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# ADICHUNCHANAGIRI UNIVERSITY

Estd. under ACU Act, 2012 (Karnataka Act No. 18 of 2013)  
B G Nagara - 571448, Karnataka, India

Revised Regulations and Curriculum

## B. Sc Nursing Degree Course (Semester System) - 2022



Regulated by

**Indian Nursing Council**

To Establish Uniform Standards of Training for Nurses,  
Midwives and Health Visitors.

**INDIAN NURSING COUNCIL****NOTIFICATION**

New Delhi, the 5th July, 2021

**[INDIAN NURSING COUNCIL {REVISED REGULATIONS AND CURRICULUM FOR B.SC. (NURSING) PROGRAM), REGULATIONS, 2020}]**

**F.No. 11-1/2019-INC.**—In exercise of the powers conferred by sub-section (1) of Section 16 of the Indian Nursing Council Act, 1947 (XLVIII of 1947), as amended from time to time, the Indian Nursing Council hereby makes the following regulations namely:—

**SHORT TITLE AND COMMENCEMENT**

- i. These Regulations may be called The Indian Nursing Council (Revised Regulations and Curriculum for B.Sc. (Nursing) Program) Regulations, 2020.
- ii. These Regulations shall come into force on the date of notification of the same in the official Gazette of India.

**DEFINITIONS**

In these Regulations, unless the context otherwise requires,

- i. 'the Act' means the Indian Nursing Council Act, 1947 (XLVIII of 1947) as amended from time to time;
- ii. 'the Council' means the Indian Nursing Council constituted under the Act of 1947;
- iii. 'SNRC' means the State Nurses and Midwives Registration Council by whichever name constituted and called by the respective State Governments;
- iv. 'B.Sc. (Nursing)' means the four year B.Sc. (Nursing) Degree qualification in Nursing recognized by the Council under Section 10 of the Act and included in Part-II of the Schedule to the Act;
- v. 'Authority' means a University or Body created by an Act for awarding the B.Sc. (Nursing) qualification recognized by the Council and included in Part-II of the Schedule to the Act;
- vi. 'School of Nursing' means a recognized training institution for the purpose of teaching of the GNM course;
- vii. 'College' means a recognized training institution for the purpose of training and teaching of the B.Sc. (Nursing) course;
- viii. 'CNE' means Continuing Nursing Education to be compulsorily undergone by the RN&RM/ RANM/RLHV for renewal of registration after every 5 (five) years.

**I. INTRODUCTION OF THE PROGRAM**

The B.Sc. nursing degree program is a four-year fulltime program comprising eight semesters, which prepares B.Sc. nursing graduates qualified to practice nursing and midwifery in a variety of settings in either public/government or private healthcare settings. It adopts credit system and semester system as per the Authority guidelines with minor modifications suitable to professional education in a hybrid form. The program encompasses foundational, core and elective courses. The choice-based system is applicable to electives only and is offered in the form of modules. Modular learning is also integrated in the foundational as well as core courses that 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.

## II. 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, 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.

## III. AIMS & OBJECTIVES

### AIMS

The aims of the undergraduate program are to

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

### OBJECTIVES

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

1. Utilize critical thinking to synthesize knowledge derived from physical, biological, behavioural sciences, and humanities, in the practice of professional nursing and midwifery.

2. Practice professional nursing and midwifery competently and safely in diverse settings, utilizing caring, critical thinking and therapeutic nursing interventions with individuals, families, populations and communities at any developmental stage and with varied lived health experiences.
3. Provide promotive, preventive and restorative health services in line with national health policies and programs.
4. Integrate professional caring into practice decisions that encompass values, ethical, and moral and legal aspects of nursing.
5. Respect the dignity, worth, and uniqueness of self and others.
6. Apply concepts of leadership, autonomy and management to the practice of nursing and midwifery to enhance quality and safety in health care.
7. Utilize the latest knowledge and skills related to information and technology to enhance patient outcomes.
8. Communicate effectively with patients, peers, and all health care providers.
9. Utilize the requisite knowledge, skills and technologies to practice independently and collaboratively with all health professionals applying the principles of safety and quality improvement.
10. Integrate research findings and nursing theory in decision making in evidence-based practice.
11. Accept responsibility and accountability for the effectiveness of one's own nursing and midwifery practice and professional growth as a learner, clinician and leader.
12. Participate in the advancement of the profession to improve health care for the betterment of the global society.

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

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

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

1. **Patient centered care:** Provide holistic care recognizing individual patient's preferences, values and needs, that is compassionate, coordinated, age and culturally appropriate safe and effective care.
2. **Professionalism:** Demonstrate accountability for the delivery of standard-based nursing care as per the Council standards that 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**

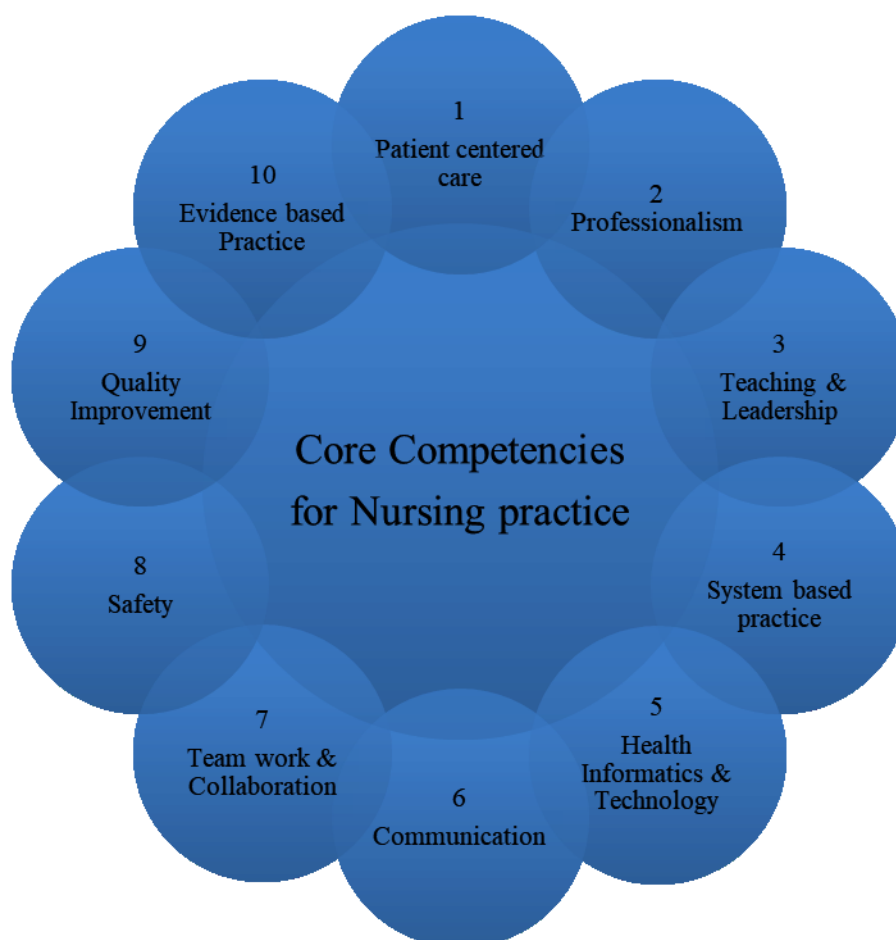


Figure 1. Core competencies for nursing and midwifery practice by B.Sc. Nursing Graduate {Adapted from NLN Model and Massachusetts: Nurse of the Future – Core Competencies (2016)}

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

1. The following Organizations/Establishments are eligible to establish/open a B.Sc. (Nursing) College of Nursing:
  - a) Central Government/State Government/Local Body;
  - b) Registered Private or Public Trust;
  - c) Organizations Registered under Societies Registration Act including Missionary Organizations;
  - d) Companies incorporated under Section 8 of Company's Act.
2. The eligible Organizations/Establishments should have their own 100 bedded Parent Hospital.  
Provided that in respect of Tribal and Hilly Area the requirement of own Parent Hospital is exempted.
  - a) Tribal Area – Scheduled notified area [*Areas as the President of India may by order declare to be Scheduled Areas*];
  - b) Hilly Area – UTs of Jammu & Kashmir and Ladakh, North Eastern States, Himachal Pradesh and Uttarakhand.
3. The eligible Organizations/Establishments should obtain Essentiality Certificate/No Objection Certificate from the concerned State Government where the B.Sc. (Nursing) College of Nursing is sought to be established. The particulars of the name of the College/Nursing Institution along with the name of the Trust/Society/Company [as mentioned in Trust Deed or Memorandum of Association] as also full address shall be mentioned in No Objection Certificate/Essentiality Certificate.

4. After receipt of the Essentiality Certificate/No objection Certificate, the eligible institution shall get recognition from the concerned SNRC for the B.Sc. (Nursing) program for the particular academic year, which is a mandatory requirement.
5. The Council shall after receipt of the above documents/proposal by online, would then conduct Statutory Inspection of the recognized training nursing institution under Section 13 of the Act in order to assess the suitability with regard to availability of Teaching faculty, Clinical and Infrastructural facilities in conformity with Regulations framed under the provisions of the Act.

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

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

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

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

OR

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

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

The beds of Parent Hospital shall be in one Unitary Hospital i.e. in same building/same campus. Further, the Parent Hospital shall be in the same State i.e. where the institution is located.

- a) It is to be noted that once a particular hospital is shown as "Parent Hospital" and permission given to the nursing institution to conduct nursing courses, then, the permission/suitability granted would last as long as the said hospital is attached as a "Parent Hospital".
- b) In case the trustee/member/director of the Trust/Society/Company withdraws the Undertaking given, in that case even the permission/ suitability letter issued would be deemed to have lapsed/stand withdrawn with immediate effect.

### 2. Change of Trust/Society

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

### 3. Change of Address

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

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

**5. Strict Compliance of the Syllabus prescribed by the Council**

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

**6. Close/Re-start of the Nursing Programs**

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

**7. Change of Name of the Institution**

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

**8. Re-Inspection**

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

**9. Number of Sanctioned Seats**

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

**10. Enhancement of Seats**

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

**11. Bond System**

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

**MINIMUM REQUIREMENTS OF PHYSICAL FACILITIES**

**Regulations pertaining to Building and Laboratories**

- (i) School and College of nursing can share laboratories, if they are in same campus under same name and under same Trust/Society/Company, that is the institution is one but offering different nursing programs. However they should have equipments and articles proportionate to the strength of admission. The classrooms should be available as per the requirement stipulated by the Council for each program.
- (ii) Further, two same programs by the same institute/Trust/Society/Company is not allowed in the same campus.

- (iii) The nursing institution can have all the nursing programs in the same building but with requisite program wise infrastructure. However, laboratories can be shared.
- (iv) If the Trust/Society/Company has some other educational programs, the nursing program shall be in separate block/floor with prescribed sq.ft. area.
- (v) Nursing program may be in hospital premises with a condition that it shall be in separate block/floor with prescribed sq.ft. area.
- (vi) Long lease by the Government will be considered. However, rented building shall not be considered as their own building.
- (vii) It is mandatory that institution shall have its own building within two years of its establishment.
- (viii) Own Building/Lease/Rented Building:

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

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

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

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

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

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

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

#### A. TEACHING BLOCK

The College of Nursing should be within 30 km distance from its parent hospital having space for expansion in an institutional area. For a college with an annual admission capacity of 60 students, the constructed area of the college should be 23200 square feet.

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

S.No.	Teaching Block	Area (in sq.ft.)
1	Lecture Hall	4 @ 900 = 3600
2	<b>Skill Lab/Simulation Laboratory</b>	
	i. Nursing Foundation including Adult Health Nursing & Advanced Nursing Lab	1600
	ii. Community Health Nursing & Nutrition Lab	1200
	iii. Obstetrics and Gynaecology Nursing Lab	900
	iv. Child Health Nursing Lab	900
	v. Pre-Clinical Science Lab	900
3	Computer Lab*	1500
4	A.V. Aids Room	600

5	Multipurpose Hall	3000
6	Common Room (Male and Female)	1000
7	Staff Room	800
8	Principal Room	300
9	Vice Principal Room	200
10	Library	2300
11	One Room for each Head of Departments	5 @ 200 = 1000
12	Faculty Room	2400
13	Provisions for Toilets	1000
<b>Total Constructed Area</b>		<b>23200 sq.ft.</b>

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

**Note:**

- i. Nursing educational institution should be in institutional area only and not in residential area.
- ii. If the institute has non-nursing program in the same building, nursing program should have separate teaching block.
- iii. Shift-wise management with other educational institutions will not be accepted.
- iv. Separate teaching block shall be available if it is in hospital premises.
- v. Proportionately the size of the built-up area will increase/decrease according to the number of seats approved.
- vi. The distance between two nursing colleges shall be more than 10 kilometres.

### 1. Class Rooms

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

### 2. Laboratories

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

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

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

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

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

*The Nutrition Laboratory* should have facilities for imparting basic knowledge of various methods of cooking for the healthy as well as for the sick. The furnishing and equipment should include worktables, cooking cutlery, trays, and

plates, dietetic scales, cooking utensils, microwave, racks/shelves, refrigerator, pressure cookers, mixie and cupboards for storage of food items. The food items shall be purchased for the conduct of practical classes as and when required. Sets of crockery and cutlery for preparation, napkins for serving and display of food also should be there. The laboratory equipment and articles mentioned in the “Laboratory Equipment and Articles” published by the Council should be available.

- c) *Obstetrics and Gynaecology Laboratory*: The laboratory should have equipment and articles as mentioned in “Laboratory Equipment and Articles” published by the Council.
- d) *Paediatrics Nursing Laboratory*: The laboratory should have equipment and articles as mentioned in “Laboratory Equipment and Articles” published by the Council.
- e) *Pre-Clinical Sciences Laboratory*: It is the laboratory of Biochemistry, Anatomy, and Microbiology. The laboratory equipment and articles mentioned in the “Laboratory Equipment & Articles” published by the Council should be available.
- f) *Computer Laboratory*: It shall have minimum computers in the ratio of 1 : 5 (computer : students) i.e., 12 computers for 60 students’ intake. The laboratory equipment and articles mentioned in the “Laboratory Equipment and Articles” published by the Council should be available.

### 3. Multipurpose Hall

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

### 4. Library

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

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

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

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

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

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

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

### 5. Audio-Visual Aids Room & Store Room

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

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

### 6. Other Facilities

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

### 7. Garage

Garage should accommodate a 50 seater vehicle.

**8. Fire Extinguisher**

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

**9. Playground**

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

**B. HOSTEL BLOCK**

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

**Hostel Block (60 Students)**

S.No.	Hostel Block	Area (in sq.ft.)
1.	Single Room	12000 (50 sq.ft. for each student)
	Double Room	
2.	Sanitary	One Latrine & One Bath Room (for 5 students) – $600 \times 4 = 2400$
3.	Visitor Room	500
4.	Reading Room	250
5.	Store	500
6.	Recreation Room	500
7.	Dining Hall	3000
8.	Kitchen & Store	1500
9.	Warden's room	450
<b>Total</b>		<b>21100 sq.ft.</b>

**Grand Total of Constructed Area**

Teaching Block 23200 sq.ft.

Hostel Block 21100 sq.ft.

**Grand Total 44300 sq.ft.**

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

**Hostel Facilities**

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

**1. Pantry**

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

**2. Washing & Ironing Space**

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

**3. Warden's Room**

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

**4. Telephone**

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

**5. Canteen**

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

**6. Transport**

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

**Staff for the Hostel**

1. Warden (Female) – 3: *Qualification:* B.Sc. Home Science or Diploma in Housekeeping/Catering. Minimum three wardens must be there in every hostel for morning, evening and night shifts. If number of students are more than 150, one more Warden/Assistant Warden for every additional 50 students.
2. Cook – 1: For every 20 students for each shift.
3. Kitchen & Dining Room helper – 1: For every 20 students for each shift.
4. Sweeper – 3
5. Gardener – 2
6. Security Guard/Chowkidar – 3

**CLINICAL FACILITIES for 60 students****1. Parent hospital**

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

**2. Additional Affiliation of Hospital**

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

**a. Criteria for Affiliation**

The types of experience for which a nursing college can affiliate are:

- Community Health Nursing
- Mental Health (Psychiatric) Nursing
- Specialty like Cardiology, Neurology, Oncology Nephrology, Orthopaedics, communicable/ infectious disease etc.
- Obstetrics, Gynaecology, Paediatrics etc.

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

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

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

S.No.	Areas of Clinical Experience	Number of Beds
1	Medicine	50
2	Surgery including OT	50
3	Obstetrics & Gynaecology	50

4	Paediatrics	30
5	Orthopaedics	15
6	Emergency medicine	10
7	Psychiatry	20

**4. Additional/Other Specialties/Facilities for clinical experience required are as follows:**

- Community Health Nursing – own/affiliated rural and urban community health centre
- Major OT
- Minor OT
- Dental, Otorhinolaryngology, Ophthalmology
- Burns and Plastic
- Neonatology care unit
- Communicable disease/Respiratory medicine/TB & chest diseases
- Dermatology
- Cardiology
- Oncology/Neurology/Neuro-surgery
- Nephrology
- ICU/ICCU
- Geriatric Medicine
- Any other specialty as per syllabus requirements

**Note:**

- i. Educational visits will also be conducted as per the B.Sc. (Nursing) syllabus (for example: Milk Treatment plant, Water and Sewage plant, Rehabilitation Centres, Orphanage, Geriatric Care, Home for Destitute, Professional Organisation etc.).
- ii. The Nursing Staffing norms in the Parent and Affiliated Hospital should be as per the Staff Inspection Unit (SIU) norms.
- iii. The Parent/affiliated Hospital should give student status to the candidates of the nursing program.
- iv. Maximum Distance between affiliated hospitals & institutions should not be more than 30 kms.
- v. For Hilly & Tribal the maximum distance can be 50 kms.
- vi. 1:3 student patient ratio to be maintained.
- vii. **Distribution of Beds:** At least one third of the total number of beds should be for medical patients and one third for surgical patients. The number of beds for male patients should not be less than 1/6<sup>th</sup> of the total number of beds i.e. at least 40 beds. There should be minimum of 100 deliveries per month. Provision should be made for clinics in health and family welfare and for preventive medicine.

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

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

**ANTI-RAGGING**

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

**BUDGET**

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

**TEACHING FACULTY**

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

**A. Qualifications & Experience of Teachers of College of Nursing**

S.No.	Post, Qualification & Experience
1	<b>Principal cum Professor</b> - Essential Qualification: M.Sc. (Nursing) Experience: M.Sc. (Nursing) having total 15 years' experience with M.Sc. (Nursing) out of which 10 years after M.Sc. (Nursing) in collegiate program. Ph.D. (Nursing) is desirable
2	<b>Vice-Principal cum Professor</b> - Essential Qualification: M.Sc. (Nursing) Experience: M.Sc. (Nursing) Total 12 years' experience with M.Sc. (Nursing) out of which 10 years teaching experience after M.Sc. (Nursing) Ph.D. (Nursing) is desirable
3	<b>Professor</b> - Essential Qualification: M.Sc. (Nursing) Experience: M.Sc. (Nursing) Total 12 years' experience with M.Sc. (Nursing) out of which 10 years teaching experience after M.Sc. (Nursing). Ph.D. (Nursing) is desirable
4	<b>Associate Professor</b> - Essential Qualification: M.Sc. (Nursing) Experience: Total 8 years' experience with M.Sc. (Nursing) including 5 years teaching experience Ph.D. (Nursing) desirable
5	<b>Assistant Professor</b> - Essential Qualification: M.Sc. (Nursing) Experience: M.Sc. (Nursing) with total 3 years teaching experience Ph.D. (Nursing) desirable
6	<b>Tutor</b> - M.Sc. (Nursing) preferable Experience: B.Sc. (Nursing)/P.B.B.Sc. (Nursing) with 1 year experience.

**B. College of Nursing which has a parent hospital shall adopt the integration of service and education model recommended by the Council placed at [www.indiannursingcouncil.org](http://www.indiannursingcouncil.org)****C. Departments**

**Number of Nursing departments = 6 (Six)**

- i. Nursing Foundation
- ii. Adult Health Nursing
- iii. Community Health Nursing
- iv. Midwifery/Obstetrics & Gynaecology Nursing
- v. Child Health Nursing
- vi. Mental Health Nursing

**Note:** Professor shall be head of the department.

S.No.	Designation	B.Sc. (Nursing) 40-60	B.Sc. (Nursing) 61-100
1	Principal	1	1
2	Vice-Principal	1	1
3	Professor	1	1-2
4	Associate Professor	2	2-4
5	Assistant Professor	3	3-8
6	Tutor	8-16	16-24
	<b>Total</b>	<b>16-24</b>	<b>24-40</b>

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

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

	I <sup>st</sup> year	II <sup>nd</sup> Year	III <sup>rd</sup> year	IV <sup>th</sup> year
40 Students	3 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics) + 2 Tutors	5 M.Sc. (Nursing) (2 – Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric) + 3 Tutors	7 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric, 2 - OBG) + 5 Tutors	8 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric, 3 - OBG) + 8 Tutors
60 Students	3 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics) + 3 Tutors	5 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric) + 7 Tutors	7 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric, 2 - OBG) + 11 Tutors	8 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric, 3 - OBG) + 16 Tutors
100 Students	5 M.Sc. (Nursing) (3 - Med Surg., 2 - Pediatrics) + 5 Tutors	8 M.Sc. (Nursing) (4 - Med Surg., 2 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric) + 12 Tutors	12 M.Sc. (Nursing) (4 - Med Surg., 2 - Pediatrics, 2 - Community Health Nursing, 2 - Psychiatric, 2 - OBG) + 18 Tutors	16 M.Sc. (Nursing) (4 - Med Surg., 2 - Pediatrics, 2 - Community Health Nursing, 2 - Psychiatric, 6 - OBG) + 24 Tutors

**D. Teachers for non-nursing courses (Part-time/external faculty\*\*)**

Sl.No.	Courses/Subjects
1	English
2	Anatomy
3	Physiology
4	Sociology
5	Psychology
6	Biochemistry
7	Nutrition & Dietetics
8	Health Nursing Informatics and Technology
9	Microbiology
10	Pharmacology
11	Pathology & Genetics
12	Forensic Nursing
13	Any other Clinical Discipline
14	Physical Education
15	Elective Courses

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

**Note:**

- i. 1:10 teacher student ratio.
- ii. All teachers including Principal & Vice Principal shall take classes, perform clinical teaching and supervision and other academic activities. Every faculty including Principal shall spend at least four hours each day.
- iii. One of the tutors need to stay at the community health field by rotation.
- iv. The salary of the teaching faculty in private Colleges of Nursing should not be less than what is admissible in the Colleges of Nursing under State/Central government or as per the UGC scales.
- v. Nursing service personnel should actively participate in instruction, supervision, guidance and evaluation of students in the clinical/community practice areas. The teaching faculty of the College of Nursing should work in close coordination with the nursing service personnel.
- vi. The teaching faculty of the College and nursing service personnel should be deputed to attend short term educational courses/workshops/conferences etc. to update their knowledge, skills and attitude.
- vii. It is mandatory for College authorities to treat teaching faculty of College of Nursing on duty with respect and dignity, when nominated/selected for the purpose of examination or inspection by the Council.
- viii. 50% of non-nursing courses/subjects should be taught by the nursing faculty. However, it will be supplemented by external faculty who are doctors or faculty in other disciplines having Post Graduate qualification in their requisite course. Nursing faculty who teach these courses shall be examiners for the taught course/s.

**E. Additional Staff for College of Nursing**

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

- Upper Division Clerk 2
- Lower Division Clerk 2
- Store Keeper 1
- Classroom Attendants 2
- Sanitary Staff - As per the physical space
- Security Staff - As per the requirement
- Peons/Office Attendants 4
- Library
  - a) Librarian 2
  - b) Library Attendants - As per the requirement
- Hostel
  - a) Wardens 3
    - Cooks, Bearers - As per the requirement
    - Gardeners and Dhobi (Desirable)

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

#### F. College Management Committee

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

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

#### ADMISSION TERMS AND CONDITIONS

1. The minimum age for admission shall be 17 years on 31<sup>st</sup> 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 12<sup>th</sup> 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:**

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

#### 9. Foreign Nationals:

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

#### 10. Admission/Selection Committee

This committee should comprise of:

- Principal (Chairperson)
- Vice-Principal
- Professor
- Chief Nursing Officer or Nursing Superintendent

#### 11. Admission Strength

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

#### 12. Health Services

There should be provisions for the following health services for the students.

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

### 13. Records

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

- a) For Students
  - i. Admission record
  - ii. Health record
  - iii. Class attendance record
  - iv. Clinical and Field Experience record
  - v. Internal assessment record for both theory and practical
  - vi. Mark Lists (University Results)
  - vii. Record of extracurricular activities of student (both in the College as well as outside)
  - viii. Leave record
  - ix. Practical record books – Procedure Book and Midwifery Record Book to be maintained as prescribed by the Council.
- b) For each academic year, for each class/batch
  - i. Course contents record (for each course/subjects)
  - ii. The record of the academic performance
  - iii. Rotation plans for each academic year
  - iv. Record of committee meetings
  - v. Record of the stock of the College
  - vi. Affiliation record
  - vii. Grant-in-aid record (if the College is receiving grant-in-aid from any source like State Govt. etc.)
  - viii. Cumulative record.
- c) Record of educational activities organized for teaching faculty (CNEs) and student, both in the College as well as outside.
- d) Annual reports (Record) of the achievement of the College prepared annually.
- e) College of Nursing should possess detailed and up-to-date record of each activity carried out in the College.

### 14. Transcript

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

**VI. CURRICULUM**

**Curricular Framework**

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

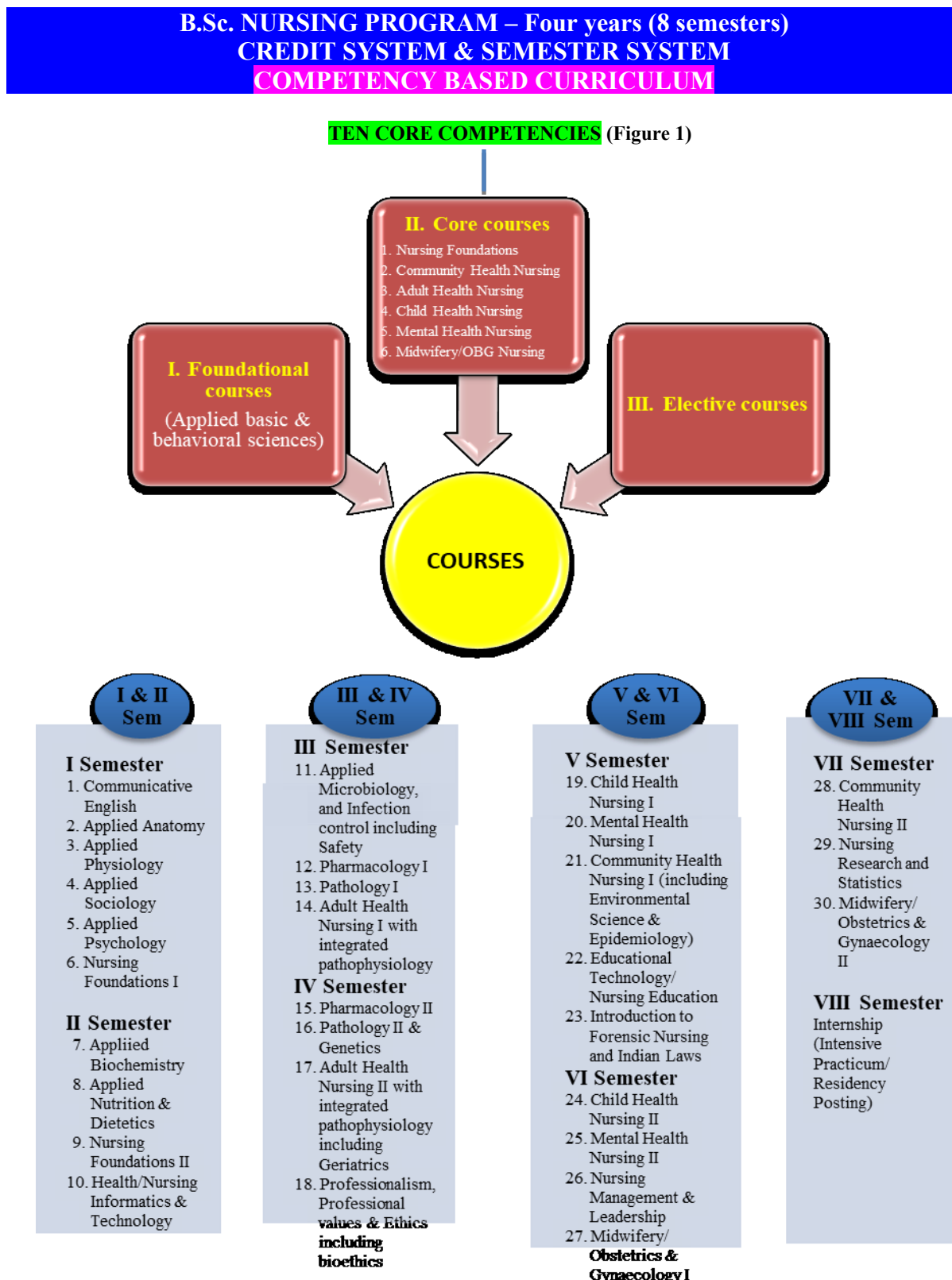


Figure 2. Curricular Framework

## 1. PROGRAM STRUCTURE

B.Sc. Nursing Program Structure			
<p><b>I Semester</b></p> <ol style="list-style-type: none"> <li>1. Communicative English</li> <li>2. Applied Anatomy</li> <li>3. Applied Physiology</li> <li>4. Applied Sociology</li> <li>5. Applied Psychology</li> <li>6. *Nursing Foundations I</li> </ol> <p><b>Mandatory Module</b> *First Aid as part of Nursing Foundation I Course</p>	<p><b>III Semester</b></p> <ol style="list-style-type: none"> <li>1. Applied Microbiology and Infection Control including Safety</li> <li>2. Pharmacology I</li> <li>3. Pathology I</li> <li>4. *Adult Health (Medical Surgical) Nursing I with integrated pathophysiology</li> </ol> <p><b>Mandatory Module</b> *BCLS as part of Adult Health Nursing I</p>	<p><b>V Semester</b></p> <ol style="list-style-type: none"> <li>1. *Child Health Nursing I</li> <li>2. Mental Health Nursing I</li> <li>3. Community Health Nursing I (including Environmental Science &amp; Epidemiology)</li> <li>4. Educational Technology/Nursing Education</li> <li>5. Introduction to Forensic Nursing and Indian Laws</li> </ol> <p><b>Mandatory Modules</b> *Essential Newborn Care (ENBC), Facility Based Newborn Care (FBNBC), IMNCI and PLS as part of Child Health Nursing</p>	<p><b>VII Semester</b></p> <ol style="list-style-type: none"> <li>1. Community Health Nursing II</li> <li>2. Nursing Research &amp; Statistics</li> <li>3. Midwifery/Obstetrics and Gynecology (OBG) Nursing II</li> </ol> <p><b>Mandatory Modules</b> *Safe delivery app under OBG Nursing I/II (VI/VII Semester)</p>
<p><b>II Semester</b></p> <ol style="list-style-type: none"> <li>1. Applied Biochemistry</li> <li>2. Applied Nutrition and Dietetics</li> <li>3. *Nursing Foundations II</li> <li>4. Health/Nursing Informatics &amp; Technology</li> </ol> <p><b>Mandatory Module</b> *Health Assessment as part of Nursing Foundation II Course</p>	<p><b>IV Semester</b></p> <ol style="list-style-type: none"> <li>1. *Pharmacology II</li> <li>2. Pathology II &amp; Genetics</li> <li>3. Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing</li> <li>4. Professionalism, Professional Values &amp; Ethics including Bioethics</li> </ol> <p><b>Mandatory Module</b> *Fundamentals of Prescribing under Pharmacology II *Palliative care module under Adult Health Nursing II</p>	<p><b>VI Semester</b></p> <ol style="list-style-type: none"> <li>1. Child Health Nursing II</li> <li>2. Mental Health Nursing II</li> <li>3. Nursing Management &amp; Leadership</li> <li>4. *Midwifery/Obstetrics and Gynecology (OBG) Nursing I</li> </ol> <p><b>Mandatory Module</b> * SBA Module under OBG Nursing I/II (VI/VII Semester)</p>	<p><b>VIII Semester</b></p> <p>Internship (Intensive Practicum/Residency Posting)</p>

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

**#Modules both mandatory and elective shall be certified by the institution/external agency.**

**MANDATORY MODULES**

The prepared modules/modules outlined by the Council such as Health Assessment & Fundamentals of Prescribing and available modules as National Guidelines (First Aid – NDMA, IMNCI, ENBC, FBNBC), Palliative Care, Safe Delivery App and SBA module will be provided in separate learning resource package.

For BCLS, PLS – Standard national/international modules can be used.

**ELECTIVE MODULES**

**Number of electives to be completed: 3 (Every module = 1 credit = 20 hours)**

**III & IV Semesters:** To complete any **one** elective by end of 4<sup>th</sup> semester across 1<sup>st</sup> to 4<sup>th</sup> semesters

- Human values
- Diabetes care
- Soft skills

**V & VI Semesters:** To complete any **one** of the following before end of 6<sup>th</sup> semester

- CBT
- Personality development
- Addiction psychiatry
- Adolescent health
- Sports health
- Accreditation and practice standards
- Developmental psychology
- Menopausal health
- Health Economics

**VII & VIII Semesters:** To complete any **one** of the following before end of 8<sup>th</sup> semester

- Scientific writing skills
- Lactation management
- Sexuality & Health
- Stress management
- Job readiness and employability in health care setting

**2. CURRICULUM IMPLEMENTATION: OVERALL PLAN**

**Duration of the program: 8 semesters**

**1-7 Semesters****One Semester Plan for the first 7 Semesters**

Total Weeks per Semester: 26 weeks per semester

Number of Weeks per Semester for instruction: 20 weeks (40 hours per week × 20 weeks = 800 hours)

Number of Working Days: Minimum of 100 working days (5 days per week × 20 weeks)

Vacation, Holidays, Examination and Preparatory Holidays: 6 weeks

Vacation: 3 weeks

Holidays: 1 week

Examination and Preparatory Holidays: 2 weeks

**8<sup>th</sup> Semester**

One semester: 22 weeks

Vacation: 1 week

Holidays: 1 week

Examination and Preparatory Holidays: 2 weeks

## 3. COURSES OF INSTRUCTION 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
	<b>TOTAL</b>	<b>20</b>	<b>400</b>	<b>2</b>	<b>80</b>	<b>2</b>	<b>160</b>	<b>20+2+2=24</b>	<b>640+80=720</b>		
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
			<b>TOTAL</b>	<b>13</b>	<b>260</b>	<b>4</b>	<b>160</b>	<b>4</b>	<b>320</b>	<b>13+4+4=21</b>	<b>740+60=800</b>
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
			<b>TOTAL</b>	<b>11</b>	<b>220</b>	<b>2</b>	<b>80</b>	<b>6</b>	<b>480</b>	<b>11+2+6=19</b>	<b>780+20=800</b>
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
			<b>TOTAL</b>	<b>12</b>	<b>240</b>	<b>1</b>	<b>40</b>	<b>6</b>	<b>480</b>	<b>12+1+ 6=19</b>	<b>760+40 =800</b>
5	<b>Fifth</b>	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
			<b>TOTAL</b>	<b>14</b>	<b>280</b>	<b>2</b>	<b>80</b>	<b>5</b>	<b>400</b>	<b>14+2+ 5=21</b>	<b>760+40 =800</b>
6	<b>Sixth</b>	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								-
			<b>TOTAL</b>	<b>10</b>	<b>200</b>	<b>1</b>	<b>40</b>	<b>7</b>	<b>560</b>	<b>10+1+ 7=18</b>	<b>800</b>
7	<b>Seventh</b>	N-COMH(II) 401	Community Health Nursing II	5	100			2	160		260
		NRST 405	Nursing Research & Statistics	2	40	2	80				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								-
			<b>TOTAL</b>	<b>10</b>	<b>200</b>	<b>3</b>	<b>120</b>	<b>6</b>	<b>480</b>	<b>10+3+ 6=19</b>	<b>800</b>
8	<b>Eight (Internshi p)</b>	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								
			<b>TOTAL = 22 weeks</b>					<b>12</b> (1 credit = 4 hours per week per semester )		<b>1056</b> {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
	<b>TOTAL</b>				156	6396
4	Self-study and Co-curricular	Saturdays (one semester = 5 hours per week × 20 weeks × 7 semesters = 700 hours)			12	240
					35	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
	<b>Total</b>	<b>141</b>	<b>6336 hours</b>	<b>100</b>

**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.

**4. 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
	<b>Theory</b>					
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				
	<b>Practical</b>					
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 1<sup>st</sup> semester will be added to Nursing Foundations II Theory Internal in the 2<sup>nd</sup> 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
<b>Theory</b>						
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
<b>Practical</b>						
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
<b>Theory</b>						
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
<b>Practical</b>						
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
<b>Theory</b>						
1	Pharmacology & Pathology (I & II) and Genetics	25 III Sem-25 & IV Sem-25 (with average of		75	3	100

		both)				
2	Adult Health Nursing II	25		75	3	100
3	Professionalism, Ethics and Professional Values	25	25		2	50
<b>Practical</b>						
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
<b>Theory</b>						
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
<b>Practical</b>						
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
<b>Theory</b>						
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				
<b>Practical</b>						
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
<b>Theory</b>						
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
<b>Practical</b>						
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
<b>Practical</b>						
1	Competency Assessment	100		100		200

## 5. 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.

## VII. ASSESSMENT GUIDELINES

### 1. Grading of Performance

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

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

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

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

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

**Computation of CGPA**

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

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

Semester 1	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
Cr × SGPA = 20 × 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

**2. Internal Assessment and Guidelines**

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

**3. University Theory and Practical Examination Pattern**

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

**SYLLABUS****COMMUNICATIVE ENGLISH****PLACEMENT: I SEMESTER**

**THEORY:** 2 Credits (40 hours)

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

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

1. Identify the significance of Communicative English for healthcare professionals.

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

### COURSE OUTLINE

#### T – Theory

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	5 (T)	Demonstrate attentive listening in different hypothetical situations	<b>Attentive Listening</b> <ul style="list-style-type: none"> <li>• Focusing on listening in different situations – announcements, descriptions, narratives, instructions, discussions, demonstrations</li> <li>• Reproducing Verbatim</li> <li>• Listening to academic talks/ lectures</li> <li>• Listening to presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to announcements, news, documentaries with tasks based on listening</li> <li>• With multiple choice, Yes/No and fill in the blank activities</li> </ul>	<ul style="list-style-type: none"> <li>• Checking individually against correct answers</li> <li>• Listening for specific information</li> <li>• Listening for overall meaning and instructions</li> <li>• Listening to attitudes and opinions</li> <li>• Listening to audio, video and identify key points</li> </ul>
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	<b>Speaking – Effective Conversation</b> <ul style="list-style-type: none"> <li>• Conversation situations – informal, formal and neutral</li> <li>• Factors influencing way of speaking – setting, topic, social relationship, attitude and language</li> <li>• Greetings, introductions, requesting, asking for and giving permission, speaking personally and casual conversations</li> <li>• Asking for information, giving instructions and directions</li> <li>• Agreeing and disagreeing, giving opinions</li> <li>• Describing people, places, events and things, narrating, reporting &amp; reaching conclusions</li> <li>• Evaluating and comparing</li> <li>• Complaints and suggestions</li> <li>• Telephone conversations</li> <li>• Delivering presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Different types of speaking activities related to the content</li> <li>• Guided with prompts and free discussions</li> <li>• Presentation techniques</li> <li>• Talking to peers and other adults.</li> <li>• Talking to patients and Patient attenders</li> <li>• Talking to other healthcare professionals</li> <li>• Classroom conversation</li> <li>• Scenario based learning tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Individual and group/peer assessment through live speaking tests</li> <li>• Presentation of situation in emergency and routine</li> <li>• Handoff</li> <li>• Reporting in doctors/nurses' rounds</li> <li>• Case presentation</li> <li>• Face to face oral communication</li> <li>• Speaking individually (Nurse to nurse/patient/doctor) and to others in the group</li> <li>• Telephonic talking</li> </ul>
V	5 (T)	Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes	<ul style="list-style-type: none"> <li>• <b>Reading</b></li> <li>• Reading strategies, reading notes and messages</li> <li>• Reading relevant articles and news items</li> <li>• Vocabulary for everyday activities, abbreviations and medical vocabulary</li> <li>• Understanding visuals, graphs, figures and notes on instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed tasks and exercises on reading for information, inference and evaluation</li> <li>• Vocabulary games and puzzles for medical lexis</li> </ul>	<ul style="list-style-type: none"> <li>• Reading/ summarizing/ justifying answers orally</li> <li>• Patient document</li> <li>• Doctor's prescription of care</li> <li>• Journal/news</li> </ul>

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

### APPLIED ANATOMY

**PLACEMENT:** I SEMESTER

**THEORY:** 3 Credits (60 hours)

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

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

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

## COURSE OUTLINE

## T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	8 (T)	<p>Define the terms relative to the anatomical position</p> <p>Describe the anatomical planes</p> <p>Define and describe the terms used to describe movements</p> <p>Organization of human body and structure of cell, tissues membranes and glands</p> <p>Describe the types of cartilage</p> <p>Compare and contrast the features of skeletal, smooth and cardiac muscle</p>	<p><b>Introduction to anatomical terms and organization of the human body</b></p> <ul style="list-style-type: none"> <li>• Introduction to anatomical terms relative to position – anterior, ventral, posterior dorsal, superior, inferior, median, lateral, proximal, distal, superficial, deep, prone, supine, palmar and plantar</li> <li>• Anatomical planes (axial/ transverse/ horizontal, sagittal/vertical plane and coronal/frontal/oblique plane)</li> <li>• Movements (flexion, extension, abduction, adduction, medial rotation, lateral rotation, inversion, eversion, supination, pronation, plantar flexion, dorsal flexion and circumduction)</li> <li>• Cell structure, Cell division</li> <li>• Tissue – definition, types, characteristics, classification, location</li> <li>• Membrane, glands – classification and structure</li> <li>• Identify major surface and bony landmarks in each body region, Organization of human body</li> <li>• Hyaline, fibro cartilage, elastic cartilage</li> <li>• Features of skeletal, smooth and cardiac muscle</li> <li>• Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Use of models</li> <li>• Video demonstration</li> <li>• Use of microscopic slides</li> <li>• Lecture cum Discussion</li> <li>• Video/Slides</li> <li>• Anatomical Torso</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• MCQ</li> <li>• Short answer</li> </ul>
II	6 (T)	<p>Describe the structure of respiratory system</p> <p>Identify the muscles of respiration and examine their contribution to the mechanism of breathing</p>	<p><b>The Respiratory system</b></p> <ul style="list-style-type: none"> <li>• Structure of the organs of respiration</li> <li>• Muscles of respiration</li> <li>• Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Models</li> <li>• Video/Slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>

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

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

**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	4 (T)	Describe the physiology of cell, tissues, membranes and glands	<b>General Physiology – Basic concepts</b> <ul style="list-style-type: none"> <li>Cell physiology including transportation across cell membrane</li> <li>Body fluid compartments, Distribution of total body fluid, intracellular and extracellular compartments, major electrolytes and maintenance of homeostasis</li> <li>Cell cycle</li> <li>Tissue – formation, repair</li> <li>Membranes and glands – functions</li> <li>Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Review – discussion</li> <li>Lecture cum Discussion</li> <li>Video demonstrations</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>MCQ</li> <li>Short answer</li> </ul>
II	6 (T)	Describe the physiology and mechanism of respiration  Identify the muscles of respiration and examine their contribution to the mechanism of breathing	<b>Respiratory system</b> <ul style="list-style-type: none"> <li>Functions of respiratory organs</li> <li>Physiology of respiration</li> <li>Pulmonary circulation – functional features</li> <li>Pulmonary ventilation, exchange of gases</li> <li>Carriage of oxygen and carbon-dioxide, Exchange of gases in tissue</li> <li>Regulation of respiration</li> <li>Hypoxia, cyanosis, dyspnea, periodic breathing</li> <li>Respiratory changes during exercise</li> <li>Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Video slides</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>MCQ</li> </ul>
III	8 (T)	Describe the functions of digestive system	<b>Digestive system</b> <ul style="list-style-type: none"> <li>Functions of the organs of digestive tract</li> <li>Saliva – composition, regulation of secretion and functions of saliva</li> <li>Composition and function of gastric juice, mechanism and regulation of gastric secretion</li> <li>Composition of pancreatic juice, function, regulation of pancreatic secretion</li> <li>Functions of liver, gall bladder and pancreas</li> <li>Composition of bile and function</li> <li>Secretion and function of small and large intestine</li> <li>Movements of alimentary tract</li> <li>Digestion in mouth, stomach, small intestine, large intestine, absorption of food</li> <li>Application and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Video slides</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>MCQ</li> </ul>
IV	6 (T)	Explain the functions of the	<b>Circulatory and Lymphatic system</b> <ul style="list-style-type: none"> <li>Functions of heart, conduction system,</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		heart, and physiology of circulation	cardiac cycle, Stroke volume and cardiac output <ul style="list-style-type: none"> <li>• Blood pressure and Pulse</li> <li>• Circulation – principles, factors influencing blood pressure, pulse</li> <li>• Coronary circulation, Pulmonary and systemic circulation</li> <li>• Heart rate – regulation of heart rate</li> <li>• Normal value and variations</li> <li>• Cardiovascular homeostasis in exercise and posture</li> <li>• Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Video/Slides</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> </ul>
V	5 (T)	Describe the composition and functions of blood	<b>Blood</b> <ul style="list-style-type: none"> <li>• Blood – Functions, Physical characteristics</li> <li>• Formation of blood cells</li> <li>• Erythropoiesis – Functions of RBC, RBC life cycle</li> <li>• WBC – types, functions</li> <li>• Platelets – Function and production of platelets</li> <li>• Clotting mechanism of blood, clotting time, bleeding time, PTT</li> <li>• Hemostasis – role of vasoconstriction, platelet plug formation in hemostasis, coagulation factors, intrinsic and extrinsic pathways of coagulation</li> <li>• Blood groups and types</li> <li>• Functions of reticuloendothelial system, immunity</li> <li>• Application in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• MCQ</li> </ul>
VI	5 (T)	Identify the major endocrine glands and describe their functions	<b>The Endocrine system</b> <ul style="list-style-type: none"> <li>• Functions and hormones of Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands.</li> <li>• Other hormones</li> <li>• Alterations in disease</li> <li>• Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Explain using charts</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• MCQ</li> </ul>
VII	4 (T)	Describe the structure of various sensory organs	<b>The Sensory Organs</b> <ul style="list-style-type: none"> <li>• Functions of skin</li> <li>• Vision, hearing, taste and smell</li> <li>• Errors of refraction, aging changes</li> <li>• Application and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Video</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• MCQ</li> </ul>
VIII	6 (T)	Describe the functions of	<b>Musculoskeletal system</b>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Structured essay</li> </ul>

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Reflexes</li> <li>• CSF formation, composition, circulation of CSF, blood brain barrier and blood CSF barrier</li> <li>• Application and implication in nursing</li> </ul>		

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

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

### APPLIED SOCIOLOGY

**PLACEMENT:** I SEMESTER

**THEORY:** 3 Credits (60 hours)

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

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

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

### COURSE OUTLINE

#### T – Theory

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

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

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

### APPLIED PSYCHOLOGY

#### PLACEMENT: I SEMESTER

#### THEORY: 3 Credits (60 Hours)

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

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

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

## COURSE OUTLINE

## T – Theory

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

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

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

### 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	<b>Introduction to health and illness</b> <ul style="list-style-type: none"> <li>• Concept of Health – Definitions (WHO), Dimensions</li> <li>• Maslow’s hierarchy of needs</li> <li>• Health – Illness continuum</li> <li>• Factors influencing health</li> <li>• Causes and risk factors for developing illnesses</li> <li>• Illness – Types, illness behavior</li> <li>• Impact of illness on patient and family</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> </ul>
II	5 (T)	Describe the levels of illness prevention and care, health care services	<b>Health Care Delivery Systems – Introduction of Basic Concepts &amp; Meanings</b> <ul style="list-style-type: none"> <li>• Levels of Illness Prevention – Primary (Health Promotion), Secondary and Tertiary</li> <li>• Levels of Care – Primary, Secondary and Tertiary</li> <li>• Types of health care agencies/ services – Hospitals, clinics, Hospice, rehabilitation centres, extended care facilities</li> <li>• Hospitals – Types, Organization and</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<p>Functions</p> <ul style="list-style-type: none"> <li>• Health care teams in hospitals – members and their role</li> </ul>		
III	12 (T)	<p>Trace the history of Nursing</p> <p>Explain the concept, nature and scope of nursing</p> <p>Describe values, code of ethics and professional conduct for nurses in India</p>	<p><b>History of Nursing and Nursing as a profession</b></p> <ul style="list-style-type: none"> <li>• History of Nursing, History of Nursing in India</li> <li>• Contributions of Florence Nightingale</li> <li>• 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</li> <li>• Nursing as a profession – definition and characteristics/criteria of profession</li> <li>• Values – Introduction – meaning and importance</li> <li>• Code of ethics and professional conduct for nurses – Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Case discussion</li> <li>• Role plays</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• Objective type</li> </ul>
IV	8 (T) 3 (SL)	<p>Describe the process, principles, and types of communication</p> <p>Explain therapeutic, non-therapeutic and professional communication</p> <p>Communicate effectively with patients, their families and team members</p>	<p><b>Communication and Nurse Patient Relationship</b></p> <ul style="list-style-type: none"> <li>• Communication – Levels, Elements and Process, Types, Modes, Factors influencing communication</li> <li>• Methods of effective communication/therapeutic communication techniques</li> <li>• Barriers to effective communication/non-therapeutic communication techniques</li> <li>• Professional communication</li> <li>• Helping Relationships (Nurse Patient Relationship) – Purposes and Phases</li> <li>• Communicating effectively with patient, families and team members</li> <li>• Maintaining effective human relations and communication with vulnerable groups (children, women, physically and mentally challenged and elderly)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Role play and video film on Therapeutic Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> </ul>
V	4 (T) 2 (SL)	<p>Describe the purposes, types and techniques of recording and reporting</p> <p>Maintain records and reports accurately</p>	<p><b>Documentation and Reporting</b></p> <ul style="list-style-type: none"> <li>• Documentation – Purposes of Reports and Records</li> <li>• Confidentiality</li> <li>• Types of Client records/Common Record-keeping forms</li> <li>• Methods/Systems of documentation/Recording</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Guidelines for documentation</li> <li>• Do's and Don'ts of documentation/Legal guidelines for Documentation/Recording</li> <li>• Reporting – Change of shift reports, Transfer reports, Incident reports</li> </ul>		
VI	15 (T) 20 (SL)	Describe principles and techniques of monitoring and maintaining vital signs  Assess and record vital signs accurately	<p><b>Vital signs</b></p> <ul style="list-style-type: none"> <li>• Guidelines for taking vital signs</li> <li>• <i>Body temperature</i> – <ul style="list-style-type: none"> <li>○ Definition, Physiology, Regulation, Factors affecting body temperature</li> <li>○ Assessment of body temperature – sites, equipment and technique</li> <li>○ Temperature alterations – Hyperthermia, Heat Cramps, Heat Exhaustion, Heatstroke, Hypothermia</li> <li>○ Fever/Pyrexia – Definition, Causes, Stages, Types</li> </ul> </li> <li>• Nursing Management <ul style="list-style-type: none"> <li>○ Hot and Cold applications</li> </ul> </li> <li>• <i>Pulse:</i> <ul style="list-style-type: none"> <li>○ Definition, Physiology and Regulation, Characteristics, Factors affecting pulse</li> <li>○ Assessment of pulse – sites, equipment and technique</li> <li>○ Alterations in pulse</li> </ul> </li> <li>• <i>Respiration:</i> <ul style="list-style-type: none"> <li>○ Definition, Physiology and Regulation, Mechanics of breathing, Characteristics, Factors affecting respiration</li> <li>○ Assessment of respirations – technique</li> <li>○ Arterial Oxygen saturation</li> <li>○ Alterations in respiration</li> </ul> </li> <li>• <i>Blood pressure:</i> <ul style="list-style-type: none"> <li>○ Definition, Physiology and Regulation, Characteristics, Factors affecting BP</li> <li>○ Assessment of BP – sites, equipment and technique, Common Errors in BP Assessment</li> <li>○ Alterations in Blood Pressure</li> </ul> </li> <li>• Documenting Vital Signs</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration &amp; Re-demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Document the given values of temperature, pulse, and respiration in the graphic sheet</li> <li>• OSCE</li> </ul>
VII	3 (T)	Maintain equipment and linen	<p><b>Equipment and Linen</b></p> <ul style="list-style-type: none"> <li>• Types – Disposables and reusable <ul style="list-style-type: none"> <li>○ Linen, rubber goods, glassware, metal, plastics, furniture</li> </ul> </li> <li>• Introduction – Indent, maintenance, Inventory</li> </ul>		

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>○ Pharmacological and Non-pharmacological pain relieving measures – Use of narcotics, TENS devices, PCA</li> <li>○ Invasive techniques of pain management</li> <li>○ Any other newer measures</li> <li>○ CAM (Complementary &amp; Alternative healing Modalities)</li> </ul>		
X	5 (T) 3 (SL)	Describe the concept of patient environment	<p><b>Promoting Safety in Health Care Environment</b></p> <ul style="list-style-type: none"> <li>● Physical environment – Temperature, Humidity, Noise, Ventilation, Light, Odor, Pest control</li> <li>● Reduction of Physical hazards – fire, accidents</li> <li>● Fall Risk Assessment</li> <li>● Role of nurse in providing safe and clean environment</li> <li>● Safety devices – <ul style="list-style-type: none"> <li>○ Restraints – Types, Purposes, Indications, Legal Implications and Consent, Application of Restraints-Skill and Practice guidelines</li> <li>○ Other Safety Devices – Side rails, Grab bars, Ambu alarms, non-skid slippers etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Discussion</li> <li>● Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>● Essay</li> <li>● Short answer</li> <li>● Objective type</li> </ul>
XI	6 (T) 2 (SL)	Explain and perform admission, transfer, and discharge of a patient	<p><b>Hospital Admission and discharge</b></p> <ul style="list-style-type: none"> <li>● Admission to the hospital Unit and preparation of unit <ul style="list-style-type: none"> <li>○ Admission bed</li> <li>○ Admission procedure</li> <li>○ Medico-legal issues</li> <li>○ Roles and Responsibilities of the nurse</li> </ul> </li> <li>● Discharge from the hospital <ul style="list-style-type: none"> <li>○ Types – Planned discharge, LAMA and Abscond, Referrals and transfers</li> <li>○ Discharge Planning</li> <li>○ Discharge procedure</li> <li>○ Medico-legal issues</li> <li>○ Roles and Responsibilities of the nurse</li> <li>○ Care of the unit after discharge</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Discussion</li> <li>● Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>● Essay</li> <li>● Short answer</li> <li>● Objective type</li> </ul>
XII	8 (T) 10 (SL)	Demonstrate skill in caring for patients with restricted mobility	<p><b>Mobility and Immobility</b></p> <ul style="list-style-type: none"> <li>● Elements of Normal Movement, Alignment &amp; Posture, Joint Mobility, Balance, Coordinated Movement</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Discussion</li> <li>● Demonstration &amp;</li> </ul>	<ul style="list-style-type: none"> <li>● Essay</li> <li>● Short answer</li> <li>● Objective</li> </ul>

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

\*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**

<b>S.No.</b>	<b>Competencies</b>	<b>Mode of Teaching</b>
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	<b>Communication and Nurse patient relationship</b> <ul style="list-style-type: none"> <li>• Maintaining Communication with patient and family and interpersonal relationship</li> <li>• Documentation and Reporting <ul style="list-style-type: none"> <li>○ Documenting patient care and procedures</li> <li>○ Verbal report</li> <li>○ Written report</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• OSCE</li> </ul>
	2	Demonstrate skill in monitoring vital signs  Care for patients with altered vital signs  Demonstrate skill in implementing standard precautions and use of PPE	<i>Vital signs</i> <ul style="list-style-type: none"> <li>• Monitor/measure and document vital signs in a graphic sheet <ul style="list-style-type: none"> <li>○ Temperature (oral, tympanic, axillary)</li> <li>○ Pulse (Apical and peripheral pulses)</li> <li>○ Respiration</li> <li>○ Blood pressure</li> <li>○ Pulse oximetry</li> </ul> </li> <li>• Interpret and report alteration</li> <li>• Cold Applications – Cold Compress, Ice cap, Tepid Sponging</li> <li>• Care of equipment – thermometer, BP apparatus, Stethoscope, Pulse oximeter</li> </ul> <i>Infection control in Clinical settings</i> <ul style="list-style-type: none"> <li>• Hand hygiene</li> <li>• Use of PPE</li> </ul>	<ul style="list-style-type: none"> <li>• Care of patients with alterations in vital signs- 1</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of clinical skills using checklist</li> <li>• OSCE</li> </ul>
	3	Demonstrate skill in meeting the comfort needs of the patients	<b>Comfort, Rest &amp; Sleep, Pain and Promoting Safety in Health Care Environment</b> <i>Comfort, Rest &amp; Sleep</i> <ul style="list-style-type: none"> <li>• Bed making- <ul style="list-style-type: none"> <li>○ Open</li> <li>○ Closed</li> <li>○ Occupied</li> <li>○ Post-operative</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Assessment of clinical skills using checklist</li> <li>• OSCE</li> </ul>

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

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

### APPLIED BIOCHEMISTRY

**PLACEMENT:** II SEMESTER

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

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

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

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

## COURSE OUTLINE

## T – Theory

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

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

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

### APPLIED NUTRITION AND DIETETICS

**PLACEMENT: II SEMESTER**

**THEORY: 3 credits (60 hours)**

Theory : 45 hours

Lab : 15 hours

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

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

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

### COURSE OUTLINE

#### T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Define nutrition and its relationship to Health	<p><b>Introduction to Nutrition</b></p> <p><i>Concepts</i></p> <ul style="list-style-type: none"> <li>• Definition of Nutrition &amp; Health</li> <li>• Malnutrition – Under Nutrition &amp; Over Nutrition</li> <li>• Role of Nutrition in maintaining health</li> <li>• Factors affecting food and nutrition</li> </ul> <p><i>Nutrients</i></p> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Macro &amp; Micronutrients</li> <li>• Organic &amp; Inorganic</li> <li>• Energy Yielding &amp; Non-Energy Yielding</li> </ul> <p><i>Food</i></p> <ul style="list-style-type: none"> <li>• Classification – Food groups</li> <li>• Origin</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Charts/Slides</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> </ul>
II	3 (T)	Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates  Explain BMR and factors affecting BMR	<p><b>Carbohydrates</b></p> <ul style="list-style-type: none"> <li>• Composition – Starches, sugar and cellulose</li> <li>• Recommended Daily Allowance (RDA)</li> <li>• Dietary sources</li> <li>• Functions</li> </ul> <p><b>Energy</b></p> <ul style="list-style-type: none"> <li>• Unit of energy – Kcal</li> <li>• Basal Metabolic Rate (BMR)</li> <li>• Factors affecting BMR</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Charts/Slides</li> <li>• Models</li> <li>• Display of food items</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> </ul>
III	3 (T)	Describe the classification, Functions, sources	<p><b>Proteins</b></p> <ul style="list-style-type: none"> <li>• Composition</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Charts/Slides</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		and RDA of proteins.	<ul style="list-style-type: none"> <li>• Eight essential amino acids</li> <li>• Functions</li> <li>• Dietary sources</li> <li>• Protein requirements – RDA</li> </ul>	<ul style="list-style-type: none"> <li>• Models</li> <li>• Display of food items</li> </ul>	answer
IV	2 (T)	Describe the classification, Functions, sources and RDA of fats	<b>Fats</b> <ul style="list-style-type: none"> <li>• Classification – Saturated &amp; unsaturated</li> <li>• Calorie value</li> <li>• Functions</li> <li>• Dietary sources of fats and fatty acids</li> <li>• Fat requirements – RDA</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Charts/Slides</li> <li>• Models</li> <li>• Display of food items</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> </ul>
V	3 (T)	Describe the classification, functions, sources and RDA of vitamins	<b>Vitamins</b> <ul style="list-style-type: none"> <li>• Classification – fat soluble &amp; water soluble</li> <li>• Fat soluble – Vitamins A, D, E, and K</li> <li>• Water soluble – Thiamine (vitamin B1), Riboflavin (vitamin B2), Nicotinic acid, Pyridoxine (vitamin B6), Pantothenic acid, Folic acid, Vitamin B12, Ascorbic acid (vitamin C)</li> <li>• Functions, Dietary Sources &amp; Requirements – RDA of every vitamin</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Charts/Slides</li> <li>• Models</li> <li>• Display of food items</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> </ul>
VI	3 (T)	Describe the classification, functions, sources and RDA of minerals	<b>Minerals</b> <ul style="list-style-type: none"> <li>• Classification – Major minerals (Calcium, phosphorus, sodium, potassium and magnesium) and Trace elements</li> <li>• Functions</li> <li>• Dietary Sources</li> <li>• Requirements – RDA</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Charts/Slides</li> <li>• Models</li> <li>• Display of food items</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very short answer</li> </ul>
VII	7 (T) 8 (L)	Describe and plan balanced diet for different age groups, pregnancy, and lactation	<b>Balanced diet</b> <ul style="list-style-type: none"> <li>• Definition, principles, steps</li> <li>• Food guides – Basic Four Food Groups</li> <li>• RDA – Definition, limitations, uses</li> <li>• Food Exchange System</li> <li>• Calculation of nutritive value of foods</li> <li>• Dietary fibre</li> </ul> <b>Nutrition across life cycle</b> <ul style="list-style-type: none"> <li>• Meal planning/Menu planning – Definition, principles, steps</li> <li>• Infant and Young Child Feeding (IYCF) guidelines – breast feeding, infant foods</li> <li>• Diet plan for different age groups –</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Meal planning</li> <li>• Lab session on <ul style="list-style-type: none"> <li>○ Preparation of balanced diet for different categories</li> <li>○ Low cost nutritious dishes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very short answer</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Children, adolescents and elderly <ul style="list-style-type: none"> <li>• Diet in pregnancy – nutritional requirements and balanced diet plan</li> <li>• Anemia in pregnancy – diagnosis, diet for anemic pregnant women, iron &amp; folic acid supplementation and counseling</li> <li>• Nutrition in lactation – nutritional requirements, diet for lactating mothers, complementary feeding/ weaning</li> </ul>		
<b>VIII</b>	6 (T)	Classify and describe the common nutritional deficiency disorders and identify nurses' role in assessment, management and prevention	<b>Nutritional deficiency disorders</b> <ul style="list-style-type: none"> <li>• Protein energy malnutrition – magnitude of the problem, causes, classification, signs &amp; symptoms, Severe acute malnutrition (SAM), management &amp; prevention and nurses' role</li> <li>• Childhood obesity – signs &amp; symptoms, assessment, management &amp; prevention and nurses' role</li> <li>• Vitamin deficiency disorders – vitamin A, B, C &amp; D deficiency disorders –causes, signs &amp; symptoms, management &amp; prevention and nurses' role</li> <li>• Mineral deficiency diseases – iron, iodine and calcium deficiencies –causes, signs &amp; symptoms, management &amp; prevention and nurses' role</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Charts/Slides</li> <li>• Models</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> </ul>
<b>IX</b>	4 (T) 7 (L)	Principles of diets in various diseases	<b>Therapeutic diets</b> <ul style="list-style-type: none"> <li>• Definition, Objectives, Principles</li> <li>• Modifications – Consistency, Nutrients,</li> <li>• Feeding techniques.</li> <li>• Diet in Diseases – Obesity, Diabetes Mellitus, CVD, Underweight, Renal diseases, Hepatic disorders Constipation, Diarrhea, Pre and Post-operative period</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Meal planning</li> <li>• Lab session on preparation of therapeutic diets</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> </ul>
<b>X</b>	3 (T)	Describe the rules and preservation of nutrients	<b>Cookery rules and preservation of nutrients</b> <ul style="list-style-type: none"> <li>• Cooking – Methods, Advantages and Disadvantages</li> <li>• Preservation of nutrients</li> <li>• Measures to prevent loss of nutrients during preparation</li> <li>• Safe food handling and Storage of foods</li> <li>• Food preservation</li> <li>• Food additives and food adulteration</li> <li>• Prevention of Food Adulteration Act (PFA)</li> <li>• Food standards</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Charts/Slides</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> </ul>

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

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

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

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

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

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>▪ Peripheral venipuncture sites</li> <li>▪ Types of IV fluids</li> <li>▪ Calculation for making IV fluid plan</li> <li>▪ Complications of IV fluid therapy</li> <li>▪ Measuring fluid intake and output</li> <li>▪ Administering Blood and Blood components</li> <li>▪ Restricting fluid intake</li> <li>▪ Enhancing Fluid intake</li> </ul>		
<b>IX</b>	20 (T) 22 (SL)	<p>Explain the principles, routes, effects of administration of medications</p> <p>Calculate conversions of drugs and dosages within and between systems of measurements</p> <p>Administer oral and topical medication and document accurately under supervision</p>	<p><b>Administration of Medications</b></p> <ul style="list-style-type: none"> <li>• Introduction – Definition of Medication, Administration of Medication, Drug Nomenclature, Effects of Drugs, Forms of Medications, Purposes, Pharmacodynamics and Pharmacokinetics</li> <li>• Factors influencing Medication Action</li> <li>• Medication orders and Prescriptions</li> <li>• Systems of measurement</li> <li>• Medication dose calculation</li> <li>• Principles, 10 rights of Medication Administration</li> <li>• Errors in Medication administration</li> <li>• Routes of administration</li> <li>• Storage and maintenance of drugs and Nurses responsibility</li> <li>• Terminologies and abbreviations used in prescriptions and medications orders</li> <li>• Developmental considerations</li> <li>• Oral, Sublingual and Buccal routes: Equipment, procedure</li> <li>• 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.</li> <li>• Equipment – Syringes &amp; needles, cannulas, Infusion sets – parts, types, sizes</li> <li>• Types of vials and ampoules, Preparing Injectable medicines from vials and ampoules</li> <li>○ Care of equipment: decontamination and disposal of syringes, needles,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration &amp; Re-demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> <li>• OSCE</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			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/ 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, intra-pleural, intra-arterial		
X	5 (T) 6 (SL)	Provide care to patients with altered functioning of sense organs and unconsciousness in supervised clinical practice	<b>Sensory needs</b> ● 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) <b>Care of Unconscious Patients</b> ● Unconsciousness: Definition, causes & risk factors, pathophysiology, stages of Unconsciousness, Clinical Manifestations ● Assessment and nursing management of patient with unconsciousness, complications	● Lecture ● Discussion ● Demonstration	● Essay ● Short answer ● Objective type

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

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

**CLINICAL PRACTICUM**

Clinical: 4 Credits (320 hours)

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

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

**SKILL LAB****Use of Mannequins and Simulators**

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

**CLINICAL POSTINGS – General Medical/Surgical Wards**

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

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
General Medical/ Surgical wards	3	Perform health assessment of each body system	<b>Health Assessment</b> <ul style="list-style-type: none"> <li>• Nursing/Health history taking</li> <li>• Perform physical examination:               <ul style="list-style-type: none"> <li>○ General</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• History Taking – 2</li> <li>• Physical examination – 2</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of clinical skills using checklist</li> <li>• OSCE</li> </ul>

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

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

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

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

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

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

### 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:

- Identify the ubiquity and diversity of microorganisms in the human body and the environment.
- Classify and explain the morphology and growth of microbes.
- Identify various types of microorganisms.
- Explore mechanisms by which microorganisms cause disease.
- Develop understanding of how the human immune system counteracts infection by specific and non-specific mechanisms.
- Apply the principles of preparation and use of vaccines in immunization.
- 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	<b>Introduction:</b> <ul style="list-style-type: none"> <li>• Importance and relevance to nursing</li> <li>• Historical perspective</li> <li>• Concepts and terminology</li> <li>• Principles of microbiology</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
II	10	10 (L/E)	Describe structure, classification morphology and growth of bacteria  Identify Microorganisms	<b>General characteristics of Microbes:</b> <ul style="list-style-type: none"> <li>• Structure and classification of Microbes</li> <li>• Morphological types</li> <li>• Size and form of bacteria</li> <li>• Motility</li> <li>• Colonization</li> <li>• Growth and nutrition of microbes</li> <li>• Temperature</li> <li>• Moisture</li> <li>• Blood and body fluids</li> <li>• Laboratory methods for Identification of Microorganisms</li> <li>• Types of Staining – simple, differential (Gram's, AFB), special – capsular staining (negative), spore, LPCB, KOH mount.</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Demonstration</li> <li>• Experiential Learning through visual</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
III	4	6 (L/E)	Describe the different disease producing organisms	<b>Pathogenic organisms</b> <ul style="list-style-type: none"> <li>• Micro-organisms: Cocci – gram positive and gram negative; Bacilli – gram positive and gram negative</li> <li>• Viruses</li> <li>• Fungi: Superficial and Deep mycoses</li> <li>• Parasites</li> <li>• Rodents &amp; Vectors <ul style="list-style-type: none"> <li>○ Characteristics, Source, portal of entry, transmission of infection, Identification of disease producing micro-organisms</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Demonstration</li> <li>• Experiential learning through visual</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
IV	3	4 (L/E)	Explain the concepts of	<b>Immunity</b>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective</li> </ul>

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			immunity, hyper sensitivity and immunization	<ul style="list-style-type: none"> <li>• Immunity: Types, classification</li> <li>• Antigen and antibody reaction</li> <li>• Hypersensitivity reactions</li> <li>• Serological tests</li> <li>• Immunoglobulins: Structure, types &amp; properties</li> <li>• Vaccines: Types &amp; classification, storage and handling, cold chain, Immunization for various diseases</li> <li>• Immunization Schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Visit to observe vaccine storage</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• type</li> <li>• Visit report</li> </ul>

### 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	<b>HAI (Hospital acquired Infection)</b> <ul style="list-style-type: none"> <li>• Hospital acquired infection</li> <li>• Bundle approach <ul style="list-style-type: none"> <li>- Prevention of Urinary Tract Infection (UTI)</li> <li>- Prevention of Surgical Site Infection (SSI)</li> <li>- Prevention of Ventilator</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture &amp; Discussion</li> <li>• Experiential learning</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge assessment</li> <li>• MCQ</li> <li>• Short answer</li> </ul>

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

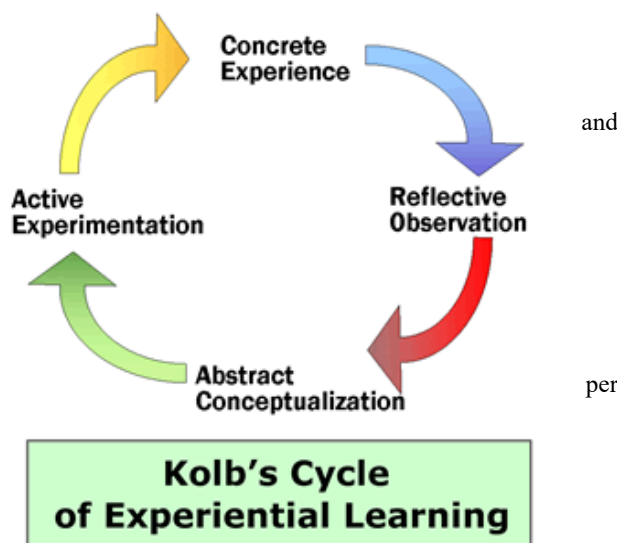


Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
					<ul style="list-style-type: none"> <li>• Role play</li> <li>• Inquiry Based Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type</li> </ul>
IX	1		Enumerate IPSPG and application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

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			indicators  Identify risk of occupational hazards, prevention and post exposure prophylaxis.	prevention • Fall prevention • Radiation safety • Annual health check  <b>Healthcare Worker Immunization Program and management of occupational exposure</b> • Occupational health ordinance • Vaccination program for healthcare staff • Needle stick injuries and prevention and post exposure prophylaxis	• Lecture method • Journal review	objective type • Short answer

#### \*Experiential Learning:

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



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

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

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

### PATHOLOGY - I

#### PLACEMENT: III SEMESTER

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

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

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

1. Apply the knowledge of pathology in understanding the deviations from normal to abnormal pathology.
2. Rationalize the various laboratory investigations in diagnosing pathological disorders.
3. Demonstrate the understanding of the methods of collection of blood, body cavity fluids, urine and feces for various tests.

4. Apply the knowledge of genetics in understanding the various pathological disorders.
5. Appreciate the various manifestations in patients with diagnosed genetic abnormalities.
6. Rationalize the specific diagnostic tests in the detection of genetic abnormalities.
7. Demonstrate the understanding of various services related to genetics.

### COURSE OUTLINE

#### T – Theory

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Infective endocarditis</li> </ul> <p><b>3. Gastrointestinal tract</b></p> <ul style="list-style-type: none"> <li>• Peptic ulcer disease (Gastric and Duodenal ulcer)</li> <li>• Gastritis-H Pylori infection</li> <li>• Oral mucosa: Oral Leukoplakia, Squamous cell carcinoma</li> <li>• Esophageal cancer</li> <li>• Gastric cancer</li> <li>• Intestinal: Typhoid ulcer, Inflammatory Bowel Disease (Crohn's disease and Ulcerative colitis), Colorectal cancer</li> </ul> <p><b>4. Liver, Gall Bladder and Pancreas</b></p> <ul style="list-style-type: none"> <li>• Liver: Hepatitis, Amoebic Liver abscess, Cirrhosis of Liver</li> <li>• Gall bladder: Cholecystitis.</li> <li>• Pancreas: Pancreatitis</li> <li>• Tumors of liver, Gall bladder and Pancreas</li> </ul> <p><b>5. Skeletal system</b></p> <ul style="list-style-type: none"> <li>• Bone: Bone healing, Osteoporosis, Osteomyelitis, Tumors</li> <li>• Joints: Arthritis - Rheumatoid arthritis and Osteoarthritis</li> </ul> <p><b>6. Endocrine system</b></p> <ul style="list-style-type: none"> <li>• Diabetes Mellitus</li> <li>• Goitre</li> <li>• Carcinoma thyroid</li> </ul>		
III	7 (T)	Describe various laboratory tests in assessment and monitoring of disease conditions	<p><b>Hematological tests for the diagnosis of blood disorders</b></p> <ul style="list-style-type: none"> <li>• Blood tests: Hemoglobin, White cell and platelet counts, PCV, ESR</li> <li>• Coagulation tests: Bleeding time (BT), Prothrombin time (PT), Activated Partial Prothrombin Time (APTT)</li> <li>• Blood chemistry</li> <li>• Blood bank: <ul style="list-style-type: none"> <li>○ Blood grouping and cross matching</li> <li>○ Blood components</li> <li>○ Plasmapheresis</li> <li>○ Transfusion reactions</li> </ul> </li> </ul> <p><b>Note:</b> Few lab hours can be planned for observation and visits (Less than 1 credit, lab hours are not specified separately)</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Visit to clinical lab, biochemistry lab and blood bank</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>

**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	<b>Introduction</b>  • Evolution and trends of medical and surgical nursing  • International classification of diseases  • Roles and responsibility of a nurse in medical and surgical settings ○ Outpatient department ○ In-patient unit ○ Intensive care unit  • Introduction to medical and surgical asepsis ○ Inflammation, infection ○ Wound healing – stages, influencing factors	• Lecture cum discussion  • Demonstration & Practice session  • Role play  • Visit to outpatient department, in patient and intensive care unit	• Short Answer  • OSCE

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

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

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

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

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

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

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

The students will be competent to:

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

**I. NURSING MANAGEMENT OF PATIENTS WITH MEDICAL CONDITIONS****A. Skill Lab****Use of manikins and simulators**

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

**B. Clinical Postings**

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
General medical	4	Develop skill in intravenous injection administration and IV therapy	<ul style="list-style-type: none"> <li>• Intravenous therapy               <ul style="list-style-type: none"> <li>○ IV cannulation</li> <li>○ IV maintenance and monitoring</li> <li>○ Administration of IV medication</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Care Study – 1</li> <li>• Health education</li> <li>• Clinical presentation/ Care</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• OSCE</li> <li>• Care Study</li> </ul>

		<p>Assist with diagnostic procedures</p> <p>Develop skill in the management of patients with Respiratory problems</p> <p>Develop skill in managing patients with metabolic abnormality</p>	<ul style="list-style-type: none"> <li>• Care of patient with Central line</li> <li>• Preparation and assisting and monitoring of patients undergoing diagnostic procedures such as thoracentesis, Abdominal paracentesis</li> </ul> <p><i>Management patients with respiratory problems</i></p> <ul style="list-style-type: none"> <li>• Administration of oxygen through mask, nasal prongs, venturi mask</li> <li>• Pulse oximetry</li> <li>• Nebulization</li> <li>• Chest physiotherapy</li> <li>• Postural drainage</li> <li>• Oropharyngeal suctioning</li> <li>• Care of patient with chest drainage</li> <li>• Diet Planning               <ul style="list-style-type: none"> <li>○ High Protein diet</li> <li>○ Diabetic diet</li> </ul> </li> <li>• Insulin administration</li> <li>• Monitoring GRBS</li> </ul>	note) – 1	<p>evaluation</p> <ul style="list-style-type: none"> <li>• Care Note/ Clinical presentation</li> </ul>
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## II. NURSING MANAGEMENT OF PATIENTS WITH SURGICAL CONDITIONS

### A. Skill Lab

#### Use of manikins and simulators

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

### B. Clinical Postings

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

		Develop skill in wound management	<ul style="list-style-type: none"> <li>• Nasogastric aspiration</li> <li>• Gastrostomy/Jejunostomy feeds</li> <li>• Ileostomy/Colostomy care</li> <li>• Surgical dressing</li> <li>• Suture removal</li> <li>• Surgical soak</li> <li>• Sitz bath</li> <li>• Care of drain</li> </ul>		
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### III. NURSING MANAGEMENT OF PATIENTS WITH CARDIAC CONDITIONS

#### A. Skill Lab

##### Use of manikins and simulators

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

#### B. Clinical Postings

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

**IV. NURSING MANAGEMENT OF PATIENTS WITH DISORDERS OF INTEGUMENTARY SYSTEM****A. Skill Lab**

Use of manikins and simulators

Application of topical medication

**B. Clinical Postings**

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

**V. NURSING MANAGEMENT OF PATIENTS WITH COMMUNICABLE DISEASES****A. Skill Lab**

- Barrier Nursing
- Reverse Barrier Nursing
- Standard precautions

**B. Clinical Postings**

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

**VI. NURSING MANAGEMENT OF PATIENTS WITH MUSCULOSKELETAL PROBLEMS****A. Skill Lab**

Use of manikins and simulators

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

**B. Clinical Postings**

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

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

### A. Skill Lab

#### Use of manikins and simulators

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

### B. Clinical Postings

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

## PHARMACOLOGY - II

### including Fundamentals of Prescribing Module

**PLACEMENT:** IV SEMESTER

**THEORY:** 3 Credits (60 hours)

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

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

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

## COURSE OUTLINE

## T – Theory

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

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

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

### PATHOLOGY - II AND GENETICS

#### PLACEMENT: IV SEMESTER

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

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

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

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

## COURSE OUTLINE

## T – Theory

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

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

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

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

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

**PLACEMENT:** IV SEMESTER

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

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

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

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

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

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

### COURSE OUTLINE

#### T – Theory, L/SL – Lab/Skill Lab

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
II	12 (T) 4 (SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of eye  Describe eye donation, banking and transplantation	<b>Nursing management of patient with disorder of eye</b> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of the eye</li> <li>History, physical assessment, diagnostic assessment</li> </ul> <b>Eye Disorders</b> <ul style="list-style-type: none"> <li>Refractive errors</li> <li>Eyelids: infection, deformities</li> <li>Conjunctiva: inflammation and infection bleeding</li> <li>Cornea: inflammation and infection</li> <li>Lens: cataract</li> <li>Glaucoma</li> <li>Retinal detachment</li> <li>Blindness</li> <li>Eye donation, banking and transplantation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture and discussion</li> <li>Demonstration of visual aids, lens, medication administration</li> <li>Visit to eye bank</li> </ul>	<ul style="list-style-type: none"> <li>MCQ</li> <li>Short Essay</li> <li>OSCE</li> <li>Drug book</li> </ul>
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	<b>Nursing management of patient with Kidney and Urinary problems</b> <ul style="list-style-type: none"> <li>Review of Anatomy and physiology of the genitourinary system</li> <li>History, physical assessment, diagnostic tests</li> <li>Urinary tract infections: acute, chronic, lower, upper</li> <li>Nephritis, nephrotic syndrome</li> <li>Renal calculi</li> <li>Acute and chronic renal failure</li> <li>Disorders of ureter, urinary bladder and Urethra</li> <li>Disorders of prostate: inflammation, infection, stricture, obstruction, and Benign Prostate Hypertrophy</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Demonstration</li> <li>Case Discussion</li> <li>Health education</li> <li>Drug book</li> <li>Field visit – Visits hemodialysis unit</li> </ul>	<ul style="list-style-type: none"> <li>MCQ</li> <li>Short Note</li> <li>Long essay</li> <li>Case report</li> <li>Submits health teaching on prevention of urinary calculi</li> </ul>
IV	6 (T)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of male reproductive disorders	<b>Nursing management of disorders of male reproductive system</b> <ul style="list-style-type: none"> <li>Review of Anatomy and physiology of the male reproductive system</li> <li>History, Physical Assessment, Diagnostic tests</li> <li>Infections of testis, penis and adjacent structures: Phimosis, Epididymitis, and</li> </ul>	<ul style="list-style-type: none"> <li>Lecture, Discussion</li> <li>Case Discussion</li> <li>Health education</li> </ul>	<ul style="list-style-type: none"> <li>Short essay</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Orchitis <ul style="list-style-type: none"> <li>• Sexual dysfunction, infertility, contraception</li> <li>• Male Breast Disorders: gynecomastia, tumor, climacteric changes</li> </ul>		
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	<b>Nursing management of patient with burns, reconstructive and cosmetic surgery</b> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of the skin and connective tissues</li> <li>• History, physical assessment, assessment of burns and fluid &amp; electrolyte loss</li> <li>• Burns</li> <li>• Reconstructive and cosmetic surgery for burns, congenital deformities, injuries and cosmetic purposes, gender reassignment</li> <li>• Legal and ethical aspects</li> <li>• Special therapies: LAD, vacuumed dressing. Laser, liposuction, skin health rejuvenation, use of derma filters</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Demonstration of burn wound assessment, vacuum dressing and fluid calculations</li> <li>• Visit to burn rehabilitation centers</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> <li>• Short notes</li> </ul>
VI	16 (T) 4 (L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with neurological disorders	<b>Nursing management of patient with neurological disorders</b> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of the neurological system</li> <li>• History, physical and neurological assessment, diagnostic tests</li> <li>• Headache, Head injuries</li> <li>• Spinal injuries: Paraplegia, Hemiplegia, Quadriplegia</li> <li>• Spinal cord compression: herniation of in vertebral disc</li> <li>• Intra cranial and cerebral aneurysms</li> <li>• Meningitis, encephalitis, brain, abscess, neuro-cysticercosis</li> <li>• Movement disorders: Chorea, Seizures &amp; Epilepsies</li> <li>• Cerebrovascular disorders: CVA</li> <li>• Cranial, spinal neuropathies: Bell's palsy, trigeminal neuralgia</li> <li>• Peripheral Neuropathies</li> <li>• Degenerative diseases: Alzheimer's disease, Parkinson's disease</li> <li>• <i>Guillain-Barré syndrome</i>, Myasthenia gravis &amp; Multiple sclerosis</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Demonstration of physiotherapy, neuro assessment, tracheostomy care</li> <li>• Visit to rehabilitation center, long term care clinics, EEG, NCV study unit,</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> <li>• Short notes</li> <li>• Essay</li> <li>• Drug book</li> </ul>

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

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

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

### CLINICAL PRACTICUM

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

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

The students will be competent to

- 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.

7. Provide pre, intra and post-operative care to patients undergoing surgery.
8. Integrate knowledge of pathology, nutrition and pharmacology for patients experiencing selected medical and surgical disorders.
9. Integrate evidence-based information while giving nursing care to patients.
10. Demonstrate the awareness of legal and ethical issues in nursing practice.

### I. Nursing Management of Patients with ENT Disorders

#### A. Skill Lab

##### Use of manikins and simulators

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

#### B. Clinical Postings

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

### II. Nursing Management of Patients with Eye Conditions

#### A. Skill Lab

##### Use of manikins and simulators

- Instilling Eye medications
- Eye irrigation
- Eye bandage

#### B. Clinical Postings

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

		their families	<ul style="list-style-type: none"> <li>• Pre and post-operative care</li> <li>• Instillation of drops/ medication</li> <li>• Eye irrigation</li> <li>• Application of eye bandage</li> <li>• Assisting with foreign body removal</li> </ul>		
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### III. Nursing Management of Patients with Kidney and Urinary System Disorders

#### A. Skill Lab

##### Use of manikins and simulators

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

#### B. Clinical Postings

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

### IV. Nursing Management of Patients with Burns and Reconstructive Surgery

#### A. Skill Lab

##### Use of manikins and simulators

- Assessment of burns wound
- Wound dressing

**B. Clinical Postings**

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

**V. Nursing Management of Patients with neurological disorders****A. Skill Lab****Use of manikins and simulators**

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

**B. Clinical Postings**

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

**VI. Nursing Management of Patients with Immunological Disorders****A. Skill Lab**

- Barrier Nursing
- Reverse Barrier Nursing

**B. Clinical Postings**

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

**VII. Nursing Management of Patients with disorders of Oncological conditions****A. Skill Lab****Use of manikins and simulators**

- Application of topical medication
- Administration of chemotherapy

**B. Clinical Postings**

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

**VIII. Nursing Management of Patients in emergency conditions****A. Skill Lab****Use of manikins and simulators**

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

**B. Clinical Postings**

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

**IX. Nursing Management of geriatric patients****A. Skill Lab****Use of manikins and simulators**

- Use of assistive safety devices

**B. Clinical Postings**

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

**X. Nursing Management of Patients in critical care units****A. Skill Lab****Use of manikins and simulators**

- Assessment critically ill
- ET tube set up –suction
- TT suction
- Ventilator set up
- Chest drainage
- Bag mask ventilation

- Central & Peripheral line
- Pacemaker

### B. Clinical Postings

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

### PROFESSIONALISM, PROFESSIONAL VALUES & ETHICS INCLUDING BIOETHICS

#### PLACEMENT: IV SEMESTER

**THEORY:** 1 Credit (20 hours)

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

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

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

## COURSE OUTLINE

## T – Theory

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

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

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

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

**CHILD HEALTH NURSING - I****PLACEMENT:** V SEMESTER**THEORY:** 3 Credits (60 hours)**PRACTICUM:** Lab/Skill Lab: 1 Credit (40 hours) Clinical: 2 Credits (160 hours)**DESCRIPTION:** This course is designed for developing an understanding of the modern approach to child-care, identification, prevention and nursing management of common health problems of neonates and children.**COMPETENCIES:** On completion of the course, the students will be able to

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

**COURSE OUTLINE****T – Theory, L/SL – Lab/Skill Lab**

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>List major causes of death during infancy, early &amp; late childhood</p> <p>Differentiate between an adult and child in terms of illness and response</p> <p>Describe the major functions &amp; role of the pediatric nurse in caring for a hospitalized child.</p> <p>Describe the principles of child health nursing and perform child health nursing procedures</p>	<p>chain.</p> <ul style="list-style-type: none"> <li>○ Care of under-five and Under-five Clinics/Well-baby clinics</li> <li>○ Preventive measures towards accidents</li> <li>● Child morbidity and mortality rates</li> <li>● Difference between an adult and child which affect response to illness</li> <li>○ Physiological</li> <li>○ Psychological</li> <li>○ Social</li> <li>○ Immunological</li> <li>● Hospital environment for sick child</li> <li>● Impact of hospitalization on the child and family</li> <li>● Communication techniques for children</li> <li>● Grief and bereavement</li> <li>● The role of a child health nurse in caring for a hospitalized child</li> <li>● Principles of pre and postoperative care of infants and children.</li> </ul> <p><i>Child Health Nursing procedures:</i></p> <ul style="list-style-type: none"> <li>● Administration of medication: oral, I/M, &amp; I/V</li> <li>● Calculation of fluid requirement</li> <li>● Application of restraints</li> <li>● Assessment of pain in children. <ul style="list-style-type: none"> <li>○ FACES pain rating scale</li> <li>○ FLACC scale</li> <li>○ Numerical scale</li> </ul> </li> </ul>		
<b>II</b>	12 (T)	<p>Describe the normal growth and development of children at different ages</p> <p>Identify the needs of children at different ages &amp; provide parental guidance</p> <p>Identify the nutritional needs of children at different ages &amp; ways</p>	<p><b>The Healthy Child</b></p> <ul style="list-style-type: none"> <li>● Definition and principles of growth and development</li> <li>● Factors affecting growth and development</li> <li>● Growth and development from birth to adolescence</li> <li>● Growth and developmental theories (Freud, Erickson, Jean Piaget, Kohlberg)</li> <li>● The needs of normal children through the stages of developmental and parental guidance</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture Discussion</li> <li>● Demonstration</li> <li>● Developmental study of infant and children</li> <li>● Observation study of normal &amp; sick child</li> <li>● Field visit to Anganwadi, child guidance clinic</li> <li>● Videos on breast feeding</li> </ul>	<ul style="list-style-type: none"> <li>● Short answer</li> <li>● Objective type</li> <li>● Assessment of field visits and developmental study reports</li> </ul>

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

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

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

**PLACEMENT:** V & VI SEMESTER

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

**Clinical:** V SEMESTER – 2 Credits (160 hours)

VI SEMESTER – 1 Credit (80 hours)

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

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

#### Skill Lab

Use of Manikins and Simulators

PLS, CPAP, Endotracheal Suction

#### Pediatric Nursing Procedures:

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

## CLINICAL POSTINGS

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

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

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

### MENTAL HEALTH NURSING - I

**PLACEMENT:** V SEMESTER

**THEORY:** 3 Credits (60 hours)

**PRACTICUM:** Clinical: 1 Credit (80 hours)

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

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

1. Trace the historical development of mental health nursing and discuss its scope.
2. Identify the classification of the mental disorders.
3. Develop basic understanding of the principles and concepts of mental health nursing.

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

### COURSE OUTLINE

#### T – Theory

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>○ Psychoanalytical models</li> <li>○ Behavioural model</li> <li>○ Interpersonal model</li> <li>● Preventive psychiatry and rehabilitation</li> </ul>		
III	6 (T)	Describe nature, purpose and process of assessment of mental health status	<b>Mental Health Assessment</b> <ul style="list-style-type: none"> <li>● History taking</li> <li>● Mental status examination</li> <li>● Mini mental status examination</li> <li>● Neurological examination</li> <li>● Investigations: Related Blood chemistry, EEG, CT &amp; MRI</li> <li>● Psychological tests</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture cum Discussion</li> <li>● Demonstration</li> <li>● Practice session</li> <li>● Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>● Essay</li> <li>● Short answer</li> <li>● Assessment of mental health status</li> </ul>
IV	6 (T)	Identify therapeutic communication & techniques  Describe therapeutic relationship  Describe therapeutic impasses and its interventions	<b>Therapeutic Communication and Nurse-Patient Relationship</b> <ul style="list-style-type: none"> <li>● Therapeutic communication: Types, techniques, characteristics and barriers</li> <li>● Therapeutic nurse-patient relationship</li> <li>● Interpersonal relationship-</li> <li>● Elements of nurse patient contract,</li> <li>● Review of technique of IPR- Johari window</li> <li>● Therapeutic impasse and its management</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture cum Discussion</li> <li>● Demonstration</li> <li>● Role Play</li> <li>● Process recording</li> <li>● Simulation (video)</li> </ul>	<ul style="list-style-type: none"> <li>● Essay</li> <li>● Short answer</li> <li>● OSCE</li> </ul>
V	10 (T)	Explain treatment modalities and therapies used in mental disorders and role of the nurse	<b>Treatment modalities and therapies used in mental disorders</b> <ul style="list-style-type: none"> <li>● <b>Physical therapies:</b> Psychopharmacology,</li> <li>● Electro Convulsive therapy</li> <li>● <b>Psychological Therapies:</b> Psychotherapy, Behaviour therapy, CBT</li> <li>● <b>Psychosocial:</b> Group therapy, Family therapy, Therapeutic Community, Recreational therapy, Art therapy (Dance, Music etc), Occupational therapy</li> <li>● <b>Alternative &amp; Complementary:</b> Yoga, Meditation, Relaxation</li> <li>● <b>Consideration for special populations</b></li> </ul>	<ul style="list-style-type: none"> <li>● Lecture cum Discussion</li> <li>● Demonstration</li> <li>● Group work</li> <li>● Practice session</li> <li>● Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>● Essay</li> <li>● Short answer</li> <li>● Objective type</li> </ul>
VI	8 (T)	Describe the etiology, psycho-dynamics/ pathology, clinical manifestations, diagnostic criteria and management of patients with Schizophrenia, and other psychotic disorders	<b>Nursing management of patient with Schizophrenia, and other psychotic disorders</b> <ul style="list-style-type: none"> <li>● Prevalence and incidence</li> <li>● Classification</li> <li>● Etiology, psychodynamics, clinical manifestation, diagnostic criteria/formulations</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture and Discussion</li> <li>● Case discussion</li> <li>● Case presentation</li> <li>● Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>● Essay</li> <li>● Short answer</li> <li>● Assessment of patient management problems</li> </ul>

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

**CLINICAL PRACTICUM**  
**MENTAL HEALTH NURSING - I & II**

**PLACEMENT: SEMESTER V & VI**

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

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

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

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

**CLINICAL POSTINGS**

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

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

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

**COMMUNITY HEALTH NURSING - I**  
including Environmental Science & Epidemiology

**PLACEMENT:** V SEMESTER

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

**PRACTICUM:** Clinical: 2 Credits (160 hours)

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

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

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

### COURSE OUTLINE

#### T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	4 (T)	Define public health, community health and community health nursing Explain the evolution of public health in India and scope of community health nursing Explain various concepts of health and disease, dimensions and determinants of health Explain the natural history of disease and levels of prevention Discuss the health	<b>Concepts of Community Health and Community Health Nursing</b> <ul style="list-style-type: none"> <li>• Definition of public health, community health and community health nursing</li> <li>• Public health in India and its evolution and Scope of community health nursing</li> <li>• <i>Review:</i> Concepts of Health &amp; Illness/ disease: Definition, dimensions and determinants of health and disease</li> <li>• Natural history of disease</li> <li>• Levels of prevention: Primary, Secondary &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using chart, graphs</li> <li>• Community needs assessment (Field survey on identification of demographic characteristics, health determinants and resources of a rural and an urban community)</li> <li>• Explain using examples</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Objective type</li> <li>• Survey report</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		problems of India	tertiary prevention – Review <ul style="list-style-type: none"> <li>Health problems (Profile) of India</li> </ul>		
II	8 (T)	Describe health planning and its steps, and various health plans, and committees  Discuss health care delivery system in India at various levels  Describe SDGs, primary health care and comprehensive primary health care (CPHC)  Explain health care policies and regulations in India	<b>Health Care Planning and Organization of Health Care at various levels</b> <ul style="list-style-type: none"> <li>Health planning steps</li> <li>Health planning in India: various committees and commissions on health and family welfare and Five Year plans</li> <li>Participation of community and stakeholders in health planning</li> <li>Health care delivery system in India: Infrastructure and Health sectors, Delivery of health services at sub-centre (SC), PHC, CHC, District level, state level and national level</li> <li>Sustainable development goals (SDGs), Primary Health Care and Comprehensive Primary Health Care (CPHC): elements, principles</li> <li>CPHC through SC/Health Wellness Center (HWC)</li> <li>Role of MLHP/CHP</li> <li>National Health Care Policies and Regulations <ul style="list-style-type: none"> <li>National Health Policy (1983, 2002, 2017)</li> <li>National Health Mission (NHM): National Rural Health Mission (NRHM), National Urban Health Mission (NUHM), NHM</li> <li>National Health Protection Mission (NHPM)</li> <li>Ayushman Bharat</li> <li>Universal Health Coverage</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Field visits to CHC, PHC, SC/ Health Wellness Centers (HWC)</li> <li>Directed reading</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Essay</li> <li>Evaluation of Field visit reports &amp; presentation</li> </ul>
III	15 (T)	Identify the role of an individual in the	<b>Environmental Science, Environmental Health, and</b>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		conservation of natural resources	<p><b>Sanitation</b></p> <ul style="list-style-type: none"> <li>• <i>Natural resources:</i> Renewable and non-renewable resources, natural resources and associated problems: Forest resources, water resources, mineral resources, food resources, energy resources and land resources</li> <li>• Role of individuals in conservation of natural resources, and equitable use of resources for sustainable lifestyles</li> <li>• <i>Ecosystem:</i> Concept, structure and functions of ecosystems, Types &amp; Characteristics – Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystem, Energy flow in ecosystem</li> <li>• <i>Biodiversity:</i> Classification, value of bio-diversity, threats to biodiversity, conservation of biodiversity</li> <li>• <i>Environmental pollution:</i> Introduction, causes, effects and control measures of Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, nuclear hazards &amp; their impact on health</li> <li>• <i>Climate change, global warming:</i> ex. heat wave, acid rain, ozone layer depletion, waste land reclamation &amp; its impact on health</li> <li>• <i>Social issues and environment:</i> sustainable development, urban problems related to energy, water and environmental ethics</li> <li>• Acts related to environmental protection and preservation</li> </ul> <p><b>Environmental Health &amp;</b></p>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Debates on environmental protection and preservation</li> <li>• Explain using Charts, graphs, Models, films, slides</li> <li>• Directed reading</li> <li>• Visits to water supply &amp; purification sites</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Field visit reports</li> </ul>
	Describe ecosystem, its structure, types and functions				
	Explain the classification, value and threats to biodiversity				
	Enumerate the causes, effects and control measures of environmental pollution				
	Discuss about climate change, global warming, acid rain, and ozone layer depletion				
	Enumerate the role of an individual in creating awareness about the social issues related to environment				

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		<p>List the Acts related to environmental protection and preservation</p> <p>Describe the concept of environmental health and sanitation</p> <p>Describe water conservation, rain water harvesting and water shed management</p> <p>Explain waste management</p>	<p><b>Sanitation</b></p> <ul style="list-style-type: none"> <li>• Concept of environment health and sanitation</li> <li>• Concept of safe water, sources of water, waterborne diseases, water purification processes, household purification of water</li> <li>• Physical and chemical standards of drinking water quality and tests for assessing bacteriological quality of water</li> <li>• Concepts of water conservation: rain water harvesting and water shed management</li> <li>• Concept of Pollution prevention</li> <li>• Air &amp; noise pollution</li> <li>• Role of nurse in prevention of pollution</li> <li>• Solid waste management, human excreta disposal &amp; management and sewage disposal and management</li> <li>• Commonly used insecticides and pesticides</li> </ul>	<ul style="list-style-type: none"> <li>• Observe rain water harvesting plants</li> <li>• Visit to sewage disposal and treatment sites, and waste disposal sites</li> </ul>	
IV	7 (T)	<p>Describe the various nutrition assessment methods at the community level</p> <p>Plan and provide diet plans for all age groups including therapeutic diet</p> <p>Provide nutrition counseling and education to all age groups and describe</p>	<p><b>Nutrition Assessment and Nutrition Education</b></p> <ul style="list-style-type: none"> <li>• <i>Review of Nutrition</i> <ul style="list-style-type: none"> <li>○ Concepts, types</li> <li>○ Meal planning: aims, steps &amp; diet plan for different age groups</li> <li>○ Nutrition assessment of individuals, families and community by using appropriate methods</li> </ul> </li> <li>• Planning suitable diet for individuals and families according to local availability of foods, dietary habits and economic status</li> <li>• General nutritional advice</li> <li>• Nutrition education: purpose, principles &amp; methods and Rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Market visit</li> <li>• Nutritional assessment for different age groups</li> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Performance assessment of nutrition assessment for different age groups</li> <li>• Evaluation on nutritional assessment reports</li> <li>• Short answer</li> <li>• Essay</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		<p>the national nutrition programs and</p> <p>Identify early the food borne diseases, and perform initial management and referral appropriately</p>	<ul style="list-style-type: none"> <li>• <i>Review:</i> Nutritional deficiency disorders</li> <li>• National nutritional policy &amp; programs in India</li> </ul> <p><b>Food Borne Diseases and Food Safety</b></p> <p><b>Food borne diseases</b></p> <ul style="list-style-type: none"> <li>• Definition, &amp; burden, Causes and classification</li> <li>• Signs &amp; Symptoms</li> <li>• Transmission of food borne pathogens &amp; toxins</li> <li>• Early identification, initial management and referral</li> </ul> <p><b>Food poisoning &amp; food intoxication</b></p> <ul style="list-style-type: none"> <li>• Epidemiological features/clinical characteristics, Types of food poisoning</li> <li>• Food intoxication-features, preventive &amp; control measures</li> <li>• Public health response to food borne diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Field visits to milk purification plants, slaughterhouse</li> <li>• Refer Nutrition module-BPCCHN Block 2-unit I &amp; UNIT 5</li> </ul>	<ul style="list-style-type: none"> <li>• Field visit reports</li> </ul>
V	6 (T)	<p>Describe behaviour change communication skills</p> <p>Counsel and provide health education to individuals, families and community for promotion of healthy life style practices</p>	<p><b>Communication management and Health Education</b></p> <ul style="list-style-type: none"> <li>• Behaviour change communication skills <ul style="list-style-type: none"> <li>○ communication</li> <li>○ Human behaviour</li> <li>○ Health belief model: concepts &amp; definition, ways to influence behaviour</li> <li>○ Steps of behaviour change</li> <li>○ Techniques of behaviour change: Guiding principles in planning BCC activity</li> <li>○ Steps of BCC</li> <li>○ Social and Behaviour Change Communication strategies (SBCC): techniques to collect social history from clients</li> <li>○ Barriers to effective</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Role play</li> <li>• Demonstration: BCC skills</li> <li>• Supervised field practice</li> <li>• Refer: BCC/SBCC module (MoHFW &amp; USAID)</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Performance evaluation of health</li> </ul>

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

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

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

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

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

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

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

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

### CLINICAL PRACTICUM

**CLINICAL: 2 Credits (160 hours)**

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

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

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

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

### EDUCATIONAL TECHNOLOGY/NURSING EDUCATION

**PLACEMENT:** V SEMESTER

**THEORY:** 2 Credits (40 hours)

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

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

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

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

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

### COURSE OUTLINE

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

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

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

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

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

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

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

### INTRODUCTION TO FORENSIC NURSING AND INDIAN LAWS

**PLACEMENT:** V SEMESTER

**THEORY:** 1 Credit (20 hours)

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

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

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

## COURSE OUTLINE

## T – Theory

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

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

### CHILD HEALTH NURSING - II

**PLACEMENT:** VI SEMESTER

**THEORY:** 2 Credits (40 hours)

**PRACTICUM:** Clinical: 1 Credit (80 hours)

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

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

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

## COURSE OUTLINE

## T – Theory

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

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

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

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

Given under Child Health Nursing - I as I & II

### MENTAL HEALTH NURSING - II

**PLACEMENT:** VI SEMESTER

**THEORY:** 1 Credit (40 Hours)

**PRACTICUM:** Clinical: 2 Credits (160 Hours)

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

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

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

## COURSE OUTLINE

## T – Theory

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Nursing Assessment: History, Physical, mental status examination and IQ assessment</li> <li>• Treatment modalities and nursing management of childhood disorders including intellectual disability</li> <li>• Follow-up and home care and rehabilitation</li> </ul>		
IV	5 (T)	Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of organic brain disorders.	<p><b>Nursing Management of Organic Brain Disorders</b> (Delirium, Dementia, amnesic disorders)</p> <ul style="list-style-type: none"> <li>• Prevalence and incidence</li> <li>• Classification</li> <li>• Etiology, psychopathology, clinical features, diagnosis and Differential diagnosis</li> <li>• Nursing Assessment: History, Physical, mental and neurological assessment</li> <li>• Treatment modalities and nursing management of organic brain disorders</li> <li>• Follow-up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Assessment of patient management problems</li> </ul>
V	6 (T)	Identify psychiatric emergencies and carry out crisis intervention	<p><b>Psychiatric Emergencies and Crisis Intervention</b></p> <ul style="list-style-type: none"> <li>• Types of psychiatric emergencies (attempted suicide, violence/ aggression, stupor, delirium tremens and other psychiatric emergencies) and their managements</li> <li>• Maladaptive behaviour of individual and groups, stress, crisis and disaster(s)</li> <li>• Types of crisis</li> <li>• Crisis intervention: Principles, Techniques and Process <ul style="list-style-type: none"> <li>- Stress reduction interventions as per stress adaptation model</li> <li>- Coping enhancement</li> <li>- Techniques of counseling</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
VI	4 (T)	Explain legal aspects applied in mental health settings and role of the nurse	<p><b>Legal Issues in Mental Health Nursing</b></p> <ul style="list-style-type: none"> <li>• Overview of Indian Lunacy Act and The Mental Health Act 1987</li> <li>• (Protection of Children from Sexual Offence) POSCO Act</li> <li>• Mental Health Care Act (MHCA) 2017</li> <li>• Rights of mentally ill clients</li> <li>• Forensic psychiatry and nursing</li> <li>• Acts related to narcotic and psychotropic substances and illegal drug trafficking</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>

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

#### CLINICAL PRACTICUM – 2 Credits (80 hours)

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

**PLACEMENT:** VI Semester

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

**PRACTICUM:** Clinical: 1 Credits (80 hours)

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

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

1. Analyze the health care trends influencing development of nursing services and education in India.
2. Describe the principles, functions and process of management applied to nursing.
3. Develop basic understanding and beginning competencies in planning and organizing nursing services in a hospital.
4. Apply the concept of human resource management and identify the job description for all categories of nursing personnel including in service education.
5. Discuss the principles and methods of staffing and scheduling in an individual hospital/nursing unit.
6. Develop skill in management of materials and supplies including inventory control.
7. Develop team working and inter professional collaboration competencies.
8. Identify effective leadership styles and develop leadership competencies.
9. Utilize the knowledge of principles and line of control and participate in quality management and evaluation activities.
10. Utilize the knowledge related to financial planning in nursing services and education during budgetary process.

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

### COURSE OUTLINE

#### T – Theory

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

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

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

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

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

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

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

**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 physiology in the management of normal pregnancy, birth and puerperium.
6. Demonstrate competency in providing respectful and evidence based maternity care for women during the antenatal, intranatal and postnatal period.
7. Uphold the fundamental human rights of individuals when providing midwifery care.
8. Promote physiologic labour and birth, and conduct normal childbirth.
9. Provide evidence based essential newborn care.
10. Apply nursing process approach in caring for women and their families.
11. Describe the methods of contraception and role of nurse/midwife in family welfare services.
12. Recognize the importance of and actively participate in family welfare programs.
13. Provide youth friendly health services and care for women affected by gender based violence.

**COURSE OUTLINE**

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

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

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

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

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

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

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

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

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

**PRACTICUM****PLACEMENT: VI & VII SEMESTER****VI SEMESTER: MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - I****SKILL LAB & CLINICAL:** Skill Lab – 1 Credit (40 hours); Clinical – 3 Credits (240 hours)**PRACTICE COMPETENCIES:** On completion of the course, the students will be able to:

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

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

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

16. Newborn assessment
17. Kangaroo mother care
18. Family planning counseling
19. PPIUCD insertion and removal

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

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

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

**Note:** Partial Completion of SBA module during VI semester

## VII SEMESTER

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

#### PRACTICUM

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

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

1. Identify, stabilize and refer antenatal women with complications
2. Provide care to antenatal women with complications
3. Provide post abortion care& counselling
4. Assist in the conduction of abnormal vaginal deliveries and caesarean section.
5. Demonstrate skills in resuscitating the newborn
6. Assist and manage complications during labour
7. Identify postnatal and neonatal complications, stabilize and refer them
8. Provide care for high risk antenatal, intranatal and postnatal women and their families using nursing process approach
9. Provide care for high risk newborn
10. Assist in advanced clinical procedures in midwifery and obstetric nursing
11. Provide care for women during their non childbearing period.
12. Assess and care for women with gynecological disorders
13. Demonstrate skills in performing and assisting in specific gynecological procedures
14. Counsel and care for couples with infertility

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

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

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

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

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

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

**Note:** Completion of safe delivery App module during VII Semester

## COMMUNITY HEALTH NURSING – II

**PLACEMENT:** VII SEMESTER

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

**PRACTICUM:** Clinical: 2 Credit (160 hours)

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

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

1. Demonstrate beginning practice competencies/skills relevant to provide comprehensive primary health care/community-based care to clients with common diseases and disorders including emergency and first aid care at home/clinics/centres as per predetermined protocols/drug standing orders approved by MOH&FW
2. Provide maternal, newborn and child care, and reproductive health including adolescent care in the urban and rural health care settings
3. Describe the methods of collection and interpretation of demographic data
4. Explain population control and its impact on the society and describe the approaches towards limiting family size
5. Describe occupational health hazards, occupational diseases and the role of nurses in occupational health programs
6. Identify health problems of older adults and provide primary care, counseling and supportive health services
7. Participate in screening for mental health problems in the community and providing appropriate referral services
8. Discuss the methods of data collection for HMIS, analysis and interpretation of data
9. Discuss about effective management of health information in community diagnosis and intervention
10. Describe the management system of delivery of community health services in rural and urban areas
11. Describe the leadership role in guiding, supervising, and monitoring the health services and the personnel at the PHCs, SCs and community level including financial management and maintenance of records & reports
12. Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers (HWCs)
13. Identify the roles and responsibilities of health team members and explain their job description
14. Demonstrate initiative in preparing themselves and the community for disaster preparedness and management
15. Demonstrate skills in proper bio-medical waste management as per protocols
16. Explain the roles and functions of various national and international health agencies

## COURSE OUTLINE

## T – Theory

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

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

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

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

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

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

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
		various national and international health agencies	<ul style="list-style-type: none"> <li>• <b>International:</b> WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, European Commission, Red Cross, USAID, UNESCO, ILO, CAR, CIDA, JHPIEGO, any other</li> <li>• <b>National:</b> 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</li> <li>• <b>Voluntary Health Association of India (VHA)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Field visits</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> </ul>

### COMMUNITY HEALTH NURSING II

Clinical practicum – 2 credits (160 hours)

CLINICAL POSTINGS (4 weeks × 40 hours per week)

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

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

### NURSING RESEARCH AND STATISTICS

**PLACEMENT:** VII SEMESTER

**THEORY:** 2 Credits (40 hours)

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

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

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

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

#### COURSE OUTLINE

T – Theory, P – Practicum

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

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

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

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

**PLACEMENT:** VII SEMESTER

**THEORY:** 3 Credits (60 hours)

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

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

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

1. Describe the assessment, initial management, referral and respectful maternity care of women with high risk pregnancy.
2. Demonstrate competency in identifying deviation from normal pregnancy.
3. Describe the assessment, initial management, referral and nursing care of women with high risk labour.
4. Assist in the conduction of abnormal vaginal deliveries and caesarean section.
5. Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions.
6. Demonstrate competency in the initial management of complications during the postnatal period.
7. Demonstrate competency in providing care for high risk newborn.
8. Apply nursing process in caring for high risk women and their families.
9. Describe the assessment and management of women with gynecological disorders.

10. Demonstrate skills in performing and assisting in specific gynecological procedures.
11. Describe the drugs used in obstetrics and gynecology.
12. Counsel and care for couples with infertility.
13. Describe artificial reproductive technology.

### COURSE OUTLINE

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

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

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

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

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<p>community facility integration in newborn care</p> <ul style="list-style-type: none"> <li>• Decision making about management and referral</li> <li>• Bereavement counseling</li> <li>• Drugs used for high risk newborns</li> <li>• Maintenance of records and reports</li> </ul>		
V	12 (T) 5 (L) 80 (C)	Describe the assessment and management of women with gynecological disorders.	<p><b>Assessment and management of women with gynecological disorders</b></p> <ul style="list-style-type: none"> <li>• Gynecological assessment – History and Physical assessment</li> <li>• Breast Self-Examination</li> <li>• Congenital abnormalities of female reproductive system</li> <li>• Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and management of women with <ul style="list-style-type: none"> <li>○ Menstrual abnormalities</li> <li>○ Abnormal uterine bleed</li> <li>○ Pelvic inflammatory disease</li> <li>○ Infections of the reproductive tract</li> <li>○ Uterine displacement</li> <li>○ Endometriosis</li> <li>○ Uterine and cervical fibroids and polyps</li> <li>○ Tumors – uterine, cervical, ovarian, vaginal, vulval</li> <li>○ Cysts – ovarian, vulval</li> <li>○ Cystocele, urethrocele, rectocele</li> <li>○ Genitor-urinary fistulas</li> <li>○ Breast disorders – infections, deformities, cysts, tumors</li> <li>○ HPV vaccination</li> <li>○ Disorders of Puberty and menopause</li> <li>○ Hormonal replacement therapy</li> </ul> </li> <li>• Assessment and management of couples with infertility <ul style="list-style-type: none"> <li>○ Infertility – definition, causes</li> <li>○ Counseling the infertile couple</li> <li>○ Investigations – male and female</li> <li>○ Artificial reproductive technology</li> <li>○ Surrogacy, sperm and ovum donation, cryopreservation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Case discussion/ presentation</li> <li>• Drug presentation</li> <li>• Videos, films</li> <li>• Simulated practice</li> <li>• Supervised Clinical practice</li> <li>• Visit to infertility clinic and ART centers</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• OSCE</li> </ul>

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Adoption – counseling, procedures</li> <li>• Injuries and Trauma; Sexual violence</li> <li>• Drugs used in treatment of gynaecological disorders</li> </ul>		

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

## PRACTICUM

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

#### LIST OF APPENDICES

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

#### APPENDIX 1

#### INTERNAL ASSESSMENT: Distribution of marks

##### I SEMESTER

S.No.	Name of the Course	Continuous Assessment	Sessional Exams – Theory/Practical	Total Internal Marks
	<b>Theory</b>			
1	Communicative English	10	15	25
2	Applied Anatomy & Applied Physiology	10	15	25
3	Applied Sociology & Applied Psychology	10	15	25
4	Nursing Foundations I	10	15	25
	<b>Practical</b>			
5	Nursing Foundations I	10	15	25

##### II SEMESTER

S.No.	Course	Continuous Assessment	Sessional Exams – Theory/Practical	Total Marks
	<b>Theory</b>			
1	Applied Biochemistry and Applied Nutrition & Dietetics	10	15	25
2	Nursing Foundations II including First Aid I & II	10	15	25 I & II = 25+25 = 50/2
3	Health/Nursing Informatics & Technology	10	15	25
	<b>Practical</b>			
4	Nursing Foundations II I & II	10	15	25 I & II = 25+25 = 50

**III SEMESTER**

S.No.	Course	Continuous Assessment	Sessional Exams – Theory/Practical	Total Marks
	<b>Theory</b>			
1	Applied Microbiology and Infection Control including Safety	10	15	25
2	Pharmacology I and Pathology I	10	15	25
3	Adult Health Nursing I with integrated pathophysiology including BCLS module	10	15	25
	<b>Practical</b>			
4	Adult Health Nursing I	20	30	50

**IV SEMESTER**

S.No.	Course	Continuous Assessment	Sessional Exams/ Practical	Total Marks
	<b>Theory</b>			
1	Pharmacology II & Pathology II I & II	10	15	25 I & II = 25+25 = 50/2
2	Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing	10	15	25
3	Professionalism, Professional values & Ethics including bioethics	10	15	25
	<b>Practical</b>			
4	Adult Health Nursing II	20	30	50

**V SEMESTER**

S.No.	Course	Continuous Assessment	Sessional Theory/ Practical Exams	Total Marks
	<b>Theory</b>			
1	Child Health Nursing I	10	15	25
2	Mental Health Nursing I	10	15	25
3	Community Health Nursing I	10	15	25
4	Educational Technology/ Nursing education	10	15	25
5	Introduction to Forensic Nursing and Indian Laws	10	15	25
	<b>Practical</b>			
6	Child Health Nursing I	10	15	25
7	Mental Health Nursing I	10	15	25
8	Community Health Nursing I	20	30	50

**VI SEMESTER**

S.No.	Course	Continuous Assessment	Sessional Exams/ Practical	Total Marks
	<b>Theory</b>			
1	Child Health Nursing II I & II	10	15	25 I & II = 25+25 = 50/2
2	Mental Health Nursing II I & II	10	15	25 I & II = 25+25 = 50/2
3	Nursing Management and Leadership	10	15	25
4	Midwifery/Obstetrics and Gynecology I	10	15	25
	<b>Practical</b>			
5	Child Health Nursing II I & II	10	15	25 I & II = 25+25 = 50
6	Mental Health Nursing II I & II	10	15	25 I & II = 25+25 = 50
7	Midwifery/Obstetrics and Gynecology (OBG) Nursing I	10	15	25

**VII SEMESTER**

S.No.	Course	Continuous assessment	Sessional Exams/ Practical	Total Marks
	<b>Theory</b>			
1	Community Health Nursing II	10	15	25
2	Nursing Research & Statistics	10	15	25
3	Midwifery/Obstetrics and Gynecology (OBG) Nursing II I & II	10	15	25 I & II = 25+25 = 50/2
	<b>Practical</b>			
4	Community Health Nursing II	20	30	50
5	Midwifery/Obstetrics and Gynecology (OBG) Nursing II I & II	10	15	25 I & II = 25+25 = 50

**VIII SEMESTER (Internship)**

S.No.	Course	Continuous performance evaluation	OSCE	Total Marks
1	Competency assessment – 5 specialties × 20 marks	Each specialty – 10 5×10 = 50 marks	Each specialty – 10 5×10 = 50 marks	100

**APPENDIX 2**  
**INTERNAL ASSESSMENT GUIDELINES**  
**THEORY**

**I. CONTINUOUS ASSESSMENT: 10 marks**

1. Attendance – **2 marks** (95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)
2. Written assignments (Two) – **10 marks**
3. Seminar/microteaching/individual presentation (Two) – **12 marks**
4. Group project/work/report – **6 marks**

**Total = 30/3 = 10**

**If there is mandatory module in that semester, marks obtained by student out of 10 can be added to 30 totaling 40 marks**

**Total = 40/4 = 10 marks**

**II. SESSIONAL EXAMINATIONS: 15 marks**

Two sessional exams per course

**Exam pattern:**

MCQ – 4×1 = 4

Essay – 1×10 = 10

Short – 2×5 = 10

Very Short – 3×2 = 6

**30 marks × 2 = 60/4 = 15**

**PRACTICAL**

**I. CONTINUOUS ASSESSMENT: 10 marks**

1. Attendance – **2 marks** (95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)
2. Clinical assignments – **10 marks**  
(Clinical presentation – 3, drug presentation & report – 2, case study report – 5)
3. Continuous evaluation of clinical performance – **10 marks**
4. End of posting OSCE – **5 marks**
5. Completion of procedures and clinical requirements – **3 marks**

**Total = 30/3 = 10**

**II. SESSIONAL EXAMINATIONS: 15 marks**

**Exam pattern:**

OSCE – 10 marks (2-3 hours)

DOP – 20 marks (4-5 hours)

*{DOP – Directly observed practical in the clinical setting}*

**Total = 30/2 = 15**

**Note:** For Adult Health Nursing I, Adult Health Nursing II, Community Health Nursing I & Community Health Nursing II, the marks can be calculated as per weightage. Double the weightage as 20 marks for continuous assessment and 30 for sessional exams.

**COMPETENCY ASSESSMENT: (VIII SEMESTER)****Internal assessment**

Clinical performance evaluation –  $10 \times 5$  specialty = 50 marks

OSCE =  $10 \times 5$  specialty = 50 marks

**Total = 5 specialty  $\times$  20 marks = 100**

**APPENDIX 3****I. UNIVERSITY THEORY QUESTION PAPER PATTERN (For 75 marks)****1. Section A – 37 marks and Section B – 38 marks**

- a. **Applied Anatomy & Applied Physiology:** Applied Anatomy – Section A and Applied Physiology – Section B,
- b. **Applied Sociology & Applied Psychology:** Applied Sociology – Section A and Applied Psychology – Section B
- c. **Applied Microbiology & Infection Control including Safety:** Applied Microbiology – Section A and Infection Control including Safety – Section B

**Section A (37 marks)**

MCQ –  $6 \times 1 = 6$

Essay –  $1 \times 10 = 10$

Short –  $3 \times 5 = 15$

Very Short –  $3 \times 2 = 6$

**Section B (38 marks)**

MCQ –  $7 \times 1 = 7$

Essay –  $1 \times 10 = 10$

Short –  $3 \times 5 = 15$

Very Short –  $3 \times 2 = 6$

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

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

**Section A (25 marks)**

MCQ –  $4 \times 1 = 4$

Short –  $3 \times 5 = 15$

Very Short –  $3 \times 2 = 6$

**Section B (50 marks)**

MCQ –  $8 \times 1 = 8$

Essay/situation type –  $1 \times 10 = 10$

Short –  $4 \times 5 = 20$

Very Short –  $6 \times 2 = 12$

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

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

**Section A (38 marks)**

MCQ –  $7 \times 1 = 7$

Essay –  $1 \times 10 = 10$

Short –  $3 \times 5 = 15$

Very Short –  $3 \times 2 = 6$

**Section B (25 marks)**

MCQ –  $4 \times 1 = 4$

Short –  $3 \times 5 = 15$

Very Short –  $3 \times 2 = 6$

**Section C (12 marks)**

MCQ –  $3 \times 1 = 3$

Short –  $1 \times 5 = 5$

Very Short –  $2 \times 2 = 4$

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

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

**Section A (55 marks)**

MCQ –  $9 \times 1 = 9$

Essay/situation type –  $2 \times 15 = 30$

Short –  $2 \times 5 = 10$

Very Short –  $3 \times 2 = 6$

**Section B (20 marks)**

MCQ –  $4 \times 1 = 4$

Short –  $2 \times 5 = 10$

Very Short –  $3 \times 2 = 6$

**5. Marks 75 (For all other university exams with 75 marks)**

MCQ –  $12 \times 1 = 12$

Essay/situation type –  $2 \times 15 = 30$

Short –  $5 \times 5 = 25$

Very Short –  $4 \times 2 = 8$

**6. College Exam (End of Semester) – 50 marks (50/2 = 25 marks)**

MCQ –  $8 \times 1 = 8$

Essay/situation type –  $1 \times 10 = 10$

Short –  $4 \times 5 = 20$

Very Short –  $6 \times 2 = 12$

**II. UNIVERSITY PRACTICAL EXAMINATION – 50 marks**

**OSCE – 15 marks**

**DOP – 35 marks**

**III. COMPETENCY ASSESSMENT – University Exam (VIII SEMESTER)**

Integrated OSCE including all 5 specialties (Stations based on every specialty) = 5 specialty  $5 \times 20 = 100$  marks

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

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

**Clinical Logbook for B.Sc. Nursing Program  
(Procedural Competencies/Skills)**

**I & II SEMESTER**

S.No.	Procedural Competencies/Skills	Performs independently	Assists/ Observes procedures A/O	DATE		Signature of the Tutor/Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
<b>I SEMESTER</b>						
<b>I</b>	<b>Communication and Documentation</b>					
1	Maintaining Communication and interpersonal relationship with patient and families					
2	Verbal Report					
3	Recording/Documentation of patient care (Written Report)					
<b>II</b>	<b>Monitoring Vital Signs</b>					
	<i>Temperature</i>					
4	Oral					
5	Axillary					
6	Rectal					
7	Tympanic					
	<i>Pulse</i>					
8	Radial					
9	Apical					
10	<i>Respiration</i>					
11	<i>Blood Pressure</i>					
<b>III</b>	<b>Hot &amp; Cold Application</b>					
12	Cold Compress					
13	Hot Compress					
14	Ice Cap					
15	Tepid sponge					
<b>IV</b>	<b>Health Assessment (Basic – First year level)</b>					
16	Health History					
17	Physical Assessment – General & system wise					
18	Documentation of findings					
<b>V</b>	<b>Infection Control in Clinical Settings</b>					

S.No.	Procedural Competencies/Skills	Performs independently	Assists/ Observes procedures A/O	DATE		Signature of the Tutor/Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
19	Hand hygiene (Hand washing & Hand rub)					
20	Use of personal and protective equipment					
<b>VI</b>	<b>Comfort</b>					
21	Open Bed					
22	Occupied Bed					
23	Post-operative Bed					
24	Supine Position					
25	Fowler's Position					
26	Lateral Position					
27	Prone Position					
28	Semi Prone Position					
29	Trendelenburg Position					
30	Lithotomy Position					
31	Changing Position of helpless patient (Moving/Turning/Logrolling)					
32	Cardiac table/Over-bed table					
33	Back Rest					
34	Bed Cradle					
35	Pain Assessment (Initial & Reassessment)					
<b>VII</b>	<b>Safety</b>					
36	Side rail					
37	Restraint (Physical)					
38	Fall risk assessment & post fall assessment					
<b>VIII</b>	<b>Admission &amp; Discharge</b>					
39	Admission					
40	Discharge					
41	Transfer (within hospital)					
<b>IX</b>	<b>Mobility</b>					
42	Ambulation					
43	Transferring patient from & to					

S.No.	Procedural Competencies/Skills	Performs independently	Assists/ Observes procedures A/O	DATE		Signature of the Tutor/Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
	bed & wheelchair					
44	Transferring patient from & to bed & stretcher					
45	Range of Motion Exercises (ROM)					
<b>X</b>	<b>Patient Education</b>					
46	Individual Patient Teaching					
<b>II SEMESTER</b>						
<b>XI</b>	<b>Hygiene</b>					
47	Sponge bath/Bed bath					
48	Pressure Injury Assessment					
49	Skin care and care of pressure points					
50	Oral hygiene					
51	Hair wash					
52	Pediculosis treatment					
53	Perineal Care/Meatal care					
54	Urinary Catheter care					
<b>XII</b>	<b>Nursing Process-Basic level</b>					
55	Assessment and formulating nursing diagnosis					
56	Planning the nursing Care					
57	Implementation of Care					
58	Evaluation of Care (Reassessment & Modification)					
<b>XIII</b>	<b>Nutrition &amp; Fluid Balance</b>					
59	24 Hours Dietary Recall					
60	Planning Well balanced diet					
61	Making fluid plan					
62	Preparation of nasogastric tube feed					
63	Nasogastric tube feeding					
64	Maintaining intake & output chart					
65	Intra Venous Infusion Plan					
<b>XIV</b>	<b>Elimination</b>					

S.No.	Procedural Competencies/Skills	Performs independently	Assists/ Observes procedures A/O	DATE		Signature of the Tutor/Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
66	Providing Bedpan					
67	Providing Urinal					
68	Enema					
69	Bowel Wash					
<b>XV</b>	<b>Diagnostic Tests-Specimen collection</b>					
70	Urine Specimen for Routine Analysis					
71	Urine Specimen for Culture					
72	Timed urine specimen collection					
73	Feces specimen for routine					
74	Sputum Culture					
	<b><i>Urine Testing</i></b>					
75	Ketone					
76	Albumin					
77	Reaction					
78	Specific Gravity					
<b>XVI</b>	<b>Oxygenation Needs/Promoting Respiration</b>					
79	Deep Breathing & Coughing Exercises					
80	Steam inhalation					
81	Oxygen administration using face mask					
82	Oxygen administration using nasal prongs					
<b>XVII</b>	<b>Medication Administration</b>					
83	Oral Medications					
84	Intramuscular					
85	Subcutaneous					
86	Rectal Suppositories					
<b>XVIII</b>	<b>Death and Dying</b>					
87	Death care/Last Office					
<b>XIX</b>	<b>First Aid and Emergencies</b>					
	<b>Bandages &amp; Binders</b>					
88	Circular					

S.No.	Procedural Competencies/Skills	Performs independently	Assists/ Observes procedures A/O	DATE		Signature of the Tutor/Faculty
				Skill Lab/ Simulation Lab	Clinical Area	
89	Spiral					
90	Reverse Spiral					
91	Recurrent					
92	Spica					
93	Figure of eight					
94	Eye					
95	Ear					
96	Caplin					
97	Jaw					
98	Arm Sling					
99	Abdominal Binder					
100	Basic CPR (first aid module)					

### III & IV SEMESTER

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
<b>III SEMESTER</b>						
<b>I</b>	<b>MEDICAL</b>					
	<i>Intravenous therapy</i>					
1	IV cannulation					
2	IV maintenance & monitoring					
3	Administration of IV medication					
4	Care of patient with Central Line					
	<i>Preparation, assisting, and after care of patients undergoing diagnostic procedures</i>					
5	Thoracentesis					
6	Abdominal paracentesis					
	<i>Respiratory therapies and monitoring</i>					
7	Administration of oxygen using venturi mask					
8	Nebulization					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
9	Chest physiotherapy					
10	Postural drainage					
11	Oropharyngeal suctioning					
12	Care of patient with chest drainage					
	<i>Planning therapeutic diet</i>					
13	High protein diet					
14	Diabetic diet					
15	Performing and monitoring GRBS					
16	Insulin administration					
<b>II</b>	<b>SURGICAL</b>					
17	Pre-Operative care					
18	Immediate Post-operative care					
19	Post-operative exercise					
20	Pain assessment and management					
	<i>Assisting diagnostic procedures and after care of patients undergoing</i>					
21	Colonoscopy					
22	ERCP					
23	Endoscopy					
24	Liver Biopsy					
25	Nasogastric aspiration					
26	Gastrostomy/Jejunostomy feeds					
27	Ileostomy/Colostomy care					
28	Surgical dressing					
29	Suture removal					
30	Surgical soak					
31	Sitz bath					
32	Care of drain					
<b>III</b>	<b>CARDIOLOGY</b>					
33	Cardiac monitoring					
34	Recording and interpreting ECG					
35	Arterial blood gas analysis –					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
	interpretation					
36	Administration of cardiac drugs					
37	Preparation and after care of patients undergoing cardiac Catheterization					
38	Performing BCLS					
	<i>Collection of blood sample for</i>					
39	Blood grouping/cross matching					
40	Blood sugar					
41	Serum electrolytes					
42	Assisting with blood transfusion					
43	Assisting for bone marrow aspiration					
44	Application of antiembolism stockings (TED hose)					
45	Application/maintenance of sequential Compression Device					
<b>IV</b>	<b>DERMATOLOGY</b>					
46	Application of topical medication					
47	Intradermal injection-Skin allergy testing					
48	Medicated bath					
<b>V</b>	<b>COMMUNICABLE</b>					
49	Intradermal injection-BCG and Tuberculin skin Test or Mantoux test					
50	Barrier nursing & Reverse barrier nursing					
51	Standard precautions-Hand hygiene, use of PPE, needle stick and sharp injury prevention, Cleaning and disinfection, Respiratory hygiene, waste disposal and safe injection practices					
<b>VI</b>	<b>MUSCULOSKELETAL</b>					
52	Preparation of patient with Myelogram/CT/MRI					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
53	Assisting with application & removal of POP/Cast					
54	Preparation, assisting and after care of patient with Skin traction/skeletal traction					
55	Care of orthotics					
56	Muscle strengthening exercises					
57	Crutch walking					
58	Rehabilitation					
<b>VII</b>	<b>OR</b>					
59	Position and draping					
60	Preparation of operation table					
61	Set up of trolley with instrument					
62	Assisting in major and minor operation					
63	Disinfection and sterilization of equipment					
64	Scrubbing procedures – Gowning, masking and gloving					
65	Intra operative monitoring					
<b>IV SEMESTER</b>						
<b>I</b>	<b>ENT</b>					
1	History taking and examination of ear, nose & throat					
2	Application of bandages to Ear & Nose					
3	Tracheostomy care					
	<i>Preparation of patient, assisting and monitoring of patients undergoing diagnostic procedures</i>					
4	Auditory screening tests					
5	<b>Audiometric tests</b>					
6	Preparing and assisting in special procedures like Anterior/posterior nasal packing, Ear Packing and Syringing					
7	Preparation and after care of patients undergoing ENT surgical procedures					
8	Instillation of ear/nasal					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
	medication					
<b>II</b>	<b>EYE</b>					
9	History taking and examination of eyes and interpretation					
	<i>Assisting procedures</i>					
10	Visual acuity					
11	Fundoscopy, retinoscopy, ophthalmoscopy, tonometry					
12	Refraction tests					
13	Pre and postoperative care of patient undergoing eye surgery					
14	Instillation of eye drops/medication					
15	Eye irrigation					
16	Application of eye bandage					
17	Assisting with foreign body removal					
<b>III</b>	<b>NEPHROLOGY &amp; UROLOGY</b>					
18	Assessment of kidney and urinary system <ul style="list-style-type: none"> <li>• History taking and physical examination</li> <li>• Testicular self-examination</li> <li>• Digital rectal exam</li> </ul>					
	<i>Preparation and assisting with diagnostic and therapeutic procedures</i>					
19	Cystoscopy, Cystometrogram					
20	Contrast studies – IVP					
21	Peritoneal dialysis					
22	Hemodialysis					
23	Lithotripsy					
24	Renal/Prostate Biopsy					
25	Specific tests – Semen analysis, gonorrhea test					
26	Catheterization care					
27	Bladder irrigation					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
28	Intake and output recording and monitoring					
29	Ambulation and exercise					
<b>IV</b>	<b>BURNS &amp; RECONSTRUCTIVE SURGERY</b>					
30	Assessment of burns wound – area/degree/percentage of wound using appropriate scales					
31	First aid of burns					
32	Fluid & electrolyte replacement therapy					
33	Skin care					
34	Care of Burn wounds ○ Bathing ○ Dressing					
35	Pre-operative and post-operative care of patient with burns					
36	Caring of skin graft and post cosmetic surgery					
37	Rehabilitation					
<b>V</b>	<b>NEUROLOGY</b>					
38	History taking, neurological Examination – Use of Glasgow coma scale					
39	Continuous monitoring the patients					
40	Preparation and assisting for various invasive and non-invasive diagnostic procedures					
41	Care of patient undergoing neurosurgery including rehabilitation					
<b>VI</b>	<b>IMMUNOLOGY</b>					
42	History taking and Physical examination					
43	Immunological status assessment and interpretation of specific test (e.g. HIV)					
44	Care of patient with low immunity					
<b>VII</b>	<b>ONCOLOGY</b>					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
45	History taking & physical examination of cancer patients					
46	Screening for common cancers – TNM classification					
<i>Preparation, assisting and after care patients undergoing diagnostic procedures</i>						
47	Biopsies/FNAC					
48	Bone-marrow aspiration					
<i>Preparation of patients and assisting with various modalities of treatment</i>						
49	Chemotherapy					
50	Radiotherapy					
51	Hormonal therapy/ Immunotherapy					
52	Gene therapy/any other					
53	Care of patients treated with nuclear medicine					
54	Rehabilitation					
<b>VIII</b>	<b>EMERGENCY</b>					
55	Practicing 'triage'					
56	Primary and secondary survey in emergency					
57	Examination, investigations & their interpretations, in emergency & disaster situations					
58	Emergency care of medical and traumatic injury patients					
59	Documentation, and assisting in legal procedures in emergency unit					
60	Managing crowd					
61	Counseling the patient and family in dealing with grieving & bereavement					
<b>IX</b>	<b>CRITICAL CARE</b>					
62	Assessment of critically ill patients					
63	Assisting with arterial puncture					
64	Assisting with ET tube intubation & extubation					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
65	ABG analysis and interpretation – respiratory acidosis, respiratory alkalosis, metabolic acidosis, metabolic alkalosis					
66	Setting up of ventilator modes and settings and care of patient on ventilator					
67	Setting up of trolley with instruments					
68	Monitoring and maintenance of Chest drainage system					
69	Bag and mask ventilation					
70	Assisting with starting and maintenance of Central and peripheral lines invasive					
71	Setting up of infusion pump, and defibrillator					
72	Administration of drugs via infusion, intracardiac, intrathecal, epidural					
73	Monitoring and maintenance of pacemaker					
74	ICU care bundle					
75	Management of the dying patient in the ICU					
<b>X</b>	<b>Geriatric</b>					
76	History taking and Assessment of Geriatric patient					
77	Geriatric counseling					
78	Comprehensive Health assessment (adult) after module completion					
<b>V &amp; VI SEMESTER – CHILD HEALTH NURSING I &amp; II</b>						
<b>I</b>	<b>PEDIATRIC MEDICAL &amp; SURGICAL</b>					
	<i>Health assessment – Taking history &amp; Physical examination and nutritional assessment of</i>					
1	Neonate					
2	Infant					
3	Toddler					
4	Preschooler					
5	Schooler					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
6	Adolescent					
<i>Administration of medication/fluids – Calculation, preparation and administration of medication</i>						
7	Oral					
8	I/M					
9	I/V					
10	Intradermal					
11	Subcutaneous					
12	Calculation of fluid requirements					
13	Preparation of different strengths of I/V fluids					
14	Administration of IV fluids					
15	Application of restraints					
<i>Administration of O<sub>2</sub> inhalation by different methods</i>						
16	Nasal Catheter/Nasal Prong					
17	Mask					
18	Oxygen hood					
19	Baby bath/sponge bath					
20	Feeding children by Katori & spoon/paladai, cup					
<i>Collection of specimens for common investigations</i>						
21	Urine					
22	Stool					
23	Blood					
24	Assisting with common diagnostic procedures (Lumbar puncture, bone marrow aspiration)					
<i>Health education to mothers/parents – Topics</i>						
25	Prevention and management of Malnutrition					
26	Prevention and management of diarrhea (Oral rehydration therapy)					
27	Feeding & Complementary feeding					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
28	Immunization schedule					
29	Play therapy					
30	Conduct individual and group play therapy sessions					
31	Prevention of accidents					
32	Bowel wash					
33	Administration of suppositories					
<i>Care for ostomies:</i>						
34	Colostomy Irrigation					
35	Ureterostomy					
36	Gastrostomy					
37	Enterostomy					
38	Urinary catheterization & drainage					
<i>Feeding</i>						
39	Naso-gastric					
40	Gastrostomy					
41	Jejunostomy					
<i>Care of surgical wounds</i>						
42	Dressing					
43	Suture removal					
<b>II</b>	<b>PEDIATRIC OPD/IMMUNIZATION ROOM</b>					
<i>Growth and Developmental assessment of children</i>						
44	Infant					
45	Toddler					
46	Preschooler					
47	Schooler					
48	Adolescent					
49	Administration of vaccination					
50	Health/Nutritional education					
<b>III</b>	<b>NICCU/PICU</b>					
51	Assessment of newborn					
52	Care of preterm/LBW newborn					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
53	Kangaroo care					
54	Neonatal resuscitation					
55	Assisting in neonatal diagnostic procedures					
56	Feeding of high risk newborn – EBM (spoon/paladai)					
57	Insertion/removal/feeding – Naso/oro-gastric tube					
58	Administration of medication – oral/parenteral					
59	Neonatal drug calculation					
60	Assisting in exchange transfusion					
61	Organizing different levels of neonatal care					
62	Care of a child on ventilator/ CPAP					
63	Endotracheal Suction					
64	Chest Physiotherapy					
65	Administration of fluids with infusion pumps					
66	Total Parenteral Nutrition					
67	Recording & reporting					
68	Cardiopulmonary Resuscitation – PLS					
<b>V &amp; VI SEMESTER – MENTAL HEALTH NURSING I &amp; II</b>						
	<b>PSCHIATRY OPD</b>					
1	History taking					
2	Mental status examination (MSE)					
3	Psychometric assessment (Observe/practice)					
4	Neurological examination					
5	Observing & assisting in therapies					
	<i>Individual and group psycho education</i>					
6	Mental hygiene practice education					
7	Family psycho-education					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
<b>CHILD GUIDANCE CLINIC</b>						
8	History Taking & mental status examination					
9	Psychometric assessment (Observe/practice)					
10	Observing and assisting in various therapies					
11	Parental teaching for child with mental deficiency					
<b>IN-PATIENT WARD</b>						
12	History taking					
13	Mental status examination (MSE)					
14	Neurological examination					
15	Assisting in psychometric assessment					
16	Recording therapeutic communication					
17	Administration of medications					
18	Assisting in Electro-convulsive Therapy (ECT)					
19	Participation in all therapies					
20	Preparation of patients for Activities of Daily living (ADL)					
21	Conducting admission and discharge counseling					
22	Counseling and teaching patients and families					
<b>COMMUNITY PSYCHIATRY &amp; DEADDICTION CENTRE</b>						
23	Conducting home visit and case work					
24	Identification of individuals with mental health problems					
25	Assisting in organizations of Mental Health camp					
26	Conducting awareness meetings for mental health & mental illness					
27	Counseling and Teaching family members, patients and community					
28	Observation of deaddiction care					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
<b>V SEMESTER – COMMUNITY HEALTH NURSING I INCLUDING ENVIRONMENTAL SCIENCE &amp; EPIDEMIOLOGY</b>						
1	Interviewing skills (using communication and interpersonal skills)					
2	Conducting community needs assessment/survey					
3	Observation skills					
4	Nutritional assessment skills					
5	Teaching individuals and families on nutrition-food hygiene and safety, healthy lifestyle and health promotion					
6	BCC (Behaviour change communication) skills					
7	Health assessment including nutritional assessment-different age groups <ul style="list-style-type: none"> <li>• Children under five</li> <li>• Adolescent</li> <li>• Woman</li> </ul>					
8	Investigating an epidemic – Community health survey					
9	Performing lab tests – Hemoglobin, blood sugar, blood smear for malaria, etc.					
10	Screening, diagnosis and primary management of common health problems in the community and referral of high-risk clients (Communicable & NCD)					
11	Documentation skills					
12	Home visit					
13	Participation in national health programs					
14	Participation in school health programs					
<b>V SEMESTER – EDUCATIONAL TECHNOLOGY/NURSING EDUCATION</b>						
1	Writing learning outcomes					
2	Preparation of lesson plan					
3	Practice Teaching/ Microteaching					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
4	Preparation of teaching aids/ media					
<i>Preparation of assessment tools</i>						
5	Construction of MCQ tests					
6	Preparation of observation checklist					
<b>VI SEMESTER – NURSING MANAGEMENT &amp; LEADERSHIP</b>						
<b>Hospital and Nursing Service Department</b>						
1	Preparation of organogram (hospital/nursing department)					
2	Calculation of staffing requirements for a nursing unit/ward					
3	Formulation of Job description of nursing officer (staff nurse)					
4	Preparation of Patient assignment plan					
5	Preparation of duty roster for staff/students at different levels					
6	Preparation of logbook/MMF for specific equipment/ materials					
7	Participation in Inventory control and daily record keeping					
8	Preparation and maintenance of records & reports such as incident reports/adverse reports/audit reports					
9	Participation in performance appraisal/evaluation of nursing staff					
10	Participate in conducting in-service education for the staff					
<b>College &amp; Hostel</b>						
11	Preparation of organogram of college					
12	Formulation of job description for tutor					
13	Participation in performance appraisal of tutor					
14	Preparation of Master plan, timetable and clinical rotation					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
15	Preparation of student anecdotes					
16	Participation in clinical evaluation of students					
17	Participation in planning and conducting practical examination OSCE – end of posting					
<b>VI &amp; VII SEMESTER – MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING I &amp; II</b>						
<b>I</b>	<b>ANTENATAL CARE</b>					
	<b>Health assessment of antenatal woman</b>					
1	History Taking including obstetrical score, Calculation of EDD, gestational age					
2	Physical examination: head to foot					
3	Obstetrical examination including Leopards maneuvers & auscultation of Fetal heart sound (fetoscope/stethoscope/ Doppler)					
	<b>Diagnostic tests</b>					
4	Urine pregnancy test/card test					
5	Estimation of hemoglobin using Sahle's hemoglobinometer					
6	Advice/assist in HIV/HBsAg/ VDRL testing					
7	Preparation of peripheral smear for malaria					
8	Urine testing for albumin and sugar					
9	Preparation of mother for USG					
10	Kick chart/DFMC (Daily Fetal and Maternal Chart)					
11	Preparation and recording of CTG/NST					
12	Antenatal counseling for each trimester including birth preparedness and complication readiness					
13	Childbirth preparation classes for couples/family					
14	Administration of Td/TT					
15	Prescription of iron & folic acid and calcium tablets					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
<b>II</b>	<b>INTRANATAL CARE</b>					
16	Identification and assessment of woman in labour					
17	Admission of woman in labour					
18	Performing/assisting CTG					
19	Vaginal examination during labour including Clinical pelvimetry					
20	Plotting and interpretation of partograph					
21	Preparation for birthing/delivery – physical and psychological					
22	Setting up of the birthing room/delivery unit and newborn corner/care area					
23	Pain management during labour-non-pharmacological					
24	Supporting normal births/conduct normal childbirth in upright positions/evidence based					
25	Essential newborn care					
26	Basic newborn resuscitation					
27	Management of third stage of labour – Physiologic management/active management (AMTSL)					
28	Examination of placenta					
29	Care during fourth stage of labour					
30	Initiation of breast feeding and lactation management					
31	Infection prevention during labour and newborn care					
<b>III</b>	<b>POSTNATAL CARE</b>					
32	Postnatal assessment and care					
33	Perineal/episiotomy care					
34	Breast care					
35	Postnatal counseling-diet, exercise & breast feeding					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
36	Preparation for discharge					
<b>IV</b>	<b>NEWBORN CARE</b>					
37	Assessment of newborn					
38	Weighing of newborn					
39	Administration of Vitamin K					
40	Neonatal immunization – Administration of BCG, Hepatitis B vaccine					
41	Identification of minor disorders of newborn and their management					
<b>V</b>	<b>CARE OF WOMEN WITH ANTENATAL, INTRANATAL &amp; POSTNATAL COMPLICATIONS</b>					
42	High risk assessment – identification of antenatal complications such as pre-eclampsia, anemia, GDM, Antepartum hemorrhage etc.					
43	Post abortion care & counseling					
44	Glucose challenge test/Glucose Tolerance test					
45	Identification of fetal distress and its management					
46	Administration of MgSo4					
47	Administration of antenatal corticosteroids for preterm labour					
48	Assisting with Medical induction of labour					
49	Assist in Surgical induction – stripping and artificial rupture of membranes					
50	Episiotomy (only if required) and repair					
51	Preparation for emergency/ elective caesarean section					
52	Assisting in caesarean section					
53	Preparation of mother and assist in vacuum delivery					
54	Identification and assisting in management of malpresentation and malposition during labour					
55	Preparation and assisting in low					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
	forceps operation					
56	Preparation and assisting in emergency obstetric surgeries					
57	Prescription/administration of fluids and electrolytes through intravenous route					
	<b>Assisting in procedures</b>					
58	Assisting in Manual removal of the placenta					
59	Assisting in Bimanual compression of uterus/Balloon tamponade for atonic uterus					
60	Assisting in Aortic compression for PPH					
61	Identification and first aid management of PPH & obstetric shock					
62	Assisting in management of obstetric shock					
63	Identification and assisting in management of puerperal sepsis and administration of antibiotics					
64	Management of breast engorgement and infections					
65	Management of thrombophlebitis					
	<b>HIGH RISK NEWBORN</b> (Some aspects of high risk newborn care are included in Child Health Nursing)					
66	Identification of high-risk newborn					
67	Care of neonate under radiant warmer					
68	Care of neonate on phototherapy					
69	Referral and transportation of high risk newborn					
70	Parental counselling – sick neonate and neonatal loss					
	<b>FAMILY WELFARE</b>					
71	Postpartum Family planning counseling					
72	Postpartum family planning – Insertion and removal of PPIUCD/PAIUCD					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
73	Counselling of the woman for Postpartum sterilization					
74	Preparation and assisting in tubectomy					
<b>OTHER PROCEDURES</b>						
75	Preparation and assisting for D&C/D&E operations					
76	Observation/Assisting in Manual Vacuum Aspiration					
77	Assessment of women with gynaecological disorders					
78	Assisting/performing Pap smear					
79	Performing Visual inspection of cervix with acetic acid					
80	Assisting/observation of cervical punch biopsy/ Cystoscopy/Cryosurgery					
81	Assisting in gynecological surgeries					
82	Postoperative care of woman with gynecological surgeries					
83	Counsel on Breast self-examination					
84	Counseling couples with infertility					
85	Completion of safe delivery app with certification					
<b>VII SEMESTER – COMMUNITY HEALTH NURSING II</b>						
1	Screening, diagnosing, management and referral of clients with common conditions/emergencies					
2	Antenatal and postnatal care at home and health centre					
3	Conduction of normal childbirth & newborn care at health centre					
4	Tracking every pregnancy and filling up MCP card					
5	Maintenance of records/ registers/reports					
6	Adolescent counseling & participation in youth friendly					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
	services					
7	Counseling for safe abortion services					
8	Family planning counseling					
9	Distribution of temporary contraceptives – condoms, OCP's, emergency contraceptives, Injectable MPA					
10	Insertion of interval IUCD					
11	Removal of IUCD					
12	Participation in conducting vasectomy/tubectomy camp					
13	Screening, diagnosis, primary management and referral of clients with occupational health problems					
14	Health assessment of elderly					
15	Mental Health screening					
16	Participation in community diagnosis – data management					
17	Writing health centre activity report					
18	Participation in organizing and conducting clinic/health camp					
19	Participation in disaster mock drills					
20	Co-ordinating with ASHAs and other community health workers					
<b>VII SEMESTER – NURSING RESEARCH &amp; STATISTICS</b>						
	<i>Research Process Exercise</i>					
1	Statement of the problem					
2	Formulation of Objectives & Hypotheses					
3	Literature review of research report/article					
4	Annotated bibliography					
5	Preparation of sample research tool					
	<i>Analysis &amp; Interpretation of data – Descriptive statistics</i>					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
6	Organization of data					
7	Tabulation of data					
8	Graphic representation of data					
9	Tabular presentation of data					
10	Research Project (Group/Individual) Title:					
<b>VIII SEMESTER (INTERNSHIP)</b>						

**Note: Maximum of 30% of all skills/procedures can be performed by students in skill lab/simulation lab for all clinical nursing Courses except Community Health Nursing and Mental Health Nursing in which the percentage allowed is only 10%**

\* – When the student is found competent to perform the skill, it will be signed by the faculty/tutor.

**Students:** Students are expected to perform the listed skills/competencies many times until they reach level 3 competency, after which the preceptor signs against each competency.

**Preceptors/faculty:** Must ensure that the signature is given for each competency only after they reach level 3.

- Level 3 competency denotes that the NP student is able to perform that competency without supervision
- Level 2 Competency denotes that the student is able to perform each competency with supervision
- Level 1 competency denotes that the student is not able to perform that competency/skill even with supervision

Signature of the Faculty Coordinator

Signature of the HOD/Principal

#### CLINICAL REQUIREMENTS

S.No.	Clinical Requirement	Date	Signature of the Faculty
<b>I &amp; II SEMESTER</b>			
<b>NURSING FOUNDATION I &amp; II</b>			
1	History Taking – 2 1. 2.		
2	Physical Examination – 2 1. 2.		
3	Fall risk assessment – 2		

S.No.	Clinical Requirement	Date	Signature of the Faculty
	1. 2.		
4	Pressure Sore Assessment – 2 1. 2.		
5	Nursing Process – 2 1. 2.		
6	Completion of first aid module		
7	Completion of Health assessment module		
<b>III SEMESTER – ADULT HEALTH NURSING I</b>			
	<b>Medical</b>		
1	Care Study – 1		
2	Health education – 1		
3	Clinical presentation/care note – 1		
	<b>Surgical</b>		
4	Care study – 1		
5	Health education – 1		
6	Clinical Presentation/Care note – 1		
	<b>Cardiac</b>		
7	Cardiac assessment – 1		
8	Drug presentation – 1		
	<b>Communicable</b>		
9	Clinical presentation/Care note – 1		
	<b>Musculoskeletal</b>		
10	Clinical presentation/Care note – 1		
	<b>OR</b>		
11	Assist as circulatory nurse – 5 i. ii. iii. iv. v.		
12	Assist as scrub nurse in minor surgeries – 5 i. ii.		

S.No.	Clinical Requirement	Date	Signature of the Faculty
	iii. iv. v.		
13	Positioning & draping – 5 i. ii. iii. iv. v.		
14	Assist as scrub nurse in major surgeries – 5 i. ii. iii. iv. v.		
15	Completion of BCLS module		
<b>IV SEMESTER – ADULT HEALTH NURSING II</b>			
	<b>ENT</b>		
1	ENT assessment of an adult – 2 i. ii.		
2	Observation and activity report of OPD		
3	Clinical presentation – 1		
4	Drug Book		
	<b>EYE</b>		
5	Eye assessment i. Adult – 1 ii. Geriatric – 1		
6	Patient-teaching – 1		
7	Clinical Presentation– 1		
	<b>NEPHROLOGY &amp; UROLOGY</b>		
8	Assessment of adult – 1 Assessment of Geriatric – 1		
9	Drug presentation – 1		
10	Care study/Clinical presentation – 1		
	<b>BURNS AND RECONSTRUCTIVE SURGERY</b>		

S.No.	Clinical Requirement	Date	Signature of the Faculty
11	Burn wound assessment – 1		
12	Clinical presentation – 1		
13	Observation report of Burns unit		
14	Observe cosmetic/reconstructive procedures		
	<b>NEUROLOGY</b>		
15	Neuro-assessment –2 i. ii.		
16	Unconscious patient – 1		
17	Care study/case presentation – 1		
18	Drug presentation – 1		
	<b>IMMUNOLOGY</b>		
19	Assessment of immune status		
20	Teaching of isolation to patient and family care givers		
21	Nutritional management		
22	Care Note – 1		
	<b>ONCOLOGY</b>		
23	Observation report of cancer unit		
24	Assessment of each system cancer patients – 2		
25	Care study/clinical presentation – 1		
26	Pre and post-operative care of patient with various modes of cancer treatment such as chemotherapy, radiation therapy, surgery, BMT, etc. –3(at least) i. ii. ii.		
27	Teaching on BSE to family members		
	<b>EMERGENCY</b>		
28	Primary assessment of adult– 1		
29	Immediate care (IV access establishment, assisting in intubation, suction, etc.)		
30	Use of emergency trolley		
	<b>CRITICAL CARE</b>		
31	Assessment of critically ill i. Adult ii. Geriatric		

S.No.	Clinical Requirement	Date	Signature of the Faculty
32	Care note/Clinical presentation – 1		
	<b>GERIATRIC</b>		
33	Geriatric assessment – 1		
34	Care note/clinical presentation – 1		
35	Fall risk assessment 1		
36	Functional status assessment – 1		
37	Completion of Fundamentals of Prescribing module		
38	Completion of Palliative care module		
<b>V &amp; VI SEMESTER – CHILD HEALTH NURSING I &amp; II</b>			
	<b>Pediatric medical</b>		
1	Nursing care plan – 1		
2	Case presentation – 1		
3	Health talk – 1		
	<b>Surgical</b>		
4	Nursing care plan – 1		
5	Case study/presentation – 1		
	<b>OPD/Immunization Room</b>		
6	Growth and Developmental study: i. Infant – 1 ii. Toddler – 1 iii. Preschooler – 1		
	<b>NICCU/PICU</b>		
7	Newborn assessment – 1		
8	Nursing Care Plan – 1		
9	Kangaroo mother care – 2		
10	Nursing care plan of high risk newborn – 1		
11	Completion of ENBC module		
12	Completion of FNBC module		
13	Completion of IMNCI module		
14	Completion of PLS module		
<b>V &amp; VI SEMESTER – MENTAL HEALTH NURSING I &amp; II</b>			
	<b>Psychiatry OPD</b>		
1	History taking and Mental status examination – 2 i.		

S.No.	Clinical Requirement	Date	Signature of the Faculty
	ii.		
2	Health education – 1		
3	Observation report of OPD		
	<b>Child guidance clinic</b>		
4	Case work – 1		
	<b>Inpatient Ward</b>		
5	Case study – 1		
6	Care plan – 2		
7	Clinical presentation 1		
8	Process recording 2		
9	Maintain drug book		
	<b>Community psychiatry &amp; Deaddiction centre</b>		
10	Case work – 1		
11	Observation report on field visits		
12	Visit to deaddiction centre		
<b>V SEMESTER – COMMUNITY HEALTH NURSING – I INCLUDING ENVIRONMENTAL SCIENCE &amp; EPIDEMIOLOGY</b>			
1	Community needs assessment/survey (Rural/Urban) – 1		
2	Visits to – SC/HWC – PHC – CHC		
3	Observation of nutritional programs Anganwadi		
4	<b>Observation visits</b>		
	i. Water purification site and Water quality tests		
	ii. Milk diary		
	iii. Slaughter-house		
	iv. Market		
	v. Sewage disposal site		
	vi. Rain water harvesting		
	vii. Slaughter-house		
5	Nutritional assessment – Adult 1		
6	Individual health teaching – Adult 1		

S.No.	Clinical Requirement	Date	Signature of the Faculty
7	Use of AV aids – flash cards/posters/flannel graphs/flip charts (Any Two) i. ii.		
8	Health assessment of i. Woman – 1 ii. Infant/under five child – 1 iii. Adolescent – 1 iv. Adult – 1		
9	Growth monitoring of children under five – 1		
10	Documentation i. Individual records – 1 ii. Family records – 1		
11	Investigation of an epidemic – 1		
12	Screening and primary management of i. Communicable diseases – 1 ii. NCD – 1		
13	Home visits – 2		
14	Participation in national health programs – 2		
15	Participation in school health program – 1		
<b>V SEMESTER – EDUCATIONAL TECHNOLOGY/NURSING EDUCATION</b>			
1	Microteaching – 2 i. Theory – 1 ii. Practical/lab – 1		
2	Field Visit to nursing educational institution – regional/national organization		
<b>VI SEMESTER – NURSING MANAGEMENT &amp; LEADERSHIP</b>			
1	Field visit to Hospital – regional/national organization		
<b>VI &amp; VII SEMESTER – MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING I &amp; II</b>			
1	Antenatal assessment and care – 20		
2	Postnatal assessment and care – 15		
3	Assessment of labour using partograph – 10		
4	Per vaginal examination – 10		
5	Observing normal childbirths/deliveries – 10		
6	Assisting in conduction of normal childbirth – 10		
7	Conduction of normal deliveries – 10		

S.No.	Clinical Requirement	Date	Signature of the Faculty
8	Assisting in abnormal/instrumental deliveries – 5		
9	Performing placental examination – 5		
10	Episiotomy and suturing (only if indicated)– 3		
11	Assist/observe Insertion of PPIUCD–2		
12	Newborn assessment – 10		
13	Newborn resuscitation – 5		
15	Kangaroo mother care – 2		
<b>Nursing Care Plan/Clinical presentation with Drug Study</b>			
16	<i>Antenatal care</i> Normal (care plan) – 1 High risk (case study/Clinical presentation) – 1		
17	<i>Intrapartum care</i> High risk (Clinical presentation) – 1		
18	<i>Postnatal care</i> Normal (care plan) – 1 High risk (Clinical presentation) – 1		
19	<i>Newborn care</i> Normal (care plan) – 1		
20	Gynecological condition Care plan – 1		
21	Health talk – individual/group – 2		
22	Counseling mothers and family members		
23	Visit to <ul style="list-style-type: none"> <li>• Peripheral health facility/Laqshya certified labour room</li> <li>• Infertility centre (Virtual/videos)</li> </ul>		
24	Completion of SBA module		
25	Completion of safe delivery app		
<b>VII SEMESTER – COMMUNITY HEALTH NURSING II</b>			
1	Screening and primary management of of <ul style="list-style-type: none"> <li>i. Minor ailments – 2</li> <li>ii. Emergencies – 1</li> <li>iii. Dental problems – 1</li> <li>iv. Eye – 1</li> <li>v. ENT – 1</li> </ul>		
2	Primary management and care based on protocols approved by MOH&FW (Home/health centre)		

S.No.	Clinical Requirement	Date	Signature of the Faculty
3	Screening and primary management of i. High risk pregnancy ii. High risk neonate		
4	Assessment of i. Antenatal – 1 ii. Intrapartum – 1 iii. Postnatal – 1 iv. Newborn – 1		
5	Conduction of normal childbirth and documentation – 2		
6	Immediate newborn care and documentation – 1		
7	Family planning counseling – 1		
8	Group health education (Rural/urban) – 1		
9	Adolescent counseling– 1		
10	Family case study (Rural/urban) – 1		
11	Screening, diagnosis, primary management and referral of clients with occupational health problems – 2 i. ii.		
12	Health assessment (physical & nutritional) of elderly – 1		
13	Mental health screening survey – 1		
14	<b>Group project</b> – Community diagnosis (data management)		
15	Writing report on health centre activity – 1		
16	Participation in organizing and conducting under five/antenatal clinic/health camp – 2 i. ii.		
17	Participation in disaster mock drills		
18	Field visits - Biomedical waste management site - AYUSH centre - Industry - Geriatric home		
19	Report on interaction with MPH/W/HV/ASHA/AWWs (Any 2) 1. 2.		
<b>VII SEMESTER – NURSING RESEARCH</b>			
1	Research Project – Group/Individual Title:		

Signature of the Faculty coordinator

Signature of the HOD/Principal



90.00	216.07	129.03	161.07	86.02	165.90	200.98	84.00
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$$\text{CGPA} = \frac{12 \times 7.5 + 31 \times 6.97 + 17 \times 7.59 + 21 \times 7.67 + 11 \times 7.82 + 21 \times 7.90 + 26 \times 7.73 + 12 \times 7.00}{151}$$

$$= \frac{90.00 + 216.07 + 129.03 + 161.07 + 86.02 + 165.90 + 200.98 + 84.00}{151}$$

$$= \frac{1133.07}{151} = 7.50$$

संचयी ग्रेड प्वाइंट औसत (CGPA) = 7.50

डॉ. टी. दिलीप कुमार, अध्यक्ष

[विज्ञापन-III/4/असा./11/2022-23]

### INDIAN NURSING COUNCIL

#### NOTIFICATION

New Delhi, the 8<sup>th</sup> April 2022

#### Indian Nursing Council {Revised Regulations and Curriculum for B.Sc. (Nursing) Program – Corrigendum}, Regulations, 2022

**F. No. 11-1/2022-INC.**—In exercise of the powers conferred by sub-section (1) of Section 16 of the Indian Nursing Council Act, 1947 (XLVIII of 1947) as amended from time to time and in partial modification of earlier Regulations notified no. 11-1/2019-INC (No. 275) dated 5<sup>th</sup> July, 2021, the Indian Nursing Council hereby makes the following amendments to the Regulation namely:—

#### Short title and commencement

- These Regulations may be called the Indian Nursing Council {Revised Regulations and Curriculum for B.Sc. (Nursing) Program – Corrigendum}, Regulations, 2022.
- These Regulations shall come into force from the date, the same is notified in the Gazette of India. In the Gazette Notification No. 275 dated 5<sup>th</sup> July, 2021, the following changes are further effected:—

Page No.	Reg. No.	For	Read
230	V.	<b>ADMISSION TERMS AND CONDITIONS</b> 7. Minimum qualifying marks for entrance test shall be 50% marks.	<b>ADMISSION TERMS AND CONDITIONS</b> 7. The minimum qualifying criteria of entrance test to admission to B.Sc. Nursing is as under: General 50 <sup>th</sup> percentile SC/ST/OBC 40 <sup>th</sup> percentile General - PwD 45 <sup>th</sup> percentile SC/ST/OBC - PwD 40 <sup>th</sup> percentile
230	V.	8. 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.	8. In respect of candidates belonging to SC/ST/OBC the marks obtained in 3 subjects Physics, Chemistry, Biology shall be 40% and passed in English individually.
232	VI.	<b>CURRICULUM</b> Figure 2 Curricular Framework <b>I Semester</b> Nursing Foundations I <b>II Semester</b> Nursing Foundations II	<b>CURRICULUM</b> Figure 2 Curricular Framework <b>I Semester</b> Nursing Foundation I <b>II Semester</b> Nursing Foundation II
233	VI.	<b>CURRICULUM</b> <b>1. PROGRAM STRUCTURE</b> <b>I Semester</b> 6. *Nursing Foundations I	<b>CURRICULUM</b> <b>1. PROGRAM STRUCTURE</b> <b>I Semester</b> 6. *Nursing Foundation I

Page No.	Reg. No.	For	Read								
		<b>II Semester</b> 3. *Nursing Foundations II	<b>II Semester</b> 3. *Nursing Foundation II								
234	VI.	<b>CURRICULUM</b> <b>1. PROGRAM STRUCTURE</b> <b>MANDATORY MODULES</b> For BCLS, PLS – Standard national/ international modules can be used.	<b>CURRICULUM</b> <b>1. PROGRAM STRUCTURE</b> <b>MANDATORY MODULES</b> For BCLS, PLS – Standard national/international modules can be used. The mandatory modules are offered during the time allotted for respective courses in the course content as theory and practicum – Lab/Clinical.								
237	VI.	<b>CURRICULUM</b> <b>3. COURSES OF INSTRUCTION WITH CREDIT STRUCTURE</b> 1 credit elective course – 1 hour per week per semester	<b>CURRICULUM</b> <b>3. COURSES OF INSTRUCTION WITH CREDIT STRUCTURE</b> 1 credit elective course-1 hour per week per semester (Electives can be offered during self-study hours as shown in the following tables).								
238	VI.	<b>CURRICULUM</b> <b>4. SCHEME OF EXAMINATION</b> <b>I SEMESTER</b> <table border="1"> <tr> <td>4</td> <td>Nursing Foundations I</td> </tr> <tr> <td>5</td> <td>Nursing Foundations I</td> </tr> </table> <p>*Will be added to the internal marks of Nursing Foundations II Theory and Practical respectively in the next semester (Total weightage remains the same) <b>Example:</b> Nursing Foundations Theory: Nursing Foundations I Theory Internal marks in 1<sup>st</sup> semester will be added to Nursing Foundations II Theory Internal in the 2nd semester and average of the two semesters will be taken.</p>	4	Nursing Foundations I	5	Nursing Foundations I	<b>CURRICULUM</b> <b>4. SCHEME OF EXAMINATION</b> <b>I SEMESTER</b> <table border="1"> <tr> <td>4</td> <td>Nursing Foundation I</td> </tr> <tr> <td>5</td> <td>Nursing Foundation I</td> </tr> </table> <p>*Will be added to the internal marks of Nursing Foundation II Theory and Practical respectively in the next semester (Total weightage remains the same) <b>Example:</b> Nursing Foundation Theory: Nursing Foundation I Theory Internal marks in 1<sup>st</sup> semester will be added to Nursing Foundation II Theory Internal in the 2nd semester and average of the two semesters will be taken.</p>	4	Nursing Foundation I	5	Nursing Foundation I
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239	VI.	<b>II SEMESTER</b> <table border="1"> <tr> <td>2</td> <td>Nursing Foundations (I &amp; II)</td> </tr> <tr> <td>4</td> <td>Nursing Foundations (I &amp; II)</td> </tr> </table>	2	Nursing Foundations (I & II)	4	Nursing Foundations (I & II)	<b>II SEMESTER</b> <table border="1"> <tr> <td>2</td> <td>Nursing Foundation (I &amp; II)</td> </tr> <tr> <td>4</td> <td>Nursing Foundation (I &amp; II)</td> </tr> </table>	2	Nursing Foundation (I & II)	4	Nursing Foundation (I & II)
2	Nursing Foundations (I & II)										
4	Nursing Foundations (I & II)										
2	Nursing Foundation (I & II)										
4	Nursing Foundation (I & II)										
242	VI.	<b>5. EXAMINATION REGULATIONS</b> <b>Note:</b> 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	<b>5. EXAMINATION REGULATIONS</b> <b>Note:</b> 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 Biochemistry and Applied Nutrition and Dietetics: Question paper will consist of Section-A Applied Biochemistry with 25 marks								

Page No.	Reg. No.	For	Read
		<p>50 marks and Section-B Biochemistry of 25 marks.</p> <p>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.</p> <p>6. Nursing Research and Statistics: Nursing Research should be of 55 marks and Statistics of 20 marks.</p>	<p>and Section-B Applied Nutrition and Dietetics with 50 marks.</p> <p>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.</p> <p>6. Nursing Research and Statistics: Nursing Research should be of 55 marks and Statistics of 20 marks.</p>
242	VI.	<p><b>5. EXAMINATION REGULATIONS</b></p> <p>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.</p> <p>i. Communicative English</p> <p>ii. Health/Nursing Informatics and Technology</p> <p>iii. Professionalism, Professional Values and Ethics including Bioethics</p> <p>iv. Introduction to Forensic Nursing &amp; Indian Laws</p> <p>10. Minimum pass marks shall be 40% (P grade/4 point) for English only and elective modules.</p>	<p><b>5. EXAMINATION REGULATIONS</b></p> <p>9. Following exams shall be conducted as College exams. The minimum pass is 50% except for Communicative English. The marks for all the college exams listed below alongside all other university exams must be sent to university for inclusion in the mark sheet and shall be considered for calculating aggregate and ranking for awards by university.</p> <p>i. Communicative English</p> <p>ii. Health/Nursing Informatics and Technology</p> <p>iii. Professionalism, Professional Values and Ethics including Bioethics</p> <p>iv. Introduction to Forensic Nursing &amp; Indian Laws</p> <p><b>Award of rank will not be considered for those who fail in one or more courses and must have completed the program by 4 years.</b></p> <p><b>The mark sheet with grades and grade point average shall be given by the University for all courses.</b></p> <p><b>Communicative English and Elective Modules are not included for calculating Semester Grade Point Average (SGPA).</b></p> <p>10. Minimum pass mark shall be 40% for Communicative English and in each of the Elective module. All Electives modules must be completed as indicated in specified semester and pass marks sent to university before appearing for final examination.</p>
242	VI.	<p><b>5. EXAMINATION REGULATIONS</b></p> <p>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</p>	<p><b>5. EXAMINATION REGULATIONS</b></p> <p>12. The student has to pass in all mandatory modules placed within courses and the pass mark for each module is 50%.</p>
243	VI.	<p><b>5. EXAMINATION REGULATIONS</b></p> <p>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</p>	<p><b>5. EXAMINATION REGULATIONS</b></p> <p>22. An examiner for theory and practical/OSCE examination should be an Assistant Professor or above in a College of Nursing with M.Sc. (Nursing) in concerned subject and minimum 3 years of teaching experience. To be an examiner for Nursing Foundation course, the faculty</p>

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243	VII.	<b>ASSESSMENT GUIDELINES</b> <b>11. Grading of Performance</b> <table border="1"> <thead> <tr> <th>Letter grade</th> <th>Grade point</th> <th>Percentage of marks</th> </tr> </thead> <tbody> <tr> <td>O (Outstanding)</td> <td>10</td> <td>100%</td> </tr> <tr> <td>A+ (Excellent)</td> <td>9</td> <td>90-99.99%</td> </tr> <tr> <td>A (Very Good)</td> <td>8</td> <td>80-89.99%</td> </tr> <tr> <td>B+ (Good)</td> <td>7</td> <td>70-79.99%</td> </tr> <tr> <td>B (Above Average)</td> <td>6</td> <td>60-69.99%</td> </tr> <tr> <td>C (Average)</td> <td>5</td> <td>50-59.99%</td> </tr> <tr> <td>P (Pass)</td> <td>4</td> <td>40-49.99%</td> </tr> <tr> <td>F (Fail)</td> <td>0</td> <td></td> </tr> </tbody> </table>	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		<b>ASSESSMENT GUIDELINES</b> <b>1. Grading of Performance</b> <table border="1"> <thead> <tr> <th>Letter Grade</th> <th>Grade Point</th> <th>Percentage of Marks</th> </tr> </thead> <tbody> <tr> <td>O (Outstanding)</td> <td>10</td> <td>85% &amp; Above</td> </tr> <tr> <td>A+ (Excellent)</td> <td>9</td> <td>80-84.99%</td> </tr> <tr> <td>A (Very Good)</td> <td>8</td> <td>75-79.99%</td> </tr> <tr> <td>B+ (Good)</td> <td>7</td> <td>65-74.99%</td> </tr> <tr> <td>B (Above Average)</td> <td>6</td> <td>60-64.99%</td> </tr> <tr> <td>C (Average)</td> <td>5</td> <td>50-59.99%</td> </tr> <tr> <td>P (Pass)</td> <td>-</td> <td>50% and above</td> </tr> <tr> <td>F (Fail)</td> <td>0</td> <td>&lt;50%</td> </tr> <tr> <td>Ab (Absent)</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p style="text-align: center;">*Pass for Communicative English and Electives – 40% and above. Grade point 4 (40-49.99%)</p>	Letter Grade	Grade Point	Percentage of Marks	O (Outstanding)	10	85% & Above	A+ (Excellent)	9	80-84.99%	A (Very Good)	8	75-79.99%	B+ (Good)	7	65-74.99%	B (Above Average)	6	60-64.99%	C (Average)	5	50-59.99%	P (Pass)	-	50% and above	F (Fail)	0	<50%	Ab (Absent)	0	0
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393	SYLLABUS	<b>MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - I</b> <b>including SBA module</b> <b>CLINICAL POSTINGS</b> <b>Learning Outcomes</b> Provide post abortion care and postnatal counselling	<b>MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - I</b> <b>including SBA module</b> <b>CLINICAL POSTINGS</b> <b>Learning Outcomes</b> Provide post abortion care and counselling																
412	APPENDIX I	<b>I SEMESTER</b> <table border="1"> <tbody> <tr> <td>4</td> <td>Nursing Foundations I</td> </tr> <tr> <td>5</td> <td>Nursing Foundations I</td> </tr> </tbody> </table> <b>II SEMESTER</b> <table border="1"> <tbody> <tr> <td>2</td> <td>Nursing Foundations II including First Aid I &amp; II</td> </tr> <tr> <td>4</td> <td>Nursing Foundations II I &amp; II</td> </tr> </tbody> </table>	4	Nursing Foundations I	5	Nursing Foundations I	2	Nursing Foundations II including First Aid I & II	4	Nursing Foundations II I & II	<b>I SEMESTER</b> <table border="1"> <tbody> <tr> <td>4</td> <td>Nursing Foundation I</td> </tr> <tr> <td>5</td> <td>Nursing Foundation I</td> </tr> </tbody> </table> <b>II SEMESTER</b> <table border="1"> <tbody> <tr> <td>2</td> <td>Nursing Foundation II including First Aid I &amp; II</td> </tr> <tr> <td>4</td> <td>Nursing Foundation II I &amp; II</td> </tr> </tbody> </table>	4	Nursing Foundation I	5	Nursing Foundation I	2	Nursing Foundation II including First Aid I & II	4	Nursing Foundation II I & II
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422	LOGBOOK	<b>Clinical Logbook for B.Sc. Nursing Program</b>	<b>Clinical Logbook for B.Sc. Nursing Program</b>
		<b>II Semester</b>	<b>II Semester</b>
		S.No. Specific Procedural Competencies/Skills	S.No. Specific Procedural Competencies/Skills
		99 Abdominal Binder	99 Abdominal Binder
		100 Basic CPR (first aid module)	*****
		100 Basic CPR (first aid module)	
423	LOGBOOK	<b>III Semester</b>	<b>III Semester</b>
		14 Diabetic diet	14 Diabetic diet
		15 Performing and monitoring GRBS	*****
			15 Performing and monitoring GRBS
		24 Liver Biopsy	24 Liver Biopsy
		25 Nasogastric aspiration	*****
			25 Nasogastric aspiration
424	LOGBOOK	41 Serum electrolytes	41 Serum electrolytes
		42 Assisting with blood transfusion	*****
			42 Assisting with blood transfusion
425	LOGBOOK	<b>IV Semester</b>	<b>IV Semester</b>
		5 <b>Audiometric tests</b>	5 <b>Audiometric tests</b>
		6 Preparing and assisting in special procedures like Anterior/posterior nasal packing, Ear Packing and Syringing	*****
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426	LOGBOOK	11 Fundoscopy, retinoscopy, ophthalmoscopy, tonometry	11 Fundoscopy/retinoscopy/ophthalmoscopy/tonometry
		12 Refraction tests	12 Refraction tests
		13 Pre and postoperative care of patient undergoing eye surgery	*****
			13 Pre and postoperative care of patient undergoing eye surgery
		18 • Testicular self-examination	18 • Assisting with testicular self-examination
		25 Specific tests – Semen analysis, gonorrhea test	25 Specific tests – • Semen analysis • Gonorrhea test
		26 Catheterization care	*****
			26 Urinary Catheterization & Care
427	LOGBOOK	30 Assessment of burns wound – area/degree/percentage of wound using appropriate scales	30 Assessment of burns wound
		38 History taking, neurological Examination – Use of Glasgow coma scale	38 Neurological Examination – ex. Use of Glasgow coma scale
		39 Continuous monitoring the patients	39 Continuous monitoring

Page No.	Reg. No.	For	Read
428	LOGBOOK	46   Screening for common cancers – TNM classification	46   Screening for common cancers – ex. TNM classification
		53   Care of patients treated with nuclear medicine	53   PET scan/Bone scan
429	LOGBOOK	67   Setting up of trolley with instruments	67   Setting up of trolley with instruments/ critical care equipment
430	LOGBOOK	<b>V &amp; VI Semester – Child Health Nursing I &amp; II</b>	<b>V &amp; VI Semester – Child Health Nursing I &amp; II</b>
		11   Subcutaneous	11   Subcutaneous
		12   Calculation of fluid requirements	*****
		12   Calculation of fluid requirements	12   Calculation of fluid requirements
		18   Oxygen hood	18   Oxygen hood
		19   Baby bath/sponge bath	*****
		19   Baby bath/sponge bath	19   Baby bath/sponge bath
		23   Blood	23   Blood
		24   Assisting with common diagnostic procedures (Lumbar puncture, bone marrow aspiration)	*****
		24   Assisting with common diagnostic procedures (Lumbar puncture, bone marrow aspiration)	24   Assisting with common diagnostic procedures (Lumbar puncture, bone marrow aspiration)
26   Prevention and management of diarrhea (Oral rehydration therapy)	26   Prevention and management of diarrhea (Oral rehydration therapy)		
27   Feeding & Complementary feeding	*****		
27   Feeding & Complementary feeding	27   Feeding & Complementary feeding		
431	LOGBOOK	37   Enterostomy	37   Enterostomy
		38   Urinary catheterization & drainage	*****
		38   Urinary catheterization & drainage	38   Urinary catheterization & drainage
		48   Adolescent	48   Adolescent
		49   Administration of vaccination	*****
49   Administration of vaccination	49   Administration of vaccination		
436	LOGBOOK	<b>VI &amp; VII Semester – Midwifery/Obstetrics and Gynecology (Obg) Nursing I &amp; II</b>	<b>VI &amp; VII Semester – Midwifery/Obstetrics and Gynecology (Obg) Nursing I &amp; II</b>
		11   Preparation and recording of CTG/NST	11   Preparation and recording of CTG/NST
		12   Antenatal counseling 3333for each trimester including birth preparedness and complication readiness	*****
12   Antenatal counseling for each trimester including birth preparedness and complication readiness	12   Antenatal counseling for each trimester including birth preparedness and complication readiness		
442	LOGBOOK	<b>Note:</b> <b>Preceptors/faculty:</b> • Level 3 competency denotes that the NP student is able to perform that competency without supervision	<b>Note:</b> <b>Preceptors/faculty:</b> • Level 3 competency denotes that the student is able to perform that competency without supervision

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449	CLINICAL REQUIREMENTS	<b>VI &amp; VII SEMESTER – MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING I &amp; II</b>	<b>VI &amp; VII SEMESTER – MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING I &amp; II</b>
		S.No. Clinical Requirements	S.No. Clinical Requirements
		15 Kangaroo mother care – 2	14 Kangaroo mother care – 2
		<b>Nursing Care Plan/Clinical presentation with Drug Study</b>	<b>Nursing Care Plan/Clinical presentation with Drug Study</b>
		16 <i>Antenatal care</i> Normal (care plan) – 1 High risk (case study/Clinical presentation) – 1	15 <i>Antenatal care</i> Normal (care plan) – 1 High risk (case study/Clinical presentation) – 1
		17 <i>Intrapartum care</i> High risk (Clinical presentation) – 1	16 <i>Intrapartum care</i> High risk (Clinical presentation) – 1
		18 <i>Postnatal care</i> Normal (care plan) – 1 High risk (Clinical presentation) – 1	17 <i>Postnatal care</i> Normal (care plan) – 1 High risk (Clinical presentation) – 1
		19 <i>Newborn care</i> Normal (care plan) – 1	18 <i>Newborn care</i> Normal (care plan) – 1
		20 Gynecological condition Care plan – 1	19 Gynecological condition Care plan – 1
		21 Health talk – individual/group – 2	20 Health talk – individual/group – 2
		22 Counseling mothers and family members	21 Counseling mothers and family members
		23 Visit to • Peripheral health facility/Laqshya certified labour room • Infertility centre (Virtual/videos)	22 Visit to • Peripheral health facility/Laqshya certified labour room • Infertility centre (Virtual/videos)
		24 Completion of SBA module	23 Completion of SBA module
		25 Completion of safe delivery app	24 Completion of safe delivery app

\*\*\*\*\* Denotes separation lines before the next procedural competency.

**INSERT THE FOLLOWING AT THE END OF PAGE 451 after Signature of the HOD/Principal**

**SAMPLE MARK SHEET/MARK CARD** (Marks are shown as example) INC Template as Example only

Name of the University: .....

Name of the College/Institution: .....

Name of the Nursing Program/Course: .....

Name of the Student: .....

**SEMESTER No: I SEMESTER**

COURSES			Credits	Internal Assessment		End Semester College/University Exam		Final Marks (%)	Letter Grade	Grade Point
S. No.	Course Code	Title of the Course		Marks obtained	Pass Marks out of	Marks obtained	Pass Marks out of			
1	ENGL 101	*Communicative English	2	20	10/25 (40%)	20	10/25 (40%)	80	A+	9
2	ANAT 105 & PHYS 110	Applied Anatomy & Applied Physiology	6 (3+3)	18	12.5/25	57	37.5/75	75	A	8
3	SOCI 115 & PSYC 120	Applied Sociology & Applied Psychology	6 (3+3)	16	12.5/25	54	37.5/75	70	B+	7

\*ENGL 101-College Exam, Marks are not added for calculating SGPA, Pass marks-40%

**SEMESTER No: II SEMESTER**

COURSES			Credits	Internal Assessment		End Semester College/University Exam		Final Marks (%)	Letter Grade	Grade Point
S. No.	Course Code	Title of the Course		Marks obtained	Pass Marks out of	Marks obtained	Pass Marks out of			
1	BIOC 135 & NUTR 140	Applied Biochemistry and Applied Nutrition & Dietetics	5 (2+3)	16	12.5/25	44	37.5/75	60	B	6
2	N-NF(I&II) 125	Nursing Foundation I & II Incl Health Assessment module	T-12 (6+6)	20	12.5/25	55	37.5/75	75	A	8
			P-11 (4+7)	30	25/50	30	25/50	60	B	6
3	*HNIT 145	Health/Nursing Informatics & Technology	3	20	12.5/25	19	12.5/25	78	A	8

**T-Theory, P-Practicum** (Skill lab & Clinical)

\*HNIT 145-College Exam

**SEMESTER No: III SEMESTER**

COURSES			Credits	Internal Assessment		End Semester College/University Exam		Final Marks (%)	Letter Grade	Grade Point
S. No.	Course Code	Title of the Course		Marks obtained	Pass Marks out of	Marks obtained	Pass Marks out of			
1	MICR 201	Applied Microbiology and Infection Control including Safety	3	18	12.5/25	57	37.5/75	75	A	8
2	N-AHN (I) 215	Adult Health Nursing I with Integrated Pathophysiology including BCLS module	T-7	20	12.5/25	58	37.5/75	78	A	8
			P-7	35	25/50	35	25/50	70	B+	7

**T-Theory, P-Practical**

**SEMESTER No: IV SEMESTER**

COURSES			Credits	Internal Assessment		End Semester College/University Exam		Final Marks (%)	Letter Grade	Grade Point
S. No.	Course Code	Title of the Course		Marks obtained	Pass Marks out of	Marks obtained	Pass Marks out of			
1	PHAR (I&II) 205 PATH (I&II) 210	Pharmacology (I&II) & Pathology (I&II) (including Genetics)	6 (4+2)	18	12.5/25	57	37.5/75	75	A	8
2	N-AHN (II) 225	Adult Health Nursing II with Integrated Pathophysiology including Geriatric Nursing & Palliative Care	T-7	20	12.5/25	58	37.5/75	78	A	8
			P-7	35	25/50	35	25/50	70	B+	7
3	*PROF 230	Professionalism, Professional Values	1	18	12.5/25	20	12.5/25	76	A	8

		and Ethics including Bioethics								
4	*Elective 1	Ex. Human Values	1			70	40/100	70		

**T-Theory, P-Practical**

\*PROF 230-College Exam; \*Elective 1-College Exam, Marks are not added for calculating SGPA, Pass marks-40%

**SEMESTER No: V SEMESTER**

COURSES			Credits	Internal Assessment		End Semester College/University Exam		Final Marks (%)	Letter Grade	Grade Point
S. No.	Course Code	Title of the Course		Marks obtained	Pass Marks out of	Marks obtained	Pass Marks out of			
1	N-COMH (I) 310	Community Health Nursing I including Environmental Science & Epidemiology	T-5	18	12.5/25	57	37.5/75	75	A	8
			P-2	35	25/50	35	25/50	70	B+	7
2	EDUC 315	Educational Technology/Nursing Education	3	20	12.5/25	58	37.5/75	78	A	8
3	*N-FORN 320	Introduction to Forensic Nursing	1	18	12.5/25	20	12.5/25	76	A	8

**T-Theory, P-Practical**

\*N-FORN 320-College Exam

**SEMESTER No: VI SEMESTER**

COURSES			Credits	Internal Assessment		End Semester College/University Exam		Final Marks (%)	Letter Grade	Grade Point
S. No.	Course Code	Title of the Course		Marks obtained	Pass Marks out of	Marks obtained	Pass Marks out of			
1	N-CHN (I&II) 301	Child Health Nursing (I&II)	T-5 (3+2)	20	12.5/25	60	37.5/75	80	A+	9
			P-4 (3+1)	38	25/50	38	25/50	76	A	8
2	N-MHN (I&II) 305	Mental Health Nursing (I&II)	T-5 (3+2)	20	12.5/25	58	37.5/75	78	A	8
			P-3 (1+2)	35	25/50	35	25/50	70	B+	7
3	NMLE 330	Nursing Management & Leadership	4 (T-3, P-1)	19	12.5/25	54	37.5/75	73	B+	7
4	*Elective-2	Ex. Menopausal Health	1			76	40/100	76		

**T-Theory, P-Practical;**

\*Elective-2-College Exam, Marks are not added for calculating SGPA, Pass marks-40%

**SEMESTER No: VII SEMESTER**

COURSES			Credits	Internal Assessment		End Semester College/University Exam		Final Marks (%)	Letter Grade	Grade Point
S. No.	Course Code	Title of the Course		Marks obtained	Pass Marks out of	Marks obtained	Pass Marks out of			
1	N-COMH (II) 401	Community Health Nursing II	T-5	19	12.5/25	60	37.5/75	79	A	8
			P-2	40	25/50	42	25/50	82	A+	9
2	NRST	Nursing Research &	4	20	12.5/25	58	37.5/75	78	A	8

	405	Statistics	(T-2, P-2)							
3	N-MIDW/OBGN I & II 335 & 410	Midwifery/Obstetrics and Gynaecology (OBG) Nursing I&II	T-6 (3+3) P-9 (4+5)	19 32	12.5/25 25/50	58 42	37.5/75 25/50	77 74	A B+	8 7

**T-Theory, P-Practical**

**SEMESTER No: VIII SEMESTER**

COURSES			Credits	Internal Assessment		End Semester College/University Exam		Final Marks (%)	Letter Grade	Grade Point
S. No.	Course Code	Title of the Course		Marks obtained	Pass Marks out of	Marks obtained	Pass Marks out of			
1	INTE 415, 420, 425, 430 & 435	<b>Competency Assessment</b> • Community Health Nursing • Adult Health Nursing • Child Health Nursing • Mental Health Nursing • Midwifery/OBG Nursing	P-12	70	50/100	76	50/100	146/200=73	B+	7
2	*Elective-3	Ex. Scientific Writing Skills	1			79	40/100	79		

**P-Practical**

\*Elective 3-College Exam, Marks are not added for calculating SGPA

**SAMPLE TRANSCRIPT (INC Template as Example only)**

**Name of the University:** .....

**Name of the College/Institution:** .....

**Name of the Nursing Program/Course:** .....

**Name of the Student:** .....

**Date/Month and Year of completion of the B.Sc. (Nursing) Program:**  
.....

**SEMESTER No: I SEMESTER**

COURSES			Credits	Marks obtained (%)	Letter Grade	Grade Point	Credit Point
S. No.	Course Code	Title of the Course					
1	ENGL 101	*Communicative English	2	80	A+	9	----
2	ANAT 105 & PHYS 110	Applied Anatomy & Applied Physiology	6(3+3) C <sub>1</sub>	75	A	8 G <sub>1</sub>	6×8=48
3	SOCI 115 & PSYC 120	Applied Sociology & Applied Psychology	6(3+3) C <sub>2</sub>	70	B+	7 G <sub>2</sub>	6×7=42

\*ENGL 101-Marks are not added for calculating SGPA, Pass marks-40%

**Computation of SGPA (Semester Grade Point Average)**

$$\begin{aligned} \text{SGPA} &= \frac{C_1G_1+C_2G_2}{C_1+C_2} \\ &= \frac{48+42}{6+6} \\ &= \frac{90}{12} \\ &= 7.50 \end{aligned}$$

**I SEMESTER SGPA= 7.50****SEMESTER No: II SEMESTER**

COURSES			Credits	Marks obtained (%)	Letter Grade	Grade Point	Credit Point
S. No.	Course Code	Title of the Course					
1	BIOC 135 & NUTR 140	Applied Biochemistry and Applied Nutrition & Dietetics	5 (2+3) C <sub>1</sub>	60	B	6 G <sub>1</sub>	5×6=30
2	N-NF (I&II) 125	Nursing Foundation I & II	T-12 (6+6) C <sub>2</sub>	75	A	8 G <sub>2</sub>	12×8=96
			P-11 (4+7) C <sub>3</sub>	.60	B	6 G <sub>3</sub>	11×6=66
3	HNIT 145	Health/Nursing Informatics & Technology	3 C <sub>4</sub>	78	A	8 G <sub>4</sub>	3×8=24

**Computation of SGPA**

$$\begin{aligned} \text{SGPA} &= \frac{C_1G_1+C_2G_2+C_3G_3+C_4G_4}{C_1+C_2+C_3+C_4} \\ &= \frac{30+96+66+24}{5+12+11+2} \\ &= \frac{216}{31} \\ &= 6.97 \end{aligned}$$

**II SEMESTER SGPA= 6.97****SEMESTER No: III SEMESTER**

COURSES			Credits	Marks obtained (%)	Letter Grade	Grade Point	Credit Point
S. No.	Course Code	Title of the Course					
1	MICR 201	Applied Microbiology and Infection Control including Safety	3 C <sub>1</sub>	75	A	8 G <sub>1</sub>	3×8=24
2	N-AHN (I) 215	Adult Health Nursing I with Integrated Pathophysiology including BCLS module	T-7 C <sub>2</sub>	78	A	8 G <sub>2</sub>	7×8=56
			P-7 C <sub>3</sub>	70	B+	7 G <sub>3</sub>	7×7=49

**Computation of SGPA**

$$\begin{aligned} \text{SGPA} &= \frac{C_1G_1+C_2G_2+C_3G_3}{C_1+C_2+C_3} \\ &= \frac{24+56+49}{3+7+7} \\ &= \frac{129}{17} \end{aligned}$$

= 7.59

**III SEMESTER SGPA= 7.59**

SEMESTER No: IV SEMESTER

COURSES			Credits	Marks obtained (%)	Letter Grade	Grade Point	Credit Point
S. No.	Course Code	Title of the Course					
1	PHAR (I&II) 205 PATH (I&II) 210	Pharmacology (I&II) & Pathology (I&II) (including Genetics)	6 (4+2) C <sub>1</sub>	75	A	8 G <sub>1</sub>	6×8=48
2	N-AHN (II) 225	Adult Health Nursing II with Integrated Pathophysiology including Geriatric Nursing & Palliative Care	T-7 C <sub>2</sub>	78	A	8 G <sub>2</sub>	7×8=56
			P-7 C <sub>3</sub>	70	B+	7 G <sub>3</sub>	7×7=49
3	*PROF 230	Professionalism, Professional Values and Ethics including Bioethics	1 C <sub>4</sub>	76	A	8 G <sub>4</sub>	1×8=8
4	*Elective 1	Ex. Human Values	1	70	----	-----	-----

\*Elective 1-Marks are not added for calculating SGPA, Pass marks-40%

**Computation of SGPA**

$$SGPA = \frac{C_1G_1 + C_2G_2 + C_3G_3 + C_4G_4}{C_1 + C_2 + C_3 + C_4}$$

$$= \frac{48 + 56 + 49 + 8}{6 + 7 + 7 + 1}$$

$$= \frac{161}{21}$$

$$= 7.67$$

**IV SEMESTER SGPA= 7.67**

SEMESTER No: V SEMESTER

COURSES			Credits	Marks obtained (%)	Letter Grade	Grade Point	Credit Point
S. No.	Course Code	Title of the Course					
1	N-COMH (I) 310	Community Health Nursing I including Environmental Science & Epidemiology	T-5 C <sub>1</sub>	75	A	8 G <sub>1</sub>	5×8=40
			P-2 C <sub>2</sub>	70	B+	7 G <sub>2</sub>	2×7=14
2	EDUC 315	Educational Technology/ Nursing Education	3 C <sub>3</sub>	78	A	8 G <sub>3</sub>	3×8=24
3	*N-FORN 320	Introduction to Forensic Nursing	1 C <sub>4</sub>	76	A	8 G <sub>4</sub>	1×8=8

**Computation of SGPA**

$$SGPA = \frac{C_1G_1 + C_2G_2 + C_3G_3 + C_4G_4}{C_1 + C_2 + C_3 + C_4}$$

$$= \frac{40 + 14 + 24 + 8}{5 + 2 + 3 + 1}$$

$$= \frac{86}{11}$$

$$= 7.82$$

**V SEMESTER SGPA= 7.82****SEMESTER NO: VI SEMESTER**

COURSES			Credits	Marks obtained (%)	Letter Grade	Grade Point	Credit Point
S. No.	Course Code	Title of the Course					
1	N-CHN (I&II) 301	Child Health Nursing (I&II)	T-5 (3+2) C <sub>1</sub>	80	A+	9 G <sub>1</sub>	5×9=45
			P-4 (3+1) C <sub>2</sub>	76	A	8 G <sub>2</sub>	4×8=32
2	N-MHN (I&II) 305	Mental Health Nursing (I&II)	T-5 (3+2) C <sub>3</sub>	78	A	8 G <sub>3</sub>	5×8=40
			P-3 (1+2) C <sub>4</sub>	70	B+	7 G <sub>4</sub>	3×7=21
3	NMLE 330	Nursing Management & Leadership	4 C <sub>5</sub>	73	B+	7 G <sub>5</sub>	4×7=28
4	*Elective-2	Ex. Menopausal Health	1	76	----	---	----

\*Elective-2 Marks not added for calculating SGPA, Pass marks-40%

**Computation of SGPA**

$$SGPA = \frac{C_1G_1+C_2G_2+C_3G_3+C_4G_4+C_5G_5}{C_1+C_2+C_3+C_4+C_5}$$

$$= \frac{45+32+40+21+28}{5+4+5+3+4}$$

$$= \frac{166}{21}$$

**VI SEMESTER SGPA= 7.90****SEMESTER No: VII SEMESTER**

COURSES			Credits	Marks obtained (%)	Letter Grade	Grade Point	Credit Point
S. No.	Course Code	Title of the Course					
1	N-COMH (II) 401	Community Health Nursing II	T-5 C <sub>1</sub>	79	A	8 G <sub>1</sub>	5×8=40
			P-2 C <sub>2</sub>	82	A+	9 G <sub>2</sub>	2×9=18
2	NRST 405	Nursing Research & Statistics	4 C <sub>3</sub>	78	A	8 G <sub>3</sub>	4×8=32
3	N-MIDW/ OBGN I & II 335 & 410	Midwifery/Obstetrics and Gynaecology (OBG) Nursing I & II	T-6 (3+3) C <sub>4</sub>	77	A	8 G <sub>4</sub>	6×8=48
			P-9 (4+5) C <sub>5</sub>	74	B+	7 G <sub>5</sub>	9×7=63

**Computation of SGPA**

$$SGPA = \frac{C_1G_1+C_2G_2+C_3G_3+C_4G_4+C_5G_5}{C_1+C_2+C_3+C_4+C_5}$$

$$= \frac{40+18+32+48+63}{5+2+4+6+9}$$

$$= \frac{201}{26}$$

**VII SEMESTER SGPA= 7.73**

SEMESTER No: VIII SEMESTER

COURSES			Credits	Marks obtained (%)	Letter Grade	Grade Point	Credit Point
S. No.	Course Code	Title of the Course					
1	INTE 415, 420, 425, 430 & 435	<b>Competency Assessment</b> • Community Health Nursing • Adult Health Nursing • Child Health Nursing • Mental Health Nursing • Midwifery/OBG Nursing	P-12 C <sub>1</sub>	73	B+	7 G <sub>1</sub>	12×7=84
2	*Elective-3	Ex. Scientific Writing Skills	1	79	----	----	---

\*Elective 3-Marks are not added for calculating SGPA, Pass marks-40%

**Computation of SGPA**

$$SGPA = \frac{C_1 G_1}{C_1}$$

$$= \frac{12 \times 7}{12}$$

$$= \frac{84}{12}$$

**VIII SEMESTER SGPA= 7.00****Computation of CGPA****CGPA-Cumulative Grade Point Average**

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	SEM 2	SEM 3	SEM 4	SEM 5	SEM 6	SEM 7	SEM 8
Credit-Cr Cr: 12	Cr: 31	Cr: 17	Cr: 21	Cr: 11	Cr:21	Cr: 26	Cr:12
SGPA: 7.50	SGPA: 6.97	SGPA:7.59	SGPA:7.67	SGPA:7.82	SGPA:7.90	SGPA:7.73	SGPA:7.00
Cr × SGPA= 12×7.50=90.00	31×6.97= 216.07	17×7.59= 129.03	21×7.67= 161.07	11×7.82= 86.02	21×7.90= 165.90	26×7.73= 200.98	12×7.00=84.00

$$CGPA = \frac{12 \times 7.5 + 31 \times 6.97 + 17 \times 7.59 + 21 \times 7.67 + 11 \times 7.82 + 21 \times 7.90 + 26 \times 7.73 + 12 \times 7.00}{151}$$

$$= \frac{90.00 + 216.07 + 129.03 + 161.07 + 86.02 + 165.90 + 200.98 + 84.00}{151}$$

$$= \frac{1133.07}{151} = 7.50$$

**Cumulative Grade Point Average (CGPA) = 7.50**

Dr. T. DILEEP KUMAR, President

[ADVT.-III/4/Exty./11/2022-23]

*(To be printed)*

## **MODULES**

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*B.Sc. Nursing Program*

***MANDATORY MODULES &  
ELECTIVE MODULES***

**(Modular content/learning resources)**



## **INDIAN NURSING COUNCIL**

8<sup>th</sup> Floor, NBCC Centre, Plot No. 2, Community Centre,  
Okhla Phase-1, New Delhi-110020

**Price: Rs. ....**

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## PREFACE

Indian Nursing Council (INC) is a statutory body under the Ministry of Health and Family Welfare, Government of India. The main function of INC is to achieve Uniform Standards of Nursing Education in the country. National Health Policy (NHP, 2002) had emphasized on improving the skill-level of nurses, and on increasing the ratio of degree-holding nurses vis-à-vis diploma-holding nurses. NHP (2017) emphasized the need for standardization of quality of clinical training. The main focus of NEP (2020) relevant to higher education and healthcare education is towards competency and outcome-based curriculum using innovative educational approaches and technology, promotive, preventive and community health, and ethics & values.

The revision of curriculum was undertaken by the Council considering the various recommendations of NHP and NEP. The revised curriculum adopts semester, credit and choice-based system. Modular learning, simulation learning, relationship and transformational learning approaches are integrated throughout. In order to facilitate the teachers to effectively implement the revised syllabus, it has been presented in a format, wherein details of the units have been worked out with specific teaching/learning activities. The curriculum mainly utilizes competency based and outcome-based approaches. The newer roles of B.Sc. nurses as community health officer (CHO) in Health & Wellness centres, and Nurse Practitioner Midwifery (NPM) as nurse led midwife as envisaged by GoI are integrated into Community Health Nursing and Midwifery courses respectively. The duration of the program is eight semesters including internship (i.e. 4 years).

Modular learning is integrated throughout the program. In many of the nursing courses, national guidelines/protocols prepared by MOH&FW and INC supporting the GoI initiatives, are included in the syllabus and delivered as mandatory modules that have to be completed by students in the respective courses and semesters as specified in the curriculum. Choice based system permits students to make choices in the field of electives. The elective courses are chosen in areas relevant to clinical and professional practice. The mandatory and elective modules with relevant learning resources are prepared by INC and are available as booklet for use by students and faculty.

I am confident that this learning resource package/booklet for mandatory as well as elective modules is hoped to enable the students to be updated with recent GoI guidelines and prepared to provide safe, competent and quality nursing and midwifery care contributing towards achievement of SDGs, functioning in a variety of settings in either public/government or private healthcare settings.

I take this opportunity to acknowledge the contribution of Dr. Punitha Ezhilarasu, Ex Dean of College of Nursing CMC Vellore and Senior Consultant at INC, members of the INC Nursing Education committee and various subject experts in the preparation of these modules that are included in the revised and redesigned BSc N curriculum. I sincerely thank my INC officials Dr. Asha Sharma, Vice President, Dr. Sarvjeet Kaur, Secretary and Ms. K.S Bharati, Joint Secretary for their contribution in its preparation. I also acknowledge Ms. K.S. Bharati and Mr. Satish Agrawal for designing and formatting the booklet.



**(T. Dileep Kumar)**  
President,

Indian Nursing Council  
Ex-Nursing Adviser to Govt. of India

# ***I. MANDATORY MODULES***

**(Modular content/learning resources)**

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# 1. FIRST AID (Nursing Foundation I)

**PLACEMENT:** I SEMESTER

**Theory:** 20 hours

**Practical:** 20 hours

**Module Overview:** This module covers various basic first aid techniques including basic CPR and common emergencies. It further aims to train students to develop first aid competencies to deal with specific emergencies to preserve life.

**Competencies (Learning Outcomes):** The student will be able to

1. Explain basic principles of first aid and law related to first aid.
2. Describe various first aid techniques such as basic CPR, recovery position, top to toe assessment and hygiene and handwashing.
3. Identify common emergencies that require immediate attention and first aid.
4. Perform basic first aid techniques to deal with specific and common emergencies to preserve life.
5. Perform first aid measures such as dressings, bandages, and safe transportation.
6. Prepare first aid kit.

**Learning Activities:**

- Lectures and demonstration
- Self-study/Reading assignments
- Written assignments
- Role play
- Mock drill
- Practice in Skill/Simulation Lab

**Assessment Methods:**

- Test paper (Objective type/short answer/situation type): 20 marks
- Assignments: 10 marks
- OSCE (First aid competencies): 20 marks

**Weightage to Internal Assessment:** 10 marks to be added to internal marks to make up the total of 40 marks.

**Explanatory Note:**

{**Weightage to Internal Assessment:** 10 marks taken out of 50 marks mentioned above have to be added to 30 marks of continuous assessment of Nursing Foundation I to make up the total of 40 marks.

Final 40/4 = 10 marks of continuous assessment to be added to 15 marks from sessional exams to make up the total internal assessment marks of 25}.

## CONTENT OUTLINE T-Theory, Practical-P

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
I	T-2	Explain basic principles of first aid and law related to first aid.	<b>First Aid:</b> <ul style="list-style-type: none"><li>• Introduction</li><li>• Aims</li><li>• First aid and law</li></ul> <b>General Principles:</b> <ul style="list-style-type: none"><li>○ Safety</li><li>○ Seeking help</li><li>○ Quick assessment</li></ul>	<ul style="list-style-type: none"><li>• Lecture cum discussion</li><li>• Role play</li></ul>	<ul style="list-style-type: none"><li>• MCQ</li><li>• Short answers</li></ul>

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>○ Observation - consciousness and breathing</li> <li>○ Provision of first aid</li> </ul>		
II	T-5 P-6	Describe various first aid techniques such as basic CPR, recovery position, top to toe assessment and hygiene and handwashing.	<b>First aid techniques</b> <ul style="list-style-type: none"> <li>● Basic CPR - Adult &amp; baby/child</li> <li>● Securing open airway</li> <li>● Recovery position</li> <li>● Initial top-to-toe assessment</li> <li>● Hygiene &amp; Handwashing technique</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture cum discussion</li> <li>● Demonstration</li> <li>● Practice in skill lab/Simulation lab</li> </ul>	<ul style="list-style-type: none"> <li>● Short answers</li> <li>● OSCE</li> </ul>
III	T-8 P-8	Identify common emergencies that require immediate attention and first aid. Perform basic first aid techniques to deal with specific and common emergencies to preserve life.	<b>First aid management of Common emergencies</b> <ul style="list-style-type: none"> <li>● Review of anatomy &amp; physiology of systems mentioned below.</li> <li>● <b>Respiratory system:</b> <ul style="list-style-type: none"> <li>○ Drowning</li> <li>○ Strangulation &amp; hanging</li> <li>○ Choking</li> <li>○ Suffocation by smoke</li> <li>○ Asthma</li> </ul> </li> <li>● <b>CVS</b> <ul style="list-style-type: none"> <li>○ Chest discomfort/pain</li> <li>○ Bleeding</li> <li>○ Shock</li> </ul> </li> <li>● <b>Injury &amp; fractures</b> <ul style="list-style-type: none"> <li>○ Head, neck &amp; spinal injuries</li> <li>○ Injuries &amp; fractures to bones, joints, and muscles</li> <li>○ Dislocations</li> <li>○ Strains &amp; Sprains</li> <li>○ Immobilization techniques</li> </ul> </li> <li>● <b>Unconsciousness &amp; Nervous system related emergencies</b> <ul style="list-style-type: none"> <li>○ Unconsciousness</li> <li>○ Stroke</li> <li>○ Convulsions, epilepsy</li> </ul> </li> <li>● <b>GI &amp; Endo system related emergencies</b> <ul style="list-style-type: none"> <li>○ Diarrhea</li> <li>○ Food poisoning</li> <li>○ Diabetes</li> </ul> </li> <li>● <b>Skin, burns, heat exhaustion, fever &amp; hypothermia</b> <ul style="list-style-type: none"> <li>○ Burns</li> <li>○ Heat stroke</li> <li>○ Fever</li> <li>○ Hypothermia</li> </ul> </li> <li>● <b>Poisoning</b></li> <li>● <b>Bites &amp; stings</b> <ul style="list-style-type: none"> <li>○ Animal bites, insect stings &amp; bites</li> <li>○ Snake bites</li> </ul> </li> <li>● <b>Sensory system related</b> <ul style="list-style-type: none"> <li>○ Foreign bodies in eye, ear, nose, or skin</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Self-study, Review &amp; written assignment</li> <li>● Lecture cum discussion</li> <li>● Demonstration</li> <li>● Role play</li> <li>● Practice in skill lab/clinical</li> </ul> <ul style="list-style-type: none"> <li>● Mock drill</li> </ul>	<ul style="list-style-type: none"> <li>● Case study</li> <li>● Written Assignment</li> <li>● OSCE</li> </ul>

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>○ Swallowed foreign objects</li> <li>● <b>Urinary system, reproductive system, and emergency childbirth</b></li> <li>● <b>Psychological first aid</b></li> <li>● <b>Emergency situations and disaster management</b></li> </ul>		
IV	T-4 P-6	Demonstrate competency in performing first aid measures such as dressings, bandages, and safe transportation	<b>Selected First Aid Techniques</b> <ul style="list-style-type: none"> <li>● Dressing</li> <li>● Bandaging</li> <li>● Transportation</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstration</li> <li>● Practice</li> </ul>	<ul style="list-style-type: none"> <li>● OSCE</li> </ul>
V	T-1	Describe first aid kit	<b>First Aid Kit</b> <ul style="list-style-type: none"> <li>● Content of first aid box - small, medium, and large</li> <li>● First medical responder first aid kit</li> </ul>	<ul style="list-style-type: none"> <li>● Display &amp; discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Short answers</li> <li>● Observation Report</li> </ul>

**Learning Resources:** (Latest version to be consulted as and when revised)

- Indian First aid manual by IRCS (Seventh edition, 2016)
- Standard first aid training course outline (IRCS, 2019)
- Subsequent and latest revisions must be consulted and used by teachers and students.
- FAST mobile app prepared by NDMA & IRCS may also be used.

## 2. HEALTH ASSESSMENT (Nursing Foundation II)

**PLACEMENT:** II SEMESTER

**Theory:** 20 hours

**Practical-Skill Lab:** 20 hours

**Module Overview:** This module covers methods of health assessment, nursing health history, comprehensive physical assessment and guide to perform physical assessment.

**Competencies (Learning Outcomes):** The student will be able to

1. Identify the purposes of the physical examination.
2. Describe the preparation for health assessment.
3. Explain the four methods/techniques used in physical examination: inspection, palpation, percussion, and auscultation.
4. Perform comprehensive health assessment that includes nursing health history and system wise physical examination.
5. Identify expected findings during health assessment.

**Learning Activities:**

- Lectures
- Demonstration
- Practice in Skill/Simulation Lab
- Case study method (case scenario and questions)
- Self-study/Reading assignments
- Written assignments

**Assessment Methods:**

- Test paper - Objective type/Short answers - 20 marks
- Assignments - 10 marks
- OSCE-20 (Nursing Health history, System wise physical assessment, Comprehensive physical assessment and identification of abnormal findings)

**Weightage to Internal Assessment:** 10 marks to be added to internal marks to make up the total of 40 marks.

### CONTENT OUTLINE T - Theory, P - Practical

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	T-4 P-4	Identify The Purposes of the Physical Examination and Describe the Preparation for Health Assessment. Explain the Four Methods/ Techniques used in Health Assessment:	<b>Health Assessment</b> <ul style="list-style-type: none"> <li>• Definition/Meaning</li> <li>• Purposes</li> <li>• Preparation for Health Assessment</li> <li>• Methods of Health Assessment                             <ul style="list-style-type: none"> <li>○ Inspection,</li> <li>○ Palpation,</li> <li>○ Percussion, and</li> <li>○ Auscultation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Practice in Skill Lab and Clinical</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short answers</li> <li>• OSCE</li> </ul>
Ii	T-8 P-8	Perform Comprehensive Health Assessment that includes	<b>Comprehensive Health Assessment</b> <ul style="list-style-type: none"> <li>• Nursing Health History</li> <li>• <i>Physical Assessment</i></li> </ul>	<ul style="list-style-type: none"> <li>• Self-Study Review of Anatomy of System and Organs</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Written assignments</li> <li>• OSCE</li> </ul>

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Nursing Health History and System Wise Physical Examination.	○ Comprehensive Physical Examination - System Wise	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Practice in Skill Lab and Clinical</li> </ul>	
iii	T-8 P-8	Identify Expected Findings during Health Assessment	<b>Guide To Perform Head-to-Toe Physical Assessment to identify Normal/Abnormal Findings</b> <ul style="list-style-type: none"> <li>• Assessment Techniques and Normal Findings</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> <li>• Practice in Skill Lab And Clinical</li> <li>• Identification of Findings</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Written assignments</li> <li>• OSCE</li> </ul>

### Learning Resource:

Health Assessment Module prepared by INC, given below.

### HEALTH ASSESSMENT (Nursing Foundation II)

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# HEALTH ASSESSMENT

## INTRODUCTION

Health assessment is the evaluation of the health status by performing a physical examination after taking a health history. Successful assessment requires a practical understanding of what is involved, the time and resources necessary to undertake assessment, and sufficient integration of findings into planning and implementation of treatment and care.

### Purposes of Health Assessment

- To identify the patient's response to health and illness
- To determine the nursing care needs of the patient
- To evaluate outcomes of health care and patient progress
- To screen for presence of risk factors.

### Preparation for Health Assessment (infection control, preparation of equipment, environment and patient)

- *Infection control*
  - Use standard precautions as appropriate
  - Use personal protective equipment (gloves, mask, etc.)
  - Perform hand hygiene
  - Utilize clean instruments.
- *Preparation of environment*
  - Ensure adequate lighting is available
  - Use sound proof room or minimize noise
  - Use special examination tables as needed
  - Provide ideal room temperature
  - Ensure adequate privacy (curtains)
  - Provide safety and prevent falls.
- *Preparation of equipment*
  - Collect and arrange all equipment for easy access
  - Check functioning of all equipment (change batteries if needed)
  - Warm equipment before use, if required
  - Equipment usually collected are Sphygmomanometer, stethoscope, thermometer, cotton balls, tongue depressor, reflex hammer, swab stick, k-basin, tuning fork, etc.

### Preparation of the patient

- *Physical preparation of the patient*
  - Ensure physical comfort
  - Position patient as required
  - Dress and drape patient appropriately
  - Keep patient warm
  - Assist patient to restroom prior to examination and collect samples (urine/stool) if required.
- *Psychological preparation of the patient*
  - Explain the procedure and its need to the patient. Clarify doubts to reduce anxiety
  - Maintain a calm, open and professional approach
  - Provide chaperone when the patient is of the opposite gender of the nurse
  - Look for verbal and non-verbal cues to identify patient's discomfort and stop or postpone the examination if needed.

### Methods of Physical Assessment

1. *Inspection*: It is the use of vision and hearing to detect normal and abnormal findings. Adequate lighting should be ensured with paying attention to detail. The same area on the opposite side should be compared whenever applicable. Inspection is done to assess moisture, color, and texture of body surface as well as shape, position, size, and symmetry of the body parts.
2. *Palpation*: It is the use of the hands and the sense of touch to gather data. The pads of the fingers are used. Different parts of the hand are best suited for specific purposes. For example, the dorsal aspect of the hand is best for assessing temperature changes. Hand hygiene is to be ensured.

*Types of palpation*: Light palpation (<1 cm), Moderate palpation (1-2 cm) & Deep palpation (2 cm) and Bimanual Palpation & palpation with single hand.

The purpose is to assess the texture, temperature, tenderness, moisture, size, distention, pulsation, and mobility of organs or masses

3. *Percussion*: It means tapping of various body organs and structures to produce vibration and sound. It is the act of striking the body surface to elicit sounds that can be heard or vibration that can be felt.  
*Types of percussion*: Direct percussion and Indirect (use of plexor & pleximeter) percussion.  
The purpose is to determine the location, size and density of underlying tissue structures and if tissue is fluid filled, air filled or solid.  
*Sounds heard*: Flatness (muscle or bone), dullness (organs), resonance (lungs filled with air), hyper resonance (emphysematous lung), tympany (air filled stomach).
4. *Auscultation*: The act of listening to sounds within the body to evaluate the condition of body organs (stethoscope) can be performed with unaided ear or stethoscope. Sounds are described according to their
  - a. Pitch: The frequency of the vibrations (ranging from high to low)
  - b. Intensity: The loudness or softness of a sound
  - c. Duration: The sound length (short, medium, or long)
  - d. Quality: Subjective description of sounds (gurgling, swishing)
5. *Olfaction*: It is the use of sense of smell to perceive and differentiate odors.  
*Example*: Acetone breath in Diabetic Keto Acidosis

## A. COMPREHENSIVE HEALTH ASSESSMENT

A comprehensive health assessment includes:

### I. Nursing Health History

- A general survey - Demographic data, Physical environmental history, Biological environmental history
- Health history - Family and Personal health history
- A complete medical history-past and present medical history

### II. Physical Assessment

#### 1. General appearance, mental status, anthropometric measurements and vital signs

*General appearance and mental status*: Physical assessment begins with observation of the patient's general appearance, level of comfort, and mental status.

*Anthropometric measurements*: Measurement of height, weight and BMI follows next.

*Vital signs*: The pulse, blood pressure, bodily temperature and respiratory rate are measured and documented.

#### 2. Assessment of the Integumentary System (Hair, Skin and Nails)

*Inspection*: The color of the skin, the quality, distribution and condition of the bodily hair, the size, the location, color and type of any skin lesions are assessed and documented, the color of the nail beds, and the angle of curvature where the nails meet the skin of the fingers are also inspected.

*Palpation*: The temperature, level of moisture, turgor and the presence or absence of any edema or swelling on the skin are assessed.

#### 3. Assessment of the Head& Neck (The Face and Skull, Eyes, Ears, Nose, Mouth, Throat, Neck)

##### 3.1 Face and Skull

*Inspection*: The size, shape and symmetry of the face and skull, facial movements and symmetry are inspected.

*Palpation*: The presence of any lumps, soreness, and masses are assessed.

##### 3.2 Eyes

*Inspection*: Pupils in reference to their bilateral equality, reaction to light and accommodation, the presence of any discharge, irritation, redness and abnormal eye movement are assessed.

*Standardized Testing*: The Snellen chart for visual acuity

##### 3.3 Ears

*Inspection*: The auricles are inspected in terms of color, symmetry, elasticity and any tenderness or lesions; the external ear canal is inspected for color and the presence of any drainage and ear wax; and the tympanic membrane in terms of color, integrity and the lack of any bulging is also assessed.

*Standardized Testing*: The Rinne test and the Weber test for the assessment of hearing can be done using a tuning fork.

### 3.4 Nose

*Inspection:* The color, size, shape, symmetry, and any presence of drainage, flaring, tenderness, and masses are assessed; the nasal passages are assessed visually using an otoscope of the correct size for an infant, child and adult; the sense of smell is also assessed.

*Palpation:* The sinuses are assessed for any signs of tenderness and infection.

### 3.5 Mouth and Throat

*Inspection:* The lips are visualized for their symmetry and color; the buccal membranes, the gums and the tongue are inspected for color, any lesions and their level of dryness or moisture; the tongue is inspected for symmetry of movement; teeth are inspected for the presence of any loose or missing teeth; the uvula is assessed for movement, position, size and color; the salivary glands are examined for signs of inflammation or redness; the oropharynx, tonsils, hard and soft palates are also inspected for color, redness and any lesions. Lastly, the gag reflex is assessed. The mouth and the throat are assessed using a tongue blade and a light source.

### 3.6 Neck

*Inspection:* The neck and head movement is visualized; the thyroid gland is inspected for any swelling and also for normal movement during swallowing.

*Palpation:* The neck, the lymph nodes, and trachea are palpated for size and any irregularities.

## 4. Assessment of the Breast and Axillae

*Inspection:* The breasts are visualized to assess the size, shape, symmetry, color and the presence of any dimpling, lesions, swelling, edema, visible lumps and nipple retractions. The nipples are also assessed for the presence of any discharge, which is not normal for either gender except when the female is pregnant or lactating.

*Palpation:* The nurse performs a complete breast examination using the finger tips to determine if any lumps are felt. The lymph nodes in the axillary areas are also palpated for any enlargement or swelling.

## 5. Assessment of Respiratory System (Thorax and Lungs)

### 5.1 Assessment of the Thorax

*Inspection:* The anterior and posterior thorax is inspected for size, symmetry, shape and for the presence of any skin lesions and/or misalignment of the spine; chest movements are observed for the normal movement of the diaphragm during respirations.

*Palpation:* The posterior thorax is assessed for respiratory excursion and fremitus.

*Percussion:* It is done to assess normal and abnormal sounds over the thorax

### 5.2 Assessment of the Lungs

*Auscultation:* The assessment of normal and adventitious breath sounds.

*Percussion:* It is done to identify for normal and abnormal sounds. Normal breath sounds like vesicular breath sounds, bronchial breath sounds, bronchovesicular breath sounds are auscultated and assessed in the same manner that adventitious breath sounds like rales, wheezes, friction rubs, rhonchi, and abnormal bronchophony, egophony, and whispered pectoriloquy are auscultated, assessed and documented.

## 6. Assessment of the Cardiovascular System (Heart)

*Inspection:* Pulsations indicating the possibility of an aortic aneurysm are identified by inspection.

*Auscultation:* Listening to systolic heart sounds like the normal S<sub>1</sub> heart sound and abnormal clicks, the diastolic heart sounds of S<sub>2</sub>, S<sub>3</sub>, S<sub>4</sub>, diastolic knocks and mitral valve sounds, all of which are abnormal with the exception of S<sub>2</sub> which can be normal among patients less than 40 years of age.

## 7. Assessment of the Abdomen

*Inspection:* The abdomen is visualized to determine its size, contour, symmetry and the presence of any lesions. As previously mentioned, the abdomen is also inspected to determine the presence of any pulsations that could indicate the possible presence of an abdominal aortic aneurysm.

*Auscultation:* The bowel sounds are assessed in all four quadrants which are the upper right quadrant, the upper left quadrant, the lower right quadrant and the lower left quadrant.

*Palpation:* Light palpation, which is then followed with deep palpation, is done to assess for the presence of any masses, tenderness, and pain, guarding and rebound tenderness.

## **8. Assessment of the Male and Female Genitalia**

*Inspection:* The skin and the pubic hair are inspected. The labia, clitoris, vagina and urethral opening are inspected among female patients. The penis, urethral meatus, and the scrotum are inspected among male patients.

*Palpation:* The inguinal lymph nodes are palpated for the presence of any tenderness, swelling or enlargements. A testicular examination is done for male patients.

## **9. Assessment of the Rectum and Anus**

*Inspection:* The rectum, anus and the surrounding area are examined for any abnormalities.

*Palpation:* With a gloved hand, the rectal sphincter is palpated for muscular tone, and the presence of any blood, tenderness, pain or nodules.

## **10. Assessment of the Musculoskeletal System**

*Inspection:* The major muscles of the body are inspected by the nurse to determine their size, and strength, and the presence of any tremors, contractures, muscular weakness and/or paralysis. All joints are assessed for their full range of motion. The areas around the bones and the major muscle groups are also inspected to determine any areas of deformity, swelling and/or tenderness.

*Palpation:* The muscles are palpated to determine the presence of any spasticity, flaccidity, pain, tenderness, and tremors.

## **11. Assessment of the Peripheral Vascular System**

*Inspection:* The extremities are inspected for any abnormal color and any signs of poor perfusion to the extremities, particularly the lower extremities. While the patient is in a supine position, the nurse also assesses the jugular veins for any bulging pulsations or distention.

*Auscultation:* The nurse assesses the carotids for the presence of any abnormal bruits.

*Palpation:* The peripheral veins are gently touched to determine the temperature of the skin, the presence of any tenderness and swelling.

The peripheral vein pulses are also palpated bilaterally to determine regularity, number of beats, volume and bilateral equality in terms of these characteristics.

## **12. Assessment of the Neurological System**

Of all of the bodily systems that are assessed, the neurological system is perhaps the most extensive and complex.

The neurological system is assessed with:

*Inspection*

Balance, gait, gross motor function, fine motor function and coordination, sensory functioning, temperature sensory functioning, kinesthetic sensations and tactile sensory motor functioning, as well as all of the cranial nerves are assessed.

Some of the terms and terminology relating to the neurological system and neurological system disorders are given in **Annexure 1**.

## **B. GUIDE IN PERFORMING A HEAD-TO-TOE PHYSICAL ASSESSMENT**

### **1. Integumentary System (Hair, Skin and Nails)**

*Inspection:* The color of the skin, the quality, distribution and condition of the bodily hair, the size, the location, color and type of any skin lesions are assessed and documented, the color of the nail beds, and the angle of curvature where the nails meet the skin of the fingers are also inspected.

*Palpation:* The temperature, level of moisture, turgor and the presence or absence of any edema or swelling on the skin are assessed.

### **2. Head & Neck (Skull, Scalp, Hair, Face, Eyes, Ears, Nose, Mouth, Throat, Neck)**

- Observe the size, shape and contour of the skull.
- Observe scalp in several areas by separating the hair at various locations; inquire about any injuries. Note presence of lice, nits, dandruff or lesions.
- Palpate the head by running the pads of the fingers over the entire surface of skull; inquire about tenderness upon doing so. (wear gloves if necessary)
- Observe and feel the hair condition.

**Normal Findings:**

**2.1 Skull**

- Generally round, with prominences in the frontal and occipital area (Normocephalic).
- No tenderness noted upon palpation.

**2.2 Scalp**

- Lighter in color than the complexion.
- Can be moist or oily.
- No scars noted.
- Free from lice, nits and dandruff.
- No lesions should be noted.
- No tenderness or masses on palpation.

**2.3 Hair**

- Can be black, brown or blonde depending on the race.
- Evenly distributed, covers the whole scalp.
- No evidences of Alopecia.
- Maybe thick or thin, coarse or smooth.
- Neither brittle nor dry.

**2.4 Face**

- Observe the face for shape.
- Inspect for Symmetry.
  - Inspect for the palpebral fissure (distance between the eye lids of each eye); should be equal in both eyes.
  - Ask the patient to smile, There should be bilateral Nasolabial fold (creases extending from the angle of the corner of the mouth). Slight asymmetry in the fold is normal.
  - If both are met, then the Face is symmetrical
- Test the functioning of Cranial Nerves that innervates the facial structures

**2.5 Eyes**

*Eyebrows, Eyes and Eyelashes*

- All three structures are assessed using the modality of inspection.

**Normal findings**

**Eyebrows**

- Symmetrical and in line with each other.
- Maybe black, brown or blond depending on race.
- Evenly distributed.



*Severe exophthalmos*

**Eyes**

- Evenly placed and in line with each other.
- None protruding.
- Equal palpebral fissure.

**Eyelashes**

- Color dependent on race.
- Evenly distributed.
- Turned outward.

### *Eyelids and Lacrimal Apparatus*

- Inspect the eyelids for position and symmetry.
- Palpate the eyelids for the lacrimal glands.
  - To examine the lacrimal gland, the examiner, lightly slides the pad of the index finger against the client's upper orbital rim.
  - Inquire for any pain or tenderness.
- Palpate for the nasolacrimal duct to check for obstruction.
  - To assess the nasolacrimal duct, the examiner presses with the index finger against the client's lower inner orbital rim, at the lacrimal sac, **NOT AGAINST THE NOSE.**
  - In the presence of blockage, this will cause regurgitation of fluid in the puncta

### *Normal Findings*

#### Eyelids

- Upper eyelids cover the small portion of the iris, cornea, and sclera when eyes are open.
- No PTOSIS noted. (Drooping of upper eyelids).
- Meets completely when eyes are closed.
- Symmetrical.

#### Lacrimal Apparatus

- Lacrimal gland is normally non palpable.
- No tenderness on palpation.
- No regurgitation from the nasolacrimal duct.

#### Conjunctivae

- The bulbar and palpebral conjunctivae are examined by separating the eyelids widely and having the client look up, down and to each side. When separating the lids, the examiner should exert **NO PRESSURE** against the eyeball; rather, the examiner should hold the lids against the ridges of the bony orbit surrounding the eye.

### **In examining the palpebral conjunctiva, everting the upper eyelid is necessary and is done as follow:**

1. Ask the client to look down but keep his eyes slightly open. This relaxes the levator muscles, whereas closing the eyes contracts the orbicularis muscle, preventing lid eversion.
2. Gently grasp the upper eyelashes and pull gently downward. Do not pull the lashes outward or upward; this, too, causes muscles contraction.
3. Place a cotton tip application about 1cm above the lid margin and push gently downward with the applicator while still holding the lashes. This everts the lid.
4. Hold the lashes of the everted lid against the upper ridge of the bony orbit, just beneath the eyebrow, never pushing against the eyeball.
5. Examine the lid for swelling, infection, and presence of foreign objects.
6. To return the lid to its normal position, move the lid slightly forward and ask the client to look up and to blink. The lid returns easily to its normal position.

### *Normal Findings*

- Both conjunctivae are pinkish or red in color.
- With presence of many minute capillaries.
- Moist
- No ulcers
- No foreign objects

#### Sclerae

- The sclerae is easily inspected during the assessment of the conjunctivae.

### *Normal Findings*

- Sclerae is white in color (anicteric sclera)
- No yellowish discoloration (icteric sclera).
- Some capillaries maybe visible.
- Some people may have pigmented sclera.

#### Cornea

- The cornea is best inspected by directing penlight obliquely from several positions.

### ***Normal findings***

- There should be no irregularities on the surface.
- Looks smooth.
- The cornea is clear or transparent. The features of the iris should be fully visible through the cornea.
- There is a positive corneal reflex.

### **Anterior Chamber and Iris**

- The anterior chamber and the iris are easily inspected in conjunction with the cornea. The technique of oblique illumination is also useful in assessing the anterior chamber.

### ***Normal Findings***

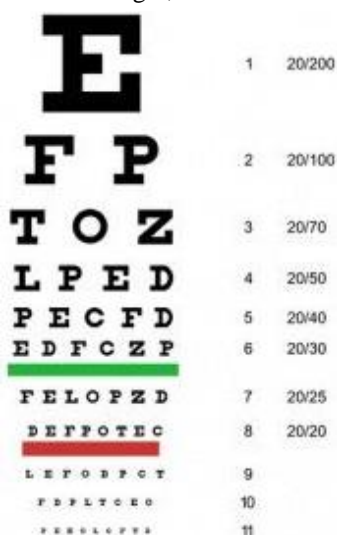
- The anterior chamber is transparent.
- No noted visible materials.
- Color of the iris depends on the person's race (black, blue, brown or green).
- From the side view, the iris should appear flat and should not be bulging forward. There should be NO crescent shadow casted on the other side when illuminated from one side.

### **Pupils**

- Examination of the pupils involves several inspections, including assessment of the size, shape reaction to light is directed is observed for direct response of constriction. Simultaneously, the other eye is observed for consensual response of constriction.
- The test for papillary accommodation is the examination for the change in pupillary size as it is switched from a distant to a near object.
- Ask the client to stare at the objects across room.
- Then ask the client to fix his gaze on the examiner's index fingers, which is placed 5 inches from the client's nose.
- Visualization of distant objects normally causes pupillary dilation and visualization of nearer objects causes pupillary constriction and convergence of the eye.

### ***Normal Findings***

- Pupillary size ranges from 3-7 mm, and are equal in size.
- Equally round.
- Constrict briskly/sluggishly when light is directed to the eye, both directly and consensual.
- Pupils dilate when looking at distant objects, and constrict when looking at nearer objects.
- If all of which are met, we document the findings using the notation PERRLA, pupils equally round, reactive to light, and accommodation.



***A Snellen chart***

- The optic nerve (Cranial Nerve II) is assessed by testing for visual acuity and peripheral vision.
- Visual acuity is tested using a Snellen chart, for those who are illiterate and unfamiliar with the western alphabet, the illiterate E chart, in which the letter E faces in different directions, maybe used.
- The chart has a standardized number at the end of each line of letters; these numbers indicates the degree of visual acuity when measured at a distance of 20 feet.

- The numerator 20 is the distance in feet between the chart and the client, or the standard testing distance. The denominator 20 is the distance from which the normal eye can read the lettering, which correspond to the number at the end of each letter line; therefore the larger the denominator the poorer the vision.
- Measurement of 20/20 vision is an indication of either refractive error or some other optic disorder.
- In testing for visual acuity you may refer to the following:
  - The room used for this test should be well lighted.
  - A person who wears corrective lenses should be tested with and without them to check for the adequacy of correction.
  - Only one eye should be tested at a time; the other eye should be covered by an opaque card or eye cover, not with client's finger.
  - Make the client read the chart by pointing at a letter randomly at each line; maybe started from largest to smallest or vice versa.
  - A person who can read the largest letter on the chart (20/200) should be checked if they can perceive hand movement about 12 inches from their eyes, or if they can perceive the light of the penlight directed to their eyes.

#### Peripheral vision or visual fields

- The assessment of visual acuity is indicative of the functioning of the macular area, the area of central vision. However, it does not test the sensitivity of the other areas of the retina which perceive the more peripheral stimuli. The Visual field confrontation test, provide a rather gross measurement of peripheral vision.
- The performance of this test assumes that the examiner has normal visual fields, since that client's visual fields are to be compared with the examiners.

#### **Follow the steps on conducting the test:**

- The examiner and the client sit or stand opposite each other, with the eyes at the same, horizontal level with the distance of 1.5 – 2 feet apart.
- The client covers the eye with opaque card, and the examiner covers the eye that is opposite to the client covered eye.
- Instruct the client to stare directly at the examiner's eye, while the examiner stares at the client's open eye. Neither looks out at the object approaching from the periphery.
- The examiner holds an object such as pencil or penlight, in his hand and gradually moves it in from the periphery of both directions horizontally and from above and below.
- Normally the client should see the same time the examiners sees it. The normal visual field is 180 degrees.

## 2.6 Ears

- Inspect the auricles of the ears for parallelism, size position, appearance and skin color.
- Palpate the auricles and the mastoid process for firmness of the cartilage of the auricles, tenderness when manipulating the auricles and the mastoid process.
- Inspect the auditory meatus or the ear canal for color, presence of cerumen, discharges, and foreign bodies.
- For adult pull the pinna upward and backward to straighten the canal.
- For children pull the pinna downward and backward to straighten the canal
- Perform otoscopic examination of the tympanic membrane, noting the color and landmarks.

#### **Normal Findings**

- The ear lobes are bean shaped, parallel, and symmetrical.
- The upper connection of the ear lobe is parallel with the outer canthus of the eye.
- Skin is same in color as in the complexion.
- No lesions noted on inspection.
- The auricles are has a firm cartilage on palpation.
- The pinna recoils when folded.
- There is no pain or tenderness on the palpation of the auricles and mastoid process.
- The ear canal has normally some cerumen of inspection.
- No discharges or lesions noted at the ear canal.
- On otoscopic examination the tympanic membrane appears flat, translucent and pearly gray in color.

## 2.7 Nose and Paranasal Sinuses

- The external portion of the nose is inspected for the following:
  - Placement and symmetry.
  - Patency of nares (done by occluding a nostril one at a time, and noting for difficulty in breathing)

- Flaring of alae nasi
- Discharge
- The external nares are palpated for:
  - Displacement of bone and cartilage.
  - For tenderness and masses
  - The internal nares are inspected by hyper extending the neck of the client, the ulnar aspect of the examiners hand over the forehead of the client, and using the thumb to push the tip of the nose upward while shining a light into the nares.
- Inspect for the following:
  - Position of the septum.
  - Check septum for perforation. (Can also be checked by directing the lighted penlight on the side of the nose, illumination at the other side suggests perforation).
  - The nasal mucosa (turbinates) for swelling, exudates and change in color.

#### Paranasal Sinuses

- Examination of the paranasal sinuses is indirectly. Information about their condition is gained by inspection and palpation of the overlying tissues. Only frontal and maxillary sinuses are accessible for examination.
- By palpating both cheeks simultaneously, one can determine tenderness of the maxillary sinusitis, and pressing the thumb just below the eyebrows, we can determine tenderness of the frontal sinuses.

#### *Normal Findings*

- Nose in the midline
- No Discharges.
- No flaring alae nasi.
- Both nares are patent.
- No bone and cartilage deviation noted on palpation.
- No tenderness noted on palpation.
- Nasal septum in the mid line and not perforated.
- The nasal mucosa is pinkish to red in color. (Increased redness turbinates are typical of allergy).
- No tenderness noted on palpation of the paranasal sinuses.

## 2.8 Mouth and Oropharynx, Lips

Inspected for:

- Symmetry and surface abnormalities
- Color
- Edema

#### *Normal Findings*

- With visible margin
- Symmetrical in appearance and movement
- Pinkish in color
- No edema

Temporomandibular Joint

- Palpate while the mouth is opened wide and then closed for:
  - Crepitus
  - Deviations
  - Tenderness

#### *Normal Findings*

- Moves smoothly no crepitus.
- No deviations noted
- No pain or tenderness on palpation and jaw movement.

Gums

Inspected for:

- Color
- Bleeding
- Retraction of gums.

### ***Normal Findings***

- Pinkish in color
- No gum bleeding
- No receding gums

### Teeth

Inspected for:

- Number
- Color
- Dental carries
- Dental fillings
- Alignment and malocclusions (2 teeth in the space for 1, or overlapping teeth)
- Tooth loss
- Breath should also be assessed during the process.

### ***Normal Findings***

- 28 for children and 32 for adults.
- White to yellowish in color
- With or without dental carries and/or dental fillings.
- With or without malocclusions.
- No halitosis.

### Tongue

Palpated for:

- Texture

### ***Normal Findings***

- Pinkish with white taste buds on the surface.
- No lesions noted.
- No varicosities on ventral surface.
- Frenulum is thin attaches to the posterior 1/3 of the ventral aspect of the tongue.
- Gag reflex is present.
- Able to move the tongue freely and with strength.
- Surface of the tongue is rough.

### Uvula

Inspected for:

- Position
- Color
- Cranial Nerve X (Vagus nerve) - Tested by asking the client to say "Ah" note that the uvula will move upward and forward.

### ***Normal Findings***

- Positioned in the mid line.
- Pinkish to red in color.
- No swelling or lesion noted.
- Moves upward and backwards when asked to say "ah"

### **Throat**

#### Tonsils

Inspected for:

- Inflammation
- Size
- A Grading system used to describe the size of the tonsils can be used.
  - Grade 1 – Tonsils behind the pillar.
  - Grade 2 – Between pillar and uvula.
  - Grade 3 – Touching the uvula
  - Grade 4 – In the midline.

## 2.9 Neck

- The neck is inspected for position symmetry and obvious lumps visibility of the thyroid gland and Jugular Venous Distension
- Check the Range of Movement of the neck.

### *Normal Findings*

- The neck is straight.
- No visible mass or lumps.
- Symmetrical
- No jugular venous distension (suggestive of cardiac congestion).
- The neck is palpated just above the suprasternal notch using the thumb and the index finger.

### *Normal Findings*

- The trachea is palpable.
- It is positioned in the line and straight.
- Lymph nodes are palpated using palmar tips of the fingers via systemic circular movements. Describe lymph nodes in terms of size, regularity, consistency, tenderness and fixation to surrounding tissues.

### *Normal Findings*

- May not be palpable. Maybe normally palpable in thin patients.
- Non tender if palpable.
- Firm with smooth rounded surface.
- Slightly movable.
- About less than 1 cm in size.
- The thyroid is initially observed by standing in front of the patient and asking the patient to swallow. Palpation of the thyroid can be done either by posterior or anterior approach.



### Posterior Approach:

1. Let the patient sit on a chair while the examiner stands behind him.
2. In examining the isthmus of the thyroid, locate the cricoid cartilage and directly below that is the isthmus.
3. Ask the patient to swallow while feeling for any enlargement of the thyroid isthmus.
4. To facilitate examination of each lobe, the client is asked to turn his head slightly toward the side to be examined to displace the sternocleidomastoid, while the other hand of the examiner pushes the thyroid cartilage towards the side of the thyroid lobe to be examined.
5. Ask the patient to swallow as the procedure is being done.
6. The examiner may also palpate for thyroid enlargement by placing the thumb deep to and behind the sternocleidomastoid muscle, while the index and middle fingers are placed deep to and in front of the muscle.
7. Then the procedure is repeated on the other side.

### Anterior approach:

1. The examiner stands in front of the patient and with the palmar surface of the middle and index fingers palpates below the cricoid cartilage.
2. Ask the patient to swallow while palpation is being done.
3. In palpating the lobes of the thyroid, similar procedure is done as in posterior approach. The patient is asked to turn his head slightly to one side and then the other of the lobe to be examined.
4. Again the examiner displaces the thyroid cartilage towards the side of the lobe to be examined.

- Again, the examiner palpates the area and hooks thumb and fingers around the sternocleidomastoid muscle.

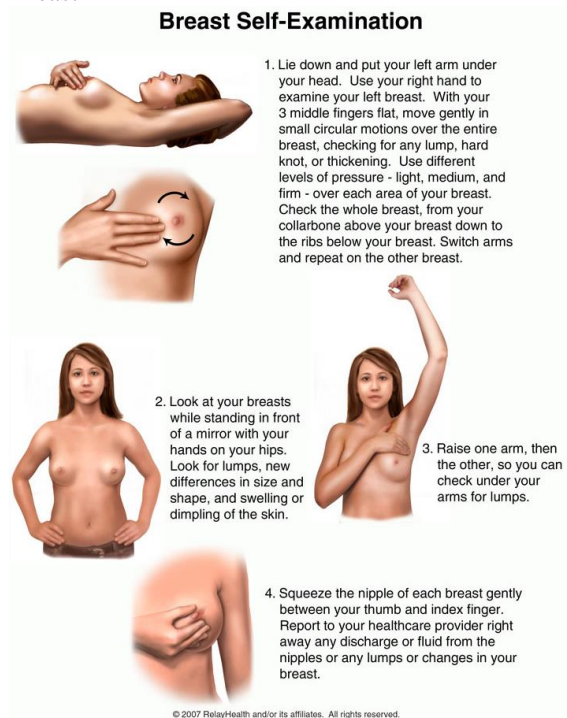
#### **Normal Findings**

- Normally the thyroid is non palpable.
- Isthmus maybe visible in a thin neck.
- No nodules are palpable.
- Auscultation of the Thyroid is necessary when there is thyroid enlargement. The examiner may hear bruits, as a result of increased and turbulence in blood flow in an enlarged thyroid.

### **3. Anterior and Posterior Thorax (Breast & Axillae, Thorax, Lungs and Heart)**

#### **3.1 Breast and Axilla**

##### Breast



##### Inspection of the Breast

- There are 4 major sitting position of the client used for clinical breast examination. Every patient should be examined in each position.
  - The patient is seated with her arms on her side
  - The patient is seated with her arms abducted over the head.
  - The patient is seated and is pushing her hands into her hips, simultaneously eliciting contraction of the pectoral muscles.
  - The patient is seated and is leaning over while the examiner assists in supporting and balancing her.
- While the patient is performing these manoeuvres, the breasts are carefully observed for symmetry, bulging, retraction, and fixation.
- An abnormality may not be apparent in the breasts at rest a mass may cause the breasts, through invasion of the suspensory ligaments, to fix, preventing them from upward movement in position 2 and 4.
- Position 3 specifically assists in eliciting dimpling if a mass has infiltrated and shortened suspensory ligaments.

#### **Normal Findings**

- The overlying the breast should be even.
- May or may not be completely symmetrical at rest.
- The areola is rounded or oval, with same color, (Color varies form light pink to dark brown depending on race).
- Nipples are rounded, everted, same size and equal in color.
- No “orange peel” skin is noted which is present in edema.
- The veins maybe visible but not engorge and prominent.

- No obvious mass noted.
- Not fixated and moves bilaterally when hands are abducted over the head, or is leaning forward.
- No retractions or dimpling.

#### Palpation of the Breast

- Palpate the breast along imaginary concentric circles, following a clockwise rotary motion, from the periphery to the center going to the nipples. Be sure that the breast is adequately surveyed. Breast examination is best done 1 week post menses.
- Each areolar areas are carefully palpated to determine the presence of underlying masses.
- Each nipple is gently compressed to assess for the presence of masses or discharge.

#### *Normal Findings*

- No lumps or masses are palpable.
- No tenderness upon palpation.
- No discharges from the nipples.
- NOTE: The male breasts are observed by adapting the techniques used for female clients. However, the various sitting position used for woman is unnecessary.

#### Axillae

The lymph nodes in the axillary areas are also palpated for any enlargement or swelling.

### 3.2 Thorax

*Inspection:* The anterior and posterior thorax is inspected for size, symmetry, shape and for the presence of any skin lesions and/or misalignment of the spine; chest movements are observed for the normal movement of the diaphragm during respirations.

*Palpation:* The posterior thorax is assessed for respiratory excursion and fremitus.

*Percussion:* It is done to identify normal and abnormal sounds over the thorax.

### 3.3 Lungs

*Auscultation:* The assessment of normal and adventitious breath sounds is done by auscultation.

*Percussion:* It is done to assess normal and abnormal sounds. Normal breath sounds like vesicular breath sounds, bronchial breath sounds, bronchovesicular breath sounds are auscultated and assessed in the same manner that adventitious breath sounds like rales, wheezes, friction rubs, rhonchi, and abnormal bronchophony, egophony, and whispered pectoriloquy are auscultated, assessed and documented.

### 3.4 Heart

#### Inspection of the Heart

- The chest wall and epigastrium is inspected while the client is in supine position. Observe for pulsation and heaves or lifts

#### *Normal Findings*

- Pulsation of the apical impulse maybe visible. (this can give us some indication of the cardiac size).
- There should be no lift or heaves.

#### Palpation of the Heart

- The entire precordium is palpated methodically using the palms and the fingers, beginning at the apex, moving to the left sternal border, and then to the base of the heart.

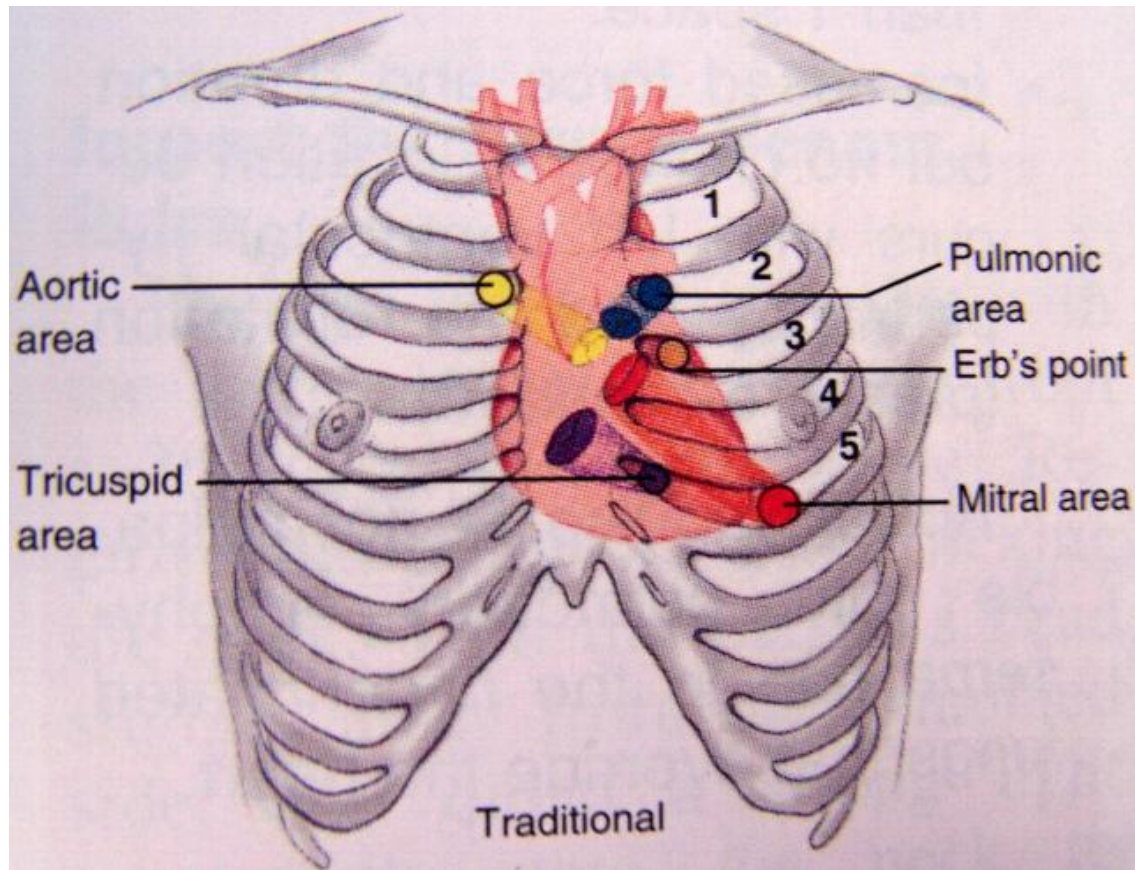
#### *Normal Findings*

- No, palpable pulsation over the aortic, pulmonic, and mitral valves.
- Apical pulsation can be felt on palpation.
- There should be no noted abnormal heaves, and thrills felt over the apex.

#### Percussion of the Heart

- The technique of percussion is of limited value in cardiac assessment. It can be used to determine borders of cardiac dullness.

## Auscultation of the Heart



- Anatomic areas for auscultation of the heart:
  - Aortic Valve – Right 2nd ICS sternal border.
  - Pulmonic Valve – Left 2nd ICS sternal border.
  - Tricuspid Valve – Left 5th ICS sternal border.
  - Mitral Valve – Left 5th ICS midclavicular line

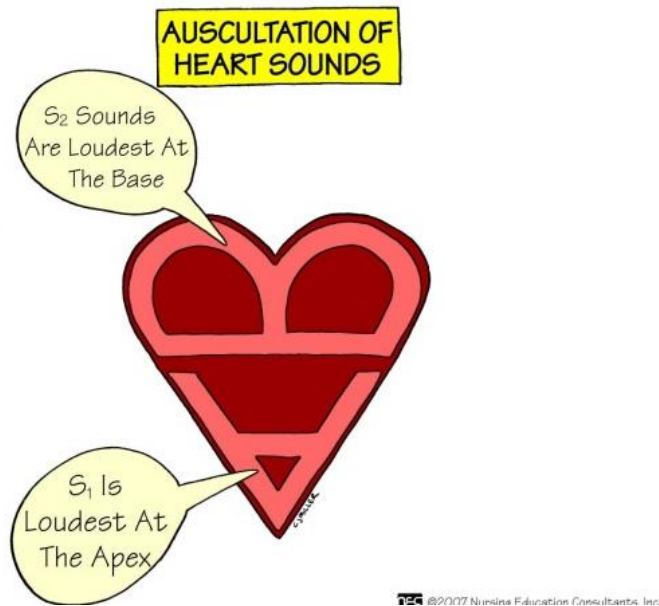
### *Positioning the patient for auscultation:*

1. If the heart sounds are faint or undetectable, try listening to them with the patient seated and leaning forward, or lying on his left side, which brings the heart closer to the surface of the chest.
2. Having the patient seated and leaning forward is best suited for hearing high-pitched sounds related to semilunar valves problem.
3. The left lateral recumbent position is best suited low-pitched sounds, such as mitral valve problems and extra heart sounds.

### *Auscultating the heart:*

1. Auscultate the heart in all anatomic areas aortic, pulmonic, tricuspid and mitral
2. Listen for the S1 and S2 sounds (S1 closure of AV valves; S2 closure of semilunar valve). S1 sound is best heard over the mitral valve; S2 is best heard over the aortic valve.
3. Listen for abnormal heart sounds e.g. S3, S4, and Murmurs.
4. Count heart rate at the apical pulse for one full minute.

## Auscultation of Heart Sounds



### **Normal Findings**

- S<sub>1</sub> & S<sub>2</sub> can be heard at all anatomic site.
- No abnormal heart sounds is heard (e.g. Murmurs, S<sub>3</sub> & S<sub>4</sub>).
- Cardiac rate ranges from 60-100 bpm.

## **4. Abdomen**

In abdominal assessment, be sure that the client has emptied the bladder for comfort. Place the client in a supine position with the knees slightly flexed to relax abdominal muscles.

### Inspection of the abdomen

- Inspect for skin integrity (Pigmentation, lesions, striae, scars, veins, and umbilicus).
- Contour (flat, rounded, scapold)
- Distension
- Respiratory movement
- Visible peristalsis
- Pulsations

### **Normal Findings**

- Skin color is uniform, no lesions.
- Some patients may have striae or scar.
- No venous engorgement.
- Contour may be flat, rounded or scaphoid
- Thin patients may have visible peristalsis.
- Aortic pulsation maybe visible on thin clients.

### Auscultation of the Abdomen

- This method precedes percussion because bowel motility, and thus bowel sounds, may be increased by palpation or percussion.
- The stethoscope and the hands should be warmed; if they are cold, they may initiate contraction of the abdominal muscles.
- Light pressure on the stethoscope is sufficient to detect bowel sounds and bruits. Intestinal sounds are relatively high-pitched; the bell may be used in exploring arterial murmurs and venous hum.

### Peristaltic sounds

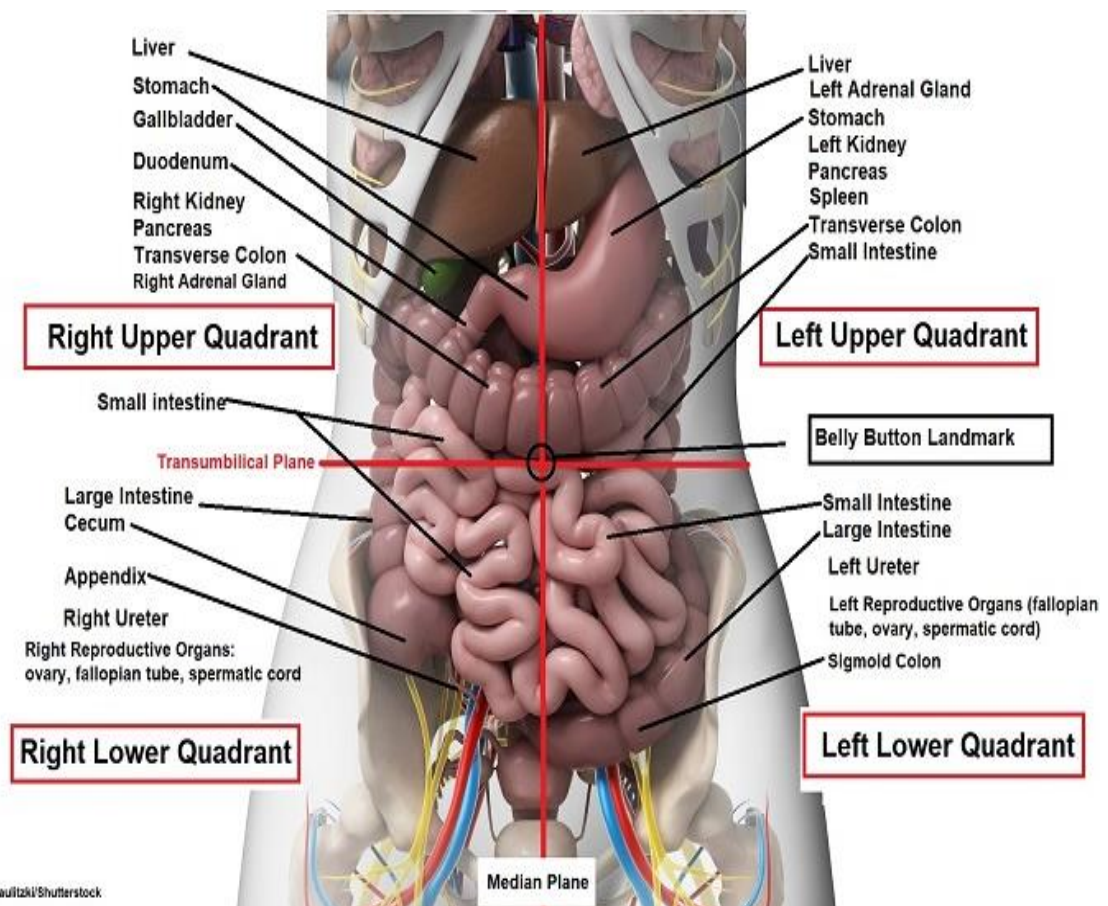
- These sounds are produced by the movements of air and fluids through the gastrointestinal tract. Peristalsis can provide diagnostic clues relevant to the motility of bowel.
- Listening to the bowel sounds (borborygmi) can be facilitated by following these steps:

- Divide the abdomen in four quadrants.
- Listen over all auscultation sites, starting at the right lower quadrants, following the cross pattern of the imaginary lines in creating the abdominal quadrants. This direction ensures that we follow the direction of bowel movement.
- Peristaltic sounds are quite irregular. Thus it is recommended that the examiner listen for at least 5 minutes, especially at the periumbilical area, before concluding that no bowel sounds are present.
- The normal bowel sounds are high-pitched, gurgling noises that occur approximately every 5 – 15 seconds. It is suggested that the number of bowel sound may be as low as 3 to as high as 20 per minute, or roughly, one bowel sound for each breath sound.
- Some factors that affect bowel sound:
  - Presence of food in the GI tract.
  - State of digestion.
  - Pathologic conditions of the bowel (inflammation, Gangrene, paralytic ileus, peritonitis).
  - Bowel surgery
  - Constipation or Diarrhoea.
  - Electrolyte imbalances.
  - Bowel obstruction.

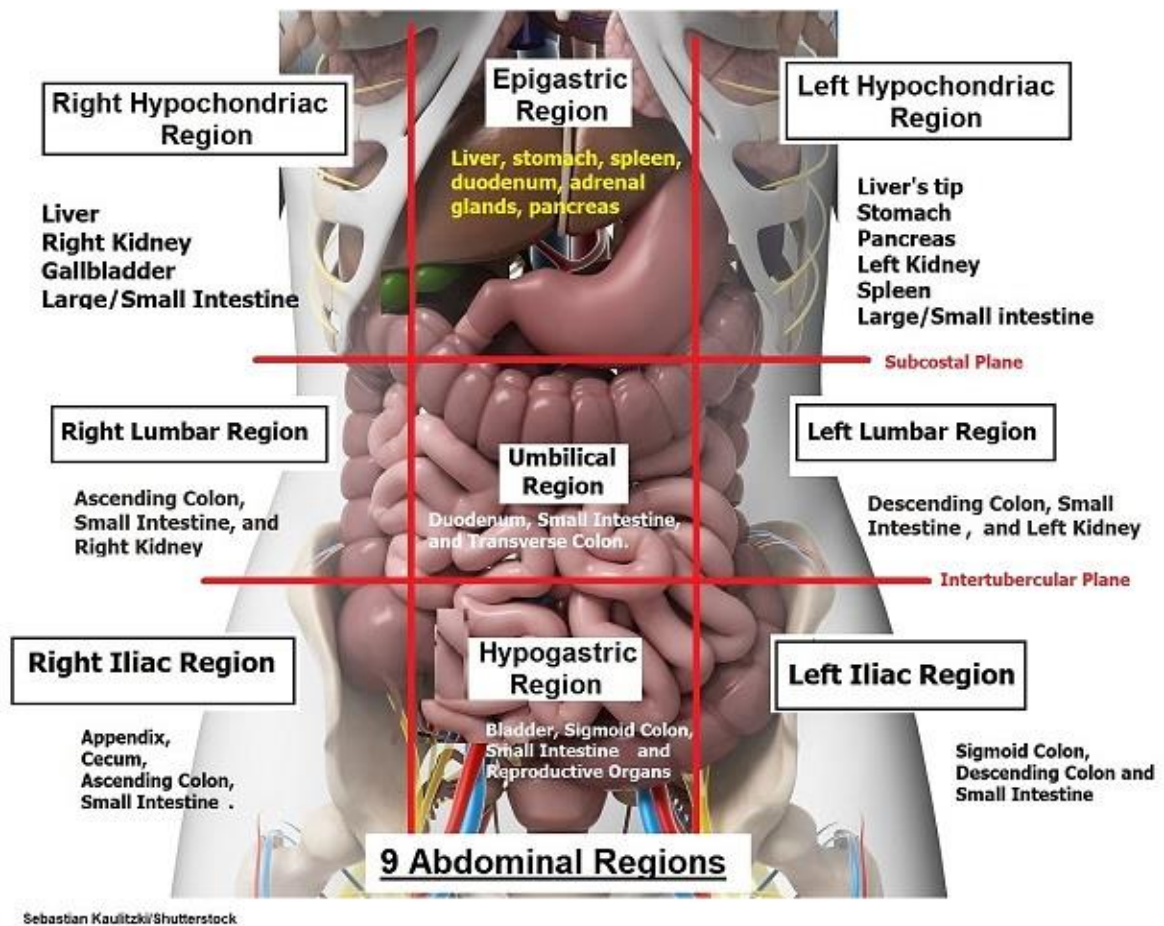
#### Percussion of the abdomen

- Abdominal percussion is aimed at detecting fluid in the peritoneum (ascites), gaseous distension, and masses, and in assessing solid structures within the abdomen.
- The direction of abdominal percussion follows the auscultation site at each abdominal guardant as detailed below.

The abdomen can be divided into four quadrants or nine regions as follows.



Sebastian Kautzki/Shutterstock



- The entire abdomen should be percussed lightly or a general picture of the areas of tympani and dullness.
- Tympany will predominate because of the presence of gas in the small and large bowel. Solid masses will percuss as dull, such as liver in the RUQ, spleen at the 6th or 9th rib just posterior to or at the mid axillary line on the left side.
- Percussion in the abdomen can also be used in assessing the liver span and size of the spleen.

#### Percussion of the liver

- The palms of the left hand are placed over the region of liver dullness.
- The area is struck lightly with a fistful right hand.
- Normally tenderness should not be elicited by this method.
- Tenderness elicited by this method is usually a result of hepatitis or cholecystitis.

#### Renal Percussion

- Can be done by either indirect or direct method.
- Percussion is done over the costovertebral junction.
- Tenderness elicited by such method suggests renal inflammation.

#### Palpation of the Abdomen

##### Light palpation

- It is a gentle exploration performed while the client is in supine position. With the examiner's hands parallel to the floor.
- The fingers depress the abdominal wall, at each quadrant, by approximately 1 cm without digging, but gently palpating with slow circular motion.
- This method is used for eliciting slight tenderness, large masses, and muscles, and muscle guarding.
- Tensing of abdominal musculature may occur because of:
  - The examiner's hands are too cold or are pressed to vigorously or deep into the abdomen.
  - The client is ticklish or guards involuntarily.
  - Presence of subjacent pathologic condition.

### ***Normal Findings***

- No tenderness noted.
- With smooth and consistent tension.
- No muscles guarding.

### **\*Deep Palpation**

It is the indentation of the abdomen performed by pressing the distal half of the palmar surfaces of the fingers into the abdominal wall.

- The abdominal wall may slide back and forth while the fingers move back and forth over the organ being examined.
- Deeper structures, like the liver, and retro peritoneal organs, like the kidneys, or masses may be felt with this method.
- In the absence of disease, pressure produced by deep palpation may produce tenderness over the cecum, the sigmoid colon, and the aorta.

### **Liver palpation**

- There are two types of bi manual palpation recommended for palpation of the liver. The first one is the superimposition of the right hand over the left hand.
  - Ask the patient to take 3 normal breaths.
  - Then ask the client to breathe deeply and hold. This would push the liver down to facilitate palpation.
  - Press hand deeply over the RUQ
- The second methods:
  - The examiner's left hand is placed beneath the client at the level of the right 11th and 12th ribs.
  - Place the examiner's right hands parallel to the costal margin or the RUQ.
  - An upward pressure is placed beneath the client to push the liver towards the examining right hand, while the right hand is pressing into the abdominal wall.
  - Ask the client to breathe deeply.
  - As the client inspires, the liver maybe felt to slip beneath the examining fingers.

### **\*Percussion and Palpation of deep structures such as liver and kidneys to be done under supervision**

### ***Normal Findings***

- The liver usually cannot be palpated in a normal adult. However, in extremely thin but otherwise well individuals, it may be felt the coastal margins.
- When the normal liver margin is palpated, it must be smooth, regular in contour, firm and non-tender.

## **5. Male and Female Genitalia**

*Inspection:* The skin and the pubic hair are inspected. The labia, clitoris, vagina and urethral opening are inspected among female clients. The penis, urethral meatus, and the scrotum are inspected among male clients.

*Palpation:* The inguinal lymph nodes are palpated for the presence of any tenderness, swelling or enlargements. A testicular examination is done for male clients.

## **6. Rectum and Anus**

*Inspection:* The rectum, anus and the surrounding area is examined for any abnormalities.

*Palpation:* With a gloved hand, the rectal sphincter is palpated for muscular tone, and the presence of any blood, tenderness, pain or nodules.

## **7. Extremities (Musculoskeletal system& Peripheral Vascular System)**

### **Inspection**

- Observe for size, contour, bilateral symmetry, and involuntary movement.
- Look for gross deformities, edema, presence of trauma such as ecchymosis or other discoloration.
- Always compare both extremities.

### **Palpation**

- Feel for evenness of temperature. Normally it should be even for all the extremities.
- Tonicity of muscle. (Can be measured by asking client to squeeze examiner's fingers and noting for equality of contraction).
- Perform range of motion.
- Test for muscle strength (performed against gravity and against resistance and described in the table below:

**Table showing the Lovett scale for grading for muscle strength and functional level**

<b>Grade</b>	<b>Muscle function level</b>	<b>Lovett Scale</b>
0	0% of normal strength	0 (Zero)
1	10% of normal strength; no movement, contraction of muscle is palpable or visible	T (Trace)
2	25% of normal strength; full muscle movement against gravity	P (Poor)
3	50% of normal strength; normal movement against gravity	F (Fair)
4	75% of normal strength; normal movement against gravity and against minimal resistance	G (Good)
5	100% of normal strength; normal movement against gravity and against minimal resistance	N (Normal)

**Normal Findings**

- Both extremities are equal in size.
- Have the same contour with prominences of joints.
- No involuntary movements.
- No edema
- Color is even.
- Temperature is warm and even.
- Has equal contraction and even.
- Can perform complete range of motion.
- No crepitus must be noted on joints.
- Can counter act gravity and resistance on ROM.

Peripheral Vascular System

*Inspection:* The extremities are inspected for any abnormal color and any signs of poor perfusion to the extremities, particularly the lower extremities. While the patient is in a supine position, the nurse also assesses the jugular veins for any bulging pulsations or distention.

*Auscultation:* The nurse assesses the carotids for the presence of any abnormal bruits.

*Palpation:* The peripheral veins are gently touched to determine the temperature of the skin, the presence of any tenderness and swelling.

The peripheral vein pulses are also palpated bilaterally to determine regularity, number of beats, volume and bilateral equality in terms of these characteristics.

**8. Neurological system**

**Neurological assessment** - mental status includes level of consciousness (LOC), orientation, and memory.

**Balance** is assessed using the relatively simple Romberg test. The Romberg test is the test that law enforcement use to test people for drunkenness. Gait can be assessed by simply observing the client as they are walking or by coaching the person to walk heel to toe as the nurse observes the client for their gait.

**Gross motor functioning** is bilaterally assessed by having the client contract their muscles; and fine motor coordination and functioning is observed for both the upper and the lower extremities as the client manipulates objects.

**Sensory functioning** is determined by touching various parts of the body, bilaterally, with a pen or another blunt item while the client has their eyes closed. The client is prompted to report whether or not they feel the blunt item as the nurse touches the area. Similarly, a hot and cold object is placed on the skin on various parts of the body to assess temperature sensory functioning. The client will then report whether they feel heat, cold or nothing at all.

**Kinesthetic sensations** are assessed to determine the client’s ability to perceive and report their bodily positioning without the help of visual cues.

**Tactile sensory functioning** is assessed for the client’s ability to have stereognosis, extinction, one point discrimination and two point discrimination. One and two point discrimination relates to the client’s ability to feel whether or not they have gotten one or two pin pricks that the nurse gently applies. Stereognosis is the

client's ability to feel and identify a familiar object while their eyes are closed. For example, the nurse may place a pen, a button or a paper clip in the client's hand to determine whether or not the client can identify the object without any visual cues. Extinction is the client's ability to identify whether or not they are being touched by the person doing the assessment with either one or two bilateral touches. For example, the nurse may touch both knees and then ask the client if they felt one or two touches while the client has their eyes closed.

## 8.1 Reflexes

Reflexes are automatic muscular responses to a stimulus. When reflexes are absent or otherwise altered, it can indicate a neurological deficit even earlier than other signs and symptoms of the neurological deficit appear.

Reflexes can be described as primitive and long term. Primitive reflexes are normally present at the time of birth and these reflexes normally disappear as the baby grows older; neurological deficits are suspected when these primitive reflexes remain beyond the point in time when they are expected to disappear. Reflexes, other than the primitive reflexes remain intact and active during the entire life span, under normal conditions.

### Deep Tendon and Superficial Reflexes

A **deep tendon reflex** is often associated with muscle stretching. **Tendon reflex** tests are used to determine the integrity of the spinal cord and peripheral nervous system, and they can be used to determine the presence of a neuromuscular disease.

**Superficial reflexes.** **Superficial reflexes** are motor responses to scraping of the skin. They are graded simply as present or absent, although markedly asymmetrical responses should be considered abnormal as well

- **Pupil reflex:** Pupil reflexes include pupil dilation and pupil accommodation. The "PERLA" mnemonic for pupil reflexes stands for Pupils Equally Reactive to Light and Accommodation which is a normal finding. The pupil reflexes for their reactions to light are assessed by using a flash light in a darkened room. Pupils will normally dilate as the light is withdrawn and they will normally constrict when the light is brought close to the pupils. The pupils are assessed not only for their reaction to light, they are also assessed in terms of their accommodation. Normally, the pupils will dilate when an object is moved away from the eye and they will constrict as the object is being brought closer to the eye.
- **Plantar reflex:** The plantar reflex is elicited when the person performing this assessment strokes the bottom of the foot and the client's toes curl down. The Babinski sign occurs when the foot goes into dorsiflexion and the great toe curls up; this sign is an abnormal response to this stimulation and it can indicate the presence of deep vein thrombosis.
- **Biceps reflex:** This reflex is assessed by placing the thumb on the biceps tendon while the person is in a sitting position and then tapping the thumb with the Taylor hammer.
- **Triceps reflex:** This reflex is elicited by tapping the triceps tendon with the Taylor hammer above the elbow while the client has their hands on their legs when the client is in a sitting position.
- **Patellar tendon reflex:** This reflex, often referred to as the knee jerk reflex, is elicited by tapping the patellar area with the Taylor hammer.
- **Calcaneal reflex:** This reflex, often referred to as the Achilles reflex, is the calcaneal reflex on the ankle with the Taylor hammer.
- **Gag reflex:** The gag reflex is elicited when the back of the mouth and the posterior tongue is stimulated with a tongue blade.
- **Blinking reflex:** This reflex is elicited when the eyes are touched or they are stimulated a sudden bright light or an irritant.
- An **abdominal reflex** is a superficial neurological **reflex** stimulated by stroking of the **abdomen** around the umbilicus. It can be helpful in determining the level of a CNS lesion.

All reflexes should be done bilaterally in rapid succession so that all differences between the right and the left reflexes can be determined and assessed. For example, when the person who is performing these assessments should assess the biceps reflex of the right arm and then immediately assess the biceps reflex of the left arm so that any differences or inequalities can be assessed and documented.

# Reflexes

## □ Deep Tendon Reflexes (DTR)

- Biceps (C5-C6)
- Triceps (C7-C8)
- Brachioradialis (C5-C6)
- Quadriceps (Patellar) (L2-L4)
- Achilles (L5-S2)

## □ Superficial Reflexes

- Plantar Reflex/Babinski (L4-S2)
- Abdominal Reflexes  
(Upper T8-T10)(Lower T10-T12)
- Crematic Reflex (L1-L2)

### Documenting Reflex Findings

Use these grading scales to rate the strength of each reflex in a deep tendon and superficial reflex assessment.

#### Deep tendon reflex grades

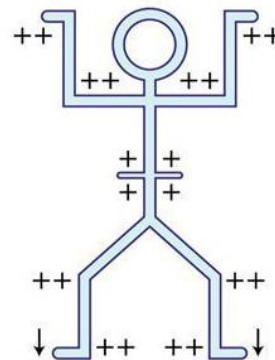
0 absent  
 + present but diminished  
 ++ normal  
 +++ increased but not necessarily pathologic  
 ++++ hyperactive or clonic (involuntary contraction and relaxation of skeletal muscle)

#### Superficial reflex grades

0 absent  
 + present

Use the patient's reflex ratings on a drawing of a stick figure. The figures here show documentation of normal and abnormal reflex responses.

#### Normal



## 8.2 Cranial nerves:

Lastly, the nurse assesses the twelve cranial nerves. Some of these twelve cranial nerves are only sensory or motor nerves, and others have both sensory and motor functions.

The twelve cranial nerves can be easily remembered using this mnemonic: On Old Olympus Tippy Top, A Fat Armed German View A Hop, as below:

1. Olfactory
2. Optic
3. Oculomotor
4. Trochlear
5. Trigeminal
6. Abducens
7. Facial
8. Acoustic
9. Glossopharyngeal
10. Vagus
11. Spinal accessory
12. Hypoglossal

Each of these twelve cranial nerves, their function and their classification as sensory, motor or both sensory and motor are shown in the table below.

### Cranial Nerve I (Olfactory Nerve)

- To test the adequacy of function of the olfactory nerve:
  - The client is asked to close his eyes and occlude.
  - The examiner places aromatic and easily distinguished items nose (e.g. alcohol, vinegar, coffee).
  - Ask the client to identify the odor.
  - Each side is tested separately (**There is no need to use two different substances**)

## **Cranial Nerve II (Optic Nerve)**

The optic nerve is assessed by testing for visual acuity and peripheral vision. (**Details shown in examination of eyes**)

## **Cranial Nerve III, IV & VI (Oculomotor, Trochlear, Abducens)**

- All the 3 Cranial nerves are tested at the same time by assessing the Extra Ocular Movement (EOM) or the six cardinal position of gaze.

Follow the given steps:

- Stand directly in front of the client and hold a finger or a penlight about 1 ft from the client's eyes.
- Instruct the client to follow the direction the object hold by the examiner by eye movements only; that is without moving the neck.
- The nurse moves the object in a clockwise direction hexagonally.
- Instruct the client to fix his gaze momentarily on the extreme position in each of the six cardinal gazes.
- The examiner should watch for any jerky movements of the eye (nystagmus).
- Normally the client can hold the position and there should be no nystagmus.

**Cranial Nerve V (Trigeminal) - While performing the cranial nerves assessment, the respective cranial nerve assessment can be incorporated in the respective systems.**

### **1. Sensory Function**

- Ask the patient to close the eyes.
- Run cotton wisp over the forehead, cheek and jaw on both sides of the face.
- Ask the patient if he/she feel it, and where it is felt.
- Check for corneal reflex using cotton wisp.
- The normal response is blinking.

### **2. Motor function**

- Ask the patient to chew or clench the jaw. Palpate the jaw and feel for movement.
- The patient should be able to clench or chew with strength and force.

## **Cranial Nerve VII (Facial)**

### **1. Sensory function (This nerve innervates the anterior 2/3 of the tongue).**

- Place a sweet, sour, salty, or bitter substance near the tip of the tongue.
- Normally, the client can identify the taste.

### **2. Motor function**

- Ask the patient to smile, frown, raise eye brow, close eye lids, whistle, or puff the cheeks.

### ***Normal Findings***

- Shape maybe oval or rounded.
- Face is symmetrical.
- No involuntary muscle movements.
- Can move facial muscles at will.
- Intact cranial nerve V and VII.

The summary table is given below:

Cranial Nerve		Major Functions		Assessment
Cranial Nerve I	Olfactory	Sensory	Smell	Smell—coffee, cloves, peppermint
Cranial Nerve II	Optic	Sensory	Vision	Visual acuity—Snellen chart (cover eye not being examined) Test for visual fields Examine with ophthalmoscope
Cranial Nerve III	Oculomotor	Sensory and Motor – Primarily Motor	Eyelid and eyeball movement	Move eye up, down, and peripherally Test for accommodation Pupillary constriction Observe for ptosis of upper eyelid
Cranial Nerve IV	Trochlear	Sensory and Motor – Primarily Motor	Innervates superior oblique eye muscle Turns eye downward and laterally	Inferior lateral movement of the eye
Cranial Nerve V	Trigeminal	Sensory and Motor	Chewing Face and mouth touch and pain	Corneal reflex Sensation of skin of the face (eyebrow, cheeks and chin) by using a wisp of cotton Chewing, biting, lateral jaw movements (move jaw side to side)
Cranial Nerve VI	Abducens	Sensory and Motor – Primarily Motor	Turns eye laterally Proprioception (sensory awareness of part of the body)	Inferior lateral eye movements
Cranial Nerve VII	Facial	Sensory and Motor	Controls most facial expressions Secretion of ears and saliva	Taste—anterior two thirds of tongue; sweet—sugar; salty; sour—lemon; bitter (rinse mouth between applications) Movement of forehead and mouth Raise eyebrows, show teeth, smile, and puff out cheeks
Cranial Nerve VIII	Vestibulocochlear (auditory)	Sensory	Hearing Equilibrium sensation	Hearing, balance Weber and Rinne tests Otoscope
Cranial Nerve IX	Glossopharyngeal	Sensory and Motor	Taste Senses carotid blood pressure Muscle sense – proprioception, sensory awareness of the body	Swallowing and phonation Taste—posterior one third of tongue; see cranial nerve VII
Cranial Nerve X	Vagus	Sensory and Motor	Senses aortic blood pressure Slows heart rate Stimulates digestive organs Taste	Sensations of posterior one third of tongue, throat. Gag reflex (stimulate back of pharynx with a tongue blade) Swallowing and phonation
Cranial Nerve XI	Spinal Accessory	Sensory and Motor – Primarily Motor	Controls trapezius and sternocleidomastoid controls swallowing movements Muscle sense - proprioception	Shoulder movement, shoulder shrug, head rotation—push against examiner's hand
Cranial Nerve XII	Hypoglossal	Sensory and Motor – Primarily Motor	Controls tongue movements Muscle sense - proprioception	Tongue movement—protrude tongue, push tongue into the cheek

(Berman, Snyder, Kozier & Erb, 2008; Jarvis, 2008).

**Glasgow Coma Scale:**

The **Glasgow Coma Scale (GCS)** allows healthcare professionals to consistently evaluate the consciousness level of a patient. There are three aspects of behaviour that are independently measured as part of an **assessment** of a patient's **GCS** – motor responsiveness, verbal response and eye-opening.

<b>Feature</b>	<b>Response</b>	<b>Score</b>
<b>Best eye response</b>	Open spontaneously	4
	Open to verbal command	3
	Open to pain	2
	No eye opening	1
<b>Best verbal response</b>	Orientated	5
	Confused	4
	Inappropriate words	3
	Incomprehensible sounds	2
	No verbal response	1
<b>Best motor response</b>	Obeys commands	6
	Localising pain	5
	Withdrawal from pain	4
	Flexion to pain	3
	Extension to pain	2
	No motor response	1

## ANNEXURE 1

### Terms and terminology relating to the neurological system and neurological system disorders

**Acalculia:** Acalculia is the client's loss of ability to perform relatively simple mathematical calculations like addition and subtraction.

**Agnosia:** Agnosia is defined as the loss of a client's ability to recognize and identify familiar objects using the senses despite the fact that the senses are intact and normally functioning. The different types of agnosia, as based on each of the five senses, are auditory agnosia, visual agnosia, gustatory agnosia, olfactory agnosia, and tactile agnosia.

**Agraphia:** Agraphia, simply defined, is the Inability of the client to write. Agraphia is one of the four hallmark symptoms of Gerstmann's syndrome. The other symptoms of Gerstmann's syndrome are acalculia, finger agnosia, and an inability to differentiate between right and left.

**Alexia:** Alexia, which is a type of receptive aphasia, occurs when the client is unable to process, understand and read the written word. This neurological disorder is also referred to as word blindness and optical alexia.

**Anhedonia:** Anhedonia is a loss of interest in life experiences and life itself as the result of the neurological deficit.

**Anomia:** Anomia is a lack of ability of the client to name a familiar object or item.

**Anosagnosia:** Anosagnosia is characterized with the client's inability to perceive and have an awareness of an affected body part such as a paralyzed or missing leg. Anosagnosia is closely similar to hemineglect and hemiattention

**Anosdiaphoria:** Anosdiaphoria is an indifference to one's illness and disability

**Aphasia:** Aphasia includes expressive aphasia and receptive aphasia. Expressive aphasia is characterized by the client's inability to express their feelings and wishes to others with the spoken word; and receptive aphasia is the client's inability to understand the spoken words of others.

**Asomatognosi:** Asomatognosia is the inability of the client to recognize one or more of their own bodily parts.

**Astereognosia:** Astereognosia is the client's inability to differentiate among different textures with their sense of touch and also the inability of the client to identify a familiar object, like a button, with their tactile sensation.

**Asymbolia:** Asymbolia is the loss of the client's inability to respond to pain even though they have the sensory function to feel and perceive the pain. Asymbolia is also referred to as pain dissociation and pain asymbolia.

**Autotopagnosia:** Autotopagnosia is the inability of the client to locate their own body parts, the body parts of another person, or the body parts of a medical model.

**Balint's syndrome:** Balint's syndrome includes ocular apraxia, optic ataxia and simultanagnosia, which consist of impaired visual scanning, visuospatial ability and attention.

**Boston Diagnostic Aphasia Examination:** The Boston Diagnostic Aphasia Examination is a standardized comprehensive assessment tool that assess and measures the client's degree of aphasia in terms of the client's perceptions, processing of these perceptions and responses to these perceptions while using problem solving and comprehension skills.

**Broca's aphasia:** Broca's aphasia entails the client's lack of ability to form and express words even though the client's level of comprehension is intact.

**Color agnosia:** Color agnosia reflects the client's lack of ability to recognize and name different colors.

**Conduction aphasia:** Conduction aphasia is the client's lack of ability to repeat phrases and/or write brief dictated passages despite the fact that the client has intact speech abilities, comprehension abilities, and the ability to name familiar objects.

**Constructional apraxia:** Constructional apraxia is the inability of the client to draw and copy simple shapes on paper.

**Dressing apraxia:** Dressing apraxia occurs when the person is not able to appropriately dress oneself because of some neurological dysfunction.

**Dysgraphaesthesia:** Dysgraphaesthesia impairs the client's ability to sense and identify a letter or number that is tactilely drawn on the client's palm.

**Dysgraphia:** Dysgraphia is similar to agraphia; however, dysgraphia is difficulty in terms of writing and agraphia is the client's complete inability to write.

**Environmental agnosia:** Environmental agnosia is the lack of ability of the client to recognize familiar places, like the US Supreme Court, by looking at a photograph of it.

**Finger agnosia:** Finger agnosia occurs when the person is not able to identify what finger is being touched by the person performing the neurological assessment.

**Geographic agnosia:** Geographic agnosia is the lack of ability of the client to recognize familiar counties, like Canada or Mexico, when viewing a world map.

**Gerstmann's Syndrome:** Gerstmann's Syndrome consists of dyscalculia or acalculia, finger agnosia, one sided disorientation and dysgraphia or agraphia.

**Hemiasomatognosia:** Hemiasomatognosia is the neurological disorder that occurs when the client does not perceive one half of their body and they act in a manner as if that half of the body does not even exist.

**Homonymous hemianopsia:** Homonymous hemianopsia occurs when the person has neurological blindness in the same visual field of both eyes bilaterally.

**Ideomotor apraxia:** Ideomotor apraxia is a neurological deficit that affects the client's ability to pretend doing simple tasks of everyday living like brushing one's teeth.

**Misoplegia:** Misoplegia is a hatred and distaste for an adversely affected limb.

**Motor alexia:** Motor alexia occurs when the client is not able to comprehend the written word despite the fact that the client can read it aloud.

**Musical alexia:** Musical alexia is a client's inability to recognize a familiar tune like "The National Anthem" or "Silent Night".

**Movement agnosia:** Movement agnosia is a neurological deficit that is characterized with a client's lack of ability to recognize an object's movement.

**Ocular apraxia:** Ocular apraxia is the neurological deficit that occurs when the person is no longer able to rapidly move their eyes to observe a moving object.

**Optic ataxia:** Optic ataxia is characterized with the client's inability to reach for and grab an object.

**Phonagnosia:** Phonagnosia is the client's lack of ability to recognize familiar voices such as those of a child or spouse.

**Prosopagnosia:** Prosopagnosia is a lack of ability to recognize familiar faces, like the face of a spouse or child.

**Simultanagnosia:** Simultanagnosia is a neurological disorder that occurs when the client is not able to perceive and process the perception of more than object at a time that is in the client's visual field.

**Somatophrenia:** Somatophrenia occurs when the client denies the fact that their body parts are not even theirs, but instead, these body parts belong to another.

**The Two-Point Discrimination Test:** This test measures and assesses the client's ability to recognize more than one sensory perception, such as pain and touch, at one time.

**Visual agnosia:** Visual agnosia is the client's lack of ability to recognize and attach meaning to familiar objects.

**Wechsler Memory Scale IV:** Wechsler Memory Scale IV: This measurement tool is a standardized comprehensive method to assess verbal and visual memory, including immediate memory, delayed memory, auditory memory, visual memory and visual working memory.

**ANNEXURE 2**  
**SAMPLE HEALTH ASSESSMENT FORMAT (Adult)**

Date :

Place :

Patient's Name :

Hospital No. :

Age :

Sex :

Occupation :

Residence :

Chief Complaint :

History of present illness or problems:

History of Treatment :

Current Health status :

Nutrition :

Elimination :

Sleep :

Immunizations :

Screening tests :

Allergies :

Medications :

Daily activities :

High risk behaviors :

Alcohol

Drug

Cigarette usage

Sexual behaviours

Past medical history

Illness :

Injuries :

Hospitalization/Surgeries

Family History:

Family profile & genogram

Family medical history

Socio-economic background

Physical Examination:

Vital signs

Temperature

Pulse

Respiration

Blood Pressure

Height

Weight

BMI

General appearance

Skin and nails:

Head and face:

Eyes

Ears

Nose

Mouth

Neck

Lymph nodes

Chest

Heart and CVS

Breast exam

Abdomen

Musculo skeletal system:

Neurological system

Motor functions

Sensory

Cranial nerves

Reflexes

### 3. BLS/BCLS (Adult Health Nursing I)

**PLACEMENT:** III SEMESTER

**Theory:** 4 hours (Includes self-learning & lectures)

**Practical:** 6 hours (Includes demonstration, practice & OSCE)

**Module Overview:** The Indian CPR guidelines/AHA guidelines can be used to get certification. The required hours can be used from theory and practical hours. The hours may vary based on certification guidelines.

**Competencies:** The student will be able to

1. Perform Basic Cardiopulmonary Life Support (BCLS) using the evidence based national or international guidelines in the management of adult victims with cardiac arrest.

**Learning Activities:**

- Lectures and demonstration
- Self-study/Reading assignments
- Written assignments
- Practice in Skill/Simulation Lab

**Assessment Methods:**

- Test paper (Objective type/short answer/situation type) - 20 marks
  - Assignments - 10 marks
  - OSCE (BCLS/BLS competencies) - 20 marks
- OR
- As per certification guidelines

**Weightage to Internal Assessment:** 10 marks to be added to internal marks to make up the total of 40 marks.

**Learning Resource:** (Latest version to be consulted as and when revised)

- Indian CPR/BCLS guidelines
- International guidelines and certification - AHA guidelines

## 4. FUNDAMENTALS OF PRESCRIBING (Pharmacology II)

**PLACEMENT:** IV SEMESTER

**Theory:** 20 hours (Few hours of practice can be planned in skill lab/simulation lab)

**Module Overview:** The module covers the prescriptive role of nurses particularly nurse practitioners, legal issues relevant to prescribing, and principles, process, and steps of prescribing. Further the students will be oriented to prescribing competencies.

**Competencies (Learning Outcomes):** The student will be able to

1. Identify the prescriptive role of nurses, midwives, and nurse practitioners at national and international levels.
2. Discuss professional, legal, and ethical issues relevant to prescribing practice.
3. Enumerate the principles of prescribing and factors influencing it.
4. Explain the process and steps of prescribing.
5. Identify the prescribing competencies.

**Learning Activities:**

- Lectures and demonstration
- Self-study/Reading assignments
- Written assignments
- Practice in Skill/Simulation Lab

**Assessment Methods:**

- Test paper (Objective type/short answer/situation type) - 20 marks
- Assignments - 10 marks
- OSCE (Prescribing competencies) - 20 marks

**Weightage to Internal Assessment:** 10 marks to be added to internal marks to make up the total of 40 marks.

### CONTENT OUTLINE T - Theory, P - Practical

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	T-4	Identify the prescriptive role of nurses, midwives, and nurse practitioners at national and international levels.	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Background</li> <li>• Prescriptive role of nurses and nurse practitioners</li> <li>• Prescribing terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short answers</li> </ul>
II	T-6	Discuss professional, legal, and ethical issues relevant to prescribing practice.	<b>Professional, legal, and ethical issues relevant to prescribing practice.</b> <ul style="list-style-type: none"> <li>• Professional issues</li> <li>• Legal issues</li> <li>• Ethical issues</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Guided reading</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Written assignments</li> </ul>
III	T-4	Enumerate the principles of prescribing and factors influencing it.	<b>Principles of prescribing</b> <ul style="list-style-type: none"> <li>• Principles</li> <li>• Factors influencing prescribing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture &amp; discussion</li> <li>• Self-study &amp; Guided reading</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> </ul>
IV	T-6	Explain the process and steps of prescribing.	<b>Process of prescribing and competencies</b> <ul style="list-style-type: none"> <li>• Steps of prescribing</li> <li>• Prescribing competencies</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture &amp; discussion</li> <li>• Review of Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Observation report</li> <li>• OSCE</li> </ul>

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Identify the prescribing competencies and develop basic prescribing competencies.		<ul style="list-style-type: none"> <li>Field Observation and skill lab practice</li> </ul>	

**Learning Resource:** Fundamentals of Prescribing Module prepared by INC, given below.

### FUNDAMENTALS OF PRESCRIBING MODULE

S.No.	Contents	Page No.
1	Part I. Introduction and background	42
2	Part II. Prescriptive role of Nurse Practitioners (National & International)	42
3	Part III. Professional, legal and ethical issues relevant to prescribing practice	44
4	Part IV. Principles of prescribing and factors influencing it	45
5	Part V. Process and steps of prescribing	47
6	Part VI. Prescribing competencies	50
7	Part VII. Conclusion and references	52

#### **PART I: Introduction and background**

Prescribing is the main approach to the treatment and prevention of diseases in healthcare. Medicines are used more than any other intervention by patients to manage clinical conditions. The number and complexity of medicines are growing and prescribers are expected to develop and maintain prescribing competencies. When prescribed and used effectively, medicines have the potential to significantly improve patient outcomes. Doctors are the largest group of prescribers along with dentists who are able to prescribe on registration. The prescribing responsibilities have extended to other health professional groups who are able to prescribe within their scope of practice.

Countries such as USA, UK, and Australia utilize the non- medical prescribers namely nurses, pharmacists, podiatrists, and physiotherapists keeping the principle of effective use of resources, their skills and expertise maintaining safety and efficiency of prescribing. In these countries, nurse-prescribing courses with hands on experience by designated medical practitioner train nurses to perform independent and supplementary prescribing. Adequately trained nurse practitioners on completion of approved course/modules, prescribe from a limited nurse's drug formulary and function within the standards of proficiency for nurse prescribers.

In India, the current practice is that only medical practitioners and dentists prescribe drugs on registration. Prescribing is included as a component of their undergraduate program. Nursing roles are changing and with the introduction of nurse practitioner programs in critical care, midwifery and primary care, there is a need to move towards empowering these nurses in terms of quality, standards, monitoring and evaluation. Their clinical expertise is also highly valued by patients. With introduction of legal provision for nurse practitioners by INC standards, scope of practice and regulations alongside MOH&FW regulations, and support and acceptance by medical and pharmacy councils, NPs in India will be involved in prescribing within their scope soon. Currently INC in collaboration with MOH & FW have finalized Scope of Practice Document for Nurse Practitioners in midwifery and is placed in INC and Ministry's websites. This will enable NPMs to prescribe within their scope as indicated.

#### **PART II: The Prescriptive the role of nurses and nurse Practitioners**

The need for prescribing has emerged alongside introduction of Nurse Practitioner Critical Care (NPCC) and Nurse Practitioner Midwifery (NPM) programs. The prescriptive role, rights and legal provision by Indian Nursing Council (INC) and MOH&FW, GoI have been deliberated in depth with the finalization of the Scope of Practice for NPMs.

This learning module on fundamental principles of prescribing is being integrated as part of Pharmacology course.

The nurse practitioners in midwifery will be able to prescribe from a limited list of approved drugs as per the scope of practice while providing midwifery services in Midwife led Care Units (MLCUs). Restrictions may be set for the type of practitioners as per their qualification and registration as per INC standards and regulations. Nurse

practitioners in critical care will be able to follow protocol driven drug administration integrating collaborative and shared care with medical practitioners.

### ***Standards of proficiency (Nursing & Midwifery Council - NMC, UK)***

Nurse prescribers must have sufficient knowledge and competence to

1. Assess a patient's clinical condition
2. Undertake a thorough health history that includes medication history
3. Diagnose and decide on management of the presenting condition and whether or not to prescribe where necessary
4. Identify appropriate products if medication is required
5. Advise the patient on effects and risks
6. Prescribe if patient agrees and as per legal provision
7. Monitor response to medication and lifestyle advice

### ***Scope:***

The legal provision, policy, rules and regulations of INC and Government policy, codes of professional conduct and practice and standards of proficiency by INC will guide the prescriptive practice of nurses, nurse midwives, and practitioners.

### ***Aims of nurse prescribing: The proposed prescriptive role of nurse practitioners***

- Enables nurse practitioners to provide high clinical standards and meet the patients' needs
- Provides the prescribers with legal constraints around prescribing with sound principles and policies of prescribing
- Assists them in maintaining and improving their prescribing competencies
- Empowers nurse prescribers with personal accountability for the prescribed medication

### ***Definition of terms***

1. **Nurse practitioner:** Is one who has successfully completed the educational program prescribed by INC and is registered with the appropriate nursing council.
2. **Prescriptive rights:** The prescriptive rights bestowed on the nurse practitioner by way of regulation and standards set by GOI/INC alongside other related agencies of India for drug control.
3. **Independent prescribing:** Involves prescribing independently by the one who is responsible and accountable for patients that includes assessment of undiagnosed or diagnosed conditions and for decisions about the clinical management required including prescribing particularly by the primary care practitioner.
4. **Shared/collaborative prescribing:** Prescribing limited to protocols of specific clinical settings in consultation/collaboration with medical practitioners
5. **Administration of medicines:** The act of giving a medicine to a person, which may include some activity to prepare the medicine to be administered
6. **Competencies:** The knowledge, skill, and behaviors needed to adequately perform the function.
7. **Medicines:** Therapeutic goods that are represented to achieve, or are likely to achieve their principal intended action by pharmacological, chemical, immunological or metabolic means in or on the body of a human.

Schedule medicines (e.g. controlled drugs, prescription - only medicines, pharmacist - only medicines. Pharmacy - only medicines)

Unscheduled medicines such as OTC medicines such as medicines on open sale that do not require prescription (e.g. small packets of analgesics, and complementary medicines also called herbal, natural, and alternative medicines. Complementary medicines include products containing herbs, vitamins, minerals, nutritional supplements, homoeopathic medicines and bush and traditional medicines). Medicines are also known as 'medications'

8. **Prescribing:** An iterative process involving steps of information gathering, clinical decision making, communication and evaluation that results in the initiation, continuation or cessation of a medicine

9. **Nurse prescriber:** Nurse Practitioners authorized to undertake prescribing within the scope of their practice.
10. **Scope of practice:** The areas and extent of practice by NPs defined by a regulatory body after taking into consideration their training, experience, expertise and demonstrated competencies

**Assignments/Self-directed reading (SDL):**

1. Review of literature - International trends of non-medical prescribing particularly nurse prescribing
2. Prescriptive role of Nurse Practitioner in UK, USA, Australia, Singapore and Thailand

**PART III: Professional, legal and ethical issues relevant to prescribing**

A comprehensive understanding of professional, legal and ethical issues is a fundamental component of safe prescribing practice. Changes with regard to education and training, professional regulations and country's legislations related to drugs and prescribing, supply and administration of medicines influence the prescribing practice and the professional accountability.

**Professional Issues**

Professional regulatory bodies guide the nonmedical prescribing by setting regulations for practice. Regulators of nurse prescribers are required to set standards of education, training, conduct and performance and approve educational programs that prepare nurse practitioner to prescribe. The professional regulators are Indian Nursing Council and State Nursing Council.

Nurse practitioners must work within the boundaries of professional codes of conduct by INC with the intention of providing high quality standards of healthcare, safeguarding the public and promoting professional credibility. Additional qualification and training are required for prescribing. NPs must be able to assume personal accountability and responsibility. Safe prescription standards by regulatory body should guide the NPs in their decision-making and writing prescription.

**Legal issues**

Knowledge about India's legislation is essential for NPs in their practice. The law sets the standards of behavior and can be defined as a rule or body of rules. The Drugs and Cosmetics Act (1940) and Rules (1945) with latest amendments provides rules and regulations related to drugs, control, license, governance, and import. Regulatory councils/Commissions for Nursing, Medical and pharmacy are also regulators. Central Drugs Standard Control Organization (CDSCO) is a central drug authority for discharging functions assigned to central government under the Drugs and Cosmetics Act. CDSCO serves as a regulatory control over import of drugs, approval of new drugs and clinical trials, approval of licenses as central license approving authority and consists of a technical advisory board to advise on amendments to rules and regulations.

National Formulary of India, FDA and Acts of professional organizations guide prescribers in their safe and competent practice.

**Ethical Issues**

As prescribers, ethical dilemmas occur in their daily practice. They must draw combination of personal, group and philosophical ethics to assist in the decision- making. Ethical decisions must be guided by personal beliefs and values, professional code of conduct and the knowledge and analysis of ethical theories. The most essential ethical theories that guide decision-making are consequentialism, deontology and virtue ethics. Decisions made considering the consequences are guided by the theory of consequentialism. Deontologists follow fundamental rules and consider duty and obligation are central to their decisions. Virtue ethics that involve compassion, honesty, loyalty, kindness and benevolence guide the prescribers to prescribe safely and effectively. Ethical principles such as autonomy, beneficence, non-maleficence and justice should also guide ethical decision-making. Professional integrity is an important element to be integrated in making ethical decisions.

Nurse practitioners must work within their professional codes of conduct and reflect on professional responsibility and accountability. Legal knowledge is essential for safe practice. They must apply moral and ethical theories in making ethical decisions while prescribing for their patients.

**Assignments/SDL:**

1. Laws and regulations relevant to drugs, prescribing and governance by GoI and professional regulatory bodies
2. International trends on legislation related to non-medical prescribing

## **PART IV: Principles and process of prescribing**

Prescribing is one of the main approaches to treating and preventing diseases. In India, only medical practitioners perform it. It is also extended to other health professionals to use the resources maximally and thus it is extended to nurses particularly nurse practitioners in developed countries along with other health professionals (Eg. pharmacists, podiatrists, physiotherapists) who are also permitted to prescribe within restricted scope and limited formulary. All medicines have the capacity to enhance health however they also have the potential to cause harm if used inappropriately. For these reasons, all prescribers should follow principles of good prescribing. Bad prescribing can lead to ineffective and unsafe treatment, exacerbation or prolongation of illness, distress and harm to the patient and higher costs. They can also make the prescriber vulnerable to influences which can cause irrational prescribing such as patient pressure, bad example of colleagues and high powered salesmanship.

### **British pharmacological society recommends the following ten principles of prescribing**

1. Be clear about the reasons for prescribing
  - Establish an accurate diagnosis whenever possible (although this may often be difficult)
  - Be clear in what the patient is likely to gain from the prescribed medicines.
2. Take into account the patient's medication history before prescribing
  - Obtain an accurate list of current and recent medications (including over-the counter and alternative medicines), prior adverse drug reactions, and drug allergies from the patient, their carers, or colleagues
3. Take into account other factors that might alter the benefits and risks of treatment
  - Consider other individual factors that might influence the prescription (e.g. physiological changes with age and pregnancy, or impaired kidney, liver or heart function)
4. Take into account the patient's ideas, concerns, and expectations
  - Seek to form a partnership with the patient when selecting treatments, making sure that they understand and agree with the reasons for taking the medicine
5. Select effective, safe and cost effective medicines individualized for the patient
  - The likely beneficial effect of the medicine should outweigh the extent of any potential harms, and whenever possible this judgement should be based on published evidence
  - Prescribe medicines that are unlicensed, off-label or outside standard practice only if satisfied that an alternative medicine would not meet the patient's needs (this decision will be based on evidence and/or experience of their safety and efficacy)
  - Choose the best formulation, dose, frequency, route of administration, and duration of treatment
6. Adhere to national guidelines and local formularies where appropriate
  - Be aware of guidance produced by respected bodies (increasingly available via decision support systems), but always consider the individual needs of the patient
  - Select medicines with regard to costs and needs of other patients (health-care resources are finite)
  - Be able to identify, access, and use reliable and validate sources of information (e.g. National Formulary), and evaluate potentially less reliable information critically
7. Write unambiguous legal prescription using the correct documentation
  - Be aware of common factors that cause medication errors and know how to avoid them
8. Monitor the beneficial and adverse effects of medicines
  - Identify how the beneficial and adverse effects of treatment can be assessed
  - Understand how to alter the prescription as a result of this information
  - Know how to report adverse drug reactions
9. Communicate and document prescribing decisions and the reasons for them
  - Communicate clearly with patients, their carers, and colleagues
  - Give patients important information about how to take the medicine, what benefits might arise, adverse effects (especially those that will require urgent review), and any monitoring that is required
  - Use the health record and other means to document prescribing decisions accurately
10. Prescribe within the limitations of your knowledge, skill and experience
  - Always seek to keep the knowledge and skills that are relevant to your practice up to date
  - Be prepared to seek the advice and support of suitably qualified professional colleagues
  - Make sure that, where appropriate prescriptions are checked (e.g. calculations of intravenous doses)

## **Factors influencing prescribing**

Prescribing is complex and every consultation is unique. To ensure safety and cost effective prescribing, the practitioners need to be aware of various factors that can influence prescribing. Adhering to principles of good prescribing is the first and foremost essential component that significantly influences prescribing practice. The other factors are discussed below. The major factors include prescriber related factors, patient related factors, product related factors and other professionals.

### **Prescriber related factors**

The personal characteristics of the prescriber have a significant impact on the prescribing. Personal beliefs and values are important influences in selection of treatment and products. The confidence of the practitioner is enhanced by additional qualification, training, and experience. The practitioner's role change and responsibility can be influencing factors. Appropriate remuneration also positively influences their performance. Organizational resources, culture and support are other factors. Professional codes of conduct protect the practitioner and public. Government guidelines, INC standards and guidelines and legal provision in the act guide the practitioners to perform safe and effective prescribing.

### **Patient related factors**

Consultation process is vital in making decisions for safe and effective prescribing. A structured approach to history taking with well-developed history-taking skills by the practitioners is required. Access to appropriate records indicating past health history and treatment history along with comprehensive history will provide sufficient information required to make decisions related to prescribing. A therapeutic relationship with the patient and communication is sure to enhance the success of prescribing. It is important to know the expectations of patients before generating the prescription. The practitioner needs to know the various options available before choosing the drug treatment. The patient's emotions, distress and anxiety can influence the prescribing consultation and their ability to convey accurate information or receive instructions and information about taking medication and observing for drug side effects. The patient is a consumer and practitioners should be vigilant to provide maximum patient safety by ensuring adequate knowledge about drugs, their side effects, potential drug interactions and adverse reactions. The skills of pharmaco-vigilance is highly important for practitioners. Patient's culture is another influencing factor. The awareness of the dynamics that result from cultural differences such as value preferences, perception of illness, health beliefs and communication style will help practitioners adapt treatment plants that meet the culturally unique needs.

### **Product related factors**

The choice of the product, availability and access to formularies, external influences such as pharmaceutical companies and media are some of the major influencing factors. Every practitioner needs to ensure adequate knowledge about relevant national guidelines with evidence and local prescribing protocols. The choice of the product should be based on the formulary designed for nurse practitioner's use. Effectiveness and cost need to be considered first. National Formulary of India serves as a guideline for prescribers in India. Pharmaceutical companies are growing tremendously. The practitioners need to be aware of approved and licensed companies by the drug controlling authority of India. The advertisements and media about various products and companies also attempt to influence the prescribing decisions. Practitioners need to be aware of the fact and maintain healthy and professional relationship if required and utilize ethical principles and evidence base for making prescribing decisions.

### **Other professionals**

Multidisciplinary team working and collaboration are emphasized greatly in healthcare. The success of prescribing by practitioners depends largely by cultivating sound and effective relationship with medical practitioners and hospital managers. The role of nurse practitioners in prescribing needs to be communicated to doctors and other healthcare professionals and is to be well understood. Communication and transfer of information are cornerstones for safe prescribing practice. The above-mentioned factors related to prescriber, patient, product and other professionals are discussed briefly as to how they influence the prescribing practice. The successful implementation of prescribing by nurse practitioners depends largely upon their knowledge about these factors. Identifying strategies to minimize potential negative influences can enhance the implementation and effectiveness of the prescribing practice by nurse practitioners.

### **Reading assignments**

1. Ten Principles of Good Prescribing, British Pharmacological Society, retrieved from [www.bps.ac.uk](http://www.bps.ac.uk)

## **PART V: Process of prescribing**

The national formulary of India 2016 is a published updated document available in India. The formulary provides general advice to prescribers in India. The process and steps of prescribing are discussed in the WHO guide to good prescribing (1994) and this is followed by India that is reflected in the formulary.

### **Process of rational prescribing**

This involves selection of a drug treatment using the stepwise approach that includes the following.

1. Define the patients problem carefully (diagnosis)
2. Specify the therapeutic objective
3. Choose a treatment of proven efficiency and safety from different alternatives (refer national formulary of Indian, WHO List of essential drugs)
4. Start the treatment by writing an accurate prescription
5. Providing the patient with clear information and instructions
6. Monitor the results of the treatment
7. Stop the treatment if the problem has been solved.
8. If not re-examine all the steps.

#### **Box 1. The process of rational treatment**

- Step 1. Define the patients problem**
- Step 2. Specify the therapeutic objective**
- Step 3. Select the therapeutic strategies**
- Step 4. Start the treatment and write the prescription**
- Step 5. Give information, instructions and warnings**
- Step 6. Monitor the treatment**

#### **Step 1. Define the patient's problem**

When defining the patient's problem, the knowledge of health assessment must be revised and skills are utilized. Whenever possible, making the right diagnosis is based on integrating many pieces of information such as the complaint as described by the patient, a detailed history, physical examination, laboratory tests, X-rays and other investigations. This helps in rational prescribing.

#### **Step 2. Specify the therapeutic objective**

After examining the holistic needs of the patient ask the following questions.

Is the diagnosis established?

Is information or advice sufficient?

Is there a need to prescribe?

What does the patient expect?

What is your objective for treating the patient? Define what you want to achieve from the drug. (e.g.) to suppress chronic dry cough to prevent heart attack in angina

The therapeutic objectives should be based on the pathophysiology underlying the clinical condition. More than one objective may be selected sometimes.

#### **Step 3. Select the therapeutic strategies**

Making a choice involves the following consideration

- Appropriate
- Effective
- Safe
- Cost
- Acceptable

**Refer the following:**

1. Nurse prescriber's formulary
2. National Formulary of India and national list of essential medicines
3. WHO list of essential drugs
4. Other relevant documents
5. Existing standard treatment protocols and guidelines

Select the strategy based on the knowledge of pathophysiology and the findings from history, examination, lab tests and other investigations. Medication or drug history and allergies are vital in the history that includes the following

- List of medications the patient is on with the repeat prescription of the medication
- Record from the history the name, dose, frequency and route of medication
- Prescribed or not
- Enquiry about OTC drugs (over the counter) or any other herbal preparations
- Any allergies reaction to medication, foods or environment factors and treatment given
- Recording of the above

History related to age, sex, hereditary factors, lifestyle factors, social and community networks living and working conditions, socio economic cultural and environmental conditions.

The selected strategy should be agreed with the patient that is known as concordance.

**Non-pharmacological treatment:**

Not all patients require a medicine for the treatment. Very often many health problems can be resolved by a change in lifestyle, diet, use of physiotherapy or exercise, and providing psychological support. These have the same effect as a drug and instructions must be written, explained and monitored in the same way.

**Pharmacological treatment:**

This involves selecting the correct group of drugs, selecting the medicine from the chosen group, and verifying the suitability of the chosen drug for each patient.

Knowledge about the pathophysiology of the clinical condition, pharmacokinetics and pharmacodynamics of the chosen drug are fundamental principles for rational therapeutics.

The selection process must consider the efficacy and safety of the drug.

For safety, the potential benefits of the treatment must always be balanced against known safety concerns.

How to avoid adverse drug reaction?

1. Use as few concurrent drugs as possible.
2. Use the lowest effective dose.
3. Check if patient is pregnant or breast feeding
4. Is the patient at extremes of life?
5. Do you know all the drugs that the patient is taking
6. Check for over the counter medicines
7. Drug allergies or previous reaction to medications

Make an inventory of effective groups of drugs. Once you have compared various treatment alternatives and considered the four criteria such as efficacy, safety, suitability and cost, choose the drug.

In selection of the drug, choose an active substance and a dosage form, choose a standard dosage schedule, and choose a standard duration of treatment

Advice to be given to patient first with an explanation of why it is important, use words that patient can understand and be brief.

#### Step 4. Start the treatment

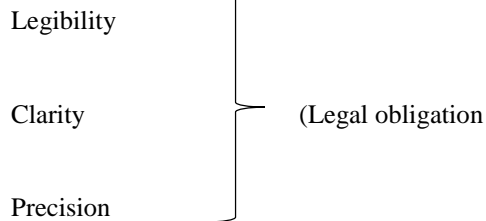
Prescribe the (treatment) drugs

#### Writing a prescription

A Prescription is an instruction from a prescriber to a pharmacist/dispenser. Prescriber is not always a doctor, it could be a nurse, medical assistant etc. The dispenser is not always the pharmacist it could be an assistant nurse. Every country has its own standards, laws and regulations as to who should prescribe, dispense and the required information in a prescription form, drugs that require prescription or not, special laws regarding narcotics etc.

Information on a prescription

Based on individual country's regulations.



#### Information

- Name & address of the prescriber with telephone no (if possible)
- Date of prescription
- Name (Generic Name) and strength of drug
- Dosage form (only use standard abbreviations) Tab paracetamol 500 mg (10 tablets) BDx5 days.
- Label: how much, how often, special instruction,
- Name, address, age of patient.
- Prescriber's initials signature, License no.

#### Step 5. Give Information, Instruction and warnings

50% of patients do not take prescribed drugs correctly take irregularly or not at all. The most common reasons are that the symptoms have stopped, side effects have occurred, or the drug is not perceived as effective, or the dosage schedule is complex to understand. Giving information, instruction and warnings is important to ensure patient compliance/adherence

Adherence to drug treatment can be improved if

- Drug is well chosen and prescribed
- A Good prescriber patient relationship is created
- Time is taken to give necessary information, instructions and warnings.

#### How to improve patient adherence to drug treatment

- Prescribe a well-chosen treatment
- Create a good doctor-patient relationship
- Take the time to give information, instruction and warnings

Other aids to improve adherence could be patient leaflets, pictorials, day calendar, drug passport and dosage box.

#### Information to include:

- Effects of the drug
- Side effects
- Instructions
- Warnings
- Future consultation
- Confirmation of understanding

## Step 6. Monitor the treatment (Stop or continue)

Monitoring enables you to determine whether the treatment has been successful or additional action is required. This allows stopping or reformulating if necessary or continuation of treatment.

Passive monitoring (self-monitoring)

Active monitoring (Future appointment & consultation)

Was the treatment effective?

- a. Yes, and disease cured/stop the treatment
- b. Yes, but not yet completed - Any serious side effects
  - No: treatment can be continued
  - Yes: Reconsider dosage or drug choice
- c. No, disease not cured - verify all steps:
  - Diagnosis correct
  - Therapeutic objective correct?
  - Drug prescribed correctly?
  - Effect monitored correctly?

## Keep up to date about drugs

Knowledge is constantly changing. New drugs come to the market. Every prescriber is expected to know about the side effects and also developments in drug therapy.

Choosing sources of information

1. Make an inventory of available sources of information.

- Reference books & Medical journals
- Drug compendia - hand books for desk reference national formulary
- National lists of essential drugs and treatment guidelines
- Drug formularies
- Drug bulletins, drug information centers
- Verbal information
- Drug industry sources of information

2. Choose between sources of information credible and accessible.

E.g. Medical journals, drug bulletins, pharmacology or clinical reference books, national formulary revisions

3. Effective reading- Read useful resources, clinical trials.

It is important to develop a strategy to maximize your access to key information you need for optimal benefit of the drugs you prescribe.

## Assignments/Learning Activities - Case study discussion

Learning different steps of prescribing from case studies

**Refer** - The guide to good prescribing - Practice Manual, WHO, Geneva, 1994

## PART VI: Prescribing Competencies

Every practitioner who prescribes must possess various competencies required by respective regulatory bodies.

The prescribing competency framework recommended by NPC consists of three domains:

National Prescribing Centre (NPC, NICE -UK), 2014

1. The consultation
2. Prescribing efficiency
3. Prescribing in context

## **I Domain - The consultation**

### **Competencies**

1. **Knowledge**  
Has up-to-date clinical, pharmacological and pharmaceutical knowledge relevant to own area of practice.
2. **Options**  
Makes or reviews a diagnosis, generates management options for the patient and follows up management.
3. **Shared Decision Making** (with parents, care-givers or advocates where appropriate)  
Establishes a relationship based on trust and mutual respect. Recognizes patients in the consultation.

## **II Domain - Prescribing Effectively**

### **Competencies**

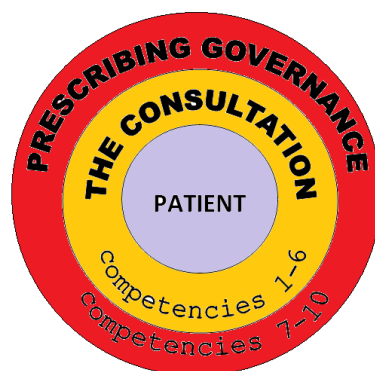
4. **Safe**  
Is aware of own limitation. Does not compromise patient safely.
5. **Professional**  
Ensures prescribing practice is consistent with scope of practice, organizational, professional and regulatory standards, guidance and codes of conduct.
6. **Always improving**  
Actively participates in the review and development of prescribing practice to optimize patient outcomes.

## **III Domain - Prescribing in context**

### **Competencies**

7. **The health care system**  
Understands and works within local and national policies, process and systems that impact on prescribing practice. Sees how own prescribing impacts on the wider healthcare community.
8. **Information**  
Knows how to access relevant information. Can use and apply information in practice.
9. **Self and others**  
Works in partnership with colleagues for the benefit of patients, is self-aware and confident in own ability as a prescriber.

Royal Pharmaceutical Society's (UK) Prescribing Competency Framework- Comprises of ten competencies within two domains.



#### **THE CONSULTATION**

1. Assess the patient
2. Consider the options
3. Reach a shared decision
4. Prescribe
5. Provide information
6. Monitor and review

#### **PRESCRIBING GOVERNANCE**

7. Prescribe safely
8. Prescribe professionally
9. Improve prescribing practice
10. Prescribe as part of a team

**Reading assignments:**

1. A Single Competency Framework for all prescribers NPC (National Prescribing Centre) (Provided by NICE), 2012
2. Royal Pharmaceutical Society, A Competency Framework for all prescribers (2016)

**PART VII: Conclusion**

Nurse prescribing is not a practice in India. With the introduction of Nurse practitioner program in Critical Care and midwifery, the need for granting prescriptive rights to NPs is being recognized. Legal provision for NPs to be involved in prescribing is being explored and INC is working towards developing regulations and legal provision along with MOH&FW. It is hoped that this will become a reality soon similar to the practice in UK, USA and Australia.

This learning and teaching module on Fundamentals of Prescribing is divided into 5 parts and can be offered to orient the students in prescribing practice, its principles and legislation required and the needed competencies for prescribers. Both theory and practical are planned with the assessment plan for the course module. This module will enhance the understanding of BSc nursing students on prescribing principles and assist them to develop the prescribing competency when called to use it as community health officer in Health and wellness centres/primary care settings.

**References:**

- Nuttal, D & Rutt- Howard, J (editors) (2011). The Text Book of Non- Medical Prescribing
- Royal Pharmaceutical Society, A Competency Framework for all prescribers (2016)
- Ten Principles of Good Prescribing, British Pharmacological Society, retrieved from [www.bps.ac.uk](http://www.bps.ac.uk)
- A Single Competency Framework for all prescribers, National Prescribing Centre-NPC (Provided by NICE), 2012, NPC is part of NICE (National Institute for Health and Clinical Excellence, NICE) Ref. NICE (2012) A Single Competency Framework for all Prescribers NPC.
- Non- Medical Prescribing Policy, Surrey with Sussex (NHS) NMPSS- prescribing principles, 2004
- National Formulary of India, 2016
- Drug & Cosmetics Act, 1940 & 1945
- The guide to good prescribing, WHO, Geneva, 1994

(NB: Latest edition must be consulted as and when revised)

## 5. PALLIATIVE CARE (Adult Health Nursing II)

**PLACEMENT:** IV SEMESTER

**Theory & Practical:** 20 hours

**Theory:** 15 hours

**Practical:** 5 hours

**Module Overview:** This module is designed to help students to develop in-depth knowledge, competencies, and a positive approach in providing quality palliative care to persons suffering from chronic illnesses and resultant health problems in variety of settings, collaborating supportive services.

**Competencies (Learning Outcomes):** The student will be able to

1. Explain the concept and significance of palliative care.
2. Identify the need for palliative care.
3. Discuss the importance and techniques of effective communication in palliative care
4. Demonstrate skill in assessment, management and evaluation of pain and common symptoms
5. Provide optimum nursing care to relieve symptoms and promote comfort.
6. Demonstrate competency in performing nursing procedures related to palliative care
7. Assist the patient to experience maximum Quality of Life.
8. Support patient and family for home care and to cope with the terminal phase of illness
9. Observe ethical and legal principles binding palliative care.

**Learning Activities:**

- Lectures and demonstration
- Self-study/Reading assignments
- Written assignments
- Practice in Skill/Simulation Lab

**Assessment Methods:**

- Test paper (Objective type/short answer/situation type) - 20 marks
- Assignments - 10 marks
- OSCE (Health assessment & Symptom management competencies) - 20 marks

**Weightage to Internal Assessment:** 10 marks to be added to internal marks to make up the total of 40 marks.

### CONTENT OUTLINE T - Theory, P - Practical

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
I	2	Explain the concept significance of palliative care.  Identify the need for palliative care.	<b>Palliative Care</b> <ul style="list-style-type: none"> <li>• Evolution, and History</li> <li>• Concept of palliative care</li> <li>• Significance</li> <li>• Components</li> <li>• Differences between conventional and palliative care approaches</li> <li>• Ethical aspects</li> <li>• Need for palliative care</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short answers</li> </ul>

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
II	2	Discuss different aspects of effective communication.  Describe how to deal with extremes of emotions	<b>Communication Skills</b> <ul style="list-style-type: none"> <li>• Effective communication - needs and barriers</li> <li>• Non-verbal communication</li> <li>• Learning to communicate patients with advanced and progressive diseases</li> <li>• Communicating bad news</li> <li>• Managing collusion</li> <li>• Managing anger and denial</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Discussion</li> <li>• Simulation</li> <li>• Case Scenario</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short answers</li> <li>• Role play</li> </ul>
III	8 (T) 2 (P)	Demonstrate skill in assessment, management and evaluation of pain and other common symptoms  Apply non-pharmacological and pharmacological Nursing interventions for pain relief.  Render optimum nursing care to relieve symptoms and to promote comfort.  Prepare the patient and caregiver for continued care.	<b>Nursing Management of Symptoms</b> <ul style="list-style-type: none"> <li>• Holistic approach in symptom assessment and management,</li> <li>• Pain - concept, assessment and evaluation of pain, pathophysiology of chronic pain,</li> <li>• WHO ladder for pain management, Morphine –steps in calculating dose for oral morphine, management of opioid overdose and side effects,</li> <li>• Nursing interventions for management of pain</li> <li>• Management of dyspnoea, Nausea and vomiting, Constipation, Diarrhoea</li> <li>• Nutrition and Hydration</li> <li>• Fatigue and Powerlessness</li> <li>• Anxiety, Social isolation</li> <li>• Spiritual distress</li> <li>• Impaired physical mobility</li> <li>• Self-care deficit</li> <li>• Delirium</li> <li>• Caregiver role strain</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Discussions</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Case study</li> <li>• Written assignment</li> <li>• Essay</li> </ul>
IV	1 (T) 3 (P)	Demonstrate competency in performing nursing procedures related to palliative care.	<b>Nursing Procedures</b> <ul style="list-style-type: none"> <li>• Wound care</li> <li>• Colostomy care</li> <li>• Subcutaneous injection</li> <li>• Oral hygiene</li> <li>• Naso-gastric tube management</li> <li>• Tracheotomy care</li> <li>• Assisting in thoracocentesis</li> <li>• Assisting in indwelling ascitic catheter placement</li> <li>• Lymphoedema management</li> <li>• Bladder care</li> </ul>	<ul style="list-style-type: none"> <li>• Review and discussions</li> <li>• Simulation</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> </ul>
V	2 (T)	Discuss measures to improve Quality of Life. Explain care in the terminal phase, loss and grieving process.	<b>Optimization of care</b> <ul style="list-style-type: none"> <li>• Quality of Life</li> <li>• Essential care</li> <li>• Anticipatory prescription</li> <li>• Dying with dignity</li> <li>• Care during the terminal phase</li> <li>• Ethics based decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Review and discussion</li> <li>• Case scenario</li> <li>• Observation visit to a palliative care facility</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Observation Visit Report</li> </ul>

<b>Unit</b>	<b>Time (Hours)</b>	<b>Learning Outcome</b>	<b>Content</b>	<b>Teaching/Learning Activities</b>	<b>Assessment Methods</b>
		Observe ethical and legal principles applied to palliative care.	<ul style="list-style-type: none"> <li>• Death and dying, end of life</li> <li>• Support to the care giver and family</li> </ul>		

**References:**

- Rajagopal, M. R. (2015). An Indian Primer of Palliative care for medical students and doctors. Kerala: Trivandrum Institute of palliative science publication.
- Palliative care module prepared by WHO CC of Trivandrum and Calicut (Latest version to be used as and when available)

## 6. FACILITY BASED NEWBORN CARE (FBNBC) AND ESSENTIAL NEWBORN CARE (ENBC) (Child Health Nursing I)

**PLACEMENT:** V SEMESTER

**THEORY & SKILL LAB:** 18 hours

**Theory:** 10 Hours

**Skill Lab:** 8 hours

**MODULE OVERVIEW:** This course is designed to help students to demonstrate the cognitive and psychomotor skills necessary for ensuring healthy survival of neonates.

**COMPETENCIES (Learning outcomes): The student will be able to**

1. Describe evidence based routine care of newborn baby at birth and everyday care of the newborn baby
2. Enlist the factors which contribute to heat loss in newborn
3. Demonstrate methods to keep the baby warm after birth and at home
4. Discuss Kangaroo mother care and develop skill in assisting for Kangaroo Mother Care
5. Recognize different methods to feed normal and low birth weight babies
6. Demonstrate skill in assisting the mother for breastfeeding the newborn baby
7. Identify and manage at-risk and sick neonates
8. Perform resuscitation of newborn baby and provide aftercare
9. Demonstrate skill in using and maintaining neonatal equipment, doing common procedures, emergency triaging and preparing common medications
10. Enumerate key points in prevention of infection in hospitals and waste disposal

### CONTENT OUTLINE T - Theory, L - Lab/Skill lab

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
1	1 (T) 1 (L)	Describe evidence based routine care of newborn baby at birth and everyday care of the newborn baby	<b>Evidence based care of newborn</b> <ul style="list-style-type: none"> <li>• Basic needs of a normal baby at birth</li> <li>• Immediate care of the normal newborn at the time of birth</li> <li>• Monitoring the baby in the first hour after birth</li> <li>• Care of the baby in special situations</li> <li>• Postnatal care of normal baby</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Tests</li> </ul>
2	1 (T) 1(L)	Enlist the factors which contribute to heat loss in newborn  Demonstrate methods to keep the baby warm after birth and at home	<b>Temperature regulation in newborn</b> <ul style="list-style-type: none"> <li>• Handicaps of newborn in temperature regulation</li> <li>• Warm chain</li> <li>• Assessment of temperature and management of hypothermia</li> <li>• Hyperthermia</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> </ul>
3	1 (T) 1 (L)	Discuss Kangaroo mother care and develop skill in assisting for	<b>Kangaroo mother care</b> <ul style="list-style-type: none"> <li>• KMC - Components and benefits</li> <li>• Requirements and eligibility</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> </ul>

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Kangaroo Mother Care	<ul style="list-style-type: none"> <li>• Procedure</li> </ul>		
4	1 (T) 1 (L)	<p>Recognize different methods to feed normal and low birth weight babies</p> <p>Demonstrate skill in assisting the mother for breastfeeding the newborn baby</p>	<p><b>Feeding the newborn</b></p> <ul style="list-style-type: none"> <li>• Breast feeding</li> <li>• Feeding of low birth weight and sick newborns</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Tests</li> <li>• Questioning</li> <li>• OSCE</li> </ul>
5	2 (T) 1 (L)	Identify and manage at-risk and sick neonates	<p><b>Care of sick neonates</b></p> <ul style="list-style-type: none"> <li>• Care of at-risk neonates</li> <li>• Care of sick neonates</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Tests</li> <li>• Questioning</li> </ul>
6	1 (T) 2 (L)	Perform resuscitation of newborn baby and provide aftercare	<p><b>Newborn Resuscitation</b></p> <ul style="list-style-type: none"> <li>• Preparation for resuscitation</li> <li>• Assessing the need for resuscitation</li> <li>• Steps of resuscitation</li> <li>• Follow up care after successful resuscitation</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration and return demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• OSCE</li> </ul>
7	2 (T) 1 (L)	Demonstrate skill in using and maintaining neonatal equipments, doing common procedures, preparing Common medications and emergency triaging	<p><b>Common nursing procedures</b></p> <ul style="list-style-type: none"> <li>• Use and maintenance of neonatal equipments</li> <li>• Common procedures done in newborn</li> <li>• Preparation of common medications</li> <li>• Emergency triage assessment and treatment</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Tests</li> <li>• Questioning</li> <li>• OSCE</li> </ul>
8	1 (T)	Enumerate key points in prevention of infection in hospitals and waste disposal	<p><b>Infection prevention and control</b></p> <ul style="list-style-type: none"> <li>• Principles of asepsis and universal precautions</li> <li>• Handwashing</li> <li>• Skin preparation for venipuncture and other procedures</li> <li>• Surveillance</li> <li>• Safe disposal of hospital waste</li> </ul>		<ul style="list-style-type: none"> <li>• Tests</li> <li>• Questioning</li> <li>• OSCE</li> </ul>

**CLINICAL:** 25 hours

**Clinical Practice Competencies:** On completion of the course, the students will be able to:

1. Demonstrate immediate care of a newborn at the time of birth
2. Demonstrate methods to keep the baby warm after birth and at home
3. Encourage Kangaroo mother care
4. Recognize and practice different methods to feed normal and low birth weight babies
5. Identify and manage at-risk and sick neonates
6. Perform resuscitation of newborn baby and provide aftercare
7. Demonstrate skill in using and maintaining neonatal equipment, doing common procedures, emergency triaging and preparing common medications

8. Practice key points in prevention of infection in hospitals and waste disposal

**Learning Resources:** (Latest version must be consulted as and when revised)

National guidelines-MOH&FW

## 7. IMNCI (Child Health Nursing I)

**PLACEMENT:** IV SEMESTER

**THEORY:** 10 hours

**SKILL LAB:** 5 hours

**CLINICAL:** 25 hours

**DESCRIPTION:** This course is designed to help students to develop knowledge and competencies required for assessment, diagnosis, treatment, nursing care of infants and children with various diseases using guidelines as per IMNCI in the hospital and home settings.

**COMPETENCIES (Learning outcomes):** The student will be able to

1. Trace the history and developments in the field of integrated management of child health and child health nursing
2. Apply the concepts of IMNCI in providing care to the pediatric clients and their families
3. Identify effective management of young infants up to 2 months
4. Demonstrate skill in case management of young infants up to 2 months
5. Recognize effective management of children age 2 months to 5 years
6. Demonstrate skill in case management of children age 2 months to 5 years
7. Demonstrate skill in treatment procedures and referral of sick children
8. Demonstrate skill in counseling of the care takers

### CONTENT OUTLINE T - Theory, L - Lab/Skill Lab

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
1	2 (T)	Trace the history and developments in the field of integrated management of child health and child health nursing	<b>IMNCI - Introduction</b> <ul style="list-style-type: none"> <li>• Background and Objectives</li> <li>• Components and principles</li> <li>• Rationale for an integrated evidence based syndromic approach to case management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written assignment</li> <li>• Tests</li> </ul>
2	2 (T) 1 (L)	Apply the concepts of IMNCI in providing care to the pediatric clients and their families	<b>Steps of case management process</b> <ul style="list-style-type: none"> <li>• Assess the young infant/child</li> <li>• Classify the illness</li> <li>• Identify treatment</li> <li>• Treat the young infant/ child</li> <li>• Counsel the mother</li> <li>• Provide follow up care</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> </ul>
3	2 (T) 1 (L)	Identify effective management of young infants up to 2 months  Demonstrate skill in case management of young infants up to 2 months	<b>Assessment of sick young infants</b> <ul style="list-style-type: none"> <li>• History taking</li> <li>• Checking for possible bacterial infection/ jaundice</li> <li>• Diarrhea</li> <li>• Feeding problem/ malnutrition</li> <li>• Immunization status</li> <li>• Other problems</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> </ul>
4	2 (T) 1 (L)	Recognize effective management of	<b>Assessment of sick children</b> <ul style="list-style-type: none"> <li>• History taking</li> <li>• Checking for general danger signs</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> </ul>

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		children age 2 months to 5 years  Demonstrate skill in case management of children age 2 months to 5 years	<ul style="list-style-type: none"> <li>• Checking main symptoms</li> <li>• Checking for malnutrition</li> <li>• Checking for anaemia</li> <li>• Assessment of feeding</li> <li>• Checking immunization</li> <li>• Assessing other problems</li> </ul>		
5	2 (L)	Demonstrate skill in treatment procedures and referral of sick children	<b>Treatment procedures</b> <ul style="list-style-type: none"> <li>• Identify treatment</li> <li>• Inpatient and outpatient treatment</li> <li>• Home management</li> <li>• Referral</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> </ul>
6	2 (T)	Demonstrate skill in counseling of parents and care takers	<b>Parental counseling</b> <ul style="list-style-type: none"> <li>• Advice regarding feeding and fluid intake, and solving of feeding problems</li> <li>• Administration of oral drugs</li> <li>• Advise when to return</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> </ul>

**Clinical:** 25 hours

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

1. Demonstrate skill in case management of young infants up to 2 months
2. Demonstrate skill in case management of children age 2 months to 5 years
3. Demonstrate skill in treatment procedures and referral of sick children
4. Demonstrate skill in counseling of the care takers and follow up care

**Learning Resources:** (Latest version must be consulted as and when revised)

National guidelines-MOH&FW

## 8. PLS (Child Health Nursing I)

**PLACEMENT:** V SEMESTER

**Theory:** 3 hours

**Skill Lab:** 4 Hours

**Clinical:** 10 Hours

**COMPETENCIES (Learning outcomes):** The student will be able to

1. Recognize early signs of critical illness in children
2. Identify early signs of cardiopulmonary arrest
3. Demonstrate the use of the various airway and oxygen adjuncts and methods for optimum ventilation & airway control.
4. Differentiate between respiratory distress and failure
5. Intervene respiratory distress and failure at the earliest
6. State the indications & dosages of medications used in cardiopulmonary arrest and the effects on the cardiovascular system.
7. Demonstrate skill in CPR
8. Provide Post-cardiac arrest management

### CONTENT OUTLINE T - Theory, L - Lab/Skill lab

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
1	2 (T)	Recognize early signs of critical illness in children  Identify early signs of cardiopulmonary arrest	<b>Identification of critical illness in children</b> <ul style="list-style-type: none"> <li>• Early signs of critical illness in children</li> <li>• Early signs of cardiopulmonary arrest</li> <li>• Assessment of appearance based on AVPU scale</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Tests</li> </ul>
2	1 (T)	Differentiate between respiratory distress and failure	<ul style="list-style-type: none"> <li>• Respiratory distress</li> <li>• Respiratory failure</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> </ul>
3	1 (L)	Intervene respiratory distress and failure at the earliest	<ul style="list-style-type: none"> <li>• <b>Prompt Interventions for</b> Respiratory distress and Respiratory failure</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> </ul>
4	1 (L)	State the indications & dosages of medications used in cardiopulmonary arrest and the effects on the cardiovascular system	<b>Medications used in cardiopulmonary arrest</b> <ul style="list-style-type: none"> <li>• Indications &amp; dosages of medications used in cardiopulmonary arrest and the effects on the cardiovascular system</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> </ul>
5	1 (L)	Demonstrate skill in CPR	<b>CPR</b> <ul style="list-style-type: none"> <li>• Steps in carrying out Child CPR</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration and return demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> </ul>
6	1 (L)	Provide Post-cardiac arrest management	<b>Post-cardiac arrest management</b>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> </ul>

**Clinical Practice Competencies: 10 hours**

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

1. Recognize early signs of critical illness in children
2. Demonstrate the use of the various airway and oxygen adjuncts and methods for optimum ventilation & airway control.
3. Differentiate between respiratory distress and failure
4. Intervene respiratory distress and failure at the earliest
5. State the indications & dosages of medications used in cardiopulmonary arrest and the effects on the cardiovascular system.
6. Demonstrate skill in CPR
7. Provide Post-cardiac arrest management

**LEARNING ACTIVITIES:** Specified in the above table.

**ASSESSMENT METHODS:**

- Test paper (Objective type/short answers) - 20 marks
- Assignments - 10 marks
- OSCE - 20 marks

**Weightage to Internal Assessment:** 10 marks to be added to internal marks to make up the total of 40 marks.

**Learning Resources:** (Latest version must be consulted as and when revised)

1. National guidelines - MOH&FW
2. AHA guidelines

## **9. SBA & SAFE DELIVERY APP (Midwifery/Obstetrics & Gynecology Nursing I&II)**

**PLACEMENT:** VI & VII SEMESTER

**Theory, skill lab and clinical** hours are integrated in MIDWIFERY/OBS & GYNEC I & II Courses.

### **Module Overview:**

**SBA** module is prepared by MOH&FW, GoI and can be used in MIDWIFERY/OBS & GYNEC I & II Courses. **Safe delivery app** is available in INC website prepared by Maternity Foundation of India and INC

**Competencies (Learning Outcomes):** The student will be able to

1. Demonstrate knowledge and competencies to provide respectful maternity care to woman during antenatal, intranatal and postnatal periods in hospitals and community settings.
2. Provide safe and competent care to normal neonate and neonate with complications.
3. Identify complications in women during antenatal, intranatal, and postnatal periods.

### **Learning Activities:**

- Lectures and Demonstration
- Self-study/Reading assignments
- Written assignments
- Practice in Skill/Simulation Lab

### **Assessment Methods:**

#### **SBA module**

- Test paper - 20 marks
- Assignments - 10 marks
- OSCE - 20 marks

#### **Safe Delivery App**

Completion of Safe delivery app as champion.

**Weightage to Internal Assessment:** 10 marks to be added to internal marks to make up the total of 40 marks.

### **Learning Resources:**

1. **SBA-A handbook for ANM, LHV & Staff nurses (2010)**, MoH&FW document
2. **Dakshata (2015) national guidelines**
3. **SAFE DELIVERY APP**  
(Maternity foundation of India and INC)

### **NB.**

- Completion of both Modules is mandatory before the end of VII Semester.
- Latest Versions of National Guidelines must be consulted.

## ***II. ELECTIVE MODULES***

### ***BSc Nursing Program***

**(Modular content outline)**

## LIST OF ELECTIVE MODULES

**III & IV Semesters:** *To complete any one elective by end of 4<sup>th</sup> semester across 1<sup>st</sup> to 4<sup>th</sup> semesters*

1. Human values
2. Diabetes care
3. Soft skills

**V & VI Semesters:** *To complete any one of the following before end of 6<sup>th</sup> semester*

4. CBT
5. Personality development
6. Addiction psychiatry
7. Adolescent health
8. Sports health
9. Accreditation and practice standards
10. Developmental psychology
11. Menopausal health
12. Health Economics

**VII & VIII Semesters:** *To complete any one of the following before end of 8<sup>th</sup> semester*

13. Scientific writing skills
14. Lactation management
15. Sexuality & Health
16. Stress management
17. Job readiness and employability in health care setting

**Number of electives to be completed: 3 (Every module = 1 credit = 20 hours)**

# 1. HUMAN VALUES

**PLACEMENT:** III & IV SEMESTER

**THEORY:** 1 Credit (20 hours)

**DESCRIPTION:** This module is designed to help students to develop knowledge and attitude towards inculcating human values.

## LEARNING OUTCOMES:

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

10. Understand the concept and importance of human values.
11. Analyze the impact of human values in family, society and profession.
12. Apply human values in education and clinical practice.

## CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	4	Explain the concept of human values, nature and types	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Introduction to human values - Definition and nature of human values</li> <li>• Types of human values - Different categorization</li> <li>• Instrumental and extrinsic values</li> <li>• Personal and professional values</li> <li>• Examples of human values - cooperation, honesty, caring, compassion, love, respect, sharing, loyalty, appreciation, integrity, discipline, justice, solidarity, civility, non-violence</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Discuss some of the human values having universal relevance</li> <li>• Value clarification exercise</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> </ul>
II	4	Understand the significance of human values and in nursing  Identify the difference between human, ethical and moral values	<b>Importance of human values</b> <ul style="list-style-type: none"> <li>• Need and importance of human values</li> <li>• Functions of values</li> <li>• Reflection on individual values</li> <li>• Human values, ethical values and moral values - differences and similarities</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective exercises and report</li> <li>• Sharing in groups</li> <li>• Discuss lessons from the lives and teachings of great leaders, reformers and administrators</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of reflective report/group work report</li> </ul>
III	2	Explore the role of human values in family and society	<b>Role of human values in family and society</b> <ul style="list-style-type: none"> <li>• Family values</li> <li>• Social standards</li> <li>• Influence of family and society</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> </ul>
IV	4	Discuss the role of educational institutions in inculcating human values	<b>Role of education and human values</b> <ul style="list-style-type: none"> <li>• Teachers as role model</li> <li>• Development of accountability, appreciation and helping nature</li> <li>• Discipline as a human value</li> <li>• Value education strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case scenario and discussion</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short answers</li> </ul>

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
V	4	Explain the core values at workplace and apply in clinical settings	<b>Professional Values</b> <ul style="list-style-type: none"> <li>Professional values - examples</li> <li>Professional values and Value development in nursing</li> <li>Core values at workplace, application in clinical settings and implications</li> </ul>	<ul style="list-style-type: none"> <li>Case scenario and discussion</li> <li>Application in clinical practice - Reflection</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of assignment</li> </ul>
VI	2	Explain the influence of culture on values	<b>Values and cross cultural influence</b> <ul style="list-style-type: none"> <li>Cultural values</li> <li>Universal application</li> <li>Universal declaration of human values and human rights</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Case scenario and discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> </ul>

**ASSESSMENT METHODS:**

- Test paper (Objective test, Short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks

## 2. DIABETES CARE

**PLACEMENT:** III & IV SEMESTER

**THEORY:** 1 Credit (20 hours)

**DESCRIPTION:** This module is designed to help students to develop knowledge, skill and attitude regarding Diabetes and care.

**LEARNING OUTCOMES:**

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

1. Understand the concept of NCDs and relevant national programs.
2. Review the pathophysiology and clinical diagnostic criteria for diabetes.
3. Analyze the diabetes treatment options such as medication, diet, exercise and life style modifications.
4. Apply the principles and demonstrate self-management skills to achieve diabetes control .
5. Identify onset of complications and provide means of seeking appropriate and timely help.
6. Demonstrate understanding of recent updates in diabetes.

### CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2	Explain the concept of NCDs and national NCD programs	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Introduction to Diabetes as Non communicable disease burden - global &amp; national - Review</li> <li>• Diabetes risk factors, preventive measures &amp; risk reduction measures</li> <li>• Role of nurse in national programs relevant to Diabetes prevention, control and care</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Directed reading and assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> </ul>
II	4	Recall and discuss the pathophysiology of Diabetes, its clinical characteristics and diagnostic criteria	<b>Pathophysiology and diagnosis of Diabetes</b> <ul style="list-style-type: none"> <li>• Review - structure &amp; functions involved in key organs relating to diabetes (pancreas, liver, muscle, adipose tissue &amp; kidney)</li> <li>• Relationship between blood glucose and insulin</li> <li>• Prediabetes condition</li> <li>• Types of Diabetes - Type I &amp; II</li> <li>• Screening</li> <li>• Symptoms</li> <li>• Diagnostic Criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Case scenario and discussion</li> <li>• Sharing in groups</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of group work report</li> </ul>
III	4	Discuss the available treatment options	<b>Diabetes treatment options</b> <ul style="list-style-type: none"> <li>• <i>Life style modifications</i></li> <li>• <i>Diet therapy</i></li> <li>• <i>Exercise</i></li> <li>• <i>Medical therapy</i> <ul style="list-style-type: none"> <li>○ Oral antidiabetic agents used to treat diabetes</li> <li>○ types, actions, side effects and contraindications</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Drug study</li> <li>• Written assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Test paper</li> <li>• Evaluation of written assignments</li> </ul>

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>○ Combination treatment regimen</li> <li>○ Medication considerations in elderly</li> <li>○ Insulin therapy - Types, regimen, preparation and administration</li> <li>○ Recent advances in medication therapy</li> </ul>		
IV	3	Identify complications and provide timely support in management of complications	<p><b>Complications of diabetes</b> <i>Diagnosis and management of</i></p> <ul style="list-style-type: none"> <li>• Hypoglycemia</li> <li>• Hyperglycemia</li> <li>• Diabetic ketoacidosis</li> <li>• Macrovascular complications</li> <li>• Diabetic retinopathy</li> <li>• Diabetic nephropathy</li> <li>• Neuropathy</li> <li>• Gestational diabetes in pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case study</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Essay</li> <li>• Case study reports</li> </ul>
V	5	Identify the challenges of living with diabetes  Achieve effective self-management skills	<p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>• Challenges of living with diabetes</li> <li>• Role of self-care in diabetes management</li> <li>• Effective self-management skills to attain and maintain diabetes control</li> <li>• Monitoring blood glucose levels -methods to monitor diabetes control and analysis of blood glucose patterns</li> </ul> <p><b>Nutrition therapy</b></p> <ul style="list-style-type: none"> <li>• Nutritional needs of patients with diabetes</li> <li>• Nutritional assessment</li> <li>• Determination of body mass index (BMI), waist-to-hip ratio</li> <li>• Meal planning methods</li> <li>• Problems associated with diet therapy</li> </ul> <p><b>Physical activity</b></p> <ul style="list-style-type: none"> <li>• Role of exercise in diabetes management</li> <li>• Components of exercise prescription</li> <li>• Exercise needs assessment</li> <li>• Types of exercises</li> <li>• Benefits of yoga for people with diabetes</li> <li>• Strategies to prevent hypoglycemia during or after exercise</li> </ul> <p><b>Medication therapy</b></p>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> <li>• Practice</li> <li>• Meal planning</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• OSCE</li> <li>• Assessment of meal plan</li> </ul>

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Understanding action, side effects and contraindications</li> <li>• Insulin therapy - preparation and administration</li> <li>• Role of diabetes educator in education and counseling</li> </ul> <p><b>Complication identification and seeking appropriate help</b></p>		
VI	2	<p>Update the knowledge on diabetes, its management and care</p> <p>Discuss the role of diabetes educator</p> <p>Identify the role of complementary therapies</p>	<p><b>Recent updates in diabetes</b></p> <ul style="list-style-type: none"> <li>• Oral health and diabetes</li> <li>• Managing diabetes during disasters</li> <li>• Recent update on treatment and care modalities</li> </ul> <ul style="list-style-type: none"> <li>• Role of diabetes educator in diabetes care, education, counseling and management</li> <li>• Complementary therapies</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Directed reading</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short answers</li> </ul>

#### ASSESSMENT METHODS:

- Test paper (Objective test, Short answers and case scenario and questions) - 30 marks
- Assignments - 10 marks
- Assessment of skills (Meal planning) - 10 marks

#### LEARNING RESOURCES:

- Facilitator manual for training nursing staff on “**Prevention and Management of Non-Communicable Diseases**” developed by People to People Health Foundation (PPHF), 2019

### 3. SOFT SKILLS

**PLACEMENT:** III & IV SEMESTER

**TOTAL HOURS:** 1 Credit (20 hours)

**DSECRPTION:** This module is designed to improve the soft skills of the students and covers important skills required for personal and professional lives such as etiquette, presentation, time management, motivation, decision making and team work.

**LEARNING OUTCOMES:**

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

1. Identify & perform personal, professional & Social Etiquette
2. Illustrate Telephone Etiquette
3. Learn & apply Presentation skills.
4. Be empowered in Public Speaking
5. Practice appropriate time management and use planning tools
6. Incorporate Motivational skills in practice
7. Develop Decision making skills
8. Demonstrate Teamwork in workplace

**CONTENT OUTLINE**

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	4	Identify & perform personal, professional & Social Etiquette	<p><b>Personal Etiquette:</b></p> <ul style="list-style-type: none"> <li>• Grooming and personal hygiene</li> <li>• Body language-Postures &amp; facial expressions</li> <li>• Punctuality and respectfulness</li> <li>• Manners</li> </ul> <p><b>Professional Etiquette:</b></p> <ul style="list-style-type: none"> <li>• Meeting etiquette</li> <li>• Workplace etiquette</li> <li>• communication etiquette-Oral &amp; written</li> </ul> <p><b>Social Etiquette:</b></p> <ul style="list-style-type: none"> <li>• What is Social Etiquette?</li> <li>• Why are social skills important?</li> <li>• Types of social skills</li> <li>• Conversational skills - Greetings, listening, interacting</li> <li>• Common courtesies - Thank you, No thank you, Excuse me, May I</li> <li>• Social skill defects</li> </ul> <p><b>Other types:</b></p> <ul style="list-style-type: none"> <li>• Classroom etiquette-respectful and punctual, use of cell phone, engagement in the class</li> <li>• Virtual classroom etiquette</li> <li>• Social media etiquette</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• return demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from faculty and co-students</li> </ul>

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
II	2	Illustrate Telephone Etiquette	<b>Telephone etiquette:</b> <ul style="list-style-type: none"> <li>• Introduce yourself first</li> <li>• Clarity of speech</li> <li>• Active listening and take notes</li> <li>• Use appropriate language</li> <li>• Remain cheerful</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration return Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Anonymous Assessment</li> </ul>
III	3	Learn & apply Presentation skills.	<b>Presentation Skills:</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Types of Presentation Skills</li> <li>• Structure</li> <li>• Importance of Presentation skills</li> <li>• Making a Presentation</li> <li>• Delivering a Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture with discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Sample presentations</li> </ul>
IV	2	Empowered in Public Speaking	<b>Public Speaking:</b> <ul style="list-style-type: none"> <li>• Elements of Public Speaking</li> <li>• Types of Public Speaking</li> <li>• How do you begin a speech</li> <li>• How do you make your speech good</li> <li>• Factors of Public Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture &amp; Demonstration return Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Health talk</li> </ul>
V	2	Practice appropriate time management and use planning tools	<b>Time management:</b> <ul style="list-style-type: none"> <li>• Know how to spend time</li> <li>• Set priorities</li> <li>• Using a Planning Tool</li> <li>• Getting Organised/Schedule time appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Roleplay</li> </ul>	<ul style="list-style-type: none"> <li>• Adherence to Timeline</li> </ul>
VI	2	Incorporate Motivational skills in practice	<b>Motivational skills:</b> <ul style="list-style-type: none"> <li>• Forming and Changing Habit</li> <li>• Gratitude</li> <li>• Positivity</li> <li>• Mindfulness</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture with discussion</li> </ul>	<ul style="list-style-type: none"> <li>• 360 degree Feedback</li> </ul>
VII	2	Develop Decision making skills	<b>Decision making skills:</b> <ul style="list-style-type: none"> <li>• What is Decision making skills</li> <li>• The 5 Decision making skills</li> <li>• Styles of Decision making</li> <li>• How to develop decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking Competencies</li> </ul>
VIII	2	Demonstrate Teamwork in workplace	<b>Team work:</b> <ul style="list-style-type: none"> <li>• Differentiate team/teamwork</li> <li>• Examples of team work skills</li> <li>• Working with different teams</li> <li>• Build a team in your workplace environment</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture with discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from colleagues</li> </ul>

#### ASSESSMENT METHODS:

- Test paper (Objective test, Short answers and case scenario and questions) - 30 marks
- Assignments - 10 marks
- Assessment of skills (Time management/presentation/etiquette) - 10 marks

## 4. COGNITIVE BEHAVIOURAL THERAPY (CBT)

**PLACEMENT:** V & VI SEMESTER

**THEORY:** 1 Credit (20 hours)

**DESCRIPTION:** This module is designed to help students acquire comprehensive knowledge regarding the basics of Cognitive Behavioural Therapy and develop an insight into behaviour of self and others. Further it is aimed at helping them to practice the principles of CBT for promoting Mental Health in Nursing Practice.

### LEARNING OUTCOMES:

On completion of the module, the student will be able to:

1. Explain the concept and techniques of CBT
2. Use techniques to develop a therapeutic alliance based on CBT
3. Discuss cognitive conceptualization-automatic thoughts and alternative explanations based on cognitive model
4. Describe strategies to identify and respond to cognitions including dysfunctional cognitions
5. Formulate thought records and action plans

### CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	6	Explain the concept and techniques of CBT  Use techniques to develop a therapeutic alliance based on CBT	<b>Concepts and Techniques of CBT</b> <ul style="list-style-type: none"> <li>• Concept - Definition</li> <li>• Techniques and applications of CBT</li> <li>• Factors influencing effective delivery of CBT</li> <li>• CBT Model</li> <li>• The therapeutic relationship and setting goals with clients</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and Discussion</li> <li>• Role play</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Skills check:</b> Mastery demonstration of establishing a therapeutic relationship with the client in CBT and setting goals</li> </ul>
II	4	Discuss cognitive conceptualization - automatic thoughts and alternative explanations based on cognitive model	<b>The Cognitive Model</b> <ul style="list-style-type: none"> <li>• Three levels of thoughts</li> <li>• Automatic thoughts - development and tracking</li> <li>• Designing and implementing experiments to test automatic thoughts</li> <li>• Biofeedback in CBT</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Assignment on automatic thoughts and its testing</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of assignment</li> </ul>
III	5	Describe strategies to identify and respond to cognitions including dysfunctional cognitions	<b>Identifying, Evaluating and Responding to Cognitions</b> <ul style="list-style-type: none"> <li>• <b>Socratic questioning</b> - Technique of questioning</li> <li>• <b>Behaviour experiments</b> - Relaxation, mindfulness, distraction techniques, graded task assignments, task scheduling etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Role play</li> <li>• Assignment on identifying and responding to dysfunctional cognitions</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of assignment</li> </ul>
IV	5	Formulate thought records and action plans	<b>Designing Effective Action Plans and Thought Records</b> <ul style="list-style-type: none"> <li>• Thought records components</li> <li>• Action plan components</li> <li>• Identifying underlying and new core beliefs and assumptions</li> <li>• Facilitating completion of the action plan and reviewing the action plan at the next session</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Skills check:</b> Formulate thought records and action plans and prepare worksheets</li> </ul>

### ASSESSMENT METHODS:

- Test paper (Objective test, Short answers and case scenario and questions) - 30 marks
- Assignments - 10 marks
- Assessment of skills (Establishment of therapeutic relationship with client on CBT/Formulating thought records or action plans) - 10 marks

### LEARNING RESOURCES:

1. Greenberger D, Padesky CA. Mind over Mood: Change How You Feel By Changing the Way You Think. The Guilford Press; 2016
2. Beck JS, Beck AT. Cognitive Therapy: Basics and Beyond. Guilford Publications; 2011

### Websites:

<http://focus.psychiatryonline.org/cgi/content/full/4/2/173>

[http://www.learncognitivetherapy.com/cognitive\\_therapy.htm](http://www.learncognitivetherapy.com/cognitive_therapy.htm)

### NB:

- Brief notes on the content is attached below.

### CORSE CONTENT (Brief notes below)

#### UNIT I (6 Hours): CONCEPTS AND TECHNIQUES OF CBT

**Concept:** CBT is based on the concept that mental disorders are associated with characteristic alterations in cognitive and behavioral functioning and that this pathology can be modified with pragmatic problem-focused techniques, interaction of thoughts, feelings and behaviour.

#### Techniques and Applications of CBT

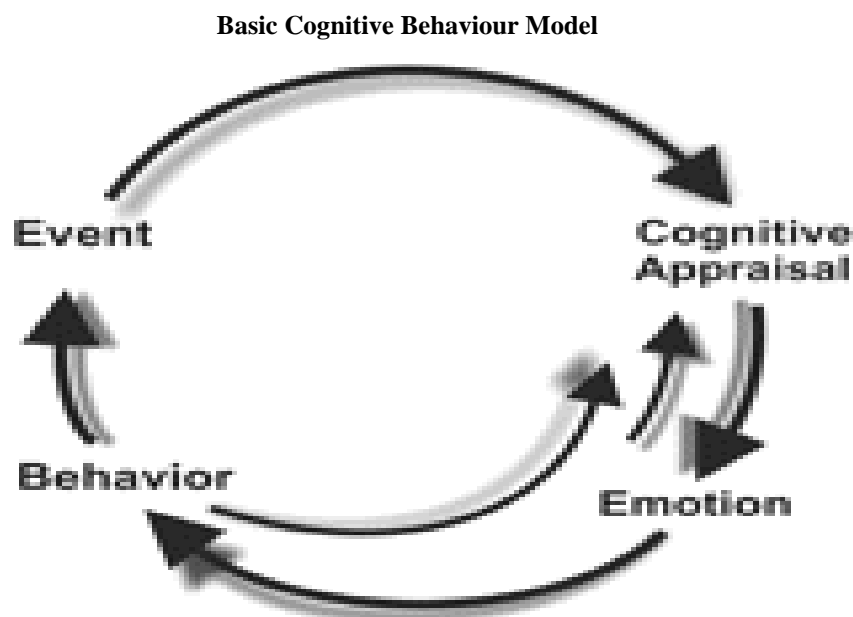
CBT is a cognitive technique and behavioural technique.

**Application** – wide applications: Psychiatric (Depression, Anxiety etc.) and non-psychiatric (sleep, fatigue, pain etc.)

#### Factors influencing effective delivery of CBT

Collaboration, formulation, homework etc.

#### The CBT model



Source: From Wright JH, Basco MR, Thase ME: Learning Cognitive-Behavior Therapy: An Illustrated Guide. Washington, DC, American Psychiatric Publishing, 2006, p 5

### **The therapeutic relationship and setting goals with clients**

- Assessment, person education, goal setting, practice of strategies, homework
- Collaborative therapy relationship

**Skills check:** Mastery demonstration of establishing a therapeutic relationship with the client in CBT and setting goals (Role play)

### **UNIT II (4 Hours): THE COGNITIVE MODEL**

**Three levels of thoughts:** automatic thoughts, underlying assumptions and schemas

Understanding interplay between levels of thought and moods, behaviour, physical functions and practice

#### **Automatic thoughts - development and tracking**

- Moment to moment unplanned thoughts
- Explain and clarify identification of automatic thoughts with examples from thought records/worksheets

E.g: questions that include

- a. What was going through your mind before you started to feel this way? Any other thoughts? Images?
- b. Circle hot thought

#### **Designing and implementing experiments to test automatic thoughts**

- Using scale or rating for automatic thoughts

#### **Biofeedback in CBT**

- Role and significance of Biofeedback in CBT

**Skills Check:** Assignment on automatic thoughts and its testing

### **UNIT III (5 Hours): IDENTIFYING, EVALUATING, AND RESPONDING TO COGNITIONS**

- Gathering evidence that supports and do not support the hot thoughts
- Actively search for information that contradicts the hot thoughts
- Writing all evidence for supporting that hot thoughts are not 100% true
- Identifying alternative or balanced thinking

#### **Socratic questioning**

- Technique of questioning

#### **Behaviour experiments**

Relaxation, mindfulness, distraction techniques, graded task assignments, task scheduling etc.

**Skills check:** Assignment on identifying and responding to dysfunctional cognitions

### **UNIT IV (5 Hours): DESIGNING EFFECTIVE ACTION PLANS AND THOUGHT RECORDS**

**Thought records components:** situation, moods, automatic thoughts, evidence that supports hot thought, evidence that does not support hot thoughts, alternative or balanced thoughts, rate moods now

**Action plan components:** Goal, action plan, time to begin, possible problems, strategies to overcome problems, progress

Identifying a problem in life that a person would like to change and writing an action plan

#### **Identifying underlying and new core beliefs and assumptions**

- Identify core beliefs by looking for themes in thought record
- Test by looking for evidence
- Strengthen new core beliefs by recording experiences that are consistent, and rate the confidence

#### **Facilitating completion of the action plan and reviewing the action plan at the next session**

- Motivating the clients to complete the plans

**Skills check:** Assignment on Formulate thought records and action plans

## 5. PERSONALITY DEVELOPMENT

**PLACEMENT:** V & VI SEMESTER

**THEORY:** 1 Credit (20 hours)

**DESCRIPTION:** This module is designed to help students acquire an in-depth knowledge in factors influencing personality development, theories of personality development, personality traits, and personality disorders and further acquire skill in knowing one's own personality, understand others in their surroundings and bring positive change in life.

### LEARNING OUTCOMES:

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

1. Describe how personality develops
2. Define various stages of personality development
3. Describe basic personality traits and personality types
4. Analyze how personality affects career choices
5. Describe methods for changing personality
6. Enumerate personality disorders
7. Demonstrate skills in identifying personality disorders
8. Utilize knowledge in knowing self and others and improve relationship with others
9. Provide care to patients with personality disorders by emphasizing on respecting individual culture and spiritual needs

### CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2	Describe how personality develops  Explain factors contributing to personality development	<b>Introduction to personality development</b> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Components of personality</li> <li>• Importance of personality in achieving goals and success in life</li> <li>• Factors influencing personality development                             <ul style="list-style-type: none"> <li>○ Biological factors</li> <li>○ Environmental factors</li> </ul> </li> <li>• Nature vs Nurture concept in personality development</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and Discussion method</li> <li>• Guest lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Test paper</li> <li>• Quiz</li> </ul>
II	5	Enumerate stages of personality development from infancy to late adulthood  Explain various theories of personality development	<b>Stages and theories of personality development</b> <ul style="list-style-type: none"> <li>• Development of personality from infancy to late adulthood</li> <li>• Theories of personality development                             <ul style="list-style-type: none"> <li>○ Psychoanalytic theory</li> <li>○ Psychosocial theory</li> <li>○ Trait and type theories of personality</li> <li>○ Humanistic approaches to personality</li> <li>○ Learning theories of personality</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and Discussion method</li> </ul>	<ul style="list-style-type: none"> <li>• Test paper</li> </ul>
III	3	List various types of personalities	<b>Assessment of personality</b> <ul style="list-style-type: none"> <li>• Types of personalities</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and Discussion method</li> </ul>	<ul style="list-style-type: none"> <li>• Visit report</li> <li>• Written exam</li> </ul>

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Describe effects of illness on personality change  Describe various personality assessments	<ul style="list-style-type: none"> <li>• Personality changes due to illness</li> <li>• Personality assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to clinical psychology department</li> <li>• Guest lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Case discussion</li> </ul>
IV	5	Discuss personality and career success  Explain various methods of changing personality traits  Explain nursing implications of personality	<b>Personality and career success</b> <ul style="list-style-type: none"> <li>• Role of personality and career success</li> <li>• Methods of changing personality traits <ul style="list-style-type: none"> <li>○ Personal growth and self-efficacy</li> </ul> </li> <li>• Personality characteristics required for a nurse</li> <li>• Nursing implications of personality</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and Discussion method</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam</li> </ul>
V	5	Explain various personality disorders	<b>Personality disorders</b> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Types</li> <li>• Signs and symptoms</li> <li>• Medical management</li> <li>• Nursing management</li> <li>• Psycho-social therapies</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and Discussion method</li> </ul>	<ul style="list-style-type: none"> <li>• Perform assessment of personality disorder patient and write assessment report</li> </ul>

**ASSESSMENT METHODS:**

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks

## 6. ADDICTION PSYCHIATRY

**PLACEMENT:** V & VI SEMESTER

**THEORY & CLINICAL:** 1 Credit (20 hours)

**THEORY:** 06 hours

**CLINICAL:** 14 hours

**DESCRIPTION:** This module is designed to help students to develop knowledge and competencies required for assessment, diagnosis, treatment and nursing management of individuals with various disorders related to addiction.

### LEARNING OUTCOMES:

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

1. Describe the Terminologies such as Substance Use Disorders, addictive behaviours, addiction etc
2. Describe the classification of Psychoactive Substances
3. Describe various etiological factors of substance related disorders
4. Identify the psycho social issues of the individuals with substance use disorders.
5. Identify treatment related adverse effects and emergencies and manage them effectively
6. Demonstrate skill in managing patients with substance use disorders.
7. Apply nursing process in caring for patients with substance related disorders.
8. Utilize available support to rehabilitate needy individuals.

### CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	6 (T) 14 (P)	Explain and demonstrate skill in assessment of individuals with substance use disorders  Explain and demonstrate skill in management and nursing management of individuals with substance use disorders	<b>Substance use disorders, assessment and management</b> <ul style="list-style-type: none"> <li>• Terminologies: Substance related Disorders, addictive behaviour, intoxication, tolerance, withdrawal etc.</li> <li>• Classification of Psychoactive Substances</li> <li>• Factors associated with substance related disorders</li> <li>• Psychosocial problems associated with substance use</li> <li>• Treatment Modalities for Substance - Related Disorders – Multi-Disciplinary Team Approach</li> <li>• Treatment related adverse effects and emergencies</li> <li>• Introduction to technology addiction and its management</li> <li>• Nursing Management of patients with substance use disorders</li> <li>• Rehabilitation issues</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Counseling Techniques</li> <li>• Disease model of addiction - Assignment</li> <li>• 2 day posting/visit to a de-addiction centre</li> </ul>	<ul style="list-style-type: none"> <li>• Perform assessment of individuals in in-patient or out-patient and write assessment report</li> <li>• Assessment of assignment</li> <li>• Performing health education at schools, colleges and other selected working areas - evaluation of education</li> </ul>

**CLINICAL: 14 hours**

### Clinical Practice Competencies:

On completion of the module, the student will be able to:

1. Assess individuals with substance use disorders
2. Identify risk factors of an individual and plan measures of management and relapse prevention
3. Inform, teach, and guide patients and their families

### ASSESSMENT METHODS:

- Test paper (Objective test, Short answers and case scenario and questions) - 30 marks
- Assignments - 10 marks
- Assessment of skills (Assessment of individuals with substance use disorders/health education) - 10 marks

## 7. ADOLESCENT HEALTH

**PLACEMENT:** V & VI SEMESTER

**THEORY & PRACTICAL:** 1 Credit (20 hours)

THEORY: 10 hours

LAB: 2 hours

CLINICAL: 8 hours

**DESCRIPTION:** This module is designed to help students to develop knowledge about developmental changes during adolescence and special psychosocial, reproductive and sexual health issues, needs and challenges of adolescents and competencies required for promoting their development and handling their health issues

### LEARNING OUTCOMES:

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

1. Describe the normal growth and development during adolescence
2. Assess the physical, reproductive and sexual changes during adolescence
3. Promoting the development of life skills among adolescents
4. Identify the developmental needs of adolescents
5. Demonstrate skills in Identifying the developmental and Psychosocial issues and challenges during adolescence
6. Discuss the nutritional requirements of adolescents, food habits and food fads prevalent in the adolescents
7. Demonstrate skills in communicating with adolescents
8. Develop competency in providing the Guidance and Counselling to adolescents
9. Identify, and manage common health problems among adolescents including Adjustment & conduct disorders, mental disorders, eating disorders, substance use disorders
10. Describe the reproductive and sexual health issues of adolescents including Sexual harassment, early marriage, teenage pregnancy, unsafe abortion and contraception, sexually transmitted disorders, HIV/AIDS

### CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2 (T) 2 (CL)	Describe the normal growth and development during adolescence Assess the physical, reproductive and sexual changes during adolescence Promoting the development of life skills among adolescents	<b>Growth and development of of adolescents</b> <ul style="list-style-type: none"> <li>• Review of Principles of Growth and Development</li> <li>• Assessment of Growth and Development of Adolescents, including physical, reproductive and sexual changes</li> <li>• Promoting Growth and Development of Adolescents</li> <li>• Development of life skills among adolescents</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion &amp; Demonstration</li> <li>• Visit to the School or Family with Adolescent</li> </ul>	<ul style="list-style-type: none"> <li>• Perform assessment of Adolescent in School or Family and write assessment report</li> </ul>
II	1 (T) 1 (Lab)	Discuss the nutritional requirements of adolescents, food habits and food	<b>Nutritional needs of adolescents</b> <ul style="list-style-type: none"> <li>• Nutritional requirements of adolescents</li> </ul> Food habits and food fads prevalent in the adolescent	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Plan a One day Menu for an adolescent</li> <li>•</li> </ul>

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		fads prevalent in the adolescents			
III	2 (T) 2 (CL)	Identify the developmental needs of adolescents  Demonstrate skills in identifying the developmental and psychosocial issues and challenges during adolescence	<b>Developmental needs of Adolescents</b> <ul style="list-style-type: none"> <li>• Developmental needs of Adolescents</li> <li>• Developmental issues during Adolescence</li> <li>• Psychosocial issues during Adolescence</li> <li>• Challenges during Adolescence</li> <li>• Guiding Parents on meeting the developmental needs of Adolescents and handling their issues and Challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Visit to the Family with Adolescent</li> </ul>	<ul style="list-style-type: none"> <li>• Visit report</li> </ul>
IV	1 (T) 1 (Lab) 2 (CL)	Demonstrate skills in communicating with adolescents  Develop competency in providing the Guidance and Counselling to adolescents	<b>Communication, guidance and counseling</b> <ul style="list-style-type: none"> <li>• Communicating with adolescents</li> <li>• Guidance and Counselling</li> <li>• Role of Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of role play</li> </ul>
V	2 (T) 2 (CL)	Identify, and manage common health problems among adolescents including adjustment & conduct disorders, mental disorders, eating disorders, and substance use disorders	<b>Common health problems including mental health problems</b> <ul style="list-style-type: none"> <li>• Common health problems among adolescents</li> <li>• Adjustment &amp; conduct disorders</li> <li>• Mental disorders</li> <li>• Eating disorders</li> <li>• Substance use disorders</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Visit to the Adolescent Clinic</li> </ul>	<ul style="list-style-type: none"> <li>• Visit report</li> </ul>
VI	2 (T)	Describe the reproductive and sexual health issues of adolescents including Sexual harassment, early marriage, teenage pregnancy, unsafe abortion and contraception, sexually transmitted	<b>Reproductive and sexual health issues</b> <ul style="list-style-type: none"> <li>• Reproductive and sexual health issues during adolescence</li> <li>• Sexual harassment, early marriage, teenage pregnancy, unsafe abortion and contraception</li> <li>• Sexually transmitted disorders, HIV/AIDS</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> </ul>

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		disorders, HIV/AIDS			

**CLINICAL: 8 hours**

**Clinical Practice Competencies:**

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

1. Assesses the growth and development of adolescent
2. Assess the physical, reproductive and sexual changes during adolescence
3. Promote the development of life skills among adolescents
4. Identify and guide the parents to meet the developmental needs of adolescents
5. Demonstrate skills in communicating with adolescents
6. Identify the developmental and Psychosocial issues and challenges during adolescence
7. Identify the nutritional requirements of adolescents, food habits and food fads prevalent in the adolescents
8. Demonstrate skills in providing the Guidance and Counselling to adolescents
9. Identify, and manage common health problems among adolescents
10. Identify selected reproductive and sexual health issues of adolescents

**ASSESSMENT METHODS:**

- Test paper (Objective test, Short answers and case scenario and questions) - 30 marks
- Assignments - 10 marks
- Assessment of skills (Assessment of adolescent/One day menu planning for adolescent) - 10 marks

## 8. SPORTS HEALTH

**PLACEMENT:** V & VI SEMESTER

**THEORY & PRACTICAL:** 1 Credit (20 hours)

THEORY: 15 hours

PRACTICAL: 5 hours

**DESCRIPTION:** This Elective module is designed to enable students to gain knowledge about Sports Health, and role of Nursing in Sports Health, training, and management of sports injuries.

### LEARNING OUTCOMES:

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

1. Demonstrate understanding of sports health.
2. Should be able to assess the severity of injury, recognize life threatening condition provide emergency care and initiate emergency procedures if any to avoid delay in care.
3. Participate effectively as a member of sports health team.
4. Understanding the importance of conditioning and sports injuries Rehabilitation.

### CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	15 (T)	Demonstrate understanding of sports health and Fitness pre-requisite for sports.  Assess the severity of injury, recognize life threatening condition provide emergency care and initiate emergency procedures if any to avoid delay in care.  Participate effectively as a member of sports health team.  Understanding the importance of conditioning and sports injuries Rehabilitation.	<ol style="list-style-type: none"> <li>1. Definition and scope of Sports Health and Physical Fitness</li> <li>2. Pre-Participation exam for sports</li> <li>3. On-field &amp; Off-field evaluation of athlete</li> <li>4. The Emergency Medical services System</li> <li>5. Physiological Principle of strength Training/Conditioning, Deconditioning</li> <li>6. Exercises and Environmental concern (Heat/Temperature Regulation, Acclimatization)</li> <li>7. Common sports injuries &amp; musculoskeletal assessment.</li> <li>8. Therapeutic/Rehabilitation modalities overview.</li> <li>9. On field management of sports injuries: Cryotherapy, sports taping etc.</li> <li>10. Protective Equipment: protective wrapping, protective eye wear, Helmets, face mask.</li> <li>11. Energy demands of Sports.</li> <li>12. Nutritional supplements,</li> <li>13. Ergogenic aids (Performance enhancing agents) and Doping.</li> </ol>	<ul style="list-style-type: none"> <li>• Guest lectures</li> <li>• Reading assignment by providing resources</li> <li>• Written assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective test</li> <li>• Viva voce</li> </ul>
II	5 (P)	To assess the sports injury and provide emergency care		<ul style="list-style-type: none"> <li>• Field work</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of written field work</li> </ul>

### ASSESSMENT METHODS:

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks

## 9. ACCREDITATION AND PRACTICE STANDARDS

**PLACEMENT:** V & VI SEMESTER

**THEORY:** 1 Credit (20 hours)

**DESCRIPTION:** This module is designed to help students to develop an understanding of quality assurance mechanism, the accreditation process and the accreditation and practice standards in nursing.

### LEARNING OUTOMES:

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

1. Describe the Quality assurance mechanism in nursing
2. Explain the process of accreditation
3. Describe the accreditation standards for nursing institutions
4. Explain about the nursing practice standards and their rationale

### CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	5	Describe the Quality assurance mechanism in nursing	<b>Quality assurance in Nursing</b> <ul style="list-style-type: none"> <li>• Review the current trends and practices of quality assurance in nursing</li> <li>• Definition and significance of quality assurance</li> <li>• Process of quality assurance</li> <li>• Components of quality assurance model</li> <li>• Methods of quality assurance evaluation</li> <li>• Quality assurance models of nursing in India</li> <li>• Roles and responsibilities of National and state nursing professional and regulatory bodies in quality assurance</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short answers</li> <li>• Essay</li> </ul>
II	5	Explain the process of accreditation	<b>Accreditation</b> <ul style="list-style-type: none"> <li>• Definition of accreditation</li> <li>• The concepts of accreditation</li> <li>• Objectives of accreditation</li> <li>• Significance of accreditation</li> <li>• Types of accreditation</li> <li>• Accreditation process</li> <li>• Criteria for accreditations/Principal areas to be assessed</li> <li>• National and International accreditation agencies (education and health care organizations) ISO, UGC, NAAC, QCI, IIEEA, JCI, NABH etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short answers</li> <li>• Essay</li> </ul>
III	5	Describe the accreditation standards for nursing institutions	<b>Accreditation Standards for nursing institutions</b> <ul style="list-style-type: none"> <li>• Definition of standards</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short answers</li> <li>• Essay</li> </ul>

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Indian Nursing Council (INC) Standards - college/school and hospital/health facility</li> <li>• Standards for Quality Improvement in nursing: Standards Based Management and Recognition (SBM-R) approach</li> <li>• INC's Performance standards for various nursing institutions</li> <li>• International Council of Nurses (ICN) global standards for education and accreditation</li> <li>• International Confederation of Midwives (ICM) standards for professional Midwifery Education</li> <li>• WHO standards for educators</li> </ul>		
IV	5	Explain about the nursing practice standards and their rationale	<p><b>Nursing Practice standards</b></p> <ul style="list-style-type: none"> <li>• Code of ethics and professional conduct for nurses in India</li> <li>• ICN - Code of ethics</li> <li>• Definition of practice standards</li> <li>• National and international standards for nursing practice <ul style="list-style-type: none"> <li>○ INC standards for practice</li> <li>○ National Nursing Commission Bill (Indian Nursing and Midwifery Council ACT (proposed)</li> <li>○ ICM standards for professional Midwifery Practice</li> <li>○ ICN global standards for practice</li> </ul> </li> <li>• International nursing excellence - Magnet Recognition program, JCI standards</li> <li>• India - NABH nursing excellence standards</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Visit to NAAC or NABH accredited nursing institutions and health care facility</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short answers</li> <li>• Essay</li> <li>• Visit report</li> </ul>

#### ASSESSMENT METHODS:

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks

#### LEARNING RESOURCES:

- UGC guidelines
- NACC guidelines
- NABH manual
- JCI manual
- INC, ICN, ICM & WHO websites - For education and practice standards

## 10.DEVELOPMENTAL PSYCHOLOGY

**PLACEMENT:** V & VI SEMESTER

**THEORY:** 1 Credit (20 hours)

**DESCRIPTION:** The module is designed to assist the students to acquire knowledge regarding the various dimensions of development and special concerns related to various age groups and to develop an insight into the problems of various age groups. Further it is aimed at helping the students to recognise the deviated behaviours of various age groups and apply the principles and strategies of mental hygiene for the promotion of mental health and prevention, diagnosis and management of mental illness

### LEARNING OUTCOMES:

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

1. Explain the theories related to the development of an individual
2. Describe prenatal development and special concerns related to the prenatal development
3. Explain the dimensions of development and special concerns related to infancy
4. Explain the dimensions of development and special concerns related to early childhood
5. Discuss the characteristics, dimensions of development and special concerns related to adolescence
6. Explain the characteristics, dimensions of development and special concerns related to adulthood
7. Describe the dimensions of development and special concerns related to elderly

### CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2	Describe growth and development	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Definition - Growth and development</li> <li>• Definition - Developmental psychology</li> <li>• Difference between growth and development</li> <li>• Dimensions of growth and development</li> <li>• Stages of development</li> <li>• Principles of development</li> <li>• Characteristics of development</li> <li>• Factors influencing the growth and development</li> <li>• Scope of developmental psychology</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Long Essay</li> <li>• Short Essay</li> </ul>
II	2	Explain the theories related to the development of an individual	<b>Theories related to development</b> <ul style="list-style-type: none"> <li>• Sigmund Freud Psychosexual development</li> <li>• Erik Erikson Psychosocial development</li> <li>• Piaget theory of cognitive development</li> <li>• Kohlberg's theory of moral development</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Long Essay</li> <li>• Short Essay</li> </ul>
III	3	Describe prenatal development and special concerns related to the prenatal development	<b>Prenatal development</b> <ul style="list-style-type: none"> <li>• Term: Prenatal development</li> <li>• Stages of prenatal development</li> <li>• Principles of hereditary and twins mechanism</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Long Essay</li> <li>• Short Essay</li> </ul>

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Factors affecting the prenatal development</li> <li>• Process of labour</li> <li>• Complications during labour that affects the transition period</li> <li>• Postnatal period</li> <li>• Complications in postnatal period that affects the transition period</li> <li>• Measures to reduce the risk during prenatal development, process of labour and postnatal period</li> <li>• Genetic counselling</li> <li>• Rooming in or KMC</li> </ul>		
IV	2	Explain the dimensions of development and special concerns related to infancy	<p><b>Infancy</b></p> <ul style="list-style-type: none"> <li>• Definition - Newborn and infancy</li> <li>• Normal characteristics of infancy</li> <li>• <i>Dimensions of growth and development in infancy:</i> <ul style="list-style-type: none"> <li>○ Physical, physiological and motor development</li> <li>○ Cognitive development or intellectual development</li> <li>○ Emotional development</li> <li>○ Social development</li> <li>○ Moral or character development</li> <li>○ Language development</li> </ul> </li> <li>• Special concerns in infancy</li> <li>• Remedial measures: Prevention and management</li> <li>• Newborn care and its significance</li> <li>• Breastfeeding and weaning and its significance</li> <li>• Parenthood</li> <li>• Low birth weight and its developmental consequences</li> <li>• Early infant stimulating programme</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Symposium</li> </ul>	<ul style="list-style-type: none"> <li>• Long Essay</li> <li>• Short Essay</li> </ul>
V	2	Explain the dimensions of development and special concerns related to early childhood	<p><b>Early childhood</b></p> <ul style="list-style-type: none"> <li>• Definition - Toddler and preschooler</li> <li>• Normal characteristics of toddler and preschooler</li> <li>• <i>Dimensions of growth and development in toddler and preschooler:</i> <ul style="list-style-type: none"> <li>○ Physical and motor development</li> <li>○ Cognitive development or intellectual development</li> <li>○ Emotional development</li> <li>○ Social development</li> <li>○ Moral or character development</li> <li>○ Language development</li> </ul> </li> <li>• Special concerns in toddler and preschooler</li> <li>• Remedial measure: Prevention and management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Panel discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Long Essay</li> <li>• Short Essay</li> </ul>

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Lower order basic needs according to Maslow and its significance</li> <li>• Parent child bonding and its significance</li> <li>• Toilet training and its significance</li> </ul>		
VI	2	Explain the characteristics, dimensions of development and special concerns related to middle and late adulthood	<p><b>Middle and late childhood</b></p> <ul style="list-style-type: none"> <li>• Definition - School going children</li> <li>• Normal characteristics of School going children</li> <li>• <i>Dimensions of growth and development in middle and late childhood:</i> <ul style="list-style-type: none"> <li>○ Physical and motor development</li> <li>○ Cognitive development or intellectual development</li> <li>○ Emotional development</li> <li>○ Social development</li> <li>○ Language development</li> <li>○ Moral or character development</li> </ul> </li> <li>• Special concerns in school going children</li> <li>• Remedial measure: Prevention and management</li> <li>• Role of discipline in moral development</li> <li>• Role of play in the process of development</li> <li>• Effect of parental employment in the process of development</li> <li>• Effect of mass media in the process of development</li> <li>• Role of peer group in the process of development</li> <li>• Role of behavioural technique in the process of development</li> <li>• Parenting style and its significance</li> <li>• School based mental health programme and services</li> <li>• Teacher student relationship and its significance</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Long Essay</li> <li>• Short Essay</li> </ul>
VII	3	Discuss the characteristics, dimensions of development and special concerns related to adolescence	<p><b>Adolescence</b></p> <ul style="list-style-type: none"> <li>• Definition - Adolescence and puberty</li> <li>• <i>Review:</i> <ul style="list-style-type: none"> <li>○ Physiological and hormonal changes</li> <li>○ Sexual maturation: primary and secondary characteristics</li> <li>○ Psychological impact of puberty</li> </ul> </li> <li>• Need for understanding the adolescence</li> <li>• Normal characteristics of adolescence</li> <li>• Misunderstanding about adolescence</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Debate</li> </ul>	<ul style="list-style-type: none"> <li>• Long Essay</li> <li>• Short Essay</li> </ul>

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Adjustment and adolescence</li> <li>• <i>Dimensions of development in adolescence:</i> <ul style="list-style-type: none"> <li>○ Cognitive development or intellectual and mental development</li> <li>○ Personality development</li> <li>○ Emotional development</li> <li>○ Social development</li> <li>○ Moral development</li> </ul> </li> <li>• Special concerns in adolescence</li> <li>• Remedial measure: Prevention and management</li> <li>• Role of peer group or gang in the process of development</li> <li>• Role of parent, family and its relationship in the process of development</li> </ul>		
VIII	2	Explain the characteristics, dimensions of development and special concerns related to adulthood	<b>Adulthood</b> <ul style="list-style-type: none"> <li>• Definition - Early adulthood and middle adulthood</li> <li>• Physical changes in adulthood</li> <li>• Cognitive changes in adulthood</li> <li>• Personality development in adulthood</li> <li>• Emotional development in adulthood</li> <li>• Social development in adulthood</li> <li>• Unique issues in adulthood: career, marriage, parenthood</li> <li>• Special concerns in adulthood</li> <li>• Remedial measure: Prevention and management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Panel discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short Essay</li> </ul>
IX	2	Describe the dimensions of development and special concerns related to elderly	<b>Elderly</b> <ul style="list-style-type: none"> <li>• Definition - Geriatric, Elderly</li> <li>• Theories of elderly</li> <li>• Physiological changes in elderly</li> <li>• Psychosocial changes in elderly</li> <li>• Special concerns in elderly</li> <li>• Remedial measure: Prevention and management</li> <li>• Terminal illness and elderly</li> <li>• Death and dying: Grief, palliative and hospice care</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Panel discussion</li> <li>• Case study</li> <li>• Visit to the old age home</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• Evaluation of Visit report/case study report</li> </ul>

#### ASSESSMENT METHODS:

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks

# 11.MENOPAUSAL HEALTH

**PLACEMENT:** V &VI SEMESTER

**THEORY & CLINICAL:** 1 credit (20 hours)

THEORY: 10 hours

CLINICAL: 10 hours

**DESCRIPTION:** The module is designed to develop in-depth knowledge and understanding in menopausal health. It further helps the students to develop competency in providing quality care to the menopausal women and her families.

**LEARNING OUTCOMES:** On completion of the module, the student will be able to

1. Understand the concept of menopausal health in women.
2. Review and analyze the anatomy and physiology of menopause.
3. Develop competencies in providing quality care to these women.
4. Educate women and families about the problems faced by them.
5. Discuss the importance of hormone replacement therapy.

## CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	1 (T)	Understand the concept and types of menopause	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Definition - menopausal health</li> <li>• Concept and types of menopause</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Objective test</li> </ul>
II	2 (T)	Analyze the endocrinal changes during menopause	<b>Role of hormones in menopause</b> <ul style="list-style-type: none"> <li>• Effect of hormones such as estrogen, androgen</li> <li>• Progesterone and gonadotrophin</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective test</li> </ul>
III	2 (T)	Describe Organ changes	<b>Organ changes during menopause</b> <ul style="list-style-type: none"> <li>• Changes in the organs</li> <li>• Ovaries fallopian tubes, uterus, vagina, breast, bladder and urethra</li> <li>• Loss of muscle tone</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Written assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> </ul>
IV	2 (T) 4 (CL)	Assess women to identify menopausal signs and symptoms	<b>Assessment of menopausal women</b> <ul style="list-style-type: none"> <li>• History and physical examination</li> <li>• Diagnostic tests</li> <li>• Documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Assessment of women</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Evaluation of assessment</li> </ul>
V	3 (T) 6 (CL)	Describe management	<b>Management of menopause</b> <ul style="list-style-type: none"> <li>• Identification of menopause</li> <li>• Management of the symptoms</li> <li>• Education and counseling of women and families</li> <li>• Hormone replacement therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Evaluation of Case report</li> </ul>

**CLINICAL:** 10 hours

**Clinical Practice Competencies:**

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

1. Counsel the women and her families
2. Understand the endocrinology of menopause
3. Perform the assessment and diagnose the women and plan proper nursing care
4. Educate the women about self care
5. Prepare the women for hormone replacement therapy

**ASSESSMENT METHODS:**

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks

## 12. HEALTH ECONOMICS

**PLACEMENT:** V & VI SEMESTER

**THEORY:** 1 Credit (20 hours)

**DESCRIPTION:** This module is designed to help students to understand the basic concept of economics, health economics, the relationship between health and economic development, demand and supply, concept of cost and financing systems of health care services in India. This will enable them to appreciate financial aspects of health care services.

**LEARNING OUTCOMES:** On completion of the module, the student will be able to

1. Explain the meaning of economics and health economics.
2. Analyse the relationship between health and economic development.
3. Explain the concept of demand and supply.
4. Describe the structure of health care industry and characteristics of market for health care services.
5. Analyze the concept of cost in health care.
6. Discuss financing system of health care services in India.

### CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2	Understand the meaning and purpose of Economics and Health Economics	<b>Introduction to Economics</b> <ul style="list-style-type: none"> <li>• Definition and meaning</li> <li>• Dimensions of economics Micro and Macro-economics</li> <li>• Positive and Normative economics</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short answers</li> </ul>
II	4	Explain the basic concepts, focus and areas of health economics  Discuss the Implications of economic development to the health care services  Describe the factors that contribute to health problems in India and their solution	<b>Introduction to Health Economics</b> <ul style="list-style-type: none"> <li>• Concept of health economics</li> <li>• Scope of Health economics</li> <li>• Focus of health economics</li> <li>• Areas of health economics</li> <li>• The economics of health and health care service, health and economic development.</li> <li>• Implications of economic development to the health care services</li> <li>• Mechanism and sources of health financing in the country.</li> <li>• Causes of health problems in India.</li> <li>• Solutions to health problems</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case study</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short answers</li> <li>• Essay</li> </ul>
III	4	Explain the concept and types of cost  Describe Cost benefit analysis and Cost-effectiveness analysis in health care	<b>Cost of Health Care</b> <ul style="list-style-type: none"> <li>• Concept of cost, types of costs</li> <li>• Opportunity cost, total fixed and variable cost, average marginal and sunk cost</li> <li>• cost benefit analysis and cost effectiveness analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case study</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> </ul>

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
IV	4	Understand the basic concept of financial management  Explain the characteristics of health care industry	<b>Demand and Supply in Health Care</b> <ul style="list-style-type: none"> <li>• Concept of demand, need, supply, input, output, production function, industry and market</li> <li>• Structure of health care industry</li> <li>• Characteristics of health care services market</li> <li>• Demand side and supply side</li> <li>• Factors affecting demand</li> <li>• Factors influencing demand for medical care</li> <li>• Factors affecting supply</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Assignment on Demand for medical care</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Evaluation of Assignment</li> </ul>
V	6	Describe the sources of financing of health care services  Discuss various health insurance schemes Explain the role of state and central government on financing of health care services.	<b>Financing of Health Care in India</b> <ul style="list-style-type: none"> <li>• Financing system and allocation</li> <li>• Sources of financing of health care services</li> <li>• Health plans and outlays, the relative role of state and central government on financing of health care services</li> <li>• Factors influencing the state's ability to finance health care services</li> <li>• Role of voluntary organizations in health care</li> <li>• Public Private Partnership in providing services in health care</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Assignment - role of voluntary organizations in health care</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Evaluation of assignment</li> </ul>

**ASSESSMENT METHODS:**

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks

## 13.SCIENTIFIC WRITING SKILLS

**PLACEMENT:** VII & VIII SEMESTER

**Credit & Hours:** 1 Credit (20 hours)

**THEORY:** 12 hours

**PRACTICAL/LAB:** 8 hours

**DESCRIPTION:** This module is designed to provide the students with the necessary knowledge base to succeed in publishing scientific papers in indexed national/international journals or to prepare a grant application.

**LEARNING OUTCOMES:** On completion of this module, the student will be able to

1. Get inspiration and motivation to write effectively, concisely and clearly.
2. Understand the process and basics of scientific writing and publishing.
3. Equip them with skills to cite and manage references.
4. Write scientific manuscript for publication in indexed national/international journals.
5. Apply the principles in grant writing.

### CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2 (T)	Get motivated to write	<b>Basics of good writing</b> <ul style="list-style-type: none"> <li>• What makes good writing - choice of words, components of sentences and sentence structure, using tenses</li> <li>• Clarity, brevity and fitness - punctuation, paragraphs, logic and organization</li> <li>• Motivation for writing</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Review of news article</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> </ul>
II	2 (T) 2 (L)	Explain the basics and principles writing a scientific manuscript  Develop skills to cite and manage references	<b>Basics of writing a scientific manuscript</b> <ul style="list-style-type: none"> <li>• Definition and types</li> <li>• Characteristics - clear, simple and impartial</li> <li>• Reading scientific literature</li> <li>• <i>General Principles:</i> <ul style="list-style-type: none"> <li>○ Ask right questions</li> <li>○ Avoid jargon where possible</li> <li>○ Focus on your reader</li> <li>○ Don't show off</li> <li>○ Create a compelling opening paragraph</li> <li>○ Be confident</li> <li>○ Learn how to KISS (Keep it short and simple)</li> <li>○ Get active - Use the active voice rather than the passive one.</li> <li>○ Check for errors</li> <li>○ Use a style guide - writing style, referencing style</li> <li>○ Tools for reference management</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Reading scientific literature-Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Test paper</li> </ul>
III	2 (T)	Develop skills in preparing conference	<b>Writing for conferences and publications</b> <ul style="list-style-type: none"> <li>• <i>Conferences</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Test paper</li> </ul>

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		materials and presentation skills.  Describe the publishing process and ethics	<ul style="list-style-type: none"> <li>○ Developing conference materials: abstracts, posters and oral presentation.</li> <li>○ Conference presentation skills</li> <li>● <i>Publications:</i> <ul style="list-style-type: none"> <li>○ Phases for writing-planning, writing and publishing phase</li> <li>○ Reporting guidelines - CONSORT, STROBE etc</li> <li>○ Journals - choosing the right type of journal</li> <li>○ Publication ethics</li> <li>○ Author's responsibility</li> <li>○ Editorial process</li> <li>○ Plagiarism check tools</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Preparation of a conference paper/poster</li> <li>● Guided reading</li> <li>● Written assignment - reporting guidelines</li> </ul>	<ul style="list-style-type: none"> <li>● Assessment of the written assignment</li> </ul>
I	4 (T) 4 (L)	Develop skills in writing a research paper	<b>Writing a research paper</b> <ul style="list-style-type: none"> <li>● General principles</li> <li>● Writing an Abstract</li> <li>● IMRAD format - <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Methods</li> <li>○ Results</li> <li>○ And</li> <li>○ Discussion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture cum discussion/ Workshop on writing</li> <li>● Exercise on writing an abstract</li> <li>● Exercise on writing an effective discussion</li> <li>● Writing exercise for preparation of research paper for publication</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluation of the prepared research manuscript for publication</li> </ul>
IV	2 (T) 2 (L)	Develop beginning skills of preparing a grant proposal with basic understanding	<b>Overview of grant writing</b> <ul style="list-style-type: none"> <li>● Purposes</li> <li>● Funding opportunities</li> <li>● Principles</li> <li>● Writing a grant proposal</li> </ul>	<ul style="list-style-type: none"> <li>● Exercise: Identify grant opportunities</li> <li>● Exercise: write a grant proposal</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluation of the exercise</li> </ul>

#### ASSESSMENT METHODS:

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks

## 14. LACTATION MANAGEMENT

**PLACEMENT:** VII & VIII SEMESTER

**THEORY:** 0.5 Credit (10 hours)

**CLINICAL:** 0.5 Credit (10 hours)

**DESCRIPTION:** The module is designed to develop in-depth knowledge and understanding in lactation management . It also help the students to develop competency in providing quality care to the lactating women and her families.

**LEARNING OUTCOMES:** On completion of the module, the student will be able to:

1. Understand the concept of lactation and anatomy of breast in postpartum women.
2. Discuss the physiology of lactation and composition of breast milk.
3. Develop competencies in providing quality nursing care to these women based on nursing process.
4. Educate women and families about the lactation problems faced by them and improve in breast feeding.
5. Dicuss the advantages of breast feeding and bonding.
6. Explain the importance of taking well balanced diet to facilitate lactation.

### CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2 (T)	Review the anatomy of breast	<b>Anatomy of breast-Review</b> • Concept and anatomy of breast	• Use of models • Discussion	• Objective test • Short answers
II	2 (T)	Explain the Physiology of lactation	<b>Physiology of lactation</b> • Physiology of lactation • Benefits of breast feeding	• Discussion	• Short answers • Objective test
III	4 (T) 8 (CL)	Provide quality nursing care	<b>Management of lactation</b> • Quality nursing care to patient for lactating women • Well balanced diet • Technique of breast feeding • Prevention of breast engorgement	• Demonstration • Discussion • Case presentation	• Short answers • Objective test • Case report
IV	2 (T) 2 (L)	Provide health education	<b>Health education on</b> • Diet during lactation • Breast care • Clothing • Personal hygiene etc.	• Case method • Demonstration	• Case report

### CLINICAL PRACTICE COMPETENCIES:

On completion of the program student will be able to:

1. Provide quality nursing care to lactating women
2. Devlop competency in supporting breast feeding
3. Educate lactating women regarding self care and well balanced diet, personal care etc.
4. Develop competency in records and reports
5. Encourage mother child bonding
6. Develop competency in preventing breast complications

### ASSESSMENT METHODS:

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks

## 15. SEXUALITY AND HEALTH

**PLACEMENT:** VII & VIII SEMESTER

**THEORY & PRACTICAL:** 1 Credit (20 hours)

THEORY: 16 hours

PRACTICAL: 4 hours

**DESCRIPTION:** Sexuality and Health is an elective module for nursing students who wish to make a future in sexual Health clinics/counseling. This module intends to train the nurses to help people to maintain sexual health.

**LEARNING OUTCOMES:** On completion of the module, the student will be able to

1. Identify the basic components of the human reproductive system and describe the basic functions of the various reproductive organs.
2. Describe the changes that occur during puberty and secondary sexual characteristics.
3. Examine and evaluate the risk factors associated with exposure to blood-borne diseases.
4. Determine 'safer' sex practices.
5. Develop strategies to reduce sexual risk.
6. Explain the role of trust and ways to establish trust in a relationship.
7. Evaluate implications and consequences of sexual assault on a victim.
8. Explain the legislations related to sexual assaults in India.
9. Provide health education on safer sex practices and prevent the sexually transmitted diseases/blood borne diseases.
10. Assess a victim of sexual abuse/assault/harassment/child abuse.

### CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	3	Identify the basic components of the human reproductive system, and describe the basic functions of the various reproductive organs  Describe the changes that occur during puberty; secondary sexual characteristics	<b>Introduction to Sexuality -</b> <ul style="list-style-type: none"> <li>• Anatomy of the human reproductive system and the basic functions; fertilization, conception.</li> <li>• Changes during puberty (physical, emotional and social)</li> <li>• Secondary sexual characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective test</li> </ul>
II	3	Examine and evaluate the risk factors associated with exposure to blood-borne diseases	<b>Risk factors associated with exposure to blood-borne diseases - HIV, AIDS, Hepatitis</b> <ul style="list-style-type: none"> <li>• Sharing needles</li> <li>• Body piercing</li> <li>• Tattooing</li> <li>• Helping someone who is bleeding etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Role play</li> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective test</li> </ul>

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
III	3	Determine 'safer' sex practices  Develop strategies to reduce sexual risk  Explain the role of trust and ways to establish trust in a relationship	<b>'Safer' sex practices:</b> <ul style="list-style-type: none"> <li>• Communicate with partner</li> <li>• Maintain abstinence</li> <li>• Limit partners</li> <li>• Access/use condoms/ contraceptives properly</li> </ul> <i>Strategies to reduce sexual risk:</i> <ul style="list-style-type: none"> <li>• Abstain from drugs and alcohol, date in groups, use assertive behavior</li> <li>• Expectations &amp; commitments in a relationship</li> </ul> <ul style="list-style-type: none"> <li>• Role of trust and ways to establish trust in a relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective test</li> </ul>
IV	5	Analyze the implications and consequences of sexual assault on a victim  Explain the legislations related to sexual assaults in India	<b>Sexual assault/abuse</b> <i>Implications and consequences of sexual assault on a victim</i> <ul style="list-style-type: none"> <li>• Child sexual abuse</li> <li>• Sexual assault of boys</li> <li>• Incest</li> <li>• Intimate partner sexual abuse</li> <li>• Rapes</li> </ul> <i>Legislation related to sexual assault in India</i> <ul style="list-style-type: none"> <li>• Criminal Law amendment Act -2013</li> <li>• Sexual Harassment at workplace</li> <li>• Protection of children against sexual offences</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Case discussion</li> <li>• Guest lecture</li> <li>• Reading/written assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective test</li> </ul>
V	2	Develop understanding and skills on sexual health education	<b>Sexual Health Education</b> <ul style="list-style-type: none"> <li>• Health education - principles and application</li> <li>• Health education on safer sex practices</li> <li>• Counselling the sexually assaulted/abused child/ adolescent/adults</li> </ul>	<ul style="list-style-type: none"> <li>• Observe/practice at the education/ counseling clinic/ centre</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of the report</li> </ul>
VI	4 (P)	Develop skills in assessment of sexually abused victim and provide sexual health education	<ul style="list-style-type: none"> <li>• Sexual health education - adolescents and young adults</li> <li>• Assessment of sexually abused victim - child/adolescent/adult</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical field</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of sexually abused victim</li> <li>• Sexual health education</li> </ul>

#### ASSESSMENT METHODS:

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks

## 16. STRESS MANAGEMENT

**PLACEMENT:** VII & VIII SEMESTER

**THEORY & PRACTICAL:** 1 Credit (20 hours)

THEORY: 15 hours

PRACTICAL: 5 hours

**DESCRIPTION:** This module is designed to enhance the understanding of students about stress and its effects on human behavior and physiology. Further it discusses the techniques and implementation of stress management in personal and professional life.

### LEARNING OUTCOMES:

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

1. Describe stress and stressors.
2. Identify the causes of unwanted stress.
3. Understand how stress works and its effects on human behavior and physiology.
4. Develop techniques to avoid stress affect the personal and professional life.
5. Utilize effective stress reduction techniques.
6. Develop a Personal Action Plan for Stress Management.

### CONTENT OUTLINE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching Learning Activities	Assessment Methods
I	3 (T) 1 (P)	Describe stress and stressors.  Identify the causes of unwanted stress.	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Concept of stress, definition</li> <li>• Types of stress: positive, negative</li> <li>• Various sources of stress: environmental, social, physiological, psychological</li> <li>• Types of stressors: internal and external</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Practice session on identifying own stressors</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective test</li> <li>• Assessment of practice sessions</li> </ul>
II	5 (T) 1 (P)	Understand how stress works and its effects on human behavior and physiology	<b>Stress and its effect on human physiology and behaviour</b> <ul style="list-style-type: none"> <li>• Body's response to stress: Hans Selye's General Adaptation Syndrome</li> <li>• Stress Cycles: distress and wellness cycle</li> <li>• Cognitive appraisal of stressors</li> <li>• Stress symptoms: emotional, behavioural, physical</li> <li>• Stress and diseases: cancer, Gastric ulcer, Bronchial asthma, effect on endocrine glands, Psycho-sexual disease, Anxiety Neurosis</li> <li>• Assessing stress levels Holmes - Rahe - life change index</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Practice session assessment of stress level of self and peer group, scoring &amp; classifying the risk.</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Essay types</li> <li>• Preparing stress assessment scale</li> </ul>
III	5 (T) 1 (P)	Develop techniques to avoid stress affect the personal and professional life.	<b>Stress avoidance techniques</b> <ul style="list-style-type: none"> <li>• Individual difference in resistance to stress: optimism &amp; pessimism</li> <li>• Strategies of stress prevention</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Practice session</li> <li>• Role play on Conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of the skills based on the check list</li> <li>• Short answers</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching Learning Activities	Assessment Methods
			& management ○ Challenging stressful thinking/resilience and stress ○ Problem solving and time management ○ Physical methods of stress reduction ○ Preparing for occupational stress ○ Care of self: Nutrition & other lifestyle issues ○ Conflict management in relationship	Management/ Use of problem - solving approach for professional problem	<ul style="list-style-type: none"> <li>• Essay types</li> </ul>
IV	2 (T) 2 (P)	Utilize effective stress reduction techniques  Develop a Personal Action Plan for Stress Management	<b>Stress reduction strategies</b> <ul style="list-style-type: none"> <li>• Utilizing stress reduction techniques</li> <li>• Relaxation techniques:               <ul style="list-style-type: none"> <li>• abdominal breathing</li> <li>• progressive relaxation,</li> <li>• massage</li> <li>• biofeedback</li> <li>• autogenic training-self hypnosis</li> <li>• visualization and mental imagery</li> </ul> </li> <li>• Enhance self esteem</li> <li>• Support groups</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise on: Relaxation techniques: abdominal breathing, progressive relaxation.</li> <li>• Develop a Personal Action Plan for Stress Management</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of the skills based on the check list</li> </ul>

**ASSESSMENT METHODS:**

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks

## 17. JOB READINESS/EMPLOYABILITY IN HEALTH CARE

**PLACEMENT:** VII & VIII SEMESTER

**THEORY:** 1 Credit (20 hours)

**DESCRIPTION:** This module is designed to prepare the nursing students towards entering their profession in terms of clinical context, the complexity of care requirements, and utilization of resources available and in terms of soft skills.

**LEARNING OUTCOMES:** On completion of the module, the student will be able to

1. Demonstrate the employability skills required at different levels and in different roles across the health sector.
2. Identify the personal skills, qualities, values, attributes and behaviours needed at each career level.

### CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2	Explain about the Nursing career and various roles in nursing	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Nursing - A Career in Life</li> <li>• Roles and responsibilities of an employee</li> <li>• Adaptation towards working environment</li> <li>• Career Guidance - Employment opportunities in Nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay on career opportunities</li> </ul>
II	5	Describe the characteristics and values that an individual must have before they can do a job effectively.	<b>Employability Skill</b> <ul style="list-style-type: none"> <li>• Job-readiness attributes               <ul style="list-style-type: none"> <li>○ Communication skill</li> <li>○ Technological skill</li> <li>○ Teamwork skill</li> <li>○ Interpersonal skill</li> <li>○ Critical thinking and Problem-solving skill</li> <li>○ Planning and organizing skill</li> <li>○ Conceptual and analytical skill</li> <li>○ Self confidence</li> <li>○ Inter profession practice</li> <li>○ Work psychology-positivity workplace attitude</li> <li>○ Stress awareness and management</li> </ul> </li> <li>• Soft skills</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Practical assessment</li> </ul>
III	5	Describe the safe care and skills required to manage the workforce environment	<b>Complexity of care</b> <ul style="list-style-type: none"> <li>• Safe Practice</li> <li>• Practice within scope of practice</li> <li>• Management of workload</li> <li>• Ability work effectively within the health care team</li> <li>• Legal and ethical boundaries</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Written assignment on scope of practice</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of assignment</li> </ul>
IV	3	Explain the importance of employability towards meeting	<b>Autonomy and Supervision</b> <ul style="list-style-type: none"> <li>• Autonomy - Accountability, Responsibility, Recognition of scope of practice</li> <li>• Supervision/Delegation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> </ul>

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		the organization goal.			
V	5	Enumerate the subject knowledge required to provide quality care.	<b>Application of Knowledge</b> <ul style="list-style-type: none"> <li>• Generalist Nursing Knowledge</li> <li>• Knowledge on Quality Care</li> <li>• Knowledge on Ethical aspects</li> <li>• Knowledge on Legal aspects</li> <li>• Critical Appraisal</li> <li>• Knowledge seeking behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Self-discovery exercise</li> </ul>

#### ASSESSMENT METHODS

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks

स्वास्थ्य एवं परिवार कल्याण मंत्रालय के तहत सांविधिक निकाय  
Statutory Body under the Ministry of Health & Family Welfare

F No 1-6/PBD-Ayur/2022-INC

Dated: 13 JUN 2022

**Notification – 10 of 2022**  
**Module on Yoga for Nursing Students**

Nursing is a demanding profession and nursing students may experience considerable amount of stress to meet the demands in academic and clinical fields. Yoga is an effective practice to reduce stress and improve physical and mental wellbeing. Indian Nursing Council has prepared a ten hour Yoga module for nursing students under the directions of MOHFW and Ministry of AYUSH. This yoga training module can be implemented in the nursing programmes like ANM, GNM, B.Sc(N) during the Co-Curricular activities provided in various academic years/semesters. The content/yoga practices to be performed are as under:

Content	Hours
<b><u>1. Yoga &amp; General Guidelines for Yoga practices:</u></b>	1hr
<b><u>2. Yoga Practices :</u></b>	1hr
<b><u>3. Asanas:</u></b>	5hr

उपचर्या शिक्षा के एकसमान मानक प्राप्त करने के लिए प्रयासरत  
Striving to Achieve Uniform Standards of Nursing Education  
Website: [www.indiannursingcouncil.org](http://www.indiannursingcouncil.org) E-mail: [secy.inc@gov.in](mailto:secy.inc@gov.in)  
Phone: 011-66616800, 66616821, 66616822  
GSTIN: 07AAAJI0165N1Z4



स्वास्थ्य एवं परिवार कल्याण मंत्रालय के तहत सांविधिक निकाय  
Statutory Body under the Ministry of Health & Family Welfare

<b>4. <u>Pranayama:</u></b>	Deep Breathing – 10 breaths Nadi Shodhan Pranayama – 20 Breaths Bhramari Pranayama – 10 rounds	1hr
<b>5. <u>Meditation :</u></b>	Om chanting, Soham chanting Chakra Meditation	1hr
<b>6. <u>Yoga Nidra</u></b>		1hr

**Note:** - Institution to hire part time / full time yoga teacher to teach the faculty & students.  
The qualification requirement (QR) of the teacher is Graduation/ General Post Graduation with  
Diploma in Yoga/ Graduation in Yoga from reputed University or Institute of repute.

This issues with the approval of the Competent Authority.

Yours faithfully,

(Lt Col (Dr) Sarvjeet Kaur)  
Secretary

