individual, family and community	- Investigating an epidemic - Community health survey - Health assessment including nutritional assessment for clients of different age groups Screening, diagnosing, primary management of common health problems in the community and referral of high- risk clients to FRUs - Assessment (physical & nutritional) of antenatal, intrapartum, postnatal and newborn - Conduction of normal delivery at health center - Newborn care - Participation in school health programme - Health counselling to different clients - Group health education - Family planning counselling - Insertion and removal of IUCD - Participation in National Health	- Community health survey to investigate an epidemic-1 - Health assessment of woman-1, infant/under five 1, adolescent-1, adult-1 - Growth monitoring of under- five children- 1 Screening, diagnosing and primary management and referral: - Communicable disease- 1 - Non-communicable diseases- 1 - Dental problems- 1 - Eye problems- 1 - Ear, nose, and throat problems- 1 - High risk pregnant woman- 1 - High risk neonate- 1 - Emergencies- 1 - Minor ailments- 2 - Primary management and care based on standing orders/protocols	- Clinical performance assessment - OSCE during posting - Final clinical examination (University) - Evaluation of Group health education - Family Case study

		Provide family welfare services Participate in implementation of national health programmes Maintain records and reports	Programmes • Documentation skills	approved by MOH&FW • 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 • Participation in school health programme-1 • Health counseling for ○ Adult with Communicable diseases/NCD-1 ○ Adolescent Group health Education - 1 (Rural/Urban) ○ Family planning counselling- 1 • Insertion of IUCD-1 • Removal of IUCD-1 • Family case study- 1 (Rural/Urban) • Participation in any two National Health programmes • Document and maintain: ○ Individual record ○ Family record ○ Health center record • Writing report on Health center activities	evaluation
--	--	---	--	--	------------

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

- Develop basic understanding of theoretical foundations and principles of teaching and learning

- Identify the latest approaches to education and learning

- Initiate self- assessment to identify one's own learning styles

- Demonstrate understanding of various teaching styles that can be used, based on the learners' readiness and generational needs

- Develop understanding of basics of curriculum planning, and organizing

- Analyze and use different teaching methods effectively that are relevant to student population and settings

- Make appropriate decisions in selection of teaching learning activities integrating basic principles

- Utilize active learning strategies that enhance critical thinking, team learning and collaboration

- Engage in team learning and collaboration through inter professional education

- Integrate the principles of teaching and learning in selection and use of educational media/technology

- Apply the principles of assessment in selection and use of assessment and evaluation strategies

- Construct simple assessment tools/tests integrating cognitive, psychomotor and affective domains of learning that can measure knowledge and competence of students

- Develop basic understanding of student guidance through mentoring and academic advising

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

- 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		Learning Outcomes	Content	Teaching Learning Activites	Assessment Methods
	T	P				
I	6	3	Explain the definition, aims, types, approaches and scope of educational technology Compare and contrast The various educational philosophies Explain the teaching learning process, nature, characteristics and principles	Introduction and Theoretical Foundations: <i>Education and educational technology</i> Definition, aims, Approaches and scope of educational technology Latest approaches to education: ○ Transformational education ○ Relationship based education ○ Competency based education <i>Educational philosophy:</i> Definition of philosophy, education and philosophy Comparison of educational philosophies Philosophy of nursing education <i>Teaching learning process:</i> Definitions Teaching learning as a process Nature and characteristics of teaching and learning Principles of teaching and learning Barriers to teaching and learning Learning theories Latest approaches to learning ○ Experiential learning ○ Reflective learning ○ Scenario based learning ○ Simulation based learning ○ Blended learning	Lecture cum discussion Group exercise: Create/discuss scenario-based exercise	Quiz Assessment of Assignment: Learning theories – analysis of any one
II	6	6	Identify essential qualities/attributes of a teacher Describe the teaching styles of faculty Explain the	Assessment and Planning <i>Assessment of teacher</i> Essential qualities of a teacher Teaching styles – Formal authority, demonstrator, facilitator, delegator <i>Assessment of learner</i>	Lecture cum discussion Self-assessment	Short answer Objective type

			determinants of learning and initiates self-assessment to identify own learning style Identify the factors that motivate the learner Define curriculum and classify types Identify the factors influencing curriculum development Develop skill in writing learning outcomes, and lesson plan	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 Curriculum Planning 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	exercise: Identify your learning style using any learning style inventory (ex. Kolb's learning style inventory) Lecture cum discussion Individual/group exercise: Writing learning outcomes Preparation of a lesson plan	
III	8	15	Explain the principles and strategies of classroom management Describe different methods/strategies of teaching and develop beginning skill in using various teaching methods	Implementation <i>Teaching in Classroom and Skill lab – Teaching Methods</i> Classroom management- principles and strategies Classroom communication Facilitators and Barriers to classroom communication Information communication technology (ICT) – ICT used in education <i>Teaching methods – Features, advantages and disadvantages</i> Lecture, Group discussion, microteaching Skill lab – simulations, Demonstration & re demonstration Symposium, panel discussion, seminar, scientific workshop,	Lecture cum Discussion Practice teaching/Micro teaching Exercise (Peer teaching) Patient teaching session Construction of game – puzzle Teaching in groups- interdisciplinary	Short answer Objective type Assessment of microteaching

			Explain active learning strategies and participate actively in team and collaborative learning	exhibitions Role play, project Field trips Self-directed learning (SDL) Computer assisted learning One to-one instruction <i>Active learning strategies</i> Team based learning Problem based learning Peer sharing Case study analysis Journaling Debate Gaming Inter-professional education		
IV	3	3	Enumerate the factors influencing selection of clinical learning experiences Develop skill in using different clinical teaching strategies	Teaching in the Clinical Setting – Teaching Methods 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	Lecture cum discussion Writing clinical outcomes – assignments in pairs	Short answer Assessment of written assignment
V	5	5	Explain the purpose, principles and steps in the use of media Categorize the different types of media and describe its advantages and disadvantages	Educational/Teaching Media Media use – Purpose, components, principles and steps Types of media <i>Still visuals</i> 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,	Lecture cum discussion	Short answer Objective type

			Develop skill in preparing and using media	brochure, flyer Projected – film stripes, microscope, power point slides, overhead projector <i>Moving visuals</i> Video learning resources – videotapes & DVD, blu-ray, USB flash drive Motion pictures/films <i>Realia and models</i> Real objects & Models <i>Audio aids/audio media</i> ○ Audiotapes/Compact discs Radio & Tape recorder Public address system Digital audio <i>Electronic media/computer learning resources</i> ○ Computers Web-based video conferencing E-learning, Smart classroom <i>Telecommunication (Distance education)</i> Cable TV, satellite, broadcasting, videoconferencing Telephones – Telehealth/telenursing <i>Mobile technology</i>	Preparation of different teaching aids – (Integrate with practice teaching sessions)	Assessment of the teaching media prepared
VI	5	3	Describe the purpose, scope, principles in selection of evaluation methods and barriers to evaluation Explain the guidelines to develop assessment tests Develop skill in	Assessment/Evaluation Methods/Strategies Purposes, scope and principles in selection of assessment methods and types Barriers to evaluation Guidelines to develop assessment tests <i>Assessment of knowledge:</i> Essay type questions, Short answer questions (SAQ) Multiple choice questions (MCQ – single response & multiple response)	Lecture cum discussion	Short answer Objective type

			construction of different tests Identify various clinical evaluation tools and demonstrate skill in selected tests	<i>Assessment of skills:</i> 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 <i>Assessment of Attitude:</i> Attitude scales <i>Assessment tests for higher learning:</i> Interpretive questions, hot spot questions, drag and drop and ordered response questions	Exercise on constructing assessment tool/s	Assessment of tool/s prepared
VII	3	3	Explain the scope, purpose and principles of guidance Differentiate between guidance and counseling Describe the principles, types, and counseling process Develop basic skill of counseling and guidance Recognize the importance of preventive counseling and develop skill to respond to disciplinary problems and	Guidance/academic advising, counseling and discipline <i>Guidance</i> Definition, objectives, scope, purpose and principles Roles of academic advisor/ faculty in guidance <i>Counseling</i> 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 Issues for counseling in nursing students <i>Discipline and grievance in students</i> Managing disciplinary/grievance problems – preventive guidance & counseling Role of students' grievance redressal cell/committee	Lecture cum discussion Role play on student counseling in different situations Assignment on identifying situations requiring counseling	Assessment of performance in role play scenario Evaluation of assignment

			grievance among students			
VIII	4	2	Recognize the importance of value-based education Develop skill in ethical decision making and maintain ethical standards for students Introduce knowledge of EBT and its application in nursing education	Ethics and Evidence Based Teaching (EBT) in Nursing Education <i>Ethics – Review</i> Definition of terms Value based education in nursing Value development strategies Ethical decision making Ethical standards for students Student-faculty relationship <i>Evidence based teaching – Introduction</i> Evidence based education process and its application to nursing education	Value clarification exercise Case study analysis (student encountered scenarios) and suggest ethical decision-making steps Lecture cum discussion	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

- Identify forensic nursing as an emerging specialty in healthcare and nursing practice

- Explore the history and scope of forensic nursing practice

- Identify forensic team, role and responsibilities of forensic nurse in total care of victim of violence and in preservation of evidence

- Develop basic understanding of the Indian judicial system and legal procedures

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3 (T)	Describe the nature of forensic science and discuss issues concerning violence	Forensic Science Definition History Importance in medical science Forensic Science Laboratory Violence Definition Epidemiology Source of data Sexual abuse – child and women	Lecture cum discussion Visit to Regional Forensic Science Laboratory	Quiz – MCQ Write visit report
II	2 (T)	Explain concepts of forensic nursing and scope of practice for forensic nurse	Forensic Nursing Definition History and development Scope – setting of practice, areas of practice and subspecialties Ethical issues Roles and responsibilities of nurse INC & SNC Acts	Lecture cum discussion	Short answer Objective type
III	7 (T)	Identify members of forensic team and describe role of forensic nurse	Forensic Team Members and their roles Comprehensive forensic nursing care of victim and family Physical aspects Psychosocial aspects Cultural and spiritual aspects Legal aspects Assist forensic team in care beyond scope of her practice Admission and discharge/referral/death of victim of violence Responsibilities of nurse as a witness Evidence preservation – role of nurses	Lecture cum Discussion Hypothetical/real case presentation Observation of postmortem	Objective type Short answer

			Observation Recognition Collection Preservation Documentation of Biological and other evidence related to criminal/traumatic event Forwarding biological samples for forensic examination	Visit to department of forensic medicine	Write report
IV	3 (T)	Describe fundamental rights and human rights commission	Introduction of Indian Constitution Fundamental Rights Rights of victim Rights of accused Human Rights Commission	Lecture cum discussion Written Assignment Visit to prison	Short answer Assessment of written assignment Write visit report
V	5 (T)	Explain Indian judicial system and laws Discuss the importance of POSCO Act	Sources of laws and law-making powers Overview of Indian Judicial System JMFC (Judicial Magistrate First Class) District State Apex Civil and Criminal Case Procedures IPC (Indian Penal Code) ICPC IE Act (Indian Evidence Act) Overview of POSCO Act	Lecture cum discussion Guided reading Lecture cum discussion	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

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

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

Manage challenged children

Identify the social and welfare services for challenged children

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
1	20 (T)	Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of cardiovascular, gastrointestinal, genitourinary, and nervous system	Cardiovascular system: 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: Congenital: Hemophilia, Thalassemia Others: Anemia, Leukemia, Idiopathic thrombocytopenic purpura, Hodgkins and nonhodgkins lymphoma Gastro-intestinal system: Identification and Nursing management of congenital malformations. Congenital: Cleft lip, Cleft palate, Congenital hypertrophic pyloric stenosis, Hirschsprungs disease (Megacolon), Anorectal malformation, Malabsorption syndrome, Abdominal wall defects, Hernia Others: Gastroenteritis, Diarrhea, Vomiting, Protein energy malnutrition, Intestinal obstruction, Hepatic diseases, intestinal parasites Genitourinary urinary system: Identification and Nursing management of congenital malformations. Congenital: Wilms tumor, Extropy of bladder, Hypospadias, Epispadias, Obstructive uropathy Others: Nephrotic syndrome, Acute glomerulonephritis, renal failure Nervous system:	Lecture cum discussion Demonstration and practice session	Short answer Objective type Assessment of skills with checklist

			Identification and Nursing management of congenital malformations Congenital: Spina bifida, Hydrocephalous. Others: Meningitis, Encephalitis, Convulsive disorders (convulsions and seizures), Cerebral palsy head injury		
II	10 (T)	Describe the etiology, pathophysiology, clinical manifestation and nursing	Orthopedic disorders: Club foot Hip dislocation and Fracture Disorder of eye, ear and skin: Refractory errors Otitis media and Atopic dermatitis Communicable diseases in children, their identification/ diagnosis, nursing management in hospital, in home, control & prevention: Tuberculosis Diphtheria Tetanus Pertussis Poliomyelitis Measles Mumps, and Chickenpox HIV/AIDS Dengue fever COVID-19	Lecture cum discussion Demonstration Practice session	Short answer Objective type Assessment of skills with checklist

III	10 (T)	Describe the management of children with behavioral & social problems Identify the social & welfare services for challenged children	Management of behavior and social problems in children Child Guidance clinic Common behavior disorders in children and management ○ Enuresis and Encopresis ○ Nervousness ○ Nail biting ○ Thumb sucking ○ Temper tantrum ○ Stealing ○ Aggressiveness ○ Juvenile delinquency ○ School phobia ○ Learning disability Psychiatric disorders in children and management Childhood schizophrenia ○ Childhood depression Conversion reaction ○ Posttraumatic stress disorder ○ Autistic spectrum disorders 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	Lecture cum discussion Field visits to child guidance clinics, school for mentally & physically, socially challenged	Short answer Objective type Assessment of field reports
------------	--------	--	--	--	--

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

UNIT	TIME (HRS)	LEARNING OUTCOMES	CONTENT	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
XII	5	Describe the etiology, psycho- pathology, clinical manifestations, diagnostic criteria and management of organic brain disorders.	Nursing management of organic brain disorders (Delirium, Dementia, amnesic disorders) • Prevalence and incidence • Classification Etiology, psycho-pathology, clinical features, diagnosis and Differential diagnosis • Nursing Assessment- History, Physical, mental and neurological assessment • Treatment modalities and nursing management of organic brain disorders • Follow-up and home care and rehabilitation	• Lecture discussion • Case discussion • Case presentation. • Clinical practice	• Essay type • Short answers • Assessment of patient management problems
XIII	6	Identify psychiatric emergencies and carry out crisis intervention	Psychiatric emergencies and crisis intervention • Types of psychiatric emergencies (Attempted suicide, violence/aggression, stupor, delirium tremens and other psychiatric emergencies) and their managements • Maladaptive behaviour of individual and groups, stress, crisis and disaster(s) • Types of crisis • Crisis intervention: Principles, Techniques and Process -Stress reduction interventions as per stress adaptation model -Coping enhancement -Techniques of counseling	• Lecture discussion • Case discussion • Case presentation • Clinical practice	• Short answers • Objective type
XI V	4	Explain legal aspects applied in mental health settings and role of the nurse	Legal issues in Mental Health Nursing • Overview of Indian Lunacy Act and The Mental Health Act 1987 • (Protection of Children from Sexual Offence) POSCO Act • Mental Health Care Act (MHCA) 2017 • Rights of mentally ill clients • Forensic psychiatry • Acts related to narcotic and psychotropic substances	• Lecture discussion • Case discussion	• Short answers • Objective type

			and illegal drug trafficking • Admission and discharge procedures as per MHCA 2017 • Role and responsibilities of nurses in implementing MHCA 2017		
XV	5	• Describe the model of preventive psychiatry • Describes 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 Programme • 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 discussion • Clinical/field practice • Field visits to mental health service agencies	• Short answers • Objective type • Assessment of the field visit reports

NURSING MANAGEMENT AND LEADERSHIP

PLACEMENT: V Semester

THEORY: 3credits (60 hours) 2 credits (80 hours)

Lab: 10 hours

Clinical: 70 hours

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

COMPETENCIES

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

1. Analyze the health care trends influencing development of nursing services and education in India
2. Describe the principles, functions and process of management applied to nursing
3. Develop basic understanding and beginning competencies in planning and organizing nursing services in a hospital
4. Apply the concept of human resource management and identify the job description for all categories of nursing personnel including in service education
5. Discuss the principles and methods of staffing and scheduling in an individual hospital/nursing unit
6. Develop skill in management of materials and supplies including inventory control
7. Develop team working and inter professional collaboration competencies
8. Identify effective leadership styles and develop leadership competencies
9. Utilize the knowledge of principles and line of control and participate in quality management and evaluation activities
10. Utilize the knowledge related to financial planning in nursing services and education during budgetary process
11. Apply the knowledge of nursing informatics in maintenance of records and reports relevant to patient information, nursing care and progress
12. Demonstrate understanding of the INC guidelines for establishment and accreditation of educational institutions in terms of faculty norms, physical infrastructure and clinical facilities
13. Demonstrate beginning competencies in planning, organizing and staffing at college including implementation and evaluation of curriculum
14. Identify the legal issues and laws relevant to nursing practice and education.
15. Apply the knowledge and utilize the various opportunities for professional advancement

COURSE OUTLINE

THEORY: 60 Hours (3 Credits)

[illegible]

			control and actively participate in procurement process	• system • Categories of nursing personnel including job description of all levels • Assignment and nursing care responsibilities • Turnover and absenteeism • Staff welfare • Discipline and grievances In-service education • Nature and scope of in-service education program • Principles of adult learning- review • Planning and organizing in- service educational program • Methods, techniques and evaluation. • Preparation of report Material resource Management • Procurement, purchasing process, inventory control & role of nurse. • Auditing and maintenance in hospital and patient care unit	• Visit to inventory store of the institution	• Preparation of MMF/records • Preparation of log book & condemnation documents • Visit Report
VI	5	6	Describe the important methods of supervision and guidance	Directing and leading • Definition, principles, elements of directing • Supervision and guidance • Participatory management. • Inter professional collaboration • Management by objectives • Team management • Assignments, rotations • Maintenance of discipline. • Leadership in management	• Lecture & Discussion • Demonstration of record & report maintenance in specific wards/ departments	• Assignment on Reports & Records maintained in nursing department/ Preparation of protocols and manuals
VII	4		Discuss the significance and changing trends of nursing leadership Analyze the different leadership styles and develop leadership	Leadership • Definition, concepts, and theories • Leadership principles and competencies • Leadership styles- Situational leadership, Transformational leadership • Methods of leadership development	• Lecture cum discussion.. • Self-assessment. • Report on types of leadership adopted at different levels of health care in the given	• Short answer • Essay. • Assessment of exercise/report

			competencies	• Mentorship/ preceptorship in nursing • Delegation, power & politics, empowerment, mentoring and coaching • Decision making and problem solving • Conflict management and negotiation Implementing planned change	setting. • Problem solving Conflict management exercise. • Observation of managerial roles at different levels (middle level managers-ward incharge, ANS)	
VIII	3		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	3		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 & Discussion • Role play/exercise- Group dynamics & human relations	• Short answer • OSCE
X	2		Describe the financial management	Financial management • Definition, objectives, elements, functions, principles &	• Lecture cum discussion	• Short answer type • Essay

			related to nursing services	scope of financial management - Financial planning (budgeting for nursing department) - Proposal, projecting requirement for staff, equipment and supplies for: Hospital & patient care units & emergency and disaster units - Budget and Budgetary process - Financial audit	- Budget proposal review - Preparation of budget proposal for a specific department	Assessment of assignment
XI	1		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 type
XII	1		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	
XIII	4		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 & discussion. - Visit to one of the regulatory bodies	Visit report
XIV	4		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	- Directed reading- INC Curriculum - Preparation of organizational structure of the college. - Written assignment-writing philosophy of a teaching	- Short answer - Essay - Assessment of assignment

				Budget planning-faculty, staff, equipment & supplies, AV aids, Lab equipment, library books, journals, computers and maintenance • Infrastructure facilities- college, classrooms, hostel, library, labs, computer lab, transport facilities • Records & reports for students, staff, faculty and administrative. • Committees and functioning • Clinical experiences	department • Preparation of master plan, time table and clinical rotation	
XV	4		Develop understanding of staffing the College and Selecting the students	Staffing and Student selection • Faculty/staff selection, recruitment and placement, job description • Performance appraisal • Faculty development • Faculty/staff welfare. • Student recruitment, admission, clinical placement	• Guided reading on faculty norms • Faculty welfare activities report. • Writing job description of tutors	• Short answer • Activity report • Assessment of job description
XVI	4		Analyze the leadership and management activities in an educational organization	Directing and controlling • Review: Curriculum implementation and evaluation • Leadership and motivation, supervision-review • Guidance and counseling • Quality management- educational audit • Program evaluation, evaluation of performance • Maintaining discipline • Institutional records and reports- administrative, faculty, staff and students	• Review principles of evaluation • Assignment- Identify disciplinary problems among students. • Writing student record	• Short answer. • Assessment of assignment and record
XVII	4		Identify various legal issues and laws relevant to nursing practice	PROFESSIONAL CONSIDERATIONS Review: Legal and Ethical issues • Nursing as a profession: Characteristics of a professional nurse. • Nursing practice- philosophy, aim and objectives Regulatory bodies –INC and SNC constitution and functions <i>Review: Professional ethics</i> • Code of ethics and professional		

				conduct-INC & ICN - Practice standards for nursing-INC - International Council for Nurses (ICN) <i>Legal aspects in nursing:</i> - Consumer protection act, patient rights - Legal terms related to practice, legal system-types of law, tort law & liabilities - Laws related to nursing practice- negligence, malpractice, breach, penalties, Invasion of privacy, defamation of character - Nursing regulatory mechanisms- registration, licensure, renewal, accreditation, nurse practice act, regulation for nurse practitioner/specialist nursing practice		
XVIII	2	70 hrs	Explain various opportunities for professional advancement	Professional advancement - Continuing Nursing Education - Career opportunities - Membership with professional organizations- national and international - Participation in research activities Publications- journals, newspaper	- Prepare journal list available in India.. - Write an article- research/clinical. - Clinical posting- Management - Experience in hospital/college	Assessment of assignments

Note: Less than 1 credit lab hours are not specified

CLINICAL PRACTICUM

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

Practice Competencies:

Hospital

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

College & Hostel

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

CLINICAL POSTING: Management experience in hospital & college.

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

PLACEMENT: VI SEMESTER

THEORY: 3 Credits (60 hours)

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

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

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

1. Demonstrate professional accountability for the delivery of nursing care as per INC standards/ICM competencies that are consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles in midwifery practice.
2. Communicate effectively with individuals, families and professional colleagues fostering mutual respect and shared decision making to enhance health outcomes.
3. Recognize the trends and issues in midwifery and obstetrical nursing.
4. Review and describe the anatomy and physiology of human reproductive system and conception.
5. Describe and apply the physiology in the management of normal pregnancy, birth and puerperium.
6. Demonstrate competency in providing respectful maternity care for the women during the antenatal, intranatal and postnatal period.
7. Conduct normal deliveries and provide essential newborn care.
8. Apply nursing process in caring for women and their families

COURSE OUTLINE

UNIT	TIME (Hours)	LEARNING OUTCOMES	CONTENT	TEACHING/ LEARNING ACTIVITIES	ASSESSMENT METHODS
I	T- 4	Identify the trends and issues in midwifery	Introduction to midwifery - History of midwifery in India - Current scenario: Midwifery in India-Transformative education for relationship based and transformative midwifery practice in India, National health programs related to RMNCH. - Current trends in midwifery and gynecology nursing: - Respectful maternity and newborn care (RMNC) - Midwife led care units (MLCU). - Birthing centers, water birth, lotus birth. - Essential competencies for basic midwifery practice (ICM) - Universal rights of child-bearing women - Sexual and reproductive health and rights - Legal provisions in midwifery practice in India: INC/MOH&FW regulations - Ethical issues in maternal and neonatal care Adoption laws, MTP act, Pre- Natal Diagnostic Test (PNDT) Act, Surrogate mothers - Roles And responsibilities of a midwife in different settings (hospital / community)	- Discussion - Demonstration - Role play - Directed reading and assignment: ICM competencie. - Scenario based learning	- Short answers - Objective type - Essay - Quiz
II	T- 4 L- 4	Describe / Review the anatomy and physiology of human reproductive system	Maternal, Fetal & Newborn physiology: Anatomy and physiology of human reproductive system and conception Review: - Female organs of reproduction - Female pelvis – bones, joints,	- Lecture - Discussion - Self- directed learning - Models - Videos & films	- Quiz - Simulation. - Short answers - OSCE

			ligaments, planes, diameters, landmarks, inclination, variations in pelvis shape • Foetal skull- bones, sutures, fontanelles, diameters, moulding • Fetopelvic relationship Physiology of menstrual cycle,		
III	T – 10 L - 10 C - 40	Provide preconception care to eligible couples Describe the physiology, assessment and management of normal pregnancy including pre pregnancy care Demonstrate knowledge of midwifery practice throughout 1 st , 2 nd and 3 rd trimesters	Assessment and management of normal pregnancy(ante-natal) Pre pregnancy Care • Review of sexual development (Self Learning) • Socio-cultural aspects of human sexuality (Self Learning) • Preconception care • Pre-conception counseling (including awareness regarding normal births), Genetic counseling (Self Learning) • Planned parenthood Pregnancy assessment and antenatal care (I, II & III Trimesters) Normal 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.. • Physiological changes during pregnancy. - Reproductive system, Cardio-vascular system Respiratory system Urinary system, Gastrointestinal system, Metabolic changes, Skeletal changes, Skin changes Endocrine system & psychological changes Ante-natal care:	• Lecture • Discussion • Demonstration • Health talk • Role play. • Counseling session. • Case discussion/ presentation • Simulation. • Supervised Clinical practice • Refer SBA module & Safe motherhood booklet • Lab tests- performance and interpretation	• Short answers • Objective type. • Assessment of skills with check list. • Case study evaluation • OSCE

			I Trimester • Antenatal assessment: History taking, physical examination, breast examination laboratory investigation • Identification and management of minor discomforts of pregnancy • Antenatal care and counseling (lifestyles in pregnancy, nutrition, shared decision making, risky behavior in pregnancy, counseling regarding sexual life during pregnancy etc) • Danger signs during pregnancy • Birth preparedness and complication readiness (including promoting normalcy during pregnancy) • Respectful care and compassionate communication • Recording and reporting: Clinical procedures as per the GoIs guideline • GoI current model of ANC provision • Role of Doula/ASHAs II Trimester • Education and management of physiological changes and discomforts of 2nd trimester. • Rh negative and prophylactic anti D. • Second trimester tests and health education Interpreting screening results • Health education on IFA, calcium and vitamin D supplementation, glucose tolerance test, immunization etc • Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate -Doppler and pinnard's stethoscope, • Assessment of fetal well-being:, DFMC, biophysical profile, Non stress test,	• Refer Guidelines for calcium supplementat ion. • Demonstratio n of birthing position. • Scenario based learning. • Workshop on alternative birthing position	
--	--	--	--	---	--

			cardio- tocography, USG, Vibroacoustic stimulation, biochemical tests. • Antenatal care • Women centered care • Respectful care and compassionate communication • Referral and collaboration, empowerment • Ongoing risk assessment Maternal Mental Health III Trimester • Education and management of physiological changes and discomforts of 3rd trimester. • Third trimester tests and screening • Fetal engagement in late pregnancy • 3rd trimester antenatal education classes • Birth preparedness and complication readiness • Health education on exclusive breastfeeding • Danger signs of pregnancy- recognition of ruptured membranes • Ongoing risk assessment • Cultural needs • Women centered care. • Respectful and compassionate communication Alternative birthing positions- women's preferred choices • Role of Doula / ASHA's		
IV	T - 10 L - 12 C - 60	Apply the physiology of labour Describe the management and care during labour	Physiology, management and care during labour Review of • Normal labour and birth • Onset of birth/ labour • Per vaginal examination • Stages of labour • Organization of labor room- Triage, preparation for birth • Positive birth environment. • Respectful care and	• Lecture • Discussion • Demonstration • Bedside clinics. • Case discussion/ presentation	• Essay type • Short answers • Objective type. • Case study evaluation. • Assessment of skills with check list. • OSCE

		Discuss how to maintain an environment for labour in which the woman feels safe Work effectively with pain during labour Discuss how the midwife provides care and support for the women during birth to enhance physiology and promote normal birth Assess and provide care of the newborn immediately following birth	communication • Drugs used in labour Fist Stage • Physiology of normal labour • Monitoring progress of labour using Partograph • Assessing and monitoring fetal well being • Care during 1st stage of normal labour • Pain relief in labour (non-pharmacological and pharmacological) • Psychological support- Managing fear • Activity and positioning during first stage of labour • Nutrition during labour • Promote positive childbirth experience for women • Birth companion for labour • Role of Doula / ASHA's Second stage • Physiology (Mechanism of labour) • Signs of imminent labour • Intrapartum monitoring • Birth position of choice • Vaginal examination. • Psychological support Non-directive coaching • Management of birth/Conduction of delivery- preparation and supporting physiological birthing • Essential newborn care (ENBC) • Assessment and care of the newborn immediately following birth • Role of Doula / ASHA's Third Stage • Physiology - placental separation and expulsion, homeostasis • Physiological management of third stage of labour • Active management of	• Simulated practice. • Supervised Clinical practice – Per vaginal examination, Conduction of deliveries • SBA module. • LaQshyaguide lines. • Dakshitha guidelines	
--	--	---	--	---	--

		Discuss the impact of labour and birth as a transitional event in the woman's life. Ensure initiation of breast feeding and adequate latching	third stage of labour • Examination of placenta, membranes and vessels • Assess perineal, vaginal tear / injuries and suture if required • Insertion of postpartum IUCD • Immediate perineal care • Initiation of breast feeding • Skin to skin contact • Vitamin K prophylaxis • Newborn resuscitation Fourth Stage Care during 4th Stage of labour <i>Observation, Critical Analysis and Management of mother and newborn</i> • Maternal assessment, observation fundal height, uterine consistency, urine output, blood loss • Documentation and Record of birth • 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	T- 6 L- 6 C- 30	Describe the physiology, management and care of normal puerperium	Postpartum care/Ongoing care of women • Normal puerperium- Physiology, duration • Physiology of puerperium • 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	• Lecture • Discussion • Demonstration • Health talk • Simulated practice • Supervised Clinical practice • Refer SBA module • ENBC module	• Essay type • Short answers • Objective type • Assessment of skills with checklist • OSCE

			• Postnatal counseling and psychological support • Normal postnatal baby blues and recognition of post-natal depression • Transition to parenthood • Care for the mother from 72 hours to 6 weeks after the delivery. • 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		
VI	T- 6 L- 8 C- 30	Discuss the need for compassionate, family centered midwifery care of the newborn and how this is provided Describe the assessment and management of normal neonate	Assessment and ongoing care of normal neonates • Family centred care. • Respectful care and communication. • Normal Neonate - Physiological adaptation • Newborn assessment and care. • Screening for congenital anomalies • Care of newborn from 72 hours to 6 weeks after the delivery (Routine care of newborn) • Skin to skin contact and thermoregulation • Infection prevention (asepsis and hand washing) • Immunization • Minor disorders of newborn and its management	▪ Lecture. ▪ Discussion ▪ Demonstration ▪ Simulated practice session Supervised clinical practice • Refer safe deliver app module- newborn management	▪ Essay type ▪ Short answers ▪ Objective type • Assessment of skills with checklist. • OSCE

PRACTICUM

PLACEMENT: VI & VII SEMESTER

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

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

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

1. Counsel women and their families on pre-conception care
2. Demonstrate lab tests ex. urine pregnancy test
3. Perform antenatal assessment of pregnant women
4. Assess and care for normal antenatal mothers
5. Assist and perform specific investigations for antenatal mothers
6. Counsel mothers and their families on antenatal care and preparation for parenthood
7. Conduct childbirth education classes
8. Organize labour room
9. Prepare and provide respectful maternity care for mothers in labour
10. Perform per-vaginal examination for a woman in labour if indicated
11. Conduct normal childbirth with essential newborn care
12. Demonstrate skills in resuscitating the newborn
13. Assist women in the transition to motherhood
14. Perform postnatal and newborn assessment
15. Provide care for postnatal mothers and their newborn
16. Counsel mothers on postnatal and newborn care

SKILL LAB:

Procedures/ Skills for demonstration and return demonstration:

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

CLINICAL POSTINGS 4 weeks x 40hours/week

CLINICAL AREA	DURATION IN WEEKS	CLINICAL LEARNING OUTCOMES	PROCEDURAL COMPETENCIES /CLINICAL SKILLS	CLINICAL REQUIREMENTS	ASSESSMENT METHODS
Antenatal OPD and Antenatal ward	1 week	Perform antenatal assessment Perform laboratory tests for antenatal women and assist in selected antenatal diagnostic procedures Counsel antenatal women	- History collection - Physical examination - Obstetric examination - Pregnancy confirmation test - Urine testing - Blood testing for Hemoglobin - Blood test for malaria - Blood test for grouping and typing - Kick chart /DFMC /NST / CTG / USG - Antenatal counseling - Preparation for childbirth - Birth preparedness and complication readiness	- Antenatal palpation - Health talk - Case study	- OSCE - Case presentation
Post-partum clinic/ PTCT Centre and Postnatal Ward	1 week	Perform postnatal assessment Provide care to normal postnatal Mothers and newborn Postnatal counseling Provide family welfare services	- Postnatal assessment. - Care of postnatal mothers – normal. - Care of normal newborn - Lactation management - Postnatal counselling Health teaching on postnatal and newborn care - Family welfare counseling	- Postnatal assessment - Newborn assessment - Case study. - Case presentation - Cu-T insertion and removal	- Assignment - case study. - case presentation

Labour room	2 weeks	Monitor labour using partograph Provide care to women during labour Conduct normal delivery, provide care to mother and immediate care of newborn	• Assessment of woman in labour • Partograph • Per vaginal examination if indicated • Obstetric examination • Care during first stage of labour • Pain management techniques • Positions in labour • Preparation for labour – articles, physical, psychological • Conduction of normal delivery • Essential newborn care • Newborn resuscitation • Active management of third stage of labour • Monitoring and care during fourth stage of labour	• Partograph recording • PV examination • Assisting / Conduction of normal delivery • Case study • Case presentation • Episiotomy and suturing • Newborn resuscitation	• Assignment • case study • Case presentation
-------------	---------	--	---	--	---

Note: Completion of safe delivery App module during VII Semester

MENTAL HEALTH NURSING - II

PLACEMENT: VI SEMESTER

THEORY: 1 Credit (40 Hours)

PRACTICUM: Clinical: 2 Credits (160 Hours)

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

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

1. Apply nursing process in providing care to patients with substance use disorders, and personality and sexual disorders.
2. Apply nursing process in providing care to patients with behavioural and emotional disorders occurring during childhood and adolescence.
3. Apply nursing process in providing care to patients with organic brain disorders.
4. Identify and respond to psychiatric emergencies.
5. Carry out crisis interventions during emergencies under supervision.
6. Perform admission and discharge procedures as per MHCA 2017.
7. Explore the roles and responsibilities of community mental health nurse in delivering community mental health services.

COURSE OUTLINE

T – Theory

U

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	5 (T)	Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with substance use disorders	Managing Management of Patients with Substance Use Disorders • Prevalence and incidence • Commonly used psychotropic substance: classifications, forms, routes, action, intoxication and withdrawal • Psychodynamics/etiology of substance use disorder (Terminologies: Substance Use, Abuse, Tolerance, Dependence, Withdrawal) • Diagnostic criteria/formulations • Nursing Assessment: History (substance history), Physical, mental assessment and drug and drug assay • Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction, Brief interventions, MET, refusal skills, maintenance therapy) and nursing management of patients with substance use disorders • Special considerations for vulnerable population • Follow-up and home care and rehabilitation	• Lecture cum discussion • Case discussion • Case presentation • Clinical practice	• Essay • Short answer • Assessment of patient management problems
II	5 (T)	Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with personality, and sexual disorders	Managing Management of Patient with Personality and Sexual Disorders • Prevalence and incidence • Classification of disorders • Etiology, psychopathology, characteristics, diagnosis • Nursing Assessment: History, Physical and mental health assessment • Treatment modalities and nursing management of patients with personality, and sexual disorders • Geriatric considerations • Follow-up and home care and rehabilitation	• Lecture cum discussion • Case discussion • Case presentation • Clinical practice	• Essay • Short answer • Assessment of patient management problems
III	3 (T)	Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of childhood and adolescent disorders including mental deficiency	Managing Management of Behavioural & Emotional Disorders occurring during Childhood and Adolescence (Intellectual disability, autism, attention deficit, hyperactive disorder, eating disorders, learning disorder) • Prevalence and incidence • Classifications • Etiology, psychodynamics, Characteristics, diagnostic criteria/formulations	• Lecture cum discussion • Case discussion • Case presentation • Clinical practice	• Essay • Short answer • Assessment of patient management problems

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

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

COMMUNITY HEALTH NURSING – II

PLACEMENT: VII SEMESTER

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

PRACTICUM: Clinical: 2 Credit (160 hours)

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

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

1. Describe occupational health hazards, occupational diseases and the role of nurses in occupational health programmes
2. Identify health problems of older adults and provide primary care, counseling and supportive health services
3. Participate in screening for mental health problems in the community and providing appropriate referral services
4. Discuss the methods of data collection for HMIS, analysis and interpretation of data
5. Discuss about effective management of health information in community diagnosis and intervention
6. Describe the management system of delivery of community health services in rural and urban areas
7. 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
8. Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers (HWCs)
9. Identify the roles and responsibilities of health team members and explain their job description
10. Demonstrate initiative in preparing themselves and the community for disaster preparedness and management
11. Demonstrate skills in proper bio-medical waste management as per protocols.
12. Explain the roles and functions of various national and international health agencies

COURSE OUTLINE

UNIT	TIME	LEARNING OUTCOME	CONTENT	TEACHING /LEARNING ACTIVITIES	ASSESSMENT METHOD
I	4	Describe occupational health hazards, occupational diseases and the role of nurses in occupational health programmes	Occupational Health - Occupational health hazards - Occupational diseases - ESI Act - National/ State Occupational Health Programmes - Role of a nurse in occupational health services- Screening, diagnosing, management and referral of clients with occupational health problems	- Lecture, - Discussion, Demonstration, - Role play - Suggested field visits, Field practice	- Essay type - Short answers - Clinical performance evaluation
II	5	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 programme for health care of elderly (NPHCE) - State level programmes/ 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 type - Short answers
III	4 Hours	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 programme - National Mental Health Programme - 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 type - Short answers - Counseling report

IV	4 hours	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 ○ Collection, analysis, interpretation of data • Analysis of data for community needs assessment and preparation of health action plan	• Lecture • Discussion • Demonstration, • Role play • Suggested field visits, Field practice • Group project on community diagnosis-data management	Group project report • Essay type • Short answers
V	5 hours	Describe the system management of delivery of community health services in rural and urban areas	Delivery of community health services: • Planning, budgeting and material management of CHC, PHC, SC/HWC • Manpower planning as per IPHS standards • Rural: Organization, staffing and material management of rural health services provided by Government at village, SC/HWC, PHC, CHC, hospitals- district, state and central • Urban: Organization, staffing, and functions of urban health services provided by Government at slums, dispensaries, special clinics, municipal and corporate hospitals • Defense services • Institutional services • Other systems of medicine and health: Indian system of medicine, AYUSH clinics, Alternative health care system referral systems, Indigenous health services	• Lecture. • Discussion Visits to various health care delivery systems • Supervised field practice	• Essay type • Short answers - Filed visit reports
VII	8	Describe the leadership role in guiding, supervising, and monitoring the health services and the personnel	Leadership, Supervision and Monitoring • Understanding work responsibilities/job description of DPHN, Health Visitor, PHN, MPHW (Female), Multipurpose health Worker (Male), AWWs and ASHA • Roles and responsibilities of	• Lecture, • Discussion • Demonstration • Role play • Suggested field visits • Field practice	Report on interaction with MPHWs, HVs, ASHA, AWWs • Part

		at the PHCs, SCs and community level including financial management Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers (HWCs)	Mid -Level Health Care Providers (MLHPs) • Village Health Sanitation and Nutrition Committees (VHSNC) : objectives, composition and roles & responsibilities • Health team management <i>Review: Leadership & supervision-concepts, principles & methods</i> • Leadership in health: leadership approaches in healthcare setting, taking control of health of community and organizing health camps, village clinics • Training, Supportive supervision and monitoring-concepts, principles and process Eg. performance of frontline health workers • Financial Management and Accounting & Computing at Health Centers (SC) ○ Activities for which funds are received ○ Accounting and book keeping requirements- accounting principles & policies, book of accounts to be maintained, basic accounting entries, accounting process, payments & expenditure, fixed asset, SOE reporting format, utilization certificate (UC) reporting ○ Preparing a budget ○ Audit Records & Reports: • Concepts of records and reports-importance, legal implications, purposes, use of records, principles of record writing, filing of records • Types of records- community related records, registers, guidelines for maintaining • Report writing- purposes, documentation of activities, types of reports Medical Records Department- functions, filing and retention of medical records • Electronic Medical Records (EMR)- capabilities and components of EMR, electronic health record (EHR), levels of automation, attributes, benefits and disadvantages of EHR		icipation in training programmes • Essay Type. • Short answers
--	--	--	---	--	--

			Nurses' responsibility in record keeping and reporting		
VII	4 hours	Demonstrate initiative in preparing themselves and the community for disaster preparedness and management	Disaster Management - Disaster types and magnitude - Disaster preparedness - Emergency preparedness - Common problems during disasters and methods to overcome - Basic disaster supplies kit - Disaster response including emergency relief measures and Life saving techniques - Use disaster management module	- Lecture, Discussion, Demonstration, Role play - Suggested field visits, and field practice - Mock drills - Refer-Disaster module (NDMA) - National Disaster /INC – Reaching out in emergencies	
VIII	3 hours	Describe the importance of bio-medical waste management, its process and management	Bio-Medical Waste Management - Waste collection, segregation, transportation and management in the community - Waste management in health center/clinics - Bio-medical waste management guidelines – 2016, 2018 (Review)	- Lecture cum Discussion - Field visit to waste management site	Field visit report
IX	3 hours	Explain the roles and functions of various national and international health agencies	Health agencies International - WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, European Commission, Red cross, USAID, UNESCO, ILO, CAR, CIDA, JHPIEGO, any other National: Indian Red cross, Indian Council for Child Welfare, Family Planning Association of India, Tuberculosis Association of India, Central Social Welfare Board, All India Women's Conference, Blind Association of India, any other Voluntary Health Association of India (VHA)	- Lecture - Discussion - Field visits	- Essay type - Short answers

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

Identify research priority areas

Formulate research questions/problem statement/hypotheses

Review related literature on selected research problem and prepare annotated bibliography

Prepare sample data collection tool

Analyze and interpret the given data

Practice computing, descriptive statistics and correlation

Draw figures and types of graphs on given select data

Develop a research proposal

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	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	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; CINHALL, COCHRANE etc. Purposes Method of review	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	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	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	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	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/ Presentations of 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 obstetric and gynecology nursing. It helps them to acquire knowledge and skills in rendering respectful maternity care to high risk woman during antenatal, natal and postnatal periods in hospitals and community settings and help to develop skills in initial management and referral of high risk neonates. It would also help students to gain knowledge, attitude and skills in caring for women with gynecological disorders.

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

Describe the assessment, initial management, referral and respectful maternity care of women with high risk pregnancy.

Demonstrate competency in identifying deviation from normal pregnancy.

Describe the assessment, initial management, referral and nursing care of women with high risk labour.

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

Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions.

Demonstrate competency in the initial management of complications during the postnatal period.

Demonstrate competency in providing care for high risk newborn.

Apply nursing process in caring for high risk women and their families.

Describe the assessment and management of women with gynecological disorders.

Demonstrate skills in performing and assisting in specific gynecological procedures.

Describe the drugs used in obstetrics and gynecology.

Counsel and care for couples with infertility.

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	Recognition and Management of problems during Pregnancy Assessment of high-risk pregnancy Problems/Complications of Pregnancy 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	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	Essay Short answer Objective type Assessment of skills with check list OSCE

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

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

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Adoption – counseling, procedures Injuries and Trauma; Sexual violence Drugs used in treatment of gynaecological disorders		

Note: Complete safe delivery app during VII Semester.

SCOPE AND CAREER OPPORTUNITY

Career Opportunities

1. Clinical Nursing Services

- Staff Nurse
- ICU Nurse
- Emergency & Trauma Nurse
- Operation Theatre (OT) Nurse
- Dialysis Nurse
- Oncology Nurse
- Community Health Nurse
- Infection Control Nurse

2. Nursing Administration

- Ward In-charge
- Nursing Supervisor
- Nursing Superintendent
- Deputy Nursing Superintendent
- Hospital Administrator

P.B.B.Sc. Nursing graduates are eligible for supervisory and managerial positions that offer greater responsibilities and promotion opportunities.

3. Nursing Education

- Clinical Instructor
- Nursing Tutor
- Skills Lab Instructor
- Nursing Educator in Colleges and Schools

Teaching positions become more accessible after obtaining a degree qualification.

4. Public Health and Community Services

- Community Health Officer (CHO)
- Public Health Nurse
- NGO Health Program Coordinator
- School Health Nurse
- Primary Health Centre Nurse

5. Research and Quality Management

- Clinical Research Coordinator
- Research Assistant
- Quality Assurance Nurse
- NABH Accreditation Coordinator

Government Job Opportunities

Graduates can apply for:

- Nursing Officer posts in AIIMS
- ESIC Hospitals
- Railways
- Armed Forces Medical Services
- State Government Hospitals
- NHM (National Health Mission)
- Community Health Officer (CHO) positions

Higher Education Opportunities

After P.B.B.Sc. Nursing, students can pursue:

- M.Sc. Nursing
- MPH (Master of Public Health)
- MBA in Hospital Administration
- MHA (Master of Hospital Administration)
- PG Diploma Courses (Critical Care, Oncology, Emergency Nursing, etc.)
- Ph.D. in Nursing